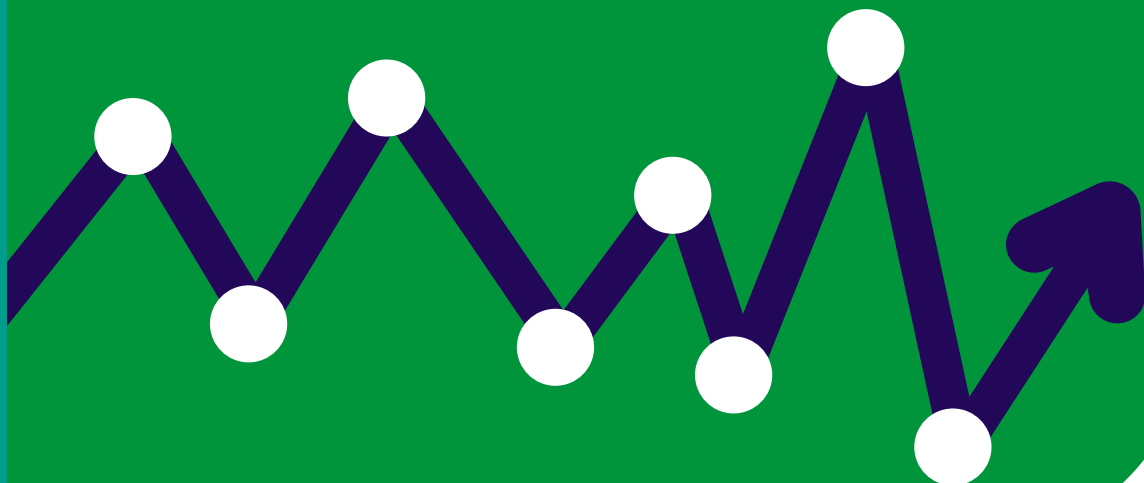
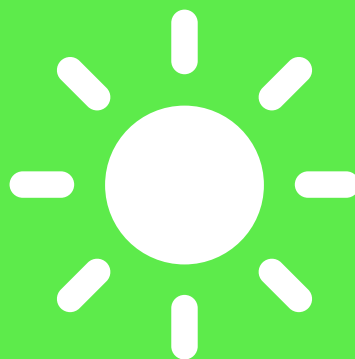
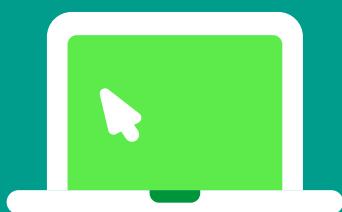
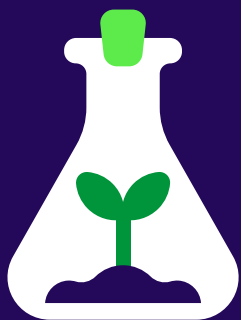


The Climate Connection

Our Climate, Our Future: **School partnership activities**



Schools are uniquely placed to play an important role in the legacy of the United Nations Climate Conference, COP26. They can take action on climate change now, while ensuring that students are equipped to thrive in a zero-carbon future.

The Our Climate, Our Future pack contains all the resources you will need to introduce climate change, COP26 and the role of schools in shaping the future. Suitable for schools around the world, the pack offers customised resources for students aged 7 to 16.

These partnership activities are designed to help you use the Our Climate, Our Future pack with your international partner school. If you don't yet have a partner school, contact us at schools@britishcouncil.org to find a partner and hear another perspective on climate change from students across the world.

Many of the learning activities around COP26 ask students to think or imagine the experience of others. Through collaborative learning with your partner school, students have the chance to listen and share directly with their peers in another country. Through partnership learning, students can get insights into how students overseas experience these issues, share what their concerns are, and develop the ability to listen carefully, closely, and value the perspectives of others.

If you are just establishing your relationship with your partner school, we suggest using the simpler 'Start Communicating' activities. Established and long-running partnerships may choose to go on to use the 'Deeper engagement' activities.

1: LEARN

Start communicating

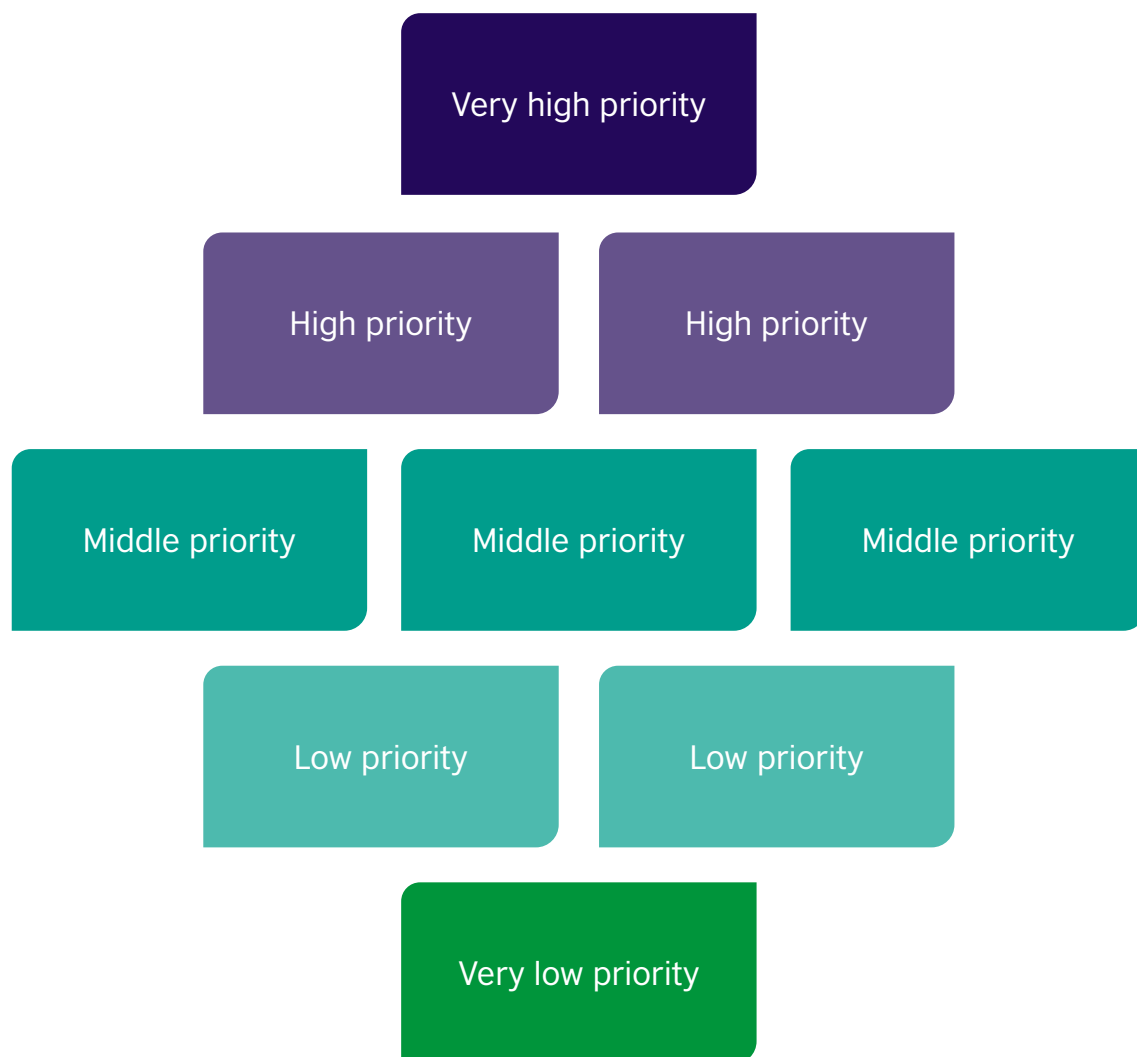
Following the instructions in the *Our Climate, Our Future* teacher notes, use the *Our Climate, Our Future* slide deck to introduce the topic of COP26 to your students.

For students aged 7–11 years old

Follow the mini summit activity and come up with a list of actions for world leaders.

- Arrange the top nine priorities into a Diamond 9 format (see example)
- Take a photo of your diamond and exchange it with your partner school.
- Do you have the same priorities on your list?
- Are your priorities the same or different? Why do you think this is?
- Would you add any actions or change your priorities as a result of what you've learned from your partner school?

You can also ask staff from both schools to participate in this activity. What are the similarities and differences between generations? Do teachers in both countries have similar perspectives?



For students aged 11–16 years old

Follow the mini summit activity and come up with your world leaders' action plan for the future.

- Exchange the action plan with your partner school.
- Show the plan to members of your community and note down their reactions, or collect them as video or audio clips.
- As a community, are you satisfied or concerned about the future?
- Based on the reactions from the community, would you ask your partner school to make any changes?
- Discuss whether the planet will be better or worse off as a result of the actions in the plan. How will the people involved feel? How will it benefit their future?
- If you like, write a letter to your partner school in response to their action plan. Which actions do you support the most? Is there anything that you would ask them to change?
- Can you come up with a joint action plan and send it to world leaders?

Please note: you must get permission from anyone appearing in an audio or video clip. For children aged under 18, you will need permission from a parent or guardian.

For all ages

Choose a climate change theme that students from both partner schools have experience of – eg transport or food and farming.

Use the ***Our Climate, Our Future*** fact sheets to explore the issue

Now choose some photographs from your local area and exchange them with your partner school:

- two photos showing unsustainable ways of living
- two photos showing sustainable ways of living

Reflect: what is the same, different or surprising? Are there any ideas from our partner school that we could adopt?



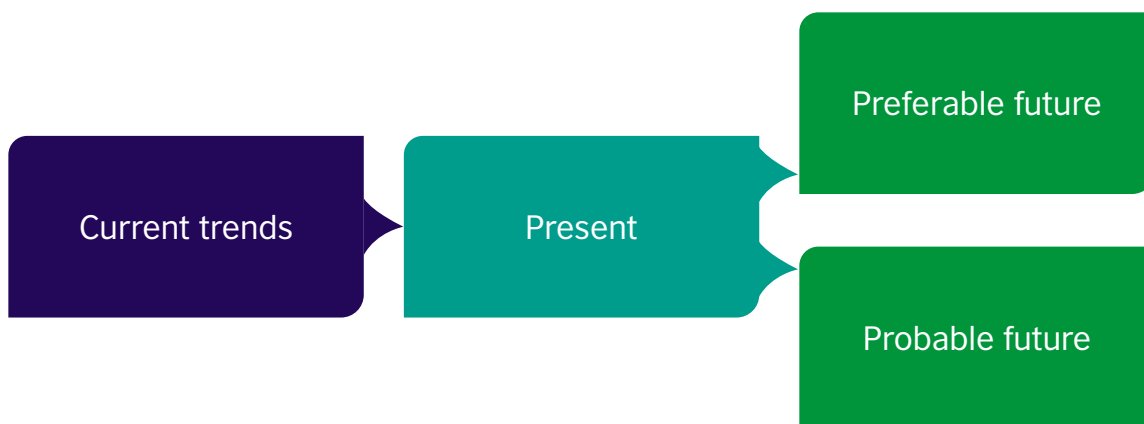
Deeper engagement: Ideal futures

If you have not yet completed the mini-summit, use the *Our Climate, Our Future* Fact Sheets and other resources to explore the issues and themes around climate change.

Agree on one theme that is relevant to the interests and experiences of both schools – eg oceans, food and farming etc.

Develop a timeline for your own country / context:

- Draw a timeline, going back as far as 1970s, when international conferences on climate change first took place. The line forks at the present, then divides into things that could happen in relation to the issue, while the upper line shows things that we would prefer to happen.
- Ask students to annotate each point in the diagram, with words, drawings, or cut-out images. Students can talk to their parents and other family members to learn about changes over time, and the pace of change – eg number of vehicles on the road, access to technology, availability of food from other countries. Make notes of the conversations or record them so that you can add authentic quotes to the timeline.



- Questions for reflection and debrief include:
 - What changes are likely to happen in five years, ten years and 20 years?
 - What would you prefer to see happen?
 - What is preventing the preferred changes from taking place?
- After discussion, students should prepare a clear, annotated timeline to share with their partner school showing the main points.

Sharing with partner school:

- When students have completed their timeline, they should prepare to share it with their partner school. They might take a photo of the timeline, or if both schools have access to IT, use a sharing platform such as Padlet, or Google Jamboard.
- Agree on a clear and concise way of sharing, for example through WhatsApp:
 - A photo or link to the timeline
 - One video / audio clip (or page of notes) explaining the timeline
 - Three video / audio clips (or pieces of writing) from students expressing their responses to the debrief questions
 - Five video / audio clips (or written comments) from community members to show how opinions have changed.

Please note: you must get permission from anyone appearing in an audio or video clip. For children aged under 18, you will need permission from a parent or guardian.

Reflection and follow-up:

- Review the timeline from the partner school and listen to the audio/video clips. Students then discuss:
 - What are the similarities and differences between the two timelines?
 - What is surprising?
 - What can we learn from our partner school and their country? Are there practical ideas we have learned from them that could be developed in our country?
 - Do we have further questions for our partner school?

Finish the activity by thanking the partner school for the collaboration and articulating some of the learning.



2: ACT

Start communicating

Following the instructions in the *Our Climate, Our Future* teacher notes, put the pupils in groups to discuss taking action at a personal, local and global level. Consider different focus areas eg food or energy. Ask staff to complete the activity as well, so that everyone is involved in making a difference.

You may like to display the actions and record whenever a student or staff member completes an action, to show the steps towards the goal.

Compile the list of actions for your school. Take a photo of the list and exchange lists with your partner school.

Now compare the two lists:

- Which actions are the same for both schools?
- Which actions are different?
- Are there any ideas that would work well in one country but not the other? Why do you think this is?
- Do you think the school community can achieve all the actions?
- Which new ideas from our partner could we include in our action plan?
- Can you suggest some deadlines for your partner school to put these actions in place? What will be achieved after 1 month, 3 months, 6 months etc?

After your discussion, make a final list of actions for your school. Follow the School #PromisetothePlanet activity in the *Our Climate, Our Future* teacher notes to come up with your school climate action plan. You may like to send your finished plan to your partner school.

Deeper engagement: Stop and start

If you have time, you could choose to do this activity as a lead-in to the discussion of actions, to help students explore the range of different actions at a personal, local and global level.

If you like, show students the 'Stop or Start' slide from the *Our Climate, Our Future* PowerPoint slide pack.

This slide helps us think about the actions that countries need to take to address climate change. Facilitate a discussion around the slide, bringing out the following points:

- Countries need to start doing some new things and stop others to address climate change
- Stopping something is also an action
- Some actions are complex – eg if we STOP making vehicles that emit greenhouse gases, we also need to START creating new methods of transport which are affordable and change attitudes to how and why we travel, especially in richer countries.

Ask students to look at the *Our Climate, Our Future* fact sheets and discussion cards on climate change.

Students work in groups to think about real actions in response. Ask them to make two lists of actions – one list of actions to STOP and one list of actions to START – in relation to each fact sheet and discussion card. You could do this using a handprint template for actions to STOP and a footprint template for actions to START, as a new path. Encourage students to be bold and dream big: they can research different start-ups, or innovative solutions, in which young people are leading the way.

- The following questions will help:
 - If we stop doing something, what are we going to do in its place?
 - How can industry and innovation help this?
 - What needs to be in place for new things to start?
 - How can we support changing people's attitudes to some things, as well as encourage changes in habits?
- Exchange your STOP and START ideas with their partner school. Students should review their own ideas and ideas from their partner school:
 - What ideas are the best?
 - Which ideas did both schools put forward?
 - Are there some ideas our partner school shared that we have not thought about?
 - Do all ideas work well in both countries?
 - What ideas are the most achievable and which might have the most impact?
- Create a large visual template, such as the one below. This can be done using a couple of flipchart pages, a blackboard, a display board, or use an online tool such as Google Jamboard.
 - Place a timeline along the top, for example until 2021.
 - Students can place their stop and start actions at different levels – personal, local, and global.
 - Ask students to think about when the STOP and START activities should happen, eg we can stop using certain vehicles in the next few years, but when is it realistic for most people to start using eco-vehicles?

	IMMEDIATELY IN 2021	IN THE NEXT 5-10 YEARS 2025-2030	10 YEARS ONWARDS 2030 +
Global			
Local			
Personal			

- Students could outline the STOP and START ideas in different colours to show different types of actions, eg learning, changing habits, innovation.
- The final display will become messy, but it should be! Where there are gaps, students could consider interim actions and measures. As a whole, it will help students consider how lots of actions at different levels work together to create change.
- As actions are completed, you can record this on your display to show progress towards goals.

3: SHARE

Start communicating

Following the instructions in the *Our Climate, Our Future* teacher notes, ask students to create #ForestofPromises leaves, with a personal promise on one side and a promise they want to see from world leaders on the other.

Now ask your partner school to send you some of their ideas for promises. Agree how many you will share. Can you include some of your partner's promises in your final display? Can you include promises from parents, teachers and your local community?

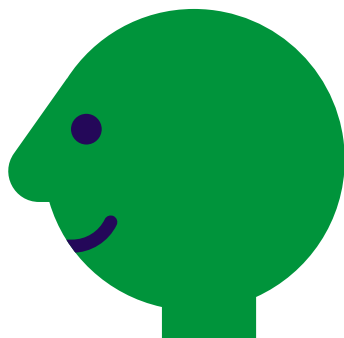
When you complete your display, take a picture and share it with your partner school.

Deeper engagement: The future is unwritten

Show this quote from the slide in the *Our Climate, Our Future* PowerPoint pack:

“ We can all work together to make changes that will create a world where nature and humans can live side by side, harmoniously. This is ‘Our Climate, Our Future’ and the future is unwritten...”

- Allow for a student reflection and discussion to engage with these ideas:
 - What are the outcomes of living side by side, harmoniously?
 - Why is it important to imagine a different future?
- Use as a stimulus for a creative response. To make it more meaningful, allow students to have a choice about the medium of their response.
- Students could work individually or in small groups to create a piece of art, drama, music or writing. All of these can be shared in school, or shared online through WhatsApp, a closed Facebook group, or on a platform such as Padlet.



4: REFLECTION

Start communicating

Read the teacher briefing about climate justice on page 14 of the *Our Climate, Our Future* teacher notes.

Introduce the topic of climate justice to your students. You can use the *Our Climate, Our Future* slide pack for your age group (slides titled *Who will this affect?* and *Climate Justice*). You could also share some statistics from the teacher briefing, or encourage students with internet access to research some of their own.

Facilitate a discussion with your students about climate justice. Use the 3–2–1 framework to create a response:

- three things they feel and understand about climate justice
- two important questions and reflections it raises
- one considered action they as a school or class will do in response.

Exchange actions with your partner school. Can you help your partner school with their action?

Deeper engagement: Climate Justice

School partnerships offer an opportunity for students to engage in open and constructive dialogue about the issue of inequality and climate justice. The activities suggested here are involving but have the potential to be very meaningful. The preparatory work and debrief throughout the process is very important. It is important to be clear that young people are not personally responsible for climate injustice and should acknowledge, listen, speak and call for action on behalf of the country they represent.

Preparation:

- If you have not already done so, start by reading the teacher briefing about climate justice on page 14 of the *Our Climate, Our Future* teacher notes.
- Then facilitate a discussion with students about the issue of climate justice. You can use the *Our Climate, Our Future* slide pack for your age group (slides titled *Who will this affect?* and *Climate Justice*). You could also share some statistics from the teacher briefing, or encourage students with internet access to research some of their own. For example:

It is estimated that 50 of the lowest income countries between them have contributed only about 1% of the greenhouse gases that have caused global warming.

The total greenhouse gas emissions caused by an individual person is known as their carbon footprint. Recent research has found that one person in the UK has the same carbon footprint as 17 people in Côte d'Ivoire (Ivory Coast) in West Africa. This means that a person in the UK contributes 17 times more greenhouse gases to the atmosphere than a person from Côte d'Ivoire. Research like this shows us that the communities that are feeling the worst effects from the climate crisis are those that have contributed to it the least.

(Our Climate, Our Future)

- If both schools have access to technology, you could ask your students to research some

facts and produce a PowerPoint quiz for partner students to answer.

- Ask students to decide which facts they wish to highlight and produce a poster to share with the partner school.

Responding:

- It is important to let students engage with an honest response
- Students could privately write responses on paper which a teacher can then write onto a whiteboard, or Google Jamboard. Engage with the range of responses. Students may empathise and there may be a need to engage with different viewpoints.
- Introduce the idea of climate justice and discuss the responsibilities of richer nations towards the health and well-being of poorer nations affected by climate change
- Show students this quote: 'Stopping the climate crisis is critical to the collective well-being of humans, as well as other living things.'
- Consider the concept of collective well-being through the following questions. If you created posters about climate justice facts, you could use these as an additional stimulus:
 - What is personal well-being? What do children do for their own well-being? What do they do for their family?
 - How can they be part of collective well-being? What attitudes, priorities and actions will bring about collective well-being?

Partnership work:

- Ask students to consider ways in which their country has either been affected by or contributed to climate change and climate injustice.
- Students should also consider how they feel about this. Encourage them to put a name to the feeling. Working in small groups to explore feelings and come up with a shared group response may help students engage with this.
- Students should suggest actions that they would like to see taken in response to climate injustice. There may be several suggestions and students can share ideas.
- You may agree that one partner school takes on the responsibility of documenting and sharing the experiences of the partner who is more affected by climate injustice.
- Produce a response which documents the issue, how the countries are responsible for / affected by it, how it makes them feel, and actions they would like world leaders to take in response to this. This might take the form of a letter, a PowerPoint presentation or a film.
- Exchange responses with your partner school. Can you create a shared response to send to world leaders?

References

The timeline activity is adapted from the Oxfam Global Citizenship Teacher Guide

<https://oxfamilibrary.openrepository.com/bitstream/handle/10546/620105/edu-global-citizenship-teacher-guide-091115-en.pdf;jsessionid=909B3E3367B8E86A877D613032648E48?sequence=9>

