

Exploring and developing the themes in the children's story book
"Planet Earth Needs Our Help"

Notes for Schools - 2020



WHY THIS BOOK and PLANET EARTH PROJECT:

Young people today are often more knowledgeable than many adults about the threats of climate change and environmental degradation facing planet earth. In part, this is due to the excellent education and learning experiences being offered by schools. It can also be explained by the increasing number of children's books and resources on the market dealing with these issues. This is encouraging and hopeful. So, why do we need another book and resource pack?

Why this project?

"Planet Earth Needs Our Help" originated in October 2015, as part of an art exhibition, inspired by the Paris Summit on Climate Change. The positive response to my illustrations and text encouraged me to produce my children's book, and then a website and a range of resources on climate change. This project, alongside others, keeps the urgent issue of climate change high on our priority list. It focuses on children in early years and Key Stage 1; an important time to encourage and promote curiosity, discovery, learning, creativity, lifestyle habits, and a sense of wonder and responsibility for our planet and its inhabitants. The enthusiasm of the children means that this project also spreads its impact to adults: family members, friends, and local communities.

The complete Resource Pack offers:

- The **book** – a fun and adaptable story which can act as a "springboard" to other topics, activities and information.
- These **teaching notes** – providing suggestions for creative activities, links to the National Curriculum; a simple, early learning, science-based, overview of the main issues around Climate Change and Global Heating; an educational resource that can endorse and act on the principles of the Earth Charter and the United Nations Sustainable Development Goals.
- **A front-sheet template, for the school, to build its own creative file** of images, short stories, poems, inspired by the book.
- **A sample resource sheet to create a story** around the theme of a First Aid, Eco Warrior who visits Planet Earth.
- **An action sheet** - "20 simple things we can all do to help reduce Global Warming".

The pack is supported by free-access, downloadable resources from a dedicated website:

- **An illustrated, video narrative of the story**, which can be followed with the book (offering a total communication resource, whilst supporting reading and communication skills)
- **A power point version of the book** (offering flexibility and adaptability to link with chosen Curriculum topics for the Term)
- **Notes on "the science behind"** global heating, climate change and other topics covered on each page of the book.
- **A downloadable** activity book and worksheets, with creative activities that link to pages in the story book
- **The website** also has **links** to schools, resources and organisations that may be helpful in developing, enhancing and adapting this project.

Introduction:

The book...

- Tells a story about the magical journey of twins Annie and Tilly, after they meet an unhappy fairy in their garden. It calls on its readers to use their imagination, whilst sharing this journey as the twins discover the causes and consequences of climate change. It offers a message of hope: that we can still do something to help make a big difference.
- It is possible just to read and enjoy the story; or to use it as a springboard to a range of informative and creative activities; to see the “bigger picture” within one colourful story.
- The book and activity sheets encourage reading, writing, art, creativity and follow up actions: consolidating, in one resource, issues where other children’s books often focus on just one aspect of environmental change; recycling, bees, wildlife, pollution and gardens.
- Provides a holistic, evidence-based, non-threatening approach to environmental and lifestyle issues, enabling children, and adults, to notice and manage any anxieties that may arise from these issues. It engages their thoughts, feelings, behaviours, and actions - alongside developing knowledge and understanding of the world we live in and the impact of Climate Change.
- Offers opportunities to develop transferable skills; an ability to problem solve, and to change thoughts and behaviour in helpful ways, whilst exploring creative solutions.
- Is an accessible introduction to the complex issues of climate change, using language and colourful images appropriate to children aged 4-11, whilst helping adults better to understand the issues themselves!
- The A4 landscape format, with easy-to-read, large text, on sturdy card, presents illustrations and text side by side on facing pages. This allows maximum flexibility when reading the words and/or talking about the images. It is available in purbound form, or in a spiral bound version that can be folded @ 360 degrees, to be easily read or shared with small groups.
- Provides an easy-to-follow, adaptable resource that combines simple scientific facts with an engaging, colourful and clearly illustrated, story. (The illustrations are simply designed to enable readers to re-create characters and locations, using their own images and ideas)
- It can be used with or without an activity book that links with the pages in the story book; (available as downloads from the website)

These notes for schools, accompany the story book and school resource pack. They...

- Suggest how this book can be used as a “springboard” to inspire and motivate further actions - encouraging conversations, questions, research and actions around the contents of each page.
- Link to the National Curriculum, so that schools can return as often as they want to a specific page to explore chosen themes in more detail (e.g. gardens, dinosaurs, recycling).
- Are supported by additional notes and resources downloadable from the website. These are designed to inspire children, teachers, and families to be curious, and explore the issues together; to talk confidently and knowledgeably about the words and pictures in the book.
- Demonstrates how learning about climate change, and learning through story-telling can be positive resources for broader skills-based, person-centred learning and development.

How the book and resources can enhance current activities and curriculum themes:

Literacy:

- Adaptable use of text. Every page and **activity sheet** can be photocopied and a **power point** version of the story is available for teachers.
- Text can be **used for flashcards**, word search, re-arranging sentences, punctuation grammar and phonics.
- **Creative writing** – using **Illustrations** in the book to talk, or write about, and build their own stories, poems and haiku.
- Inspire creation of characters or use characters from the book to make up own stories.
- Re-creating the themes on each page in their own words, or creating illustrations to go with the sentence.
- Creating own **school file (template for front page in this pack)**. Place in school file; the words, images, poems, stories, and any work inspired by this project. Put on display for visitors to the school to view.
- Create own **Eco warrior story** using the story outline (**in this pack**). Or use the theme of the book to write a newspaper article together.
- This resource encourages and enables the art of story-telling using a total - communication approach, building confidence to speak out.
- Enables development of transferable communication skills, alongside a creative CBT (cognitive behavioural) approach.
- Encourages use of imagination, creativity, research, discovery, learning and developing creative solutions to problems.
- The purbound and spiral story books in the pack, offer a reading resource for the school library and a story telling resource that can be used by the teacher and children in the classroom.
- An illustrated narration of the story is available as a video that can be followed using the story book, encouraging, listening/reading skills and an example of how other children stories created in school, can be developed and showcased in classrooms, assemblies or events

PSHE (Personal Social Health Education) Use this resource as a springboard to:

- Address other themes on climate change, healthy lifestyles, environmental issues and pollution. The Earth Charter.
- The 3 R's (Reuse, Renew, Recycle) dealing with litter, reduction of waste.
- Address anxiety management and communication skills. Especially the confidence to speak out.
- Learn transferable life skills and build knowledge and clarity on the topic of climate change.
- Use stories, scenarios to talk about; thoughts, physical feelings, emotions and actions in any given situation. What is helpful/unhelpful.
- Enhance empathy skills that children naturally experience, through use of imagination and storytelling.

Computing: Using the Planet Earth website (and other websites) for

- Researching information linked to the topic on each page of the story.
- Create own Planet Earth gallery of images and creative writing.
- Create slideshow and video of work inspired by activities linked to the story and climate change theme.
- Type out own words, scan images – send to author to add to Planet Earth website gallery.

P.E

- Go for walks, trips out, with a sketchbook – to notice, observe, use five senses and document experience; also to collect data, to create own artwork and stories when back at school.
- Use dance, drama, music and movement to interpret scenarios and themes in the story.
- Do the dinosaur dance...make up a dance inspired by nature and other planet earth inhabitants/characters in the story.
- Be a storm or a natural climate event; what movements, energies would be used to be the ocean, a tree, a volcano, a bird etc?

R.E

- Research and talk about what different religions say about climate change and planet earth?
- What are local churches and organisations doing to help planet earth? Invite speakers in.
- Eco warriors from another planet, a different perspective. (create stories, ...)
- Understanding the world, the impact on climate change on diverse cultures. The Earth Charter and UN Sustainable Development Goals.

Art & Design

- Trace & colour in images in book or activity sheets downloaded from website. What colours would you use?
- Create own illustrations to the words on a page.
- Write short stories, songs, poems, haiku, create a dance, on climate change, planet earth and its inhabitants.
- Use characters, objects, from story to create roleplay scenarios and word in action.
- Make own books, posters & cards inspired by the story and themes.
- Create an exhibition and invite parents and visitors to the school to view.

Maths

- Create a maths quiz using the story book: How many times does a character/image appear on a page/in the book?
- Temperature; hot/cold, introduce a thermometer.
- Using recycled items such as milk bottle tops to sort, count, add, subtract, place into colour piles, shapes. Create graphs of recycled items collected, to measure quantity/usage over time.
- How many trees, plants, different species, can you find...in room, playground, walks, own gardens...create graphs.

Geography

- Impact of climate change on different localities; in the school, at home, the local community, the world.

The Science behind

- See additional notes in this resource pack. Designed to be photocopied and displayed in a classroom, school corridor or exhibition.

Exploring and developing the themes in the book - "Planet Earth Needs Our Help"


How to use these notes

Pages here:	Themes	The Science Behind	Links to the Earth Charter and the U.N. Sustainable Development Goals
<p>Pages of the story book and the image linked to that page.</p>	<p>The story as a whole introduces the topic and overview of climate change.</p> <p>Each page has a different theme which can be adapted and used as individual topics throughout the school year</p> <p>This story provides a springboard to other creative and science-based activities that can be linked to the school curriculum at any time in the year.</p>	<p>This column demonstrates how every page and theme can be linked with the science behind climate change.</p> <p><i>More detailed information on the science behind "Planet Earth Needs Our Help" is available with these notes and on the website.</i></p>	<p>This column highlights key principles and values within The Earth Charter and United Nation Sustainable Goals covered</p> <p><i>The website contains links to the Earth Charter and U.N. Sustainable Development Goals (see the end of this resource pack).</i></p>

Activity Notes: activities, ideas & comments, shown here, with potential links to subjects/National Curriculum themes (in bold); NB: These notes for schools come in a pack with the following school resources:


- **The story book** "Planet Earth Needs Our help" (encouraging a love for books, words, story-telling, colourful illustrations and use of the imagination and creativity)
- **A front-sheet template, for the school, to build its own creative, "planet earth" file**
- **A sample resource sheet to create a story** around the theme of a First Aid, Eco Warrior who visits Planet Earth.
- **An action sheet** - "20 simple things we can all do to help reduce Global Warming".

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www.planeteearth.freeplay.me.uk**

Page 1	Themes	The Science Behind	Earth Charter and U.N. Sustainable Development Goals
	<p>Gardens and the weather</p>	<p>“Gardens: ...are mini-ecosystems...”</p>	<p>1. Life - Respecting and caring for all living things.(EC) Goal – 15. Life on land (UN)</p>


Activity Notes: Noticing gardens and the weather:


- Go for walks. Notice, explore and talk about gardens at home and in public open spaces. How many different species of plants, animals, insects, birds and trees can be found in gardens? Take sketchbooks to creatively document these experiences. **Physical Education: Art & Design: Science.**
- Use the 5 senses to discover: what grows and lives in gardens...what can be seen, heard, smelt, touched, tasted? Have a go at recognising the different bird songs. **Science: Geography: PSHE.**
- Learn more about plants, animals and wildlife that live in gardens. How do they live together in the same habitat? Why are they important for our gardens and our planet? For example, bees help us to grow food by pollinating plants. Write about what was discovered and talk about what was found. Create a “map” of an ecosystem. **Literacy: Computing: Science.**
- How do gardens change when the weather is particularly hot or cold, why is this? How does the weather effect gardens? How do the 4 seasons change gardens? **Literacy: Science: Geography.**

Page 2	Themes	The Science Behind	Earth Charter and U.N. Sustainable Development Goals
	<p>Fairies Mystical Creatures Imagination and magic</p>	<p>“Ecosystems:...are the basis of all life on earth”</p>	<p>1. Life - Respecting and caring for all living things. (EC) 2. Interconnected – Everything is connected to everything else. (EC) Goal – 15. Life on land (UN)</p>

Activity Notes: Fairies: Imagination and magic:


- Do fairies actually exist? What other character, instead of a fairy, would care about our planet? Perhaps a cat or a bee? **Literacy.**
- Learn more about fairies and other mystical characters (elves, goblins, gnomes) and their connections with beliefs about Planet Earth. **Computing.**
- Design, draw and colour in a Planet Earth fairy (or cat or bee!). **Art & Design.**
- How many characters are there on this page? How many times do they appear in this book? **Maths.**
- Read about other stories that talk about mystical creatures and the planet’s ecosystems. **Literacy.**
- How does the planet’s eco system work? **Science.**
- Create a story, poem or song about an element of planet earth’s ecosystem. **Literacy.**

Page 3	Themes	The Science Behind	Earth Charter and U.N. Sustainable Development Goals
	<p>Global warming: What does this mean?</p>	<p>Planet Earth is perfect for life. It lies in the “Goldilocks Zone” – just the right distance from the Sun”</p>	<ol style="list-style-type: none"> 1. Life - Respecting and caring for all living things. (EC) 2. Interconnected – Everything is connected to everything else. (EC) <p>Goal – 15. Life on land (UN)</p>
<p>Activity Notes: Global warming: What does this mean?</p> <ul style="list-style-type: none"> • Planet Earth can normally manage itself when it gets too hot or too cold. However scientists say our planet is getting warmer FASTER than usual because of the way we are living today (global warming). Talk about what that means. Science: Literacy. • Planet Earth needs our help to do things differently to slow down global warming. Some countries will be affected more than others by climate change and because we all live on this one planet we need to find ways to work together to help the Earth. How do people in different countries live with climate change and communicate with each other? Geography: PSHE (Personal Social Health Education): Computing. • Discover and learn about, global warming and how this affects different countries. (In the past, present & future) Science: Geography: History. • How do we measure the temperature outdoors and indoors to know how hot or cold it is? Maths. 			

Page 4	Themes	The Science Behind	Earth Charter and U.N. Sustainable Development Goals
	<p>The Goldilocks Zone: The natural balance: earth, sun and gases:</p>	<p>“Greenhouse Effect: Earth gets its heat and energy from sunlight.”</p>	<p>2. Interconnected – Everything is connected to everything else. (EC) Goal – 15. Life on land (UN)</p>


Activity Notes: The Goldilocks Zone: The natural balance: earth, sun and gases:

- Remember the story about Goldilocks and the Three Bears? When Goldilocks looked around the three bears’ house, some things were too big, too small, too soft, too hard, too hot, too cold, too everything, until she found something that was “just right”! **Literacy: Maths: Science.**
- Sunlight is very important to Planet Earth and to all living organisms. Planet Earth actually runs on energy from the sun keeping a natural balance. Normally it is not too hot and not too cold – just right for plants and animals (the Goldilocks Zone). **Science.**
- How many times does the image of the sun appear in this book? **Maths.**
- Peoples’ actions and climate change are having an impact on this balance. Learn more about what scientists are saying about the earth, sun and gases and their importance to climate change. **Science: Geography: History: Computing.**
- Visit science museums and information centres. Explore and learn about the scientific world and how Planet Earth helps us to survive. **Science: Geography: History.**

Page 5	Themes	The Science Behind	Earth Charter and U.N. Sustainable Development Goals
	<p>Dinosaurs: Extinction of species:</p>	<p>Mass Extinctions and climate: It is natural for the climate to change slowly. But...”</p>	<p>2. Interconnected – Everything is connected to everything else. (EC) Goal – 15. Life on land (UN)</p>


Activity Notes: Dinosaurs: Extinction is forever


- We know so much about dinosaurs, but they no longer exist. What kind of climate did dinosaurs live in? Why did dinosaurs disappear from our planet? What would our planet have looked like then? **Science: Geography: History.**
- How many different kinds of dinosaurs are there, find out how many species have been discovered. **Maths: Computing.**
- Dinosaurs are ancestors to some reptiles living today. What are these reptiles and where do they live? How can we help today’s reptiles and other wildlife survive a changing climate now and in the future, so they don’t become extinct too? **Literacy: Science: Geography: History: Computing.**
- Visit places and exhibitions that feature dinosaurs and reptiles both past and present. Visit nature reserves and centres. Learn about habitats, food and weather conditions that enable current reptiles to survive. Enjoy the experience and wonder at the variety of reptiles that exist today. Be surprised at what could be living right on our very own doorstep! Take a sketchbook to make drawings on dinosaurs to share with the class. **Literacy: Science: Geography: History: Art & Design.**
- Draw a favourite, dinosaur or reptile (or choose a drawing already done), what does their environment look like? Write a poem, song or short story to go with the picture. **Literacy: Art & Design.**
- Create a dinosaur dance (even a tune or song) and teach others to do it! **P.E (Physical Education): Art & Design.**

Page 6	Themes	The Science Behind	Earth Charter and U.N. Sustainable Development Goals
	<p>Mammoths: Where did they live?</p> <p>Changing habitats.</p>	<p>“Natural climate change: Climate changes naturally”</p>	<p>3. Interconnected – Everything is connected to everything else. (EC)</p> <p>4. Past – Learn from people who have lived before you. (EC)</p> <p>Goal – 15. Life on land (UN)</p>

Activity Notes: Mammoths: Where did they live?


- Mammoths disappeared from our planet many years ago during the Ice Age. They also became extinct because of changes on Planet Earth. Learn about mammoths, their habitats and the way they lived. **Geography: History: Computing.**
- We have descendants of mammoths living on our planet today. Geneticists have created the woolly mammoth’s family tree using ancient DNA found in Siberia. The extinct mammoths are more closely related to Asian elephants than to African elephants. Create a family tree. **History: Geography: Computing: Art & Design.**
- Have fun exploring the world of mammoths and imagine what it must have been like living on Planet Earth in the ice age with mammoths. What would life be like if mammoths roamed freely on our planet today? Find out how Asian elephants live today and how they survive in our current climate. **History: Geography: Computing.**
- Why do people and animals have to find new homes when climate changes? Draw pictures and write a short story about a family or animal that had to find a new home. **Literacy Science: Geography: PSHE (Personal Social Health Education).**

Page 7	Themes	The Science Behind	Earth Charter and U.N. Sustainable Development Goals
	<p>Pollution & gases:</p> <p>Actions of people and how they impact on our planet:</p>	<p>“Fossil Fuels and pollution: The fact that climate has got 1^oC warmer in the last two hundred years is almost entirely due to human causes...”</p>	<p>1. Life - Respecting and caring for all living things. (EC)</p> <p>2. Interconnected – Everything is connected to everything else. (EC)</p> <p>Goal – 7. Promotes affordable & clean energy (UN)</p> <p>Goal – 15. Life on land (UN)</p>
<p>Activity Notes: Pollution & gases: Actions of people and how they impact on our planet:</p> <ul style="list-style-type: none"> Human actions today are altering the natural balance of chemicals on Planet Earth (pollution). This affects our homes, lands, oceans, the air we breathe and the water we use. We keep our bodies and surroundings clean regularly to help us stay healthy and well, even cats do that! So it makes sense and is important that we also think about what we are doing to help Planet Earth stay clean and healthy. PSHE (Personal Social Health Education): Science: Geography. Why are scientists and politicians concerned about how we use coal, oil, gas, farms and forests? What are they saying we need to do to help keep our planet clean and healthy for years to come? Science: What can we do at home and in our communities to help our planet stay clean and healthy? Create a poster to inspire others with ideas and actions. PSHE (Personal Social Health Education): Art & Design: How can scientists, politicians and important people around the world work together to help our planet? Science: Geography: Literacy: PSHE (Personal Social Health Education): Computing. Churches and organisations are also trying to find ways to help planet earth. Find out, and talk about, what your local churches and organisations are saying and doing about helping planet earth and each other. R.E (Religious Education): Computing: Literacy. 			

Page 8	Themes	The Science Behind	Earth Charter and U.N. Sustainable Development Goals
	Living today on Planet Earth	“People and Environment Our modern industries and cities have upset the natural balance of climate and ecology.”	1. Life - Respecting and caring for all living things. (EC) 2. Interconnected – Everything is connected to everything else. (EC) Goal - 7 - Promotes affordable & clean energy (UN) Goal – 15. Life on land (UN)


Activity Notes: Living today on Planet Earth:

- Planet Earth is a VERY BIG world. We share it with lots of different people, animals and plants, living together in different climates and landscapes, and in the oceans. We are fortunate to have such a beautiful and interesting world to live in. Draw and write about what you love about planet earth. **Literacy: Art & Design: Geography.**
- There is so much we can learn about our planet and who we share it with. What can be discovered about Planet Earth? Where can we go to find out more about the way we live today on Planet Earth? **Literacy: Computing: Geography.**
- Stop and Think...can we change some of the things we do and the way we live now, to help our planet? **PSHE (Personal Social Health Education): Literacy: Computing.**
- Create a sketchbook; draw some pictures, use photographs or write about some of the things we do and how we live today. **Literacy: Art & Design.**
- How many planets are there in the same universe as Planet Earth? What are their names? Is there another Planet Earth in our Universe? Is this the only planet we can live on? What do we need to be able to survive on a planet? **Science: Maths.**

Page 9	Themes	The Science Behind	Earth Charter and U.N. Sustainable Development Goals
	Polar bears: The Arctic & Antarctic	“Sea level rise and ocean impacts: Most sunlight falls on oceans, where it warms the upper waters”	1. Life - Respecting and caring for all living things. (EC) 2. Interconnected – Everything is connected to everything else. (EC) Goal 14. Life below water (UN) Goal 15. Life on land (UN)


Activity Notes: Polar bears: The Arctic & Antarctic

- As the Earth gets warmer and climate changes, this causes the polar ice caps to melt. This is happening faster now and is putting polar bears and other life forms that live in these areas at risk. Their homes and food sources are diminishing. So, what happens in one part of the world can also have an effect in other parts of the world. Sea levels and lands will change, so people and animals will need to find new homes and new sources of food. **Science: Geography: PSHE (Personal Social Health Education): Literacy.**
- This can happen naturally, but the way people live today is making this happen faster. Images of polar bears are everywhere and can be a useful reminder that we need to find ways to care for and protect such beautiful life forms when they cannot protect themselves. What does a Polar Bear look like? How do they survive today? Create a polar bear image to go with this page in the story. **Literacy: Art & Design.**
- Find out more about life in the Arctic and Antarctic regions of Planet Earth, and continue to enjoy the beauty and wonder of our planet. Share discoveries with each other, with words, a short story, poem and images. **Geography: History: Art & Design: Computing: Literacy:**

Page 10	Themes	The Science Behind	Earth Charter and U.N. Sustainable Development Goals
	Extreme weather and climate change	Weather and climate change: Floods, droughts and storms are already becoming more frequent and more severe	2. Interconnected – Everything is connected to everything else. (EC) Goal 14. Life below water (UN) Goal 15. Life on land (UN)


Activity Notes: Extreme weather and climate change

- Is “weather” the same as “climate”? Where can we find the answers to this? Use the internet, books or other places to help find out more. **Science: Computing.**
- Draw pictures, write poems or short stories about extreme “weather”. Talk about the words to use and what would go in the pictures? **Art & Design: Literacy.**
- Write a newspaper article about an extreme weather condition, find pictures to go with it or draw own pictures. Use some of the words in this story book to help. **Literacy: Art & Design: Geography.**
- Create characters and a dance to demonstrate extreme weather, find the right music to go with this or make up a piece of music using different instruments. **Literacy: Art & Design: P.E (Physical Education).**
- It helps to understand what scientists are saying about extreme weather and climate change. What do they mean when they talk about extreme weather and climate change? Where can we go to find more information by scientists and others interested in Weather and Climate Change? **Science: Computing.**

Page 11	Themes	The Science Behind	Earth Charter and U.N. Sustainable Development Goals
	<p>Global Warming: The land and our environment</p>	<p>“The impact on people The natural cycles of ecosystems and the planet are being replaced by new “positive feedback loops”.</p>	<p>1. Life - Respecting and caring for all living things. (EC) 2. Interconnected – Everything is connected to everything else. (EC) Goal 14. Life below water (UN) Goal 15. Life on land (UN)</p>


Activity Notes: Global Warming: The land and our environment

- Learn about the different types of climate and landscapes on our planet and the different ways people live in these environments. **Science: Geography: PSHE (Personal Social Health Education): Computing.**
- Look at different ways artists and writers have portrayed climate and weather over the years. Use images and short extracts to prompt observation and conversations. **Literacy: Art & Design.**
- Scientists say that, as the climate gets warmer, this will change the way our planet can look after itself and the way we live in the future. As the land gets warmer it will expand deserts, change the way we grow our food, affect our water supply, forests and the way people live in countries that are poorer than others. **Science: Geography: PSHE (Personal Social Health Education): History: Literacy.**
- When places become warmer too quickly, some people and animals will not be able to travel fast enough to find new places to live and grow food. **Science: Geography.**
- Is there anything we can do to slow down global warming? If not, how can we adapt to it? What do scientists and others suggest we do? **Science.**
- Write a story about someone who lives in a different country. What is their life like, what kind of environment and climate do they live in, is it different to ours or the same, does it change or stay the same, all year round? Draw pictures to go with the story or cut images out from magazines and newspapers. Use these images to help write the story. It could also be a poem or a song. **Literacy: Geography: PSHE (Personal Social Health Education): Art & Design.**

Page 12	Themes	The Science Behind	Earth Charter and U.N. Sustainable Development Goals
	<p>The Oceans:</p>	<p>Planet Ocean: Oceans cover more than 66% of Earth's surface – so most sunlight falls on water</p>	<p>1. Life - Respecting and caring for all living things. (EC) 2. Interconnected – Everything is connected to everything else. (EC) Goal 14. Life below water (UN)</p>


Activity Notes: The Ocean:

- Two-thirds of our planet is covered with water ...our oceans. Explore and discover the wonders of our oceans together. **Geography: Science: Computing.**
- How do oceans work and provide a home for plants and animals? **Science: Geography.**
- Visit places of interest to find out more, such as Oceanariums, Natural History Museums, Coastal Heritage Centres etc. Take sketch books. Draw, write about, what is seen and learned about oceans and climate change. **Science: Science: Geography: History: Art & Design.**
- Plastic Oceans, what does this mean? How are actions and use of plastics today effecting our oceans and environment? **Science: Computing: Geography.**
- What can we do about it to help our planet and look after the oceans and rivers? **Science: PSHE (Personal Social Health Education).**
- What has been your experience of using plastic and how do we reuse or throw it away? **Science: Maths: PSHE (Personal Social Health Education).**
- Is there anything else that people do today which affects our oceans in helpful or unhelpful ways? **Science: PSHE (Personal Social Health Education): Geography: Computing.**
- Imagine a fish or a creature living in the ocean, what would it look like and what would the ocean look like? Draw a picture or create a sculpture. Use recycled materials or found objects. **Art & Design: Literacy.**
- Write, draw, talkabout, what can be seen, felt and done when by the sea, or swimming in the sea. Use the words and images to create a song together about oceans. **Literacy: Art & Design: Geography: PSHE (Personal Social Health Education): P.E (Physical Education)**

Page 13	Themes	The Science Behind	Earth Charter and U.N. Sustainable Development Goals
	<p>Back to the garden: How can I help?</p>	<p>Where are we now? Despite many political promises, climate change is still getting worse.</p>	<p>5. Earth – Promise to take care of this earth. (EC) Goal 7. Promotes affordable & clean energy (UN) Goal 13. Climate Action (UN)</p>


Activity Notes: Back to the garden: How can I help?

- Learn how we can look after ourselves, our gardens and generally help our planet (and ourselves) stay well and healthy. Share the learning with others. **PSHE (Personal Social Health Education): P.E (Physical Education): Literacy: Science: Art & Design: Computing.**
- Find out more about wildlife friendly gardens. Learn more about plants, trees, animals, insects, birds and the weather. **Science: Geography: Computing.**
- What actions can we take to help gardens and our planet, to manage global warming in healthy and helpful ways at home and in our local communities? Use libraries, the internet, museums and local organisations in the research. **Science: Geography: History: PSHE (Personal Social Health Education): P.E (Physical Education): Art & Design: Computing.**
- What does the word ECO and the word Environment mean? **Literacy: Science: Geography.**
- Design a garden and show how it can be ECO friendly and helpful to Planet Earth and to the people who use this garden. **Art & Design: Computing: PSHE (Personal Social Health Education): Literacy: Science.**

Page 14	Themes	The Science Behind	Earth Charter and U.N. Sustainable Development Goals
	<p>Planet Earth needs friends</p>	<p>“The need for political action It is clear that the cost of not acting on climate change will be greater than the cost of making rapid changes in how much energy we use, and what sources we use.”</p>	<p>5. Earth – Promise to take care of this earth. (EC) 8. Future ...live together in health, peace & harmony. (EC) Goal 11. Promoting sustainable cities & communities. (UN) Goal 17. Partnerships for the goals. (un)</p>


Activity Notes: Planet Earth needs friends

- Does Planet Earth have friends? If so, who are they and what do they do to help? How are they doing this? **Computing: Literacy: Geography: History: R.E (Religious Education): Science.**
- What else needs to be done and how? For example, how can we use less coal, oil and gas? **Science: PSHE (Personal Social Health Education): Computing: Literacy.**
- What are the natural resources our planet has that can help? For example, how can we use the sun, wind and waves? **Science: Geography: Computing.**
- What would a healthy lifestyle, helping our planet and helping life on earth, look like? **Art & Design: PSHE (Personal Social Health Education): Science: Literacy Geography: P.E (Physical Education).**
- Draw a picture of what our planet could look like if we used more natural resources like the sun, wind and waves and less coal, oil and gas. **Art & Design: Literacy Science: Computing: Geography.**
- How can we be friends of Planet Earth? Draw some pictures to show how this is happening, what might people be thinking, feeling, doing? **Literacy: Science: PSHE (Personal Social Health Education): P.E (Physical Education): Art & Design.**

Page 15	Themes	The Science Behind	Earth Charter and U.N. Sustainable Development Goals
	<p>Taking action in my home and in my community</p>	<p>Practical, everyday actions we can take We can take simple actions ourselves at home</p>	<p>All EC Principles & UN Goals, especially 6. Peace – Live in peace – resolve conflicts in a non-violent way. (EC) 7. Love – Truthful, kind, build trust. (EC) Goal 11. Promoting sustainable cities & communities. (UN) Goal 13. Climate Action (UN)</p>

Activity Notes: What else can I do to help? Taking action in my home and in my community:

- Think about how people live today. What do people do for the planet every day? What do each of us do, including our friends, family and schools? **PSHE (Personal Social Health Education): P.E (Physical Education): R.E (Religious Education): Computing: Literacy: Art & Design.**
- There are simple actions we can take to help our planet stay clean and healthy. For example, ways to save energy at home. We can walk, cycle or use the bus more often. We can switch off lights when we are not using them, use less electricity by spending less time watching TV or using our computer/mobiles. Spend time in the garden instead! **Science: PSHE (Personal Social Health Education): P.E (Physical Education): R.E (Religious Education): Art & Design: Computing: Literacy.**
- Everybody's talking about the 3 R'S; Reduce, Recycle, Reuse. What does this mean? Where can we go to find out more about this? How will this help our planet? What can each of us do? **Science: Maths: Literacy.**
- **Geography: PSHE (Personal Social Health Education) Art & Design**
- Make a list of what we can do...break it down into simple steps. Ask others to help and to do these actions on a regular basis. Create new habits. What is a habit? **PSHE (Personal Social Health Education): Literacy: Science: Maths.**
- Create a poster showing people doing these actions. Make a sculpture or a work of art using only recycled materials. Use something old to make something new. **Art & Design: Literacy: Maths: Science: Computing: PSHE (Personal Social Health Education): History.**

Page 16	Themes	The Science Behind	Earth Charter and U.N. Sustainable Development Goals
	<p>What next?</p>	<p>“Hope for the future: education, research, innovation. We all need to find out more about Climate Change and what we can do about it.</p> <p>It is future generations who will suffer the consequences if we don't act NOW!”</p>	<p>All 8 Principles (EC) UN Goals 1, 3, 4, 7, and Goal 11. Promoting sustainable cities & communities. Goal 13. Climate Action Goal 14. Life below water Goal 15 Life on land Goal 17. Partnerships for the goals.</p>

Activity Notes: What next?

- Choose a page from this book “Planet Earth Needs Your Help”. Write and illustrate a short story, poem, haiku, dance or song, using 3 images/words found on this page. **Literacy: Art & Design: PSHE (Personal Social Health Education): Computing.**
- Make a Planet Earth storybook individually or collectively; how many pages will the book have, what will the story board look like, how many characters in the story, what will the characters and scenarios look like? **Art & Design: Computing: Literacy Maths: Science: Geography.**
- Create own illustrations for each page, what images would best illustrate the words on each page? **Art & Design: Literacy.**
- What would go in the picture and why? What tools can be used to help with this? (for example; computer, pencils, paints, paper, canvas, 2D/3D materials) **Art & Design: Computing: Literacy.**
- Share the story with others. How will this be done? Perhaps create an exhibition/event using the characters. **Literacy: Computing: PSHE (Personal Social Health Education).**
- What does a healthy lifestyle look like? Do family and friends have healthy lifestyles? What can we do to change our lifestyles now, if it is not healthy? **PSHE (Personal Social Health Education): Art & Design: P.E (Physical Education): Science:**
- How can people spread the word, share what they know? What can people do to let others know more about ways to help Planet Earth? **Literacy: PSHE (Personal Social Health Education): Computing.**
- Planet Earth, will be around for a long time still and so will future generations! This is the one Planet we have and the one chance we have to enjoy living on this beautiful Planet. Let's do our best to look after Planet Earth and each other, together. **Earth Charter: United Nations Sustainable Development Goals**

More detailed information on the science behind “Planet Earth Needs Our Help” and website links to the Earth Charter and U.N. Sustainable Development Goals can be found on my website – www.planeteearth.freeplay.me.uk

Also on website will be:

- Links to local schools who are using this resource.
- Links to schools who have endorsed the Earth Charter.
- Links to useful websites and to children’s books on relevant topics
- Some website links are local to BCP & Dorset, where this project is based in Poole’

Other sources of information are:

- Local authority websites
- Environmental organisations in your area
- Local libraries, museums, galleries, heritage centres and local events near you.
- Local schools, churches, supermarkets and community organisations who are taking their own action to tackle climate change.

The author is happy to visit some local Primary schools to offer:

- **An author’s reading and activity session**, to help introduce the project for the term - also to demonstrate how older children in the school (or other adults) can offer “Planet Earth Needs our Help” story telling sessions to the younger students.
- **A staff development/discussion session** with relevant staff on how a **“Planet Earth Needs Our Help” project or creative exhibition can be set up within the school**, to enable students to share their work and inspirations, with each other, their parents and other visitors to the school.
- **A talk to parents, staff, interested others, on the project “Planet Earth Needs Our Help” and the topic of Climate Change** (with Dr Martin Price – educationist and environmentalist).
- **A demonstration on how a creative, evidence based, CBT (Cognitive Behavioural Therapy) approach can be used** with this project. To enable the learning of transferable skills, on managing anxiety and low moods.

Marylyn Cropley (Teacher, Social Worker, Wellbeing Practitioner, author, artist and musician)

**Your comments and suggestions will be helpful in the development of this project;
Please make notes here about this resource and send comments to author: marylyncropley@googlemail.com – Thank you.**

WHAT WORKS (please say why)	WHAT DOESN'T WORK (please say why)	comments or suggestions