

# CLOSE-UP ON CLIMATE

Age range: 11 - 14 years

Time: approximately 1 hour

## Outline

This learning workshop is designed to help young people to develop their basic knowledge and opinions about climate change through peer teaching. Young people should present the activities to each other within a small group or class. If desired, the workshop may then be presented to other groups.

The purpose of the workshop is to inspire as many young people as possible to make films. The content of individual films is most likely going to be informed by a more detailed examination of climate change in the curriculum or through a cross-curricular or extra-curricular project. Close-up on Climate is designed to supplement and not replace existing projects. So if you're doing something already about climate change why not film it?

Young people should feel free to edit and amend the activities to make them fit for purpose, and the support of a teacher or other adult will be useful to help young people learn, plan and deliver their workshops effectively.

In the workshop, participants will learn about some current and future impacts of climate change on people and the planet. They will then identify the two main strategies for controlling climate change. Finally, they will be prompted to make a short film, ask a teacher to upload it on <http://fortheLoveof.org.uk/closeup/> and share of show the film to their MP, MSP or AM.

## Learning objectives

- To understand some current and future impacts of climate change on people and the planet.
- To review one example of how a film about climate change engages its audience.

## Outcomes

- Young people will identify and investigate some of the impacts of climate change.
- Young people will develop strategies for sharing their concerns about climate change with their political representatives by beginning to consider how to produce an effective film.

## Key questions

- Who and what will be affected by climate change?
- How can we take action against climate change?

## Resources

- PowerPoint presentation: *Close-up on Climate*.
- Activity Sheet: *Close-up on Climate*.

## Curriculum links

### England

KS 3 & 4 Citizenship (2014) – Purpose of study, aims, subject content.

### Wales

ESDGC (Choices and Decisions) and PSE (Active Citizenship) – National Curriculum for Wales.

### Scotland

Social Studies – Scottish Curriculum for Excellence.

## Pre-workshop learning

The following activities assume that young people have some knowledge and understanding of climate change. Depending on existing levels of knowledge the following web links may be useful to further build this knowledge:

- <http://www.metoffice.gov.uk/news/in-depth/climate-infographic>
- <http://www.sciencemuseum.org.uk/climatechanging/climatescienceinfozone.aspx>
- <http://climatekids.nasa.gov/time-machine/>

## Session outline

**Starter** (10 min)

### Where do you stand?

- This activity is best carried out in a large open space. You might like to use the playground or a sports hall, although clearing a space at the front of a classroom also works. An agreement line is an imaginary line from one side of a learning space to the other which young people are asked to stand along based on how much they agree or disagree with a particular statement.
- Show slide 2 and ask young people to imagine a line from one side of the space to the other. Explain that standing at one end of the learning space means strongly agreeing with a statement, and standing at the other side means strongly disagreeing with the statement. The space in between is graduated between these views. Explain that everyone's view will fall somewhere along the line, and that there are not necessarily any 'right' or 'wrong' answers. You might like to label one side of the space 'strongly agree' and the other 'strongly disagree'.
- You may want to do a practice statement such as 'football is brilliant' to get the students warmed up and used to how an agreement line works.
- Read out each of the statements below and give time for young people to move into place. Encourage individuals in different positions to say a few words about why they have taken their position. Try to draw out what the young people think about the main principles (see below for statements and principles).
- *Agreement line statements*
  - Climate change won't really affect people.
  - Everyone in the world is equally responsible for climate change.
  - Everyone will be impacted by climate change in the same way.
  - We need to do more about climate change
- *Main principles*
  - Fairness – the impacts of climate change will be felt worse by those who are poorest and also least responsible.
  - Understanding of the issue – climate change is having an impact now and on people.
  - Assessing the problem/motivation to act.

**Activity** (20 mins)

### Who and what are affected by climate change?

- Show slide 3. Ask young people to think back to the agreement line activity and where they stood for the statement: *Everyone in the world will be impacted by climate change in the same*

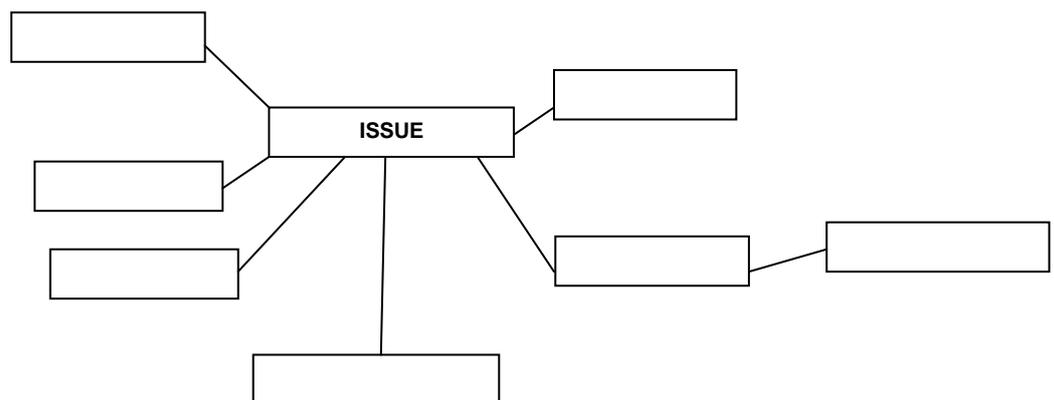
way. Explain that climate change affects everyone, but that poorer countries will be hit harder than wealthier ones, and people living in the most food-insecure regions of the world will be hit hardest. The people who contribute the least to climate change are the ones who suffer the most.

- Explain that many things that are important in our lives and the lives of others could be changed forever by climate change. Briefly discuss young people’s ideas about what is, or might be, affected by climate change.
- Use slides 4 to 9 to share some examples of things that could be changed forever by climate change and discuss potential solutions in the shape of mitigation and adaptation. Briefly ask how each could be featured in a short film about climate change.
- Use slide 10 to introduce the film making project. Slide 11 features a short film produced by the Climate Coalition (1’ 50) that uses Shakespeare’s Sonnet 18 to raise awareness of climate change. Ask how many associated Shakespeare with climate change before seeing the film and encourage them to think ‘out of the box’ when planning their own films.

### Planning and plenary (30 mins)

#### Sharing our loves and taking action

- Ask young people to stand in two concentric circles facing each other, ideally each young person should be standing opposite a person in the other circle. Facing their partner the young people should take it in turns to share an issue their film could explore. Encourage them to explain how the issue is, or could be, affected by climate change and the evidence for this. At a given signal, such as a clap, the outside circle should move a given number of places clockwise. Young people should then take it in turns to share their issue with their new partner as before. This activity could be repeated depending on the time available.
- Young people explore and break down an issue in greater depth by working in small groups to create a research mind map. An example is provided below. For more guidance see pg 36 of Get Global <http://bit.ly/1Fb5zRi>



- The ideas included in the research mind map may be *either* ideas to research and explore in greater detail *and/or* ideas to include in a film. There are tips from Into Film on how to structure and storyboard a film here <http://bit.ly/1v4Gsvo>

- The small groups feed back their ideas about researching and planning their films to the rest of the group.
- The Close-up on Climate Activity sheet provides an opportunity to record the planning completed in this workshop. It may be referred to when more detailed film storyboarding begins.
- The Oxfam Education website has additional free, downloadable resources to support young people's understanding of the human impacts of climate change and how communities are adapting to it: <http://www.oxfam.org.uk/education/resources>

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# **CLOSE-UP ON CLIMATE      ACTIVITY SHEET**

The issue I'd like to feature in my film is...

This is how my issue is linked to climate change...

I know this because...

The message I'd like to communicate is...