

# Climate action for a better future

Together for our planet

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## ABOUT THE LESSON

### OBJECTIVE:

Earth Day is held on April 22 in the United States and on either April 22 or the day the spring equinox occurs throughout the rest of the world. Every year it celebrates the achievements of people and environmental groups who have contributed to the protection and preservation of our planet, its environments and resources, and seeks to raise awareness of our responsibility towards future generations.

### PREPARATION

On the day of the lesson on Earth Day, invite your students to take a look at the infographic on page 20 of *YourWorld #BetheChange* and answer the questions.

1

### BACK AT SCHOOL

Before the actual start of the lesson, invite your students to organise themselves in pairs and answer the following question:

what is the number 1 takeaway from the infographic you have analysed?

2

### WARM UP

Invite your students to think about two concrete ways in which climate change has manifested itself in the last few years. Ask them to share their examples with the rest of the class.

3

### UNDERSTAND THE TOPIC

Once students have completed the *Warm up* activity, ask them to organise themselves in groups of 3 or 4 people and use the Internet to find information about climate change. Ask them to collect the information they have come up with using the following chart:

<b>DEFINITION</b>	
<b>CAUSES</b>	
<b>EFFECTS</b>	
<b>POSSIBLE SOLUTIONS</b>	

When groups have completed their task, invite them to compare their findings with those of another group.

If the Internet is not available, you can invite your students to read the paragraph on page 22 of *YourWorld #BetheChange* and complete the activity.

4

### DELVE DEEPER INTO THE TOPIC (15 minutes)

Invite students to create four new groups and ask them to read the presentation of Saype, the French artist who is raising people's awareness thanks to his gigantic frescoes.

Then ask them to do Exercise 2 on page 25.

Once they have completed the activity, invite them to use the Internet to find another fresco by Saype and compare it with the one they have analysed.


Ask them to pay attention to the following aspects:

- the subject represented;
- the message expressed;
- the colours used.

5

### TAKE ACTION

Share the following activities with your students and invite them to choose one of them to carry out as homework:

<p><b>OPTION 1</b></p>	<p>WATCH the YouTube video <i>Graffiti artist's giant creation on Stormont lawn - BBC News NI</i> and complete exercise 3 on page 25.</p>
<p><b>OPTION 2</b></p> 	<p><a href="#">LISTEN</a> to Miriam Davis, reporter for <i>Art Landscapes of our day</i>, describing her meeting with the French artist Guillaume Legros, better known as Saype at his home near Belfort and complete exercise 4 on page 25.</p>
<p><b>OPTION 3</b></p>	<p>USE their creativity to create the draft of a fresco that follows Saype's style and contributes to helping students understand the importance of respecting Nature and the earth.</p>

# calendario

## C I V I L E

### LEZIONI PRONTE

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#### **Memoria, cittadinanza e sostenibilità**

Calendario civile è l'iniziativa Sanoma dedicata alla Scuola primaria e secondaria per portare in classe i grandi temi dell'educazione civica e discutere con ragazze e ragazzi delle grandi sfide del presente.

Memoria storica, Cittadinanza, Sostenibilità: in occasione di alcune tra le più importanti Giornate nazionali e internazionali mettiamo a disposizione una serie di Lezioni pronte e un estratto dai nostri libri per costruire attività da inserire facilmente nella programmazione didattica.

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