

FOR THE LOVE OF...

Age range: 11 – 16 years
Time: 1 – 2 hours
Outline

This learning workshop is designed to help young people to develop their knowledge and opinions in relation to climate change through peer teaching. Young people begin by presenting the activities to each other within a small group or class. Once they feel confident about how to best present the activities, they progress to deliver them to other groups and classes. Young people should feel free to edit and amend the activities to make them fit for purpose. 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 and investigate something important to them that is, or could be, affected by climate change. Finally, they will be prompted to take action by writing or drawing about their 'love' on a green heart to send to their MP to encourage the UK government to do more to mitigate and support adaptation to climate change.

Learning objectives

- To understand some current and future impacts of climate change on people and the planet.
- To identify, investigate and discuss a current or future impact of climate change.

Outcomes

- Young people will identify and investigate how something they love is, or could be, affected by climate change.
- Young people will develop strategies for sharing their 'love' with others by encouraging them to write, draw and talk about it.

Key questions

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

Resources

- Slideshow: *For The Love Of...*
- Activity Sheets: *For The Love Of... Green hearts*

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 build this knowledge:

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

Session outline

Starter activity (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 3 and ask the 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. Standing in the space in between means having a view somewhere in the middle. 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 young people warmed up and used to how an agreement line works.
- Read out each of the statements below and give time for the 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 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 and motivation to act.*

If a large space isn't available:

- *The young people should remain seated. In response to the statements you read out, they should raise their hands above their head to indicate that they strongly agree with the statement, place their hands on their shoulders to indicate that they are somewhere in between agreeing and disagreeing, and place their hands on their knees to indicate that they strongly disagree.*

Main activity (35 min)*Who and what are affected by climate change?*

- Show slide 4. Ask the young people to think back to the agreement line activity and where they stood for the statement: *Everyone 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 we love, that are important in our lives and the lives of others, could be changed forever by climate change. Briefly discuss the young people's ideas about what is, or might be, affected by climate change.
- Use slides 5 to 14 to share some examples of 'loves' - things that could be changed forever by climate change.
- Ask the young people to think of something they love that is, or could be, affected by climate change. They should use secondary sources of information, e.g. the Internet, to find evidence to show how and why their 'love' is or could be affected by climate change. The *For The Love Of...* activity sheet provides a template which young people could use to guide and record their research.

Differentiation

- *Make it easier: Young people could work in pairs and/or use one of the examples of 'loves' provided on the PowerPoint slides.*
- *Make it harder: Young people could identify and research their own example of a 'love' that is or could be affected by climate change.*

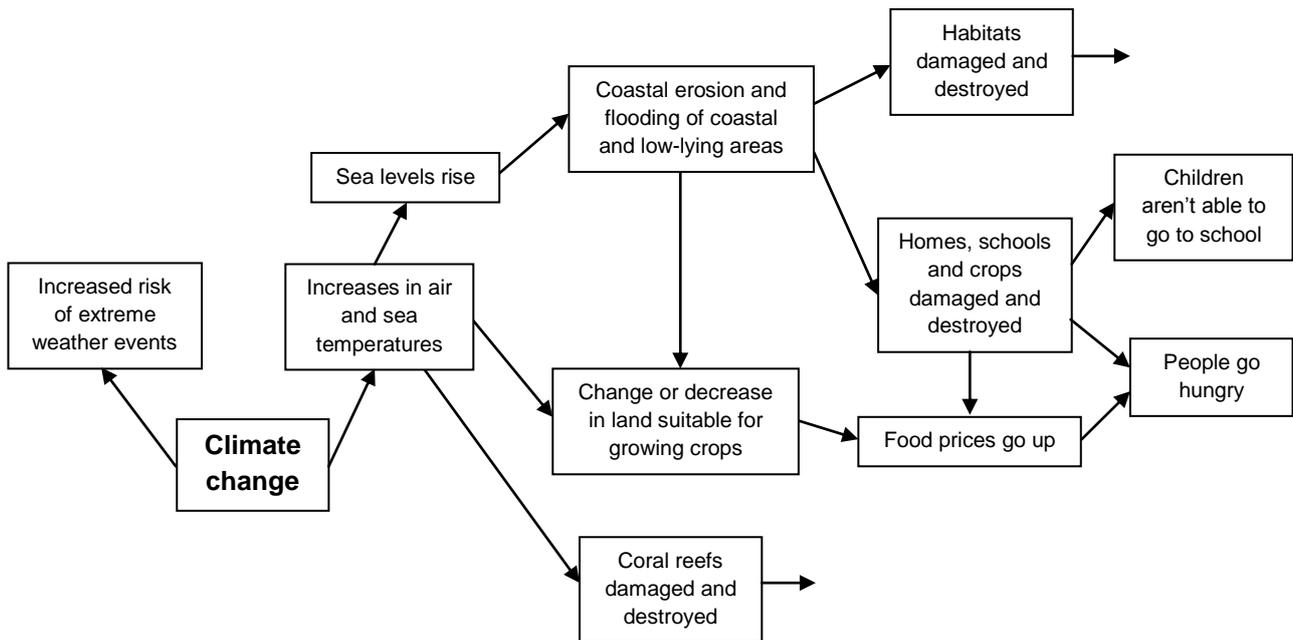
Plenary (15 min)*Sharing our loves and taking action*

- Ask the 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 what it is that they 'love'. Encourage them to explain how what their 'love' 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. The young people should then take it in turns to share what it is that they love with their new partner as before. This activity could be repeated depending on the time available.
- Show slide 15 and label three corners of the room or space: *General public, Big businesses, Politicians.*

- Explain that you are going to ask four questions, the young people 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 could create a label for the middle). Remind the young people 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 politicians listen to about important issues like climate change?*
- Invite young people in different places to justify their choices.
- Explain that there are two ways in which people can take action: climate change mitigation and adaptation. Use slides 16 to 17 to explain what these words mean.
- Climate change mitigation is about reducing or preventing the emission of greenhouse gases. Climate change adaptation is about making changes to lower the risks to people and our planet as a result of climate change. Slides 18 and 19 provide examples of how Oxfam is already working with communities around the world to help them adapt to the effects of climate change. Show slide 20 and explain that organisations such as Oxfam are also campaigning for action against climate change.
- You might like to use slide 21 to introduce young people to the *For The Love Of...* green heart activity. Explain that one way in which we can act is by showing politicians in the UK that taking action against climate change is important to us. The Climate Coalition is a group of people in the UK who have come together to call for climate action for the sake of all the things that matter most. Young people could send a green heart to their MP to explain how the thing they love the most that is, or could be, affected by climate change. A template is provided in the activity sheet, *Green hearts*.

Further ideas (if you have time)

- Young people could create a poster, piece of artwork, PowerPoint, leaflet, poem, rap, video or drama to share their 'loves' with others. This could be done individually, or in pairs or groups.
- Young people could further explore the effects of climate change by working in small groups to create a consequences web. An example is provided below. For more guidance on consequences webs, see page 14 of Oxfam's *Global citizenship in the classroom: A guide for teachers*
www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides



- 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.

- *Making the Change: Female Climate Fighters*

This resource uses a film narrated by poet Roger McGough to explore how some women in Bolivia, Philippines, Zimbabwe and the UK have been affected by climate change. The resource also looks at how they are responding. Additional background information and creative, cross-curricular teaching ideas are also provided.

- *Climate challenge*

Investigate the causes and human impact of climate change with these cross-curricular resources linked to English, geography and science. Find out more about how communities are adapting to climate change and consider what actions can be taken to tackle the issue.

www.oxfam.org.uk/education/resources/climate-challenge-11-14

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FOR THE LOVE OF...

This is what I love and want to protect from climate change.

I think this is important because...

This is how my love is or could be affected by climate change...

I know this because...

GREEN HEARTS


OXFAM
Dear.....MP
This is what I love and want to protect from climate change:
OXFAM
Dear.....MP
This is what I love and want to protect from climate change: