

# MAKING SENSE OF THE CLIMATE EMERGENCY

## EXPLORING VALUES, THOUGHTS, FEELINGS AND ACTIONS

### Introduction

Young people today are growing up in a climate emergency. Millions of the world's poorest people are being affected right now. More frequent and extreme weather – such as storms and droughts – is destroying homes, and wrecking lives and livelihoods. The people who have done the least to cause the climate crisis are being hit the hardest. People who are struggling to meet their basic needs – food, clean water, education, medical care – are being pushed further into poverty by these devastating effects of climate change. There is still hope, but scientists have declared that we have just 10 years to drastically limit the impact of this crisis.

The current rise in 'eco-anxiety'<sup>1</sup> reflects the growing need for young people to be supported to face the reality of the climate emergency and the corresponding need for people at all levels of society to act now for the well-being of our planet and everyone on it. Young people need space and support to talk about the issue, to explore their thoughts and emotions, and to consider potential responses.

With inspiring case studies and creative ideas for taking action, this cross-curricular resource for ages 8–14, particularly relevant to PSHE (PSE/Health & Well-being) and Geography (Social Studies), helps learners to make sense of the climate crisis; to discuss their concerns, thoughts and feelings; and to feel empowered to act – both individually and collectively with others. Learners will reflect on their values – what they think is important in life, what kind of person they would like to be and what kind of world they would like to live in. They will find out more about some of the ways in which people and communities around the world are standing up to the climate crisis and will consider how they might choose to take action themselves.

### Contents

- Introduction p. 1
- Background information p. 2
- About this resource p. 4
- Activity ideas p. 4
  - Thinking about the future p. 5
  - What do we know, think and feel about climate change? p. 6
  - Standing up to the climate crisis p. 8
  - The power of us – cleaner, greener, stronger together p. 8
- Useful resources p. 10
- Additional sources of information p. 11
- Further support for taking action p. 12
- Activity and resource sheets p. 13



<sup>1</sup> [www.apa.org/news/press/releases/2017/03/mental-health-climate.pdf](http://www.apa.org/news/press/releases/2017/03/mental-health-climate.pdf)

## Background information

### The climate emergency

Science shows that there have been changes in the global climate since the early 1900s, and that these changes, alongside future climate change predicted over the next century, are largely due to human activities and excessive greenhouse gas emissions which are warming up the Earth. This is climate change, often referred to as 'global warming'.

The climate crisis is affecting millions of the world's poorest people, right now. Extreme weather is becoming more frequent and more destructive. Climate-fuelled disasters force more than 20 million people a year – one person every two seconds – to leave their homes.<sup>2</sup>

What's more, it is those who have done the least to cause the climate emergency – the world's poorest people – who are being hit the hardest. It has been estimated that developing countries will bear 75% of the costs of the climate crisis, despite the poorest half of the world's population being responsible for just 10% of carbon dioxide emissions.<sup>3</sup> People who are struggling to meet their basic needs – food, clean water, education, medical care – are being pushed further into poverty by these devastating effects of climate change. Furthermore, the expectations and discrimination faced by women and girls mean that they are disproportionately impacted. When times are tough, it is more often women who will pay the price than men. For example, they are more likely to go hungry when food is short or to fall back on unsafe work when harvests fail.

In the UK, as in other countries, it is the poorest communities that are the most vulnerable to climate change. According to the UK Met Office, climate change has increased the risk of floods in England and Wales by at least 20% (and possibly as much as 90%).<sup>4</sup> With many low-income households unable to afford insurance to cover their house contents or without savings to fall back on, these floods can be particularly devastating for those living in poverty in the UK.

There is still hope, but scientists have declared that we have just 10 years to drastically limit the impact of this crisis.<sup>5</sup> In November 2020, world leaders are set to meet in Glasgow for the 26<sup>th</sup> UN Climate Change Conference of the Parties (COP 26). Delegates will be reporting on the progress that has been made at national and global levels to tackle the climate crisis and hopefully agree on new, ambitious plans to cut carbon emissions and support those communities and countries that are being most impacted.

We can all play a vital role in saving our planet and its people – but only if we take urgent action now. We have the power to fix this together if we take action in our own lives, and push governments and corporations for solutions that enable us to urgently tackle the climate emergency. We can all do more to reduce our own emissions, and if millions of us make these changes to our lives, we can show governments and big corporations that we want to live in a world where a greener and fairer society is possible.



Women in the Tsholotso district of Zimbabwe learn effective ways to grow drought-resistant crops.  
**Credit:** Sven Torfinn/Oxfam Novib

<sup>2</sup> [www.oxfam.org/en/research/forced-home-climate-fuelled-displacement](http://www.oxfam.org/en/research/forced-home-climate-fuelled-displacement)

<sup>3</sup> <https://digitallibrary.un.org/record/3810720?ln=en>

<sup>4</sup> [www.metoffice.gov.uk/research/climate/understanding-climate/uk-extreme-events-heavy-rainfall-and-floods](http://www.metoffice.gov.uk/research/climate/understanding-climate/uk-extreme-events-heavy-rainfall-and-floods)

<sup>5</sup> [www.ipcc.ch/2018/10/08/summary-for-policymakers-of-ipcc-special-report-on-global-warming-of-1-5c-approved-by-governments/](http://www.ipcc.ch/2018/10/08/summary-for-policymakers-of-ipcc-special-report-on-global-warming-of-1-5c-approved-by-governments/)

## Young people and the climate crisis

The rapid growth of the school climate strike movement around the world reflects the increasing desire of young people to engage with and respond to this emergency. Many schools are engaging with the strikes in different ways, for example by organising in-school playground ‘strikes’ during lunchtimes or ‘curriculum strikes’ where the normal lesson timetable is collapsed for the day in favour of learning activities linked to the climate crisis or environmental topics. In the UK, some young people are leading a campaign, Teach the Future<sup>6</sup>, which is asking for changes to the current education system to more adequately support them to prepare for and respond to the climate emergency. The climate crisis is also the focus for this year’s Send My Friend to School campaign. The ‘Right Climate to Learn’ campaign is calling on the UK government to do more to stop climate change undermining the right to education and to strengthen education’s role in the global climate response.<sup>7</sup>

There are wider calls from across the education sector for climate change to be given greater space in the curriculum – from the United Nations,<sup>8</sup> school leaders<sup>9</sup> and teachers. YouGov research commissioned by Oxfam in June 2019 found that more than two thirds of the UK teachers polled thought that there should be more teaching about the climate crisis in UK schools, while three quarters did not feel they had received adequate training to educate young people about climate change.<sup>10</sup> Around 40% of UK teachers polled by Schoolzone in June 2019 thought that their school could do more to encourage awareness of climate change issues.<sup>11</sup>

There is growing concern over the strain the climate crisis is placing on people’s well-being, especially the young – whether because they feel overwhelmed by the ecological challenges our planet is facing, or because they are directly impacted by climate change themselves. Research commissioned by Triodos Bank found that just over a third of the British public (34%) are experiencing ‘eco-anxiety’, with this proportion rising to 40% among young people aged 16–24.<sup>12</sup> Recent surveys by the environmental charity Global Action Plan found that 1 in 3 teachers in the UK are seeing high levels of climate anxiety in their learners, with 77% of learners saying that thinking about climate change made them anxious.<sup>13</sup> Trauma caused by the direct experience of climate-related disasters is also predicted to rise. For example, in the UK, a recent study by the Environment Agency found that experiencing extreme weather such as storms or flooding can increase the likelihood of facing mental health problems, including stress and depression, by 50%.<sup>14</sup> Taking action, whether by making individual lifestyle changes to reduce carbon emissions, engaging with the natural world or by participating in collective community responses, can help to manage anxiety levels.<sup>15</sup>

Furthermore, young people live in a world where advertising and media encourage ‘extrinsic values’ around wealth, image, status and consumerism over ‘intrinsic values’ involving personal growth, and concern for others and for our environment. Supporting learners to prioritise these ‘intrinsic values’ can encourage active citizenship – important not just for reducing carbon emissions and conserving our planet, but also for their own well-being.<sup>16</sup>



<sup>6</sup> [www.teachthefuture.uk](http://www.teachthefuture.uk)

<sup>7</sup> <https://sendmyfriend.org/>

<sup>8</sup> <https://unfccc.int/news/call-for-all-countries-to-commit-to-climate-education-by-cop26>

<sup>9</sup> [www.tes.com/news/step-climate-change-education-heads-leader-says](http://www.tes.com/news/step-climate-change-education-heads-leader-says)

<sup>10</sup> [www.theguardian.com/environment/2019/jun/21/teachers-want-climate-crisis-training-poll-shows](http://www.theguardian.com/environment/2019/jun/21/teachers-want-climate-crisis-training-poll-shows)

<sup>11</sup> [www.schoolzone.co.uk/downloads/files/1559647790.pdf](http://www.schoolzone.co.uk/downloads/files/1559647790.pdf)

<sup>12</sup> [www.triodos.co.uk/articles/2019/how-is-the-environmental-crisis-making-us-feel](http://www.triodos.co.uk/articles/2019/how-is-the-environmental-crisis-making-us-feel)

<sup>13</sup> [www.globalactionplan.org.uk/news/transform-our-world-press-releaseturning-anxiety-into-action](http://www.globalactionplan.org.uk/news/transform-our-world-press-releaseturning-anxiety-into-action)

<sup>14</sup> [www.gov.uk/government/news/prepare-for-flooding-to-reduce-impacts-on-mental-health](http://www.gov.uk/government/news/prepare-for-flooding-to-reduce-impacts-on-mental-health)

<sup>15</sup> [www.nesta.org.uk/feature/ten-predictions-2020/ecoanxiety-will-help-us-save-planet](http://www.nesta.org.uk/feature/ten-predictions-2020/ecoanxiety-will-help-us-save-planet)

<sup>16</sup> [www.transform-our-world.org/files/values\\_to\\_transform\\_our\\_world\\_white\\_paper.pdf](http://www.transform-our-world.org/files/values_to_transform_our_world_white_paper.pdf)

## About this resource

This resource supports learners to:

- Reflect on their values – what kind of person they would like to be and what kind of world they would like to live in
- Develop understanding of what climate change is, its causes and its impacts
- Explore their thoughts and feelings about climate change
- Learn how people, communities and organisations around the world are working together to adapt to the climate challenges that they are facing
- Consider potential ways of taking action to tackle the climate emergency and feel empowered to act themselves

Learning outcomes and suggested timings are provided for each activity, along with further ideas to extend learning. All activity and resource sheets are included in this resource pack. There is also an accompanying slideshow with useful information and images to support learning and stimulate discussion. Ideally all the activities would be delivered over a series of lessons, however the resource has been designed for flexible use so that teachers can adapt one or more of the activities for stand-alone use as required. Although aimed at learners aged 8–14, some of the activities could be adapted for use with a younger or older audience.

Depending on learners' existing levels of knowledge, you may wish to go into the science, causes and impacts of climate change in more detail than that covered in this resource. Suggested resources and information sources are provided in the Useful resources and Additional sources of information sections below.

The resource follows a Learn–Think–Act approach, providing learners with the opportunity to learn about the climate crisis, think critically about potential responses and consider how they might choose to take action in response to their learning, both individually and collectively with others. It is important to make it clear to learners that taking action is voluntary; there are many different ways to take action, and it is up to learners to choose how they wish to respond. However, you will probably find that many of your learners do want to respond to the climate crisis in active ways. Taking action can be an appropriate and empowering response to real-life global issues for young people as they experience being part of bringing about change that improves the lives of people and our planet.

The issues explored in this resource are complex and potentially emotive. Learners are likely to have a range of feelings, thoughts and responses in relation to the climate crisis. These responses may include specific 'eco-anxiety' and this may or may not be compounded by other personal or social anxieties. Meanwhile, some of the suggested lifestyle changes explored in the last activity may also raise sensitivities. For example, some learners may come from farming communities whose livelihoods rely on dairy or meat; some learners living in low-income households may have to shop second-hand or turn the heating down at home for cost rather than environmental reasons. Some learners may also have first-hand experience of the impacts of the climate crisis, for example through the recent flooding in parts of the UK.

To deal with the kinds of challenges outlined in the previous paragraph, we recommend keeping discussion as open as possible – supporting learners to ask questions, listen to and respect others' responses and ideas. At the same time, it is important to be mindful of your duty of care to your learners as expressed in relevant school policies. We therefore recommend that you ensure you are familiar with these policies before you embark on the activities in this resource. Oxfam's Teaching Controversial

Issues guide provides further guidance on managing controversial issues in the classroom (see Useful resources below).

Oxfam Education would love to hear about any action your learners take in response to the climate emergency. Please send in any pictures, reports or stories to [education@oxfam.org.uk](mailto:education@oxfam.org.uk). If sending in photographs, please make sure that you have permission to use them.

## Activity ideas

### Thinking about the future (30 min)

Learning outcomes: To understand what values are and how they influence our thoughts, feelings and actions; To consider and discuss what kind of person I would like to be and what kind of world I would like to live in; To recognise some of the big issues facing our world, such as the climate emergency.

Note: This activity is adapted from one used in the Learning through Values project led by Lifeworld Learning (see the Useful resources below).

- Show slide 2 and ask learners what they think values are. Click forward to slide 3 and explain that values are about what we think is important in life. They affect what we think, choose and do; form goals that motivate action; influence how we manage our feelings and emotions; and shape our beliefs about what is important in life.
- Organise learners into groups of three or four. Give each group a large piece of paper and ask them to draw the outline of a person in the middle of it. Learners should then draw a large circle around their person to represent the world. An example is shown on slide 4.
- Ask learners to think about the following questions and respond by writing words or phrases on their sheet of paper (see slide 4).
  - **What kind of person would you like to be?** Record responses inside the outline of their person.
  - **What kind of world would you like to live in?** Record responses inside the outline of their world.
- Each learner should have their own pen or pencil so that they can all respond individually if they wish. Explain that there are no right or wrong answers. Our values – what we think is important in life – are personal. Different people will have different ideas, and that’s okay. Emphasise that everyone should have the right to say what they think, and we should respect everyone’s ideas.
- Invite learners to share and discuss their ideas with others. It may be useful to use a circle time session to support and develop this discussion. If appropriate, support learners to challenge others’ ideas in a constructive and respectful manner.
  - Where do you think your ideas come from? Possible answers include: family, friends, teachers, religion, lived experiences, celebrities, media, people in my community and the government.
  - Do you think your ideas have changed or will change during your life? How have they changed/do you think they will change? Why do you think this happened/will happen?
  - Think about what you do and how you spend your time each day. What are you doing that helps you to be the kind of person that you would like to be and create the world that you would like to live in?
- Click forward on slide 4 and ask learners what they think are the big issues in the world. Ask them to record their responses around the edge of the world on their group’s piece of paper.
- Discuss learners’ responses to this last question. Possible questions include:

- Which issues do you think are the most challenging? Which issues do you feel most strongly about?
- How might these issues affect you and the kind of world that you would like to live in?
- Explain that in the following activities learners will be exploring one of the biggest challenges facing our world today – climate change.

### Further ideas

- Try other ideas from the Learning through Values project (see the Useful resources below).
- Support learners to explore their ideas – both positive and negative – about the future. See the Ideal Futures mind-mapping tool on page 18 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)
- Use the picture book Window by Jeannie Baker, about the changing environment, as a stimulus for learners to think about and discuss the natural world around them, as well as their aspirations for the future.
- Income or wealth is often used to measure how ‘well’ a country is doing. Learners could consider alternative measures of well-being that focus on intrinsic values and find out about countries that are taking the lead in this. For example, New Zealand passed a well-being budget in 2019 in which progress will be measured according to the well-being of the environment, people and communities as well as the economy. Wales passed the Well-being of Future Generations (Wales) Act in 2015,<sup>17</sup> and Scotland is developing a well-being economy.<sup>18</sup>

### What do we know, think and feel about climate change? (30 min+)

Learning outcomes: To develop understanding of what climate change is, its causes and its impacts; To explore possible thoughts and feelings about climate change; To recognise that although we can’t change the ‘facts’ about the climate crisis, we can control how we think, feel and respond to this information.

Note: You may wish to go into the science, causes and impacts of climate change in more detail. If so, see the Useful resources and Additional sources of information sections below.

- Write ‘Climate change’ in the middle of a whiteboard or large piece of paper. Invite learners to share any words or phrases that they associate with climate change. Record these on sticky notes on the board or paper. Alternatively, learners could do this activity in pairs or small groups, each with their own piece of paper.
- Discuss learners’ ideas:
  - Where have your ideas come from?
  - Do you talk to anybody about this issue? If so, who?
  - What ideas do we have in common?
  - Which of these are facts or information? Which of these are thoughts? Which of these are feelings?
- Work together as a group to sort their ideas into things learners ‘know’, things they ‘think’ and things they ‘feel’. You might like to sort the sticky notes (ideas) into three groups accordingly.

<sup>17</sup> <https://futuregenerations.wales/about-us/future-generations-act/>

<sup>18</sup> [www.bbc.co.uk/news/uk-scotland-scotland-politics-51200821](http://www.bbc.co.uk/news/uk-scotland-scotland-politics-51200821)

- Know: What facts or information do we know about climate change? What is it? What is it caused by? How is it impacting people and our planet?
- Think: What do we think is happening or might happen? What do we think can/should be done about it?
- Feel: How do we feel about climate change?
- Use slides 5 and 6 to share a brief explanation of what climate change is and how it is caused. Then use slides 7 to 10 to explore some of the ways in which communities around the world are being impacted by the climate crisis right now. Draw out the seriousness and urgency of the climate crisis – the UK parliament has declared a climate emergency, and we have just 10 years to drastically limit the impact of this crisis. Make the point that everyone is affected but some people are more vulnerable than others, and that the world’s poorest people, who have contributed least to the climate emergency, are being impacted the most.
- Share the image on slide 11 and ask learners what they see in the picture (it is likely that learners will say a rabbit or a duck, or perhaps both animals). Explain that this picture is called an optical illusion because the brain is tricked into seeing different images. In the same way, we can ‘see’ or respond to the climate crisis in different ways – for example, sometimes feeling despair but at other times feeling more hopeful.
- Say that we can’t change the facts about the climate crisis, but we can control how we think and feel about it. Emphasise that we can all experience many different thoughts and feelings about climate change and that it is okay to think and feel like this. However, some thoughts and feelings are more helpful than others, both in terms of managing our own well-being and in how effectively we can come together to tackle the climate crisis.
- Show slide 12 and discuss learners’ responses to these thoughts and feelings.
  - Do you agree with these thoughts and feelings?
  - Why do you think someone might think and feel like this?
  - If this were a friend, what might you say to try and help them to think and feel more positively?
- Now show the alternative thoughts and feelings on slide 13. Again, discuss learners’ responses to these. Which sets of thoughts and feelings do they think might be more helpful, and why?
- Remind learners that our thoughts and feelings are important in shaping the choices we make and how we act. Explain that in the following activities, learners will be exploring how people are responding to the climate crisis and considering how they could choose to respond themselves.

### Further ideas

- Use Oxfam’s Climate Challenge resources (see Useful resources below) to support further learning about the causes and human impact of climate change.
- Learners could use an individual or class ‘feeling thermometer’ to track their feelings about the climate crisis. Encourage learners to think about why their feelings might change, for example when they hear or see some negative and/or upsetting news/images about how climate change is impacting people and our planet, or after they come together with others in their school or community to take action.
- Support learners to create a ‘climate change news board’. Encourage learners to print off/cut out items of news, pictures or headlines that they find about the climate crisis. Challenge learners to find two or three pieces of positive news (for example, about communities adapting or responding to climate change) for every bit of bad news.

- Use this short video clip from Friends of the Earth with older learners to stimulate further discussion about 'eco-anxiety': <https://friendsoftheearth.uk/climate-change/eco-anxiety>

### Standing up to the climate crisis (30 min)

Learning outcomes: To develop questioning and inference skills; To know that many people, communities and organisations around the world are working together to adapt to the climate challenges that they are facing.

- Organise learners into groups of three or four and give each group a copy of one of images in slides 14 to 18 (without the accompanying information in the slide notes). Ask learners to discuss their thoughts and ideas about the photograph. They could stick the image in the middle of a sheet of paper and record their responses around the edge of the photograph.
  - What is the weather like? Is it urban or rural?
  - What do you think is happening in the photograph? What do you know for certain?
  - What might have happened before the photograph was taken, and what might happen afterwards?
  - What do you think the person or people in the photograph might be thinking or saying?
- Allow time for learners to share their ideas about their images with others in the class.
- Ask learners what they think might be the link between the photographs. Briefly discuss their ideas and then explain that all of these photographs show people who are being affected by climate change right now but who are standing up to the climate crisis and adapting to these impacts.
- Now use the notes in slides 14 to 18 to share information about how the people pictured in these images and their communities are responding and adapting to the impacts of climate change.
- Finish by discussing learners' thoughts and ideas about how the UK is adapting (and will need to adapt) to the impacts of the climate crisis.

### Further ideas

- Learners could use role play, hot seating or freeze frames to further develop empathy as well as their understanding of how some people are adapting to the impacts of the climate crisis. They could then research how communities in the UK are adapting to the impacts of climate change, for example by preparing and responding to increased risks of flooding or drought.
- Ask learners to think of questions they would like to ask the people featured in the photographs. Although they will not be able to find out the answers, this questioning process itself also develops empathy. Ask learners to think about what makes a good question. Encourage them to experiment with different types of questions, for example open and closed or easy and hard to answer. Discuss the advantages and disadvantages of different question types.

### The power of us – cleaner, greener, stronger together (30 min)

Learning outcomes: To understand that we all need to take urgent action together to tackle the issue of climate change; To consider some of the different ways of taking action – whether in our own lives, in our communities or by calling on decision makers to do more.

- Show slide 19 and explain that people around the world are tackling the climate crisis by taking action to reduce human-made carbon emissions – by making changes in their own lives, by



spreading the word in their community or by joining with others to push the UK government for bolder climate action.

- Briefly discuss learners' suggestions for ways in which people could make changes in their own lives to reduce their carbon footprint. It may be helpful to encourage learners to consider the following four lifestyle areas: travel, home, food or 'stuff'. The images on slide 20 could be used as a stimulus. Extend the discussion by asking learners for suggestions of what changes they think could be made to reduce their school's carbon emissions.
- Use slides 21 to 23 to share examples of ways in which people are spreading the word and calling on those in power to take bolder action.
- Emphasise that by working together on this issue, we increase our chances of making significant change. We can all do things in our own lives to reduce carbon emissions, and if millions of people make these changes, then we will be a force that governments and companies can't ignore. Governments have the power to change laws that will ensure large organisations and businesses reduce emissions at scale, and to make the big changes needed to help us live in a greener and fairer society.
- Organise learners into groups of three or four and give each group a copy of Climate action ideas (Activity sheet 1). Ask learners to cut out and sort the action cards according to whether they relate to lifestyle changes that individuals could make to reduce their own carbon footprint, action that could be taken to reduce their school or community's carbon emissions, and action that could be taken to encourage government and businesses to do more to tackle the climate emergency. Encourage learners to add their own ideas on sticky notes. Explain that there are overlaps between the categories and that there are no right or wrong answers. The main aim of this activity is to get learners to think about and discuss possible actions that could be taken.
- Discuss their thoughts about the different actions:
  - Which of these actions are easy to take? Which are more difficult, and why?
  - Which of these actions do you think would have the most impact?
  - Are you doing any of these actions already? Would you like to take any of these actions? Which ones?
  - Can you think of any other actions that people could take? If so, what?
  - What barriers might there be to taking action, and how could they be overcome?
- Show slide 24 and remind learners of the first activity, in which they considered what kind of person they would like to be and what kind of world they would like to live in. Allow time for learners to revisit the ideas they recorded and reflect on how taking action against climate change might help them to be this person and live in their ideal world. Invite learners to share any actions that they are taking or would like to take. What barriers might you need to overcome to achieve these? Do you think it is easier to take action on your own or by working together with others?
- Finish by showing a short film of the story of the hummingbird, read by Wangari Maathai ([www.youtube.com/watch?v=IGMW6YWjMxw](http://www.youtube.com/watch?v=IGMW6YWjMxw) – a link is provided in slide 25). Explain that Wangari Maathai was born in Kenya in 1940. She founded the Green Belt Movement, which is an environmental organisation that uses tree-planting to empower communities, particularly women, to conserve their environment and improve their lives. In 2004, Wangari was awarded the Nobel Peace Prize for her contribution towards creating a more sustainable, democratic and peaceful world.

- Allow time for learners to share their reflections and any further thoughts about what action they are taking or might like to take to stand up to the climate crisis.

### Further ideas

- Some useful links are provided in the Further support for taking action section below.
- See Session 6 of Oxfam’s Climate Challenge resource (see Useful resources below) for some additional classroom-based activities to support learners to consider, discuss and plan different actions that could be taken to tackle the climate crisis.
- Go online to find out about other young people who are taking action against the climate crisis.  
[www.theguardian.com/commentisfree/2019/oct/05/greta-thunberg-developing-world-activists](http://www.theguardian.com/commentisfree/2019/oct/05/greta-thunberg-developing-world-activists)  
[www.vice.com/en\\_uk/article/8xwvq3/11-young-climate-justice-activists-you-need-to-pay-attention-to-beyond-greta-thunberg](http://www.vice.com/en_uk/article/8xwvq3/11-young-climate-justice-activists-you-need-to-pay-attention-to-beyond-greta-thunberg)

### Useful resources

- **Climate Challenge**  
These popular Oxfam education resources for ages 7–14 use engaging tools and activities to explore the causes and human impact of climate change and consider what action can be taken in response. Activities link to several curriculum areas including English, science and geography.  
[www.oxfam.org.uk/education/resources/climate-challenge-7-11](http://www.oxfam.org.uk/education/resources/climate-challenge-7-11)  
[www.oxfam.org.uk/education/resources/climate-challenge-11-14](http://www.oxfam.org.uk/education/resources/climate-challenge-11-14)
- **Stories of Climate Change**  
Published by Oxfam, these real-life stories from Malawi and quick activity ideas help learners aged 9–14 to think about who is most vulnerable to climate change and investigate how communities are responding. [www.oxfam.org.uk/education/resources/stories-of-climate-change](http://www.oxfam.org.uk/education/resources/stories-of-climate-change)
- **Learning through Values**  
Led by Lifeworld Learning, this project and the accompanying resources were developed to provide support for the exploration of values through dialogue and learning in a number of different settings. [www.learningthroughvalues.org/](http://www.learningthroughvalues.org/)
- **Transform Our World**  
A quality-rated resource hub to help teachers bring environmental action into the classroom. Find learning resources on a number of topics, including responding to climate anxiety, exploring the impact of values on our well-being and environment, and taking action for the climate.  
[www.transform-our-world.org](http://www.transform-our-world.org)
- **Teaching Controversial Issues**  
See Oxfam’s recently updated Teaching Controversial Issues guide for guidance, classroom strategies and practical teaching activities for managing controversial issues in the classroom.  
[www.oxfam.org.uk/education/resources/teaching-controversial-issues](http://www.oxfam.org.uk/education/resources/teaching-controversial-issues)
- **Global Dimension**  
This online platform brings together resources, case studies and background information to help teachers and other educators bring a global dimension to their work.  
<https://globaldimension.org.uk/>

- **Campaign Against Climate Change**  
A list of resources to support teaching and learning about climate change.  
[www.campaigncc.org/schoolresources](http://www.campaigncc.org/schoolresources)
- **NASA's Climate Kids**  
This website provides information, activities and games to support learning about the science of climate change and sustainability: <https://climatekids.nasa.gov/>
- **Get Global!**  
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.  
[www.oxfam.org.uk/education/resources/get-global](http://www.oxfam.org.uk/education/resources/get-global)
- **The Sustainable Development Goals: A guide for teachers**  
The Sustainable Development Goals (SDGs) are a set of ambitious and urgent goals and targets aimed at changing our world for the better. SDG 13 is climate action. Packed with practical advice, useful information, cross-curricular activity ideas and inspiring case studies, this guide from Oxfam aims to deepen teachers' understanding of education about and for the SDGs.  
[www.oxfam.org.uk/education/resources/the-sustainable-development-goals](http://www.oxfam.org.uk/education/resources/the-sustainable-development-goals)

## Additional sources of information

- **Oxfam's work on climate change:**  
[www.oxfam.org.uk/what-we-do/issues-we-work-on/climate-change](http://www.oxfam.org.uk/what-we-do/issues-we-work-on/climate-change)  
<https://policy-practice.oxfam.org.uk/our-work/climate-change>
- The **Met Office Climate Guide** – Find out more about our climate and how it is changing:  
[www.metoffice.gov.uk/climate-guide](http://www.metoffice.gov.uk/climate-guide)
- The **Intergovernmental Panel on Climate Change (IPCC)** – The latest IPCC report is the global go-to source for the latest research on climate change: [www.ipcc.ch/report](http://www.ipcc.ch/report)
- **Carbon Brief** is a UK-based website covering the latest developments in climate science, climate policy and energy policy: [www.carbonbrief.org](http://www.carbonbrief.org)
- See **Yale Climate Connections** for articles, radio stories, videos and webinars to learn more about how the changing climate is already affecting our lives: [www.yaleclimateconnections.org](http://www.yaleclimateconnections.org)
- This blog post provides a selection of data visualisation and infographics to share some facts about climate change: <https://visme.co/blog/climate-change-facts/>
- **Values to Transform Our World** – Recently published by Global Action Plan and aimed at school leaders and educators, this paper suggests a framework for student well-being and a healthier planet: [www.transform-our-world.org/files/values\\_to\\_transform\\_our\\_world\\_white\\_paper.pdf](http://www.transform-our-world.org/files/values_to_transform_our_world_white_paper.pdf)
- **Climate Visuals** – This website contains a growing library of photographs for communicating about climate change: <https://climatevisuals.org/>
- **Climate Psychology Alliance** – Find out more about 'eco-anxiety' and the connection between psychology and climate change: [www.climatepsychologyalliance.org](http://www.climatepsychologyalliance.org)

## Further support for taking action

- **Oxfam School Groups** – Oxfam School Groups provide the opportunity for young people aged 11–18 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.

[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)

- **The Right Climate to Learn** – Join Send My Friend to School’s 2020 campaign to send a message to the UK government to ask for more to be done to stop climate change undermining the right to education and to strengthen education’s role in the global climate response.

<https://sendmyfriend.org/>

- 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:** <http://stopclimatechaos.cymru/>

- Support and advice to support individuals to make lifestyle changes to reduce their carbon footprint.

<https://footprint.wwf.org.uk/>

[www.wearepossible.org/](http://www.wearepossible.org/)

- **UK Student Climate Network** – Oxfam shares many of the concerns being expressed by those involved in the climate strikes. Schools are responding to these strikes in different ways, but many are engaging with them in creative ways, for example by organising in-school playground ‘strikes’ during lunchtimes or ‘curriculum strikes’ where the normal lesson timetable is collapsed for the day in favour of learning activities linked to the climate crisis or environment. <https://ukscn.org/>

- **Oxfam Climate Changers** – There are several things people can do, as part of everyday life, to reduce their carbon footprint. Every time you switch a car journey for rail or bus, eat a veggie dinner, shop second hand or turn down your thermostat at home, you make a difference. Find out more and pledge to make a lifestyle change. [www.oxfam.org.uk/climatechangers](http://www.oxfam.org.uk/climatechangers)

Note: As individuals making a pledge on this platform are asked to submit personal data, we recommend that under 18s are not encouraged to sign up. However, teachers and educators may be interested in signing up as individuals themselves.



## Terms of use

Copyright © Oxfam GB

You may use photographs and associated information from this resource for educational purposes at your educational institution. With each use, you must credit the photographer named for that image, as well as Oxfam. You may not use the images and associated information for commercial purposes or outside of your educational institution. All information associated with these images relates to the date and time that project work took place.

## Climate action ideas

## Activity sheet 1

Cut out the action cards and sort them according to whether you think they relate most to individual changes people could make in our own lives, action people could take in their school or community, or action people could take to call on those in power to do more to tackle the climate crisis.

Deliver an assembly to raise awareness of the climate emergency and how people can take action.	Cycle or walk to school instead of going by car.
Cut down on the amount of meat and dairy that you eat.	Write to the Department of Education and tell them that you would like to learn more about climate change at school.
Turn down the central heating at home and wear warmer clothes instead.	Organise a clothes swap party where people can donate/make use of unwanted clothes.
Invite local government representatives or business leaders into school and organise a question time event or debate on climate change.	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.
Reduce the amount of food you waste at home.	Ask the local council to improve public transport and cycle paths in your area so that people can use cars less.
Meet with those in charge of your school meals and ask them to provide more vegetarian and vegan options.	Set up a school garden and grow vegetables for use in school dinners.
Write to or meet with your local parliamentary representative and ask him or her to push for bolder action by the government to tackle the climate crisis.	Display posters around the school to encourage people to turn off lights and computers when they are not in use.
Use social media to raise awareness of the impacts of the climate crisis and how to take action (ask your teacher or other adults to help you if you aren't old enough to have your own account, and make sure you have permission before posting images of people).	Create a pledge tree in your school. Encourage everyone to pledge to make one or more lifestyle changes to reduce their carbon footprint. These pledges could then be written on paper leaves and added to the tree.
Write to one of the big supermarket chains with suggestions for how they could reduce their carbon footprint.	Use the internet to find out more about climate change.
Talk to your friends and family about how you think and feel about climate change and what action you could take together.	Volunteer for an environmental project in your community – plant trees, create wildlife habitats and get outdoors.