

Teacher Guidance Document – Ellie and Ella tackle climate change

Name of Story:	Ellie and Ella tackle climate change
Target Year Groups:	Nursery/Reception
Length of Story:	
Story Outline:	The sound of Climate Change makes Ella worried. Her Nursery Key Worker suggests some ideas to help Ella become a Climate Superhero and make her feel that she is contributing towards saving the planet.
National Curriculum Science Themes Covered	
EYFS Framework: Understanding Our World: Introducing Climate Change Reduce, Reuse, Recycle; Saving Electricity & Fuel awareness. Including: Literacy: Reading the story of Jessie; oral discussion on the story and personal experiences; building new vocabulary (recycle, reuse, electricity, fuel); sensitive questioning about climate change. Mathematics: Counting (results of pictogram) Patterns and relationships/ spotting connections of simple graph. Sorting Personal, Social & Emotional Development: Support & manage their emotions about climate change; Develop a positive sense of their own self worth as they set themselves simple goals to recycle, switch off lights, walk/park and stride/scooter to nursery/school.	
Linked Activities to ABPI Jessie The Climate Superhero Story	
1. Read the story. Points for discussion: - Discuss recycling bins at home. What we do we put in the different coloured bins? (“I put In the green bin. I putin the grey bin.”) Etc. - Who recycles clothes by giving or receiving them from brothers/sisters/cousins/friends? This is called reusing. It is better to do this than put it into the bin when they are too small for you or you no longer use them.	

- What could we make with our recycled cardboard and paper?
 - Who would like the special job for today to turn lights off when no one is in the room?
 - Ask how we got to nursery/school that day. (Hands up survey)
1. Who walked to nursery/school today? (Be sensitive. Some children have to get dropped off by car as parents are maybe on their way to work, so it is not avoidable.)
 2. Who was driven to nursery/school today? (Be sensitive. Some children have to get dropped off by car as parents are maybe on their way to work, so it is not avoidable.)
 3. Whose car was driven for a little bit and then they walked the rest of the way? (Park and Stride)
 4. Who rode on their scooter or bike to school?

Which way do they think is best to help our planet?

Explain that the fuel for cars comes from inside our planet and is not helping it?

Explain some cars/buses are now electric, which is better for our planet?

Continued Activities after the story has been read.

Recycling Bins Activity:

Provide outlines of coloured bins for the children to stick items onto each of the bins. This can be a cut and stick activity, or stick on actual items e.g. crisp packets, raisin boxes, silver foil, used paper plates etc. The list is endless!

General Recycling Activity: (Green or Blue Capes)

Have a small group of children (different children each day), who wear their capes to ensure that the recycling is done properly. It is their job to check that everything is in their correct bin. Provide a chart with pictures of different bins with their names beside.

Junk Modelling:

Create a variety of different items to recycle and reuse cardboard/paper. This could be different vehicles; buildings; robots...free choice!

The Lightbulb Team: (Yellow Capes)

Two children would be chosen/volunteered to be the light team. Every time they see a room or cupboard with a light on, but no one in it, it is their job to turn the light off.

How We Got To Nursery/School Survey

Prepare a simple graph for the children to place their name on the chart. (see example)

Y axis – number of children.

X axis – pictures of car, walking etc.

Small squares of paper with each child's name on to place on the chart.

Take a survey of how we got to nursery/school that day.

Invite each child who puts their hand up to come out and place their name square on the graph. (Assist where it has to go.)

- Who walked to nursery/school today? (Be sensitive. Some children have to get dropped off by car as parents are maybe on their way to work, so it is not avoidable.)
- Who was driven to nursery/school today? (Be sensitive. Some children have to get dropped off by car as parents are maybe on their way to work, so it is not avoidable.) **NB** You may (not) want to differentiate between electric and fuelled cars)
- Whose car was driven for a little bit and then they walked the rest of the way? (Park and Stride)
- Who rode on their scooter or bike to school?

Look at the completed graph.

- Which was the most popular way to travel to nursery/school? (Count, pointing to the numbers on the y axis. (Record on a separate sheet near the pictogram)
- Which was the least popular way to travel to nursery/school? Count as before. (Record on a separate sheet near the pictogram)

Display the graph near the entrance to allow parents/grandparents/carers to see the result with a small explanation about the chart. Can they help to change it to more children walking/scootering/cycling?

Lost and Found

Prepare a pile of clothing/shoes/toys from home or lost and found in the nursery/school.

Explain that you have a pile of clothes and you need their help to sort them so that they can be reused by the right people.

Go through the pile of clothes with the children and encourage them to put them into different piles (hoops or boxes) labelled with picture of adult male/female; older boy/girl; younger boy/girl; baby.

As each item is categorised, ask them why they think it should go in a particular pile. Who would reuse it?

At the end of the activity, quickly go through each pile. Are they all in the correct piles?

Why is it important to reuse things?

Further Stories:

A Planet Full of Plastic – And How You Can Help - Neal Layton

Harry Saves The Ocean – Sylva Fae

Somebody Swallowed Stanley – Sarah Roberts

Lost And Found – Oliver Jeffers