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Climate Workshop Pack



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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 Climate Workshop 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 workshop leaders. It provides a structured way to help you introduce discussion about Climate Change within the group.

In the same way, we hope it will help students 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 students 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 Workshop Leaders!

In this guide you will find all that you need to teach your workshop participants about Climate Change and the environment.

The materials in this guide focus around themes of Climate Change, the environment and global citizenship. The materials aim to help your workshop participants 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.

Thank you for your commitment to finding a way to address these challenges. We look forward to **working with you**.

How to use this pack

The **Introduction section** of this pack is background information to help you understand a little more about how to run effective workshops. It also will help you to learn about Climate Change.

The **Workshop content** gives you all the scripts to run the workshops.

The **Activity mats** give you some other ideas for workshops using the resources in a different ways.

The **Resources Appendix** give your worksheets to use within the workshops.

Workshop Foundations

Do you remember we mentioned sustainable development? Hopefully that reminded you of the United Nations' Sustainable Development Goals for 2030! These workshops are 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.

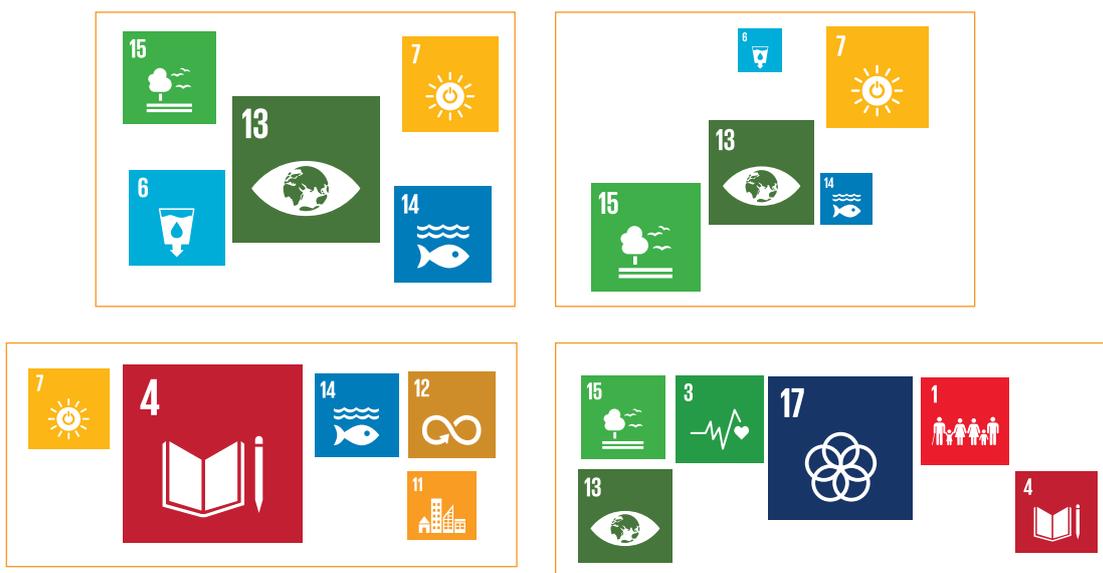
Goal 13 is divided into 5 targets:

- 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 workshop, 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 12 workshops, lasting approximately 1 hour each. Each workshop 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 workshop 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 workshop.

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'**.

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 workshops, 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
CURIOUS, 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

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 workshop materials we suggest you explore what it means to be a global citizen. Participants 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. Here are some more for you to think about. There is a poster in Appendix A that you might like to display during your workshop to highlight these.

What do Global Citizens do? They...

- 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.

Talking about sensitive issues

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

You need to make the workshops 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 workshop. 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.

During workshops 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 workshops.

Quality questioning for quality education

This works both ways! As a workshop leader 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.

**Together
Everyone
Achieves
More**



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 workshop 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 workshops, students need to focus on problem solving.

Don't rush! Through the course of the 12 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 12 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!



Workshop Content, Summary of Action

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

<p>Workshop One</p> <p>An introduction to the aims of the Climate Workshops and the SDGs.</p>	<p>Workshop Two</p> <p>Human Rights in action.</p>
<p>Workshop Three</p> <p>What do we mean by Climate Change and Sustainable Development?</p>	<p>Workshop Four</p> <p>What is 'energy' and how do we use it?</p>
<p>Workshop Five</p> <p>What are the effects of Climate Change?</p>	<p>Workshop Six</p> <p>What is my impact on the environment? What is my Carbon Footprint?</p>
<p>Workshop Seven</p> <p>What is Renewable Energy?</p>	<p>Workshop Eight</p> <p>What are some signs and symbols relating to the environment?</p>
<p>Workshop Nine</p> <p>Healthy living. Healthy planet.</p>	<p>Workshop Ten</p> <p>Communication and Climate Change.</p>
<p>Workshop Eleven</p> <p>Community Action for Climate Action.</p>	<p>Workshop Twelve</p> <p>Next steps for Climate Action... New beginnings...</p>

Workshop 1

An introduction to the aims of the Climate Workshops and the SDGs



Resources: Appendix A & B - SDGs posters, paper and pencils.

1. Getting Started (10 minutes)

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.

Direct:

'Talk to the person next to you. What do you have in common and what is 'opposite' about you?'

2. Further Introductions (15 minutes)

Explain that you are pleased these students are part of this workshop. It has an important focus. Share these overall learning outcomes as ultimate aims of the workshops.

Explain:

- *Welcome to the first workshop! This is what I hope we will learn together.*
- *To understand the cause 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.

Ask:

'Which learning outcomes do you think are important in your community? Why? Discuss and be ready to share your ideas.'

3. Activity to establish a baseline (15 minutes)

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 workshop. On a picture of their handprint, 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 also benefit from understanding. Ask people to share what they have done with two other people.

Ask and direct:

'What do you already know about Climate Change? Draw around your hand. Write in the finger spaces 3 things you already know and 2 things you would like to find out.'

4. Activity to explore the Sustainable Development Goals (15 minutes)

Share images of the Sustainable Development Goals presented on Appendix A and Appendix B.

Explain:

'These illustrate the 17 Global Goals for Sustainable Development which aim to: fight inequality and injustice, end extreme poverty and tackle climate change.'

Explain:

'The United Nations (UN) is an international organisation 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? More research?

Direct:

'Get into groups of 4 or 5. Which of the Sustainable Development Goals are the most relevant to your community? Prepare to describe these to the rest of the group BUT... describe without naming them! Can others guess which you are referring to?'

5. Final Remarks (5 minutes)

Thank students for sharing their ideas. Explain that in the next session, we will think in detail about Children's Rights. Challenge them to find out something about this before the next meeting.

Workshop 2

Human Rights in action

Resources: Appendix C - Human Rights Poster, string, paper and pencils.



1. Getting Started (5 minutes)

Welcome students by thanking them for their commitment to learning about the world. Ask each student in turn to say one word that would help to explain 'What a wonderful world.'

Ask:

'Welcome! What one word describes the wonderful world to you?'

Let's take it in turns to share.'

2. Talking about Children's Rights (15 minutes)

Ask students what they think Children's Rights have to do with the SDGs. (Answer: The 2030 Agenda for Sustainable Development represents the highest aspirations for a bright future for the world's children and is a crucial opportunity to realise the rights of the child worldwide. It provides a clear framework for implementation and aims to improve children's lives through a universal agenda with clear goals and targets. Fulfilling Children's Rights is a prerequisite for realising the 2030 Agenda.)

If you have some string, ask students to stand in a circle, and use the string 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 after the string activity by looking at Appendix C.

Ask:

'Do you think Children have rights? Yes, they do! How do you think these are connected to the SDGs?'

Direct:

'Stand in a circle. Let's discuss this further. Each time you give an answer, I will connect you to the person who has just given an answer too. Soon we will have a basket – or net – of support to show we are working together.'

3. Children working together. (15 minutes)

Read out these 'Team' and 'Group' posters. In order to work well together, it is useful to establish some 'Ground Rules'. Ask students to work in groups to develop these ready to display.

Direct:

'Work in a group to create some Ground Rules. The rules could begin with: If we are to work well together as Climate Champions, we need to...'



4. Community activity plan (10 minutes)

Explain that while learning about Climate Action, students will be working towards designing an event or activity to take place in the community that will help people better understand the effects and causes of Climate Change. Ask students if they have any initial ideas about what they could do or what problems need solving.

Ask:

'What activity could you design to help your community better understand the causes and effects of Climate Change? Discuss this in pairs.'

5. Powerful Action! Super Skills! Take 5! (10 minutes)

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.

Explain:

'Speaking to people about the environment is important. Your challenge is to speak to 5 people about the environment before the next meeting. Ask them: 'What do you enjoy in our environment? What do you want to improve and protect?' How do you think they will respond?'

6. Final Remarks (5 minutes)

Thank students for their ideas. Explain that they are well on their way to becoming **Climate Champions!**

Workshop 3

What do we mean by Climate Change and Sustainable Development?



Resources: A flower, Appendix E - Clarifying Meaning, pens.

1. Getting Started (10 minutes)

Ask students to sit or stand in a circle facing each other. Give the first person who arrived at the workshop 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.

Explain:

'Welcome back! Let's begin by explaining what it is about our community that we appreciate. Stand in a circle as we did last week. Pass the 'flower' around and when you receive it, describe in only 3 or 4 words what you appreciate in your community.'

2. 'Take 5!' Research catch-up (10 minutes)

Ask students to tell you about what they discovered during their research when speaking with 5 community members about the environment. 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 online, you will find a few different versions too! Choose one definition that your workshop group agrees is helpful.

Ask:

'What did people say in your community about the environment? Tell a partner and prepare a short summary of what you found to share with the rest of the group.'

3. Activity: Making meaning (15 minutes)

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 workshop! 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? Ask students to select 5 terms that are the least familiar. Suggest that they write the first letter of each on their fingertips or on a drawing of their hand. The challenge for next week is to know these off by heart!

Ask:

'Do you know what this term means? 'xxxx'? It could mean this.... or this.... What do you think?'

Direct:

'Now choose 5 terms that are the least familiar to you. Write the first letter of each on your fingertips. Can you create a rhyme to learn them? Test each other!'

4. Discussing Weather, Climate and Global Warming (10 minutes)

These terms are linked because they have an impact on each other. Look at their 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.

The National Geographic explains these well if you can access the internet - [<https://www.nationalgeographic.org/article/all-about-climate/>].

This is a useful video that also summarises different climates and global warming, introduced by Kofi Anan - <https://www.youtube.com/watch?v=BI5TQXw8Gyc>

Ask:

'What do you know about different climates? How can we compare: dry, mild, continental, subarctic, polar?'

Explain:

'Scientists believe that the climate is changing due to pollution and the emissions of greenhouse gases. The change in climate 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 into these in more detail throughout the Climate Workshops.'

5. Climate Interview Challenge (5 minutes)

Explain that for their challenge this week, instead of asking 5 people about the environment, they are going to ask one person 5 questions. They should think of somebody they think is particularly interested in protecting the environment. Give students time to discuss in pairs what questions they could ask.

Explain:

'You will practise your interviewing skills this week! Get ready to ask one person 5 questions. Talk in pairs about what you could ask.'

6. Final remarks (5 minutes)

Thank students for their ideas again this week. Remind them that a Champion is somebody who works hard to achieve their goals...keep up the good work!

Workshop 4

What is 'energy' and how do we use it?



Resources: Newspaper/magazine cutting with data/statistics

1. Getting Started (10 minutes)

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 2 opposite emotions. Can other students interpret your body language? Now, working in groups of 4, create 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!

Direct:

'Think of two opposite emotions. I'd like half of the group to 'freeze' one of them...and the rest of you to guess what it is. Now swap! In groups now, make a moving sequence of 4 emotions flowing from one to the next. Which emotions do you think are associated with Climate Change and why?'

2. Discussion. Research catch-up. (15 minutes)

Hopefully, since the last workshop, students have 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? Ask students to work in small groups to prepare a summary to share.

Ask:

'What did you uncover during your interviews? Work in small groups to prepare a summary of what you found out.'

3. Energy and Climate Change (15 minutes)

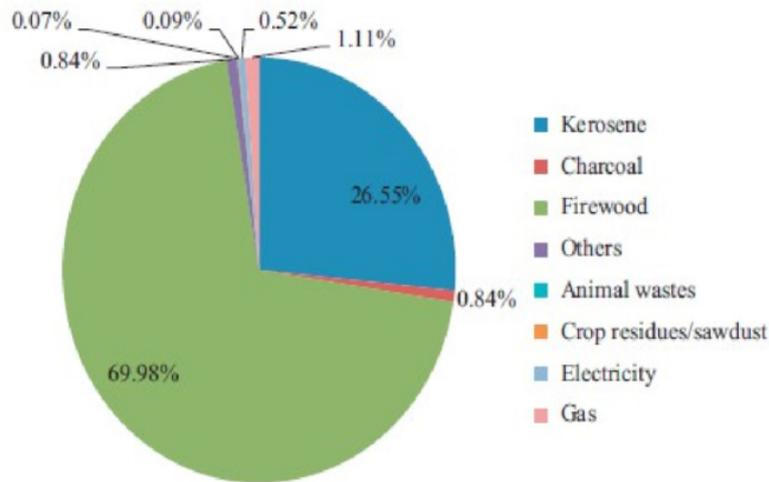
Explain:

'A key cause of Climate Change is a build-up of carbon dioxide (a gas) in the atmosphere. Most of the carbon dioxide comes from burning fossil fuels. Altogether, fossil fuels accounted for 84% of the world's primary energy consumption in 2019.'

But what do we use energy for? The pie chart shows energy used in Nigeria in 2013. Re-draw this pie chart for students to talk about or share this image with them.

Ask:

'Which of these fuels are fossil fuels? All of them! Do you think it will have changed much in 2021?'



Energy consumption by source in Nigeria, 2013

4. Game: I use energy for... (10 minutes)

Discuss how we use energy at home, at school and in the community (light, heat, sound etc).

Play the game:

'I use energy for... cooking.'

Next person: 'I use energy for cooking and cleaning'.

Next person, 'I use energy for cooking, cleaning and lighting my room.' ... and so on.

Explain:

'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!'

Now discuss where we can cut down the energy we use.

5. Final remarks (10 minutes)

Thank students for their ideas. Explain that their 'Champion' job this week is to look out for data about energy use in newspapers and on the radio etc. Discuss what they might find.

Workshop 5

What are the effects of Climate Change?



Resources: Appendix E, Fact Chat definitions table

1. Getting Started (10 minutes)

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?

Direct and Do:

'As Climate Champions we look to the past to inform the future. Let's play a game! Think of one thing that you did yesterday and one thing that you hope to do tomorrow. Describe both of these without giving away which is which.... Can the rest of us work out which is which?'

2. The Effects of Climate Change (10 minutes)

Based on what has been discussed in workshops, what do students know about the effects of Climate Change?

Explain:

'The ice caps melting is a well-known 'event' described in the media with the image from Greenpeace of a polar bear on a melting iceberg. But what are the other effects of the ice caps melting? Sea levels are rising. Lower lands are flooding, causing animals to move away (migration) and also, people needing to move elsewhere (displacement). Flooding leads to a loss of plants (biodiversity) in these regions. Where dry land is shrinking because of flooding, it is becoming very difficult for farmers who rely on that land for their income.'

Pass the text you have just read to a student. Ask them to read it to the others again... pausing every now and then before the words in orange to see if the others can predict the word.

Explain:

'Here are some other facts for you! Africa's largest city, Lagos, has a low coastline which continues to be at risk of flooding. Bangladesh, a country in Asia to the East of India, produces only 0.3% of the gases which contribute to climate change, yet the country is facing some of the biggest consequences of rising sea levels in the world. Oceans could flood 17% of Bangladesh's land and displace about 18 million of its citizens by 2050. There are a number of ways climate change may

also contribute to droughts like the ones we have in Nigeria. Warmer temperatures can increase water evaporation from the soil, making places and times with little rain even drier.'

Pass the text you have just read to another student and repeat the activity so that they pause for others to fill in the gaps as before. To check for understanding of these facts, ask students to take it in turns to ask each other questions about what has been read.

3. We need a creative response! (25 minutes)

Challenge students to make up a simple poem or rhyme to describe these effects of climate change. This poem could be put to a rhythm using improvised percussion instruments (or clapping, stomping etc) to give it more 'energy'. These poems could be recorded for local radio, performed in class times to other students. Here are two examples:

**Climate Change is on the way,
Making changes every day,
Earth is warmer, land is dry,
Temperatures soaring to the sky.**

**Melting icebergs flood our land,
Rising seas cover the sand.
People fear they cannot stay,
Animals moving far away.**

Allow enough time for all groups to practise and perform their poems, asking other groups to copy them and/or join in with percussion/clapping rhythms if they can. Give students copies of the Fact Chat definitions table (Appendix E) to help them with choosing words for their poem.

4. Final Remarks (15 minutes)

Go back to the game that you played at the beginning of the workshop. Play this again, but this time each description of an action for yesterday and tomorrow must include something to do with using energy or completing a task related to looking after the environment. Give students a few minutes to think about these before you begin.

Workshop 6

What is my impact on the environment?



Resources: Appendix F, Carbon Footprint poster, a collection of small leaves and sticks

1. Getting Started (10 minutes)

Listening is important if we are to learn from each other. Paying attention means that you are listening well! Play this game to practise listening and communication skills.

1. Ask students to stand in a circle.
2. Imagine that you have a ball in your hand.
3. Throw the 'ball' directly to somebody else in the circle making eye contact and making a specific noise as you throw it such as 'shh', 'tsk' or 'puh'.
4. The other person who you have made eye contact with must catch the 'ball' and as they do so, copy the noise that you made.
5. Repeat this 5 times. Now add in one more ball. Stay alert! Keep watching.

2. More effects of Climate Change (20 minutes)

Copy these sentences onto separate pieces of paper and show them to the group.

- ▶ The changing climate is having an effect on food because drought and flooding is making it harder to grow a variety of plants, known as biodiversity.
- ▶ Due to drought, smaller flows in rivers and streams will increase concentrations of harmful pollutants in the water.
- ▶ When people can't get enough water for sanitation and handwashing because of drought, illnesses spread more easily.
- ▶ Farming can be affected when soils dry out and become condensed, making it more likely that rain will run off the surface rather than soak into thirsty roots.
- ▶ Flooding means that some people have to leave their homes.

Slam Out Loud | Jigyasa Labroo ('18)

Direct:

'Put these facts in order so that the top sentence is the worst effect of Climate Change. After that, put these sentences in order to show which sentences describe the effects of Climate Change that are most likely to affect your community.'

Discuss:

'What foods and drinks have you had today? What would you consume over the course of a month? Which do you think you could manage without? What foods do you think are harder to 'grow'? Is all the food you eat grown in Nigeria? How could Climate Change affect what you eat?'

3. Reducing your carbon footprint (10 minutes)

Look together at the Carbon Footprint poster, Appendix F. Give students a few minutes to discuss it in pairs.

Explain that a 'Carbon Footprint' is used to describe the amount of carbon dioxide released into the atmosphere as a result of the activities of a particular individual, organisation, or community. Give students more time to talk to each other about their actions and how 'big' their Carbon Footprint is. What could they do to reduce it?

4. Offsets... a solution?

You may have noticed 'Offsets' in the carbon footprint. But what does it mean? Our everyday actions consume energy and produce carbon emissions, actions such as driving, using machines and heating buildings.

Explain:

'Carbon offsetting is used to compensate - or 'pay back' - your carbon 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.'

Ask students to work in small groups to create a collage of natural materials to show what they appreciate in the natural world. They could use sticks, stones, fallen leaves and flowers.



5. Final Remarks:

Thank the students for their curiosity and ideas. Remind them to tell others about what they are learning.

Workshop 7

What is Renewable Energy?



Resources: Appendix E, Fact Chat definitions table

1. Getting Started (10 minutes)

In the last workshop, students created a collage out of natural materials. They also talked about some of the effects of Climate Change and their Carbon Footprint. If you have some rough ground nearby or some soil, ask students to create a footprint pattern. They could also add handprints to that! As they make these patterns, talk to them about their impact on the environment.

2. Solutions! Using renewable energy sources (10 minutes)

Explain:

'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, Wind, Hydro, Tidal, Geothermal, Biomass. Do you know about each of these forms of fuel?'

Allow students a few minutes to talk to each other about these fuels and then ask them to tell you what they think. Here is the explanation:

Solar – from the sun

Wind – turbines (windmills) driven by the wind

Hydro – turbines driven by a flow of water like a river

Tidal – from the sea, tidal currents

Geothermal – natural heat from the earth

Biomass – burning solid plant fuels

Explain:

These sources of fuel are referred to as Renewable Energy – energy that never runs out and which comes from natural sources.

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.

3. Let's get moving (20 minutes)

Thinking about the movement and nature of each of these sources of renewable energy, ask students to create a dance or series of movements to illustrate them. The turning of the blades on a turbine... the rotation of the wheel... the shining rays of the sun... the heat rising from the biomass and geothermal currents.

Remind students that renewable energy never runs out. This might encourage repeated actions in their dance or movement sequence. If students would rather not create a dance or movement sequence, they could create a 'celebration poster' of renewable sources of energy to display in their community.

Give each group some time to share or perform their dance or movement sequence. Be positive in your comments in response, especially in relation to the way the moves reflect renewable forms of energy.

4. Final Remarks (15 minutes)

Wow!! Read this about the Great Green Wall to yourself and then summarise to students.

The Great Green Wall is an initiative to plant a huge wall of green from the East to the West coast of Africa. It is a clear indication of hope, resilience, and adaptation from communities across Africa. Once complete, the Great Green Wall will be the largest living structure on the planet, 3 times the size of the Great Barrier Reef.

You can find out about it here: www.greatgreenwall.org



Great Green Wall Achievements Nigeria by 2020:

1,359 km of continuous trees planted from Kebbi State in the northwest to Borno State in the northeast. This serves as a windbreak.

Also in Nigeria:

- 7.6 million plants and seedlings produced
- 2 801 hectares of reforested lands
- 373 hectares of multipurpose gardens
- 1 205 people trained on food and energy security as well as maintenance of biodiversity
- 1 396 jobs created

Give students a few minutes to talk about this wall and to think about what effect it will have.

Workshop 8

What are some signs and symbols relating to the environment?



Resources: Paper, pens of various colours and string or cotton. Appendix B and C

1. Getting Started (10 minutes)

Explain that the power of observation is useful when learning to be a Climate Champion.

Being able to see changes in the environment and to observe the way it responds to different weather and climate conditions helps us to understand the world in which we live.

Play a game to practise observation skills. Split the group into two lines facing each other. They should stand very still while they observe each other. One line closes its eyes while the other line moves very slightly. When the other team opens their eyes, they have to try and work out what has changed. Repeat, swapping over.

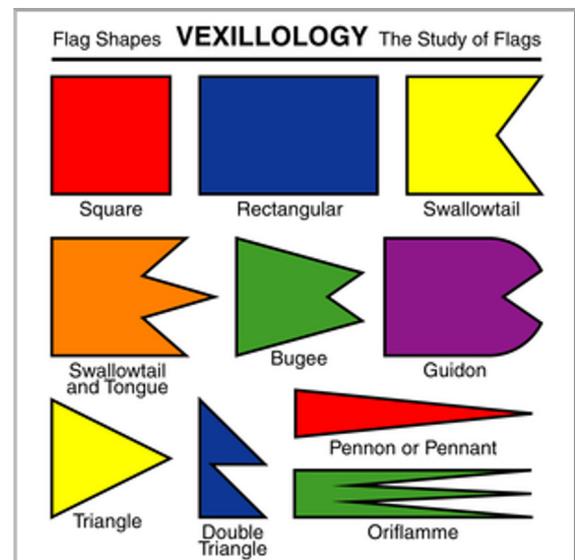
2. Wind Power (25 minutes)

Flying a kite or a flag relies on the wind and air currents. Ask students to design a kite or flag that could fly above your community to signal your commitment to looking after the environment.

Things to consider when designing flags or kites, shape, size, logo or pattern or picture, tails, bows and tassels, where to attach the string, length of the string.

Did you know that flag shapes have particular names? The study of flags is called 'Vexillology'.

As students are making their flags or kites, talk to them about wind energy and wind turbines that make electricity.



3. Reducing your carbon footprint (10 minutes)

We have looked at a number of symbols that represent the SDGs, the Rights of the Child and sources of energy. Share these Appendix pages out to refresh students' memories.

Explain:

'A logo is a symbol made up of text and images that identifies a business, an idea, event or action. A logo is easily recognisable and often includes a name and symbol or shape in bold colours.'

Discuss with students what other symbols they might see around them. Examples include street signs, instructions on food packets, religious symbols and logos on brands of clothing or on shop signs.

Give each student one piece of paper and only two colours of pens. Challenge them to create a logo for the Climate Champion Workshop.

4. Final Remarks:

Ask students to pay close attention to their surroundings over the next few weeks. What signs and symbols can they see? What do they notice about the environment? Observations can be powerful.

Workshop 9

Healthy Living. Healthy Planet



Resources: Appendix B & C

1. Getting Started (10 minutes)

How did the students get on with their observations? Spend some time talking about what students have seen since the last workshop. You could **ask**:

What did you notice about the environment?

What signs did you see about the environment?

What did you see that made you think about Climate Change?

2. Our Health (20 minutes)

Ask and Explain:

'What do we do to stay healthy? Eat well? Rest well? Exercise? All of these things keep us physically healthy! Burning fossil fuels contributes to pollution and Climate Change, which can damage our health. Air Pollution is bad for our eyes and our lungs, and there are further complications if our water gets polluted.'

'Our mental health is also very important too! Making a positive contribution to our community helps us to stay positive. We need good mental strength to find physical and technological solutions to prevent Climate Change. We need to be able to sustain our commitment to protecting the environment, ourselves and each other.'

Ask students to talk in pairs about what they do to stay healthy and what they think they can do to avoid unhealthy living. Ask each pair to tell the rest of the group what aspect of their daily activities are the most unhealthy. After this, discuss together what could be done to avoid unhealthy living.

3. SDGs and Rights of the Child Health (20 minutes)

Look at the posters again for the SDGs and the UN Rights of the Child. Give students a few minutes to look at them with a view to identifying the relationship these posters have to Healthy Living.

Ask and Explore:

'Which of the SDGs or Rights of the Child do you think are strongly connected to healthy living? Many of each of these targets will help us to stay healthy, but which ones are the most urgent in our community?'

Ask students to work in groups of 4 for about 10 minutes to prepare a short presentation that begins with the sentence:

The SDGs and the Rights of the Child promote healthy living by...

After each presentation, thank students for their thoughts and repeat one of their ideas that you think was especially important.

4. Final Remarks (15 minutes)

Summarise the whole session by referring to the various aspects of health that have been discussed. Finish this workshop by reading this summary or by creating your own final remarks.

Summarise:

'Climate Change is a change in the world's weather systems that occurs over decades. Most of the recent changes in our climate have been brought about by human activity.

These changes will have significant consequences for our health, wellbeing, and safety. Climate Change may affect our health and wellbeing through the impacts of extreme events, worsening air quality, changes in the spread of infectious diseases, threats to food and water quality and quantity and effects on our mental health.

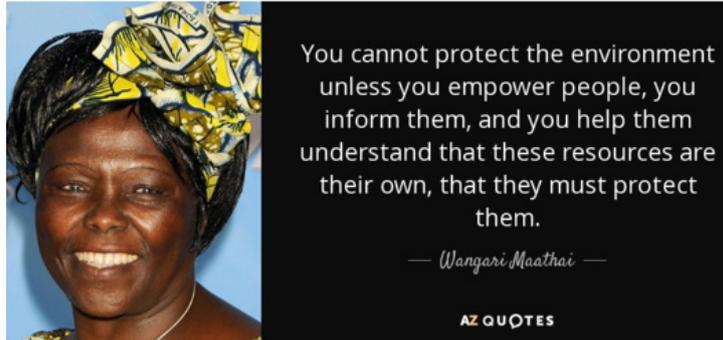
But there are things we can all do now to build our strength to face the effects of Climate Change and help slow its pace.

Thank you for being a Climate Champion!



Workshop 10

Communication and Climate Change



Resources: Appendix G, Quotations about Climate Change and the Environment

1. Getting Started (10 minutes)

As we continue to consider what we can do to protect the environment and sustain healthy living, it is helpful to think about good leadership, role models and why people influence us.

Read the quotation above from Wangari Maathai.

Explain:

‘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 recognised in 2004 as the first African woman and first environmentalist to receive the Nobel Peace Prize. She did many “little things.”’

Ask students to take it in turns to describe ‘little things’ that they have done to help others or to look after the environment. Give students a few minutes to think about this before you begin.

2. Communication and Community (20 minutes)

Use the quotation sheet in the Appendix C to read some quotations from various people from around the world, past and present. Discuss how encouraging these quotations are, and how some of them are actually a warning.

Explain:

‘You don’t have to be famous to say something important, but it is useful to see what other people who have become famous have said about the environment knowing that their voices will be heard.’

Ask students to work in pairs to read, think about and discuss the quotations that you have shared with them. **Which quotation means the most to them? Why?** You might need to explain who these people are, using the background information in your pack, but really what is more important, is what they are saying. Ask students to tell you about their discussion. Is there an agreement about which is the best quotation amongst the group?

3. Leading Change (20 minutes)

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.

Explain:

'The quotations we have just looked at are widely read, re-published and reported 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.'

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

Adenike Oladosu

Adenike is a climate activist from Nigeria. She is a campaigner for intersectional environmentalism. She explains that it is often women who will feel the effects of climate change the most.

<https://www.greenpeace.org.uk/news/black-history-month-young-climate-activists-in-africa/>

Vanessa Nakate

Vanessa is the founder of the Rise up Climate Movement, which aims to amplify the voices of activists from Africa. She spearheaded the campaign to save Congo's rainforest, which is facing massive deforestation. This campaign later spread to other countries, from Africa to Europe. She is working on a project that involves the installation of solar and institutional stoves in schools.

[Ugandan Activist Vanessa Nakate: Why I Launched a One-Woman Protest Against Climate Change \(globalcitizen.org\)](http://globalcitizen.org)

Now that they have thought about all these quotations, ask students to work in pairs to write some of their own statements about Climate Change that could be 'quoted' in newspapers, magazines, on the radio... or in communities across Nigeria.

4. Final Remarks:

Ask students to pay close attention to their surroundings over the next few weeks. What signs and symbols can they see? What do they notice about the environment? Observations can be powerful. Read this and discuss briefly what the final line means. This quotation is 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.'

Workshop 11

Community Action for Climate Change



Resources: Large sheets of paper, pen, Appendix B, SDGs posters

1. Getting Started (10 minutes)

This activity is known as ‘conscience alley’ and is a good way for students to learn to appreciate that the skills of negotiation, persuasion and debate are very important.

- ▶ Begin by asking students to **stand facing each other in two rows.**
- ▶ One row is **in favour of Climate Workshop for all schools in the country.**
- ▶ One row is **against the idea of Climate Workshop in all schools.**
- ▶ 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 of discussion. 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.

2. Considering Community Action (25 minutes)

Ask students to think about what problem they would like to help solve in their community. The meetings so far should have enabled students to think about some of these. Write these headings on large sheets of paper for all students to see.

- What is the problem you would like to solve?
- How are humans involved in this problem?
- How is your problem associated with the SDGs?
- What are some of the actions we could take to work towards a solution?
- How could you check to see if your actions are working?

Ask students to reflect on these questions for a few minutes individually. Next, ask students to explain briefly what problem they would like to solve, then ask them to form a group with other students who are describing a similar problem.

Explain to students that they should work for about 25 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.

Ask and Explain:

'What do we do to stay healthy? Eat well? Rest well? Exercise? All of these things keep us physically healthy! Burning fossil fuels contributes to pollution and Climate Change, which can damage our health. Air Pollution is bad for our eyes and our lungs, and there are further complications if our water gets polluted.'

'Our mental health is also very important too! Making a positive contribution to our community helps us to stay positive. We need good mental strength to find physical and technological solutions to prevent Climate Change. We need to be able to sustain our commitment to protecting the environment, ourselves and each other.'

Ask students to talk in pairs about what they do to stay healthy and what they think they can do to avoid unhealthy living. Ask each pair to tell the rest of the group what aspect of their daily activities are the most unhealthy. After this, discuss together what could be done to avoid unhealthy living.

3. Presentations (15 minutes)

Each group will present its ideas and students will vote on one Action/Solution that they will champion and pursue.

Explain:

'We will listen carefully to each presentation and ask some questions. Then, we will vote on one idea that we would like to support and champion. The ideas that are not chosen are still important, however! 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 about supporting the one we have chosen.'

4. Final Remarks (15 minutes)

Explain that next week is the last meeting! Ask students to think about all that they have learnt during these meetings between now and the next meeting. Explain that at the start of the next meeting, each student will be asked to explain what being a Climate Champion means to them. They can prepare for this in any way they like: practice a speech, design a poster, compose a song, create a quiz.



Workshop 12

Next steps for Climate Action and new beginnings

Resources: Appendix A, Characteristics of Global Citizenship.



1. Getting Started (10 minutes)

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 turns to lead the actions - ask them to show strength, character, adventure, compassion, innovation, achievement. How many actions can you create and copy?

2. Leading Change (20 minutes)

Discuss the problems that were thought about in the last meeting. Ask students to tell you what they remember about what was trying to be achieved. Read this list of common features of community action and refer to Appendix A.

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 Community Action Linked to the bigger picture? Local and Global)

Engagement (How will we connect people to this Challenge?)

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

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

Ask students to tell you which they think is the hardest to achieve and which they think is the most important.

3. We are Climate Champions (25 minutes)

This is the last Climate Champion Meeting! Discuss what the highlights have been. Could we persuade another school to run some workshops also? Could you be leaders in other workshops? 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 experiences of these meetings. Hopefully, there will be some presentations!

Explain and Conclude:

'We have learnt to listen, explain, challenge and create. We have worked as a team to build our knowledge of Climate Change and to find ways of living and acting for a healthy planet.'

We have worked towards SDG Goal 13, Climate Action, to take urgent action to combat climate change and its impacts.

Climate Champions are energetic re-builders of the world we share. They make change happen. They play a central role in communities to reduce their carbon emissions. Making lasting, positive, environmental impact must be done by working together just as we have done in these meetings. Thank you.'

4. Final Remarks (10 minutes):

On this occasion... turn the final remarks over to the students! Give them a few minutes to think about what they would like to say, and then stand in a circle as you did at the beginning of this meeting and listen to 'Final Remarks' from students.

Remind students of the solution to the community problem they identified last week. Task children to try to put into practice what they have learnt over the course of these workshops. How can they share their learning with the community?

Learning is only the first step towards being a Climate Champion! Why not show your students the Climate Changemakers website and ask them to share their message about what Climate Education means to them: <https://climatechangemakers.worldslargestlesson.globalgoals.org/>

We can't wait to see their messages!



Congratulations, you have completed the 12 workshops of Climate Action!



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?

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?

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?

SDGs EXPLORER ACTIVITY MAT

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?

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?

FACT CHAT ACTIVITY MAT

INVESTIGATE

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

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?

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?

ENERGY DATA ACTIVITY MAT

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?

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?

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?

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?

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.

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?

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?

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?

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?

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.

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. 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."

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.

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...

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 workshop – or for your community event.

**QUOTES ABOUT
CLIMATE AND THE
ENVIRONMENT
ACTIVITY MAT**

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?

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?

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?

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.

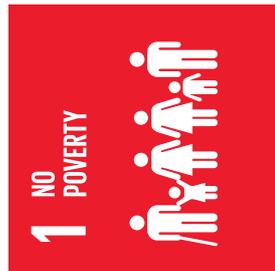
Curious

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

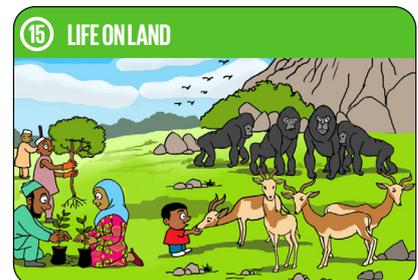
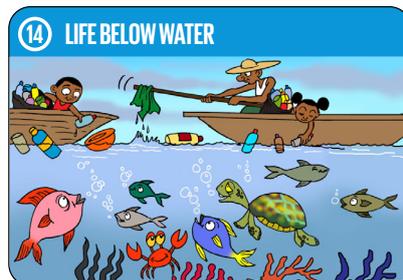
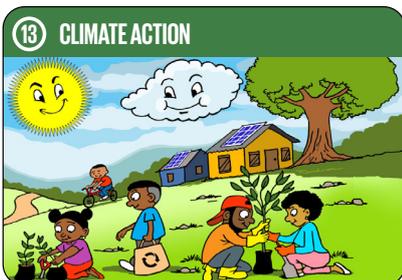
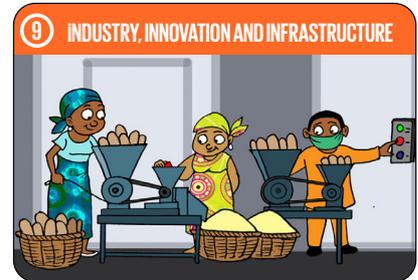
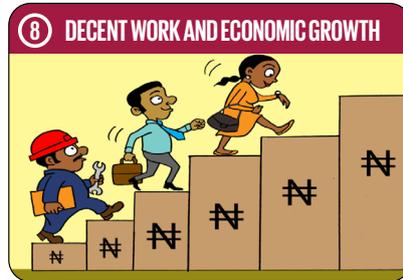
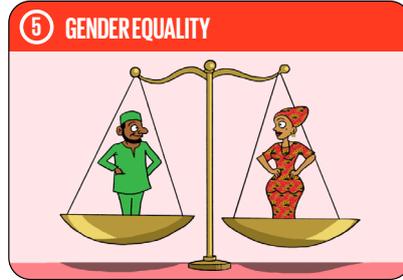
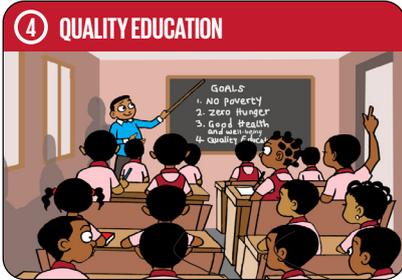
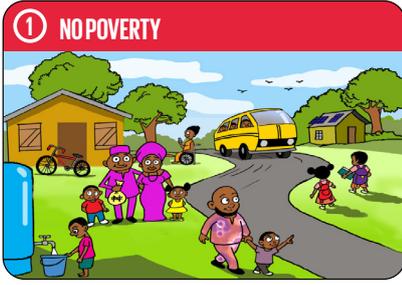
SUSTAINABLE DEVELOPMENT GOALS



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.



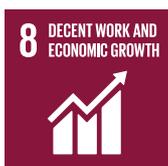
Ensure availability and sustainable management of water and sanitation for all:

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

 <p>1</p> <p>DEFINITION OF A CHILD</p>	 <p>2</p> <p>NO DISCRIMINATION</p>	 <p>3</p> <p>BEST INTERESTS OF THE CHILD</p>	 <p>4</p> <p>MAKING RIGHTS REAL</p>	 <p>5</p> <p>FAMILY GUIDANCE AS CHILDREN DEVELOP</p>	 <p>6</p> <p>LIFE, SURVIVAL AND DEVELOPMENT</p>	 <p>7</p> <p>NAME AND NATIONALITY</p>
 <p>8</p> <p>IDENTITY</p>	 <p>9</p> <p>KEEPING FAMILIES TOGETHER</p>	 <p>10</p> <p>CONTACT WITH PARENTS ACROSS COUNTRIES</p>	 <p>11</p> <p>PROTECTION FROM KIDNAPPING</p>	 <p>12</p> <p>RESPECT FOR CHILDREN'S VIEWS</p>	 <p>13</p> <p>SHARING THOUGHTS FREELY</p>	 <p>14</p> <p>FREEDOM OF THOUGHT AND RELIGION</p>
 <p>15</p> <p>SETTING UP OR JOINING GROUPS</p>	 <p>16</p> <p>PROTECTION OF PRIVACY</p>	 <p>17</p> <p>ACCESS TO INFORMATION</p>	 <p>18</p> <p>RESPONSIBILITY OF PARENTS</p>	 <p>19</p> <p>PROTECTION FROM VIOLENCE</p>	 <p>20</p> <p>CHILDREN WITHOUT FAMILIES</p>	 <p>21</p> <p>CHILDREN WHO ARE ADOPTED</p>
 <p>22</p> <p>REFUGEE CHILDREN</p>	 <p>23</p> <p>CHILDREN WITH DISABILITIES</p>	 <p>24</p> <p>HEALTH, WATER, FOOD, ENVIRONMENT</p>	 <p>25</p> <p>REVIEW OF A CHILD'S PLACEMENT</p>	 <p>26</p> <p>SOCIAL AND ECONOMIC HELP</p>	 <p>27</p> <p>FOOD, CLOTHING, A SAFE HOME</p>	 <p>28</p> <p>ACCESS TO EDUCATION</p>
 <p>29</p> <p>AIMS OF EDUCATION</p>	 <p>30</p> <p>MINORITY CULTURE, LANGUAGE AND RELIGION</p>	 <p>31</p> <p>REST, PLAY, CULTURE, ARTS</p>	 <p>32</p> <p>PROTECTION FROM HARMFUL WORK</p>	 <p>33</p> <p>PROTECTION FROM HARMFUL DRUGS</p>	 <p>34</p> <p>PROTECTION FROM SEXUAL ABUSE</p>	 <p>35</p> <p>PREVENTION OF SALE AND TRAFFICKING</p>
 <p>36</p> <p>PROTECTION FROM EXPLOITATION</p>	 <p>37</p> <p>CHILDREN IN DETENTION</p>	 <p>38</p> <p>PROTECTION IN WAR</p>	 <p>39</p> <p>RECOVERY AND REINTEGRATION</p>	 <p>40</p> <p>CHILDREN WHO BREAK THE LAW</p>	 <p>41</p> <p>BEST LAW FOR CHILDREN APPLIES</p>	 <p>42</p> <p>EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>
 <p>43-54</p> <p>HOW THE CONVENTION WORKS</p>	<h1>CONVENTION ON THE RIGHTS OF THE CHILD</h1>					

Appendix C Convention on the Rights of the Child posters

A child is any person under the age of 18.

1

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

Children must be registered when they are born and given a name which is officially recognized by the government. Children must have a nationality (belong to a country). Whenever possible, children should know their parents and be looked after by them.

7

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.

8

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

Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.

14

Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people.

15

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

When children are adopted, the most important thing is to do what is best for them. If a child cannot be properly looked after in their own country – for example by living with another family – then they might be adopted in another country.

21

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.

22

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

Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.

28

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.

29

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

Governments must make sure that children are not kidnapped or sold, or taken to other countries or places to be exploited (taken advantage of).

35

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.

36

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.

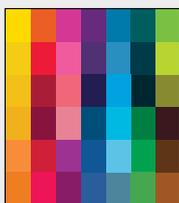
41

Governments should actively tell children and adults about this Convention so that everyone knows about children's rights.

42

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.

43-54



CONVENTION ON THE RIGHTS OF THE CHILD

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.



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

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

climatechangemakers.worldslargestlesson.globalgoals.org/

worldslargestlesson.globalgoals.org/resource/designing-for-the-circular-economy/

worldslargestlesson.globalgoals.org/resource/dont-waste-it/

worldslargestlesson.globalgoals.org/resource/earth-its-everybodys-home/

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

c15a759148e3465cc1e0-b5c37212e1d32204235caf5298e9144a.ssl.cf5.rackcdn.com/2020/06/Spotlight-from-Space-Lesson-Plan.pdf

Don't Waste it! Repurposing our Resources

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Think Big! Collective Action for Climate Change

c15a759148e3465cc1e0-b5c37212e1d32204235caf5298e9144a.ssl.cf5.rackcdn.com/2020/06/Think-Big-Collection-Action-for-Climate-Change-Lesson-Plan.pdf

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

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