



# Climate Emergency

**Time needed for activity** Up to 60 minutes

**Location** Indoors

## Context

This activity encourages learners to consider how natural processes and human activities have impacts that affect our climate.

Natural Resources Wales' purpose is to pursue the sustainable management of natural resources in all of its work. This means looking after air, land, water, wildlife, plants and soil to improve Wales' well-being, and provide a better future for everyone.

## Curriculum for Wales

### Science and Technology

- **What matters**  
Being curious and searching for answers is essential to understanding and predicting phenomena.

### Health and Well-being

- **What matters**  
Our decision-making impacts on the quality of our lives and the lives of others.

### Humanities

- **What matters**  
Our natural world is diverse and dynamic, influenced by processes and human actions.

### Languages, Literacy and Communication

- **What matters**  
Expressing ourselves through languages is key to communication.

- **What matters**  
The world around us is full of living things which depend on each other for survival.

## Objectives

By the end of this activity learners will be able to:

- Identify a range of natural processes that affect the climate
- Identify a range of human activities that affect the climate
- Develop a considered opinion about the level of impact these processes and activities have on the climate.

## Resources and equipment

- Film - Climate Emergency
- Information Note - Climate Emergency Film



## What to do

This activity challenges learners to apply their knowledge and skills to tease out themes around human impacts on climate.

You can incorporate the Digital Competency Framework by asking your learners to complete online research to aid discussion.

### Activity One

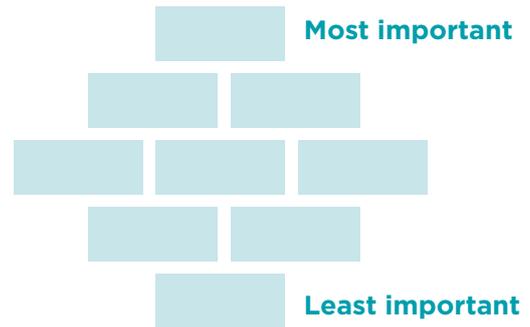
1. Begin the session by playing the Film – Climate emergency, which shows a montage of images.
2. Ask your learners what is the main issue being portrayed? This can be delivered as a Q and A, in small groups or as a whole group to elicit what this might be – Welsh Government declared a climate emergency in 2019.

What do your learners think a climate emergency is? What might the climate emergency mean for them individually, Wales and the wider world? How can they find out more? Allow your learners time to complete online research.

3. Watch the film a second time. Can your learners identify which issues are natural processes and which are caused by human impact?
4. Working with a partner, can they choose the **nine** most important issues to them being portrayed?

### Activity Two

1. Diamond Nine – Individually rank the nine issues chosen by the pair. What are the learners' personal perspectives on these issues and their order of importance?
2. Working in their pair, ask your learners to discuss what order they used in their diamond ranking and why. What are the similarities and differences between the pairs? Consider why there may be differences in opinion.



### Activity Three

1. Taking the top three issues from their individual diamond ranking activity, can your learners explain the interconnections between them?
2. Ask your learners to justify their top 3 choices, showing their understanding and synthesis of these issues. This can be completed as written or oral work.
3. Ask your learners to consider what they can do as global citizens to help reduce the impact of these issues? Allow your learners time to complete online research.
4. Ask you learners what role the following have in relation to these issues:
  - Global organisations
  - Governments
  - Local councils
  - Environmental agencies

Can these bodies be successful without individual citizens support? Why?

Allow your learners time to complete online research.

Is there something they would like to see these organisations/bodies doing more of? Something they aren't doing currently. If they were 1st Minister, what 3 actions would they enact?



## Suggested key questions

- What does it mean to be a global citizen?
- What natural processes govern our natural environment?
- What impacts are humans having on the natural world?
- What are your biggest concerns about the climate emergency?
- How can we sustainably use and manage our natural resources?
- What can you do as an individual?

## Adapting for different needs or abilities

### More support

- Identify fewer issues.
- Complete the activities in larger, adult led groups.
- Only complete activity 1 and/or 2.

### More challenge

- Research the climate and nature emergencies.
- Find out more about the role global organisations have in mitigating human impacts on the environment.
- Complete all 3 activities.

## Follow up activity/extension

Try out our:

- Activity plan - Adapting to climate change
- Activity plan - Eating for Wales

## Additional Information

Find out more about Natural Resources Wales' work to address climate change at [www.naturalresourceswales.gov.uk](http://www.naturalresourceswales.gov.uk)

## Looking for more learning resources, information and data?

Please contact: [education@naturalresourceswales.gov.uk](mailto:education@naturalresourceswales.gov.uk) or go to <https://naturalresources.wales/learning>

Alternative format; large print or another language, please contact: [enquiries@naturalresourceswales.gov.uk](mailto:enquiries@naturalresourceswales.gov.uk)  
**0300 065 3000**