



Session Plans

Ensure break times are included as and when you think best including time for toilet breaks. After any break we suggest looking at what the students have already looked at.

Time	Topic	Notes
0 – 10 mins	Introduction. Housekeeping. What we are doing.	Go through PP Slides 1-7 Any questions. Have a look at the worksheet. The three climate champions. Say these are real CYP (children / young people).
10-20 mins	Emotions	Go through PP Slides 8-10. Go through the first slide of the Cheshire Cat. Ask CYP what emotions they feel about climate change. Say it is important for readers to understand the emotions of characters in stories. Showing our emotions. Ask everyone to stand up and show the following emotions: happy; angry; sad and shocked / scared using face and body. Examples: Happy – smile, high five. Angry – nostrils flare up, grit our teeth, body shakes. Sad – bottom lip sticks out, head droops down, cry. Shocked / Scared – eyes widen, shake body. Ask CYP to write down what we did. Say showing what happens when we feel emotions is a really good way of helping readers understand our characters and connect to them.
20-40 mins	What do we know about Climate Change. Show video and do Quiz.	Show CYP this video https://www.youtube.com/watch?v=G4H1N_yXBIA Ask CYP to write down any notes as they watch it. Run the quiz with the CYP. Say it's not a competition.

		<p>Discussion on answers. Ask people to write down any notes.</p> <p>Say we will look at this in more detail in session two.</p> <p>(The video will help answer some of the answers)</p>
40-50 mins	Story Structure	<p>Go through PP Slides 13-14.</p> <p>Mention when write story, just focus on one main area.</p> <p>Ask CYP to think of their favourite story including main character, where it is set and what happens.</p> <p>Show examples from 2024 Anthology.</p>
50-55 mins	Possible Break Time	Toilet Break. Allow people to read through the stories from 2024.
55-65 mins	Characters: Part One: Greta Thunberg	<p>Go through PP Slide 15.</p> <p>Show video on GT.</p> <p>https://www.youtube.com/watch?v=uRgJ-22S_Rs</p> <p>What do we think. Ask everyone what they learned about her.</p> <p>There is space on the worksheet to make notes about GT.</p> <p>Do they think she is a good climate champion?</p> <p>Ask CYP if they do anything about climate change now.</p>
65-85 mins	Characters: Making Up a Character	<p>Go through PP Slides 18-30.</p> <p>Say most important part of anyone is their character and personality.</p> <p>What is character and personality</p> <p>Say they are different but influence each other.</p> <p>Use the examples from Harry Potter.</p> <p>Go through the questions on PP and worksheet.</p> <p>Ask people to share what they have written.</p>
85-95 mins	Draw Character	<p>Go through PP Slides 31-33.</p> <p>Have pens/pencils and felt tips handy. Ask people to share their drawings.</p>
95-110 mins	Describe character using words.	<p>Say this is a creative writing project so need to use words to describe character.</p> <p>Ask CYP to think of a name. They can use theirs or make up a name if they want to.</p>
110-115 mins	What our Story is all about.	Look at PP Slide 34.
115-120	Possible Break	
120-125 mins	What our Story is all about.	Look at PP Slide 34.
125-135 mins	Look at Learning Resource and the anthology of stories from 2024	Use the learning resource and show more stories from the anthology from 2024.
135-150 mins	Causes, Consequences and What can be done	<p>Go through PP Slides 35-46.</p> <p>This in more detail to previous session.</p>

		<p>Go through PP. Ask people to write down any notes to help – say all on learning resource as well. Ask CYP what concerns them the most about climate change – this could inspire their story. Ask CYP what they think they could do – again this could inspire their story. Go through resource and see if there is any of the links they would like to see Or just go through one https://kids.earth.org/ LCR Barrage Video https://youtu.be/xyVkuFXqLPw If this link does not work go to this link https://www.liverpoolcityregion-ca.gov.uk/its-time-for-tidal and scroll down.</p>
150-160	<p>What part do you want to write about? Do you think we can still do something? What can we do?</p>	<p>Go through PP Slides 44-45. Group discussion but focus on everyone getting their own ideas down. There is room on the worksheet to write down notes. Say look more at what we can do later on in course.</p>
160-170	Plots	<p>Go through PP Slides 46-51 Say that in all stories there has to be a plot – ie what will happen and that we will look at 4 of the basic plots to help CYP think about their story. Go through one at a time and ask CYP to think of stories which contain these. There is room on the worksheet to write down examples. Give examples. Overcoming the Monster: Harry Potter. Quest: Lord of the Rings Tragedy: Hamlet, Othello, Macbeth. Rebirth: A Christmas Carol, The Grinch. Say why each one can be a good one to have. Say quest always goes with overcome. Say some stories just have one and some have others. Say even a tragic story can be inspiring as it may make people realise they have to do something too. Ask CYP what plot or plots. would they want to use in their stories. We look at this further in dilemmas.</p>
170-185 mins	Dilemmas Part One	<p>Go through PP Slide 52. This is linked to plots. In this section we are going to look at what part of climate change we want to look at and how we think it can be tackled and link it into a plot. To help show this video https://www.youtube.com/watch?v=PsLL9WC-2cQ And ask CYP what they thought about it.</p>

		<p>Show examples of what we can do in our stories from the PP (slide 53).</p> <p>Ask CYP what they think could happen in their story.</p> <p>Ask if everyone would like to discuss ideas in the group.</p> <p>There is space in the worksheet to write down ideas.</p>
185 – 190 mins	Possible Break Time	Toilet Break.
190 – 205 mins	Dilemmas Part Two	<p>Go through PP Slide 54.</p> <p>Say we cannot do things all by ourselves.</p> <p>Go through the list and ask CYP who can help us or stop us in our story.</p> <p>There is space to write down notes on the worksheet.</p>
205 – 225 mins	Setting the Scene Part One	<p>Go through PP Slides 55-58 and talk about what things we can use to help readers imagine the scene in their imaginations.</p> <p>Say setting scenes is really important to help readers picture the story.</p> <p>In our story – we will look at this more when we plan our stories – we want to get readers feeling emotional about climate change.</p> <p>Remind CYP of what emotions they feel about climate change and that they should try and get others to feel the same way by setting a scene.</p> <p>Show CYP PP Slide 59 and ask them to have a go at describing the scene. There is space in the worksheet to do this.</p> <p>Ask CYP to share what they have written down.</p>
225-240 mins	Setting the Scene Part Two	<p>Ask CYP to think of one scene about climate change. It does not have to be where the main story could be set. For example their story could be set at home or in school but this scene can be anywhere in the world which is affected by climate change.</p> <p>As examples their scene could be about flooding, or trees being cut down in rainforests or ice caps melting.</p> <p>For the remainder of the session, ask CYP to draw a scene for their story. We will use words to describe it in the next session. Ask CYP to share what they have done.</p>
240-245 mins	Possible Break	
245 – 260 mins	Setting the Scene Part Three	Show CYP PP Slide 57 and ask them to describe their scene. Ask CYP to share what they have written down.

260-285	A Moral for their Story	<p>Look at PP Slides 60-62. Ask them what they think a moral is.</p> <p>Show the examples on PP Slide 63.</p> <p>Can CYP think of a moral for their story.</p> <p>There is space in the worksheet in the planning section – part six for them to write down their moral.</p>
285 – 300 mins	Planning the Story	<p>Ask CYP whether it is a good idea to plan their story before writing it up. What do they say?</p> <p>Go through the story plan with CYP.</p> <p>There are 6 parts to the story plan and we have already looked at all of it.</p> <p>Ask CYP if they have any questions.</p> <p>They are welcome to change the plan in their story if they want to.</p>
300-305 mins	Possible Break Time	Toilet Break.
305 – 320 mins	Questions and Answers	<p>Ask CYP if they wish to go through any of the course materials again including the learning resource. Is anyone struggling?</p>
320 – 360 mins	Planning the Story / Start Writing their story / Thinking of a Story Title.	<p>Ask CYP to write down any more notes on the worksheet to help them plan their story. There is space in the worksheet to do this.</p> <p>Ask CYP to share their ideas with the group.</p> <p>If there is time, say they can start writing it up or they can think of a story title.</p> <p>To help, go through the anthology of stories from our 2024 project.</p>