

Climate Change Workshop

This learning workshop is designed to help young people develop their knowledge and opinions in relation to climate change through peer teaching.

TAGS

Climate change workshop

Age Range: 11- 16 years

Time: Approximately 1-2 hours

Outline

This workshop is designed to help young people develop their knowledge and opinions in relation to climate change through peer teaching. It helps young people understand the wide range of things that many of us care about that will be affected by climate change. It therefore uses the phrase “for the love of” to say certain things we love will be affected by climate change, so we need to do something to stop that, “for the love of” them.

Young people will then identify and investigate something important to them that is, or could be, affected by climate change. Finally, they will be prompted to take their learning further by referring to the action guide and ideas to inform, broadcast and influence further.

They begin by presenting the activities to each other within a small group or class. Once they feel confident about how to best present the activities, they progress to deliver them to other groups and classes. They should feel free to edit and amend the activities to make them fit for purpose, and the support of a teacher or other adult will be useful to help young people learn, plan and deliver their workshops effectively.

Learning Objectives

- To understand some current and future impacts of climate change on people and the planet.
- To identify, investigate and discuss a current or future impact of climate change.

Outcomes

- Identify and investigate how something they care about is, or could be, affected by climate change.
- Develop strategies for sharing their ‘love’ with others by encouraging them to write, draw and talk about it.

Resources

- PowerPoint and presentation script.
- Activity Sheet: For The Love Of.
- Sisters on the Planet – Saheena (film, 6’58’): <https://www.youtube.com/watch?v=WqYgDGy8Z4M>.
- Face the Music (film, 2’23’): <https://www.youtube.com/watch?v=ghfirMLNfNA>.

1. Pre-workshop learning

Although the session begins by reviewing what climate change is, this is not in any detail. Therefore depending on existing levels of knowledge the following web links may be useful to build this knowledge beforehand:

- <http://www.metoffice.gov.uk/news/in-depth/climate-infographic>
- <http://www.sciencemuseum.org.uk/climatechanging/climatescienceinfozone.aspx>
- <http://climatekids.nasa.gov/time-machine/>

If you wish to teach climate change in detail you may also find these links useful:

- The Guardian website on how to teach climate change: <http://bit.ly/1s5lCrf>.
- The Intergovernmental Panel on Climate Change (IPCC) report is the global go-to source for the latest research on climate change: <http://bit.ly/1p8ZQ8q>.

2. Session Outline

Starter (10 min)

What do you know about climate change? Make a board race.

To check what young people know about climate change you can run a board race. A board race means you split the board into 2, have 2 teams of young people lined up, then each team has a minute to list everything they know about climate change. 1 pupil comes up to the board at a time, writes 1 thing, then passes the pen onto the next person who writes something else. After 1 minute count up which team has written the most.

You can then use the slides on the PowerPoint to talk about how climate change works.

Main activity

a. *Where do you stand? (15 min)*

This activity is described in the presentation script on the PowerPoint. You can use this to discuss different young people's opinions about climate change.

You can help the discussion by showing the videos below and discuss the issues the videos talk about with young people. For example, who is responsible for climate change? Who is being impacted? How are they being impacted? What can be done?

Links to videos:

- Sisters on the Planet - Saheena (film) - <https://www.youtube.com/watch?v=WqYgDGy8Z4M>.
- Face the Music (film) - <https://www.youtube.com/watch?v=ghfirMLNfNA>.

b. *"For the love of" - who and what are affected by climate change? (35 mins)*

Show slide 8 on the PowerPoint. Ask young people to think back to the agreement line activity and where they stood for the statement: Everyone will be impacted by climate change in the same way.

Explain that climate change affects everyone, but that poorer countries will be hit harder than wealthier ones. The people who contribute the least to climate change are the ones who suffer the most.

Explain that many things we love, that are important in our lives and the lives of others, could be changed forever by climate change. Briefly discuss young people's ideas about what is, or might be, affected by climate change.

Explain the phrase "for the love of" (slide 9). Some people use the phrase "for the love of" to explain that we need to **do** something about climate change "for the love of" the things they care about **that will be affected by** climate change.

Use the following slides to share some examples of 'loves' - things that could be changed forever by climate change. The idea is to show the wide range of impacts it will have.

c. What do you love?

(Slide 18) Now ask young people to think of something they love that is, or could be, affected by climate change. Young people should use secondary sources of information, e.g. the Internet, to find evidence to show how and why their 'love' is or could be directly affected by climate change. The 'for the love of' activity sheet, provides a template which young people could use to guide and record their research.

Differentiation

Make it easier: Young people could work in pairs and/or use one of the examples of 'loves' provided on the PowerPoint slides.

Make it harder: Young people could identify and research their own example of a 'love' that is or could be affected by climate change.

Plenary (15 min)

Sharing our loves and taking action

Ask young people to stand in two concentric circles facing each other, ideally each young person should be standing opposite a person in the other circle. Facing their partner the young people should take it in turns to share what it is that they 'love'. Encourage them to explain how what their 'love' is, or could be, affected by climate change and the evidence for this. At a given signal, such as a clap, the outside circle should move a given number of places clockwise. Young people should then take it in turns to share what it is that they love with their new partner as before. This activity could be repeated depending on the time available.

(Slide 19) Discuss who young people think should take action against climate change: *me, my friends, other people or people in power*. Explain that there are two ways in which people can take action: climate change **mitigation** and **adaptation**. Use the following slides to explain what these words mean.

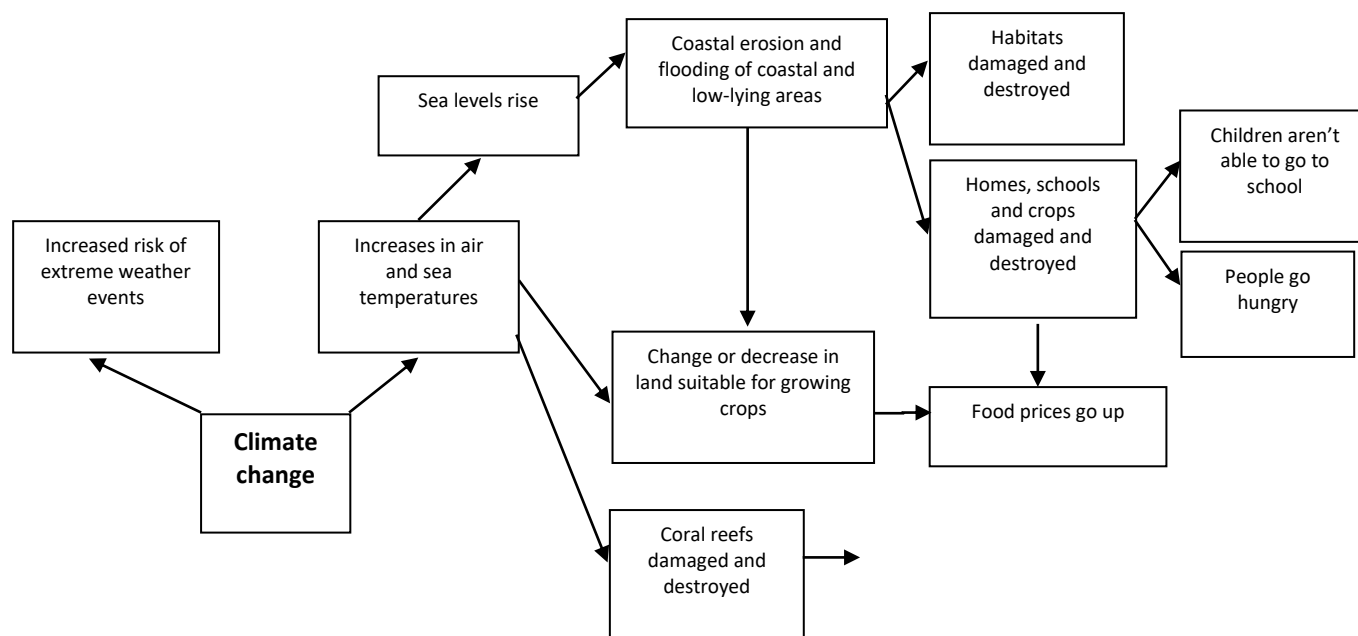
Climate change **mitigation** is about reducing or preventing the emission of greenhouse gases. Climate change **adaptation** is about making changes to lower the risks to people and our planet as a result of climate change.

Explain that one way in which we can act is by showing that taking action against climate change is important to us.

Further ideas (if you have time)

Young people could further explore the effects of climate change by working in small groups to create a consequence diagram. An example is provided below.

They can get inspired by ideas in the action guide to **inform, broadcast and influence** more widely.



For the Love Of – Activity Sheet

This is what I love and want to protect from climate change...

I think this is important because...

This is how the thing I love is or could be affected by climate change...

I know this because...