

Sustainable Development Goals for Pupils

#13 CLIMATE ACTION



Imprint

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Sustainable Development Goals for Pupils



Activity 13.1: Climate Change Action

Objectives of the activity

To raise awareness about the impacts of climate change on various professions and understand the urgency of addressing these impacts.

To promote critical thinking, teamwork, and problem-solving skills.

It helps students see the relevance of addressing climate change across different sectors of society.

The learner is able to encourage others to protect the climate.

Time management

Details for the activity

- Duration: 60 minutes

- Group member: 10 to 20

- Materials:

Whiteboard or a large sheet of paper

Markers (preferably in different colours)

Sticky notes

Pens

Instructions for Teachers

Teacher will divide a class in three or four groups (depending on the number of students), and each group will represent a specific profile:

Group 1: Transport Company Manager

Group 2: Farmer

Group 3: Fashion Designer

Group 4: Business Owner

Brainstorming Session:

In the first part of the activity, students will work within their own groups to brainstorm the climate change impacts associated with the profile they represent. They will discuss and list the climate change effects on their business on a piece of paper. In the same group, students will work on to write why each effect needs to be addressed in the corresponding column. You can find an activity template in annex.

Presentations: Each group will receive 5 minutes of time to present a brief presentation on what they have discussed. Each group presents their findings and discussions to the rest of the class.

Debrief; After all groups have presented, teacher facilitates a class discussion on the commonalities and differences between the impacts and urgencies identified by the different professions. Encourage students to think about how these issues are interconnected and what collective actions can be taken. Ask students to think about what they've learned and how understanding these climate change impacts can influence their future decisions and actions.

Activity no. 13.2: Quizzes SDG13

Objectives of the activity

students will deepen on the SDG 13
they will explore the goal 13 in detail
time management
learned about the six-sector solution to the climate crisis

Details for the activity

- Duration: 40 minutes
- Group number: no limit

Instructions for Teachers / Students

Students are invited to create their account on the platform: <https://h5p.org/>
They can use this link to do the online quizzes. (Link will be added later)

Annex

Step 1: (30 minutes)

The teacher will present the theoretical part in the class to explain about Goal 13. More specifically, the The six-sector solution to the climate crisis, including a short videos from each sector. It is important at this step, that teachers will present the SDGs 13 in details, following the information provided in the theoretical part of the document.

Step 2: (10 minutes): Teacher will use following quizzes (already uploaded on the platform) for the session:

1. What is the main goal of SDG 13?

- a. Reduce poverty
- b. Reduce Inequalities Within and Among Countries
- c. Universal Healthcare
- d. Combat climate change**

2. What are some examples of clean and renewable energy sources?

- a. Coal and natural gas
- b. Solar, wind, and hydroelectric power**
- c. Fossil fuels and nuclear energy
- d. Oil energy

3. What does "zero" emissions mean?

- a. No emissions are produced**
- b. Emissions are reduced level
- c. Emissions are balanced with emissions decreases
- d. High energy production

4. How can governments and public authorities can contribute in clean energy and energy efficiency?

- a. Invest in fossil fuels
- b. Invest in agrivoltaic solar panel**
- c. Encourage coal mining
- d. Buy less fuels

5. What is the method mentioned to promote more sustainable alternatives?

- a. Discouraging the use of renewable heating and cooling
- b. Ignoring methane leaks
- c. Pricing carbon

d. Reducing energy efficiency standards

6. What is one strategy mentioned to reduce food waste in the agriculture, food, and waste sector?

a. Measure food loss and implement strategies to reduce it

- b. Prepare less food
- c. Reduce food production
- d. Make compost from wasted food

7. How can two key players (consumers and producers) reduce food loss waste?

- a. By storing food
- b. By purchasing more food and keeping it in the fridge

c. By making informed choices and minimizing waste

- d. By ignoring sustainability practices

8. How can individuals help promote forest habitat conservation and restoration?

- a. By contributing to deforestation
- b. By shopping internationally

c. By shopping locally and in season

- d. By ordering food online

What is one way to reduce emissions from the transportation sector?

a. Using electric vehicles

- b. Buying diesel from cheaper market
- c. Investing in coal-powered trains
- d. Increasing cost of public transportation

Activity 10.3: Climate Change sharing personal experiences

Objectives of the activity

Learners will learn about personal experiences, knowledge and feelings concerning climate change from other students

They will get to know each other better by learning what is common across those experiences and feelings

Learners will gain knowledge on the topic of climate change and bring out learners' collective experience

Team work

Public presentation

Details for the activity

- Duration: 60 minutes

- Group number: 10-20

- Materials:

Climate Change sharing personal experiences sheet for each student (annex 1)

Flip chart and marker or board and chalk

Instructions for Teachers

Step 1: Preparation (10 minutes)

Present at the beginning, the object of the activity is to learn more about each other through sharing personal experiences, knowledge and feelings concerning climate change.

Teacher show a short video presenting why climate change education is important for sustainable development goals and how it works in practice. The video can be shown on a large screen, computer screens or group together to watch on a mobile phone or tablet. (about 4 minutes) <http://www.youtube.com/watch?v=KJbRnv7rMkk>

Step 2: Climate Change sharing personal experiences (30)

Each student will receive a printed copy of annex 1 and one pen. Invite students to move around the classroom (if the space is not enough, it can organize also outdoor), and find a person who respond in a positive way to one of the questions from the handout. Ask them to write the name of the person into the space on the sheet and ask questions of their partner so as to encourage sharing of detail of their experiences and/or feelings. Let the group know that they can only have one positive response from any one person. They can ask only one question to one individual, so they have to move around to find more people to complete as much of the questions as possible in given time.

Step 3: Class discussion (20 minutes)

Teacher starts the discussion in group and reflection on stories they have encountered and write the group's questions about climate change on the flip chart or board. Example of discussion questions:

What did you learn that really surprised you?

Did you find students that had similar experience among them?

What experiences you find he most common?

Did you have discussion?

What has the activity shown that we know about climate change?

What is your opinion about climate change issue after the activity?

Teacher closes the session asking students to give short summary on their collective feelings about climate change, and how as a class can contribute.

Annex 1: Climate Change sharing personal experiences

Find someone who:	Name	Notes from your discussion
Has joined in climate change community action		
Is worried about what the future might bring		
Has heard that a warming climate will bring new diseases		
Is not sure what the difference is between climate and weather		
Feels the normal rhythm of the seasons is changing		
Knows of people who have had to move because of the effects of climate change		
Can think of changes being made to stop climate change getting worse		
Blames wealthy nations for climate change		
Can share a recent climate change story		
Is trying to be 'green' by cutting down on energy use		
Believes that climate change is not that serious		
Knows of a farmer who is worried about climate change		
Feels that their lifestyle and culture are under threat from climate change effects of		
Thinks that girls and women will suffer most as the climate heats up		
Has seen the effects of climate change where they live		
Can think of changes being made to adapt to climate change		
Feels very emotional about climate change		
Has heard or read of awful climate change predictions		
Has learned of species going extinct because of climate change		
Thinks that their children will not be able to live as they have		

Activity is adopted from: <http://cdn.worldslargestlesson.globalgoals.org/2016/06/27-Climate-Change.pdf>

