

A CLIMATE IN CHAOS

RESOURCE PACK FOR KS1/2

SUITABLE FOR: Ages 5+

INCLUDES: Visual extracts from the books + corresponding reading questions and activities

THEMES: Climate Change; Greenhouse Gases; Impact of Climate Change; Carbon Footprints; Actions & Big Ideas to stop Climate Change.

ABOUT THE BOOK

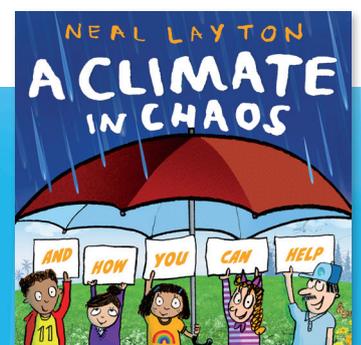
Our world is warming up, and it's a big problem.

Award-winning author-illustrator Neal Layton is here to explain what climate change is, what's causing it and why it's dangerous for animals and humans alike. But he's also FULL of ideas for how you can help! From eating lots more veggies to walking and cycling and thinking carefully about what we need to buy, 'A Climate in Chaos' will get young readers excited about how they can make a difference to keep Planet Earth happy.

This brilliant non-fiction picture book is perfect for readers aged 5-7 who love nature and want to help the environment, including those who may be feeling worried and confused about what climate change is.

Also available in this series: '**A Planet Full of Plastic**'.

Resources inspired by
A Climate in Chaos by Neal Layton



Illustrations © Neal Layton, 2020

Lesson 1: WHAT IS CLIMATE CHANGE?

OBJECTIVE: To discuss the topic of climate change and why it is an important issue

OUTCOMES: A report on climate change; a discussion about worries and feelings surrounding climate change.

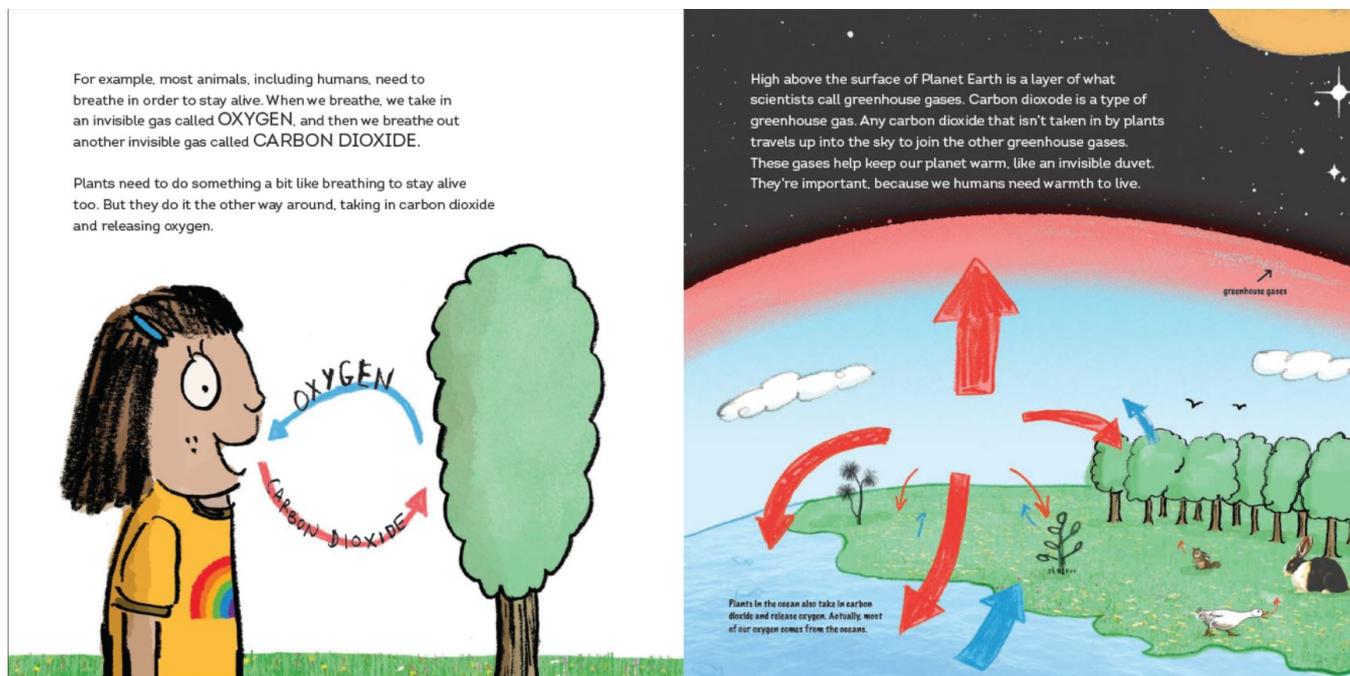
Reference pages 7-8 from A Climate in Chaos

QUESTIONS TO ASK:

- Have you heard about climate change before? Where did you hear about it?
- What do you already know about climate change? Why is it an important topic?
- How do you feel about climate change? What worries do you have? What makes you feel this way?

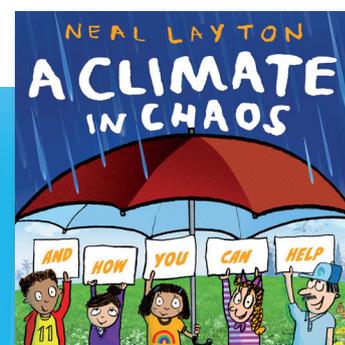
ACTIVITY: Time to investigate! Each student is now an official Climate Change Detective! You have been asked to write a report to prove that climate change exists and needs to be taken seriously. You can work in pairs to help each other fill out their reports before feeding back ideas as a class.

Note: The 'What Would I like to Investigate Further' questions can be referred back to at the end of each lesson or as research extension activities.



(Pages 7-8 from A Climate in Chaos)

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MY REPORT ON CLIMATE CHANGE

BY DETECTIVE

KEY TERMS – write a definition next to each one to help people understand your report

OXYGEN is

CARBON DIOXIDE is

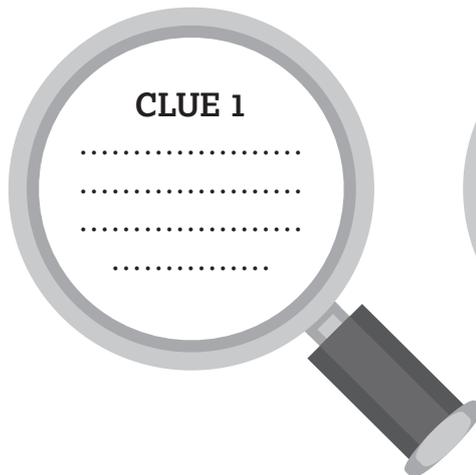
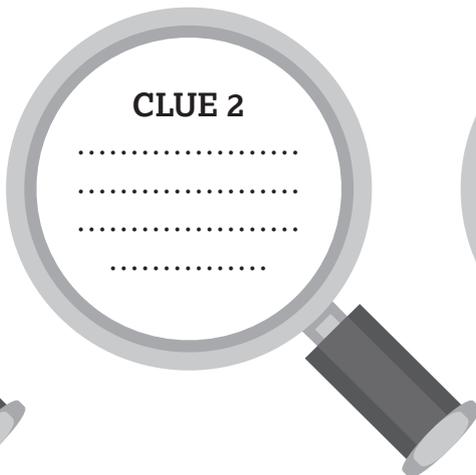
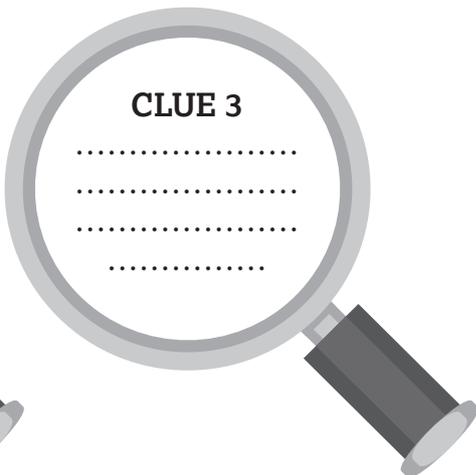
GREENHOUSE GASES are

CLIMATE CHANGE is

WHAT I ALREADY KNOW ABOUT CLIMATE CHANGE – in a few sentences, note down what you know already about this topic.

.....
.....
.....

EVIDENCE THAT CLIMATE CHANGE EXISTS – how do we know that climate change is real?

 <p>CLUE 1</p>	 <p>CLUE 2</p>	 <p>CLUE 3</p>
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WHAT I WOULD LIKE TO INVESTIGATE FURTHER – what else would you like to know about climate change by the end of your lessons?

QUESTION 1

QUESTION 2

Lesson 2: THE EFFECTS OF CLIMATE CHANGE ON OUR ANIMALS

OBJECTIVE: To retrieve information about how animal habitats are affected by climate change

OUTCOMES: A table of animals who are impacted by climate change; a list of other animals that are affected.

Reference pages 15-16 from A Climate in Chaos

QUESTIONS TO ASK:

- What does the word 'habitat' mean? How many different animal habitats can you think of?
- How might higher temperatures change the habitats of different animals? Can you give examples?
- What are we doing to help protect animals from the effects of climate change?

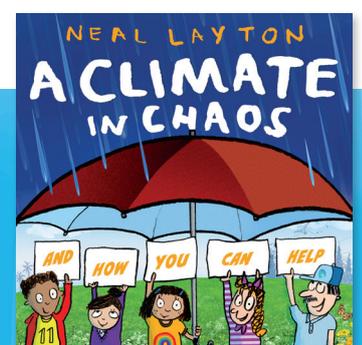
ACTIVITY: Using pages 15–16 from the book, take it in turns to read out how each animal and their habitat are affected by climate change. Which of the animals are you most worried about and why? Can you think of any other animals that are being affected? Note them down, along with their habitats.

Then, by using the book and class discussion, fill in the table below.



(Pages 15-16 from A Climate in Chaos)

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Animal	How is their habitat affected by climate change?	How do YOU feel about these changes?
polar bears		
elephants		
penguins		
insects		
giant pandas		
corals		

Lesson 3: REDUCING MY CARBON FOOTPRINT

OBJECTIVE: To identify how we can reduce 'greenhouse gas' emissions and our carbon footprint.

OUTCOMES: An annotated book spread about greenhouse gases; 'current' and 'future' carbon footprints.

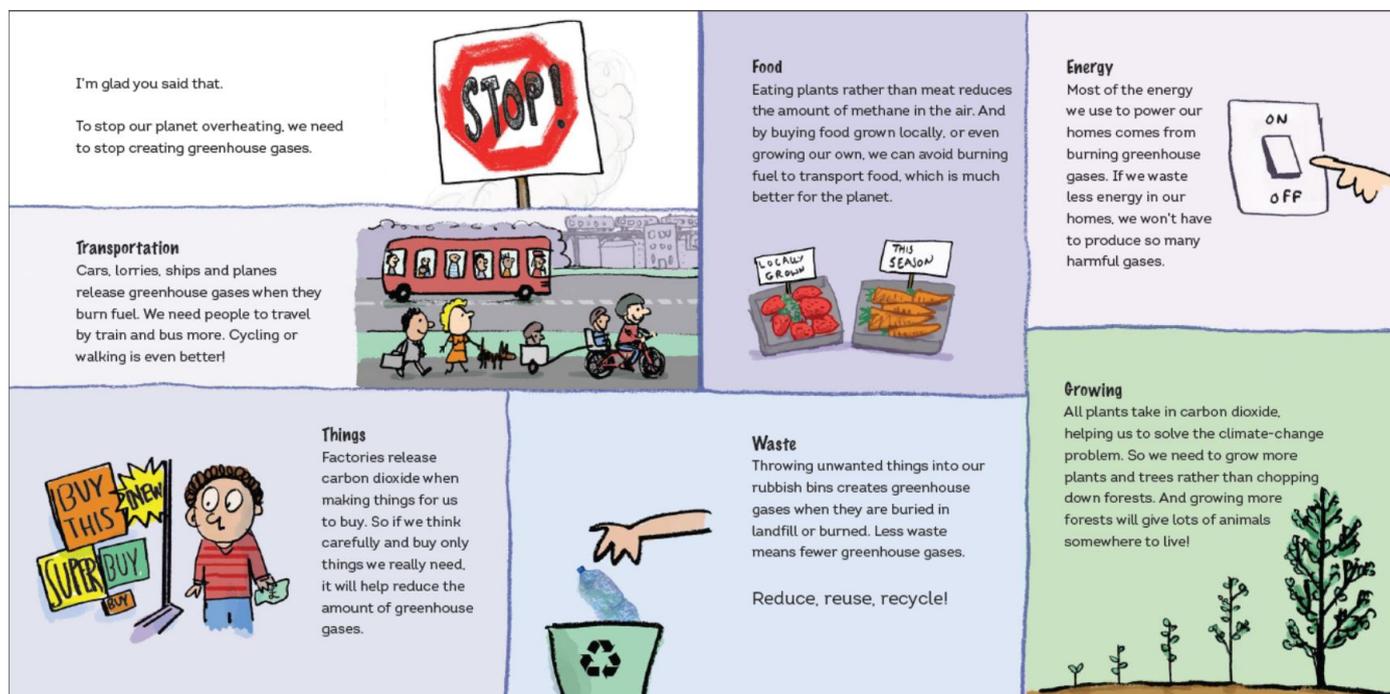
Reference pages 19-20 from A Climate in Chaos

QUESTIONS TO ASK:

- What are greenhouse gases? What problems do they cause? What does 'carbon footprint' mean?
- What do you and your family already do to try and reduce these gases? What about your school?
- What more could you do to try and reduce the gases you create?

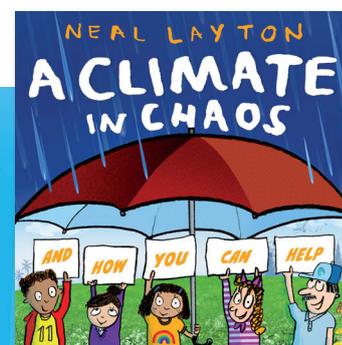
ACTIVITY: Using pages 19–20 in the book:

- underline key advice about how to stop creating greenhouse gases.
- tick ✓ things you are already doing
- put a star ★ by things you and your family could try to do more



(Pages 19-20 from A Climate in Chaos)

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On one of the footprint templates below, write down or make notes about your **current Carbon Footprint**.

On the other template, write down the changes you would make to improve your **future Carbon Footprint**.



Lesson 4: BIG IDEAS

OBJECTIVE: To consider a number of 'Big Ideas' that will help stop climate change.

OUTCOMES: A petition to stop climate change; a number of discussions with classmates and family members about a 'Big Idea'.

Reference pages 29-30 from *A Climate in Chaos*

QUESTIONS TO ASK:

- What does 'making a difference' mean? Which inspiring young people can you name who have had BIG ideas?
- What useful ideas for saving the planet are on pages 29–30 of the book?
- Which of these things are you doing already? Which could you try to do more in the future?

ACTIVITY: It's time to take action! Using all the work over the past few lessons and the book spreads to help you, write a petition to encourage others to do more to stop climate change. Your petition should be called 'My Big Idea' and be made up of at least 3 paragraphs including:

- 1) What is climate change? Why is it a big problem? Why is it our responsibility?
- 2) What are the effects of climate change? Why is this worrying?
- 3) What could and should we do to reduce greenhouse gases and climate change?

Leave space for signatures so that your classmates and family members can read your petition and sign it to offer their support!

Here's how you can help

There are lots of practical ways you can make a difference!

- 1** Reduce, reuse and repair. Instead of buying new things, mend and reuse your old things.
- 2** Walk or cycle as much as possible. And if your family does need to travel in a conventional car, try to fill up all the seats by offering lifts to other people.
- 3** Turn off your televisions, phone chargers and other electrical appliances when you aren't using them. Leaving them on standby uses almost as much power as when they're fully switched on!



- 4** Eat your greens rather than lots of meat. You don't need to cut out meat completely – how about leaving meat out of your meals for one or two days each week?
- 5** Keep learning about climate change and talk to your family and friends about it. If everyone understands what is happening, we can work together to find solutions.



And you know, it's not just grown-ups who have BIG ideas...

GRETA THUNBERG was just 15 when, instead of going to school, she first sat outside the Swedish Parliament to protest inaction over climate change. Now, her weekly #schoolstrike4climate is a global movement that has inspired millions of kids and grown-ups.

In 2017, nine-year-old **RIDHIMA PANDEY** sued the Indian government, asking judges to make sure that her country's politicians started doing more to help the environment.

SAHIL DOSHI is a young scientist who, at the age of 14, invented the PoluCell. It's a battery powered by recycled carbon dioxide and other waste materials, helping to tackle pollution!

So, can you think of a big idea to help save the planet?

GLOSSARY

Carbon dioxide A gas released by the burning of coal, natural gas, oil and wood that traps heat in the atmosphere.

Climate The average pattern of weather over a long period of time. Climate isn't weather – weather changes daily.

Habitat The home of an animal or a plant.

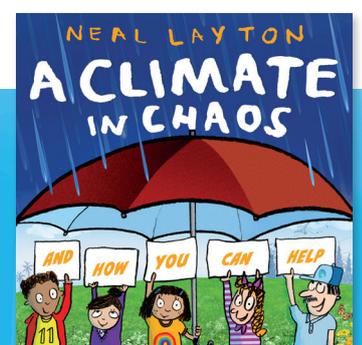
Fossil fuels Coal, oil and natural gas, which come from the breakdown of ancient plants and animals over millions of years.

My BIG IDEA?



(Pages 29-30 from *A Climate in Chaos*)

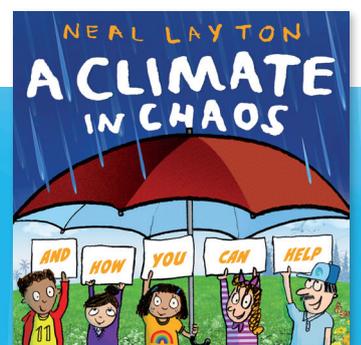
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MY BIG IDEA

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