



Write a Letter to Your Energy Minister

Excessive **greenhouse gas emissions** in the atmosphere are causing **climate change**. These greenhouse gases can be traced back to **many** different sources, such as cars and farms, but it is **energy production** that is the single largest contributor to greenhouse gas emissions. To produce energy, humans mostly burn fossil fuels, like coal, gas, and oil. Burning these fuels releases greenhouse gases that trap heat in the Earth's atmosphere.

ClimateScience's second book, [Sven's Search for Clean Energy](#), explains the effects of energy production on climate change in a way that is **easy** for children to understand and doesn't generate anxiety about the future. It ends on a bright note: Sven, Earthly, and their friend Johannes talk about energy options that don't produce greenhouse gases!

Read the book to the class or have the students take turns reading it aloud. Once you've finished, ask the students to write a letter to your country's energy minister. The purpose of this letter is to ask the **minister** to focus on **powering** your country using **renewable sources** instead of fossil fuels. This will help the students practise their **writing** and **persuasion** skills.

Things the students should consider when writing their letter

Layout

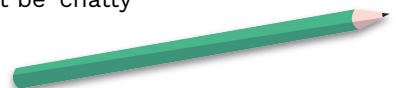
- Your address (school address) in top right corner with the date just below
- Receiver's address beneath this on the left hand side
- Begin: Dear Mr/Mrs/Miss etc. followed by a comma, before starting a new line
- Introduce what you're writing about in the first paragraph
- Start a new paragraph for each different argument you would like to put forward (aim for 2-3)
- A concluding chapter should summarise your arguments and drill home why the minister should take action
- Sign off with 'Yours sincerely' and then, beneath, your name

Language

- First person, present tense
- Use of persuasive and emotive language

Tone

- Formal tone of voice – the text should not be 'chatty'
- Use clear arguments and facts





We recommend that students have **sticky notes** or slips of paper at hand while reading the book. They can use these to write down interesting **facts**, new or confusing **vocabulary** terms, and **questions** they may have. At the end of the reading, gather these notes and display them on the wall for everyone to see. You may want to use this as an opportunity to discuss what the students have learnt and what they are still unsure about, as well as to define any terms that are new to them.

We welcome feedback and would be delighted to hear your thoughts on this activity. Feel free to email schools@climatescience.org and we'll be sure to get back to you soon :)

