

# MAKING THE CHANGE: FEMALE CLIMATE FIGHTERS

## TEACHING IDEAS

### Poetry

- Explain that the narrator of the film is the poet Roger McGough. He wrote a poem to use as a narration for the film. A copy of the poem is provided in *Making the Change: Poem*. Support learners to analyse the structure and language of the poem, and discuss the use of poetic conventions. Use the poem, film and *Climate Change Impacts* as a stimulus for learners to create their own poems about the impacts of climate change and the need for action.

### Hot seating

- Give each learner a copy of *Climate Change Impacts* for one of the countries (Bolivia, Philippines, Zimbabwe or the UK). Explain that these resource sheets provide further information about four of the women featured in the film. Ask learners to read their resource sheet and think about how they would introduce this person to others in the class. Information about the lives of these women is also provided in the film.
- As a whole group, discuss possible questions that you could ask the people featured in the resource sheets (such as questions beginning with *Why, What, Where, Why, When* and *How*).

Possible questions include:

- *Where do you live?*
- *What can you tell me about your country?*
- *How is climate change affecting your life, family and community?*
- *What actions are you and your community taking against climate change?*
- *What actions do you think others should take against climate change?*
- In pairs with someone who has information for a different woman/country, ask learners to take turns at either being an interviewer or hot-seating as the woman featured in their resource sheet.
- Where answers to the interviewer's questions are not provided in *Climate Change Impacts* or the film, learners can act in role, using their own ideas based on other aspects of what they know or have read. Emphasise that this is an activity in empathising and imagining rather than scientific fact finding.
- If time allows, pairs of learners could introduce each other in role to another pair. Alternatively, pairs of learners could act out their interviews to others in the class.

### Climate change impacts and adaptations

- Ask learners to use the film and *Climate Change Impacts* to create two lists:
  - *Impacts of climate change on these women and their communities.*
  - *Ways in which these women and their communities are adapting to climate change.*
- As a group, discuss any similarities and differences between these communities in terms of the impacts of climate change or ways in which they are adapting. Ask learners to research the countries to identify possible factors which might influence how a country is affected by and adapts to climate change, such as geography and climate, infrastructure and levels of economic development. Draw out the point that the communities most affected by climate change are often those who have contributed the least to the causes of climate change, and are those with the fewest resources and infrastructure to adapt to its effects.

### Climate change consequences

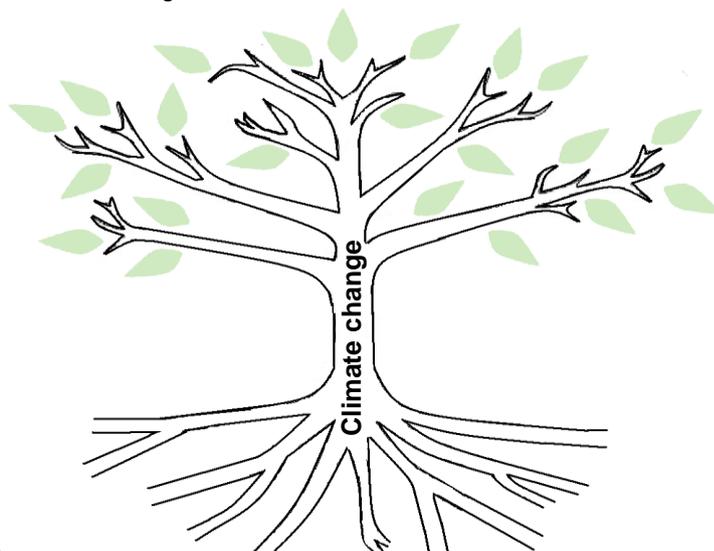
- Use a consequence wheel to support learners to think critically about the direct and indirect consequences of climate change.
- Ask learners to write *Climate Change* inside a circle or box in the middle of their sheet of paper.
- Learners should think of any direct consequences of climate change, for example increased risk of extreme weather events. They should write each direct consequence inside another circle or box which is linked to the main *Climate Change* circle.
- Learners should then consider the consequences of these consequences. These should be written inside circles or boxes, linked to the direct consequences, and so on. Further guidance for this activity and an example of a possible climate change consequence web are provided in *Session 3* of Oxfam's *Climate Challenge* resources:  
<http://www.oxfam.org.uk/education/resources/climate-challenge-11-14>
- For additional guidance on using consequences wheels, see page 14 of Oxfam's *Global Citizenship in the Classroom: A guide for teachers*:  
<http://www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides>
- Allow time for learners to circulate and look at the consequences webs of other groups. Discuss with learners how they could find out more about the impacts of climate change.
- At the end of the activity, explain that in real life issues don't inevitably spiral downwards into awful situations. Many of the communities impacted by climate change are adapting to it in different ways and so changing the consequences.

## Issue tree

- An issue tree is a way of structuring an enquiry to encourage learners to explore the causes, effects (or symptoms) and solutions of a given issue.
- Organise learners into groups of three or four. Ask each group to draw a fruit tree outline on an A3 piece of 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 (or symptoms) of climate change, and the fruit with possible solutions to climate change.
- This activity can be carried out either before learners research the issue, as a way of representing what they already know, or at the end of their research as a way of presenting their findings.

*Write possible solutions to climate change in the fruit.*

*Write the symptoms of climate change in the branches.*



*Write the causes of climate change in the roots.*

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