**Climate Action Short Course: 1st year overview (Work in progress)**

| **1st Year** |
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| **Unit of Learning** | **Lesson title** | **Learning outcomes** | **Suggested activities****(based on 1 hour lessons) 4-5 x 1 hours or 6-7 x 40 minute lessons** |
| **Unit 1.****TITLE:****Intro to the short course / Our****community****5 weeks** | **Week 1 -** Welcome & What is Climate Action? | **1.1****2.4****2.3****2.5** | 1. Welcome circle - [Climate Action Photo](https://docs.google.com/presentation/d/1CcCUgrAL56PzwqPzTzQ4LOFRcGAZHL-s2kS7nOXgPus/edit?usp=sharing)s (20 mins) choose a photo that appeals to you and say why.
2. [Energizer - e.g. Pass the energy](https://docs.google.com/document/d/1ma2Pwo-jgC7g16g5AfxqBr8PHG_h5_k_NUQqN2fqiM4/edit) (10 mins) or [Alphabet Race](https://docs.google.com/document/d/1TDcwdnlMgHdp2aWG9KQaqmiIt-8_9DRVlTuOcbaim6Y/edit?usp=sharing)
3. [SPLAT game](https://docs.google.com/document/d/1Fyv5K_uk3rIcuVscFfmUbqu01tTLy-ie/edit?usp=sharing&ouid=118227085444696982475&rtpof=true&sd=true) (10 mins) - climate action literacy activity
4. Optional [Introduction](https://drive.google.com/drive/u/2/folders/1ms2Tdb7tjSWWm_wgccF4FftCONRhE9q8) (slides about the course - could use 3-4 of these rather than all depending on interest of the group) ( 5 mins)
5. [Self-Assessment Tool](https://drive.google.com/file/d/11TnfUtBrR2eel2j6mwIjpbWvRyX-faIZ/view?usp=sharing) (25 mins) Paper version - collect and return to students at the end of the year. Digital version could be created if necessary.
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| **Week 2 - Inspiration and Group Agreement** | 1. Climate Justice Activism - Starter activity (15 mins) [Find someone wh](https://drive.google.com/file/d/1XP6L7QHS2B62hQUZlSDyCcrHevS03Y05/view?usp=sharing)o, with climate activist [role cards](https://drive.google.com/file/d/1v6v2a-VP7EJ9EoahrjVGl3rKcodMM2WC/view?usp=sharing)
2. [Diamond ranking](https://docs.google.com/document/d/1o1I36yF0yWO2vLLuYa52ndoycjUvRQq6PP5GNiAdPDo/edit?usp=sharing) of examples of climate action (20 mins)
3. [Creating our Group Agreement](https://docs.google.com/presentation/d/1piPz5kkJSGsgyDLyiLB2QhFaRf1kJ-Zi/edit?usp=sharing&ouid=118227085444696982475&rtpof=true&sd=true) (25 mins)
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| **Week 3 – Place Appreciation (part 1) + community** | 1. Place Appreciation – choice of two 20 mins activities mapping *OR* photos (20 mins)
2. What communities am I part of ? (15-20 mins)
3. Creating our Skills bank, our interests (20 mins)
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| **Week 4** – **Learning outdoors** | 1. Bat and Moth game (10 mins)
2. Learning outdoors - Risk benefit assessment (20 mins)
3. Web of life - Ecosystems *OR* Community web - (20 mins)
4. Reflection and moving debate - things you like/didn’t like about learning outdoors and walking debate about outdoor learning (10 mins)
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|  | **Week 5 - Reflection** | 1. What is Reflection - Tips and examples (15 mins) (Slides to be created)
2. Reflection 1 - Open Questions (20 mins)
3. Reflection 2 - Responding to climate action images (5-10 mins)
4. Assessment in this course (Slides to be created)

[Confirming + Signing Group agreement, including new information gathered in the risk-benefit assessment (10 mins)] |
| **Unit 2.****TITLE:****Connecting to My Place****7 weeks**  | **Week 1 –** My Place (Outdoor lesson) | **2.1 (1)****~~2.6 (1)~~****1.6 (0.5)****1.7 (0.25)**2.1 Explore, through direct experience, an aspect of my local environment and its connection to my wellbeing.~~[2.6 Investigate through a visit to one or more places in the locality, how an aspect of my local community could become or is becoming more sustainable.]~~ **1.3 Assess the values, culture and political ideas that****have an influence in my life, my community and wider****society ( introduce this here instead of 2.6)**1.6 Evaluate sources and data, applying understanding of the nature of science and thinking critically, to form evidence-based opinions about sustainability and global justice issues.**1.7 Appreciate the links between climate change and global inequalities past and present, how these impact on climate action, and my position within these.** | 1. [Curiosity Walk (15 mins)](https://docs.google.com/document/d/1QUiuTYdhuZmM0BKERobRQpBxOr4vP2uvjf2ZIXqNRZk/edit?usp=sharing)
2. [Plant Hunt (15 mins)](https://docs.google.com/document/d/17yRk5Q_LHzFMfZ8oww9gPE9gLJySRBXlrzaKNkm9xmk/edit?usp=sharing)
3. [Meet\_a\_tree (15 mins)](https://docs.google.com/document/d/1BCz2O26REC-Br4Vy9lywpzPRYZdSmrwlePLBl4YVgsA/edit?usp=sharing)
4. [Sharing\_Circle (5 mins)](https://docs.google.com/document/d/1lBukhSXSfO7tcxJ-bMuol_X5ekPaYHWxxq-jeCuIzJo/edit?usp=sharing)
5. Reflection1: journal entry (feeling/wellbeing)? (Resource to be created)
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| **Week 2** –Exploring a local ecosystem (Outdoor lesson) | 1. [Oak Tree Bingo](https://docs.google.com/document/d/10yLAj0X-ZeQ6AOJB3llFW20lG7NZWW8l/edit?usp=sharing&ouid=118227085444696982475&rtpof=true&sd=true) (20-25 mins) *option for teachers to create a new worksheet based on their locations ie: seashore, urban park.*
2. [Acorn](https://docs.google.com/document/d/1YYqb2TVi0TnNmfxNvnyEn0NN7yWvtAEfLfyNjxvkcHk/edit?usp=sharing)/tree seed collection [+planting](https://www.youtube.com/watch?v=qcwSqcanY98) (30-35 mins)
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| **Week 3** - Protecting ecosystems (Practical activity) | 1. Tree Stories (40-45 mins)
2. SitSpot/or Fawn Game (to be added) (10 mins) or

[SitSpot+Silent Walk](https://docs.google.com/document/d/1d3lAPD-bAWECA9NOi3FvD_dxD_YEbxp__gmKQCMhPZw/edit?usp=sharing) (15mins) +/or reflection (10 mins) |
| **Week 4** – Making an ecosystems game - analysing sources - values / worldviews | 1. Explain task over coming weeks - and show Rubric. Create a Game/Activity - Find reliable sources of info, and research an ecosystem nearby / in Ireland. Follow research questions. Use research to create a 10-min activity or game to share a skill useful for protecting ecosystems, or to help others learn about this ecosystem. Show examples of games/activities to help get ideas before starting (5 mins)
2. Hot Air Balloon (15 mins)
3. Worldviews: a way of looking at things (10 mins) sources of information about a chosen ecosystem
4. Analysing Sources - Explore 3 articles (3 articles still to be chosen and adapted using rewordify) - identifying different perspectives/worldviews (identifying values) In groups (25 mins)
5. Reflection 3: (5 mins) - what is my current worldview? What experiences / people / media etc have influenced my worldview? Can I recognize different viewpoints in films/social media etc?

HW: Research - find 3 possible sources about my chosen ecosystem  |
| **Week 5** – Making an ecosystems game - analysing sources - reliable sources | 1. Introduction to sources and finding reliable sources (15 mins)
2. Analysing Sources - reliability of sources (25 mins)
3. Research into chosen ecosystem - [template](https://docs.google.com/document/d/1EKdE9Iq1sb1W1qFn1k5BftsY4mylm3plI6gckIzqRWA/edit?usp=sharing)(Resource to be completed) (10 mins - template will be continued at home and next week) *Note - Groups choose ecosystems ideally locally that you could visit now or later in the year.*
4. Decide on how you plan to communicate your learning - game / activity/ film clip / podcast / artwork (10 mins) Note - *For the games and activities you could provide a menu of options to choose from (e.g. card game, snakes and ladders) and a max for any format to avoid everyone choosing same format (e.g. all kahoots)*

Optional HW: Continue research and creating your game / activity or do this in class during week 6. |
| **Week 6 - Making the games** | 1. Continue Research into the chosen ecosystem. Check key facts that you wish players to learn by playing the game - these might be about plants, animals found there, how i am connected to these plants and insects / how I vulnerable / how whole ecosystem affects climate change, (20 mins)
2. Create the game / activity/ film clip / podcast / artwork (40 mins)
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| **Week 7 - Playing the games.** | 1. :
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| **Unit 3.** **TITLE: Understanding Climate Change****6 weeks**[**Climate Change, Climate Justice (trocaire.org)**](https://www.trocaire.org/sites/default/files/education/lent2015/post-primary-resource-trocaire.pdf) | Week 1 - Knowing our Limits | 3.1 Explain the existence of planetary boundaries.3.2 Create using data and/or creative media, a way to communicate a key earth science concept relevant to sustainability. 1.7 Appreciate the links between climate change and global inequalities past and present, how these impact on climate action, and my position within these3.6 Explore how climate change impacts on people differently and the meaning of climate justice1.8 Appreciate the range of feelings I have about climate change, and how my feelings interact with my thinking, and with my motivation to join or help create social change | 1. Motivational video: Pushing the boundaries : [MAN](https://youtu.be/WfGMYdalClU) (Man’s relationship to the Earth)
2. Glossary/word game with key terms. (incl. diff. between weather + climate))
3. Planetary boundaries - simplified version <https://upload.wikimedia.org/wikipedia/commons/thumb/7/70/Planetary_boundaries.svg/1920px-Planetary_boundaries.svg.png>, PPT in activity outline.

Overview of each of the 9 boundaries. Simplified. Intro short 3.5mins video - <https://youtu.be/Mpv6aPFhr80> 1. Art work to reinforce learning, hand out planet earth to each student for their scrapbook. Get them to imaginatively represent the information and some of the 9 sections/boundaries.
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| Week 2 - Global warming effects on Organisms | 1. Global warming presentation
2. Earth Science - temperature - different parts of the world and extremes of temperature past and present. Show Google Maps to zoom into very hot/cold parts of the planet and see what the current temperature is.
3. Oceans of Climate Change - Begin by asking the class what they know about or how they think our oceans affect our climate, then show video: <https://youtu.be/WNpzc3SLkxs> - (NASA kids video), Watch video and discuss. Compliment any necessary unclear information through a short powerpoint if needed.
4. Carry out DEMO of a water balloon heat capacity experiment (from video above) to model how the oceans absorb heat from the sun and understand their importance. (Could be in science lab with a flame, OR with a hot light bulb?)
5. Create an infographic/short video/powerpoint presentation explaining how global warming has affected an organism of your choice.
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| Week 3 - - Ocean acidification |  * Revise general definition of a planetary boundary. What do they remember about ocean acidification? Ask what they think all the extra CO2 could be doing to the oceans, and to sea life? (Links with prev wk). Make a note on board/flip chart of their ideas/previous knowledge even if not completely accurate. (5mins)
* Carry out Demo experiment to show acidification - <https://youtu.be/0ww4VDE_Su0> (10mins)
* How Oceans soak up CO2 and cause acidification - Use PPT to introduce topic. or use video () Use relevant newspaper articles. ([sample PPT here](https://docs.google.com/presentation/d/1MUdNKRHVm2mryfAh7MDHEWjYbSpqpW9W/edit?usp=sharing&ouid=118227085444696982475&rtpof=true&sd=true) - US Middle School, Maine). What is Ocean Acidification videos: 2.47mins <https://youtu.be/gZGj0BbDT38>, ACE-Action for Climate Emergency. (NBC News Learn, Ocean Acidification May 2020 - 6mins - <https://youtu.be/XajNg6ARogw>), Oceans and acidification 10mins - TED-X Dublin - Dr. Triona McGrath, more advanced, clips are useable- <https://youtu.be/8m1X26Auw6Q> (15mins)
* Discuss what they have learnt from the videos/ppt. Are they surprised at anything? What do they see as the biggest problem with ocean acidification? (5mins)
* In pairs/groups, **design creative media** (PPT, video, creative presentation,poster, TOK video etc), with data to communicate one aspect of the science of oceans and climate change. e.g. Pick an organism - for example, the coral reefs - how are they being affected by temperature and how might this worsens with global warming? (difference between 1.5oC and 2oC) Powerpoint resource: (<https://docs.google.com/presentation/d/1SXpEnx9e_PgPUbTPBktS_uQ2T4-9LfIt25WLmh3NJOg/edit?usp=sharing>)
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| Week 4 - Biodiversity Loss | * Previous knowledge: What is biodiversity? Motivational activity: [WEB of LIFE activity](https://drive.google.com/file/d/1Slfg12Kw8Z2BYdQXT0NsyoYUpsLKF_Y1/view?usp=sharing), (p12)Do it outside. Discuss what this activity means in terms of how everything is connected in the natural world.(15mins)
* Video Why is Biodiversity so important?: <https://youtu.be/GK_vRtHJZu4> , Discuss briefly ( in small groups) any biodiversity in Ireland under threat? or briefly research it? (any powerpoints?)
* Present their creative media projects to their classmates. (20mins)
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| Week 5 - Introduction to Climate Justice (historical emissions) | 1. R[esponsibility for Climate Change - historical emissions. Video, graph input and group discussion](https://drive.google.com/drive/folders/1VumQTHasWdVXugmvBJSvihm8mTOXj9xy?usp=sharing)
2. [Data analysis and creating infographics individually or in groups on greenhouse gas emissions and inequality](https://drive.google.com/drive/folders/13493ZCrRxdCfLpvvRICLPDJcJhVXf8ON?usp=sharing)
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| Week 6 - Introduction to Climate Justice (unequal impacts) | 1. Who is most affected by climate change and who is most responsible - a creative visualisation. Shortened version of Spaceship Earth and Climate Justice activity on [pg 38 of NYCI resource](https://drive.google.com/file/d/1EPTfG6xiXbBN6wMLKXvhnh4TmKS0wjL4/view?usp=sharing) - contains full instructions.
2. Brainstorm and group activity on climate change impacts. Graphics in [folder](https://drive.google.com/file/d/1xCn8V8kbbipQ81tbR0VkmOz8Lb-uQJ6M/view?usp=sharing), and outline [here](https://docs.google.com/document/d/1w_-3kFt1T9aXNMxf4QRlFyme23NLIXVz/edit?usp=sharing&ouid=118227085444696982475&rtpof=true&sd=true).
3. Optional (time permitting): 3 minute v[ideo from NYCI on climate justice](https://www.youtube.com/watch?v=NEnpPC8pIkE&ab_channel=NationalYouthCouncilofIreland)
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| Optional week extra | 1. Climate negotiations role play [LO 3.6 - climate\_role\_play.pdf](https://drive.google.com/file/d/1mO32Z4hC5idveWlD8WB54vJSXi8hy_o2/view) (will take the entire class. Needs to be modified to suit level of the class)
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| **Unit 4.** **Taking Action****Example:****6-8 weeks** **LOs: 1.5, 4.1, 4.2, 2.6** | **Week 1 -** Taking action - comparing approaches and tactics | 4.1 Identify a wide range of tactics used by groups and social movements to achieve change towards justice and sustainability. 4.2 - Compare different approaches to climate action, identifying what motivates and inspires me to challenge and change systems that are unsustainable or unjust, and what helps me to maintain this motivation over time. | literacy activities around actionintro to tactics, sorting examples of actions into what tactics are being used - Jerrieann can plan this lesson?1 . Some kind of literacy game? tactics , individual, collective2. sorting actions -photos of actions and sorting them into tactics1. Scenarios photo cards? discussing strengths and weaknesses of diff tactics in diff situations (use historical examples?)
2. Reflection - what motivates me?

// or role play instead of all this? |
| **Week 2 -** Action skills - being part of a self-organsing group | 1.5 Demonstrate skills for working in self-organising groups where members decide as equals on their goal and how to achieve it | Planning the visit, learning how to work in groups - - Jerrieann can plan this lesson?1. pair discussion - recall group agreement, what helps us work effectively in groups?
2. roles for meetings, tips for inclusive meetings, role cards
3. practicing doing roles in groups, planning to do list to prepare for the trip? practicing making a decision as equals, including everyone?
4. Reflection on how it went working ina group?
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| **Week 3 –** Action in our community | 2.6 Investigate through a visit to one or more places in the locality, how an aspect of my local community could become or is becoming more sustainable. | Visit (pick something that works for Cork City / Wicklow / Athenry as samples to inspire other teachers in different countiesSuggestions for trip:City schools1. Port
2. Recycling Centres
3. Old Dump sites e.g. Tramore Valley Park in Cork City
4. Local authority/Public buildings
5. Power stations
6. Data Centres e.g. Google, Facebook (maybe it would be better if someone to the school to speak on this rather than an onsite interview as it may be difficult to access)- Could be a difficult visit as not much to see?

Rural schools1. Food production farm
2. Wind farm
3. Local authority/Public buildings

Activity 1: Sustainability Audit* Interviewing people - teacher would need to organise suitable person to be on site on day of trip to interview e.g. Local Agenda 21 officer/ waste management officer/ Education officer
* Student observations
* Data collection - photos, videos etc. (Can look up info. gaps on net after)
* Compare to the sector targets, ask about how they plan to reach targets.
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| **Week 4 -** Learning from action in our community | 2.6Note: This unit could also be where to fit in comparing possible futures 1.3  | learning from the visitActivity 1: Further research on place visitedActivity 2: Critically analyse answers in interviewActivity 3: Improvement Plan - SMART goals for the placeSpecific, Measurable, Achievable, Realtistic, Time Activity 4: Reflection  |
| **Week 5 -** Taking action in our school/community - energy/or materials audit??? | 2.7 - Review an aspect of the energy and materials use of my school or another organisation that is or has been sustainable and how this came about.CLariify the is or has been?????????? | Energy or materials audit in school or other place (could choose the original place in the visit carried out week 3 if it is suitable ie. already evidence of sustainable practices)List of aspects to measure: Energy, Recycling, Water, Garden/Green SpacesActivity 1: Identify measures in school/oher place that are already in place to reduce energy usage/waste productionActivity 2: Analyse impact of measures implementedSchool \* anybody who is already Green Schools has easy access to this infoOther ideas of places to audit:* Public building that has put some measures in place e.g. local library, city hall, county hall, local public creche
* Or seek permission/information to audit local business e.g. connection through a parent

Audit medium if it is not taking place in the school* Phone call
* Email
* Online research
* Invite a person in to interview
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| **Week 6 -** Lobbying action?? | 4.9 Formulate a view on how to improve a local or national response to the climate crisis and communicate this to a decision-maker in my school, community orgovernment. | taking action - local or national changes needed, linked to the visit, lobbying - write a letter?  |
| Unit 5. (4-5 weeks)**Global Inequalities and Solutions** | **Week 1 -**  | 2.2 Design collaboratively, learning experiences including outdoor learning which enhance my wellbeing and my understanding of the interconnections between me and my local environment or community. | Note - maybe students also sow some seeds a few months earlier in prep for this unit? maybe series of outdoor activities understanding global inequality and exploring root causes, inc some food growing activities?Mapping: where is best for veg-growing? pinpoint places to plant, especially south-facing. decide which plants would be best for this time of year, quick harvest Note: check in on garden each week  |
| **Week 2 -** | 1.7 Appreciate the links between climate change and global inequalities past and present, how these impact on climate action, and my position within these (Note: some of this is covered in UoL 2) | KMLinking with food-growing in previous weeks - linking food growing, seeds, climate impacts & climate justiceseed sovereignty - start building for work in subsequent years, perhaps a survey. Video on seeds and climate change in Bolivia <https://www.youtube.com/watch?v=dfJUIFeNf1A&ab_channel=TerraJusta>  |
| **Week 3 -**  | 3.11 Produce a visual root cause analysis of climate change with my peers; thinking critically about the values and systems that play a role in ongoing inaction. | * WWGS resource - problem tree on causes of food inequality, link to SDG possibly (Sian to do this)

15 mins to spend on looking at food justice and climate cause. Trocaire video KM |
|  | **Week 4**  | 4.11 Demonstrate a new practical sustainability skill, chosen from a range of skills identified in discussion with my peers, that I can use to contribute to a sustainable future.1.8 Appreciate the range of feelings I have about climate change, and how my feelings interact with my thinking, and with my motivation to join or help create social change | (if seeds sown sooner) veg harvest and collaborative cooking link in with Home Ec dept. After school activity clubs could be set up known as the eco club.  20 minute reflection on feelings - could be written |
|  | **Week 5 -** | 1.2 Compare different possible futures, to identify a shared preferable future and some of the decisions to make now to get there | Students are to make posters/ videos to create awareness for the school community.They could film/take photos of their gardening work with their phones. encourage them to link to global  |
| **UoL 6 - Title****(2-3 weeks)** | **Reflection + Showcase of Learning** |  | PresentationsAssessment Reflection |

| **2nd Year** |
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| **Unit of Learning** | **Lesson title** | **Learning outcomes** | **Suggested activities**  |
| **Unit 1.****TITLE:****Intro to 2nd Year** | **Week 1 -**  |  |  |
| **Week 2 –**  |  |  |
| **Week 3** –  |  |  |
| **Unit 2.****TITLE:** | Week 1 –  |  |  |
| Week 2 -  |  |  |
| Week 3 –  |  |  |
| Week 4 -  |  |  |
| Week 5 - |  |  |
| **Unit 3.****TITLE:** | **Week 1 –**  |  |  |
| **Week 2 –**  |  |  |
| **Week 3 –**  |  |  |
| **Week 4 –** |  |  |
| **Week 5 -**  |  |  |
| **Unit 4.****TITLE:** | **Week 1 –**  |  |  |
| **Week 2 –**  |  |  |
| **Week 3** –  |  |  |
| **Week 4** –  |  |  |
| **Week 5** -  |  |  |
| **Unit 5.****TITLE:** | **Week 1** -  |  |  |
| **Week 2** -  |  |  |
| **Week 3** -  |  |  |
| **Week 4** -  |  |  |
| **Unit 6 -** **(5 weeks)** | **Week 6** -  |  |  |
| **Week 7** -  |  |  |
| **Week 8** -  |  |  |
| **Week 9**-  |  |  |
| **Week 10** -  |  |  |
| **Unit 7****(3 weeks)** | **Assessment**  |  |  |

| **3rd Year** |
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| **Unit of Learning** | **Lesson title** | **Learning outcomes** | **Suggested activities**  |
| **Unit 1.****TITLE:**  | **Week 1 -**  |  |  |
| **Week 2 –**  |  |  |
| **Week 3** -  |  |  |
| **Unit 2.****TITLE:** | **Week 1 –**  |  |  |
| **Week 2** –  |  |  |
| **Week 3**  |  |  |
| **Week 4** -  |  |  |
| **Week 5** |  |  |
| **Week 6** –  |  |  |
| **Unit 3.****TITLE:** | **Week 1 -**  |  |  |
| **Week 2 –** |  |  |
| **Week 3 –**  |  |  |
| **Week 4 -**  |  |  |
| **Week 5 –**  |  |  |
| **Week 6 -**  |  |  |
| **Unit 4.****TITLE:** | **Week 1 –**  |  |  |
| **Week 2** –  |  |  |
| **Week 3** –  |  |  |
| **Week 4** –  |  |  |
| **Week 5** –  |  |  |
| **Week 6 -**  |  |   |
| **Unit 5.** **TITLE:** | **Week 1 –**  |  |  |
| **Week 2 –**  |  |  |
| **Week 3** –  |  |  |
| **Week 4** –  |  |  |
| **Week 5** –  |  |  |
| **Week 6 –**  |  |  |
| **Unit 6****(3 weeks)** | **Reflection + Showcase of Learning** |  | PresentationsAssessmentReflection |