



Climate Ready
School Grounds

Workshop one

Where are we now?

Auditing our school grounds

● Previous learning required

- Pupils are familiar with the term **climate change** and understand that this negative phenomenon relates to our whole planet.

● Learning outcomes

- To understand the difference between climate and weather.
- To explore the causes and effects of climate change at an international, national, and local level.
- To identify the five types of climate and their characteristics.
- To introduce the [six technical areas](#) which will form the focus of the workshops.
- To survey the school grounds and gather data to help inform future workshops.

● Equipment

- Printed maps of the school grounds highlighting the footprint of the building and the surrounding grounds (e.g. a Google map)
- Copies of the [School Grounds Climate Survey](#)
- Pens, pencils, and paper
- Clipboards
- A camera or iPad to take photos
- Tree, plant, wildflower, lichen ID sheets
- Measuring tape/trundle wheel
- Resources to play [Climate Change Dodgeball](#)

Activity

1. Facilitate a discussion with the pupils to review and share existing knowledge on climate change.
2. Lay out three large sheets of paper, each covering one of the following prompts:
 - What is climate change and why is it happening?
 - What changes might we see because of climate change?
 - What can we do to help stop climate change?
3. Split pupils into three groups and assign one group per sheet. Ask each group to discuss and record their ideas related to the prompt, then move on to the next sheet until they have discussed all three.
4. Introduce the five types of climate (use the accompanying cards or create your own) and ask pupils to describe their characteristics, giving an example of a country or continent related to each.
5. Discuss the impact of these changing climates on humans and biodiversity in the places identified, including the UK.

6. Introduce the idea of mitigating the impacts of climate change through practical action in the school grounds, focussing on the [six technical areas](#):



Heat, cold, and wind stress



Biodiversity and ecosystems



Water management



Carbon management



Air quality



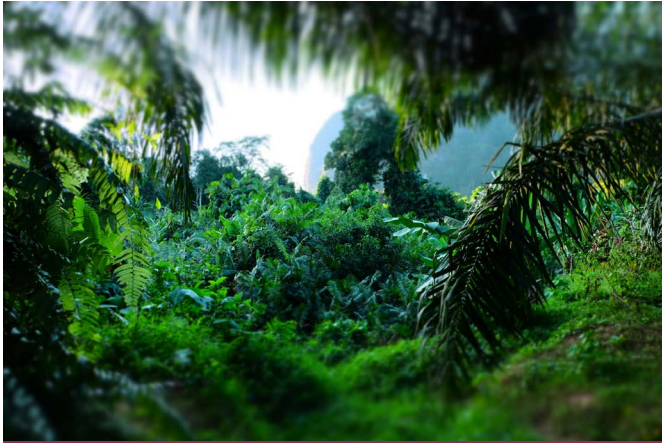
Learning, play, and community

Ensure that pupils understand what the six technical areas mean and how they relate to the school grounds.

7. Discuss the need to undertake a survey of the school grounds to help inform future plans for change.
8. Take pupils outdoors to play a game of Climate Change Dodgeball.
9. To complete the School Grounds Climate Survey, split the pupils into teams and divide the six technical areas between them. Distribute copies of the School Grounds Climate Survey, a grounds map, and clipboards for recording findings. Encourage pupils to use suitable symbols for their maps to highlight findings where necessary. Agree a timeframe for completion and a meeting point.
10. Upon completion of the survey, ask each team to summarise their findings for the group as a whole.
11. Begin to discuss areas of interest and potential future action.

Actions before workshop two

- Complete annotated maps linked to the six technical areas.
- Transfer handwritten data collected by pupils into the digital version of the School Grounds Climate Survey and print off results ready for discussion in [workshop two](#).



Tropical



Dry



Temperate



Continental



Polar