Protecting Our Oceans

PBL Unit on Social Change Campaign Building

14 to 18 hour class curriculum

Target English Level: EIKEN Grade 2 and above

**Lesson 1**

**Youth Activists: Climate Change or Climate Crisis**

**Lesson total duration: 100 minutes (two 50 minute class periods)**

Activity 1: The effect of climate change on your lives

Duration: ~10 min

PPT Slides 2-3

1. Break students into small groups of 3 to 5.
2. Give each group an A3 piece of paper and number of post-it-notes. Have students brainstorm as many effects of climate change as they can. These effects can be large or small, personal or societal. As students are brainstorming ideas, they should write each idea down on a post-it-not and place it on the A3 piece of paper.
3. Have students place the brainstorm effects on an Impact line with a scale of 1 (almost no impact) to 10 (large impact). Effects with less impact should be placed on the left side of the paper and as the effects increase they should be placed further to the right side of the A3 paper.
4. As a final step, each group should announce the effect which they believe has the most impact on their daily lives and why.

Activity 2: Climate Change or Climate Crisis

Duration: ~10 min

PPT Slides 4-5

1. Explain to students that recently many activists have been using the term Climate Crises instead of Climate Change or Climate Issues. Ask students if they can explain the difference.
2. In their groups, have students try to identify a ‘Issue’ and a ‘Crisis’ that would be connected with the topics on the left. So groups should think of a:

* Neighborhood housing issue (example: there are some abandoned houses in the neighborhood)
* Neighborhood housing crisis (example: there are no open houses or apartments for people to buy or rent)
* Prefectural medical issue (example: there is a shortage of nurses, so some hospitals are a little understaffed)
* Prefectural medical crisis (example: COVID-19, all beds are full, people cannot get treatment)
* National food issue (example: due to poor weather vegetable prices increased 10%)
* National food crisis (example: due to flooding, 50% of the rice crop was destroyed)

Activity 3: Group reading

Duration: ~25 minutes

PPT Slide 6

*Reading of the article can be assigned as a pre-lesson activity. However, if your students need support with academic reading, the reading can be done in class, with the teacher explaining more difficult passages in simplified English.*

1. Provide students with the article *Climate Change or Climate Crisis*
2. In their groups students should read the article one paragraph at a time. As they are reading each paragraph, students should underline all the strategies and activities that young climate activists are using to fight climate change.
3. After everyone in the group has finished reading a paragraph, they should compare the sections they have underlined and make sure they have identified all of the climate change fighting strategies in the paragraph.

Activity 4: Youth activists and the actions they take

Duration: ~25 minutes

PPT Slides 7

Youth activists and the actions they take

1. Students should identify, as written in the article, what actions each of the activists on the PPT Slide 8 are taking to fight climate change.
2. Teacher should circulate in the room and have representative from each group write an example of a specific action on the projected PPT slide
3. Students then should discuss specific reasons why activists are taking these actions (example: Lesein Mutunkei is planting trees to reduce CO2 in the air. Mitzi Jonelle is trying to protect communities from flooding, etc)
4. Teacher should circulate in the room and have representative from each group write an example of a specific reason on the projected PPT slide
5. Finally, students as a group should give an impact score of 1 to 10 for the total actions taken by each of the activists on the slide. For example they might give Lesein Mutunkei an impact score of 7 for planting trees and organizing a campaign to help other athletes plant trees when they score points or win games.
6. Students should then share the activist who their group identified as having the highest impact score and explain why the group has assigned this impact score.
7. Finally, as a group, students should assign a difficult score of 1 (easy to do/accomplish) to 10 (almost impossible to do/accomplish) to the total actions taken by each of the climate activists.
8. A student representative from each group should then share the activist who has lowest difficulty score and explain why the group has assigned this difficulty score.

Activity 5: What we already do!

Duration: ~15 minutes

PPT Slides 8

*This is just a simple brainstorming activity to get students to focus on their own lives and steps they are currently doing to fight climate change.*

1. In their groups, students brainstorm actions that they are currently taking in their life to fight climate change.
2. If there are any actions that all of the students in the group are doing, they should announce those actions by saying “In our group we all...(insert action).”
3. If there are actions that they ALL want to try to do in the future, they should announce those actions by saying, “In the future, all of our group members would like to...(insert action)”

Activity 6: Introducing the difference between an action and a campaign

Duration: ~10 minutes

PPT Slide 9-10

*This slide, and the connected activity, introduces students to the difference between taking an action and planning a campaign. As the point of this unit is to help students develop an environmental campaign to protect the ocean environment, it is important to get students to start to think about what a campaign actually consists of.*

1. Explain how Lesein Mutunkei planting trees is an action taken to fight climate change.
2. Ask students if they know what campaign Lesein started.
3. Explain that the Trees4Goals is a campaign because it is try to change a groups of people’s behaviors! First the campaign recruits athletes and sports teams to plants trees when they score points or win games. But the larger goal of the campaign is to raise people’s importance of planting trees and to try and get more athletes and people in general to plant trees.
4. Advance to PPT Slide 10. Now see if students can identify an action that was taken by one of the 4 climate activists discussed in today’s class.
5. Have students identify a campaign that was started by one of the activists discussed in today’s class.
6. Tell students that in the next lesson, we will focus on the Ocean environment and campaigns which have been created by young activists.

Review/Homework: Reviewing strategies and activities of climate activists

Duration; ~10 minutes of class time to start the homework and for teacher to check if it is being done correctly

Recommended total time for completion of homework: ~1 hour

PPT Slide 11

It would be best to provide 5 to 10 minutes of class time so students can try and complete part of the homework and the teacher can check if it is being done correctly.

Page 7 has a comprehensive list of activities/strategies mentioned in the article for students to check their answers.