

Title: Climate change and the EU

Grade 6

Time: Two 90 minute blocks

Objectives: The student will display an understanding of greenhouse gases and list and explain the consequences of the greenhouse effect on climate change. Student will also explain and describe steps being taken by the EU to reduce greenhouse emissions and suggest solutions for a cleaner environment.

Materials: European Commission booklets "[Let Me Tell You a Secret about the Environment](#)," "[What Scorching Weather](#)," and "[Climate Change: What is it all About?](#)"

Overhead for note taking

Notebooks

Storyboards

Colored pencils

1. Read "Let me tell you a secret about the environment" aloud to the students. Stop and discuss several key issues as you read: garbage p.9, ozone p.10 and 11, oil/gas greenhouse and climate change p.13. Using overhead, have students discuss and list the key issues of each area stated above using the overhead for completion and follow through.
2. Allow students to work in pairs while you move throughout the room checking student comprehension and follow through.

Students will read and take notes on "Climate Change: What is it all about?"

Each pair of students should take specific notes on "Greenhouse Gases" pp.4-5 and on "What is the EU doing and what can you do?" p.12-18

Conclude by letting students display key findings on the overhead for the class

3. Read aloud "What Scorching Weather" discuss and have students take note on solutions listed throughout pages 13-19. Use the overhead to conclude and review the solutions.
4. Putting it all together, a storyboard:  
Have students work together in groups of 3-4 and create a storyboard on the EU and the environment. Criteria for scoring should include but is not limited to the following:
  - 1) What are the major issues being faced in the environment? List and describe at least three.
  - 2) What are the EU members doing to help? List and describe at least two areas.
  - 3) What are the solutions to global warming? List and explain at least three alternatives.
  - 4) Include several drawings, at least one for each area listed above.
  - 5) Conclude and apply, students present their storyboard

Extension: have students explore the website [www.europa.eu](http://www.europa.eu) and investigate alternative energy sources. What is the technology? How is it being used? What are the implications for the future?

Social Studies Goal 2, (2.01, 2.02, 2.05) 4, (4.05, 4.06, 4.07)

Science 1.05, 1.08, 1.10, 7.04

Language Arts Goal 2

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