



## **SUGGESTED SESSION PLANS**

*(This is based on 2 x 2 hour sessions.) Please alter to your need and check the resources in the pack to help you tailor the session plan to your requirements. A projector/screen will be needed to show the videos and PowerPoint and the plans Follow the worksheet. For any additional assistance please read the Guide.*

# SESSION ONE

TIME	TOPIC	NOTES
0-5 mins	<i>Introduction: what we are looking at, what we want students to think about and produce at the end of the project</i>	<i>Everyone will need their own worksheet or exercise book to write in plus pens and pencils.</i>
5-30 mins	<i>Inspiration</i>	<p><i>What do students know about climate change? Watch the following video (say to students that some of the questions are based on what is said in the video). Put students into groups.</i></p> <p><a href="https://www.youtube.com/watch?v=IJoAcD0oUww">https://www.youtube.com/watch?v=IJoAcD0oUww</a></p> <p><i>Quiz Time. Need quiz sheets plus pens/pencils and prizes (if allowed). IF students feel the questions are too hard, give them clues. Some of the questions can have multiple answers and the answer sheet only contains some example answers.</i></p>
30-50 mins	<i>How can we be a climate champion?</i>	<p><i>Show students this video with Greta Thunberg and George Monbiot.</i></p> <p><a href="https://www.youtube.com/watch?v=-Q0xUXo2zEY">https://www.youtube.com/watch?v=-Q0xUXo2zEY</a></p> <p><i>Ask the students, singularly, to write down any notes they wish to make and have a discussion after the video to ensure students took on board what GT and GM said including: planting trees, using fewer fossil fuels and about protecting, restoring and funding.</i></p>
50-70 mins	<i>Our Stories Part One</i>	<p><i>In this section we want students to start to narrow down what they want to write about for their story.</i></p> <p><i>In groups ask the students to think about what emotions and feelings they have about climate change; what part of climate change worries them the most; do they think something can still be done and what solutions are there. Write them down on A3 paper. Hold a plenary session to see what all the groups put down and ask students to write what they like best down onto their worksheets.</i></p> <p><i>The solutions discussed can be responses done locally or globally.</i></p> <p><i>Ask groups to think about what they know and remind them of what we have learned from the two videos.</i></p> <p><i>Advise students that climate change is such a huge subject that we need to focus on one area of it for our stories e.g. trees being cut down in the rainforest, flooding near where they live.</i></p> <p style="text-align: right;"><i>...Continued</i></p>

		<p>Advise students that showing your emotions in stories can help readers connect to the story.</p> <p><b>EXAMPLE RESPONSES</b></p> <p>Examples of emotions from children on our live courses include: anger; worry; anxiety; guilt; gloom.</p> <p>Examples of what part of climate change worries children the most include: cutting down trees to grow palm trees or for farming; ice caps melting; flooding and drought.</p> <p>Examples of solutions include: use less plastic; use public transport or walk or cycle; turn off lights in their house; protest themselves and speak to adults.</p>
70-80 mins	Story Structure and Short Break	<p>Show slide on PowerPoint and discuss the three parts of the story.</p> <p>Advise students that they will be asked to think of a scene to start their story which could be anywhere in the world, an inspirational story to help more people become climate champions and, lastly, a moral. If they do not understand what a moral is ask them what is the lesson from the fairy tale, The Boy Who Cried Wolf.</p> <p>The inspirational story about how we can tackle climate change does not have to be directly related to the scene in part one of the story.</p>
80-95 mins	Creating A Scene Part One	<p>Go through the PowerPoint on how to set the scene. The idea is for the writer to construct a setting which evokes the emotions they feel about climate change.</p> <p>Use the picture in the PowerPoint as an exercise for students to use on setting the scene and follow this up with a plenary session to hear what students wrote down.</p>
95-115 mins	Creating A Scene Part Two	<p>Ask students to think about a scene for the first part of their story. It could be anywhere around the world.</p> <p>Advise students that this part of the course can be the first draft of their story.</p> <p>On the worksheet there is room for them to draw the scene if it helps.</p> <p>Remind students of how to set the scene by using the PowerPoint slide.</p> <p>Ask a number of students to read theirs out and ask the other students for feedback.</p>
115-120 mins	Conclusion of Session One	<p>Ask students about what they have learned during the session and what part of the session they found to be the best.</p> <p>Collect all worksheets ready for Session Two.</p>

# SESSION TWO

TIME	TOPIC	NOTES
0-5 mins	Recap what we did at the last session. Talk about what are doing in this session.	Worksheets From previous session should be available. Ask students if they have thought of anything else For their story.  Advise students that we will be looking at our main character, showing emotions, plots and dilemmas and what will be in their story.
5-20 mins	You Are A Climate Champion Part One	What does it take to be a climate champion? Watch this video about Greta Thunberg  <a href="https://www.youtube.com/watch?v=uRgJ-22S_Rs">https://www.youtube.com/watch?v=uRgJ-22S_Rs</a>  Ask students to discuss what they think about her and what her strengths are. Examples include she is brave, understanding, honest, worried and determined.  As an additional point. Ask students who their Favourite characters are in books e.g. Harry Potter or Matilda and ask students to say what their strengths are.
20-35 mins	You Are A Climate Champion Part Two	Ask the students to be the climate champion in their stories. Remind them that they have already thought about their emotions For their story and that writers often use themselves when designing characters For their stories. Ask students to have a go at drawing themselves and then describing what they physically look like (they don't have to draw if they do not want to).  To help use the slide From the PowerPoint.  Ask them to think about their hobbies and interests and also about their strengths. As a suggestion, let them take some of the personality / strengths of Greta or their Favourite Fictional characters if it helps.  Finish off with a quick plenary session to see what some students have done.
35-45 mins	Showing Emotions	Advise students that showing emotions in stories can help readers connect to their story.  Ask the students to remind themselves of what emotions they feel when they think about climate change. For example: anger or sadness. Ask students to pull Faces to show these emotions and ask students to describe what happens to their Faces.  <b>EXAMPLE RESPONSES</b>  Scared: Eyes widen and mouth opens  Sad: Face droops downwards, bottom lip is projected.  Anger: Eyebrows squeeze together to form a crease, eyelids tight.  <p style="text-align: right;">...Continued</p>

		<p>Ask students to describe what else happens to them when they feel emotions. Give them an example. E.g. when angry they may feel their blood boil or their hearts beat faster. When scared, they could tremble.</p>
45-60 mins	Let's learn more about what we can do.	<p>Watch the following video about what real life young people have done and advice on what children can do.  <a href="https://www.youtube.com/watch?v=PsIL9WC-2cQ">https://www.youtube.com/watch?v=PsIL9WC-2cQ</a></p> <p>Ask students, either in groups or singularly, to talk about the video and what ideas they have to help. Remind people to write down their ideas so they can use them later.</p> <p><b>EXAMPLES</b></p> <p>As well as actually making energy without using fossil fuel, children are encouraged to speak to politicians or their schools and also do little things themselves at home.</p>
60-75 mins	Story Plots	<p>Go through the PowerPoint looking at the four plot types mentioned. Ask the students to think of examples from stories, TV, film and plays which use these plot types. Ask students to write down their examples on the worksheet.</p> <p><b>EXAMPLE RESPONSES</b></p> <p>Monster: Harry Potter, Shrek, Matilda  Quest: Lord of the Rings, HP and Shrek  Tragedy: Macbeth and Romeo &amp; Juliet  Rebirth: A Christmas Carol, The Grinch.</p> <p>Mention to students that they can use these story plots to help them write their story. Have a discussion about which ones they prefer.</p> <p><b>Example</b></p> <p>Quite a lot of students on the live sessions wanted to use a rebirth story in that they approach someone who can help tackle climate change but they are initially reluctant to help until they are inspired to by the main character.</p>
75-95 mins	Dilemmas and How to Sort them	<p>This follows on from story plots.</p> <p>Firstly explain that all stories have a dilemma. The actual dilemma in a climate change story (and in real life) is people and possible reluctance, ignorance of the facts on climate change or disempowerment.</p> <p>Ask students why they think people have been slow to react to issues of climate change.</p> <p>Show the examples of dilemmas and solutions on the PowerPoint (and which are on the worksheet) and ask students to think what the dilemma could be in their story and how it could be resolved.</p> <p style="text-align: right;">...Continued</p>

		<p><i>Remind them of what they also wrote down in session one about what they can do.</i></p> <p><i>On the PowerPoint are some examples from the live sessions of ideas for stories.</i></p> <p><i>Ask some students to read out their ideas.</i></p>
<i>95-105 mins</i>	<i>Who can help or hinder us?</i>	<i>This will help students think about their story in more detail. Show them the list of possible people who could help or stop their plans to tackle climate change.</i>
<i>105-110 mins</i>	<i>Story Plan</i>	<i>Go through the basic story plan with students. Advise that it is just a guide to help them write their story. Ask students why they should plan their story before they write it.</i>
<i>110-120 mins</i>	<i>A Moral For the Story</i>	<i>Now that students should have a basic idea of what their story is all about, ask them is there a lesson to be learned from their story. On the PowerPoint are some examples from the live sessions and there is also a separate document with more examples.</i>

*There is space on the Worksheet for students to plan each part of their story before they write it. This will have to be undertaken at a separate session or as part of homework.*