



Climate Action

Activity Pack and Guide for teachers



Foreword

In September 2015, 193 World Leaders signed on to the Sustainable Development Goals (SDGs). Since then, educators across the world have embraced the ambitions of the Goals and begun to include them into their teaching practices. The Goals have proven to be a useful addition to programmes on Education for Sustainable Development, by providing a framework for learning and helping to demonstrate the interconnectivity among all aspects of development.

In 2019 The World's Largest Lesson helped to bring the SDGs to thousands of young Nigerians in schools, community groups and IDP camps. They took part in a lesson that invited them to think about the future that they want for Nigeria or they joined Club17 Africa and explored the Goals in more detail. Without question Nigeria's students took the goals to their hearts and made strong connections between the global SDGs framework and what they observe in their own communities. They discussed and shared ideas together and with their families and began a journey as changemakers.

We are delighted to launch this new teachers activity pack and guide to extend that journey. This pack focusses on one of most pressing global educational needs – building a holistic understanding of the climate and ecological crisis that is facing our world and encouraging youth action for climate.

Education for climate and the environment is not an easy topic so this pack has been written solely for you as club leaders. It provides a structured way to help you introduce discussion about climate change within the group and throughout your community. It is full of questions to ask and ideas to use in each meeting and we hope that it will give you some new ideas that you can take forward to your general teaching too.

In the same way, we hope it will help club members develop some of the skills they need to be effective in the 21st century and you will see these referenced throughout. For me, a measure of our success will not only be whether club members are excited by what they are learning but also whether you are witnessing a change in their ability to question, create, solve problems and communicate.

I can't wait to find out.

Good Luck!



Alison Bellwood

Creator and Director

World's Largest Lesson



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Welcome Club17 Teachers!

In this guide you will find all that you need to teach your Club17 learners about Climate in a setting that is connected, collaborative and compassionate. You may have already taught our ‘An Introduction to the SDGs Club Activity Pack and Guide for teachers’ to give your club members an overview of the SDGs. If you haven’t, we recommend you start with this 5 week learning pack first, to gain the foundation on what the SDGs are about before you start this Climate Action pack. However, this is optional and if it is more appropriate for your club to start with the Climate Action pack, then jump in!

The materials in this guide focus around themes of Climate Change, the environment and global citizenship. The materials aim to help your school community critically engage with essential aspects of these themes which we hope will ultimately enable careful change for a better world.

 **There are two days in the year that we can not do anything, yesterday and tomorrow.**

Mahatma Gandhi

The materials in this pack are action-focused. They aim to equip your school community with the skills, knowledge and understanding to make informed choices to protect our planet – which means people and places. The quote here from Gandhi reminds us that there is no time to delay! We must work together as citizens of one world to find ways that will change our future for the better, through critical observations of our past.

Our planet faces multiple challenges related to Climate Change: pollution, water scarcity, depletion of natural resources, loss of biodiversity, food scarcity and extreme weather. The actions we choose to take to address these challenges should enable **sustainable development** (more on that later)! We should recognise that what we do today to make our lives better, should not have a negative consequence for our children, or their children.

Our Vision

All Africa’s children take ownership of sustainable community development.

Our Mission

Empower every African child with the capacity to understand and relate the Sustainable Development Goals to their everyday life, in particular SDG 13: Climate Action. Ignite the spirit of volunteerism and ownership of social development.

Thank you for your commitment to finding a way to address these challenges. We look forward to sharing your club’s journey during the course of the next 8 weeks – a voyage of discovery, activity and creativity for brighter futures. Together we can make a difference.

Please share with us on Facebook: [@club17africa](https://www.facebook.com/club17africa)

Club Foundations

Do you remember we mentioned sustainable development? Hopefully that reminded you of the United Nations' Sustainable Development Goals for 2030! Club17 Africa is built on a commitment to making progress towards the Goals for 2030.

The three big aims of the Global Goals are to:

fight inequality and injustice,
end extreme poverty,
tackle Climate Change.

The Global Goals are the most ambitious agreement for sustainable development that world leaders have ever made. They build on the success of their predecessors the Millennium Development Goals and aim to go further to end all forms of poverty. That is why we need everyone to know about these Goals and to take action for them.

There are 17 Goals in total, and we shall refer to them from now on as the SDGs. To find out more about these Goals, visit this website: www.globalgoals.org



Goal 13 is Climate Action: Take urgent action to combat Climate Change and its impacts

Why so urgent? Just a few facts to get you thinking...

- The global average temperature in 2019 was 1.1 degrees celsius above the pre-industrial period, according to the World Meteorological Organization.
- To prevent warming beyond 1.5°C, we need to reduce emissions by 7.6% every year from this year to 2030.
- At 1.5°C, over 70% of coral reefs will die, but at 2°C, all reefs over 99% will be lost.
- The Intergovernmental Panel on Climate Change (IPCC) says a 1.5°C average rise may put 20–30% of species at risk of extinction.
- 17 million people in Bangladesh alone will be threatened by flooding as a result of ice caps melting.

For more information, see: www.unenvironment.org/explore-topics/climate-change/facts-about-climate-emergency

We need Climate Action!

There are many causes of Climate Change and there are many effects. However, there are also many things that we can do to adapt to Climate Change and prevent further rises in temperature.

Goal 13 is divided into 5 targets:

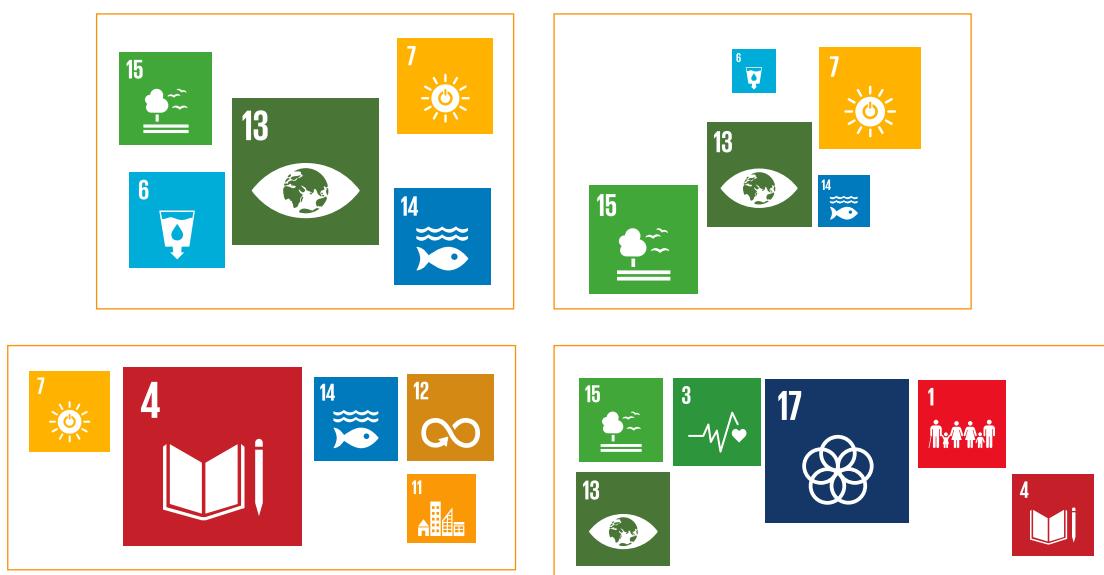
- 13.1 Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries
- 13.2 Integrate Climate Change measures into national policies, strategies and planning
- 13.3 Improve education, awareness-raising and human and institutional capacity on Climate Change mitigation, adaptation, impact reduction and early warning
- 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. 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

Some of this language is very technical! But there are some powerful verbs here to steer your club meetings, driving your own Climate Action:

ADAPT INTEGRATE IMPROVE EDUCATE REDUCE IMPLEMENT COMMIT
PROMOTE PLAN MANAGE FOCUS TO BE RESILIENT

Of course, the Climate Action Goal is linked to many other Goals. During your Climate Action meetings, you will consider the extent of these connections as you explore the cause and effects of Climate Change.

We wonder which of these models you might choose? We hope you will create your own!



Structure

Enclosed in this guide are materials to help you lead 8 club meetings, lasting approximately 2 hours each. Each club meeting has a key theme which builds on learning from the previous meeting, helps students to uncover something new and directs them towards the development of a key skill for Climate Action.

Climate Action learning aims

- To develop an appreciation and understanding of the fragility of our environment.
- To develop an appreciation and understanding of our role as global citizens in combatting Climate Change.

Learning outcomes

- To understand the causes and effects of Climate Change.
- To build a sense of hope that solutions to the Climate Crisis are achievable.
- To understand how Climate Action fits into the Global Goals.
- To understand how to design & deliver a collaborative project in support of reducing Climate Change.
- Each club meeting will enable learners to deepen their understanding of key concepts relating to sustainable development and Climate Change.

Flexible and adaptable resources

Every school is different. It is defined by its environment, community and history. It is for this reason that we believe your Climate Action learning must meet the needs and interests of YOUR students if it is to be successful. If your students can see that what they are exploring is relevant to their lives and has a real purpose, they are much more likely to remain motivated and to commit to the aims of the club.

In each meeting plan therefore, there will be some key content and a key resource, but these will be complemented by some suggestions of further research and activities for you to choose from, in an '**Activity Mat**'. It is good practice to involve your students in these choices so as to empower them as learners, engaging them in the research and further reading where possible.

Climate Action in the community

You should work towards a community event or activity; this could be a publication or performance – it's up to you! Your event or activity gives your students the opportunity to apply their learning, and to engage their community in learning about Climate Change, sustainable development and environmental issues. Throughout the course of club meetings, students will develop certain skills and characteristics that will help them to effectively plan and deliver their Climate Action. This will celebrate their own learning and inspire new learning.

In between each meeting, students will be given the opportunity to put into practice what they have learnt during the meeting. This will help them to practice and develop skills and characteristics of global citizenship, and will also help them to better understand key aspects of challenges within their community.

Skills and characteristics for learning and for life

Lifewide learning includes all types of learning and personal development – learning at school and beyond school, from different people and places. It can be directed or self-managed.

Lifelong learning makes use of both formal and informal learning opportunities throughout people's lives in order to foster the continuous development of knowledge and skills needed for employment and personal fulfilment.

The World Economic Forum refers to the value of 'long and wide learning' and explains that Africa's employers say they need agile employees who are nimble enough to respond thoughtfully and quickly to the changing world of work. Specifically:

- 1. Adaptable skills:** Individuals who are skilled in their craft and who can independently apply these technical skills in diverse contexts.
- 2. Growth mindset:** Having an insatiable thirst for knowledge and for improving how things are done are what define a growth mindset.
- 3. Innovative thinking:** Innovation is the bedrock of companies that lead in competitive markets.
- 4. Leadership potential:** Workers who are equipped to lead at whatever level they find themselves in their organizations.
- 5. Emotional intelligence:** Self-aware team members with proven interpersonal skills.

Combining these ideas of employability, lifewide and lifelong learning, we believe there are 5 groups of skills and characteristics which can help a student become a Global Goals Explorer, acting upon Climate Change.

Find out more: www.weforum.org/agenda/2019/09/skills-african-employers-are-looking-for/

A Global Goals Explorer should be:

EMPATHETIC AND EMOTIONALLY INTELLIGENT

AN EFFECTIVE COMMUNICATOR WITH LEADERSHIP POTENTIAL

ADAPTABLE AND PROBLEM SOLVING

CREATIVE AND INNOVATIVE

CURIOS, MAINTAINING A GROWTH MINDSET

Through learning about Climate Action, your students will develop these essential skills and characteristics. This will help them to develop as effective global citizens.

Global Citizenship Education. Taking it local.

'For UNESCO, Global Citizenship Education (GCED) is an educational approach that nurtures respect and solidarity in learners in order to build a sense of belonging to a common humanity and help them become responsible and active global citizens in building inclusive and peaceful societies.'¹

Your club may want to work towards entering the annual Club17 competition – the SDGs Community Challenge. This is an opportunity for them to think about a local issue in depth. They may discover that similar communities have similar problems, and have developed solutions that they can learn from. They may discover that similar communities face different problems...they may even discover that different communities face the same problems that they do, and so on. Making these connections is an important way of learning to understand globalisation. UNESCO suggests that there are three core ideas associated with GCED, which are represented in this model. They refer to three 'universal' values that can be found across the world in different social and cultural traditions.

Three core notions of GCED:



As you work through these club materials, talking with your students, we suggest you explore what it means to be a global citizen. Students should learn to recognise that a global citizen is someone who is aware of and understands the wider world and their place in it. They take an active role in their community and work with others to make our planet more equal, fair and sustainable.

There are many attributes of a global citizen, some of which we have already outlined in our description of a Global Goals Explorer on page 8. Here are some more for you to think about. There is a poster in Appendix A that you might like to display in your club room to highlight these.

Global Citizens:

- Ask questions
- Think critically
- Explore local–global connections
- Engage with multiple perspectives
- Provide simple solutions to complex issues
- Explore issues of social justice
- Apply learning to real–world issues
- Take informed, reflective action
- Recognise and appreciate multiple identities
- Develop attitudes of care and empathy for others

¹unesdoc.unesco.org/ark:/48223/pf0000227729. Global Citizenship Education, UNESCO, 2014.

Image source: www.bridge47.org/sites/default/files/2018-12/21_unesco_taking_it_local.

How to teach about Climate Change

Getting your facts straight!

There is a range of data, articles, diagrams and documentation about Climate Change. Scientists are still exploring and trying to understand the ‘truth’. As you explore this topic with your students, ensure that you encourage them to examine the evidence carefully. Use reputable websites, publications and organisations to help you gather evidence. Look for recent information – things are changing all the time! Presenting a coherent argument to others and working together successfully to solve a problem relies on credible and authentic information. Your students need to adopt skills of critical analysis and be willing not only to defend their views, but also to change them.

Talking about sensitive issues

Listen well. Show empathy and compassion. Help others to do the same.

You need to make the club meetings a safe place for your students to share their ideas and experiences. Some students may want to be excused from certain discussions and this should be respected. As much as possible, **focus on solutions** rather than problems. Get to know where your students are coming from in terms of their experiences to help you make informed decisions about how best to support them.

You may have some ground rules or classroom rules that you could use or adapt. This helps to **create a respectful and encouraging ethos** for your club. You may want to create a list of responsibilities instead of classroom rules, some procedures, a policy or a pledge. This will be explored in more detail during Meeting 1. The important thing is that your students take ownership of these ‘rules’, and they will only do so if they have been truly involved in their composition. This is often referred to as agency. Some elements are described below. **Agency will build confidence amongst learners** as they navigate through complex issues.



Set Advantageous Goals

awareness
forethought
intentionality



Initiate Action Toward Those Goals

choice
voice
free will
autonomy
ownership



Reflect and Revise

self-reflectiveness
self-assessment
self-control
perseverance



Internalise Self-Efficacy

growth mindset
empowerment

Learning together

Building on what we have just said about respect and agency, it is important that students learn to appreciate the benefits of working together. To do this, they need to develop and practice certain skills. It is not to say that working individually does not have its merits, but in a club environment, there is a clear focus on ‘together’.

CLUB.(NOUN) An organization of people with a common purpose or interest, who meet regularly and take part in shared activities. Cambridge Dictionary.

During club meetings there will be opportunities for individual, paired, group and ‘whole class’ activities. For group work, there are some simple guides and skills that allow discussions to flow, attitudes to develop, knowledge to flourish and a sense of community and belonging to thrive. These will be further developed in club meetings.

**Together
Everyone
Achieves
More**

Quality questioning for quality education

This works both ways! As a teacher, you need to ask good questions so that you enable your students to think and behave in a variety of ways. Your students need to learn how to ask good questions also! This will help them to investigate, explore and analyse in some depth for a better understanding of a problem they are trying to solve.



Remember:

Learning is the consequence of thinking.

Strategies for quality questioning include:

- The use of waiting times – don’t gather answers too quickly otherwise you ‘cut’ thinking time for some.
- ‘Bouncing’ answers – listen to a response, then pass it to another student to respond to.
- **‘Pose. Pause. Pounce. Bounce’.**
- Promoting ‘Response–ability’ – an inclusive club means that all students are expected to think and respond. Encourage a growth mindset.
- Allow rehearsal – give students time to talk about their ideas. ‘Think. Pair. Share’ works well for this exploring depths of knowledge – recall, skill/concept, strategic & extended thinking.
- Probing incorrect answers – find out where it went wrong. Help students to value this approach rather than fearing getting it wrong.
- Using a blend of open and closed questions – sometimes there is one answer, sometimes there are many!

Climate Action in the community

Throughout the club meetings, students need to focus on problem solving.

Don't rush! Through the course of the 8 meetings, students will develop skills and learn new things. It is important they consider a range of issues and strategies before they decide on the event or activity they would like to hold in their community after the 8 weeks of learning. Based upon SDG 13:Climate Action, which other SDGs will they be working towards?

During the meetings, you will look in some detail at project development, impact and evaluation. There are a range of opportunities! As you plan to deliver Climate Action learning, take notice for yourself of some activities, projects, campaigns and events in your community and in other communities.

The models below give you some ideas about key ingredients of a successful project. Rather like the SDGs models we looked at earlier to describe links to Goal 13, each project will be composed differently!



Meeting Content, Summary of Action

ADAPT INTEGRATE IMPROVE EDUCATE
PROMOTE PLAN MANAGE REDUCE FOCUS IMPLEMENT COMMIT
TO BE RESILIENT

<p>Meeting One An introduction to the aims of Climate Action, the SDGs and the Climate Action event or activity in the community</p> <p>Children's rights.</p> <p>Characteristic: Curiosity</p>	<p>Meeting Five Effects of Climate Change 2</p> <p>Loss of biodiversity – oceans and on land. Extreme weather. Food and water scarcity. Health. Solutions! Plan for biodiversity.</p> <p>Characteristic: Curiosity</p>
<p>Meeting Two Clarifying Meaning</p> <p>Defining Climate Change. Weather (and Climate). Global Warming. The Environment. Greenhouse gases. Methane. Carbon dioxide. Carbon Footprint. Ecology. Biodiversity.</p> <p>Characteristic: Empathy</p>	<p>Meeting Six Healthy Places</p> <p>Pollution. Mental health for better communities – a different kind of solution!</p> <p>Characteristic: Empathy</p>
<p>Meeting Three Causes of Climate Change</p> <p>Greenhouse gases in the atmosphere. Carbon dioxide – atmosphere and oceans. Fossil fuels. Solutions! Use less...don't waste.</p> <p>Characteristic: Communication</p>	<p>Meeting Seven Preparing for the community event or action</p> <p>Planning the details. Create materials for your action in the community. Plan to monitor and evaluate and sustain.</p> <p>Characteristic: Problem solving</p>
<p>Meeting Four Effects of Climate Change 1</p> <p>Ice caps melting. Flooding. Migration and displacement. Economic struggle. Solutions! Use renewable energy sources.</p> <p>Characteristic: Creativity</p>	<p>Meeting Eight Climate Action event or activity</p> <p>BE PREPARED! Deliver. Present. Engage. Monitor. Celebrate. Inform and campaign.</p> <p>Characteristics: Effective Communication</p>

Meeting One

An introduction to the aims of Climate Action, the SDGs and the Climate Action event or activity in the community.

Characteristic: Curiosity

Resources: Appendix B, SDG posters; Appendix C, Convention on the Rights of the Child posters; Appendix D, Climate Action grid; string.

1. Getting Started

Ask students to talk to the person sitting next to them. Find out one thing they have in common and one 'opposite' fact. This helps to get dialogue flowing. Begin by introducing yourself in the same way.

2. Further Introductions

Explain that you are pleased these students are a part of Club17. It has an important focus.

Share these overall learning outcomes as ultimate aims.

- To understand the causes and effects of Climate Change
- To build a sense of hope that solutions to the Climate Crisis are achievable
- To understand how Climate Action fits into the Global Goals
- To understand how to design & deliver a collaborative project in support of reducing Climate Change

Back in their pairs, ask students to explain to each other which of these learning outcomes they believe is the most important for their community. Ask them to share these views with the rest of the group and focus on the fact that there are different views, but this is good news! This means we are thinking independently but working collaboratively.

3. Structure

CLIMATE ACTION			
Characteristics and skills of Global Goals Explorers			
<ul style="list-style-type: none">• Ask questions• Think critically• Explore local-global connections• Engage with multiple perspectives• Provide simple solutions to complex issues• Explore issues of social justice• Apply learning to real-world issues• Take informed, reflective action• Recognise and appreciate multiple identities• Develop attitudes of care and empathy for others			
Key knowledge and concepts relating to Climate Change and Sustainable Development			
Working towards the Sustainable Development Goals	Collaboration Learning together Quality Questions	Flexible and adaptable working You choose... for agency and advocacy	Community Action

Explain that this Climate Action learning, has a number of important elements which will help it to flow, remain relevant and hopefully inspirational! If you can, show them this model and ask students to give some examples that they think could fit into each box. Copy or print the Climate Action grid from Appendix D to complete and refer to as you work through these meetings. It should help you to remain focused on key elements and will serve as a useful reminder of progress.

4. High Five Baseline

It's useful to find out what we already know and what we might like to find out. This helps to review our progress and make sure that what we are learning together is relevant and purposeful. Ask students to talk in pairs about climate and create a 'High Five' display that could describe their learning journey through this club. On a picture of their hand print, they should write 3 things that they already know and 2 things that they would like to find out. In the palm of their hand they should write one statement about what they think their community might benefit from understanding also.

5. Exploring the Sustainable Development Goals

Either talk through or share Appendix B. Explain that the SDGs posters illustrate the 17 Global Goals for Sustainable Development which aim to: fight inequality and injustice, end extreme poverty and tackle Climate Change. Explain briefly that the United Nations (UN) is an international organization founded in 1945 following the devastation of the Second World War, with one central mission: the maintenance of international peace and security. It is currently made up of 193 Member States. Ask students in small groups to choose 4 Goals that they think are relevant to their community. Challenge them to explain these to the rest of the group without naming them, for others to identify. This helps to develop relevant language and key concepts and ideas about the Global Goals. What else are they curious about?

6. Talking about Children's Rights

Ask students what they think Children's Rights have to do with the SDGs. If you have some string, use it to track backwards and forwards between students as they talk about these connections. The resulting 'basket' that you create with the string reflects the strength of working together and the benefits of linking the SDGs to Children's Rights. Discuss them in more detail using the list in Appendix C.

7. Committing to the Plan!

Explain that when learning about Climate Action, learners will be working towards designing an event or activity to take place in the community that will help people better understand the causes and effects of Climate Change. Ask students if they have any initial ideas about what they could do or what problems need solving. In order to work well together, it is useful to establish some 'ground rules'. Ask students to work in (new) groups to create some ground rules. The rules could begin with: If we are to work well together as Climate Champions, we need to...

Share ground rules and discuss the common themes. Is there a consensus of what is important? Try to save and display these at future meetings.

8. Powerful Action! Super Skills! Take 5!

Explain to students that a useful skill for developing community programmes and events is to ensure that some research has taken place to start with, so that any activities meet the needs and interests of the community. Challenge students to talk to 5 people they know well over the next week about the environment. Talking to people is a good way of conducting research. Explain that they should prepare a short summary of what they have found out to share at the next meeting.

9. Explore Further...

Use the Activity Mat if you would like to extend the meeting or explore the SDGs in other ways.

SDGs EXPLORER

ACTIVITY MAT

CURRENT EVENTS

List 5 events that have taken place in your community recently. Which of the SDGs are related to these do you think? Do some further research to find examples of stories that match the SDGs. You could look for similar articles from the past that describe another community or another country.

AT THE SCENE

Imagine you are at the UN meeting where the SDGs were officially launched. Who is there? How is the event organised? What questions do people ask? What information are you provided with?

INTERVIEW TECHNIQUES

What could you ask the UN leaders who were responsible for the final version of the SDGs? How can you structure your questions so that they help you understand the real challenges?

PHRASES NOW AND THEN

How do you think the themes presented in the SDGs have changed over time? What were people saying about Climate Change for example 20 years ago? What do you hope people will say about Climate Change in 20 years' time?

FAKE NEWS

Choose one of the SDGs and create an exaggerated version of the story using hyperbole. Consider different features of this SDG and choose two contrasting features to write about. Now create your own 'fake news' story about this SDG. Make sure there is an element of truth – then share with others in your class to see if they can identify the 'real news'.

HEADLINES TOMORROW

Compose some headlines for the stories that are likely to follow a few of these SDGs as they are developed in Nigeria. How do the headlines engage the reader and how do they make clear connections to the previous day?

Meeting Two

Clarifying Meaning

Characteristic: Empathy

Resources: A flower, Appendix E, Fact Chat definitions table; Large sheets of paper and some pens.

1. Getting Started

Ask students to sit or stand in a circle facing each other. Give the first person who arrived at the club a flower or a leaf – it needs to be something that grows and is quite delicate. Ask them to pass the flower around the circle. Each time somebody receives it, they must describe in 3 or 4 words only, what they appreciate in their community. This could be a person, place or action. Give them a minute to think about it. Explain that our community is crucial to our wellbeing – it is precious but fragile. We need to work together to protect it.

2. Research Catch Up

Ask students to tell you about what they discovered during their research. Help students to talk in summary rather than in great detail about each conversation they had with community members. Summarising research is an important skill. Discuss how we might define ‘environment’ based on what they found. If you look up this definition in a few dictionaries or on-line, you will find a few different versions too! Choose one definition that your club agrees is helpful.

3. Making Meaning?

Explain that there are a number of key terms and phrases associated with Climate Change and Sustainable Development. Some have been used already in this meeting! Use the Fact Chat definitions table (Appendix E) to help you explore further. Read the key terms and see if students can define them. Read a term – and give two definitions – can students correct you? Read a definition and ask if students can select a term. Select 5 terms that are the least familiar. Write the first letter of each on your fingertips or on a drawing of your hand. The challenge for next week is to know these off by heart! You will keep coming back to this Fact Chat definitions table.

4. Weather, Climate and Global Warming

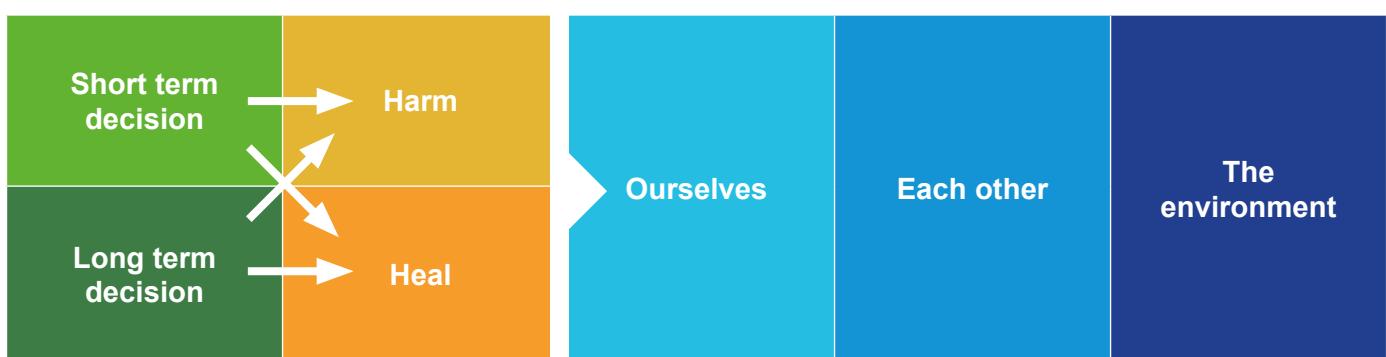
These terms are linked because they have an impact on each other. Look at the definitions carefully. A key aspect of the difference between weather and climate is that one is short term and the other is long term. Weather conditions are fairly easy to describe, but what do students know about different climates? Discuss this list: Tropical, Dry, Mild, Continental, Subarctic, Polar. National Geographic explains these well if you can access the internet www.nationalgeographic.org/article/all-about-climate/.

This is a useful video that summarises different climates and global warming, introduced by Kofi Anan www.youtube.com/watch?v=BI5TQXw8Gyc. Explain that scientists believe that the climate is changing due to pollution and greenhouse gas emissions. This change is resulting in the world becoming generally warmer. Ice caps are melting causing floods, a loss of biodiversity and severe weather warnings. We will look at these in more detail throughout this pack.

5. In the short term. In the long term.

Just like the difference between weather and climate, we can make decisions that affect us in the short term and others that affect us in the long term. What examples can you think of? Long and short term decisions can be both harmful and healing. Use this table to help you explore this with your students. Think about different areas of effect: ourselves, each other and the environment. Think about preventative measures too. What can we do to prevent harm in the future so that we don't need to heal? Think about health, relationships, the economy, nature and the community.

Ask students to work in groups to create a short presentation or a short role play about this.



6. Powerful Action! Super Skills! Interviews

Talk to students about the benefits of conducting focused interviews, and how this contrasts to speaking more generally around a broad theme as they did after the last meeting. Both are important! One sets the scene...the other digs deeper. Ask students to tell their partner about one conversation they had in the community last week that was particularly interesting. Maybe it was interesting because the person was so enthusiastic, or maybe it was interesting because the person described something unexpected. Paying attention to the detail when you are talking to somebody, helps you to develop empathy.

What? Where? Why? Who? When? How?

These simple question starters can help to uncover a wide range of aspects within a particular topic. Other useful phrases are: Can you give an example of...? Do you agree that...? Could this have happened if...?

Ask students to work in pairs to write a list of 5 interview questions in preparation for further research in the community. Ask students to share 1 question each... then they should continue to finalise their questions.

Explain to students that they will report what they have found out at the start of the next meeting. Remember...it will be a summary!

7. Explore Further...

Use the Fact Chat Activity Mat if you would like to extend the meeting or explore these terms in other areas of the school day. You will need to refer to the Fact Chat definitions table in Appendix E to help you with these activities.

PRIORITY ORDER

Which facts do you think are the most important? Which facts do you think are the hardest to achieve? How are these related?

Which facts do you think are the most expensive to address? Which facts do you think describe actions that will have the biggest impact? How are these related?

PAST, PRESENT OR FUTURE?

Are there any facts that you think could be a 'thing of the past' very soon because we have changed the way we behave?

Which facts are likely to be a problem or solution in the very near future?

Which facts, do you feel are the most important in the present day?

INVESTIGATE

Choose one of the facts and see if you can find out something else about it.

FACT CHAT ACTIVITY MAT

QUICK QUIZ

Select a number of facts that you feel to be important and create a quick quiz to challenge others to learn and remember the facts.

HOW MUCH CHALLENGE?

Which facts do you think present us with more of a challenge?

Which facts do you think present us with less of a challenge?

Which facts do you think are more or less easy to respond to?

Meeting Three

Causes of Climate Change

Characteristic: Communication

Resources: Newspaper/magazine cutting with data/statistics.

1. Getting Started

This week we will focus on the power of effective communication. So, let's start with body language! Work in pairs to create a freeze frame (a still or statue-like pose) of two opposite emotions. Can other students interpret your body language? Now, create in groups of four, a careful sequence in moving from one extreme to another of a particular feeling. Share these with other groups. Discuss which emotions could be associated with Climate Change. Remember to think positively!

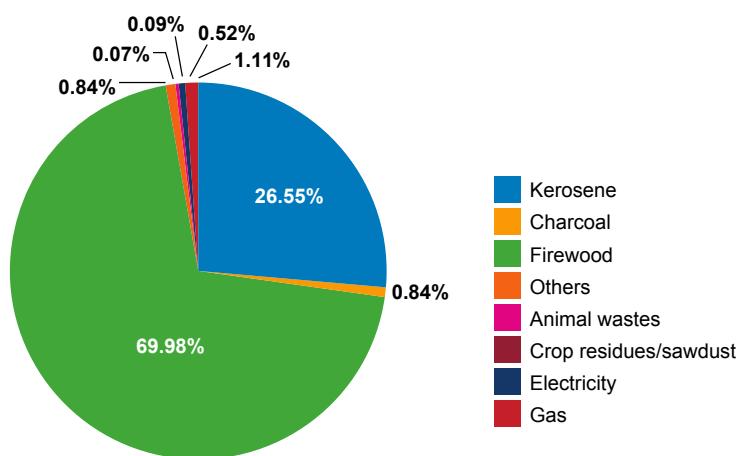
2. Research Catch-Up

Since the last meeting, students have hopefully conducted some interviews. Discuss the outcomes of these interviews. What challenges occurred during interviews? Are there particular techniques students would like to describe which helped them to interview effectively? Create a list of themes that cropped up during interviews. Are there links to the environment? Or behaviours? Campaigns or events?

3. Energy and Climate Change

A key cause of Climate Change is a build-up of carbon dioxide in the atmosphere. Most of the carbon dioxide comes from burning fossil fuels. Cumulatively, fossil fuels accounted for 84% of the world's primary energy consumption in 2019. But what do we use energy for? If possible, conduct some research into how much energy is used and for what purpose in different countries around the world. Here are a few facts about Nigeria in 2013. Which of these fuels are fossil fuels? All of them! Do you think it will have changed much in 2020?

Energy consumption by source in Nigeria, 2013

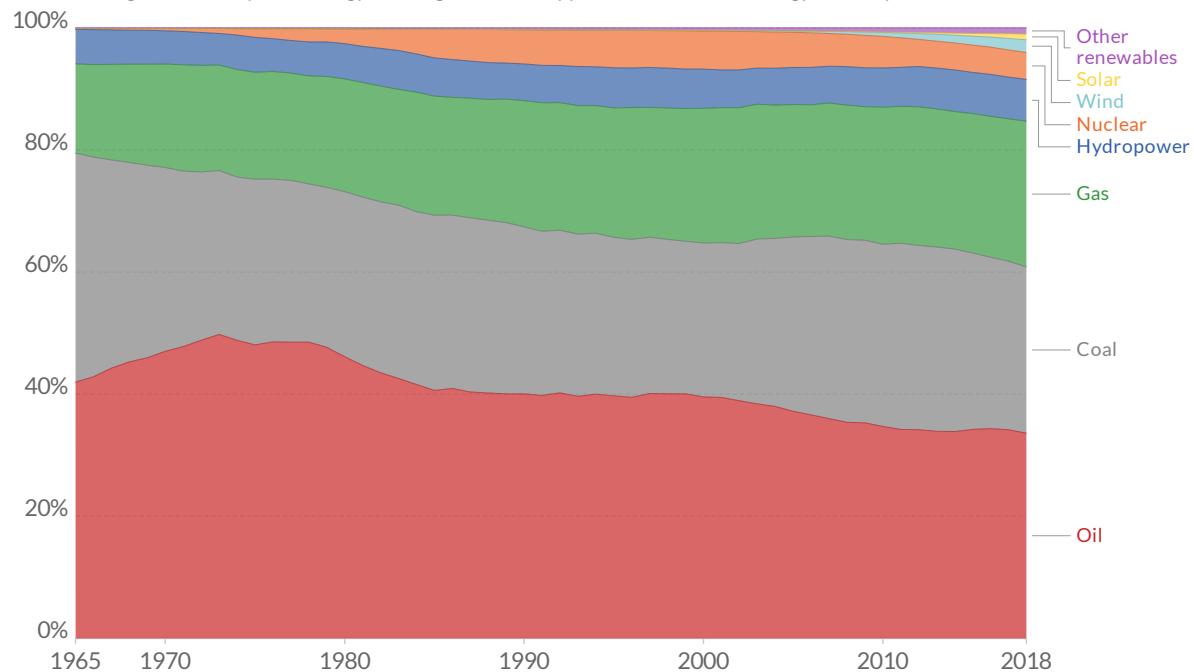


This graph shows energy consumption around the world over the last 70 years. What has changed the most? What will this look like in 2030 when we assess the progress towards the SDGs?

www.researchgate.net/figure/Energy-consumption-by-source-in-Nigeria-Mohammed-et-al-2013258_fig1_304624096

Energy consumption by source, World

Energy consumption is measured in terawatt-hours (TWh). Here an inefficiency factor has been applied for fossil fuels, meaning the shares by each energy source give a better approximation of final energy consumption.



Source: BP Statistical Review of World Energy (2019)

Note: 'Other renewables' includes geothermal, biomass and waste energy.

OurWorldInData.org/energy • CC BY

ourworldindata.org/energy

Discuss these graphs with students. Share them if you can. Talk about how we use energy. Challenge students to think of 30 ways we use energy. Play the game, 'Yesterday I used...energy for cooking.' Next person, 'Yesterday I used energy for cooking and cleaning'. Next person, 'Yesterday I used energy for cooking, cleaning and lighting my room.' ...and so on. Now discuss. Where can we cut down the energy we use? Whilst so much of our energy comes from burning fossil fuels, we must find a way to reduce what we use, and ensure we are not wasting it!

4. Powerful Action! Super Skills: Communicating Solutions

So, one thing we can do to combat Climate Change is to use less energy. Of course, we need energy for cooking, lighting, machinery etc, but are there times when we are wasting energy? Leaving lights on too long? Leaving the computer or phones on overnight? The communication challenge for this week is to persuade others that wasting energy is bad for the planet. But we need to educate people about that. People need a good reason to change their behaviours. Work in pairs to prepare a short explanation to others about the benefits of understanding where our energy comes from, how it contributes to Climate Change and what solutions we can embrace to limit the effects of Climate Change. Practice! Practice! Your communications must be clear, accurate and energetic if you are to be successfully persuasive.

7. Explore Further...

Use the Energy Data Activity Mat to give you further learning ideas for this meeting or for use in other parts of your school day.

ENERGY DATA ACTIVITY MAT

NUMBERS NOW

What numbers can you think of to describe what is happening right now? Number of people, temperature, time, amount of water, money to spend, weight of the table, distance to the shop... etc. It is important to recognise the power of numbers to explain our situation as well as to be able to interpret other situations.

ENERGY TRANSFORMATION

Consider how energy has transformed your community. Think about heat, light and the use of technology. Can you think of any other areas of daily life that could be transformed through the use of energy? Conduct some research into innovative uses of energy in communities similar to your own in Africa.

COUNTING COSTS

Do you know how much it costs to use energy? How much does your family spend on fuel every week or every month? How does this compare to how much it spent last year? Which sources of energy are the cheapest? Why is that? Is cheap energy, 'clean' energy?

OWNING DATA

What graphs and charts could you create to describe your own energy use? Or the energy that your community uses? How would your data look compared to that of another community in China or the USA? How will you organise your data collection – do you need a team of people to help you?

WORLD ENERGY

The earth gives us energy – coal, oil and gas. But what about sun, wind and waves? What do you know about these fuels? Can you find some data on these energy sources?

DATA AROUND YOU

Go for a walk around your school or around your community. What numbers do you see? How are they used? Why are they used? Is there any data missing? What else would you like to know? Consider the numbers around you and discuss how these are likely to have changed over the years. What might they say in the future?

UNITS OF MEASUREMENT

How do we measure the amount of energy we use? Kg? Litres? KWH? It depends on the types of fuel! But using the correct unit of measurement is essential if we are going to compare data accurately. How many other units of measurement can you think of? How about the time that you spend cooking? Or the temperature of your oven? What do you know about the energy that your own body uses?

Meeting Four

Effects of Climate Change 1

Characteristic: Creativity

Resources: Appendix E, Fact Chat definitions table

1. Getting Started

Ask students to think about what they did yesterday and what they are likely to do tomorrow. Ask them to describe something from each – but without revealing which is which! Can other students work out which is which? Another version of this game is to play ‘truth or lie’ – the trick here is to make sure that the ‘lie’ is not too far away from the truth! You could even discuss this within the context of ‘fake news’.

2. Communication Catch-Up

Discuss with students how they got on talking with people in their community about energy and Climate Change. To what extent was the information they were sharing new to some and known to others? Were any of the key facts challenged? Did the students have to adjust their communications as they talked to different people?

3. The Effects of Climate Change

Based on what has been discussed in Meetings 1 to 3 and other areas of learning, what do students know about the effects of Climate Change? The ice caps melting is the most high profile ‘event’ described in the media, with this image from Greenpeace remaining a strong logo for Climate Change. But what are the other effects of the ice caps melting? Sea levels are rising. Lower lands are flooding, causing migration and displacement and a loss of biodiversity in these regions. In particular, where land for farming is shrinking, there is an economic struggle developing where communities rely on farming for their income.



Ask students to do some research if they can, into flooding. They might discover for example, that Africa’s largest city, Lagos, has a low coastline which continues to erode putting it at risk of flooding. Bangladesh (a country in Asia to the East of India) produces only 0.3% of the emissions that contribute to Climate Change, yet the country is facing some of the biggest consequences of rising sea levels. Oceans could flood 17% of Bangladesh’s land and displace about 18 million of its citizens by 2050.

4. We Need a Creative Response!

Challenge students to create a simple poem or rhyme that captures these ideas of flooding through rising temperatures. This poem could be put to a rhythm using improvised percussion instruments to give it more energy. These poems could be recorded for local radio, performed in class time to other students or performed in the community. Remind students that the creative thinking that they are using here to summarise their learning, will help them to design and deliver an event or activity in their community to finish off the Climate Action learning.

www.theguardian.com/environment/gallery/2012/jul/19/greenpeace-shell-arctic-ready-in-pictures

5. Solutions! Using Renewable Energy Sources

Burning fossil fuels such as coal, oil, gas and firewood creates carbon dioxide. This gas is helping to trap the heat in our atmosphere. A Global Warming Warning! But, there are other fuels we can use!

Solar – from the sun

Wind – turbines driven by the wind

Hydro – turbines driven by a controlled flow of water

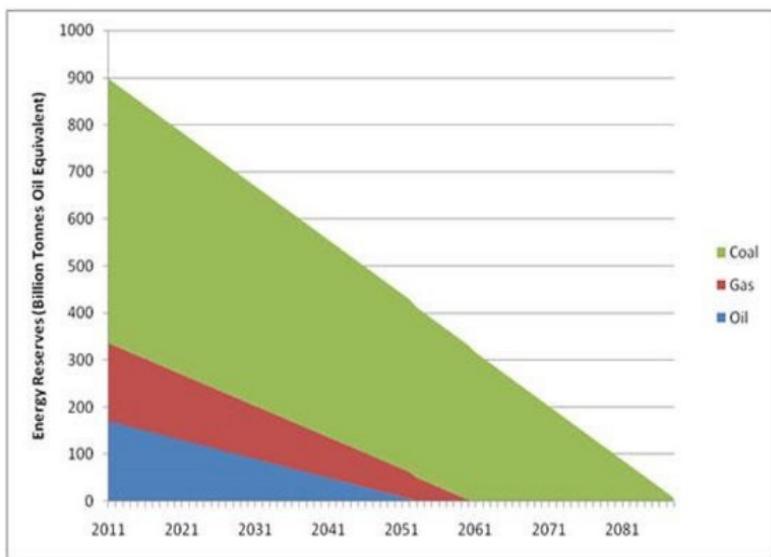
Tidal – from the sea, tidal currents

Geothermal – natural heat from the earth

Biomass – burning solid plant fuels



These sources of fuel are referred to as **Renewable Energy**.



/slideplayer.com/slide/8939205/

When we use these sources of power, we can do all the things that we could do with coal and gas etc, but we do not create carbon dioxide. There is less pollution. There is less harm to the environment.

Thinking about the movement and nature of these sources of renewable energy, ask students to create a dance or series of movements to illustrate them. Remember that renewable energy never runs out, unlike fossil fuels described in this graph. This might encourage repeated actions in their dance/sequence.

6. The Great Green Wall

The Great Green Wall is an initiative to plant a huge wall of trees and plants from the East to the West coast of Africa. It is a clear indication of hope, resilience and adaptation from communities across Africa. www.greatgreenwall.org/about-great-green-wall Ask students to find out more about the Wall if they can, and consider the effects of planting to this extent. It is not renewable energy, but it is certainly an initiative that aims to boost oxygen levels to combat excessive CO₂ produced by burning too many fossil fuels.

7. Empowering Your Community

When we ‘empower’, we give somebody else the knowledge and skills to do something for themselves, instead of somebody else doing it for them. If we are to embrace renewable energy, our communities need to know about its benefits. Plan to hold a small meeting in your community to explore renewable energy sources.

8. Explore Further... Use the Renewable Energy Activity Mat to help you better understand renewable energy.

RENEWABLE ENERGY ACTIVITY MAT

SUNSHINE SOLAR

We can capture the sun using solar panels. They can be placed on roofs and in fields! They need to angle towards the sun. But smaller solar panels can be used to power radios and telephones. Explore the technology associated with solar panels. What innovations can you find?

WATER WHEELS

A water wheel usually turns in a stream by a mill to move large stones to crush corn, for example. But you can make your own smaller wheel to respond to different flows of water. Experiment to build the most effective design. How does this compare to a wind turbine? How does this compare to the use of tidal power?

ACTION LOGOS

There are many logos associated with recycling and 'green energy', for example. But can you create a logo that represents all of these renewable energies? What shapes and images can you blend? Does your logo need a strap line or a phrase to accompany it?

WINDS FOR TURNING

The blades on a wind turbine can be up to 50 metres long. Measure this distance using 50 large strides. Imagine how high that must reach upwards? The average industrial wind turbine is in fact 150 metres tall! But you can create small turbines too – rather like a windmill. Experiment using folds of paper and sticks to create a turbine of your own as a model.

FLYING KITES

Flying a kite relies on the wind and air currents to carry the paper or fabric up, up and away! Your string prevents it from disappearing but also creates the tension to keep the wind pushing the kite higher. Build your own kite that has a renewable energy logo on it. Experiment to see which shapes and structures work the best.

HOW POWERFUL?

Which renewable energy do you think is more powerful? Which technology is the most efficient? Which sources of energy are the most cost effective? Which is the best? You will need to do some research into this! How is the energy measured? How long does it last? How many tonnes of carbon dioxide does it save?

ENGINEERING ENERGY

Discuss technology and innovation associated with renewable energy. What maths and science are involved? What skills and qualifications do engineers need? What materials are required and how are systems maintained?

Meeting Five

Effects of Climate Change 2

Characteristic: Curiosity

Skill: Review

Resources: A collection of small leaves, flowers and plants etc. Appendix F, Carbon Footprint.

1. Getting Started

Listening is important if we are to learn from each other. Paying attention means that you are listening well! Ask students to stand in a circle. One student should be nominated to start this game. Imagine that you have a ball in your hand. Throw it directly to somebody else in the circle making eye contact and making a specific noise as you do so. The other person must catch the ‘ball’ and as they do so, copy the noise that sent it. Repeat this 5 times. Now add in one more ball. Stay alert! Keep watching.

2. Empowering Catch-Up

Ask students to tell you about the community meeting they held – and if they didn’t, why not – (this is supposed to explore barriers to community action rather than complaining to the students). Discuss the benefits of meeting together – just as they are doing in Club17. It’s fun! It provides information, it builds relationships, partnerships and knowledge.

3. More Effects of Climate Change

As well as flooding, the changing climate is having an effect on food and water. If global temperatures continue to rise, there will be increasingly long dry spells combined with dangerous floods and in some places, water shortages. Smaller flows in rivers and streams will increase concentration of harmful pollutants, affecting biodiversity. When people can’t get enough water for sanitation and handwashing, illnesses spread more easily. Food and farming can be affected when soils dry out and become compacted; it’s more likely that rain will run off the surface rather than soak into thirsty roots. Discuss together the foods and drinks that you have consumed today and what you consume over the course of a month. What foods do you think are harder to ‘grow’? Is all the food you eat grown in the country where you live? How could Climate Change affect imports and exports...cost, variety, transport?

4. Reducing Your Carbon Footprint



5. Offsets: A Solution?

You may have noticed ‘offsets’ in the carbon footprint. But what does it mean? Our everyday actions such as driving, using machines and heating buildings, consume energy and produce carbon emissions. Carbon offsetting is used to compensate for your emissions by funding an equivalent carbon dioxide saving elsewhere. Planting a tree or growing your own food is a great way to help offset carbon emissions. Through photosynthesis, trees absorb carbon dioxide to produce oxygen and grow. By ensuring that the trees planted are native broadleaf species, you can help to preserve the environment and biodiversity.

Talk about what you could do to find out about tree planting in your community. ‘Biodiversity’ describes the whole range of the different varieties of living things and systems on this earth. What varieties of living things do you know about and appreciate in your community? It is usually respectable and responsible to gather natural things that are no bigger than your hand. Can you create a collage that helps you to demonstrate what you appreciate? Could you use sticks and stones to help you create a frame?



6. Curious Minds

Having thought about how we as a group, or as individuals, could combat Climate Change through offsetting, what do you think companies and organisations do? Flying, for example, is a major contributor to carbon emissions. The travel industry in general, produces a lot of carbon dioxide. Can you find out what some of the very large organisations do to offset their carbon? Because Climate Change is becoming such a high profile issue globally – in fact it is sometimes called the ‘Climate Emergency’ – some businesses are making sure that their offsetting is high profile too, so that they can be valued by their customers for doing the ‘right thing’. What do you think about that?

7. Rewind and Review

Talk together about what you have learnt during this meeting and the previous four meetings. What struck you as being the most interesting? Is this the same as what you believe to be the most important? Next week we will begin to identify key issues in our community that would benefit from some support. After this meeting, reflect and review on your learning and take notice around you. Notice the little things! Ask questions. Follow your curiosity. At the start of the next meeting be ready to share highlights of what you have reflected upon. You could present this visually if you wish – using collage, a poem, a drawing etc.

8. Explore Further...

Use the Carbon Footprint Activity Mat if you would like more ideas to explore during the meeting or in another part of the school day in relation to reducing your carbon emissions.

RENEWABLE ENERGY ACTIVITY MAT

CARBON FOOTPRINT CALCULATOR

There are several tools online that you can use to accurately calculate how much carbon dioxide you produce. Here is an example: www.carbonfootprint.com/calculator.aspx

Otherwise, you could start adding up yourself... 150 miles in your car every month is equivalent to 1 tonne of carbon dioxide over the course of a year.

FOOTPRINTS AROUND THE WORLD

Do a little bit of research to find out how some cities have created useful systems for reducing carbon emissions. You might uncover...

living walls, solar vehicles, pedestrian only zones, green energy hubs, improved waste management.

HANDPRINTS

Can you create a similar display using a handprint? This time illustrate what action you are going to take within each area. If you can cut out handprints together, you could create a good display or banner for your club – or for your community event.

TINY PRINTS?

Can you reduce your carbon footprint to only make tiny prints? What could you do less of? What could you do more of? Think particularly about waste and recycling. It is even better to reuse or not use in the first place!

TOGETHER

Think about the value of working together – you have seen it already in Club17. If we work ‘hand in hand’ we can achieve more. Discuss this African proverb:

“If you want to go fast, go alone. If you want to go far, go together.”

EAT LESS MEAT?

As a by-product of their four-stomached digestive system, cattle produce and emit significant quantities of methane, a greenhouse gas that is 23 times more potent by quantity than CO₂. Estimates indicate that the production of 1kg of beef requires about 43,000l of fresh water, including both raising the livestock itself and growing the crops needed to feed it. For comparison, 1kg of grain only requires 1,000l.

Discuss this...

Meeting Six

Healthy Places

Characteristic: Empathy

Resources: Appendix G, Quotes about Climate and the Environment

1. Getting Started

How did the students get on with their review and reflection? This aspect of sustainable development is so important. Stop, evaluate, adapt – carry on! Ask students to share their reflections, being mindful that some might be sensitive, so ensure you listen well.

2. Healthy Living

What do we do to stay healthy? Eat well? Rest well? Exercise? All of these things keep us physically healthy! Burning fossil fuels however, contributes to pollution and Climate Change. Air pollution is bad for our eyes and our lungs, and there are further complications if our water gets polluted. Pollution contributes to Climate Change. We talked about food scarcity last week – we need a balanced and varied diet to stay healthy. But our mental health is also very important! It is not exactly a solution to Climate Change, but it is a way for us to cope with Climate Change and it provides us with the ‘energy’ (mental strength) we need to find physical and technological solutions. Ask students to write independently for about 10 minutes to list the things that keep them healthy...both mentally and physically.

3. Community Champions

As we continue to consider what event, campaign or activity we could create together in our community, it is helpful to think about good leadership, role models and why people influence us. Use the quote sheet in Appendix G to read some quotes from various people from around the world, past and present. Discuss how encouraging their speeches are, and how some of them are actually a warning. You don’t have to be famous to say something important, but it is useful to see what other people have said and how they said it; those who have made a difference to environmental issues.

Wangari Maathai helped the lives of more than 900,000 women through her economic empowerment initiatives. She was called “Mama Trees” by many people in Kenya. She was recognized in 2004 as the first African woman and the first environmentalist to receive the Nobel Peace Prize. She did many “little things.”



You cannot protect the environment unless you empower people, you inform them, and you help them understand that these resources are their own, that they must protect them.

— Wangari Maathai —

AZ QUOTES

Do you recognise some of her words? Yes! She is talking about empowerment and protection.

Ask students to work in pairs to read and think about the quotes that you have shared with them. Which quote means the most to them? Why? Ask students to discuss what it means to be a leader in a community. What skills are needed? Explain that if you are well-respected, people are more likely to listen to what you have to say. These quotes are widely read, re-published and repeated because they were spoken by highly respected individuals – people who work hard, work to uncover the truth and are generous in compassion and full of empathy. They understand their communities.

4. Further Inspiration

Here are two more people from Nigeria and Uganda who have spoken boldly. Can you find out more about them? Where did they get their inspiration and courage from?

Adenike Oladosu

Adenike is a climate activist. She looks at how it is often women who feel the effects of Climate Change the most. www.greenpeace.org.uk/news/black-history-month-young-climate-activists-in-africa/
twitter.com/the_ecofeminist?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor

Vanessa Nakate

Vanessa is from Uganda and is a vocal supporter of climate action and activism. She attended an event called Davos where she was famously cropped out of a photo with Greta Thunberg. The other female climate activists were all white and stayed in the photo, and Vanessa, the only black girl, was cropped out. What do you think about this?

5. Quietly Sharing or Boldly Building?

Another quote – this time, it's anonymous!

“ There’s more than one way to make a difference. Please do whatever you feel most comfortable with and do it with love and compassion, some are posting on social media, some are protesting in the streets, some are donating privately, some are educating themselves, some are having tough conversations with family and friends, a revolution has many lanes, be kind to yourself and to others who are travelling in the same direction, just keep your foot on the gas.

Ask students to think about each of the different approaches. If we want to bring our community together and if we want to bring about sustainable change, then there are many ways that we can do this. Ask students to think of examples. Explain that it is a combination of these approaches that drive sustainable change. This is an important consideration as we move towards creating collective Climate Action.

6. Powerful Action! Super Skills! Enable...

We have looked at empowerment. Enabling is very similar – we ensure that somebody is able to do something that we can do, that they could not do before. Ask students to choose one of the quotes that you think is particularly powerful and share it with some of their friends in school. Ask students to challenge their friends to ‘pass it on’ – to share the quote with some of their friends. In between now and the next meeting, let’s see how many students in our school can learn something new and share it even further.

7. Explore Further...

Use the Quote Activity Mat to think further about powerful words and phrases.

QUOTES ABOUT CLIMATE AND THE ENVIRONMENT

ACTIVITY MAT

AT THE SCENE

Imagine you are the news reporter at the scene of each of these statements/quotes. What do you think you would hear people talking about in the audience? What additional questions would you want to ask?

CURRENT EVENTS

Which of these quotes do you think most effectively describes what challenges we face at the moment? Can you find any news articles in the local media that describe similar events, activities and campaigns?

READING ALOUD

Read some of these quotes aloud and use different 'voices' to see what is the most effective. Whisper or stand up tall and shout. Pause after key words...or race through the phrases with passion and conviction. Emphasise every other word or just a few? How do all of these ways of talking affect the meaning?

AND FOLLOWING...

Compose some headlines for the stories that are likely to follow each of the quotes. How do the headlines engage the reader and how do they make clear connections to the quote from previous day?

TALKING THROUGH TIME

Put the quotes in chronological order. What can you say about the older quotes? How relevant are they today? What quotes do you think could come from prominent people over the next 10 to 20 years?

What would you like to be quoted saying about pollution and the environment?

Meeting Seven

Preparing for the community event or action

Characteristic: Problem Solving

Resources: Paper and pens to write notes.

1. Getting Started

Begin by asking students to stand facing each other in two rows. One row is in favour of learning about Climate Change in SDGs clubs in all schools in the country. One row is against this idea. Give students time to think about their argument. What would they say? What is their evidence? How could they persuade? Now, ask students to talk to each other across the two lines, trying to persuade the person opposite them that their view is the ‘best’. Walk down in-between the two lines to listen to their arguments. Summarise some of what you have heard. Now, select another student to walk in between the two lines – what do they hear? Ask another couple of students to do the same. Finally – ask all students to move to the side of the debate which they believe to be the truth. This activity is known as ‘conscience alley’ and is a good way of students learning to appreciate that the skills of negotiation, persuasion and debate are very important. But going back to Meeting 2, they need to get their facts straight!

2. Communication Catch-Up

Talk with students about their efforts to help other students learn quotes about the environment. Did anybody hear these being repeated? Can you estimate what proportion of the school community listened to or spoke about these quotes? Ask students to talk in pairs about how messages can be shared. There are so many ways to communicate! See if they can create a list of 20 ways to share a message. How is this linked to advertising? How can messages be reinforced, promoted and elaborated upon? This is often the role of marketing and communication teams. (Media and communications is a popular course in Higher Education Institutions around the world.) Share communication lists...what is your combined total of strategies? Hold onto this list! It will be useful for your community event.

3. Considering Community Action

Ask students to think about what problem they would like to help solve in their community. The previous meetings and activities should have enabled students to think about this already. Discuss a number of themes/issues/problems. Write these on large sheets of paper. Ask students to reflect for a few minutes individually about which is the most important in their view. Try to narrow down these climate and environmental issues to three or four. Ask students to work in groups to look at these climate and environmental issues, and suggest they use the following questions to help them shape and plan how they might tackle one of these problems.

- What is the problem?
- How is this problem presented locally and globally?
- How are humans involved in this problem?
- How do we feel about it and how can we capture these feelings to do good?
- What are the relationships with biodiversity, food and farming, consumerism and consumption?
- What are the different ways of knowing about this problem?
- What are some of the actions we could take?

Explain to students that they should work for about 30 minutes to create a presentation about the problem they would like to explore and solve. Their presentation could take the form of a simple action plan: What? Why? Where? Who? How? When? Their presentation should be based upon secure knowledge of the problem but be complemented with questions that still need answering.

Each group will present their ideas on how to tackle the climate / environmental problem and the club will vote on one Climate Action that they will champion and pursue. It is very important to explain that the ideas that are not chosen are still important. We will learn to empower our community by pursuing one action to begin with. After that, there is nothing to stop us from addressing the others...and we will be more able to do so because of what we have learnt during this one!

4. Present. Persuade. Pursue.

Students should present their ideas. Encourage questions, clarifications and praise. Respectful debate and discussion is an essential element of community action. Ask students to vote on which Climate Action they would like to pursue. Collect ideas from all the groups and make a point to show that the ideas that have not been selected are stored for the future.

5. Practical Action

Look at the different elements of the Climate Action that has been chosen. There are some key elements that should be considered for inclusion. Ask pairs of students to discuss these elements to come up with some ideas for implementation.

Intergenerational activity (Older and younger people working together)

Teaching. Training. Talking. Explaining.

Goal Orientated (What will be achieved through this project?)

Sustainable Development Goals (How is this Climate Action linked to the bigger picture? Local and global)

Engagement (How will we connect people to this?)

Measuring success (How do we know it has worked?)

Sharing success (How will we inform the community – and beyond – about what we have achieved?)

Divide students into groups to explore each of these elements. They should write and prepare a presentation to explain their ideas. These ideas collectively will create an Action Plan . This could be something you develop and submit into the annual Club17 competition – the SDGs Community Challenge. You can also use these ideas and Action Plan to help you with the event or activity you will run in your community to celebrate completing the Climate Action pack.

6. The Challenge for Students this Week: Create a poster, logo or short article to describe their event.

These will be shared in the next meeting where they will be incorporated into advertising materials.

Meeting Eight

Community Action. BE PREPARED!

Characteristic: Problem Solving

Resources: Paper and pens to write notes.

1. Getting Started

Ask students to stand in a circle facing each other. They should hold their hands up to the sky and wave their fingers, slowly bringing their arms down into the circle. This is a circle of action, togetherness, empowerment and compassion. Ask students to take it in turn to lead the actions. Could you ask them to show strength? Character? Adventure? Compassion? Innovation? Achievement? How many actions can you create and copy?

2. Climate Action!

This meeting is for your students to prepare their event or activity to showcase in the community. This is a celebration of their Climate Action learning and an opportunity to share this learning with community members. Could this be a song? A dance? A poem? A story? Be creative! Let the learners decide how they want to share what they have learned and how they want to encourage community members to take Climate Action! You could even organise a performance in your school to share with other students which climate issues you have spotted and what everyone could do to help. Have fun and share the information!

Ensure that students are working on an element that they feel they can make good use of their strengths and skills. This is a collaborative club effort that everyone can be involved in. Teamwork is key.

Break every 20 minutes to have a quick catch up. What is working well? What is a challenge? How can we help each other? Do we need to switch roles at all?

Move around each of the students encourage them. Make good use of quality questions to help students improve their work. Encourage and praise – but be specific. Empower. Engage.

3. Endings and Beginnings...

This is the last Climate Action Meeting! Discuss what have been the highlights. Could we persuade another school to run Club17 also? Could you be Climate Ambassadors in your school? Look back at your 'High Five' from Meeting One. Have you explored and achieved what you had hoped to?

Make time for each student to share their reflections on their experience of Climate Action learning. What skills have they learnt?

**Congratulations, you have completed the
8 week Climate Action pack! Good luck with your event or activity!
Please share with us what you did on
Facebook at @club17africa**



Why don't you enter our annual SDGs Community Challenge?

**Email: info@club17africa.org or visit www.club17africa.org
to find out more!**



Appendix A Characteristics for Global Citizenship

Empathy

This means you work hard to understand how others are feeling, so that you can help them. You become ‘emotionally intelligent’. You listen well and use your experiences to help solve a problem. Your attention to emotions makes people feel safe and happy.

Communication

You look for ways to connect the people of the world. You share stories and messages so that we can all work together. You listen carefully to what people are saying, so that you can understand what they need and what you can do to help.

Problem Solving

This means you love to explore challenges. Every time you solve a problem, your knowledge grows and you become more adaptable and capable.

Creative

This means you value a mission of discovery! You know that the best ideas can develop when we work together, ask questions and spark ideas.

Curious

This means you love investigating the world around you, searching for answers to questions.

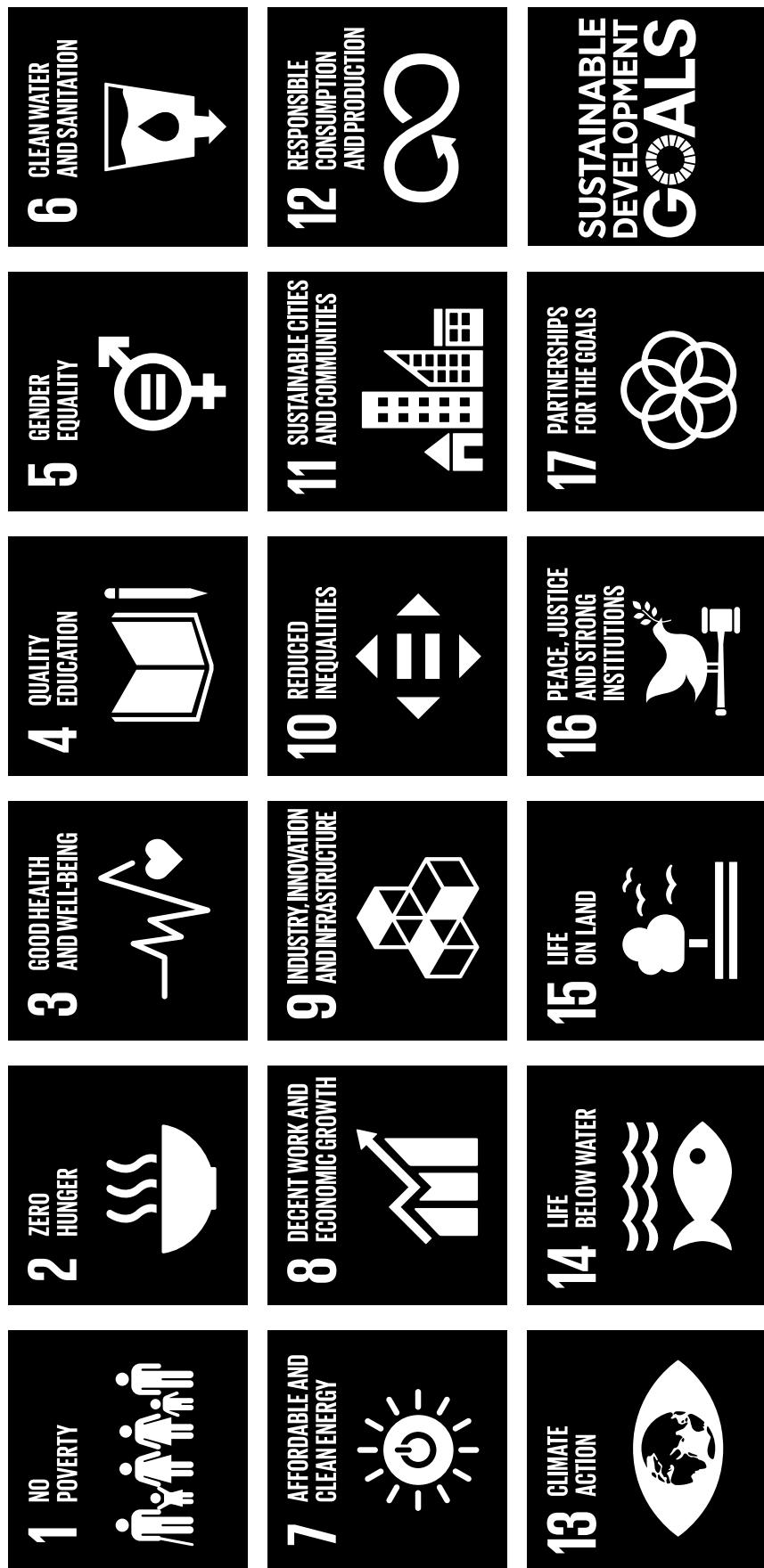
Global Citizens are people who...

engage with multiple perspectives	provide simple solutions to complex issues	explore issues of social justice	think critically	explore local and global connections
apply learning to real-world issues	take informed, reflective action	recognise and appreciate multiple identities	ask questions to build levels of knowledge	develop attitudes of care and empathy for others

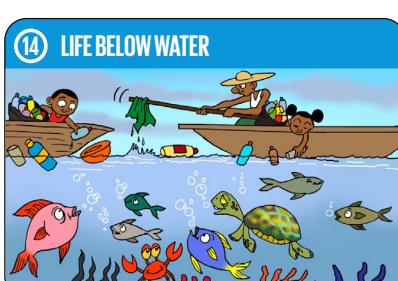
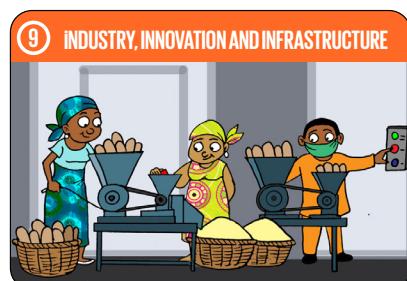
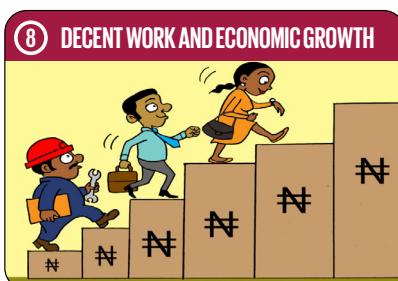
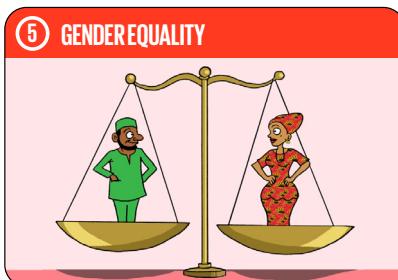
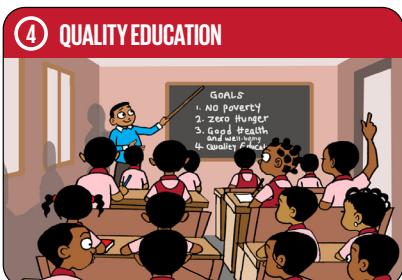
SUSTAINABLE DEVELOPMENT GOALS



SUSTAINABLE DEVELOPMENT GOALS



Appendix B SDGs posters



Appendix B SDGs posters



End poverty in all its forms everywhere:

Goal 1 is focused on ending poverty through interrelated strategies, including the promotion of social protection systems, decent employment and building the resilience of the poor.



End hunger, achieve food security and improved nutrition and promote sustainable agriculture:

Goal 2 addresses a fundamental human need—access to nutritious, healthy food, and the means by which it can be sustainably secured for everyone.



Ensure healthy lives and promote well-being for all at all ages:

Goal 3 addresses all major health priorities and calls for improving reproductive, maternal and child health; ending communicable diseases; reducing non-communicable diseases and other health hazards; and ensuring universal access to safe, effective, quality and affordable medicines and vaccines as well as health



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all: Goal 4 aims to ensure that all people have access to quality education and the opportunity for lifelong learning. The Goal goes beyond school enrolment and looks at proficiency levels, the availability of trained teachers and adequate school facilities, and disparities in education outcomes.



Achieve gender equality and empower all women and girls:

Achieving gender equality and the empowerment of women and girls will require more vigorous efforts, including legal frameworks, to counter deeply rooted gender-based discrimination often resulting from patriarchal attitudes and related social norms.



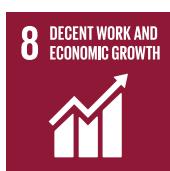
Ensure availability and sustainable management of water and sanitation for all:

Goal 6 aims to tackle challenges related to drinking water, sanitation and hygiene for populations, as well as to water-related ecosystems. Without quality, sustainable water resources and sanitation, progress in many other areas across the SDGs, including health, education and poverty reduction, will also be held back.



Ensure access to affordable, reliable, sustainable and modern energy for all:

To achieve this Goal, bolder financing and policies will be needed, along with the willingness of countries to embrace new technologies on a much more ambitious scale; enable access to affordable, reliable and sustainable energy services through expanding access to electricity and clean cooking fuels and technologies.



Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all:

When this growth is sustained and inclusive, more people can escape poverty as opportunities for full and productive employment expand.

Appendix B SDGs posters



Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation:

Infrastructure, industrialization and innovation are three drivers of economic growth. When inclusivity, resilience and sustainability are factored into the implementation of these driving forces, economic growth can support sustainable development.



Reduce inequality within and among countries:

Goal 10 calls for reducing inequality within and among countries, ensuring safe, orderly and regular migration, and strengthening the voices of developing countries in international economic and financial decision-making.



Make cities and human settlements inclusive, safe, resilient and sustainable:

While cities are incubators of innovation and help foster increased employment and economic growth, rapid urbanization has brought with it enormous challenges, including inadequate housing, increased air pollution, and lack of access to basic services and infrastructure.



Ensure sustainable consumption and production patterns:

This Goal focuses on decoupling economic growth from resource use, and ensuring that hazardous chemicals and wastes are managed in a way that minimizes their impact on human lives and the environment.



Take urgent action to combat climate change and its impacts:

Mitigating climate change and its impacts will require building on the momentum achieved by the Paris Agreement on Climate Change. Stronger efforts are also needed to build resilience and limit climate-related hazards and natural disasters.



Conserve and sustainably use the oceans, seas and marine resources for sustainable development:

The increasingly adverse impacts of climate change (including ocean acidification), overfishing and marine pollution are jeopardizing recent gains in protecting portions of the world's oceans.



Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.



Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.



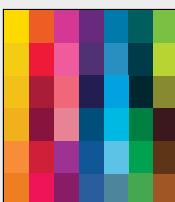
The Sustainable Development Goals can only be met if we work together:

International investments and support are needed to ensure innovative technological development, fair trade and market access, especially for developing countries. To build a better world, we need to be supportive, empathetic, inventive, passionate, and above all, cooperative.

Appendix C Convention on the Rights of the Child posters

						
DEFINITION OF A CHILD	NO DISCRIMINATION	BEST INTERESTS OF THE CHILD	MAKING RIGHTS REAL	FAMILY GUIDANCE AS CHILDREN DEVELOP	LIFE, SURVIVAL AND DEVELOPMENT	NAME AND NATIONALITY
						
IDENTITY	KEEPING FAMILIES TOGETHER	CONTACT WITH PARENTS ACROSS COUNTRIES	PROTECTION FROM KIDNAPPING	RESPECT FOR CHILDREN'S VIEWS	SHARING THOUGHTS FREELY	FREEDOM OF THOUGHT AND RELIGION
						
SETTING UP OR JOINING GROUPS	PROTECTION OF PRIVACY	ACCESS TO INFORMATION	RESPONSIBILITY OF PARENTS	PROTECTION FROM VIOLENCE	CHILDREN WITHOUT FAMILIES	CHILDREN WHO ARE ADOPTED
						
REFUGEE CHILDREN	CHILDREN WITH DISABILITIES	HEALTH, WATER, FOOD, ENVIRONMENT	REVIEW OF A CHILD'S PLACEMENT	SOCIAL AND ECONOMIC HELP	FOOD, CLOTHING, A SAFE HOME	ACCESS TO EDUCATION
						
AIMS OF EDUCATION	MINORITY CULTURE, LANGUAGE AND RELIGION	REST, PLAY, CULTURE, ARTS	PROTECTION FROM HARMFUL WORK	PROTECTION FROM HARMFUL DRUGS	PROTECTION FROM SEXUAL ABUSE	PREVENTION OF SALE AND TRAFFICKING
						
PROTECTION FROM EXPLOITATION	CHILDREN IN DETENTION	PROTECTION IN WAR	RECOVERY AND REINTEGRATION	CHILDREN WHO BREAK THE LAW	BEST LAW FOR CHILDREN APPLIES	EVERYONE MUST KNOW CHILDREN'S RIGHTS
43-54	<h1>CONVENTION ON THE RIGHTS OF THE CHILD</h1>					
						

Appendix C Convention on the Rights of the Child posters

1	A child is any person under the age of 18.	All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.	2	When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.	3	Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention.	4	Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow, the less guidance they will need.	5	Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.	6
8	Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, governments must help children to quickly get their identity back.	Children should not be separated from their parents unless they are not being properly looked after – for example, if a parent hurts or does not take care of a child. Children whose parents don't live together should stay in contact with both parents unless this might harm the child.	9	If a child lives in a different country than their parents, governments must let the child and parents travel so that they can stay in contact and be together.	10	Governments must stop children being taken out of the country when this is against the law – for example, being kidnapped by someone or held abroad by a parent when the other parent does not agree.	11	Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.	12	Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.	13
15	Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people.	Every child has the right to privacy. The law must protect children's privacy, family, home, communications and reputation (or good name) from any attack.	16	Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.	17	Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a "guardian". Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child.	18	Governments must protect children from violence, abuse and being neglected by anyone who looks after them.	19	Every child who cannot be looked after by their own family has the right to be looked after properly by people who respect the child's religion, culture, language and other aspects of their life.	20
22	Children who move from their home country to another country as refugees (because it was not safe for them to stay there) should get help and protection and have the same rights as children born in that country.	Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.	23	Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.	24	Every child who has been placed somewhere away from home - for their care, protection or health – should have their situation checked regularly to see if everything is going well and if this is still the best place for the child to be.	25	Governments should provide money or other support to help children from poor families.	26	Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this.	27
29	Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.	Children have the right to use their own language, culture and religion - even if these are not shared by most people in the country where they live.	30	Every child has the right to rest, relax, play and to take part in cultural and creative activities.	31	Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly.	32	Governments must protect children from taking, making, carrying or selling harmful drugs.	33	The government should protect children from sexual exploitation (being taken advantage of) and sexual abuse, including by people forcing children to have sex for money, or making sexual pictures or films of them.	34
36	Children have the right to be protected from all other kinds of exploitation (being taken advantage of), even if these are not specifically mentioned in this Convention.	Children who are accused of breaking the law should not be killed, tortured, treated cruelly, put in prison forever, or put in prison with adults. Prison should always be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family.	37	Children have the right to be protected during war. No child under 15 can join the army or take part in war.	38	Children have the right to get help if they have been hurt, neglected, treated badly or affected by war, so they can get back their health and dignity.	39	Children accused of breaking the law have the right to legal help and fair treatment. There should be lots of solutions to help these children become good members of their communities. Prison should only be the last choice.	40	If the laws of a country protect children's rights better than this Convention, then those laws should be used.	41
43-54	These articles explain how governments, the United Nations – including the Committee on the Rights of Child and UNICEF – and other organisations work to make sure all children enjoy all their rights.	 CONVENTION ON THE RIGHTS OF THE CHILD								42	

THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD – THE CHILDREN'S VERSION

The United Nations Convention on the Rights of the Child is an important agreement by countries who have promised to protect children's rights.

The Convention on the Rights of the Child explains who children are, all their rights, and the responsibilities of governments. All the rights are connected, they are all equally important and they cannot be taken away from children.

This text is supported by the Committee on the Rights of the Child.



Appendix D Climate Action grid

CLIMATE ACTION

Characteristics and skills of Global Goals Explorers

- Ask questions
- Think critically
- Explore local–global connections
- Engage with multiple perspectives
- Provide simple solutions to complex issues
- Explore issues of social justice
- Apply learning to real–world issues
- Take informed, reflective action
- Recognise and appreciate multiple identities
- Develop attitudes of care and empathy for others

Key knowledge and concepts relating to Climate Change and Sustainable Development

- Energy and Climate Change
- Global Warming
- Environmental sustainability
- Pollution
- Flooding, migration and food/water scarcity
- Renewable energy
- Fossil fuels
- Carbon dioxide
- Informed citizens
- Empowered communities
- Healthy living

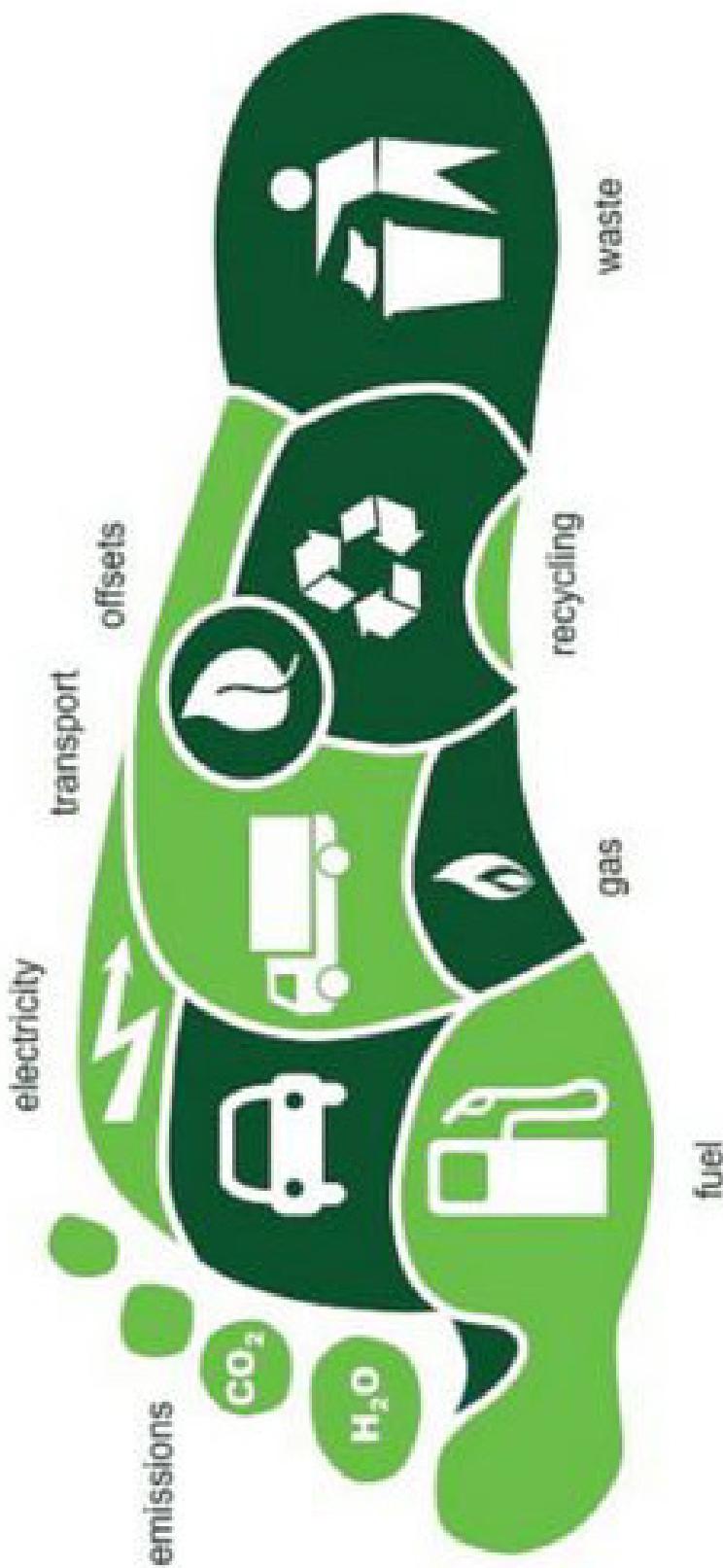
CLIMATE ACTION

Working towards the Sustainable Development Goals	Collaboration Learning together Quality Questions	Flexible and adaptable working You choose... for agency and advocacy	Community Action
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Appendix E Fact Chat definitions table

Global Warming	the overall increase in temperature of the Earth's atmosphere.	Biofuel	a fuel made from organic or living matter, such as corn or poop.
Consequence	the result of an action.	Fossil Fuels	a fuel, such as oil and coal, that has been created from the remains of living organisms that died long ago.
Recycle	to convert waste into something reusable.	Carbon Dioxide	a greenhouse gas that is given off when fossil fuels are burned.
Energy Star Appliance	an energy efficient appliance with a certified logo. Such appliances include stoves, refrigerators, dishwashers, washing machines, and dryers.	Greenhouse Effect	the warming of the Earth caused when heat from the Sun is trapped by carbon dioxide and methane in the atmosphere.
Carbon Offset	a project or activity such as a wind farm or reforestation that balances out a person's Carbon Footprint.	Methane	a gas in the atmosphere that contributes to the Greenhouse Effect. It is given off when animals poop, fart, and burp.
CFL Bulbs	compact fluorescent light bulbs, which save energy.	Climate Change	a significant change of weather over time.
Carbon Footprint	the amount of carbon dioxide someone creates, often measured in a year.	Plankton	small organisms that live in the ocean and provide food for fish and other animals.

Easy ways to improve your carbon footprint



Appendix G Quotes about Climate and the Environment

'Water and air, the two essential fluids on which all life depends, have become global garbage cans.' Jacques-Yves Cousteau c.1990

'Do we settle for the world as it is now, or do we settle for the world as it should be?'

Michelle Obama, 2018

'Education is the most powerful weapon which you can use to change the world.'

Nelson Mandela, 1990

'I always saw pollution as theft, and I always thought, 'Why should somebody be able to pollute the air, which belongs to all of us, or destroy a river or a waterway, which is supposed to belong to the whole community?' Robert Kennedy, Jr 2014

'We owe it to ourselves and to the next generation to conserve the environment so that we can bequeath our children a sustainable world that benefits all.'

Wangari Maathai, 2004

'This is above all an emergency and not just any emergency. This is the biggest crisis humanity has ever faced. This is not something you can like on Facebook.'

Greta Thunberg, 2019

'Every breath of air we take, every mouthful of food that we take, comes from the natural world. And if we damage the natural world, we damage ourselves.'

Sir David Attenborough, 2019

'Look deep into nature, and then you will understand everything better.'

Albert Einstein c.1040

'Saving our planet, lifting people out of poverty, advancing economic growth... these are one and the same fight. We must connect the dots between Climate Change, water scarcity, energy shortages, global health, food security and women's empowerment. Solutions to one problem must be solutions for all.'

Ban Ki-Moon, 2011

'It is our collective and individual responsibility ... to preserve and tend to the world in which we all live.' Dalai Lama, c.1980

'Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less.' Marie Curie, c.1903

Appendix H Further Resources

There are some great resources available for teachers on Climate Change.

Here are just a few:

WWF: Climate Change resources

www.wwf.org.uk/get-involved/schools/resources/climate-change-resources

Oxfam: Climate challenge

www.oxfam.org.uk/education/resources/climate-challenge-7-11

www.ourplanet.com

World's Largest Lesson

worldslargestlesson.globalgoals.org/ UN.org – climate action – Why It Matters –

www.un.org/sustainabledevelopment/wp-content/uploads/2016/08/13_Why_it_Matters_Climate_Action_letter_size_1p.pdf Understanding Climate Change with Tiki the Penguin
tiki.oneworld.org/global_warming/climate8.html

Small Island States on the frontlines of Climate Change

www.youtube.com/watch?v=8oS8WToxv5c

Community Conversations for Climate Change

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Spotlight from Space – Taking the Earth Temperature

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Don't Waste it! Repurposing our Resources

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Think Big! Collective Action for Climate Change

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Listen up! Exploring Children's Right's to be heard seriously

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climatekids.nasa.gov/time-machine/ <https://www.sciencemuseum.org.uk/see-and-do/atmosphere>
[/www.metoffice.gov.uk/climate-guide/climate-change](http://www.metoffice.gov.uk/climate-guide/climate-change)

Add your voice for the planet

voicefortheplanet.org/globe