



Working for climate justice – all around the world



12-16



6 x 45 min.



'Yes' and 'No' signs; statements on which pupils will show their position; paper; pens; chairs (as many as there are pupils); balloons or other object as symbol for CO2 emissions (as many as there are pupils); large map of the world; board game pieces, coins (play money) and small black plastic counters (the same number of each); Devices with internet access for research or additional materials (printed out) on the climate activists featured in *M7*; Atlas or online map (such as Open Street Maps or Google Maps); If desired: materials for poster-making (sheets of A1 paper, pens, scissors, glue); computer with internet access and attached projector; a print-out of a map showing the local area for each pupil (or per group); smartphones/computer with internet access for students;



This topic helps pupils engage with issues related to climate justice, tells them the stories of climate activists from around the world, and involves them in creating a map of initiatives and campaigns local to them.



Geography Business and economics Science Political Studies Ethics/Religion Social Studies/Civic Education Philosophy
Language



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Introduction

Background information and didactical perspective

The climate crisis currently facing the earth is one of the major challenges now confronting humanity. The principal cause of the extremely rapid process of global heating we are witnessing is human activity, specifically the burning of fossil fuels for industry, agriculture, transport, energy, etc. The impact of climate change on our ecosystem and our societies is dramatic. Drawing on the particular interest in this topic among young people, this module invites pupils to engage with issues around climate justice and climate activism.

The module's primary purpose is not to teach facts about climate change; many textbooks and teaching and learning materials cover this ground. Instead, the module centres on discussion and reflection. Some pupils may be very well-informed on climate change, and the module enables teachers to follow a peer education approach by drawing on this expert knowledge.

Learning outcomes

Competencies

- Methods: working with sources; understanding and analysing text and images
- Social and communication skills: formulating arguments and sharing them within a group
- Forming judgements and opinions that draw on sound evidence
- Acquiring knowledge about global interconnections

Topics / National curriculum

Climate change/crisis; protecting our climate; protecting our environment; environmental education; globalisation; the global economy; human rights; use and stewardship of resources and commodities; life and economic activity on earth; sustainability; consumption; civil society initiatives and campaigns

Lesson plan

Abbreviations:

- A** = Activity
- D** = Discussion
- GW** = Group work
- IW** = Individual work

- HW** = Homework
- PW** = Partnerwork
- PTS** = Previous Teacher's Study

- PO** = Pupils opinions
- PP** = Pupil's presentations
- TP** = Teacher's presentation

Lesson No 1 : What are climate change and the climate crisis?

Phase	Content	Media, Material
What's your view? (10 min.) D A	<p>Preparation</p> <ul style="list-style-type: none">• The teacher has written the words 'YES' and 'NO' on a sheet of paper each.• She or he has prepared some statements for pupils to respond to.• She or he has read the definitions and discussion of terms relating to the climate crisis (M1). <p>Execution</p> <p>Step 1 The teacher hangs up/displays the 'YES' and 'NO' signs on opposite sides of the room. She or he then reads out a series of statements. For each statement, the pupils take a position along an imaginary line between the two signs, to show the extent to which they agree or disagree with the statement. After each statement, the teacher asks individual pupils to explain why they placed themselves where they did. This will enable the class to take note of a variety of views on each statement. The teacher does not attach any judgement or moral value to any of the statements. The exercise is not about whether people's views are 'right' or 'wrong', but rather about raising pupils' awareness of different attitudes and experiences.</p> <p>Step 2 Ideas for statements:</p> <ul style="list-style-type: none">◦ I'm interested in climate issues.◦ I've previously taken conscious action to help combat climate change.◦ There is a high level of knowledge about climate change in our society.◦ I think that people are doing enough to stop climate change.	<p>Additional material</p> <ul style="list-style-type: none">• 'Yes' and 'No' signs• statements on which pupils will show their position
Towards a definition of climate change (30 min.) GW	<p>What is climate change exactly? It's a phrase we hear a lot – but what precisely does it involve? This exercise uses a multi-stage process to create a class definition of climate change from pupils' individual views.</p> <p>Step 1 The teacher gives each pupil a blank sheet of paper and asks them to write down a definition of climate change using a maximum of two or three sentences, and without referring to their phones – the point here is for pupils to write down their own ideas.</p> <p>Step 2 In pairs, the pupils look at their definitions and bring them together to make one definition. Which points can they agree on? Discussion and compromise are key here. Again, the definitions pupils create should be no longer than two or three sentences.</p> <p>Step 3 Now the pupils get together in bigger groups, with two pairs forming each new group, and use their two definitions to develop a shared one.</p> <p>Step 4 This process is repeated until the class either has one single definition or two definitions which they can compare and contrast. It can be useful to have two definitions, so that the class can discuss their similarities and differences. On the other hand, if the class is able to agree on one shared definition, this provides a powerful consensus as a basis for the lessons that follow this one. The teacher outlines the definition(s) and displays it (them) in a prominent position in the classroom.</p>	<p>Additional material</p> <ul style="list-style-type: none">• paper• pens

Reflection
on
learnings
(5 min.)

D

Step 1 The class now reflects together on the process that has just taken place. The teacher may wish to inspire discussion by asking questions such as these:

- How did you experience your work on your own definition?
- Did you find it difficult to enter into the process again each time the group size increased?
- Did you find it easier to work with some people than with others? Why do you think that was?
- How did the discussion change as the group got larger?
- Can you identify with the final definition(s)? Why?/Why not?

Step 2 During this phase, the teacher can add any points or aspects she or he considers important and that the pupils' definitions have not included (see **M1** for ideas).

M1
Definitions and
discussion of terms
relating to the
climate crisis

Lesson No 2 : What connects climate change and global justice?

Phase	Content	Media, Material
Global Game about CO2 emissions (35 min.) GW A	<h2>Preparation</h2> <p>Step 1 The teacher has read the background information on the <i>Global Game</i> (M4) and on climate justice (M5).</p> <p>Step 2 If the teacher has decided to play the version of the Global Game (translated in the lesson plan below as 'Global Game') that involves the pupils placing themselves within the room, she or he has:</p> <ul style="list-style-type: none">o printed out the continent signs (M2) and distributed them within the roomo worked out proportional distributions in line with the number of pupils in the class/group; the statistical data (M3) contains guideline figures (as percentages and for 10, 15, 20, 25 or up to 30 players)o organised as many chairs and balloons (or other object) as there are pupils in the class/group <p>OR:</p> <p>If the teacher has decided to play the version using board game pieces and a map of the world, she or he has:</p> <ul style="list-style-type: none">o placed a large map of the world readyo organised equal numbers (e.g. 30 each) of board game pieces, coins (play money) and small plastic counters <h2>Execution</h2> <p>Facts and figures can sometimes seem rather abstract and it can be difficult to imagine what they actually mean. The <i>Global Game</i> is a way of bringing statistics to life.</p> <p>Step 1 The global population</p> <p>The pupils in the class/group represent 100% of the world's population. The teacher asks them to place themselves around the signs for each continent, in numbers that represent, in their view, the distribution of the world's population across the continents. Once they have done this, the teacher gives them the actual figures for how they should have distributed themselves to accurately represent the distribution of the world's population. The pupils change their distribution accordingly.</p> <p>The teacher may wish to encourage pupils to reflect on what they have learned by asking them questions such as:</p> <ul style="list-style-type: none">o Are you surprised at the number of people that live in a particular continent? Why?o What do you think might be the reason(s) for the image we seem to have in our heads about how the world's population is distributed (perhaps ideas transmitted by the media, or other reasons)? <p>Step 2 Global income</p> <p>There are as many chairs in the room as there are pupils. The chairs represent the world's total income, as measured using gross national income (GNI). The pupils place the chairs around the continent signs in accordance with their estimate of this global income's distribution. Once they have done this, the teacher gives them the actual figures for how they should have distributed the chairs to accurately represent global income distribution, and the pupils move the chairs accordingly.</p> <p>After this, the pupils distribute themselves around the continent signs in accordance with the (actual) distribution of the global population. They then try to find a chair belonging to</p>	<p>M2 Continent signs for the Global Game</p> <p>M3 Statistical data for the Global Game</p> <p>M4 Background information on the Global Game</p> <p>Additional material</p> <ul style="list-style-type: none">• chairs (as many as there are pupils)• balloons or other object as symbol for CO2 emissions (as many as there are pupils)• large map of the world• board game pieces, coins (play money) and small black plastic counters (the same number of each)

'their' continent to sit on. Pupils at some continents (such as Europe, a continent with a relatively large amount of wealth distributed among a relatively low number of people) will have a choice of chairs, while those at others (such as Asia and Africa) will find there are not enough chairs for all the pupils to sit down. This process enables pupils to grasp and experience the unequal distribution of global wealth.

The teacher may wish to encourage pupils to reflect on what they have learned by asking them questions such as:

- How do you feel about this distribution of income?
- What do you think are the causes of this unequal distribution of income among the world's regions?

Step 3 CO2 emissions

Now each pupil is given a balloon and blows it up. These balloons represent total global CO2 emissions. The pupils place the balloons around the continent signs to show what they think is the correct global distribution of emissions. Once they have done this, the teacher gives them the actual figures for how they should have distributed the balloons to accurately represent the global distribution of CO2 emissions, and the pupils move the balloons accordingly. After this, the pupils distribute themselves across the 'continents' in accordance with the proportion of the global population living on each. How many balloons does each continent 'emit' in relation to its population?

The teacher may wish to encourage pupils to reflect on what they have learned by asking them questions such as:

- What do you think of the global distribution of CO2 emissions and its relationship to the distribution of the world's population?
- Why do you think this distribution is the case?

Note

*Teachers should be aware that this game represents a considerable simplification and generalisation of the issues. **M4** gives background information for use in whole-class discussion after the game has been played; this information may help put the figures in context.*

Alternative procedure:

The teacher places a large map of the world (paper or fabric) in the centre of the room. The pupils then play the game as described above, using board game pieces to represent the distribution of the global population, coins (play money) to represent income, and small black counters to represent CO2 emissions. The greater the number of pieces/objects used, the more precise the statistical distribution they represent. The statistical data sheet gives distributions in percent (using a total of 100 pieces/objects) and for the use of 10, 15, 20, 25 or 30 pieces/objects.

Concluding phase
(10 min.)

- The teacher sums up the meaning of 'climate justice', actively inviting input from the pupils on the basis of their prior knowledge. There are ideas for this in **M5**.

M5
Background information on climate justice

TP

Lesson No 3 : Climate activists: working for climate justice all over the world

Phase	Content	Media, Material
Introductory phase (5 min.) TP	<p>Preparation</p> <ul style="list-style-type: none">• The teacher has printed out the photo of Greta Thunberg (M6) or has a digital device to show it on.• The brief profiles of climate activists (M7) and the worksheet on climate activists (M8) are printed out and ready.• Devices with internet access are available for the pupils' research.• If it is not possible for pupils to do their own research, the teacher has prepared and printed out additional materials on the selected climate activists.• Atlases are available, or the pupils can access an online map.• If desired, poster-making materials are available (sheets of A1 paper, pens, scissors, glue).• If required, a computer and projector are available for showing presentations. <p>Execution</p> <p>Step 1 The teacher shows the pupils a photo of Greta Thunberg (M6) and asks the pupils what they know about her. She is a climate activist from Sweden who started to demonstrate, on her own, outside the Swedish parliament on Fridays for action to tackle the climate crisis – her protest grew into the worldwide Fridays for Future movement.</p> <p>Step 2 After this, the teacher explains that Greta Thunberg is just one of the many young people around the world who are campaigning for climate justice and for action to protect the climate.</p>	M6 Photo of Greta Thunberg

Group work
(60 min.)

GW

Step 1 The pupils form small groups. The teacher gives each group a profile of one climate activist (**M7**) and a copy of the worksheet (**M8**).

Step 2 The people featured in these materials as examples of climate activism are:

- Adenike Oladosu, Nigeria
- Vanessa Nakate, Uganda
- Marinel Ubaldo, Philippines
- Ridhima Pandey, India
- Amariyanna 'Mari' Copeny, USA
- Helena Gualinga, Ecuador
- India Logan-Riley, Aotearoa (New Zealand)
- Neeshad Shafi, Qatar

Note

There are so many climate activists that selecting a few to stand as examples will always be a somewhat arbitrary process. The principal criterion driving our choice was inclusion of people from various different parts of the world. Teachers may, of course, add other activists to the list in place of, or in addition to, those we have chosen. They may wish to include an activist from their own country.

Step 3 Teachers ask the groups to do research on the campaigns undertaken by 'their' activist to combat the climate crisis and on the country where the activist grew up. If pupils' digital skills and English language proficiency are at a high enough level and given appropriate equipment, pupils can do their own internet research on the activists. They can find out more about these personalities and the causes they campaign for by looking at their social media profiles and activities (on Twitter or Instagram, for example) or watching YouTube videos of public speeches they have made at climate conferences or on similar occasions.

Step 4 If pupils are unlikely to be able to manage research of this kind or the appropriate equipment is not available, teachers can collate and print out additional information on the activists and bring it along to the lesson for the pupils to read and work with.

Step 5 The pupils create a brief presentation of key facts about the activist they have been working on and other interesting findings of their research. Teachers may stipulate the form the presentation should take or allow pupils to come up with their own ideas (such as making a poster or doing their presentation on the computer).

Presentation
(20 min.)

PP

- Each group gives a brief presentation (approx. 5 minutes, depending on the number of groups) to tell the rest of the class about their most interesting findings.

M7
Brief profiles of climate activists

M8
Worksheet on climate activists

Additional material

- Devices with internet access for research or additional materials (printed out) on the climate activists featured in M7
- Atlas or online map (such as Open Street Maps or Google Maps)
- If desired: materials for poster-making (sheets of A1 paper, pens, scissors, glue)

Additional material

- computer with internet access and attached projector

Reflection
on learnings
(5 min.)

D

- The class reflects on the lesson together. The teacher may ask questions such as:
 - What do the activists we learned about in the presentations have in common? And how do they differ from one another?
 - What do they campaign for, and why?
 - How do they campaign?
 - What did you find particularly surprising/impressive?
 - Which aspects of their activities appeal to you, and which don't?
 - Are you aware of any other climate activists?

Lesson No 4 : Climate activism where we live: creating a map of campaigns and initiatives

Phase	Content	Media, Material
Introductory phase (15 min.) D	<h3>Preparation</h3> <ul style="list-style-type: none">• The teacher has printed out a map of the pupils' local area (from Open Street Maps, Google Maps or a similar service), with one for each pupil• Internet-enabled devices are available to pupils <h3>Execution</h3> <p>This exercise gives pupils the opportunity to find out what campaigns and initiatives on climate change are going on in their neighbourhood/local area.</p> <p>Step 1 First, pupils share ideas in a whole-class discussion. They consider which activities help the climate and where they can see activities of this kind happening in their area. The idea here is for the pupils to become aware of the many different facets of climate change and climate activism. Examples might include:</p> <ul style="list-style-type: none">◦ Mobility: cycle lanes; good, safe walkways for pedestrians; public transport◦ Energy: solar panels on roofs◦ Green spaces: green roofs; parks; community gardens◦ Sustainable consumption: flea markets and second-hand shops; repair shops for clothing, shoes or computers (buying second-hand and repairing old, worn or faulty items rather than throwing them away saves resources)◦ Food: local shops or markets selling regional and/or organic produce; businesses supporting projects that try to avoid food waste◦ Waste: recycling facilities and collection points◦ Community associations and civil society organisations working to protect the environment and help mitigate climate change	
Research session (60 min.) GW A	<p>Step 1</p> <p>The teacher gives each pupil a map of the local area (their community, municipality, district or neighbourhood) and the task of finding out which people are working to help stop climate change in their local area, and how they are doing this. Pupils can work alone or in small groups. They can do research on their computer/phone and/or go out into the local area and look around. The task is suitable for homework or as an in-class activity, depending on the time available for it.</p> <h3>Note</h3> <p><i>If the teacher plans to send the pupils out into their local community to find out about climate campaigns/initiatives, they are likely to need more time to complete the work than they would for desk-based research.</i></p> <p>Step 2 The pupils mark on the map all the initiatives, campaigns, activities and facilities they have found that help the climate and the environment. They should be encouraged to make their maps attractive to look at, because then they will be more engaging for other people.</p>	<h3>Additional material</h3> <ul style="list-style-type: none">• a print-out of a map showing the local area for each pupil (or per group)• smartphones/computer with internet access for students

Reflection
on
learnings
(15 min.)

D

Step 1 Once the maps are finished, the teacher displays them in the classroom. The pupils look at all the maps to discover similarities and differences among them.

Step 2 A whole-class discussion follows, during which the class creates a rough overview of the activities they have found and talks about particular ones that pupils consider to be of interest due to their size, their creative approach, the difference they make, or other factors.

Step 3 During a whole-class debrief, the teacher may wish to ask pupils questions such as:

- Which activities or initiatives did you find quite surprising or did you like the most?
- What new things did you learn during the exercise?
- Which activities would you like to find out more about?
- Are there any initiatives or campaigns you would like to join?

Lesson No 5 : Follow-on project: Our campaign for climate justice

Phase	Content	Media, Material
Follow-on project	Thinking and talking about the climate crisis may be a frightening or frustrating experience for some young people. Launching a project or campaign of their own can help them combat feelings of frustration and powerlessness in the face of the situation.	M9 Project planning sheet

- A** If the class, or some of its members, would like to launch a project or campaign, the teacher will need to be prepared to give them time and support to help them realise their idea. Planning and running a project or campaign gives pupils a chance to acquire valuable project management skills.

Preparation

- The teacher has printed out sufficient copies of the project planning sheet **M9**.

Execution

- Step 1** Stages a project of this type may go through:
- The teacher asks the pupils whether they would like to do something as a group to support climate justice.
 - Gathering ideas: What would we like to do? The map created in lesson 4 and the information on climate activists studied in lesson 3 can provide inspiration and starting points/springboards.
 - Project planning: The pupils set out their objectives, work out a timescale, consider what financial resources are needed or available, think about which people or organisations they might be able to involve in their project, and set down specific stages of the project's realisation. They can do this using the project planning sheet (**M9**).
 - Realisation phase
 - Reflection on the project's course: What went well, and what proved more challenging? What did we learn from this? What are we going to do now, and which experiences and learnings will we draw on as we do it?

Note

*When discussing potential projects, it's important for the pupils to understand that, while every individual member of the group is important, the best results come from working as a team. Above all, we need to influence **decision-makers in politics and business** to do their part to combat climate change. Success in tackling these challenges cannot come from everyone acting at an individual level only – we need to work together at a political level if we are to achieve climate justice.*

M1 Definitions and discussion of terms relating to the climate crisis

‘Climate change’ or ‘climate crisis’?

The term ‘climate change’ has begun to attract criticism as a minimisation of what is happening to the world’s climate. In general use, the word ‘change’ has largely positive connotations. ‘Climate crisis’, by contrast, is a stronger expression of the urgency characterising the situation we are facing. Speaking of a ‘crisis’ makes it plain that we are contending with an emergency which calls for swift political and societal action if we are to have a chance of meeting the climate goals agreed upon some time ago. There is a similar issue with the expression ‘global warming’. The consistently positive associations of the word ‘warm/warmth’ raises the question of whether ‘global warming’ is an appropriate description of the threat posed by the drastic rise in temperatures the world has been experiencing. An alternative is the term ‘global heating’.

What is the climate crisis?

We are currently experiencing a dramatic rise in global average temperatures. While the Earth’s climate has always seen change, global heating is now progressing at a historically unprecedented pace – there has never been such a rapid temperature rise as this.

Causes of global heating

The burning of fossil fuels (such as coal, oil and gas) to generate energy for use in industry, agriculture, transport and private homes releases ‘greenhouse gases’, such as CO₂, into the atmosphere. These gases absorb solar energy and retain it as heat. The major proportion of anthropogenic [caused by humans] emissions of greenhouse gases has occurred in the period since 1800 - that is, during the age of industrialisation.

The impact of global heating

The effects of global heating are evident in the worldwide increase in temperatures, the warming of the world’s oceans, a rise in sea levels and mounting numbers of extreme weather events such as heatwaves, very heavy rains, floods and droughts. These changes have serious consequences for people, animals and plant life. The climate crisis will affect everyone on the planet, and many will lose their lives or their homes – and these effects have already begun.

Tackling the climate crisis

The potentially catastrophic impact of allowing global heating to continue unchecked means that we need to try and tackle its main causes and prevent further damage before it is too late.

We need **action to protect the climate**, which should seek to combat the causes of global heating by reducing greenhouse gas emissions. At the same time, we need to work towards **adapting to the effects of the climate crisis**. This might involve changing our agricultural methods and planting crops with better resistance to heat stress, and implementing technical protections such as flood control dams.

In 2015, the governments of 195 of the world’s states signed the **Paris Agreement**, in which they declared the necessity of taking collective action to limit the global temperature rise to between 1.5 and 2 degrees Celsius.

Climate protection is also enshrined in the UN’s **Sustainable Development Goals**. Goal 13 calls for the world to ‘[t]ake urgent action to combat climate change and its impacts’ (see sdgs.un.org).

Source:

The original German version of this piece is based on the introduction to the educational publication ‘Das Klima wandeln. Methodensammlung. Sekundarstufe I+II’ (<https://www.suedwind.at/index.php?id=2529>), issued by Südwind, 2019

Europe and Russia

Africa

Asia

North America

Central and South America

Australia and Oceania

M3 Statistical data for the Global Game

The global population

Continent	Population in millions (2020)	per cent	10 players	15 players	20 players	25 players	30 players
Europe and Russia	747	9.6	1	1	2	2	3
North America	368	4.6	0	1	1	1	1
South America (incl. Central America and the Caribbean and Mexico)	653	8.3	1	1	2	2	3
Asia	4 641	60	6	9	12	16	18
Africa	1 340	17	2	3	3	4	5
Australia and Oceania	42	0.5	0	0	0	0	0
Total	7 791	100					

Global income

Continent	GNI in billions of USD (2018)	per cent	10 players	15 players	20 players	25 players	30 players
Europe and Russia	21 890	26.1	3	4	5	7	8
North America	22 537	27	3	4	5	7	8
South America (incl. Central America and the Caribbean and Mexico)	3 612	4.3	0	1	1	1	1
Asia	31 940	38	4	5	8	9	11
Africa	2 273	2.7	0	1	1	1	1
Australia and Oceania	1 606	1.9	0	0	0	0	1
Total	83 858	100					

Global carbon dioxide emissions

Continent	CO2 emissions in MtCO2 (2018)	per cent	10 players	15 players	20 players	25 players	30 players
Europe and Russia	7 338	19.8	2	3	4	5	6
North America	6 463	17.4	2	3	3	4	5
South America (incl. Central America and the Caribbean and Mexico)	1 295	3.5	0	0	1	1	1
Asia	20 082	54.2	6	8	11	14	17
Africa	1 401	3.8	0	1	1	1	1
Australia and Oceania	465	1.3	0	0	0	0	0
Total	37 044	100					

Notes on the categorisation of Russia and Mexico in these data:

Russia: Due to the fact that approximately 94 percent of Russia's population live in its European part, and due to Russia's cultural, economic and historical links with Europe, we count Russia together with Europe, although most of its territory, from a geographical point of view, is in Asia.

Mexico: Categorised together with Central and South America.

Sources:

Bildung trifft Entwicklung (BtE) | Regionale Bildungsstelle Baden-Württemberg im Entwicklungspädagogischen Informationszentrum Reutlingen (EPIZ)
<https://www.das-weltspiel.com/weltbevoelkerung-und-welteinkommen/>

M4 Background information on the Global Game

The Global Game helps pupils visualise the distribution of populations, resources and emissions across the globe and understand statistical data. In so doing, it simplifies and generalises complex, nuanced topics. The information that follows may help teachers to reflect critically with their pupils on the facts they have learned.

Gross national income (GNI) and gross domestic product (GDP): definitions

Gross national income is the sum of all goods and services produced or provided within a nation's economy in the course of one year. Its calculation proceeds from gross domestic product (GDP), subtracts from it any (earned or investment) income that leaves the country and goes abroad, and adds to it income earned or received abroad by residents of the country. GNI is therefore primarily a measure of income, while GDP is a measure of a country's economic capacity in terms of production.

Sources:

Bundeszentrale für Politische Bildung

<https://www.bpb.de/nachschlagen/lexika/lexikon-der-wirtschaft/18946/bruttosozialprodukt>

Critique of GNI and GDP as measures

- GNI does not provide information on the distribution of wealth within a state. In every society, some people are economically richer, forming part of the global 'consumer class', while others are poorer. GNI as a measure of national income does not reflect these intrasocietal inequalities, which are currently on the rise overall, while inequality among states is generally reducing. In looking at continents rather than individual states, the Global Game also fails to address the massive differences in wealth that occur among states within a continent or world region.
- GNI takes account only of those economic activities which are measurable in monetary terms. It does not encompass unpaid work, such as housework, care for children and older or vulnerable adults, voluntary work, subsistence farming and bartering, which are highly relevant to the economies of numerous societies.
- The calculation of GNI fails to take the environmental and social cost of economic activities into consideration. Even armed conflict and natural disasters can actually benefit GNI due to economic growth resulting from reconstruction and recovery work. GNI does not distinguish between economic activities that promote human and environmental wellbeing and activities that damage them.

Critique of figures on CO2 emissions

The compilation of statistics on CO2 emissions proceeds on a 'territorial' basis, which means that emissions are attributed to the states within whose borders they were produced. This method gives rise to a distorted picture, because, in our globalised economy, it is usual for production and consumption to take place within different countries. It also means that emissions occurring in international territories do not appear in the CO2 balance sheets of any state.

Currently, the state with the world's highest level of CO2 emissions is China, BUT:

- If we consider the relationship between CO2 emissions and population, we see a different picture: the country with the highest per-capita CO2 emissions is the US.
- China produces a lot of goods that end up being consumed in other countries. In recent decades, Europe has outsourced a large proportion of energy-intensive industrial activities to Asia. In doing so, it has also outsourced a proportion of its carbon emissions. So, if China produces something for the European market, who is ultimately responsible for the associated emissions - China or Europe?
- Just looking at current figures obscures historical responsibility. China is currently the country that produces the most CO2, but if we widen the view to the last 200 years (from the dawn of industrialisation), we find that the US is the country that has generated the largest share of all CO2 emitted in that time.

Source:

<http://www.globalcarbonatlas.org/en/CO2-emissions>

M5 Background information on climate justice

Climate justice

Alongside its environmental impact, the climate crisis has a social dimension. People living in the Global South are hit particularly hard by the effects of climate change, although they are only responsible for a fraction of global CO2 emissions, whose principal drivers include mobility, consumption and eating habits in the Global North.

The events that issue from the climate crisis, including drought, floods and sea level rises, pose an existential threat to the lives and livelihoods of millions of people in the Global South, who are often without access to technologies and funds to put mitigation measures in place. This situation renders these societies vulnerable to crises and puts the homelands of millions of people across the globe at risk.

Key issues underlying the concept of climate justice are:

- The unequal distribution of countries' **contribution to the climate crisis**:
Since industrialisation commenced around 200 years ago, the economies of countries situated in the Global North - particularly the US, alongside the UK and other countries in Europe - have benefited vastly from the use of energy from fossil fuels such as coal, oil and natural gas. At the same time, the greenhouse gas emissions produced by these regions of the world in the course of industrialisation have made the largest contribution to the causes of global heating, which means these countries bear a historical responsibility for the climate crisis.
- The unequal distribution of the **impact of the climate crisis**:
Countries situated in the Global South suffer particularly badly from the impacts of global heating, such as the rise in sea levels, drought, extreme heat, storms and flooding. The risk of extreme weather events is unequally distributed (see the Global Climate Risk Index issued annually by **Germanwatch**)
- The unequal distribution of the **capacity to adapt to and mitigate the impacts**:
The resources, financial and otherwise, to which the world's states have access, and which can serve to help them adapt to climate change and cope with its impacts, are unequally distributed. The extent of the damage caused by an event such as a flood is strongly associated with the resources available to those affected.
- Our responsibility as a global community is **fundamentally shared, but differs in its nature and extent** due to the different proportions of global emissions that countries produce and the different levels of resources to which they have access.
- The **Paris Agreement** sets out the responsibility of richer countries to support poorer ones in protecting their climate and adapting to the effects of the climate crisis.

M6 Photo of Greta Thunberg



© Anders Hellberg, CC BY-SA 4.0 (Wikimedia Commons)

In August 2018, Greta Thunberg began to hold a regular, initially lone protest – a ‘school strike for the climate’ (Skolstrejk för klimatet) - outside the Swedish parliament in Stockholm.

https://commons.wikimedia.org/wiki/File:Greta_Thunberg_4.jpg

M7 Brief profiles of climate activists

Adenike Oladosu, Nigeria



© Elevate Festival, CC BY 3.0 (Wikimedia Commons)

Adenike Oladosu (year of birth: 1994) is a climate activist and the initiator of Nigeria's Fridays for Future movement. She identifies as an eco-feminist. Oladosu's activism specialises in issues around gender equity, security and peacebuilding in Africa, and the Lake Chad region is a focal area of her work. In December 2019, Oladosu was the Nigerian youth delegate to the COP25 summit in Spain, where she gave a moving speech on the impact of climate change on the lives of people in Africa.

[Twitter](#), [Instagram](#)

[Wikipedia](#)

Vanessa Nakate, Uganda



© Paul Wamala Ssegujja, CC BY-SA 4.0 (Wikimedia Commons)

Vanessa Nakate (year of birth: 1996) is a climate activist from Uganda. In January 2019, drawing inspiration from the Fridays for Future movement, she and others began to hold strikes and protests outside the Ugandan parliament. Nakate chairs a campaign for the protection of the Congo rainforest, and would like to teach children more about the causes and impacts of the climate crisis. She is the founder of Youth for Future Africa and the Rise Up movement, which is also based in Africa.

In January 2020, Nakate attended the World Economic Forum in Davos, Switzerland. Before distributing a picture from the event that showed Nakate with a number of other climate activists, the Associated Press news agency (AP) cropped it to exclude Nakate, while leaving all the other activists in. The incident sparked a debate on racism. Nakate tweeted: 'You didn't just erase a photo. You erased a continent.' AP subsequently apologised to her for cropping the photo.

[Twitter](#), [Instagram](#)

[Wikipedia](#)

Marinel Ubaldo, Philippines



© Plan International / Werner Gritzbach

The climate activist Marinel Sumook Ubaldo (year of birth: 1997) comes from Manila, the capital of the Philippines, and is the daughter of a fisherman. She was one of the organisers of her country's first youth climate strike.

In November 2013, Typhoon Haiyan (known in the Philippines as Super Typhoon Yolanda) caused devastation, particularly in the Philippines' lower-lying regions, with winds of up to 275 km/h and waves that rose to a maximum height of 15 metres. The disaster killed more than 6,000 people and injured 28,000. Having experienced the typhoon's effects at first hand, Ubaldo continued her climate activism and campaigned for governments to take action on climate crisis issues. Ubaldo supports a ban on single-use plastic, reductions in CO2 emissions and investment in renewable forms of energy.

[Twitter, Instagram](#)

[Wikipedia](#)

Ridhima Pandey, India



© Ridhima Pandey

Ridhima Pandey (year of birth: 2007) is an environmental and climate activist from India, known for launching petitions for climate action to the Indian government and the UN.

In 2013, Ridhima Pandey became interested in protecting the climate after witnessing devastating floods in the city of Haridwar. At the age of nine, she took a case to India's National Green Tribunal, calling for action to reduce CO2 emissions.

[Twitter, Instagram](#)

[Wikipedia](#)

Amariyanna 'Mari' Copeny, USA



© Hillel Steinberg, CC BY-ND 2.0 (flickr.com)

Amariyanna 'Mari' Copeny (year of birth: 2007), also known as Little Miss Flint, is a youth activist from Flint, Michigan, best known for raising awareness of a water crisis that affected her hometown.

At the age of eight, Copeny wrote to the then president of the US, Barack Obama, telling him about the serious issues with contamination of the drinking water supply in her home city of Flint. On 4 May 2016, Obama visited Flint to gain a first-hand impression of the devastating effects of the lead-contaminated water on the local population.

[Twitter](#), [Instagram](#)

[Wikipedia](#)

Helena Gualinga, Ecuador



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Sumak Helena Sirén Gualinga (year of birth: 2002) is an Indigenous Ecuadorian climate and human rights activist. Helena Gualinga grew up in the Ecuadorian Amazon, and campaigns for the rights of the region's Indigenous population and for the conservation of the rainforest.

Her activism began in 2012, when the Sarayaku Indigenous community filed a successful lawsuit against Ecuador's government before the Inter-American Court of Human Rights in Costa Rica. Helena Gualinga is her village's youngest spokesperson. Her work seeks to protect the climate and prevent the exploitation of the Amazon rainforest, which is under dual threat from the effects of global heating and increased flooding and from deforestation by major businesses drilling for oil.

[Twitter](#), [Instagram](#)

[Wikipedia](#)

India Logan-Riley, Aotearoa (New Zealand)



© Jonne Sippola / Greenpeace

India Logan-Riley, a climate activist from New Zealand. Aotearoa is the Māori name for New Zealand.

India is a member of her country's Indigenous Māori community, and her activism focuses on the rights of Indigenous peoples.

In 2017, following conversations India had engaged in at the UN Climate Conference, she founded Te Ara Whatu, a climate activism initiative led by young Māori people, that campaigns internationally at UN climate conferences and works nationally for the inclusion of Indigenous perspectives in New Zealand's climate crisis planning.

[Twitter](#), [Instagram](#)

[Wikipedia](#)

Neeshad Shafi, Qatar



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Neeshad V. Shafi, a climate activist in Qatar, is an active member of the Arab Youth Climate Movement Qatar, which campaigns for increased awareness of the climate crisis in the Arab world and for political action to tackle it.

In Qatar, Neeshad works to put the climate crisis on the public agenda and represent young people's interests in this context. He has taken part in a number of climate-related summits and other international conferences. One of his key aims is to encourage the active involvement of young people from the Global South in the worldwide movement against climate change.

[Twitter](#), [Instagram](#)

[Wikipedia](#)

M8 Worksheet on climate activists

All around the world, countless young people are campaigning for climate justice and for the protection of the earth's climate against further catastrophic change. You are now going to find out about an individual activist as an example of the many people involved in the global youth climate movement.

Find answers to these questions and create a brief presentation about the activist you are researching:

1. Which country did the activist grow up in? Find it on a map of the world.

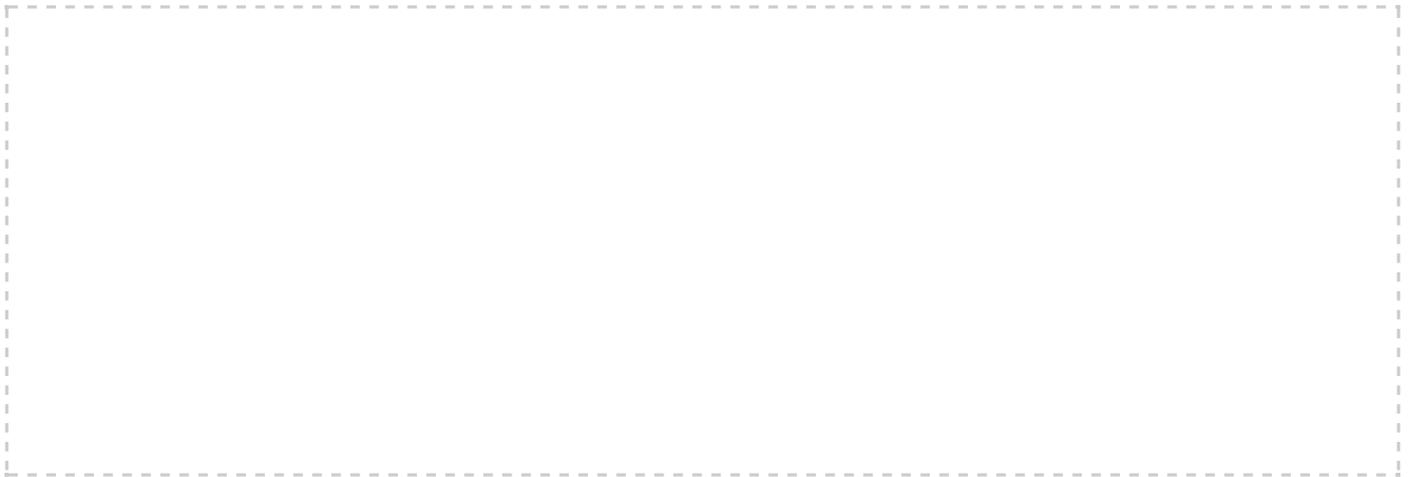
2. What do you know about this country? How are its people experiencing the effects of climate change?

3. What are the activist's key aims? What is important to her or him?

4. How does the activist work to protect the climate and bring about climate justice? What do her or his activities involve?



5. Can you find out any more interesting information about the activist and how she or he campaigns for people to take better care of the world's climate?



M9 Project planning sheet

Project title:	
Members of project team:	
Problem or issue we want to tackle: (e.g. people at our school have low levels of knowledge about the climate crisis)	
Our objective: (e.g. hold an information day about the climate crisis at our school) Make sure your objective is realistic. Even small activities and changes can have a big effect!	
Target group(s) of our project/message: (e.g. other pupils at our school; our friends, our families; our teachers; people in our local community)	

	Action	What we need to carry out this action (e.g. camera and microphone)	Who will do this	Who could help us/who we need to ask for permission	Timescale (When do we want to have completed this stage of the project?)
Stage 1					
Stage 2					
Stage 3					
Stage 4					
Stage 5					

Source:
Südwind