

# Exploring

# Climate Justice

**A human rights-based approach**

THERE IS NO  
PLANET B



There  
NO  
PLANET



**IDEAS**  
for global citizenship

# With thanks

Exploring Climate Justice

A Human Rights-Based Approach



This resource would not be possible without the time and energy of [WOSDEC](#), [The Third Generation Project](#), Sue Bentley from Eco-Active Learning and [Oxfam UK](#). WOSDEC would also like to thank SOM ACT, the amazing group of young Somali journalists dedicated to giving a voice to communities in Somaliland.



The resource is very well put

**TEACH THE FUTURE**

together, the importance of Education that is inclusive and recognises intersectionality will be pivotal and is something I as a recent High School leaver would have benefited from massively, especially in late Primary School. It will help young people become more aware of the world around them in their own community and globally. Climate Change is not something which will wait around to be learned about so including it in the curriculum at an early stage will be life changing for many. A huge positive of this resource is the awareness of Eco anxiety. It is very important to take care of young people's mental health when learning about the climate crisis. ([Teach the Future Scotland Review](#))



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## Introduction

“All human beings are born free and equal in dignity and rights. Yet, when it comes to the effects of climate change, there has been nothing but chronic injustice and the corrosion of human rights.”

Mary Robinson

### What is Climate Justice?

There is no single definition of climate justice, here are some to help you develop your learners' ideas.

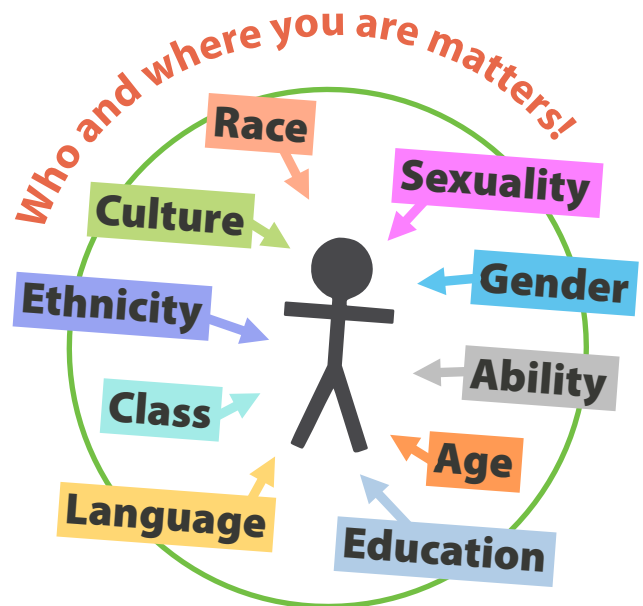
### Pachamama Alliance

Climate justice shifts the focus of the climate crisis from one that is solely based on ecological matters – such as greenhouse gas emissions and the destruction of forests – to one that frames the climate crisis as the ethical and political issue it truly is.

### David Lammy, MP

Increasingly, discussions of climate justice recognise that the climate emergency is linked to other forms of injustice. David Lammy, MP highlights how the climate crisis is linked to patterns of historic and ongoing injustice in [this TED talk](#):

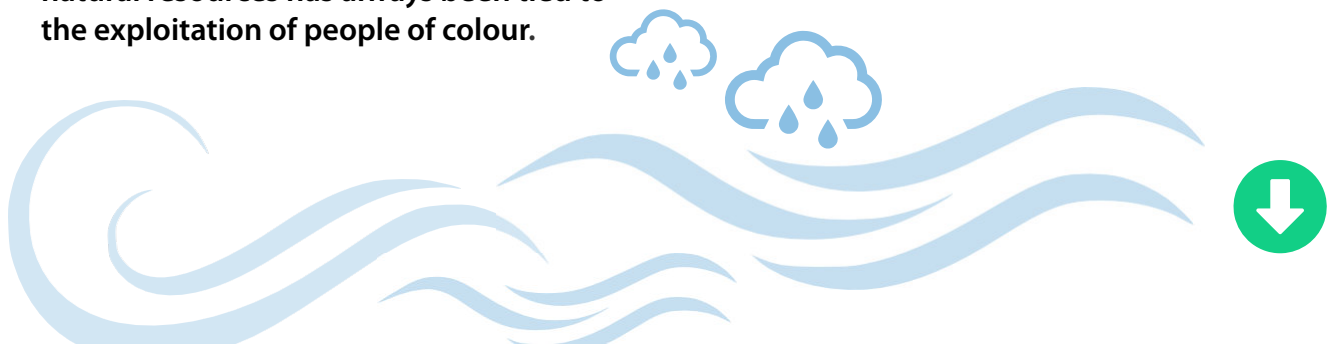
“ Those countries that have contributed least to the climate breakdown, mainly in the global south, will suffer the most from floods, droughts, and rising temperatures. This is a pattern of suffering with a long history. The exploitation of our planet's natural resources has always been tied to the exploitation of people of colour.



By Kate Crowley at the Scottish Climate Citizen's Assembly, Nov 2020

The logic of colonisation was to extract valuable resources from our planet through force, paying no attention to its secondary effects. The climate crisis is in a way colonialism's natural conclusion... **climate justice is linked to racial justice, social justice and intergenerational justice too.**”

Having a number of different definitions of climate justice can seem confusing, so the important point to remember is that climate justice recognises that climate change, human rights, and the rights of nature are linked, and have been over time. So many times scientists begin to explain climate change by examining the way that Carbon Dioxide (CO<sub>2</sub>) emissions began to rise as countries industrialised – but industrialisation was also a direct result of colonialism as colonialism allowed colonial powers to obtain resources to further their own economic development.



## Climate Justice and Global Citizenship Education

Research published in 2021 demonstrated how much support educators need to embrace Climate Justice Education<sup>1</sup>.

Teachers require training and resources in order to do **Climate Justice Education**. We need a teaching workforce who understand intersectionality, are committed to universal human wellbeing within our planetary boundaries, and equipped with the skills to explore these issues with young learners.

Taking a **Global Citizenship approach** enables teachers to promote hope, and a sense of agency, counteracting eco-anxiety. This resource doesn't tell learners what to think and do about the Climate Emergency, but provides stimuli for critical thinking, debate and discussion to guide informed action.

## Objectives and Structure of the Resource

The resource follows our **Inform, Investigate and Instigate model**, and aims to support teachers and learners to:

- **explore the current human rights impact of the Climate Emergency** on people's lives in Scotland and Somaliland.
- **make connections with** the universal quests for equitable access to food, water, healthcare, education, gender justice and racial justice.
- **address climate anxiety** and look after our wellbeing.
- **take action** to have your voice heard.
- **measure attitudinal change** towards these issues.

The focus of this resource is not to explore the Greenhouse Effect, Climate Science, the ecological crisis or biodiversity loss. We believe it is possible to explore Climate Justice and take action without a deep knowledge of Climate Science.

“**Climate Justice Education** ought to be a matter of collective deliberation between educators, activists and communities who actually stand to experience injustice. Through this, educators should develop an understanding and appreciation of the historical significance of social movements, while activists should develop an understanding and appreciation of the challenges facing educators trying to do this work.”

Beth Christie & Callum McGregor 2024

<sup>1</sup> *Towards Climate Justice Education: Views from Activists and Educators in Scotland* Environmental Education Research (Callum McGregor & Beth Christie 2021)



## CfE Benchmarks

The following are Social Studies Benchmarks, however each lesson also offers opportunities for both interdisciplinary and multi-disciplinary learning.

### Impact of Climate Change in Scotland and Somaliland

- **SOC 2-07b** Describes the impact of a natural disaster (such as an extreme weather event), giving at least three examples for people and one for the landscape. Impact can be positive or negative.
- **SOC 3-07a** Provides an explanation of at least three consequences of an environmental issue.

### Exploring Injustice

- **SOC 2-15a** Selects appropriate evidence and uses it to research a social, political or economic issue.
- **SOC 3-15a** Reviews basic sources of evidence such as newspapers or surveys used in arguments about current affairs to form a valid opinion.
- **SOC 2-16b** Uses evidence to form a valid opinion of the impact of discrimination or prejudice on people's lives, for example, racism or the effect of immigration.
- **SOC 3-16b** Provides at least two simple explanations as to why a selected group might experience inequality, for example gender, race/ethnicity, age, disability.
- **SOC 2-17a** Compares and contrasts the lifestyle and culture of the citizens of Scotland as compared to the citizens of another country.
- **SOC 3-17a** Gives at least two simple explanations for the differences between their own rights and responsibilities and those in a contrasting society.

### Thinking Critically

- **SOC 3-17b** Identifies at least three sources of information that influence the ways in which he/she is informed. Provides at least two valid opinions about the ways in which choices and decisions might be influenced by bias or exaggeration.

### Taking Action

- **SOC 2-08a** Suggests at least three ways in which people can live in a more environmentally responsible way.
- **SOC 3-08a** Suggests how at least three consequences of an environmental issue could be managed.
- **SOC 2-16a** Provides a basic explanation as to how the needs of a particular group within the local community can be supported, using relevant examples.
- **SOC 3-16a** Makes two or more reasoned suggestions of ways in which inequality might be addressed.

## Links to the SDGs and the UNCRC



As a Climate Justice resource, this material will support learning beyond **Goal 13**, with explicit focus on **Goal 1**, **Goal 10**, **Goal 11**, **Goal 12** and **Goal 16**.

The key UNCRC article that this resource supports learners to engage with is **Article 24: The right of all children everywhere to live in a safe and clean environment: with clean air, clean water and access to nutritious food and health care. Rich countries should help poorer countries achieve this.**

The resource also highlights individual relevant articles within each lesson.



## The Climate in Scotland and Somaliland

Human-induced Climate Change is already impacting many weather and climate extremes in every area of the globe.<sup>1</sup> Across Europe temperatures and sea levels will rise, with more coastal flooding and loss of shorelines.<sup>2</sup> Hot extremes, marine heatwaves and severe coastal flooding are projected to increase across Africa.<sup>3</sup>

### Scotland



Even with adaptation and mitigation on a world scale, Scotland's average temperatures will increase, together with increased rainfall and likelihood of severe storms. Sea levels will rise. Climate Change brings threats and opportunities to Scotland. Whilst warmer winters may produce some health benefits, Climate Change brings significant risks to the natural environment and infrastructure, flooding risks to communities and business and significant impacts on natural carbon stores, agriculture, wildlife, coastal habitats and seas.<sup>4</sup>

### Somaliland

Across the Horn of Africa the impact of significant and ongoing droughts is already being felt. In a 2015 study led by scientist, Jennifer Tierney, of the University of Arizona, it was found that the Horn of Africa is drying at



an unprecedented rate, resulting in drought and famine, [and] threatening food security in an already vulnerable region.<sup>5</sup> As noted in a 2024 press release from Islamic Relief Worldwide 'More than 800,000 people are currently displaced in Somaliland as a result of the drought<sup>6</sup>. Across Somalia, an estimated 6.9 million people – almost 2 in 5 Somalis – are in need of humanitarian assistance.'

The climatological cycle of the East African monsoon is complex as it depends not only on seasonal shifts in prevailing winds, but also on the heating and cooling of parts of the Indian Ocean<sup>7</sup>. Somaliland is uniquely exposed climatically as it has no rivers. The traditional pastoral economy involving moving livestock to the plateau areas in summer has shrunk by 80% and 800,000 people have had to move to Internally Displaced People (IDP) camps around the main cities of Hargeisa and Berbera. In March 2021 there were reports that pastoralists in Somaliland were losing livestock as they moved in search of pasture and water.

**Note:** it is important to note that this resource uses case studies from Somaliland, **not** Somalia. Action Aid explain the differences well within [this article](#).

<sup>1</sup> <https://www.ipcc.ch/report/ar6/wg1>

<sup>2</sup> [https://www.ipcc.ch/report/ar6/wg1/downloads/factsheets/IPCC\\_AR6\\_WGI\\_Regional\\_Fact\\_Sheet\\_Europe.pdf](https://www.ipcc.ch/report/ar6/wg1/downloads/factsheets/IPCC_AR6_WGI_Regional_Fact_Sheet_Europe.pdf)

<sup>3</sup> [https://www.ipcc.ch/report/ar6/wg1/downloads/factsheets/IPCC\\_AR6\\_WGI\\_Regional\\_Fact\\_Sheet\\_Africa.pdf](https://www.ipcc.ch/report/ar6/wg1/downloads/factsheets/IPCC_AR6_WGI_Regional_Fact_Sheet_Africa.pdf)

<sup>4</sup> <https://www.theccc.org.uk/wp-content/uploads/2016/07/UK-CCRA-2017-Scotland-National-Summary.pdf>

<sup>5</sup> <https://www.adaptationscotland.org.uk/why-adapt/impacts-scotland>

<sup>6</sup> <https://islamic-relief.org/news/supporting-entrepreneurs-and-farmers-to-survive-drought-in-somaliland/>

<sup>7</sup> US Geological Survey: Droughts: Things to Know.

<sup>7</sup> Somaliland pastoralists losing livestock as they trek in search of water and pasture.



## Loss and Damage

“Loss and damage means reparation, it means compensation and it means climate justice.”

Abigael Kima, Climate Activist and Podcaster, Kenya

### Climate Justice is Possible

However, we need those who have polluted the most, and made huge profits, to pay up. Climate campaigners are calling for the most polluting companies and individuals to pay specific taxes to support ‘[Loss and Damage](#)’ funds set up by governments in the Global North. The term ‘loss and damage’ refers to the tangible impacts of climate change and their financial cost.

Oxfam have called our current situation a ‘planet for the 99%’, recognising that the richest 1% emit as much planet-heating



“We have a vision to grow bigger” Magdelene, Sierra Leone. © Nana Kofi Acquah/Oxfam. Perk, graphic designer and climate activist. © Oxfam. Rowena planting mangrove saplings in a restoration project, Philippines. © Elizabeth Stevens/Oxfam

pollution as two-thirds of humanity<sup>1</sup>. Climate Justice means working towards a world where all of us have what we need to thrive and where energy is renewable.

## A Just Transition for Scotland and the World

Scotland remains one of the few countries in the world that is committing resources for a ‘just transition’. What does this term mean though?

The term originates from the US when trade unions called for social and economic security in the wake of environmental regulations being imposed on polluting industries in the 1970s and 1980s. Trade unions essentially asked for workers not to be forgotten while industries spent more to fix and clean up their polluting behaviours. Thus, the transition to a more environmentally conscious economy would need to be just in that it would not mean industry progressing without ensuring the well-being of its workforce. Today, the term retains its original meaning but arguably on a grander and oftentimes more radical

scale. Generally, ‘just transition’ is used in the context of climate policy to call for ‘fair distribution of burden and benefits of the transition to a low carbon economy’. For many social movements, ‘just transition’ underlines the need to transform our society into a more equitable and fair one, using principles and practices of climate, environmental, and energy justice to guide this path. In such framings, climate change exposes fundamental inequalities across our society and the world. So, any transition to a low-carbon society must address the roots of these inequalities and injustices.

<sup>1</sup> <https://policy-practice.oxfam.org/resources/climate-equality-a-planet-for-the-99-621551>





## Baseline Activities

These activities are designed to provide you and your learners with a sense of what their understanding, values and attitudes are before you begin teaching. Please avoid the temptation to explain anything – there is no learning intention! The activities will be revisited at the end of the learning block so you and the learners can reflect on why their opinions or feelings might have changed.

We recommend splitting your class in half, with one half doing the Word Cloud Activity, while the other does the Agree/Disagree Statements, then to swap over.

### Opinion Continuum Baseline

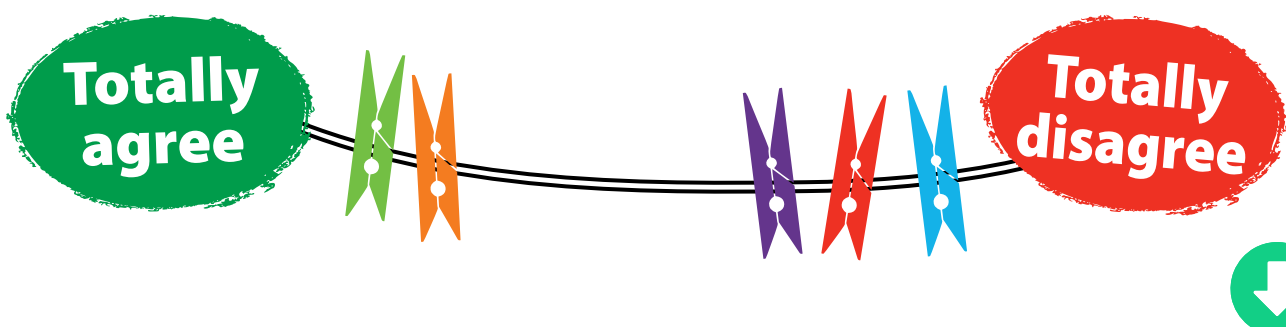
Choose some or all of **the statements** (or your own), write out on posters and display them around your classroom. Use music to encourage learners to carousel individually and record their positions anonymously with RED pen dots or stickers. You may wish to play devil's advocate and include one or two rogue dots so the first learners don't follow what they think their peers have said. If you do this, remember to take a photo of your rogue dots so this is taken into account when revisiting these at the end of the learning block.

- A. Climate Change is due to human behaviour.
- B. Scotland isn't/won't be affected by Climate Change.
- C. The possible consequences of Climate Change have been exaggerated.
- D. It's just animals and sea life that are most affected.

- E. Humans just need to provide scientific solutions to Climate Change.
- F. Climate Change has nothing to do with Human Rights.
- G. Climate Change happens slowly over time.
- H. Climate Change doesn't have anything to do with me.

### Feeling Clouds

Ask learners to either draw or brainstorm the words that describe how they feel about the climate emergency and what it means to them. They can use as many words as they can think of, and they can be conflicting, because that's an honest response and feelings are likely to change frequently. You could use online software such as Wordle or Mentimeter to create group or whole class word clouds. If learners choose to draw a picture they should ideally also have the opportunity to verbally describe to their peers why they have drawn this and what their pictures demonstrate. You could display some example words if needed, such as **Hopeful, Frightened, Sad, Unmotivated, Motivated, Negative, Positive, Frustrated, Enthused, Angry** etc ([see bottom of page 23](#)).



**Lesson 1**

# Climate Change & Rights in Scotland

**Sustainable Development Goals**

**Goal 10:** Reduced Inequalities

**Goal 13:** Climate Action

**UNCRC**

**Article 24:** The right to live in a safe and healthy environment.

**Article 31:** The right to relax, play and take part freely in cultural activities.

**Suggested Learning Intention(s)**

- To introduce the concept of climate justice.
- To understand the impact of Climate Change on communities and cultural heritage in Scotland.

**Learning activities**

**Prior Learning**

Activate prior learning on Children’s Human Rights. Which Rights can your learners remember? Explain that this lesson will help us learn how Human Rights are so important for tackling Climate Change, through something called ‘Climate Justice’.

**Starter**

Give learners flip chart paper with ‘Climate Justice’ in the middle and ask them to write, draw or otherwise record their responses to what this phrase means to them. You return to this word cloud later in the lesson.



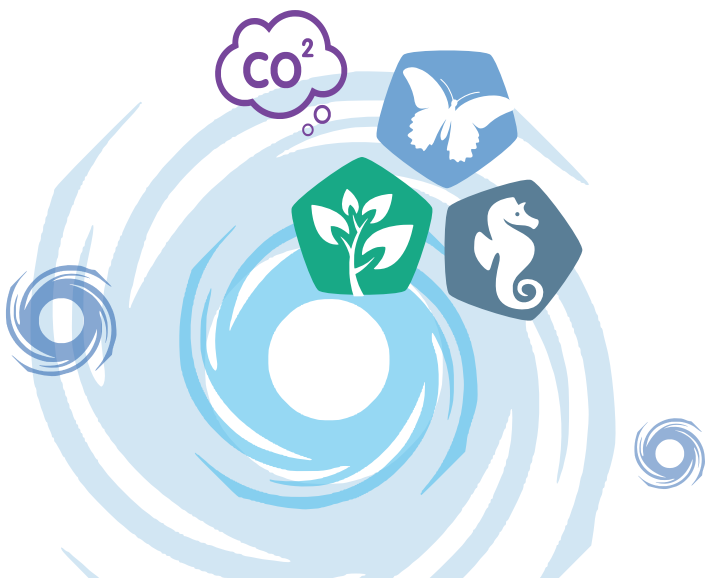
**Main**

➤ As a class watch [this video of P3 children from Ashpark Primary explaining Climate Justice](#). Watch again and this time ask learners in groups to write down which Rights they think are being affected by the different examples of Climate Justice issues in the video. Groups feedback their responses. Which of these Rights feel like they could be at risk in Scotland too (a) now, and (b) in the future?

➤ Learners should now [diamond rank](#) the Rights (UNCRC Articles on the next page). Rights they feel are most threatened by Climate Change should be at the top, and least threatened at the bottom. Feedback and discuss as a whole class. Would the ranking of these Rights change if you didn’t live in Scotland? Where might they be different? Why? Discuss the universality of children’s Human Rights – the Rights don’t change, but contexts do.

**Plenary**

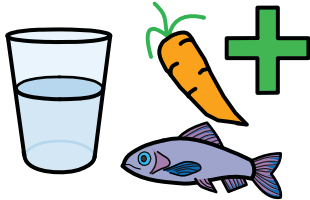
Communities globally most affected by Climate Change are those who have oppression in their recent history and/or current lived experience. Facilitate an agree/disagree discussion with this statement: **“Scottish Government money for supporting communities affected by Climate Change should only be spent in Scotland”**.



Lesson 1 Climate Change & Rights in Scotland

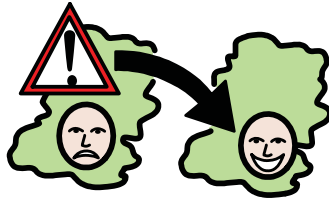
UNCRC Articles: Children and young people have the right to... 

Article 24



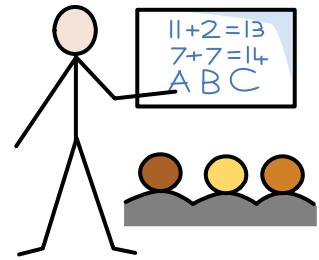
I have the right to good quality health care, to clean water and good food.

Article 22



If I am a refugee, I have the same rights as children born in that country.

Article 28



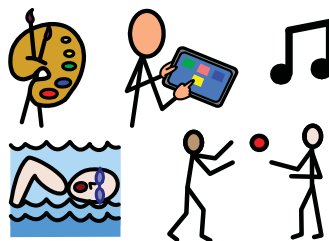
I have the right to an education.

Article 27



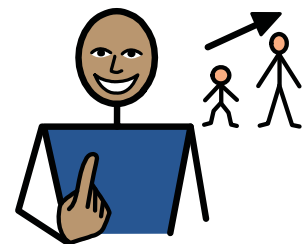
I have the right to have a proper house, food and clothing.

Article 31



I have a right to relax and play.

Article 6



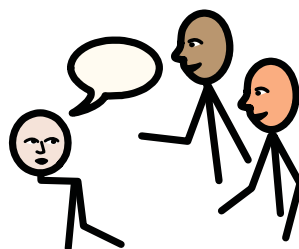
I should be supported to live and grow.

Article 3



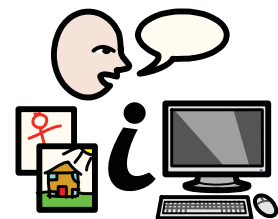
Adults must do what's best for me.

Article 12



I have the right to be listened to and taken seriously.

Article 13



I have the right to find out and share information.



Lesson 2

# Building Resilience for Eco-anxiety

## Sustainable Development Goals

**Goal 13:** Climate Action

### UNCRC

**Article 12:** Children and young people have the right to be listened to and taken seriously.

**Article 13:** Children and young people have the right to find out and share information.

### Suggested Learning Intention

➤ To understand how we can address eco-anxiety by (a) having their voices heard by decision makers, and (b) taking action together with others in your local or global community.

### Learning activities

#### Starter

Split class into groups and allocate each a different scenario that is already happening to communities living in Scotland as a result of extreme weather:

1. Power cuts due to pylons blown down in a storm.
2. Roads closed due to flooding.
3. Trains cancelled due to landslides.
4. Crops damaged due to heatwaves.
5. Reservoirs drying up due to prolonged dry weather.

Each group should discuss the impact on our basic rights such as food, water, shelter, education, healthcare, access to information etc. and share their findings with the class. What are the commonalities? Are there any differences?

#### Main

➤ Discuss how these communities have become resilient and how people support each other, but that clearly more needs to be done. Whose voices should be heard and taken seriously in Climate Change action planning? In groups, learners should create a sorting grid on flipchart paper, similar to the example on the next page. They should then sort the voice cards on the next page into the most important, quite important, least important categories, then explain their choices to the class.

#### Plenary

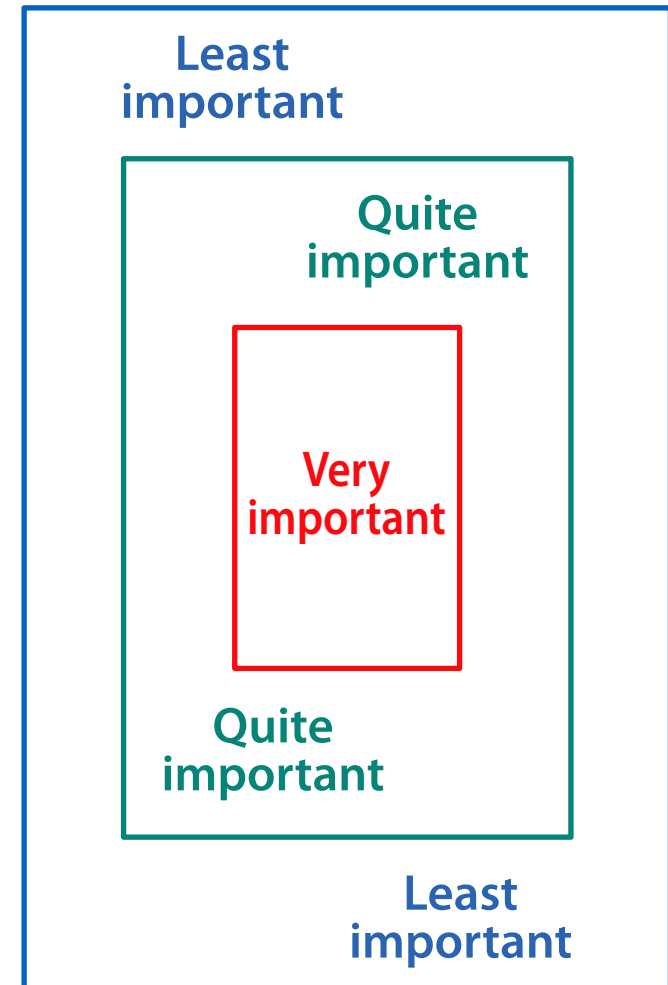
Ask learners what they think 'eco-anxiety' means. Is eco-anxiety ever a good thing? Explore the different perspectives on eco-anxiety from the role play activity within [this resource from the Economist Foundation](#). Has this changed any learners minds?



**Lesson 2** Keeping Connected in Scotland



Young people in primary or secondary School	UK Prime Minister	Young people 18-30	Directors of company
Scottish First Minister	Secretary General of the United Nations	The emergency services	People who are living in high risk flood/coastal areas
Local councillors	Voters	Elderly People	Children 0-5
Charities who work with vulnerable people	Charities who work with the environment	People who work in public services	Future generations



NB. Teachers may also wish to include cards to represent different groups of people who experience discrimination or to have a conversation about this with the whole class where appropriate.



## Lesson 3

# Climate Change & Rights in Somaliland

## Sustainable Development Goals

**Goal 13:** Climate Action

## UNCRC

**Article 22:** Refugees under 18 have the same rights as children and young people born in that country.

## Suggested Learning Intention(s)

- To understand why some people might need to leave their home due to Climate Change.
- To critically analyse how stories of migration are framed in different media.

## Learning activities

### Starter

Ask learners in pairs or threes to share what makes them feel 'at home'. What possessions, food or even rituals connect learners to feelings of home? What similarities and differences do they notice in each other's responses? Create a class word cloud with words each group would use to describe that sense of belonging and sense of feeling 'at home'. In pairs learners should use the UNCRC board to identify the two rights associated with home (22 and 27). If learners are not familiar with the term refugee, introduce this term using [UNCRC Article 22](#).

### Main

➤ In 2018, Somaliland saw a drop in rainfall of 50-75%. This was the third year in a row of severe drought and the situation has continued since. Before you talk more about Climate Change in Somaliland, watch this [video](#).

➤ In groups learners should read Haboon's real-life story (**on the next page**) and create questions for another group that explore two or more of the following:

1. **Understanding** of what happened (e.g. **Why** did Haboon's family have to move?)
2. **Feelings** (e.g. **How** would you feel if that had happened to you?)
3. **Wonderings** (e.g. **Where** do you think they went?)
4. **Imaginings** (e.g. **What** question would you like to ask Haboon if you met her?)

Learners then swap questions with another group and complete. Each group feeds back the answer to their favourite question from the group they swapped with.

➤ Pick up on where Haboon's family ended up. Do your learners think she was still in Somaliland at this point? In groups learners do the migration definition matching activity. Make the connections between Haboon's family as internally displaced, and the families in New Orleans.

➤ Give those same groups a newspaper story about migration. Ideally you can find up-to-date articles, but if not you can use our example learner version on p15. What questions would learners like to ask the journalists? How would you write the stories differently given what you know about what happened to Haboon?

### Plenary

As a class, revisit the word cloud for 'at home' – are there any more words learners would add now they've learned more about climate induced migrants?



**Lesson 3: Climate Change & Rights in Somaliland**

## Haboon's story\*

(Recorded when Haboon was 12 years old)

“ My dad was a herdsman like my grandpa. We lived in the countryside where there aren't a lot of people. We had lots of camels and goats. I remember as a little kid we had dry seasons and wet seasons. After the wet seasons, things would turn so green. It was like the desert turned into oasis overnight. A couple years ago, when the bad droughts occurred and all of our animals died, my dad had to find work. That's when we had to move.



My dad made nets for a while, until some men came to us. They gave us these cards, took our pictures, and loaded us onto trucks. I had no idea where they were going to move us, it was really stressful. I was already surprised we had to leave our home but then where were they taking us? I was scared. They then let us out and we were shown our new homes. We live in tin homes that get really hot during the day and really cold at night. I don't remember it being this hot or this cold. I hear people talking about Climate Change but I don't know much what that is. My dad cuts stone now. I hope that one day I will be a doctor so I can help cure people.

**\*Disclaimer:** In maintaining accountability with the individuals who helped provide this narrative, we ask that the story not be altered and the picture not be used outside this context. The picture was acquired with the consent of Haboon, who is pictured, and her parent, who knew the picture would be used for educational purposes. For further information, please contact [The Third Generation Project](#)



Lesson 3: Climate Change & Rights in Somaliland

Definitions Matching Game



Human Cards

A human who moves from one region or country to another.	A human who has been forced to flee their home but who has not crossed an internationally recognised state border.	A human whose individual application for protection has been recognised under the 1951 UN Convention.
A human who has made a claim to be considered for refugee status to a state which has signed the convention.	Being undocumented does not constitute a crime: this term denies innate dignity and human rights.	A human who seeks refuge, asylum or safety.

Definition Cards

Refugee	refugee	Migrant
Internally Displaced Person	Asylum Seekers	Illegal Immigrant

For teachers

**Refugee** – recognised immigration status, granted Leave to Remain (application for Asylum has been successful), note capitalisation.

**refugee** – umbrella term for all seeking sanctuary from persecution (includes Asylum Seekers and IDPs).

**Asylum Seeker** – recognised status, process of application for Asylum is ongoing.

**Illegal Immigrant** – a made up term by the media, closest to legal status might be an Australian who has overstayed their visa.

**Migrant** – umbrella term for anyone moving to a new country for any reason.

**Internally Displaced Person (IDP)** – the majority of refugees are displaced within their own countries.

(Adapted from British Red Cross educational material)





**Lesson 3: Climate Change & Rights in Somaliland****Migration Story (example)**

## Climate Change Means More Migrants!

According to a December 2022 report by the international charity Christian Aid, the UK Home Office had so far failed to assess the threat that climate change posed to the thousands of asylum seekers that it planned to send to Rwanda. Yet the report also noted that the Foreign & Commonwealth Office, the Met Office and the Overseas Development Institute had already written a report earlier that same year that highlighted:

“Flood risks in urban areas and infrastructure. Heavy rainfall and soil erosion which threatens food security. Household water security in the eastern, drier part of the country. Health risks related to changing patterns of vector borne disease transmission and higher temperatures.”

In 2022, at least 40,000 ‘migrants’ arrived in the UK on small boats – many from countries facing humanitarian crises. Also in 2022, the UN High Commission for Refugees (UNHCR) reported that 6,328 had fled Rwanda, with a majority of asylum seekers destined for Uganda, Malawi and Canada.

Source: <https://mediacentre.christianaid.org.uk/home-office-failed-for-second-time-to-undertake-risk-assessment-on-climate-threat-to-rwanda-bound-refugees/>

<https://www.worlddata.info/africa/rwanda/asylum.php>



**Lesson 4**

# Voices from Somaliland

## Sustainable Development Goals

**Goal 13:** Climate Action

### UNCRC

**Article 12:** Children and young people have the right to be heard and have their opinions taken seriously.

### Suggested Learning Intention

➤ To critically analyse how the media tells climate stories to the world.

### Learning activities

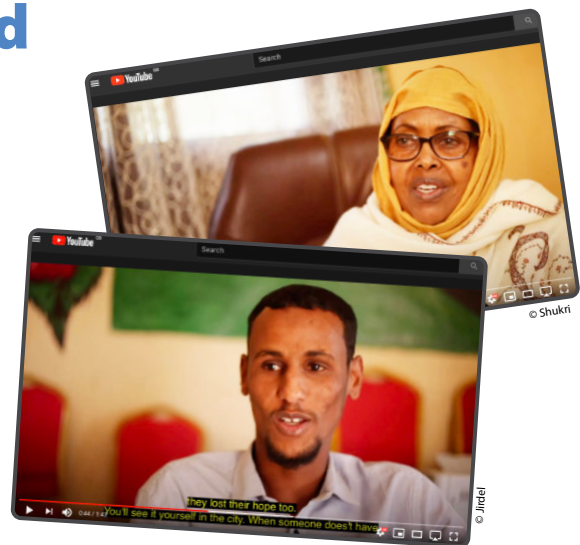
#### Starter

Pictionary! Individually spend one minute drawing a picture to signify Climate Change and how it is impacting the world. Get into groups and then explain your picture to that group. What was difficult about the task, if anything? What got missed out, if anything?

#### Main

➤ As a whole class, watch these videos from [Shukri Ismail Bandare](#) and [Jirdel](#) (pictured). Check for understanding and ask learners if anything surprised them about the stories. Learners should then watch again in pairs on their own devices and record the words that are used to talk about change and climate justice, as well as about possible solutions. Learners can pause the videos at any time to take notes.

➤ Ask pairs to label themselves A and B. Learners should form new A-only or B-only pairs or trios. 'A's will create a 144 character tweet summarising the key message of Shukri Ismail Bandare's video, and 'B's repeat the same activity for Jirdel's. Share tweets with the class. Are there variations between the tweet content chosen? What does this tell you about how a message gets relayed?



You could let learners know at this point that Shukri Ismail Bandare is the Minister for the Environment in Somaliland. Does this information affect what they'd like to write in their tweet?

➤ In pairs, learners should now look at these two stories about Climate Change in more depth, discussing one or more of these questions:

- What is the point of the stories?
- What might Shukri Ismail Bandare and Jirdel have said about their experiences if they had more time?
- What might they say if they were speaking to politicians rather than people making resources for schools?
- What might they say if they were trying to explain their stories to very young children?
- Have any individuals or communities been affected by the events mentioned in the story? If so, do we hear from them?

### Plenary

How does this history relate to climate justice today? Why do some people get heard more than others? Explore where your learners are with the relationship between the exploitation of people and the harm to the planet.



## Lesson 5

## Climate Change and Intersectionality

"Intersectionality is a metaphor for understanding the ways that multiple forms of inequality or disadvantage sometimes compound themselves and create obstacles that often are not understood among conventional ways of thinking."

Kimberlé Crenshaw (1989)

## Suggested Learning Intention(s)

- To understand how creating conditions for climate justice also means improving the lives of many who are experiencing a variety of forms of discrimination.
- To understand how young people are using creative activism to have their voices heard.

## Learning activities

## Starter

Who is more at risk from discrimination in society, both in Scotland and around the world? You could share the examples of direct and indirect discrimination from [CYPCS](#). Older learners could also discuss their understanding of intersectionality.

## Main

- In pairs, learners should read the Hurricanes case study on the next page, then discuss:
  - Which rights were denied for those people affected? Make sure you bring out Article 23 of UNCRC in relation to disabilities.
  - How old will child survivors in New Orleans be now if they were the same age as you during the hurricane?
  - What questions would you ask them if you could talk with them about their experience?

- How might the effects of flooding on this scale differ in terms of human impact if the location was Scotland or Somaliland? Is it fair to compare these?

➤ Pairs feed back to the class on their discussions. How do learners feel about how the hurricanes disproportionately affected Black, poor, elderly, disabled and women residents? Discuss the injustice that the population which needed the most help was the very population that was hurt the most by the storm. Make the point that the effects of Climate Change are felt most by the very vulnerable, whether that's in the Global South or in the Global North.

➤ As a class, watch this video of [Vanessa Nakate](#). How does this make learners feel? In groups, learners watch one video from young climate activists in Scotland and one from another country:

[Nkosi](#) from Zimbabwe

[Brenda](#) from Malawi

Young people from the Scottish [Hebridean Islands](#)

[Tahsin](#) from Bangladesh

[Glasgow young strikers](#)

[Nelson](#) from Alaska

[Jaime](#) a Navaho young artist from Arizona



## Plenary

For each video they should record how the young people are having their voices heard and feedback to the whole class.



## Case Study: Hurricanes Katrina & Rita



**Many years on, we are only just understanding the social, economic, and political impacts of climate-induced catastrophes.**

- In 2005, the Gulf Coast of the US (the coasts of Texas, Louisiana, Mississippi, and Alabama) was hit by two hurricanes. New Orleans, a major coastal city resting below sea level, was the worst impacted by the first – Hurricane Katrina. Historically Black neighborhoods (like the Lower 9<sup>th</sup> Ward) were flooded. Less than a month later, Rita hit and devastated the wider region.
- Despite an evacuation order, many people remained in their homes across the Gulf Coast, largely due to financial costs and the physical labour of evacuation. Over 2000 lives, many Black, working class, and/or elderly, were lost to the two hurricanes.<sup>1</sup>
- Women were also affected more because there were more women living in poverty than men and they were less able to escape and survive.<sup>2</sup>
- The needs of people with disabilities were often overlooked or completely disregarded during the evacuation. People with disabilities were often unable to evacuate because transportation was inaccessible, and their experiences of temporary shelters and recovery support differed vastly from the experiences of people without disabilities.<sup>3</sup>
- Over 1 million were displaced by the two hurricanes, with 200,000 school aged children made homeless.
- Many people displaced by Katrina and Rita sought refuge in the Superdome stadium in New Orleans. Conditions were unhygienic, and there was a shortage of food and water. Today, 'Katrina', as it's familiarly called in Louisiana, brings up traumatic memories for many Louisianans. Indeed, many continue to feel like Katrina forever changed the place they call home.

<sup>1</sup> [Hurricane Katrina deaths, Louisiana, 2005](#)

<sup>2</sup> [Women, Disasters and Hurricane Katrina 2010](#)

<sup>3</sup> [The impact of hurricanes katrina and rita on people with disabilities, 200](#)



## Lesson 6

## Climate Justice – to COP or not?

## Sustainable Development Goals

**Goal 13:** Climate Action

## UNCRC

**Article 24:** Children and young people should be able to live in a safe and healthy environment.

## Suggested Learning Intention(s)

- To understand the purpose of a COP.
- To think critically about who has the power to change things.

## Learning activities

## Starter

Facilitate an agree/disagree with the statement: Only governments have the power to tackle the Climate Emergency.

## Main

➤ In groups of 5, students take part in the role play activity (see page 19). What arguments do they need to consider in each of their roles? Were groups able to reach a fair conclusion? Why/why not?

Explain that governments meet annually to discuss the climate emergency, and that this is known as the COP (Conference of Parties).

Explore the [locations and years of each COP on Wikipedia](#). Why was there no COP in 2020? Why might decision making in this context be challenging? (Different countries want different things, not everyone is prepared to make concessions). Once decisions are made, why do some countries not manage to make progress on these? (These are not legally binding, so individual countries have to pass their own laws in support of international climate agreements).

Share this photo of the world's first counter COP in Bolivia – the [World People's Conference on Climate Change and the Rights of Mother Earth](#). This took place in 2010 in response to the Copenhagen Accord created at the UN COP in 2009, the first COP international agreement to mention a 'speed limit' of 2°C global warming.

The conference brought together over 35,000 people from 140 countries to create an alternative People's Agreement on climate change by global social movements, indigenous peoples and international civil society.

Ask learners what they think 'civil society' and 'grassroots' mean – discuss how the mobilising of ordinary people has been used as a force for good in the past (eg the suffragette movement, the anti-apartheid movement etc). The Bolivian Counter Cop set the tone for many more People's alliances since then who have come together to support each other, share climate-friendly practices such as small scale farming without pesticides and influence the wider world.

The increasing presence of ordinary people in large numbers at COPs are a much needed balance to the loud and influential voice of fossil fuel companies and the financial sector for whom a just transition represents loss of profit for rich shareholders

Now share [this video](#) from Stop Climate Chaos Scotland – a network of campaigners, charities and faith-based organisations who have created a similar manifesto for Scotland. What would learners like to see if they were to write their own youth manifesto for climate justice?

## Plenary

Revisit the agree/disagree starter – what do learners think now.



## Lesson 6

## Role Play Activity

- **Role play scenario:** Climate change is threatening the lives, livelihoods and homes of many people in the global south, through events such as rising sea levels and drought. You are attending an international meeting of country leaders to discuss ways to try and deal with this. Imagine you are one of the following characters. What arguments will you make to try and persuade people to reach a conclusion that works for you?
- **Minister of a low-lying pacific island:** You are a government minister from a Pacific island nation. Over the past few years, many of your people have lost their homes and livelihoods because rising sea levels have started to flood parts of the island.
- **Farmers Union representative from the Horn of Africa:** The members of your union are finding it increasingly hard to cope with the effects of climate change. Droughts are becoming more regular and severe, and livestock and crops are dying as a result.
- **Government representative from a rich country in the global north:** Your government has passed laws in your country with ambitious targets to limit the use of carbon-based fuels like coal and gas, which have powered much of your industry and society for decades. Your government is willing to spend some money to help poorer nations deal with the effects of climate change, but have instructed you that budgets are tight and there is a limit to what can be spent.
- **Fossil fuel industry representative:** You are part of a large delegation of people from a multinational fossil fuel company. You have come with your company's information which questions some of the science on climate change. You are pushing for a slower transition away from fossil fuels than many countries are asking for.
- **Climate activist:** You are a prominent member of both a climate action charity and the worldwide Just Transition movement. You have campaigned on and raised the profile of climate justice and the move to renewables for many years. You have not been allowed access to the main conference.



## Lesson 7

## Taking Action for Climate Justice

## Sustainable Development Goals

Goal 13: Climate Action

## UNCRC

**Article 12:** The right to have your opinion listened to and taken seriously.

## Suggested Learning Intention(s)

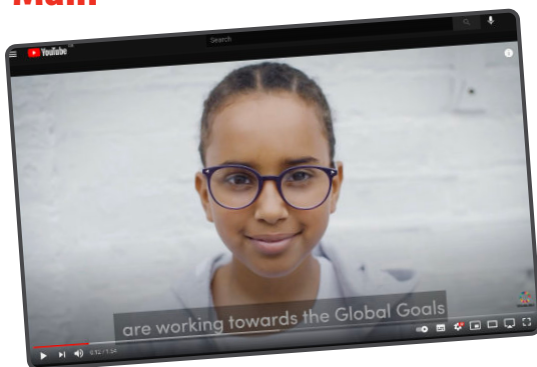
- To analyse potential actions for having your voice heard on an issue you care about.
- To choose an action as a group or a class, based on criteria.

## Learning activities

## Starter

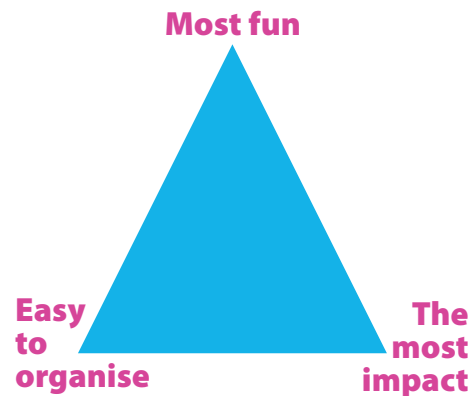
Show learners this [amusing video](#) and relate to Greta not making an impact until she was joined by others – what kind of crazy thing would learners join in with in order to get the message out about climate (in)justice?

## Main



- As a class, watch [this video](#) of young activists for inspiration. What if we can't get onto the streets to protest like Greta and Vanessa? What other ways can we have our voices heard about climate injustice?

In groups, learners explore the '[A-Z of Climate Activism](#)' and choose their own top 3 for:



- Learners feedback the actions they chose. How did they justify their choices? Why are some actions more effective than others? Why are some actions more realistic than others for the class or individuals to carry out? What are the barriers? How could these be overcome? What support would be required to make their chosen actions happen?

As a class, groups or individuals, support learners to choose one or more climate actions for before, during or after the COP. Make arrangements to bring this to fruition! Let us know how you get on! [@wosdec](#) [@IDEAScotland](#)

## Plenary

This lesson has no plenary as learners will evaluate their actions within the reflection lessons.



## A-Z of Climate Activism (page 1)

WHAT can we do? (GREEN)

WHO do we need to encourage to take action? (ORANGE)

HOW do we behave? (BLUE)

**Art:** Drawings, paintings, posters, signs, badges, cartoons.

**Business:** All employers must be taking action to be sustainable and promote human rights.

**Craftivism:** Create and make things to raise awareness – collages, sew, crochet, sculpture, pottery, mandalas. Send crafts to your friends or family.

**Discuss:** Engage others in discussing the issues. Discuss climate justice with your family and friends; school; community; presentations, debates, assemblies; surveys; online and in person, youth assemblies.

**Equity:** Conversations about Climate Change include fairness, Rights and climate justice.

**Films:** Organise a film show or make a short film (see [Take One Action](#) for inspiration!)

**Government:** Government at all levels – UK, Scotland, local & community government should be addressing Climate Change as a top priority.

**Hello:** Reach out to people you wouldn't normally talk to, doesn't need to be about Climate Change! A kinder, friendlier society is a climate-friendly society!

**Influence:** Write letters asking for councillors, MPs/MSPs, companies to visit your school or have an MS Teams call you to discuss Climate Change.

**Justice:** Climate actions safeguard the rights of the most vulnerable in society.

**Knowledge:** Find out more, analyse, evaluate, getting to know your local environment, local risks from Climate Change, learn the science, learn the social side.

**Listen:** Listen carefully to those most affected by Climate Change. Listen also to those resistant to taking action on Climate Change to understand why.





## A-Z of Climate Activism (page 2)

**Media:** Media organisations should provide platforms for climate activism.

**Nature:** Be outside, grow trees, guerrilla gardening, looking after the world, volunteer in community gardens

**Online:** Blog. Be an influencer! Pictures / messages on Instagram, Tik Tok, etc. Encourage participation in digital strikes.

**Petition:** Organise a petition on a climate issue affecting your community and seek action.

**Quiz:** Ask questions about Climate Change at school, at home, wherever you are. Hold a fun quiz: learn more yourself and inspire others

**Resources:** Think about the natural resources in things you use – do you need the next new thing?

**Stories:** Tell stories about the climate crisis through poetry, creative writing, drama, theatre, plays.

**Travel:** Campaign for free, quality public transport, cycle, reduce car and plane travel.

**Unite Worldwide:** Link with like-minded people / schools / groups in other countries; participate in international campaigns, demonstrations, marches, protests, strikes.

**Voice:** The voices of those most affected by Climate Change are at the centre of decision making.

**Waste:** Use only what you need: reuse, repurpose / upcycle wherever possible!

**X Factor:** Hold a song competition – compose, sing, record a song, or sea shanty to raise awareness.

**Youth Events:** Find out about youth COP26 and other youth events, organise / host an event in your school or community.

**ZZZZZZ:** Rest, recharge, switch off, relax, have fun – to keep up your energy and enthusiasm!



## Reflection Activities

At the end of this work, learners should look back at their responses for the baseline agree/disagree and word cloud activities. Repeating the agree/disagree activity can serve to tell you how their learning has evolved and will allow them the opportunity to reflect on their progression too. It is important to reiterate to learners that there is not necessarily a right or wrong amount of moving in the agree/disagree line – everyone progresses at their own pace and that is fine.

As you repeat the word cloud about the emotions brought on by the issue of Climate Change, ensure you allow space to debrief any eco anxieties that may arise. Acknowledge and address these, ensuring learners go away with a sense of empowerment and hope (albeit critical).

It is useful to also evaluate the actions they have taken, to celebrate what went well and work out how to improve it in the future.

Here are some questions to think through with your learners:

- **Have you made a difference? How do you know?**
- **What would you change if you did it again?**
- **How did you work together as a team?**
- **What did you learn through taking part in this unit of work?**

If you are working in the classroom you can have 4 tables with a piece of flipchart with one of the questions in each. Learners carousel the tables adding their comments to each of the questions. If you have learners working on a screen you can create 4 jam-boards which learners populate with their comments on sticky notes.

(The above questions were adapted from [Your Campaign for Change](#))

**Hopeful**  
**Frightened**  
**Motivated Unmotivated**  
**Sad Frustrated Negative**  
**Enthused Angry**  
**Positive**

from **Feeling Clouds** (see page 6)

