



The Regenerators

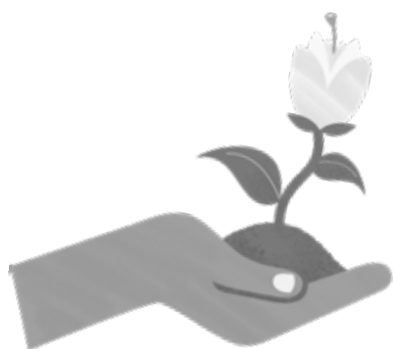
Teacher resource - Geography

These classroom resources are suitable for use in Geography lessons with secondary school children at Key Stage 3 in England, Wales and Northern Ireland, and at 3rd and 4th level in Scotland.

What is the activity?

Green Themes Explained is a series of short, clear, informative and accessible films, suitable for Key Stage 3 and Key Stage 4 geography students.

You can view the videos online at The Regenerators Green Classroom 11-14s page or by searching **Green Themes Explained**.



Before watching the films

It may be worth asking what global challenges students are already aware of. They are likely to have some prior knowledge of issues such as global warming and deforestation but may be less familiar with fast fashion and palm oil.

Each clip follows a similar route of enquiry, introducing key terms and concepts, moving on to exemplification and then concluding with potential solutions. Students could be asked what solutions they expect to see.

It is important to recognise that students are exposed to a wide range of information. Differences in opinion, misconceptions and bias can be discussed during the activity.

You may wish to use this series to support a unit of work on global challenges. Each of the ten clips introduces a different idea, allowing individual lessons to be mapped out around them.

The Green Theme series gives a solution-focused insight into some of these challenges.

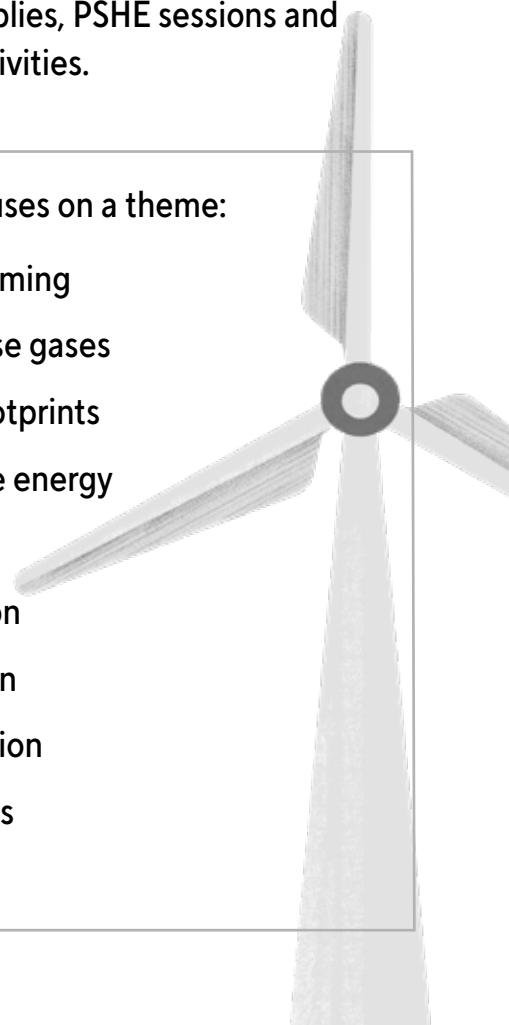
Many challenges faced by the planet are interrelated. For example, deforestation leads to loss of habitat, increased levels of carbon dioxide in the atmosphere and global warming.

These issues can be tackled using initiatives to reduce carbon footprints, such as net zero targets and the use of renewable technologies.

Alternatively, the clips can be used in isolation, either during a lesson or to support assemblies, PSHE sessions and enrichment activities.

Each film focuses on a theme:

- Global warming
- Greenhouse gases
- Carbon footprints
- Renewable energy
- Net zero
- Air pollution
- Fast fashion
- Deforestation
- Habitat loss
- Palm oil



During the films

The films are concise, providing a wealth of information in a short space of time. You may wish to stop at relevant points to give thinking time, check understanding and pose questions.

Useful questions to consider throughout or at the end might include:

- What carbon sources and carbon sinks exist within the school grounds?
- Can net zero ever be achieved at a global scale?
- How big are carbon footprints in the UK compared to other countries?
- What are the advantages and disadvantages of renewable energy?
- How can people be encouraged to use public transport?
- How can schools provide habitats for animals and insects?

After the film you might discuss the questions with students and ask whether they feel any of the issues are more important than others.

The interconnected nature of the issues means this is a difficult question to answer, which should lead to interesting discussions.

Students could also be challenged to evaluate the solutions at the end of each clip. If they feel the solutions aren't deemed realistic, ask why this might be the case and discuss what they think the barriers may be.

Following the films

A good starting point may be to write the Green Themes around the edge of the page. Ask students to draw arrows showing links between them, for example fast fashion increases greenhouse gas emissions, and deforestation leads to habitat loss. No single Green Theme should appear in isolation as all are connected.

Challenge students to find strategies to break the links. They will have been given some ideas in the clips but should also come up with some of their own. Each strategy could be written on a piece of paper and glued across the arrow to emphasise the broken link.

Students could create a glossary sheet using key terms from the series. Many of the words appear in the titles of each clip, but students could note down others as they watch through. These could then be decorated with appropriate images to develop the skill of dual coding or made into quizzes that students use to test their peers.



If students want to find out more, they could use a BBC online carbon footprint calculator to explore and compare the carbon footprint of items and activities, such as driving cars and heating homes.

How could this information be used and who would be most likely to find it useful? Should individuals monitor their own carbon footprints, or should global governments provide guidance? This should encourage plenty of discussion and debate.

The themes in this series show changes over time. Students could be asked to create a chronological sequence of events using flow diagrams. For example, charting the changes in the fashion industry as production moved overseas, items became cheaper, the amount of clothes heading to landfill rose and the rising interest in reusing or upcycling clothes.

Students might also investigate the issues in this series at a whole-school level. Student councils, Eco-Schools groups and enrichment clubs could take one of the themes and commit to making changes. This could focus on lessons, for example making bug hotels in Design Technology.



It could also lead to changes outside of lessons, such as installing a secure bike shelter or allowing the grass to grow longer on one section of the field to encourage wildlife. A meeting with the Head Teacher or PTA group could generate the ideas to help. This encourages students to see that they can initiate small scale changes and make a difference.

Curriculum links

- This series is suitable for teaching KS3 students.
- Each clip can be used independently or shown as a full series. The series build on students' understanding of global issues and encourages a solution-focused mindset.
- This series supports the KS3 geography curriculum by investigating our changing climate and how human activity relies on effective functioning of natural systems; people as consumers and living sustainably and being able to make informed decisions about responses to environmental impacts.
- Individual clips within the series also cover aspects of physical geography, such as the change in climate from the Ice Age to present, and human geography, such as the use of natural resources.