

20 Lessons for 20 Years

**What laws exist to protect the environment?
Key Stage 3 / Year 9**

<p>Overview</p>	<p>This is the second lesson in a series which links the theme of sustainability and holding government to account. They were originally designed at the time of COP26 in 2021. This unit of work allows pupils to explore the connections between core citizenship concepts and issues which is often cited by young people as being a priority. Across the unit pupils, will develop an understanding of how responsible action can hold hold representatives to account, the role Britain has in working with other countries to ensure that sustainability goals are met, and take action on the climate crisis.</p> <p>Education around the climate crisis and sustainability have been seen as key to combating climate change. The impact of climate change is much broader than just changes in weather and it is within the Citizenship curriculum that we can illustrate these concepts with concrete examples. This includes highlighting the social injustices that climate change brings with it by looking at the individuals most affected by its impact. Also, the ability to use our civil society and democratic system to hold our representatives to account and create change. By using these substantive and procedural concepts in our classrooms we can ensure pupils develop an understanding of climate literacy and have an opportunity to participate fully in a programme of climate based education.</p> <p>This lesson introduces and defines the concept of Green Crime. Although many of us are familiar with the fact that the environment is protected and of the existence of the Environment Agency and that we have laws to protect the environment. However, Green Crime goes further than just this and encompasses a larger range of activities that cause harm or damage to the planet. The law that exists about to address Green Crime differs from country to country.</p>
<p>Citizenship Skills and Concepts</p>	<p>This lesson considers concepts of democracy and government, fairness and justice and rights, inequalities and participation. Students will develop their knowledge of sustainability whilst looking at the impact of Green Crime in a variety of different contexts and settings around the world. They will consider how they can take action to encourage changemakers to engage in sustainable development.</p>

<p>Essential Teaching Guidance</p>	<p>This lesson can be adapted in a range of ways to suit the needs of the students. Case studies have varying levels of difficulty. You may also add your own examples such as more recent news stories.</p>
<p>Learning Objectives</p>	<ul style="list-style-type: none"> ● Describe the meaning of green crime. ● Develop an understanding of a range of green crimes. ● Consider some of the laws and punishments applicable to green crimes. ● Discuss how people can take Citizenship Action on the issue of green crimes.
<p>Resources</p>	<p>Case study worksheets - differentiate learning by case study - Wild animal trafficking, dumping in the sea and electronic waste mismanagement.</p>
<p>Assessment Opportunities</p>	<p>Using the what is Green Crime brain-dump will allow teachers to gauge the level baseline understanding around the topic.</p>
<p>Do now / Starter /Entry Task</p> <p><i>(15 minutes)</i></p>	<p>Students are encourage to gauge their baseline understanding of Green Crime. Using a brain-dump activity, students try to consider a definition of Green Crime. Following this they can secure their understanding of the concept of sustainability, linking it directly to citizenship:</p> <p>Democracy and government - the role of the government in decision making</p> <p>Fairness and justice and rights - considering personal and national responsibility for our planet</p> <p>Inequalities and participation - ensuring equality for all and fair opportunities</p> <p>Using this activity allows us to establish any misconceptions students may have on a topic and also gauge the level of understanding a class has. For additional challenge in this activity students can try to link the concepts together. After introducing the definitions, students will add to their brain-dump to enhance it with new ideas.</p>

<p>Task 1 <i>(15 minutes)</i></p>	<p>Watch the video clip talk through how the UK government works with other countries to bring green criminals to justice. In this instance, Rishi Sunak refers to the G7 - a group of the richest and most economically advanced countries that work together to tackle global issues. In the 2021 G7 Summit, The UK invited Australia, India, South Korea and South Africa as guest countries. It's helpful to share this information with your class to make synoptic links across Citizenship concepts.</p> <p>The pupils then make notes about laws - Pupils are asked to create a diagram about the different laws that exist in England to stop Green Crime. To enable memory retention,, they should make an image that helps to exemplify the law. This could be simple images as shown in the example slide.</p>
<p>Task 2 <i>(20 minutes)</i></p>	<p>Case study examination - it's very important that pupils can reference real examples of issues to strengthen their arguments and advocacy. If you can prove something is already happening, it's much easier to persuade changemakers to take action.</p> <p>Split class into groups. Give each group a case study to examine and a worksheet for each student. There are three case studies but you can find more, or replace the existing ones. Up to date case studies are a key part of Citizenship education. Ask them to fill in the worksheet, then be ready to summarise the case study and present to the class, discussing the impact of each case study after each presentation. If you have multiple groups, then use a question and answer session technique to get feedback from each group.</p>
<p>Task 3 <i>(15 minutes)</i></p>	<p>Why do criminal sentences exist for Green Crimes? At this point, you need to remind the class about why we have punishments for criminal sentences. Not all 'Green Crimes' are criminal, some are dealt with in a civil court but this will focus on criminal acts and how they are punished. Discuss the content of the slide and then ask students to gather their ideas about punishments for green crimes in the second worksheet. Encourage them to reference their case study and to explain the impact. Justify arguments on both sides.</p> <p>When gathering feedback from the pupils, use cold-calling and pose-pause-pounce-bounce to ensure a range of responses.</p>

<p>Plenary / Reflection</p> <p><i>(5 minutes)</i></p>	<p>Spend a few moments with the class discussing how they could take action.</p> <p>Who are the people that have the power to change issues? These are the ones that we, as citizens, need to persuade to take action.</p> <p>Are they government ministers, members of parliament or company CEO's?</p> <p>Who would be their target audience if pupils are trying to make a change?</p> <p>What is the best way of taking action? What methods might be most effective or suitable?</p>
<p>Takeaway Task</p>	<p>What other examples of Green Crime can you find in the news? Watch TV or search the internet on quality news channels to find examples and bring back to class.</p>
<p>Additional Teacher Links & Resources</p>	<p>Glossary:</p> <p>Green Crime Green crime involves illegal activity that not only directly harms the environment but threatens our wildlife, impacts business supply chains, and poses a danger to security and stability around the world.</p> <p>Deforestation Deforestation or forest clearance is the removal of a forest or stand of trees from land that is then converted to non-forest use.</p> <p>Wildlife Crime 'Wildlife crime' refers to the taking, trading (supplying, selling or trafficking), importing, exporting, processing, possessing, obtaining and consumption of wild fauna and flora, including timber and other forest products, in contravention of national or international law.</p> <p>Pollution Pollution is the introduction of harmful materials into the environment. These harmful materials are called pollutants.</p>