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# Climate Change and Global Citizenship Education



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## Course topics and outcomes

1. Global Citizenship Education (GCE)
2. Education for Sustainable Development (ESD)
3. Climate Change Education (CCE)
4. Sustainability and Circular economy

### Outcomes:

- Engage students in global citizenship themes such as justice, inequality, development, and climate
- Connect climate and citizenship education to subject knowledge
- Guide students to understand how personal actions are connected to the wider world
- Devise practical strategies to teach students about carbon footprints, the UN Sustainable Development Goals, and climate action
- Lead effective climate action in their classrooms and schools, in ways which are meaningful for students



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## Global Citizenship Education (GCE)

A global citizen is someone who recognizes their role in the world beyond their immediate surroundings and actively engages in addressing global challenges, promoting positive change, and contributing to the well-being of humanity as a whole.

This mindset goes beyond merely being aware of global issues; it involves taking action and advocating for social, economic, and environmental justice on a global scale.





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### What is Global Citizenship Education?

An education that equips people with the knowledge, skills and values they need to embrace the opportunities and challenges they encounter and to create the kind of world that they want to live in.

Oxfam, UK (global movement of people, working together to end the injustice of poverty)



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#### THE GLOBAL CITIZEN

Oxfam sees the global citizen as someone who:

- Is aware of the wider world and has a sense of their own role as a world citizen.
- Respects and values diversity.
- Has an understanding of how the world works.
- Is passionately committed to social justice.
- Participates in the community at a range of levels, from the local to the global.
- Works with others to make the world a more equitable and sustainable place.
- Takes responsibility for their actions.

## GCE pedagogies in classrooms

# GCE pedagogies in classrooms

Facilitate students to become global citizens through ...



+

01

### Asking questions

- Greater **ownership** of learning
- **Motivation** to investigate



+

02

### Making connections

- Common **humanity**
- Global **interconnectedness**
- Links between far and immediate environment



+

03

### Explore viewpoints and values

- Awareness of our "knowledge" often consists of just one perspective
- **Self-awareness** of our own values and assumptions
- Respect for **diversity**



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04

### Responding with actions

- Make **informed choices**
- **A desire to change**
- Skills to change

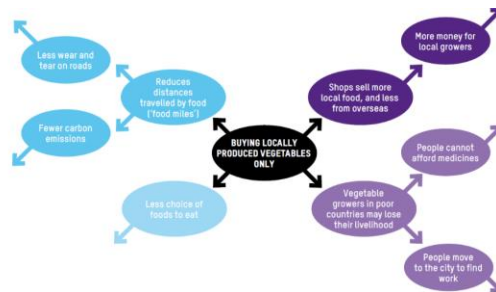


## Why why why chain

Example activities



## Example activities



## Consequences wheel

Example activities

- Think through the consequences of an event, action or issue, as well as making connections between cause and effect.
- Consequences wheels can also help learners appreciate the global significance of local actions, and the local significance of global issues or trends.



Opinion continuum

**To what extent do you agree....?**

**State one reason to justify your stance.**

- Critical thinking
- Express opinion with supporting arguments and evidence

**1. Climate change is happening.**

**2. Climate change will harm the future generations.**

**3. Climate change will harm me personally.**

**4. Rich countries are more responsible for climate change.**

**5. The largest carbon emission country should be more responsible for climate change.**



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| Global citizenship involves...   | It is not...   |
|--|--|
| ✓ asking questions and critical thinking   | × telling people what to think and do                            |
| ✓ exploring local-global connections and our views, values and assumptions                   | × only about far away places and peoples                         |
| ✓ exploring the complexity of global issues and engaging with multiple perspectives          | × providing simple solutions to complex issues                   |
| ✓ exploring issues of social justice locally and globally                                    | × focused on charitable fundraising                              |
| ✓ applying learning to real-world issues and contexts  | × abstract learning devoid of real-life application and outcomes |
| ✓ opportunities for learners to take informed, reflective action and have their voices heard | × tokenistic inclusion of learners in decision-making            |
| ✓ all ages   | × too difficult for young children to understand                 |
| ✓ all areas of the curriculum  | × an extra subject   |
| ✓ enrichment of everyday teaching and learning   | × just a focus for a particular day or week                      |
| ✓ the whole-school environment   | × limited to the classroom                                       |



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## Education for Sustainable Development (ESD)

What is sustainable development?

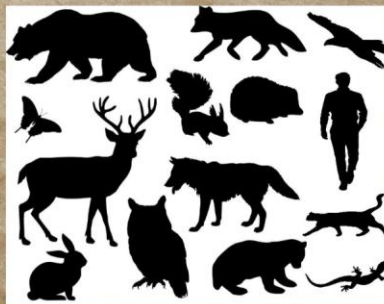
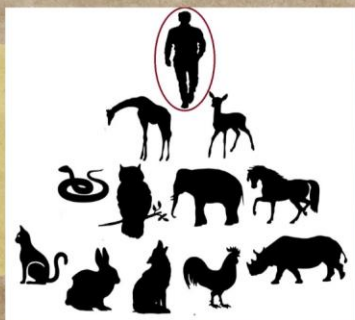
Sustainable development is defined as development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

Brundtland report "our common future"  
United nations  
1987



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**WHAT IS YOUR UNDERSTANDING OF THESE PICS?**



**Biocentrism**

- All living beings have inherent value.
- It does not consider that humans are superior to other living species
- Therefore, it opposes anthropocentrism.

**Ecocentrism**

- Ecosystems, including all things (living and nonliving), have inherent value regardless of their perceived usefulness or importance to human beings.
- Recognizes a nature centred system of values. It recognizes the value of biodiversity over the value of single species.



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## Measuring sustainability

Ecocapacity  $\neq$  Ecofootprint

Ecofootprint - a method that determines how dependent humans are on natural resource indicates how much resources from the environment are required to support a specific way of life or business

### **Biocapacity**

The capacity of ecosystems to regenerate what people demand from those surfaces.

Biocapacity is therefore the ecosystems' capacity to produce biological materials used by people and to absorb waste material generated by humans, under current management schemes and extraction technologies.

### **Carbon footprint**

The carbon Footprint measures CO<sub>2</sub> emissions associated with fossil fuel use.

In Ecological Footprint, these amounts are converted into biologically productive areas necessary for absorbing this CO<sub>2</sub>



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[How well is your country doing?](#)

## WAYS TO INTRODUCE THE CONCEPTS TO STUDENTS



Use metaphor, visualization



Visualize data



Use inquiry approach: Students can investigate



Focus on asking questions than giving answers

## Sustainable development goals

### 17 SDGs (2015)



The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future.



How are the goals interconnected to each other?

Woolly thinking



## ESD pedagogies

Education for Sustainable Development must be a core component of all education systems at all levels by 2025.

„UNESCO”

Education for Sustainable Development (ESD) empowers learners of all ages with the knowledge, skills, values and attitudes to address the interconnected global challenges we are facing, including climate change, environmental degradation, loss of biodiversity, poverty and inequality.

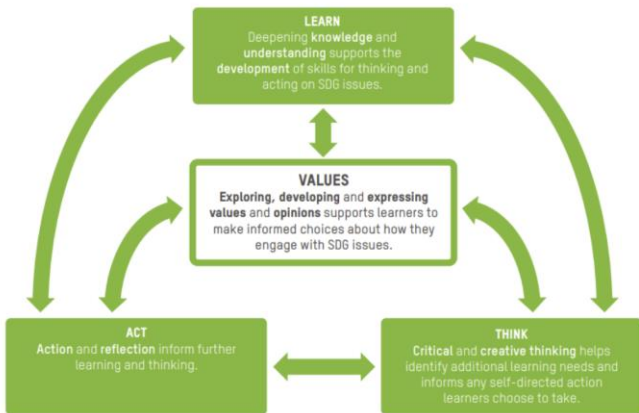




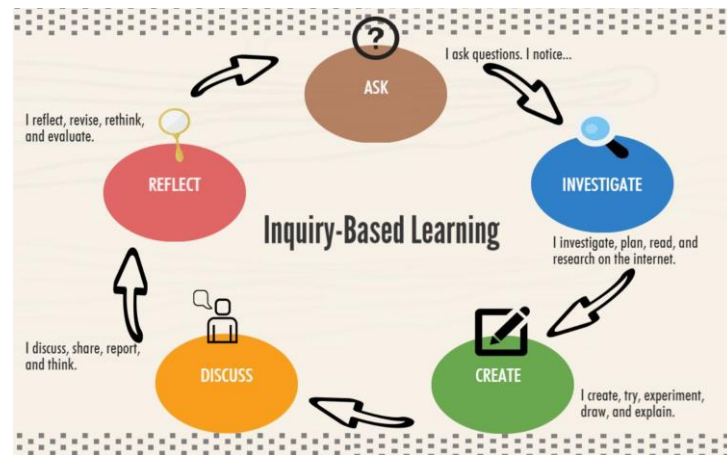
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## Common ESD pedagogies

### Action-oriented learning Learn-think-act framework



### Project-based learning



### Inquiry-based learning





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## Climate Change Education (CCE)

is education that aims to address and develop effective responses to climate change. It helps learners understand the causes and consequences of climate change, prepares them to live with the impacts of climate change and empowers learners to take appropriate actions to adopt more sustainable lifestyles.

The focus on climate crisis leads to a generation of climate anxiety.

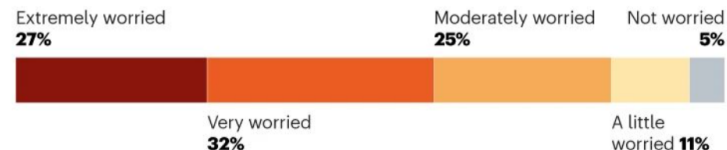


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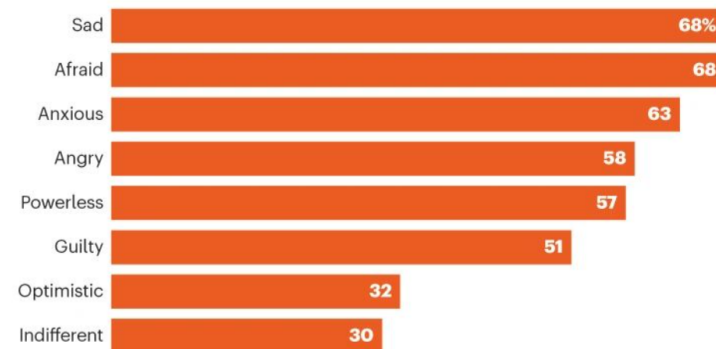
### CLIMATE ANXIETY

A survey of 10,000 young people shows that negative feelings about climate change can cause psychological distress.

#### How worried are you about climate change?



#### Climate change makes me feel...





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## 1. Place-based learning

From talking about polar bears to our own neighbourhood  
Make learning relevant to HERE and NOW, not there and then.

The local community is viewed as a primary source of knowledge—a place to observe various ecosystem processes, human-nature relationships, city planning, and aspects of human culture and society.

Example topics of place-based learning:

- Protect local forest biodiversity
- Local bike lane design
- Nature hiking trail design
- Plastic reduction of shoppers in a local grocery store
- A feasible circular economy business idea in my local area

## 2. Evidence-based learning

Build literacy of sustainability  
Promote critical thinking to support reasons with evidence

Learning based on the best available scientific evidence, rather than tradition, personal judgement, or other influences.

Example topics of evidence-based learning:

- Evaluate the current minimum wage policy of my region.
- Illustrate the life cycle of a cell phone
- Investigate micro-plastics in the nearby beach
- Analyze how inequality influences happiness
- Debunk climate change myths with scientific evidence



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### 03. Action and Solution-oriented

Associating sustainability threats to solutions and actions

Strengthen student agency and sense of HOPE

Actions are connected to the real world, both personally and publicly relevant and meaningful.

Example topics of action and solution-oriented learning:

Develop a business plan for a local enterprise, include values of sustainability

Launch a campaign to raise awareness of gender inequality in the workplace

Build a model of sustainable building

Create marketing strategies to promote sustainable fashion

Run a workshop to demonstrate upcycling of materials

Create a board game about circular economy



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### 04. Digital Storytelling

Positive narration and share stories that are making changes

Empower students to frame their future

Digital stories are typically videos that combine audio, images, and video clips to tell a story, use multimedia tools to bring narratives to life

Example topics of digital storytelling pedagogy:

Cultural identity

Citizenship

Gender

Migration

Environmental issues

Human rights



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Award-winning director Damon Gameau embarks on a journey to explore what the future could look like by the year 2040 if we simply embraced the best solutions already available to us to improve our planet and shifted them rapidly into the mainstream.



Structured as a visual letter to his 4-year-old daughter, Damon blends traditional documentary with dramatised sequences and high-end visual effects to create a vision board of how these solutions could regenerate the world for future generations.

The film covers the solutions to the following areas:

- Energy
- Transport
- Agriculture
- Marine permaculture
- Educating girls

[2040](#) - Movie

[Teachers materials](#)

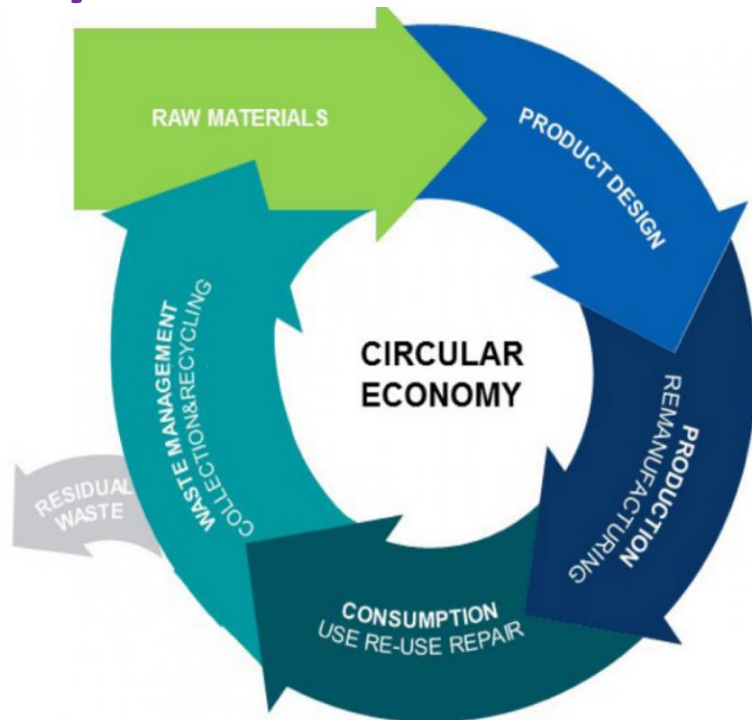


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## Sustainability and Circular economy

is a model of production and consumption, which involves sharing, leasing, reusing, repairing, refurbishing and recycling existing materials and products as long as possible





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## Products sold in 2021

### Helsinki Metropolitan Area Reuse Centre

- 128,732 shirts
- 63,109 items of children's and babies' clothing
- 56,916 trousers
- 35,353 coats
- 6,400 home appliances

### Stara Reuse Centre

- 197 pieces of small machinery and worksite equipment
- 103 passenger cars or vans
- 53 pieces of machinery
- 33 carpenter's benches
- 27 worksite huts and sea containers

### PC Shop of the Uusix Workshop

- 1,556 workstations
- 508 laptops
- 1,098 displays
- 568 printers



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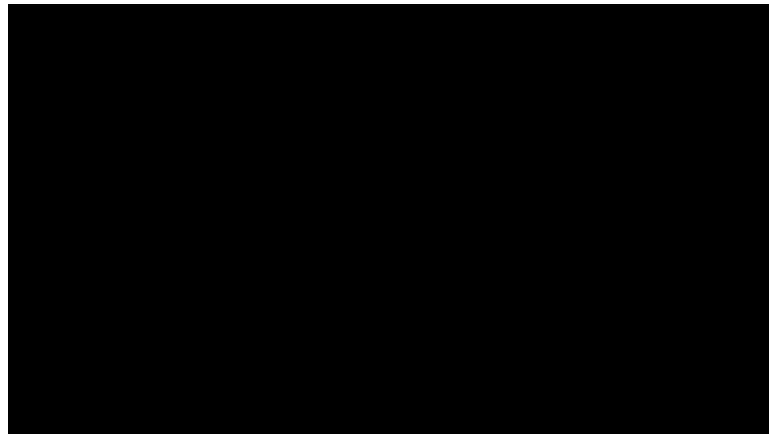
[The Circula Game](#)

[Circular Classroom](#)

[Net Zero Game](#)

Closing the Loop - documentary

If we continue with the linear economy if we're to use a technical term totally screwed





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