



CLIMATE JUSTICE, HOPE AND ACTION



TEACHER GUIDE

GIVING STUDENTS HOPE

Understanding Climate Change, biodiversity loss and social injustice is essential for all our students as they face a future of uncertainty. They are issues which will affect them no matter what their academic ability or their preferred academic field. Whilst students are aware, to some degree, of what the problems are, a lack of understanding of the possible causes, intersections and solutions can leave them feeling powerless and this can sometimes lead to climate anxiety.

Through this resource, Friends of the Earth will help you to bring climate justice into your curriculum across subject areas in a way which demonstrates to students that there is hope and that they can use their knowledge and skills to work towards a more sustainable future for everyone. Through our series of lessons, students will explore in greater depth the causes of and solutions to climate breakdown and climate injustice; they will look at inspirational case studies; and they will discover how they themselves can make a difference if they choose to.

This resource was inspired by the cycle of Active Hope¹, which provides a pathway and tools for us to engage with the crisis we're facing with hope, and in a way that enables us to take meaningful action. We acknowledge the generosity of the authors in supporting the development of the resource, and encourage you to explore their work in more detail at www.activehope.info.

OUR RESOURCES

For each lesson you will find a lesson plan for teachers incorporating the objectives, timings and activities. Each lesson also has an accompanying PowerPoint. Where worksheets or information sheets are needed these are listed in the resources section at the bottom of the lesson plan sheet and are contained in the section folder. As many of the themes are

current and evolving, our further reading list provides support to teachers who feel they would like to supplement their knowledge. We hope that this document enables all teaching staff to feel confident and secure through using the specialised knowledge that Friends of the Earth has to offer.

MAKING THE RESOURCE WORK FOR YOU

We are aware that each school is different so, to support your integration of this highly relevant and important topic, we have provided different models enabling you to choose the one which will work best for your school.

Option A provides for a cross curricula Environment Week sandwiched between introductory and follow on lessons in PSHE.

Option B will allow students to follow a series of lessons which gradually deepen their understanding of the different elements of this topic.

Finally, we are aware that some teachers/ departments might want to use their subject lesson(s) even if there isn't whole school engagement (yet!) so **Option C** gives guidance to those teaching a discreet lesson or lessons.

FEEDBACK

We hope that you enjoy teaching the lessons that we provide. We are continually looking to develop and improve our materials to ensure outstanding results for yourselves, your students and (ultimately) the planet. If you have any feedback on your experience of delivering this resource, then we would love to hear from you.

Join the conversation with #ClimateClass or get in touch with our Youth team at climate_education@foe.co.uk

¹ Active Hope: How to Face the Mess We're in Without Going Crazy, by Joanna Macy and Chris Johnstone. Available at www.activehope.info



OPTION A: CROSS CURRICULA ENVIRONMENT WEEK

All our lessons are matched to National Curriculum objectives for England and Northern Ireland and cover a wide range of subjects such that they can be delivered as part of a themed Environment Week. For those subjects not covered by our lessons, we have provided suggested activities at the bottom of this section for schools wishing to ensure that every subject gets involved. Some subjects have only one designated lesson in our scheme but you may wish to supplement this with other themed lessons during the week (English, for example, may wish to analyse Nature Writing or use the themes explored in transactional writing). Finally, Geography and Religious Studies have lessons which would run into a second week to enable students to explore the topic in more detail.

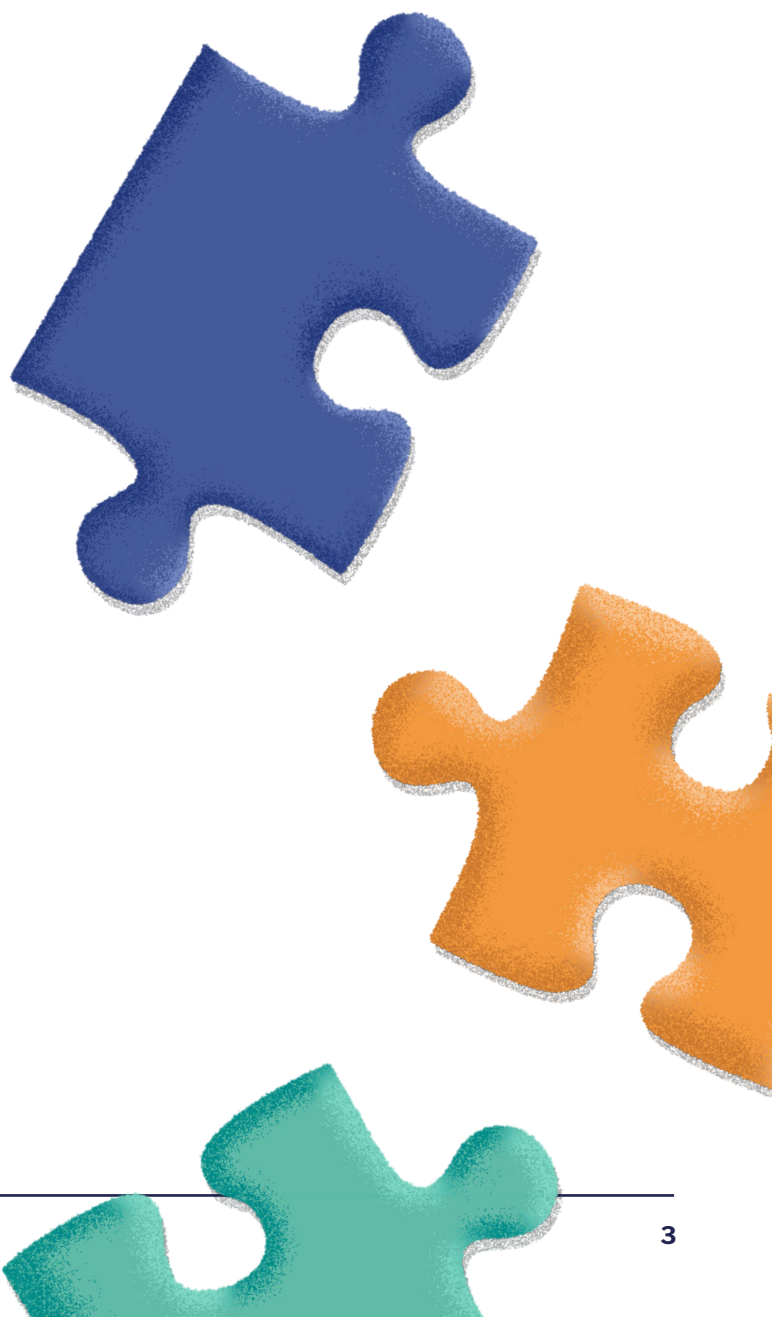
In the period leading up to Environment Week, a one-hour PSHE lesson enables students to consider their current viewpoint on environmental issues and provides them with a range of grounding activities that they can use if they are emotionally affected by any of the content of the lessons. For schools whose PSHE lessons are delivered through form time, these lessons can be broken down into 2 or 3 shorter lessons.

Climate breakdown and injustice are highly emotive issues for some of our students. They will see reports of these issues through the media and may be left feeling hopeless and/or suffering from what has become known as climate anxiety. It is therefore part of our safeguarding responsibility to provide students with a framework to enable them to cope. The grounding activities outlined in this introductory lesson may help students in the lessons studied in environment week but also in the wider context of their lives. **It is important for all staff (not just those delivering the PSHE curriculum) to familiarise themselves with these grounding activities so that they can remind students of them if they are dealing with an emotive subject matter.** For this reason, we have

provided a teachers' notes document on the grounding activities which all staff can use.

Following Environment Week, a series of 3 one-hour PSHE lessons provides a framework for students to understand how they can respond to the issues that have been raised and work towards positive and hopeful change. These lessons are an important element in enabling students to process and respond to the knowledge they have gained. Some schools might also want to use this as a catalyst to establishing an extra curricula environment club (if you do not already have one).

Please get in touch to explore how we can help: climate_education@foe.co.uk



Outline of lessons covered by subject area for an Environment Week

Subject	Lesson name
Art	Inspired by the World Around Us
Drama	Our Earth, our future: to mine or mind
English	Climate Change is Now
Geography	People of Earth
	Degrees of Concern
	Interconnections
	Renewable Energy
History	Change Makers
PSHE	Coping with Climate Change (taught prior to Environment Week)
	Understanding Our Values (taught during Environment Week)
	How Does Change Happen? (taught following Environment Week)
	Who Makes Change Happen? (taught following Environment Week)
	Active Hope (taught following Environment Week)
Religious Studies	Vision
	Solutions
Science	Power In Your Hands
Technology	A Circular Economy

IDEAS FOR SUBJECTS NOT CURRENTLY COVERED IN OUR LESSONS SCHEME

ICT / Computing:

Environment Week would be a great opportunity to incorporate the curriculum objective “design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems” (Possible topic areas could include waste management, flooding, or levels of air pollution. The Environment Agency’s use of computer modelling could be a good resource to support this). If your students are not yet ready for this curriculum objective, choose one of the following ideas: Use publishing software to create a campaign poster or leaflet on the environment; Design a webpage for an environmental charity; Use spreadsheet software to collate and explore data (e.g. on river levels, weather patterns, pollution).

Maths:

There are so many elements of mathematics in environmental studies that it would be a good idea to incorporate environmental issues into whatever your current topic focus is. You can therefore show the real-life relevance of what you are studying and how mathematical modelling is an essential component of environmental literacy. Percentages, ratios, graphs and charts, sequences, sampling, averages, growth, calculus, variability and probability—all relate to current, critical issues such as pollution, the sustainable availability of resources and environmental economics.

Modern Foreign Languages:

Choose your lesson focus depending on the level that your class is working at. At the simplest level, your lesson might focus on key vocabulary related to nature and the environment - incorporating adjectives can also enable students to celebrate the natural world and/or show how it has been destroyed. Another idea is to look at activities in and experiences of the natural world – reading from examples of people who live in the areas where your language is spoken (for example, in a French lesson you may look at someone living in the Alps, by the beach, in the city and in rural France). For students working at a

higher level, this may be a good opportunity to practise verb tenses in relation to climate and/or biodiversity - what the situation is now; how things used to be; what would happen if; what you would wish to happen.

Music:

Following a similar model to the art topic in our scheme, you may consider how music can be used to demonstrate an appreciation of the natural world. There are many stimulus resources that you could use, ranging from Fleetwood Mac’s ‘Albatross’ to the use of birdsong in Oliver Messiaen’s ‘Quartet for the End of Time’. Through exploring pieces such as these, students can devise their own compositions celebrating nature.

PE:

During environment week, use a lesson which explores the relevant aspect of the national curriculum. In England, this would be “take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group” and might include an activity like orienteering. In Northern Ireland, the relevant aspect of the curriculum would be “Explore issues related to Education for Sustainable Development: Investigate how the school grounds and local community promotes outdoor activities, while improving the environment, for example, more or a greater range of after/before school clubs, secure bike storage to promote cycling to school, more cycle lanes or playground markings”.

Technology (additional):

Whilst our scheme includes a lesson on technology, you may prefer to teach more specifically based around your technology subject. In food technology, students could create a plant-based meal based on locally sourced seasonal ingredients or explore themes such as food waste and sustainability. In textiles, our set lesson could be adapted to focus in on fast fashion and demonstrating to students methods of upcycling clothes – this could then lead on to a practical upcycling project.

Completing our scheme as a series of lessons enables students to study different themes and gradually build a deeper understanding of the natural world; the causes of climate breakdown and injustice and the range of solutions. Each lesson is mapped to a National Curriculum Objective in a different subject area and may be delivered by specialists in this subject on a rolling programme. On the other hand, you may prefer to teach this as part of a collapsed curriculum using the instructions we have given and the supplementary reading so that non-specialist teachers feel equipped to deliver the content. A third alternative would be to use the ideas and activities within the lesson and adapt them to the objective of a PSHE or Citizenship curriculum.

The scheme begins with grounding activities which will enable students to deal with some of the more emotive topics covered (as well as those they come across outside of school). It is important for all staff (not just those delivering the initial lessons) to familiarise themselves with these grounding activities so that they can remind students of them if they are dealing with an emotive subject matter. For this reason, we have provided a teachers' notes document on the grounding activities which all staff can use.

The lessons at the end of this scheme provide a framework for students to understand how they can respond to the issues that have been raised and work towards positive and hopeful change. These lessons are an important element in enabling students to process and respond to the knowledge they have gained. Some schools might also want to use this as a catalyst to establishing an extra curricula environment club (if you do not already have one).

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Outline of lessons in thematic order for Option B

Theme	Curriculum link	Lesson name
Preparatory Thinking and Grounding Activities	PSHE	Coping With Climate Change
Celebrating People and Planet	Art	Inspired by the World Around Us
	Geography	People of Earth
Climate Changing	English	Climate Change Is Now
	Geography	Degrees of Concern
	History	Change Makers
	PSHE	Understanding Our Values
Digging Deeper	Geography	Interconnections
	Drama	Our Earth, Our Future: to mine or mind
	Technology	A Circular Economy
Switching Track	Geography	Renewable Energy
	Science	Power in Your Hands
	Religious Studies	Vision
	Religious Studies	Solutions
Be The Change	PSHE	How Does Change Happen?
	PSHE	Who Makes Change Happen?
	PSHE	Active Hope

OPTION C: TEACHING A DISCREET SUBJECT LESSON OR LESSONS

Thank you for recognising the need to deliver a climate justice curriculum. The table in Option A will highlight to you the lessons we provide in relation to your subject area. You may also want to use the table in Option B to see how this relates to a specific theme and the key ideas contained in the other lessons within this module – perhaps using these to supplement your own understanding and/or as inspiration for other lessons related to your own subject.

Our whole scheme begins with grounding activities which enable students to deal with some of the more emotive topics covered. As some students are emotionally affected by climate justice issues, we advise you to familiarise yourself with the content of this first lesson so that you can support them if any issues arise. We have also provided a teachers' notes document on the grounding activities for ease of use.

We hope that you feel supported by the materials we have provided and that they leave you feeling confident to recommend our resource to colleagues in other subjects and/or to your Senior Leadership Team. The lessons at the end of our scheme provide a framework for students to understand how they can respond to the issues that have been raised and work towards positive and hopeful change. If you find that some of your students are really engaged with the ideas in your lesson, you may also be interested in establishing an extra curricula environment club (if your school does not already have one). You could use the basis of these 3 lessons as a starting point. If you're interested in setting up an environment club please get in touch to explore how we can help: climate_education@foe.co.uk

