

Arctic Lesson 1 - Climate Change and People

Objectives

- Students will compare how someone in the city is affected by climate change and how someone living in a more remote area is affected by climate change
- Students will be able to describe how the environment has a huge impact on the way people live and survive
- Students will recognize the challenges climate change has on different regions all over the world
- Students will develop an understanding of what it means to be displaced

Vocabulary

- Displacement
- Food security
- Scarce natural resources
- Transient

Materials

Computer with Internet access, blackboard/whiteboard/smartboard or large paper and markers

Warm Up

Begin the class by showing images of people all over the world who have either been displaced or are living in a region that has been affected by climate change. Try to use the most relevant news. Let students take their time when looking at these photos.

Next, start by having pairs of students discuss what they think climate change is. Ask the pair to come up with answers for discussion questions:

- *How climate change affects humans?*
- *Who does climate change affects the most?*
- *Who are the largest contributors of climate change?*

Lesson

Watch Disappearing Ice's videos from the video section of the website.

Pose the question: *How would disappearing ice effect someone living in downtown New York City, United States and someone living in a fishing village in Nunavut, Canada? Or, use whatever cities are appropriate for your classroom. Pick a city that students are familiar with to compare to the Arctic.*

On a piece of chart paper write one city in one column (i.e., person in New York City) and one city in the other (i.e., person in Nunavut). As a class, come up with answers for both columns.



Assignment

Have students write a comparative essay answering the questions: *how are people in the Arctic affected by disappearing ice compared to people [city of student's choice]?*

Extension: Split students into pairs or groups and assign them each an area that has been visibly affected by climate change, e.g., Bolivia, Arctic, Nunavut, British Columbia, Great Barrier Reef, Sudan. An example of the video is in the resources section below. Have students conduct research on their chosen area to find out how this area has been affected, who has it affected, why it has been effected and how to take action to help the displaced people.

Wrap Up

Talk about how although we may not see climate change happening right in front of our eyes, people see it happening on a daily basis. For homework, have students write about the ways that their community is working to prevent climate change, and the ways their community is contributing to climate change. Ask them to propose solutions in the daily life.

Resources

<https://www.nytimes.com/2017/03/22/learning/lesson-plans/a-lesson-plan-about-climate-change-and-the-people-already-harmed-by-it.html>

