



## Power to be

### Lesson plan for KS2

**Aim:** To explore the power of renewable energy and its potential to transform communities and lift people out of poverty

**Themes:** renewable energy, stewardship, sustainability, global neighbours, poverty, education, health

**Time needed:** 45-60 minutes

**Preparation:** Cut out rays and a large circle for the sun, download Veronica's story PowerPoint and *Power to be* Campaign guide for schools – this should take 5-10 minutes.

#### Curriculum links

- **Geography:** Climate, climate change and sustainability
- **Science:** Renewable energy
- **English:** Persuasive writing
- **RE:** CAFOD's Universal Church RE units or any lessons about stewardship, creation, justice and neighbours



For more resources go to:

[cafod.org.uk/primary/climate](http://cafod.org.uk/primary/climate)

#### Starter – Life without electricity

Invite the children to close their eyes and imagine life without electricity – no lights at school or at home later when it gets dark, no technology in the classroom (no computer or interactive white board today), no chance of boiling a kettle, or charging your mobile phone, ipad or laptop, no fridge or freezer to keep your food chilled, no electric stove, oven or microwave for cooking dinner, no computer games or TV tonight. The list goes on...

#### Key questions:

How would you feel? How would you cope?

Choose one out of every six children to stand up. Explain that one in six people in the world live without electricity. Without electricity people are held back – children can't study after dark, life-saving vaccines can't be kept cold, and clean water can't be pumped for families to drink. It stops people from achieving their potential.

## Main input – What is renewable energy?



### Quick quiz (answers in bold)

1. What renewable energy source is especially good in countries that get lots of sunshine? **a) solar power** b) wind power c) hydro power
2. Which one of these is not a fossil fuel? a) oil b) coal **c) solar**
3. What kind of energy do wind turbines produce? Gas or **electricity**?
4. Name a renewable energy source (answers could include **solar power, wind energy and hydro power**).

## Case study – Veronica's story

Share and discuss the story of Veronica from Kenya. Use the PowerPoint available at:

[cafod.org.uk/primary/climate](http://cafod.org.uk/primary/climate)



### Key questions:

1. What difference has renewable energy made to Veronica's life?
2. How do you think Veronica feels?
3. What would you like to say to Veronica?

### Discussion point:

#### Why renewable energy?

Local, renewable energy like solar is usually the cheapest and most efficient way to bring power to the poorest communities. By using the power of the sun, people don't have to rely on unpredictable, dangerous and unhealthy energy sources such as candles, paraffin lamps and firewood. Having electricity is vital. It means:

- children like Veronica can study after dark,
- nurses can keep vaccines cold,
- farmers can irrigate crops, and
- people can drink purified water.

It gives communities around the world the power to achieve great things and lift themselves out of poverty. And all of this without harming the planet.

## Main activity

Explain to the class that by joining CAFOD's Power to be campaign, they are speaking up for greater access to local, renewable energy overseas – giving children like Veronica the power to achieve great things and break free from poverty.

### Discussion point:

#### Why is *Power to be* targeting the World Bank?

The UK helps fund energy projects around the world. It sends money to the World Bank, which aims to end poverty and protect the environment. But the World Bank is currently only investing a small amount on local, renewable energy.

We need to send a message to the World Bank to invest more money in local, renewable energy because it provides safe, reliable and affordable energy to poor communities so that children everywhere have the power to achieve great things.

**Key question:** What would you say to persuade the World Bank to invest in local, renewable energy?

**Hint:** The children may wish to use Veronica's story to help them.

## Take action – create a *Power to be* display

Create a display to show the power of the sun. Ask children to write something on their ray of sunshine: this could be a message to the World Bank or to Veronica, a promise to save energy, or a prayer for children to have access to electricity and reach their potential. For more information, see *Power to be* Campaign guide.



## Plenary

Bring all the rays together to form one giant sun – the bigger and brighter, the better. Invite children to share their messages. Display the sun somewhere where lots of people can see it!

## Closing prayer

God of all that is good,  
you make the sun rise across the earth,  
you breathe wind through the fields,  
you pour water from the mountains.  
Move us to change our lives,  
and bring the power of your love,  
so that all may flourish.  
Through Christ our Lord, Amen.

**Remember to complete the return form to let CAFOD know you have taken part.**

This is important because it shows you are part of a bigger movement speaking up with other schools around the country about the power of local, renewable energy. Joining together will make our message to the World Bank even stronger. Email your photos and stories to [schools@cafod.org.uk](mailto:schools@cafod.org.uk) and share your photos on Twitter and Facebook, tagging @CAFOD





# Campaign action return form



Thank you for joining CAFOD's Power to be campaign. Please complete and return this form to tell us how many people in your school or group have taken part in this campaign by signing a campaign action postcard or writing a message on a sun ray as part of an activity.

If your group has used the **action postcards**, please **send them to us** with this form, and fill in your details and the number of cards completed below.

If your group has **written messages on sun rays**, please **keep these to display**, and simply record your details and the number of people who took part on the form below.

Please return this form to:

**Supporter Care, Romero House, 55 Westminster Bridge Road, London SE1 7JB**

## Group details

Name of school/group:

**Please tick:**

- Primary school  
 Secondary school  
 Youth group

Address of school/group:

  
  

Postcode:

## Total number of actions (postcards and/or messages on sun rays):

Under 18s:  Adults:

**Yes!** I would like to receive more information about CAFOD's work via email.

Email address:

CAFOD will store and process your information in accordance with the 1998 Data Protection Act and we may contact you. We do not share your information. For details visit: [cafod.org.uk/privacy](http://cafod.org.uk/privacy)

## Feedback

We would love to see photographs of your group's activities. Please tag @CAFOD in your photographs on social media, or email [schools@cafod.org.uk](mailto:schools@cafod.org.uk) to send us photos and details of your event so that we can share these on our website.