



Will you answer the big climate callout?

Lesson Plan: Geography
Age: 14–16



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Overview

The world's climate is changing. Carbon emissions from industrialised countries are causing the planet to heat up. This is having a devastating effect on children living in less economically developed countries, who are least responsible and most vulnerable to the impact of climate change.

Climate change is a global issue that highlights the interconnectedness of people around the world. For example, did you know that the average UK citizen releases the same amount of carbon dioxide (CO₂) in 2.5 days as a Malawian does in a year?

Through this lesson plan your students will learn that they can make their mark on climate change – whether from personal choices and lifestyle to making their voice heard on an international platform.

This December, UNICEF and the city of Copenhagen will host a Children's Climate Forum. Young people from all over the world will come together to share their views on how we should face up to the effects of climate change. And world leaders will listen. Following the children's forum there will be a high-level meeting of decision makers representing every country in the world, which could potentially lead to an historic agreement on how to tackle climate change.

This lesson plan will allow your students to explore the effects of climate change on the world's most vulnerable communities. It also supports them to individually enter a national competition for young people to apply to join the UK team who will go to the Children's Climate Forum in Copenhagen in December. The application deadline for the competition is 15 July 2009. Go to www.tagd.org.uk/climate for more information. If you're using these lesson plans after July 2009, don't worry it's not too late for your students to make their voice heard – they'll be able to take part in a global debate on YouTube from September 2009.

More information on the competition

Four young people from the UK will travel to Copenhagen for the Children's Climate Forum. To secure a place on the team, students will need to submit a short video or written piece via our YouTube channel: www.youtube.com/uniceftagd The entry should answer these three questions:

1. Why is climate change an important issue?
2. What can young people do about climate change – and how would you encourage them to take action if you were to go to Copenhagen?
3. What do you think the world leaders should decide at their meeting in Copenhagen?

The deadline for uploading an entry is **12 noon on Wednesday 15 July 2009**. For more information visit www.tagd.org.uk/climate



Entering the competition requires filming a short video or drafting a written submission and uploading it onto YouTube: www.youtube.com/uniceftagd. If you are unable to do this at school, or your students can't do this from home, then please visit www.tagd.org.uk/climate for information on how your students' entries can be sent to us.

Learning objectives

- Students make the link between climate change and the effect it has on the world's most vulnerable communities.
- Students understand that people and places are interdependent.
- Students appreciate different scales – from personal and local to national, international and global and make links between scales to develop understanding of geographical ideas.
- Students develop responsibilities as global citizens and recognise how they can contribute to a future that is sustainable and inclusive.
- Students are encouraged to enter the competition about the importance of climate change and to get involved.

Starter activities

Our world – Our future

- Watch Eric Prydz's video on YouTube www.tinyurl.com/ericprydz or Green TV www.tinyurl.com/ericprydz2
 - > Can you guess what is going to happen?
 - > What are the young people doing? Why do you think they are doing it?
- Watch Alizeta Ouedraogo's story at tinyurl.com/alizeta. She is a 16-year-old girl who lives in Burkina Faso. Her community has seen a significant reduction in rainfall and this has meant less food to eat.
- How might the young people in these two videos be linked / interconnected / interdependent?
- Use the **'Will you answer the big climate callout?'** handout to introduce UNICEF, the Copenhagen convention and the competition to the students.

Main activities

How does climate change affect the world's most vulnerable children?

- Explore this layer on Google Earth www.tinyurl.com/climatechangelayer with your students to see how children around the world are already affected by our changing climate and see the predicted effects of climate change across the globe between now and 2100.
- Either use the **Climate change flow chart** provided or watch a short film 'UNICEF: Climate change and children' on YouTube. www.tinyurl.com/climatevideo.
- You can also use the UNICEF Tagd site www.tagd.org.uk/climate to find out more about young people and climate change.

Who and what is contributing to climate change?

- What are students' favourite items? What emissions do they cause? Would they deny someone in a less economically-developed country that thing? Why?
- On the issue of combatting climate change, the Bangladeshi Environment Minister has said, "For you in the West, it is a lifestyle change, for us it is a matter of life and death." Do you agree or disagree? Why?

Who can do what?

- It is hard to stop the effects of greenhouse gas emissions that have already taken place but we can influence the future. Use the **'Who can do what?'** activity sheet and decide whether the actions can be taken at a personal, local, national and/or international scale. Alternatively use the **'Do more'** issue cards and sort them into actions for personal, school, local, national and international levels.
- Think about which actions make a 'small', 'medium' or 'large' difference to emissions. List actions needed to make a 'low-effort future' or 'best possible future' more likely.

Make yourself heard: How can we make sure that action is taken?

At a personal level – make a pledge

- > I will travel to school by
- > I will replace ordinary light bulbs with energy-saving light bulbs
- > When I go on holiday I will travel by
- > I will eat because
- > Most of my rubbish will be
- > I will conserve water because

At an international level – get involved through Tagd

- Split the class into groups for the final phase, which is creation of the competition entry film (or written statement).
For more information on the competition visit www.unicef.org.uk/climate and for the Youtube channel visit www.youtube.com/uniceftagd
- Introduce the questions that are the focus for the competition entry.
 - > Why you think climate change is an important issue?
 - > What young people can do about climate change – and how you would encourage action if you went to Copenhagen?
 - > What you think the world leaders should decide at their conference in Copenhagen?
- Show the class the UNICEF video for advice on how to make your own documentary www.tinyurl.com/youthvoicevideo

- Invite groups to discuss and finalise their headline message.
- Expect the students to be creative. How will their message on climate change stand out from the rest? Making sure they promote their headline message, could they:
 - > write a play?
 - > express themselves in song?
 - > write a poem?
 - > use a documentary style?
 - > make an anti climate change advert?

The deadline for uploading an entry is **12 noon on Wednesday 15 July 2009**. The public will then vote on entries to help UNICEF UK to create a shortlist. All shortlisted entrants will be invited to a selection day in London on Friday 31 July and the best four will be chosen to travel to Copenhagen to represent the UK at the Children's Climate Forum.

Please note that the competition is for individuals, although students can work in groups to decide what should be in their videos, they should submit their own entries.

Build up to Copenhagen

UNICEF UK aims to encourage a conversation between young people about the issues that should be addressed at the Forum. From September 2009, students can upload videos to www.youtube.com/uniceftagd suggesting the issues that they would like to be discussed by the four representatives on their behalf. All entries will be viewed and all opinions taken into account.

Curriculum information

The lesson covers key areas of the 14–16 Geography curriculum

The lesson introduces:

- New ideas and approaches to the study of geography in the 21st century through a focus on interdependence and scale.

The lesson emphasises:

- The importance of geographical location by looking at a range of places, at local, regional, national and international scales at different levels of development. It encompasses:
- Aspects of physical and human geography, and their associated processes, including relationships between people and environments.
- A current issue of local, national and global importance, including climate change and sustainable development.
- The use of new technologies including GIS, to assist geographical investigation.
- The relevance of geographical studies to their lives and to the real world.

The lesson develops:

- Appreciation of the differences and similarities between people's views of the world, its environments, societies and cultures.
- Understanding of the significance of values and attitudes to the development and resolution of issues.
- Students' responsibilities as global citizens and their recognition of how they can contribute to a future that is sustainable and inclusive.
- Understanding of geographical concepts and ideas including uneven development and alternative futures.

Suggestions for how the subject could be covered with 17-year-olds.

At the core of A-level Geography lies an understanding of process – both physical processes such as flooding and drought and human processes such as migration. The operation of these processes is dependent upon environmental factors.

Climate change is an increasingly important factor that helps determine the rates at which these all-important processes operate. And they are what shape our physical and human geography here in the UK - our weather, our landforms, our plants, animals and soils - as well as our cities, businesses and people.

The significance of climate change makes it a factor that can – and should – be incorporated into any geographical discussion. The lesson illustrates how climate change has become an important factor controlling the operation of all of the physical and human processes, and vice versa, that A-level students study during their course.

Uncertainty over the rate at which climate change will occur means that students need to tread carefully when making sweeping assertions about the scale of predicted changes and impacts at A-level. Most importantly, there is a distinction to be made between the changes that we KNOW will certainly now occur - and those additional changes that COULD occur if nothing more is done to stabilise, and ultimately reduce, levels of greenhouse gas emissions.

The Tagd website and this lesson can be used to consider some of the solutions, whether global or local, and the complexity of managing international concerns against a background of national and personal self-interest.