



# Climate Change

A resource to inspire and work with young people in developing an awareness and understanding of climate change, how it affects our lives, and how they can address the climate crisis.





# Climate Change

## About this Resource

This resource supports enquiry-based learning about climate change for young people. It explores causes and effects of climate change, and encourages young people to critically engage with conversations about the climate crisis from their personal perspectives and experiences.

The four parts of this resource have activities that help young people to research facts about climate change to obtain a local and global perspective, consider ways they can act against the climate crisis by being aware of their individual and collective responsibilities, and engage with their peers on the topic while practising dialogue skills.

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## INTRODUCTION

# CLIMATE CHANGE

**G**eneration Global is a global citizenship programme that is used by a wide range of schools, organisations, educators, and young people around the world.

Our programme:

- Gives learners the opportunity to interact directly with their peers from around the world to dialogue about the range of identities, cultures, faiths, beliefs, values, and perspectives that they hold. This occurs safely through facilitated video conferences and a moderated online community.
- Supports educators by providing a rich range of high quality, engaging, and appropriate materials to help them prepare young people for dialogue.
- Emphasises both similarity and difference – finding the ways in which we are similar to other people is often easy but discovering the ways in which we are different gives us much more opportunity to learn.
- Supports the development of key skills for global citizenship, including respectful dialogue, information technology, cooperation, conflict mediation, reflection, global awareness, and cultural literacy.
- Is a set of flexible materials; designed to be integrated and enhance existing curriculum requirements.

**This module has two broad overarching aims for young people to:**

- Understand climate change causes and effects on our livelihood, while actively thinking of ways to engage and act for a more sustainable future.
- Develop core dialogue skills to engage with people from their community and young people from other countries, creating mutual understanding and fostering a peaceful and sustainable global community.

**By the end of the module and through the dialogue activities with peers, young people should be able to:**

- Understand, identify, and describe climate change causes as they explore the urgency of addressing the climate crisis in a variety of contexts.
- Use dialogue skills to understand the urgency of addressing climate change through individual and collective actions that can transform the future of humanity.
- Visualise the interconnected effects of climate change on human rights and the impact observed in their communities and in other places of the world.
- Reflect on what their peers think, do, and feel about the climate crisis as they construct their own informed opinion on climate change.
- Challenge their own perspective on climate change as they exercise critical thinking skills to develop and implement new sustainable habits.

As always, we encourage educators to approach these materials creatively, and to use them to enhance existing curriculum materials. Completing all these activities with learners can be covered in five to seven hours, or you can choose activities that suit your learning community best. We encourage you to make appropriate decisions around which examples to use in your own learning community.

## LESSON ONE

# UNDERSTANDING CLIMATE CHANGE

### PURPOSE

The purpose of this lesson is for learners to understand and define climate change by identifying the differences between the term's 'climate' and 'weather'. Learners will be encouraged to explore the urgency of addressing climate change in a variety of contexts. At the end of this lesson learners will be able to describe climate change's causes and its effects in their own words.

### ASSESSMENT CRITERIA

Learners should demonstrate they can identify the differences between climate and weather while understanding the causes of climate change and its diverse effects through critical thinking exercises including categorization and mapping.

### STARTER ACTIVITY

#### CLIMATE VS. WEATHER

### PURPOSE

Learners will differentiate between climate and weather to build knowledge about climate change.

### ONLINE RESOURCES

*Weather or Climate ... What's the Difference?* by National Geographic (See link below)

*What's the difference between weather and climate?* by NASA Climate Change Geographic (See link below)

### STEP 1

Designate one side of the room to represent 'Climate' and the opposite side 'Weather'. Ask learners to take a side after each statement is read. Learners need to decide if the statement is about climate change or weather, so they can move to the corresponding side of the room.

### STEP 2

Read each of the following statements out loud. After the learners have chosen a side of the room, ask at least two learners to explain why they have selected that option, before revealing the answer.

### IN THIS LESSON

#### 1. ACTIVITIES

CLIMATE VS. WEATHER

WHAT IS CLIMATE CHANGE?

HOW ARE HUMANS CAUSING CLIMATE CHANGE

CLIMATE CHANGE EFFECTS

REFLECTIONS ABOUT CLIMATE CHANGE


#### 2. WORKSHEETS

1.1 WHAT IS CLIMATE CHANGE?

1.2 HOW ARE HUMANS CAUSING CLIMATE CHANGE

1.3 CLIMATE CHANGE EFFECTS

- It's hotter outside in the summer than it is in the spring (climate)
- A blizzard (weather)
- A rainstorm (weather)
- All glaciers are melting /receding (climate)
- A flood caused by unseasonal rain (climate)
- Last year was colder than the year before (climate)
- A sunny day in April (weather)

 **Note:** The main difference between climate and weather is time. Climate is a continued difference in the environment or a noticeable change in climate behaviour over a longer period. Weather is the condition of the atmosphere over a short period of time. For example, a snowstorm that lasts 2 days during the winter would be weather – since it has a beginning and an end and is happening during the typical snow season. An example of climate change would be if it started to snow for 2 days during the summer, or if over time, summers became less and less hot.

*For further reference you can read the article: Weather or Climate ... What's the Difference?* by National Geographic.

### STEP 3

As a reflection activity, divide the group into teams of 4-5 people and ask them to write on a piece of paper what they consider to be the main difference between climate and weather.

**STEP 4**

Watch the video *What's the difference between weather and climate?* by NASA Climate Change in which the main differences between climate and weather are explained.

**STEP 5**

After watching the video ask the learners:

- What have you learned throughout the activity?
- Would you change what you wrote about the main difference between climate and weather? Why?

**MAIN ACTIVITY 1****WHAT IS CLIMATE CHANGE?****PURPOSE**

Learners will explore the different elements that define climate change to create a shared definition with their peers.

**RESOURCES**


Worksheet 1.1

*What is climate change?*

**ONLINE RESOURCES**

*What is climate change? A really simple guide* by BBC News (See link below)

*We are both creature and moulder of our environment* by the UN Environment Programme (See link below)

 **Note:** Educators can prepare for this topic by reading the article *What is climate change? A really simple guide* by BBC News

**STEP 1**

Watch the video *We are both creature and moulder of our environment*, in which an urgent call is made for climate change action.

**STEP 2**

Arrange learners into 7 different groups of as near equal size as possible. Ask learners to use the *Worksheet 1.1 What is climate change?* and write 'climate change' in the centre circle of the spider gram and then proceed to fill in the smaller circles the answers to the following questions:

- What does climate change mean to me?
- Why is it important?
- Examples of climate change

**STEP 3**

Learners will have 10 minutes to complete the activity.

Ensure equal participation by telling learners to pass the paper around the group to ensure that each person takes a turn in writing answers.

Learners should ensure that they listen to one another's responses within the group, and do not repeat any answers – only add new ones. Lines and circles may always be added to the spider gram.

**STEP 4**

After the teams have completed the worksheet, begin a whole class discussion on what they have written as responses in the spider gram. Make sure you take notes on the board of what the learners are sharing.

**STEP 5**

Use the information on the board to construct your group definition of climate change. At the end of the activity, you can discuss how the United Nations defines climate change and compare it with the definition created by the learners.

According to the United Nations Framework Convention on Climate Change (UNFCCC) "Climate change means a change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods".

**MAIN ACTIVITY 2****HOW ARE HUMANS CAUSING CLIMATE CHANGE****PURPOSE**

Learners will understand which human activities are having an impact on the climate crisis by observing images or possible causes.

**CITATION:**

National Geographic (2022) *Weather or Climate ... What's the Difference?*. Available at: <https://education.nationalgeographic.org/resource/weather-or-climate-whats-difference>

NASA Climate Change (2018) *What's the difference between weather and climate?* Available at: <https://youtu.be/vH298zSCQzY>

**CITATION:**

BBC News (2021) *What is climate change? A really simple guide*. Available at: <https://www.bbc.com/news/science-environment-24021772>

UN Environment Programme (2022) *We are both creature and moulder of our environment*. Available at: <https://www.youtube.com/watch?v=iq8ynPmD4i8>

United Nations Framework Convention on Climate Change. *Climate Change Definition*. Available at: <https://unfccc.int/>




## RESOURCES

Worksheet 1.2

*How are humans causing climate change*

## ONLINE RESOURCES

*United Nations Climate Action Webpage* by the United Nations (See link below)

 **Note:** In preparation to implement this activity, you can read about climate causes in this resource: *United Nations Climate Action Webpage* by the United Nations (See link below).

## STEP 1

As learners come in, ask them to share what they think are the main causes of climate change. While learners provide their opinions make sure to write on the board or somewhere else visible the main causes for climate change:

- Generating power: electricity and heat generated by burning fossil fuels increases greenhouse gases and pollutants into the air.
- Manufacturing goods: the manufacturing industry is one of the largest contributors to greenhouse gas emissions worldwide.
- Cutting down forests: when trees are cut down, they release the carbon dioxide they have been storing into the atmosphere.
- Transportation: most cars, trucks, ships, and planes run on fossil fuels.
- Food production: producing food causes emissions of carbon dioxide, methane, and other greenhouse gases in various ways while also contributing to deforestation and the use of energy that runs on fossil fuels.
- Powering buildings: residential and commercial buildings consume massive amounts of electricity.
- Consumption patterns: our lifestyles have a profound impact on our planet.

## STEP 2

Learners should work in pairs to complete *Worksheet 1.2 How are humans causing climate change*. They should pair the causes of climate change with the corresponding image and discuss what they have observed.

## STEP 3

After the pair discussion exercise, prompt learners to share their ideas as a whole class discussion activity. Allow learners to listen to each other's responses and challenge ideas where appropriate.

## ALTERNATIVE ACTIVITY

If you prefer to work online, you can have learners partner up and visit Climate Visuals Organisation to choose their own images to discuss with their partners.

## MAIN ACTIVITY 3

## CLIMATE CHANGE EFFECTS

## PURPOSE

Learners will identify the various effects that climate change has in different scenarios while analysing facts.

## RESOURCES

Worksheet 1.3


*Climate change effects*

## ONLINE RESOURCES

*United Nations Climate Action Webpage* by the United Nations (See link below)

## STEP 1

Split the learners into small groups (3-4) and assign one of the climate change effects that can be found on the United Nations Climate Action Webpage.

 **Note:** Consider which effects will work better for your classroom. You can ask the learners to work directly from the online resource or to print them out. The following are the effects that can be found in this online resource:

1. Physical Science
2. Temperature Rise
3. Adaptation
4. Finance
5. Gender Equality
6. Economy
7. Jobs
8. Energy
9. Health
10. Nature

## STEP 2

Ask groups to read their assigned effects and share a summary of what they have read to the whole class. Each team will have 2 minutes to share their learning.

## STEP 3

After each group has presented their summary of the analysed effect, they will work in teams to complete the *Worksheet 1.3 Climate change effects*. Ask the learners to discuss their ideas before completing the worksheet in which they will organise the 10 effects they have learned about from the most urgent to the least urgent.

## CITATION:

Climate Visuals Organisation (2022) *Climate Causes*. Available at: <https://climatevisuals.org/groupitem/20/>

United Nations Climate Actions (2022) "Climate Change Causes" Available at: <https://www.un.org/en/climatechange/science/causes-effects-climate-change>

**STEP 4**

Bring learners together as a whole group and ask them to share what they have selected as their top 3 most urgent climate change effects. You can ask each group what led them to choose those climate change effects as priority. This last step is not about getting it done quickly, it's about opening for discussion and reflection.

**EXTENSION**

If you would like learners to have more knowledge and information regarding climate change, you could ask them to answer one of the climate change quizzes found on the webpage: Global Climate Change Quizzes. (See link below)

**REFLECTION ACTIVITY****REFLECTIONS ABOUT CLIMATE CHANGE****PURPOSE**

Learners reflect on the main learning outcomes from Part 1.


**STEP 1**

Ask learners to choose one of the questions below and share their answer in a whole group discussion:

- What did you learn that really surprised you?
- What experiences or feelings about climate change did you discover you had in common with your peers?
- What challenged you in your discussions about climate change? Why?

**STEP 2**

On the board, you can write the main ideas shared, for everyone to see.

 **Note:** If you'd like to take this lesson further, ask learners to register in the [Ultimate Dialogue Adventure](#) and complete the Topic "Climate Change". After learners complete the topic, have them participate in the dialogue space in preparation for a video conference.

**CITATION:**

NASA Climate Change (2022) Global Climate Change Quizzes Available at:  
<https://climate.nasa.gov/explore/interactives/quizzes>

United Nations Climate Actions (2022) Climate Action Fast Facts Available at:  
<https://www.un.org/en/climatechange/science/key-findings>

## WORKSHEET 1.1

# WHAT IS CLIMATE CHANGE?

**Instructions:****Step 1:**

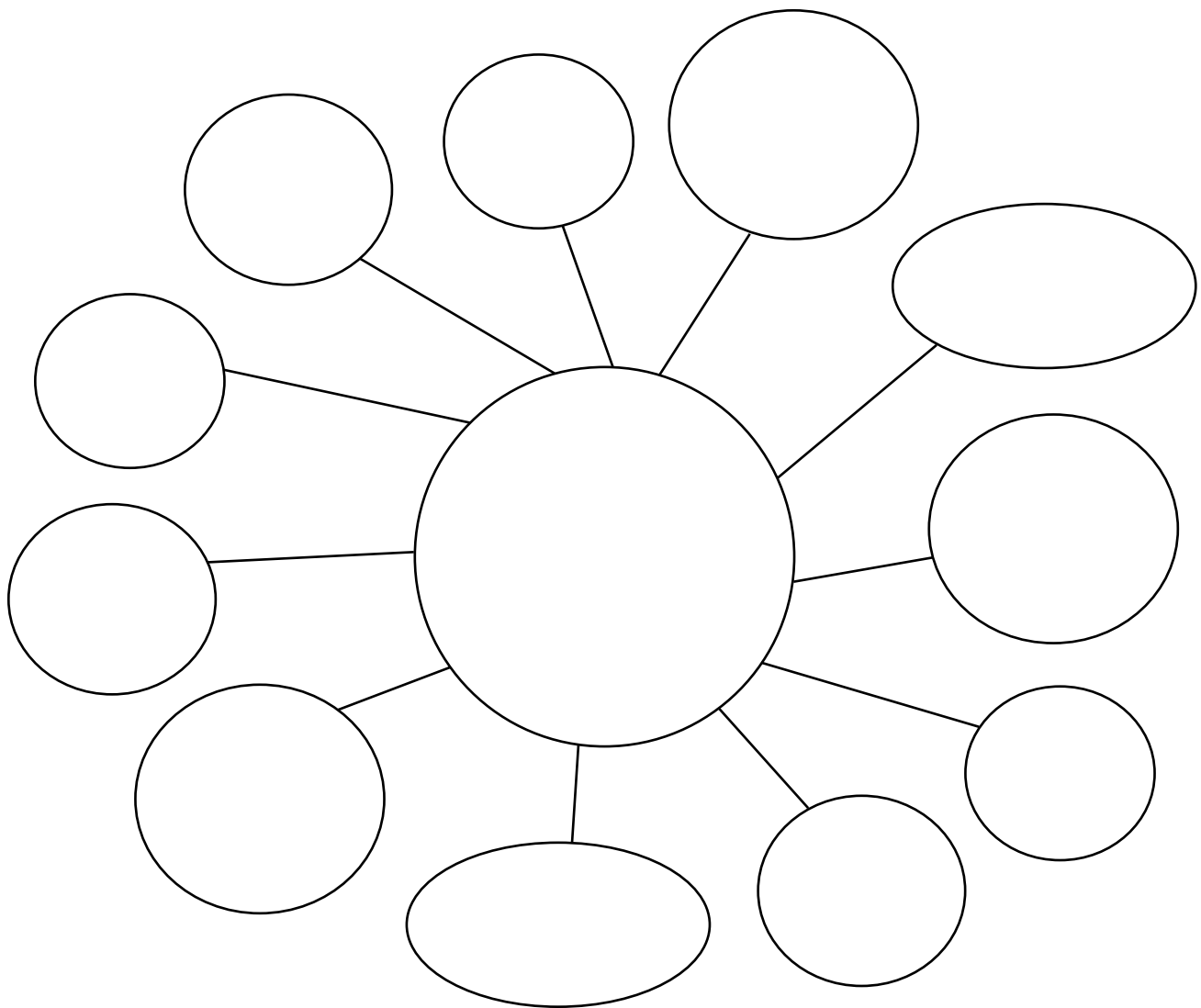
Sit with your team and create a spider gram. In the centre circle write “Climate Change”, then proceed to fill in the smaller shapes with the answers to the following questions:

- What does climate change mean to me?
- Why is it important?
- Examples of climate change

*You can add as many shapes as needed.*

**Step 2:**

Pass the worksheet around the group to ensure that each person takes a turn in writing answers within each blank shape. Group members cannot repeat any answers, only add new ones.





## WORKSHEET 1.2

## HOW ARE HUMANS CAUSING CLIMATE CHANGE

**Instructions:** Work with your partner to observe the following images. Then, write on the blank line below the image the corresponding climate change cause from the list.

**Climate Change Causes:**

- **Generating power:** electricity and heat generated by burning fossil fuels increases greenhouse gases and pollutants into the air.
- **Manufacturing goods:** the manufacturing industry is one of the largest contributors to greenhouse gas emissions worldwide.
- **Cutting down forests:** when trees are cut down, they release the carbon dioxide they have been storing into the atmosphere.
- **Transportation:** most cars, trucks, ships, and planes run on fossil fuels.
- **Food production:** producing food causes emissions of carbon dioxide, methane, and other greenhouse gases in various ways while also contributing to deforestation and the use of energy that runs on fossil fuels.
- **Powering buildings:** residential and commercial buildings consume massive amounts of electricity.
- **Consumption patterns:** our lifestyles have a profound impact on our planet.



Photo by Cottonbro: <https://www.pexels.com/photo/awoman-standing-near-the-trees-5608107/>

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Photo by Marcin Jozwiak: <https://www.pexels.com/photo/white-smoke-coming-out-from-a-building-3641377/>

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Photo by Kateryna Babaieva: <https://www.pexels.com/photo/man-wearing-orange-hard-hat-2760241/>

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Photo by Pixabay: <https://www.pexels.com/photo/air-pollution-climate-change-dawn-221012/>

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## WORKSHEET 1.2

## HOW ARE HUMANS CAUSING CLIMATE CHANGE

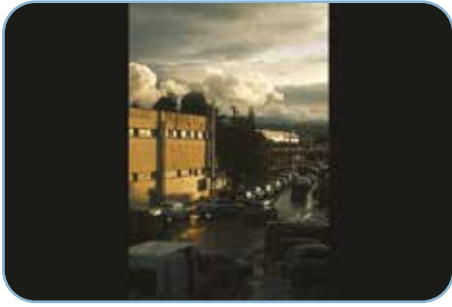


Photo by Ali Ramazan Ciftci: <https://www.pexels.com/photo/motor-vehicles-on-the-road-13731625/>

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Photo by Angela Roma: <https://www.pexels.com/photo/crop-woman-with-white-and-red-paper-bags-sitting-onbench-after-shopping-7319108/>

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Photo by Los Muertos Crew: <https://www.pexels.com/photo/a-cowwith-an-ear-tag-8064067/>

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## WORKSHEET 1.3

## CLIMATE CHANGE EFFECTS

**Instructions:** List the climate change effects identified so far, having in mind which ones are the most urgent to act upon and which are the least. Then write why each effect needs to be addressed in the corresponding column.

| <i>Climate Change Impacts</i> | <i>Why does it need to be addressed?</i> |
|-------------------------------|--|
| 1.                            |  |
| 2.                            |  |
| 3.                            |  |
| 4.                            |  |
| 5.                            |  |
| 6.                            |  |
| 7.                            |  |
| 8.                            |  |
| 9.                            |  |
| 10.                           |  |

## LESSON TWO

# CLIMATE CHANGE IN MY COMMUNITY

### PURPOSE

The purpose of this lesson is for learners to visualise the interrelated effects of climate change in their own communities and the impact it has on different people's lives.

### ASSESSMENT CRITERIA

Learners will identify and analyse changes created by the climate crisis in their own communities through interviews and conversations to discover the causes and who is affected the most.

### STARTER ACTIVITY 1

## CONVERSATIONS ABOUT CLIMATE CHANGE

### PURPOSE

Learners will engage in conversations with their peers to address their experiences and feelings towards climate change.

### RESOURCES

Worksheet 2.1

*Conversations about climate change*

### STEP 1

Give every learner a copy of *Worksheet 2.1 Conversations about climate change* and invite learners to find a partner to work with.

### STEP 2

Ask them to have a conversation about each of the ten questions that appear on the worksheet. Encourage learners to provide details of their experiences and/or feelings, to ask questions to deepen the conversations and to practise respectful challenging. Learners should try to complete as much of the worksheet as possible. This activity is an opportunity for learners to explore their own experiences and feelings towards climate change. Learners can have 20-25 minutes to complete the activity.

### STEP 3

Bring learners together as a whole group and ask them to share some insights on their conversations. You can use the following prompts to facilitate their participation:

### IN THIS LESSON

#### 1. ACTIVITIES

CONVERSATIONS ABOUT CLIMATE CHANGE

CLIMATE CHANGE IN MY COMMUNITY

WHO IS AFFECTED THE MOST BY CLIMATE CHANGE IN OUR COMMUNITY?

REFLECTIONS ABOUT CLIMATE CHANGE IN MY COMMUNITY

#### 2. WORKSHEETS

2.1 CONVERSATIONS ABOUT CLIMATE CHANGE

2.2 OBSERVING CLIMATE CHANGE IN MY COMMUNITY

2.2 REFLECTIONS ABOUT CLIMATE CHANGE IN MY COMMUNITY

- Mention one thing about your conversations that you found very interesting
- Mention one thing about your conversations in which you disagreed.
- Share with the group if you felt challenged by one of the questions and why.
- Share with the group one thing that surprised you the most about your conversation.
- Was there any question that you felt you struggled with? If so, mention why

### MAIN ACTIVITY 1

## OBSERVING CLIMATE CHANGE IN MY COMMUNITY

### PURPOSE

Learners will engage in conversations while they interview a parent, grandparent, or a senior relative or friend about their memories of their locality and the climate, to help learners understand and communicate the changes happening in their hometown.

### RESOURCES

Worksheet 2.2

Observing climate change in my community

## ONLINE RESOURCES

Google Earth Time Lapse (See link below)

## STEP 1

As homework, tell the learners they will conduct interviews and ask them to choose two persons from their community. They can be a parent, grandparent and/or a senior relative or friend that has lived long enough in the community.

## STEP 2

Ask the learners to use *Worksheet 2.2 Observing climate change in my community*, as guidance for their interviews. Learners should take notes during the interview and list what the interviewees say are the main climate change effects observed throughout the years.

## STEP 3

After having conducted the interviews, ask the whole class to sit in a circle. Choose 4-5 learners to share their interview's findings. As learners share, list the findings on the board for everyone to see.

## STEP 4

Open Google Earth Time Lapse and write the name of the group hometown (if Time-lapse isn't available for the city, type in the largest city close to your hometown). Tell the learners to identify the changes they observe in the time lapse sequence. Ask them if they can see some of the changes mentioned by their interviewees?

## STEP 5

In order to reflect on their findings, prepare the group to have a whole class discussion about the changes observed in their communities by asking the following questions:

- How do you feel about the interviews you had? Was there anything that surprised you from what the interviewees shared?
- What are the most observable transformations created by climate change in the community?
- How have the lives of people in the community had to change because of the effects of climate change?
- What would need to change in the future to minimise the effects of climate change in your community?



## MAIN ACTIVITY 2

## WHO IS AFFECTED THE MOST BY CLIMATE CHANGE IN OUR COMMUNITY?

## PURPOSE

Learners will research and provide examples of climate change effects in their community and decide where responsibility might lie by engaging in conversations with each other.

## MATERIALS

Flipcharts and markers

## STEP 1

Ask learners to conduct a web search to find examples of climate change effects in their local communities. They can use the information obtained from the previous activity as a basis for their research.

## STEP 2

Ask the learners to sit in teams of 3-4 people and to select one of the main effects they have found when conducting their search. They will be creating a poster that incorporates:

- The selected climate change effect
- Who they think is responsible for generating that effect (after researching learners should decide who or what is responsible for the selected issue).
- If anything is being done to address the issue.

Learners can be creative as they design their poster, but they should use credible sources, and practise respectful challenge to decide where the responsibility lies for the selected effect of climate change.

## STEP 3

Once the groups have finished creating their posters, they will have 5 minutes to present them to the whole classroom.

 **Note:** The posters can be hung on the walls of the classroom.

## STEP 4

After they finish presenting, draw on the board a tree with roots and branches. Tell your learners that a person from each group will write in the roots who they consider is responsible for causing their selected effect. Then, they will write on the branches and leaves the effect they have presented.

## CITATION:

Google Earth Time Lapse. Available at: <https://earthengine.google.com/timelapse/>

Once every group has added their ideas to the tree, ask the whole class if there is a link between those effects (branches) and who is responsible (roots). After that ask the group to answer:

- Who is affected the most by climate change in our community?
- Who and what are mainly responsible for creating those effects?

#### REFLECTION ACTIVITY

### REFLECTIONS ON CLIMATE CHANGE IN MY COMMUNITY

#### PURPOSE

Learners reflect on the main learning outcomes from Part 2.

#### RESOURCES

*Worksheet 2.3*

*Reflections about climate change in my community*

#### STEP 1

Begin by asking learners to individually fill out *Worksheet 2.3 Reflections about climate change in my community*. Learners will reflect on their main learnings from Part 2 by answering these questions:

- What was the most important thing I learned?
- What surprised me the most about this lesson?
- What was the most important idea I learned from listening to my peers' opinions?
- What questions do I still have?

#### STEP 2

Learners take turns to share about what they have written in their worksheets.

## WORKSHEET 2.1

## CONVERSATION ABOUT CLIMATE CHANGE

**Instructions:** Find a partner to work with and begin a conversation about each of the ten questions found in the table below. You can complete the column “Notes from your conversations” as you finish. Make sure that you ask each other questions to deepen the conversations provide as much details as possible and practise respectful challenging. You should try to complete as much of the worksheet as possible, since it is an opportunity for you to explore experiences and feelings towards climate change.

| Questions  | Notes from your conversations |
|--|-------------------------------|
| 1. What experiences have you been involved in or witnessed because of climate change?  |                               |
| 2. What are some of the changes being made to adapt to climate change in your community?   |                               |
| 3. What are some of the plant and animal species in your region or country that are going extinct because of climate change?                               |                               |
| 4. What climate action activity have you participated in with your community?  |                               |
| 5. What are your worries and concerns about climate change?  |                               |
| 6. Have you felt that the seasons are changing? If so, can you provide examples.   |                               |
| 7. Have you seen or read any stories about climate refugees? If so, share what you’ve seen or read about.  |                               |
| 8. What are the wealthier nations impact on climate change? Share your ideas.  |                               |
| 9. How is your lifestyle and culture impacted because of climate change? If so, what are some of changes you’ll need to do to mitigate the climate crisis. |                               |
| 10. How does climate change impact girls and women? Share your perspectives.   |                               |

**NOTE:** This activity is an adaptation from World’s Lesson Plan activity “Climate Change People Search”. Available at: <https://worldslargestlesson.globalgoals.org/wpcontent/uploads/2020/09/UNESCO-Climate-Change-lesson-plan.pdf>

## WORKSHEET 2.2

## OBSERVING CLIMATE CHANGE IN MY COMMUNITY

**Instructions:** Choose two people from your community to interview about climate change. They can be a parent, grandparent and/or a senior relative or friend. Take notes during the interview to help you understand the changes the interviewees are sharing with you. Remember to practise active listening while conducting the interview.

| Questions   | Notes |
|---|-------|
| 1. Throughout the years, what changes have you noticed regarding water and air quality? |       |
| 2. How have the seasons changed?<br>Can you give some examples.                         |       |
| 3. When you were my age, do you remember longer or shorter summers and winters?         |       |
| 4. What changes have you noticed regarding rain?<br>Are rainstorms or floods common?    |       |
| 5. What type of changes have you seen regarding the food you have access to?            |       |
| 6. Do you produce any of your food?   |       |
| 7. When you were a kid, did you used any kind of transportation to get to school?       |       |
| 8. How has the way people move in cities changed?                                       |       |
| 9. When growing up, do you remember if there were news regarding Climate Change?        |       |
| 10. What is the most notorious Climate Change effect you've seen of felt?               |       |



## WORKSHEET 2.3

**REFLECTIONS ABOUT CLIMATE CHANGE IN MY COMMUNITY.**

**Instructions:** Reflect on what your main learning outcomes from Part 2 are by answering these questions:

What was the most important thing I learned?

What surprised me the most about this lesson?

What was the most important idea I learned from listening to my classmates' opinions?

What questions do I still have?

## LESSON THREE

# CLIMATE

# CHANGE ACTIVISM

### PURPOSE

The purpose of this lesson is for learners to gain an understanding of how the changing climate is threatening the human rights of people all over the world, and the impact this can have on the future if humanity does not act. This lesson will also prompt learners to research what young activists are accomplishing and inspire them to think of ideas on how they can become agents of change.

### ASSESSMENT CRITERIA

Learners should demonstrate they can recognise the causes and impacts of climate change on various communities around the world, including their own, and develop their own ideas for action by creating a plan for change.

### STARTER ACTIVITY

#### MY FOOTPRINT ON CLIMATE CHANGE

### PURPOSE

Learners will increase awareness of the impact their lifestyle habits have on climate change and began to think of ways they could act to reduce their impact.


### ONLINE RESOURCES

*Ecological Footprint Calculator* by Global Footprint Network (See link below)

*Climate Change: Your carbon footprint explained* by BBC News (See link below)

### STEP 1

Play the video *Climate Change: Your carbon footprint explained* by BBC News and ask the learners to pay attention to the concepts explained.

 **Note:** A carbon footprint is the total amount of greenhouse gases (including carbon dioxide and methane and usually measured in tonnes) that are generated by our actions and lifestyle.

### CITATION:

*Ecological Footprint Calculator* by Global Footprint Network. Available at:

<https://www.footprintcalculator.org/>

BBC News (2021) *Climate Change: Your carbon footprint explained*. Available at: <https://www.youtube.com/watch?v=a9yO-K8mwL0>

### IN THIS LESSON

#### 1. ACTIVITIES

MY FOOTPRINT ON CLIMATE CHANGE

WHY IS CLIMATE CHANGE A HUMAN RIGHTS ISSUE?

CLIMATE JUSTICE AND ACTIVISM

OUR PLAN FOR CLIMATE ACTION

REFLECTIONS ABOUT CLIMATE CHANGE ACTIVISM

#### 2. WORKSHEETS

3.1 WHY IS CLIMATE CHANGE A HUMAN RIGHTS ISSUE?

3.2 CLIMATE JUSTICE AND ACTIVISM

3.3 OUR PLAN FOR CLIMATE ACTION

#### 3. MATERIALS

REFLECTIONS ABOUT CLIMATE CHANGE ACTIVISM

### STEP 2

Ask the learners to complete the Ecological Footprint Calculator Test. Once the learners receive their results, they will gain an understanding of which habits they may (or may not) have and help them reflect on what has surprised them.

### STEP 3

Encourage the group to reflect on their results. To help them reflect you can ask them the following questions:

- What does the result in “Your Personal Earth Overshoot Day” mean to you?
- How do you feel about the result you received regarding your carbon footprint?
- What do you think and feel about your results on the “If everyone lived like you, we would need X number of Earths”?
- What have you learned about your lifestyle habits that you consider is important to change?
- How could you reduce your carbon footprint?

**STEP 4**

Ask learners to pair up and finish the following sentences to each other:

- One thing that surprised me about my results was...
- Taking this test made me feel...
- One thing in my lifestyle I would like to change is...
- One thing in my lifestyle it would be difficult to change is...

**MAIN ACTIVITY 1****WHY IS CLIMATE CHANGE A HUMAN RIGHTS ISSUE?****PURPOSE**

Learners will understand how human rights are being threatened by climate change through the exploration and analysis of different situations occurring worldwide.

**RESOURCES**

Worksheet 3.1


*Why is climate change a human rights issue?*

**ONLINE RESOURCES**

*Connection Between Climate Change & Human Rights* by Centre for International Governance Innovation. (See link below)

**STEP 1**

Ask the learners to list the human rights they know. As learners share, list them on the board and be prepared to complement the list to include every human right.

 **Note:** As preparation, you can read this article on the *Universal Declaration of Human Rights*, available at: <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

**STEP 2**


Watch the *Connection Between Climate Change & Human Rights* by Centre for International Governance Innovation and ask the learners to think about the ideas shared in the video. Once they have watched the video, ask the learners to answer the question: Why is climate change a human rights issue?

**STEP 3**

Learners will sit in teams of 4 people to work on *Worksheet 3.1 Why is climate change a human rights issue?* Each group will conduct a web search to investigate stories of people affected by climate change from different areas of the world. While the learners are researching, move along the groups to follow up on questions and advise on the cases or stories selected.

**STEP 4**

After having filled in the worksheet, bring the class together and ask the learners to share the stories they have found. They will have 5 minutes to share and after that the rest of the group can ask their peers questions regarding the story.

 **Note:** As groups present and share their stories, write on the board the various human rights that were identified by the learners in the stories they researched.

**STEP 5**

As a reflection activity, ask learners to reflect on which human rights they find most affected by climate change and why. Ask learners to finish the sentence starter listed below to frame their reflections.

- The human right being threatened by climate change I find most urgent is... because....
- The climate change story I felt most moved by or inspired by is... because....

**MAIN ACTIVITY 2****CLIMATE JUSTICE AND ACTIVISM****PURPOSE**

Learners will understand what climate justice is and the reasons why young people are urging for action against climate change while looking for ways to make a difference in the future. Learners will also get inspired by the stories of young activists on climate change, while they begin to imagine their own quest for becoming an agent of change.

**RESOURCES**

Worksheet 3.2

*Climate justice and activism*

**ONLINE RESOURCES**

(see all links below)

- *What is Climate Justice?* By OXFAM Great Britain
- *Youth for Climate Action/Breaking Barriers* by UN Climate Change Learn
- *Climate Justice* by United Nations Sustainable Development Goals
- *Young climate activists demand action and inspire hope* by UNICEF


**CITATION:**

Centre for International Governance Innovation (2017) *The Connection Between Climate Change & Human Rights*. Available at: <https://www.youtube.com/watch?v=3Sxm6Pr73Ws>  
 Universal Declaration of Human Rights. Available at: <https://www.un.org/en/about-us/universal-declaration-of-human-rights>

- *Meet the Middle East's Greta's fighting for the planet's future* by Wired Magazine
- *African youth climate activists changing the face of the planet* by Greenpeace International
- *Young Climate Activists Leading the Way on Global Climate Action* by Earth.org
- *The young female climate activists driving change in Asia* by Japan Times

### STEP 1

In order to introduce this activity ask the learners to express their opinion on what they think the definition for climate justice is. On the board, you can enlist the ideas shared by the learners:

 **Note:** Share this concept with the learners to complement their ideas by explaining that Climate Justice “looks at the climate crisis through a human rights lens and on the belief that by working together we can create a better future for present and future generations” (UN, 2019). Climate crisis does not affect everyone in the same way, and it takes a toll on vulnerable communities threatening their human rights such as access to water, sanitation, health, and education to mention some.


### STEP 2

Watch the videos *What is climate justice* by OXFAM Great Britain and “Youth for Climate Action/Breaking Barriers” by UN Climate Change Learn. Learners should gain perspective and share their thoughts after watching the video.

### STEP 3

Learners will choose a partner and sit together to work on *Worksheet 3.2 Climate justice and activism*. They can select one of the stories from young climate activists in the following suggested sources or find one on their own:

- *Young climate activists demand action and inspire hope* by UNICEF
- *Meet the Middle East's Greta's fighting for the planet's future* by Wired Magazine
- *10 African youth climate activists changing the face of the planet* by Greenpeace International
- *10 Young Climate Activists Leading the Way on Global Climate Action* by Earth.org
- *The young female climate activists driving change in Asia* by Japan Times

 **Note:** Share with the learners that an activist refers to someone who strongly believes and cares about a specific issue and acts upon it. You can encourage learners to find their own examples of a young climate activist in your country or overseas.

### STEP 4

After the pairs have completed the worksheet, ask the following questions to the whole group:

- What have you learned from the climate activists?
- What inspires you about the climate activist stories?
- Do you agree with the climate activists' actions? If not, what would you do differently?
- How can collective actions help tackle climate change?
- What perspectives on climate change do you think young people can offer that are different from those of older generations?

### MAIN ACTIVITY 3

## OUR PLAN FOR CLIMATE ACTION

### PURPOSE

Learners will generate a plan that encompasses a specific action against climate change.

### RESOURCES

*Worksheet 3.3*  
*Our plan for climate action*

### STEP 1

Ask the learners if the previous activity has sparked any ideas or inspired them to act against climate change. Then ask them this question: What do you care about the most when it comes to climate change? After hearing their thoughts, try to create groups in which learners have ideas in common.

### CITATION:

United Nations Sustainable Development Goals (2019) *Climate Justice*. Available at: <https://www.un.org/sustainabledevelopment/blog/2019/05/climate-justice/>

What is Climate Justice? By OXFAM GB available at <https://www.youtube.com/watch?v=3qAHpIfPEDk>

UN Climate Change Learn. *Youth for Climate Action/Breaking Barriers*. Available at: <https://www.youtube.com/watch?v=5B8eqjiYzjE>

UNICEF (n.d.) *Young climate activists demand action and inspire hope*. Available at: <https://www.unicef.org/stories/young-climate-activists-demand-action-inspire-hope>

Mackenzie, L. (2022) *Meet the Middle East's Greta's fighting for the planet's future*. Wired Magazine. Available at: <https://wired.me/culture/meet-the-middle-east-s-gretas-fighting-for-the-planets-future/>

Greenpeace International (2021) *African youth climate activists changing the face of the planet*. Available at: <https://www.greenpeace.org/international/story/50006/10-african-climate-youth-activists-changing-the-face-of-the-planet/>

Earth (2022) *Young Climate Activists Leading the Way on Global Climate Action*. Available at: <https://earth.org/young-climate-activists-leading-the-way-on-global-climate-action/>

Jackson, A. (2021) *The young female climate activists driving change in Asia*. Japan Times. Available at: <https://www.japantimes.co.jp/news/2021/06/27/asia-pacific/climate-activists-asia/>

**STEP 2**

Learners will sit together with their team and work on *Worksheet 3.3 Our plan for climate action* in which they will think of a name for their climate action and then proceed to answer the following questions:


- What action is feasible and can be implemented in your school, neighbourhood, or community, to tackle the climate crisis?
- What resources do you need to have to implement that action?
- What might you do to overcome this barrier?
- Who will be impacted the most by your action?
- What's your message for change?

**STEP 3**

After they have finished working on the worksheet, they will participate in a round of presentations. Each group will have 5-7 minutes to share their idea with the group.

**STEP 4**

Either have every group present their ideas, and have each learners cast a vote for the idea they think is the most feasible and has a larger impact or invite learners to present their group idea and motivate them to implement it (See extension below).

 **Note:** For the voting activity you can write the name of the idea or the team on the board. Give each student a sticky note to cast their vote below the idea. You can also ask them to come to the board and vote by using a marker.

**EXTENSION**

If your group decides to go forward into making the idea a reality and they need inspiration, you can recommend the United Nations Act Now webpage. Some ideas for using the materials contained in this webpage are:

- Learn how to speak up about climate change to different actors and audiences by using the examples and strategies shared on the webpage Act Now Speak Up.
- Learners can create a competition in which they use the Act Now App and learn how to implement sustainable habits.
- As a group they can find climate change facts and data to create their own climate action awareness campaign by using the information on the United Nations Act Now webpage.
- You can also share any actions your learners have taken because of this activity with Generation Global by emailing us at [helpdesk@generation.global](mailto:helpdesk@generation.global).

**REFLECTION ACTIVITY****REFLECTIONS ABOUT CLIMATE CHANGE ACTIVISM****PURPOSE**

Learners reflect on their main learning outcomes from Part 3.

**RESOURCES**

Material 1.

*Reflections about climate change activism*

**STEP 1**

Print out Material 1. *Reflections about climate change activism* and cut the different statements into squares. Place the paper pieces in a bowl.

**STEP 2**

Ask learners to choose one of the questions and share their answer in a whole group discussion

**STEP 3**

On the board, write the main ideas shared, for everyone to see

**CITATION:**

United Nations (n.d.) Act Now. Available at: <https://www.un.org/en/actnow>

## WORKSHEET 3.1

## WHY IS CLIMATE CHANGE A HUMAN RIGHTS ISSUE?

### Step 1:

Conduct a web search to investigate stories (cases) of people affected by climate change from different areas of the world.

These are some suggestions of the webpages you can use for your research:

- Amnesty International (2021) Climate Change.  
Available at: <https://www.amnesty.org/en/what-we-do/climate-change/>
- Time Magazine (2019) The Climate Crisis Is Global, but These 6 Places Face the Most Severe Consequences.  
Available at: <https://time.com/5687470/cities-countries-most-affected-byclimate-change/>
- World Economic Forum (2021) Climate refugees – the world’s forgotten victims.  
Available at: <https://www.weforum.org/agenda/2021/06/climate-refugees-the-world-s-forgottenvictims/>
- Al Jazeera (2021) Climate Change is an emergency for everyone, everywhere.  
Available at: <https://www.aljazeera.com/opinions/2021/11/5/climate-change-is-an-emergency-foreveryone-everywhere>
- Water Aid (n.d) Climate Stories.  
Available at: <https://www.wateraid.org/uk/stories/climate-stories>

### Step 2:

Discuss the following questions with your teammates and write down the answers.

- 1) Describe what issues people are facing because of the changing climate in the case you have selected?
- 2) What human rights are being affected in this case?
- 3) How have the lives of the people in this case had to change to accommodate the impact?
- 4) In this case, who is responsible for causing the climate change effect?
- 5) What needs to happen for people to not be affected negatively?
- 6) What do you think the future holds for them?
- 7) How did this story make you feel?

## WORKSHEET 3.2

## CLIMATE JUSTICE AND ACTIVISM

**Step 1:**

In pairs, select one of the stories from young climate activists in the following suggested sources or find one on your own:

- Young climate activists demand action and inspire hope by UNICEF  
Available at: <https://www.unicef.org/stories/young-climate-activists-demand-action-inspire-hope>
- Meet the Middle East's Greta's fighting for the planet's future by Wired Magazine  
Available at: <https://wired.me/culture/meet-the-middle-east-s-gretas-fighting-for-the-planets-future/>
- 10 African youth climate activists changing the face of the planet by Greenpeace International  
Available at: <https://www.greenpeace.org/international/story/50006/10-african-climate-youth-activists-changing-the-face-of-the-planet/>
- 10 Young Climate Activists Leading the Way on Global Climate Action by Earth.org  
Available at: <https://earth.org/young-climate-activists-leading-the-way-on-global-climate-action/>
- The young female climate activists driving change in Asia by Japan Times  
Available at: <https://www.japantimes.co.jp/news/2021/06/27/asia-pacific/climate-activists-asia/>

 **Note:** You can also find your own example of a young climate change activist in your country or overseas.

**Step 2:**

Conduct an internet search to obtain more information about the young climate change activist you have selected.




**Step 3:**

Discuss the following questions with your partner:

- From what you have researched about this young activist, what do you think was the main motivation to act against climate change?
- What actions is the young activist taking to pursue change?
- What has the young activist accomplished?

**Step 4:**

Complete the following diagram:

|   |   |
|---|---|
|  <b>Motivations:</b><br>.....<br>.....     |  <b>Actions:</b><br>.....<br>..... |
|  <b>Accomplishments:</b><br>.....<br>..... |   |

## WORKSHEET 3.3

## OUR PLAN FOR CLIMATE ACTION

Give a name to your climate action and write it on the centre of the diagram, then complete each part of the diagram.





## LESSON FOUR

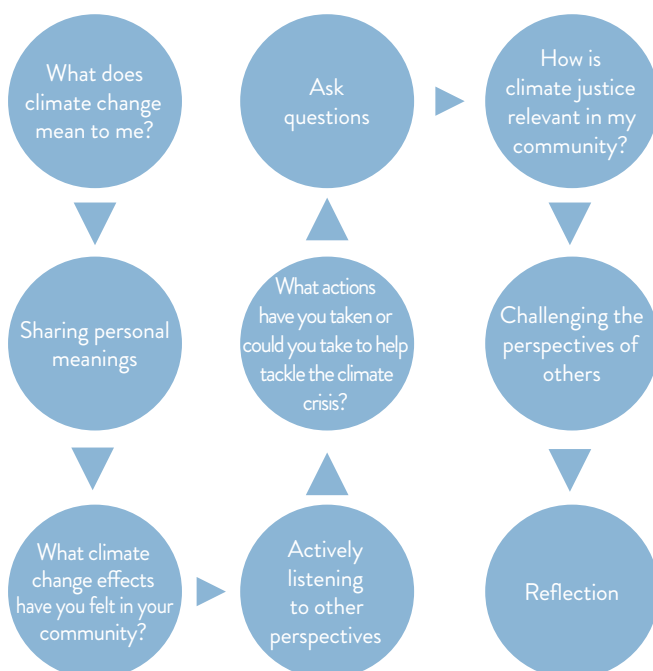
# DIALOGUING ABOUT CLIMATE CHANGE

By now your learners have spent time practising the skills of dialogue throughout the different activities in the previous lessons, so now it is time to put them into use. Remember, the video conference is not a performance, but a wonderful learning opportunity for your learners, to practise their dialogue skills.

### BEFORE THE VIDEO CONFERENCE

By doing the activities in this resource guide, you have already begun to prepare learners for dialogue on this topic. Use these tips and activities to prepare further.

- Learners can prepare for the video conference by using *Worksheet 4.1 Personal stories I have about climate change* and/or *Worksheet 4.2 Thoughts, actions, feelings, about climate change*. Thinking about their personal stories and experiences will help the learners in preparation for the video conference.
- As a reminder, each video conference has a suggested agenda, and it is often a good idea to have learners run through these with a partner once or twice, this will help to get rid of pre-video conference nerves.
- The following dialogue structure is another suggested preparation activity for the learners to practise before the video conference.



### IN THIS LESSON

#### 1. ACTIVITIES AND TIPS

##### BEFORE THE VIDEO CONFERENCE

##### DURING THE VIDEO CONFERENCE

##### AFTER THE VIDEO CONFERENCE

#### 2. WORKSHEETS

##### 4.1 PERSONAL STORIES I HAVE ABOUT CLIMATE CHANGE

##### 4.2 THOUGHTS, ACTIONS, AND FEELINGS ABOUT CLIMATE CHANGE

##### 4.3 REFLECTING ON THE DIALOGUE

##### 4.4 WWW/EBI: WHAT WENT WELL? EVEN BETTER IF...

- You can also ask your learners the following questions as a warm-up activity before the video conference:
  - What does climate change look like where I live?
  - How do I feel about what I've learned about climate change?
  - What am I going to do to address the challenges of climate change?
  - What do I want others to know about climate change?

### IMPORTANT REMINDERS

Before the video conference goes live, talk through these reminders with your learners:

- Follow the agreed rules for having a safe and brave space for dialogue
- Use "I statements". It's important that you speak for yourself only and not on behalf of others.
- Stay curious, ask critical questions based on what you hear from peers, and seek clarification for what you do not understand.
- Listen to what others say and stay open to learning from them.

## DURING THE VIDEO CONFERENCE: DOS AND DON'TS FOR EDUCATORS

There are some clear dos and don'ts for educators in video conferences. It is important that your support for your learners is encouraging, motivating, and calming for them. You should avoid directing them and certainly avoid censoring them. The best way you can support your learners is to sit away from camera, settle them during the dial in period, clarify questions when your microphone is on mute, help them to develop their thoughts if they are given thinking time in the video conference and perhaps help with translation if your learners' first language is not the language of the video conference. Please do not tell your learners what to say, sit in front of the camera or join in the dialogue – dialogue should be directly between the learners as much as possible.

### Do

- Make sure you have built in time to have a brief chat with the learners before dialling into the video conference to remind them of any points that individuals have raised in class and of any other areas or issues that have been previously agreed with your facilitator as no go topics.
- It is also a great time to remind them of the key skills of dialogue that they have been practising with you.
- Take charge of the mute button or ask a learner to take on this responsibility.
- Encourage learners behind the scenes, by making sure they understand the questions and comments and prompting them with ideas from lessons for their answers.
- Use a flip chart or board behind the camera to write key ideas or questions.
- Intervene if inappropriate or offensive comments are made.
- If you are translating, then make sure you translate word for word what the learners are saying. This is their dialogue, not yours.



### Don'ts

- Leave the learners unattended.
- Stay silent if you are unhappy with any aspect of the video conference; let your facilitator know. You can end the dialogue at any point if you feel it is not going in a direction that is suitable for your learners.
- Take an active part in the video conference by answering questions on behalf of the learners. This is their dialogue, not yours.
- Embellish answers if you are translating.
- Put adverse pressure on individuals to speak or embarrass your learners with comments such as 'Come on...' 'Hurry up and speak...' – instead make sure your learners and other learners on the video conference are comfortable with silence. It is useful thinking time.
- Be too visible. This will help the learners on all sides of the video conference feel more that it is a direct dialogue between them. Please do not sit in front of the camera.

**Please note:** Sometimes, at the start of a video conference learners can be hesitant. The facilitators are used to this and will gently ease your learners into the dialogue. This is the reason that most video conferences start gently. It is an opportunity for many learners to speak briefly. You will find that in most cases, while learners are often shy at first, they soon 'loosen up' and will actively participate by the end of the video conference. Be mindful of encouraging all those in front of the camera to participate and be wary of allowing two or three members of your group to become 'spokespeople' for the rest of the group. Again, your facilitator will be watching out for this and encouraging others to take part if this happens.

## AFTER THE VIDEO CONFERENCE

Reflecting on the video conference is an essential part of experience. Immediately after the video conference, you may want to ask your learners to complete the *Worksheet 4.3 Reflecting about the dialogue*, as an individual activity while the experience is fresh in their minds.

You will probably want to do another video conference before too long, so reflect on what went well or how it could be improved. For this purpose, you can implement the "What Went Well, Even Better If" activity, since it creates room for a more self-critical approach. Hand in *Worksheet 4.4 WWW/EBI: What went well? Even better if...* to your learners.

## WORKSHEET 4.1

## PERSONAL STORIES I HAVE ABOUT CLIMATE CHANGE

Sharing our personal stories about climate change can help us understand how it is relevant to our lives.

**Step 1:**

Think about what you can observe in your community regarding climate change. Use these guiding questions to explore your own stories.

- Does it rain more often?
- Are you experiencing longer droughts?
- Do you experience heatwaves in your city?
- Has your community experienced record-breaking cold or snowfall
- Can you notice the transition from one season to the other?
- Have you seen climate change affect farmers in your community?
- Have you observed deforestation?
- Have you seen climate change affect people's health in your community?
- Have you observed climate change affect animals and wildlife?

**Step 2:**

Reflect on your answers as you construct your own story about how you have experienced climate change.

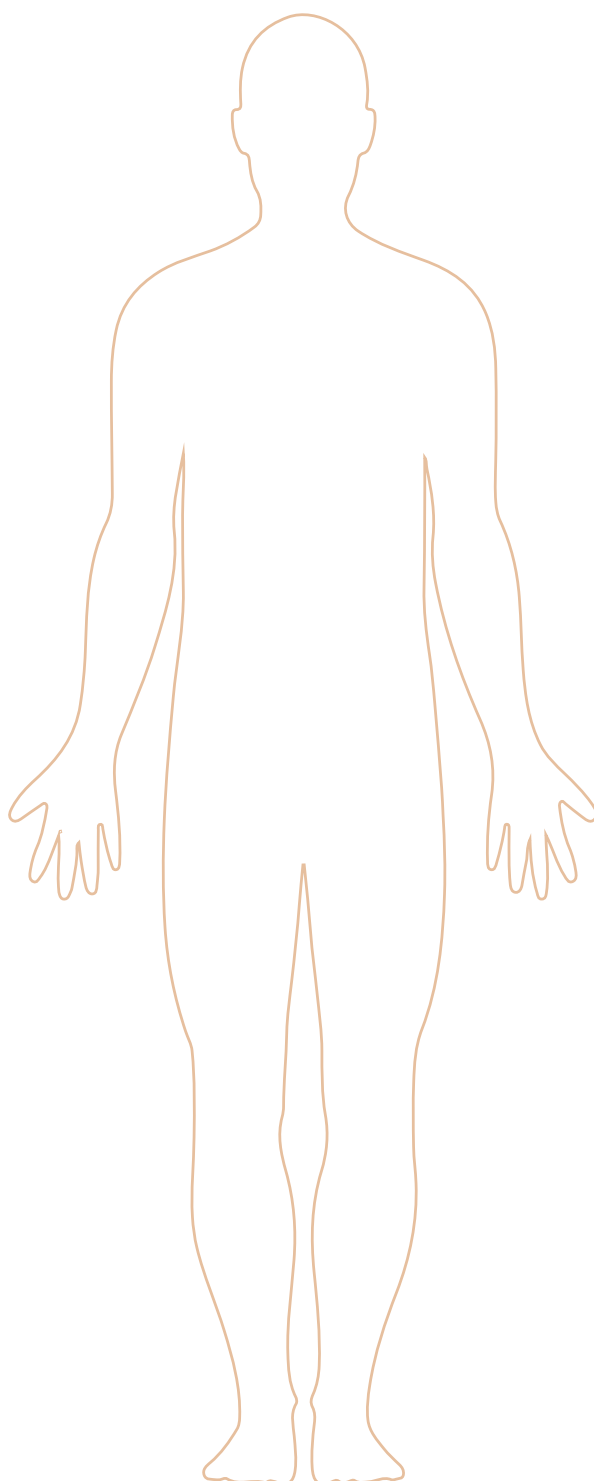
## WORKSHEET 4.2

**THOUGHTS, ACTIONS, AND FEELINGS ABOUT CLIMATE CHANGE****Step 1:**

On the human outline that appears below, add the ways in which you think, speak, act, and feel about Climate Change.

**Step 2:**

After completion, find a partner and trade your Human Outline papers. Start a conversation about what you observe in your partner's paper.



## WORKSHEET 4.3

## REFLECTING ABOUT THE DIALOGUE

**Instructions:** Complete the following sentences with as many ideas as you can.

Five things that I have learned from the dialogue:

- 1.
- 2.
- 3.
- 4.
- 5.

Three things I want to know more about:

- 1.
- 2.
- 3.

Times when I enjoyed the dialogue:

Times when I felt challenged by the dialogue:

## WORKSHEET 4.4

**WHAT WENT WELL / EVEN BETTER IF**

**Instructions:** Write two or three bullet points under each column below:

| <b>WHAT WENT WELL?</b><br><br>Identify those areas of the activity that were a success | <b>EVEN BETTER IF...</b><br><br>Identify those areas of the activity that could be done better |
|--|--|
|  |  |