



Total time

60 mins

Age range

8-14 years



# Think BIG! Collective Action for Climate Change



## Learning outcomes

- The learner understands the term Collective Action
- The learner understands the difference between Individual and Collective Actions
- The learner understands what their role could be in Collective Action for climate change
- The learner is able to support climate friendly activities

## Key questions

How can Collective Action help tackle climate change? What is the difference between Collective Action and Individual Action

## Key vocabulary

Collective Action, Individual Action, active citizenship, Global Goals, impact

## Note to Educators

If your students are new to learning about the Global Goals check out this great short video introduced by Malala Yousafzai: [vimeo.com/138852758](https://vimeo.com/138852758)

You can also find a 30 minute introduction to the Global Goals lesson plan here:

[cdn.worldslargestlesson.globalgoals.org/2017/07/1\\_Introducing\\_30\\_Lesson\\_Plan-copy.pdf](https://cdn.worldslargestlesson.globalgoals.org/2017/07/1_Introducing_30_Lesson_Plan-copy.pdf)

### Step 1 Stories of Action for the Goals

10  
mins

Watch World's Largest Lesson Part 2 with students: [vimeo.com/178464378](https://vimeo.com/178464378)

Ask them to note down any examples of action that are included.

Review the actions together. Then ask students to work in small groups to brainstorm as many different actions as possible for the Goals. Set a time challenge of 5 minutes.

Ask groups to share ideas.

### Step 2 Introducing the Concept of Collective Action

10  
mins

Next put the words Collective Action and Individual Actions on the board. Ask students what these words might mean.

**Collective Action:** When a group of people comes together to achieve a common goal/objective.

Check for student understanding of these concepts. Ask students to create a simple table under the headings of Individual and Collective Action. Ask student groups to sort their actions from Step 1 under the following headings.

*Is it easier to generate ideas for Individual or Collective Actions? Why might that be? Do students have examples of Collective Action to share?*

Note to educator: Students often find it easier to generate ideas for Individual Actions as opposed to Collective Action. Have a look at **Appendix 1** for different examples of Collective Action for the Goals.

Next, ask students – how does it make you feel to take an Individual Action like planting a tree, telling someone about the Global Goals, using a reusable water bottle. *E.g energised, hopeful, optimistic, defeated, pessimistic, lonely.*

Sometimes it can be hard to stay motivated if it feels like you are doing an action on your own. *How might it feel if you did the action with other people?*

### Step 3 Turning to Collective Climate Action

10  
mins

Explain to students that we will now be focusing on Global Goal 13 – Climate Action. *Do students know of any examples of Collective Action for Global Goal 13?* Review previous notes or allow time for student research. Students may want to look at examples in [Appendix 2](#).

*How have these Collective Actions made an impact? Have they achieved more than an Individual Action? Are there any learnings students can take from these examples?*

### Step 4 Circles of Influence

10  
mins

*Next ask students, what if 100 children in our area all agreed to work on one project. What impact might that have? If you could get everyone to join together to focus on one improvement for the Earth, what would it be?* Allow time for student discussion.

Explain to students that everyone one of them is an *Influencer* because they come into contact with people who they have the opportunity to speak to and share their ideas with.

Demonstrate this by showing [Appendix 3](#) on the board. Explain that you as an individual are in the middle of the circle. The wider circles show different spheres of influence. *Who might be in the wider circles? How can we work together with the people in our spheres of influence to create a Collective Action for Climate Change?*

### Step 5 Linking Active Listening to Child Rights

20  
mins

After identifying their spheres of influence, students can work together in small groups to create a Collective Action Plan for Climate Change. Use [Appendix 4](#) as an aid to help student brainstorming and thinking.

Ask students to share ideas throughout. Once finished, allow time for different groups to share their ideas with one another for feedback. *What works well with their Collective Climate Action Plan? What is one question students might want to ask about it? What is one way that it might be improved?*

Share your students' Collective Action Plans for Climate Change with us! [@TheWorldsLesson](#)



**Name of campaign:**  
**Acid Attack survivors**

**Which Global Goal is it supporting?**  
**Gender Equality, Decent Work & Economic Growth**

**Where is it?**  
**Pakistan**

**Tell me more about it:**  
Pictured here is Masarrat Misbah, a beautician turned philanthropist, with acid attack survivors. She and her team have worked with countless women over years to help bring some normalcy to the victims of such gender-based violence. Her institute in Pakistan provides survivors with training to allow them to develop the skills they need to support themselves financially after facing this violence; this is important because without the support of a community, survivors often would not find a job due to the stigma attached to them. This initiative has helped in raising awareness about gender-based violence, as well as provided survivors with decent work.



**Name of campaign:**  
**Face Masks for key workers**

**Which Global Goal is it supporting?**  
**Good Health and Well-Being, Industry, Innovation and Infrastructure**

**Where is it?**  
**Worldwide**

**Tell me more about it:**  
During the Corona virus pandemic, there has been a global shortage of masks to protect key workers and the public from the virus. Many big businesses have worked to create more masks and face shields to fill the gap, however pictured here are images of students who have taken action and made masks for their local hospitals in Michigan, USA.



**Name of campaign:**  
**Ice Bucket Challenge**

**Which Global Goal is it supporting?**  
**Good Health and Well-Being**

**Where is it?**  
**Worldwide**

**Tell me more about it:**  
The Ice Bucket Challenge was hugely popular in the summer of 2014, when people all over the world filmed themselves dumping buckets of ice cold water on themselves, whilst giving money and nominating others to do the same – this was to fundraise and raise awareness for Amyotrophic Lateral Sclerosis, also known ALS. ‘This is a neurological disorder in which the motor neurons that control muscle function slowly die’. There is currently no cure, so the funds raised during this campaign went towards funding essential research; ‘the campaign raised more than \$100m in a 30-day period’ which is incredible!

[www.theguardian.com/society/2016/jul/26/ice-bucket-challenge-als-charity-gene-discovery](http://www.theguardian.com/society/2016/jul/26/ice-bucket-challenge-als-charity-gene-discovery)



Name:  
**Youth Climate Marches**

Which Global Goal is it supporting?  
**Climate Action**

Where is it?  
**Worldwide**

How many people were involved?  
**6million**

**Tell me more about it:**  
In September 2019, over the course of a week, an estimated 6million people took part in protests worldwide. Featuring participants from the FridaysForFuture group, young people took to the streets demanding people in power (governments, big businesses) to take the climate crisis seriously.

<https://globalclimatestrike.net/>  
<https://www.fridaysforfuture.org/>



Name:  
**Teach the Future marches**

Which Global Goal is it supporting?  
**Climate Action, Quality Education**

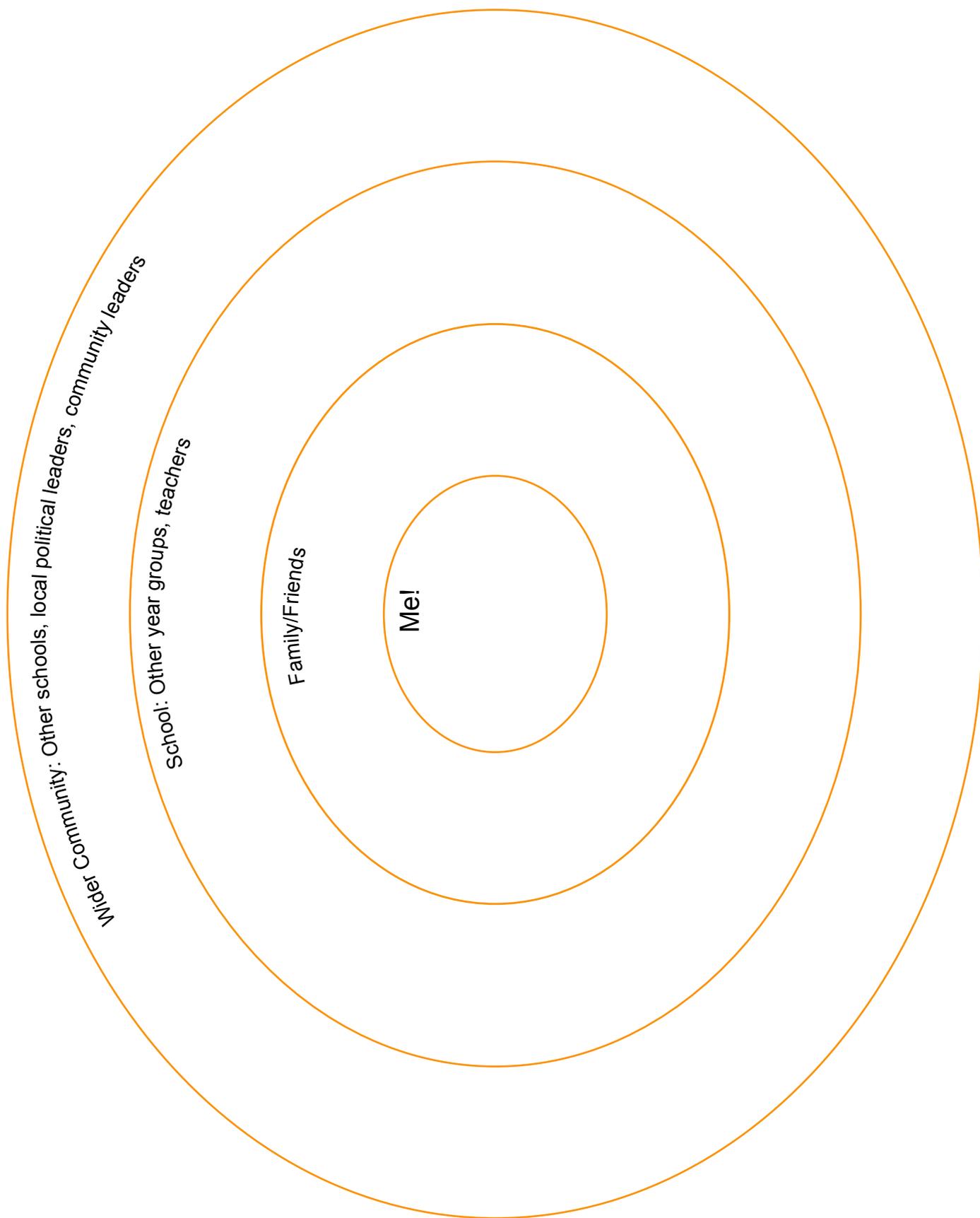
Where is it?  
**Worldwide**

How many people were involved?  
**Over 1 million!**

**Tell me more about it:**  
Teach the Future particular is about trying to reform the education system and show how important sustainability education really is, and the importance of having it be part of the curriculum; 'our education system must teach the truth and prepare us for the future, because we are the future'.

In the UK, the Teach for Future volunteers wrote the very first education bill written by students, asking the UK government to not only include climate change in the curriculum, but also: requires the government to be clear about funding teacher training in this area, requires that new educational buildings be net-zero from 2022 and ask for a review into how the current education system is preparing students for the climate crisis.

<https://www.teachthefuture.uk/about>



### Idea for Collective Action

#### Format: Petition, Protest, Awareness Campaign, Other

- What is your Collective Action trying to achieve?
- How many people do you estimate it will impact?
- Will it cost money to implement?
- Will it help people's lives / animals / plants? How?
- Will it require effort from others?
- What are the benefits?
- Can you quantify that benefit?
- Can you anticipate any other impacts/side effects/ unanticipated consequences?
- Which Global Goals and Child Rights will it help support?
- What's the first step we need to take?