

## SESSION 6: TAKING ACTION AGAINST CLIMATE CHANGE

Age range: 11–14 years

<b>Outline</b> Learners will explore and discuss different actions which could be taken against climate change. Learners will then identify possible actions which they could take as a school and rank these according to their relative ease and impact. Finally, learners will work in a group to plan their action against climate change.		
<b>Learning objectives</b> <ul style="list-style-type: none"><li>• To identify a range of possible actions that could be taken against climate change.</li><li>• To understand that actions will vary according to both the ease with which they can be carried out and the impact they will have.</li></ul>	<b>Learning outcomes</b> <ul style="list-style-type: none"><li>• Learners will list some possible actions that could be taken against climate change.</li><li>• Learners will consider and rank different actions according to their relative ease and impact.</li></ul>	
<b>Key questions</b> <ul style="list-style-type: none"><li>• What actions can be taken against climate change?</li><li>• What action can we take?</li><li>• How easy will this action be to do?</li><li>• What impact will this action have?</li></ul>	<b>Resources</b> <ul style="list-style-type: none"><li>• Climate challenge B slideshow: slides 25–30</li><li>• Activity sheets:<ol style="list-style-type: none"><li>1. Sorting actions</li><li>2. Ranking actions against climate change</li><li>3. Analysing actions</li><li>4. Action planning grid</li></ol></li></ul>	
<b>Curriculum links</b>		
<b>England</b> <b>KS3 Citizenship</b> <ul style="list-style-type: none"><li>• Pupils should be taught about the roles played by public institutions and voluntary groups in society, and the ways in which citizens can work together to improve their communities, including opportunities to participate in school-based activities.</li></ul>	<b>Wales</b> <b>KS3 Geography</b> Pupils should be given the opportunity to: <ul style="list-style-type: none"><li>• Study tomorrow’s citizens: issues in Wales and the wider world of living sustainably and the responsibilities of being a global citizen.</li><li>• Ask and answer the questions:<ul style="list-style-type: none"><li>- How can changes be sustainable and why is it important for this place/environment?</li><li>- How can my actions and those of other people make a difference locally, nationally and globally?</li></ul></li></ul> <b>ESD6C: Climate Change, Choices and Decisions</b>	<b>Scotland</b> <b>Social studies</b> <ul style="list-style-type: none"><li>• I can critically analyse the relative importance of the contribution of individuals or groups in bringing about change in a significant political event.</li></ul> <b>SOC 4-17a</b> <b>Learning for Sustainability</b> <ul style="list-style-type: none"><li>• As part of this entitlement, learners should have opportunities within their curricular experiences to engage with democratic processes and to connect and contribute to their communities, locally, nationally and internationally, as active global citizens.</li></ul>

### Activity 6.1 (40 min)

What does taking action against climate change mean?

- Show slide 27 and ask learners what taking action means. Explain that in this context we can think of taking action as doing something to help stop a situation (usually bad) from developing or continuing.
- Explain that in this session learners are going to be thinking about and planning possible actions they could take against climate change.
- Show slide 28 and label three areas of the classroom or learning space: General public, Big businesses and Government. Explain that you are going to ask four questions, learners should move to the area of the room depending on what they think the answer is. If they are split between options, they can stand mid-way between areas (or in the middle of all three). You may want to remind learners that they are all members of the general public.
  - Who is most responsible for causing climate change?
  - Who should take action against climate change?
  - Who can do the most to take action against climate change?
  - Who will big businesses and the government listen to about important issues like climate change?
- Invite learners in different places to justify their choices.
- Now ask learners how they think we can and should take action against climate change. What types of action are there? Who should take these actions?
- Show slide 29 and explain that there are four general categories for taking action:
  - **Raise awareness:** sharing your learning about the human impact of climate change with others.
  - **Campaigning:** putting pressure on decision makers and businesses to do what they can to reduce greenhouse gas emissions and support communities to adapt to climate change.
  - **Going green:** individuals, schools and communities taking action to reduce their own carbon footprints.
  - **Fundraising:** raising money for charities working against climate change. Tackling climate change is a vital part of Oxfam's work. Oxfam works with local communities, linking people to the support and skills they need to adapt to climate change.
- Organise learners into pairs or groups of three. Give each group a copy of Sorting actions. For each possible climate change action, learners should discuss which of the action categories it falls into. Learners might want to highlight the actions in different colours.

### Activity 6.2 (25 min)

Ranking actions against climate change

- Organise learners into groups of three or four. Each group will need table space to move around nine action cards. Give each group a copy of Ranking actions against climate change (Activity sheet 2).

- In their groups, learners should identify up to nine possible actions that they could take against climate change. They should write each action on a separate sticky note (or piece of paper).
- Learners should then rank these possible actions in a diamond formation, in order of how 'good' they think the action is. The 'best' action should be placed at the top, followed by a row of the next two, then a row of three and so on. An example is provided on slide 30.
- Emphasise that there are no right or wrong answers – there will be advantages and disadvantages to every action, and learners should rank them as they think best.
- Learners could use the grid in Analysing actions (Activity sheet 3) to help them to rank their actions. Print off an A3 copy of the sheet for each group. Learners should place each action in the approximate area of the graph according to how easy the action is to do and the impact it will have.
- Allow time at the end of the activity for learners to share their ideas as a whole-group. Explore the choices that learners have made and their reasons for them. Finally, discuss the criteria they used to make their decisions (e.g. feasibility, appropriateness, effectiveness or cost).

## Differentiation

- Make it easier: Learners could use some of the ideas for taking action provided in Sorting actions (Activity sheet 1).

## Activity 6.3 (10 – 20 min)

Picking an action against climate change

- Learners can either do an action per group, or do an action as a whole-class. It is up to the teacher and learners to decide this. Encourage learners to use a democratic technique within each group or class to determine this. This could involve voting within the class or group for their chosen option.
- If you have more time you could extend this activity: give each group one minute to present their best idea to the class, and then at the end the whole class can vote for their favourite option.

## Activity 6.4 (25 min)

Planning action against climate change

- When the most popular idea has been identified, give each group a copy of the Action planning grid (Activity sheet 4) to complete. Alternatively, this could be completed as a whole-class activity. This template is also provided on slide 31.
- Encourage learners to think about and discuss:
  - What do you want to do?
  - Why do you want to do this?
  - What different tasks are required to complete this? For example, finding information, making a poster, printing it and distributing it.
  - What resources will you need?
  - Who will be responsible for what?

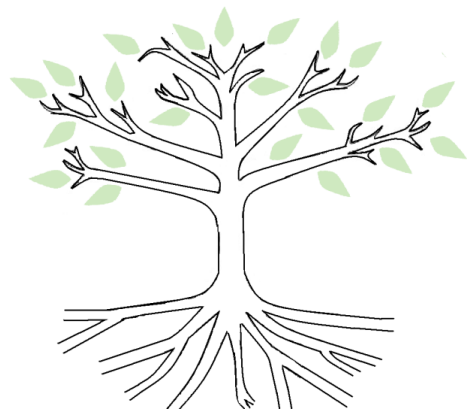
- What support will you need?
- When must it be done by?
- How will you know whether you have been successful?
- Learners should write their action and the reasons for choosing this action at the top of the sheet. The activities (or tasks) required to complete this action should be written in the left-hand column of the table. The remaining columns should then be completed for each of the activities.
- At the end of this activity, make sure learners know what their next steps are and who is doing what.

### Further ideas

- See Get Global! for a wealth of ideas on how to facilitate active global citizenship. Support learners to move from thinking critically about issues that are important to them, to planning and participating in action, and to reflect on their performance and assess their work. Although aimed at learners aged 11–16 years, many of the activities could easily be adapted for younger learners.  
[www.oxfam.org.uk/education/resources/get-global](http://www.oxfam.org.uk/education/resources/get-global)
- Learners could create an issue tree to evaluate their learning about the causes and effects of climate change, as well as possible solutions. Organise learners into small groups of three or four. Each group should draw a tree outline on a large piece of plain paper. Learners should write 'Climate change' in the trunk. They should then label the roots with the causes of climate change, the branches with the effects of climate change and the fruit with possible actions that they could take.

For more guidance on using issue trees, see page 13 of Oxfam's Global Citizenship in the Classroom: A guide for teachers:

[www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides](http://www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides)



- Find out more about the action being taken in the UK to campaign against climate change and how individuals and communities can get involved.
  - The Climate Coalition: [www.theclimatecoalition.org](http://www.theclimatecoalition.org)
  - Stop Climate Chaos Scotland: [www.stopclimatechaos.scot](http://www.stopclimatechaos.scot)
  - Stop Climate Chaos Cymru: [stopclimatechaos.cymru](http://stopclimatechaos.cymru)

- Oxfam School Groups Oxfam School Groups provide the opportunity for young people aged 11 to 18 to learn and think about global issues before taking action in their local community and making a difference in the wider world. By being part of an Oxfam School Group, young people can take part in Oxfam's latest campaigns, develop leadership skills and speak out about global poverty. Find out more: [www.oxfam.org.uk/education/get-involved/start-an-oxfam-school-group](http://www.oxfam.org.uk/education/get-involved/start-an-oxfam-school-group)

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## Sorting actions

## Activity sheet 1

Read through the list of possible actions. For each action think about which category of action it best falls into. You might like to highlight the actions in four different colours.

- **Raising awareness:** sharing learning about the human impact of climate change with others.
- **Campaigning:** asking decision makers to do what they can to reduce greenhouse gas emissions and support communities to adapt to climate change.
- **Going green:** individuals, schools and communities taking action to reduce their own carbon footprints.
- **Fundraising:** raising money for charities working against climate change.

- a) Deliver a climate change assembly to let others know about the human impact of climate change.
- b) Organise a climate change quiz night in the local community.
- c) Invite your local government representative or business leader into school and organise a question time event or debate on climate change.
- d) Carry out a waste audit in your school and use the results to help plan ways to reduce, reuse and recycle the school's waste.
- e) Organise a 'Climate X Factor' where all the song lyrics are about climate change.
- f) Design posters and leaflets to share what you have learned about climate change and display them in your school or in your local community.
- g) Ask the local council to improve public transport and cycle paths so that people use cars less.
- h) Set up an 'Eco club' and plan actions to reduce the school's impact on the environment
- i) Write an article for the local newspaper or speak on local radio to raise awareness of climate change.
- j) Organise a 'Climate Bake Off' and donate the money raised to a charity working against climate change.
- k) Perform a play about climate change in your local community.
- l) Write to your local MP to ask the government to do more to combat climate change.
- m) Display posters around the school to encourage people to turn off lights and whiteboards when they are not in use.
- n) Set up a school garden and grow vegetables for use in school dinners.

**Now try to think of your own examples of actions for each of the categories.**

## Activity sheet 2

### Ranking actions against climate change

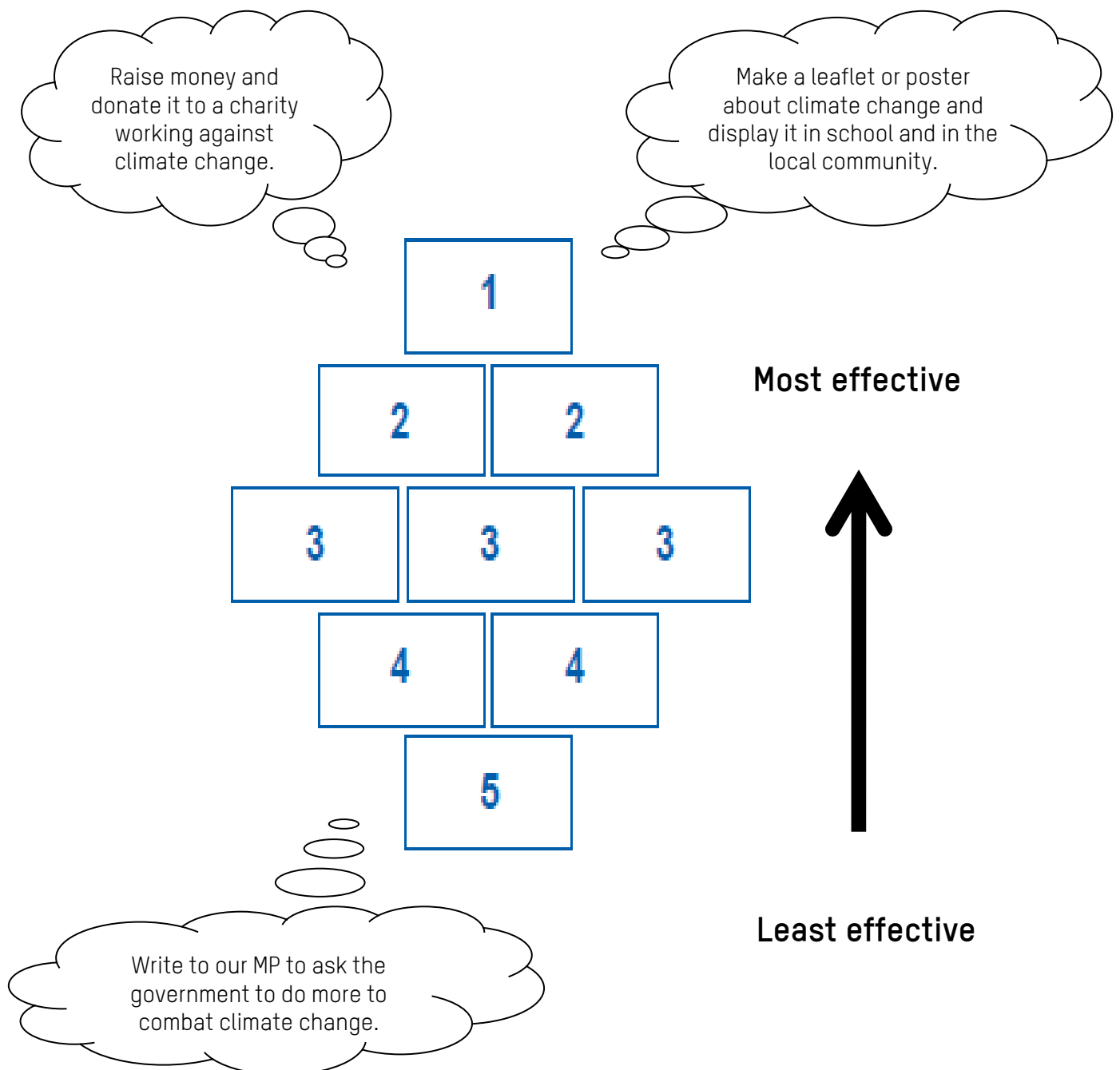
What action do you think you should take against climate change?

Work in groups of three to think of nine possible actions.

Write each action on a separate sticky note. Now rank your ideas in a diamond formation, in order of how 'good' you think the action is. Place the best action at the top, followed by a row of the next two, then a row of three and so on.

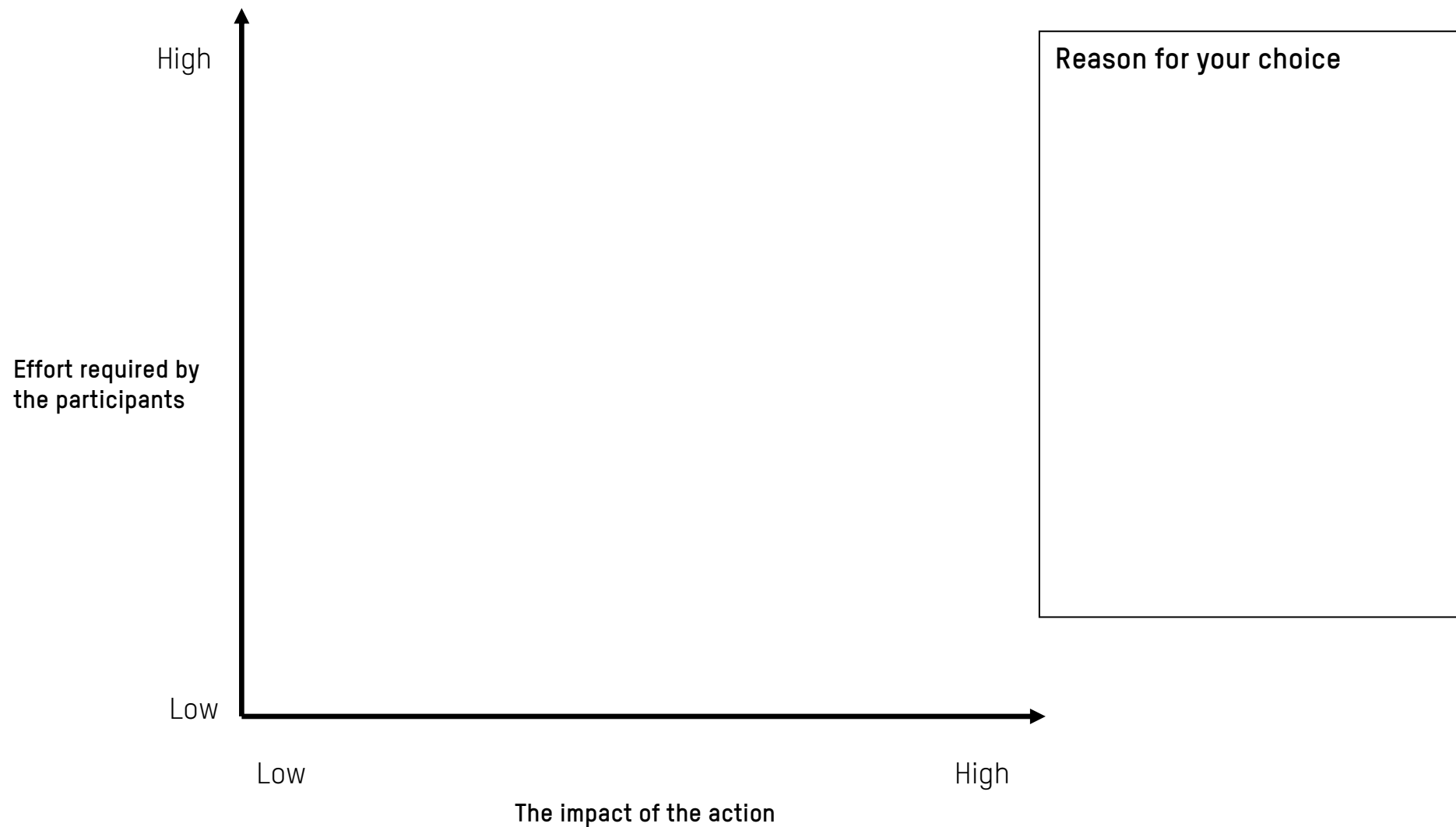
Remember that there are no right or wrong answers – there will be advantages and disadvantages to every action, and you should rank them as you think best.

Share your ideas as a whole group. Explore the choices you have made and the reasons for them.



## Analysing actions

Now plot the activity on the graph below using a **X**. Explain your choice using evidence from the activity and your own thoughts.





## Action planning grid

## Activity sheet 4

What we are going to do: \_\_\_\_\_

Why we are going to do this: \_\_\_\_\_

Activity	Resources needed	Who is responsible?	Support needed	Deadline	Evidence of success