

# 01 SCIENCE ACTIVITY BLOCK

## Climate Change: Personal Stories and Definitions

### DESCRIPTION

In this activity block, learners will share their personal stories about climate change and how it affects their lives. They will also work together to explore the key elements of climate change and create a shared definition with their peers. They will prepare for a dialogue with peers on climate change and engage in thoughtful reflection on what they have learned.

### LEARNING OBJECTIVES

**By the end of the activity block, learners will:**

- Share their personal experience of climate change with their peers.
- Practise active listening when hearing from their peers on this topic and provide feedback.
- Develop their own definition of climate change and reflect about what they have learnt from others.
- Prepare for dialogue on this topic.



### DIALOGUE SKILLS



#### Global communication - Sharing

Learners are able to explain personal values, meanings, and the importance of their own experiences when engaging with individuals and groups from different cultures and backgrounds.



#### Active listening

Learners are able to provide descriptive feedback about why what they are reading/hearing is of value to them and the dialogue.



#### Reflection

Learners can reflect on the experience of dialogue and say what they have learned from others and about themselves, including any ways the dialogue has helped them to shape new perspectives.

**AGE GROUP** 13-17

**DURATION** 120 minutes

### RELATED SUSTAINABLE DEVELOPMENT GOALS



CLIMATE ACTION  
(SDG 13)

### FURTHER RESOURCES

- [Climate Change](#)

**PREPARATION ACTIVITY** Personal stories I have about climate change

**DURATION** 20 minutes

First, learners begin by reflecting on their personal experiences with climate change, considering how these stories shape their understanding and connection to its broader impact, in preparation for the main activity, dialogue, and reflection.

1. Encourage learners to think about the signs of climate change in their community. Use these guiding questions to help them reflect on their personal experiences:
  - Does it rain more often? Are you experiencing longer droughts?
  - Do you experience heatwaves in your city?
  - Has your community experienced record-breaking cold or snowfall?
  - Can you notice the transition from one season to the other?
  - Have you seen climate change affect farmers in your community?
  - Have you observed deforestation?
  - Have you seen climate change affect people's health in your community?
  - Have you observed climate change affect animals and wildlife?
2. Ask learners to reflect on their answers to create a personal story about how they have experienced climate change.
3. Have them pair up and share their stories with a partner. Each learner can take 3-5 minutes to share their experience.
4. After pairing up, ask a few learners to share the common themes and differences in their stories.



**MAIN ACTIVITY** What is climate change?

**DURATION** 50 minutes

After learners have practised the skills of active listening and sharing as a warm-up exercise, they will brainstorm and share their thoughts to create a common definition of climate change. This activity will enhance their understanding of what climate change is and how it affects their lives and communities, allowing them to dialogue and reflect on its broader impact.

1. Arrange learners into 7 different groups of as near equal size as possible. Ask learners to use the worksheet *What is climate change?* (end of document) and write 'climate change' in the centre circle of the spider gram and then proceed to fill in the smaller circles the answers to the following questions:
  - **What does climate change mean to me?**
  - **Why is it important?**
  - **Examples of climate change**
2. Learners will have 10 minutes to complete the activity. Ensure equal participation by telling learners to pass the paper around the group so that each person takes a turn in writing answers. Learners should listen to one another's responses and try not to repeat answers, working to only add new ones. Lines and circles may always be added to the spidergram.
3. After the teams have completed the worksheet, begin a whole class discussion on what they have written in the spidergram. Make sure you take notes on the board of what the learners are sharing.
4. Use the information on the board to construct your group definition of climate change. At the end of the activity, you can discuss how the United Nations defines climate change and compare it with the definition created by the learners.

According to the United Nations Framework Convention on Climate Change (UNFCCC):

"Climate change means a change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods"

**NOTE:** Educators can prepare for this topic by reading the article *What is climate change? A really simple guide* by BBC News.

Available at: <https://www.bbc.com/news/science-environment-24021772>



## DIALOGUE ACTIVITY

**DURATION** 30 minutes



Now that learners have shared and reflected on climate change, they can participate in a dialogue on the topic. Be sure to remind participants to practise personal sharing, asking each other questions, and building on the topic to go deeper in conversation. Use these agenda questions to help your learners prepare and support the dialogue:

- **How do you feel climate change impacts you personally, your family, and your community, now and over time?**
- **What do you wish to learn about the climate change experiences and perspectives of others in different parts of the world?**
- **How does this global issue connect us all?**

## REFLECTION ACTIVITY

**DURATION** 20 minutes

After concluding the dialogue with your learners, take 15-20 minutes to debrief the experience and guide them in reflecting on what they have learned.

1. Ask learners to choose one of the questions below and share their answer in a whole group discussion.
  - **What did you learn that really surprised you?**
  - **What experiences or feelings about climate change did you discover you had in common with your peers?**
  - **What challenged you in the dialogue about climate change? Why?**
2. On the board, you can write the main ideas shared, for everyone to see.



## TEACHER'S NOTES

## WHAT IS CLIMATE CHANGE?

### Instructions:

#### Step 1:

Sit with your team and create a spider gram. In the centre circle write “Climate Change”, then proceed to fill in the smaller shapes with the answers to the following questions:

- What does climate change mean to me?
- Why is it important?
- Examples of climate change

*You can add as many shapes as needed.*

#### Step 2:

Pass the worksheet around the group to ensure that each person takes a turn in writing answers within each blank shape. Group members cannot repeat any answers, only add new ones.

