



Climate Change

Subject

Citizenship, Geography, Social Studies

Learning Outcome

- Learners will learn about each other's personal experiences, knowledge and feelings concerning climate change.
- They will also be able to look for what is common across those experiences and feelings.
- The activity will bring out learners' collective experience and level of understanding of climate change.

Preparation

Prepare the following materials:

- One Climate Change People Search sheet for each student (appendix 1).
- Flip chart and marker or board and chalk

Note

This is a busy activity. A 'busy' classroom mood should be encouraged but not so busy that students are bent on completing the sheet rather than really listening to each other.

Total Time:



Age Range:



World's Largest Lesson is a collaborative education project to support the announcement of the United Nations Global Goals for Sustainable Development. The project is living proof of the importance of Global Goal 17 "Partnerships for the Goals" and would not have been possible without the help of all of our partners working with us and with each other.

Thanks to our Founding Team:



Powered By:



Distributed By:



Translated By:



And special thanks to those who have worked with us across the world:



Introduction

5

mins

Explain to the students that the object of the activity is to learn more about each other through sharing personal experiences, knowledge and feelings concerning climate change. Also explain that you will pool questions they have.

Learning to Address Climate Change

5

mins

Students watch a short video showing why climate change education is important to shape sustainable development and how it works in practice. It shows how education can help us understand the causes of climate change. It also gives examples of how teachers and students can get active and address the challenges of climate change. This can be done on a large screen, computer screens or group together to watch on a mobile phone or tablet. <http://www.youtube.com/watch?v=KJbRnv7rMkk>.

Differentiation and Alternatives

Alternatively, students can watch the Patrimonto's World Heritage Adventures in Australia at the Great Barrier Reef. Patrimonto and the young Australians witness that climate change and pollution are threatening the ecosystem. Together, they take action to raise awareness among their peers and decrease pollution. <https://www.youtube.com/watch?v=ITpHgTh66tY>

Climate Change People Search

25

mins

Give every student a copy of appendix 1. Invite students to move around the classroom and join up with someone who can respond in a positive way to one of the items in the handout. Ask them to write the name of the person into the space on the sheet and ask questions of their partner so as to encourage sharing of detail of their experiences and/or feelings. Let the group know that they can only have one positive response from any one person. They must move on to other people to fill in other lines on the handout. Encourage them to complete as much of the handout as possible in the time available but without rushing so they benefit from listening to each other's stories.

Discussion

20
mins

Lead the group in discussion and reflection on stories they have encountered and write the group's questions about climate change on the flip chart or board.

Possible discussion questions:

- Did you learn anything from anybody that really surprised you?
- Did you find you had experiences in common with others?
- What were those experiences?
- What feelings were commonly expressed?
- Did you argue? About what?
- What has the activity shown that we know about climate change?
- What has it shown that we don't know or are uncertain about?
- What questions has it raised in your mind?

Closing

5
mins

To end the lesson, students quickly summarize their collective feelings about climate change, and what as a class they could do about it.

Adapted from "Climate Change People Search (Day 1 - Learning About Climate Change)" in Climate Change in the Classroom - UNESCO Course for Secondary Teachers on CCESD. UNESCO: Paris. 2013. p. 3.

(<http://unesdoc.unesco.org/images/0021/002197/219752e.pdf>)

More resources on climate change education.

For more resources on addressing climate change through Education for Sustainable Development:

<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/climate-change-education/>

Consult the UNESCO's online database on Climate Change Education:

<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/climate-change-education/cce-clearinghouse/>

Climate Change People Search

Find someone who:		Name	Notes from your discussion
1	Has joined in climate change community action		
2	Is worried about what the future might bring		
3	Has heard that a warming climate will bring new diseases		
4	Is not sure what the difference is between climate and weather		
5	Feels the normal rhythm of the seasons is changing		
6	Knows of people who have had to move because of the effects of climate change		
7	Can think of changes being made to stop climate change getting worse		
8	Blames wealthy nations for climate change		
9	Can share a recent climate change story		
10	Is trying to be 'green' by cutting down on energy use		
11	Believes that climate change is not that serious		
12	Knows of a farmer who is worried about climate change		
13	Feels that their lifestyle and culture are under threat from climate change		
14	Thinks that girls and women will suffer most as the climate heats up		
15	Has seen the effects of climate change where they live		
16	Can think of changes being made to adapt to climate change		
17	Feels very emotional about climate change		
18	Has heard or read of awful climate change predictions		
19	Has learned of species going extinct because of climate change		
20	Thinks that their children will not be able to live as they have		

THE GLOBAL GOALS

For Sustainable Development

