**Teach Climate Justice**

Preparing trainee teachers to incorporate the human impact of climate change

into their classroom practice

**Workshop One**

**Time:** 2 hours

**Reading and resource List** – this should be shared with students beforehand

**Workshop overview and key things to note**

* **Introduction** - overviews of course aims/content, warm ups, baseline activities and rationale for course
* **What is climate justice? -** using images to think critically
* **Climate justice connections** - using the SDGs to explore climate/justice connections
* **Summary and reflections –** revisiting climate justice and why it matters

**Image copyright** - all image attributions are noted on slides and in slide notes where relevant.

**Timings –** are approximate and you may want to adjust and adapt, especially if ‘optional’ activities are included

| **Time mins** | **Activity/purpose** | **Facilitator notes for Oxfam course** | **Resources/ face to face** | **Other notes** |
| --- | --- | --- | --- | --- |
|  | **Pre-course reading** | **Reading list in shared folder and tasks below in shared folder to be sent in advance** |  |  |
| **20** |  | **Download and read p2-7 of the Oxfam Teachers Resource**  (while this is aimed at KS3-4 it is a good introduction for all)  <https://tinyurl.com/yckm58k2> |  |  |
| **20** |  | **Explore the Sustainable Development Goals**  <https://sdgs.un.org/goals>  <https://www.un.org/en/climatechange/17-goals-to-transform-our-world> |  |  |
| **20** |  | **Watch** [**video on Climate Justice**](https://www.youtube.com/watch?v=pHRu0VV-Dbw)**, and dip into the more detailed resource list** on next page |  |  |
|  |  | **Course begins** |  |  |
| **10** | **Welcome and brief introduction to course** | **Trainer provides:**   * Welcome * Overview of session * Guidelines for the session - can be a discussion activity, including drawing up group guidelines, with reference to [Oxfam’s Teaching Controversial Issues](https://policy-practice.oxfam.org/resources/teaching-controversial-issues-a-guide-for-teachers-620473/) | **Slides 1 – 3** |  |
| **10** | **Warm Up** | **Activity: Exploring values**  **Optional introduction:** Trainer introduces the concept of values using the [Common Cause Foundation link](https://commoncausefoundation.org/) to explore answers to the two questions if needed  **Students standing/walking around**   * Trainer gives each student 4 value cards * Students walk around sharing their cards, discussing and attempting to trade by getting rid of their least favourite value * Cards can be swapped more than once (everyone should swap at least once) and the aim is to have 4 values they are happy with * Feedback and brief discussion - why their values were important to them (or not) etc * **Alternative:** students could work in groups and do a diamond nine ranking of their groups 9 top values to form a set | **Slide 4 - 5**  **Value cards**  **NOTE: PREPARATION FOR THIS ACTIVITY REQUIRED: Printing value cards** | Online alternative  - can be done in a breakout room a padlet screen. Value cards would need to be shared in advance via email |
| **5** | **Warm up and baseline** | **Activity: Opinion continuum (agree/disagree) line**  **Students still standing**  **Trainer creates** a real or imaginary linedown the space  Trainer reads out the following statements (slide 7) and invites students to position themselves along the line according to agree/disagree   * *Climate change is better tackled by governments rather than individuals* * *Teachers should encourage students to take action on climate change* * *Pupils taking part in social action can feel less anxious about the climate emergency* * *Teachers have a responsibility to encourage young people to use their voice and influence others in their community*   Trainers can add, reduce or edit statements | **Slide 6 - 8**  This activity can also be found in the Oxfam resource [The Human Impact of Climate Change - Resources for Primary](https://www.oxfam.org.uk/education/classroom-resources/human-impact-climate-change/resources-for-primary-schools/) Schools | Online alternative  - can be done on a Zoom, Padlet (or other platform) screen |
|  | **Optional** | **Activity: discussion of hopes for the training** | **Slide 8** |  |
|  |  | **(Re)Introducing the course** |  |  |
| **5** | **Rationale for this training** | **Introducing course outcomes and this workshop specifically**  **Trainer shares** overview of the 3 sessions, course outcomes, feedback from past students and specific focus for this session  Emphasise this course as a starting point from which they can/should explore further | **Slides 9 - 12** | Trainers may decide to bring these in earlier and condense for timesake (along with slide 2) |
|  |  | **Exploring the climate emergency** |  |  |
| **15** | **Rationale for this training/ teaching about the climate emergency** | **Activity: reflection on reasons for teaching about the climate emergency (groups/pairs)**  **Trainer shares** slides of recent headlines (slides 13-14) and invites students to reflect in groups/ pairs on the following questions:   * How do headlines like this impact on young people and their attitudes to the future? ​ * How do you think they feel about the climate emergency? ​ * Do you think it’s ‘[code red](https://news.un.org/en/story/2021/08/1097362)’ for all young people wherever they live in the world? ​   **Trainer asks** students to write 3 responses on 3 post-its to the following question:   * Why should we consider teaching about the climate emergency in our classrooms? * Review conversations / share feedback - potential themes might be eco-anxiety, young people’s agency etc   *This course does not cover eco-anxiety, however the above activities invite trainees to consider how young people are experiencing the climate crisis as a starting point for the course as a whole.*  **NB**:  - post-its could be returned to at end of course | **Slides 13 - 15**  Post it Notes/ Flip Chart paper to capture discussions | Online alternative  - can be done in breakout rooms and on Padlet |
| **5** | **Rationale for this training/ teaching about the climate emergency** | **Climate justice and education policy**  **Trainers share** the [DfE Sustainability and Climate Change strategy](https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems) and associated resources, highlighting:   * Strategy launched in April 2022 and currently being reviewed by Labour government, but likely to remain as policy * Five action areas and three key initiatives, including schools to identify a sustainability lead and develop Climate Action Plans * There was critique when launched, including lack of reference to climate justice, although the DfE web page now touches on this – see quote on slide about links with social and economic aspects of sustainability. This critique is returned to in Session 3 * It also includes reference to wider/international agendas eg, United Nations Convention on Rights of the Child; United Nations Sustainable Development Goals | **Slide16** |  |  |  |
|  |  | **What is climate justice?** |  |  |
| **25** | **Introducing and exploring Climate Justice** | **Activity: critical thinking and images (groups/pairs)**  **Trainers share** the definition on slide 17 and invite initial feedback - what are the ideas within this?  **Trainers then share** Oxfam photo of young person in a canoe on slide 18 and invite students to discuss the following questions in groups/pairs:   * What can you see? * What can you infer? * What would you like to know?   *Context for photo: Shirley Ahuia, 11, from the Solomon Islands takes her canoe to travel to school because the footpaths by the coast are now under water due to sea level rise as a result of the climate crisis.Shirley says she enjoys the ocean where she and her friends go to play and find food. The people from her community in East Are’are are trying to adapt to the climate impacts and radical changes to their environment.*  **Take responses and feedback** and share above context (also in slide notes). Encourage students to think about how they might use this activity in classrooms, with different age groups.  **Students watch** [**film**](https://www.bbc.co.uk/news/av/science-environment-58959670) **on slide 19**  discuss and share reflections - how does this help them consolidate their understanding of climate justice? (also see link on slide),  **Optional alternative**: [short snappy film from Oxfam,](https://www.youtube.com/watch?v=3qAHp1fPEDk) more orientated towards young people (also see link on slide) | **Slide 17 - 19**  This activity can also be found in the Oxfam resource [The Human Impact of Climate Change - Resources for Primary](https://www.oxfam.org.uk/education/classroom-resources/human-impact-climate-change/resources-for-primary-schools/) Schools | Because this is an adapted activity from the Oxfam resource, discussion questions have been changed. |
| **5mins** |  | **BREAK** |  |  |
|  |  | **Climate Connections** |  |  |
| **20** | Exploring climate justice through the SDGS | **Activity: Exploring Climate Connections and SDGS (groups/pairs)**  ***NOTE: PREPARATION FOR THIS ACTIVITY REQUIRED : Printing, cutting & sticking***  **Trainers follow instructions** for climate connections activity in shared folder as follows:   * Print off copies of the SDG icons (Activity sheet 1). Cut out and stick each set of icons into the middle of large piece of paper * ​Organise trainees into groups of three or four. Give each group one of the sets of SDG icons and a copy of Climate Connections (Activity sheets 1 and 2). ​   **Students to work in groups to**:   * find and circle SDG 13 (climate action) * cut out the boxes on the Climate connections sheet. (This could have been done prior to the training) * read through the different statements, and for each one work as a group to decide which SDGs they think this connection relates to. They could stick the connections on their piece of paper and draw lines to the relevant goal or goals.​   **Trainers use slide 22 for feedback discussion**  *Make the point that they are no right or wrong answers, many of these connections will link to more than one of the SDGs. For example, ‘unpredictable rainfall caused by climate change is making it difficult for many people to grow food to feed their families’ relates to SDG2 (Zero hunger) but it could also link to other goals such as SDG1 (No poverty) or SDG10 (Reduced inequalities). ​*  *There are many human rights frameworks which could be used, for example the 1948 UN Declaration of Human Rights. However, we use the seventeen* [*Sustainable Development Goals*](https://sdgs.un.org/goals) *(SDGs) as an accessible and straightforward checklist of social, economic and environmental rights and targets. Note that, except for Goals 16 and 17, the SDGs omit explicit direct reference to political rights and that Goals 14 and 15 address the rights of non-human life.* | **Slides 20 - 22**  SDG logos on paper or card  Flip chart paper/pens  This activity can also be found in the Oxfam resource [The Human Impact of Climate Change - Resources for Primary](https://www.oxfam.org.uk/education/classroom-resources/human-impact-climate-change/resources-for-primary-schools/) Schools |  |
|  |  | **Summary, reflections and pre-reading for Session 2** |  |  |
| **15** | Revisiting why climate justice matters | **Activity: Why Does Climate Justice Matter? (groups/pairs)**  **Note: Preparation, you will need to print and then display the 6 quotes**  **Trainers share** a selection of statements about climate justice around the room (see slides in shared folder)  **Individually students walk around**, read statements and:.   * Choose 1 statement that resonates with them * Join together in groups and discuss their choice of statements * Draw up a joint statement as to why teachers should include climate justice in teaching   **Individually students then** complete the following sentence:   * ‘For me, climate justice means….” * ‘For my learners teaching about climate justice means…’ * Feedback and reflect if time eg, have views/knowledge shifted from the start of the workshop   **NB:** students should keep their post-its for next workshop | **Slides 23 - 25**  Statements printed from slides in shared folder  Flip chart paper/pens  Post-its | Online - could be done as chatter fall |
| **5** | Pre-reading for next session | Pre reading/viewing for next workshop: [Confronting Injustice: Racism and the Environmental Emergency](https://www.runnymedetrust.org/publications/confronting-injustice-racism-and-the-environmental-emergency) – report by the Runnymede Trust and Greenpeace and/or short film | **Slide 25** |  |