

## **Climate Change Lesson Plan**

### **Grade Level: K-2**

#### **Revelation**

#### **Lesson #1**

**Topic:** God created everything and it is good.

**Objectives:** Upon completion of this lesson, the student will be able ...

- On a picture, point to where the air (atmosphere) touches other parts of God's creation.
- In response to the questions, "Who made the air?" and "Was it good?" repeat "God made the air. God said it was good."

**Materials needed:** flip chart paper, one coloring book page for each student, crayons, bible

**Anticipatory set:** Set-up the flip chart or white board so all student can see it.

#### **Procedure:**

- With the flip chart placed where all students can see it, sketch an outdoor scene that includes earth, sun, cloud, tree, a simple flying bird, one or more other animals, two people, and whatever else you might want to add that is not made by humans.
- As you draw, ask the students, "When you recognize what I draw, please say its name."
- Ask the students, "Who do you think made the things I've drawn.? Who made the plants, animals, and people on earth?" [God made living things, plants and animals and humans. God made the earth to be our home.]
- Ask the students, "What is the place called where birds fly and clouds float?" [sky or air]
- Ask the students, "Do you think God created the sky and air?" [yes]
- Read Genesis 1: 1-8 Say "God spent 4 more days creating land, stars, the sun, moon, plants and animals, and humans. When God was done the bible says, 'God looked at everything God had made, and God was very pleased.'" (Genesis 1: 31a).
- Ask the students, "Was God happy with what God made?" [Yes, God was very pleased.]
- Handout the coloring book pages and ask the students, "Please color only the part of the page where you think air would be in the picture. Color only the air."
- Ask the students, "Who made air and the sky?" "Was it good?"

#### **Lesson #2**

**Topic:** God created everything and it is good.

**Objectives:** Upon completion of this lesson, the student will be able to ...

- Identify examples of how people add things to the air that changes it.

**Materials needed:** bottle of inexpensive perfume or cologne, small plate

**Anticipatory set:** This should be done in conjunction with another lesson or activity. Just before class begins, inconspicuously place the plate upon which has been poured a small amount of perfume or cologne in the back of the classroom.

**Procedure:**

- Before beginning the main lesson of the day, ask the students, “Do we remember who created the air?” [God]
  - Ask, “Did God say it was good?” [yes]
  - Say, “Would you please smell the air and tell me if you smell anything unusual?” [hopefully, not]
  - Then go on to complete the main lesson of the day.
  - At the end of the class period, the odor from the perfume or cologne will have moved across the room so at least some of the students will notice a change. Say, “Now smell the air. Does it smell different than at the beginning of class?” [Yes.] If some don’t notice the odor, ask them to move toward the back of the room.
  - Say, “Look around the room to see if you can find out where the odor is coming from. What do you think it is?”
  - Ask, “Did the perfume/cologne change the air we breathe?” [yes]
  - Ask, “Who do you think put it there?” [answers will vary, but make it clear that a person did and that people can add things to air that can change it.]
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**Morality****Lesson #3**

**Topic:** Jesus wants us to love one another and to help one another.

**Objectives:** Upon completion of this lesson, the student will ...

- State examples of ways people add things to the air that some people don’t like.
- State examples of ways people help other people who are hurt by what people put in the air get better.
- In response to the question, “How does Jesus want us to treat other people?” repeat “Jesus wants us to love one another and to help one another.”

**Materials needed:** candle, matches, candle holder, pictures from magazines affixed to posterboard depicting ...children watching TV, an air conditioner in use, a light switch or light, someone using a hair dryer, children in a car, children playing a video game or using a computer, clothes washer or dryer, someone using a microwave and other examples of the use of electricity and automobiles. [As part of the activity you may ask the students to find pictures in magazines of people using electricity and then you can affix them to the posterboard.]

**Anticipatory set:** Begin this lesson with a candle already lighted.

**Procedure:**

- Blow out the candle and state, “Sometimes people add things to the air that some people don’t like, like this smoke, for example, that I’ve just added to the air. Some of you may not like the smell of it. Is that right? “Or, sometime we use incense in church that some people don’t like the smell of.”
- Ask students to brainstorm a list of ways people add things to the air that some people don’t like. [burning leaves, automobile exhaust, factories and power plants]
- Tell the students , “Sometimes people get very sick because of some things other people put in the air.”

- Showing the students the posterboard with pictures, ask “Do any of these pictures show people putting something in the air that other people might not like?”
- Whether or not the students identify the connection between electricity production, tell the students, “Electricity is made by the burning of coal in power plants. This adds things to the air that are harmful to people and to our world. Automobiles also add things to the air that are harmful to people and our world.”
- Ask, “How can we help people who are hurt by what we add to the air by using electricity?” [Suggest that we can reduce the amount of electricity we use or how often we drive our cars. We can also reduce the amount of harmful stuff that is put in the air by cleaning the smoke before it enters the air.]
- Read John 15: 9-10, 12.
- Ask the students, “What does God tell us in this Gospel about how we should treat other people?” [Love one another. Help one another]
- Ask, “How does Jesus want us to treat other people?” [Jesus wants us to love one another and to help one another.]

**Scripture references:** John 15: 9-10, 12

**Catechism of the Catholic Church references:**

**Ecclesiastical references:**