1st Year – Complete Outline Table of Units of Learning 1-4

1st Year, Unit 1 – Introduction to the Short Course / Our Community – Outline Table of Weekly Activities

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| **Week 1** | **Activities** | **Accompanying tasks or guides** |
| **Week 1 – Welcome and What is Climate Action**Learning Outcome(s):*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.* | **1***.* Climate Action photos and tactics, **interactive group** **activity** (20 mins) | **1.** View the following documents: *Unit 1, Week 1 -* * *Climate Action photos and tactics Teacher Activity Outline*
* *Climate Action photos and tactics PowerPoint Presentation*

**Note:** This activity is also covered in the Taster Unit, Week 1. If you did this activity in a taster with your class, we suggest skipping ahead to the activities below. |
| **2.**Climate Action Splat, **Literacy activity** (20 mins) | **2.** View the following documents: *Unit 1, Week 1 -* * *Climate Action Splat Board PowerPoint Presentation*
* *Climate Action Splat* *Teacher Activity Outline*

**Note:** This activity is also covered in the Taster Unit, Week 1. If you did this activity in a taster with your class, we suggest skipping ahead to the activities below. |
| **3.** Student **Self-assessment tool** (15 mins) | **3.** View the following documents: *Unit 1, Week 1 -* * *Self-assessment tool Student Handout*

This tool can be used by teachers to gain insights into students’ prior knowledge. It can then be filled in again at the end of the term or year to see how students feel about their learning in the short course. |
| **4.** Introduction to the short course, **presentation** (5 mins) | **4.** View the following documents: *Unit 1, Week 1 -* * *Introduction to the short course PowerPoint Presentation*

You may want to use only a few slides, depending on the interest of the group and any time constraints. |
| **Week 2** | **Activities** | **Accompanying tasks or guides** |
| **Week 2 – Inspiration and Group Agreement**Learning Outcome(s):*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.* | **1***.* Climate Justice Activism – **Roleplay** and **Mixer Activity,** indoors or outdoors(20-30 mins) | **1.** View the following documents:*Unit 1, Week 2 -* * *Climate Justice Activism Roleplay & Mixer Teacher Activity Outline*
* *Climate Justice Activism Roleplay cards*
* *Climate Justice Activism Mixer Activity Student Handout*

**Note:** This activity is also covered in the Taster Unit, Week 2. If you did this activity in a taster with your class, we suggest skipping ahead to the activities below. |
| **2.** Group Agreement – **presentation** and **group activity** (20-30 mins) | **2.** View the following documents:*Unit 1, Week 2 -* * *Creating a Group Agreement PowerPoint Presentation*
* *Group Agreement Student Handout*
* *Group Agreement Teacher Activity Outline*
 |
| **3.** Pass the Energy - **Energiser** | **3.** View the following documents:*Unit 1, Week 2 –* * *Pass the Energy Teacher Activity Outline*
 |
| **Week 3** |  **Activities** | **Accompanying tasks or guides** |
| **Week 3 – Community and Place Appreciation** Learning Outcome(s):*2.1 Explore, through direct experience, an aspect of my local environment and its connection to my wellbeing**2.4 Appreciate how my existing interests, skills, knowledge, values, and creativity can make a difference and contribute to my community and my world.**2.3 Investigate aspects of the history and culture of**the communities in a place that I am a part of.**2.5 Design with others a set of values and principles for a just and sustainable community***.** | **1***.* Place Appreciation –**mapping activity,** indoors or outdoors, using [OSi map](https://maps.scoilnet.ie/) on Scoilnet (15-20mins)  | **1.** Find your school location on [Ordnance Survey Ireland (OSi) Map using Scoilnet](https://maps.scoilnet.ie/). Use the Map Switcher to switch to “discovery map” which shows landmarks. Export the map to PDF and print x1 per pair of students, A4 colour. Also print x1 per pair of “Legend for Maps”, available at the link and [here (pdf)](https://maps.scoilnet.ie/cms_files/wp-content/uploads/2020/02/legend_both.pdf). Use the presentation and student handout to guide your students through the activity:*Unit 1, Week 3 -* * *Place Appreciation Mapping Activity Student Handout*
* *Place Appreciation Mapping Activity PowerPoint Presentation*

**Note:** This activity is also covered in the Taster Unit, Week 3. If you did this activity in a taster with your class, we suggest skipping ahead to the activities below. |
| **2.** Community Appreciation - What communities am I part of? **Presentation of images**, and **discussion** in pairs (20 mins) | **2.** View the following documents:*Unit 1, Week 3 –* * *Community Appreciation Teacher Activity Outline*
* *Community Appreciation PowerPoint Presentation*
* *Community Appreciation Student Handout*
 |
| **3.** Creating a Skills Bank – **discussion and visual notetaking** (20 mins) | **3.** View the following documents:*Unit 1, Week 3 –* * *Skills Bank Teacher Activity Outline*
 |
| **4.** Optional alternative to Activity 3, or additional activity – Skills and talents **survey** (10 mins) | **4.** View the following documents:*Unit 1, Week 3 –* * *Skills and Talents Survey Student Handout*
 |
| **Week 4** | **Activities** | **Accompanying tasks or guides** |
| **Week 4 – Introduction to Learning Outdoors**Learning Outcome(s):*1.1 Recognise that sustainability issues are**interconnected and that my life is a part of complex,**interdependent systems.**2.1 Explore, through direct experience, an aspect of my local environment and its connection to my wellbeing.**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.* | **1***.* Bat and Moth Sensory **Game,** outdoors (10 mins) | **1.** View the following documents:*Unit 1, Week 4 –* * *Bat and Moth Game Teacher Activity Outline*
 |
| **2.** Outdoor Learning Risk Benefit Assessment, indoors or outdoors, **survey** (20 mins) | **2.** View the following documents:*Unit 1, Week 4 –* * *Outdoor Learning Risk Benefit Assessment Teacher Activity Outline*
* *Outdoor Learning Risk Benefit Assessment Student Handout*
 |
| **3.** Community Web of Life, **simulation game,** indoors oroutdoors (20 mins) | **3.** View the following documents:*Unit 1, Week 4 –* * *Community Web of Life Teacher Activity Outline*
 |
| **4. Reflection and Moving Debate** on outdoor learning, indoors or outdoors (10-20 mins) | **4.** View the following documents:*Unit 1, Week 4 – Outdoor Learning Reflection and Moving Debate Teacher Activity Outline* |
| **Week 5** | **Activities** | **Accompanying tasks or guides** |
| **Week 5 – Reflection** Learning Outcome(s):*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.**1.1 Recognise that sustainability issues are**interconnected and that my life is a part of complex,**interdependent systems.* | **1***.* What is Reflection? Examples and Tips – **Presentation** (15 mins) | **1.** Tell students that a big part of acting for change is being able to reflect on our experiences and improve how we do things and this lesson is going to focus on reflecting.View the following documents:*Unit 1, Week 5 –* * *What is Reflection – Examples and Tips PowerPoint Presentation*
 |
| **2.** Reflection open sentences – **paired work, active listening** (20 mins) | **2.** View the following documents:*Unit 1, Week 5 –* * *Reflection Open Sentences Teacher Activity Outline*
 |
| **3.** Responding to climate action images – **individual reflection, writing** (10 mins) | **3.** View the following documents:*Unit 1, Week 5 –* * *Responding to Climate Action Images Teacher Activity Outline*
* *Climate Action Images PowerPoint*
* *Emotions and Feelings Wheel PowerPoint*
 |
| **4.** Reminder on Assessment – **Presentation** (5 mins) | **4.** Tell students that most of the assessment in this course is about reflecting and saving their reflections, like we’ve done in the activities in this lesson. As a reminder about assessment show them the final slide of: *Unit 1, Week 4 – What is Reflection Examples and Tips PowerPoint Presentation.* (Note: this slide was already shown in Unit 1, Week 1, Activity 4 – Introduction to the short course). |

**1st Year, Unit 2 – Connecting to my Place - Outline Table of Weekly Activities**

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| **Week 1** | **Activities** | **Accompanying tasks or guides** |
| **Week 1 – My Place** Learning Outcome(s):*2.1 Explore, through direct experience, an aspect of my local environment and its connection to my wellbeing.**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.**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.**1.1 Recognise that sustainability issues are interconnected and that my life is a part of complex, interdependent systems.* | **1***.* Curiosity Walk, **outdoor sensory learning activity** (15 mins) | **1.** View the following document(s):*Unit 2, Week 1 -** *Curiosity Walk Teacher Activity Outline*
 |
| **2.**Plant Hunt, **outdoor sensory learning activity** (15 mins) | **2.** View the following document(s):*Unit 2, Week 1 -** *Plant Hunt Teacher Activity Outline*
 |
| **3.** Meet a Tree**, outdoor sensory learning activity** (15-20 mins) | **3.** View the following document(s):*Unit 2, Week 1 -** *Meet a Tree Teacher Activity Outline*
 |
| **4.** Sharing Circle, **discussion** (5 mins) | **4.** View the following document(s):*Unit 2, Week 1 -** *Sharing Circle Teacher Activity Outline*
 |
| **Week 2** | **Activities** | **Accompanying tasks or guides** |
| **Week 2 – Exploring a Local Ecosystem**Learning Outcome(s):*2.3 Investigate aspects of the history and culture of the communities in a place that I am a part of.**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.**1.1 Recognise that sustainability issues are interconnected and that my life is a part of complex, interdependent systems.**2.1 Explore, through direct experience, an aspect of my local environment and its connection to my wellbeing.* | **1***.* Oak Tree Bingo, **outdoor sensory learning activity** (30 mins) | **1.** View the following document(s):*Unit 2, Week 1 -** *Oak Tree Bingo Teacher Activity Outline*
* *Oak Tree Bingo Teacher Notes*
* *Oak Tree Bingo Student Handout*

Note: This activity includes an option for students to collect acorns in preparation for an optional acorn-planting activity in the next lesson in this Unit.  |
| **2.** Sit-spot and silent walk, **outdoor sensory learning activity** (10-15 mins) | **2.** View the following document(s):*Unit 2, Week 1 -** *Sit-spot and Silent Walk Teacher Activity Outline*
 |
| **Week 3** |  **Activities** | **Accompanying tasks or guides** |
| **Week 3 – Protecting Ecosystems**Learning Outcome(s):*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.**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.**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.**1.6 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.**3.5 Research how people are reducing and adapting**to the effects of climate change, taking inspiration**from frontline communities engaged in participatory**problem-solving.* | **1***.* Acorn Planting, **demonstration and practical skill** (1 hour) | **1.** This activity is optional. There is an alternative activity below (Tree Stories). If you choose to do the acorn planting, you could do the Tree Stories in an additional lesson for this Unit. View the following document(s):*Unit 2, Week 3 -** *Acorn Planting Teacher Activity Outline*
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| **2.** Tree Stories, **case studies, group work, diamond ranking** (40-50 mins) | **2.** View the following document(s):*Unit 2, Week 3 -** *Tree Stories Teacher Activity Outline*
* *Tree Stories Student Handout*
* *Diamond Ranking Student Handout*
 |
| **Week 4** | **Activities** | **Accompanying tasks or guides** |
| **Week 4 – Ecosystem Game + Introduction to Research** Learning Outcome(s):*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.**1.3 Assess the values, culture and political ideas that have an influence in my life, my community and wider society.* | **1***.* Making an Ecosystems Game – **explanation of task** (15 mins) | **1.** Explain to students that over the coming weeks their task is to create an Ecosystems Game for their peers. They must research an ecosystem nearby / in Ireland and find reliable sources of information – you’ll be covering reliability of sources in this lesson and in Week 5 of this Unit. They’ll use their 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. Give students a copy of the Ecosystem Game Student Handout each and go through it with them. Their first task will be to fill in the “My Plan” form, but not until next week’s class (you’re giving it to them now so they have an idea of what’s coming up). Also show them the Ecosystem Game Rubric. Print copies of the Ecosystem Game Cards, cut them up, put them in a hat and get students to pull them out at random to see who designs which type of game (to avoid students all choosing the same type of game, e.g., Kahoot). View the following document(s):*Unit 2, Week 4 -** *Ecosystem Game Rubric*
* *Ecosystem Game Student Handout*
* *Ecosystem Game Cards*
 |
| **2.** Hot Air Balloon, **simulation game,** indoors or outdoors,(15 mins) | **2.** View the following document(s):*Unit 2, Week 4 -** *Hot Air Balloon Teacher Activity Outline*
 |
| **3.** Analysing sourcesand identifying worldviews **– reading and discussion** (20-30 mins) | **3.** View the following document(s):*Unit 2, Week 4 -** *Analysing Sources Teacher Activity Outline*

Note: this activity requires student analysis of news articles, if possible, you could select recent articles about a nature-related topic which you know interests the class; however, the Teacher Activity Outline does contain some example articles which you can use. |
| **Week 5** | **Activities** | **Accompanying tasks or guides** |
| **Week 5 – Reliability of Sources** Learning Outcome(s):*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.**1.3 Assess the values, culture and political ideas that have an influence in my life, my community and wider society.*  | **1.** Analysing sourcesand identifying reliability **– reading and discussion** (20-30 mins) | **1.** Explain that in today’s lesson you are going to practice analysing reliability of sources. It builds on last week’s lesson on analysing worldviews in sources.View the following document(s):*Unit 2, Week 5 –* * *Analysing Reliability of Sources Teacher Activity Outline*
* *Analysing Reliability of Sources PowerPoint Presentation*
* *Analysing Reliability of Sources Student Handout*
 |
| **2***.* Planning our Ecosystems Game and analysing sourcesfor reliability **– handout and individual work** (15-20 mins) | **1.** Give students each a copy of:*Unit 2, Week 5 -** *Reliability of Sources for Ecosystem Game Student Handout*

Explain that the handout contains tips for their research into their chosen ecosystem for designing their games. Go through pages 1-4 with students, which cover where to find sources, how to make them more readable if necessary, how to analyse sources for reliability, and how to effectively search for information online. Tell them that you’ll be filling in pages 5-7 in the next class.Revisitlast week’s handout: *Unit 2, Week 4 - Ecosystem Game Student Handout*and give students some time to fill it in.  |
| **Week 6** |  **Activities** | **Accompanying tasks or guides** |
| **Week 6 – Working on our Ecosystem Games**Learning Outcome(s):*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.**1.6 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***.* **Working on our Ecosystems Games –** filling *Unit 2, Week 5 – Reliability of Sources for Ecosystem Game* ***Student Handout*** (40 mins – 1 hr) | **1.** Explain to students that this week you’re going to continue working on last week’s handout on analysing reliability of sources. Show students: *Unit 2, Week 6 –** *Tips on Researching an Ecosystem PowerPoint Presentation*

Leave the PowerPoint on slide 3 for reference as students work on filling in the handout with information about their sources, using their devices or school computers for research.If necessary, help them with ideas about how to represent the information they’re gathering in the game they’re designing. How will they share and communicate their learning about this ecosystem with others through their game?Let students know that in the next lesson you will be playing the games together so they can finish preparing them at home. |
| **Week 6** |  **Activities** | **Accompanying tasks or guides** |
| **Week 7 – Playing the Ecosystem Games** | **1***.* **Playing the Ecosystems Games** (40 mins - 1hr) | **1.** Each student has 10 minutes. Depending on the size of your class, you may need an extra lesson to play all the games.  |

**1st Year, Unit 3 – Understanding Climate Change – Outline Table of Weekly Activities**

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| **Week 1** | **Activities** | **Accompanying tasks or guides** |
| **Week 1 - Knowing our Limits** Learning Outcome:*3.1 Explain the existence of planetary boundaries.* | 1. **Video Activity** (10 mins): <https://youtu.be/SieN0IrZ5wg> (alternative, shorter video: <https://youtu.be/Mpv6aPFhr80>) | **1.** Ask students to individually write two sentences explaining the concept of planetary boundaries in their own words.  |
| **2.****Word game** with key environmental and climate change terms (15 mins) | **2.** View the following documents: *Unit 3, Week 1 –* * *Word Game Teacher Activity Outline*
* *Word Game Teacher Notes*
* *Word Game Slide.*

Note: some of these terms in this word game appear in the following presentation, and some are also building literacy for subsequent lessons in this Unit. Two words (ecosystem and biodiversity) already appeared in a word game in the Taster Unit and are repeated here with slightly different definitions. |
| **3. Presentation** on Planetary Boundaries (15 mins) | **3.** View the following documents: *Unit 3, Week 1 –* * *Planetary Boundaries PowerPoint Presentation*

You may need to adapt the presentation to your class’s needs. |
| **4. Artwork** on Planetary Boundaries (10 mins) | **4.** View the following documents: *Unit 3, Week 1 –* * *Planetary Boundaries Artwork Student Handout*.

Hand out a sheet to each student for their scrapbook. Ask them to creatively represent some of the planetary boundaries on the handout. |
| **Week 2** | **Activities** | **Accompanying tasks or guides** |
| **Week 2 - Global Warming and Climate Change**Learning Outcome(s):*3.1 Explain the existence of planetary boundaries.**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.**3.2 Create using data and/or creative media, a way to**communicate a key earth science concept relevant to**sustainability.* | 1. What do you know about Global Warming? – short **discussion**. **Presentation** on The Greenhouse Effect and Global Warming (10-15 mins) | **1.** Ask students to discuss briefly what they understand by global warming, as a class or in small groups. View the following documents: *Unit 3, Week 2 –* * *Global Warming PowerPoint Presentation.*

You may need to adapt the presentation to your class’s needs. |
| **2.** Short **video** on The Greenhouse Effect on the NASA climate kids [website](https://climatekids.nasa.gov/greenhouse-effect/) (10 mins) | **2.** Show the short video. Ask students to discuss what they already knew from the video, and what was new to them, in pairs or in small groups. |
| **3. Temperature Maps - Interactive graphic** of warming temperatures over time - Time Series: 1884 to 2021 - on [NASA webpage on global temperature](https://climate.nasa.gov/vital-signs/global-temperature/). This graphic shows the change in global surface temperature relative to 1951-1980 average temperatures. Optional: [map of current global temperatures.](https://map.worldweatheronline.com/temperature?lat=57.70414723434193&lng=-8.613281250000002) (10 mins) | **3.** Play the time series graphic for students and ask them to focus on one region or country they know. Stop it a few times and ask them to compare the region/country at different times. Is it warmer or cooler? Alternatively, they can do this themselves on their devices. Optional: open the map of current global temperatures and ask them to check the same region/country – how does the current temperature compare? (Note: this could lead to a discussion of the difference between weather and climate.) |
| 4. **Creative Activity** - create a drawing/ infographic/short video/voice recording/Powerpoint presentation explaining how global warming and climate change have affected animals. | 4. View the following documents: *Unit 3, Week 2 –* * *Creative Activity Student Handout*

for instructions for students. They can work on this in small groups or individually. Give them the remainder of the class to work on it, and they can continue it in the next class. |
| **Week 3** |  **Activities** | **Accompanying tasks or guides** |
| **Week 3 – The Ocean and Climate Change**Learning Outcome(s):*3.1 Explain the existence of planetary boundaries.**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.**3.2 Create using data and/or creative media, a way to**communicate a key earth science concept relevant to**sustainability.* | **1***.* Global Warming and the Ocean – **Reminder and short discussion** (5 mins) | **1.** Give students a reminder of what was covered last week about global warming. Ask them how they think global warming could affect the ocean – how could it affect sea life, and humans? Make a note of their ideas/previous knowledge on the board. |
| **2. Presentation** on The Ocean and Global Warming (5 mins) | **2.** View the following documents: *Unit 3, Week 3 –* * *The Ocean and Climate Change PowerPoint Presentation*

Show the slides in the first section of the PowerPoint, on The Ocean and Global Warming. |
| **3.** [**Video** - Oceans of Climate Change](https://youtu.be/WNpzc3SLkxs) (5 mins) | **3.** Play this short video from NASA. It shows how much heat oceans can absorb through an experiment with a balloon. Revisit the notes on the board from Activity 1 where students discussed how global warming could affect the ocean. Ask students is there anything they’d like to add or change to this list. |
| **4. Presentation** on Ocean Acidification (5 mins) | 4. View the following documents: *Unit 3, Week 3 –* * *The Ocean and Climate Change PowerPoint Presentation*

Remind students that ocean acidification is one of the 9 planetary boundaries. Show the slides in the second section of the PowerPoint, on Ocean Acidification. |
| **5. Video** – [What is Ocean Acidification](https://youtu.be/gZGj0BbDT38)? (5 mins) | **5.** Optional: before watching the video, give students these questions to note down in their copybooks and try to answer while watching the video. • What is making the oceans more acidic? • What sea organisms does acidification affect the most and how? • Why are these organisms important for other sea creatures? • How will humans be affected by ocean acidification? |
| **6. Creative Activity** continued from Week 2 - create a drawing/ infographic/short video/voice recording/PowerPoint presentation explaining how global warming and climate change have affected animals. | **6.** View the following documents: *Unit 3, Week 2 –* * *Creative Activity Student Handout*

for instructions for students. This activity is continued from last week. Give them the remainder of the class to continue working on their group or individual projects. |
| **Week 4** | **Activities** | **Accompanying tasks or guides** |
| **Week 4 – Biodiversity Loss** Learning Outcome(s):*1.1 Recognise that sustainability issues are interconnected and that my life is a part of complex, interdependent systems.**3.1 Explain the existence of planetary boundaries.**3.6 Explore how climate change impacts on people differently and the meaning of climate justice.* | **1***.* **Recap –** Biodiversity Lesson in Week 3 of Taster Unit (5 mins) | **1.** Give a recap of the Biodiversity Numbers activity in Week 3 of the Taster Unit, when students ranked species groups according to abundance. You could do this by showing the PowerPoint Presentation Taster Unit, Week 3 – Biodiversity Numbers. This is to remind students of the different species groups, which they’ll come across in the next activity. **Note:** This week builds on activities in Week 3 - Biodiversity of the Taster Unit. If you didn’t do the taster with your class, we suggest going back and doing those activities with your class or combining some of them with the activities below. |
| **2.** Web of Life – Woodland Ecosystem **Simulation Game** (20 mins) | **2.** Tell students you’re going to look at how different species depend on each other as part of the ecosystem of a woodland. Remind them of the definition of an ecosystem from Week 1 – “A community of organisms that depend on each other and the environment they inhabit.” See the following documents: Web of Life Teacher Activity Outline; Web of Life Images.[Optional extra: [video](https://www.youtube.com/watch?v=SzcGTd8qWTg&ab_channel=CrashCourseKids) on the impacts of climate change on a desert ecosystem] |
| **3.** Seeds and Biodiversity Loss **Presentation** (10 mins) | 4. Explain to students that just as the diversity of a woodland is important because different species and elements of the ecosystem depend on one another, the diversity of seeds of the food we eat is also important, especially as climate change can affect food crops. Show the presentation Seeds and Biodiversity Loss. Note: the presentation has information on seed-saving. If your class has done Week 3 – Biodiversity of the Taster Unit, you will have sown some seeds of Honesty flowers. Depending on what time of year it is, you may be able to save seeds from the plants now, or let students know that you’ll be saving some seeds later in the year. |
| **4. Video –** [Seeds of Resilience](https://youtu.be/We-pqbt41t4) –Introducing seed biodiversity (15 mins) | **4.** Play the Seeds of Resilience video from the start to min 4.43.Ask students to “think-pair-share” about their feelings on the video. How does seeing the effects of climate change on the people in the video make them feel? |
| **Week 5** | **Activities** | **Accompanying tasks or guides** |
| **Week 5 – Introduction to Climate Justice** Learning Outcome(s):*3.6 Explore how climate change impacts on people differently and the meaning of climate justice*.*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.**3.3 Discuss the history of the climate crisis and responses to it at the level of nations and corporations, using data about past emissions, wealth, knowledge and power to act.**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.* | **1***.* [**Video**](https://ed.ted.com/lessons/climate-change-earth-s-giant-game-of-tetris-joss-fong#watch)from Ted Edand **Worksheet** on Carbon Emissions and Climate Change (10 mins) | **1.** Remind students that in Week 2 of this Unit we looked at how greenhouse gas emissions cause global warming, especially carbon dioxide caused by burning fossil fuels. Tell them that this lesson is going to look at some of the causes and effects of greenhouse gas emissions. Watch the short video, then hand out copies of the Carbon Emissions and Climate Change Student Handout and give them time to answer the questions. You can also hand the worksheets out before watching the video. Then go through the correct answers with the students; see Carbon Emissions and Climate Change Teacher Notes. |
| **2. Presentation** on Historical Carbon Emissions and **Class Discussion (**15 mins) | **2**. Show students slides 2 and 3 of the Historical Carbon Emissions PowerPoint. Check for understanding – what did students understand from the video and the graph? Did they already know something about which countries have the highest emissions? Then have a class discussion using the questions on Slide 4. |
| **3.** The Carbon [**Map**](https://maynoothuniversity-my.sharepoint.com/personal/sian_cowman_2021_mumail_ie/Documents/Unit%203%2C%20Week%201%20-%20Handout%20for%20Planetary%20Boundaries%20Artwork.odt?web=1) **–** interactive graphic(10 mins) | **3.** Open The Carbon Map. Explain to students that on the Area tab the map shows country sizes according to their land area. As you click on the tabs in the bar along the top of the page (Population, Wealth, Extraction, etc) the map resizes countries according to who has the most and who has the least. Click through and look at them all, then compare the Historical [emissions] tab with the Vulnerability tab. What do students notice about which countries have caused climate change and which countries are most vulnerable to it? |
| **4. Creative Activity –** making a short video in groups | **4.** Divide the class into groups of three (or four). See Creative Activity Student Handout – give each group a copy. Explain the activity to them – each group is going to explore The Carbon Map together and answer some questions on the sheet to help prepare a script for a short video and then film themselves using a phone. Give them the remainder of the class to work on it, and they can continue it in the next class. |
| **Week 6** |  **Activities** | **Accompanying tasks or guides** |
| **Week 6 – Climate Justice Cont,**Learning Outcome(s):*3.6 Explore how climate change impacts on people differently and the meaning of climate justice*.*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.**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.* | **1***.* [**Video**](https://youtu.be/NEnpPC8pIkE)on Climate Justice from the National Youth Council of Ireland, and K-W-L chart (10 mins) | **1.** Tell students that the last lesson focused on Climate Justice in terms of the countries who have the most responsibility for causing climate change, and today we’re going to look at another perspective of climate justice: how climate change affects people differently, depending on who they are and where they live.Give each student a printout of the KWL Student Handout. Explain they’re going to watch a video about climate justice and as they watch they can fill in on the handout what they already knew, what they want to know more about, and what they learned. Watch the video, pausing for breaks if necessary and give the students a few minutes after the video to continue filling in their handouts. |
| **2. Creative Visualisation** and **Class Discussion –** who is most affected by climate change? (30/40 mins) | **2.** See Creative Visualisation Teacher Activity Outline.  |
| **3. Creative Activity** continued from Week 5 **–** making a short video in groups (time permitting) | **3.** This activity is continued from last week. See Creative Activity Student Handout in Week 5 for instructions for students. Give them the remainder of the class to continue working on their videos in their groups. If you don’t have time, ask students to continue this activity outside of class time, or in the next class. |
|  | **Note:** Some of the content in this Unit is a little heavy in terms of climate impacts. You could consider spending some time during one of the lessons - or spread over multiple lessons - revisiting Unit 1, Week 5 – Reflection and giving students time for individual reflection. | View the following documents:*Unit 1, Week 5 –* * *Responding to Climate Action Images Teacher Activity Outline*
* *Climate Action Images PowerPoint*
* *Emotions and Feelings Wheel PowerPoint*
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**1st Year, Unit 4 – Values and Principles for Collective Action - Outline Table of Weekly Activities**

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| **Week 1** | **Activities** | **Accompanying tasks or guides** |
| **Week 1 – Root Causes**Learning Outcome(s):*1.1 Recognise that sustainability issues are interconnected and that my life is a part of complex, interdependent systems.**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.**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.* | **1***.* Alphabet Race**, energiser,** indoors or outdoors(10-15 mins) | **1.** View the following document(s):*Unit 4, Week 1 -** *Alphabet Race Teacher Activity Outline*

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| **2.** Web of Issues visual **game**, indoors or outdoors (20 mins) | **2.** View the following document(s):*Unit 4, Week 1 -** *Web of Issues Teacher Activity Outline*

Note: The web method has been used in Units 1 and 3 already as it is a useful methodology for showing interconnections. You may want to remind students that they did it already with topics of Community and Woodland Ecosystems, and today the topic is social and global justice issues. |
| **3.** Climate ChangeProblem Tree, **paired work** and **creative activity** (20-30 mins) | **3.** View the following document(s):*Unit 4, Week 1 -** *Climate Change Problem Tree PowerPoint Presentation*
* *Climate Change Problem Tree Teacher Activity Outline*
 |
| **Week 2** | **Activities** | **Accompanying tasks or guides** |
| **Week 2 – Value Systems** Learning Outcome(s):*3.9 Explore value systems in different societies past or present, and their impact on how societies relate to nature.* | **1***.* Value Systems **case studies and discussion** (40 mins- 1 hr) | **1.** View the following documents:*Unit 4, Week 2 -** *Value Systems Case Studies Teacher Activity Outline*
* *Value Systems Case Studies*
* *Value Systems PowerPoint Presentation*
 |
| **Week 3** |  **Activities** | **Accompanying tasks or guides** |
| **Week 3 – Extractivism vs Regeneration**Learning Outcome(s):*3.4 Examine economic ideas contributing to global environmental limits being exceeded; and economic ideas that can be implemented to protect people and the environment.**3.9 Explore value systems in different societies past or present, and their impact on how societies relate to nature.* | **1***.* Capitalism, [**Video Activity**](https://www.youtube.com/watch?v=jA1_vcqvoFs&ab_channel=TheRulesOrg)(5-10 mins) | **1.** In the previous lesson, the Buen Vivir case study mentioned some of the values of capitalism: “the society and capitalist economic system we live in can often give a view of individualism and self-interest.” Explain to students that in this lesson you are going to look a bit deeper at these values.Play [the video](https://www.youtube.com/watch?v=jA1_vcqvoFs&ab_channel=TheRulesOrg), which explains the some of the relationship between money, capitalism, and extractivism. Ask students to discuss what they already knew from the video and what was new to them in pairs or in small groups, or to write two sentences in their own words explaining what capitalism is. |
| **2.** Extractivism vs Regeneration **video; discussion; writing activity** (40-50 mins) | View the following documents:*Unit 4, Week 3 -** *Extractivism vs Regeneration Teacher Activity Outline*
* *Extractivism vs Regeneration Student Handout*
 |
| **Week 4** | **Activities** | **Accompanying tasks or guides** |
| **Week 4 – Visioning the Future** Learning Outcome(s):*1.9 Apply problem-solving approaches, using the competencies I have developed in this strand**2.5 Design with others a set of values and principles for a just and sustainable community**3.9 Explore value systems in different societies past or present and their impact on how societies relate to nature.* | **1***.* Imaginary Island, **creative art activity and small group work** (40-50 mins) | **1.** Explain to students that they will use all the ideas and knowledge gained from previous weeks’ lessons to vision a future.View the following documents:*Unit 4, Week 4 -** *Imaginary Island Teacher Activity Outline*

**Note:** This activity is also covered in the Taster Unit, Week 4. If you did this activity in a taster with your class, we suggest skipping ahead to the next lesson. |
| **Week 5** | **Activities** | **Accompanying tasks or guides** |
| **Week 5 – Values for Climate Action** Learning Outcome(s):*2.5 Design with others a set of values and principles for a just and sustainable community.**4.1 Identify a wide range of tactics used by groups and**social movements to achieve change towards justice and sustainability.**3.5 Research how people are reducing and adapting**to the effects of climate change, taking inspiration from frontline communities engaged in participatory**problem-solving.* | **1***.* Values for Climate Action, **case studies and small group work** (40-50 mins) | **1.** Explain to students that they are going to study principles of climate justice and climate action that have been developed by young people: one from a group of youth activists called the Sunrise Movement in the USA, and the other from the National Youth Council of Ireland.View the following documents:*Unit 4, Week 5 -** *Values for Climate Action Teacher Activity Outline*
* *Values for Climate Action Student Handout 1; & Student Handout 2*
 |
| **Week 6** |  **Activities** | **Accompanying tasks or guides** |
| **Week 6 – Building our Charter**Learning Outcome(s):*2.5 Design with others a set of values and principles for a just and sustainable community.**4.6 Demonstrate facilitation of a meeting, decision or discussion in a small group of my peers.**4.8 Design and conduct a creative action as a group**which addresses a root cause of climate change or a linked local-to-global sustainability issue.* | **1***.* Building a collective Charter for Action - **World Café activity** (40 mins – 1 hr) | **1.** View the following documents:*Unit 4, Week 6 -** *Building our Charter for Action Teacher Activity Outline*
 |
|  | **Note:** Some of the content in this Unit deals with in-depth and intense issues. You could consider spending some time during one of the lessons - or spread over multiple lessons - revisiting Unit 1, Week 5 – Reflection and giving students time for individual reflection. | View the following documents:*Unit 1, Week 5 –* * *Responding to Climate Action Images Teacher Activity Outline*
* *Climate Action Images PowerPoint*
* *Emotions and Feelings Wheel PowerPoint*
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This resource has been developed with funding from Irish Aid’s WorldWise Global Schools. Irish Aid’s WorldWise Global Schools is the national programme for Global Citizenship Education (GCE) for post-primary schools in Ireland. The ideas, opinions and comments on this resource are entirely the responsibility of its authors and do not necessarily represent or reflect WorldWise Global Schools and/or Irish Aid policy.



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