

2.3. Plenary Activities by Subject (20 minutes)

A. Citizenship

3A. CITIZENSHIP OPTION (i): Sphere of influence - Influencing others

This activity aims to get students to **think about what they can do to influence people, organisations and the government around the 2050 target**. You might want to explore different types of influence with the students (getting friends to go to a film that they might not have wanted to see; persuading parents to participate in a walk to school campaign; national campaigns).

- Give out the sphere of influence sheet
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- Ask students to imagine that they are in the centre of the sheet and the circles show how wide is their area of influence.
- Students should write down the names or groups of people that they are able to affect directly to change their behaviour to help tackle climate change in the UK in the inner circle. This can include friends, family members, their school and people in their local community (e.g. shopkeepers)
- In the outer circle, students should consider people they can influence indirectly (through the people they can directly influence).

Variation: Students can explain how they will influence people in the sphere and what behaviour they will get them to change.

Differentiation: Ask students to collect newspaper and magazine cuttings or articles from online sources related to stories about energy and climate change in the media. How does the media influence the public in acting to reduce carbon emissions? How are global events portrayed? e.g. the Fukushima serious nuclear accident in March 2011. This option may be more suitable for Key Stage 4 students.

A. Citizenship

3A. CITIZENSHIP OPTION (ii): *Where do you stand?*

Variation: Ask students to imagine a line running across the classroom; from strongly agree on one side of the room to strongly disagree on the other. Read out one statement at a time from *3A(ii): Where do you stand?* worksheet. Ask students to indicate how they feel about the statement by standing on the line. Ask some students why they have chosen to stand where they are. You can allow students to move once they have heard reasons from their peers.

Differentiation: It is likely that this activity will produce a range of responses and students will have different ideas about what they should do about climate change. Ask students to imagine they work for the Government creating new policies. Given that people often have very different opinions when it comes to climate change, what would they do? How would they create policies that would be accepted by the public? How does this fit with the idea of democracy in society? This is especially suitable for Key Stage 4 students.

- Give out the values continuum sheet to each student *3A(ii): Where do you stand?* sheet.
- Ask students to answer questions honestly.
- If you have time, ask for feedback on some of the statements.