

# greenACT

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Project number: 2020-3-RO01-KA205-094853

## Climate change

Emphasys Centre

**LESSON PLANS FOR YOUTH WORKERS**

## Project Information

**PROJECT:** greenACT

**PROJECT TITLE:** Youth 'agents of change' on Climate Action and Environmental Sustainability

**ACRONYM:** greenACT

**PROJECT WEBSITE:** <https://greenactproject.eu/>

**PROJECT NO.:** 2020-3-RO01-KA205-094853

**PROJECT COORDINATOR:** ASOCIATIA D.G.T



## Module:

### Topic 1: Climate Change: the biggest health threat

#### Lesson Plan 1

**Duration: 60 minutes**

**Short Description of the Lesson** Climate change is arguably the greatest public health threat in a myriad of ways. Yet these impacts on health are still not well recognized and this topic aims to take a deep dive into these effects. Climate change-related weather extremes, such as heatwaves, storms, and floods, lead to increased health issues, from mental ones to food-, water- and vector-borne diseases. Air pollution is undoubtedly closely related to climate change, as both can influence each other through complex interactions in the atmosphere. However, it is often that people are not aware of how noise pollution can be hazardous to our health in various ways as well.

- Learning Goals**
- To understand how climate change can impact human health
  - To know how noise pollution can impact human health
  - To relate human health with climate change
  - To explain how air and noise pollution is related to health issues for human
  - To propose an initiative/campaign to raise awareness about air pollution and ways to reduce it
  - To create a visual model that depicts the relationships between climate change and human health

**Target Group** Young people aged 16-25

**Educational Approach** This lesson plan will help young people learn how environmental issues can lead to human health problems.

**Link to School Curricula (if applicable)** Environmental education

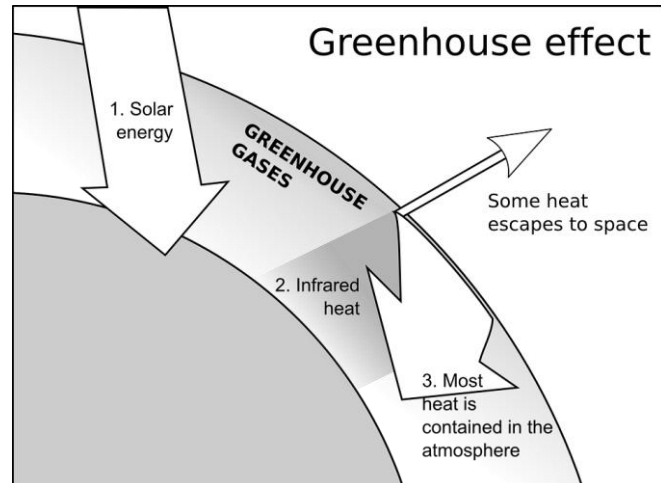
- Facility/ Equipment**
- Classroom
  - Internet access
  - Projector
  - Pencils/Pens/Colour pencils

- Tools/ Materials**
- Handbook
  - Template 1
  - Canva links

- Main tasks**
1. Start with watching the following video (3 minutes):  
[https://www.youtube.com/watch?v=G4H1N\\_yXBIA](https://www.youtube.com/watch?v=G4H1N_yXBIA)
    - 1.1. Short discussion about the video (7 minutes)
      - *What causes climate change?*
      - *What are the effects of climate change?*

-What is the human impact and what are the consequences of climate change for the environment, and our lives?

2. Present the following photo to explain what the greenhouse effect is (see handbook page 7) (12 minutes):



3. Present the following video that explains the potential impact of climate change on disease vectors and the spread of diseases, and consequently, on human health outcomes (8 minutes):

<https://www.youtube.com/watch?v=jDueuwB3Tcs>

**Use the Handbook from pages 7 – 11 for the following tasks:**

4. After having watched the above video, open the link below and start a discussion about the world distribution of malaria from 2000 to 2019 (5 minutes):

<https://malariaatlas.org/explorer/#/>

5. Start introducing air pollution and how it can be linked to human health problems by showing the following video (1 minute):

<https://www.youtube.com/watch?v=GVBey1jSG9Y>

- 5.1. Short discussion about the video and human health problems caused by air pollution (9 minutes):

- What is particulate matter?
- Why is it dangerous?
- What are possible diseases associated with air pollution?

- 5.2. Open the following canva link and ask your students to create a poster that they would use as a campaign to raise awareness about air pollution and its causes on human health (35 minutes):

<https://www.canva.com/create/campaign-posters/>

6. Finish the theoretical part of the lesson with noise pollution (see Handbook for more information) and a small discussion about it (10 minutes)

- What are the main sources of noise pollution?
- How can noise pollution cause human health problems?

- *Can it affect wildlife? How?*

7. Conduct the following activity to sum up everything they learned (35 minutes):
  - 7.1. Use Template 1, in order to create a visual model that demonstrates an understanding of the complexities of the climate change-health effect system.
  - 7.2. Make groups of students (3-4) and have them assigned a particular climate effect (e.g., extreme heat) and create a visual model that depicts the climate change (driver), environmental conditions, and health outcomes. Students consider relevant vulnerable populations.
  - 7.3. Give this template either printed (not highly suggested) or present it on a projector.
  - 7.4. Asked them to create the model on a paper on their laptop.
  - 7.5. Bring all the models of all groups together to create a larger visual model.