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1 - HOUR LESSON

EARTH DAY: TOUGHER CLIMATE LAWS?



About this lesson

Objective: to understand the urgency of the climate crisis and to debate whether tougher climate laws should be put in place

Before the lesson you will need to:

- Print the **TEACHER** Instructions, or have them to hand
- Have the *PowerPoint* ready to show
- Print, copy and cut the *Cards*, enough for one set between three

This lesson develops

Sustainable Development Goals



Skills



Step 1

I speak clearly about climate laws to small groups of people I know

Step 7

I speak engagingly in a debate about climate laws by using facts and examples to support my points



Step 2

I can use important vocabulary specific to news stories about climate change – for example, "carbon footprint"

Step 9

I can explain some of the context around climate laws

Teacher instructions

Activity one

Explain: in this activity you will look at some new laws from around the world to discuss the purpose of laws and think about how easy it is to implement new ones.

Show slide 2 of the *PowerPoint* and read aloud the keyword and the new laws in the news. Students should discuss the following questions in pairs, then feed back to the class:

Which of these laws...

- ...might have had the strongest public reaction?
- ...is the most important?
- ...is the odd one out?

Give time for students to share other examples of laws they have seen in the news recently. As a class, discuss why laws exist – for example, to keep people safe, to promote equality and to protect people's human rights.

Ask: how might the world be different if governments only gave advice about how to behave rather than passing laws? When should a government give advice? When should a government pass a law? Is it right for different countries to have different laws? Share ideas together.

Activity two

Explain: in this activity you will explore some of the lifestyle choices that cause climate change and discuss the amount of freedom people have to do them.

For this activity, students should work in groups of three. Show the statistic on slide 3. Groups should write down what they think the missing number is and hold it up. Reveal the answer on slide 4 – the group that was closest, wins. Repeat for the statistics on slides 5 to 8.

Read the keyword and news story on slides 9 and 10 aloud.

Give each group a set of *Cards* and complete the activity on slide 11 – then reveal the answers and discuss the questions on slide 12.

Activity three

Show slide 13, read the information aloud and discuss the questions together.

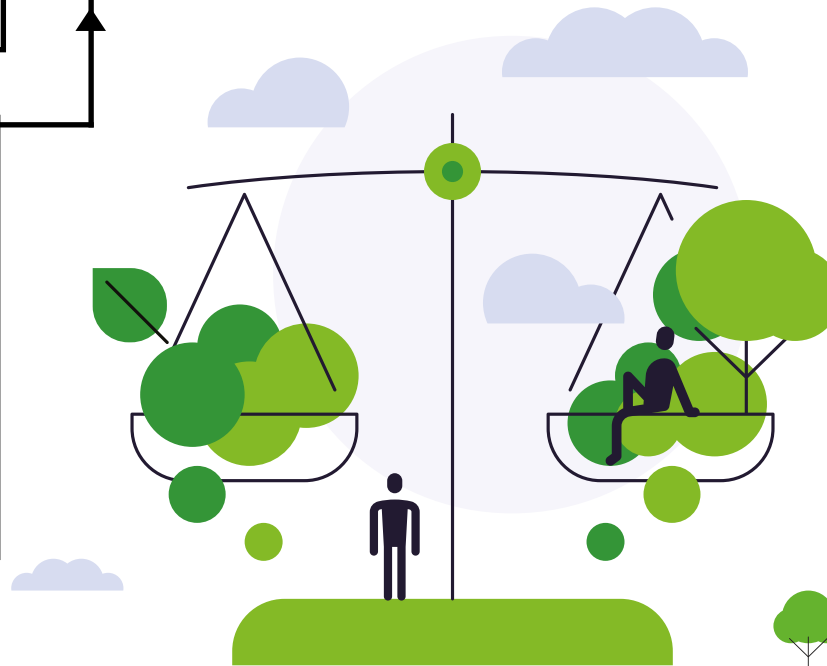
Show the pretend laws on slide 14 and give time for students to suggest their own based on their previous discussions. Students should vote for the pretend law that they would like to discuss further.

Ask students to join up with another group and stand opposite each other in two lines. One group should argue that the law should be passed and the other group should argue that it shouldn't.

Once groups have had a chance to share their arguments, have a class debate that ends with a vote for students to share their final opinion. **Ask:** How could this law be adjusted to make it fairer or less controversial? Share ideas together.

Show the question on slide 15 and share ideas together.

Extra time? Choose another pretend law to debate.



Keywords

Carbon footprint =

the amount of carbon dioxide released into the air because of your own energy needs – for example, for electricity, transport, food and other products.

Laws =

a set of rules that people are made to follow by the state. If someone breaks a law, then they are committing a crime.

Skills check

How confident do you feel about using facts and examples to support your arguments about climate laws?

What keywords do you know that are important for discussing climate laws?



Cards



Use a mobile phone for 1 hour per day for a year.



Take one 24-hour return economy flight – for example, from London to Hong Kong.



Drive 8,000km per year (about 22km each day) in a petrol car.



Eat a large cheeseburger (made with beef) twice a month for a year.



Use non-recycled toilet paper for a year.



Use a computer at work and at home (59 hours per week).

