

# BASELINE ACTIVITIES

We've provided some baseline activities to help you get a sense of learners' initial understanding, values and attitudes about the issue of climate justice. We recommend revisiting these activities at the end of this unit of learning to explore and reflect on how they have changed.

## Where do you stand?

### Time

- 20 minutes

### What you need

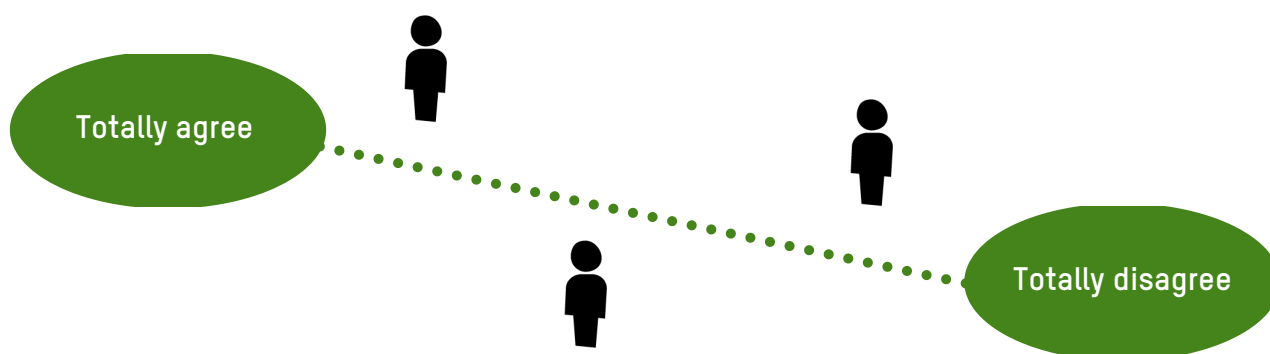
- This activity is best carried out in a large open space. You might like to use the playground or a sports hall.
- Labels for the ends of the agreement line (optional)

1. Ask learners to imagine a line from one side of the space to the other. Explain that standing at one end of this line means strongly agreeing with a statement, while standing at the other end means strongly disagreeing. 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'.

2. Read out all (or a selection) of the statements below, each time allowing learners to move into place along the agreement line:

- Climate change doesn't have anything to do with me.
- The climate crisis is affecting people right now.
- Only people in other countries will be affected by climate change.
- Climate change will impact everyone equally.
- Some people are more responsible for the climate crisis than others.
- Everyone should be listened to and have a say in decisions that affect them.
- Education is very important for climate action.
- Everyone can take action against climate change.

3. Invite individual learners in different positions to say a few words about why they have taken that position. You may want to allow time for learners to move their position in response to the thoughts and ideas of others.



## What do we know, think and feel about climate change?

### Time

- 20 minutes

### What you need

- Sticky notes or small pieces of paper

1. Write 'Climate change' in the middle of a whiteboard or on a wall of the classroom.
2. Ask learners to write down on sticky notes any words or phrases they associate with climate change. Alternatively, learners could draw pictures to represent their ideas. They should use one sticky note for each idea.
3. Learners should then add their sticky notes to the board or wall.
4. Discuss learners' ideas. It may be useful to group the sticky notes by topic. You might like to work with learners to group their ideas into things they 'know' (facts or information), things they 'think' and things they 'feel'.
5. Possible discussion questions include:
  - Where have your ideas come from?
  - Do you talk to anybody about this issue? If so, who?
  - What ideas do we have in common?
  - What questions do you have about climate change? How could you find the answers?

### Variation of this activity - Have a climate change board race!

1. A board race is run like a relay with the person at the front of each team running up to the board or piece of paper and writing something related to the question or topic. As soon as they have written something, they run back to their team and hand the pen to the next person in line and then head to the back of the queue. The next person then has a go, but they must not repeat anything that is already written on their group's board or piece of paper. The process is repeated until the time is up.
2. Organise learners into equal groups of four to six and line them up in front of a piece of paper (or a section of whiteboard) for each group with the topic 'Climate change' written at the top. Give the first person in each group a pen or pencil. Explain that learners have 5 minutes to write down as many words/phrases associated with this topic as possible.
3. At the end of the race, ask learners to sit down, and count the number of answers for each team. Discuss the range of ideas, focusing on any themes which emerge.

# REFLECTION

We recommend revisiting the baseline activities at the end of the block of learning. This will help you to evaluate the learning that has taken place and encourage learners to reflect on their progression as well.

## Where do you stand?

Repeat the agreement line activity for some, or all, of the statements. Ask learners to think about whether their position on the agreement line in response to any of the statements changed, and why they think this was. Invite learners to share their ideas with others in the group. It is important to emphasise that there are no right or wrong answers; we all learn and progress differently, and that's okay.

## What do we know, think and feel about climate change?

Ask learners to reflect on the initial ideas, thoughts and feelings they recorded in this activity.

- Have any of your ideas, thoughts or feelings about the climate crisis changed?
- Have you found out any more facts or information?
- Are you now able to answer any of the questions you had about climate change?
- Do you have any more questions that you would like to ask?

## Follow-up discussion

Encourage learners to think about and discuss other aspects of their learning such as how well they worked together as a group.

- Did everyone listen to and respect the opinions of others?
- How easy was it to make decisions as a group?
- What went well?
- What would you change if you did it again?