**Teach Climate Justice**

Preparing trainee teachers to incorporate the human impact of climate change

into their classroom practice

**Workshop: Two**

**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 climate justice refresher
* **Climate justice and intersectionality** - the climate game, my identity activity and introducing intersectionality
* **Climate Justice and intersectionality through the lens of gender –** includes an activity for students to consider particular impacts on women and their role in responses
* **Climate justice and power -** exploring voices in the climate change debate and using these as teaching resources
* **Summary and reflections** - revisiting initial ideas of climate justice

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

ate issues?

| **Time mins** | **Activity/purpose** | **Facilitator notes for Oxfam course** | **Resources/ face to face** | **Other notes** |
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|  | **Pre-course reading** | **Reading list in shared folder and tasks below in shared folder to be sent in advance** |  |  |
|  |  | [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 |  |  |
|  |  | **Course begins** |  |  |
| **5** | Welcome and introductions | **Trainer provides:**   * Welcome * Recap of course overview and outcomes * Overview of this session | **Slides 1 - 4** |  |
| **10** | Recap from last workshop:  What is climate justice? | **Activity: Revisiting climate justice (group/pairs)**  **Trainers remind students** of the post-its they completed at the end of the last session, including completing the statement “For me, climate justice means…  **Students**   * revisit and share their statements, and reasons for writing * feedback their discussions to whole group, including what they liked about other people’s statements   **Trainer shares** definition on slide 6 as a reminder – discuss and look at different ideas within this  Remind participants about the climate emergency being a ‘human emergency’, as well as an environmental one and that climate change exacerbates existing inequalities.  **Slide 7 introduces**  the climate crisis in terms of the legacies of colonialism\*. This article by a [researcher at Save the Children](https://www.savethechildren.org.uk/blogs/2023/climate-and-colonialism1) may be useful for reference or sharing.  \**The course does not attempt to address colonial legacies beyond this, but it is important to alert students to the need to understand this context. A range of useful resources are available to support further exploration of these issues, including RISC’s Global Histories (available here:* [*risc.org.uk – resources*](https://risc.org.uk/education/resources)*)* | **Slides 5 - 7**  Post-it statements from workshop 1 final activity  This resource is fantastically interactive on carbon generation through history, although largely omits reference to historical imbalances <https://globalcarbonatlas.org/> |  |
|  |  | **Climate justice and intersectionality** |  |  |
| **15 (game) &**  **15 (discuss)** | Using the climate game to begin understanding the unequal causes/impacts of climate change and intersectionality | **Activity: The Climate Game**  *This is a variation of the ‘*[*Power Walk’*](https://reliefweb.int/sites/reliefweb.int/files/resources/ml-gender-leadership-in-humanitarian-action-160317-en.pdf) *activity and has been more recently adapted as a ‘*[*Privilege Walk*](http://doloreshuerta.org/wp-content/uploads/2020/04/privilege-walk.pdf)*’ activity. The basic methodology is similar and is flexible.*  ***NOTE: Preparation needed*** Trainers need to cut out the roles so these can be given out [ you might need to create a few more or work in pairs & discuss]  **Trainers need to follow** instructions, roles and scenarios in the Oxfam resource pages 20 - 25, whereby:   * Each participant is given a role (in pairs if more than 14 in the group). * Trainer reads out scenarios * Trainer uses questions on slide 9 to invite reflections on the inequality of the climate emergency (particularly in terms of how they felt - encourage them to speak from their role initially) * Share slide 10 to support above, providing following context (also in slide notes) - *Elizabeth Mutimwii, a farmer in Southern Africa, holding plants where the harsh sun and low rainfall devastated her crops.*   **Extension ideas:**   * How do you think your character’s position in the game might have changed if one or more of your identities had been different? For example, do you think the position of your character in the climate game would have changed if you had been a different gender? * Who do you think was contributing most to climate change? Where were you positioned? Is it fair that those who contributed least where impacted the most? * Would all individuals face the same barriers in having their voice heard & being able to have a say in decisions that affect them? Would your character in the game have been listened to? Do you think your character’s ideas & opinions will be listened to & respected by others?   **NB:** *Binary genders have been used in this set of role cards. However other gender descriptors may be used, and the cards may be adapted. Encourage participation in the terminology you decide to use.* | **Slides 8 - 10**  Trainers need the list of scenarios to read out from the Oxfam resource  [The Human Impact of Climate Change - A teaching resource for ages 11-16](https://www.oxfam.org.uk/education/classroom-resources/human-impact-climate-change/resources-for-secondary-schools/) |  |
| **15** | Using the climate game to begin understanding the unequal causes/impacts of climate change and intersectionality | **Activity: My identity**  **Trainers introduce the term intersectionality** by sharing the Kimberle Crenshaw film clip  **Students individually (then pairs…or groups)**   * draw themselves as a stick figure and list aspects of their identity, using the image on slide 11 as a guide * Discuss together how their identity(s) have affected their access to education and what intersectionality means to them * Feedback key ideas to whole group - share slide 13 to expand their understanding of the unequal impact of the climate crisis in terms of intersectionality | **Slides 11 - 14**  Kimberle Crenshaw clip  [Kimberlé Crenshaw What is Intersectionality](https://www.youtube.com/watch?v=qTweF3o5ZyU)  A4 sheets/ pens  Further notes on intersectionality can be found in the Oxfam resource  [The Human Impact of Climate Change - A teaching resource for ages 11-16](https://www.oxfam.org.uk/education/classroom-resources/human-impact-climate-change/resources-for-secondary-schools/) |  |
| **5 mins** |  | **BREAK** |  |  |
|  |  | **Climate justice and intersectionality: an exploration through the lens of gender** |  |  |
| **15** | To explore intersectionality through the lens of gender specifically | **Activity: the impact of gender (groups/pairs)**  **Trainers share slide 15** and invite students to reflect on and discuss:   * Women are more likely than men to be affected by climate change. * Consider how, in what contexts, and why this might be the case? * What factors can you identify?​   You might like to give students some prompts for this question ie., areas to consider (family, work...). This activity can be done in pairs before feedback with the whole group.  **Trainers can then share slides 16 - 17** as part of feedback discussion on above.  **Trainers share slide 18** and invite students to:   * identify factors that combine with gender to increase marginalisation and vulnerability   The aim here is to bring them back to intersectionality and the interplay of different factors. Use the previous slides and images to encourage them to make connections between gender, race and ethnicity, and class.   * How women may be key to responding to climate change? * What factors can you identify?​   **Trainers then share slide 19** and the question about women’s role in responding to the climate crisis  **Use slide 20** as part of feedback. Evidence, sources and more information can be found via the two resources below  <https://www.britishcouncil.org/school-resources/find/classroom/climate-change-and-girls-education>  <https://www.oneearth.org/why-women-are-key-to-solving-the-climate-crisis/> | **Slides 15 - 20** |  |
|  |  | **Climate Justice, Power & Voices in the Debate** |  |  |
| **25** | Exploring power in terms of whose voices are heard in climate change debates and responses | **Activity: using voices in the classroom (groups/pairs)**  **Trainers may want to share in advance** activist case studies from the links below, either before the session or at the beginning of this section to support responses to slide  <https://www.un.org/en/climatechange/voices-of-change>  [https://www.unicef.org/stories/young-climate-activists-demand-action-inspire-](https://www.unicef.org/stories/young-climate-activists-demand-action-inspire-hope#:~:text=UNICEF%20partnered%20with%20Fridays%20For%20Future%2C%20an%20organization,a%20cleaner%2C%20cooler%20and%20happier%20world.%20Mar%C3%ADa%2C%20Mexico)  **Trainers share**   * **slide 20** as a transition from previous section to thinking about power in terms of whose voices are heard * **slides 21 - 22** for examples of who is leading action amongst young people across the world (addressing the media emphasis on young white voices like Greta) * **Slide 23 –** and ask participants to select one activist from previous slides (or by sharing the links above in advance) and responding to the questions on the slide * **Slide 25** questions for groups to consider - the emphasis here is on how students think critically about how they use resources and voices in the classroom   Use this as an opportunity to explore what resources should be used in the classroom, and the responsibility of teachers to have diverse voices represented and avoid ‘single stories’  **Slide 24** is an optional extra – go to 9.01 (20.09 mins into the recording) to see/hear Scarlett talking about intersectionality and the role of women. Could be used either in the earlier section on intersectionality/gender or here as another example of a UK based young activist | **Slides 21 - 25**  You may want to print activist case studies from ‘additional resources’ | Also see sides notes for links etc |
|  |  | **Summary, reflection and pre-reading for Session 3** |  |  |
| **15** | Reflecting on learning  Pre-reading for next session | **Activity: what climate justice means now (groups/pairs)**  **Trainers** s**hare**   * **Slide 26 s**ummary on how intersectionality relates to these workshops * **Slide 27** for students to return totheir ‘For me climate justice means…’ statements and in groups/pairs create a group statement which adds ‘When we apply the idea of intersectionality to climate justice it helps us think about…’. Then share with whole group as final plenary * **Slide 28** also has some reflective questions. These could be given to students to consider before the final session, or considered in this session if time permits * **Slide 29 -** trainers remind students of pre-reading/activities for Workshop 3  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** | **Slide 26 - 29**  ‘For me climate justice means….’ statements  Flip chart paper/pens |  |
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