**Teach Climate Justice**

Preparing trainee teachers to incorporate the human impact of climate change

into their classroom practice

**Workshop Three**

**Time:** 2 hours

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

**Workshop overview and key things to note**

* **Introduction** - recap of course aims/content, overview of this session and reflecting on purposes of education
* **Climate justice education policy -** revisiting and exploring further areas of policy support and the challenges/critiques raised by some of this with a focus on the DfE’s political impartiality guidance
* **Supporting young people’s voices and taking action** - a diamond ranking activity
* **Mapping, planning and impact -** developing ideas for whole school approaches and classroom activities
* **Summary and reflections**

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**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** |
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|  | Pre-course reading | **Pre reading for this session**   1. [**The Youth Climate Action Report 2021- Interclimate Network**](https://interclimate.org/climate-action-report-launch/) 2. [**A Manifesto for Education for Environmental Sustainability**](https://www.bera.ac.uk/project/bera-research-commission-2021-22-a-teacher-and-youth-co-created-manifesto-for-education-for-environmental-sustainability-efes-from-the-four-jurisdictions-of-the-uk) **- BERA Research Commission** |  |  |
|  |  | **Introduction** |  |  |
| **5** | Welcome and introductions | **Trainer provides:**   * Welcome * Recap of course overview and outcomes * Overview of this session | **Slide 2 - 4** |  |
| **10** | Exploring the purpose of education | **Activity: Thinking about the purpose of education (individual)**  **Trainers share this film clip** [**BERA ‘What is your purpose in education?’**](https://www.youtube.com/watch?v=lMJUURkFIqw)  **Students reflect individually** and complete the statement on the slide  (they can be reminded of the activity on values in session 1)  Plenary feedback, inviting students to share  **Trainers share slide 6** which includes a selection of reports supporting more emphasis on climate and sustainability education, and the kind of education that supports this. These include:   * [A Manifesto for Education for Education for Environmental Sustainability,](https://www.bera.ac.uk/publication/bera-research-commission-2019-2020-manifesto-for-education-for-environmental-sustainability-efes) co-created with young people and teachers as part of a BERA funded project (Meryl’s clip was used as a stimulus for this process) * [Youth Shadow Panel Curriculum and Assessment Review](https://shadowpanel.uk/) – which aimed to include young people’s perspectives in a DfE curriculum review * [The Big Ambition](https://www.childrenscommissioner.gov.uk/the-big-ambition/) – research into children’s perspectives led by the Children’s Commissioner for England | **Slides 5 - 6**  post-its, A4 sheets or flip chart/pens |  |
|  |  | **Climate justice and education policy: opportunities and challenges** |  |  |
| **5** | Revisiting the policy context: opportunities and challenges | **Activity: Reflecting critically on policy (individual or pairs/groups)**  **Trainers share slide 7 - 10**  as follows:  **Slide 7** current Ofsted requirements and agendas for schools   * invite participants to compare with their ideas about the purpose of education and any connections they can make with climate justice (they can also be reminded of the values activity in Session 1)   **Slide 8** has some relevant statements from the [ITT and Early Career Framework.](https://assets.publishing.service.gov.uk/media/661d24ac08c3be25cfbd3e61/Initial_Teacher_Training_and_Early_Career_Framework.pdf)   * Again, invite participants to reflect on opportunities for bringing in climate justice education and what this might look like in the framework if they were to add statements\*   **Slide 9** is a reminder of international agendas such as the UN SDGs (introduced in Session 1).   * Invite participants to compare the definition of SDG4.7 Quality Education with their own ideas and Ofsted’s on quality education   **Slide 10** a reminder of the DfE strategy which does at least promote sustainability and climate change education. There is no mention of climate justice, but encourage participants to make connections between the statements (extracted from the policy) and opportunities to explore justice  \*The DfE sustainability team are exploring the possibility of incorporating statements specifically on sustainability and climate change education | **Slides 7 - 10** |  |
| **15** |  | **Activity: Aspirations, opinions and impartiality (groups/pairs)**  **Trainers share slides 11 - 13** as follows:  **Slide 11 i**ntroduces reference to the [‘political impartiality’ guidanc](https://www.gov.uk/government/publications/political-impartiality-in-schools)e that was introduced around the same time as the DfE sustainability and climate change strategy.  **Slide 12**  shares stamements extracted from the DfE strategy:   * Invite participants to consider and respond to the questions on the slide about how they think teachers should negotiate these aspirations and guidance * Take feedback   **Slide 13** introduces some critique both the of DfE strategy and the political impartiality guidance, including\*:   * The emphasis on a narrow range of subjects in the strategy (science, geography etc) * The emphasis on a ‘national’ rather than global and more outward looking approach * Concerns about the political impartiality guidance constraining teachers use of participatory and empowering teaching approaches   \*Trainers should familiarise themselves with key points in the critique documents which are both quite short  <https://theconversation.com/five-ways-the-new-sustainability-and-climate-change-strategy-for-schools-in-england-doesnt-match-up-to-what-young-people-actually-want-181966>  <https://oursharedworld.net/dfe-sustainability-and-climate-change-strategy-launch/>  <https://views-voices.oxfam.org.uk/2022/07/are-schools-facing-a-squeeze-on-social-justice-activism-and-debate/> | **Slides 11 - 13**  Trainers could either print quotes on slide 12 as one handout per group or print quotes individually and use these for a walking around activity as alternative |  |

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| **5** | **Break** |  |  |  |
|  |  | **Taking action: giving young people an effective voice** |  |  |
| **20** | Exploring ideas for the classroom and empowering young people | **Activity: Diamond Nine Ranking (groups/pairs)**  ***NOTE: PREPARATION REQUIRED:*** *Print, cut out diamond nine statements from Session resources*  **Trainers share slide 14 to**   * highlight the way young people may take action, although as the next activity illustrates action can be thought about broadly.   **Slide 15 introduces the diamond ranking activity. Each pair/group uses the 9 statements provides to:**   * Decide on the best action for climate justice * Share/ contrast their responses and reasons | **Slides 14 - 15** |  |
|  |  | **Mapping, planning and impact** |  |  |
| **30** | Mapping whole school and planning specific activities | **Activity: Mapping task (groups/pairs)**  **Trainers share slides 16 – 20 as follows**  **Slide 16 -** the curriculum, community and culture/ethos framework.   * Participants ‘map’ the examples of activities indicated on slide against the curriculum, community, culture framework, ie, locate the examples in the circle(s) where they think it best fits, and then add further ideas to their map (therefore, the examples are not definitive or exhaustive, but there to stimulate thinking about other ideas participants may have) * Each pair/group feeds back – or they can carousel around asking questions and adding ideas to each other   **Slide 17** – is shared to compare and offer additional ideas (there will be others), including the following two links  <https://www.ourcityourworld.co.uk/curriculum/framework/>  <https://oxfamilibrary.openrepository.com/bitstream/handle/10546/620105/edu-global-citizenship-schools-guide-091115-en.pdf?sequence=11&isAllowed=y>  Also this resource from Leeds DEC may be useful here  <https://leedsdec.org.uk/climate-action-6/>  **Slide 18 - 19 -** participants then move on to:   * consider the activities, resources and stimuli introduced through the course and how they might use or adapt these to develop a classroom activity or lesson * Share slide 19 for key ideas, but they can also draw on ideas from elsehwere in the course   **Slide 20** (optional) - participants take one idea from the above activities (slides 16 or 18-19) and locate it on the P-C-S map where they think it will have most impact.  This encourages them to think about the potential for wider impact or *ripples* in relation to climate justice activities. It also links back to the earlier activity on actions with young people | **Slides 16 - 20**  Flip chart (or large paper) pens etc. |  |
|  |  | **Ending, inspiration and resources to continue** |  |  |
| **10** | Ending on hope and reflection | **Trainers may want to share**   * **Slide 21** for some final inspiration * **Slide 22** The Oxfam resources | **Slides 21 - 22** |  |