



Healthy  
Planet

22 April

## Earth Day Lesson Plan

### Big Foot

### Year 2

- This pack contains 2, ready to use 1 hr lesson plans.

**Key Inquiry Question:**  
How big is your carbon footprint?

- What is a carbon footprint?
- How do we create carbon?
- How can we reduce the size of our carbon footprint?

**Possible Culminating Activities:**

- Create a map of your day to see where you are creating your carbon footprint.
- Create a footprint of instructions on how you and your family can reduce their carbon footprint.

[www.healthyplanet.org](http://www.healthyplanet.org)

National Curriculum Objectives addressed in this unit:

## Science

### Key Stage 2

#### Sc3 Materials and their properties

#### Knowledge, skills and understanding

##### Changing materials

2. Pupils should be taught:
  - a. To describe changes that occur when materials [for example, water, clay, dough] are heated or cooled.
  - d. About reversible changes, including dissolving, melting, boiling, condensing, freezing and evaporating.
  - g. That burning materials [for example, wood, wax, natural gas] results in the formation of new materials and that this change is not usually reversible.

## Citizenship

### Key Stage 1

#### Preparing to play an active role as citizens

2. Pupils should be taught:
  - a. To take part in discussions with one other person and the whole class

## Geography

### Key Stage 1

#### Knowledge, skills and understanding

##### Geographical enquiry and skills

1. In undertaking geographical enquiry, pupils should be taught to:
  - b. Observe and record [for example, identify buildings in the street and complete a chart]
  - c. Express their own views about people, places and environments [for example, about litter in the school]
  - d. Communicate in different ways [for example, in pictures, speech, writing].
2. In developing geographical skills, pupils should be taught to:
  - b. Use fieldwork skills [for example, recording information on a school plan or local area map]
  - e. Make maps and plans [for example, a pictorial map of a place in a story].

##### Knowledge and understanding of places

4. Pupils should be taught to:
  - a. Make observations about where things are located [for example, a pedestrian crossing near school gates] and about other features in the environment [for example, seasonal changes in weather].

##### Knowledge and understanding of environmental change and sustainable development

5. Pupils should be taught to:
  - b. Recognise how the environment may be improved and sustained [for example, by restricting the number of cars].

## English

## Key Stage 1

## En3 Writing

## Knowledge, skills and understanding

## Composition

1. Pupils should be taught to:
  - a. Use adventurous and wide-ranging vocabulary
  - b. Sequence events and recount them in appropriate detail
  - c. Put their ideas into sentences
  - d. Use a clear structure to organise their writing
  - e. Vary their writing to suit the purpose and reader
  - f. Use the texts they read as models for their own writing.

## Punctuation

3. Pupils should be taught:
  - a. How punctuation helps a reader understand what is written
  - c. To use capital letters, full stops, question marks and to begin to use commas.

## Standard English

6. Pupils should be taught some of the grammatical features of written standard English.

## Language structure

7. In composing their own texts, pupils should be taught to consider:
  - a. How word choice and order are crucial to meaning
  - b. The nature and use of nouns and verbs.

## Lesson

1hr

## Objectives

- To know what a carbon footprint is
- To know how a carbon footprint is created
- To know how to reduce your carbon footprint

## Activities

Prior to the lesson print out the feet from the resources and place them on some things that use electricity or are run on fossil fuels in your classroom.

## Introduction

When the lesson begins either ask children if they notice something different about the classroom or if the children have already noticed act surprised and ask what on earth is going on? What do we think all these footprints are about? Have a child go and get one of the footprints and read out what it says 'carbon footprint'. Does anyone know what that means?

**Ask** Either groups or individuals to go and get each of the other footprints and discuss where they have been found.

As you start to build up your footprint collection, ask children if there is anything they are beginning to notice about locations of these footprints?

**Ask** Does anyone know what makes the footprint?

**Say** When we use fossil fuels, these are resources that the earth makes and we use like oil, gas and coal. We burn these fossil fuels to make the power we use every day. Who can think of examples of power we use every day? Oil – cars, buses, any other vehicles; gas – heating, hobs; coal – electricity. We have been burning these fossil fuels for a very long time and when we burn them it turns new air (oxygen) into old air (carbon dioxide), they cannot be changed back into fossil fuels. Our carbon footprint is the amount of carbon dioxide made by the things we use.

**Ask** Where else could we put a carbon footprint in our classroom?

Allow a few children to place footprints.

## Activity

Ask children to think about a day in their lives. From when you get up, come to school, lessons, go home and bed. Think about your carbon footprint.

**Ask** Will their carbon footprint be bigger if they come by car or by bus? (Car because a bus has lots of people all using the same oil).

Create a carbon footprint map of your day putting a footprint on all the stuff you use during the day that needs power.

## Plenary

Make a tally of the things the children used that created a carbon footprint and discuss the biggest energy users.

### Resources

- About 10 footprints
- Key words for map

### Assessment

I can say what a carbon footprint is and what causes it.  
I can name ways to reduce my carbon footprint.

Lesson	1hr
Objectives	<ul style="list-style-type: none"><li>– To know what a carbon footprint is</li><li>– To know how a carbon footprint is created</li><li>– To know how to reduce your carbon footprint</li></ul>
Activities	<p><b>Introduction</b></p> <p>Discuss with the class the tally chart and what things used the most power. Has anyone thought of any other things that use fossil fuels that we might use each day?</p> <p>Display the Year 2 Carbon Footprint poster or flipchart and write on it the things that were used on the children's maps. Add any new ones the children might think of in general e.g. aeroplanes, street lights.</p> <p><b>Ask</b> How can we reduce the size of our carbon footprint?</p> <p><b>Activity</b></p> <p>Children create a set of instructions on how to reduce the size of their and their family's carbon footprint. Record instructions on a footprint shape that has a magnet attached so children can go home and put these on their fridge.</p> <p><b>Plenary</b></p> <p>Review what a carbon footprint is and how it is made. Ask each child to close their eyes and think of three things they are going to do today that will reduce their carbon footprint.</p> <p>Quietly tell these three things to a partner and then share some of these with the class.</p>
Resources	<ul style="list-style-type: none"><li>– Big foot poster</li><li>– Footprint templates with magnets if possible</li></ul>
Assessment	<p>I can say what a carbon footprint is and what causes it.</p> <p>I can name ways to reduce my carbon footprint.</p>



# What can your school do for Healthy Planet?

## Adopt land and earn a grant

As well as making small changes to contribute to a healthier planet, your children might want to do more. By adopting a hectare of endangered land, your class will be protecting it for generations to come.

Choose, adopt, dedicate and view your plot online and earn your school a grant.

At Healthy Planet we think you should choose where your donation goes. It doesn't have to be parents putting their hands into their pockets. It's about children making a difference to their lives and the world around them.

## Green fundraising to adopt land

**Cash for cans** children can collect aluminium cans that can be returned for cash.

**A car boot sale** children will learn the benefits of reusing books, clothes and toys whilst raising money towards their hectare of land. Contact [property@healthyplanet.org](mailto:property@healthyplanet.org) for help with finding a free venue.

**Old mobile phones** we will help your school make money from old phones through companies willing to swap cash for older models. [www.healthyplanet.valuerecycling.com](http://www.healthyplanet.valuerecycling.com)

**At work recycling** children can ask their parents to bring home empty ink cartridges from work that can be exchanged for up to £3 each.

**A spring clean** children can bring in old clothes and shoes to be donated to children and families in developing countries and in return for cash.

By participating in any of the activities listed, your children will begin to live the process of reducing, reusing and recycling.

Raise GBP £180 and see how your cake gets cut

- 1 GBP £79.78 goes to the park where your school adopted a plot
- 2 GBP £20.44 goes to Healthy Planet's brilliant ideas factory
- 3 GBP £79.78 goes to your children's choice: back to your school, or back to 1 and 2





Working with the



Geographical  
Association

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Published by Healthy Planet

Healthy Planet is a charity set up to inspire, encourage and support people around the world and helps you to make a positive & measurable difference.

[www.healthyplanet.org/earthday](http://www.healthyplanet.org/earthday)