

Note: This lesson plan is tailored more towards a Geography lesson.

Title: Operation Climate control.

Recommended Key stage: Key stage 4, years 10 and 11.

Objectives of the lesson (Land transport assignment):

- 1) To learn examples of transportation methods that are responsible for climate change and those that are sustainable.
- 2) To explain some of the ways that we can reduce transportation emissions to stop/reduce climate change.
- 3) To develop an understanding of how careful and effective planning can be effective in reducing pollution.
- 4) What are the barriers to achieving a sustainable transport system?

Recommended time needed: 1 hour.

Resources needed: A computer room to accommodate a class.

Number of pupils: Although any number can play, at least 20 is recommended with pupils working in either twos or threes depending on the number of computers.

Lesson timings:

Starter and explanation: No more than 15 minutes during which time a starter activity related to climate change and transport could be used along with the explanation and objectives of the game itself.

Main activity: Pupils should be given 30 minutes to play the game.

Due to the varying speeds at which pupils of different abilities play, those who finish can move on and have a go at the “National Energy” scenario. This should be set up before the lesson.

I would also recommend that they understand that they are competing against the other teams which might inspire them to achieve as highly as possible.

Plenary: At least 15 minutes should be spent on this to assess the levels of learning that have taken place. It could include an activity or general discussion. Here are some discussion points to focus the plenary on...

- 1) The effectiveness and usefulness of the game itself.
- 2) What have the pupils learnt? They should have an understanding of environmentally damaging forms of transport as well as examples of sustainable/green methods of transport and be able to explain why.
- 3) To discuss the limitations of achieving sustainable transport. For example, pupils may have found money an issue or general cooperation with their team mates which could be related to governments failing to cooperate.
- 4) To relate the game to a pupils everyday life. What could they do to change there use of transport and attitudes towards it?