



3 C's of Climate Change

Time needed for activity 30 minutes plus

Location Indoors or Outdoors

Context

This activity highlights the importance of sustainably managing our natural resources, focusing on the causes and consequences of climate change and what we can do to combat them.

Natural Resources Wales' purpose is to pursue the sustainable management of natural resources in all of its work. This means looking after air, land, water, wildlife, plants and soil to improve Wales' well-being, and provide a better future for everyone.

Curriculum for Wales

Expressive Arts	Humanities	Language and Literacy	Science and Technology	Health and Wellbeing
<ul style="list-style-type: none"> What matters Creating combines skills and knowledge, drawing on the senses, inspiration and imagination. 	<ul style="list-style-type: none"> What matters Informed, self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered and ethical action. 	<ul style="list-style-type: none"> What matters Understanding languages is key to understanding the world around us. 	<ul style="list-style-type: none"> What matters Being curious and searching for answers is essential to understanding and predicting phenomena. 	<ul style="list-style-type: none"> What matters Our decision-making impacts on the quality of our lives and the lives of others.
<ul style="list-style-type: none"> What matters Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals. 		<ul style="list-style-type: none"> What matters Expressing ourselves through languages is key to communication. 		

Objectives

- Learners will understand some of the causes and consequences of climate change.
- Learners will be able to explain some of the ways we can mitigate the impacts of climate change.
- Learners will work collaboratively to express their understanding of the causes, consequences and combating of climate change in a creative way.



Resources and equipment

- Resource cards - 3 C's of climate change.
- Information note - 3 C's of climate change.
- String, scissors, collecting pots, mud or clay and other natural materials.

What to do

1. Divide your learners into three groups and allocate one of the following subjects to each group:
 - Causes of climate change
 - Consequences of climate change
 - Combating climate change
2. Explain that each group must collect the cards relevant to their subject.
Depending on the group, time and location, the cards could be scattered on the ground, hidden within an identified area or distributed in groups along a trail. The cards can be collected as part of a relay race, a scavenger hunt, or as matching pairs. Check that each group has the correct cards. Give your learners time to discuss the issues raised.
3. Ask your learners to discuss the challenge card activity. Can they think of any other causes, consequences or means of combating climate change?
4. Each group can now complete the challenge activity, which is to create a model village to represent the group's 3C's subject. Ideally this should be undertaken outdoors using natural materials, e.g. mud, leaves, stones, twigs and moss for their creations.

Encourage your learners to be creative, for example, by turning a stick into a wind turbine. You and your learners could choose a scene setting scenario for your villages such as a rural village along a river or in the uplands, a village surrounded by forest, a coastal village that is busy with tourists but quiet in the winter, etc.
5. After a set time or when villages are complete, each group can present their work to the other groups. It may help with the flow of learning to start with causes, followed by consequences and round up with combatting climate change. Do their 3 C's creations tally and link together or not?

Suggested key questions

- How does ... insert one of the 3Cs ... contribute to climate change?
- How might the impacts of climate change affect my community and way of life in the future?
- What actions can we each take to contribute to combatting climate change?

Adapting for different needs or abilities

More support

- Colour code each set of cards so that they are easier to group together.
- Groups could draw their village on paper instead of making a 3D model.
- Each card could be explained by the group leader.
- Remove some of the cards for each group.

Less support

- Learners to find and divide cards into the three groups without adult assistance.
- Ask learners to explain the connection between each card and climate change.



Follow up activity/extension

Try out our:

- **Activity plan - Climate emergency.**
- **Activity plan - Adapting to climate change.**
- Go on a site visit to a local energy production site.

Additional Information

Find out more about Natural Resources Wales' work to address climate change at www.naturalresourceswales.gov.uk

Looking for more learning resources, information and data?

Please contact: education@naturalresourceswales.gov.uk or go to <https://naturalresources.wales/learning>

Alternative format; large print or another language, please contact: enquiries@naturalresourceswales.gov.uk
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