

SESSION 6: TAKING ACTION AGAINST CLIMATE CHANGE Age range: 11 - 14 years

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| <p>Outline</p> <p>Learners will explore and discuss different actions which could be taken against climate change. Learners will then identify possible actions which they could take as a school and rank these according to their relative ease and impact. Finally, learners will work in a group to plan their action against climate change.</p> | | |
| <p>Learning objectives</p> <ul style="list-style-type: none"> To identify a range of possible actions that could be taken against climate change. To understand that actions will vary according to both the ease with which they can be carried out and the impact they will have. | <p>Learning outcomes</p> <ul style="list-style-type: none"> Learners will list some possible actions that could be taken against climate change. Learners will consider and rank different actions according to their relative ease and impact. | |
| <p>Key questions</p> <ul style="list-style-type: none"> What actions can be taken against climate change? What action can we take? How easy will this action be to do? What impact will this action have? | <p>Resources</p> <ul style="list-style-type: none"> <i>Climate challenge B</i> slideshow: slides 25 – 34. Resource sheets: <i>Taking action against climate change – Case studies 1 and 2.</i> Activity sheets: <ul style="list-style-type: none"> <i>Sorting actions</i> <i>Ranking actions against climate change</i> <i>Analysing actions</i> <i>Action planning grid</i> | |
| <p>Curriculum links</p> | | |
| <p>England</p> <p>KS3 Citizenship</p> <ul style="list-style-type: none"> Pupils should be taught about the roles played by public institutions and voluntary groups in society, and the ways in which citizens can work together to improve their communities, including opportunities to participate in school-based activities. | <p>Wales</p> <p>KS3 Geography</p> <p>Pupils should be given the opportunity to:</p> <ul style="list-style-type: none"> Study tomorrow's citizens: issues in Wales and the wider world of living sustainably and the responsibilities of being a global citizen. Ask and answer the questions: <ul style="list-style-type: none"> How can changes be sustainable and why is it important for this place/environment? How can my actions and those of other people make a difference locally, nationally and globally? <p>ESDGC: Climate Change, Choices and Decisions</p> | <p>Scotland</p> <p>Social studies</p> <ul style="list-style-type: none"> I can critically analyse the relative importance of the contribution of individuals or groups in bringing about change in a significant political event. SOC 4-17a <p>Learning for Sustainability</p> <ul style="list-style-type: none"> As part of this entitlement, learners should have opportunities within their curricular experiences to engage with democratic processes and to connect and contribute to their communities, locally, nationally and internationally, as active global citizens. |

Activity 6.1: What does taking action against climate change mean? (30 min)

- Show slide 26 and ask learners what *taking action* means. Explain that in this context we can think of taking action as doing something to help stop a situation (usually bad) from developing or continuing.
- Explain that in this session learners are going to be thinking about and planning possible actions they could take against climate change.
- Show slide 27 and label the four corners of the classroom or learning space in the same way: *Myself, Other people, My friends* and *People in power*. Ask learners to move to a corner of the room depending on their view of who they think most needs to take action on climate change. If they are split between options, they can stand mid-way between corners (or in the middle of all four).
- Invite learners in different places to justify their choices.
- Now ask learners how they think we can and should take action against climate change. *What types of action are there? Who should take these actions?*
- Show slide 28 and explain that there are four general categories for taking action:
 - **Raise awareness:** sharing your learning about the human impact of climate change with others.
 - **Campaigning:** putting pressure on decision makers and businesses to do what they can to reduce greenhouse gas emissions and support communities to adapt to climate change.
 - **Going green:** individuals, schools and communities taking action to reduce their own carbon footprints.
 - **Fundraising:** raising money for charities working against climate change. Tackling climate change is a vital part of Oxfam's work. Oxfam works with local communities, linking people to the support and skills they need to adapt to climate change
- Show slides 29 to 32 with examples of different ways in which some young people have taken action against climate change. For each example, discuss which category the action falls into. Some examples may fall into more than one of the categories. Note that these examples are also provided in *Taking action against climate change*.
- Organise learners into pairs or groups of three. Give each group a copy of *Sorting actions*. For each possible climate change action, learners should discuss which of the action categories it falls into. Learners might want to highlight the actions in different colours.

Activity 6.1: Ranking actions against climate change (25 min)

- Organise learners into groups of three or four. Each group will need table space to move around nine action cards. Give each group a copy of *Ranking actions against climate change*.
- In their groups learners should identify up to nine possible actions that they could take against climate change. They should write each action on a separate sticky note (or piece of paper).

- Learners should then rank these possible actions in a diamond formation, in order of how 'good' they think the action is. The 'best' action should be placed at the top, followed by a row of the next two, then a row of three and so on. An example is provided on slide 33.
- Emphasise that there are no right or wrong answers – there will be advantages and disadvantages to every action, and they should rank them as they think best.
- Learners could use the *Analysing action* grid to help them to rank their actions. Print off an A3 copy of the sheet for each group. Learners should place each action in the approximate area of the graph according to how easy the action is to do and the impact it will have.
- Allow time at the end of the activity for learners to share their ideas as a whole group. Explore the choices that learners have made and their reasons for them. Finally, discuss the criteria they used to make their decisions (e.g. feasibility, appropriateness, effectiveness or cost).

Differentiation

- *Make it easier:* Learners could use some of the ideas for taking action provided in Sorting actions.

Activity 6.2: Picking an action against climate change (10 – 20 min)

- Learners can either do an action per group, or do an action as a whole class. It is up to the teacher and students to decide this. Encourage learners to use a democratic technique within each group or class to determine this. This could involve voting within the class or group for their chosen option.
- If you have more time you could extend this activity: give each group one minute to present their best idea to the class, and then at the end the whole class can vote for their favourite option.

Activity 6.3: Planning action against climate change (25 min)

- When the most popular idea has been identified, give each group a copy of the *Action planning grid* to complete. Alternatively this could be completed as a whole class activity. This template is also provided on slide 34.
- Encourage learners to think about and discuss:
 - *What do you want to do?*
 - *Why do you want to do this?*
 - *What different tasks are required to complete this? For example, finding information, making a poster, printing it and distributing it.*
 - *What resources will you need?*
 - *Who will be responsible for what?*
 - *What support will you need?*
 - *When must it be done by?*
 - *What evidence of success will you use?*

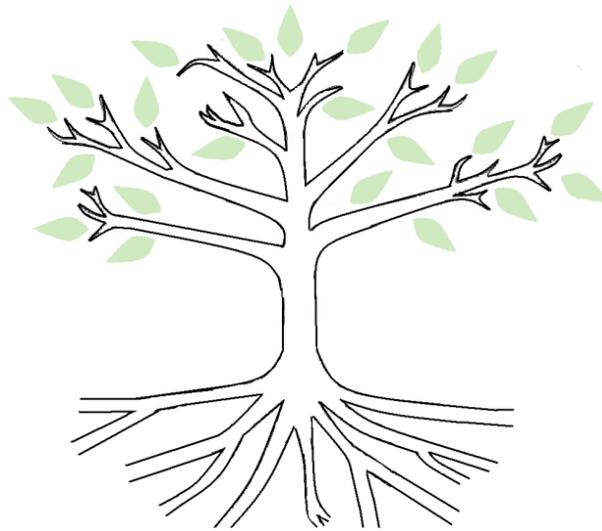
- Learners should write their action and the reasons for choosing this action at the top of the sheet. The activities (or tasks) required to complete this action should be written in the left-hand column of the table. The remaining columns should then be completed for each of the activities.
- At the end of this activity, make sure learners know what their next steps are and who is doing what.

Further ideas

- Additional ideas and support for facilitating and assessing active global citizenship in the classroom are available in *Get Global! A skills-based approach to active global citizenship*. This free teachers' guide is available to download:

<http://www.oxfam.org.uk/education/resources/get-global>

- Learners could create an issue tree to evaluate their learning about the causes and effects of climate change, as well as possible solutions. Organise learners into small groups of three or four. Each group should draw a tree outline on a large piece of plain paper. Learners should write 'Climate change' in the trunk. They should then label the roots with the causes of climate change, the branches with the effects of climate change and the fruit with possible actions that they could take.



- Oxfam Education would love to hear about any climate change activities you carry out. Please send in any pictures, reports or stories to education@oxfam.org.uk. If sending in photographs, please make sure that you have permission to use them.

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Taking action against climate change

Case studies 1

Taking the message to Downing Street

Year 10 students from Abraham Moss School in Manchester went to Downing Street to hand in their messages about climate change to the Prime Minister.

The students presented a scrapbook full of their messages and artwork on climate change, and evidence of 5000 youth actions.

Ifra (second from right), helped to hand in the scrapbook, and sent the Prime Minister this message:

“Everyone has a carbon footprint, even you do! We all need to try and cut down on it!”

The students carried out numerous assemblies in their school and made a video for their local MP. They also entered and won a climate change poster competition. As part of their poster presentation they wrote “We are the future, the tomorrow. But our tomorrow is being cut short by the actions of our elders today”.



Image info: Students from Abraham Moss school outside 10 Downing Street.

Credit: Crispin Hughes/Oxfam

Chelford Climate Champions

Pupils from Chelford Primary School in Cheshire were passionate about doing something for people affected by disasters and climate change. So they wrote their own Harvest Festival assembly, and challenged staff and students to a climate change quiz. Each year, the school collects money for the Harvest Festival and the pupils decided that this year’s money would go to Oxfam.



The children also decided they wanted to donate second hand books to the local Oxfam shop to help people affected by disasters and climate change.

This then sparked another idea- why not write messages in each book, explaining to whoever bought it how climate change was affecting people? Pupils couldn’t wait to get started on their letters describing what they had learned about climate change, and what they wanted adults to do about it.

Taking action against climate change

Case studies 2

Inspiring change

Year 10 students from Fairfield High School in Bristol collected over 1000 signatures of pupils, teachers and parents on a 50ft petition. They displayed it in school, before sending it to Downing Street.

Pupils took part in lessons about climate change and wrote messages for the Prime Minister on an outline of their hands. They also organised a mini Oxjam music festival.

Students wore blue, had their faces painted, and raised £360 for Oxfam.



Local band, Twenty Twenty, at the school's 'Blue' day.

The school's Eco Team was delighted to be featured in the local newspaper and on local radio. Their future plans and ideas include a technology-free 'Earth Afternoon', working with Bristol University to complete a carbon audit of the school, and potentially getting a pig to reduce their food waste.

Reducing their carbon footprint

Lewis School Pengam's Eco project has really gathered pace since they started in 2007. The worldly wise pupils have been busy reducing their carbon footprint through a variety of activities including tree planting, litter picks in the local area and working with the local community to develop an allotment site. They also helped organise and run an Eco 10:10 event to encourage other schools to make a pledge to cut their carbon emissions by 10% to help reduce their impact on climate change.



"The boys and girls in the Eco-School's group have really showed their commitment to the school and the local community by spending their time to help reduce environmental impacts. It's really refreshing to see this type of pro-active learning in action and not just a curriculum assessed subject," said Lorraine Barnes, Eco-Schools Co-ordinator at Lewis School Pengam, Caerphilly County.

"I really enjoy helping out with the Eco-Schools work. It has made me take pride in my school and think about the world and people around me," explains one pupil.

Sorting actions

Read through the list of possible actions. For each action think about which category of action it best falls into. You might like to highlight the actions in four different colours.

- **Raising awareness**: sharing learning about the human impact of climate change with others.
- **Campaigning**: asking decision makers to do what they can to reduce greenhouse gas emissions and support communities to adapt to climate change.
- **Going green**: individuals, schools and communities taking action to reduce their own carbon footprints.
- **Fundraising**: raising money for charities working against climate change.

- a) Give a climate change assembly to let others know about the human impact of climate change.
- b) Organise a climate change quiz night in the local community.
- c) Invite your local MP or local business leaders into school and organise a question time event or debate on climate change.
- d) Carry out a waste audit in your school and use the results to help plan ways to reduce, reuse and recycle the school's waste.
- e) Organise a 'Climate X Factor' where all the song lyrics are about climate change.
- f) Design posters and leaflets to share what you have learned about climate change and display them in your school or in your local community.
- g) Ask the local council to improve public transport and cycle paths so that people use cars less.
- h) Set up an 'Eco club' and plan actions to reduce the school's impact on the environment
- i) Write an article for the local newspaper or speak on local radio to raise awareness of climate change.
- j) Organise a 'Climate Bake Off' and donate the money raised to a charity working against climate change.
- k) Perform a play about climate change in your local community.
- l) Write to your local MP to ask the government to do more to combat climate change.
- m) Display posters around the school to encourage people to turn off lights and whiteboards when they are not in use.
- n) Set up a school garden and grow vegetables for use in school dinners.
- o) Calculate your individual carbon footprint and take steps to try to reduce it. An online calculator is available at <http://ecologicalfootprint.com/>

Now try to think of your own examples of actions for each of the categories.

Ranking actions against climate change

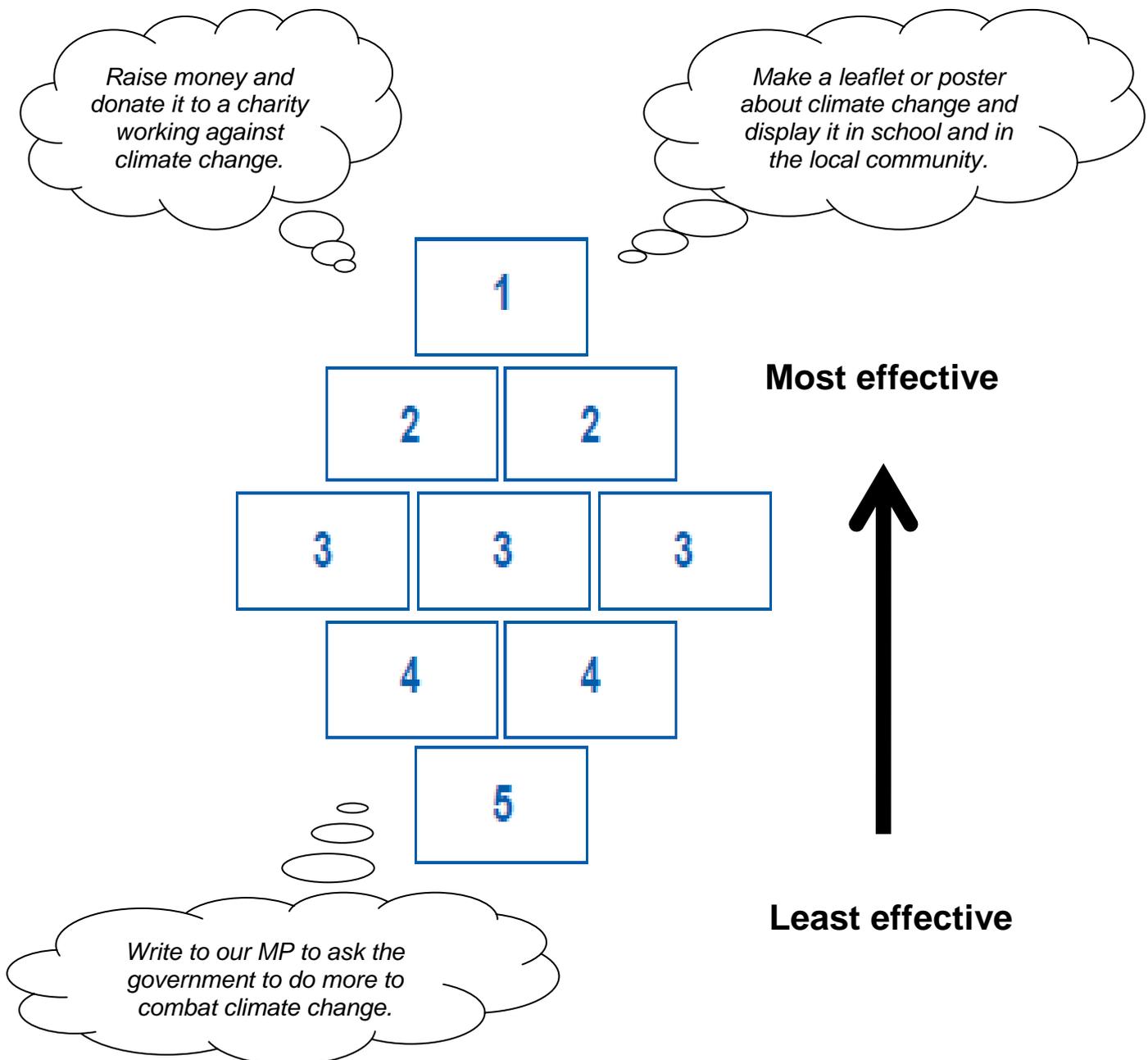
What action do you think you should take against climate change?

Work in groups of three to think of nine possible actions.

Write each action on a separate sticky note. Now rank your ideas in a diamond formation, in order of how good you think the action is. Place the 'best' action at the top, followed by a row of the next two, then a row of three and so on.

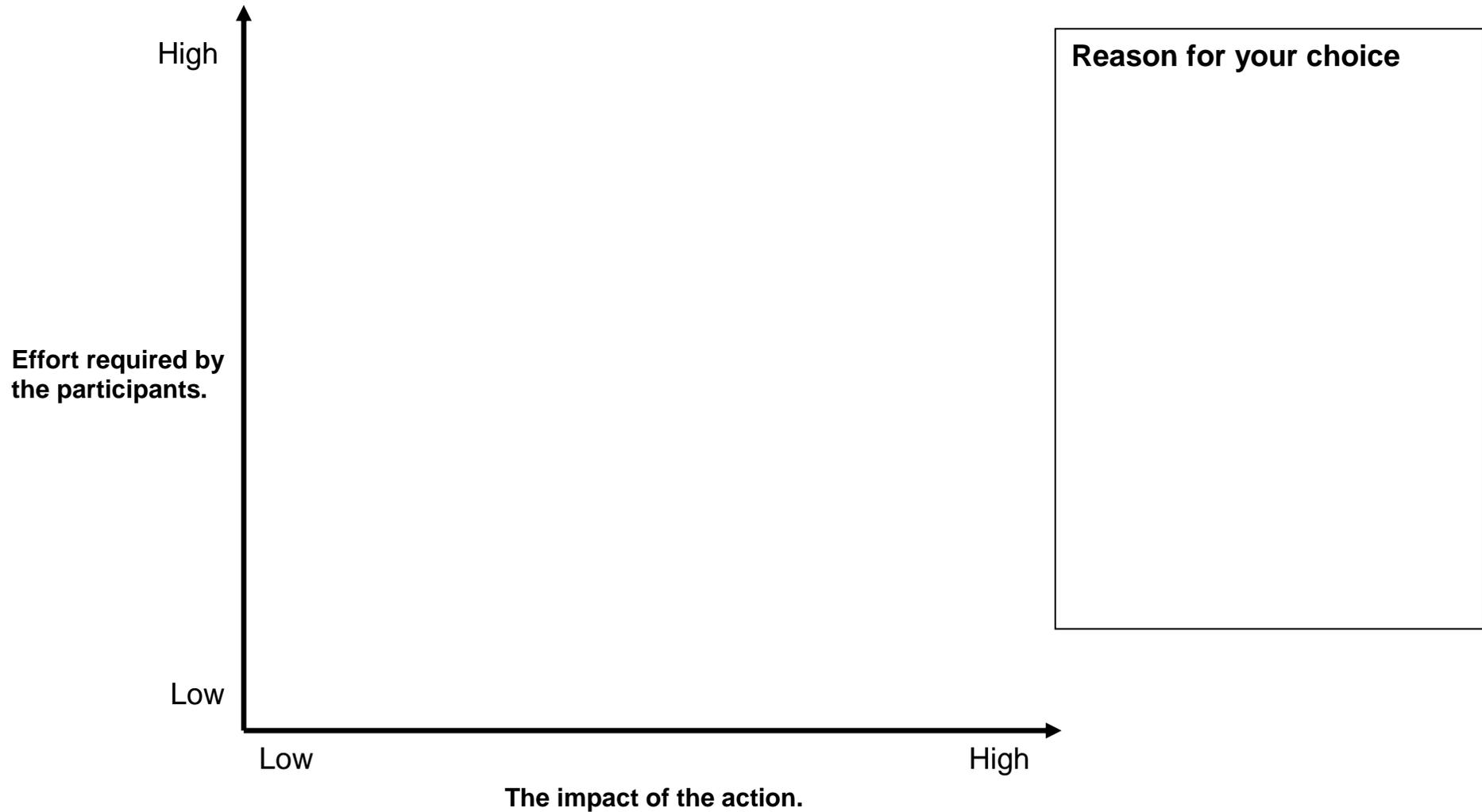
Remember that there are no right or wrong answers – there will be advantages and disadvantages to every action, and you should rank them as you think best.

Share your ideas as a whole group. Explore the choices you have made and the reasons for them.



Analysing actions

Now plot the activity on the graph below using a **X**. Explain your choice using evidence from the activity and your own thoughts.



Action planning grid

What we are going to do: _____

Why we are going to do this: _____

| Activity | Resources needed | Who is responsible? | Support needed | Deadline | Evidence of success |
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