

Window on the World:

Lessons in climate justice



christian
aid

Teachers' Notes

This resource aims to introduce pupils to the topic of climate justice in a global context. Using stories from Christian Aid projects which directly respond to the impacts of a changing climate on local people and communities, pupils will investigate how the climate is changing, what the impacts are and how Christian Aid is working with people to improve their lives.



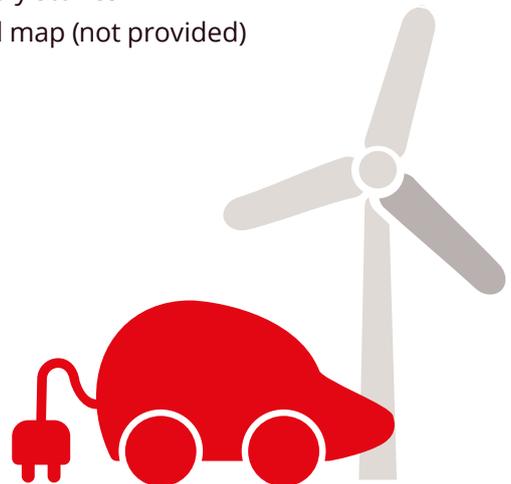
Climate justice is a term which is used to highlight the fact that, often, the people who suffer the impacts of climate change are those who have contributed the least in terms of carbon emissions. Many of the richest countries in the world today played a large part in the industrial revolution and have an important part to play in both reducing their own emissions and encouraging others to do the same.

Background knowledge

This resource assumes that pupils know about carbon emissions and have a basic understanding of climate change. For more information on this, have a look at the NASA Climate Kids website climatekids.nasa.gov/climate-change-meaning/

Resources needed

- printed out photographs
- country stories
- world map (not provided)



1. Make a word cloud about climate change

This is a good initial activity to establish what pupils already know about climate change

Working in groups, ask them to write down words that they connect with climate change. As a class, look at which words appear most often and write these as the largest words on the cloud. Then fill in with the other words. At the end of the session, after the photo story activities, pupils can add any new words they have learned. You will find lots of online tools to create word clouds.

The word cloud might prompt you to create an issue tree. Ask the pupils to place any words which describe causes of climate change on the roots of the tree. Then, place words which describe the effects of climate change on the branches and any solutions on the leaves. This exercise can be developed as a class as you work through the topic. It will also help identify areas where pupils need more information.

2. Find the following countries on a map: Ethiopia, Haiti, Nicaragua, UK

Show the pupils a Mercator Projection map and ask them to find the countries. Once they have done that, show the class a Peters Projection map. What differences can they see?

The Peters Projection map was published in 1947 and is an 'equal-area' map, showing countries with a much more accurate representation of their surface area. The Mercator projection emphasises colonial powers, making the northern hemisphere countries appear much larger than they are in reality. Why do the pupils think the two maps are so different? Do the different maps influence how we view the world and our place in it?

3. Look at the carbon footprints and try to match them to the countries

Carbon footprinting is a tool which allows us to visually compare the carbon emissions of different countries or activities, and to think about what might be influencing these differences. To calculate your own carbon footprint, look at footprint.wwf.org.uk/. This website will display your footprint visually against the Earth, and also has suggestions on how to make it smaller.



While the aim is for all countries to have low carbon footprints, at the moment the low footprint of countries such as Haiti and Ethiopia is largely due to their development. So ultimately what we want to see is countries that are thriving but with a low carbon footprint.



1. Captions

In this worksheet, you will find images of global climate justice work.

The photographs are provided within the resource pack without captions, so that you can use them in different ways. If you are teaching your class remotely, you could send your pupils this whole resource. These are great activities for pupils to work on at home with an adult or sibling.

Suggested activities:

- Split the class into groups and give each group a set of country photographs. You could print more than one copy so that more than one group can look at the same photographs.
- Give each group some time to look at the photographs and discuss the following questions:
 - Where were these photos taken? (Is it a city or rural setting, a warm or cold country, which continent might it be?)
 - What is happening in the photographs?
 - If there are people in the photographs, who are they? What are they doing?
 - Are there any clues in the photos which give you more information?
- Ask the groups to write a caption for each photo. Once they have done this, lay the printed captions on a desk and ask the pupils to find the one which matches their photo.
- This activity can also be done the other way round. You could provide the pupils with the printed captions and ask them to think about what the photographs might look like. Afterwards, the photos can be laid out and claimed by each group.

2. Find the connections

Once each group has a set of four photos and captions, ask them to think about the common link between the photographs. What story might the photographs be trying to tell? You can share the complete country stories at this point and discuss the answers to the following questions.

- How have the people in the photographs been affected by climate change?
- Why?
- How are they becoming more resilient to climate change?

The questions for the campaigning photographs are slightly different.

- What are the people in the photographs doing?
- What is the link to climate change?

Climate change campaigning

Ask the group looking at the campaigning photographs to share with the class what they have learned. Explain that climate justice means that countries with very high carbon emissions have to support other countries to adapt to the changing climate and to develop low carbon technology.

Climate change is having an impact in the UK too, with more flooding and extreme weather events. Complete the following activity to investigate further.

3. How is climate change affecting your area?

Using the internet or newspapers, carry out some research to find out how climate change is affecting life in the UK. Look for examples where farmers have had to change what type of crops they grow or people have had to leave their houses due to the effects of climate change.

- Has the weather changed?
- Are there more frequent extreme weather events such as storms, flooding or gales?
- What impact do these changes have on the lives and work of people such as farmers?
- Did you find images which would show someone in another country the impact of climate change in the UK.



Ariana holding cocoa pods

More information:

Many farmers in Nicaragua have traditionally grown coffee, but as the climate has changed it has become more difficult to grow coffee. In this picture Ariana, 5, is holding cocoa pods grown by her mother who is a cocoa and coffee farmer. The cocoa grows much more easily and is a more reliable crop for farming communities. Christian Aid's partner organisation, Soppexcca, gives training to the farmers and they can work together as a co-operative to get a good price for their cocoa.



Growing cassava in the school garden

More information:

Ariana, 5, and Lilliam in the vegetable garden at her school in Nicaragua. Lilliam works for an organisation called Soppexcca. One part of her job is to teach the pupils which vegetables are good to grow in their environment, and how to grow them. They are holding cassava plants. Cassava has edible roots, a little like potatoes.





Harvesting cocoa pods from the tree

More information:

Bering, 22, harvests cocoa from a tree in her mother's plantation. She is learning about the importance of growing different crops to respond to the changing climate. Bering's mother owns her farm and works with other women in the community to sell their cocoa to Soppexcca's chocolate factory. She is a strong role model for Bering.



Turning the cocoa into chocolate!

More information:

Bering is an agricultural student in Nicaragua. She works at a chocolate factory run by a charity called Soppexcca. Bering makes chocolate which is so good that they have taken part in chocolate competitions across the world. Ariana's community earns money by making their excellent chocolate. By working together, they can make sure they receive a fair price for it.





Mekonnen takes his cattle to a river to look for water

More information:

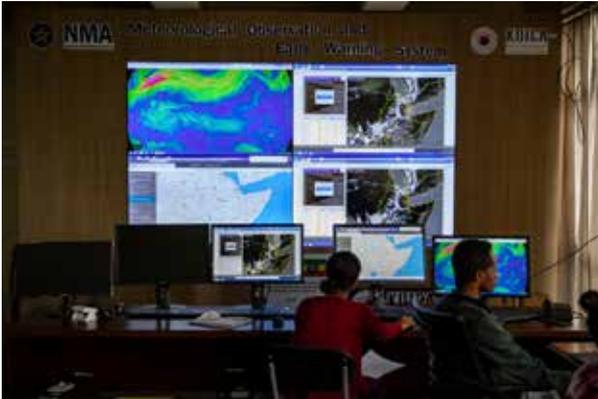
Many years ago, the people living in Mukecha Kebele in western Ethiopia knew exactly when the rainy season would happen. It was very predictable. Now, because of the effects of climate change, the rainy season is very unpredictable. This makes it difficult for farmers to plan when to plant crops. Animals also suffer without water to drink. Christian Aid's partners work together to provide weather forecasts for local communities, to help with planning.



Kawite Koyrita and her daughter Kawite Ocaso, 17, at the community pond

More information:

In Ethiopia, the unpredictable rain means that there isn't always enough water. A project called BRACED has trained local people to build and look after a pond. This is a natural water storage solution for the villagers to use in between rainy seasons. It is important that the pond belongs to everyone, and everyone feels responsible for taking care of it.



The local weather forecasting system in Ethiopia

More information:

In Ethiopia, Christian Aid partners work on a project called BRACED. This project provides local weather forecasting. A team of weather forecasters let people know that it will rain by sending them text messages or announcing on local radio stations. Farmers can then use this information to plant their seeds at times when they are more likely to grow.



Collecting water from the community pond

More information:

Before this community pond was built a few years ago, the villagers (mainly the women and children) would have to walk many miles every day to collect water. Collecting water could take a long time every day. Now that the pond is built, women can use their time to grow their own crops and to learn about ways to save money and develop the community.





Devastation in Haiti caused by Hurricane Matthew.

More information:

In 2016, these houses in Haiti were destroyed by Hurricane Matthew, a Category 5 storm. It was the strongest storm to hit Haiti in over 50 years. Parts of the island were completely destroyed and hundreds of people died.



A girl in the doorway of her destroyed house.

More information:

A girl stands in the debris of her destroyed house in a small village near Cayes. After the storm, clean drinking water was scarce. Wells and toilets were destroyed by Hurricane Matthew. The water was polluted and people were worried that diseases such as cholera would break out. Some regions were completely cut off from the rest of the country. In some cities, 80 per cent of the houses were destroyed or damaged.





A helicopter delivering aid

More information:

In emergency situations, such as in the aftermath of a hurricane, Christian Aid delivers essential supplies very quickly. After Hurricane Matthew, some of the items delivered to Haiti included food, hygiene kits, water tablets, blankets and tarpaulin for houses.



A new disaster-resistant house, built by one of Christian Aid's partner organisations in Haiti

More information:

The new houses being built following the devastation of Hurricane Matthew are very safe and strong enough to withstand hurricanes and earthquakes. When communities live in houses which won't fall down, they feel more confident about planning for the future.



Climate change campaigning is an important part of Christian Aid's work. In comparison to many countries, the UK has high carbon emissions and they have been high for a long time. We need to take responsibility for this and we must also show other countries how to tackle climate change in ways that are fair for everyone. We also work with people in other countries to stand up for their own climate justice and talk about the impact that climate change is having in their country.



A climate change campaigner in Kenya

More information:

A Caravan of Hope campaigner holds up a petition calling for climate justice at the Union Buildings in Pretoria, South Africa. The Caravan of Hope was a 7000km campaigning road trip from Burundi to South Africa to demand a fair deal on climate for Africa at the global climate change conference.



Campaigning in Rio de Janeiro

More information:

Climate justice campaigners take part in a march in downtown Rio de Janeiro during the global day of action, Rio+20. This was held in June 2012, 20 years after the first Earth Summit in Rio de Janeiro in 1992.



UK school strikers campaigning for urgent action on climate change

More information:

Across the world, the Fridays for the Future movement has brought school pupils out of their classrooms and onto the streets to demand that global leaders take action to prevent dangerous climate change. In March 2019, over 1 million people took part globally.



Christian Aid campaigners at COP25 in Madrid, December 2019

More information:

COP is a global climate change conference which takes place every year in a different city around the world. In 2019 this was held in Madrid and COP26 will take place in Glasgow in 2021. COP is an important event because it brings world leaders together to discuss the action they are going to take on climate change.



Find out more

Would you like to learn more about Christian Aid's work around the world? You'll find lots of great resources at christianaid.org.uk/schools.

Follow us on Twitter: [@christian_aid](https://twitter.com/christian_aid)



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