



Title: Ellie learns about climate champions at work

Children become 'career detectives', creating interview questions to discover how people working in science careers can help look after the planet for future generations.

Objectives

- Consider examples of positive and negative human impact on planet Earth.
- Recognise that humans can make sustainable choices by trying to use only what they need and not wasting things like electricity, water or food.
- Recognise that some people working in science careers help to look after our planet as part of their job.
- Ask relevant questions to find out more about science careers and climate champions.

Science vocabulary

- climate – the usual pattern of weather in a certain place over many years.
- greenhouse gases – gases in the air that trap heat from the Sun and make Earth warmer than it would be without them.
- sustainable – something we can do or use for a long time without harming where we live and where all other animals (and plants) live.
- career – a job that a person wants to do throughout their lives.
- impact – the effect one thing has on another.

Resources

per class

- *Ellie the Climate Champion* (ABPI) story book or [website](#).
- Optional: Children could invite a real [STEM Ambassador](#) or volunteer from local business or industry (including a parent or friend of the school) to join them for a short in-person or virtual Q&A session.

per group of four children working together

- Activity sheet 2a: Climate champions working with the ABPI – pre-cut into individual cards and shuffled.

Safety guidance



- If conducting in-person or virtual interviews, ensure adult supervision and safeguarding protocols are followed.
- Remind children about online safety if using video calls or recorded materials.

Prior knowledge / experience

A very basic understanding of environmental issues as outlined in the *Ellie the climate champion* story. Note: Some of these issues are introduced in a simple way in Activity 1: *Ellie learns about global warming*.

Top tip

Encourage children to think like Ellie by being thoughtful and curious. Explain that they are not just asking questions, they're investigating how people working in science careers can help to look after our planet as part of their job.

Activity notes

Introduction (30 min):

Recap from Activity 1 that **climate** means the usual pattern of weather in a certain place over a long time (30+ years). Remind children that data collected by scientists shows that the temperature on Earth is slowly increasing over many years (150-200 years). Discuss how humans are living their lives in ways that add more **greenhouse gases** into the air, and these extra gases trap more heat from the Sun and gradually make Earth warmer.

Read or watch [Ellie the Climate Champion](#) where Ellie becomes the class 'climate champion', with the responsibility of "checking that everyone is doing their bit to help look after the planet." (**page 3 book / 0:50 video**).

Make a list of helpful things Ellie does throughout the story in her role as climate champion, e.g. turning off electrical devices, recycling paper, walking to school instead of travelling by car. Explain that these are some things that humans can do to have a positive **impact** and help to protect planet Earth.

Discuss how the choices we *all* make, not just Ellie, can have a positive or negative impact on the planet. It is important for everyone to be a climate champion and think about how they can live in a **sustainable** way. This means trying to use only what they need and not wasting things like electricity, water, or food so that there is enough for people living now and in the future.

Ask children to consider if they already do anything to be a climate champion at school or at home. Add children's own experiences to the list of Ellie's activities and think about how different examples might be considered as sustainable.

Ask children if they know of any **careers** where people at work are responsible for looking after the planet for future generations. Discuss children's ideas and explain that these people are climate champions too.



Career Discovery (30 min):

Introduce the Association of the British Pharmaceutical Industry (ABPI) as a membership organisation that helps companies in the UK that make medicines including tablets, creams and vaccines. Explain that the people who work for the ABPI's member companies care a lot about making the right choices to protect Earth while helping people stay healthy.

Discuss how there are many 'climate champion' careers available working with the ABPI, including people who think about how to:

- make medicine without wasting materials or creating pollution
- use less electricity in factories and offices
- reduce wasteful packaging for medicines, and pollution from delivery vehicles
- help companies care for nature while making medicines.

Share the names of these different science careers working with the ABPI:

Medicine scientist

Engineer

Waste manager

Transport planner

Science communicator

Encourage children to discuss their ideas about what each of these job roles might involve and how people working in these science careers might be considered as climate champions.

Using the pre-cut and shuffled cards from activity sheet 2a, ask children to read the information provided on the cards and then try to match each job name, with a careers and climate champion description.

Discuss how the people who work in these careers need to solve problems and suggest sustainable ways of protecting planet Earth. Children could discuss which job sounds most interesting to them and why.

Additional activity: Question Creation (30 min)

Children work in pairs to generate a list of questions they would like to ask someone working in a science career. Share some useful 'question starters' children might use when formulating their own questions: What, why, how, etc.

Some example questions might include:

- a. What do you do in your job every day?
- b. Why did you choose this career?
- c. How have you solved some problems in your work?
- d. What skills do you need to be a good climate champion at work?



- e. What do you enjoy most about your work?
- f. How difficult is it to be a climate champion?
- g. What advice would you give to a young person who wants to work in a science career?

Encourage children to share their questions with other pairs in the class, and ensure they have time allocated to review, edit and improve their questions.

Additional activity: Interview and recording (30 mins)

There are a number of ways to complete this activity using the final questions that children have created:

- a) Children could research answers to another pair's questions and then role-play interviews with some acting as the climate champion and others as the 'career detective.'
- b) Children could invite a real [STEM Ambassador](#) or volunteer from local business or industry to join them for a short in-person or virtual Q&A session.
- c) Children could record their questions and responses in written form, after which the teacher could upload this material to an AI platform, such as Notebook LM, to generate an engaging audio podcast for others to enjoy. *Note that Notebook LM currently has a minimum age requirement of 13; therefore, this activity must be undertaken with close adult supervision.*
- d) Children could create a 'careers card' to include the name of the science career, drawing or photograph of a person doing that job role and a short description of how the person is a climate champion at work. Collate children's cards and produce your own class pack of climate champions working in science careers.

Questions for thinking

Use these questions to encourage discussion and check understanding:

- Why is it important for people working in science careers to help look after the planet?
- Which career sounds most interesting to you, and why?
- What else do you think you can do to be a climate champion at school and at home?

Taking it further

- Create a climate champion career display with information in writing, drawings and photographs about how people working in different careers help to look after the planet.
- Write letters or emails to local companies asking about their climate champions.
- Nominate a climate champion in your classroom, like Ellie, every week.



- Design a comic strip showing Ellie interviewing someone working in a science career about a project they have been involved in and what sustainable choices they have made.

Industry links and ambassadors

- Find out more about the [ABPI](#) (Association of the British Pharmaceutical Industry) and how it promotes sustainable practices in medicine development and manufacturing.
- Contact [STEM Ambassadors](#) and/or local university outreach teams to form a sustainability school-industry partnership.
- Learn more about climate champions working in shops and businesses in your local area.



ACTIVITY SHEET 2a: Climate champions working with the ABPI

Medicine
scientist

I make medicines to help humans and other animals stay healthy.

I try to make medicines in ways that don't damage the planet, including using ingredients found in plants. I try to make and test medicines using less electricity and less water.

Engineer

I help design, test and look after the machines and buildings where medicines are made.

I design and build machines for making medicines that use less electricity and water and produce less greenhouse gases and other types of waste. I think about how to use the wind and Sun for power instead of burning coal, oil or gas.

Waste
manager

I make sure that unwanted objects and materials are collected and cleared in ways that do not damage the planet.

I think about how to use packaging for medicines that we can recycle more easily, so there is less waste. I try to stop waste from hurting animals and plants or polluting rivers.

Transport
planner

I think about the best ways to move people, ingredients and medicines around.

I encourage people to walk, cycle, share cars or use buses and trains instead of driving alone. I make sure that medicines are delivered using the shortest routes. This helps to reduce greenhouse gases caused by vehicles burning fuel.



Science
communicator

I find different ways to
tell other people
about the company I
work for.

I write reports, make videos
and visit places to explain
how we can work together
to take care of our planet. I
try to inspire others to join in,
learn more and become a
climate champion too.