

**Session 3 – 1 hour Climate change**

Topic 3: ***How does climate change affects society? Should we be concerned?***

**Unit for students 11-18 years old**

***The Big idea***

Discussion about the future

Climate change is picking up speed and the problem is "life and death". At the global level, the general consensus is that we are only in the initial phase of climate change and the impact is still relatively low. Most scientific theories foresee much more drastic changes that we can expect to change our whole lives. Raising questions about climate change stimulates discussion on how to address one of its key aspects - human consumption. The relationship between the prevailing economic growth model and consumption is questioned. Experts and global organizations, such as the World Bank, argue that reducing carbon dioxide emissions by 2100 is the only way to effectively slow climate change.

"We are in grave danger ... (the world is) far from the direction it should go (moving to a low carbon economy)"

Antonio Guteres, UN Secretary-General, December 2018

Students understand that climate change will affect their future, as well as that of all their peers around the world.

They know that the future is unclear and things can take several possible directions, and that the actions that each of us will take will affect our lives on the planet in the future.

They can point out the consequences if we do not care about the environment and understand that climate change is a threat to civilization for the entire planet Earth.

|  |  |
| --- | --- |
| Directed Teaching Tasks: including group and whole class activity | Teacher support notes |
| **Introductory part: 15 minutes**  **1.The teacher explains:** Objectives of the topic and key concepts  **Introduction:** Let's think. Picture of slide 8 "You make the islands disappear." How are we connected to these islands? Work in pairs or in a group.  **Key ideas for discussion**  **The teacher explains:** The links between climate changes leading to rising temperatures, which in turn leads to an increase in sea level due to the melting of ice caps.  **Students receive - information about a young mother named Katie, who lives in the Marshall Islands in the Pacific - its residents are at risk because of increasing sea levels.**  **Task 1 Students should answer the following questions:**  Why is Katie speaking to the UN?  What problem does she want to address?  A set of cards with sub-instructions are given to the students, as a group they have to select the top 3 reasons for Katie's speech; they must be able to support their choice with arguments in front of the class.  **The teacher explains: reinforces the idea of the inheritance we leave to our children, our dreams, and their trustworthy when they are babies.** *If you are very excited about a problem, you are ready to give it a shout and try to inspire change for the future.*  **Questions for extended discussion:**  Was it easy for Katie to do it? Confidence, time and money - how much did it cost her to do it? What is the United Nations - the United Nations? What is the attitude and influence of the UN on global issues such as climate change?  **Time for the Big ideas 20 minutes**  **Task 2:** What does Katie say in her speech and poem? Students listen to Katie's speech in the UN [6 minutes] Then they read the speech in pairs and emphasize the negative words / sentences in 1 colour, then emphasize the positive words in another colour.  The teacher gives feedback to the groups / class | In this topic, students have the opportunity to reflect on the impact of global warming on a community in the Pacific.  The introductory part aims to encourage students to ask questions and discover what knowledge they already have on the topic.  **Great key ideas are: Big idea 5**  **The impact of climate change on the environment** - the effects of sea level rise [globally sea level has increased by about 8 inches (20 cm) in the last 100 years] for people living on islands at low altitude.  **Sea level rise** – the percentage in the last 2 decades has almost doubled from the percentage of the past century - NASA 2018. Can the impact on lowland people's lives be adaptable or forced to migrate? [which will make them "climate refugees"]  **Big idea 6** – **Discussion on the future - lifestyle / consumption changes**  Knowing that climate change will have an impact on all of us in the future, we can change the circumstances by revising our current consumption habits.  **Resources**  Video from a UN meeting <https://www.kathyjetnilkijiner.com/united-nations-climate-summit-opening-ceremony-my-poem-to-my-daughter/> or other version with photos  <https://globaldimension.org.uk/wllgoal/climate-action/>  3.4 Worksheet with poem **Dear Matafele Peinam** |
| **Exploration and solidification 25 minutes**  **Focus: How do the other young people on the island feel?**  **Play video [2 minutes + discussion]**  **How would you feel if your house sank underwater with those of the others in the neighborhood?**  **What is the effect of sea level rise and high waves?**  **If you were in the place of these young people, what would be your plans and ambitions? Discuss in groups.**  **Think about following questions:**   1. **Should I continue to help my community?** 2. **Should I leave to provide a better life for my family elsewhere?** 3. **What difficulties would I face if I remained?** 4. **Why would it be difficult for me to leave?**   ***The teacher initiates feedback and discussion in the class.*** | **Resources:**  <https://www.youtube.com/watch?v=RuK6WU-iKTo>  Comments from the inhabitants of the islands  In this part of the topic, students analyse several replicas of young islanders. The students watch the video and read additional information.  The teacher encourages them to put themselves in the place of young islanders and to think about the decisions they need to make for their lives on the islands in the future. |
| **Conclusions and reflections 10 minutes**  **Time for reflection: The class votes on 3 statements [10 minutes]**  This enables the teacher to see if the students are beginning to realize the gravity of the problem and to understand what choices the islanders have in the future. The teacher will also be able to understand whether students are making a connection between their own actions that contribute to climate change and the impact they have on the lives of people across the globe.  Questions:  Will climate change affect our lives?   * Yes * No * I am not sure * I don’t know   Do Governments Need to Take Action?   * Yes, the governments of the most affected countries need to take action * Yes, all governments must take action * No, there is nothing to be done * I am not sure * I don’t know   Why?................................................................................................................................................. | Students should vote on 3 statements and explain their personal beliefs in a feedback session.  The teacher can use the result of the vote to summarize the result of the topic. |