

Google Earth

**BUILDING
UNDERSTANDING
AND ACTION
FOR OUR PLANET**



Total time

Age range

45 mins

8-14
years old



Celebrate World Environment Day with Climate Conversations!



LEARNING OUTCOMES

- Engage in a conversation around climate change with an elderly relative/community member
- Draw a Then and Now picture based on their climate conversation, demonstrating the difference between the past and current ways of living and how that impacts climate change
- Demonstrate a positive action for the environment

NOTE TO EDUCATORS

Now that many students are distance learning and isolated from their friends and family, celebrating [World Environment Day](#) could be a great way for students to connect with elderly relatives. In this activity, students are encouraged to talk to their elderly relatives, either online or over the phone, and ask them a series of questions about the environmental changes they've seen since they were their age. The below activity asks students to focus on one of three topics for their conversation: **Food**, **Weather** or **Transport**.

ACTIVITY OVERVIEW

STEP 1

Ask students *have they heard of World Environment Day? What do you think it might be?*

www.worldenvironmentday.global

STEP 2

Explain that as a way of taking action for World Environment Day this year, students are invited to have a telephone or online conversation with an elderly relative/member of their community. The aim is to ask them a series of questions focusing on how the environment and natural world has changed over the course of their lives.

STEP 3

Brainstorm a series of questions together around one of the following topics: **Weather**, **Food**, **Transport** see **Appendix 1** for possible questions. – which topic would students be most interested to ask about? How will these questions help us further understand how our home has changed because of climate change?

STEP 4

Explain to students that after their Climate Conversation they will need to use **Appendix 2** to draw a Then and Now drawing of what their elderly relative said.

STEP 5

Share with the class their findings through their pictures, drawing out the connection between their chosen topic and how it impacts climate change.

STEP 6

Ask students to refer to their drawings and see if there was a positive action for climate change that they could replicate. *E.g only using one tupperware/lunch box instead of buying a new one every year.* If not, ask students to come up with their own positive action for the environment.

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WEATHER

How has the weather changed?

How have the seasons changed?

Does the summer seem longer or shorter?

Does the winter seem longer or shorter?

Do the rainy seasons seem shorter/longer?

Does the rain come at the same time as when you were our age?
How has it changed?

Do temperatures seem hotter or colder?



FOOD

Did you eat differently before? Has the way you eat changed?

Make a connection between food and climate change?

Do you eat based on what is available in the season?

What type of food do you eat that is not from this season but comes from another country or weather?

Has the way we use energy for cooking changed?

What grows in which seasons?

Do you grow any of your own food?

Where do you get your food from and has this changed?



TRANSPORT



How has the way children get to school changed?

How has the way people move around changed?

How has the way children and young people spend time outside changed?

How has the way people move in cities changed?

How has the way you use public transport changed?

Do roads seem more or less busy?

How has the way people get to work changed?



TOPIC	THEN	TOPIC	NOW
<p>What they said...</p>			
<p>My drawing...</p>			
<p>My action for...</p> <div style="display: flex; align-items: center; gap: 10px;">    </div>			