



## Contents

|                                                       |    |
|-------------------------------------------------------|----|
| INTRODUCTION.....                                     | 2  |
| FORMULATION OF THE SPECIFIC DIDACTIC OBJECTIVES ..... | 2  |
| TIMING .....                                          | 3  |
| ACTIVITIES.....                                       | 4  |
| INTRODUCTORY SESSION .....                            | 4  |
| ONLINE COURSE: TheGoals.org.....                      | 5  |
| YRE WRITERS WORKSHOP .....                            | 6  |
| LET'S REPORT IT!.....                                 | 7  |
| SPREAD THE WORD.....                                  | 8  |
| ANNEX I.....                                          | 9  |
| ANNEX II.....                                         | 20 |

## INTRODUCTION

In this Mission, students will work on Climate Action through the Young Reporters for the Environment programme ([www.yre.global](http://www.yre.global)). Students are expected to reach the following learning objectives and to develop the following skills. Students will be able to become familiar with Climate Action issues through different classroom activities and online courses. After completing this phase, they will work on writing journal articles.

## FORMULATION OF THE SPECIFIC DIDACTIC OBJECTIVES

**General objective of the stage:** The main objective of this mission is to make children aware about climate change and global warming and develop their writing skills.

### Learning Objectives:

Students are expected to be able to...

- Understand what is Climate Change and Global Warming.
- Understand why climate change matters at a global level and why the entire world should take action on it.
- Explain climate change from a scientific point of view.
- Understand the carbon cycle and how it is affected by human beings.
- Analyze the water cycle and why it is important on climate change.
- Become aware of the consequences of climate change.
- Associate climate change with food.
- Associate climate change and health.
- Understand why climate change doesn't affect us equally.
- Understand what a resilient nature is and what a resilient community is.
- Realize that they can take actions as individuals.
- Reflect about the climate and the future.
- Learn about leadership and climate change.

### Skills development:

- Critical thinking
- Global awareness
- Environment commitment
- Empowerment
- Communication skills
- Writing skills
- Journalism skills
- Analytical skills
- Social and Cross-Cultural Skills
- Leadership and Responsibility

## TIMING

This unit comprises of **4 classroom sessions + 1 individual online course**. Students should complete an online course on their own between Session 1 and Session 2. Teachers can ask for reports from this online course as homework. Each of the classroom sessions includes activities to practise specific objectives.

- Introductory session (45 minutes)
- Online course: TheGoals.org (12 hours average)
- YRE Writers Workshop (45 minutes)
- Let's report it! session (45 minutes)
- Spread the word session (45 minutes)

### INTRODUCTORY SESSION

45  
min

#### Climate Game

Due to its complexity, this theme is introduced through a game. Students can understand the relation between the causes of climate change and its consequences in a dynamic way and this might encourage their interest in it.

Objectives: to show the complexity of the climate change problem and to understand the biosphere as a global ecological system which integrates all living beings and their relationships, including their interactions with the elements of the lithosphere, geosphere, hydrosphere and atmosphere.

Material:

- Pictures from [Annex I](#). These pictures show concepts related with climate change: causes, consequences and concepts. Print this material and cut the pictures individually in order to have cards for the session.
- Tape
- Blackboard or wall.
- Thread, wool or a similar material.

Game development:

1. Students should form groups of 3 – 5 students.
2. The teacher distributes the all the cards among them, except the cards with Natural Greenhouse Effect and Human Enhanced Greenhouse Effect.
3. The teacher puts the picture of Natural Greenhouse Effect at the top of the blackboard/wall. Read the definition.
4. Students should identify which cards represent human activities that produce greenhouse gases in the atmosphere enhancing the greenhouse effect. They should discuss it and put them on the blackboard/wall, under the Natural Greenhouse Effect card, one by one and it with all the students.
5. The teacher puts the Human Enhanced Greenhouse Effect under these ones.
6. The cards that students have on this point are consequences of global warming, now they should identify with which causes they are linked. They have to do it again one by one, sharing with their arguments with the other students. To link it they put the card on the blackboard/wall linking it with the respective causes.
7. Open debate:
  - What can we do? Which solutions come to your minds?
  - Which cards are related with this problem – solution?
  - Do you think we are talking about a complex system? Why?

Enroll students to SDG13 Climate Action. This course has 4 missions in total, estimated time to complete it is about 12 hours (3 hours per mission). Course overview:

- Mission 1: What we talk about when we talk about “Climate Change”
- Mission 2: Consequences of Climate Change
- Mission 3: Less vulnerable. More resilient.
- Mission 4: Tomorrow’s Climate

To access this course, go to <http://www.thegoals.org/>.

Students should form small groups (4-5 students per group) with their teacher as Coach. The course can be done during school time if there is space, resources and time available for it. Otherwise, students can do it at home and teachers can ask for reports as homework. Students should complete the course and receive credits.

\*Remember that you can find an introductory session to the platform on “Introduction to SDGs classroom – workshop” it might help students to understand how the platform works and how to use it.



After finishing Thegoals.org SDG13 course students are expected to be familiar with the subject and have acquired enough knowledge to be able to report on the Climate Action goal.

Let's introduce the group to the writing journalism field.

#### YRE WRITING101 (15 minutes)

Play the following video (7:20 min). This video gives writing tips. You can find it with the following link [www.youtube.com/watch?v=Sf-Z8XGAd9c](https://www.youtube.com/watch?v=Sf-Z8XGAd9c) or go to the Young Reporters for the Environment website ([www.yre.global](http://www.yre.global)) > Tools and Resources > Video tutorials.

If you don't have the option of playing it during school time, ask you students to watch it the day before, so you can prepare the first 15 minutes of this session to discuss the video.

If students can watch the video during the session, let them ask questions about it if they have doubts.

#### Creative work (30 minutes)

Students should form groups of 3 - 5 students. The teacher proposes a phrase or an image linked with Climate Action issues. Distribute a "script form" (you can find it in [Annex III](#)) among the groups. Students will make a script of how they would produce a video report of 3 minutes duration.

During the last 10 minutes, students share their work with others.

**YRE competition, 10 minutes:** Now is time to introduce the final report, remember, this report is the one that students can send to YRE. Take some time to introduce them to the Competition rules. You can find them on the following link: <http://www.yre.global/yre-competition> . From this moment on they will work on their own report.

**Check YRE handbook! 10 minutes:** The YRE handbook is available to students. They can find recommendations and guidelines to help them become good article writers. This handbook is on the website: Young Reporters for the Environment website ([www.yre.global](http://www.yre.global)) > Tools and Resources > Handbook > Part II – 1: Student Handbook



**Four – Steps methodology. 10 minutes:** This methodology is explained in the YRE Handbook too. Take some minutes to talk about it at the session and remind your students which steps they should follow. This methodology might help students to carry out their work as reporters.

**Starting point. 15 minutes:** Suggest a set of questions to help students figure out a starting point in their work as young writers – reporters. Here you can find some examples:

- How could you show evidence of climate change in your home place?
- What can you do to take action on climate change?
- How do you imagine the future if we don't stop global warming?
- Is global warming affecting your health?
- Which human activities are strong pollution sources?

**YRE competition. 15 minutes:** This part of the session is designed to talk about the Competition. After the agreed time (days, weeks or months) designated for writing their own article about Climate Action Goal, it is expected that they have articles almost ready to be submitted to the YRE Competition. Give some minutes to solve problems and questions. In some cases, it is the teacher who can help them, in other cases even between learners there can be good feedback and answers. After this, students will feel encouraged to submit their entries to YRE competition.

**How to spread our work? 30 minutes:** All students together with the teacher can discuss how they want to spread their work. They should design a way to disseminate their work in their schools, neighborhoods, areas, villages, cities, regions...

- Organise a School Global Action Day to present the articles.
- Create (if you don't have) a school journal or magazine.
- Make some presentation for the whole school based on the Theme.
- Contact local media: radio, newspaper, TV.
- Ask the municipality if they can allow you to make an exhibition at a public space.
- Bring the articles to the local market and stores.
- BE CREATIVE!



## ANNEX I

Pictures for Climate Game. Source:

<https://www.flickr.com/photos/feeinternational/albums/>, FEE and YRE archive photos and <http://www.pics4learning.com/>

Watch the video about Green Gas effect

<https://www.youtube.com/watch?v=ztWHgUFJRTs&feature=youtu.be>



**Causes (10 cards):** Deforestation, burning of the fossil fuels, industry production, energy consumption, traffic, air traffic, intensive agriculture and livestock farming, waste production.

















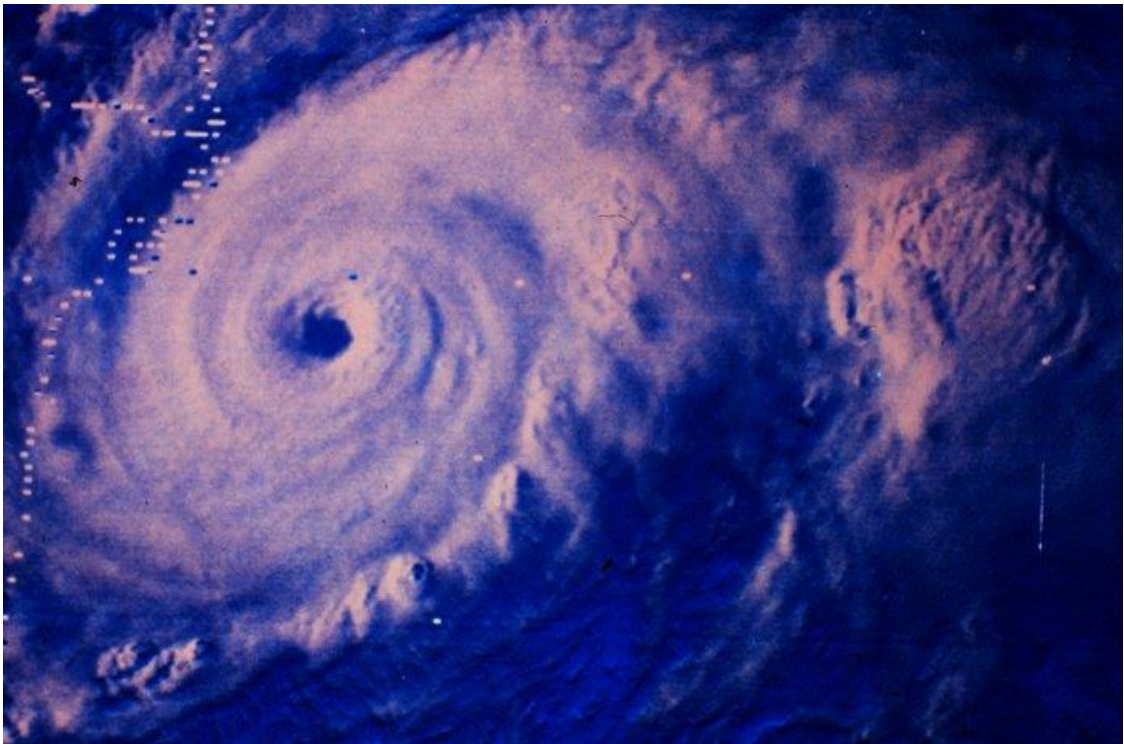


**Consequences (10 cards):** Glacier melt, crop production losses, flood, droughts, hurricanes, rise in sea level, bio-diversity loss, spread of contagious diseases, forced human migrations, crisis in the tourism sector.

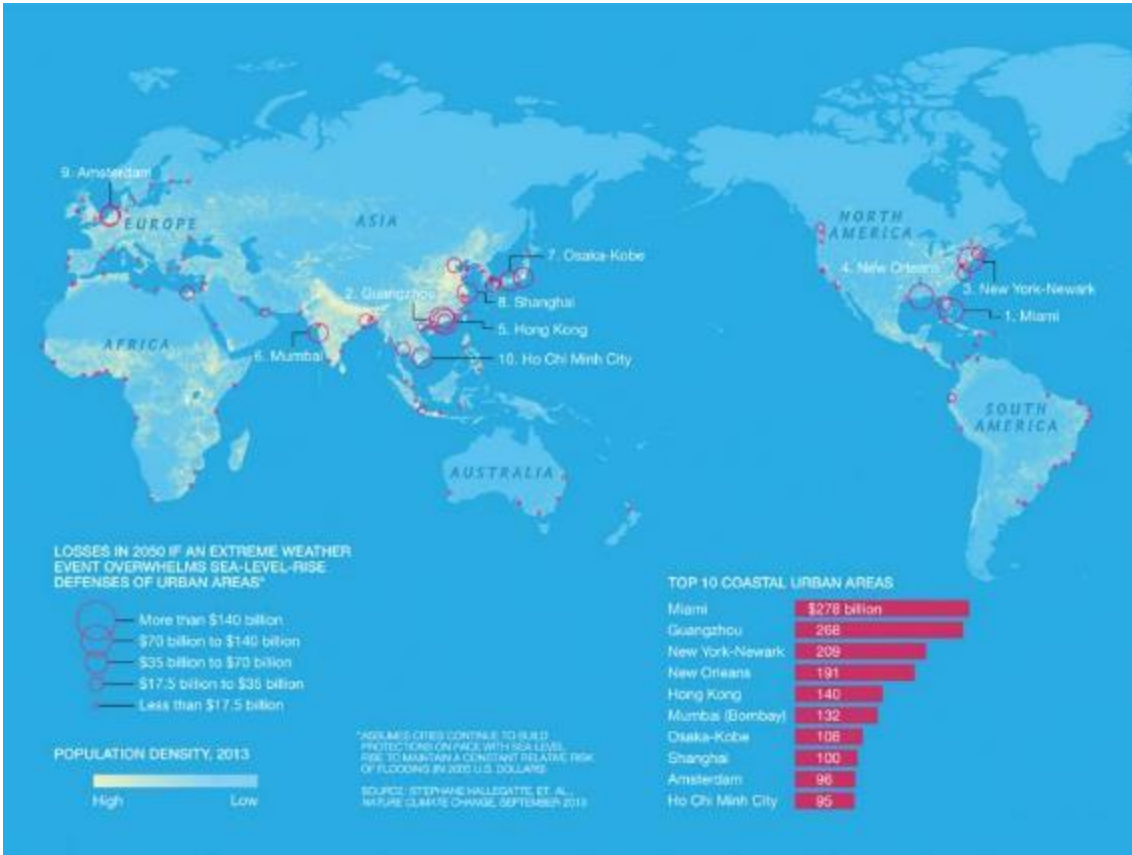


















## ANNEX II

### Writing 101 Form

#### What's your story?

- What's the problem?
  
- What's the solution?

#### 5Ws + H:

- Who is this about?
  
- What's happening?
  
- When did it start?
  
- Where?
  
- Why is it happening?
  
- How is it happening and how can we fix it?