

Climate Change and Southern Voices: Lesson plan



**CLIMATE CHANGE
AND SOUTHERN VOICES**

Lesson 1: Orientation and ideas (75-90 min)

Objectives of the lesson:

- to orientate students to the subject matter
- to prepare students for the video project
- to generate ideas for the student's video project

Teaching materials:

- Climate Change and Southern Voices PowerPoint presentation
- photo cards with two photos, explanations of photos and Agenda2030 goals assembled in plastic sleeves (OPTIONAL: if you wish, you can also go through these only in the presentation)
- background materials and questions of the video topics on the project website:
<https://ymparistoreportterit.fi/en/southern-voices/>

Equipment:

- video projector and screen
- audio to present Nature Now video (slide 2)
- tablets (one per 2-4 person group) or computers
- utensils for taking notes

Other preparations:

Divide the class into groups of 2-4 persons according to what you think is best for working on the video project.

If you want to use the photo cards, prepare the cards according to the [instructions found on the website](#). (*In the North as well as in the South exercise*).

Progress of the lesson:

Time	Objective	Content	Implementation	Materials
Approx. 30 min	To spark the students interest in the theme, to bring up questions to which the students seek answers to through their own project.	Orientation to the theme: a brief summary of climate change and the sixth extinction as phenomena, the factors behind inequality. A deeper look at the complex connections between phenomena, our dependence on a healthy	The teacher introduces the theme to the students with the help of the PowerPoint presentation.	PowerPoint presentation

	To give the students the basic information on the theme as a starting point for class work.	planet, feelings and reactions caused by the challenges, claims that are linked to climate change, and possible courses for action.		
Approx. 15 min	To have the students realise that the causes and solutions of climate change are the same here as in all over the world. We are all in this together.	With the help of photo cards, address the causes and solutions of climate change that are connected to energy, forests and food: coal/fossil fuels, solar energy/renewable energy, impacts of deforestation/ways to conserve forests, challenges in industrial food production and meat production, and local, organic and ecological food production alternatives.	<p>In groups of 2-4 students: Each group gets a two-sided photo card in a plastic sleeve. The photos show either a cause or a solution to climate change. One photo is from Finland and the other one from somewhere else in the world. The task is to guess where the photo was taken and think about how it is connected to climate change.</p> <p>In the next phase, the students find explanations for the photos inside the sleeve. With these, the students reflect on their first impressions compared to the information they received.</p> <p>The sleeve holds also the Agenda2030 goals. With these, the students reflect on how the photos are linked to the sustainable development goals.</p>	Photo cards with two photos, explanations and Agenda2030 goals
45 min	To lay the groundwork for each group's own video project by showing one of the Southern Voices videos; the students make their own video on the same topic, from the point of view of their own country. The aim is to	The topics of the videos produced by the project partners of the Siemenpuu Foundation are energy/forests/food; namely coal, solar energy, forest conservation and pesticides used in food production.	<p>The same group of 2-4 students watch a Southern Voices video and familiarise themselves with the topics of the video. The groups analyse the theme of the video by answering the questions on the paper form or the questions found on the website and with the help of the background materials and what was discussed in class.</p> <p>Additional questions, mind map?</p>	Tablets for watching videos on the project website. The questions and background materials are also online. Paper and utensils or tablets/computers for making notes.

	<p>seek and reflect on the connections between Finland and the global South that are related to the theme of the video.</p> <p>To generate ideas for the student's own video project.</p>		<p>Generating ideas for the topic of the group's own video project based on what was revealed of the theme in the Southern video and how the same theme is related to Finland.</p>	
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HOMEWORK: The group chooses an article that is linked to their topic from [the additional materials on the website](#) (each theme - energy, forests, food – has a summary of articles on their respective websites). As a homework, each group familiarises themselves with the article and uses it as a guideline to help them with the planning of their video project. The articles can be used also during lessons if the students want more perspectives on their topic while generating ideas for their videos.

Lesson 2: Script and work plan (75-90 min)

→ **If there is a possibility to film outside of class hours, the best option is to start after this lesson and come to the next lesson with the filmed materials ready for editing.**

- Field work is good to encourage since it increases the feeling of discovery and deepens the whole learning process!

→ **If the time for realizing the learning module is very limited, the making of the videos might be good to plan using ready materials or filming during the next class within the school perimeters. If needed, the film making can be started also during this lesson.**

Objectives of the lesson:

- to consider what is a good video and to go through the criteria for the video
- to tell the students about the possibility to participate in the competition
- to continue planning the video
- to write a simple script
- to agree on the division of work and schedule

- IF your schedule is very tight, to start making the videos

Teaching materials:

- [Video project instructions](#) as a PowerPoint presentation (to be used in class)
- [Instructions for planning and making the video](#) (handout)

Equipment:

- utensils for taking notes
- tablets/phones/cameras if film making is started or if students need equipment to bring outside of classes
- headphones + microphone (ones that come with phones are enough)
- tripod can be useful

The students work in the same groups of 2-4 persons as before.

Time	Objective	What?	Materials
15-30 min	<ul style="list-style-type: none"> • To get a general view of the phases of the project and where we are now. • To think about what kinds of elements are included in a good video. • To know the criteria for the Young Reporters for the Environment video and what kind of video categories there are (what are the styles of the videos). • To have an understanding what kind of a video could be a Young Reporters for the Environment video. • To learn about the dramatic arc. 	<ul style="list-style-type: none"> • Find out what are the phases of the project and where we are now. • Ask the students what kinds of videos are good. This can be done by asking the whole group or asking the students to discuss it in pairs/groups. • Go through the criteria for the video. • Show two different example videos. • Tell the students what parts can be included in the dramatic arc and why it is important. 	<p>PowerPoint presentation</p> <p>Videos on the presentation or videos chosen from the example videos on the website.</p>
30-45 min	<p>To plan the video: Creating a plan for the making of the video.</p> <p>To write the script: Writing the finalised script for the video.</p> <p>To create a work plan. The group has an understanding of the implementation of the project.</p>	<p>Creating a work plan. If the topic has been discussed during the previous lesson, the ideas already generated can be used.</p> <p>Writing the script.</p> <p>Agreeing on the division of work and schedule within the group.</p>	<p>PowerPoint presentation (explain this to students) and A4 instructions (give to students) for the planning and making of the video.</p>

Lesson 3: Film making or editing

Objective:

- to edit and finish the film
- or to start making the film (from ready materials or by filming during class)

Teaching materials:

- [Instructions for planning and making the video](#) (handout)

Equipment:

- tablet or phone (for editing or filming)
- editing program/app on the tablet or phone used for film making (see handout above for more information)

Lesson 4: Feedback and dissemination

Objective:

- to reflect on the process of making the video
- to give feedback
- to find channels for disseminating the work

Teaching materials:

- [Video project instructions](#) as a PowerPoint presentation

You can organize this lesson as you wish. If you follow the Powerpoint presentation, the suggestion is to:

1. Watch the videos together and give feedback.
2. Discuss the process of making the video in pairs and share some of the thoughts.
3. Think and plan how and where to disseminate the videos. This can be social media, exhibitions, direct communication to decision makers or companies, press etc.