1st Year, Unit 1, Week 1 – Climate Action photos and tactics Teacher Activity Outline

**Learning outcomes**

* 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
* 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.
* 2.4 Appreciate how my existing interests, skills, knowledge, values and creativity can make a difference and contribute to my community and my world.

**Learning intentions**

Students will be able to

* Introduce themselves to a new group
* Use imagery to share their interests and curiosities about climate action
* Recognise a broad range of tactics that have been carried out by activists of all ages in Ireland and globally.
* Identify possible future climate action they may participate in to achieve change towards justice and sustainability.

**Time**

35 minutes

**Methods**

Movement matching activity, pair discussions, whole group discussion, paper-storming

**Teacher Preparation**

* Print one A4 slide photo per student from the Climate Action photos presentation (preferably in colour). There are 30 images available, if your group is smaller, you can ask students to take two images each to discuss or select from a broad range of tactics shown (see slide 35 for a list of tactics and numbers of corresponding images).
* Fold under or cut and tape the green text banner at the end of each photo to the reverse of the image so students can respond to just the image first, before reading the caption.
* If possible, do this activity outdoors or in hall classroom with space to place photos on the ground and have students stand in a circle and move around the images.
* Write the list of ten tactics on a large sheet of paper or flipchart and display on a wall outside or project slide from whiteboard.

**Materials**

* A4 photos
* Bluetac
* Marker
* Large sheets paper or flipchart
* Post-it notes or strips of paper 1 per student
* Scissors / tape (optional)
* printout of the tactics explained (optional)

**What to do (Part 1)**

1. Lay one photo per student on the floor. Give students time to move around the images.
2. Ask students to pick up one image that appeals to them or that they are curious about and stand in a circle.
3. Students take turns saying their name, describing what is happening in the image and what appeals to them in the image or a question they may have.

**(Part 2)**

1. Select a range of images and ask students to consider what are the issues or problems they are trying to change?

You may need to also briefly explain key terms from the images, such as climate change, greenhouse gas emissions, sustainability, climate justice and so on to your students (see 3. Taster Unit, Week 1 - Splat for definitions)

1. Show students the sample ten tactics that activists around the world use. (Explain to students that there are many other tactics but that the group will focus on ten in this activity).
2. Ask students to think / pair / share as many of the tactics they understand or could try to explain to the group.
3. Check for general understanding of what each tactic means and read out any definitions that are unclear.
4. Ask students to think which tactic is used in the photo they picked.
5. In the circle, each student finds one other student that has the same tactic, for example two students who have an image that shows lobbying (students can read the text folded / cut from the end of their photo if they need further information) and describe one similarity and one difference between their two images.
6. Ask a few students to share their tactic and ask the group if they think this is a good way to make change happen and why?

**(Part 3)**

1. Ask students to call out social issues (local, national, or global) that they would like to change.
2. Students choose any one issue of interest to them, from the Climate Action images or students' suggestions and write down the tactic they would most likely use to bring about change on a post-it / piece of paper and crumple it up. Students 3 or 4 at a time can be invited to ‘paper storm’ the large sheet of tactics, aiming to hit the tactic of their choice.
3. (In advance) Ask one or two students to count which tactics received the top three ‘hits’. You could also ask a student to gather up the paper storm and count the tactics to check the most popular three.

**Further Discussion or Reflection questions**

* There are many other tactics that people use to bring about positive change. Ask students to think about other tactics that have not been discussed already. For example; Personal transformation - eating less meat / flying less /public transport / cycling / using less energy.
* Which do they think is the most beneficial tactic and why?

**Additional Information**

* If you wish to adapt or select different images for this activity to suit your group, please see slide 36 ‘criteria for selecting images’ as a helpful guide.



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