

Climate Action Workshop Plan & Ppt notes

Duration: 1 hour and 20 minutes

| Timing | Content |
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| Preparation | <p>Set up with 8 tables each with x 8 chairs</p> <p>Screen for presentation</p> <p>3 flip-charts x 2 (same questions to be asked at the start and end) with a line drawn from 'not much' (on left) to 'a lot' (on right) for each question:</p> <ul style="list-style-type: none"> • How much do you know about the action you can take on climate change? • How important do you think it is for our school to act on climate change? • How much difference do you think you can make? |
| 5 minutes on arrival | <p>Students to put ticks on the sliding scale in answer to 3 prepared questions on the flip-charts (above). For a more active alternative, ask students to stand up in response to each of the question choices.</p> |
| 10 minutes | <p>Introduction</p> <p><i>Please see pp 3-6 below for accompanying notes. Powerpoint comprises:</i></p> <p>a) Climate Action overview (Slides 1 - 13):</p> <ul style="list-style-type: none"> • Why taking action on Climate Change is important and why change has been difficult • What young people around the world are doing right now: <ul style="list-style-type: none"> ◦ Young people's legal actions in USA; School strikes inspired by Greta Thunberg (Sweden); Eco-action groups in Mexico; Record tree-planting in India. • How we can make a difference in four key areas identified by the Intergovernmental Panel on Climate Change (IPCC) scientists: <ul style="list-style-type: none"> ◦ Energy; Food; Transport; Low carbon in everything (<i>making a link to single-use plastic as a theme for the workshop</i>) <p>b) Workshop / Lesson guide (Slides 14 - 20):</p> <ul style="list-style-type: none"> • Challenges for our school: Energy; Food & Food waste; Transport; What we buy & use, including single-use plastic • There will be one theme per group (<i>groups may select a theme but make sure all four are covered</i>) and the students are tasked to: <ul style="list-style-type: none"> ◦ Talk about this issue ◦ Generate ideas and solutions ◦ Make a short presentation (2 mins) followed by voting |



Groups of up to 7-8 students to each have one Challenge Worksheet, A3 Paper and pens.

With larger groups, more than one group can be given the same challenge.

Suggest they divide their paper into quarters and use the 4 headings* highlighted below.

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| 10 minutes | TASK 1: Group discussion of your Challenge Ask students to read and talk about their challenge and then use the paper provided to write down: <ul style="list-style-type: none">• why is this issue important?• what is already happening on this issue in school? |
| 25 minutes | TASK 2: Generating ideas and solutions Students to work as a whole group, or divide the group to think about different ideas and solutions. Ask them to then: <ul style="list-style-type: none">• Share ideas and decide which one or two ideas they think will work best and will be most interesting to other people• Think about who needs to take the lead to make it happen• Create a key message or campaign slogan• Get ready to make their presentation. |
| 25 minutes | TASK 3: Presentations Two minutes per group to feed back to plenary (<i>more time will be needed for larger groups</i>) using these four headers to guide their presentation*: <ol style="list-style-type: none">1. Your issue and why it is important (including anything that is already happening in school)2. Your best ideas and solutions (one or two)3. Who should be involved4. Your key message or catch-phrase <i>After each presentation, other groups will have 30 seconds to decide whether to give the idea a 'Thumbs up / Thumbs down' vote.</i> <i>Keep a tally so that the results can be shared more widely in school.</i> <i>If possible, a member of SMT is to be invited to hear the students' presentations.</i> |
| 5 minutes on departure | Round-up and thanks Thanks for all the hard work. Students to answer the same 3 questions about climate action (<i>on reverse of prepared flip-charts, if saving paper!</i>). |

| Slide | Accompanying notes |
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| 1 | Introductions |
| 2 | <p>It is a critical time for the world: Scientists have been making us aware of changes to our climate for more than 60 years.</p> <p>For the past 25 years, the countries of the world have met to negotiate and progress action through an international treaty at the United Nations (UNFCCC)</p> <p>The scientific evidence is gathered and assessed by a separate body called the International Panel on Climate Change (IPCC) drawing from work of hundreds of scientists from 195 countries.</p> <p>Their 2018 report to the UN was the strongest yet (2018 report). It showed that we are already seeing the consequences of 1°C of global warming, from the powerful effects of more frequent extreme weather to massive reduction in Arctic sea ice.</p> <p>Since 2008, an average of 21.5 million people each year have been forced from their homes by climate-related disasters. Children, particularly in the poorest areas of our world, are very vulnerable when there are droughts, floods and wildfires (See this recent UNICEF report).</p> <p><i>[Arctic Melt photograph reproduced by permission of Councillor Ian Courts, Solihull Metropolitan Borough Council]</i></p> |
| 3 | <p>11 Years to make a difference: The scientists of the world agree beyond doubt that temperature changes can only be explained by humans' CO₂ emissions. They are sending a clear message: that global carbon emissions must decline well before 2030.</p> |
| 4 | <p>If we've known about it for so long, why is change so hard? Policy makers use the term 'wicked problems' for big issues that are extremely difficult to solve. This is where:</p> <ul style="list-style-type: none"> * Major change is needed but there are lots of different factors and many of the causes are linked together, with no clear end. * No-one has total knowledge and no-one has all the answers. There isn't a 'solutions manual' and many different opinions emerge. * A further complication is that new solutions may create more problems! <p><i>Analogy: when a kite string gets tangled up and pulling one side to unravel it can tighten the string somewhere else! [Image after Sannevanderbeek.nl]</i></p> |
| 5 | <p>The term 'super wicked' has been used for Climate Change because how we relate to our environment, locally or world-wide, poses even more challenges:</p> <ul style="list-style-type: none"> * Climate Change is a global 'wicked' problem <i>but</i> no single government or body has overall responsibility * Many industries & businesses contribute <i>but</i> must also lead the solutions * We know time is running out <i>but</i> without a clear deadline, we can (and do) put off acting. <p>The knottiest part of the super wicked problem of Climate Change is that fossil fuels are causing temperatures to rise but fossil fuels drive our economy and fuel the way we live.</p> <p><i>Clarification: Ask for examples of fossil fuels and their use in our daily lives.</i></p> |
| 6 | <p>A global agreement at last: The Paris Agreement 2015 (see this summary) or Accord de Paris, was an historic commitment by 197 countries at the United Nations to act together to tackle Climate Change.</p> |

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| | <p>Even as it was signed people understood that when added together, country targets to cut emissions by 2030 simply would not limit the rise in global temperatures even to 2C (above levels recorded before industrialisation happened), let alone keep it down to the aspirational increase of 1.5C.</p> <p>It was also very clear that governments of the world can only make the changes needed with the contribution of every part of every society.</p> |
| 7 | <p>Young people are having a say around the world: There is great concern that young people are very vulnerable to the impact of climate change. At the same time, young people are having a strong voice in what needs to happen. For example, in the USA in 2015, young people came together to take their own Government to court for allowing activities that damaged their right to life.</p> <p><i>Juliana Vs USA - The lawsuit asserts that the government violated the youths' rights by encouraging and allowing activities that significantly harmed their right to life and liberty, and sought the government to adopt methods for reducing greenhouse gas emissions. See https://www.youthgov.org/new-folder</i></p> <p>School strikes inspired by Greta Thunberg have spread around the world as students press their governments to act now on Climate Change.</p> <p><i>Quote from Greta Thunberg's TED talk in Sweden Nov 18, 'We already have all the fact and solutions ... all we have to do is wake up and change'</i></p> |
| 8 | <p>Young people around the world are also taking action: They are involved in everything from making films and leading campaigns to using art and poetry to raise awareness and encourage change in their schools and communities.</p> <p>The first photograph is of an organisation in Mexico started by young people. They collect plastic bottles across the city to sell to a recycling company. The plastic is turned into clothes which are then sold to raise money for more projects. <i>Video at: http://biomovies.tve.org/previous/tvebiomovies-2018/</i></p> <p>In the state of Madyha Pradesh in Central India, students formed an important part of the 1.5 volunteers who used one Saturday to plant 66 million trees!! Article: https://www.independent.co.uk/news/world/asia/india-plant-66-million-trees-12-hours-environment-campaign-madhya-pradesh-global-warming-climate-a7820416.html</p> |
| 9 | <p>4 Ways to Make a Difference: The 2018 Special Report from the world's International Panel of scientists helps us to focus on 4 areas where we can make the most difference, including in school:</p> <ul style="list-style-type: none"> * Energy; * Food & food waste; * Travel & Transport; and * Reducing carbon through What we buy & use. |
| 10 | <p>Moving away from fossil fuels: Despite all that we know already, our global use of coal actually increased last year. In the UK, we still burn coal in our electricity plants. However, we are setting records for 'coal-free days' for generating our energy (see <i>Gridwatch.co.uk</i>). The government's target is for UK to be coal free by 2025 (<i>this website is tracking progress: carbonbrief.org</i>).</p> <p>Carbon emissions from buildings are a key part of tackling climate change. We can save money and cut our carbon emissions by making our buildings as low-carbon as possible.</p> <p>We need to:</p> <ul style="list-style-type: none"> * Use less energy for heat, lights, computers and electrical appliances insulate our buildings |

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| | <ul style="list-style-type: none"> * Think about renewable energy * Encourage everyone to get involved <p><i>Examples from other schools include 'Warm Jumper Days' when the heating is turned down, and everyone dresses up warmly.</i></p> |
| 11 | <p>The food we eat and throw away: Food production already has a big impact on the world's environment including via methane gases and clearing of forests.</p> <p>Richer countries have diets that include lots of meat and demand for meat is rising around the world, which leads to intensive farming and land clearance.</p> <p>Not only do we need to eat less meat, we also have to throw less food away! About a third of the food we buy goes straight to the bin. A quarter of this has simply gone out of date. It has been calculated that cutting avoidable waste would cut 22p off an average school meal.</p> <p>We need to:</p> <ul style="list-style-type: none"> * Buy less meat, milk, cheese and butter * Eat more locally sourced seasonal food, and * Throw less of it away! |
| 12 | <p>Transport - Good for the environment and health: In the UK, more than 60% of UK journeys are by car. More than 75% of the goods we use travel across the UK in vans and trucks. In the next 10 years, the government intends that at least 50% new cars and vans are to be ultra low emission, which means a big increase in electric cars and technologies.</p> <p>Around 35% students now walk to school where a generation ago, it was more like 70% (<i>see livingstreets.org.uk</i>).</p> <p>Sustainable travel means getting around using ways that have the least impact on the environment such as walking, cycling, by scooter. These also have great benefits for health! Car-sharing, using trains, buses and can also help reduce the amount of carbon that travel creates.</p> <p>We need to:</p> <ul style="list-style-type: none"> * Walk or cycle short distances * Use public transport and car-share * Encourage everyone to get involved |
| 13 | <p>Everything else: We live in a wasteful society where we: make; use (often just once); then throw away products. We have to think about what we use on a daily basis, and ways to have less impact on our environment.</p> <p>In the UK over 35 million plastic bottles are used every day. Nearly 16 million plastic bottles aren't being put out for recycling. If a year's worth of the UK's unrecycled plastic bottles were placed end to end, they'd reach around the world 31 times!</p> <p>There is also a lot of attention on the way that clothes are produced, sold and then thrown away, often to be incinerated or to end up in landfill. WRAP says, 'Clothing has the fourth largest environmental impact after houses, transport and food'. <i>Clarification: Check what is understood by 'landfill'.</i></p> <p>We need to:</p> <ul style="list-style-type: none"> * Live with less plastic * Recycle and reuse as much as possible * Use our buying power to demand sustainability in everything we buy and use |

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| 14 | Our school can make a big difference in these four key areas. |
| 15 | <p>Each group has a Challenge sheet to concentrate on one issue. You have now to plan your action and there are three tasks:</p> <p>TASK 1 Team discussion for ten minutes to talk about and write down:</p> <ul style="list-style-type: none"> * why is this issue important? * what is already happening on this issue in school? * would you like to see more action in school and who by? <p>TASK 2 Work as a whole group for 25 minutes, or divide your group to think about different ideas and solutions.</p> <p>Decide which one or two ideas you like best and will help to get other people involved. Who will make it happen?</p> <p>Create a key message or catch-phrase</p> <p>Get ready for making your presentation</p> <p>TASK 3 Presentations by each group to everyone else.</p> <p>These should be 2 minutes and get across your climate action ideas saying why, what, who and the message you want to get across.</p> <p><i>To help presentations, students can divide paper into quarters and write down what they want to say under each of these headings: Issue; How we can make a difference; Who's involved; Our message</i></p> |
| 16 | <p>TASK 1 Group discussion of Your Challenge: Read and talk about your challenge and then use the paper provided to write down:</p> <ul style="list-style-type: none"> * Why is this issue important? * What is already happening on this issue in school? |
| 17 | <p>TASK 2 Generating ideas and solutions: Work as a whole group, or divide your group to think about different ideas and solutions. You might want to create a mind-map to share your ideas. Then agree which are your best solutions, thinking:</p> <ul style="list-style-type: none"> * What will make the most difference? * Which idea will get other people involved and inspire them to action? <p>Write down who needs to take the lead to make it happen.</p> |
| 18 | <p>Cont'd Get your message across: For the last few minutes, think about getting your message across</p> <p>Create a key message or a campaign slogan</p> <p>Prepare what you're going to say in your presentation back to everyone.</p> |
| 19 | <p>TASK 3 Inspiring others: This is your chance to tell everyone in 2 minutes</p> <ol style="list-style-type: none"> 1. Your issue and why it is important – you can mention anything that is already happening in school 2. What you think will make a difference – one or two of your best ideas 3. Who you want to be involved 4. Your key message or campaign slogan |
| 20 | <p>Cont'd Vote for what will make the most difference: After each presentation, other groups have 30 seconds to decide whether to give the idea a 'Thumbs up / Thumbs down' vote.</p> <p>This is a way to show what you think is top priority for Climate Action in school, to be shared more widely in school.</p> |