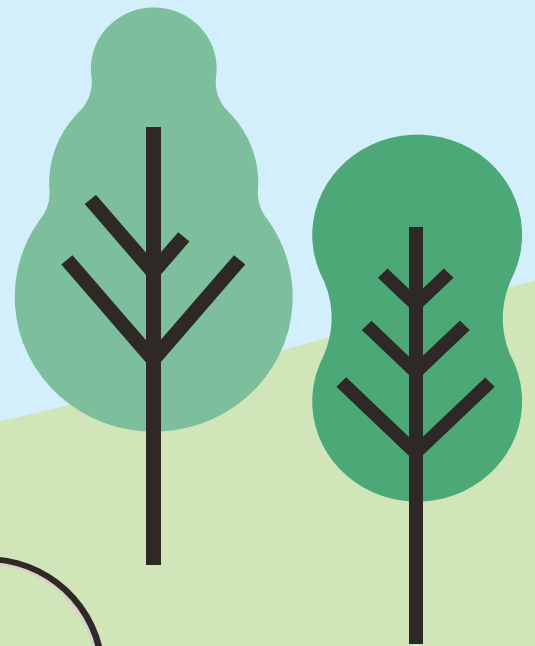
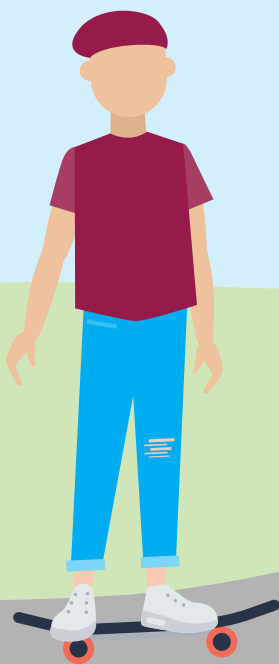


Climate change and the importance of our environment

Stage 3 Teacher Lesson Plan

This activity not only educates students on the changes children want to see on climate change but also empowers them to take action by creating a class mission statement.



What does UNICEF do?

UNICEF works around the world to help children and young people reach their full potential by providing access to clean water, lifesaving vaccines, quality education and health care. We ensure every child is safe and protected from harm and we're always there during times of emergency.

UNICEF and Climate Change

Climate change is causing more extreme and regular weather events, like droughts, bushfires and floods. Climate change impacts all children's rights, especially the right to clean water and air, healthy food and a safe environment to live in.

We're there for children and young people impacted by climate change, providing emergency supplies when a disaster strikes, designing programs to tackle air pollution and urging decision makers to create change.

Children and young people have been calling for action on climate change and it's important we listen to their hope for the future of our planet. In Australia, we have worked with the Young and Resilient Research Centre at Western Sydney University to hear from children and young people on what changes they want to see to limit the impact of climate change and to thrive in their communities. Their views are expressed in the Climate Future Children Want cards, included in this school resource pack. Our climate change school resources will help teachers continue these important conversations with their students and to hear their views.



Alignment to Curriculum

| | NSW Curriculum | Australian Curriculum Version 9 |
|--|---|--|
| Target Audience: | Stage 3 | Years 5 and 6. |
| Syllabus Area: | English | English |
| Sub-topic: | Creating written texts Handwriting and digital transcription | Creating texts |
| Syllabus Outcomes / Content Descriptors | <p>A student:</p> <ul style="list-style-type: none"> Plans, creates and revises written texts for multiple purposes and audiences through selection of text features, sentence-level grammar, punctuation and word-level language EN3-CWT-01. Sustains a legible, fluent and automatic handwriting style EN3-HANDW-01. Selects digital technologies to suit audience and purpose to create texts EN3- HANDW-02. | <p>Year 5 Students:</p> <ul style="list-style-type: none"> Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the topic and purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9E5LY06. <p>Year 6 Students:</p> <ul style="list-style-type: none"> Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features AC9E6LY06. |
| Links to General Capabilities | <p>Critical and Creative Thinking:</p> <p>Generating</p> <ul style="list-style-type: none"> Create possibilities <p>Literacy:</p> <p>Writing</p> <ul style="list-style-type: none"> Creating texts Grammar Punctuation Spelling | |
| Learning Intention: | <p>We are learning how to</p> <ul style="list-style-type: none"> Create a Mission Statement for a target audience that explores caring for the environment | |
| Success Criteria: | <ul style="list-style-type: none"> I can use text structure and language features for the identified audience. I know how to create a mission statement that includes an inspiring message and a clear call to action, encouraging the audience to take steps to care for the environment. I understand how to review and edit our mission statement for spelling and grammatical errors. | |

Activity Overview

This project not only educates students about the changes young people want to see on climate change, it also empowers them to take action by sending a meaningful message to local politicians, fostering a sense of responsibility and engagement in environmental issues. This activity uses The Climate Future Children Want cards as a student resource, which have been developed by children and reflect children's views on climate change.

Lesson Objectives

To engage students in the process of creating a class mission statement inspired by The Climate Future Children Want cards and to promote active citizenship by sending it to local politicians.

Activity 1 Exploring the power of Young People

Materials:

- Print out **Student Handout:** The Climate Future Children Want
- Digital Whiteboard/Screen
- Internet access

Printing out the resources is up to the Teacher's discretion.

Procedure:

Begin by watching this video with the class: [Youth for Climate Action. Breaking barriers | Youth and Climate Change](#) (1:44 secs)



Class discussion:

- Ask students for their thoughts, feelings and opinions about this video.
- How do the students (as young people) think they could create change and inspire people to take action?

Introduce the concept of The Climate Future Children Want cards by handing out the **Student Handout:** The Climate Future Children Want cards

NB: Teachers may like to allocate certain cards to students. Ideally, it would be great for students to select the card of their choice.

Let the students read and discuss the cards they have been allocated in pairs or small groups.

Ask students to think about the following questions (place them on the display board for students to discuss) while exploring The Climate Future Children Want cards they have been allocated.

- What do you think?
- Why do you think that?
- How do you know this?
- Can you tell me more?
- What do you like about the card?
- What have you found surprising?
- What questions do you still have?

Briefly explain how The Climate Future Children Want cards work.

- Explain that The Climate Future Children Want cards have been designed by children and reflect children's views on climate change. They help us see how climate changes are affecting children and what we can do to make sure they stay safe, happy and healthy.

Explanation:

The cards are made up of three different parts:

- ① An **Area** is like a place where change needs to happen. There are four different Areas. Every person needs to make small changes (**individual**), the people around us where we live need to make changes (**community**), the people in charge who make decisions about the country need to make changes (**political**), and we also need to change how we treat the **environment**, like forests and oceans.
- ② **How Children Want to Live** describes what the world would look like if it was perfect, and we didn't have to worry about climate change anymore.
- ③ **Changes Children Want to See** are the observable signs that children say will tell us whether climate action is having a positive impact on their lives. These tell us whether we're getting closer to the changes young people want to see.

Activity 2

What is a Mission Statement?

Materials:

- **Student Handout:** The Climate Future Children Want cards
- **Teacher Resource 1:** Hockeyroos Mission Statement
- Digital Whiteboard/Screen
- Internet access

Printing out resources is up to the Teacher's discretion.

Procedure:

Conduct a brainstorming session with the class.

Ask students to;

- Share their thoughts and ideas about why it's essential to protect the environment. Encourage students to consider the information they explored in the previous lesson
- How could we send a message to important people in the local community, e.g., local politicians, to create an awareness that young people care about the environment and want to take action?
- Does anyone know what a Mission Statement is?

Explanation:

A mission statement is a brief but clear group of words that explains the core values of a group of people. A Mission Statement is a short, action statement that tells the reader what your goals and purposes are.

- For further research explore: Mission Statement Examples: Academic and Personal: <https://www.yourdictionary.com/articles/mission-statement-examples>

Show an example of a Mission Statement.

- **Teacher Resource 1:** Hockeyroos Mission Statement

NB: *The Hockeyroos are one of Australia's most successful national women's sport teams. Renowned for a golden generation through the 1990s and early 2000s, the Hockeyroos dominated world hockey during the period with back-to-back gold medals at the 1996 and 2000 Olympic Games and the 1994 and 1998 World Cups as well as five consecutive Champions Trophy titles.*

Possible questions to ask students when discussing and examining a mission statement:

- ① **What is the purpose of this mission statement?**
Encourage students to identify the primary objective or goal of the mission statement.
- ② **Who is the intended audience for this mission statement?**
Discuss who the statement is meant to communicate with, whether it's employees, customers, the community, or other people.

- ③ **Is the mission statement clear and concise?**
Have students assess the clarity and brevity of the statement. Does it effectively convey its message without unnecessary complexity?
- ④ **Does the mission statement inspire or motivate you? Why or why not?**
Encourage students to reflect on whether the statement resonates with them personally and if it inspires a sense of purpose.
- ⑤ **Does the mission statement align with the group's actions and behaviour?**
Discuss whether the organisation's actions and decisions appear to be consistent with the values and goals stated in the mission statement.
- ⑥ **Is the mission statement specific and measurable?**
Ask students to consider whether the statement includes specific, measurable objectives or if it is more general in nature.
- ⑦ **How does the mission statement relate to the group's overall goals?**
Encourage students to explore the connection between the mission statement and the group's long-term objectives and what they are trying to achieve.
- ⑧ **Could the mission statement be improved or revised in any way?**
Challenge students to provide constructive feedback on how the mission statement could be enhanced or made more effective.
- ⑨ **What impact do you think this mission statement has on the people involved and decision-making within the team?**
Encourage students to consider how the statement influences the group's culture, decision-making processes, and relationships with other people.

Activity 3

Creating a Class Mission Statement for Environmental Advocacy

Materials:

- **Teacher Resource 2:** Mission Statement Template Example 1
- **Teacher Resource 3:** Mission Statement Template Example 2
- **Student Handout:** The Climate Future Children Want cards
- Digital Whiteboard/Screen
- Internet access

Printing out resources is up to the Teacher's discretion.

Procedure:

Discuss the importance of advocacy and active citizenship.

What is advocacy?

- *Any action that speaks in favour of, recommends, argues for a cause, supports or defends, or pleads on the behalf of others that may find it difficult to be heard, or do not have a voice or a platform to be heard.*

What is active citizenship?

- *It is about getting involved in your local community and displaying values such as respect, inclusion and helping others.*

Can anyone be an Advocate?

- *Advocacy has a place for everyone. Each individual brings a unique set of skills and abilities that play a role in the process. This is why teamwork is so important. You can gather a group of people who collectively provide all the skills and abilities needed to effectively achieve your advocacy goals. The advocacy process includes fact-finding, planning, engaging with policy, building momentum and making individual lifestyle choices. As a Youth Advocate, you can advocate at the community, national, regional, continental or international level.*

Using the **Student Handout:** The Climate Future Children Want cards, information and ideas generated from the previous lesson, work together as a **class** to **draft a mission statement**. This statement should be concise, impactful, and reflect the collective beliefs and values of the students.

Discuss the key elements that should be included in the mission statement, such as the importance of environmental protection, the role of local politicians, and a call to action.

Show students examples below;

- **Teacher Resource 2:** Mission Statement Template Example 1
- **Teacher Resource 3:** Mission Statement Template Example 2

These examples provide a structured framework for students to complete their mission statement.

Students can fill in the sections with their school's information, their beliefs, commitments, and their mission for environmental advocacy.

Encourage students to add their personal touch and ideas to make the mission statement unique and reflective of their shared vision.

Activity 4: Review and Finalisation

Printing out resources is up to the Teacher's discretion.

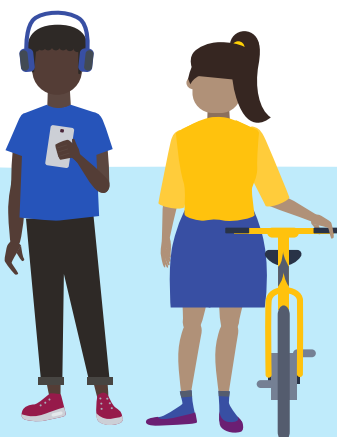
Materials:

- Mission Statement draft/s from Activity 3
- Digital Whiteboard/Screen
- Internet access

Procedure:

Review the draft mission statement as a class.

Discuss any revisions or improvements that can be made to make the statement more compelling and clearer.



Once the mission statement is finalised, create a polished and well-designed document. Use a computer and printer to create a visually appealing version of the statement.

Provide contact information for local politicians, or important community organisations including their email addresses or mailing addresses.

Class can email, post or present Mission Statement to selected person.

Assessment:

Assess students' participation in brainstorming and drafting.

Evaluate the content, clarity, and impact of the final mission statement.

Encourage students to reflect on their experiences and the importance of active citizenship in advocating for environmental protection.

Share with us!

We would love to see your student's work from these activities as hearing and seeing young people's views on climate change is very powerful in the work we do when urging decision makers to create change. Simply scan or take pictures of your student's work and email them, along with your name, class and school to submit@unicef.org.au Thank you!



More Teacher Resources and Lesson plans are available on UNICEF Australia's website unicef.org.au/teacher-resources

The Climate Future Children Want cards

The Climate Future Children Want cards have been designed by children and tell adults your views on climate change. They help adults to see how climate changes are affecting children and what adults can do to make sure you stay safe, happy and healthy.

Each Card is made up of three different parts:

- ① Areas (**individual**, **community**, **political** or **environmental**),
- ② How Children Want to Live, and
- ③ Changes Children Want to See.



Created with

The Climate Future Children Want cards

Area Individual

How Children Want to Live

Children are strong and healthy and feel good in their bodies.

Changes Children Want to See

We want to live in a world where children are strong and healthy and feel good in their bodies.

Examples of how to achieve this, we want:

- ✓ every child to eat healthy food, drink lots of water, and play outside
- ✓ communities to offer lots of safe spaces for sport and outdoor activities
- ✓ governments to make fresh food more affordable and available, like free fruit and veg at crunch and sip in schools
- ✓ clean air to breathe, lots of trees to filter the air, clean water to swim in, and natural habitats to explore



Created with

The Climate Future Children Want cards

Area Individual

How Children Want to Live

Children are safe, happy, and don't feel worried about the future.

Changes Children Want to See

We want to live in a world where children are safe, happy, and don't feel worried about the future.

Examples of how to achieve this, we promise to:

- ✓ tell someone safe (like a parent or teacher) when we're feeling unsafe, unhappy or worried
- ✓ run school events every year where we can talk about climate change together and make decisions about what to do in our school and community to fix it together
- ✓ tell politicians how we feel about the future by drawing pictures, and writing letters or emails
- ✓ look after the environment around us, so that we can all enjoy it and watch it thrive



Created with

The Climate Future Children Want cards

Area **Community**

How Children Want to Live

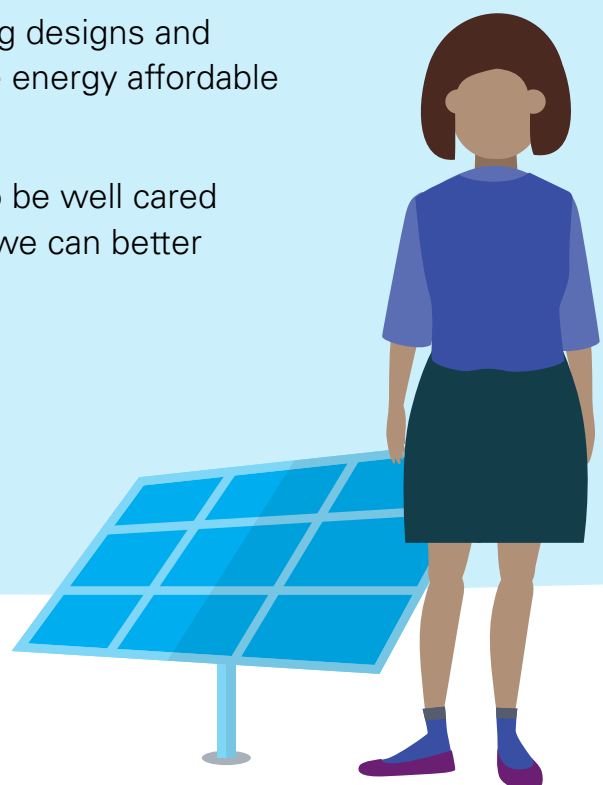
Children live in cities and towns where buildings are built to handle bad weather and are powered by renewable energy.

Changes Children Want to See

We want to live in a world where buildings are built to handle bad weather and natural disasters, and are powered by renewable energy.

Examples of how to achieve this, we ask for:

- ✔ grown-ups to choose renewable energy, like solar panels, to power their home
- ✔ local councils to plan for the future when they approve new buildings, and make sure that they don't approve anything that isn't sustainable or not able to handle bad weather
- ✔ governments to fund resilient building designs and construction, and to make renewable energy affordable for everyone to use
- ✔ the natural environment around us to be well cared for and properly maintained, so that we can better manage disasters when they happen



Created with

The Climate Future Children Want cards

Area **Community**

How Children Want to Live

Children and their communities know about climate change and how to take care of the Earth.

Changes Children Want to See

We want to live in a world where everyone in the community knows about climate change and knows how to take care of the earth.

Examples of how to achieve this, we promise to:

- ✓ tell people (a family member or friend) about climate change
- ✓ run a climate change information afternoon at our school for our whole school community every year, where students run stalls that explain what is causing climate change and what the effects of climate change are on our community
- ✓ write letters in each grade to different levels of government (council, local, state, federal) asking them to send resources for, and attend, our event
- ✓ host whole school clean ups every Friday, and every term we'll choose one space in our local community to clean up together



Created with

The Climate Future Children Want cards

Area **Community**

How Children Want to Live

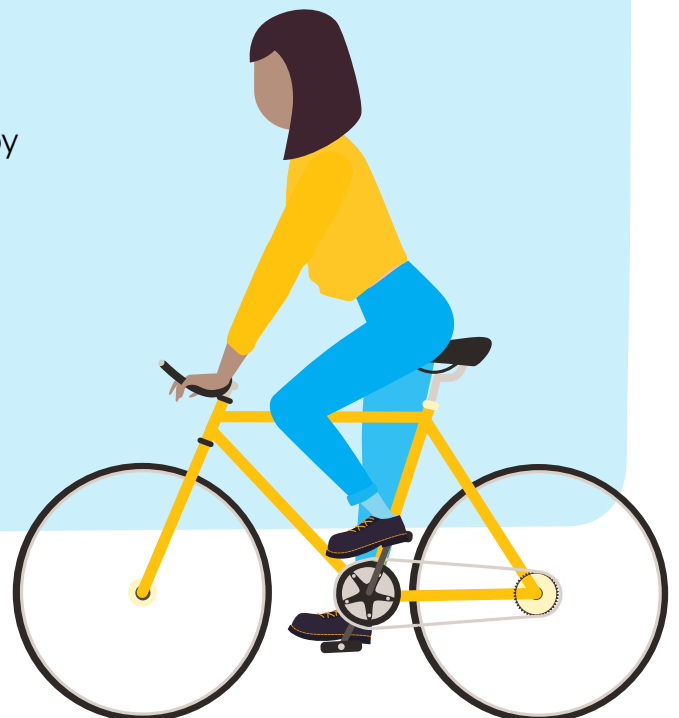
Children live in communities that are fair for everyone.

Changes Children Want to See

We want to live in a world where everyone is treated the same and everyone has what they need.

Examples of how to achieve this, we want:

- ✓ every person to be able to access the things they need to live healthy and good lives when they need them
- ✓ communities to offer lots of support services where people can go for food, water, shelter, mental health support when they need it
- ✓ politicians to support local communities by providing healthcare and housing so that everyone can access these resources regardless of who they are or where they come from
- ✓ everyone to have access to outdoor recreational spaces where they can enjoy nature and be physically active



Created with

The Climate Future Children Want cards

Area **Community**

How Children Want to Live

Children live in communities where people work together and protect the environment.

Changes Children Want to See

We want to live in a world where everyone works together to protect and look after the environment.

Examples of how to achieve this, we promise to:

- ✓ reuse and recycle, use less plastic, electricity and fuel, only buy what we need, and encourage the people around us to do the same
- ✓ find friendly and creative ways to encourage people to look after the environment like make posters for school and community notice boards, and write messages for the school newsletter and local newspaper
- ✓ ask politicians to highlight the things that everyone needs to do in their newsletters and speeches
- ✓ to learn about the special animals and habitats in our local environment and share what we've learned about them (and how to look after them) with the people around us



Created with

The Climate Future Children Want cards

Area **Political**

How Children Want to Live

Children's ideas help grown-ups make choices about taking care of the Earth.

Changes Children Want to See

We want to live in a world where grown-ups listen to children's ideas about how to take care of the Earth.

Examples of how to achieve this, we want:

- ✓ children to find creative ways to express their ideas about what we should be doing to stop climate change, like drawing pictures, making posters creating games, songs and dances
- ✓ schools and communities to host events where children can share their ideas about climate change in creative and inclusive ways
- ✓ politicians to create opportunities to listen to children's thoughts and experiences, by visiting schools, attending community events, and inviting children to contribute their ideas before they make decisions
- ✓ to find new ways to show people what the environment will look like in the future if we don't tackle climate change vs what it could look like if we all act now



Created with

The Climate Future Children Want cards

Area **Political**

How Children Want to Live

Children think governments, companies, and the media are doing the right thing to help the Earth.

Changes Children Want to See

We want to live in a world where we feel confident that governments, companies and the media care about the Earth and are doing the right thing to help fix climate change.

Examples of how to achieve this, we want:

- ✓ everyone to keep governments, companies and the media accountable, by writing to them, voting based on action, protesting and participating in climate change events
- ✓ to see governments supporting local communities and schools to implement new programs that tackle climate change, and companies changing their business practices to be more responsible and sustainable (like banning all plastic bags, not just single use ones)
- ✓ to see governments making policies to encourage renewable energy, sustainable practices, future planning and meaningful action
- ✓ to see the environment improving, more natural spaces being protected and looked after, and more animals in these spaces



Created with

The Climate Future Children Want cards

Area **Environmental**

How Children Want to Live

Children live in and enjoy healthy natural environments (like parks, and places where animals live).

Changes Children Want to See

We want to live in a world where there are lots of natural environments (like parks) that we can enjoy and explore and see animals in.

Examples of how to achieve this, we ask that:

- ✓ people grow gardens, plant as many plants and trees as possible, use worm farms and make bug hotels
- ✓ local councils prioritise healthy natural environments in their urban planning, protect spaces with wildlife, and limit clearing and developing more land
- ✓ governments increase the borders around national parks, ban deforestation, pollution and overfishing
- ✓ more natural environments are protected, and human activity (like petrol cars and engine noise) is limited within these spaces



Created with

The Climate Future Children Want cards

Area **Environmental**

How Children Want to Live

Children live in a world where climate change and pollution don't exist, and wildlife is healthy.

Changes Children Want to See

We want to live in a world where climate change doesn't exist!

Examples of how to achieve this, we promise to:

- ✔ stop using plastic, recycle as much as possible, not waste food, only buy what we need, use less electricity and petrol, and encourage others to do the same
- ✔ clean up our community and school, create groups and events that focus on climate actions, work together to fix climate change
- ✔ keep writing to government asking for the changes we want to see in the world, like no more mining and deforestation
- ✔ look after the natural environment around us, look after animals and their homes, pick up any rubbish that we see and recycle it, plant new things wherever we can



Created with

Mission Statement Example 1.

Mission Statement Template for Environmental Advocacy

[Your School's Logo]

Mission Statement for Environmental Advocacy

Our Vision: *[Describe your vision for the environment and the world you want to create.]*

Our Beliefs: *[Contextualise this for your cohort/school, use the information gathered in Step 1 and 2]*

1. **Environmental Responsibility:** We believe that it is our responsibility to protect and preserve our environment for future generations.
2. **Healthy Communities:** We believe that a healthy environment leads to healthy communities where people can thrive.
3. **Empowerment:** We believe that every individual can make a positive impact on the environment through informed actions and advocacy.

Our Commitment: *[Contextualise this for your cohort/school, use the information gathered in Step 1 and 2]*

We, the students of *[Your School Name]*, are committed to advocating for a healthier environment in our local community and beyond. We recognise that climate change impacts all children's rights, especially the right to clean water and air, healthy food and a safe environment to live in. We want to be involved in steps to help on climate change and our views to be heard.

Our Mission: *[Contextualise this for your cohort/school, use the information gathered in Step 1 and 2]*

To achieve our vision, we pledge to:

1. Raise awareness about key environmental indicators, such as air quality, water quality, biodiversity, and deforestation, and their impact on our lives and the planet.
2. Encourage sustainable practices and responsible consumption among our peers and in our community.
3. Engage with local politicians and policymakers to promote policies and actions that protect and enhance our environment.
4. Inspire and educate others to join us in our mission to create a more sustainable and eco-friendly world.

Together, we are the voice of positive change for our environment.

[Your School's Name]

[Date]

[Student Signature]

[Student Name]

[Teacher's Signature]

[Teacher's Name]

[Principal's Signature]

[Principal's Name]

Mission Statement Example 2.

[Your School Name]

[Teacher's Name]

[Grade/Class]

[School Address]

[City, State, Post Code]

[Email Address]

[Today's Date]

[Politician's Name]

[Title/Position]

[Address]

[City, State, Post Code]

Dear [Politician's Name],

We, the students of [Your School Name] in [Grade/Class], are deeply concerned about the state of our environment and the impact it has on our planet's future. We believe that as young citizens, it is our responsibility to voice our concerns and advocate for positive change. We are writing to present our collective environmental mission statement.

[Begin with a brief introduction about your class and why you are writing this mission statement. You can mention your passion for the environment and your desire to make a difference.]

Mission Statement: We, the students of [Your School Name], united in our commitment to environmental conservation, hereby declare our mission to:

- **Reduce Plastic Waste:** We pledge to reduce the use of single-use plastics within our school and community. We will encourage the use of reusable items and support initiatives that promote plastic recycling.
- **Plant Trees and Maintain Green Spaces:** We will actively participate in tree-planting activities and maintain green spaces within our school and local area to help combat climate change and enhance biodiversity.
- **Conserve Water:** We promise to use water wisely, avoiding wastage, and educate our peers and families about water conservation at home and in our community.
- **Promote Renewable Energy:** We will advocate for clean and renewable energy sources, such as solar and wind power, and strive to reduce energy consumption in our school.
- **Educate and Raise Awareness:** We commit to educating ourselves and others about environmental issues, such as climate change, pollution, and habitat loss. We will raise awareness through campaigns, presentations, and community events.
- **Advocate for Eco-Friendly Policies:** We call upon our local leaders to support and implement policies that protect our environment, including measures to reduce greenhouse gas emissions and promote sustainability.
- **Collaborate for a Greener Future:** We will collaborate with other schools, organizations, and community members to work towards a greener future, sharing ideas and initiatives to make a more significant impact.

We believe that by adopting this mission statement, we can create a better, healthier, and more sustainable future for ourselves and future generations. We kindly request your support in championing these initiatives at the political level.

[Conclude your letter with a call to action, inviting the politician to engage with your class, attend an environmental event at your school, or participate in discussions on how to implement these initiatives.]

We invite you to join us in our journey towards a more environmentally friendly community. We would be honoured if you could visit our school on *[specific date and time]* to discuss our mission and explore how we can work together to make our environment better.

Thank you for your attention to our mission, and we look forward to your support in building a greener, more sustainable future.

Sincerely,

[Student Names (list the names of all students in your class)]

[Grade/Class] - [Your School Name]

Hockeyroos **Mission Statement** 1996

We will win Atlanta by being the best we can be, because Olympic gold is the ultimate challenge in our sport. We will achieve this by playing beyond our previous performances and by never, never giving up.

I will be the best I can be by:

- 1 Continually **challenging myself** to go beyond my comfort zone
- 2 Making the necessary **sacrifices**
- 3 Believing in my ability and the strength of my purpose
- 4 Valuing **excellence, determination** and **dedication** in both training and match play
- 5 Having **faith** and **confidence** in, and being **supportive** of, my team-mates
- 6 Not making excuses but taking **responsibility** for my development, performance and for my lifestyle
- 7 Seeking feedback and making **contributions** to the program
- 8 Being **tolerant** in differences in others and respecting them for who they are and what they have to offer
- 9 Accepting disappointments and frustrations and overcoming them by **working** together
- 10 Having faith in the course of action chosen for the team and being **committed** to it knowing that it may not always be my preference.

We choose to do this thing NOT because it is easy but because it is hard.



Referencing: [The Coach – Ric Charlesworth](#)

APA: Charlesworth, Ric, 1952-. (2001). The coach : managing for success / Ric Charlesworth. Sydney, N.S.W. : Macmillan

Australian/Harvard: Charlesworth, Ric, 1952-. 2001, The coach : managing for success / Ric Charlesworth. Macmillan Sydney, N.S.W.