

Framework for Learning and Teaching; COP 26 – Early Level



A Learning for Sustainability Resource



Aims

- To review current policy and practice regarding Learning for Sustainability.
- To highlight the rationale behind the development of the Learning and Teaching Framework for COP 26.
- To introduce practitioners to the Framework including locating and navigating the resource.
- To explore key features of the resource and example lesson plans.



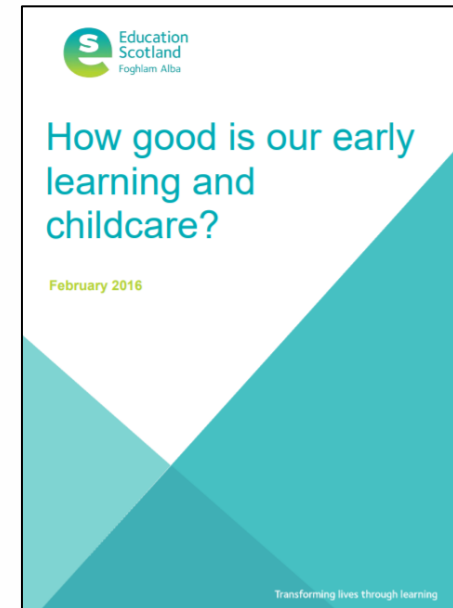
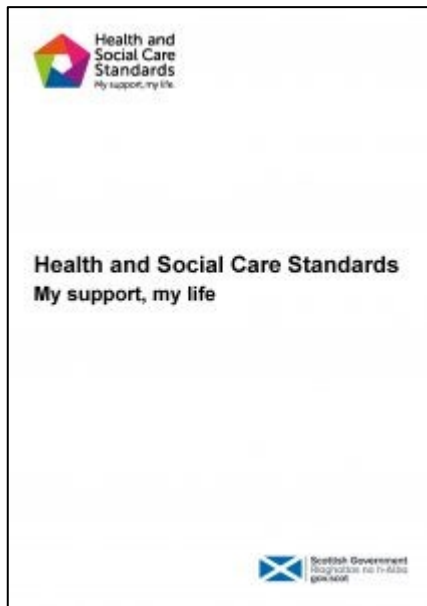
developing political literacy
 embedded in the curriculum
 values-based
international education
 ethos
 understanding interdependence
 protecting biodiversity
outdoor learning
 resilience
 addressing discrimination and prejudice
 sustainable energy and water use
 local to global
 human rights
 fair trade
 eradicating poverty and inequity
children's rights
 skills for work
 links between environment, society and economy
 creativity
 contact with nature

learning for sustainability

peace and conflict
 learning for a better world
 critical thinking
 respect
 ethical issues
 identity and heritage
 waste reduction and recycling
 social justice
 sustainable buildings and grounds
 school linking
sustainable development education
 discussing controversial issues
 learners as leaders
 tackling climate change
 growing food
 community partnerships
 systems thinking
global citizenship
 social and cultural diversity
 cooperative, collaborative and active learning
 play
 health and wellbeing
 culture
 engaging with democracy
 equality and fairness
 improving attainment and achievement
 problem solving
 responsible use of our planet's resources



Learning for Sustainability: Policy and Practice



Rationale:

Learning for a Better World

Glasgow's Learning for Sustainability Vision:

- ❖ To support all children and young people to be caring, responsible and active global citizens developing the skills, knowledge and attitudes they need as adults to enjoy living in harmony with others, in a just and sustainable world.
- ❖ All children and young people in Scotland have an entitlement to Learning for Sustainability and it is the responsibility of all practitioners to ensure this happens. This is a whole school (setting) approach.
- ❖ Learning for sustainability (LfS) is an approach to life and learning which enables learners, educators, schools and their wider communities to build a socially-just, sustainable and equitable society. An effective whole school and community approach to LfS weaves together global citizenship, sustainable development education and outdoor learning to create coherent, rewarding and transformative learning experiences.'



26th UN Climate Change Conference of the Parties (COP26)

- Global united summit about climate change and how countries are planning to tackle it.
- World leaders and delegates will attend the Scottish Exhibition Centre in Glasgow from 1st – 12th November 2021
- Report on progress since Paris Agreement (2015)



Framework for Learning and Teaching; COP 26

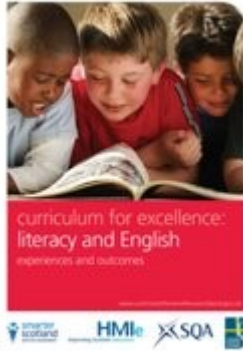
Important Information
& User Guide



Early

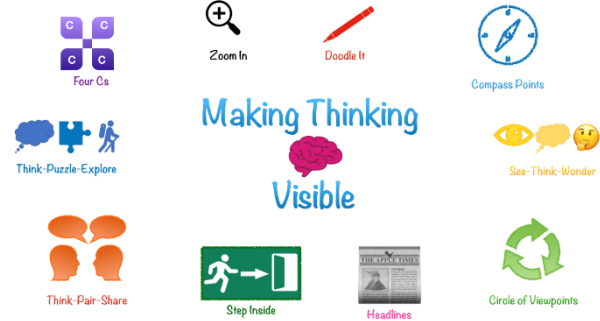
The resource encompasses...

Literacy for ALL strategies



Reading (bookends)	
Tools for reading	Entry
...to help me understand with increasing confidence and fluency within and beyond places of learning.	I explore sounds, letters and words, discovering how they work together and I can use what I learn to help me as I read and write.

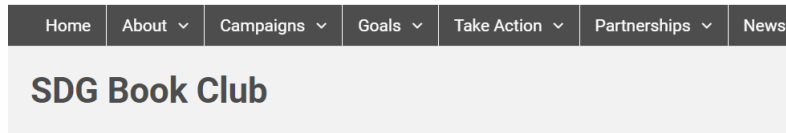
Visible Thinking Routines



Sustainable Development Goals



SDG's and Making Thinking Visible



UN SDG's Book Club



All Aboard for Global Goals



See-Think-Wonder



Doodle It



Locating the resource

1 Twitter - @GlasgowLEL



2 Google – search ‘Leaders of Early Learning blog’



3 Copy and paste –

https://blogs.glowscotland.org.uk/gc/gccleadersofearlylearning/?page_id=957

4 Scan



Leaders of Early Learning



WELCOME

GLASGOW COUNTS IN OUR PLAYROOMS ▶

LITERACY FOR ALL IN OUR PLAYROOMS ▶

GLASGOW OUTDOORS

GLASGOW HOME LEARNING

PROMOTING ALTERNATIVE THINKING STRATEGIES ▶

REALISING THE AMBITION

LEARNING FOR SUSTAINABILITY

NURTURE

DR SUE GIFFORD

DLCS FRAMEWORK

CREATE EARLY LEVEL FRAMEWORK

WELCOME

Welcome to the Leaders of Early Learning Blog

On our blog you will find all the latest professional learning for [Glasgow Counts in our Playrooms](#) and [Literacy for All in our Playrooms](#). You will also find the professional learning we have devised to support [Learning for Sustainability](#) and Promoting Alternative Thinking Strategies ([PATHS](#)). This is also a place to access current Early Learning and Childcare, including [Realising the Ambition: Being Me](#).

[Click here for a summary of Education Scotland – key information, policy, resources, and exemplification relating to early learning and childcare \(ELC\).](#)

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Leaders of Early Learning



BLOCK PLAY

- WELCOME
- GLASGOW COUNTS IN OUR PLAYROOMS
- LITERACY FOR ALL IN OUR PLAYROOMS
- GLASGOW OUTDOORS
- LEARNING AT HOME
- WEBINARS
- PROMOTING ALTERNATIVE THINKING STRATEGIES
- REALISING THE AMBITION
- LEARNING FOR SUSTAINABILITY**
- NURTURE
- DR SUE GIFFORD
- DLCS FRAMEWORK

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CREATE EARLY LEVEL FRAMEWORK

LEARNING FOR SUSTAINABILITY

Aims

According to Education Scotland (2018) "Learning for sustainability (LfS) is an approach to learning, life and work. It enables learners, educators, schools and their wider communities to build a socially-just, sustainable and equitable society".

All learners have an entitlement to learning for sustainability. In Glasgow Early Years we use the Growing Good Citizens toolkit to enable us to self evaluate and gain recognition through a Growing Good Citizens award: [Growing Good Citizens Toolkit](#)

COP26

With the upcoming COP26 conference being hosted in Glasgow this year (1st - 12th Nov 2021) a resource has been devised to support practitioners in engaging young children with the Sustainable Development Goals, in particular SDG 13 - Climate Action.

[COP26 Framework for Learning and Teaching - Early Level](#)

Early Years CLPL Offer

PowerPoints

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LEL Team Retweeted

Mrs M
@Whitefieldhead

Reception maths provision ready for Summer 1.



Navigating the resource...

Framework for Learning and Teaching;
COP 26

Important Information
& User Guide






Early



Contents

- [Rationale](#)
- [Outcomes and Legacy](#)
- [Support Guidance: how to use the resource](#)
- [Sustainable Development Goals](#)
- [Climate Change](#)
- [Glossary of key vocabulary](#)
- [Lessons Overview](#)
- [Suggested Lesson Plans](#)
- [Supporting Resources](#)
- [Key references and resources](#)
- [Motivational Videos](#)

- Use  to navigate back to front page,  to navigate back to contents or lesson navigation page,  to navigate forward to an associated slide.
- Clicking on hyperlinks will take you to external webpages or organisers within the framework.



CLE Level	Early Level	First Level	Second Level	Third Level
Theme				
Climate Change	Winston Churchill, One Day's Battle Against Global Warming By Jean Davies Okimoto Interactive Shared Reading	The Trouble with Dragons by Debi Gliori Inferring from texts	Carbon Footprint - Multimodal Text Cooperative Learning - Diamond 9	TEDx Talk: Joss Fong, Earth's silent game of Tetris Note taking
Climate Action	Spread the Word Collaborative response	Reducing carbon footprint through small daily changes Persuasive text	Carbon Footprint - The Campbell Family Cooperative learning - Jigsaw	Action plan for the future Cooperative learning - Search-Pair-Share
Lost Words (Bookmarks)	Boxes 1 Ivy	Boxes 2 Toucan Boxes 3 Bramble Boxes 4 Mistle	Boxes 5 Acorn Boxes 6 Hedgehog Boxes 7 Owl	

Use the 'trouble' (problem) with dragons might be...

Use the learning intentions and success criteria. Then use [COE](#) to establish prior knowledge and questions on climate change.

Engagement (Examples are actively involved in their learning and demonstrate learning)

Use the story up to page 12 and then ask the children to reflect on their predictions around the trouble with dragons.

Use the illustrations using inference questions to identify the actions that contribute to climate change and their consequences. With a particular focus on p. 11 and 12.

- What can I see in the picture? (what)
- What questions can I ask?
- What can I infer? (what does this tell me about climate change?)

Group Talk - allow children to discuss (and forward) different perspectives around climate change, leading to children engaging in Circle of Responses or Hot Seating for the characters.

Priority (Review and read)

- What does this story mean for us? What lessons can we learn? Review and make links to the illustrations that demonstrate some of the actions we take as humans that negatively affect climate change.
- Use YouTube clip to summarise the learning about climate change. <https://www.youtube.com/watch?v=7uWU0m0t80>
- Children create a short [podcast](#) to share what they have learned about climate change. This could be in the form of a video, audio recording or text.

Effective Questions

- What's happening here?
- Why did this happen?
- What are they thinking/feeling here?
- What will they do next?
- What would you say if...? Why?
- What do you think about...? Why?

Sustainable Development Goals

- 12 Responsible Consumption and Production
- 13 Climate Action

Why is it so and why?

- To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. [L1 2-10a](#)
- When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. [L1 2-10a](#)

Additional Resources/Digital Links

[Edmentum](#) (Access to resources) [Hot seating](#) - write the starters and questions

Summary

Explore links with other curricular areas

social studies, science, REE etc.

IBSE 2-10a IBSE 2-10b IBSE 2-10c IBSE 2-10d IBSE 2-10e

Experiences and Outcomes

“The curriculum areas of sciences, technologies, social studies, health and wellbeing and religious and moral education provide many rich opportunities to learn about climate change, renewable energy and sustainable development including moral principles which link to human responsibility for the environment.”

[Climate Change in Scottish Education Briefing: Education Scotland](#)

Early Level	Technologies – <i>Technological developments in society and business</i>	To help care for the environment, I reduce, re-use and recycle the resources I use. TCH 0-06a	<p>Health and Wellbeing (Responsibility of All) - Mental, emotional, social and physical wellbeing</p> <p>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 0-16a / HWB 1-16a / HWB 2-16a / HWB 3-16a</p> <p>I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. HWB 0-17a / HWB 1-17a / HWB 2-17a / HWB 3-17a</p> <p>I know and can demonstrate how to travel safely. HWB 0-18a / HWB 1-18a / HWB 2-18a / HWB 3-18a</p>
First level	Religious and moral education – <i>Development of beliefs and values</i>	I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. RME 1-08a I am becoming aware that people’s beliefs and values affect their actions. RME 1-09c	
Second Level	Technologies – <i>Technological developments in society and business</i>	I can analyse how lifestyles can impact on the environment and Earth’s resources and can make suggestions about how to live in a more sustainable way. TCH 2-06a I can make suggestions as to how individuals and organisations may use technologies to support sustainability and reduce the impact on our environment. TCH 2-07a	
	Religious and moral education – <i>development of beliefs and values</i>	I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. RME 2-08a I am developing my understanding of how my own and other people’s beliefs and values affect their actions. RME 2-09d	
Third level	Science – <i>Planet Earth</i>	By investigating renewable energy sources and taking part in practical activities to harness them, I can discuss their benefits and potential problems. SCN 3-04b I can explain some of the processes which contribute to climate change and discuss the possible impact of atmospheric change on the survival of living things. SCN 3-05b	
	Technologies – <i>Technological developments in society and business</i>	I can identify the costs and benefits of using technologies to reduce the impact of our activities on the environment and business. TCH 3-07a	
	Religious and moral education – <i>Development of beliefs and values</i>	I am developing an increasing awareness and understanding of my own beliefs and I put them into action in positive ways. RME 3-08a I can explain how the different beliefs that people have, including beliefs which are independent of religion, relate to their moral viewpoints and how this leads them to respond to moral issues. RME 3-09c	



Click links for E's and O's specifically related to climate change and biodiversity



Lessons – Overview

CfE Level	<u>Early Level</u>		<u>First Level</u>			<u>Second Level</u>			<u>Third Level</u>
Theme									
Climate Change	<u>Winston of Churchill: One Bear's Battle Against Global Warming</u> <u>By Jean Davies Okimoto</u> Interactive Shared Reading		<u>The Trouble with Dragons</u> <u>by Debi Giori</u> Inferring from texts			<u>Carbon Footprint – Multimodal Text</u> Cooperative Learning – Diamond 9			<u>TEDEd Talk: Joss Fong Earth's giant game of Tetris</u> Note taking
Climate Action	<u>Spread the Word</u> Collaborative response		<u>Reducing carbon footprint through small daily changes</u> Persuasive text			<u>Carbon Footprint – The Campbell Family</u> Cooperative learning – Jigsaw			<u>Action plan for the future</u> Cooperative learning – Search-Pair-Share
Lost Words (Biodiversity)		<u>Primary 1</u> Ivy	<u>Primary 2</u> Dandelion	<u>Primary 3</u> Bramble	<u>Primary 4</u> Magpie	<u>Primary 5</u> Acorn	<u>Primary 6</u> Kingfisher	<u>Primary 7</u> Otter	



Click links for lesson plans



Suggested Lesson Plans



Early

Climate Change

Climate Action

Visible Thinking
Routines

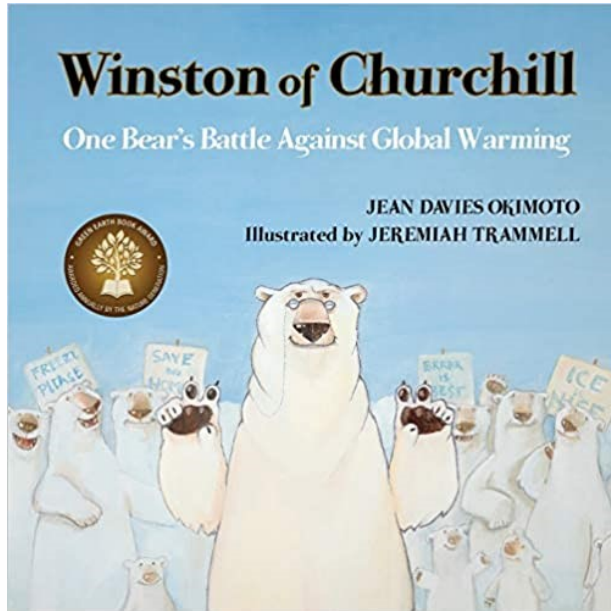
Additional Resources
Section

Let's have a closer look...



Winston of Churchill: One Bears Fight Against Global Warming

By Jean Davies Okimoto
Illustrated by Jeremiah Trammell



Learning for Sustainability: COP 26 Early Level (Climate Change)

Key Vocabulary: Global Warming, habitat, tundra, reduce, reuse, recycle, consequence, action, energy, challenge

Info for teacher/practitioner - *Polar bears rely on sea ice to cover large areas in search of food. A longer melting season due to climate change means that sea ice is forming later and breaking up earlier in the year –*

www.wwf.org.uk (search polar bears)

Please see additional slide regarding [learning environments](#) and [examples](#).

Winston of Churchill, One Bear's Battle Against Global Warming, this book should be explored and revisited across a week or longer dependent on the children's needs and interests.

Introduction: (Connect the learning)

- Before reading use the front cover/ blurb to invite predictions about the story.
- Through conversation determine prior knowledge of polar bears, habitats, the Arctic etc. - use the effective questions to stimulate discussion and record responses on a [concept map](#) this will provide a baseline of knowledge.

Development: (Learners are actively involved in their learning and demonstrate learning)

- Read the story-using an [interactive shared reading approach](#) (each read will develop children's understanding and ability to retell the story, consider use of props to support children's opportunities to act out and retell the story).
- Explore [new vocabulary](#) by making words sparkle using the [Shooting for the SSTARS](#) approach.
- Ask and answer questions about events/ideas with a global warming focus - [HOTS questions](#).

Opportunities for further development:-

- Block play storytelling - acting out the story
- Role play story or use small world to re enact
- Sequencing scenes, story maps, simple time-line, matching pictures/props to characters, guided writing – storyboard or story map (Hear, Say, Play, **Write** approach)

Plenary: (Review and recall)

- Recap story using questions focused on the [5 finger retell](#) to determine knowledge and comprehension.
- Where did the story take place? What happened in the beginning/middle/end of the story? What problem did Winston and the polar bears have? What could you do to help Winston and the polar bears?

Learning Intentions:

To recount events in a story.

To talk about unfamiliar words in a text and answer questions to show understanding.

Success Criteria:

- *Retell a familiar story about global warming in a variety of different ways (through indoor and outdoor environments).*
- *Contribute to discussions about global warming.*
- *Use new words in my play to show my understanding of global warming.*

Effective Questions:

- Do you know anything about this story?
- Tell me about the front cover. What do you see?(discuss words on placards)
- What is Global Warming?
- I wonder.....why is the bear called Winston of Churchill?
- (back cover blurbs)I wonder.....why will Winston have to fight for ice?

Sustainable Development Goals:

- 13 - Climate Action
- 12 - Responsible consumption and production
- 15 - Life on Land

Literacy E's and O's:

- I listen or watch for useful or interesting information and I use this to make choices or learn new things. LIT 0-04a
- To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-07a / LIT 0-16a / ENG 0-17a
- I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. LIT 0-19a

Additional Resources/Digital Links

National Geographic Kids - Issue 173
[A range of books - fiction and non-fiction](#)
 YouTube - explore range of videos by searching polar bears

Explore links with other curricular areas

Numeracy
 Comparing icebergs MNU 0-11a

Social Studies, Science, RME etc.
 SCN 0-05a

First Read

To introduce the book and enable children to hear the whole story. Conversations should not affect the story's 'flow' (most discussion takes place before and after reading).

Interactive Shared Reading

Subsequent Reads

To develop comprehension and extend thinking/talking skills by holding longer conversations with the children.

Final Read

To help children retell or read the story using illustrations and/or props as an aid.



Sparkle Words

- Plan ahead to select best focus vocabulary
 - Consider how you will explain the words
- Select no more than five focus words
- Ensure that there is a variety of words, e.g., nouns, verbs, adjectives, adverbs,
- Consider the three step approach

Step 1

- **Everyday words** e.g. ice
- Consider new to English learners

Step 2

- **More sophisticated words** e.g. march, courage, habitat, melt
- **More precise words** e.g. Words that introduce a new concept e.g. tundra, protest, habitat

Step 3

- **Specialised words** e.g. global warming atmosphere, pollution, gasses, action



Shooting for the SSTaRS

- **S**tress the new word to focus children's attention
- **S**how the children what the word means
- **T**ell the children what the word means
- **a**nd
- **R**elate the word to child's own experiences and other situations
- **S**ay it again....

Protest

- Show - image in the book of polar bears with their placards.
- Tell – “You make it known that you don't like something – the bears didn't like all the tourist visiting”
- Relate – “You said you didn't like banana at snack time and you didn't eat any. You protested against eating banana.”
- Say – seek opportunities to repeat the word in context through play “Are you protesting against playing that game?”



Learning for Sustainability: COP 26 Early Level (Climate Action)

Key Vocabulary: action, protest, inspired, exhausted, courage

Introduction: (Connect the learning)

- Use the effective questions to recall with the children the story of Winston of Churchill.
- Revisit the concept map and add on anything the children have learned or discovered about polar bears, their habitats or the Arctic.

Development: (Learners are actively involved in their learning and demonstrate learning)

- Once children are familiar with the story. Introduce, open and read with the children the [letter from Winston](#) (example attached which can be adapted for age and stage).
- Lead a discussion regarding the contents of the letter. What does Winston want us to do?
- With the children make a list of all the actions you could take in nursery/school and at home that could help Winston and reduce the effects of climate change. Suggestions for positive climate action can be found in the [book](#), other suggestions can be found [here](#).
- Encourage children to respond to Winston's plea for help. This could be in the form of a video message, voice note, dramatisation, drawing or written response.
- Capture children's responses to Winston and 'send' it back to him.

Plenary: (Review and recall)

- Reread Winston of Churchill and talk about all the ways you are now going to take action against climate change.
- Children could use the '[Doodle it](#)' thinking routine to share how they will personally take action.

Opportunities for further development

- Create a system where staff and children can recognise and celebrate each other taking action for example, stickers or ticks on a chart or whiteboard (i.e. switching the lights off when room not in use).
- Create placards and have a protest.

Learning Intentions:

To give a response (verbal/written) inspired by what I have listened to/read.

Success Criteria:

- Plan what I want to 'write' about or respond by talking about my ideas, acting it out and/or drawing.

Effective Questions:

- Can you remember what happened in the story?
- What was the problem Winston and the polar bears had?
- What does Winston want us to do?
- I wonder what will happen if we do this?
- I wonder what will happen if we don't?
- What should we tell Winston?

Sustainable Development Goals:

- 12: Responsible Consumption and Production
- 13: Climate Action

Literacy E's and O's:

- Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. **LIT 0-26a**
- As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. **LIT 0-21b**

Additional Resources/Digital Links	Explore links with other curricular areas	
Chatterpix – photograph Winston or polar bear teddy.	Numeracy Record the actions people are doing to help Winston MNU 0-20c	Social Studies, Science, RME etc. SOC 0-08a

ChatterPix



FREE app – You can make anything talk
e.g., pets, friends, doodles, and more!

- Take a photo or upload an image
- Draw a line to make a mouth
- Record your voice....that's it!!



Supporting Resources

Learning Environment Examples



Use blocks and material to create an iceberg for the polar bear – **BIG** iceberg



Take some of the blocks away to make the iceberg smaller – **MEDIUM** iceberg



Use only a **few small blocks** to create a very **SMALL** iceberg for the polar bear



Use **small world** for imaginative play – animals and people



Create a **role play prop** filled with fur material, and blue material, furry placards etc.



Example Letter from Winston - Template

Dear

I am writing to you today to help me solve a very big problem that we the polar bears have. We live on the ice of the Hudson Bay and go hunting on the ice for food. But the ice is melting because of global warming and if this keeps happening then we will have nowhere to live or find food. I have sent you a photograph of one of my friends sitting on the melting ice – he was very annoyed that this was happening and had to swim a great distance to get back to his family. He was exhausted when he got back.

I am asking you for help to save the ice so we polar bears can keep on living on it. It takes courage to make the changes needed to do this but I am sure if we all work together we can make changes to help stop the ice melting.

Can you think of some ways you can make a change to help save the ice from melting. We need your help to spread the word.

I must get back to the protest march I have organised with the other polar bears as there is a group of tourists visiting the tundra later today.

I know I can count on your support and thank you for your help. Remember never give up! We can all do something no matter how small.

Yours sincerely

Winston

Winston of Churchill
Polar Bear Leader



Winston of Churchill
Ice of Hudson Bay
Churchill
Manitoba
Canada
Date:

life to
are new
s in a

Sparkle Words



Sparkle Words

Supporting and building vocabulary are key to developing children's language and communication skills. Sparkle words is an approach for making the exploration of vocabulary a natural part of book sharing sessions and everyday conversation.

When planning a book sharing session (see interactive shared reading session):

- Review the book and select the best sparkle words (focus vocabulary) you wish to draw children's attention to. These may be words of interest or important words children need to know in order to understand the text.
- Select no more than five focus words per book.
- Ensure that there are a variety of words; nouns, adjectives, verbs and adverbs.

Shooting for the SSTARS

Vocabulary development is essential in the early years, but it is not just the number of words a child knows that is important but how well a child understands these words.

Shooting for the SSTARS is a strategy you can use to support children's understanding of new vocabulary.

- Stress** a new word before, during and after reading to focus children's attention.
- Show** children what the word means by pointing to an illustration, using your facial expressions, acting it out or altering how you say the word.
- Tell** children what the word means by giving a simple definition, using other words which mean the same or talking about the group or category the word belongs to, if appropriate.
- and Relate** the word to children's own knowledge, experiences or familiar situations and talk about other words with a similar meaning or an opposite meaning.
- Say it again** Read the book again and again allowing for more conversation relating to the new word and use the 'sparkle word' throughout the setting in different contexts. Hearing the word repeated is essential for children to be able to adopt and use this vocabulary in their own interactions.

Example: Sparkle word – *feast*

- Show** Pictures of a feast e.g., buffet at a birthday/wedding/celebration
- Tell** A special meal with delicious food or a large meal for lots of people
- Relate** recall a time when there has been a 'feast' in nursery, e.g., Christmas lunch. Share a time when you ever had a 'feast' at a celebration. Ask children, "have you ever had a feast?"
- Say it again** Seek opportunities to use the word through play e.g., house corner, "shall we make a feast for the family" or whilst exploring other stories e.g., "The Very Hungry Caterpillar had a feast on Saturday."







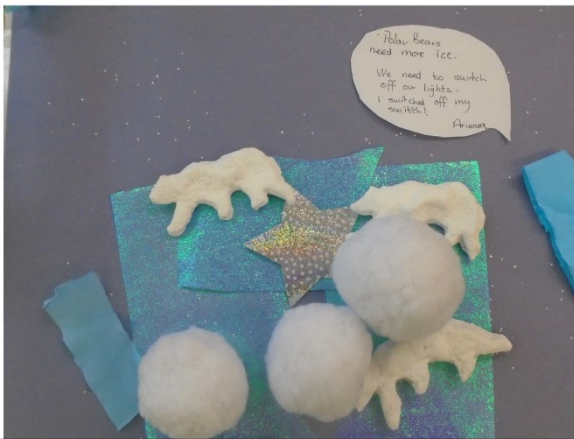
**A polar bear on the world in a greenhouse.
What will happen to the ice?**





Small world free play





Transient art





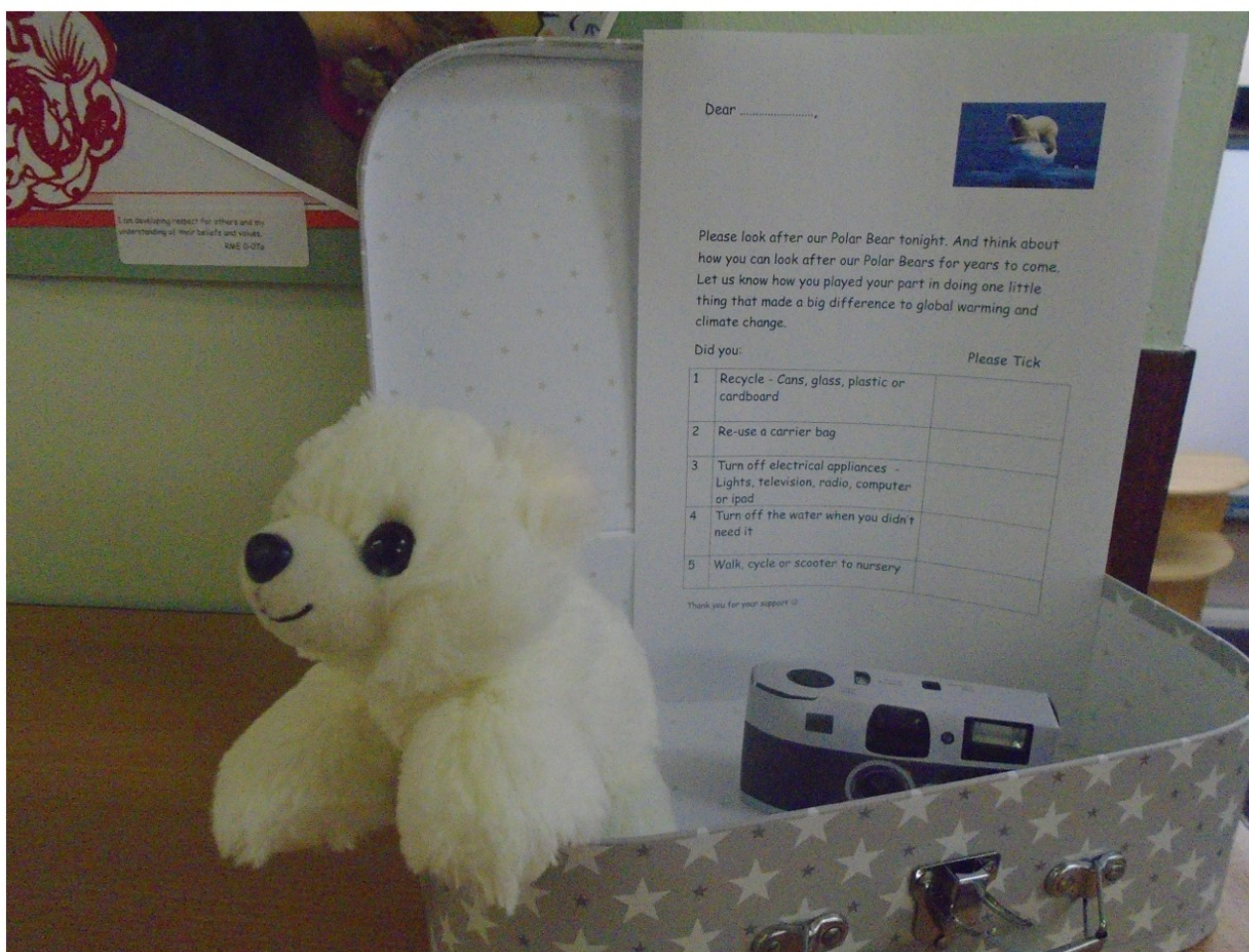
Recording how many bears fit as the ice melts





Block play bears





Home learning



Thank you for tuning in...



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