

# Second Level

## Lesson 1

### Wangari Maathai

*I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.*

**SOC 2-06a**

*When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.*

**LIT 2-02a**

#### Learning Intentions:

I can **listen** to the story of Wangari Maathai.

I can **discuss** the impact Wangari Maathai had on her the environment in Kenya.

I can **discuss** the benefits the trees bring to people and the environment.

#### **Introduction:**

Introduce Wangari Maathai to pupils.

Wangari Maathai was a Kenyan scientist who had a very positive and long-lasting effect on the environment and people, especially women, of her home country. She grew up in a rural village where the people lived close to nature, growing their own food, collecting firewood from the forest and fresh water from the nearby river.

As she grew up, she left home to study science. When she returned home she found a huge change in her home. A lot of the forests in Kenya had been sold by the government to rich, foreign companies, who cut the wood down to sell or to grow coffee. Some trees were cut down as towns and cities got bigger. The poorer people in the countryside had to walk further for firewood and clean water and found it more difficult to grow their food. This is the story of how one woman inspired many others to make a huge difference.

#### **Story:**

Read:

*Seeds of Change* by Jen Cullerton Johnson or watch a reading of the book here.

<https://youtu.be/NWFdmOaDTxE>

## **Discussion:**

Discuss the story as a group. If you wish, the teacher could take notes of the points pupils make to facilitate follow-on activities.

Some of the following points could be used as discussion points:

- The important relationship between people and nature. Providing food, fuel, fresh air, fresh water etc.
- The impact of deforestation on the environment. Not just fewer trees for firewood and food but soil erosion, lack of clean water, flooding, drought, difficulties growing crops.
- The impact of deforestation on local people. Poorer air quality, lack of fuel, food, clean drinking water, irrigation water and soil.
- The unfair nature of governments and rich foreign companies getting richer, while local people become poorer and more reliant on jobs in the cities. (Climate Justice)
- The impact Wangari's love of nature as a child had on her adult life, her neighbours and her country.
- The impact reforestation had on the landscape and the people.
- Community: Planting trees was Wangari's idea and she had the skills to organise and motivate people, but she couldn't have created The Green Belt Movement on her own. The community of women who worked with her were just as important.

## **Conclusion:**

Summarise the main points of the discussion. This will vary from group to group but should include:

- The importance of trees for a healthy environment.
- The importance of a healthy environment for people.
- How powerful people can be when they work together.
- The importance of Climate Justice.

## **Optional follow on activities:**

- Create a piece of artwork inspired by Wangari, the trees, the green belt movement and the women planting trees.
- Learn about African Wax Art (African Batik) which is imitated in the book's artwork and create a piece of wax art.
- Create a drama of the life of Wangari Maathai.
- Write a song or poem about the impact of Wangari's trees.
- Research the Green Belt Movement in Scotland  
<http://www.greenbeltmovement.org/>

- Create an information leaflet on the importance of protecting and planting trees.
- Research the terms Climate Justice, Deforestation, Reforestation, erosion, irrigation and create a glossary of terms.
- Create a poster promoting Climate Justice.
- Go on a nature walk and find trees around the school. Write an imaginary story about the life of your favourite tree.
- Listen to & learn the song *Heartwood* from the album *The Lost Words: Spell Songs*. How does this song connect to Wangari Maathai?

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## Lesson 2

### Planting Tree Seeds to Create the Lost Woods

*I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area.*

**SCN 2-02a**

#### Learning Intentions:

I can **discuss** the benefits the trees bring to people and the environment.

I can **contribute** to a wildlife area in Glasgow

I can **plant** and **care for** a tree.

“Trees are our lifeline to cleaner air and a healthier environment.”

#### **Introduction:**

Read the book ***The Promise*** by Nicola Davies, illustrated by Laura Carlin. A copy of the book has been provided to your school with all the tree planting resources.

Or watch the author, Nicola Davies, read the book.

<https://vimeo.com/73026206>

Discuss the ideas in the book:

- The bleak images of a city without greenery.
- Our surroundings influence the way we behave and feel.
- Growing trees and plants benefits human health.
- Poorer areas of cities tend to have fewer green spaces and improving those spaces can improve the lives of the people living there.

Could we make a promise like the girl in the book?

#### **The Lost Woods**

Link *The Promise* with the story of Wangari Maathai and how she, and the women of Kenya, transformed the landscape for the better.

Just like Wangari we are going to plant oak trees to transform our environment. We are all going to plant a tree each and together with other primary schools in Glasgow we will create new green spaces for everyone to enjoy.

These vibrant green spaces will be called The Lost Woods and will:

- Help to clean the air.
- Slow down the effects of Climate Change by capturing carbon and locking it away.
- Provide food and habitat for insects, animals and birds.
- Keep the soil clean and help prevent flooding.
- Provide a space where people can meet and enjoy the benefits of nature.
- Show the world that the children of Glasgow care about the environment and understand the importance of trees.

Oak is a native Scottish tree and grows from an acorn.

<https://www.woodlandtrust.org.uk/trees-woods-and-wildlife/british-trees/a-z-of-british-trees/sessile-oak/>

The Lost Woods Project will plant many other native species alongside your oaks. A wide variety makes a healthier wood and increases biodiversity.

### **Planting the trees:**

Watch our video on how to plant acorns.

<https://www.thelostwoods.earth>

### **You will need:**

- Paper cups, acorns and compost (provided by us)
- A bottle (for watering)
- A small trowel or spoon
- A tray (a clean recycled food container)

### **Plenary:**

Conclude the lesson by drawing the children's attention to how small one little seed is and how one tree on its own can't make a huge difference. BUT lots of people together, planting lots of trees can make a huge difference.

### **Optional follow on activities:**

- Share photos of your activities with us.
- Download The Lost Woods poster and colour in.
- Watch this video on how trees clean the air.  
[https://www.youtube.com/watch?v=XVUAgcSCP\\_U](https://www.youtube.com/watch?v=XVUAgcSCP_U)
- Share the stories of The Promise, Wangari Maathai and The Lost Woods with family and friends.
- Create signs to put near your saplings to keep them safe and to let people know what they are.
- Design a sign that could be used at The Lost Woods.
- Research ecosystems, food chains and food webs and biodiversity.
- Research Oak trees and other native species.
- Draw pictures of your seeds before you plant them.
- Take photographs of the planting process and create a short film of how to plant an oak / a hazel tree.
- Design a poster promoting the idea that by working together we can make a difference.
- Create a piece of artwork inspired by The Lost Woods.

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## Lesson 3

### Climate Change, the UN and COP26

*As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate.*

**LIT 2-05a**

*I can use evidence selectively to research current social, political or economic issues.*

**SOC 2-15a**

#### Learning Intentions:

I can **read and listen** for information.

I can **select** the relevant information from what I have read and heard.

I can **present** my information in a format suitable for my audience.

**Note for teachers:** *The research possibilities for this topic are endless. At the end of the lesson plan are notes of the key facts. Under Research & Notetaking are 8 possible sections.*

#### **Introduction:**

Brainstorm what pupils know about the COP26, the UN, The Paris Agreement and Global Sustainability Goals and record it on a mind map.

*Note: Climate Change has been omitted because the focus is social, not scientific. Perhaps they haven't heard of them, in which case an empty mind map at the start and a full mind map at the end will clearly demonstrate learning.*

#### **Research & Notetaking:**

Let's discover what COP26 is and why it's important to us. Here's where we need to start. Create notes as you watch the videos and discover each of the steps on our journey to COP26.

#### **Climate Change**

Watch this video, Climate Change according to a Kid.

<https://www.youtube.com/watch?v=Sv7OHfpIRfU>

Briefly discuss the content of the video & take short notes.

## **The UN**

At the end of the above video it mentions that a really important meeting was about to happen. That meeting was COP21 in Paris and it is one of the most important meetings our world has ever had. It was held by the UN. But what's the UN?

Watch this video on the UN

<https://www.youtube.com/watch?v=SaAmfiJtV4I>

Briefly discuss the content of the video & take short notes.

## **17 Sustainable Development Goals**

In September 2015 all UN member countries agreed on 17 Sustainable Development Goals to make the world a better place for all people. Take a brief look at the goals here: <https://www.17sustainabledevelopmentgoals.org/>

## **Sustainable Development Goal 13 – Climate Action**

Sustainable Development Goal 13 is Climate Action. All UN countries agreed to take urgent action to combat climate change and its impacts.

## **Conference of Parties**

Every year the UN holds a meeting called a COP, Conference of Parties, about Climate Change.

Last year's COP was supposed to be held in Santiago do Chile but was changed at the last minute to Madrid because of riots in Santiago. You might remember Greta Thunberg having to sail back over the Atlantic Ocean in a rush to get there.

Every 5 years the meeting is extra big and important. The last big, important one was COP21 in Paris in 2015. At it, world leaders signed a really important agreement called The Paris Agreement.

## **The Paris Agreement**

The Paris Agreement is an agreement all UN countries signed at COP 21 in 2015 in Paris. It set out goals to fight climate change and to help the people already effected by it. COP21 was a big and important COP.

## **COP26**

The next big COP is COP26 and it will be in Glasgow in November 2020! It is one of the most important meetings ever held in the world and it will be in our City. Up to 30,000 delegates are expected to attend the event at The SEC.

Scotland was one of the first countries in the world to declare a climate emergency and the Scottish government has introduced the toughest targets in the UK to stop Climate Change. This is a really important moment in history. It will be in the news all over the world. The world will be looking to Glasgow and Scotland.

## **COP26 and Us**

The Lost Woods Project will be telling the politicians about all the acorns you have planted to create The Lost Woods. It is important that we let them know that we care about the environment and that we want them to work hard at COP26 and afterwards. What else could we do to let them know how much we care?

### **Plenary:**

At the end of the project / lesson create a new mind map. Ask pupils what they now know about COP26, the UN, The Paris Agreement and Global Sustainability Goals.

Compare with the first mind map to demonstrate the increase in their knowledge and understanding.

***Note for teachers:** The presentation possibilities for this topic are endless. Once pupils have collated a bank of notes and developed an understanding of the UN and COP26 discuss with them what they would like to do with the information and knowledge. Ideas are given below.*

When finished take your leaflet home to share your learning with your family and friends.

### **Optional follow on activities:**

- Create an information leaflet for residents of Glasgow about COP26.
- Liaise with first level teachers about the possibility of second level classes teaching some of this content to first level classes for the project.
- Create a logo for COP26 which reflects Glasgow and/or Scotland as well as Climate Action.
- Create a wall display of your work relating to COP26.
- Create a news clip or podcast to share your knowledge with family and friends.

- Hold your own COP or Children's Assembly in class to discuss what the class or the school could do to help fight climate change.
- Create a poster / a series of posters about the Sustainable Development Goals.
- Brainstorm ideas for how your class could help achieve the Sustainable Development Goals.
- Discuss what pupils would like to happen at COP26.
- Write a letter to your MP, MSP or local councillor telling them about the tree you planted and your hopes for COP26.

### **Important Information:**

- **Climate Change** is the alteration of the earth's climate due to a warming of the atmosphere. The warming is caused by carbon dioxide produced through human activity. Climate change risks people's lives all around the world but we can stop it.
- **The UN**, is a group of countries working together for peace, equality, health and cooperation between all people on earth. Almost all countries in the world are members.
- **The Global Sustainability Goals** are a list of 17 goals the UN are working towards to ensure a safe environment for all people for all time. They include no poverty, zero hunger, gender equality and clean water for all.
- **Global Sustainability Goal number 13** is Climate Action. Every UN country needs to take immediate action to combat climate change and the impact it has on people and the environment.
- A **Conference of the Parties (COP)** is a meeting of politicians and representatives from every UN country. It is held every year and it is based on Climate Change. Every 5<sup>th</sup> year the COP is very big and important.
- **The Paris Agreement** is an agreement all UN countries signed at COP 21 in 2015 in Paris. It set out goals to fight climate change and to help the people already affected by it. COP21 was a big and important COP.
- **COP26** is the next big, important COP and it is being held in Glasgow in November 2020. It is the biggest meeting to discuss Climate Change in the last years and is possibly the most important ever.

## **Some suggested sources of information for research:**

### **UN Websites:**

UN: <https://www.un.org/>

Sustainable Development Goals: <https://www.un.org/sustainabledevelopment/>

Goal 13: Climate Action: <https://www.un.org/sustainabledevelopment/climate-change/>

Past COPs: <https://www.un.org/en/climatechange/>

### **Other Sources:**

What is Climate Change: <https://www.youtube.com/watch?v=Sv7OHfpIRfU>  
(this video, included in the lesson, was made just before COP21 and mentions it is about to happen.)

UK site for COP26: <https://www.ukcop26.org/>

WWF & Sir David Attenborough: How to Save our Earth:  
<https://www.youtube.com/watch?v=0Puv0Pss33M>

What is the UN? (included in lesson)  
<https://www.youtube.com/watch?v=SaAmfiJtV4I>

BBC news report on COP26: <https://www.bbc.co.uk/news/uk-scotland-glasgow-west-49650909>

Sustainability Goals:  
<https://www.17sustainabledevelopmentgoals.org/>

SDG 13: Climate Action:  
<https://www.un.org/sustainabledevelopment/climate-change/>

What are the Sustainable Development Goals:  
<https://www.youtube.com/watch?v=9-xdy1Jr2eg>  
<https://www.youtube.com/watch?v=HW76iOQ7qVQ>

The Paris Agreement:  
<https://www.britannica.com/topic/Paris-Agreement-2015>  
<https://www.youtube.com/watch?v=I-4F5MJEEqs>

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## Lesson 4

### The Lost Words

*As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.*

**LIT 2-04a**

*I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience.*

**LIT 1-20a / LIT 2-20a**

#### Learning Intentions:

I can **listen** to a poem and **imagine** what's being described.

I can **discuss** the language and imagery used in a poem.

I can **share** my ideas for a poem about trees and **listen** to others share theirs.

I can **use** my ideas to **create** my own poem related to trees.

#### **Note for teachers:**

Every school in Scotland was gifted a copy of The Lost Words book in session 2018/2019. The Lost Words book by Robert Macfarlane and Jackie Morris is a 'spell book' with a wild, magical aim to enchant nearby nature again into the imaginations of children. It seeks to restore words which describe our natural world, such as acorn, beech, conker and otter that have been removed from the Oxford Junior Dictionary to make way for more common usage words like 'broadband'.

Many of these poems may be too advanced for early level children but they can still get enjoyment from the pictures, the ideas and learning new words. Explain the overall meaning of poems and pick out sections you feel they could relate to.

#### **Introduction:**

Gather the class around you. Introduce the book The Lost Words written by Robert MacFarlane and illustrated by Jackie Morris.

- Show the book cover to the class and explain that this is a magic book, of spells and charms. It will teach us to perform magic and conjure back words that have been lost.
- Draw their attention to the beautiful cover illustrations by Jackie Morris.
- Draw their attention to the name Robert Macfarlane, the poet. Do they know another famous poet called Robert? (Robert Burns)

- Slowly turn the pages of the book. Draw their attention to what the wren, said to be the King of the Birds, is standing on. An Acorn!
- Read the introduction to the class. Explain that the magic of being spoken aloud is a very strong magic. If we speak words aloud and use them in our stories we can back words that have been lost.
- Point out the goldfinches flying around the pages of the book. The collective noun for goldfinches is a charm. Their magic will help us to speak words that had been lost.

### Sharing Poetry:

- Slowly turn to the next page and invite the pupils to examine the letters hidden among the grasses – acorn.
- Turn to the poem. Draw their attention to the painting of the acorns and the oak branch. Draw their attention to the word acorn being spelled out by the lines of the poem. All the spells in the book are acrostic poems.
- Discuss the fact that because you have all seen acorns and even planted some. You have already *found* this lost word and have used many times before.
- Read the poem through once or twice.

### Discussion:

- Invite the children to share their ideas of the poem. Elicit the idea that the poem lists individual things that collectively make something bigger, more important or more effective.
  - ~ A flake of snow is beautiful but insignificant. A blizzard of snowflakes can give us a day off school!
  - ~ One bird on its own can be nice to look at or listen to but a flock of birds playing over our heads can be exciting. Or perhaps a little scary if they fly to close to use!
  - ~ One feather is good for tickling, but a bird is covered in feathers can take to the air and fly.
  - ~ One acorn can grow a beautiful tree but a thousand can grow a wood and save the world.
- Invite pupils to share their ideas for writing poems about trees or seeds growing into seeds. What subject matter would they choose? What descriptive language might they use? What phrases would best describe their tree or seed?
- If time allows you could explore the poems Conker, Willow and Ivy before creating your own. This would perhaps inspire more variation in poems the pupils create.

### **Creating:**

Invite pupils to write their own individual poems. They can style them on one of Robert's poems or develop their own style.

### **Plenary:**

Invite pupils to share their poems with the class. Invite peers to say what they liked about individual poems.

### **Optional follow on activities:**

- Listen to & learn the song Acorn from the album The Lost Words: Spell Songs. <https://www.thelostwords.org/spell-songs/>  
<https://www.youtube.com/watch?v=ZSJ7J15nmw4>
- Watch the Spell Songs video of musicians and Jackie Morris gathering to write their songs. <https://www.youtube.com/watch?v=Hg1xFYpXuWA>
- Edit and rewrite your poems and present them with illustrations in a book format or in a wall display.
- Explore more poems from The Lost Words and use your new "unlost" words in new poems and stories.
- Listen to the album The Lost Words: Spell Songs, link the songs to the poems, perhaps even learn a song and perform it at assembly.
- Write your own songs about what you love in nature.
- Explore Jackie Morris' artwork in the book and create your own nature artwork inspired by her paintings.
- Go on a nature walk around your school and see what lost words you can find. Can you see a dandelion, a fern, a magpie, ivy or a starling?
- Act out the conversation between Newt and Coot in the poem Newt. Can you create other imaginary conversations between creatures, birds or plants?
- A flock of goldfinches is called a charm and a flock of crows is called a murder. How do you imagine the birds would feel about these collective nouns if they knew?
- Outdoor learning resources available from the John Muir Trust.  
<https://www.johnmuirtrust.org/initiatives/the-lost-words>  
[https://www.johnmuirtrust.org/assets/000/002/830/LOST\\_WORDS\\_Explorers-Guide\\_pages\\_original.pdf](https://www.johnmuirtrust.org/assets/000/002/830/LOST_WORDS_Explorers-Guide_pages_original.pdf)
- Literacy resources available from the Reading Agency:  
<https://readingagency.org.uk/resources/3026/>  
[https://tra-resources.s3.amazonaws.com/uploads/entries/document/3026/Merged\\_TLW\\_packs.pdf](https://tra-resources.s3.amazonaws.com/uploads/entries/document/3026/Merged_TLW_packs.pdf)