

Topic: Sustainability

Lesson: Local and national viewpoints on the environment	KS or Year Group: KS 3
Resources: <ol style="list-style-type: none">1. Resource 1 - Cree Indian saying2. Resource 2 - 6 environmental campaign groups3. Resource 3 - Radio show instructions4. Tape recorder (optional)5. Resource 4 - Time for reflection	Outcomes: <ul style="list-style-type: none">• Students will learn about some key local and national environmental campaign groups.• Students will be able to talk about the aims of some key local and national environmental campaign groups.

National Curriculum

Key Concepts: 1.1d, 1.2a & 1.2b

Key Processes: 2.1a, 2.2a, 2.2b, 2.2c, 2.2d & 2.3d

Range and content: 3e & 3g

Curriculum opportunities: 4a, 4b, 4c & 4g

Lesson

In the course of this lesson on local and national viewpoints on the environment, students are given a Cree Indian saying to read. After reading, they are to discuss its relevance to current environmental concerns. In small groups, they then read information about three local environmental campaign groups and three local national environmental campaign groups. Then, they compare the groups. Working in small groups, the students then create a 'radio show' which is performed to the class at the end of the lesson. Afterwards, students feed back to each other about which radio shows were particularly successful and what they have learnt.

Starter

- Students are shown copies of **Resource 1 – Cree Indian saying** (a student is chosen to read it out). Students discuss what they think the saying means in pairs for a few minutes. Two or three students are then given the chance to share their ideas orally with the rest of the class.

Main activity

Activity 1:

- Taking literacy levels into account, students are allocated to groups of six. Each group is given a copy of **Resource 2 - 6 environmental campaign groups**. Each student is asked to choose one of the six pages and read it out to the rest of their group. Readers should ask for help from other students if necessary.
- Students are given two minutes to tell the rest of the class which organisation they found particularly interesting and why.

Activity 2:

- Students split into groups of three and are given their exercise books. Each group is also given a copy of **Resource 3 – Radio show instructions**. Students are told that they have thirty minutes to create an imaginary radio show about the six campaign groups that they have learnt about. They are also told that this is to be performed at the end of the lesson.
- The instructions are on the sheet, as are key words and sentence prompts. To summarise, one of the students plays the radio presenter and the other two play representatives from two of the six campaign groups. All six campaign groups should be mentioned and praised during the radio show.
- Some students will prefer to write a detailed script in their exercise books. Others will prefer to spend the preparation time improvising without the need for anything except the sheets about the six groups.
- The presentations can be recorded and a time limit set to give an added sense of realism.

Plenary

- As many groups as possible perform their radio shows to the rest of the class. After each radio show, the teacher might wish to ask some 'radio show listeners' how successful the performing group was. For example, did they mention all six campaign groups? Did they stick to adverts and phone-ins that were relevant to environmental issues? Could all of the students in the group be heard clearly?
- Each student is given a **Resource 4 - Time for reflection** and is asked to fill it in very quietly without discussing their thoughts with other students.
- Three or four students volunteer to read out some of their answers to the rest of the class. The teacher might wish to draw the attention of the class to any common themes which emerge from this feedback.

Aim high

- During the starter, high-achieving students should be asked to share their thoughts in front of the class and/or challenge other students' ideas.
- During the main, high-achieving students should be able to mention both the personal and communal benefits of supporting the work of at least one of the campaign groups.

Local and national viewpoints on the environment

- During the plenary, high-achieving students should, with reference to the learning objectives, be able to justify clearly why they felt that a certain radio show was particularly successful.

Assessment

In order for students to achieve certain levels within the lesson, the following should be considered:

LEVEL FIVE:

Students can explain why three of the groups campaign on a national level.

Students can express clear arguments about which campaign groups are of relevance to them and why.

LEVEL SIX:

Students can negotiate their role assertively within the radio show activity.

Students can suggest steps that other students in the class might take to support one/some of the national campaign groups.

LEVEL SEVEN:

Students can argue persuasively about why the rights of future citizens of the world should be taken into account as far as the environment is concerned.

Students can explain the impact that the Green Party might have if they were in power in Britain.

LEVEL EIGHT:

Students can make perceptive observations about how much attention green issues are given by different types of media. They can justify their argument through reference to at least two current affairs issues/TV documentaries/influential films etc.

Students are involved in a local or national environmental campaign group and can justify why this group is important to both them and to wider society.

Check the web

<http://news.sky.com>

www.foe.co.uk

www.greenpeace.org.uk

www.greenparty.org.uk

www.emra.gov.uk/schemes/PEDALS

www.leeds.gov.uk

www.lineonweb.org.uk

Summary of learning

- Students can understand why some environmental campaign groups are local and why others are national
- Students can recognise the aims of at least one local and one national environmental campaign group

Resource 1 – Cree Indian saying

**"Only after the last tree has been cut down,
Only after the last river has been poisoned,**



**Only after the last fish has been caught,
Only then will you find that money cannot be eaten."**

Resource 2 – 6 environmental campaign groups



Who are they?
'Friends of the Earth'.

What is their website address?
www.foe.co.uk

Where do they operate?
All over Britain.

GROUP 1

FRIENDS OF THE EARTH

encourages people to contact supermarkets to ask them what they are doing to protect and sustain the environment. It gives the phone numbers and email addresses of Asda, Co-op, Iceland, Marks & Spencer, W M Morrison, Sainsbury's, Somerfield, Tesco and Waitrose.



FRIENDS OF THE EARTH

also encourages people to contact their local MP and ask him/her to speak to the Secretary of State for Communities and Local Government about green issues.



Who are they?
'Greenpeace'.

What is their website address?
www.greenpeace.org.uk

Where do they operate?
All over Britain.

GROUP 2

GREENPEACE

are worried about what the government decided in the March 2008 budget. They believe that the government should have done more to tackle climate change (e.g. reducing carbon dioxide emissions).



GREENPEACE

want the government to explain what is going to happen to the money taken from owners of 'gas guzzlers' (cars which do not use fuel efficiently). They want the government to 'think green' at all times of year; not just when they are trying to get votes.



Who are they?
'The Green Party'.

What is their website address?
www.greenparty.org.uk

Where do they operate?
All over Britain.

GROUP 3

THE GREEN PARTY

is a political party (i.e. like the Labour Party) in Britain. It is not a campaign group like the others. It works in a similar way to any other political party in the sense that it has politicians and policies about important issues such as education and the health service. However, what makes it special is its heavy focus on environmental issues.



THE GREEN PARTY

basically encourages voters to be more caring towards their planet. It points out that resources will run out one day, that species need to be preserved for future generations and that everyone has a part to play in green issues. It also campaigns about a wide variety of environmental and ethical issues.



Who are they?
'Pedals'.

What is their website address?
www.emra.gov.uk/schemes/PEDALS

Where do they operate?
Nottinghamshire.

GROUP 4

PEDALS

was created in 1979. Its aim is to get more citizens to use bikes. It hopes that if lots of people cycle then the Nottinghamshire area will become a safer and greener area for everyone.



PEDALS

campaigns for safer roads and for more cycle paths. It also runs cycle awareness activities and free guided bike rides. Members of the group get a newsletter and a discount at certain bike shops.



Who are they?
'The cleaner, greener Leeds
campaign'.

What is their website address?
www.leeds.gov.uk

Where do they operate?
Leeds.

GROUP 5

The *CLEANER, GREENER LEEDS CAMPAIGN*

hopes to make Leeds Britain's cleanest city by 2009. In order to achieve this, the organisation works with local schools, businesses and community groups. For example, it runs a litter awareness programme and encourages companies to respect the environment.



The *CLEANER, GREENER LEEDS CAMPAIGN*

undertakes tasks such as graffiti removal and planting trees. The organisation works alongside both the police and the council to ensure that citizens are aware of how they can make Leeds a cleaner and greener place.



Who are they?
'Line'.

What is their website address?
www.lineonweb.org.uk

Where do they operate?
London.

GROUP 6

LINE

is a London-based Muslim group that campaigns about environmental issues. It uses a quote from the Qur'an (the Muslim holy book) to appeal for members: "It is He who has appointed you guardians in the earth".



LINE

is open to people of all beliefs. It aims to provide people who care about the environment with a place to talk about ideas and make the world a greener place. It has educational events (such as talks and photo exhibitions) and also encourages people to think about issues such as climate change and ecology.

Resource 3 – Radio show instructions



Your task is to produce a short radio show about the six environmental campaign groups that you have learnt about.

You will need to be in a group of three.

Read the instructions below very carefully.

Instructions

- One of you will be the presenter.
- The other two students will be spokespersons for two of the organisations.
- The presenter will introduce him/herself at the beginning of the show.
- The presenter will tell the listeners which radio station they are tuned into.
- The presenter will introduce the two guests (both of whom should talk about their organisation).
- The presenter will give the listeners information about the other four organisations.

Extra ideas for your radio show

- ✓ Could there be 'green' adverts (e.g. for eco-friendly washing powder, bikes, energy-saving light bulbs etc?)
- ✓ Could the radio be advertising a local fundraiser in aid of an environmental campaign group?
- ✓ Could the two guests be asked questions by the public (through a phone-in)?
- ✓ Could the radio presenter play a song which is linked to environmental awareness?

Can these words and phrases help you?

Ladies and gentleman, thanks for tuning in today to...

Our lucky listeners will be pleased to hear that we have some special guests today. They are...

The time is... and we're discussing...

We want all of our listeners to get behind this radio station's campaign to...

Just before we have an advert break, let's think green by listening to a song called...

If anyone would like to text a comment to our guests, our number is...

Thank you... That was a fascinating insight into your organisation.

Just so our listeners are clear, how can they get involved in the... campaign?

This particular organisation should be really proud of the fact that...

If you want to get involved, why not visit their website? The address is...

Key words:

wildlife	endangered	species	transport
environment	species	future	generations
recycle	campaign	citizens	politicians
worldwide	education	internet	interview
volunteer	voluntary	local	national
rights	responsibilities		

Resource 4 – Time for reflection

**THINK CAREFULLY ABOUT THE
RADIO SHOWS THAT YOU HAVE HEARD TODAY**



Then fill in this sheet to show what you have learnt

1. I can remember the names of three of the environmental campaign groups: _____, _____ and _____.
2. The campaign group that sticks in my head the most is _____ because _____
3. Local environmental campaign groups aim to _____
4. National environmental campaign groups aim to _____
5. The most successful radio show was _____ because _____
6. The least successful radio show was _____ because _____
7. If we did our radio show again, I would change _____ because _____
8. If we did our radio show again, I would keep _____ because _____