

# Exploring

# Climate Justice

**A human rights-based approach**

THERE IS NO  
PLANET B



There  
NO  
PLANET



**IDEAS**  
for global citizenship

# With thanks

Exploring Climate Justice

A Human Rights-Based Approach



This resource would not be possible without the time and energy of all our key partners, expressly Diana Ellis from [WOSDEC](#), Professor Ali Watson and Bennett Collins from [The Third Generation Project](#), Dr Stephen Hendry of the [Royal Society of Chemistry](#), Silvia Sabino-Hunt from [ScotDEC](#), and Sue Bentley from Eco Active Learning.

Special thanks go to WOSDEC for their kind contribution of Diana's time on resource development, editing, design and promotion. IDEAS would also like to thank [Som-Act](#), the amazing group of young Somali journalists dedicated to giving a voice to marginalised communities in Somaliland.



The resource is very well put

**TEACH THE FUTURE**

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



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## Introduction

### What is Climate Justice?

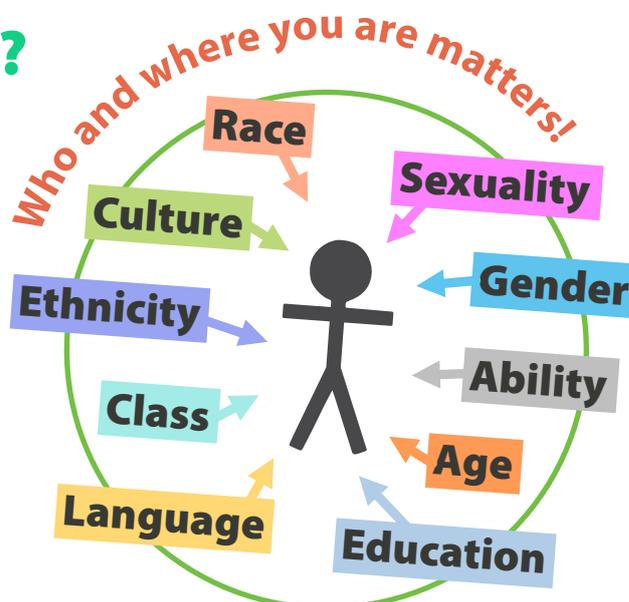
There is no single definition of climate justice, so let's look at a few here.

#### Scottish Government

In 2012, the Scottish Government was one of the first countries in the world to set up a 'Climate Justice Fund' to tackle the effects of Climate Change. For the Scottish Government, climate justice is about recognising: "that the poor and vulnerable at home and overseas are the first to be affected by Climate Change, and will suffer the worst, yet have done little or nothing to cause the problem. The negative impacts of Climate Change are felt the most by those who are already vulnerable because of geography, poverty, gender, age, indigenous or minority status and disability".<sup>1</sup>

#### Mary Robinson Foundation

'Climate justice links human rights and development to achieve a human-centred approach, safeguarding the rights of the most vulnerable people and sharing the burdens and benefits of Climate Change and its impacts equitably and fairly. Climate justice is informed by science, responds to science and acknowledges the need for equitable stewardship of the world's resources.'<sup>2</sup>



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

#### David Lammy, MP

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

“ Those countries that have contributed least to the climate breakdown, mainly in the global south, will suffer the most from floods, droughts, and rising temperatures. This is a pattern of suffering with a long history. **The exploitation of our planet's natural resources has always been tied to the exploitation of people of colour.** The logic of colonisation was to extract valuable resources from our planet through force, paying no attention to its secondary effects. The climate crisis is in a way colonialism's natural conclusion ...**climate justice is linked to racial justice, social justice and intergenerational justice too.**

<sup>1</sup> [International development: Climate Justice Fund – gov.scot](#)

<sup>2</sup> [Mary Robinson Foundation – Climate Justice, Principles of Climate Justice](#)



## Climate Justice and Global Citizenship Education

“Climate justice remains an underdeveloped and poorly grasped concept in Scottish education.”<sup>3</sup>

This was one of the key findings of research published in early 2021. Teachers require training and resources in order to do **Climate Justice Education**. We need a teaching workforce who understand intersectionality, are committed to universal human wellbeing within our planetary boundaries, and equipped with the skills to explore these issues with young learners.

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

## Objectives and Structure of the Resource

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

- **explore the current human rights impact of the Climate Emergency** on people's lives in Scotland and Somaliland.
- **make connections with** the universal quests for equitable access to food, water, healthcare, education, gender justice and racial justice.
- **take action** to have your voice heard before, during and after the 2021 COP.
- **measure attitudinal change** towards these issues.

The focus of this resource is not to explore the Greenhouse Effect, Climate Science, the ecological crisis or biodiversity loss. We believe it is possible to explore Climate Justice and take action without a deep knowledge of Climate Science. For teachers who wish to ensure learners have a background understanding of Climate Science, the Royal Society of Chemistry have curated a list of [other helpful resources](#) you can engage with before, during or after using this resource.



<sup>3</sup> *Towards Climate Justice Education: Views from Activists and Educators in Scotland* Environmental Education Research (Callum McGreor & Beth Christie 2021)



## CfE Experiences and Outcomes

The overarching Experiences and Outcomes are from Social Studies, however each lesson offers the opportunity for Es and Os from other curricular areas.

### Impact of Climate Change in Scotland and Somaliland

- I can describe the physical processes of a natural disaster and discuss its impact on people and the landscape. **SOC 2-07b**
- Having investigated processes which form and shape landscapes, I can explain their impact on selected landscapes in Scotland, Europe and beyond. **SOC 3-07a**

### Exploring Injustice

- I can use evidence selectively to research current social, political or economic issues. **SOC 2-15a**
- I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives. **SOC 2-16b**
- I can compare the social and economic differences between more and less economically-developed countries and can discuss the possibilities for reducing these differences. **SOC 3-11a**
- I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view. **SOC 3-15a**
- By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences. **SOC 2-19a**
- I can describe how the interdependence of countries affects levels of development, considering the effects on people's lives. **SOC 3-19a**

### Thinking Critically

- I can discuss the extent to which my choices and decisions are influenced by the ways in which I am informed. **SOC 3-17b**

### Taking Action

- I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way. **SOC 2-08a**
- I can explain why a group I have identified might experience inequality and can suggest ways in which this inequality might be addressed. **SOC 3-16a**
- I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact. **SOC 3-08a**

## Links to the SDGs and the UNCRC

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



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

The resource also highlights individual relevant articles within each lesson.



## The Climate in Scotland and Somaliland

Human-induced Climate Change is already impacting many weather and climate extremes in every area of the globe.<sup>4</sup> Across Europe temperatures and sea levels will rise, with more coastal flooding and loss of shorelines.<sup>5</sup> Hot extremes, marine heatwaves and severe coastal flooding are projected to increase across Africa.<sup>6</sup>

### Scotland



Even with adaptation and mitigation on a world scale, Scotland's average temperatures will increase, together with increased rainfall and likelihood of severe storms. Sea levels will rise. Climate Change brings threats and opportunities to Scotland. Whilst warmer winters may produce some health benefits, Climate Change brings significant risks to the natural environment and infrastructure, flooding risks to communities and business and significant impacts on natural carbon stores, agriculture, wildlife, coastal habitats and seas.<sup>7</sup>

### Somaliland

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



'drought and famine, [and] threatening food security in an already vulnerable region.'<sup>8</sup>

Somaliland, as noted in a 2018 article in the Financial Times<sup>9</sup> 'has endured regular cycles of drought for the past 20 years that have intensified since 2015 as consecutive rains have failed' (also in this article look out for comment on the situation by Shukri Ismail Bandare, Minister for Environment and Rural Development, who you'll hear more from later in the resource).

The climatological cycle of the East African monsoon is complex as it depends not only on seasonal shifts in prevailing winds, but also on the heating and cooling of parts of the Indian Ocean<sup>10</sup>. Somaliland is uniquely exposed climatically as it has no rivers. The traditional pastoral economy involving moving livestock to the plateau areas in summer has shrunk by 80% and 800,000 people have had to move to Internally Displaced People (IDP) camps around the main cities of Hargeisa and Berbera. In March 2021 there were reports<sup>11</sup> that pastoralists in Somaliland were losing livestock as they moved in search of pasture and water.

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

<sup>4</sup> <https://www.ipcc.ch/report/ar6/wg1>

<sup>5</sup> [https://www.ipcc.ch/report/ar6/wg1/downloads/factsheets/IPCC\\_AR6\\_WGI\\_Regional\\_Fact\\_Sheet\\_Europe.pdf](https://www.ipcc.ch/report/ar6/wg1/downloads/factsheets/IPCC_AR6_WGI_Regional_Fact_Sheet_Europe.pdf)

<sup>6</sup> [https://www.ipcc.ch/report/ar6/wg1/downloads/factsheets/IPCC\\_AR6\\_WGI\\_Regional\\_Fact\\_Sheet\\_Africa.pdf](https://www.ipcc.ch/report/ar6/wg1/downloads/factsheets/IPCC_AR6_WGI_Regional_Fact_Sheet_Africa.pdf)

<sup>7</sup> <https://www.theccc.org.uk/wp-content/uploads/2016/07/UK-CCRA-2017-Scotland-National-Summary.pdf>

<sup>8</sup> <https://www.adaptationscotland.org.uk/why-adapt/impacts-scotland>

<sup>9</sup> J. E. Tierney, C. C. Ummenhofer, P. B. deMenocal. *Past and future rainfall in the Horn of Africa* (Science Advances 2015 1 (9))

<sup>10</sup> Financial Times article: [Climate Change in Somaliland — You Can Touch It](#)

<sup>11</sup> US Geological Survey: [Droughts: Things to Know](#)

<sup>11</sup> [Somaliland pastoralists losing livestock as they trek in search of water and pasture](#)



## The Background Science

**Watch** Dr Stephen Hendry, the Royal Society of Chemistry's Education Coordinator in Scotland discuss the importance of Climate Justice for enhancing STEM learning. Stephen also recommends these resources:



### Scottish Specific Resources

[Royal Society of Chemistry – general Climate Change resources for Scotland](#)

[Sustainability in Chemistry Linked to the UN Sustainable Goals](#)

[Keep Scotland Beautiful – A Guide to Climate Change](#)

[Education Scotland – Weather and Climate Change, Learning Resources,](#)

[National Improvement Hub](#)

[Glasgow Science Centre – Our World our Planet COP26](#)

[Dynamic Earth Climate & Sustainability](#)

### Other Excellent Resources

[NASA Carbon Time Machine](#)

[NASA The Atmosphere – Getting a Handle on Carbon Dioxide](#)

[European Space Agency](#)

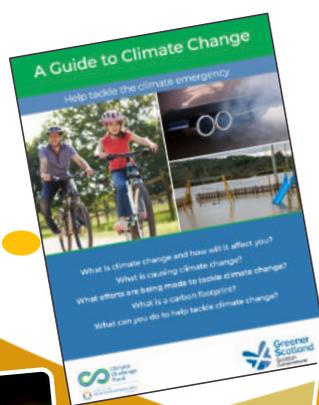
[Climate Prediction Activity](#)

[The Royal Institution Christmas lectures 2020 Planet Earth – a User's Guide](#)

[Reach out Reporter](#)

[National Geographic \(3 minute video\)](#)

[UNICEF Glossary of climate language – Climate Glossary for Young People](#)



## Baseline Activities

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

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

### Opinion Continuum Baseline

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

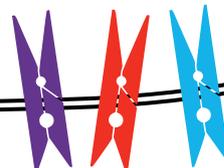
- A. Climate Change is due to human behaviour.
- B. Scotland isn't/won't be affected by Climate Change.
- C. The possible consequences of Climate Change have been exaggerated.
- D. It's just animals and sea life that are most affected.
- E. Humans just need to provide scientific solutions to Climate Change.
- F. Climate Change has nothing to do with Human Rights.

- G. Climate Change has nothing to do with racism.
- H. Climate Change has nothing to do with gender equality.
- I. Only governments and big companies can do anything about Climate Change.
- J. Climate Change is only happening slowly over time.
- K. Climate Change doesn't have anything to do with me.

### Feeling Clouds

Ask learners to either draw or brainstorm the words that describe how they feel about the climate emergency and what it means to them. They can use as many words as they can think of, and they can be conflicting, because that's an honest response and feelings are likely to change frequently. You could use online software such as Wordle or Mentimeter to create group or whole class word clouds. If learners choose to draw a picture they should ideally also have the opportunity to verbally describe to their peers why they have drawn this and what their pictures demonstrate. You could display some example words if needed, such as **Hopeful, Frightened, Sad, Unmotivated, Motivated, Negative, Positive, Frustrated, Enthused, Angry** etc ([see bottom of page 22](#)).

**Totally agree**



**Totally disagree**



# Climate Change & Rights in Scotland

## Sustainable Development Goals

**Goal 10:** Reduced Inequalities

**Goal 13:** Climate Action

## UNCRC

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

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

## Suggested Learning Intention(s)

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

## Learning activities

### Prior Learning

Recap or introduce Children's Human Rights. Explore with learners how rights and justice might be related. You could use some of the Rights activities [here](#).

### Starter

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

### Main

➤ As a class watch [video 1](#) and [video 2](#), and (if appropriate for your learners) then Zoom into your area using this [interactive possible futures map](#). Discuss which Rights might be affected (a) now, and (b) in the future? Groups feedback their responses. What was similar in their discussions? What was different?

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



➤ Show [this video](#) from the Philippines – do learners have anything else they'd like to add now to their Climate Justice word clouds?

### Plenary

Communities globally most affected by Climate Change are those who have oppression in their recent history and/or current lived experience. Discuss loss of culture and heritage as a global justice issue using the agree/disagree statement: **"Scottish Government money for supporting communities affected by Climate Change should only be spent in Scotland"**. If your class has studied the Highland Clearances or the Transatlantic Slave Trade it is vital here to support them to make these connections, e.g. by using [this resource](#).

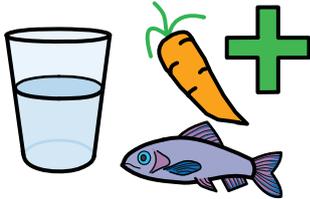


Lesson 1: Climate Change & Rights in Scotland

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

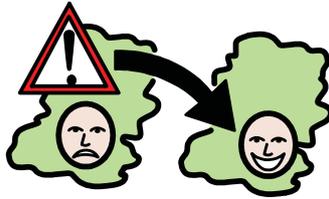


Article 24



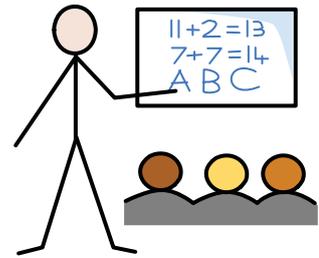
I have the right to good quality health care, to clean water and good food.

Article 22



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

Article 28



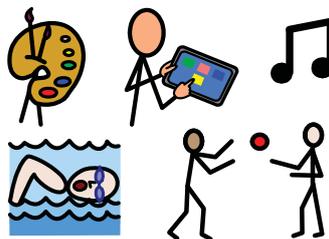
I have the right to an education.

Article 27



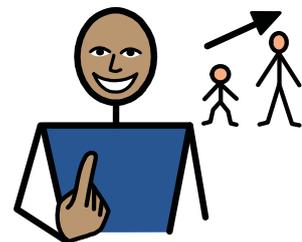
I have the right to have a proper house, food and clothing.

Article 31



I have a right to relax and play.

Article 6



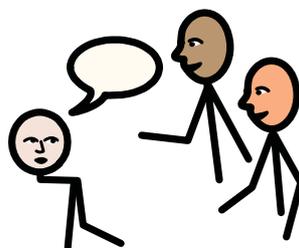
I should be supported to live and grow.

Article 3



Adults must do what's best for me.

Article 12



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

Article 13



I have the right to find out and share information.



# Keeping Connected in Scotland

## Sustainable Development Goals

**Goal 13:** Climate Action

## UNCRC

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

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

## Suggested Learning Intention

➤ To understand the impact of climate change on our daily access to transport, energy and technology.

## Learning activities

### Starter

As a whole class, explore this [article](#) about 'The rest and be Thankful'. Discuss the issues and together create a whole class [why why why chain](#).

### Main

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

1. Power cuts due to pylons blown down in a storm.
2. Roads closed due to flooding.
3. Trains cancelled due to landslides.
4. Internet down etc.

It is important here to be aware of eco-anxiety. Ensure that you discuss how these communities have become resilient and how people support each other, but that clearly more needs to be done. Each group should use the UNCRC graphics from page 8 to identify the Rights at risk in their scenario when connections are lost (access to school, healthcare) and share their findings with the class. What are the commonalities? Are there any differences?

➤ Whose voices should be heard and taken seriously in Climate Change action planning? In groups, learners should create a sorting grid on flipchart paper, similar to the example on the next page. They should then sort the voice cards on the next page into the most important, quite important, least important categories, then explain their choices to the class.

## Plenary

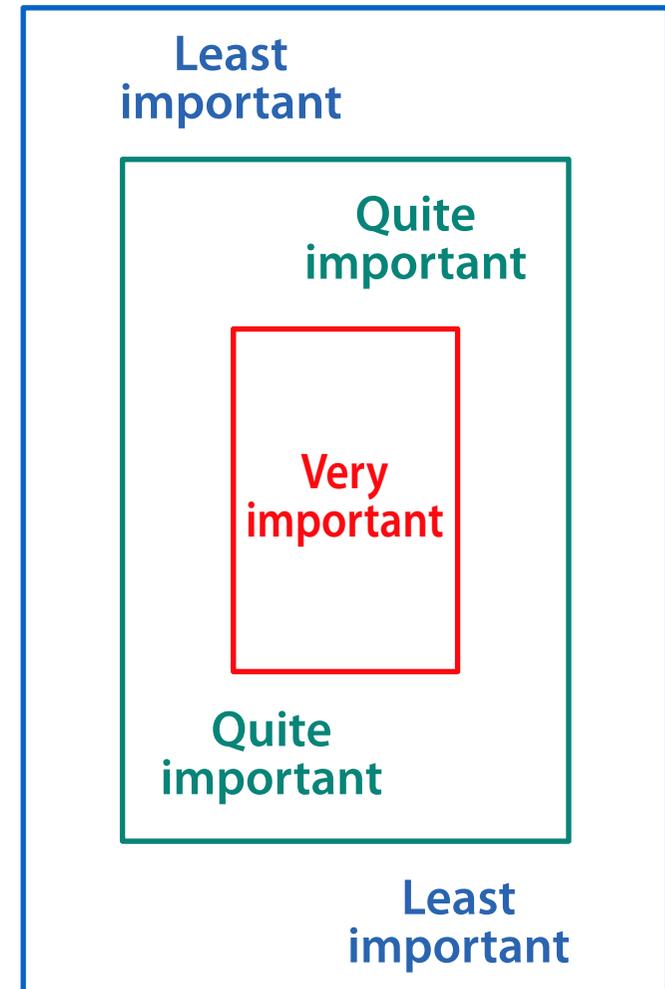
What does 'participation' really mean? Look at the extended wording of UNCRC articles 12 and 13 to discuss these questions. Share the [CYPCS golden rules of participation](#). Can learners think of experiences they've had at school or elsewhere where each of the 7 golden rules are followed? How does it make them feel? Do young people need different rules if they live in different places, or would these rules work for everyone?



**Lesson 2: Keeping Connected in Scotland**



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



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



# Climate Change & Rights in Somaliland

## Sustainable Development Goals

**Goal 13:** Climate Action

## UNCRC

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

## Suggested Learning Intention(s)

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

## Learning activities

### Starter

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

### Main

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

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

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

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

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

➤ Give those same groups a newspaper story about migration. Ideally you can find up-to-date articles, but if not you can use our learner version from the [Daily Mail on 31st July 2020](#). What questions would learners like to ask the journalists? How would you write the stories differently given what you know about what happened to Haboon?

### Plenary

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



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

## Haboon's story\*

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



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

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



Lesson 3: Climate Change & Rights in Somaliland

Definitions matching game



Human Cards

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

Definition Cards

|                             |                |                   |
|-----------------------------|----------------|-------------------|
| Refugee                     | refugee        | Migrant           |
| Internally Displaced Person | Asylum Seekers | Illegal Immigrant |

For teachers

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

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

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

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

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

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

(Adapted from British Red Cross educational material)



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

## **Bordering on madness!**

**Record 202 migrants make it across the Channel to Kent in a single day – as ministers call on Home Office to get a grip of border farce.**

- At least **202 migrants** managed to cross to Britain, travelling across in **20 boats**.
- Five of the migrants to make the crossing were children, the Home Office says.
- It is a new daily high after **200 people** tried to make the same crossing on July 12.

More than 200 illegal immigrants crossed the Channel to arrive on the British coast yesterday – a record for a single day.

The astonishing number brought renewed calls for ministers to get a grip on the Channel crossings crisis. The previous record for one day was 180, set on July 12.

In fact, yesterday's figure of 202 could be even higher because the Border Force records only include intercepted boats and it was unclear last night if they account for at least two groups of migrants picked up by police inland.



# Voices from Somaliland

## Sustainable Development Goals

**Goal 13:** Climate Action

### UNCRC

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

### Suggested Learning Intention

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

### Learning activities

#### Starter

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

#### Main

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

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



that Shukri Ismail Bandare is the Minister for the Environment in Somaliland. Does this information affect what they'd like to write in their tweet?

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

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

### Plenary

How does this history relate to climate justice today? Why do some people get heard more than others? Explore where your learners are with the relationship between the exploitation of people and the harm to the planet. For older learners you may wish to adapt some of the text [here](#).



## Youth Voice and Intersectionality

### Sustainable Development Goals

**Goal 10:** Reduced Inequalities

**Goal 13:** Climate Action

### UNCRC

**Article 2:** The right to non-discrimination.

**Article 12:** The right to be listened to and taken seriously.

### Suggested Learning Intention(s)

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

### Learning activities

#### Starter

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

#### Main

➤ In pairs, learners should read the Hurricanes case study on the next page, then discuss: If an evacuation order was to happen in your local area, who would be able to leave quickly and where would they go? Who wouldn't be able to leave quickly or leave at all? What might this tell them about why so many people stayed in New Orleans when asked to leave?

- Which rights were denied for those people left in the city?
- How old will child survivors in New Orleans be now if they were the same age as you during the hurricane?

- What questions would you ask them if you could talk with them about their experience?
- How might the effects of flooding on this scale differ in terms of human impact if the location was Scotland or Somaliland? Is it fair to compare these?

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

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

[Nkosi](#) from Zimbabwe

Young people from [Scottish Highlands](#)

[Brenda](#) from Malawi

Young people from [Hebridean Islands](#)

[Tahsin](#) from Bangladesh

[Glasgow young strikers](#)

[Nelson](#) from Alaska or [Jaime](#) from Arizona



### Plenary

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



## Case Study: Hurricanes Katrina & Rita



- The Gulf Coast of the US (the coasts of Texas, Louisiana, Mississippi, and Alabama) was hit by two hurricanes in 2005. New Orleans, a major coastal city resting below sea level, was the worst impacted by the first – Hurricane Katrina. Historically Black neighborhoods (like the Lower 9<sup>th</sup> Ward) were flooded. Less than a month later, Rita hit and devastated the wider region.
- Despite an evacuation order, many people remained in their homes across the Gulf Coast, largely due to financial costs and the physical labour of evacuation. Over 2000 lives, many Black, working class, and/or elderly, were lost to the two hurricanes.<sup>8</sup>
- Women generally are at greater risk during disasters and their aftermath because of multiple factors; most importantly because they are more likely to live in poverty than men and therefore will be less able to escape and survive – 26% of women were below the poverty line in comparison to 20% of men at the time of Hurricane Katrina. They will also bear most of the responsibility of childcare, will be physically vulnerable, and make up a disproportionate percentage of the elderly.<sup>9</sup>
- Over 1 million were displaced by the two hurricanes, with 200,000 school aged children made homeless.
- Many people displaced by Katrina and Rita sought refuge in the Superdome stadium in New Orleans. Conditions were unhygienic, and there was a shortage of food and water.

<sup>8</sup> [Hurricane Katrina deaths, Louisiana, 2005](#)

<sup>9</sup> [Women, Disasters, and Hurricane Katrina](#)

<sup>10</sup> [The Impact of Hurricanes Katrina and Rita on People with Disabilities: A Look Back and Remaining Challenges](#)



## COP Climate Justice Action

### Sustainable Development Goals

**Goal 13:** Climate Action

### UNCRC

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

### Suggested Learning Intention(s)

- To understand the purpose of a COP.
- To think critically about climate action messaging and communications.

### Learning activities

#### Starter

Write down two examples of climate action that you have heard of. This could be things that you have been told to do in your local community or it could be news stories that you've seen about climate protests? Where are the messages coming from? Who is speaking or being listened to?

#### Main

➤ Ask learners what they know already about a COP, if anything. Explain that the Conference of the Parties (COP) linked to the UN is a yearly international climate conference where countries assess progress and determine next steps for action through the UNFCCC treaty. 2021 marks the [26th Conference of the Parties \(COP 26\), which will be held in Glasgow](#) at the beginning of November. Presidents and prime

ministers from around the world will be reporting back on progress since the [Paris Agreement](#) and hopefully creating an even more ambitious Glasgow Agreement.

➤ Watch Shukri Ismail Bandare and Jirdel's stories again from INFORM, [Voices from Somaliland](#). In groups learners should write a social media post to either: (a) get people to donate to a climate justice campaign, or (b) get people to sign a petition for COP leaders to take climate action in Somaliland. Learners should consider:

- **Whose climate stories they want to tell.**
- **How they are going to get people to listen.**
- **What language they will use.**

Compare social media posts when written – were the same parts of the stories chosen for the two different posts? Why was this the case? Did using these parts of the stories change how learners felt about the people involved?

#### Plenary

If you were a member of the Youth Parliament having to advise policymakers about climate story-telling, what three things would you suggest that they do?



# Taking Action for Climate Justice

## Sustainable Development Goals

**Goal 13:** Climate Action

## UNCRC

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

## Suggested Learning Intention(s)

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

## Learning activities

### Starter

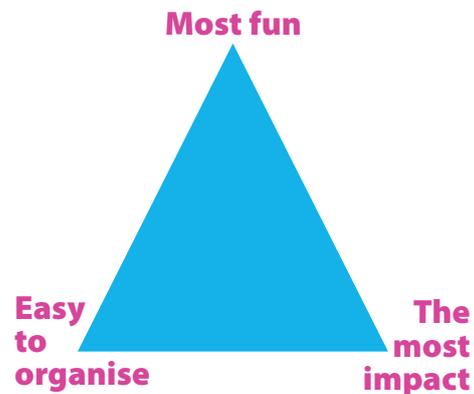
Show learners this [amusing video](#) and relate to Greta not making an impact until she was joined by others – what kind of crazy thing would learners join in with in order to get the message out about climate (in)justice?

### Main



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

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



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

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

### Plenary

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



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

WHAT can we do? (GREEN)

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

HOW do we behave? (BLUE)

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



## Reflection Lesson

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

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

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

Here are some questions to think through with your learners:

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

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

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

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

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

