

Knowledge - what I already know

I know the school rules of Caroline Haslett School
 I am aware of some issues in the environment
 I have some understanding of what sustainable is

Knowledge - what I will know by the end of this unit

To devise a class charter
 To understand how democracy works
 To develop environmental awareness and responsibility
 To develop an awareness of climate change
 To develop an understanding of sustainable issues

Useful vocabulary

Community - a group of people living in the same area who share similar attitudes
Responsibilities - having a duty to deal with something
Rights - what you are entitled to
Promises - a declaration of assurance that something will happen
Democracy - a state of government by the whole population
Power - the ability to do something or act in a certain way
Council - a body of people elected to manage the affairs of a city or county
Vote - to choose without manipulation
Civil rights - the rights of citizens to political and social freedom
Protect - to keep safe
Biodiversity - a variety of plants and animals in an area considered to be vital
Endangered - a species at risk of extinction
Climate change - the unusual heating or cooling of the planet
Impact - an effect or influence
Environment - the surrounding area that we need to thrive
Carbon dioxide - a gas released into the air from unsustainable sources
Emissions - the production of gas or radiation
Individual - a single person
Collective - a group of people together
Political - government or public affairs of the country

Activities

- Create a class charter together. Discuss what we'd like in our dream school. What would be in a nightmare school?
- Class game: Ban a commonly used word. How does it feel not to be able to use it? Discuss the freedoms we have and why they are important.
- Research about current environmental problems and what are our responsibilities to solving them. Discuss local environmental issues we might have noticed.
- Create a poster about how carbon emissions are affecting our lives and wildlife.
- What are we responsible for? Is climate change a collective responsibility? How can we make our school more sustainable?

Skills

- Take part in discussions with one other person and the whole class, and take part in a simple debate about topical issues
- Identify and respect differences and similarities between people
- Recognise choices they can make and recognise the difference between right and wrong.
- Recognise the effect of their behaviour on other people, and cooperate with others
- Understands the rules needed to form an effective learning environment
- Understands how democracy works in a country
- Has an awareness of environmental changes and our responsibility to change it for a better future
- Understands climate change and can explain the importance to have an awareness of this.
- Understands the meaning of sustainable and how to make our lives more sustainable