



TEACHER GUIDE





CLIMATE CHAMPIONS: TEACHER GUIDE

WELCOME TO TEEN TITANS GO! – CLIMATE CHAMPIONS.

The *Teen Titans Go!* team's latest challenge is climate change.

They are determined to make everyone a Climate Champion by raising awareness of climate change issues and by persuading anyone who thinks they can't help to get involved and become a Climate Champion!

Many of your pupils might already have a good awareness of some aspects of the situation regarding climate change, extreme weather situations etc.

This unit is designed to deepen their understanding of the current issues and to empower, enable and inspire them to play their part in helping to remedy some of the problems we all face with regard to climate change.

And who better to motivate them than the *Teen Titans Go!* team!

YOUR TEEN TITANS GO! PACKAGE CONTAINS:

- ★ A *Teen Titans Go!* Lesson Framework with Key Stage 2 lessons created by educational professionals.
- ★ DFE National Curriculum (NC) KS2 links attached to each lesson.
- ★ NC links include English (Writing), English (Spoken Language), Art and Design, Geography and Science.
- ★ A Pupil Activity Sheet for each lesson.
- ★ A presentation to support each of the 5 lessons.
- ★ A link to the Cartoon Network Climate Champions website (below) which contains a wide variety of interesting activities, information etc. in pupil-friendly format.
- ★ This Teacher Guide to provide further support and suggestions for each lesson.

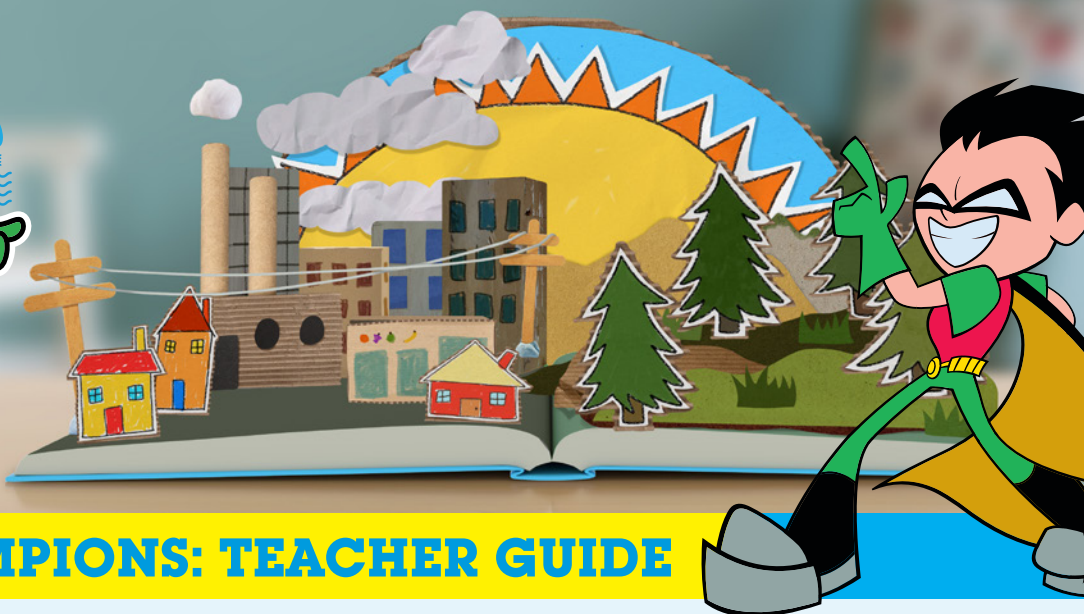
THE TEEN TITANS GO! PRESENTATION AND VIDEO CLIPS

- ★ Your presentation display has been designed to be used alongside each lesson.
- ★ A *Teen Titans Go!* video clip is embedded into each of the lesson presentations.
- ★ You can use these clips as Lesson Starters if you wish.
- ★ Each clip relates directly or indirectly to the lesson theme.
- ★ The presentation slides add an extra dimension to your lesson plans.



GET THE REST OF YOUR LESSONS AT:
WWW.CARTOONNETWORKACADEMY.CO.UK





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LESSON 1: THE BIGGEST TEEN TITANS GO! CHALLENGE – EVER!

After a quick introduction to the *Teen Titans Go!* team, a useful way to launch the overall theme might be to lead a whole-class discussion about climate change and evidence of its effects both here in the UK and around the world.

Pupils might offer examples of extreme weather that they've seen on TV news or even experienced directly or indirectly through relatives or friends.

The core content of the lesson is for pupils to produce a piece of writing with the title: '[What Planet Earth Means To Me](#)'.

This can be in the form of descriptive writing, a poem or a story. You may prefer to limit their choice to a single form of writing.

Whichever form they opt for, the main theme should be an expression of what they value most in the natural world and what they feel about the threat posed to our planet by climate change.

The Pupil Activity sheet and presentation both offer helpful suggestions such as describing a favourite place that pupils like to visit, their hopes and fears for the natural world and why they think it is important to stand up for nature by being a [Climate Champion](#).





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LESSON 2: MESSAGE FROM STARFIRE AND CYBORG. YOU MUST DO MORE! (PART 1)

This is a climate change research lesson which should generate information, facts and figures and other material that will be useful to them in Lessons 3, 4 and 5.

These are some useful, authoritative websites for pupils to use but there are similar sources of information which you might prefer.

Climate Champions:	https://cartoonnetworkclimatechampions.com/en-gb/
NASA:	https://climate.nasa.gov
World Wildlife Fund:	https://www.wwf.org.uk/climatechange
The Royal Society:	https://royalsociety.org/topics-policy/projects/climate-change-evidence-causes/

These websites appear on the pupil activity sheet for this lesson.

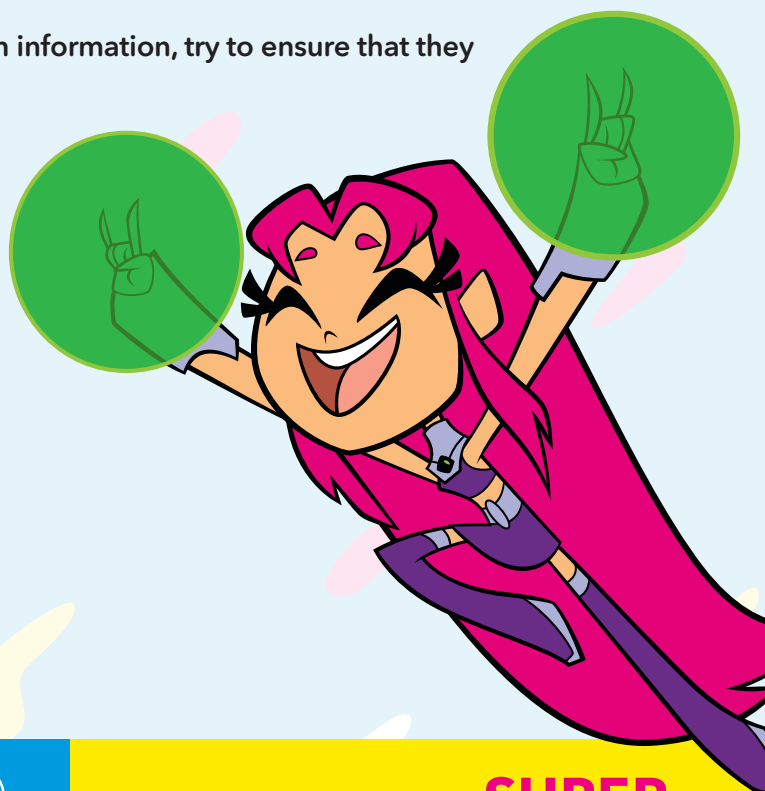
An interesting angle on climate change with which you might be familiar is Banksy's ironic graffiti statement '*I Don't Believe In Global Warming*'.

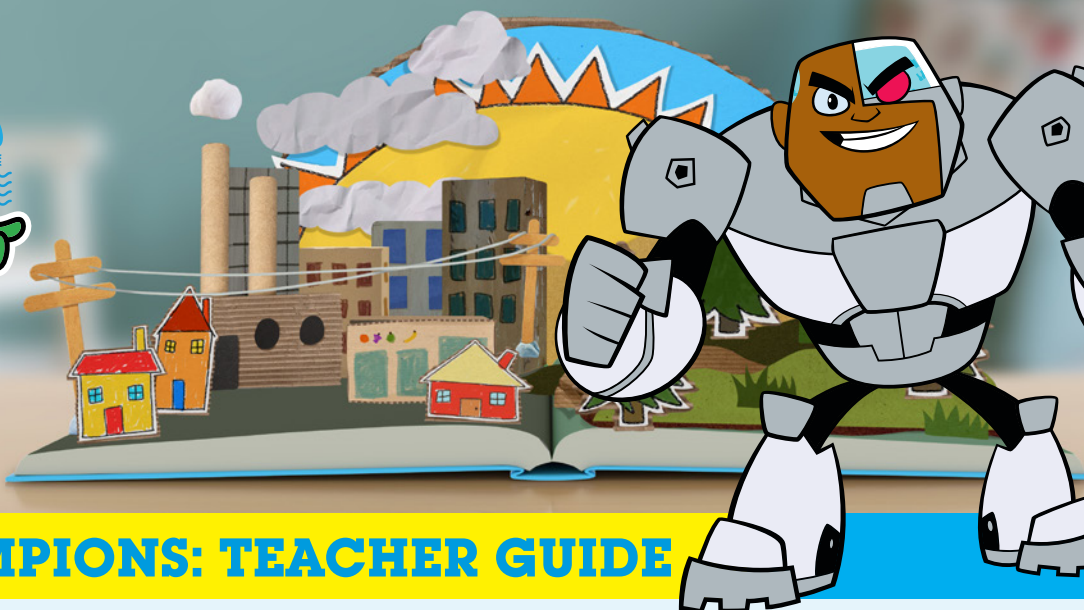
If pupils can find this through their search engine, it could be used to stimulate a useful discussion and/or, even a graphic example of the use of irony.

Once pupils have gathered their climate change research information, try to ensure that they keep it available for the next lessons.

RESEARCH

It is expected that the short research task included in this lesson (and any other research in connection with this project) will be offered in accordance with general and school-specific safeguarding protocols and procedures.





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LESSON 3: MESSAGE FROM STARFIRE AND CYBORG. YOU MUST DO MORE! (PART 2)

The task for pupils for this lesson is to design a Climate Champions poster.

The poster should be bold, eye-catching and impactful and can feature any aspect of the climate change they have encountered during lessons 1 and 2.

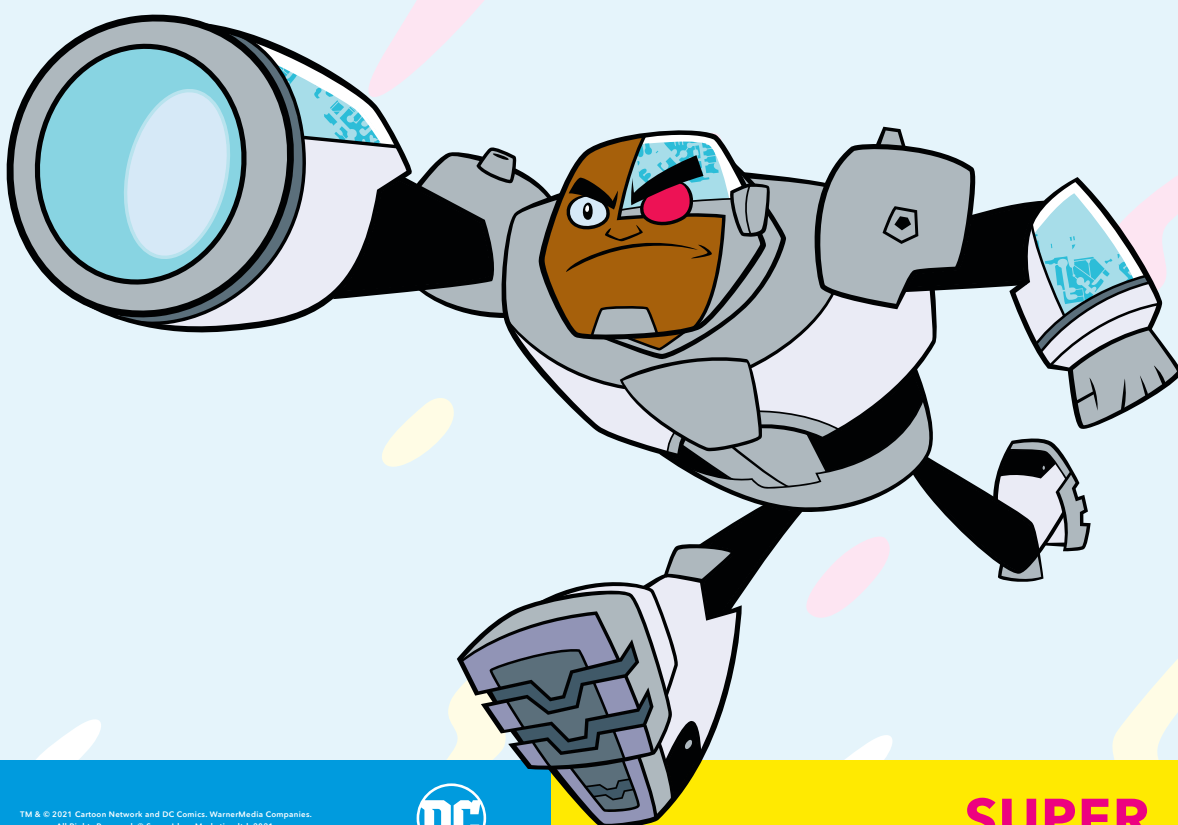
They might choose to focus on:

- ★ The effects of climate change that are already apparent.
- ★ Extreme weather events.
- ★ Facts and figures discovered during the research phase of their lesson.

However,

- ★ ...pupils should be encouraged to project a positive message, e.g. 'This is what you can do to help'.
- ★ The key message is that everyone can be a Climate Champion and that change for the better doesn't start elsewhere, it starts with YOU.

At your discretion, and depending on the situation at your school, the completed posters might be displayed in the classroom, around the school or even further afield.





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LESSON 4: CAN YOU CREATE A NEW TEEN TITANS GO! CLIMATE CHAMPION EPISODE?

This activity challenges pupils to imagine a friendly stand-off between two groups within the *Teen Titans Go!*

- ★ On the one side there's Starfire, Raven, Cyborg and Gizmo who are already enthusiastic Climate Champions.
- ★ But, Beast Boy, Trigon and Bumblebee, whilst acknowledging the threat to Planet Earth posed by climate change, are yet to become fully-fledged Climate Champions; they're yet to be convinced that individuals really make that much of a difference.
- ★ Robin has ordered Starfire, Raven, Cyborg and Gizmo to make it their mission to persuade Beast Boy, Trigon and Bumblebee to become true 'Climate Champions'.
- ★ Pupils are tasked to write a short *Teen Titans Go!* episode in which Beast Boy, Trigon or Bumblebee are persuaded to become Climate Champions by one or more of the other *Teen Titans Go!* team.
- ★ To avoid over-complicating the writing process, pupils should focus on a maximum of three *Teen Titans Go!* characters; they should not include all the *Teen Titans Go!* team - on either side of the discussion.
- ★ The episode should last just 1½-2 mins, just like the short *Teen Titans Go!* clips.
- ★ Their episode should be set out like a playscript with a new person speaking on each line.
- ★ It can be illustrated with *Teen Titans Go!* pictures.
- ★ A useful source of pictures of the various *Teen Titans Go!* characters can be found online.
- ★ Some pupils will be able to reflect the diverse characters of *Teen Titans Go!* in their writing and some may also be able to inject humour into the scenario.

You might want to consider re-showing one or two of the short *Teen Titans Go!* clips so that pupils can remind themselves of the personalities and speech patterns of the *Teen Titans Go!* characters they choose to use for their piece.

Ultimately, the goal is to inspire Beast Boy, Trigon and Bumblebee to become fully committed **Climate Champions!**





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LESSON 5: EVERYONE CAN BE A CLIMATE CHAMPION!

The first phase of this lesson can be used as an opportunity for pupils to finish off their *Teen Titans Go!* episode. Then, if appropriate, you might set up an in-class session in which the various pairs and groups who created their episodes are given an opportunity to share it with the whole class.

You might even want to set up a competition with various categories such as:

- ★ Most persuasive episode.
- ★ Most realistic *Teen Titans Go!* dialogue.
- ★ Best use of humour.
- ★ Best researched piece.
- ★ Best illustrations.
- ★ Most accurate piece (from a SPaG perspective).
- ★ Best acting.

Before they launch their episode in public you can assist them by using this checklist which also appears on the pupil activity sheet:

- ★ Have they set their writing out like a play?
- ★ Have they included up to 3 *Teen Titans Go!* characters?
- ★ Does the dialogue match each Teen Titans character?
- ★ Is the plot convincing?
- ★ Are there any examples of *Teen Titans Go!* humour in the episode?
- ★ Are there any pictures of Teen Titans characters (or of any of the scenes?).
- ★ Have they checked SPaG?
- ★ Do Starfire, Raven, Cyborg and Gizmo win the argument?

If you are happy to do so, this part of the lesson can present pupils with an opportunity to share their work with the whole class. If so,

- ★ Pupils should choose who is to introduce their piece.
- ★ And also decide who will take each part.

If one or two of the episodes are especially successful, you might wish to consider using them as part of a special Climate Champions Year Assembly or School Assembly.

**THANKS FOR SIGNING UP TO CLIMATE CHAMPIONS –
WE HOPE YOU AND YOUR CLASS HAVE ENJOYED IT!**

