#walktheglobalwalk

Teacher's Briefing and Resource Pack 2

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COLOPHON

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Logical Framework for the curriculum (increasing complexity – linear progression)

Common Introductory Lesson Plan

“THE COLOURS OF A SUSTAINABLE WORLD”
“CLIMATE CHANGE: I WANT YOU TO KNOW”

+

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CLIMATE CHANGE AND THE HUMAN DIMENSION	CLIMATE CHANGE AND THE ENVIRONMENTAL DIMENSION	CLIMATE CHANGE AND THE ECONOMIC DIMENSION	COMMON FINAL LESSON PLAN

This Teacher’s Briefing and Resource Pack is the result of an intense collaboration of an Educational Task Force consisting of 3 different European organisations (we will add them at the end) and selected Teachers’ Committee, with the cooperation of the 8 other partners (we will add them at the end).This product reflects an essential European dimension and is also full adaptable to each national context, with the aim of developing a common European learning community..

WHAT IS THIS?

This Teacher's Briefing and Resource Pack 2 is part of Walk the Global Walk's comprehensive educational programme supporting teachers and school students (primarily aged 11-18 years) to critically engage with current global trends and issues through the Sustainable Development Goals (SDGs).

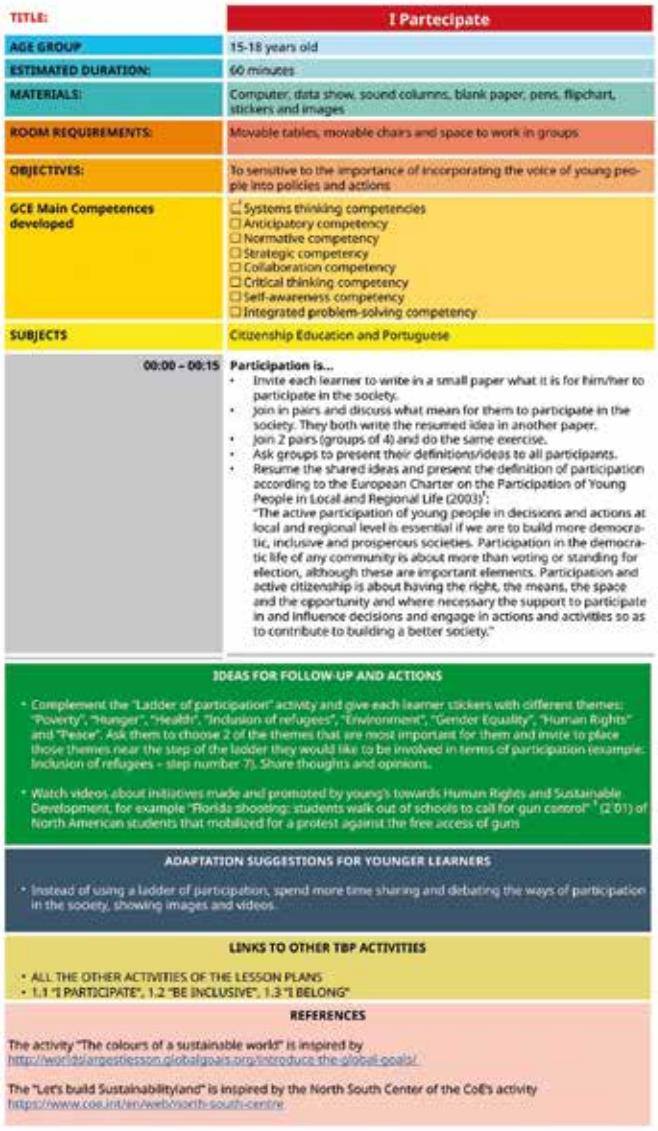
It is a simple and clear tool, which is intended for teachers, like you, who want to embed Global Citizenship Education and Sustainable Development Education topics and methods within your discipline and/or to develop cross-curricular lessons, collaborating with other colleagues. In fact, it provides you with all the information, guidance and support to plan curriculum work with more innovative pupil-led pedagogical approaches.

Teacher's Briefing Pack 2 focuses on "SDG 13: Climate Action - Take urgent action to combat climate change and its impacts" and follows Teacher's Briefing Pack 1, dedicated to "SDG 11: Sustainable Cities and Communities".

The pedagogical proposal has:
- a first common activity on Agenda 2030, the SDGs and SDG13 (1 hour)
- 2 hours of lesson plans focusing on a different aspect of Climate Action, to be chosen among: 1) Climate Change And The Human Dimension ; 2) Climate Change And The Environmental Dimension; 3) Climate Change And The Economic Dimension;
- a final common activity on climate action (1 hour);

Therefore, you can choose to work with your students at different levels, implementing between 1 and 3 lesson plans, beyond the first and the final common activities. This way, in-class-course can have an estimated duration between 4 and 8 hours. The curriculum is linear in nature so part 1 is set in a general framework and then progressively gets into more nuanced and specialized issues, ending with important small actions to be taken to fight climate change. Even though modularity is a possibility, discussing the aspects in the order given will allow participants to gain a more complex perspective on issues that are becoming increasingly divisive and controversial. You should be aware that the lesson plans provided are "adaptable" and are not wholly prescriptive and that the learning strategies are also interchangeable. When preparing materials for the activities, please consider the environmentally-friendly options if possible, like showing images on the screen rather than printing handouts.

Here is an example of the lesson plans of this Pack. Each activity includes a debriefing, which is very important both for you as a teacher and for your students. In fact, it creates important opportunities to consolidate learning, reflect and evaluate, expressing feelings, understanding what worked well and what can be improved. In general, the amount of time and attention that you put into debriefing should correspond to the length and significance of the activities implemented



TITLE:	I Partecipate
AGE GROUP	15-18 years old
ESTIMATED DURATION:	60 minutes
MATERIALS:	Computer, data show, sound columns, blank paper, pens, flipchart, stickers and images
ROOM REQUIREMENTS:	Movable tables, movable chairs and space to work in groups
OBJECTIVES:	To sensitive to the importance of incorporating the voice of young people into policies and actions
GCE Main Competences developed	☐ Systems thinking competencies ☐ Anticipatory competency ☐ Normative competency ☐ Strategic competency ☐ Collaboration competency ☐ Critical thinking competency ☐ Self-awareness competency ☐ Integrated problem-solving competency
SUBJECTS	Citizenship Education and Portuguese
00:00 – 00:15	**Participation is...** • Invite each learner to write in a small paper what it is for him/her to participate in the society. • Join in pairs and discuss what mean for them to participate in the society. They both write the resumed idea in another paper. • Join 2 pairs (groups of 4) and do the same exercise. • Ask groups to present their definitions/ideas to all participants. • Resume the shared ideas and present the definition of participation according to the European Charter on the Participation of Young People in Local and Regional Life (2003)[1]: "The active participation of young people in decisions and actions at local and regional level is essential if we are to build more democratic, inclusive and prosperous societies. Participation in the democratic life of any community is about more than voting or standing for election, although these are important elements. Participation and active citizenship is about having the right, the means, the space and the opportunity and where necessary the support to participate in and influence decisions and engage in actions and activities so as to contribute to building a better society."

IDEAS FOR FOLLOW-UP AND ACTIONS

- Complement the "Ladder of participation" activity and give each learner stickers with different themes: "Poverty", "Hunger", "Health", "Inclusion of refugees", "Environment", "Gender Equality", "Human Rights" and "Peace". Ask them to choose 2 of the themes that are most important for them and invite to place those themes near the step of the ladder they would like to be involved in terms of participation (example: Inclusion of refugees - step number 7). Share thoughts and opinions.
- Watch videos about initiatives made and promoted by young's towards Human Rights and Sustainable Development, for example "Florida shooting: students walk out of schools to call for gun control" [1] (2'01) of North American students that mobilized for a protest against the free access of guns

ADAPTATION SUGGESTIONS FOR YOUNGER LEARNERS

- Instead of using a ladder of participation, spend more time sharing and debating the ways of participation in the society, showing images and videos.

LINKS TO OTHER TBP ACTIVITIES

- ALL THE OTHER ACTIVITIES OF THE LESSON PLANS
- 1.1 "I PARTICIPATE", 1.2 "BE INCLUSIVE", 1.3 "I BELONG"

REFERENCES

The activity "The colours of a sustainable world" is inspired by
http://worldslargestlesson.globalgoals.org/introduce-the-global-goals/

The "Let's build Sustainabilityland" is inspired by the North South Center of the CoE's activity
https://www.coe.int/en/web/north-south-centre

in class. For this reason, you can decide to ask just one or a few questions or to give students these questions to answer as an assignment. In any case, we strongly recommend you always take some time for plenary debriefing. The activities have been designed to be as inclusive as possible: we speak about minorities, people with migratory backgrounds, with disabilities and we have included methods that try to meet special needs. However, you know your students better than anybody else, so please bear in mind the inclusive dimension and adapt the activities if you think they may hurt someone's feelings or exclude some of your students.

To get the best out of this course, we recommend you carefully read all the sections first and then follow the tips on how to link the activities to the disciplines taught. Once again, you know what fits your discipline better than anybody else.

You will also find some QUESTIONS FOR REFLECTION at certain points in the document – these are designed to help frame your thinking and planning in relation to the learning and teaching opportunities.

At the beginning and at the end of the Lesson Plans you will find a simple, brief ex ante and ex post evaluation questionnaire for your students, specifically

created to measure learning and change. It is very important for the partnership to receive it but it is also a useful tool for you as a teacher to have an immediate feedback. The ex ante questionnaire needs to be done before starting the introductory common lesson plan, while the ex post needs to be done after finishing the final common lesson plan.

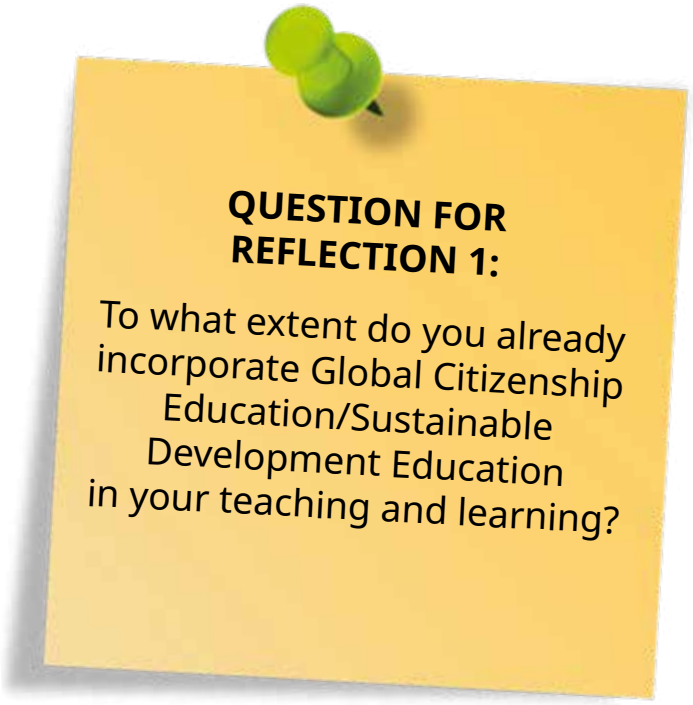
GLOBAL CITIZENSHIP EDUCATION, SUSTAINABLE DEVELOPMENT AND THE SCHOOL CURRICULA

It is increasingly evident that we live in a complex and globalised world, with new global trends and issues. The global dimension is part of our daily lives and poses challenges, especially to young people who find it particularly difficult to understand, express their own informed view, their feelings and take action. The formal school system represents the safest, most inclusive space for students to have the opportunity to learn, reflect and test new global competences that are needed in the global society they are living in. Moreover, starting from August 2018, we have seen global active citizenship in action after the 15-year-old Greta Thunberg, with her #strike4climate and her movement #FridaysForFuture to protest against the lack of action on the climate crisis. We hope this Teacher's Briefing Pack will support your day-to-day classes to address this topic in every discipline and, possibly, through cross-curricular courses. We have chosen the term "Global Citizenship Education" to talk about this with you, as it incorporates Sustainable Development Education too.

All around the world and in Europe in particular, civil society and the education institutions have come together to make steps forward in applying Global Citizenship Education in formal contexts. The Council of Europe, the UNESCO, GENE (Global Education Network Europe) and other important organisations and networks worldwide have helped develop Global Citizenship Education and Sustainable Development strategies and practices in collaboration with national and local governments.

Defined in 2002 by the Maastricht Global Education Declaration as "***the education that opens people's eyes and minds to the realities of the globalized world and awakens them to bring about a world of greater justice, equity and human rights for all***", it develops transversal global citizenship competences. These competences, such as critical thinking, problem solving and public speaking, are essential for young people to understand, think and act upon the local and global interconnectedness of today's world and become catalysts for transformational and sustainable change.

The history of Global Citizenship Education shows us that it encompasses different kinds of Education: Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention, Intercultural Education and Citizenship Education. However, as highlighted by the UNESCO in the document "Education for Sustainable Development Goals – Learning Objectives" (2017), Global Citizenship Education "has to be integrated in all curricula of formal education [...] It should not, first of all, be seen as an adjectival education or an isolated stand-alone discipline. For instance in school education, it must become an integral part of teaching and learning of core disciplines."



By using a cross-cutting, competence-based and inter-curricular approach, this Teacher's Briefing and Resource Pack supports teachers and educators to integrate global citizenship related disciplines and human rights-focused education into the school curriculum by using an innovative, inclusive, sustainable and comprehensive approach.
The activities you will find are learner-centered, and use multiple resources and methods to meet each student's learning style, value each student's opinions, foster co-operation, problem solving, dialogue, critical thinking, and stimulate curiosity and creativity. They always have a local-global, micro-macro approach and provide information from all around the world, starting reflective processes from the personal to the collective dimension and including emotional and rational aspects.

The transversal competences that need to be developed by the learners are aligned with the UNESCO key-competences for sustainability, outlined in the document "Sustainable Development Education. Learning Objectives" http://unesdoc.unesco.org/images/0024/002474/247444e.pdf
They also fit the PISA Global Competences identified by the OECD in the document "Preparing our youth for an inclusive and sustainable world. The OECD PISA global competence framework" (2018) http://www.oecd.org/pisa/Handbook-PISA-2018-Global-Competence.pdf

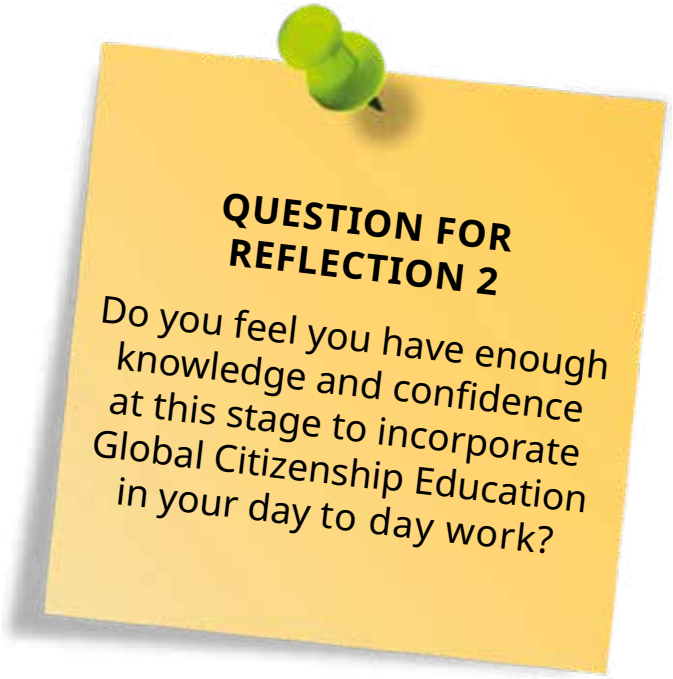
GLOBAL CITIZENSHIP EDUCATION AND SUSTAINABLE DEVELOPMENT GOALS

Your role as a teacher is crucial to create a more sustainable world. All around the globe, teachers are uniting to promote Global Citizenship Education and the Walk the Global Walk project is one example. Indeed, we are not alone: every year, in September, the UN launches the World's Largest Lesson (http://worldslargestlesson.globalgoals.org/), a platform with lesson plans and materials to motivate teachers to teach about the Sustainable Development Goals (SDGs), also called Global Goals or Agenda 2030.

In 2015, conscious of the interconnectedness of our world, world leaders launched the SDGs, "a plan of action for people, planet and prosperity" to be fulfilled by 2030. The SDGs provide clear, quantitative targets, expected outcomes and have a global scope, stressing the concept and the actions needed for a real, sustainable development. Greta made the adjective "sustainable" even clearer to the world: "The year 2078, I will celebrate my 75th birthday. If I have children maybe they will spend that day with me. Maybe they will ask me about you. Maybe they will ask why you didn't do anything while there still was time to act", she said while at the UN CLIMATE CHANGE CONFERENCE (COP 24) in Poland, 2018. Sustainability has a strong bond with human rights and environmental, human and economic justice. Moreover, envisaging a world in which the needs of the most vulnerable are met, the 2030 Agenda can contribute substantially to the realisation of Human Rights. Indeed, we have seen that students understand better human rights through the SDGs and are able to fully understand what "sustainability" means for future generations.

Education holds a central place within Agenda 2030: it is a goal itself and a transversal way in which sustainable development can be attained, as the only way to break the cycle of poverty and facilitate social advancement is to guarantee quality education for everyone. Education, indeed, should equip citizens with a set of knowledge, values, attitudes and skills that can be used in any field of work, in any part of the world.

For this reason, SDG 4 "Quality Education" aims to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". More specifically, it also promotes Global Citizenship Education as a universal practice:



For further information:
Videos:
• United National Development Programme: Transitioning from the MDGs to the SDGs https://www.youtube.com/watch?v=5_hLuEui6ww
• United National Foundation: A Look at the Sustainable Development Goals https://www.youtube.com/watch?v=5G0ndS3uRdo
• Michael Green, TED Talk How We Can Make the World a Better Place by 2030
• https://www.ted.com/talks/michael_green_how_we_can_make_the_world_a_better_place_by_2030

Websites:
• https://www.un.org/sustainabledevelopment/sustainable-development-goals/
• Incheon Declaration Education 2030 and Framework for Action towards SDG http://unesdoc.unesco.org/images/0024/002456/245656E.pdf
• Learning Cities and the SDGs: A Guide to Action http://unesdoc.unesco.org/images/0026/002604/260442e.pdf

Target 4.7	Indicator 4.7.1
By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, amongst others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.	*Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment*

Climate change main concepts – straight from the NASA

Weather is the changes we see and feel outside from day to day. It might rain one day and be sunny the next. Sometimes it is cold. Sometimes it is hot. Weather also changes from place to place. People in one place might be wearing shorts and playing outside. At the same time, people far away might be shoveling snow.

Climate is the usual weather of a place. Climate can be different for different seasons. A place might be mostly warm and dry in the summer. The same place may be cool and wet in the winter. Different places can have different climates. You might live where it snows all the time. And some people live where it is always warm enough to swim outside! There's also Earth's climate. Earth's climate is what you get when you combine all the climates around the world together.

from: https://climate.nasa.gov/

Climate Change
Climate change is a change in the usual weather found in a place. This could be a change in how much rain a place usually gets in a year. Or it could be a change in a place's usual temperature for a month or season. Climate change is also a change in Earth's climate. This could be a change in Earth's usual temperature. Or it could be a change in where rain and snow usually fall on Earth. Weather can change in just a few hours. Climate takes hundreds or even millions of years to change.

Is Earth's Climate Changing?
Earth's climate is always changing. There have been times when Earth's climate has been warmer than it is now. There have been times when it has been cooler. These times can last thousands or millions of years. People who study Earth see that Earth's climate is getting warmer. Earth's temperature has gone up about 0,8°C in the last 100 years. This may not seem like much. But small changes in Earth's temperature can have big effects.
Some effects are already happening. Warming of Earth's climate has caused some snow and ice to melt. The warming also has caused oceans to rise. And it has changed the timing of when certain plants grow.

What Is Causing Earth's Climate to Change?
Many things can cause climate to change all on its own. Earth's distance from the sun can change. The sun can send out more or less energy. Oceans can change. When a volcano erupts, it can change our climate. Most scientists say that humans can change climate too. People drive cars. People heat and cool their houses. People cook food. All those things take energy.
One way we get energy is by burning coal, oil and gas. Burning these things puts gases into the air. The gases cause the air to heat up. This can change the climate of a place. It also can change Earth's climate.

What Might Happen to Earth's Climate?
Scientists think that Earth's temperature will keep going up for the next 100 years. This would cause more snow and ice to melt. Oceans would rise higher. Some places would get hotter. Other places might have colder winters with more snow. Some places might get more rain. Other places might get less rain. Some places might have stronger hurricanes.

How Does NASA Study Climate Change?
Some NASA satellites look at Earth's land, air, water and ice. Other tools look at the sun and the energy it sends out. Together, these are important for learning about Earth's climate. Using all these tools can help scientists learn how climate might change.
Source: https://www.nasa.gov/audience/forstudents/k-4/stories/nasa-knows/what-is-climate-change-k4.html

Fundamental treaties and initiatives for climate action

IPCC - The Intergovernmental Panel on Climate Change (IPCC) is the United Nations body for assessing the science related to climate change. It currently has 195 member countries and it provides governments at all levels with scientific information that they can use to develop climate policies. IPCC reports are also a key input into international climate change negotiations. Source: https://www.ipcc.ch/about/

KYOTO PROTOCOL - The Kyoto Protocol is an international agreement linked to the United Nations Framework Convention on Climate Change, which commits its Parties by setting internationally binding emission reduction targets. Recognizing that developed countries are principally responsible for the current high levels of GHG emissions in the atmosphere as a result of more than 150 years of industrial activity, the Protocol places a heavier burden on developed nations under the principle of "common but differentiated responsibilities."
The Kyoto Protocol was adopted in Kyoto, Japan, on 11 December 1997 and entered into force on 16 February 2005. The detailed rules for the implementation of the Protocol were adopted at COP 7 in Marrakesh, Morocco, in 2001, and are referred to as the "Marrakesh Accords." Its first commitment period started in 2008 and ended in 2012. Source: https://unfccc.int/kyoto_protocol

COP 26 2020 – The 26th session of the Conference of the Parties (COP 26) to the UN Climate Change Conference is expected to take place from 9-19 November 2020, at a location to be determined.
Source: https://sdg.iisd.org/events/2020-un-climate-change-conference-unfccc-cop-26/

When the 17 SDGs were imagined, the UN created an online survey asking directly to citizens: what are the priorities for the world for the period 2015-2030? Among the different propositions, actions taken on climate change, which inspired the formulation of the SDG 13, arrived last.

However, the SDG 13 is considered a priority to meet all the other 16 goals. In fact, as stated by the United Nations Climate Change, "**climate change presents the single biggest threat to sustainable development everywhere and its widespread, unprecedented impacts disproportionately burden the poorest and most vulnerable. Urgent action to halt climate change and deal with its impacts is integral to the successful implementation of the Sustainable Development Goals (SDGs)**".
Source: https://www.un.org/sustainabledevelopment/climate-change/

For this reason, it is essential to raise awareness on these issues and to promote GCE. If citizens are aware of the consequences and the threats climate change pose, only then they will have a better understanding on the links with other SDGs and will realize that taking actions on climate change will help make a world more sustainable. Maybe by 2030, citizens will put climate change as a priority if asked again by the UN?

Watch the video: Climate Action for Sustainable Development
Secretary-General António Guterres calls for global action on climate change
https://www.youtube.com/watch?v=VNe-jBVij-g (02:40 minutes)
"Scientists have been telling us for decades, over and over again. Far too many leaders have refused to listen [...] and we see the results. In some situations, they are approaching scientist' worst-case scenarios."

"Everyday we fail to act is a day that we step a little closer towards a fate that none of us wants – a fate that will resonate through generations in the damage done by humankind and life on earth. Our fate is in our hands. I count on you all"

Indeed, climate change is now affecting every country on every continent. It is disrupting national economies and affecting lives, costing people, communities and countries dearly today and even more tomorrow. Weather patterns are changing, sea levels are rising, weather events are becoming more extreme and greenhouse gas emissions are now at their highest levels in history. Without action, the world's average surface temperature is likely to surpass 3 degrees centigrade this century.

Affordable, scalable solutions are now available to enable countries to leapfrog to cleaner, more resilient economies. The pace of change is quickening as more people are turning to renewable energy and a range of other measures that will reduce emissions and increase adaptation efforts. Climate change, however, is

a global challenge that does not respect national borders. It is an issue that requires solutions that need to be coordinated at the international level to help developing countries move toward a low-carbon economy.

To strengthen the global response to the threat of climate change, countries adopted the Paris Agreement at the COP21 in Paris, which went into force in November of 2016. In the agreement, all countries agreed to work to limit global temperature rise to well below 2 degrees centigrade. As of April 2018, 175 parties had ratified the Paris Agreement and 10 developing countries had submitted their first iteration of their national adaptation plans for responding to climate change. Source: https://www.un.org/sustainabledevelopment/climate-change/

Here below you can find the 5 targets set by the SDG 13 and their indicators. As you will see SDG 13 has a specific focus on strengthening resilience and adaptive capacity to climate-related hazards and natural disasters in all countries.

	TARGETS	INDICATORS
13.1	Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries.	13.1.1 - Number of deaths, missing persons and persons affected by disaster per 100,000 people 13.1.2 - Number of countries with national and local disaster risk reduction strategies 13.1.3 - Proportion of local governments that adopt and implement local disaster risk reduction strategies in line with national disaster risk reduction strategies
13.2	Integrate climate change measures into national policies, strategies and planning	13.2.1 - Number of countries that have communicated the establishment or operationalization of an integrated policy/strategy/plan which increases their ability to adapt to the adverse impacts of climate change, and foster climate resilience and low greenhouse gas emissions development in a manner that does not threaten food production (including a national adaptation plan, nationally determined contribution, national communication, biennial update report or other)
13.3	Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning	13.3.1 - Number of countries that have integrated mitigation, adaptation, impact reduction and early warning into primary, secondary and tertiary curricula 13.3.2 - Number of countries that have communicated the strengthening of institutional, systemic and individual capacity-building to implement adaptation, mitigation and technology transfer, and development actions
13.A	Implement the commitment undertaken by developed-country parties to the United Nations Framework Convention on Climate Change to a goal of mobilizing jointly $100 billion annually by 2020 from all sources to address the needs of developing countries in the context of meaningful mitigation actions and transparency on implementation and fully operationalize the Green Climate Fund through its capitalization as soon as possible	13.a.1 - Mobilized amount of united states dollars per year starting in 2020 accountable towards the $100 billion commitment
13.B	Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing States, including focusing on women, youth and local and marginalized communities * Acknowledging that the United Nations Framework Convention on Climate Change is the primary international, intergovernmental forum for negotiating the global response to climate change.	Number of least developed countries and small island developing states that are receiving specialized support, and amount of support, including finance, technology and capacity-building, for mechanisms for raising capacities for effective climate change-related planning and management, including focusing on women, youth and local and marginalized communities

https://sustainabledevelopment.un.org/sdg13

Some facts and figures about climate change

- As of April 2018, **175 parties had ratified the Paris Agreement** and 168 parties had communicated their first nationally determined contributions to the UN framework convention on Climate Change Secretariat;
- As of April 2018, **10 developing countries had successfully completed and submitted their first iteration of their national adaptation plans for responding to climate change**;
- Developed country parties continue to make progress towards the goal of jointly mobilizing $100 billion annually by 2020 for mitigation actions.

Thanks to the Intergovernmental Panel on Climate Change we know:

- **From 1880 to 2012, average global temperature increased by 0.85°C**. To put this into perspective, for each 1 degree of temperature increase, grain yields decline by about 5 per cent. Maize, wheat and other major crops have experienced significant yield reductions at the global level of 40 megatons per year between 1981 and 2002 due to a warmer climate;
- **Oceans have warmed, the amounts of snow and ice have diminished and sea level has risen**. From 1901 to 2010, the global average sea level rose by 19 cm as oceans expanded due to warming and ice melted. The Arctic's sea ice extent has shrunk in every successive decade since 1979, with 1.07 million km^2 of ice loss every decade;
- **Given current concentrations and on-going emissions of greenhouse gases, it is likely that by the end of this century, the increase in global temperature will exceed 1.5°C compared to 1850 to 1900 for all but one scenario**. The world's oceans will warm and ice melt will continue. Average sea level rise is predicted as 24 – 30cm by 2065 and 40-63cm by 2100. Most aspects of climate change will persist for many centuries even if emissions are stopped.
- **Global emissions of carbon dioxide (CO2) have increased by almost 50 per cent since 1990.** Emissions grew more quickly between 2000 **a**nd 2010 than in each of the three previous decades. It is still possible, using a wide array of technological measures and changes in behavior, to limit the increase in global mean temperature to two degrees Celsius above pre-industrial levels. Major institutional and technological change will give a better than even chance that global warming will not exceed this threshold.

QUESTION FOR REFLECTION 3

Looking at the indicators above, is your school promoting climate actions to fight climate change? Does the school already do something to contribute to these indicators?

SDG 13 CHAMPION: GRETA THUNBERG

What can we learn from a 16-year-old?

At only 16 years of age, the Swedish climate change activist Greta Thunberg has got the whole world listening to her. On the 20th August 2018, Greta then aged 15 decided not go to school, instead sat alone on the floor outside the Swedish Parliament with a handmade banner 'on school strike for the climate'. She wanted to draw attention to the climate change crisis that as a world we face. She said "why should I be studying for a future that soon will be no more when no-one is doing anything whatsoever to save that future." She fears for the future and especially for that of her generation. She wants the older generation, politicians and the decision makers to realise that by not acting with enough urgency they are 'stealing our future'. She wants them to 'act as if the house is on fire. Her message is 'I want you to panic'.

In an interview with Jonathan Watts of the Guardian newspaper (https://bit.ly/2G3jzmX) Greta said that on that first school strike day, outside the Swedish Parliament she sat alone from 8.30am to 3pm. However, on the second day people started to join her and that 'after that there were people there all the time'.

Her fight has helped other young people to become aware of the human, economic and environmental impact of this looming climate crisis. It has also helped them to realise that their voice matters.

LINK TO SCHOOL NATIONAL CURRICULUM AND DISCIPLINES

The result is that there have been school strikes for climate across many countries and #futureforfridays has become a global phenomenon. Young people are standing with Greta and insisting that they are listened to.

Since that first day in August 2018, Greta has spoken to world leaders and campaigned at rallies across many different countries. In a significant speech at the World Economic Forum, Davos 2018 she said "yes we are still failing but there is still time to turn everything around. We can still fix this" but "I don't want you hope, I want you to act as if the house was on fire – because it is"

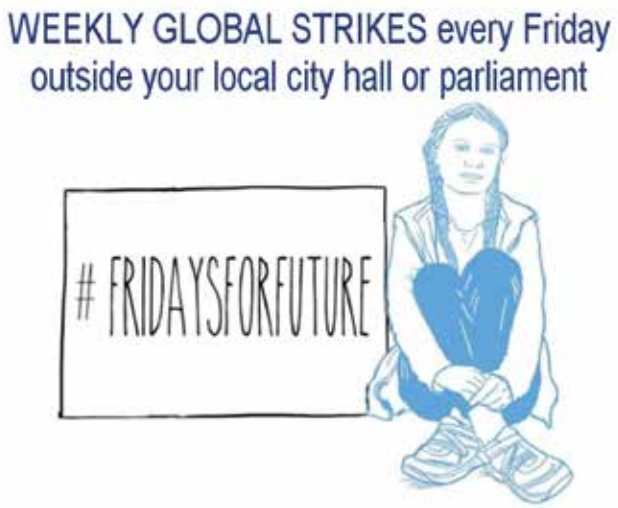
Key points from Greta:
1. reduce co2 emissions by at least 50%
2. recognize overall failures of our current systems
3. solving the client crisis is the greatest and most complex challenge
4. stop the emissions of greenhouse gases.
5. create transformational action that will safeguard the future living conditions for humankind
6. wider public awareness and understanding of our carbon budgets
7. The bigger your carbon footprint is, the bigger your moral duty. The bigger your platform the bigger your responsibility.

Given the proportions of climate change consequences, younger generations are worried. They perfectly know that, unless our countries really implement actions to fight climate change at global levels and citizens are totally aware of what climate change is, its causes and its consequences, they will not have the same possibilities that other generations have had. It is a matter of loving the planet, loving the ecosystems and asking for social justice.

Climate crisis: something hard to be talked about with young students

"We are in the midst of the sixth mass extinction and the extinction rate is up to 10,000 times faster than what is considered normal, with up to 200 species becoming extinct every single day. Erosion of fertile topsoil, deforestation of our great forests, toxic air pollution, loss of insects and wildlife, the acidification of our oceans. These are all disastrous trends being accelerated by a way of life that we, in our financially fortunate part of the world, see as our right to simply carry on".
https://www.youtube.com/watch?v=FWsM9-_zrKo
(full vision recommended, otherwise 00:00 - 01:45)

As shown by Greta's tears and sorrow in her speech at the European Parliament (2019), students may express sadness over the loss of animal species or the awareness that certain possibilities have already been stolen from them by the older generation and the anxiety of the unknown. Moreover, they can feel stuck between the dominant consumeristic culture (driven by fossil fuels) and the willingness to change their culture and habits. As Cameron Brick, postdoctoral research associate, University of Cambridge, has stated, we need to switch "from consumerism to community".



"We can't just be individuals, we need to join together and be a movement. The best antidote to feeling powerless is activism. It does not make you less sad, but adds hope, solidarity and love". Bill Mckibben (Remarkable American environmentalist, author, and journalist who has written extensively on the impact of global warming).

Climate change is a multigenerational and intergenerational issue so we need to involve the wider school communities, parents and the community around the school. We need to involve Institutions too, the civil society and companies as well. This is why our lesson plans end with concrete actions, because if we want to understand what "climate action" means, we need to act.

https://www.fridaysforfuture.org/greta-speeches

@GretaThunberg

TED https://bit.ly/2ZYsoWE

https://bit.ly/2JfrFcP

LESSON PLANS

COMMON INTRODUCTORY LESSON PLANS

COMMON ACTIVITY	
TITLE:	**THE COLOURS OF A SUSTAINABLE WORLD**
AGE GROUP	11-18
ESTIMATED DURATION:	1 hour for implementation
MATERIALS:	Pc, video projector, speakers or an interactive whiteboard. **To be prepared in advance:** Print or show: Annex 1;Annex 2; Annex 3; **(or see the green option)**
ROOM REQUIREMENTS:	Preferably: Movable chairs and tables and space to work in groups.
OBJECTIVES:	• To learn about the 17 SDGs so as to understand the bigger picture; • To reflect on the graphics and the meaning of each SDG; • To understand the universality and interconnectedness of the SDGs.
GCE Main Competences developed	☑ Systems thinking competencies ☑ Anticipatory competency ☑ Normative competency ☑ Strategic competency ☑ Collaboration competency ☑ Critical thinking competency ☑ Self-awareness competency ☑ Integrated problem-solving competency
SDGs involved	All of the 17 SDGs

Description of the activities:	
00:00 – 00:05	**The colours of a sustainable world** • Tell learners they are going to start a journey all around our sustainable world. • Divide the class into groups of 3 people and pairs so that at least 2 students work on 1 Sustainable Development Goal. There are 17 SDGs and they all have to be covered. The initial cards with the SDGs were modified so that they just see the colours and the icons related to them, with no title (Annex 1).
00:05 – 00:15	• Give each pair/group a card featuring one SDG and ask them to look carefully at it and discuss what they think each icon represents, finding a slogan. You will find the cards in Annex 1. **Alternatively, show the Annex 1 on the screen (green option)**
00:15 – 00:35	• Quickly ask them to share their ideas. You can note them down on the board.
00:35 – 00:45	• After every group/pair has spoken, ask them whether they think these cards have something in common **10 min**
00:45 – 00:50	• Show the video "**The Sustainable Development Goals – Action Towards 2030**" https://www.youtube.com/watch?v=9-xdy1Jr2eg
00:50 – 00:60	• They all should have their answers now. Recap by asking these simple questions: what are the SDGs? When was this "pact" signed and by whom? Provide them with the right definitions provided in the Introduction of this Teachers' Briefing Pack "Global Citizenship Education and Sustainable Development Goals". • Show them the 17 SDGs (See Annex 2) and ask them to write the name of the SDG on the card. You can keep them in the room, sticking them on the walls! If you want them to understand the comprehensive dimension of SDGs, you can show them the image contained in Annex 3 that provides a new understanding on where each goal exist at macroscopic level. Take a picture of the final poster or of the notes on the board and share them on the platform with the title "The colours of a sustainable world"

ADAPTATION SUGGESTIONS FOR YOUNGER LEARNERS

There is an alternative for the video proposed that could be suitable both for younger and older students, involving Malala: https://www.youtube.com/watch?v=ry_9SU0eq9M
(Italian version: https://www.youtube.com/watch?v=T__s__oDGOQ)

LINKS TO OTHER TEACHER'S BRIEFING PACK 2 ACTIVITIES

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LINKS TO OTHER TEACHER'S BRIEFING PACK 1 ACTIVITIES

- **ALL THE OTHER ACTIVITIES OF THE LESSON PLANS**
- **1.1 "I PARTICIPATE", 1.2 "BE INCLUSIVE", 1.3 "I BELONG"**

REFERENCES

The activity "The colours of a sustainable world" is inspired by
http://worldslargestlesson.globalgoals.org/introduce-the-global-goals/


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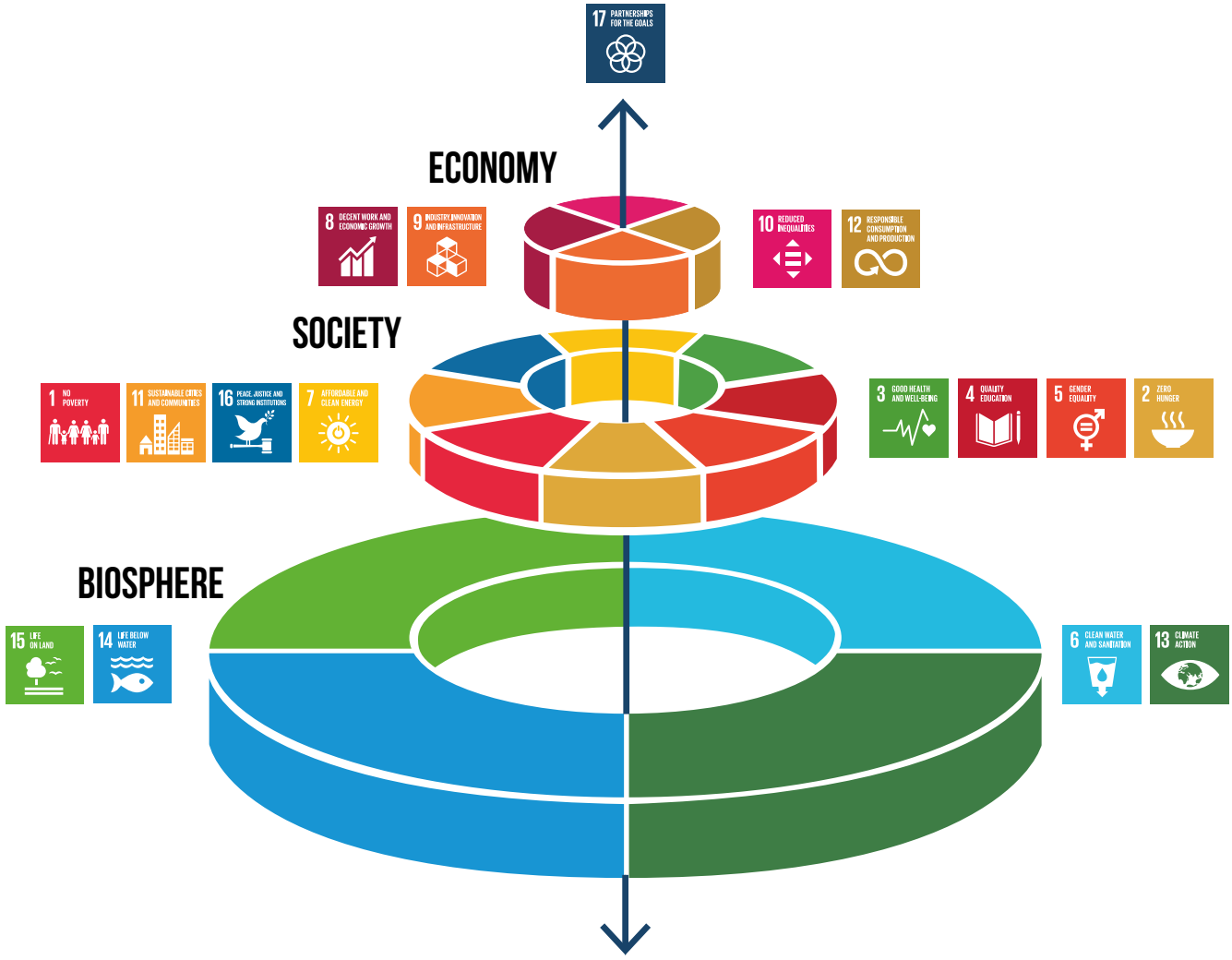
THE GLOBAL GOALS
For Sustainable Development

THE GLOBAL GOALS

For Sustainable Development


17 PARTNERSHIPS FOR THE GOALS
ECONOMY
8 DECENT WORK AND ECONOMIC GROWTH
9 INDUSTRY, INNOVATION AND INFRASTRUCTURE
10 REDUCED INEQUALITIES
12 RESPONSIBLE CONSUMPTION AND PRODUCTION
SOCIETY
1 NO POVERTY
11 SUSTAINABLE CITIES AND COMMUNITIES
16 PEACE, JUSTICE AND STRONG INSTITUTIONS
7 AFFORDABLE AND CLEAN ENERGY
3 GOOD HEALTH AND WELL-BEING
4 QUALITY EDUCATION
5 GENDER EQUALITY
2 ZERO HUNGER
BIOSPHERE
15 LIFE ON LAND
14 LIFE BELOW WATER
6 CLEAN WATER AND SANITATION
13 CLIMATE ACTION

COMMON ACTIVITY	
TITLE:	**CLIMATE CHANGE: I WANT TO KNOW YOU**
AGE GROUP	11-18
ESTIMATED DURATION:	1 hour for implementation
MATERIALS:	**The PowerPoint Presentation you will find on the Teacher's Space** Annex 4 to be printed Annex 5, Annex 6 to be shown Post-its or small recycled paper (green option)
ROOM REQUIREMENTS:	Movable chairs and tables and space to work in groups.
OBJECTIVES:	• To develop knowledge & understanding of climate change • To learn about how Climate Change has impacted different communities across the world • To understand the rationale behind the need for climate change action
GCE Main Competences developed	☑ Systems thinking competencies ☑ Anticipatory competency ☑ Normative competency ☐ Strategic competency ☑ Collaboration competency ☑ Critical thinking competency ☑ Self-awareness competency ☑ Integrated problem-solving competency
DICIPLINES	All disciplines
SDGs involved	SDG 4 – Quality Education SDG 6 – Clean water and Sanitation SDG 11 – Sustainable cities and communities SDG 13- Climate Action SDG 16 – Peace, Justice and Strong Institutions SDG 17 – Partnerships for the Goals

Description of the activities:	
00:00 – 00:02	**Introduction: State the aims (Slide 1 of PowerPoint)** The aim of this session is to improve our understanding of the impact of climate change and the reason why we have to take urgent action to combat climate change and its impacts.
00:02 – 00:10	**Vocabulary Matching (Slide 2 of PowerPoint)** The UNFCC (United Nations Framework Convention) on climate change is a historic treaty, but it comes with a whole lot of jargon and scientific vocabulary. Do you know your basic Climate Change vocabulary? Ask learners to work in pairs/small groups. Instructions: Look at the vocabulary list and definitions. You have 1 minute to match as many of the basic vocabulary terms to their definitions as you can. Feedback and briefly clarify any definitions that are unknown Preparation: have the vocabulary matching word list printed out and on the table ready and the answers to hand– Annex 4
00:10 – 00:35	**Climate change: Facts, Myths and Fake news** **Watch the video "Climate Change 101 with Bill Nye | National Geographic":** https://www.youtube.com/watch?v=EtW2rrLHs08 (04:10 minutes) In the video Bill Nye, the Science guy, explains what causes climate change, how it affects our planet, why we need to act promptly to mitigate its effects, and how each of us can contribute to a solution. Instruction whilst watching video: Each students collect 3 facts on post it notes to prepare the Myth Busting activity (next). You can show the video twice. Students share in plenary the facts the have collected. Ask the students: How much did you know? What didn't you know? What you think is most important to know?

Billy Nye is an American science communicator, television presenter, and mechanical engineer. He bases his talks on scientific evidence. However, when it comes to climate change myths and fake news appear and are widely shared on the social media.

With your students, create your myth bust (see an example in Annex 5 (slide 4 of Power Point). It can either be a common one or let your students personalise the Myth bust. Invite them to bring it home, ask parents, grandparents, friends and neighbours to answer the T/F statements and to share the result again during the next class.

00:35 – 00:50 **With your students, create your myth bust** (see an example in Annex 5 (slide 4 of Power Point). It can either be a common one or let your students personalise the Myth bust. Invite them to bring it home, ask parents, grandparents, friends and neighbours to answer the T/F statements and to share the result again during the next class.

00:50 – 00:60 End this lesson with the **Global Risk interconnections map by the World Economic Forum and a sum up.** Match the risks with the SDGs http://reports.weforum.org/global-risks-2019/survey-results/global-risks-landscape-2019/ Students will see that all SDGs are strictly interconnected and universal.
I.e.: To which other risks are extreme weather events connected?
Extreme weather events may be associated to SDG 13, but it is connected to Food crisis related to SDG 2, which is related to Water Crisis that is related to SDG 6, but also SDG 3 and SDG 15 and so on.
The conclusion we propose for this lesson is "Change for climate change" (slide 5 of PowerPoint)
Rationale for engagement and action for change – Quotes (read out) from latest UNFCC report (May 19) and briefly discuss. https://content.yudu.com/web/2y3n2/0A2y3n3/GEO6/html/index.html?origin=reader

Share your myth bust on the platform!

IDEAS FOR FOLLOW-UP AND ACTIONS

With this activity you can deepen "Climate Change I want you to know" or you can use it alternatively to the "Watch video" and the "Sum up and briefing".

Explain students that greenhouse effect has always existed, keeping the Earth warmer than it would be without an atmosphere. Energy from the sun reaches the Earth and warms it. The Earth reflects this energy and changes it into infrared energy (heat). Due to greenhouse gases in the atmosphere that wrap around our planet like a blanket, part of the reflected energy is trapped and never leaves the Earth. In this way the Earth stays much warmer than similar planets that lack an atmosphere.
In 1896 the Swedish chemist Svante Arrhenius predicted that industrial activity would eventually have an impact on global climate. Since then, numerous laboratory experiments, as well as atmospheric measurements, have proved his prognosis. Before the Industrial Revolution, which started in the middle of the 18th century, the economy depended mostly on small-scale agriculture and commerce. Subsequently, advances in technology, large-scale factory construction, colossal manufacturing and large-scale mechanised agriculture have led to increased pollution and the production of greenhouse gases, such as carbon dioxide, nitrogen oxides, Freon and methane, which trap solar energy, thereby raising the temperature of the Earth's atmosphere. This phenomenon is called the "greenhouse effect."
Model Earth: Construct a model of the Earth lit up by the sun when the reflected heat is being absorbed by parts of the atmosphere.

1. Assemble the items needed for the experiment: jars, a lamp, and polythene foil.
2. Place a thermometer in each jar. Cover one of the jars with the foil (this will represent the increased concentration of "greenhouse gases" that cover the Earth).
3. Illuminate the two jars in the same way using two equally powerful lamps placed at 20- 30 centimetres away (this will represent the sun).
4. Record the rise in temperature at every five minutes for about half an hour. Compare and comment on the results. Repeat the experiment after having placed an equal number of ice cubes in the two jars. You could also add a few stones to simulate the rise in water levels resulting from the melting of polar icecaps.
5. Discuss the observed differences in both jars.

The experiment is taken from the teachers manual Connections, Saint Paul,
Discuss and answer the following question:

- What will be the likely consequences for the Earth if global warming continues?

(Melting of the ice caps at the poles and on high mountains, rising of the world ocean's water level, growing instances of floods, catastrophes, etc.) Write the answers on the board. 2 Hand out copies of the Climate Change Fact Sheet. Ask a volunteer to read the text. After that, ask the students to share their thoughts and feelings. What to do? 1 Organise a brainstorming session. What are the possible ways to reduce the threat of global warming and change of climate? (Restoring forests to process excess carbon dioxide, turning organic waste into compost instead of burning it, sensible use of cars and giving preference to bicycles and public transport, efficient use of energy at home, etc.) 2 Write the suggestions on the board. • Ask the students to share what they have learned at school with their families. Let the families think about possible ways of improving household energy efficiency, about sensible shopping, use of means of transport, etc. • Organise activities (like planting trees) and make sure you plan how to take care of them in the future.

Facts needed:

- Global mean surface temperatures have increased by 0.4 to 0.6 degrees Centigrade since the late 19th century.
- The 10 warmest years of the 20th century occurred in the last 15 years of the century.
- 1998 was the warmest year on record.
- Worldwide precipitation over land has increased by about one percent.
- Snow covers in the Northern Hemisphere and floating ice in the Arctic Ocean have decreased recently.
- Global sea levels have risen 15-20 centimetres over the past century. Approximately 2-5 centimetres of the rise have resulted from the melting of glaciers, and another 2-7 centimetres from the expansion of ocean water, a result of warmer ocean temperatures.

ADAPTATION SUGGESTIONS FOR YOUNGER LEARNERS

Use the following video https://www.youtube.com/watch?v=v8unGCTWUWI

Spotlighting vocabulary (instead of Vocabulary Matching)

Learners watch the video for the first time. Each pair of learners have a vocabulary list in front of them. When they hear a word spoken in the video that matches one on their list, they give it a tick. The aim is to tick all the words on their list. List: ***Weather, Climate, Carbon Dioxide, CO2, Planet Earth, Atmosphere, Carbon Cycle, Greenhouse Effect, Greenhouse Gas, Energy, Fossil Fuels, Warmer, Temperature, Storms, Floods, Droughts***

Climate change: Facts, Myths and Fake news

The learners watch the video again and this time after watching it share their thoughts about the information the video is giving them and ask any questions that they need to gain clarity

Myth bust and sum up

The video ends with the above question. Using the Info grams from slide 13 of the PowerPoint, learners come up with ideas to respond to the question. They then make a personal pledge and a group pledge to make a change for the better.

LINKS TO OTHER TEACHER'S BRIEFING PACK 2 ACTIVITIES

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LINKS TO OTHER TEACHER'S BRIEFING PACK 1 ACTIVITIES

- ALL THE OTHER ACTIVITIES OF THE LESSON PLANS
- 1.1 "I PARTICIPATE", 1.2 "BE INCLUSIVE", 1.3 "I BELONG"

REFERENCES:

The activity "The colours of a sustainable world" is inspired by http://worldslargestlesson.globalgoals.org/introduce-the-global-goals/

The "Let's build Sustainabilityland" is inspired by the North South Centre of the CoE's activity https://www.coe.int/en/web/north-south-centre

Quiz

https://www.natgeokids.com/uk/discover/geography/general-geography/what-is-climate-change/
https://www.earthday.org/climate-change-quiz/

Fairtrade

http://www.fairtrade.org.uk/schools

The 'Myth Busting' activity was inspired by https://www.wwf.org.uk/updates/10-myths-about-climate-change

The UNFCC (United Nations Framework Convention) on climate change is a historic treaty, but it comes with a whole lot of jargon and scientific vocabulary. Do you know your basics?

1	The process in which gases in the atmosphere trap the sun's heat	
2	The types of gases that trap the sun's warmth in the atmosphere	
3	A greenhouse gas with the chemical name CO2	
4	When the average temperature on Earth is getting hotter	
5	The scientific word for 'air'	
6	Greenhouse gases caused by human activity.	
7	A system of plants and animals living together	
8	When a type of plant or animal disappears completely	
9	Being able to anticipate, prepare for and respond to hazardous climate events	
10	Something that people do or cause to happen	
11	The lands, forests, energy sources and minerals existing naturally that can be used by people	
12	A natural fuel such as gas or coal, formed in the geological past from the remains of living things	
13	When fertile land become desert, typically as a result of drought or defore-station	
14	The amount of CO2 released into the atmosphere as a result of an individual, organisation or community	
15	2016 Paris Agreement	

Ecosystem	*Natural resources*	*Global warming*	*Greenhouse effect*	*Greenhouse gases*
Desertification	*A global treaty to fight climate change*	*Emissions*	*Atmosphere*	*Carbon dioxide*
Fossil fuels	*Carbon footprint*	*Human activity*	*Climate resilience*	*Extinction*

Once you have completed the activity, your teacher can check your answers using the table below.

1	The process in which gases in the atmosphere trap the sun's heat	*Greenhouse effect*
2	The types of gases that trap the sun's warmth in the atmosphere	*Greenhouse gases*
3	A greenhouse gas with the chemical name CO2	*Carbon dioxide*
4	When the average temperature on Earth is getting hotter	*Global warming*
5	The scientific word for 'air'	*Atmosphere*
6	Greenhouse gases caused by human activity.	*Emissions*
7	A system of plants and animals living together	*Ecosystem*
8	When a type of plant or animal disappears completely	*Extinction*
9	Being able to anticipate, prepare for and respond to hazardous climate events	*Climate resilience*
10	Something that people do or cause to happen	*Human activity*
11	The lands, forests, energy sources and minerals existing naturally that can be used by people	*Natural resources*
12	A natural fuel such as gas or coal, formed in the geological past from the remains of living things	*Fossil fuels*
13	When fertile land become desert, typically as a result of drought or defore-station	*Desertification*
14	The amount of CO2 released into the atmosphere as a result of an individual, organisation or community	*Carbon footprint*
15	2016 Paris Agreement	*A global treaty to fight climate change*

If you have enjoyed this activity and would like to test your knowledge even further, try this quiz from Oxfam GB and test you 'climate consciousness'.
https://www.oxfam.org.uk/education/resources/climate-change-quiz

Wasting less food is a way to reduce greenhouse gas emissions.	**T**	More than a third of food produced globally never makes it to the table. Some of this wasted food spoils in transit, while consumers throw some of this food out. During the production, harvesting, transporting, and packaging of the wasted food, more than 3.3 billion metric tons of carbon dioxide is emitted. news.nationalgeographic.com/news/2015/01/150122-food-waste-climate-change-hunger/
Scientists cannot reach an agreement that climate change is real and caused by humans.	**F**	97 percent (or more) of climate scientists agree that climate change is likely due to human activity. Nearly 200 scientific organizations across the globe have issued statements that publicly endorse this view.
The USA emits the most CO2	**F**	According to the EPA, China is currently the top emitter of carbon dioxide, accounting for 30% of global carbon emissions. The United States ranks as the second top emitter at 15%. https://www.epa.gov/ghgemissions/global-greenhouse-gas-emissions-data
The average global temperature rises since 1880 is 5 degrees Fahrenheit	**F**	The average global temperature has risen by 1.69 degrees F (0.94 degrees C) since the twentieth century with more significant warming toward the poles than in the equatorial region. https://www.climate.gov/news-features/understanding-climate/climate-change-global-temperature
The actions of animals contribute to Climate Change	**T**	Believe it or not, cows' eating habits contribute towards greenhouse gases. Just like us, when cows eat, methane gas builds up in their digestive system and is released. Imagine that there are almost 1.5 billion cows releasing all that gas into the atmosphere, it sure adds up!
Our cup of tea will never taste the same because of Climate change	**T**	We Brits love a good cuppa, (around165 million cups of the stuff every day!), but we probably take for granted just how much work goes into growing our tea. Environmental conditions can affect the flavour and quality plus it needs a very specific rainfall to grow. In Kenya, climate change is making rainfall patterns less and less predictable. Often there will be droughts followed by huge amounts rain, which makes it very difficult to grow tea.
Buying Fairtrade goods can help combat climate change	**T**	Buying Fairtrade products can help make sure a farmer is paid a fair wage. This means they can cover their costs, earn enough money to have a decent standard of living, and invest in their farms to keep their crop healthy, without needing to resort to cheap methods of farming which can further damage the environment.
Having an I phone can contribute towards climate change	**F**	But having an Xbox can. It's all about the 'UNPLUG' Any electronic gadget you can turn on with a remote (TV, DVD player, Nintendo, Xbox) uses power even when it is "off." Appliances with a digital clock (like a coffee maker) or a power adapter (like a laptop computer) also suck power like a sneaky vampire.
Using Drive Thru restaurant services are better for the environment as they are quicker	**F**	Stay out of the drive thru! When you go to a fast-food place, ask your driver to park the car and let you walk inside, rather than sitting in a line of cars with the engine running and polluting.
It's a good idea to ask the trees about climate change	**T**	Because trees are sensitive to local climate conditions, such as rain and temperature, they give scientists some information about that area's local climate in the past. For example, tree rings usually grow wider in warm, wet years and they are thinner in years when it is cold and dry. If the tree has experienced stressful conditions, such as a drought, the tree might hardly grow at all in those years.
Polar bears have been skating on thin ice since 1979	**T**	Information from NASA's Earth satellites shows us that every summer, some Arctic ice melts and shrinks, getting smallest by September. Then, when winter comes, the ice grows again. But since 1979, the September ice has been getting smaller and smaller and thinner and thinner. So, just a small amount of warming can have a huge effect over several years.
Knitting is good for the planet	**T**	Having a few extra woollies in our wardrobe means that we can turn down the thermostat on the heating when it's cold. Sweaters, blankets, and socks are good for you and better for the planet.

LESSON PLANS 1

THE HUMAN DIMENSION OF CLIMATE CHANGE

LESSON PLAN 1	**THE HUMAN DIMENSION OF CLIMATE CHANGE**
TITLE:	**WHAT ON EARTH IS GOING ON?**
AGE GROUP	11-18 years old
ESTIMATED DURATION:	2 hours for implementation.
MATERIALS:	Annex 6 to be printed Annex
ROOM REQUIREMENTS:	Movable chairs and tables and space to work in groups.
OBJECTIVES:	• To gain a better understanding of the humanitarian cost of climate change • To explore capacity and resilience of countries to respond • To build empathy • To understand the reason for action
GCE Main Competences developed	☑ Systems thinking competencies ☑ Anticipatory competency ☑ Normative competency ☑ Strategic competency ☑ Collaboration competency ☑ Critical thinking competency ☑ Self-awareness competency ☑ Integrated problem-solving competency
DISCIPLINES	• Geography • Science • Religious Studies • Art and Design • Personal Social & Health Education
SDGs involved	SDG 4 – Quality Education SDG 6 – Clean water and Sanitation SDG 11 – Sustainable cities and communities SDG 13- Climate Action SDG 16 – Peace, Justice and Strong Institutions SDG 17 – Partnerships for the Goals

Description of the activities:

00:00 – 00:20	**What on earth is going on? The Humanitarian Cost (slides 6 -8 of PowerPoint)** This activity explores the different levels of resilience to recent extreme weather disasters, between a developed country - USA and the less developed countries of Mozambique, Malawi & Zimbabwe
00:20 – 00:60	**Part 1 Resilience** Look at the USA image on Slide 6 and the Cyclone Idai image on Slide 7 of the PowerPoint and respond to the key question: **"After the floods, what do you think happened here during the next 24 hours?"** e.g. • Who responded? • How did they respond? • Where did the people go? • Did they have insurance options? • What services were available to them? • **Part 2 Resilience and Response** In Their Shoes- Building empathy -– Agency and stakeholder Cyclone Idai hit Mozambique, Malawi and Zimbabwe between the 14 – 21 March 2019. As a result of this devastating event, these people's lives were changed forever. Some of the people were working for response agencies and some were residents of the counties. This activity explores the direct and personal impact of extreme weather disasters on all involved.

	Watch the video about the impact of Cyclone "Idai Cyclone leaves Mozambique desperate and submerged" https://www.youtube.com/watch?v=TVJdW-qDJ5o (02:27 minutes)
00:60– 00:80	**Respond using (Annex 6) Empathy Matrix Respond using (Annex 6) Empathy Matrix (PowerPoint slide 8)** Read about different people's experiences of this disaster. People who lived there and people who worked for the emergency services. Now think about how it would be if you were in one of these people's shoes during this time. Imagine the range of emotions you would have. Use this Empathy Matrix model. Write down what you would DO, THINK and FEEL. Preparation: Have video ready and text regarding the different people's experiences available to read. Have paper for learners to draw Empathy Matrix and write their responses Plenary: Highlight and discuss the stark differences between developed world and richer countries when it comes to disaster relief resilience and response
00:80– 00:100	**Part 3 Climate Change Migration** **(PowerPoint slides 9 – 14)** These 6 slides give you an idea of why climate change is forcing people from across the world, from their homes and sometimes countries. The images tell a story. The teachers can look through the slides with their learners and give them opportunities to discuss their reactions. It is important for them to realise that the science behind climate change is powerful and concerning but that the stories behind the human dimension of climate change are equally as powerful and concerning. According to statistics published by the Internal Displacement Monitoring Centre, every year since 2008, an average of 26.4 million persons around the world have been forcibly displaced by floods, windstorms, earthquakes or droughts. This is equivalent to one person being displaced every second. Depending on the frequency and scale of the major natural disasters occurring, there are significant fluctuations in the total number of displaced people from one year to the next, yet the trend over recent decades has been on the rise. Many find refuge within their own country, but some are forced to go abroad. With climate change, the number of 'climate refugees' will rise in the future. So far, the national and international response to this challenge has been limited, and protection for the people affected remains inadequate. What adds further to the gap in the protection of such people – who are often described as 'climate refugees' – is that there is neither a clear definition for this category of people, nor are they covered by the 1951 Refugee Convention. The latter extends only to people who have a well-founded fear of being persecuted because of their race, religion, nationality, membership of a particular social group or political opinion, and are unable or unwilling to seek protection from their home countries. While the EU has so far not recognised climate refugees formally, it has expressed growing concern and has taken action to support and develop resilience in the countries potentially affected by climate-related stress. NB A more advanced version is available at http://www.thehumanimprint.com/wp-content/uploads/2017/01/Climate-Migrant-Worksheet.pdf Preparation: Students need to have access to the internet to view the story map. Copies of the worksheets also need to made available (Slide 16 of PowerPoint) Focus on one community in more depth - exploring the impact and real-life consequences in more detail. Example of options: Case study – Lesotho **(Annex 8)** news reports…

00:100– 00:120	End with this video https://www.youtube.com/watch?v=zuc38-Q6TBs&t=397s (08:10 minutes) "Table for nine billion: promoting Europe's role in growing food and climate justice worldwide" and with a reflection: has it already happen to us? When? What are the consequences? Invite students to share personal experiences and stories they know. 💻 Tell us how climate change may have or is having an impact on the human dimension of your city/community. Share it on the platform to connect to other schools of your Region. Move to the final common activity to take Climate Action!

IDEAS FOR FOLLOW-UP AND ACTIONS

ADAPTATION SUGGESTIONS FOR YOUNGER LEARNERS

Picture Comparison
- Put the 2 pictures of Hurricane Florence and Cyclone Idai (or any other 2 comparative photos of extreme weather disasters). Ask the learners a) to describe what they can see and b) to name similarities and differences between the 2 photos
- Give the learners some facts about each event and ask them to say which country's disaster the fact was linked to

Empathy building
- Give a character description from Appendix to a PAIR of learners to work together to find adjectives and phrases to describe how that person would FEEL (only)

Reflection on migration
- Reflective discussion on how they would feel if they had to leave their home

LINKS TO OTHER TEACHER'S BRIEFING PACK 2 ACTIVITIES

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LINKS TO OTHER TEACHER'S BRIEFING PACK 1 ACTIVITIES

- ALL THE OTHER ACTIVITIES OF THE LESSON PLANS
- 1.1 "I PARTICIPATE", 1.2 "BE INCLUSIVE", 1.3 "I BELONG"

REFERENCES:

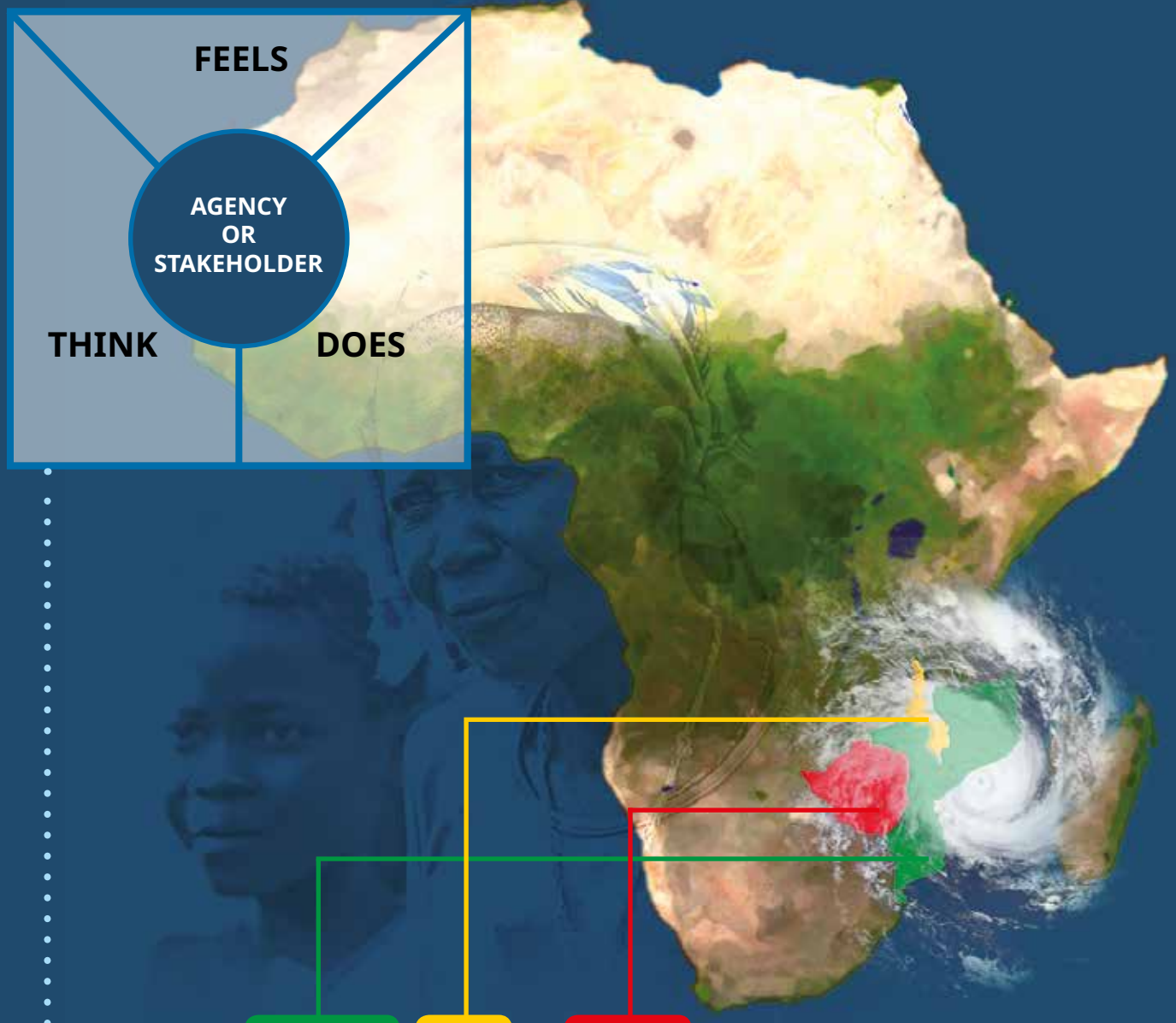
The activity "The colours of a sustainable world" is inspired by
http://worldslargestlesson.globalgoals.org/introduce-the-global-goals/

The "Let's build Sustainabilityland" is inspired by the North South Centre of the CoE's activity
https://www.coe.int/en/web/north-south-centre

The activity "What on earth is going on?" is inspired by
https://www.oxfam.org.uk/education/resources/cyclone-idai

The activity in Annex 7 was inspired by
http://www.ls.undp.org/content/lesotho/en/home/projects/

http://www.europarl.europa.eu/RegData/etudes/BRIE/2018/621893/EPRS_BRI(2018)621893_EN.pdf



Cyclone Idai hit **Mozambique** , **Malawi** and **Zimbabwe** between the **14 – 21 March 2019**. As a result of this devastating event, these people's lives were changed forever. Some of the people were working for response agencies and some were residents.

Lucy: You have arrived at a camp for displaced people in southern Malawi. You are 17-years old and you gave birth after walking 12 kilometres to escape flood waters. (Stakeholder)	**Clara:** You have been drinking from contaminated wells. in Beira, Mozambique. You are one of the first people to be diagnosed with cholera (Stakeholder)
Francine: You are a doctor working with Doctors Without Borders. You work in one of the aid camps. you help ensure that there is access to lifesaving healthcare for people in need. (Agency)	**Tsepo:** You are a 14-year-old boy rescued from a boarding school in Zimbabwe. You have no idea if any of your family are still alive. All power and communication lines have been destroyed. (Stakeholder)
Rhys: You are a disaster relief volunteer from Swansea. You are helping to distribute food rations and water filters by boat to areas cut off by flood water. (Agency)	**Sugesh:** You are a 30-year-old father. All your family died in the cyclone. You have a flat-bottomed boat and you are needed to help deliver rations and rescue people stranded by the floods. (Stakeholder)

Think about how it would be if you were in one of these people's shoes during this time. Imagine the range of emotions you would have. Use this Empathy Matrix. Write down what you would SAY, DO, THINK and FEEL.

Instructions: Use the story map created by the ESRI storymaps team to answer/discuss the following questions about climate hazards and the resulting patterns of migration

- What is a Climate Migrant?
- What are some examples of environmental threats that cause people to migrate?
- What 2 coastal communities in Alaska have been forced to move due to a number of environmental threats.
- How is the Kiribati nation located in the Pacific planning to deal with the rising sea levels?
- Name 2 other locations in the Pacific that experience environmental threats
  - ➢
  - ➢
- In India, the Ganges and Brahmaputra form the world's largest delta. Why is this area one of the most vulnerable on our planet?
- What has the population in Dhaka is now..... as a result of increased migration over the last 25 years?
- People in war torn Syria experienced a very long drought which started in 1997 and finished in .....
- Developed countries like the United States also fac+e threats from rising sea levels. Name 2 regions in the USA that face this threat.
  - ➢
  - ➢
- How are they in a better position to deal with the problem than less developed countries?

LESSON PLANS 2

THE ENVIRONMENTAL DIMENSION OF CLIMATE CHANGE

LESSON PLAN 1	**THE ENVIRONMENTAL DIMENSION OF CLIMATE CHANGE**
TITLE:	**In defence of life on the planet**
AGE GROUP	11-18 years old
ESTIMATED DURATION:	2 hours for implementation.
MATERIALS:	Annex Computer and projector, world map (printed or projected)
ROOM REQUIREMENTS:	Movable chairs and tables and space to work in groups.
OBJECTIVES:	• To develop knowledge about what is biodiversity • To understand how climate change affects and will affect biodiversity • To understand the reason for action
GCE Main Competences developed	☑ Systems thinking competencies ☑ Anticipatory competency ☐ Normative competency ☑ Strategic competency ☑ Collaboration competency ☑ Critical thinking competency ☑ Self-awareness competency ☑ Integrated problem-solving competency
SDGs INVOLVED	SDG 13 – Climate Action SDG 14 – Life below water SDG 15 – Life on earth

Description of the activities:

00:00 – 00:25 **What do you really know about biodiversity?**

- Ask students to write in a small piece of paper (possibly recycled paper, green option) what they think the word "biodiversity" means (brainstorming phase)
- Group all the pieces of paper on the desk or on the floor (or stick them on the blackboard) and cluster them. You will now have sub-topics under the main one, "biodiversity" according to the keywords your students associate to this concept.
- Show the video "How does climate change affect biodiversity" https://www.youtube.com/watch?v=Xra87liAopM (11:08 minutes)
- Discuss the video in class: which elements does the video add to what students already know? Did they know the impact of climate change on biodiversity loss? According to the definition given by the students in the beginning, give and explain the definition of the word "biodiversity":

Biodiversity can be defined as "the variety of plant and animal life in the world or in a particular habitat, a high level of which is usually considered to be important and desirable"

"Biodiversity" is most commonly used to replace the more clearly defined and long established terms, species diversity and species richness.

Alternative terms. Biologists most often define biodiversity as the "totality of genes, species and ecosystems of a region". An advantage of this definition is that it seems to describe most circumstances and presents a unified view of the traditional types of biological variety previously identified.

00:25 – 00:35 **Let's walk around the globe**

Ask the students what they think they need to survive (students may come up with things like video games, i-phone, junk food: it is OK! Ask them to write it down even though they may think it is silly). Separate the whiteboard in two columns. On the left column every each student can write the item s/he needs. Discuss with them the difference between surviving (existing) and thriving (growing strong and being healthy).

00:35 - ...

The rapid loss of species we are seeing today is estimated by experts to be between 1,000 and 10,000 times higher than the natural extinction rate. These experts calculate that between 0.01 and 0.1% of all species will become extinct each year. If the low estimate of the number of species out there is true - i.e. that there are around 2 million different species on our planet, then that means between 200 and 2,000 extinctions occur every year.
But if the upper estimate of species numbers is true - that there are 100 million different species co-existing with us on our planet - then between 10,000 and 100,000 species are becoming extinct each year.

Tell the students that they are going to take a walk around the globe in which they will have to find endangered species from all continents.

Divide them into small groups. Have a world map on which they will pin pictures of animals and plants. You can find a selection of the pictures in **Annex 9**, but you can choose more. Alternatively, let the students search the web to find the pictures (green choice). Suggest that they can use the WWF Species Directory https://www.worldwildlife.org/species/directory. Ask them to save the pictures on a USB stick and project the pictures on the white board. While one group presents their picture, the rest of the class writes on a post-it (or a recycled piece of paper) the name of the species and stick it on the map.

Now ask them to go back to the initial list and add on the left column one of the selected species. Ask them to imagine what their life and the species' life would be like without all of those items? What problems would this cause for you and for the species?

Finally, make them reflect on the picture in **Annex 10**.
Have a debriefing moment, asking the following questions:
What do you see in the picture? Which feelings do you have? Can animals really ask for help? What is the role of all of us in protecting them? Are they able to mitigate the effects of climate change or do they need our help? What can we do?
Conclude by showing the video: protect life on earth
https://www.worldwildlife.org/videos/protect-life-on-earth--2

💻 Share on the platform students' ideas to protect the endangered species.

Move to the final common activity to take Climate Action!

IDEAS FOR FOLLOW-UP AND ACTIONS

- What do you really know about biodiveristy? If you want to explore further the term "biodiversity", you can refer to these terms and definitions:
  - ***taxonomic diversity*** (usually measured at the species diversity level)
  - ***ecological diversity*** (often viewed from the perspective of ecosystem diversity)
  - ***morphological diversity*** (which stems from genetic diversity and molecular diversity)
  - ***functional diversity*** (which is a measure of the number of functionally disparate species within a population (e.g. different feeding mechanism, different motility, predator vs prey, etc. This multilevel construct is consistent with Datman and Lovejoy.
  - Wilcox 1982 - An explicit definition consistent with this interpretation was first given in a paper by Bruce A. Wilcox commissioned by the International Union for the Conservation of Nature and Natural Resources (IUCN) for the 1982 World National Parks Conference. Wilcox's definition was "Biological diversity is the variety of life forms...at all levels of biological systems (i.e., molecular, organismic, population, species and ecosystem)...".
- Let's walk around the globe. Keep exploring climate change and biodiversity trough the crosswords (**Annex 11**)
- Videos to deepen the topic:
  How does climate change affect biodiversity?
  https://www.youtube.com/watch?v=XFmovUAWQUQ (12:06 minute)

Why biodiversity is so important
https://www.youtube.com/watch?v=GK_vRtHJZu4 (4:18 minute)
https://www.youtube.com/watch?v=9h7P8gWpolQ

- Ideas for action: Tell students to choose an endangered specie to research independently or in a group and then create their own poster in an effort to become leaders in raising awareness

- Take care of a tree and win a forest: Taking action in the local community. In association with the local authority or within the school boundaries organize a planting tree activity in order to enrich the environment you live in. If this activity takes place in a public area and its organized as an event with Organized ensembles it will have bigger output.

- EXTRA ACTIVITY: Is there planet B for food?
  Show the video Climate, Agriculture and the Challenges Ahead
  https://www.youtube.com/watch?v=G0K9sD0vGus (3:46 minute)
  Discuss with students the changes in agriculture through the years, the use of pesticides and organic farming.
  Also show the video Understanding Climate-Smart Agriculture
  https://www.youtube.com/watch?v=lUdNMsVDIZ0(2:46 minute)
  Separate the class into two groups and have a debate. One team will support the position that agriculture as we know it produces a satisfactory amount of food for the planet and its positive point of view and the second team will support the position that organic farming can actual be our plan B to save the planet and let the students decide which team has the right arguments
  As a result of the debate try to draft /write a small article about the different aspects spoken.

ADAPTATION SUGGESTIONS FOR YOUNGER LEARNERS

- video 1 : How does climate change affect animals? | GlobalIdeas
- https://www.youtube.com/watch?v=9h7P8gWpolQ (2:12 minute)
- video 2 : Global Warming - Educational Video For Kids
- https://www.youtube.com/watch?v=E6zW43U7yqM

LINKS TO OTHER TEACHER'S BRIEFING PACK 2 ACTIVITIES

-

LINKS TO OTHER TEACHER'S BRIEFING PACK 1 ACTIVITIES

- ALL THE OTHER ACTIVITIES OF THE LESSON PLANS
- 1.1 "I PARTICIPATE", 1.2 "BE INCLUSIVE", 1.3 "I BELONG"

REFERENCES

- http://wwf.panda.org/our_work/biodiversity/biodiversity/
- http://wwf.panda.org/

panda

polar bear

northen white wale

vaquita

amur leopard

African wild dog

Asian elephant


How much time did you burn from our future?
Anti Global Warming Campaign


How much time did you burn from our future?
Anti Global Warming Campaign


How much time did you burn from our future?
Anti Global Warming Campaign


How much time did you burn from our future?
Anti Global Warming Campaign

Across

1. a change in global or regional climate patterns.

3. a substance used for destroying insect or other organisms harmful to cultivated plants or to animals.

6. the animals of a particular region, habitat, or geological period.

7. the plants of a particular region, habitat, or geological period.

Down

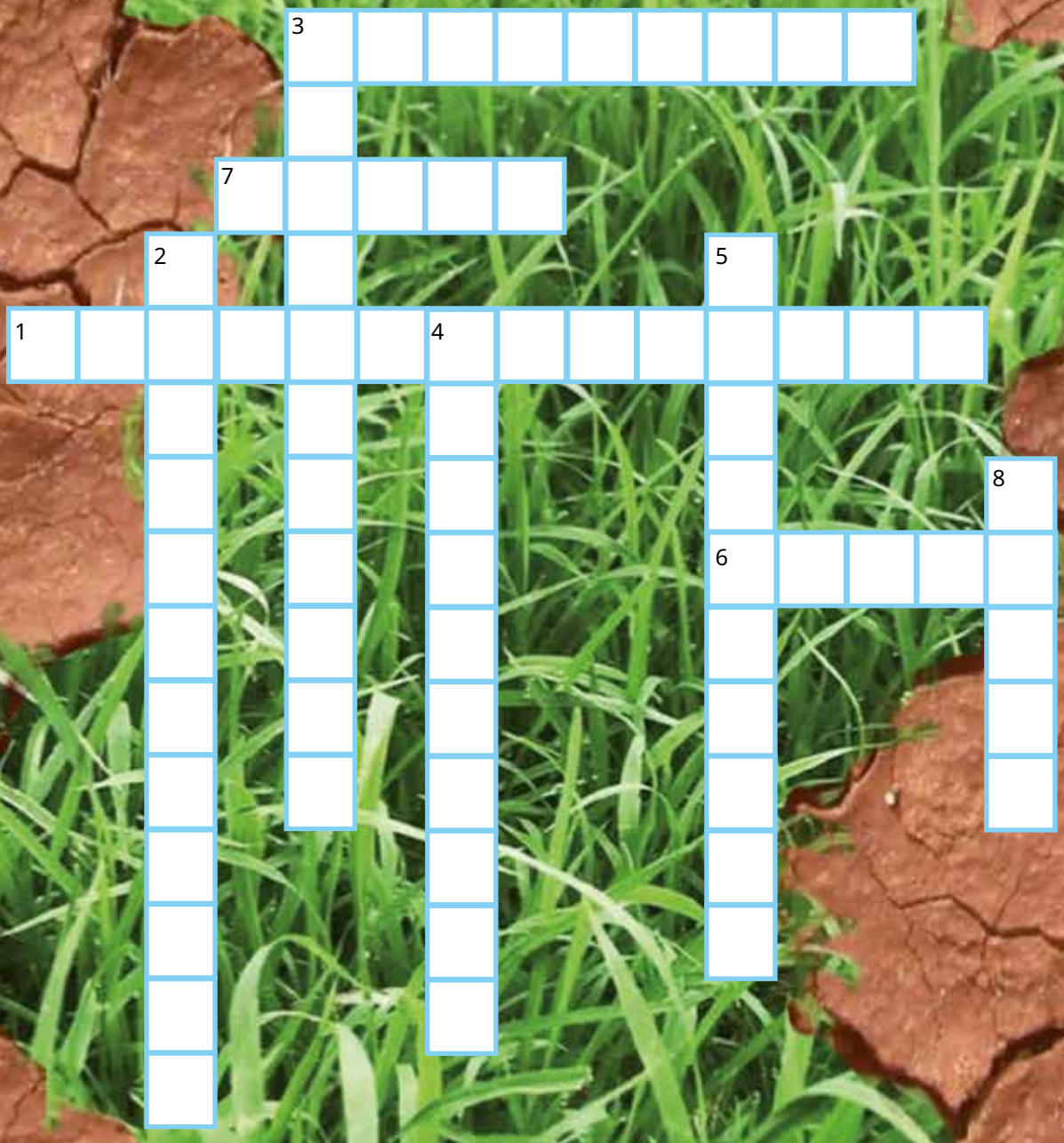
2. the variety of plant and animal life in the world or in a particular habitat, a high level of wich is usally considered to be important and desiderable.

3. endangered species.

4. the state or process of beingor becoming extinct.

5. a luxuriant, dense forest rich in biodiversity, found typicaly in tropical areas with consistently heavy rainfall.

8. a large bearlike mammal with characteristic black and white markings.



LESSON PLANS 3

THE ENVIRONMENTAL DIMENSION OF CLIMATE CHANGE

LESSON PLAN 3	**THE ENVIRONMENTAL DIMENSION OF CLIMATE CHANGE**
TITLE:	
AGE GROUP	11-18 years old
ESTIMATED DURATION:	1 hour for implementation.
MATERIALS:	**To be prepared in advance:**
ROOM REQUIREMENTS:	Movable tables and chairs; space to work in groups
OBJECTIVES:	
GCE Main Competences developed	☑ Systems thinking competencies ☑ Anticipatory competency ☑ Normative competency ☑ Strategic competency ☑ Collaboration competency ☑ Critical thinking competency ☑ Self-awareness competency ☑ Integrated problem-solving competency
SDGs INVOLVED	SDG 13 SDG 12

Description of the activities

00:00 – 00:10	Tell your students we are going to start exploring the economic dimension of climate change through a real life situation. Here is the scenario: read it to the class. *I get pocket money each week. I can decide to buy some things for myself or save my money to buy a big thing for myself. Last year I saved all my money to buy a new bicycle for myself. This year I have decided to spend all my money every week. This week I bought some sweets, a magazine and on Friday I am going to the cinema with my friends.* *But I have a dilemma, next month it is my big sister's birthday. Last year she bought me a new radio for my birthday which I like a lot. I want to buy something nice for my sister but it will cost a lot of money. My sister likes weird stuff; she is really interested in the environment and does not like things that cause pollution. Hmmmm...what can I buy her that is not too expensive and helps the environment? I will ask some friends for advice. Maybe my grandparents will have some good ideas, they are always saying how much better it was in their childhood!*
00:10 – 00:25	**Overconsumption is costing us The Earth** Nature provides humans with all the resources necessary for life including food and water, energy for heat, electricity and transport and construction materials for our roads and homes. Tell your students that they will investigate how our consumption of these resources affects the climate change. Start by asking a question in plenary: Let's think about our patterns of consumption: how often do you buy thing? What kind of things do you buy? Do they have packaging? Students will probably talk mainly about food and clothes. Now let's go deeper. Ask your students: What affects does this have on the environment, human rights and climate change? Point out that the current pattern of human consumption of resources, in which we rely on nonrenewable resources must eventually change.

00:25 - 00:60 Show your students the video "The story of stuff" https://www.youtube.com/watch?v=9GorqroigqM (21:25 min)
What does the video shows? What did they discover?
Now, reminding them about the 3 Rs: Reduce, Reuse, Recycle, introduce the new activity.

00:60 - 00:80 **Are there alternatives to buying?** Divide your class into pairs or small groups and give them these instructions: Try to think of things that you have bought or gifts that you have received that you haven't really needed or used and then ideas for alternative gifts that wouldn't cost anything.
Use the Alternative presents table below (https://bit.ly/2G6XkMY) to record your ideas (show it on the screen and ask them to take notes on recycled papers – green option)

Examples of purchases and gifts that you have made or received that you haven't really needed or used	**Examples of alternative gifts that can not be bought with money**
Example: *A woolly reindeer jumper*	*Example:* *A song written and recorded for a friend.*

Each group chooses 1 of the most creative ideas and share it with the rest of the group. You can deepen this activity by setting up the exhibition "New life for old stuff" (see Ideas for follow up and actions).

00:80 - 00:100 What are clothes made from and where are they produced?

Tell your students to look at the t-shirt they are wearing right now. Invite them to find the label in each item of clothing. What materials are the clothes made from? In pairs, using recycle paper, they can recreate the table below (green option). They can fill in the table with the name of the item of clothing and the materials it's made from. If an item of clothing is made from more than one material, ask them write down the name of all the materials. Also ask them to write down the countries where materials are produces. It is very probable that they will not find any information about this.

Material	**Country where clothing were made**	**Country where materials were produced**

Print the map of **Annex 12** in A3, black and white and ask your students to colour in all the countries where your clothes were made (use the same colour) and colour in all the countries where the raw materials were from (use a different colour).

How are different fabrics made?
T-shirts can be made from natural materials such as cotton (denim is also cotton), silk, linen and wool. Nowadays most clothes are partly made from synthetic materials. These materials have names such as Lycra, polyester, acryl or viscose and are in fact made from oil. A lot of products are actually made from oil or recycled plastic. Fleece sweaters can even be made from plastic bottles!

Watch this video "Is fast fashion destroying our environment?"
https://www.youtube.com/watch?v=YOA0D0i5-fA&t=75s

Ask your students: What do you think are the economic solutions to this?

UN Climate Change encourages sustainable fashion through its Climate Neutral Now (CNN) campaign which connects organizations that want to offset carbon emission with investments in carbon emissions reductions across the developing world.
Lindita Xhaferi-Salihu, who works for Climate Neutral Now, described CNN's involvement with sustainable fashion as "kick-starting a multi-stakeholder initiative to mobilize fashion around climate action through three work streams: enabling "within sector" collaboration; facilitating engagement with policymakers; and catalyzing action and providing recognition."
At last year's major UN Climate Change Conference in Bonn, Germany, the fashion industry outlined which steps it is taking to support the goals of the Paris Climate Change agreement.
For example, the fast fashion retailer H&M shared their strategy to be 100% run on renewable energy by 2040 with a fully circular production model, where the by-product of one industry serves the objective of another.
Other Inspiring Examples of Climate Action in the Fashion Industry
The 2018 Pulse of the Fashion Industry Report also contains positive news. There was a 6% increase in general sustainability efforts across the entire garment industry since last year's report. The weakest points in the industry are small and medium sized enterprises in the entry- to mid-price segments which comprise just over 50% of the entire industry, pointing to issues of scale in implementing general sustainability measures. However, new data presented in the 2017 report shows that a failure to implement sustainability measures into garment production will cause companies to lose out on a 2% increase in earnings by 2030.
Additionally, the famous blue jean manufacturer Levi, Strauss & Co has announced a new climate change action plan. Using Science Based Targets, the company plans to reduce greenhouse gas emissions by 40% across its global supply chain by 2025. The plan also includes a 90% reduction in greenhouse gas emissions in all owned-and-operated facilities, which will be achieved by investing in onsite renewable energy and energy efficiency upgrades.

Ever heard of circular economy or fair trade products?
Learn about I was a sari!
Here you can learn about an initiative titled 'I was a Sary"
In a world where profit margins take absolute priority, I was a Sari sees things differently –taking an eco-ethical approach to fashion. 'We don't really believe there is a need for a new fashion brand but we do believe there is a need for one with a purpose – one that cares about people and our planet.' – says Stefano.
Inspired by the works of Bangladeshi Nobel Laureate and the founder of Grameen Bank, Prof. Yunus, I was a Sari is implementing a sustainable, eco-friendly model which focuses on a 'triple bottom line' – constantly analysing its social, environmental and financial impact, and understanding the relationship each has with the others.

I was a Sari is a zero dividend initiative that invests all its profits back into developing the brand or to advancing their main cause – women empowerment.
I was a Sari sees itself as a proof of concept which can be replicated in countless other iconic fashion materials – turning them into something unique, new and soulful.
With incomparable handcrafted designs, I was a Sari is redefining the style of those who wear it – offering a new soulful brand. Taking an eco-ethical approach to fashion, I was a Sari is placing pre-loved Indian saris at the heart of a new style, and empowering women artisans from Mumbai to become the designers of their own futures.
This is a fashion evolution. This is style with soul. This is I was a Sari.
Design your own t-shirt
Make a design for your t-shirt that does not contribute to climate change. Describe its characteristics. You can use the template in Annex 13 to help.

Share on the platform students' ideas for the t-shirt.

Move to the final common activity to take Climate Action!

IDEAS FOR FOLLOW-UP AND ACTIONS

- **Journalistic interview "Are there alternatives to buying?"**

To do home or alternatively in class. Interview at least 5 of your friends and relatives about their 'consumer behaviour'.
Instructions:
Use the questions below on the Interview Form (www.migaproject.eu/images/stories/C2/C2-UK/miga%20journalistic%20interview.doc) and record your answers. Interview at least 5 of your friends and family about their consumer behaviour

Person	Questions (answers to include 'what' and 'why')				
	What sort of things have you borrowed from friends?	What sort of things has your family rented?	Do you own any second-hand items?	Do you re-use products or make things out of old / unused products and materials?	Have you ever made a gift (which you did not have to spend any money on)?
Example	*A dress for a party*	*A car on holiday*	*A bicycle*	*I made a bird feeder from a plastic bottle*	*A made a scarf for a friend from the wool of an old jumper*
1					
2					
3					
4					
5					

Bring the results from your interview back to school so you can share your findings with your group.

- **An exhibition "New life for old stuff"**

In your group you will create a present to give to a friend. Your group has to develop at least four different and new items using old and unused objects and/or other materials.
Instructions:
Get inspired! You can create presents made of unused and old products
http://www.protecttheplanet.co.uk/recycled-eco-presents.html
and you find other examples of homemade presents? What about wrapping the gift? How could you make your packaging more environmental friendly as well?
Organise an exhibition for your class to display your creative presents. Each group should organise a special exhibition place to present and/or sell its products.

- "New life for old stuff" campaign
- Instructions:
- Use the knowledge you have acquired and the ideas you have come up with during the activities to organise an event in your school. For example a mini-campaign using the idea "New life for old stuff" or an eco fashion show made of old and used materials.

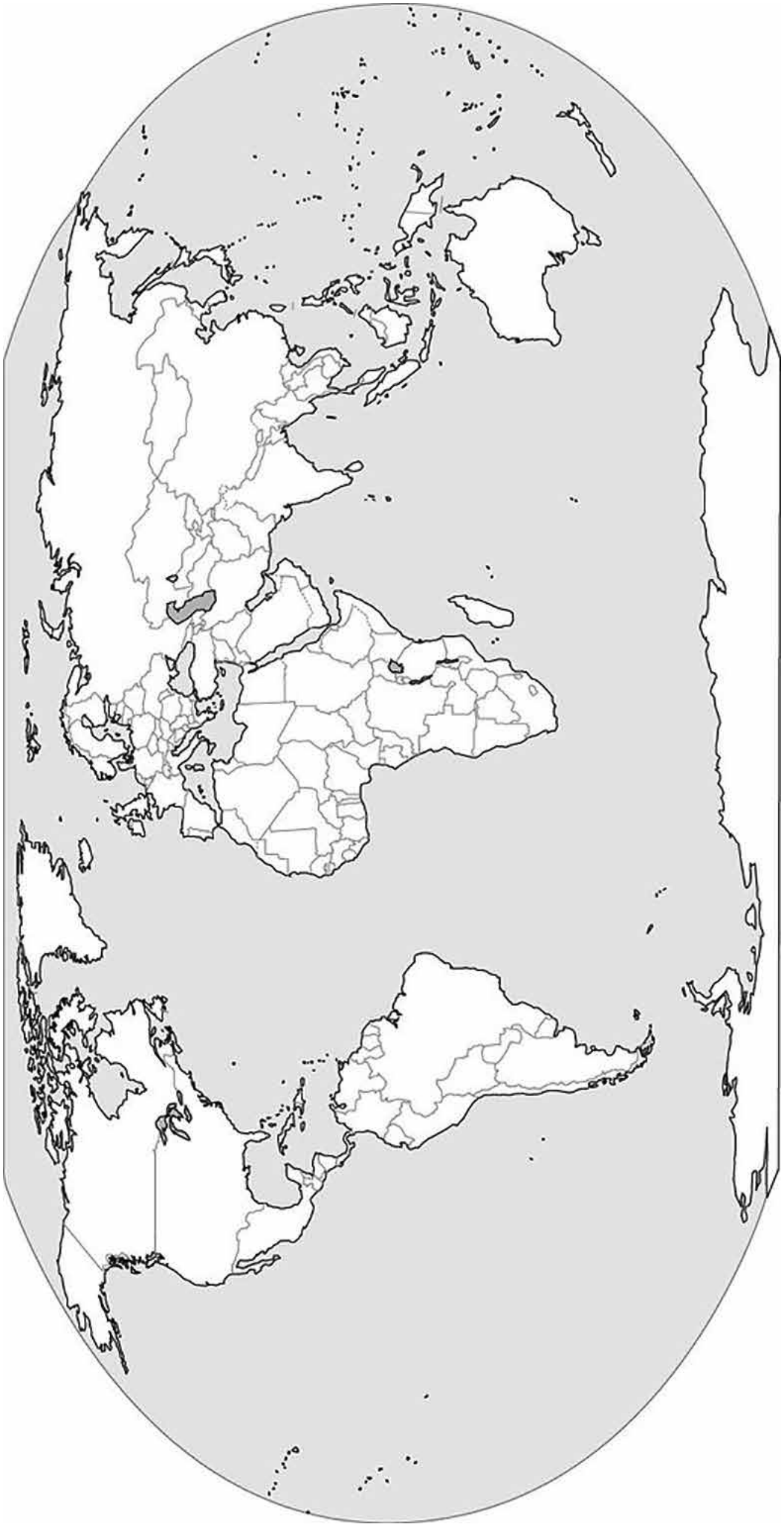
ADAPTATION SUGGESTIONS FOR YOUNGER LEARNERS

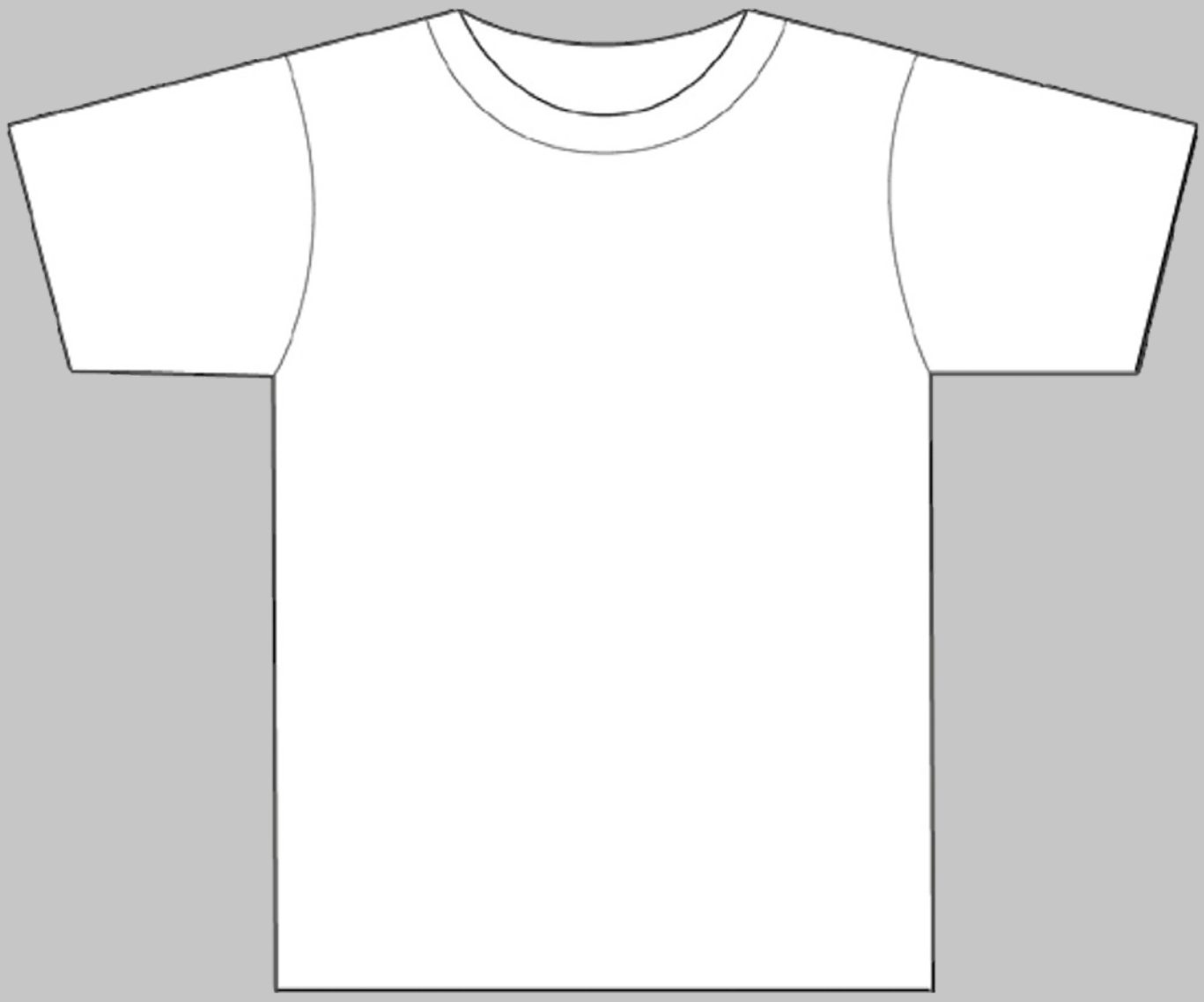
- **LINKS TO OTHER TEACHER'S BRIEFING PACK 2 ACTIVITIES**
-
-
-
- **LINKS TO OTHER TEACHER'S BRIEFING PACK 1 ACTIVITIES**
- ALL THE OTHER ACTIVITIES OF THE LESSON PLANS
- 1.1 "I PARTICIPATE", 1.2 "BE INCLUSIVE", 1.3 "I BELONG"

REFERENCES

- "Building a house activity is inspired in the manual "Global How? Facilitating Global Learning – A Trainer`s Manual" (page 62), available at http://aidglobal.org/userfiles/FINAL_Manual_global_how_2pages_online-reading.pdf

- Adapted from Asian Development Bank - Available at
- https://www.adb.org/sites/default/files/institutional-document/223096/enabling-inclusive-cities.pdf





FINAL INTRODUCTORY LESSON PLAN

FINAL INTRODUCTORY LESSON PLAN	
TITLE:	**I WANT YOU TO ACT AS OUR HOUSE WAS ON FIRE**
AGE GROUP	11-18 years old
ESTIMATED DURATION:	1 hour for implementation. 15 minutes for preparation (printing and cutting out).
MATERIALS:	**To be prepared in advance:**
ROOM REQUIREMENTS:	
OBJECTIVES:	
GCE Main Competences developed	☑ Systems thinking competencies ☑ Anticipatory competency ☑ Normative competency ☑ Strategic competency ☑ Collaboration competency ☑ Critical thinking competency ☑ Self-awareness competency ☑ Integrated problem-solving competency
SDGs INVOLVED	SDG 4 – Quality Education SDG 6 – Clean water and Sanitation SDG 11 – Sustainable cities and communities SDG 13- Climate Action SDG 16 – Peace, Justice and Strong Institutions SDG 17 – Partnerships for the Goals

Description of the activities:

00:00 – 00:10	**Climate action (Slide 9)** Action is the only answer to climate change. We are all change makers who can act at different levels: individual, collective, local, global, changing our habits and putting pression on governments. Why? Because we and the planet deserve a future. Start this last activity with the video https://www.youtube.com/watch?v=VFkQSGyeCWg&t=6s (03:29 min) - "You Are Stealing Our Future": Greta Thunberg 15, the school strike activist condemns the" World's Inaction on Climate Change" Greta started her movement "Fridays for Future" with a very powerful sentence: "Why should I be studying for a future that soon may be no more, when no one is doing anything to save that future?" Ask your students to discuss this statement. What do they think about it? However, let's get deeper into the reasons why we should care about climate change. Write this question on the blackboard: "Why should I care?". Ask learners to explore reasons for action & respond using a Why Chain activity. You will need to have the paper ready for learners to create their 'Why chain' (individually or in small groups). – **Annex 14** – OPTIONAL **Key Question: What happens if we do nothing? (Slide 10)** Learners can openly discuss in large or small groups or respond using a 'Consequences Map'. Have the paper ready for learners to create a consequences map – **Annex 15** **Sustainability performance – A School Audit for action (Slide 15)** How do the behaviours and attitudes in your school contribute to climate change? What does your school need to do to change for the better to limit the impact of climate change?

00:10 – 00:15

Make a plan to conduct a school Sustainability Performance Audit

- What's being done now?
- What do you think needs to be done?
- How is it going to be done and who will be involved?

You can start from the means of transportation offered by the school or the ones taken by the students and their parents to come to school (see ideas for follow up – Activity 10)

💻 DESCRIBE YOUR IDEA FOR CLIMATE ACTION WITHIN THE SCHOOL IN THE PLATFORM. YOU WILL BE ASSIGNED TO THE SCHOOLS OF A CERTAIN COUNTRY THAT WILL ELECT THE BEST IDEA FROM YOUR COUNTRY. YOU WILL DO THE SAME WITH THEM. YOU WILL WIN THE ACTION PLANNING WORKSHOPS THAT CAN TAKE YOU TO THE NEXT SUMMER SCHOOL!

IDEAS FOR FOLLOW-UP AND ACTIONS

Before Activity 7, you can further explore the idea of sustainability and action through te following activity
I wish for you... **(Slide 11-14)**
https://www.youtube.com/watch?v=-qzS4L5BiTM
Watch the video and think about their choices and plan changes that they can make to limit the impact of climate change

- It could well be that your grandchildren would attend your school in the future. Make a secret pledge to their fictional grandchild and put in a jar
- Make their own group pledges to be filmed by each other (to be submitted to the WtGW platform, their own Instagram with the WGW hash tag) **Annex 16**

Extra activity REAL LIFE SITUATION
I have to go to school every day, some things I cannot change! My house is close to school so it is only a 5 minute walk. My friend Sammy lives next door but she is driven to school, I think she is quite lazy! When I arrive at school I often wait for my friends who travel on the school bus. Then we all go to our classroom together. Guess what...all the teachers come by their own car. I want a Porsche when I am old enough.
After school there are lots of clubs and sports I can do. My favourite is football. We practice twice per week. When we have finished I am tired and sometimes wish someone would drive me home instead of walking. On Saturday we have a football match against another school. Sometimes we have to travel many miles to play a game. I am lucky because we travel by car, it is a big one so I have lots of space to sleep on the way back home.

2. INTRODUCTION
Have you ever been a Carbon Detective and worked out which form of transport is the most environmentally friendly?

3. TASK
Today everybody has arrived at your school by different means of transportation. In this lesson we will explore how you and your classmates contribute to CO_2 emission as you travel to school. Firstly you need to collect your data.

STEP 1 How do you arrive at school?
How do you travel to school? Fill the first line of the **table- worksheet 1** (https://bit.ly/2LhxUjS).
You can use Google map to calculate the distances if you do not know them.

STEP 2: How do your classmates arrive at school?
Using the same **table- worksheet 1** do a survey. Ask at least 10 of your classmates about how they travel to school, record your results in the table.

STEP 3: How big is your CO_2 emission?
If your school has joined the **CO2nnect programme**, then go to https://www.co2nnect.org/ and type in the password given to you by your teacher.
Once on the website you will find a online calculator that will allow you to calculate your CO_2 emissions.
If you have not got a password, then you can find the number you need to work out your CO_2 calculations at the following web address:
- the worksheet and information here: https://www.co2nnect.org/what/data_entry_sheet/
- the multiplier numbers here: https://www.co2nnect.org/help_sheets/?op_id=602&opt_id=98

Once you have worked out how big your CO_2 emission is add it to the top row of the **table- worksheet 1**.

STEP 4: How much CO_2 is emitted by your classmates on their way to school?
Now calculate the emissions of the people you asked in Activity 2.
Fill in the rest of the **table- worksheet 1**.
Answer the following questions using the data that you have collected to help you!
- Which vehicle emits the most CO_2?
- Is there any relationship between the type of transport and the distance travelled between home and school? If yes, what is it?
- Is there any relationship between the level of CO_2 emissions emitted by the transport and the distance travelled between home and school? If yes, what is it?

5. REFLECTION
Write down three things you have learnt about carbon emissions of transport.
Write down two things you would like to find out more about.
Choose one of these things, how could you find out more about it?

6. CONCLUSION
You have looked at the different ways people travel to school and the amount of CO_2 that the journeys produce.
Could you change your journey to school so you produce less CO_2?

ADAPTATION SUGGESTIONS FOR YOUNGER LEARNERS

LINKS TO OTHER TEACHER'S BRIEFING PACK 2 ACTIVITIES

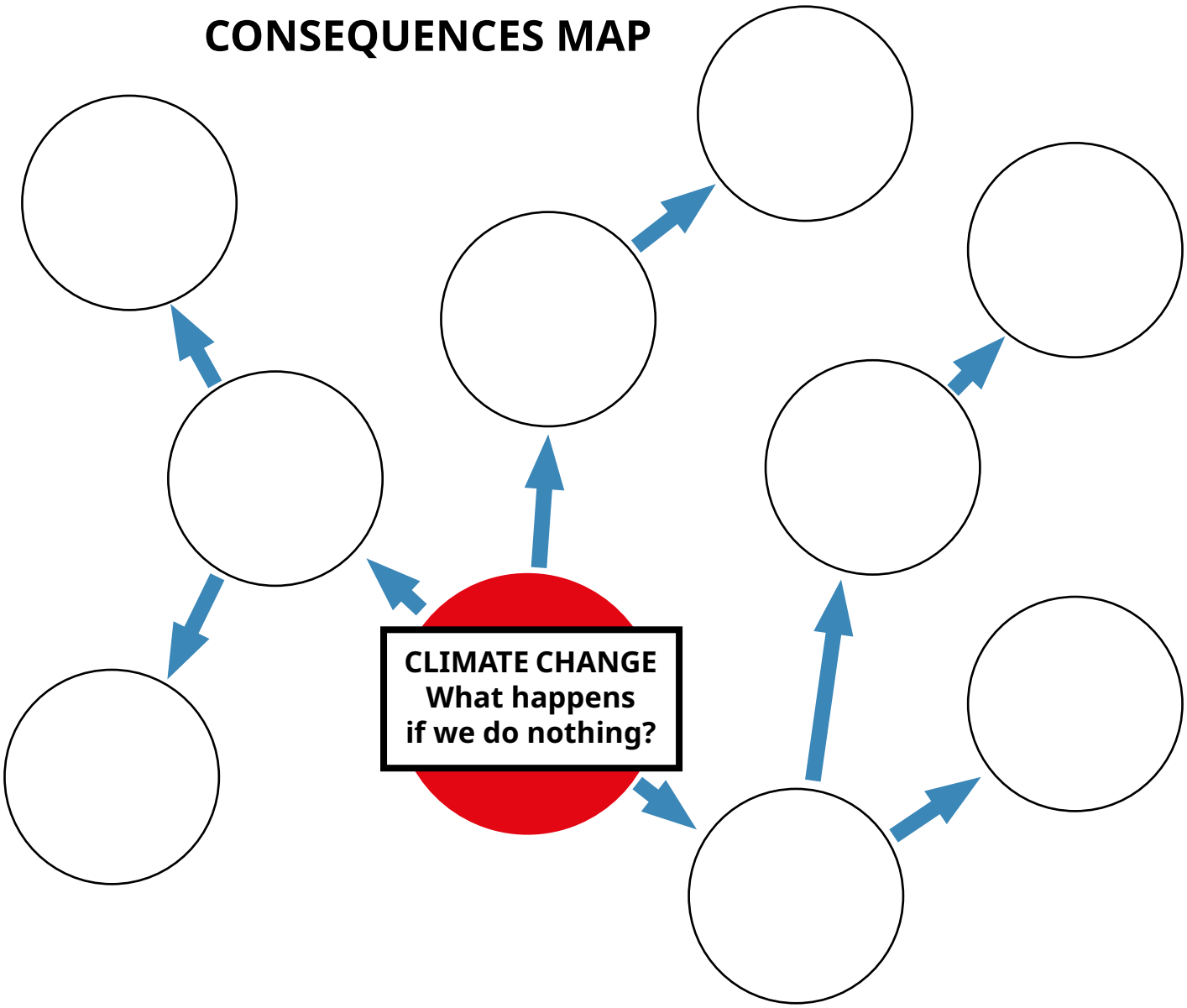
LINKS TO OTHER TEACHER'S BRIEFING PACK 1 ACTIVITIES

- ALL THE OTHER ACTIVITIES OF THE LESSON PLANS
- 1.1 "I PARTICIPATE", 1.2 "BE INCLUSIVE", 1.3 "I BELONG"

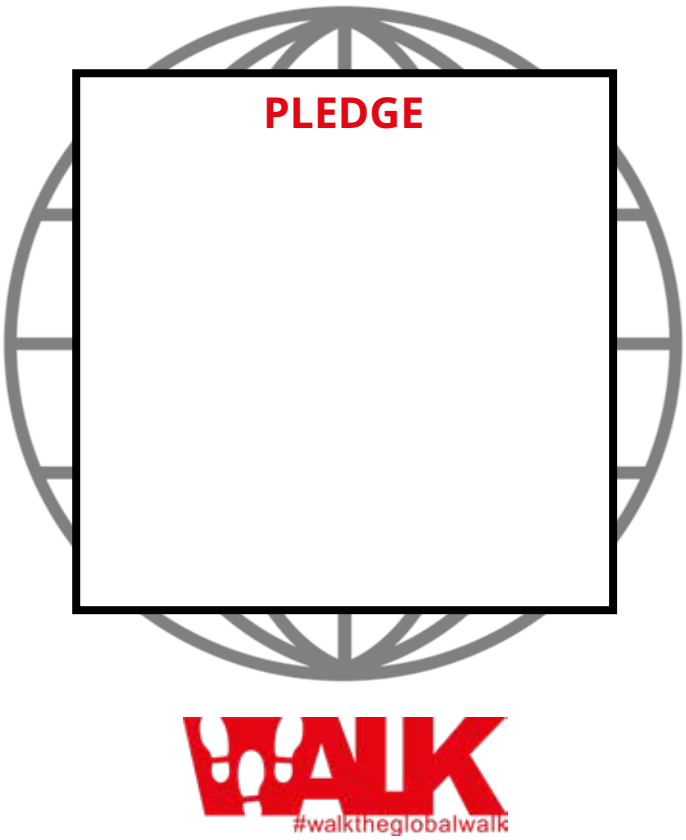
REFERENCES


Why?
Why?
Why?
ISSUE: Why should i care about clima-te change?

CONSEQUENCES MAP



CHANGE FOR



CLIMATE CHANGE

QUESTION FOR REFLECTION 4

Having used some or all of these resources in the classroom, what impact do you think they have had:

- On you as a teacher (knowledge, skills, confidence, values)
- On your students (knowledge, skills, confidence, values)

QUESTION FOR REFLECTION 5

What further support and guidance do you need to take GCE forward in your work?