



CLIMATE CHANGE LITERACY

RESOURCE OVERVIEW

www.wwf.org.uk/schools

www.shoutoutuk.org

INTRODUCTION

The Earth's global temperature is warming at an unprecedented rate, meaning that weather patterns and ecosystems are changing more quickly than animal species and human communities can adapt.

Climate change is intensifying the world's most pressing challenges, from poverty and displacement to wildlife extinction and extreme weather events.

HOWEVER...

With the right climate literacy education, we can equip the next generation of young people with the skills and the knowledge to push back against the onslaught of damage that our planet is seeing every day. Young people are key stakeholders in the fate of our planet, and as educators, we need to empower and support them in defending their futures.



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THE RESOURCE

Climate Change Literacy has been created for teachers and educators of young people aged 11-14, to inspire and motivate them to create meaningful and tangible change. As an introduction to climate change, students will learn about the effects of climate change on our planet and how human activity is contributing to the rapid increase in global warming.

The resource then looks at what can be and is being done to tackle climate change, from individual actions students can take through to international agreements by Governments. Referring to the diagram below, it is important to note that to successfully tackle climate change everyone has a part to play.



CURRICULUM LINKS

England KS3: Geography, Science and Citizenship

Northern Ireland KS3: Environment and Society, Science, Personal Development and Mutual Understanding

Scotland Third Level: Social Sciences (people, place and environment, people in society, economy and business), Science

Wales KS3: Geography, Personal and Social Education, Science

RESOURCE GUIDE AND OUTLINE

BELOW IS AN OVERVIEW OF EACH SESSION:

The Form Time Activity – 20min

Students will explore the meaning of an ‘ecological footprint’ **and the impact it has on our planet.** They will discover their own individual ecological footprint, through an online questionnaire, and consider how they can make the first step to reducing **their impact.**

The Assembly – 20min

Looking at what climate change looks like, students explore some of the myths around climate change as well as positioning human factors as the key contributor to global warming. Students will then focus on possible solutions to reducing human activity negatively impacting our planet, taking away clear actions they can do at schools and home to tackle climate change.

The Workshop - 2 hours (or 2 x 1 hour)

Students will gain a deeper understanding of the causes and effects of climate change including its impacts on humanity and ecosystems and human contributions to the greenhouse effect. Government interventions through the signing of the Paris Climate Agreement and its goal of reaching Net Zero global carbon emissions by 2050 are highlighted leading to the second part of the workshop.

Hackathon: Students will brainstorm their own creative solutions to reaching Net Zero, focusing in detail on one solution to present to the class.

This resource includes three engaging sessions (the workshop, assembly and form time activity) which complement and support each other; however, they can also be used as standalone sessions. Each presentation will introduce key themes and discussion points and will be accompanied by a lesson plan which guides the teacher on a slide by slide basis, as well as providing supporting detail.

Lesson plans can be found at the beginning of the relevant presentation. This document also provides teachers with additional links, information and other resources.

DELIVERY

Timings of each session are flexible and discussions can be tailored to the time available. Prompts and suggested time allocations can be found in the teacher notes.

If time allows, on the following pages are two suggested expansion activities.



AUSTRALIAN BUSH CASE STUDY

Workshop

Aim: Through debates and discussions explore the real-life effects of extreme climate changes to the people of Australia. This can be linked to other natural disasters and extreme weather affecting people all over the world and in the UK.

Timing: This could be a whole lesson or bolted onto the first hour of the workshop.

Task: Discuss, in the viewpoint of the given persona, how they may feel about the bushfires.

Organise students into groups and do the following:

- A. Assign each group one of the following personas.

In groups agree on their viewpoint and present to the class. Let groups (personas) debate their viewpoints and disagreements with each other.

- B. Assign each person in a group one of the following personas.

Debate amongst their group and summarise to the class their discussions at the end. Do other groups agree?

Personas:

1. A member of the public who has lost their home to the fire.
2. A business owner who isn't making money because tourists are no longer coming to the area.
3. A Government Official who is responsible for aid.
4. A volunteer vet who is treating injured wildlife.
5. A worker at a coal mine who relies on his job to support his family.
6. A farmer who has been suffering in the drought, unable to grow crops and with little food for his livestock.

Prompting questions can include:

- Who do they feel is responsible for the bushfires?
- Do they link the fires with climate change?
- Do they feel they have contributed more or less to climate change than others?
- What do the fires mean for Australia as a whole?
- How will their life going forward be affected?
- What could be done to stop the fires spreading so wide next year? Who is responsible for the actions?

HACKATHON



Aim: To explore solutions to help achieve net zero using their new understanding of climate change.

This task develops critical thinking, problem-solving and debating skills whilst also testing their knowledge and ability to make links to the content covered in the sessions.

Timing: Designed as a one hour lesson this can be adapted depending on time available and class size.

The presentation element can be as creative as possible and could be covered in another lesson, giving students more time to prepare and develop their presentation skills.

Task:

- Give other groups the opportunity to ask the presenting group questions on their solution; Is it achievable? Can it be improved?
- Create a competition: Ask groups to present to a panel who decide on the best solution.

ADDITIONAL BACKGROUND INFORMATION

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WWF AND OUR WORK

To find out about what else WWF is doing to tackle climate change and what you can do, [visit our climate pages](#).

Explore the effects of climate change on our wildlife and biomes:

<http://www.wwf.org.uk/updates/effects-climate-change>

WWF is playing an active role in the [Green Economy Coalition](#), an alliance of international environment, development, business and labour organisations pushing for the transition to a sustainable economy at the global level.

Follow on resources that go into climate change in more depth:

Shaping our Future: Students will learn more about the science and geography that affects our world, and the decision makers and organisations who have the power to champion change.

Back to School: Focussing on the impacts of climate change and biodiversity loss this resource empowers students to take action and talk to their MP or elected representative about the environmental issues they care about.

UK climate change policy

The Department for Business, Energy and Industrial Strategy is the lead department responsible for climate change issues.

The Climate Change Act established a target for the UK to reduce its emissions by at least 100% by 2050. If the UK delivers this target, it will mean that our emissions are 'net-zero' by 2050, which is in line with the Paris Agreement. Information on UK carbon budgets and targets and the Committee on Climate Change (which advises the government on budgets and policy and reports progress to Parliament) can be found here.

Information on Scotland's Climate Change Act and their emissions reduction targets can be found here.

Information on how the Welsh Government plans to meet its emissions reduction targets can be found here.

More on climate change

Met Office: Climate science and monitoring: <http://www.metoffice.gov.uk/climate>

National Geographic: Useful research news articles: <https://www.nationalgeographic.com/environment/>

NASA: Climate change science: <http://climate.nasa.gov/evidence/>

The Carbon Brief: Science, facts and policy: <http://www.carbonbrief.org>

TORnado and storm Research Organisation: Click research tab for records of various extreme weather events in the UK and across Europe: <http://torro.org.uk/investigation.php>

Sustainable Development Goals. Goal 13- Take urgent action to combat climate change and its impacts. <http://www.un.org/sustainabledevelopment/climate-change-2/>

Visit the UK Youth Climate Coalition www.ukycc.com and the UK Student Climate Network www.ukscn.org to see how other young people are taking action to protect our planet.

Reducing your environmental footprint: [https://www.environmentallyconscious.org/'TORRO' –](https://www.environmentallyconscious.org/'TORRO'-)

Sustainable living: http://www.wwf.org.uk/what_we_do/changing_the_way_we_live/

More way to reduce your environmental footprint: <https://www.environmentallyconscious.org/>





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