13 CLIMATE ACTION

Green-Schools

Ethics of Climate Change

A Classroom Enquiry

Travel & Global Citizenship Travel Themes

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Introduction

Activities presented in this resource are designed to stimulate young minds and raise awareness about issues surrounding the ethics of climate change. Issues like action and inaction, individual vs. collective responsibility, injustice, consumerism, climate migration and others will hopefully spark discussion. The methodology of the enquiry is based on the P4C (Philosophy for children) method developed by Matthew Lipman and Ann Margaret Sharp, and Philosophical Enquiry (PhiE) by Peter Worley from The Philosophy Foundation. It consists of asking questions, giving reasons, and making connections. It is an enquiry led by the community and is community orientated.

These resources are designed for Secondary School students but can be adapted for senior pupils in a Primary Education setting. Children will develop different skills like effective communication, problem-solving, creative thinking, collaborative thinking, and critical thinking. Critical thinking skills are recommended by UNESCO (2008) as part of the eco-literacy recommendations and there is research that spells out critical thinking skills as a necessary element to ethical and environmental education.

President Michael D. Higgins and his wife, Sabina Higgins, are passionate advocates for philosophy in schools and actively promote the skills of critical thinking. The president has also praised Green-Schools for the achievements in environmental education during our EXPO 2016. Philosophy became part of the secondary education curriculum in the form of a Short Course and the activities in this document can provide inspiration to be included in the Moral Philosophy strand. They can also form part of the awareness-raising aspect within your Green-Schools' Action Plan.

See Statements of Learning on the next page, and how this resource links in with the curriculum of the new Junior Cycle.
The links apply to Geography, but also to the Moral Philosophy strand of the Philosophy Short Course.

SOL

Statements of Learning
Links to curriculum

SOL 1. The student communicates effectively using a variety of means in a range of contexts in L1.
Students will participate in a wide range of language activities to develop their oral and written communication in a wide variety of contexts and forms.

SOL 5: The student has an awareness of personal values and an understanding of the process of moral decision-making.
This activity provides students with the opportunity to examine a range of questions regarding action on climate change from an ethical perspective; it aims at developing judgements based on clear values supported by logical and rigorous thinking.

SOL 7: The student values what it means to be an active citizen, with rights and responsibilities in local and wider contexts.
Students will discuss active citizenship in respect to environmental activism and acting on the global climate emergency, whether it be through personal duty or institutional responsibility.

SOL 8: The student values local, national, and international heritage, understands the importance of the relationship between past and current events and the forces that drive change.
Students discuss the consequences of the industrial revolution on our common human heritage. They will consider the ethics of acting on climate change for future generations and all life on Earth.

SOL 9: The student understands the origins and impacts of social, economic, and environmental aspects of the world around her/him.
Students explore and engage with areas of learning such as consequences of human actions on the environment, population, sustainable and unsustainable development, climate justice, and globalisation.

SOL 10: The student has the awareness, knowledge, skills, values, and motivation to live sustainably.
Students learn about the importance of living sustainably and consider the ethical understandings that motivate sustainable living.

SOL 18: The student observes and evaluates empirical events and processes and draws valid deductions and conclusions.
Students identify how human actions affect climate and life on Earth and are encouraged to arrive at valid conclusions about either climate action or inaction.

Ethics and moral philosophy

Philosophy as a discipline in general deals with very large questions about the world we live in and are part of. The main three questions would be something like - What is? How do we know? What are we going to do about it? The first one is a domain of metaphysics and the second of epistemology. The third question will be the concern of ethics or moral philosophy.

In ethics, we are not only interested in the moral views and beliefs, but also with their silver linings – reasons and logic behind them. In ethics, we also consider possible consequences of the acquired beliefs. There are three main schools of ethics. Virtue ethics goes back to Aristotle and concerns itself with virtues like courage and temperance, vices, and integrity. Consequentialism is concerned with questions about the consequences of our actions. Its main paradigm is utilitarianism that aims at the greatest good for the greatest number of people. The main thinkers behind it are David Hume, Jeremy Bentham, and John Stuart Mill. Deontological ethics are concerned with principles and duties. Reason is used to arrive at the ethical principles and the autonomy of others is a primary value. The main thinkers behind it are John Locke and Immanuel Kant. Environmental ethics are quite a new discipline and include Deep Ecology, Ecofeminism, Social Ecology and New Animism.

In the Travel and Global Citizenship Travel themes of the Green-Schools programme, we are raising awareness about climate change and motivate students (parents and teachers too) to act by switching to more sustainable ways of transport when commuting to and from school. Discussions on moral responsibility and all the issues associated with climate chaos can be a good starting point for reconsidering one's values and enhancing motivation for behavioural change. We cannot solve the problem if we do not understand it in the first place. Other Green-Schools themes link very well too with the discussion on the climate change issues – Water, Litter & Waste, Energy, Biodiversity, and especially Global Citizenship.

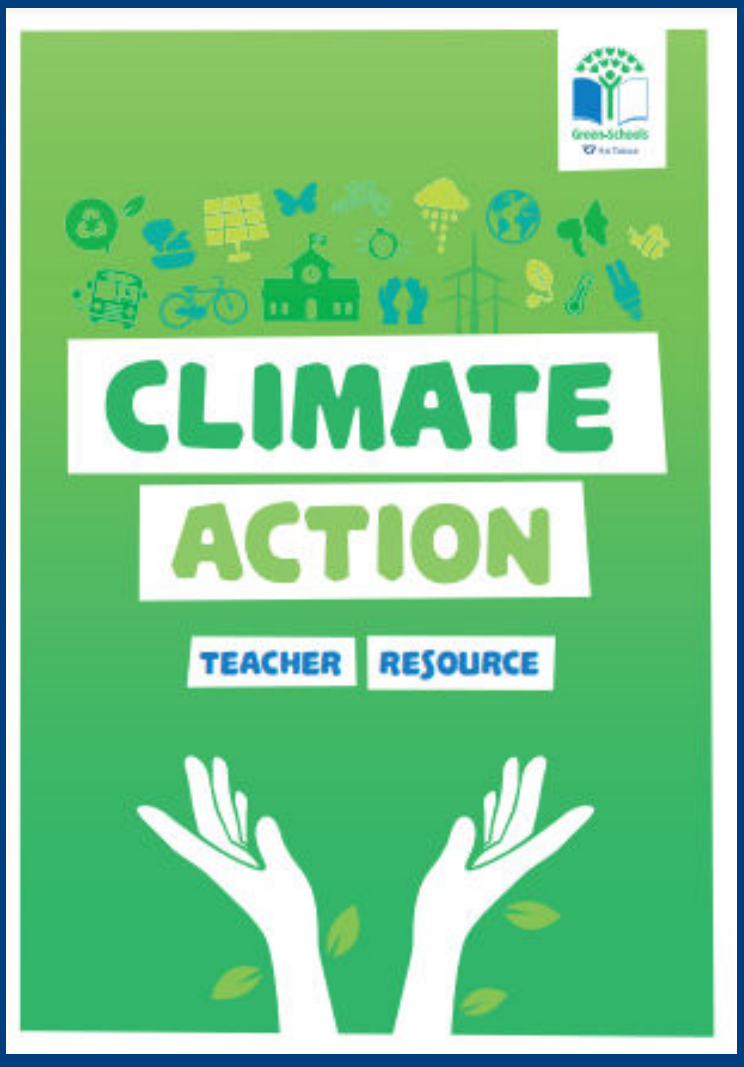
The aims of the proposed sessions are to practise critical thinking skills, use arguments, solve problems, and explore motivation and values. Nature of humanity, responsibility, humans as a unique species. ignorance, compassion and empathy, intrinsic vs instrumental value of life etc.
How do we know what is good or wrong? Whom should we trust and why? Why people are doing what they're doing, what motivates change? What beliefs lie behind the lack of will to change?

CLIMATE CHANGE AND ETHICS

"What's clear is that climate change involves harm. (…) The harm won't be evenly spread: some places will become more habitable, but many more will face new extremes of weather. Sea levels will rise, flooding homes and destroying crops. Elsewhere water shortages will threaten. Disease will spread to new areas. There will be conflict. A lot of people will die or be uprooted or suffer in other ways. Species will disappear. Whole ecosystems might well be destroyed. There are enormous harms before us. If the harms are obvious, much of the rest of the ethical dimension of climate change is obscure."

James Garvey,
The Ethics of Climate Change,
right and wrong in a warming world (2008)

This resource assumes a general familiarity with the problem of climate change. It focuses on raising awareness of the complexity of the problem through discussion and invites a personal reflection that will hopefully result in better understanding and motivation towards taking action.



CLIMATE AMBASSADOR

If you want to learn more about climate change and the science behind it, An Taisce's Climate Ambassador programme offers an excellent summer course for teachers on Climate Action. You can also download a comprehensive teaching resource for the secondary school teachers called Climate Action Teacher Resource from the Green-Schools website.

Set up of the session

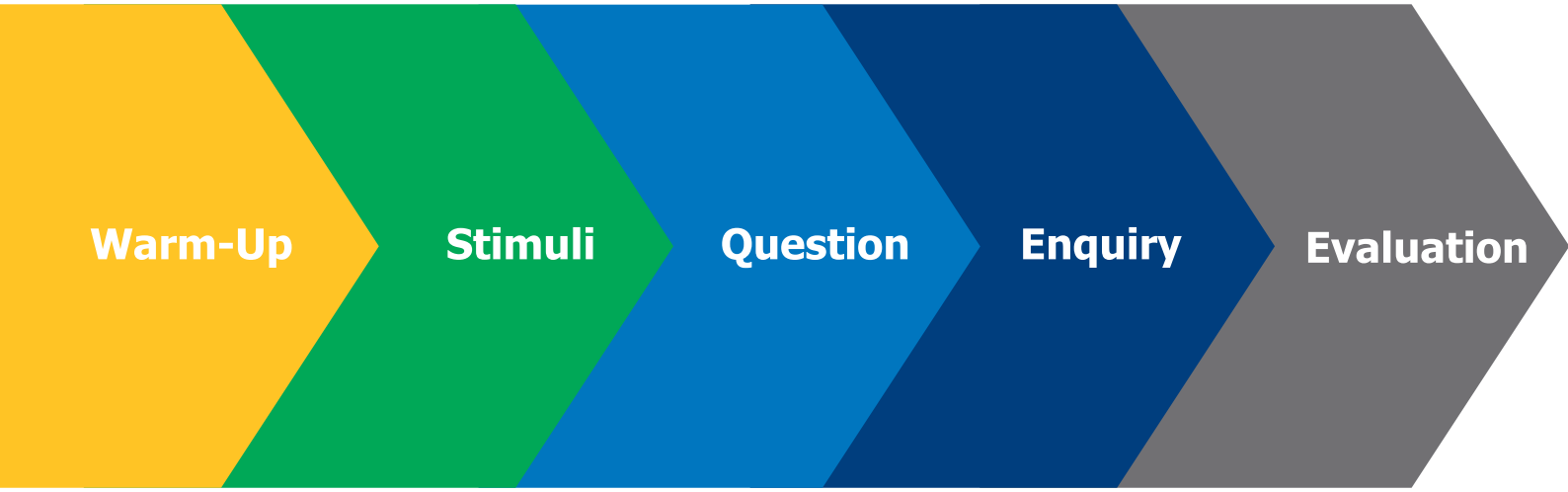
The discussion will take place in the form of a circle, so you need to set up the room and chairs accordingly. A circle works best as everyone sees each other. If you can take the class outdoors where they could comfortably sit surrounded by nature it will be an additional benefit. Be mindful that managing the group in an open space comes with challenges like an additional distraction, behaviour management, weather conditions, but the change of the usual environment can support a feeling of openness and connectedness with nature which can help too.

It is a standard practice amongst educators to have a prop for students to hold when they talk - a ball, feather, rubber animal, anything that the students can pass between themselves easily.
We also recommend having a whiteboard or something to write on. Take notes of all the raised questions and interesting points of the inquiry. It will be very helpful when following the line of thoughts and can help with the evaluation/review at the end. Make sure you have enough paper and pens for the students to write their thoughts. It is also important to agree on rules for the discussion, with the main rule for the session being: everyone and their opinion must be respected and listened to.

"Children whose view of nature is based on a philosophical and emotional connection with the environment are much more likely to make sacrifices and to strive to 'save nature' than those who lack this outlook."

Nils Holgaard Sørensen

The Enquiry Process



Facilitator's Role

The facilitator plays a small but important role in the discussion. They present the stimulus and coordinate the choosing of the question, takes notes during the discussion and makes sure the group stays on the topic (through the simple technique of 'anchoring' and 'iffing' - see page 12).
Ideally, during the session, the facilitator follows a simple rule – GOOW! [Go Out Of (their) Way], making sure the students practise the art of communication on their own, letting them voice their arguments. This might prove difficult in a group that is not used to this type of class and students can be anxious to give the 'wrong' answer in front of the teacher. The facilitator should never impose her or his opinions on the matters discussed. The teacher's role is usually to convey essential information and ensure the pupils understand it. In the enquiry process, we allow space for the students to shape their own opinion. This can be the most difficult part for some teachers, to step aside and let that happen. During the enquiry, it is their role to make everybody feel relaxed and comfortable to talk. The warm-up games/icebreakers on the following page will be very helpful. The facilitator ensures the discussion stays on track (of answering the question), that the rules are respected and intervenes when necessary to stimulate the discussion further.

There are some important aspects of the thinking process to consider when running an enquiry. In the P4C methodology they are called '4 Cs':

Warm-up Activities

It is always good to start with a warm-up. This should be something to stimulate the mind and/or the body. Ice breakers before any serious discussion are very much welcome to help build a friendly and relaxed environment. Below are some examples of team building games (you can also find more online that would be suitable as warm-up/icebreaker games).

Philosophers' Salad

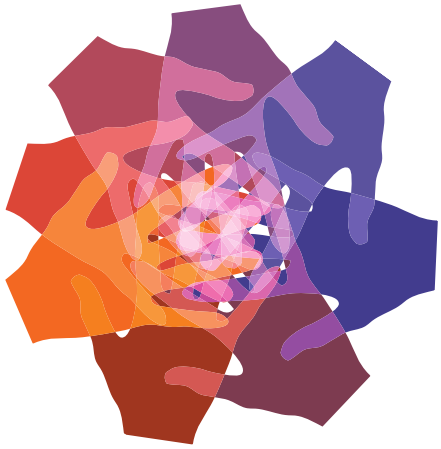
One person in the circle is without the chair and says "Swap places across the circle if..."
... if you think you can ever have everything you need
... if you think you can ever have everything you want
... if you don't need to have everything you want
Let the students come up with their own ideas and 'ifs'.

All sit down!

The group must sit down one person at a time without communicating with each other with words or signs. If two or more students sit down at once, all must stand up again. Sometimes students very cleverly sit down in their order in the circle. You can acknowledge their problem-solving skills but then ask to do the same exercise again in the 'popcorn' style – at random. You can make it harder by asking them to sit in a certain time frame (1 min) or even with their eyes closed.

Tell a story

One person in the circle starts the game by saying a random word. Each person then adds a word to form a story. You can do this game standing. This simple activity helps to engage everyone right at the start. A little bit of silliness will break the ice and create a sense of being at ease before moving onto a more serious topic.



Why should one country go green if others refuse?

Is civil disobedience the right response to government's failure to act on climate change?

Do people have CO2 emission rights?

Should we enjoy our own happiness or do something about the suffering of future generations?

How much should we care that animals suffer when they are affected by climate change?

Are we responsible for the environmental sins of our parents and grandparents?

Stimuli

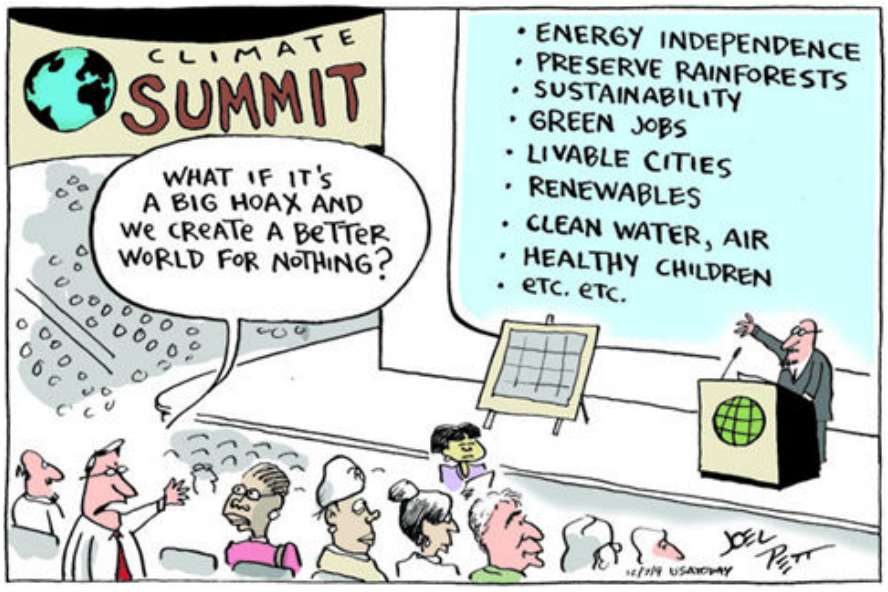
The facilitator is presenting a stimulus for further discussion. Afterwards, the students are given a short amount of time to think about the stimulus and a piece of paper to write down their thoughts (download a separate printable attachment). One or two minutes should be enough.

1. My first thoughts about the stimuli

2. Keywords, big issues, or ideas in the stimuli

3. Questions that the stimuli provoked

Anything can become a stimulus for further discussion – movie, story, news, picture or set of pictures, a quote etc. It can also be a short drama piece that the students will perform themselves. The best stimuli are controversial because they contain contrasting ideas that may stimulate philosophical tensions.



Even something as simple as this cartoon by Joel Pett can initiate an interesting conversation.

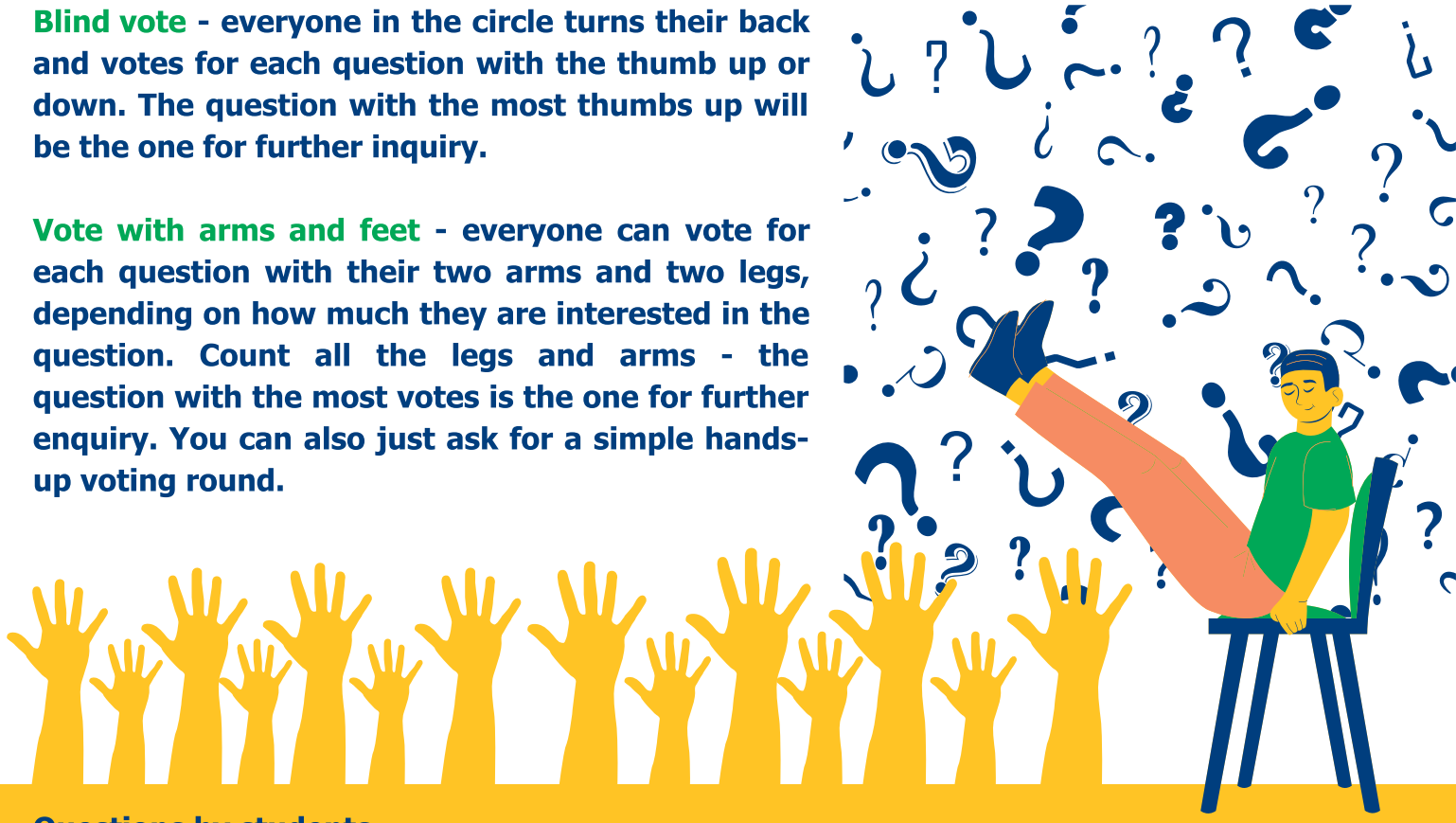
Question

Download Your Thoughts Sheet: Ethics of Climate Change from our website

We have included questions to accompany the stimuli as this is the easiest way of making the discussion relevant and immediate. If you want to allow students to choose their own questions, below is a procedure that can help, based on the stimuli provided in this resource. You can also use a worksheet provided with this toolkit.

Blind vote - everyone in the circle turns their back and votes for each question with the thumb up or down. The question with the most thumbs up will be the one for further inquiry.

Vote with arms and feet - everyone can vote for each question with their two arms and two legs, depending on how much they are interested in the question. Count all the legs and arms - the question with the most votes is the one for further enquiry. You can also just ask for a simple hands-up voting round.



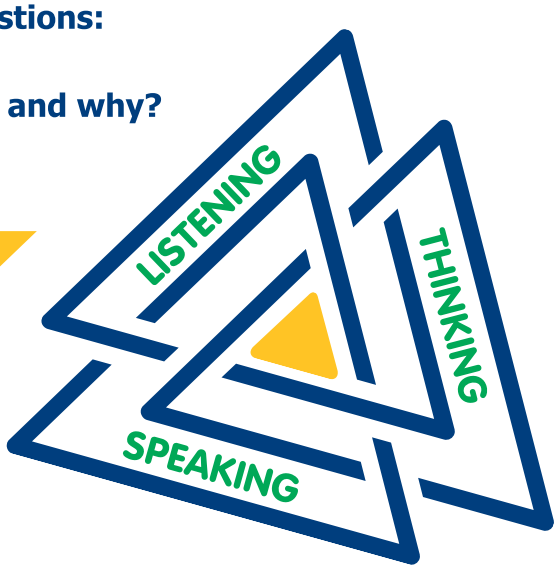
Questions by students

Get the students into groups of four, and let each group briefly discuss what they were thinking about the stimuli. Give them a few minutes to come up with one question in each group. They will have to agree on it and present it to the rest of the circle afterwards. They should all have a piece of paper to write down their questions. Ask students to read them aloud. Write them on the board for everyone to see, alternatively place the sheets of paper with questions on the floor in the middle of the circle. Get students to vote on the question to be discussed later. Make sure to keep all the questions They might come in handy to start a session another time rather than having to start the process from the beginning again. All the questions are valuable. After choosing the question, invite students to share their first thoughts. Introduce the prop, a small ball to be passed around – whoever holds it has a voice and others are listening. For the first thoughts, you can just get everyone to go in the circle and say what they are thinking about. Do not to push anyone to speak, it is ok to pass, but you can always encourage students to speak out throughout the session, especially if they did not say anything yet. Once everyone had spoken, you can smoothly move onto the main discussion and the proper inquiry. The students will naturally want to respond to their peers. Let them pass the prop to whoever wants to respond.

Enquiry

The main goal of the enquiry is to progress in answering the main task question. In philosophy, ethics included, we are challenged by difficult questions, that do not have clear and straightforward answers. Nevertheless, by pursuing the answer, excluding unreasonable ones, we are getting closer to understanding the problem we are trying to solve. We are trying to move beyond the intuitive answers by considering others' perspectives on the same problem. We are trying to move from what a person in fact thinks to what the person or even all of us should be thinking. You will know that the enquiry is successful when you hear someone say: "I have changed my mind because..."

The simplest form of the enquiry involves these questions:
- What do you think about it and why?
- What do you think about what others said about it and why?



Basic elements of the enquiry are thinking, listening, and speaking.

INTERVENTIONS TO TAKE THE DISCUSSION FURTHER

ANCHORING

Anchoring means bringing the responses back to the main question. It can be simply by re-asking the main question. Anchoring deals well with irrelevant contributions from students, but it might also reveal their hidden relevance. When students come up with new creative ideas and share inputs to the problem, you might want to link it to the main question to find new connections and thinking threads.

IFFING

Students often fall into a debate about facts. Instead of trying to find out what the facts are, for the purpose of practising hypothetical thinking you can try to 'if' the facts. For example, if you discuss the question "Where would you be if you swapped your brain with someone else?", students might start to argue if swapping brains is even possible, medically speaking. Simply rephrase the question using 'if': "If it was possible to swap brains, where would you be if you swapped brains with someone else". This technique can very easily reverse the discussion from a cul-de-sac and get it back on track.

CLARIFICATION QUESTIONS

Can you say more? What do you mean by...? Could you explain that again in different words?
You can ask these questions to help students go deeper in their thoughts and reasoning.

Stimulating discussion by polarisation

A very simple technique to stimulate the discussion is a dividing line. Presenting two extreme answers to the same problem creates tension that invites insight into the complexity of the problem. This simple activity also serves to embody the problem and allow students to move around, engaging physically in the discussion.

You can use masking tape or chalk and draw a line in the middle of the room. Use it to scale the problem, where both ends of the line represent the extremes eg Yes/No, Good/Bad, Agree/Disagree. Let's say you discuss if taking jobs from coal miners to save the environment is good or bad, you can ask students to position themselves on the line where one end is a definitive 'No' and the other a definitive 'Yes'. Ask the students about the reasons why they chose this particular place on the scale. Ask the students on each extreme and the ones in the middle. After they have spoken you can ask if anyone has changed their mind (this is what philosophical enquiry is about) and ask them to go where they position themselves now on the scale, ask them what changed their mind and why.

You can also use the line to divide the room into the 'Yes' and 'No' halves. Ask the students to choose and stand on either the 'Yes' or 'No' side, they must give reasons why. After a while you can ask if anyone changed their mind, get them to change their place and again ask why.

Consensus

Sometimes you can get stuck in the discussion when everybody agrees on the same issue. Although a consensus might be a good thing if you plan an action, in the philosophical discussion it can be a hindrance to moving forward. Often the silent agreement can come from a lack of will to engage, an easy way out. Let us look at the example of the coalminers. The consensus might be that the environment is more important than the coalminers' jobs. Although it might be 'environmentally' correct and desirable to think so, it does not explore the problem further. You could dig deeper and ask the students a hypothetical question, giving examples of what arguments someone (an imagined disagreer) might give to support the opposite view (the miners themselves for example). This should spark some conversation, that can go deeper into why there is so much resistance to change.

Evaluation

Pass the ball around in the circle and get everyone to contribute a final thought. It can be as short as one sentence. It also provides the opportunity for the less vocal students to participate by allowing them to contribute. You can then spend some time reflecting as a group on how the session went.

Here are some questions to help with the evaluation:

Did we build on each other's ideas?
Did we get closer to the answer?
Did we answer the question?
Did we cooperate?
What was difficult?
What was easy?

Session 1

Motivation

You can download a separate document with printable cards containing the following statements or simply write down the suggested statement on A4 sheets with a marker.

Start by laying out the statements printed on A4 pages and ask one of the students to put them in the order that feels right for them. They must explain why they have laid them out in this order, discuss their opinions with the group and whether or not they agree or disagree with the proposed layout. You can use a line on the floor with two opposites – most important and least important motivation. Spend some time discussing the meaning of each statement.

After a few students have had a go at playing with the order of the statements you can ask students to brainstorm their own questions or simply discuss the main question. Ask students if they can come up with other possible motivations for action.

Question: Why should we act?

- **for the sake of the children**
- **for the sake of our planet Earth**
- **because compassion requires it**
- **because justice demands it**
- **because moral integrity requires it**
- **to honour the rights of future generations of all species**
- **to avoid massive violation of human rights**
- **for the survival of humankind**
- **to steward God's creation**
- **for national security**

Session 2

Tragedy of the commons

This hypothetical problem called the 'tragedy of the commons' was formed by a British economist William Forster Lloyd. In his hypothetical thought experiment, published in his essay in 1833, he considers problems with unregulated grazing on the common land, the commons, in the UK and Ireland. Wikipedia states the problem in the following way:

"The tragedy of the commons is a situation in a shared-resource system where individual users, acting independently according to their own self-interest, behave contrary to the common good of all users by depleting or spoiling the shared resource through their collective action."

The story is relevant to many environmental problems and is also relevant to climate change. We share the atmosphere and what we put in there is our shared responsibility.

Start the lesson by giving one of the students the following story to read (based on a book *Common Ground: Water, Earth, and Air We Share by Molly Bang).*

Long ago, a village was built around a common ground. The commons were lush green fields which belonged to everyone in the village. All the villagers could bring their sheep to the commons to graze. But there was a problem. A villager who owned many sheep used more of the commons than a villager who owned a few sheep, or one, or none at all. And because the common grass was free, people put as many sheep to graze as they could. Soon there were too many sheep. There was not enough grass for all of them. This was not good for the commons, or for the sheep, or for the villagers. So people did one of two things. Some people left and some people stayed in the village. Those who stayed put a plan together. They agreed to keep the commons lush and green and to do a better job of sharing it. Each person could only put one sheep on the commons. For this to work, everyone had to follow this simple rule.

Questions

Here are some suggested questions to start the conversation. Get students to talk in threes or fours for a couple of minutes and then ask them to share their thoughts.

Warm-up questions:

- **Did it solve the problem?**
- **Do you think everybody respected the new rule?**
- **What do you think the others did when they left the village?**
- **What happens when there is no more place left to go?**
- **How is this like the climate change problem?**
- **Is it different from the problem with climate change?**

How can we ensure that everyone follows the rules that they have all agreed on?

Who could help the governments to decide on whether or not they should act on climate change and how they can do this?

- Economists
- Scientists
- Philosophers
- Activists
- People from countries who suffer consequences of climate change
- Psychologists
- Army Generals
- Worldwide organisation like IPCC

Session 3

The Strike

The worldwide movement of "School strikes for climate" initiated by the young student, Greta Thunberg, has met with different receptions from the public. Similarly, the Extinction Rebellion protests have been a cause of much debate. Both movements are citizen-led initiatives and have been critical of the inaction of governments and other institutions, putting pressure on them to act on climate change. They also raise awareness of the emergency of the problem and the consequences of inaction. Both are controversial because of their civil disobedience aspect. Both were also quite successful in bringing the attention of the wider public to the immediate emergency of climate change. History has many examples of change achieved by citizens opposing the establishment in the form of strikes and peaceful protests. You can show a few clips from the Climate Strikes or Extinction Rebellion protests as a stimulus to start the conversation.

Warm-up questions:

- **Did your school take part in a Climate Strike?**
- **Why did you take part?**
- **Why did you not take part?**

Main questions:

- **Is civil disobedience justified to help solve the climate change crisis?**
- **When is civil disobedience justified?**

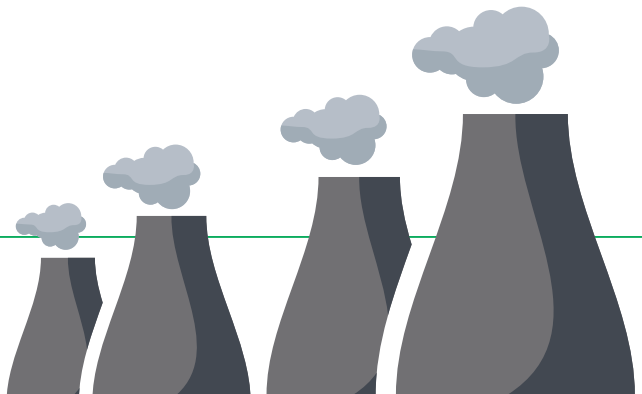
Session 4

Fairness and responsibility

The problem of shared responsibility for climate change is a tricky one as it involves both the temporal and spatial dimension. Firstly, a lot of damage to our atmosphere has been done in the past starting with the industrial revolution up to more recent times. It has been quite clear in the last 25 years that CO_2 emissions can cause global warming and have catastrophic consequences on a planetary scale. The Conference of Parties (COP) is the apex decision-making body of the United Nations Climate Change Framework Convention (UNFCCC). The UNFCCC was formed in 1994 to stabilise greenhouse gas emissions and to protect the earth from the threat of climate change. The first COP (Conference of the Parties) took place in 1995. It was only during COP21 in Paris that there was an overall agreement to act globally. We have already had a huge contributor to global emissions like the USA leaving the accord since. The effects of too much CO_2 have been known to scientists since the 1950s.

Secondly, there is the spatial dimension problem with some countries contributing more than others, both recently and historically. Put simply: the carbon footprint of some countries was bigger in the past and for some countries, the carbon footprint is bigger now. For example, some countries which are now developing countries have huge energy demands and use fossil fuels to fulfil them, but yet in the past their CO_2 input was rather small compared to the other countries in Europe who contributed significantly but now use mostly renewable energy (i.e. some Scandinavian countries). Additionally, the consequences of climate change are felt differently in different parts of the world. Very often the countries that did not contribute to climate change in any significant way, are struggling immensely due to sea levels rising and more violent weather events.

These problems relate to two moral questions. One about fairness and the other one about responsibility.



For stimuli use the example of the Republic of Kiribati, a group of islands in the Pacific Ocean. Kiribati is possibly the first country to disappear due to the rising sea levels caused by climate change. Even though the greenhouse gas emissions of the country have risen in the last few years, its share of the world's $CO2_2$ emissions remains at 0.00%. However quickly the world will act it is most likely too late to help the islands of Kiribati. As part of the solution, the government of the country bought land in Fiji to secure some safe space for their refugees. The government introduced a scheme called "migration with dignity". The youngest generations in the islands may be the last to live there. You can learn a little more about their story in this video on YouTube (14 min):

Inside Kiribati: The Island Being Erased By Climate Change | AJ+ Docs

Warm-up questions:

- **Who should take care of Kiribati's nation?**
- **Who is responsible for Kiribati's tragedy?**

Questions:

- **Is it fair to demand that developing countries stop using fossil fuels?**
- **Should the countries who are now using 100% renewable energy be held responsible for climate change?**
- **Should we hold our parents and grandparents responsible for climate change?**
- **What would be a fair solution to the responsibility problem?**
- **What human values are needed to help act together on climate change?**
- **What is fairness?**

Get students to research and compare Kiribati's emissions of greenhouse gas to Ireland's and other countries.
You can use www.worldometers.info
Here you can see the greenhouse gas emissions for each country back to 1800.
https://ourworldindata.org/co2-and-other-greenhouse-gas-emissions

ACTIVITY

Session 5

Carbon Credits

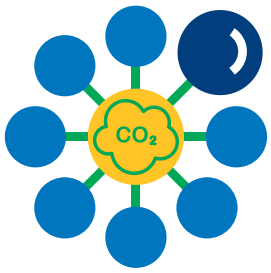
Building on the last session and the problems of responsibility, we can now raise with students the problem of taking individual action vs institutional or governmental action. We need to take action on all levels, but very often the discussion on this topic gets stuck on the points of "I'm too small to make a difference" or "It's the fault of corporations and governments".

There is more to the story – corporations and governments are all made of people. The power of the consumer is also underestimated in a sense that we have some choice in what we buy and consume, hence creating more demand for those products and services. If we look closely at what's underneath all these problems, we can see that they are consequences of values that we hold as humans.

Carbon Credits are an attempt to regulate emissions incentivising reduction of emissions and investment in sustainable solutions. Carbon Credits are issued by governments to companies that can later trade them. In the discussion, students will be wondering if similar solutions could apply to one's personal emissions. Together with a classroom see a short video explaining the idea:

How Carbon Credits Work In Less Than 2 Minutes - Qiewie

Concept Mapping



You can have fun and create a mindmap or a concept map of the problems discussed. Ask for volunteers to take notes during the discussion and get them to draw a rough visualisation of the discussion. Put the problem in the centre of the page and draw little branches which arguments put forward. You can use your evaluation time to develop it further or even spend the next lesson working on it further. There are online tools like Coggle.it or Miro.com that are very helpful in building mind maps that can be stored, shared, and printed.

Warm-up questions:

- **Do you see any problems with Carbon Credits?**
- **Should individuals also be forced to purchase Carbon Credits?**
- **Who should have Carbon Credits? Everyone? Some? None?**
- **Do individual people have CO_2 emission rights?**
- **Are there people who should be forced to purchase personal Carbon Credits?**
- **Is Carbon Credit trading taking responsibility for climate change?**

Main question:

- **Who should be responsible for acting on climate change?**
- **Individuals or institutions, corporations? Why?**

ACTIVITY

Use the exercise with the line on the floor. On one extreme put 'individual responsibility' and on the other 'institutions, governments, corporations' or 'shared responsibility'. Ask the students to position themselves on this scale. Ask for arguments. After a while ask if anyone have changed their mind and if they want to move or change their position.

A call to action

The urgency of climate change requires all of us to act now.

Discussions can help understand the complexity of the problem but many of the solutions already exist. We would like to encourage you to spend some time at the end of each discussion to come up with some actionable solutions for your school that will feed into your Green-Schools theme. You can develop them further with your Green-Schools Committee and include them in your Action Plan. Personal pledges are a great way to encourage students to take responsibility for their actions and their carbon footprint. You can use sticky notes or sheets of paper with written pledges for Climate Action to display on your Green-Schools noticeboard.

Remember your local Green-Schools Travel Officer is there to support you at every step of your Green-Schools programme.

The programme has been running over a decade now and there are a lot of well-tested ideas there to get inspired by - consider our No Idling Toolkit, Air Quality Toolkits, awareness raising campaigns and more.

"The climate crisis has already been solved. We already have all the facts and solutions. All we have to do is to wake up and change."

Greta Thunberg

Please send any feedback about this resource to lkrzywon@eeu.antaisce.org

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