

## SESSION 3: CLIMATE CHANGE IMPACTS

Age range: 7–11 years

<p><b>Outline</b> Learners will investigate what is being affected by climate change. They will then use a ‘consequence wheel’ to think critically about some of the potential impacts of climate change on people and our planet.</p>		
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>To identify some of the current and potential impacts of climate change on people and our planet.</li> <li>To think critically about the impacts of climate change.</li> </ul>	<p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>Learners will describe and discuss some impacts of climate change.</li> <li>Learners will use a consequence wheel to consider some potential consequences of climate change.</li> </ul>	
<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>What is and could be affected by climate change?</li> <li>How is this being affected by climate change?</li> <li>Who is and could be affected by climate change?</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Climate challenge A slideshow: Slides 15–24</li> <li>Resource sheet 1: Climate change impacts</li> <li>Activity sheet 1: Climate change consequences</li> </ul>	
<p><b>Curriculum links</b></p>		
<p><b>England</b> <b>KS2 Science</b> <b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>Pupils should be taught to recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p><b>KS2 English</b> <b>Spoken language</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>ask relevant questions to extend their understanding and knowledge.</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates.</li> </ul>	<p><b>Wales</b> <b>KS2 Geography</b> Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> <li>describe the causes and consequences of how places and environments change, e.g. the need for sustainability.</li> <li>ask and answer the questions: how have people affected this place/environment? How can I and other people look after this environment?</li> </ul> <p><b>KS2 English</b> <b>Oracy</b> Learners are able to:</p> <ul style="list-style-type: none"> <li>express issues and ideas clearly, using specialist vocabulary and examples.</li> <li>listen to others, asking questions and responding to both the content and the speakers’ viewpoints.</li> </ul> <p><b>ESDGC: Climate change, choices and decisions</b></p>	<p><b>Scotland</b> <b>Social studies</b> <b>People, place and environment</b></p> <ul style="list-style-type: none"> <li>By comparing my local area with a contrasting area outwith Britain, I can investigate the main features of weather and climate, discussing the impact on living things.</li> </ul> <p style="text-align: right;"><b>SOC 2-12a</b></p> <p><b>Sciences</b> <b>Biodiversity and Interdependence</b></p> <ul style="list-style-type: none"> <li>Learners develop their understanding of the positive and negative impact of the human population on the environment.</li> </ul>

### Activity 3.1 (20 min)

#### Climate change impacts

- Show slide 16. Explain that many things that are important in our lives and the lives of others could be changed forever by climate change. Briefly discuss learners' ideas about what is being or could be affected by climate change.
- Use slides 17 to 22 to share and discuss some examples of ways in which people around the world are being affected by climate change, both now and in the future.

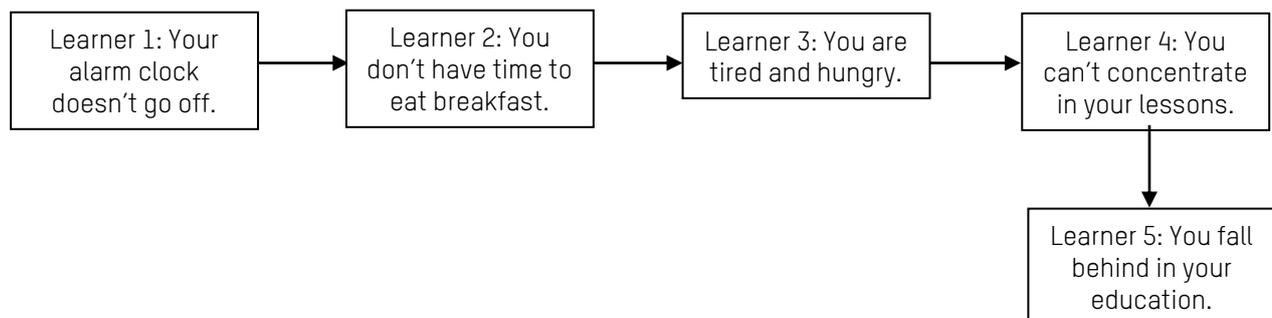
#### Differentiation

- Make it harder: Instead of using slides 17 to 22, give learners copies of Climate change impacts (Resource sheet 1). Ask learners to read about some of the impacts of climate change and then discuss what they have learned in small groups or as a whole class.

### Activity 3.2 (40 min)

#### Climate change consequences

- Stand in a circle holding a ball. Ask learners if they have ever had a day where everything just seems to go wrong. Then ask for an example of a little thing which may go wrong.
- Repeat one of these suggestions and ask learners to put their hand up if they can think of something bad that may follow as a result.
- Pass the ball to a learner with their hand up and ask them to give an example of what might happen next. Keep repeating this with learners passing the ball to each other. Carry on until they cannot think of any more consequences.



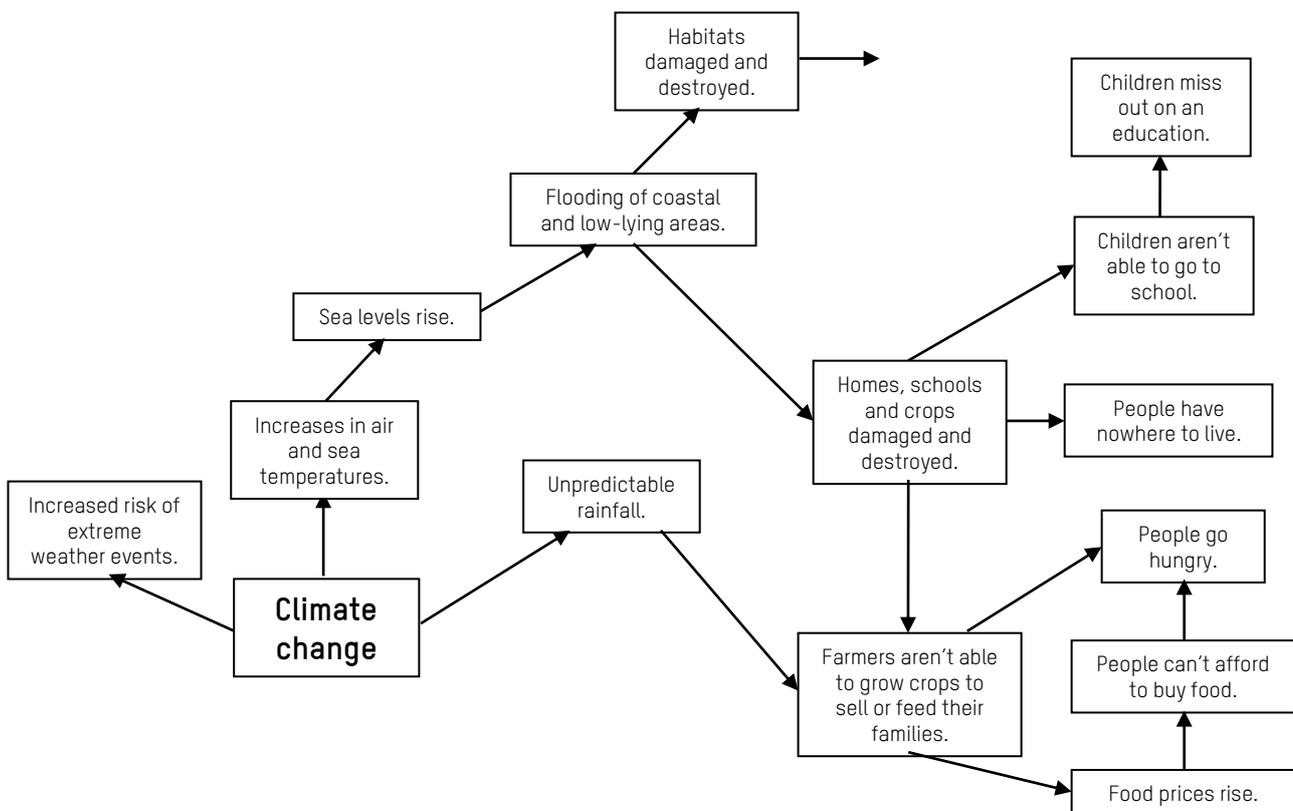
- Repeat the game but starting with the words: Climate change. Ask learners to put their hand up if they can think of a potential impact of climate change. Pass the ball to a learner with their hand up and ask them to give their impact.
- Now ask learners to put their hand up if they can think of something that may follow as a result of this impact. Keep repeating this with learners passing the ball to others with their hands up. Carry on until they cannot think of anymore.
- Organise learners into groups of three or four and provide each group with a large sheet of plain paper.
- Ask learners to write 'Climate change' inside a circle or box in the middle of their sheet of paper.

- Learners should think of any direct consequences of climate change, such as increased risk of extreme weather events. They should write each direct consequence inside another circle or box which is linked to the main 'Climate change' circle.
- Learners should then consider the consequences of these consequences. These should be written inside circles or boxes, linked to the direct consequences, and so on. An example of a possible climate change consequence wheel is provided below and on slide 23.
- For more guidance on using consequences wheels, see page 14 of Oxfam's Global Citizenship in the Classroom: A guide for teachers:  
[www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides](http://www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides)
- Allow time for learners to circulate to look at the consequences wheels for other groups. Discuss with learners how they could find out more about the impacts of climate change.
- At the end of the activity, explain that in real life things don't inevitably spiral downwards into awful situations. Many of the communities impacted by climate change are adapting to it different ways and so changing the consequences. Learners will learn about more about this in session 5.

### Differentiation

- Make it easier: Give learners A3 copies of Climate change consequences (Activity sheet 1) and ask them to complete the partly completed consequence web. This template is also provided on slide 24.

### An example of a climate change consequence wheel



### **Further idea**

- Learners could investigate one of the consequences of climate change in more detail. This might be one of the impacts mentioned in the session or something else. Learners could use secondary sources of information such as the internet to find scientific evidence for this climate change consequence.

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## Climate change impacts

## Resource sheet 1a

### Water

Although it isn't yet possible to say that any single weather event has been caused by climate change, the likelihood of extreme climate-related disasters, such as droughts, floods and storms is increasing. For example, in countries such as Ethiopia and Somalia, droughts are becoming more frequent and more severe due to climate change.

Climate change is likely to have an increasing impact on freshwater supplies in many parts of the world. For example, in some areas, rising sea levels could cause underground and surface fresh water sources to be contaminated by salt water.



**Image info:** A woman collects water in Somalia. Somalia has been suffering from a drought since 2016. Oxfam is working with local partners to support communities affected, for example, by installing desalination plants activated by solar energy.

**Credit:** Pablo Tosco/Oxfam

### Homes



**Image info:** A woman walks through flooded land in Bangladesh to get back to her home.

**Credit:** Peter Caton/Oxfam

As surface air temperatures increase, the sea absorbs more heat from the atmosphere and becomes hotter. This causes it to expand and sea levels to rise. Melting glaciers and ice sheets on land, for example in Greenland and Antarctica, also contribute to increasing sea levels.

Many places in the world are at risk from rising sea levels. Bangladesh is particularly vulnerable. It regularly experiences severe tropical storms and large areas of the country are low-lying.

Some communities will continue to try and adapt to the effects of climate change, others may be forced to leave their homes and move elsewhere.

### Food

Today one person in nine around the world goes to bed hungry. Climate change is one of the leading causes of hunger. Extreme climate-related disasters such as droughts, floods and storms, as well as long-term changes in temperatures and rainfall, are affecting the availability of food.

The number of hungry people worldwide has recently grown to 821 million and this number is expected to continue to rise if countries fail to tackle climate change and support people to adapt to its impacts.<sup>1</sup>



**Image info:** A young boy eats rice at home in the Pough Town area of Grand Gedeh county, Liberia.

**Credit:** Kieran Doherty/Oxfam

<sup>1</sup> [www.fao.org/state-of-food-security-nutrition/en/](http://www.fao.org/state-of-food-security-nutrition/en/)

## Climate change impacts

## Resource sheet 1b

### Farmers

The millions of small-scale farmers around the world are particularly at risk from climate change. Rising temperatures and changes in rainfall patterns are forcing farmers to change what crops they grow, and leave them guessing about when to plant. Extreme weather events, such as heat waves, drought and floods, are occurring more frequently and are becoming more severe.

As well as affecting the production and quality of crops, these extreme events can also damage or destroy systems for transporting and distributing food. This in turn impacts on the supply and availability of food and increases food prices. Soon climate change will affect what all of us eat.



**Image info:** A rice farmer in Vietnam.  
**Credit:** Nguyen Quoc Thuan/Oxfam

### Fishing



**Image info:** Joel used to be a fisherman. He lost his home, boat and fishing equipment to Typhoon Haiyan. Now he earns a living selling scrap metal that he finds along the shore.  
**Credit:** Eleanor Farmer/Oxfam

Fishing communities are particularly vulnerable to the impacts of climate change and the risk of disasters. On 8<sup>th</sup> November 2013, Typhoon Haiyan hit the Philippines. Strong winds, heavy rains, floods and tidal waves caused widespread damage across much of central Philippines.

More than 8,000 people were killed and four million were forced from their homes. Nearly three quarters of fishing communities were severely affected, with 30,000 boats damaged or destroyed. The typhoon also damaged mangrove forests and coral reefs which are important fish spawning grounds.

The Philippines are regularly hit by typhoons but government records suggest that these storms are getting stronger. Increasing evidence suggests that with climate change, super-storms such as Typhoon Haiyan will become more frequent.

### Beaches

Many of the world's beaches and the communities who live there are being threatened by coastal erosion and rising sea levels. Coastal erosion is a natural process where the coastline is worn away by wind, waves and tides, causing it to retreat. An increase in extreme weather events will cause the rates of coastal damage to rise.

In the Pacific, entire islands are having to evacuate, as sea levels rise and contaminate the soil with salt. Two of the islands that make up Kiribati (one of the Pacific island nations) have already been lost to the waves. Many of the world's major cities are near the coast; around 10% of the world's population live in coastal areas that are less than 10 metres above sea level.<sup>2</sup>



**Image info:** Boys play on the beach at Barra de Sirinhaém, Pernambuco, Brazil  
**Credit:** Tatiana Cardeal

<sup>2</sup> [www.un.org/sustainabledevelopment/wp-content/uploads/2017/05/Ocean-fact-sheet-package.pdf](http://www.un.org/sustainabledevelopment/wp-content/uploads/2017/05/Ocean-fact-sheet-package.pdf)

## Climate change consequences

## Activity sheet 1

