



Climate Changes, Impacts and Actions

ACTIVITY PACK

FLOODING



More rain
Rising sea levels
Coastal flooding

8 x **Changes** Cards


DAMAGE TO BUILDINGS



Loss of property
Expensive insurance

11 x **Impacts** Cards

PLANT TREES



Find new places to plant trees
Plant the right type of trees
Look after woodlands

11 x **Actions** Cards

COMMUNITIES



People living or working together or who share the same views

6 x **People** Cards



20 mins +



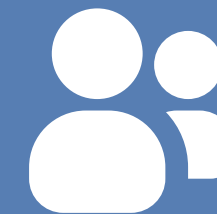
Classroom



Game



Finding solutions to climate change impacts



1-2 leaders

SNAP-DAPTATION

You will need (per group): 4 sets of **actions** cards + 1 set of **impacts** cards

- Split class into groups of 4 and get them to sit round the table / in a circle.
- Check understanding of the concepts of impacts and actions in the context of climate change.
- Present an example of both an impact and action card, and explain how actions can minimise impacts.
- Deal out the actions cards to each person in the groups and give them 5 mins or so to read the cards.
- Deal out the impacts cards face down in a pile in the middle and tell the groups they aren't allowed to look at them until the game starts.
- Explain that when the game starts, someone in the group must turn over the top impact card on the pile and everyone must pick an action to deal with the impact and put the card down as quickly as they can. The first person in the group to do it wins a point, but they must also give a good reason why their action tackles the impact, otherwise a point is deducted. Allocate someone in each group to keep score.
- There are 11 impacts cards, so there are 11 rounds of the game. Each round should be started and ended by a member of staff.
- Whoever in the group has the most points at the end wins (and perhaps gets a prize?).

EXTRA TIME: Between each round you each group could pick someone to tell the class the “winning” action from their group and why it won.



30 mins +



Outside



Ideas session



Taking local action



2+ leaders

WHAT CLIMATE CHANGE ACTIONS CAN WE DO AT SCHOOL?

You will need (per group): 1 set of **actions** cards.

Decide on a location within school grounds to work in, we would recommend a green or open space (but anywhere available can work!)

- While you're in the classroom, explain the concept of actions in the context of climate change – you might want to show each card to the class to check understanding. Explain that you'll be going to a different location where you'll all be exploring ideas in groups on how we can take action on climate change within the school grounds.
- Split the class into groups, 6-8 is recommended but you can adapt to numbers of leaders. Give each group a set of cards to look after and take them to the location, sitting them down in their groups.
- Get the class to take 5 minutes to look around - ask them what they can see and why it might be important to have that space at school.
- Explain that you would like them to walk around and pick three actions that would be good to do to protect or improve the space – you might want to get the students to stick their actions cards at the places they want them to happen and get each group to present their ideas.
- When you get back to the classroom you could collect the most common actions and leaders could present these to the school management.

EXTRA TIME: Keep a class record of how they get to school and try to reduce car journeys, or switch off computers and lights when not needed.



2 hours +



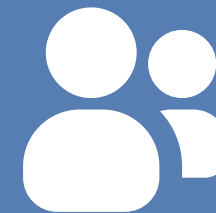
Field trip



Investigation



Understanding climate change



3+ leaders

HOW IS OUR COAST CHANGING?

You will need (per group): 1 set of **changes** cards and old photos of the area (these can be found online).

Optional extra: 1 set of **impacts** cards per group.

- In advance you'll need to decide on a coastal location to take the class to – local beaches are usually a great spot to look at change.
- Before you go, introduce the topic of climate change and how it can impact on our coastlines, and explain that you'll be going to a different location where you'll all be investigating coastal changes. Split the class into pairs or small groups.
- Once you get on site get the class into their groups and distribute the old photos and card decks and explain that they need to navigate to where each photo was taken. Once they find it, they will pick one or two climate changes cards that could have influenced how the coast has changed since the picture was taken. Get them to discuss in their groups and feed back to the class.
- You may also want to talk about the possible impacts of these changes on local people using the impacts cards, you could do this on site or take them back to the classroom. Which impact could have the biggest effect?
- If you can't arrange a trip to the coast you can use a street-viewing software instead. Have a look at our Amroth field trip for some more classroom-based activities: <https://www.pembrokeshirecoastalforum.org.uk/virtual-field-trip-to-amroth-to-investigate-climate-change/>

EXTRA TIME: Get a local expert to talk to the class about how the coast has changed in the past compared to how it is changing now



30 mins +



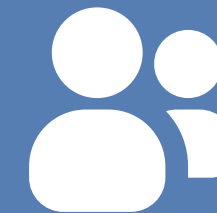
Classroom



Game



Linking climate changes,
impacts and actions



1-2 leaders

“ACTING” ON CLIMATE CHANGE!

You will need (per group): 1 set of each deck (climate **changes**, **impacts**, **actions** and **people**) and whiteboard for keeping score.

- Introduce the card decks and explain what each means, giving an example of a sequence of: “climate change - impact - action - people responsible for taking action” and how the cards relate to each other.
- Split the class into teams of 4 and explain that you’ll be playing against each other, get each group to choose an eco-themed team name and write these on the scoreboard up front.
- Deal out the decks to each group and explain that teams will have to use the cards to act out the above sequence to the rest of the class. The group stand up and each person can act out one of these cards in order, and like charades, they are not allowed to speak or write anything to help them communicate what is on the card. Give each group 5 minutes to discuss what their first sequence will be and who will act out each card. The first person to put their hand up and give the correct answer after each card is acted out wins a point for their team. A leader will keep score and have the last say on who put hands up first!
- As a game variation you could have the group acting out their sequence together and then freezing whilst the class discuss what is happening.
- Depending on time available you can repeat more rounds of the game, and you might also want to give a prize to the winning team.

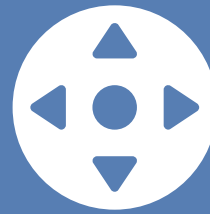
EXTRA TIME: For bonus points get groups to make up their own “wildcard” actions and throw them in the mix to act out



30 mins +



Classroom



Ideas session



Identifying places at risk of climate change



1-2 leaders

IMPACT MAPPING

You will need (per group): A simple aerial view map of the local area, ideally A2/A3 size, with major features labelled such as schools, businesses, hospitals, housing clusters etc + 1 set of each deck of **changes**, **impacts** and **actions** cards.

- Split the class into small groups and introduce the card decks - explain what each deck means and how the cards relate to each other.
- Explain that the map on each table is of the local area, and as the first exercise get each person to mark out their house.
- Deal out the card decks to the groups and give them time to go through the cards themselves (approx. 10-15 mins).
- Next, get the groups to pick five key places on the map and select a card from the changes deck that they think is most likely to have an impact on those places. Once they have done this, repeat the exercise with the impacts cards which should relate to the change card they selected.
- Once each group has got a completed map of changes and impacts, list the most common impacts on the board and then as a class get someone from each group to select an action to tackle one of the impacts, explaining the reasoning behind their chosen action.
- You may want to collect these actions at the end of the session and present to the school board to see if the school could help with climate change actions locally.

EXTRA TIME: Nominate each group to be one of the “people” cards and get them to present to the class what they would do to take action in their area.



30 mins +



Classroom



Game



Creative and fun learning
about climate change



1-2 leaders

GAME CHANGERS

You will need (per group): 1 set of each deck (climate **changes**, **impacts**, **actions** and **people**) and an A2/A3 sheet and markers for ideas.

- Split the class into groups of 4-6 and introduce the card decks. explain what each means, giving the class time to read the cards.
- The aim of this session is for groups to make up their own game, with a rule book and maybe even a board! They can use as many or as few card decks as they like, with the leaders encouraging discussion, collaboration and a chance for everyone to share their ideas.
- Get each group to present their game idea to everyone, and then you can take a vote on which game the class wants to play together.
- You might also want to have a scoreboard up for the winners from each group and allocate prizes.

EXTRA TIME: Get the groups to make a video explaining the cards, their game and rules, and either upload to the school website... or do a "show-and-tell" in a whole school assembly.

Climate Changes, Impacts and Actions

These are just a few ideas to get you started – feel free to use the cards any way you like!

For more activity ideas have a look at our teaching resources:

<https://www.pembrokeshirecoastalforum.org.uk/projects/climate-change-teaching-resources/>

Information on PCF's Coastal Curriculum Programme:

<https://www.pembrokeshirecoastalforum.org.uk/projects/education/>

If you have any questions or feedback please contact:

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