

TEACHING AND  
LEARNING UNIT

13 CLIMATE  
ACTION



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# Climate Change

This is a summary of the Climate Change  
TLU, which is a part of the Get Up and  
Goals Project, developed by the Liverpool  
World Centre.



# Take urgent action to combat Climate Change and its impacts.

Let's take urgent action to make a positive change today for a better future for the adults of tomorrow and for all of our fellow earthlings!

These lessons will support teachers who would like to develop learning about Climate Change in Citizenship or PSHE lessons.

The focus is on the sustainable development goal 13. We offer reliable and accurate facts that will help build knowledge and make the pupils reflect on how they might be contributing to the problem and how they could be part of the solution.

Young people are growing increasingly concerned at how Climate Change may impact their future. Many have been inspired by *Greta Thunberg* the 16 year old political activist from Sweden who has given rise to a worldwide student strike movement.

These resources and learning activities develop pupils' critical thinking skills. Pupils will start to understand the human consequences of Climate Change and the immediate need for the world to take action, starting on an individual level. The focus of discussion activities is on pupils' own experiences, how they live their lives, make choices and how these can have both positive and negative consequences.

The lessons enable them to reflect on their legacy on the planet, they are topical and relate to current global conversations on the impact of Climate Change.

## ***You are never too small to make a difference***

Greta Thunberg.  
Speech at the COP24



Greta has inspired young people throughout the world, using these lesson resources will help your pupils start to consider how they too can take action.



### What will pupils develop?

1. **An awareness** of the meaning of Climate Change and an understanding of facts about its impact on the planet and on the global communities.
2. **The ability** to raise questions, to express personal values and to challenge behaviours for a positive change.
3. **Investigating**, listening, sharing and evaluating skills.
4. **An understanding** of the different views about Climate Change worldwide.
5. **Increased knowledge** and understanding of how campaigning and social action can lead to positive change.

## THINK • REFLECT • ACT



### What would we like pupils to do as a result of these lessons?

It would be hoped that through lesson discussions or learning activities pupils might start to develop action plans or solutions. The lessons are attempting to get pupils to understand the human consequences of Climate Change and the immediate need for the world to take action starting on an individual level.

These lessons start from looking at the students' own lives and the decisions they make that impact on the planet. They get an insight into the scientific and environmental evidence and also the idea that there are a range of views on this issue. Through the resources they can then see that they are involved in finding solutions to this issue through their day to day choices.



### The lessons are:

#### Lesson 1:

#### Climate Change- have we woken up?

- *The impact of Climate Change today.*
- *Pupils explore evidence and develop their initial views and opinions.*

#### Lesson 2:

#### My life and the planet- what is my vision for the future of the planet?

- *Looking at Carbon Footprints.*
- *Pupils examine the impact of their daily actions and how these could be modified.*

#### Lesson 3:

#### How does Climate Change impact on communities?

- *Should I be concerned?*
- *Examining the Marshall Islands and the impact of sea level changes.*
- *Pupils are encouraged to empathise with peoples' experiences by exploring a poem that looks at Climate Change from a mother's point of view.*

#### Lesson 4:

#### How do my eating habits and consumer choices impact habitats & communities around world?

- *How do I lead a sustainable life?*
- *Pupils examine the impact of eating products that contain palm oil and evaluate the loss of habitats for the orangutans. They then develop a personal action plan for the future.*

#### Lesson 5:

#### Food Miles- How do the everyday choices we make have an impact on the planet?

- *Pupils evaluate how the food system contributes to Climate Change and the moral and ethical choices linked to our eating habits.*

#### Lesson 6:

#### The Future - where do we go to now?

- *Taking action and spreading the message.*
- *Pupils now reflect and develop an action plan for communities so that they can be the generation of change. This is a chance to put thinking into practice.*



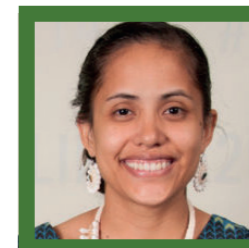
### The results of the lessons:

As a result of encountering these lessons and reflecting on the challenges ahead pupils will start to *Engage, Respond and Act* by:

- **Reviewing the school** - how sustainable are we as a school community?
- **Working with the local community**- raising awareness of how communities can work towards being more sustainable.

## ***Climate Change is a challenge that few want to take on, but the price of inaction is so high***

Kathy Jetnil-Kijiner.  
Marshall Islands



### What do teachers get?

- **Six lesson plans**
- **A PowerPoint** for each lesson
- **Lots of visual images**, clips and key discussion questions
- **Worksheets** and resource sheets
- **'Big Paper and pens'** activities

## ***Don't ignore young people – we're key to fighting Climate Change***

A climate activist.  
Explaining why young people have to be listened to.

## How do these resources link to the Wider Curriculum?

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### Links to PSHE Curriculum:

**PSHE Programme of Study (2017):**  
Core Theme 3 Living in the Wider World.

### KS3 Focus on:

L1. to recognise, clarify and if necessary challenge their own core values and how their values influence their choices (all).

### Links to Citizenship:

Pupils are equipped with the skills to think critically and debate political questions (e.g. Climate Change) debate and evaluate viewpoints and present reasoned arguments. Show knowledge of the ways that citizens can work together to improve their communities, knowledge of forms of responsible action, knowledge of relations with Europe, the Commonwealth, the UN and the wider world.

**Links to SMSC Promoting Fundamental British values** as part of SMSC in Schools' Departmental advice for maintained schools (November 2014, p.5).

## Sustainable Development Goals

These lessons are based around SDG 13 and the need to support young people as they learn about the impact of Climate Change. The ability to critically evaluate future threats to the planet and develop workable solutions will be an essential requirement for future generations.

Teachers have a role to play in ensuring pupils understand that the impact of Climate Change will be greater on poorer societies in the least developed countries and on those people who are the most marginalised such as women, the young and the poorest.



## Get up and Goals Project: What's it all about?

The Get up and Goals project aims to bring together partners from 12 European countries to share knowledge and skills to create a national campaign to promote the teaching of the Sustainable Development Goals (SDGs) through topics such as Economic Migration, Gender and Women, Climate Change and addressing International Inequalities.

For more useful resources visit:

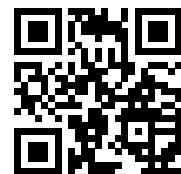
[www.uk.getupandgoals.eu](http://www.uk.getupandgoals.eu)

or for more information about the project:

**Liverpool World Centre,**  
Toxteth TV,  
37-45 Windsor Street,  
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[www.liverpoolworldcentre.org](http://www.liverpoolworldcentre.org)



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Let's make a world of difference

