

# Climate Change and Sustainable Development Goals:

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Small Acts Create Huge Impact

Take Action: Go Green



# COURSE PROGRAM

## MONDAY

- Portuguese education system and GCDE policies
- School culture of sustainability - SDGs
- Climate Change Education in Schools

## TUESDAY

- Teaching Sustainable Development and Climate Change
- Key Conceptual Dimensions of Education for sustainable development
- School's Climate Action Plan: Are we green? Let's begin!

**WEDNESDAY** Visit and discover climate change in everyday life

## THURSDAY

- Development And Climate Change In All Subject Areas – in practice
- Small projects, big impacts
- Whole-school Approaches To Climate Action: everyone counts, everyone acts!

## FRIDAY

- Becoming a Green School – eco principles
- Teachers and students' creativity to combat climate change
- Global Action Days: let's impact our own and our Earth's well-being

# COURSE PROGRAM

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from 9:30 a.m. to 1:30 p.m.



break around 11:15 a.m.

# PICK A PHOTO!

The photo that represents me.... at this moment!



1



2



3



4



5



6



7



8



9



10



11



12



# PRESENTATIONS!

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- ✓ Name
- ✓ One personal characteristic
- ✓ Your country, city where you work
- ✓ The school where you teach (educational level)
- ✓ The subject you taught

# OUR STAGE!

As teachers...

- ✓ **The Spotlights** (Strengths) – what do we already do well in in the field of climate action, where we feel confident and capable in
- ✓ **The Backstage** (Concerns) - what challenges us most, what feels like obstacles
- ✓ **The Audience** (Expectations) - what we hope to happen in our action, how can this training contribute to that



# LISBON CITY FOUNDATION



 Fundação Cidade de Lisboa

**ONGD**  
PLATAFORMA . PORTUGUESA



WHO WE ARE?

WHAT WE DO?

WITH WHOM?

# Residence University College of Cooperation - Nuno Krus Abecasis

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The Lisbon City Foundation has its own Student Residence, located on the upper floors of its headquarters, with a capacity for 38 students, including communal spaces, study rooms, and a library.

For more [informations](#).



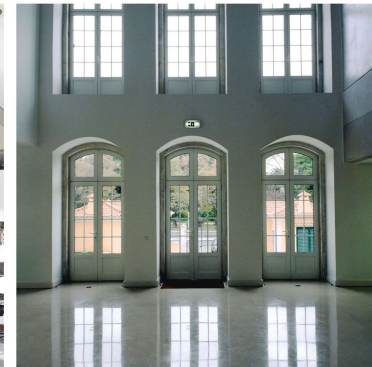


# Venue Rental Services

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The Lisbon City Foundation provides rental services for various spaces suitable for hosting a wide range of events.

For more [informations](#).



# Training Center

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The Lisbon City Foundation provides **certified and accredited training** in various areas and for diverse target audiences.

**National training:** within the scope of teaching Portuguese language and culture to foreigners, accredited courses for teachers, certified courses for volunteering, in the various action areas of the LCF.

**International training:** Erasmus+ courses in the field of Adult Education and School Education (teachers, technicians, trainers, educational agents, youth workers, etc.).

For more informations: <https://www.fundacaocidadedelisboa.pt/pt/formacao/>



# Axis Inclusion and Interculturality

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- Portuguese **courses for foreigners**, since 1990
- **Intercultural conversation groups** with children, youth, and adults
- Individualized **tutoring** for the development of communication skills in Portuguese with migrant students
- **Workshops for interculturality** in the classroom
- **Training** for teachers, non-teaching staff, and technicians
- CLAIM - Local Centre for Support to Migrant Integration, since 2015





# Axis Education and School Success

- Utilization of **non-formal education methodologies** in educational contexts
- Individualized **tutoring** for the development of personal, social, and academic skills
- **Training for teachers**, non-teaching staff, and technicians
- **Community intervention** and school-child/youth-family **mediation**
- **Partnerships** with research centers for critical reflection
- Creation of **pedagogical resources**





# Axis Global Citizenship Education

- **Teacher training**, non-teaching staff, and technicians
- Projects with **volunteer networks**
- Development of **pedagogical resources**
- Creation of **websites** and reference **guides** on global citizenship
- Facilitation of **workshops** in the classroom
- Creation of awareness **campaigns for the community**



# Global Citizenship Education

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## Teacher training

- 162 certified teachers
- 4 classes
- 100 hours of training

## Creation and training of volunteer network

- 22 volunteers
- 24 hours of training
- 1215 hours of volunteering

## •Multiplier agents training

- 57 NGO technicians trained
- 2 good practice exchanges - Portugal/Spain
- 1 Global Citizenship Education Practices Guide
- 2 international capacity-building workshops



## Citizenship workshops with children and young students

- 108 workshops
- 1312 students involved
- 24 community campaigns



## Creation of Digital Pedagogical Guide

- [www.escolacidadania.pt](http://www.escolacidadania.pt) 30 pedagogical activities
- mapped, systematized, and accessible resources
- [www.ddesenvolvimento.com](http://www.ddesenvolvimento.com) 33 accessible Sustainable Development concepts
- 1 Pedagogical guide with activities for children and migrants





# Axis Art and Culture

Conferences

Exhibitions



# PORTUGUESE EDUCATION SYSTEM AND GCDE POLICIES

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# PORTUGUESE EDUCATION SYSTEM

**Nursery** – not compulsory - is not part of the education system and is under the responsibility of the Ministry of Labour, Solidarity and Social Security

**Pre-school education** or kindergarten - it has become universal and has been expanding the network of establishments – Ministry of Education

**1st Cycle:** 4 four years - focuses on fundamental education - Portuguese language, mathematics, science, social studies, and physical education.

**2nd Cycle:** 2 years - deeper into subjects like Portuguese language, mathematics, science, social studies, and foreign languages.

AGE	<3	3-5	6-10	11-12
EDUCATION LEVEL	NURSERY	KINDERGARTEN	1 <sup>ST</sup> CYCLE	2 <sup>ND</sup> CYCLE
SCHOOL YEARS			1 <sup>o</sup> , 2 <sup>o</sup> , 3 <sup>o</sup> , 4 <sup>o</sup>	5 <sup>o</sup> , 6 <sup>o</sup>
TEACHER			1 Teacher = <u>class</u> <u>advisor</u>	1 Teacher per subject + 1 Class Director

# PORTUGUESE EDUCATION SYSTEM

**3rd Cycle:** 3 years of schooling - transition to secondary education. The curriculum becomes more specialized.

**Secondary Education/ Vocational Education / Artistic:** 3 years of schooling - prepares students for higher education/specific professions.

**Higher Education:** universities, polytechnic institutes, structured according to the Bologna principles, offering undergraduate, master's, and doctoral programs.

**Adult education and training** - several modalities, including a System for Recognition, Validation and Certification of Lifelong Competences

<b>AGE</b>	13-15	16-18	>18
<b>EDUCATION LEVEL</b>	3 <sup>RD</sup> CYCLE	SECONDARY EDUCATION / VOCATIONAL EDUCATION	HIGHER EDUCATION
<b>SCHOOL YEARS</b>	7 <sup>o</sup> , 8 <sup>o</sup> , 9 <sup>o</sup>	10 <sup>o</sup> , 11 <sup>o</sup> , 12 <sup>o</sup>	
<b>TEACHER</b>	1 Teacher per subject + 1 Class Director		

<https://eurydice.eacea.ec.europa.eu/pt-pt/national-education-systems/portugal/portugal?etrans=en>

# PORTUGUESE EDUCATION SYSTEM

**Preschool** or kindergarten – not compulsory - is not part of the education system and is under the responsibility of the Ministry of Labour, Solidarity and Social Security

**1st Cycle:** 4 four years - focuses on fundamental education - Portuguese language, mathematics, science, social studies, and physical education.

**2nd Cycle:** 2 years - deeper into subjects like Portuguese language, mathematics, science, social studies, and foreign languages.

**3rd Cycle:** 3 years of schooling - transition to secondary education. The curriculum becomes more specialized.

**Secondary Education/ Vocational Education /**

**Artistic:** 3 years of schooling - prepares students for higher education/specific professions.

**Higher Education:** universities, polytechnic institutes, and other tertiary institutions offering undergraduate, master's, and doctoral programs.

**Adult education and training**

# PORTUGUESE EDUCATION SYSTEM

AGE	<3	3-5	6-10	11-12	13-15	16-18	>18
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TEACHER	Early childhood educator		1 Teacher = class advisor	1 Teacher per subject + 1 Class Director	1 Teacher per subject + 1 Class Director		

<https://eurydice.eacea.ec.europa.eu/pt-pt/national-education-systems/portugal/portugal?etrans=en>



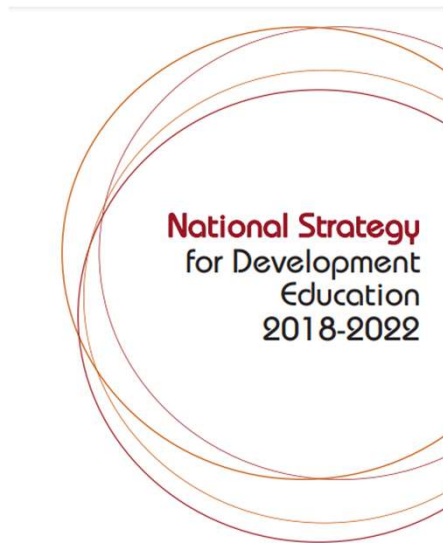


Have  
a  
Break



# GCDE POLICIES - PT

## Sustainable Development

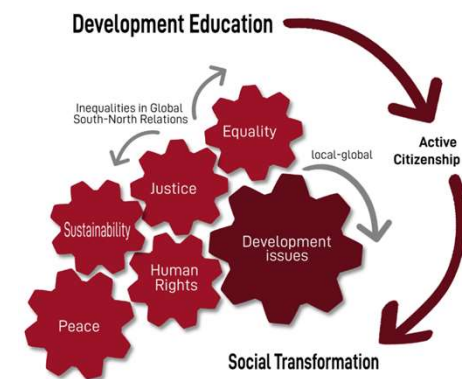


<https://ened-portugal.pt/>

## National Strategy for Development Education (DE)

- DE is understood as a process of **lifelong learning**, committed to the **integral education of people**, the development of **critical and ethically informed thinking**, and **citizen participation**.
- **social transformation** towards the prevention and **combating of social inequalities**, namely inequalities between women and men, the fight against discrimination, the promotion of well-being in its multiple dimensions, inclusion, interculturality, social justice, sustainability, solidarity and peace, at both local and global levels.

<https://ened-portugal.pt/site/public/paginas/introducao-pt-5.pdf>





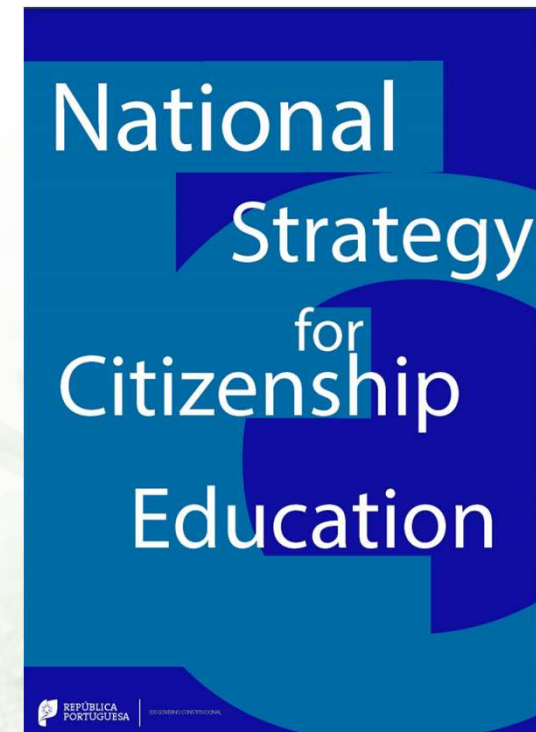
# GCDE POLICIES IN PORTUGAL

## NATIONAL STRATEGY FOR CITIZENSHIP EDUCATION

- Promote **democratic values and citizenship** education.
- Foster the development of **critical thinking** and **active participation** in society.
- Enhance **social inclusion** and respect for **diversity**.
- Strengthen **civic engagement** and responsibility.
- Equip students with the knowledge and skills to become informed and **engaged citizens**.

<https://cidadania.dge.mec.pt/documentos-referencia>

<https://cidadania.dge.mec.pt/sites/default/files/pdfs/national-strategy-citizenship-education.pdf>



2017



# GCDE POLICIES - PT

Domains of Citizenship Education are organized into 3 groups

## 1st Group:

**Human Rights** (civil and political, economic, social and cultural, and solidarity)

**Gender Equality**

**Interculturality** (cultural and religious diversity)

**Sustainable Development**

**Environmental Education**

**Health** (health promotion, public health, nutrition, physical exercise)



Direitos Humanos



Igualdade de Género



Interculturalidade



Desenvolvimento Sustentável



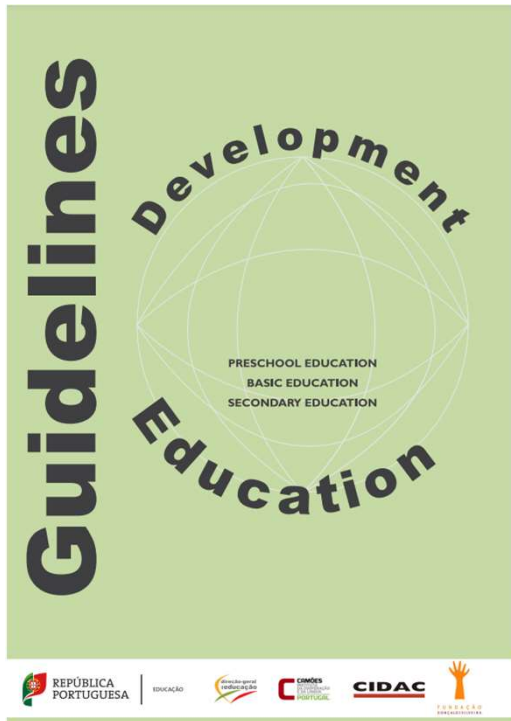
Educação Ambiental



Saúde

# GCDE POLICIES - PT

## Sustainable Development



### DEVELOPMENT EDUCATION GUIDELINES

- **education contributes** to children and young people, both students and learners, **acquiring the knowledge, skills, values, and attitudes** that enable them to **be agents of change** in building a sustainable, inclusive, peaceful, and just world
- improvement of quality of life and **meets the needs of current and future** generations.

<https://cidadania.dge.mec.pt/sites/default/files/pdfs/developmenteducationguidelinespreschooleducationbasiceducationandsecondaryeducation.pdf>

# GCDE POLICIES - PT

## THEMES, SUBTHEMES, GOALS AND PERFORMANCE DESCRIPTORS

Preschool Education  
1st Cycle of Basic Education  
2nd Cycle of Basic Education  
3rd Cycle of Basic Education  
Secondary Education

**Six global themes** - progressive approach- from preschool education to basic and secondary education:

1. **DEVELOPMENT**
2. **INTERDEPENDENCE AND GLOBALISATION**
3. **POVERTY AND INEQUALITIES**
4. **SOCIAL JUSTICE**
5. **GLOBAL CITIZENSHIP**
6. **PEACE**

# GCDE POLICIES - PT



Educação Ambiental

## Environmental Education Framework for Sustainability



Referencial  
de Educação  
Ambiental  
para a  
Sustentabilidade

<https://cidadania.dge.mec.pt/educacao-ambiental>

## ENVIRONMENTAL EDUCATION

- to promote **awareness** and **sensitize** children and young people about environmental and sustainable issues
- **encouraging** their active **participation in decision-making** and **problem-solving** related to the environment
- to foster the adoption of **sustainable practices in daily life**
- to acquire **knowledge and develop skills, attitudes, and values** that enable them to adopt **responsible and sustainable behaviours**
- interdisciplinary projects covering all levels and cycles of education, from preschool to higher education

*to educate conscious and responsible citizens that contribute to the construction of a more sustainable and ecologically balanced society*



# SCHOOL CULTURE OF SUSTAINABILITY AND THE SDGS

EDUCATION FOR SUSTAINABLE DEVELOPMENT



# EDUCATION FOR SUSTAINABLE DEVELOPMENT



## LET'S PLAY BINGO!

- group into pairs
- each pair have a piece of paper with the image of all the SDGs without their names
- each will have to fill in the blanks with the names of the corresponding SDGs
- the first pair to fill in a horizontal row will sing "LINE"
- the first pair to fill in all 17 SDGs will sing "BINGO" and win the game



# EDUCATION FOR SUSTAINABLE DEVELOPMENT



# EDUCATION FOR SUSTAINABLE DEVELOPMENT



[https://youtu.be/M-iJM02m\\_Hg](https://youtu.be/M-iJM02m_Hg)



# EDUCATION FOR SUSTAINABLE DEVELOPMENT



- Goal 1. End poverty in all its forms everywhere
- Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture
- Goal 3. Ensure healthy lives and promote wellbeing for all at all ages
- Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- Goal 5. Achieve gender equality and empower all women and girls
- Goal 6. Ensure availability and sustainable management of water and sanitation for all
- Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all
- Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
- Goal 10. Reduce inequality within and among countries
- Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable
- Goal 12. Ensure sustainable consumption and production patterns
- Goal 13. Take urgent action to combat climate change and its impacts
- Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
- Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
- Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
- Goal 17. Strengthen the means of implementation and revitalize the global partnership for sustainable development

# EDUCATION FOR SUSTAINABLE DEVELOPMENT



Education for

Sustainable Development Goals

Learning Objectives



Education  
2030



Education for Sustainable Development (ESD) is a key element of the 2030 Agenda for Sustainable Development. Its aims form one of the targets of the Sustainable Development Goal on education [SDG 4.7](#) and it is considered a driver for the achievements of all 17 SDGs.

<https://en.unesco.org/themes/education/sdgs/material>

# EDUCATION FOR SUSTAINABLE DEVELOPMENT

## 1.2.13. SDG 13 | Climate Action | Take urgent action to combat climate change and its impacts

Table 1.2.13. Learning objectives for SDG 13 "Climate Action"

<b>Cognitive learning objectives</b>	<ol style="list-style-type: none"> <li>1. The learner understands the greenhouse effect as a natural phenomenon caused by an insulating layer of greenhouse gases.</li> <li>2. The learner understands the current climate change as an anthropogenic phenomenon resulting from increased greenhouse gas emissions.</li> <li>3. The learner knows which human activities – on a global, national, local and individual level – contribute most to climate change.</li> <li>4. The learner knows about the main ecological, social, cultural and economic consequences of climate change locally, nationally and globally and understands how these can themselves become catalysing, reinforcing factors for climate change.</li> <li>5. The learner knows about prevention, mitigation and adaptation strategies at different levels (global to individual) and for different contexts and their connections with disaster response and disaster risk reduction.</li> </ol>
<b>Socio-emotional learning objectives</b>	<ol style="list-style-type: none"> <li>1. The learner is able to explain ecosystem dynamics and the environmental, social, economic and ethical impact of climate change.</li> <li>2. The learner is able to encourage others to protect the climate.</li> <li>3. The learner is able to collaborate with others and to develop commonly agreed-upon strategies to deal with climate change.</li> <li>4. The learner is able to understand their personal impact on the world's climate, from a local to a global perspective.</li> <li>5. The learner is able to recognize that the protection of the global climate is an essential task for everyone and that we need to completely re-evaluate our worldview and everyday behaviours in light of this.</li> </ol>
<b>Behavioural learning objectives</b>	<ol style="list-style-type: none"> <li>1. The learner is able to evaluate whether their private and job activities are climate friendly and – where not – to revise them.</li> <li>2. The learner is able to act in favour of people threatened by climate change.</li> <li>3. The learner is able to anticipate, estimate and assess the impact of personal, local and national decisions or activities on other people and world regions.</li> <li>4. The learner is able to promote climate-protecting public policies.</li> <li>5. The learner is able to support climate-friendly economic activities.</li> </ol>



### learning objectives domains:

- cognitive
- socio-emotional
- behavioural

### Box 1.2.13a. Suggested topics for SDG 13 "Climate Action"

Greenhouse gases and their emission

Energy, agriculture and industry-related greenhouse gas emissions

Climate change-related hazards leading to disasters like drought, weather extremes, etc. and their unequal social and economic impact within households, communities and countries and between countries

Sea-level rise and its consequences for countries (e.g. small island states)

Migration and flight related to climate change

Prevention, mitigation and adaptation strategies and their connections with disaster response and disaster risk reduction

Local, national and global institutions addressing issues of climate change

Local, national and global policy strategies to protect the climate

Future scenarios (including alternative explanations for the global temperature rise)

Effects of and impacts on big eco-systems like forests, oceans, glaciers and biodiversity

Ethics and climate change

### Box 1.2.13b. Examples of learning approaches and methods for SDG 13 "Climate Action"

Perform a role-play to estimate and feel the impact of climate change related phenomena from different perspectives

Analyse different climate change scenarios with regard to their assumptions, consequences and their preceding development paths

Develop and run an action project or campaign related to climate protection

Develop a web page or blog for group contributions related to climate change issues

Develop climate friendly biographies

Undertake a case study about how climate change could increase the risk of disasters in a local community

Develop an enquiry-based project investigating the statement "Those who caused the most damage to the atmosphere should pay for it"

Education for Sustainable Development Goals: Learning Objectives, p.36



# EDUCATION FOR SUSTAINABLE DEVELOPMENT

## Key competencies for sustainability

Systems thinking

Anticipatory

Normative

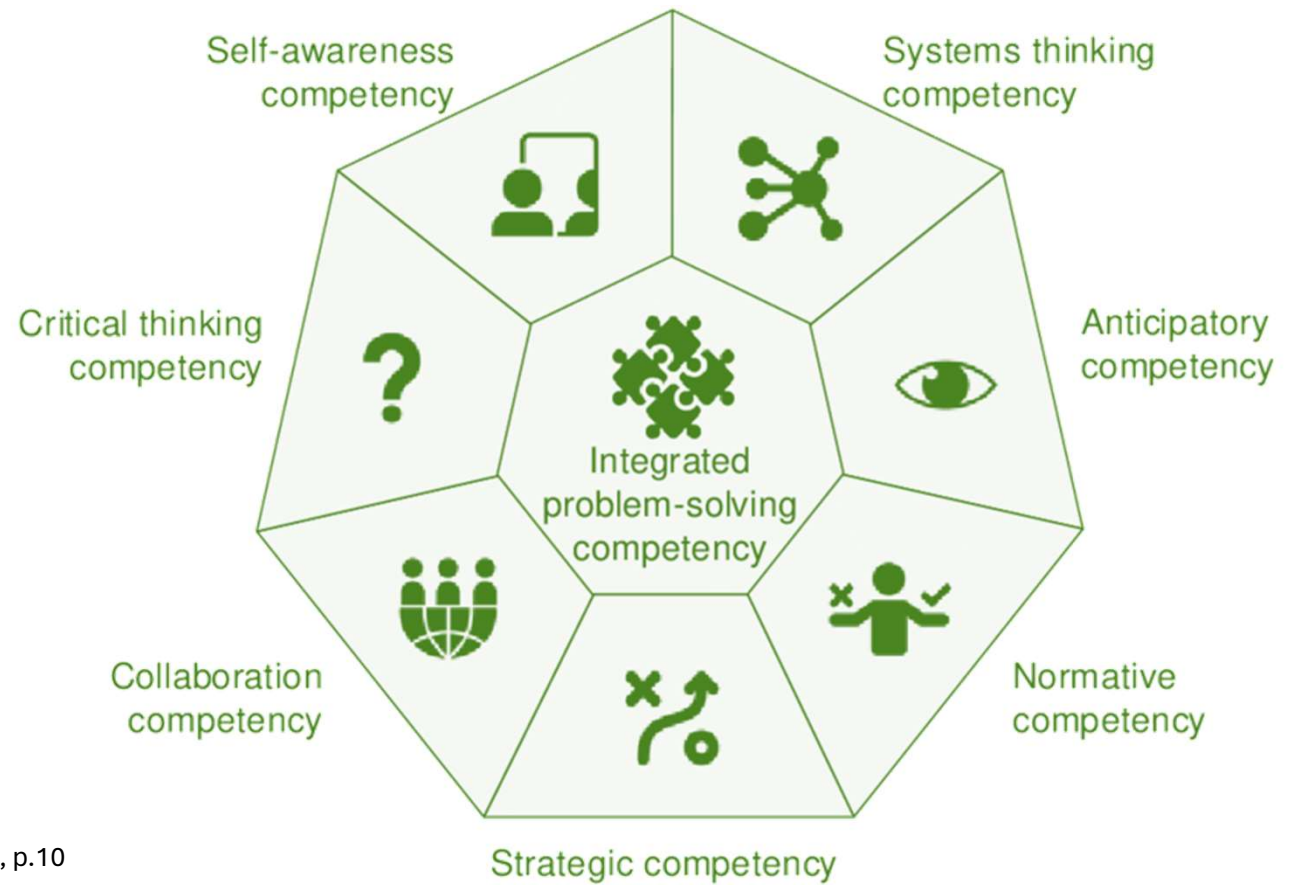
Strategic

Collaboration

Critical thinking

Self-awareness

Integrated problem-solving

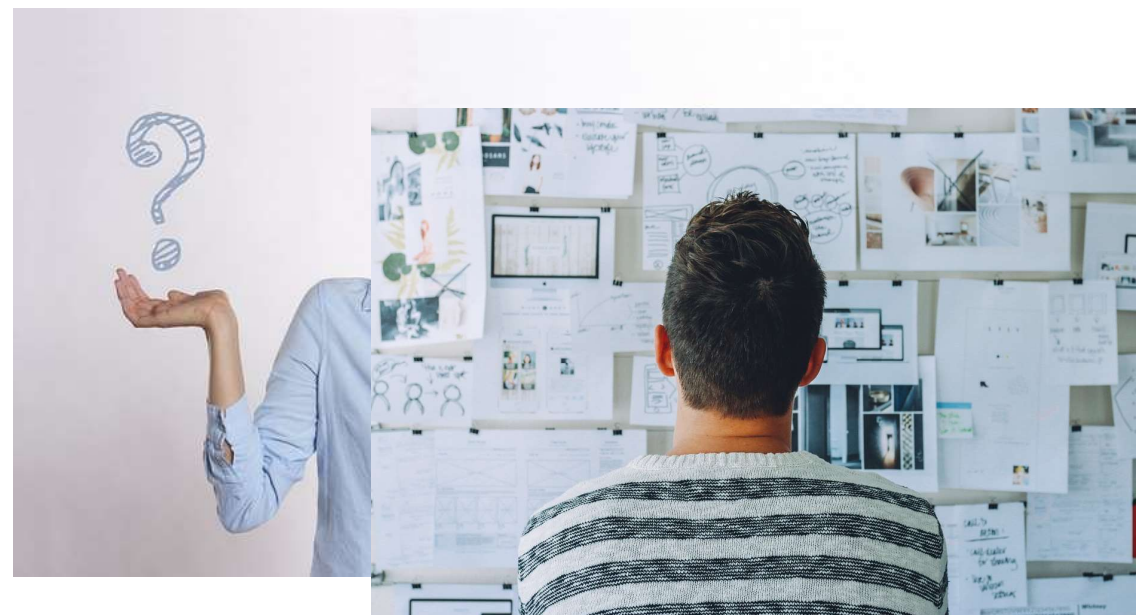


Education for Sustainable Development Goals: Learning Objectives, p.10

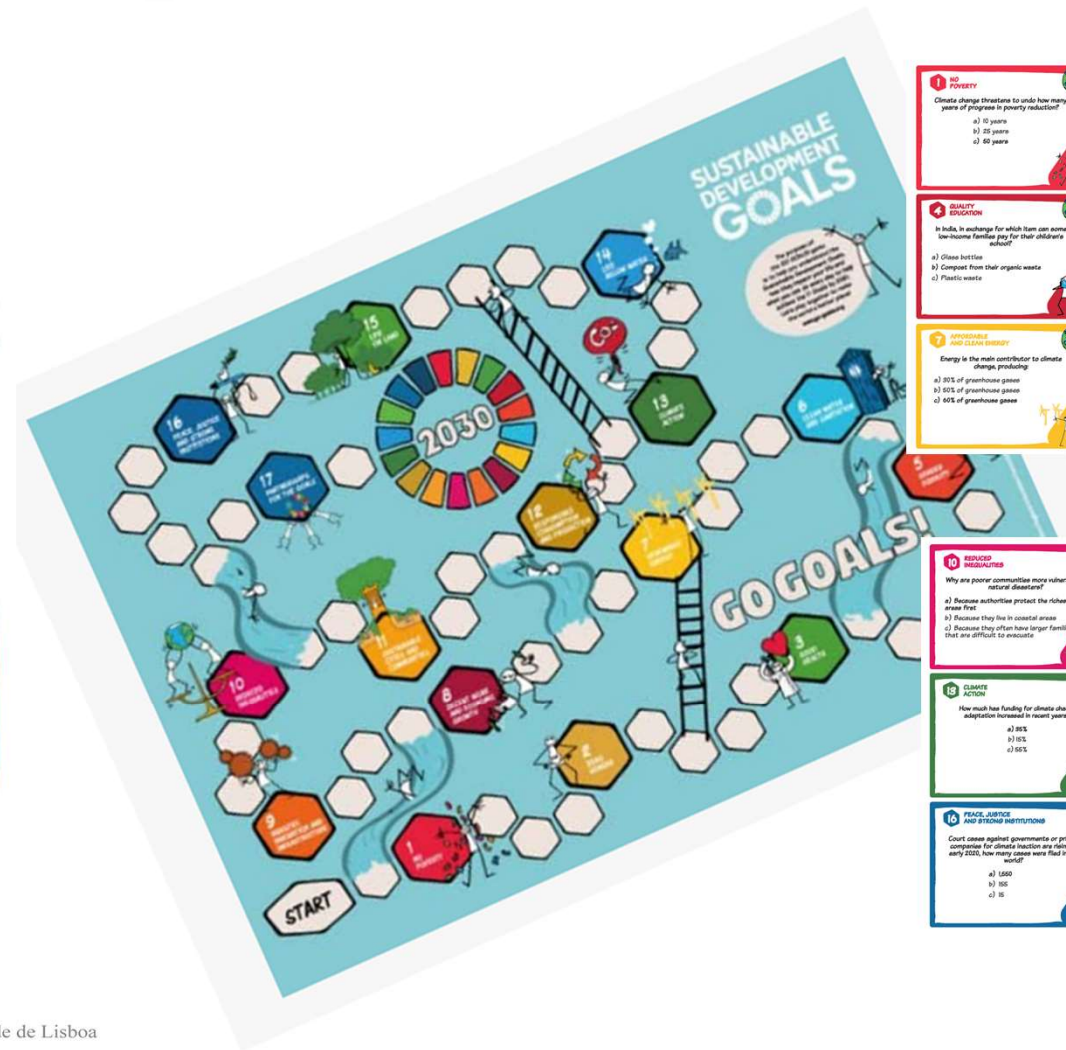


# EDUCATION FOR SUSTAINABLE DEVELOPMENT

**How to bring the SDGs into my classroom?**

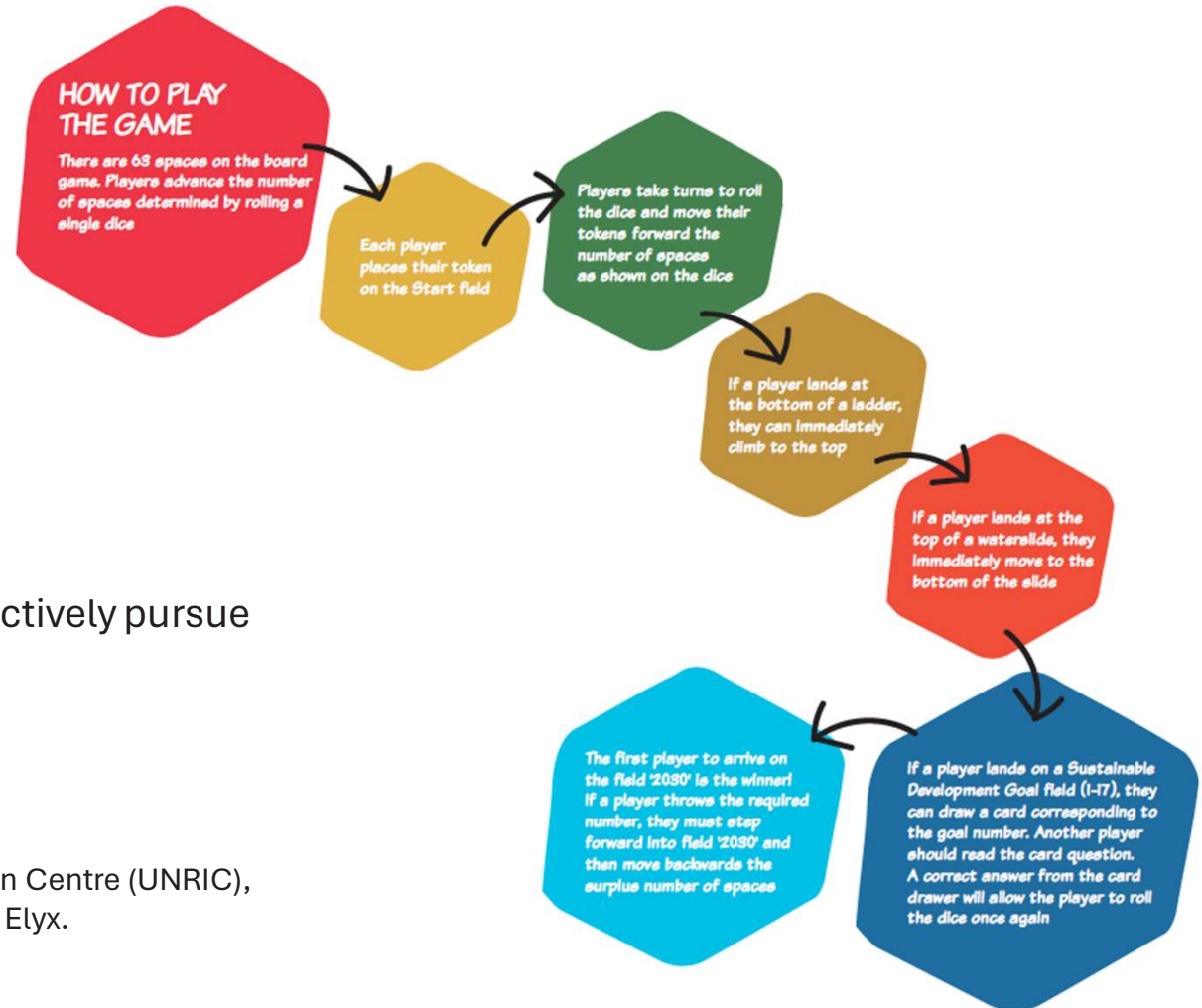


# EDUCATION FOR SUSTAINABLE DEVELOPMENT



<p><b>1 NO POVERTY</b></p> <p>Climate change threatens to undo how many years of progress in poverty reduction?</p> <p>a) 10 years b) 25 years c) 40 years</p>	<p><b>2 ZERO HUNGER</b></p> <p>How much food waste does the world produce every year?</p> <p>a) 1 Thousand Tonnes b) 1 Million Tonnes c) 1 Billion Tonnes</p>	<p><b>3 GOOD HEALTH AND WELL-BEING</b></p> <p>One in three outbreaks of new diseases is linked to:</p> <p>a) Population displacement b) Deforestation and land use changes c) Accidents in research labs</p>
<p><b>4 QUALITY EDUCATION</b></p> <p>In India, in exchange for which item can some low-income families pay for their children's school?</p> <p>a) Glass bottles b) Compost from their organic waste c) Plastic waste</p>	<p><b>5 GENDER EQUALITY</b></p> <p>How many women are farm owners in the world?</p> <p>a) 42% b) 1% c) 75%</p>	<p><b>6 CLEAN WATER AND SANITATION</b></p> <p>The percentage of freshwater resources destined to irrigate and livestock production in 2020 was?</p> <p>a) 25% b) 50% c) 75%</p>
<p><b>7 AFFORDABLE AND CLEAN ENERGY</b></p> <p>Energy is the main contributor to climate change, producing:</p> <p>a) 20% of greenhouse gases b) 50% of greenhouse gases c) 80% of greenhouse gases</p>	<p><b>8 DECENT WORK AND ECONOMIC GROWTH</b></p> <p>Which sector is predicted to be most affected by rising temperatures and climate change by 2027?</p> <p>a) Agriculture b) Tourism c) Construction</p>	<p><b>9 INDUSTRY, INNOVATION AND INFRASTRUCTURE</b></p> <p>In 2019 developed countries invested \$50 billion in renewable energy. How much did developing countries invest?</p> <p>a) \$25 billion b) \$50 billion c) \$80 billion</p>
<p><b>10 REDUCED INEQUALITIES</b></p> <p>Why are poorer communities more vulnerable to natural disasters?</p> <p>a) Because authorities protect the richest areas first b) Because they live in coastal areas c) Because they often have larger families that are difficult to evacuate</p>	<p><b>11 SUSTAINABLE CITIES AND COMMUNITIES</b></p> <p>What is Ouseini?</p> <p>a) A comic character created by the UN in charge of ending the famine b) The cloud of the Doa in Greek mythology c) A floating city that can offer solutions to climate change</p>	<p><b>12 RESPONSIBLE CONSUMPTION AND PRODUCTION</b></p> <p>Earth Overshoot Day, the day when humanity has consumed natural resources "beyond" or "renewed" for the year, was set November 19, 2020. When was Overshoot Day in 2019?</p> <p>a) 18 December b) 22 September c) 22 August</p>
<p><b>13 CLIMATE ACTION</b></p> <p>How much has funding for climate change adaptation increased in recent years?</p> <p>a) 10% b) 50% c) 60%</p>	<p><b>14 LIFE BELOW WATER</b></p> <p>The ocean is called "the lungs of the planet" because:</p> <p>a) The flow of the ocean matches the rhythm of human breathing b) Half of the oxygen on earth is produced by plankton c) The ocean provides oxygen for marine creatures</p>	<p><b>15 LIFE ON LAND</b></p> <p>How many people in the world depend on forests for subsistence and income?</p> <p>a) One in 4 b) One in 50 c) One in 500</p>
<p><b>16 PEACE, JUSTICE AND STRONG INSTITUTIONS</b></p> <p>Court cases against governments or private companies for climate inaction are rising. In early 2020, how many cases were filed in the world?</p> <p>a) 100 b) 50 c) 15</p>	<p><b>17 PARTNERSHIPS FOR THE GOALS</b></p> <p>What does COP stand for?</p> <p>a) Conference of the public b) Change of policy c) Conference of the Parties</p>	<p><b>SUSTAINABLE DEVELOPMENT GOALS</b></p>

# EDUCATION FOR SUSTAINABLE DEVELOPMENT

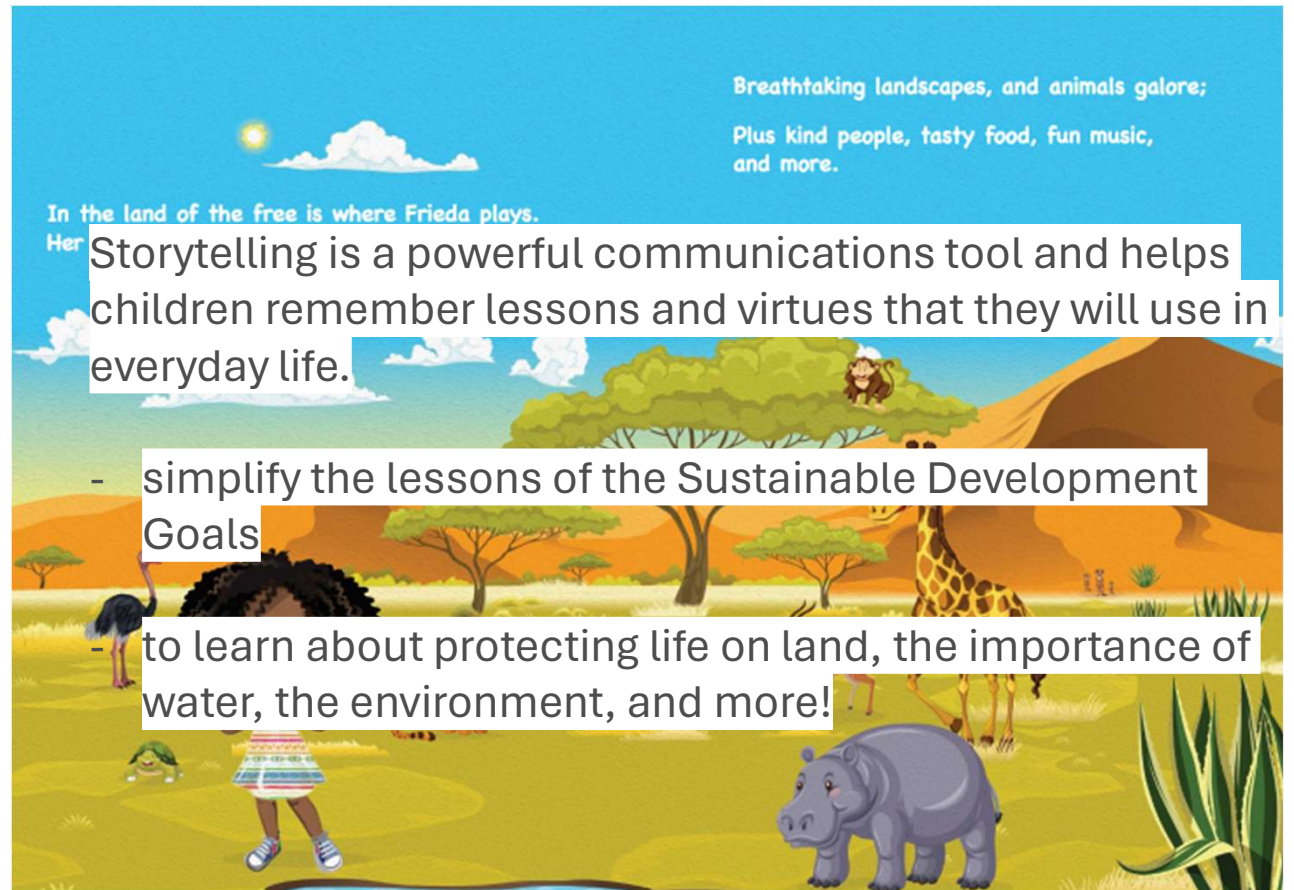


Game for children aged 8-10  
Designed to be fun and engaging  
Informs children while motivating them to actively pursue

Created and designed by the United Nations Regional Information Centre (UNRIC), in partnership between the artist Yacine Ait Kaci (YAK), creator of Elyx.



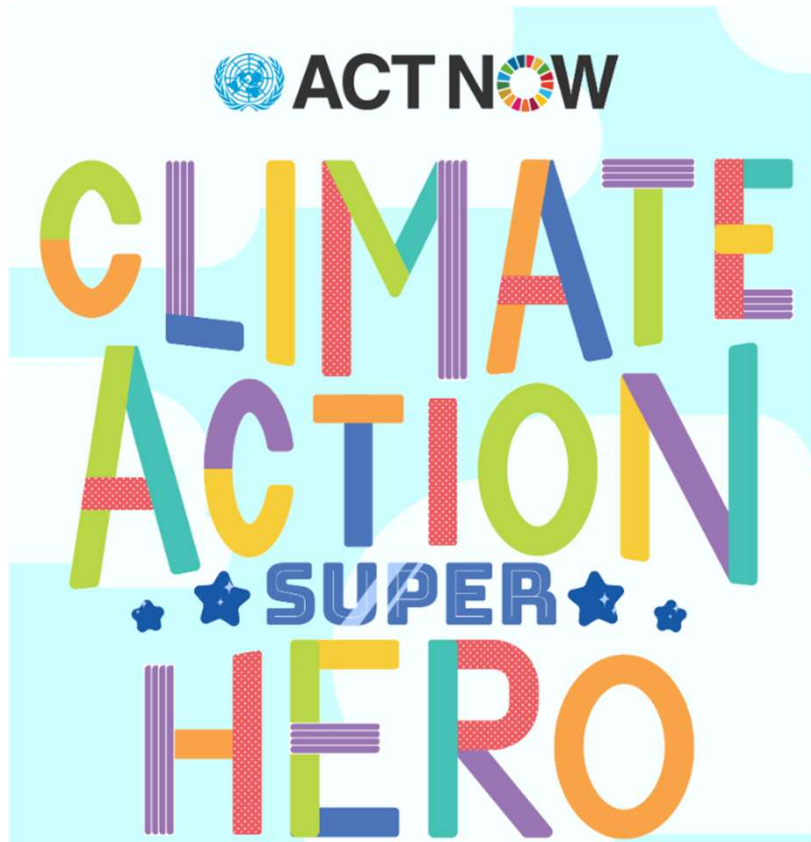
# EDUCATION FOR SUSTAINABLE DEVELOPMENT





# EDUCATION FOR SUSTAINABLE DEVELOPMENT

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Climate change is a menace to our world. Our league of superheroes is taking action now and they want YOU to join them!

Empowering children to be heroic leaders for change and believe in the impact they can have on the planet is crucial. Meet our eight superheroes. Each of their missions has downloadable content including activities for kids to do with the help of an adult.

# EDUCATION FOR SUSTAINABLE DEVELOPMENT



The Sustainable Development Goals: Illustrated by Yacine Aït Kaci (YAK)

For the goals to be reached, everyone needs to do their part: governments, the private sector, civil society and people like you.

**Elyx, the United Nations' digital ambassador, uses various expressions and actions to help demonstrate the meaning of each goal.**

Created by French artist YAK, Elyx has **no race, sex or nationality and is a universal character** promoting the importance of the United Nations' work.

# EDUCATION FOR SUSTAINABLE DEVELOPMENT

## THE 17 GOALS



### Goal 1: End poverty in all its forms everywhere



Eradicating extreme poverty for all people everywhere by 2030 is a pivotal goal of the 2030 Agenda for Sustainable Development. Extreme poverty, defined as surviving on less than \$2.15 per person per day at 2017 purchasing power parity, has witnessed remarkable declines over recent decades.

However, the emergence of COVID-19 marked a turning point, reversing these gains as the number of individuals living in extreme poverty increased for the first time in a generation by almost 90 million over previous predictions.

Even prior to the pandemic, the momentum of poverty reduction was slowing down. By the end of 2022, nowcasting suggested that 8.4 per cent of the world's population, or as many as 670 million people, could still be living in extreme poverty. This setback effectively erased approximately three years of progress in poverty alleviation.

If current patterns persist, an estimated 7% of the global population – around 575 million people – could still find themselves trapped in extreme poverty by 2030, with a significant concentration in sub-Saharan Africa.

A shocking revelation is the resurgence of hunger levels to those last observed in 2005. Equally concerning is the persistent increase in food prices across a larger number of countries compared to the period from 2015 to 2019. This dual challenge of poverty and food security poses a critical global concern.

#### Why is there so much poverty

Poverty has many dimensions, but its causes include unemployment, social exclusion, and high vulnerability of certain populations to disasters, diseases and other phenomena which prevent them from being productive.

#### Why should I care about other people's economic situation?

There are many reasons, but in short, because as human beings, our well-being is linked to each other. Growing inequality is detrimental to economic growth and undermines social cohesion, increasing political and social tensions and, in some circumstances, driving instability and conflicts.



[Facts and Figures](#)

[Goal 1 Targets](#)

[Links](#)

- If current trends continue, 575 million people will still be living in extreme poverty and only one-third of countries will have halved their national poverty levels by 2030.
- Despite the expansion of social protection during the COVID-19 crisis, over 4 billion people remain entirely unprotected. Many of the world's vulnerable population groups, including the young and the elderly, remain uncovered by statutory social protection programmes.
- The share of government spending on essential services, such as education, health and social protection, is significantly higher in advanced economies than in emerging and developing economies.
- A surge in action and investment to enhance economic opportunities, improve education and extend social protection to all, particularly the most excluded, is crucial to delivering on the central commitment to end poverty and leave no one behind.
- The global poverty headcount ratio at \$2.15 is revised slightly up by 0.1 percentage points to 8.5 percent, resulting in a revision in the number of poor people from 648 to 659 million. [\(World Bank\)](#)

Source: [The Sustainable Development Goals Report 2023](#)

#### Fast Facts: No Poverty



#### Infographic: No Poverty



#### Related News



Gaza: 'Systematic dismantling of healthcare must end' says WHO

06 Apr 2024  
With the largest hospital in Gaza largely destroyed and out of



World News in Brief: Security Council condemns DR Congo attacks, cholera testing breakthrough, 'my health, my right' campaign



Sudan: Aid lifeline reaches Darfur region in bid to avert 'hunger catastrophe'

05 Apr 2024  
Two aid convoys carrying lifesaving supplies have reached

<https://www.un.org/sustainabledevelopment/takeaction/>

# EDUCATION FOR SUSTAINABLE DEVELOPMENT



<https://www.un.org/sustainabledevelopment/takeaction/>

Level 1	Level 2	Level 3	Level 4
<h3>THINGS YOU CAN DO FROM YOUR COUCH</h3> <ul style="list-style-type: none"> <li>• Save electricity by plugging appliances into a power strip and turning them off completely when not in use, including your computer.</li> <li>• Stop paper bank statements and pay your bills online or via mobile.</li> <li>• Share, don't just like. If you see an interesting social media post about women's rights or climate change, share it so folks in your network see it too.</li> <li>• Speak up! Ask your local and national authorities to engage in initiatives that don't harm people or the planet. You can also voice your support for the Paris Agreement and ask your country to ratify it or sign it if it hasn't yet.</li> <li>• Turn off the lights. Your TV or computer screen provides a cosy glow, so turn off other lights if you don't need them.</li> <li>• Report online bullies. If you notice harassment on a message board or in a chat room, flag that person.</li> </ul>			
<p><b>LEVEL</b> SOFA SUPERSTAR</p>			

Level 2	Level 3	Level 4
<h3>YOU CAN DO AT WORK</h3> <ul style="list-style-type: none"> <li>• Does everyone at work have access to healthcare? Find out what your rights are to work. Fight against inequality.</li> <li>• Mentor young people. It's a thoughtful, inspiring and a powerful way to guide someone towards a better future.</li> <li>• Women earn 10 to 30 per cent less than men for the same work. Pay inequality persists everywhere. Voice your support for equal pay for equal work.</li> <li>• 4 billion people lack access to basic sanitation services. Lend your voice to talk about the lack of toilets in many communities around the world!</li> <li>• Make sure your company uses energy efficient heating and cooling technology, and adjust the thermostat, lower in winter, higher in summer.</li> <li>• Stay informed. Read about workers in other countries and business practices. Talk to your colleagues about these issues.</li> </ul>		
<p><b>LEVEL</b> EXCEPTIONAL EMPLOYEE</p>		



# EDUCATION FOR SUSTAINABLE DEVELOPMENT



10 daily suggestions for each Goal on how you can make a difference in the world around you.

A great tool for parents, teacher and children of all ages.

Get everyone involved. Have a classroom do regular outreach day trips to areas in need. **1**



At birthday parties offer the option to donate money to your chosen charity in replacement of a birthday gift. **2**

Buy fair-trade products to support the sustainable trade system, meaning employees are rewarded fairly for their work. **3**

Teach a skill or short course at a community centre (computer skills, building a resume, preparing for job interviews). **4**



Buy clothing or other products from stores that donate a portion of their money to charities. **5**

Sponsor a child so they can have access to food, education, and health. **6**

Clean out your pantry. Fill a box with non-perishable foods and donate it to a food bank. **7**

# EDUCATION FOR SUSTAINABLE DEVELOPMENT



## ACTIONS 121 TO 130 TO COMBAT CLIMATE CHANGE

- |                   |   |                   |   |
|-------------------|---|-------------------|---|
| <b>ACTION 121</b> | Donate to organizations involved in fighting climate change.  | <b>ACTION 126</b> | Organize green initiatives in your workplace.   |
| <b>ACTION 122</b> | Learn about how to properly dispose of your refrigerators and air conditioners. These both contain very harmful greenhouse gases that contribute to climate change if released into the atmosphere. | <b>ACTION 127</b> | Minimize your air travel. If you have to fly, try to purchase UN-certified carbon offsets.                                    |
| <b>ACTION 123</b> | Get involved in your community and organize climate actions and ecofriendly initiatives.  | <b>ACTION 128</b> | Talk to your friends and family and make them aware of how everyone can do their part to help combat the climate crisis.      |
| <b>ACTION 124</b> | Use your social media platform to promote and raise awareness about the climate crisis.   | <b>ACTION 129</b> | Research, Engage, Innovate. We need climate action in all fields.   |
| <b>ACTION 125</b> | Dispel climate myths. Teach people what separates fact from fiction.  | <b>ACTION 130</b> | Understand why action is needed - read and learn about the climate crisis and the actions that you can take to make a change. |

[https://sites.ungeneva.org/170actions/climate/documents/PCP170\\_actions5.pdf](https://sites.ungeneva.org/170actions/climate/documents/PCP170_actions5.pdf)

# EDUCATION FOR SUSTAINABLE DEVELOPMENT



Do you know all 17 SDGs?

<https://youtu.be/OXTBYMfZyrM>

# EDUCATION FOR SUSTAINABLE DEVELOPMENT

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# EDUCATION FOR SUSTAINABLE DEVELOPMENT



## STAY UPDATED

Sign up to our newsletter and get regular updates on the big ideas and remarkable campaigns that are helping to drive progress towards the Global Goals.

There's a big community of passionate people out there, who share the same hopes for people and planet as you.



## SPREAD THE WORD

The more people who know about the Global Goals, the more we can achieve and the higher the chances of us creating a better world for everyone by 2030.

You can help by sharing this website on social, and by talking to everyone about the action you're taking.



## SHOW YOUR SUPPORT

There are some really exciting projects, organisations and campaigns going on around the world that bring people together to tackle the Global Goals.

They are always grateful for more support. So why not lend your voice, your skills and your imagination to an initiative that strikes a chord with you.

## SEE WHAT'S HAPPENING



STAY UPDATED SIGN UP TO OUR NEWSLETTER

# 13 CLIMATE ACTION

## THINGS TO DO



Find a Goal 13 charity you want to support. Any donation, big or small, can make a difference!



Recycle paper, glass, plastic, metal and old electronics.



Compost. Composting food scraps can reduce climate impact while also recycling nutrients.



Choose reusable products. Use an eco-bag for shopping and a reusable water bottle or a cup to reduce your plastic waste.



Buy eco-friendly products. Read the packaging to see if products are produced in an eco-friendly way.



Bike, walk or take public transport. Save the car trips for when you've got a big group.



Consume less meat and become vegetarian for one day a week. The meat production industry has a huge impact on the environment.



Reduce your use of paper. Avoid printing and substitute it with electronic devices or carriers. Don't shop for pets! Visit your local animal shelter and adopt an animal there.

# CLIMATE CHANGE EDUCATION IN SCHOOLS

EDUCATION FOR SUSTAINABLE  
DEVELOPMENT AND CLIMATE ACTION



## Getting Climate-Ready



# CLIMATE CHANGE EDUCATION IN SCHOOLS

## Knowing that...

- Climate change is **real** and human activities are the main cause
- The concentration of **greenhouse gases** in the earth's atmosphere is directly linked to the average **global temperature** on Earth
- The concentration **has been rising steadily**, and mean global temperatures along with it, since the time of the Industrial Revolution
- The most abundant greenhouse gas is **carbon dioxide** (CO<sub>2</sub>), is largely the product of **burning fossil fuels**
- Methane**, the primary component of natural gas, is responsible for more than 25 per cent of the **warming** we are experiencing today. It is a powerful pollutant with a global warming potential over 80 times greater than CO<sub>2</sub> during the 20 years after it is released into the atmosphere

## Facts about the climate emergency



# CLIMATE CHANGE EDUCATION IN SCHOOLS

## Global Temperature Increase





# CLIMATE CHANGE EDUCATION IN SCHOOLS

## Impacts of Climate Change on Human Health

**Heat-related illnesses** ... heatstroke and heat exhaustion, especially among vulnerable groups like the elderly and children

**Spread of Diseases**...expand the habitat range of disease-carrying insects, such as mosquitoes and ticks, leading to a higher prevalence of diseases like malaria, dengue fever, and Lyme disease

**Impact on Mental Health**... can contribute to stress, anxiety, and trauma, affecting the mental well-being of communities and individuals.



# CLIMATE CHANGE EDUCATION ?

**WHAT COULD IT BE?**

**WHATS COULD IT MEAN?**



# CLIMATE CHANGE EDUCATION IN SCHOOLS

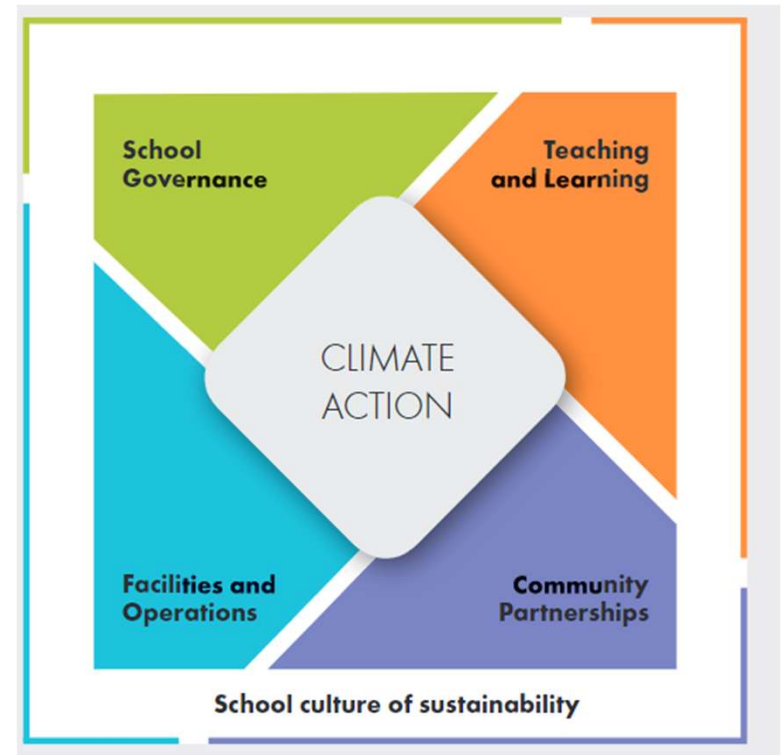
## Learning for Ecological Transition and Sustainable Development

- 1. Learning Priority:** teaching about environmental change and sustainability in our schools.
- 2. Offer Learning Opportunities:** everyone should have a chance to learn about climate issues, whether in regular classes or extracurricular activities.
- 3. Invest in Sustainability:** use funds to buy eco-friendly materials and set up green systems in our schools.
- 4. Support Teachers:** to learn about climate issues so they can teach them well and support students who worry about the environment.
- 5. Create Green Schools:** places where sustainability is part of everything we do, both inside and outside the classroom.
- 6. Get Everyone Involved:** Let's work together—students, teachers, local leaders, and others—to make learning about sustainability a success.

# CLIMATE CHANGE EDUCATION IN SCHOOLS

**Whole-school approaches** benefit schools and their surrounding communities in the following ways:

- Students and staff have a greater **sense of belonging** in the school;
- Students have more **meaningful and hands-on learning** opportunities;
- Teachers have new **professional learning opportunities**;
- Schools:
  - achieve significant ecological **footprint reductions**
  - **save money** through efficient resource use
  - campuses are **greener** and more beautiful;
  - **gain access** to teaching resources, expert knowledge, and financial support.



GETTING CLIMATE-READY - A Guide for schools on Climate Action





**WHAT  
HAVE  
WE  
TALKED  
ABOUT  
???**





# Climate Change and Sustainable Development Goals:

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Small Acts Create Huge Impact

Take Action: Go Green

Day 2



# COURSE PROGRAM

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## MONDAY

- Portuguese education system and GCDE policies
- School culture of sustainability - SDGs
- Climate Change Education in Schools

## TUESDAY

- Climate Change Education in Schools
- Teaching Sustainable Development and Climate Change - Key Conceptual Dimensions of Education for sustainable development
- School's Climate Action Plan: Are we green? Let's begin!

*WEDNESDAY Visit and discover climate change in everyday life*

## THURSDAY

- Development And Climate Change In All Subject Areas – in practice
- Small projects, big impacts
- Whole-school Approaches To Climate Action: everyone counts, everyone acts!

## FRIDAY

- Becoming a Green School - eco principles
- Teachers and students' creativity to combat climate change
- Global Action Days: let's impact our own and our Earth's well-being

# LET'S PLAY!

## Two truths and a lie...

1. Write down on a small piece of paper **two truths** and **a lie** about - personal aspects related to the SDGs

EXAMPLE:

- *I buy second-hand clothes*
- *I have participated in a tree planting*
- *I use public transport daily*

2. Participants will move around
3. Find a pair
4. Sharing their truths and lies
5. Try to guess what each other's lies are







Presentations

Self reflection about our strenghts, concerns and expectations on this topics

Presentation of Lisbon City Foundtion activities, related to SDGs and GCE

Portuguese Education system

**WHAT  
HAVE  
WE  
TALKED  
ABOUT  
???**

Global Citizenship Education policies and guidelines in Portugal

School culture of sustainability - SDGs

Climate Change Education in Schools

# CLIMATE CHANGE EDUCATION IN SCHOOLS

EDUCATION FOR SUSTAINABLE  
DEVELOPMENT AND CLIMATE ACTION



## Getting Climate-Ready





# CLIMATE CHANGE EDUCATION IN SCHOOLS



# EU BUDGET 2021-2027 CLIMATE ACTION

This budget, together with the NextGenerationEU recovery instrument, amounts to **€2.018 trillion**.

Aims to:

- repair the economic and social damage caused by the coronavirus pandemic
- transition towards a modern and more sustainable Europe

**30% of the EU budget will be spent to fight climate change**





# EU BUDGET 2021-2027 CLIMATE ACTION

## Adaptation Strategies and Actions Taken by the United Nations



**Building Resilience** in communities and ecosystems against climate impacts.



**Adaptation Planning** to reduce vulnerability to climate change.



**Nature-Based Solutions** to adapt to climate change, such as restoring and preserving natural habitats.



**Technological Innovations** deployment of innovative technologies for climate change adaptation.

# TEACHING SUSTAINABLE DEVELOPMENT AND CLIMATE CHANGE

Teachers can create a **huge impact** by integrating sustainable development goals into their curriculum

They can **inspire** students to act through **real-life examples** and **hands-on projects!**

- Empowering students to lead environmental initiatives
- Integrating climate change awareness into various subjects
- Collaborating with local communities for eco-friendly projects



The image shows a young girl in a classroom, wearing a dark jacket, pointing her right hand upwards. She is surrounded by other students, some of whom are looking at her. The classroom has a yellow wall with some graffiti and a ceiling fan. The text 'SUSTAINABLE DEVELOPMENT GOALS' and 'QUALITY EDUCATION' is visible in the top right corner of the image.

**HELP EDUCATE THE CHILDREN  
IN YOUR COMMUNITY.**

617 million children and adolescents lack minimum proficiency in reading and mathematics.

# TEACHING SUSTAINABLE DEVELOPMENT AND CLIMATE CHANGE

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- **Incorporate real-life examples:** Use case studies to illustrate the impact of climate change on communities
- **Encourage critical thinking:** Foster discussions on the interconnectedness of environmental and social issues
- **Implement project-based learning:** Engage students in designing and executing sustainability projects



# KEY CONCEPTUAL DIMENSIONS - EDUCATION

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**Cognitive Skills** (Hard Skills) knowledge, understanding, and critical thinking about global issues and the interconnectivity/interdependence between countries and different populations.



**Socio-Emotional Skills** (Soft Skills) a sense of belonging to a common humanity by sharing values and responsibilities and possessing rights. Demonstrate empathy, solidarity, and respect for differences and diversity.



**Behavioural Skills** act effectively and responsibly in local, national, and global contexts for a more peaceful and sustainable world.





# CLIMATE CHANGE EDUCATION IN SCHOOLS



1. Engage students in **games** and playful activities **that stimulate curiosity** about the topic
2. Let them feel **engaged, connected** to the topic
3. And capable! They have the **power** with **their actions** to bring about positive change

**LET'S START WITH GAMES!**

# CLIMATE CHANGE EDUCATION IN SCHOOLS



A graphic with a teal background. At the top left is a small image of a polar bear sitting on a globe. To the right of the polar bear is a yellow rectangular box containing the text "SUSTAINABILITY AND ENVIRONMENTALISM" in black, sans-serif capital letters. Below this box is a white text block that reads: "Are you aware of how much your daily decisions impact the environment? A proposal to raise awareness about our daily actions and take a more sustainable course with the planet and people." At the bottom right of the graphic is a yellow button with a play icon and the text "PLAY NOW!" in black, sans-serif capital letters.



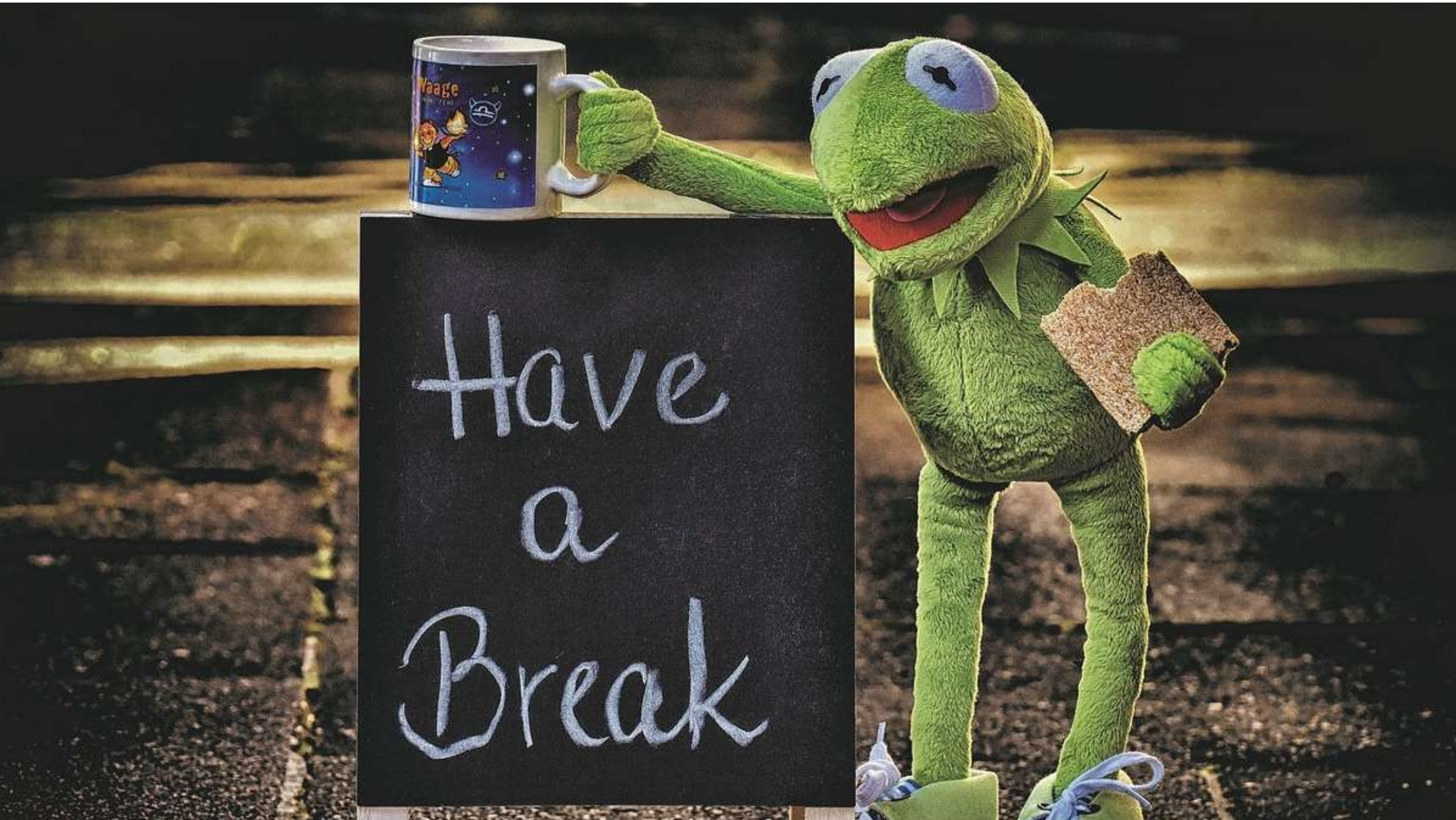
# CLIMATE CHANGE EDUCATION IN SCHOOLS

Gamification is an interactive methodology that borrows mechanisms, dynamics, and elements traditionally used in games and applies them to contexts such as education.

It promotes **learning and fun** to **enhance critical thinking** while introducing new **knowledge** and **raising awareness about specific topics** through challenges, competitions, cooperative tasks, problem-solving dynamics, reward systems, prizes, etc.

- more **engaging and enjoyable** learning experiences
- encourages participants to take **ownership of their learning process**
- application of learned concepts in **real-life situations**
- enhances accessibility by providing **personalized** learning environments
- facilitates the development of **social skills** and competencies crucial for active citizenship - critical thinking, cooperation, and leadership
- it encourages continuous **learning through ongoing challenges and tasks**
- making seemingly distant topics more relatable by placing them within an interactive context





Have  
a  
Break



# CLIMATE CHANGE EDUCATION IN SCHOOLS

## SCHOOLS ACTION PLAN



# CLIMATE CHANGE EDUCATION IN SCHOOLS

## DEVELOPING A SCHOOL CULTURE OF SUSTAINABILITY

values, beliefs and expectations that lead people in a school to act in specific ways

All agents hold shared values and beliefs importance of a more sustainable society

Taking care of the environment and contributing to reducing climate change is an integral part of this

**What climate action means to your school?**

“doing their part” to take care of the planet?

directly affecting them?

**Who should be involved?**

# WHOLE SCHOOL COMMUNITY IN CLIMATE ACTION

## MEMBERS OF YOUR SCHOOL COMMUNITY

Students

Teachers

Principals And Administrators

Custodians And Building  
Operators

Cafeteria Staff

Office Support Staff

Families

Local Community Members and  
Organizations



# WHOLE SCHOOL COMMUNITY IN CLIMATE ACTION

MEMBERS OF YOUR SCHOOL COMMUNITY	POSSIBLE ROLES
Students	<ul style="list-style-type: none"><li>▶ Planning and leading climate action projects, in class or as part of a club</li><li>▶ Carrying out assessments (such as waste and energy audits) to measure your school's progress in becoming more sustainable</li><li>▶ Mentoring younger students who are just learning how to take part in climate action</li></ul>
Teachers	<ul style="list-style-type: none"><li>▶ Teaching lessons that help students develop knowledge about climate change, the skills to investigate different possibilities for action, and the resolve to take action</li><li>▶ Urging everyone in your school community to take part climate-related school initiatives</li><li>▶ Reinforcing expectations for climate-friendly behaviour by celebrating actions such as turning off the lights when not in use</li></ul>



# WHOLE SCHOOL COMMUNITY IN CLIMATE ACTION

MEMBERS OF YOUR SCHOOL COMMUNITY	POSSIBLE ROLES
Principals and Administrators	<ul style="list-style-type: none"><li>▶ Championing your school's vision and values for climate action</li><li>▶ Supporting teachers and other staff by giving them the resources, professional development, and release time they need to lead effective climate action projects</li><li>▶ Considering knowledge, experience, and values related to climate action when making decisions about hiring new teachers and staff</li></ul>
Custodians and Building Operators	<ul style="list-style-type: none"><li>▶ Suggesting changes to building operations to reduce the school's ecological footprint</li><li>▶ Teaching students to take care of school gardens and sort waste properly</li><li>▶ Making energy-saving changes to your school's heating, cooling or lighting systems</li></ul>

# WHOLE SCHOOL COMMUNITY IN CLIMATE ACTION

MEMBERS OF YOUR SCHOOL COMMUNITY	POSSIBLE ROLES
Cafeteria Staff	<ul style="list-style-type: none"><li>▶ Preparing healthy snacks and meals made with local ingredients</li><li>▶ Separating kitchen waste that can be composted from kitchen waste that cannot</li><li>▶ Giving input into the types of plants that could be grown in the school garden and used in the school cafeteria</li></ul>
Office Support Staff	<ul style="list-style-type: none"><li>▶ Adopting more sustainable office practices, such as printing double-sided and only when necessary</li><li>▶ Helping to spread messages about your school's achievements and lessons learned related to climate action</li><li>▶ Presenting your school's values related to climate action when greeting visitors to your school</li></ul>

# WHOLE SCHOOL COMMUNITY IN CLIMATE ACTION

MEMBERS OF YOUR SCHOOL COMMUNITY	POSSIBLE ROLES
Families	<ul style="list-style-type: none"><li>▶ Adopting climate-friendly practices at home, such as saving water and planting a garden</li><li>▶ Volunteering in school-led climate action campaigns</li><li>▶ Donating and collecting money and materials to support your school's climate action projects</li></ul>
Local Community Members and Organizations	<ul style="list-style-type: none"><li>▶ Identifying local sustainable development issues the school could tackle</li><li>▶ Sharing technical expertise about climate change and how to address it</li><li>▶ Hosting students on field trips that offer a real-world context for learning about climate change</li></ul>

# CLIMATE CHANGE IN DAILY LIFE

Energy

Transports

Waste

Clothes

Water

Food

Consumption

Educating

- 1.Reducing energy consumption; turning off lights and electronics
- 2.Conserving water by fixing leaks, taking shorter showers
- 3.Recycling, composting, and reducing single-use plastics.
- 4.Choosing sustainable transportation options
- 5.Supporting renewable energy sources
- 6.Eating a plant-based diet or reducing meat
- 7.Advocating for climate-friendly policies and – Glocal perspective
- 8.Planting trees and participating in community clean-up
- 9.Educating others about climate change and encouraging them to take



# CLIMATE CHANGE IN SCHOOLS

Energy

1. Implementing energy-saving measures in school buildings

Waste

1. Establishing a school garden

2. Organizing recycling programs

Water

3. Conducting educational campaigns to raise awareness

4. Encouraging students to participate in clean-up activities in local parks or beaches

Food

5. Partnering with local environmental organizations to organize tree-planting

6. Incorporating climate change topics into the curriculum across different subjects

7. Implementing measures to reduce water consumption

8. Encouraging alternative transportation methods

9. Engaging students in advocacy and lobbying efforts at the local, national, and global levels



# CLIMATE CHANGE IN SCHOOLS



## Eco-Schools Topics and ways to get involved!

Topic	Partners	Ways to get involved
<b>Biodiversity</b>	<p>Topic Partner: Radius Housing</p> <p>Delivery partners: Culcagh Lakelands UNESCO Global Geopark, Wee Critters, Liz Farnan Environmental educator, Ulster Wildlife, RSPB, Woodland Trust, The Speedwell trust, Wild Ireland, Field Studies Ireland, Northern Ireland Assembly</p>	<p>Nursery/Primary</p> <ul style="list-style-type: none"> <li>• Access the biodiversity <a href="#">resources</a> on our website for project and session plan inspiration</li> <li>• View our various webinars on <a href="#">YouTube</a> on biodiversity and plastic in the amazon and how it impacts insects and animals</li> <li>• Download the Trócaire <a href="#">resources</a> on winter and spring growing</li> <li>• Book a workshop or visit from one of our fantastic delivery partners. Details of what they offer can be found on our website <a href="#">here</a>.</li> <li>• For schools linked with the Radius Biodiversity project – use this work as evidence for your green flag application</li> </ul> <p>Post Primary</p> <ul style="list-style-type: none"> <li>• Access the biodiversity <a href="#">resources</a> on our website for project and session plan inspiration</li> <li>• As a teacher, sign up to complete the <a href="#">Carbon Literacy training</a> and then deliver the OCN Biodiversity recovery module to your students</li> <li>• Arrange for your class to watch our Biodiversity <a href="#">webinars</a> on our YouTube channel</li> <li>• Visit our <a href="#">website</a> to find out more about biodiversity recovery</li> <li>• <a href="#">Young Reporters for the Environment</a> – Ask your pupils investigate the work happening in the local community around Biodiversity and have them become a reporter to share their findings. Don't forget to submit their entry to this year's international competition.</li> <li>• Download the Trócaire <a href="#">resources</a> on winter and spring growing</li> <li>• Book a workshop or visit from one of our fantastic delivery partners. Details of what they offer can be found on our website <a href="#">here</a>.</li> </ul>
<b>Climate Action</b>	<p>Topic Partner: Action Renewables</p>	<p>Nursery/Primary</p> <ul style="list-style-type: none"> <li>• Access the climate change <a href="#">resources</a> on our website for project and session plan inspiration</li> </ul>

	<p>Delivery Partners; The Weatherbies, Sustrans, Into Film, Trocaire, Culcagh Lakelands UNESCO Global Geopark, Field Studies Ireland</p>	<ul style="list-style-type: none"> <li>• Use <a href="#">The Weatherbies</a> teaching books and free online resources designed in partnership with Twinkl. The Weatherbies will be releasing 1-2 videos each month with accompanying lessons to teach around climate action and themes</li> <li>• Download the new <a href="#">Climate Calm</a> KS2 resources and lesson plans. This helps with teaching KS2 pupils about climate change using an approach that aligns with the NHS ways of wellbeing.</li> <li>• Book a workshop or visit from one of our fantastic delivery partners. Details of what they offer can be found on our website <a href="#">here</a>.</li> <li>•</li> </ul> <p>Post Primary Schools</p> <ul style="list-style-type: none"> <li>• Access the climate change <a href="#">resources</a> on our website for project and session plan inspiration</li> <li>• Contact your local field officer to sign up for a Climate Campaigning workshop in partnership</li> <li>• As a teacher, sign up to complete the <a href="#">Carbon Literacy training</a> and then deliver the OCN Climate campaigning module</li> <li>• Calculate their carbon footprint <a href="#">here</a></li> <li>• Sign up for <a href="#">‘Your Climate Future’ webinars</a> - Join the Climate Action team at Keep Northern Ireland Beautiful to learn about all things climate change in less than an hour. Suitable for both teachers and upper KS2+ students to attend and 100% free.</li> <li>• Book a workshop or visit from one of our fantastic delivery partners. Details of what they offer can be found on our website <a href="#">here</a>.</li> </ul>
<b>Energy</b>	<p>Topic Partner: Northern Ireland Housing Executive (NIHE)</p> <p>Delivery Patners; Into Film, Lough Neagh Discovery Centre, The Weatherbies, Northern Ireland Assembly</p>	<p>Primary</p> <ul style="list-style-type: none"> <li>• Access the Energy <a href="#">resources</a> on our website for project and session plan inspiration</li> <li>• Register for our newsletter/follow our socials to hear about the new energy competitions for schools throughout the year</li> <li>• Book a workshop or visit from one of our fantastic delivery partners. Details of what they offer can be found on our website <a href="#">here</a>.</li> </ul> <p>Post Primary</p> <ul style="list-style-type: none"> <li>• Access the Energy <a href="#">resources</a> on our website for project and session plan inspiration</li> <li>• Get your pupils involved in the <a href="#">Young Reporters for the Environment</a> competition and consider investigating energy waste and saving as your YRE theme</li> <li>• Book a workshop or visit from one of our fantastic delivery partners. Details of what they offer can be found on our website <a href="#">here</a>.</li> </ul>

# WHOLE SCHOOL COMMUNITY IN CLIMATE ACTION

Probably your school **does** things to address climate change already...  
... school garden, tree planting, recycling

can continually improve your efforts by this cycle



# SCHOOL CLIMATE CHANGE ACTION PLAN

## PLAN



### CONDUCT A SELF-ASSESSMENT

A self-assessment offers an honest picture of your school's current performance related to climate action. This assessment helps identify priorities, set targets and measure success.



### DEVELOP AN ACTION PLAN

Your action plan should include your school's objectives and priorities, accompanied by specific tasks, expected outcomes and timeframes. It should cover the four areas of the whole-school approach, namely school governance, teaching and learning, campus and facility management and partnerships with the community.



### CLARIFY ROLES AND RESPONSIBILITIES

Setting up roles and subcommittees, being mindful of gender equality, it is important to share the workload and gives everybody a chance to participate. Setting up a climate action team with clear roles and responsibilities which will coordinate the development, implementation and revision of the whole-school action plan is a way to go about it.



# SCHOOL CLIMATE CHANGE ACTION PLAN

## TAKE ACTION



### IMPLEMENT YOUR SCHOOL'S ACTION PLAN

The action plan should be implemented in the four areas of the whole-school approach and along the six guidelines. It is important to involve all members of your school community in implementing your action plan.



### COLLECT DATA WHILE IMPLEMENTING YOUR ACTION PLAN

You must collect multiple types of data to capture deep, system-wide change. Your assessment portfolio might include:

- ▶ Data collected through student-led investigations (such as energy audits, biodiversity counts, transportation surveys, ecological footprint analyses and community attitude surveys);
- ▶ Quantitative data already collected by the school as part of its normal operations (such as attendance records and electricity bills);
- ▶ Qualitative data such as samples of student work, lesson plans, teacher observations, photographs, school newsletters, climate team meeting minutes and action plan.

# SCHOOL CLIMATE CHANGE ACTION PLAN

## REFLECT AND REVIEW



### TAKE TIME TO REFLECT ON AND REVIEW YOUR GOALS, STRATEGIES AND ACHIEVEMENTS

After attempting to achieve your climate action goals, take time to review or even change your goals, action and methods. The climate action team should coordinate this process.



### SHARE AND CELEBRATE YOUR RESULTS AND LESSONS LEARNED

Communicating results and lessons learned within and beyond the school community builds accountability around climate action. Sincere, appropriate and public celebration of school achievements also builds motivation to sustain projects. Around the world, schools have found creative ways to share their results and lessons learned, including:

- ▶ Using the data collected to deliver the curriculum (e.g. students create graphs illustrating changes in electricity consumption);
- ▶ Putting up posters in a prominent spot in the school;
- ▶ Sharing tips for families to introduce sustainability practices at home;
- ▶ Inviting visitors to student-led tours showcasing climate action projects;
- ▶ Presenting results and lessons learned at conferences and in academic journals;
- ▶ Seeking certification with national or international award programmes.

# SCHOOL CLIMATE CHANGE ACTION PLAN

## 1<sup>st</sup> - CREATING A CLIMATE ACTION TEAM

**ROLE: coordinate** the development, implementation, and revision of school's climate action plan in consultation with all other school stakeholders

**WHO:** include all the different groups in and outside the school that might have a stake in your school's climate action

- ⇨ **student representatives** with **diverse** backgrounds and from different grades/age groups
- ⇨ **representatives** from all parts of the **adult** school community
- ⇨ Invite **individuals** and **organizations** in your local community
- ⇨ Ensure **equal participation** and **leadership** by girls and boys, women and men
- ⇨ Prefer **elected** than designated



# SCHOOL CLIMATE CHANGE ACTION PLAN

Priority	Strategies What actions will you take? Who is responsible?	Curriculum Connections	Expected Outcomes What specifically are you trying to improve? (Observable, measurable)	Timeframe/ Deadline	Indicators How will you know you are making progress?	Data Collection By what means will you collect evidence of progress?	Results Status, data, or anecdotal evidence

[https://www.edu.gov.mb.ca/k12/esd/pdfs/sustainable\\_guide.pdf](https://www.edu.gov.mb.ca/k12/esd/pdfs/sustainable_guide.pdf) p34-36



# SCHOOL CLIMATE CHANGE ACTION PLAN

Topic	Action	Target / Measure	Timescale / Deadline	Responsibility	Actual result achieved / Date
Energy	Reduce the number of laptops being left on standby when not in use.	Conduct energy audits. Rotas put in place. Spot checks. Monitoring electric units used.	On-going throughout Term Two	Eco Action Team	April 2014 – compare energy data with same time last year.
Healthy Living	Promote activities organised for Health Week throughout school and the local community.	Number of families attending the Family Zumba Night. Number of people from local community attending Zumba Fitness sessions. Completion of Physical Activity booklets.	January 2014	Mrs Morrison & Eco Action Team	20 <sup>th</sup> – 24 <sup>th</sup> January 2014
Water	Engage in measuring rainfall and install a water butt at suitable position in school grounds.	Create graphs showing rainfall in January 2014. Source best value in Water butts and seek funding to purchase butt. Ask PTA.	Measure during January Install Butt March 2014	P4 & P5 pupils Eco Action Team	End of January 2014 18 <sup>th</sup> March 2014
Litter / Rubbish	Create Zero Litter Zones inside and outside school building.	Before and After Photos. Develop in each pupil a sense of pride/ownership in keeping school litter free.	On-going throughout Term Two	Litter Monitors	End of April 2014





**WHAT  
HAVE  
WE  
TALKED  
ABOUT  
???**





The Calouste Gulbenkian gardens form the setting for the arts foundation of the same name which itself has auditoriums and exhibition areas, the Modern Art Centre and a Museum with a library and restaurant/bar.

<https://cdn.gulbenkian.pt/wp-content/uploads/2023/09/Recurso-educativo-Biodiversidade-V.pdf>  
<https://cdn.gulbenkian.pt/wp-content/uploads/2023/09/Recurso-educativo-Biodiversidade-II-1.pdf>



# Climate Change and Sustainable Development Goals:

---

Small Acts Create Huge Impact

Take Action: Go Green

Day 4





# COURSE PROGRAM

## MONDAY

- Portuguese education system and GCDE policies
- School culture of sustainability - SDGs
- Climate Change Education in Schools

## TUESDAY

- Teaching Sustainable Development and Climate Change
- Key Conceptual Dimensions of Education for sustainable development
- School's Climate Action Plan: Are we green? Let's begin!

*WEDNESDAY Visit and discover climate change in everyday life*

## THURSDAY

- Development And Climate Change In All Subject Areas – in practice
- Small projects, big impacts
- Whole-school Approaches To Climate Action: everyone counts, everyone acts!

## FRIDAY

- Becoming a Green School – eco principles
- Teachers and students' creativity to combat climate change
- Global Action Days: let's impact our own and our Earth's well-being

# ENERGISER

---

Today we will teach a **word** to the group in our own language...

...a **special word that we like and want to share**

1. One's start by saying the word
  2. Others repeat
  3. Try to guess what it means
- Repeat until everyone shared a word.






**Climate Change Education in Schools  
as an urgent issue**

Teamwork about educational skills

Try games about climate action

**WHAT  
HAVE  
WE  
TALKED  
ABOUT  
???**



Reflect on the roles of everyone at na  
whole school approach

Teamwork on a School Action Plan

School culture of sustainability

Plans for Wednesday visit



# AND YESTERDAY...

*WEDNESDAY Visit and discover climate change in everyday life*

**IMAGINE THAT...** you are going to this visit with your students.

**How can you turn this visit into an activity about climate action with your students?**

How could they develop cognitive, socioemotional or behavioural competences, related to climate action?

**Imagine a plan for your visit.**

**Or**

**Discover 6 actions related to climate change that could be done during the visit by you students.**





# SCHOOL CLIMATE CHANGE ACTION PLAN



# TEACHING SUSTAINABLE DEVELOPMENT AND CLIMATE CHANGE

## KEY CONCEPTS



### What Is Climate Change?

Climate change refers to **the long-term changes in the Earth's climate** that are warming the atmosphere, ocean and land.

...is **affecting the balance of ecosystems**

...causes more **extreme weather events**

**Rapid warming from human activities** - primarily due to burning fossil fuels that generate greenhouse gas emissions

<https://www.un.org/en/climatechange/science/key-findings>

**The  
Climate  
Dictionary**

*An everyday guide to climate change*



*Also available*

*in [Spanish](#), [French](#), [Arabic](#), [Russian](#), [Turkish](#), [Kazakh](#), [Kyrgyz](#), [Thai](#), [Mongolian](#), [Serbian](#) and [Farsi](#).*

Download the [pocketbook](#) now.

<https://climatepromise.undp.org/news-and-stories/climate-dictionary-everyday-guide-climate-change>

# TEACHING SUSTAINABLE DEVELOPMENT AND CLIMATE CHANGE



## Temperature Rise

The Earth is now about 1.1°C warmer than it was in the 1800s. We are not on track to meet the Paris Agreement target to keep global temperature from exceeding 1.5°C above pre-industrial levels. That is considered the upper limit to avoid the worst fallout from climate change.



## Food and Agriculture

Producing food causes emissions of carbon dioxide, methane and other greenhouse gases in various ways. Deforestation and clearing of land for agriculture and grazing, digestion by cows and sheep, and the production and use of fertilizers and manure for growing crops all cause emissions, as does the use of energy to run farm equipment or fishing boats, usually with fossil fuels. Emissions also come from packaging and distributing food.



## Adaptation

Adaptation to climate change safeguards people from higher temperatures, rising seas, fiercer storms, unpredictable rainfall and more acidic oceans. Some people are more vulnerable to these effects, such as those living in poverty.



## Transport

Most cars, trucks, ships and planes run on fossil fuels, such as gasoline, diesel and kerosene, which release carbon dioxide, a greenhouse gas. Road vehicles account for the largest part, but emissions from ships and planes continue to grow.

# TEACHING SUSTAINABLE DEVELOPMENT AND CLIMATE CHANGE

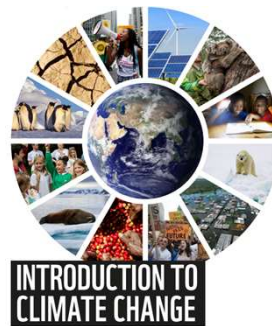
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## WHY IS IT IMPORTANT TO TEACH CLIMATE CHANGE IN PRIMARY EDUCATION?

So many of the **world's biggest challenges**, from poverty to wildlife extinction, are **made more difficult by climate change**.

If we **act now** we can limit the amount of damage we do to our planet, people and wildlife.

By learning more about the **science and geography** that affects our world, young **people can understand** what needs to be done, **recognise** what matters most to them, and **take action** to help protect people, places, wildlife and things they love.





# TEACHING SUSTAINABLE DEVELOPMENT AND CLIMATE CHANGE



## CONSIDERATIONS WHEN TEACHING CLIMATE CHANGE

Climate change can be a frightening thing for students to learn about and discuss. There is a big focus in campaigns and the media on the scale of the threats and the urgent need for action.

This can make students feel anxious or give them a sense of helplessness in the face of such big problems – especially when the focus is just on what needs to be done in the next few years when students may feel they have no power to help make the changes needed.

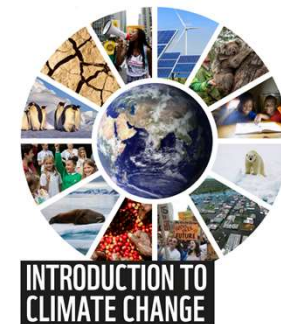
To avoid causing anxiety and hopelessness, don't just talk about climate change.

**Hope:** it is important to focus on hope to avoid eco-anxiety but also because there is cause for hope. That message is much more engaging and motivating for young people and gives them a better sense of how they can be part of shaping the future.

**Empathy:** consider the particular circumstances of your students. They may be prone to anxiety or may identify aspects of their family's lifestyle that are not conducive to sustainability. Don't focus on individual responsibility or blame – especially if this might cause some students to feel guilty or ashamed for family behaviours that they have no control over.

**Action:** one of the best ways to make hope feel grounded in reality, and to counter feelings of helplessness, is to show what can be done. It's fine to give some examples of lifestyle changes if they are within your students' power to change but don't shy away from saying that it is leaders who need to act. Remind children that their voices can be drivers of change, especially when they are in unison. Changes to school practice, or having an influence via your local decision-makers, are most effective.

**Relevance:** the issues can seem far off and the actions, therefore, irrelevant so ensure you stress that climate change affects everyone and everyone has a role to play. Our children's future will be this new world and by being prepared now, they can have the best possible opportunities.



# TEACHING SUSTAINABLE DEVELOPMENT AND CLIMATE CHANGE

## WHY IS CLIMATE CHANGE HAPPENING?

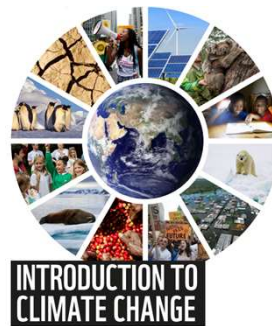
Climate change is happening because of **human activities**.

When we **burn fossil fuels** (oil, natural gas and coal) for energy in our homes, to power our cars and factories, we release carbon dioxide, a type of greenhouse gas, into the atmosphere.

We also release a lot of **carbon dioxide** from our farming practises, making cement and by cutting down forests which would naturally suck up carbon dioxide from the atmosphere.

These **greenhouse gases absorb heat from sun** and radiate it back down to Earth.

The higher concentrations of greenhouse gases we have, the warmer our planet gets, changing the Earth's climate and affecting every part of our world.





# TEACHING SUSTAINABLE DEVELOPMENT AND CLIMATE CHANGE

## 2<sup>nd</sup> - TEACH CLIMATE CHANGE IN ALL SUBJECT AREAS

Addressing climate change is complex.

- Environmental
- Economic
- Social
- Cultural
- Ethical
- Political
- Scientific

For this reason, your school should include climate action in all subjects — not only in science and social science courses.



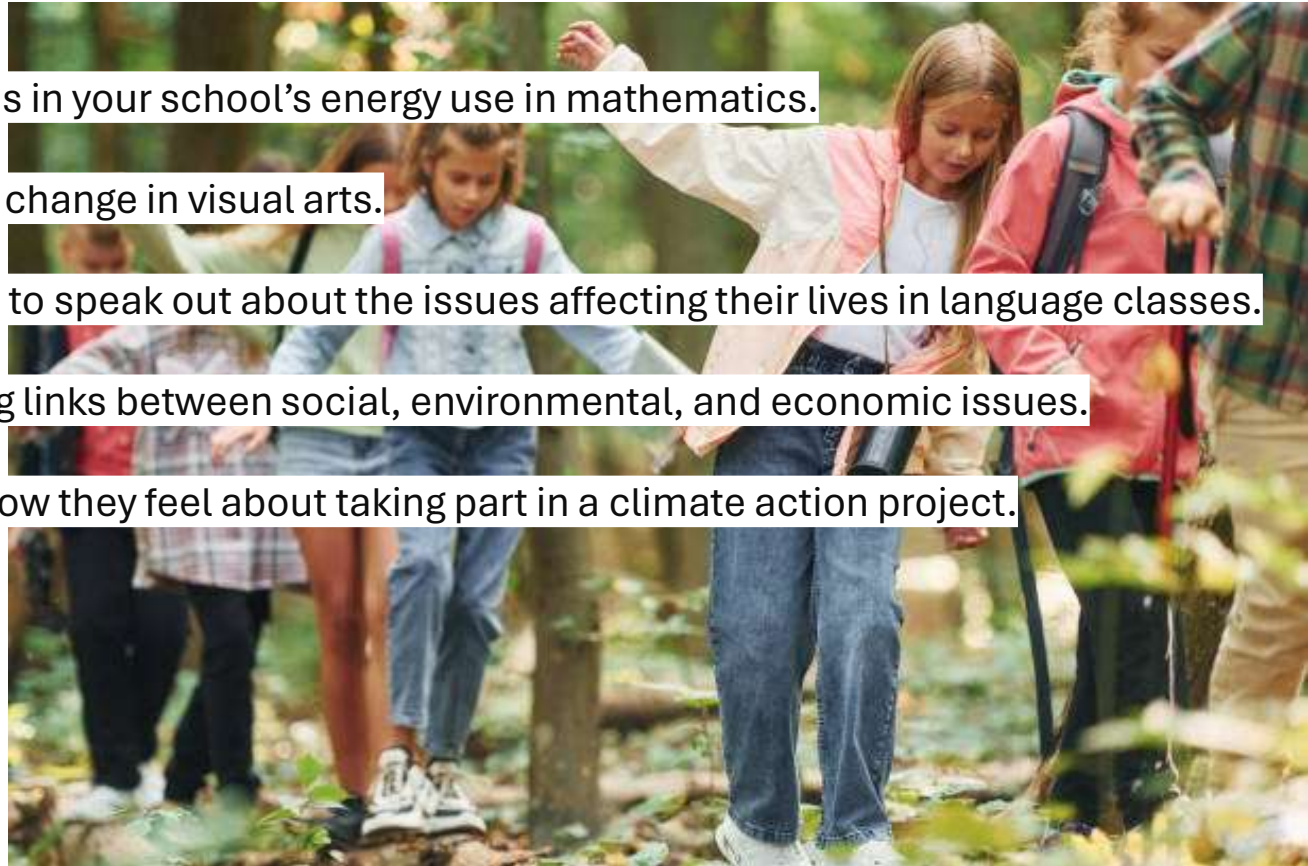


# TEACHING SUSTAINABLE DEVELOPMENT AND CLIMATE CHANGE

## 2<sup>nd</sup> - TEACH CLIMATE CHANGE IN ALL SUBJECT AREAS

### EXAMPLES

1. Have students make graphs showing changes in your school's energy use in mathematics.
2. Create posters about the impacts of climate change in visual arts.
3. Practice the communication skills they need to speak out about the issues affecting their lives in language classes.
4. Have students create concept maps showing links between social, environmental, and economic issues.
5. Have students write journals documenting how they feel about taking part in a climate action project.



# TEACHING SUSTAINABLE DEVELOPMENT AND CLIMATE CHANGE

## 2<sup>nd</sup> - TEACH CLIMATE CHANGE IN ALL SUBJECT AREAS

Arts - Visual and Performing	<ul style="list-style-type: none"><li>▶ Create posters showing the impacts of climate change</li><li>▶ Analyze songs with environmental themes or messages</li></ul>
Biology	<ul style="list-style-type: none"><li>▶ Examine how climate change affects the spread of diseases such as malaria</li><li>▶ Measure biodiversity in the school yard or local community</li></ul>
Civics/Citizenship	<ul style="list-style-type: none"><li>▶ Interview local government officials about their actions to address climate change</li><li>▶ Plan a community clean-up of a local beach or park</li></ul>
Geography	<ul style="list-style-type: none"><li>▶ Do field trips to examine the causes and effects of urban sprawl</li><li>▶ Create maps showing areas of the world most at risk due to climate change</li></ul>
Health and Physical Education	<ul style="list-style-type: none"><li>▶ Show respect for the environment when hiking on trails around the school</li><li>▶ Examine the health risks associated with environmental factors such as air pollution</li><li>▶ List the environmental benefits of healthy practices such as active transportation</li></ul>

# TEACHING SUSTAINABLE DEVELOPMENT AND CLIMATE CHANGE

## 2<sup>nd</sup> - TEACH CLIMATE CHANGE IN ALL SUBJECT AREAS

Language and Literature	<ul style="list-style-type: none"><li>▶ Practice the communication skills needed to speak out about local and global issues</li><li>▶ Write poems and stories in response to photos or videos about climate change</li></ul>
Mathematics	<ul style="list-style-type: none"><li>▶ Make graphs to show changes in school energy use</li><li>▶ Calculate statistics, disaggregated by sex, on poverty and malnutrition at the local and global levels,</li></ul>
Science and Technology	<ul style="list-style-type: none"><li>▶ Investigate the natural and human factors that influence the climate</li><li>▶ Assess the social, environmental and economic impacts of common chemicals</li></ul>
Vocational and Technical Education	<ul style="list-style-type: none"><li>▶ Use workplace safety measures that protect the health of female and male workers and the environment</li><li>▶ Identify technological solutions that address social and environmental concerns</li><li>▶ Include environmental and social responsibility in the design of a product</li></ul>
History	<ul style="list-style-type: none"><li>▶ Examine how societies throughout history have resolved conflicts and responded to environmental challenges</li><li>▶ Research traditional ecological knowledge and consider how it might apply to local sustainable development issues</li></ul>



# TEACHING SUSTAINABLE DEVELOPMENT AND CLIMATE CHANGE



<https://unesdoc.unesco.org/ark:/48223/pf0000387951/PDF/387951eng.pdf.multi>

WORLD'S LARGEST LESSON In partnership with unicef for every child unesco

ABOUT US THEMES + COLLECTIONS RESOURCES IMPACT PARTNERS LANGUAGE

**FILTER**

SEARCH ...

THEME

**Be A Fact-ivist!**  
Lesson plan for students to use

**Halftime Talk for the Global Goals**

**Introducing Younger Children to the Goals**

**Objetivos**

**Conhecer** diferentes tipos e fontes de poluição.  
**Valorizar** a importância de reduzir a poluição.  
**Promover** uma mudança de atitudes e comportamentos centrados na preservação do ambiente.

**Recursos**

Computador com colunas e acesso à internet  
Casos práticos sobre poluição  
Fotografias (opcional)

**Algumas sugestões de abordagem no currículo**

Educação para a Cidadania; História e Geografia de Portugal, Ciências Naturais; História; Geografia; Físico-Química, Português, Línguas Estrangeiras

**Estratégias metodológicas**

Trabalho em pares e em grupo  
Debate em grupo-turma  
Assembleia

Duração  
**40 min**

Idade preferencial  
**11-14 anos**

Esta atividade pode ser adaptada a diferentes níveis de escolaridade

Atividade adaptada por UNICEF Portugal, com a colaboração da Direção-Geral da Educação

OS OBJETIVOS GLOBAIS PARA O DESENVOLVIMENTO SUSTENTÁVEL

A MAIOR LIÇÃO DO MUNDO

[https://worldslargestlesson.globalgoals.org/resources/?sft\\_language=english](https://worldslargestlesson.globalgoals.org/resources/?sft_language=english)



# TEACHING SUSTAINABLE DEVELOPMENT AND CLIMATE CHANGE



<https://bandeiraazul.abae.pt/>



<http://www.facebook.com/ajudealimparapraia>



<http://zero.org/>



<http://brigadomar.blogspot.pt/>



<https://www.youtube.com/watch?v=bRsnbd>

## MARLISCO



Stopping Marine Litter Together

<http://marlisco.eu/>

# TEACHING SUSTAINABLE DEVELOPMENT AND CLIMATE CHANGE

azul.

## PLANETA



Da terra ao mar, as bactérias escolhem "armas" contra os vírus conforme o ambiente

Da terra ao mar, as bactérias escolhem "armas" contra os vírus conforme o ambiente

## CLIMA



Governo deu sinal político com 60 medidas da oposição e priorizou o PS

Governo aposta na gestão hídrica, resiliência do litoral e licenciamento ambiental

Estratégia europeia para reduzir uso do plástico  
[Ler notícia](#)

Descartáveis proliferam nos restaurantes dos centros comerciais  
[Ler notícia](#)

Plano ação português reduzir desperdício  
[Ler notícia](#)

Porque não devemos largar balões nas festas?  
[Ler notícia](#)

Vamos acabar com as palhinhas em Portugal?  
[Ler notícia](#)

Resolução para eliminar a poluição dos mares  
[Ler notícia](#)

Comissão europeia quer que todas as embalagens de plásticos sejam recicláveis em 2030  
[Ler notícia](#)

Foram produzidas 83 mil milhões de toneladas de plástico no planeta  
[Ler notícia](#)

Embalagens com ecodesign podem fazer a diferença  
[Ler notícia](#)

Homem cria ecobarreira caseira e retira 1 tonelada de lixo de rio  
[Ler notícia](#)

Made in Nigéria: Assim é a primeira casa do mundo feita com garrafas de plástico e à prova de bala  
[Ler notícia](#)

Projeto português quer trocar garrafas vazias por dinheiro  
[Ler notícia](#)

Campanha: Fundação Oceano Azul e o Oceanário de Lisboa  
[Ler notícia](#)

Peixes confundem plástico com comida e introduzem-no na cadeia alimentar  
[Ler notícia](#)

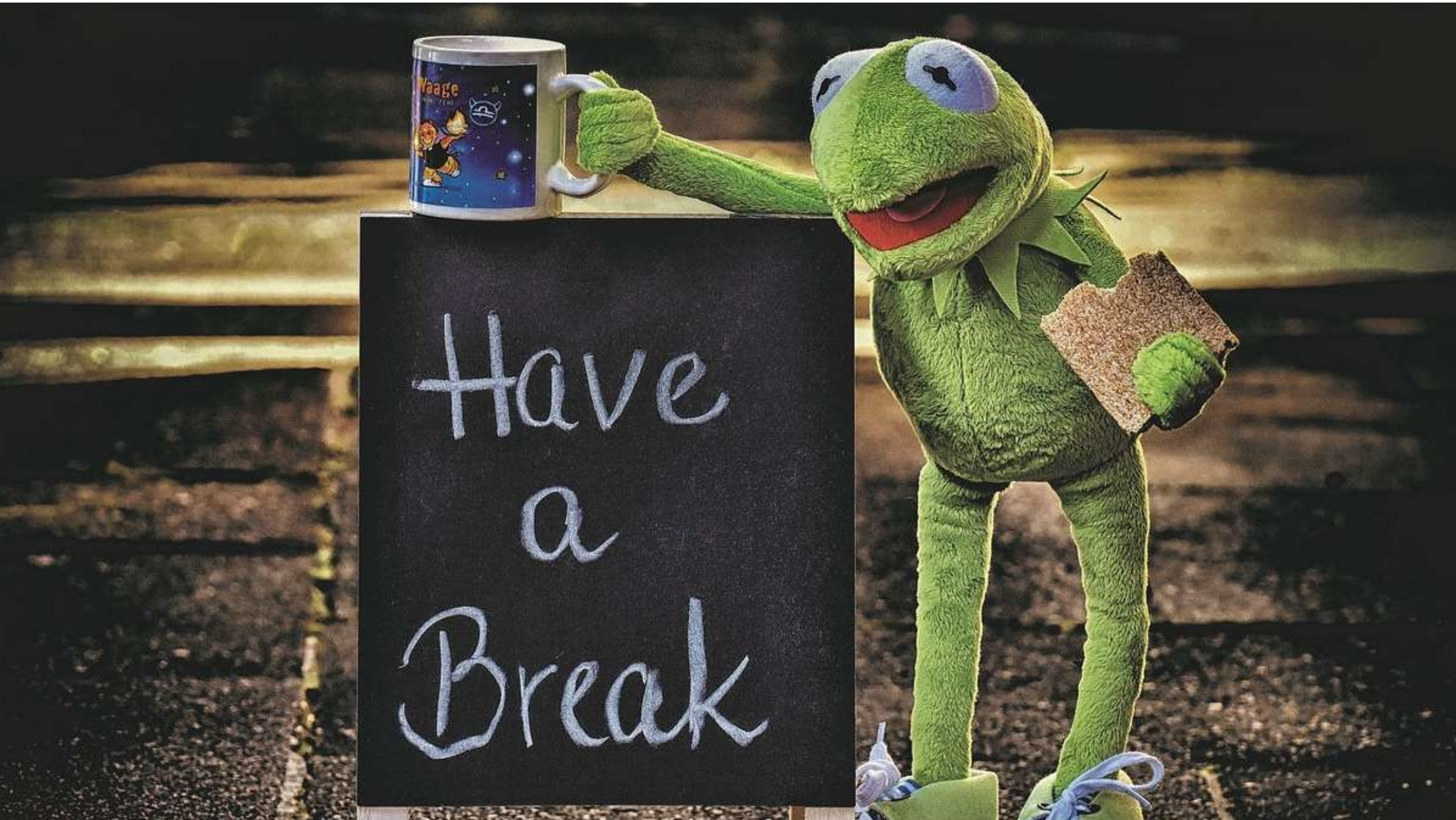
# TEACHING SUSTAINABLE DEVELOPMENT AND CLIMATE CHANGE

## *Bon Appétit*

Christophe Godin







Have  
a  
Break



# TEACHING SUSTAINABLE DEVELOPMENT AND CLIMATE CHANGE

## ESCOLA PARA A CIDADANIA

portal of resources and pedagogical activities for citizenship education and promotion of human rights

### SUMMARY

#### school for citizenship - for the rights of everyone

##### For what

###### Global objective:

- contribute to the educational community becoming a reference space in the promotion of Human Rights, strengthening civic awareness, intercultural dialogue and respect for all human beings.

###### Specific objectives:

- Train and mobilize teachers, as strategic actors in the school community, to promote the appreciation of diversity, tolerance, respect and mobilization for Human Rights;
- Raise awareness and mobilize children and young people to defend Human Rights.

##### For whom?

###### Direct beneficiaries:

Teachers, students and volunteers.

##### As?

- Diagnosis of training needs of teachers in the area of HR
- Creation of certified and accredited training offers for teachers
- Carrying out training actions for teachers in the area of Citizenship
- Creation of an Intergenerational Center of Volunteers for Citizenship
- Promotion of actions for DH for students
- Guide to Pedagogical Activities for Citizenship and DH

<https://escolacidadania.pt/>

# TEACHING SUSTAINABLE DEVELOPMENT AND CLIMATE CHANGE

## THE PROJECT IN NUMBERS

- 50 trained teachers • 100 hours of training completed
- 1000 students mobilized • 100 actions with classes
- 20 trained volunteers • 24 campaigns for DH

## With whom?

### PARTNERS

Alvalade School Group  
Alto do Lumiar School Group  
Alvalade Parish Council

### INFORMAL PARTNERS

GAPE – Psychopedagogical Support Office for Students of the Faculty of Psychology and Institute of Education at UL  
Lusitânia Seguros

## When?

May 2019 – December 2021 (32 months)

## Where?

Portugal | Lisbon  
Alvalade | Alto do Lumiar

The School for Citizenship project was recognized with the [Seal of Good Social Intervention Practices 2022](#).

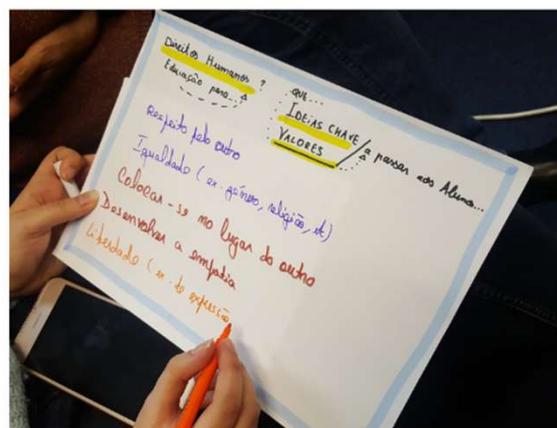
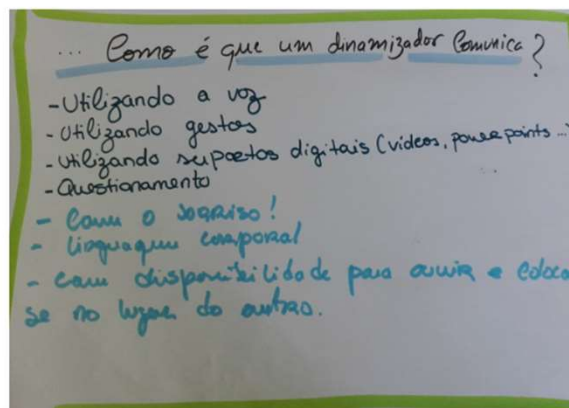


PLATAFORMAS SUPRACONCELHIAS  
GRANDE LISBOA E OESTE

# TEACHING SUSTAINABLE DEVELOPMENT AND CLIMATE CHANGE



Trained 20 volunteers  
12 hours course







# TEACHING SUSTAINABLE DEVELOPMENT AND CLIMATE CHANGE



Evitar compras desnecessárias ou reutilizar recursos que já não são necessários.



10/22/2021

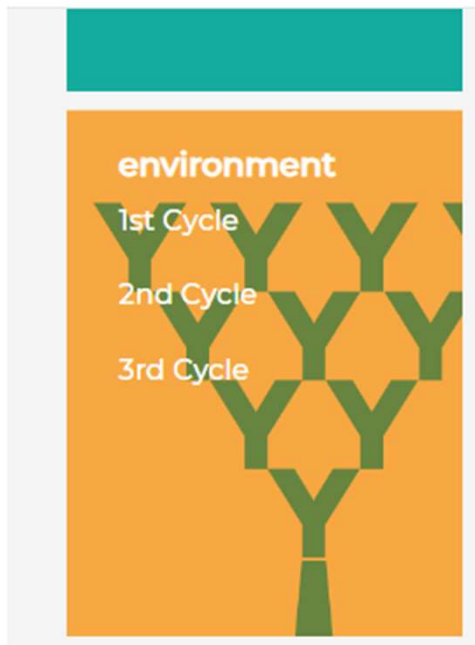


activities with classes – towards achieving the 2030 agenda!



On October 21st we held another session with the classes as part of the School for Citizenship project. This time we took a trip to Human Rights with the 6th F of EB 2,3 Almirante Gago Coutinho. We thought of innovative solutions to the challenges we face and concrete ideas to "put our hands on... [Read more](#)

# TEACHING SUSTAINABLE DEVELOPMENT AND CLIMATE CHANGE



**be conscious and help the environment!**

EDUCATION FOR CITIZENSHIP ENVIRONMENT



**pedagogical objectives**

- Reflect on the impact of human actions on the environment
- Recognize individual responsibility in protecting the environment
- Identify environmental protection actions

<https://escolacidadania.pt/fichas/ser-consciente-a-ajudar-o-meio-ambiente/>  
<https://escolacidadania.pt/fichas/ser-consciente-a-ajudar-o-meio-ambiente-2/>

# TEACHING SUSTAINABLE DEVELOPMENT AND CLIMATE CHANGE

## We Fight Climate Change!

### Lesson Plan

Developed by: Anis Amouri

Institution: Tayeb Mhiri secondary school, Sfax, Tunisia

#### Introduction:

This lesson plan aims to sensitize students by creating and editing a magazine that deals with the problem of climate change, developing the issues of climate change in-depth and finding practical solutions.

#### Objectives or Learning Outcomes

Students will:

- Investigate basic concepts about climate change.
- Recognise the dangers of climate change from an environmental perspective.
- Define some of the causes, effects and possible practical solutions to climate change.



17-18  
Years Old



## A Walk in the Park

### Lesson Plan

Developed by: Nikola Raičević

Institution: Primary school 'Radomir Mitrović', Montenegro

#### Introduction:

This lesson plan aims to take students to a park or forest and introduce them to the concepts of biodiversity and social environment. Moreover, emphasis is placed on our ways of living, respect for nature and sustainable development.

#### Objectives or Learning Outcomes

Students will be able to:

- Name 3 local and distinctive plants.
- Relate the learnings to the concept of seasons and the variety of activities of living world accordingly.
- Acknowledge and appreciate the importance of acting responsibly towards forests.



6-9  
Years old





# SCHOOL CLIMATE CHANGE ACTION PLAN

## 3<sup>rd</sup> - TEACH CRITICAL, CREATIVE AND FUTURES THINKING

### CRITICAL Thinking Skills:

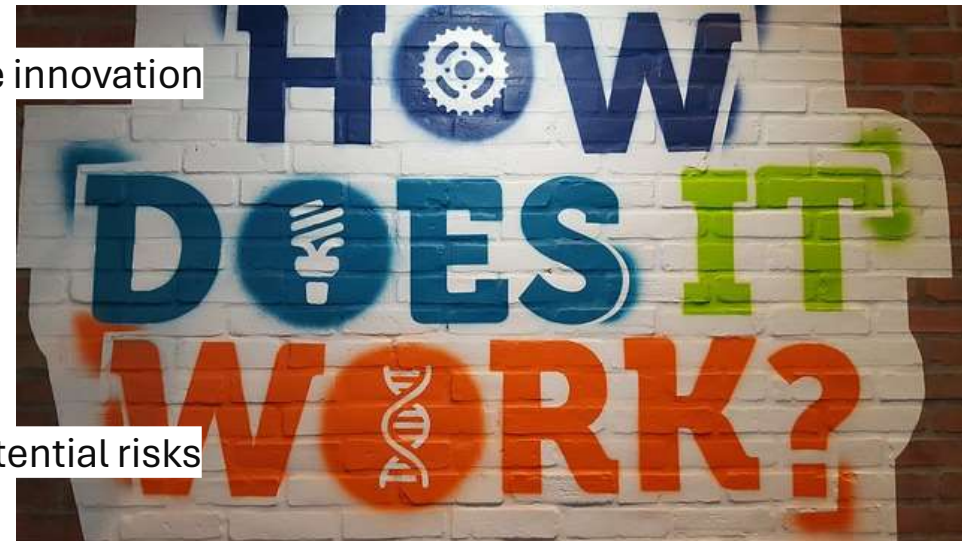
- Identifying what information or perspectives are needed to examine an issue
- Weighing the evidence supporting a particular position
- Making recommendations based on analysis and evaluation of information

### CREATIVE Thinking Skills:

- Searching for possibilities and alternative solutions
- Learning from other cultures, time periods, and contexts to inspire innovation
- Designing novel and imaginative solutions to problems

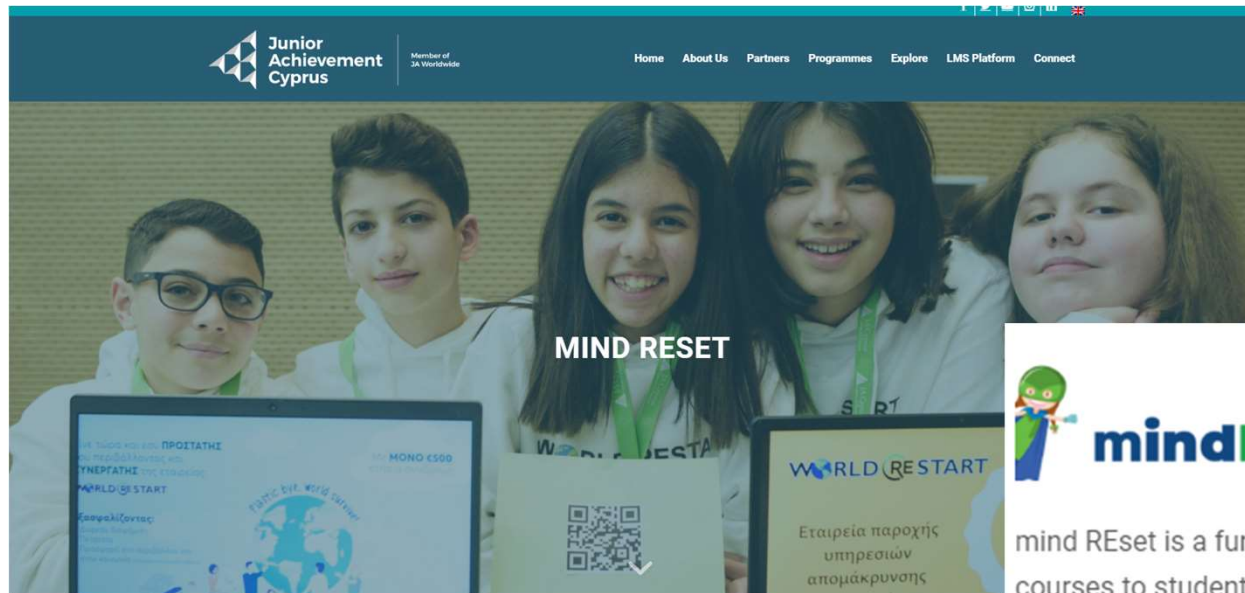
### FUTURE Thinking Skills:

- Envisioning probable, possible, and desirable futures
- Comparing short-term and long-term effects of decisions
- Applying the precautionary principle to anticipate and mitigate potential risks





# TEACHING SUSTAINABLE DEVELOPMENT AND CLIMATE CHANGE



mind REset is a fun and interactive programme, which offers a series of 5 courses to students of 5th and 6th grade of Primary School and 1st and 2nd grade of Gymnasium. Junior Achievement Cyprus in collaboration with Lidl Cyprus implement the programme free of charge in public and private schools throughout Cyprus. The programme is approved by the Ministry of Education, Culture, Sports and Youth.

<https://jacyprus.org/en/mind-reset/#tab-id-3>

# TEACHING SUSTAINABLE DEVELOPMENT AND CLIMATE CHANGE

## 4<sup>th</sup> - EMPOWER STUDENTS TO TAKE ACTION

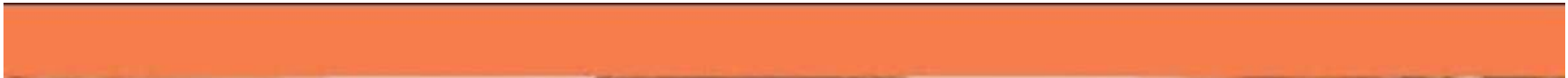
- 1. Learning about action:** Teach students the knowledge and skills they need to be successful
- 2. Learning through action:** Have students select, plan, and implement climate action projects
- 3. Learning from action:** Have students reflect on what they achieved, what they learned, and what they would do differently next time.

Elimina  
o plástico  
do teu  
lanche.

Reduz  
a tua  
pegada.

JUNHO

Dedica um  
dia a limpar  
o planeta.



# NATURE NOW



# TEACHING SUSTAINABLE DEVELOPMENT AND CLIMATE CHANGE

## Challenge – Take Action!

In the next 5 minutes, step outside and take a photograph that could be used for a **campaign related to Climate Action!**

You can take pictures inside or outside the building.

Send your photo via WhatsApp, and when we reconvene, we'll project them, and each person will share how they would use their photo in a campaign.





# SMALL PROJECTS, BIG IMPACTS!



[Domains](#) [ENEC at School](#) [News and Events](#) [Reference documents](#) [Contacts](#) [Q](#)



Environmental education

## Projects and Initiatives

# SMALL PROJECTS, BIG IMPACTS!

## Young Reporters for the Environment (JRA)

### • [Young Reporters for the Environment \(JRA\)](#)

Young Reporters for the Environment (JRA) is an international program of the Foundation for Environmental Education implemented in Portugal by ABAE, which aims to **contribute to training in the exercise of active and participatory citizenship, emphasizing the aspect of environmental journalism.**

It also promotes the possibility of exchange, especially during Missions for environmental reporting.

## *How to participate*

School groups (from 11 to 21 years old) or freelancers (from 15 to 21 years old) can participate.

Registration is free.



# SMALL PROJECTS, BIG IMPACTS!

## Missão 360 - pedagogical project to raise environmental awareness

- [Missão 360 - pedagogical project to raise environmental awareness](https://missao360.com/en/)

Missão 360 is an environmental awareness pedagogical project promoted by BIOND – Forest Fibers from Portugal (formerly CELPA), aimed at children in pre-school, 1st and 2nd cycle of basic education and which seeks to raise awareness of the entire educational community involving educators, teachers and families. The main theme of this project is the Circular Economy, focusing on Paper Circularity and revealing how the paper industry works in this context. It also aims to highlight the sustainable management of forests, encouraging the use of natural, renewable, recyclable and biodegradable materials, through challenges throughout the year, providing educational resources to schools that are developed with partnerships and that contribute to the promotion of essential attitudes, values and skills, and promote the goals and frame the concepts defined by the SDGs – Sustainable Development Goals in the educational curriculum.

<https://missao360.com/en/>

<https://missao360.com/en/games/>

DIA DA MUNDIAL DA ÁRVORE – O QUICO PARTICIPA NUMA AÇÃO DE FLORESTAÇÃO





# SMALL PROJECTS, BIG IMPACTS!

**CIDAC** Centro de Intervenção  
para o Desenvolvimento  
Amílcar Cabral

## Loja de Comércio Justo



Rua Tomás Ribeiro, n.º 9  
2.ª a 6.ª feira: 13h00-19h00  
Sábado: 10h00-14h00  
loja[arroba]cidac.pt

Na Loja de Comércio Justo encontram-se **produtos alimentares, de artesanato, de beleza e higiene e de limpeza**, que fazem parte de uma cadeia / aliança entre consumidores/as e pequenos produtores e produtoras de África, da Ásia, da América Latina e também da Europa, em particular de Portugal.



# Climate Change and Sustainable Development Goals:

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Small Acts Create Huge Impact

Take Action: Go Green

**Day 5**



# COURSE PROGRAM

## MONDAY

- Portuguese education system and GCDE policies
- School culture of sustainability - SDGs
- Climate Change Education in Schools

## TUESDAY

- Teaching Sustainable Development and Climate Change
- Key Conceptual Dimensions of Education for sustainable development
- School's Climate Action Plan: Are we green? Let's begin!

*WEDNESDAY Visit and discover climate change in everyday life*

## THURSDAY

- Development And Climate Change In All Subject Areas – in practice
- Small projects, big impacts

## FRIDAY

- Becoming a Green School – eco principles
  - Teachers and students' creativity to combat climate change
  - Global Action Days: let's impact our own and our Earth's well-being
- 10.45 - break
- 11:30** – Feedback, course evaluation and dissemination focus; Delivery of Europass Mobility and Certificates of Attendance
- 12.00** – Visit to Lisbon City Foundation

# COURSE PROGRAM

Have you ever played the broken telephone game?

Let's try it in a new way... without saying a word!

1. Make a line facing this board.
2. I'm going to show a drawing that the last person in line will draw on the back of the person in front of them.
3. Everyone has to "draw" only with their finger on the back of the person in front of them.
4. The person in front of the board will draw on the board what they felt being drawn on their back.
5. Then we'll compare it with the original drawing.
6. Any questions?








Pedagogical activities from the visit

Good practices of some schools

Climate actions in all subject areas

**WHAT  
HAVE  
WE  
TALKED  
ABOUT  
???**



Portuguese projects

Sessions plans on climate change

Teacher materials and Key concepts

Empower students to take action



# SMALL PROJECTS, BIG IMPACTS!

## SOME ACTIVITIES THAT PORTUGUESE TEACHERS SHARED DURING THE TRAINING

Neighbourhood **awareness campaign** near the school about **protecting the environment**, the planet, and the neighbourhood.

**Posters** on the theme of **Water** (Sustainable Development Goal), how to **save water**, how **not to pollute water**, and how to use water as a resource for our generation and future generations.

A **walk around the school** to **observe and record** what caught their attention the most.  
Creation of posters, brochures, written requests to public entities for community awareness.

**Community awareness** raising on the importance of forests, life on the planet, through activities involving the participation of the community in **seminars/leaflets/film screenings**, **promoting a reforestation campaign** in a burned area in our country.

Promotion of a **school clean-up activity**, through a campaign where each 5th-grade class could collect litter found in the school and **separate** it. After the collection, **create "artwork" inspired by the work of "Bordalo II"** and exhibit it to the educational community.



# SMALL PROJECTS, BIG IMPACTS!



<https://www.bordaloi.com/>





# SMALL PROJECTS, BIG IMPACTS!

## SOME ACTIVITIES THAT PORTUGUESE TEACHERS SHARED DURING THE TRAINING

**Celebration of Tree or Environment Day**, including watching **videos** on the theme, **Kahoots**, and **quizzes** for classes to solve, and an **exhibition of works** created by students with **recyclable materials** of miniature trees or polluted environmental scenarios.

Conduct a **survey of the animal and plant-based foods consumed** at home over a period of time. **Calculate the ecological footprint** of different foods. Develop **sustainable menus** to be implemented at home. **Promote a session with a nutritionist**. Repeat the process after some time to note the differences.

Conduct a **survey of disposable packaging** accumulated at home; **Research** the time it takes for them to degrade; Create informative **leaflets/videos/posters** for the school community and families; **Monitor the disposal of waste in containers**.

**Track the kilometres travelled** by foot/bicycle during the week, avoiding the use of public or private transportation. Aim to improve these kilometres each week until completing one month.

A **visit to the venue where fairs or markets** take place is a good way for students to realize the high amount of waste generated in an activity that occurs regularly. A visit to the **local eco-center** provides an understanding of **the journey of urban solid waste**.

# SMALL PROJECTS, BIG IMPACTS!



## ECO-FRIENDLY CHECKLIST

- Limit showers to 5 minutes
- Cycle or use public transport
- Take your own cup, bottle and bag
- Sorted & recycled waste
- Eat less meat
- Don't use single-use plastic



## Are you green?

- REUSABLE WATER BOTTLE
- BAMBOO UTENSILS
- TO-GO COFFEE CUP
- REUSABLE TOTE BAGS
- GLASS JARS
- ORGANIC DRINKING STRAW
- BAMBOO TOOTHBRUSH
- MENSTRUAL CUP



## LOW-WASTE ECO-CLEANING Checklist

- White vinegar
- Lemons
- Baking soda/washing soda
- Castile soap
- Essential oils
- Cellulose sponge
- Bamboo scrub brush
- Glass spray bottles (3)
- Funnel
- Reusable paper towel
- Tru Earth Laundry Strips



# SMALL PROJECTS, BIG IMPACTS!

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**Buildings  
and place**



**Energy**



**Food**



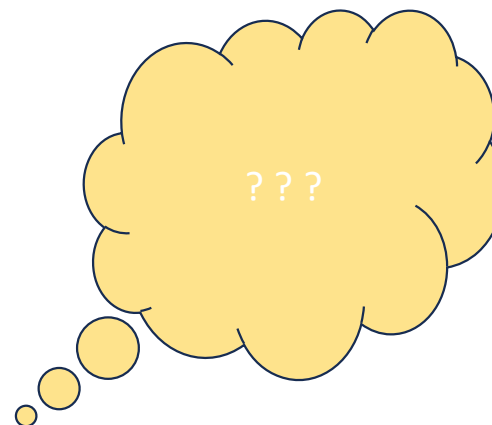
**Transport**



**Waste**



**Water**



# SMALL PROJECTS, BIG IMPACTS!

## Packaging

### Before you Begin

“Packaging” is “material” used to wrap or protect goods. Packaging as a technology is used for enclosing or protecting products for distribution, storage, sale, and use. Packaging is used in different industries including aerospace, beverages, chemicals, hospital, pharmaceuticals, food, to name a few.

As per Eurostat website, in Europe during 2015, 166.3 kg of packaging waste was generated per inhabitant in the EU (varying from 51.2 kg per inhabitant in Croatia and 222.2 kg per inhabitant in Germany). From 2006 to 2015, paper and cardboard was the main packaging waste material in the EU (34.8 million tonnes in 2015) followed by plastic and glass (15.9 and 15.8 million tonnes respectively).

<https://static1.squarespace.com/static/552bcd30e4b02ed06b97c76d/t/5c50788cb91c91656332a9ee/1548777613779/Before+you+Begin.pdf>

# SMALL PROJECTS, BIG IMPACTS!

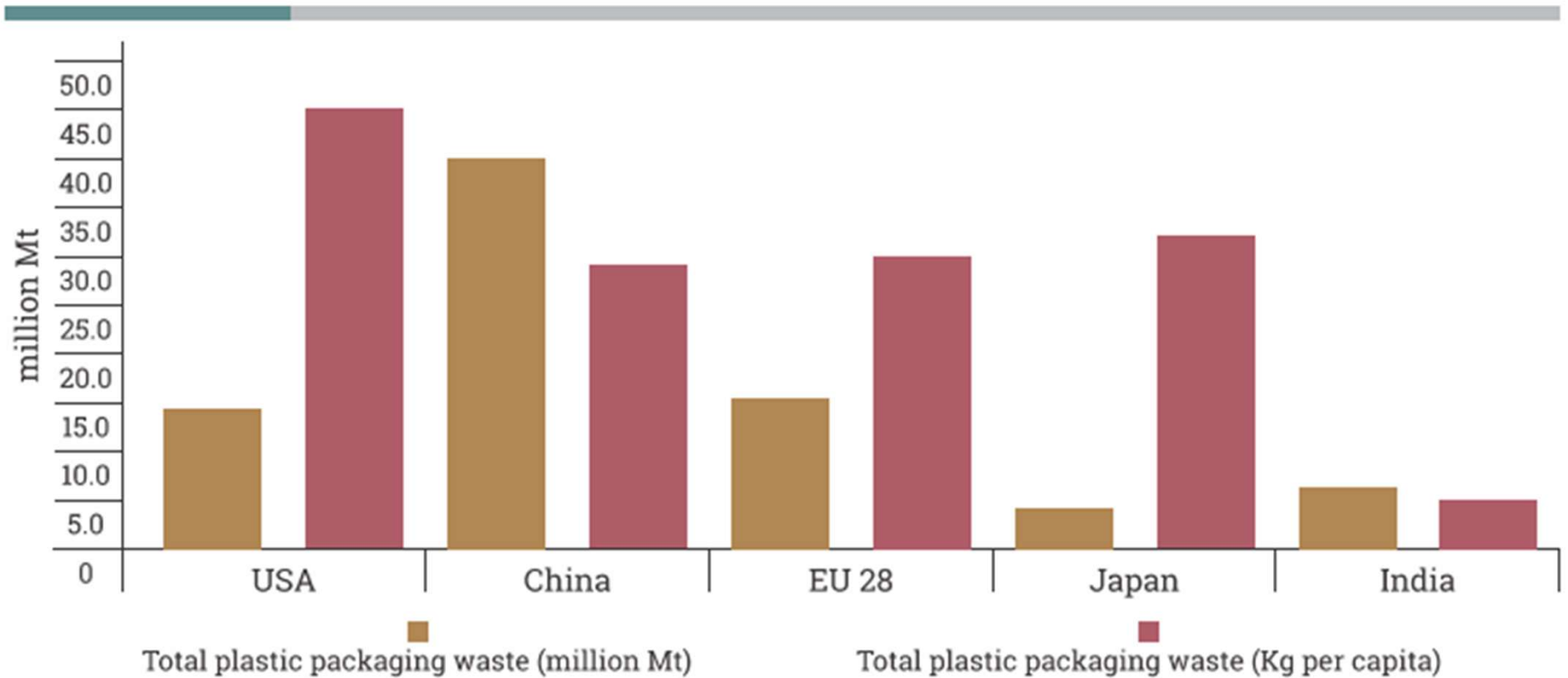
## Packaging

As per UNEP, The single use packaging is one the biggest environmental challenge. Plastic packaging is mostly single-use, especially in business-to-consumer product, and a majority of it is discarded the same year it is produced. Nearly 50 percent of the plastic waste generated globally in 2015 was plastic packaging. Much of this packaging, including polystyrene and other plastics, does not break down quickly and when they are disposed in landfills, they create long-term environmental problems. The production of of packaging uses natural resources including water, and electricity that has independent environmental impacts. By products of manufacturing are also a concern.



# SMALL PROJECTS, BIG IMPACTS!

Plastic packaging waste generation, 2014 (million Mt)



Source: UN environment singleUsePlastic\_sustainability

# SMALL PROJECTS, BIG IMPACTS!

## Understanding Packaging



### INTRODUCTION

The product packaging often has information about the content, price and quantity of the product, make it convenient to store and use the product and also tell us where the product was manufactured and how and by when it should be utilised. Packaging sometimes has important symbols like the recycling symbol, ingredients source (vegetarian and non vegetarian), hazards etc.

The lesson plan encourages students to understand packaging, its relevance and purpose and also the impacts packaging waste is creating on the environment.

### Objectives:

Students will be able to

- identify different types of packaging material used for household products.
- list different types of packaging material available in the market.
- visualise different types of packaging material and sort these into different categories.

**Eco-Schools Steps:** Audit, Action Plan development, Evaluation and Monitoring, Inform and Involve

**Curriculum Linkage:** Science/ Environmental Studies/Social Science/ Numeracy and Mathematics



6-8  
Years

## Smart Shopping Choices



### INTRODUCTION

In any market, consumers decide what is sold to them in what quantities. Consumers by picking right can influence the producer in a big way. Advertising can manipulate consumers but a consumer who thinks critically with environmental consciousness can make lots of difference to shape the market.

The lesson plan take students through a process that would lay the foundation for values which can help them move from individual acts of consumption to broader changes influenced by collectives like any democratic processes that can lead to solving our environmental problems.

### Objectives:

Students will be able to

- explain packaging waste has an impact on the environment.
- identify perspective and present consumers concerns about packaging waste.
- design and implement a campaign to address packaging waste.

**Eco-Schools Steps:** Audit, Action Plan development, Inform and Involve, Evaluation and Monitoring

**Curriculum Linkage:** Science/ Environmental Studies/Social Science/ Numeracy and Mathematics



13-16  
Years

# CLIMATE CHANGE EDUCATION IN SCHOOLS

ECO-SCHOOLS





ECO-SCHOOLS PROGRAMME



# ECO-SCHOOLS

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**Engaging the youth of today to  
protect the planet of tomorrow!**

*Operated by the Foundation for Environmental Education*

## **Eco-Schools**

**Eco-Schools is one of the largest global sustainable schools programme - it starts in the classroom and expands to the community by engaging the next generation in action-based learning.**

# ECO-SCHOOLS

## ECO-SCHOOLS ADVANTAGES

The advantages of the Eco-Schools programme are many and varied: from the primary objectives of environmental protection and education for sustainable development, to the rewards such accreditation brings in the form of more awareness and a higher level of environmental responsibility among the participants and those they influence in their community.

Some of the benefits include:

- An opportunity to educate and empower tomorrow's leaders – young people in your country
- Developing a responsible attitude and commitment among students
- A chance to become part of the largest and best run Eco-Schools networks in the world, engaging more than 15 million students in over 60 countries
- Access to education manuals, developing online tools, and content



# ECO-SCHOOLS

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## “ Carbon footprint

*/ˈkɑːbən ˈfʊtprɪnt/ noun*



Let's make a snowball?



# ECO-SCHOOLS

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*A carbon footprint is a measure of the greenhouse gas emissions released into the atmosphere by a particular person, organization, product, or activity. A bigger carbon footprint means more emissions of carbon dioxide and methane, and therefore a bigger contribution to the climate crisis.*

*Measuring a person's or an organization's carbon footprint entails looking at both the direct emissions resulting from the burning of fossil fuels for energy production, heating, and land and air travel, and indirect emissions resulting from the production and disposal of all food, manufactured goods, and services they consume.*

*Carbon footprints can be reduced by shifting to low-carbon energy sources like wind and solar, improving energy efficiency, strengthening industry policies and regulations, changing purchasing and travel habits, and reducing meat consumption and food waste.*



# ECO-SCHOOLS

## How green is your school?

### Green Schools Report Card Quiz

First Name

Last Name

\* Email

Zip

1. How toxin-free is your school? Has your school:  
Switched to green cleaners certified by Green Seal or EcoLogo?
- Implemented an Integrated Pest Management (IPM) program and reduced pesticide use?
- Chosen low-emitting paints, carpets, whiteboard markers, art supplies or other materials to improve indoor air quality?
- Provided adequate ventilation (i.e. no strong smells in classrooms)?
- Used air filters rated at or above MERV 11?
- Prohibited smoking on campus and in public school buses
2. How sustainably does your school use energy and reduce carbon emissions? Has your school:
- Switched to CFC or LED lightbulbs?
- Conducted an energy audit?
- Implemented energy conservation measures for Heating-Ventilation-Air-Conditioning (HVAC), lighting, or computers?



### Environmental Footprint Calculators: Tools for auditing your school and monitoring progress

Green school initiatives are most successful when everyone is engaged, including students, teachers, and staff. How do you inspire and engage students and the school community to get involved and stay involved?

Try the ecological footprint tools listed below along with our resources on school audits, to engage your school in greening projects, evaluate your progress, and celebrate your achievements so you can keep progressing along the 7 Steps to a Green School.



<http://www.greenschools.net/form.php-modin=53.html>

# ECO-SCHOOLS



<https://www.eco-schools.org.uk/help-us-build-a-school-carbon-calculator/>

## Energy & Utilities

Section 2



### 2a. Fuel use in buildings

Most of this information can be found on your heating bills.

I don't have this information

Please select gas/fuel used in your buildings	Select units	How much fuel do you use in a year?
Select one... ▾	Select one... ▾	
<a href="#">Add another gas or fuel</a>		

### 2b. Electricity

#### Grid Purchased Electricity

Most of this information can be found on your electricity bills.

I don't have this information

<https://www.aretzco.uk/school-carbon-calculator>

# ECO-SCHOOLS

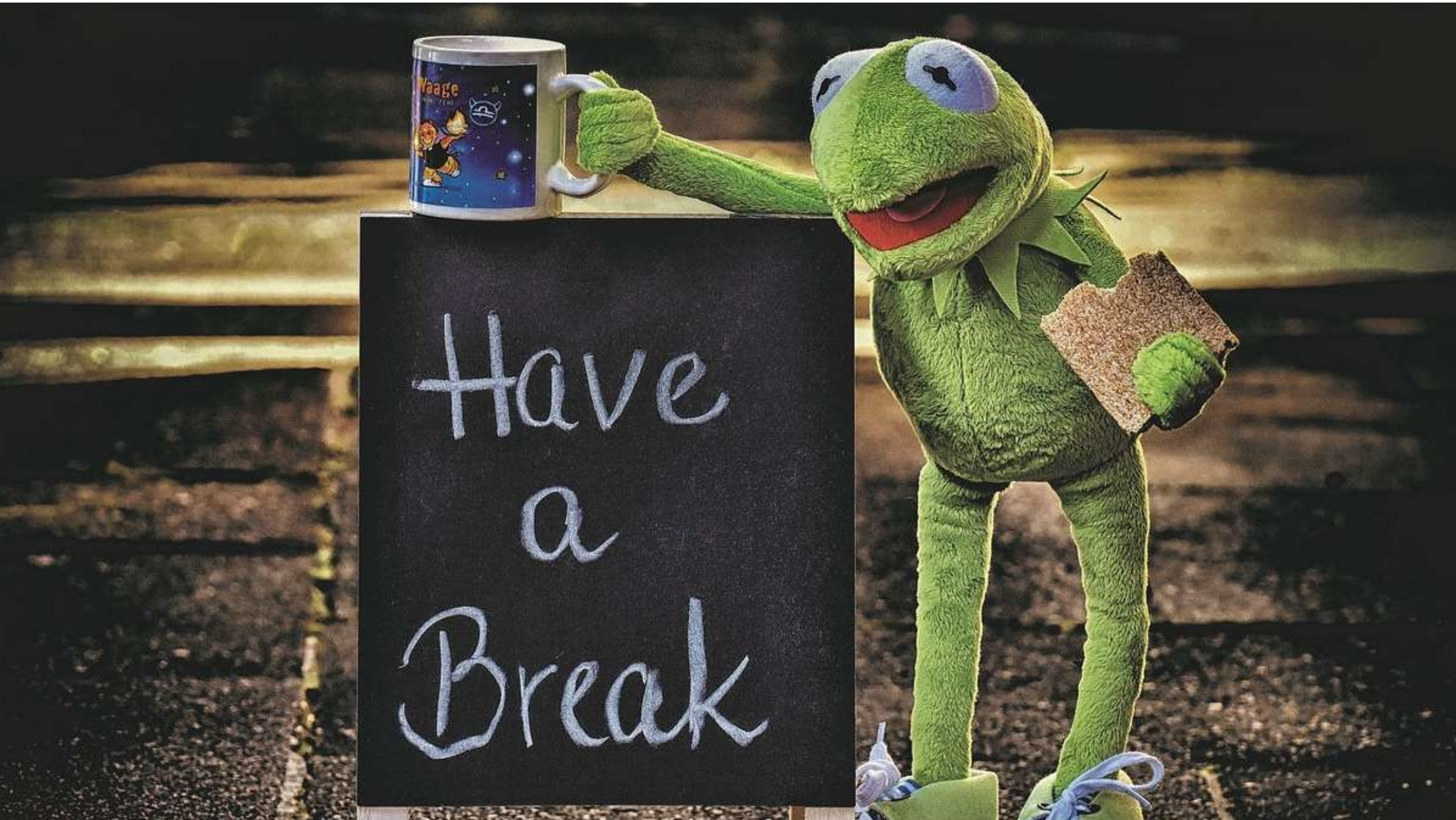
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## Schools Global Footprint

<https://assets.wwf.org.uk/downloads/wwfschoolsglobalfootprint09.pdf>





Have  
a  
Break



# ECO-SCHOOLS

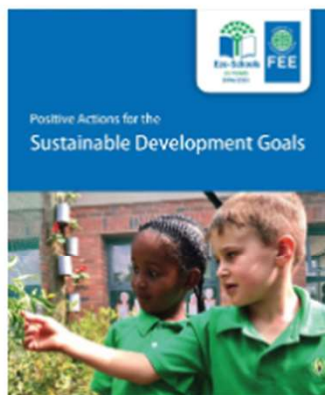
## Eco-Schools Materials

Most Eco-Schools material is produced at the national level by the Eco-Schools National Operators. Below you can find material produced by Eco-Schools International and other relevant resources.

### Positive Actions for the Sustainable Development Goals

A **publication** about Positive Actions, SDGs Case Studies and the Eco-Schools Handprint.

Also available in **Spanish**, **Turkish**, and **Arabic**.



### Eco-Schools as a Whole School Approach

The Eco-Schools programme supports the four dimensions of the whole-school approach defined by UNESCO as essential elements of a Green School Accreditation:

- School Governance
- Teaching and Learning
- Facilities and Operations
- Community Partnership



<https://www.ecoschools.global/materials>

# ECO-SCHOOLS

## TOOLS & RESOURCES

### Lesson Plans for Teachers

Materials & Publications

Earth Charter International

Learning Packs by Deutsche Welle

School Collaboration

FEE Academy

Webinars

Online Learning

## LESSON PLANS ON THE SUSTAINABLE DEVELOPMENT GOALS

In 2019 and 2020, the Foundation for Environmental Education (FEE) invited teachers to develop and submit lesson plans that promote an action oriented pedagogy about specific Sustainable Development Goals (SDGs). These were the selected lesson plans:

- 'A bee is not just a bee' SDGs 3, 4 and 15.
- 'Sustainable Cities' SDGs 4 and 11.
- 'Plastic pollution in rivers' SDGs 12 and 14.
- 'Let's save water' SDGs 3, 4, 6 and 12.
- 'That's impossible! Just turn on the tap, right?' SDGs 3, 4 and 6.



## LESSON PLANS ON LITTER & WASTE

These lesson plans have been developed to support the aims of the **Litter Less Campaign**. However, any teacher wishing to educate his/her students on the issue of litter and waste are free to use the material. The lesson plans are based on the Eco-Schools methodology and for the age groups: 6-8, 9-12 and 13-16 years.

Remember to first read the **Index and Introduction**

### 1. Earth Cycle of Resources

Before you Begin

9-12 Years - Cycles in Nature

9-12 Years - Cross Country

Decomposers

13-16 Years - Nature Walk

### 2. Waste Management

Before you Begin

9-12 Years - Understanding Waste

9-12 Years - School Waste Audit

13-16 Years - Household Waste Survey

### 9. Marine Waste

Before you Begin

9-12 Years - Marine Pollution -

Classroom Demonstration

13-16 Years - Create your Marine

Pollution Fact File

13-16 Years - Micro-Solutions to

Micro-Plastics

### 10. E-Waste

Before you Begin

13-16 Years - E-waste - A Resource?

# ECO-SCHOOLS - TEACHING CLIMATE CHANGE

Eco-Schools is implemented in 73 countries by FEE member organisations and in 26 countries through International Schools.

## CROATIA

Association "Lijepa Nasa", Zagreb

National Operator: Anita Šetić

Mail: [udrugalijepanasa@gmail.com](mailto:udrugalijepanasa@gmail.com)

## CYPRUS

Cyprus Marine Environment Protection Association

Κυπριακή Ένωση Προστασίας Θαλασσιού

Περιβάλλοντος

National Operator: Michael Ierides

Mail: [cymepa@cytanet.com.cy](mailto:cymepa@cytanet.com.cy)

## GERMANY

FEE Germany

Deutsche Gesellschaft für Umwelterziehung e.V.

National Operator: Robert Lorenz

Mail: [rolorenz@gmx.net](mailto:rolorenz@gmx.net)

## ROMANIA

Carpathian-Danubian Centre of Geoecology

Centrul Carpato-Danubian de Geoecologie

National Operator: Razvan Dinca

Mail: [ccdgro@gmail.com](mailto:ccdgro@gmail.com)

# GLOBAL ACTION DAYS

: LET'S IMPACT OUR OWN AND OUR EARTH'S WELL-BEING



*Our annual campaign demonstrates how individual actions, no matter how small they seem, can greatly impact our own and our Earth's well-being.*

**Interested in participating? Register below!**

Mark the dates in your calendar and register your school, hotel, municipality, beach or marina using the form below. By registering, you will make sure to receive the latest updates and resources.

<https://www.fee.global/global-action-days-2024>





# GLOBAL ACTION DAYS

: LET'S IMPACT OUR OWN AND OUR EARTH'S WELL-BEING



## Activity 1: Climate Ready through Bioeconomy

Bioeconomy means using renewable biological resources from the land and sea. Including crops, forests, fish, animals, and micro-organisms to produce food, materials, and energy. In your schools, homes or clubs find and photograph examples of products linked to bioeconomy, such as cloth bags, woollen clothing, organic food and FSC certified wood.

**SHARE and POST:** Collages or reels of the bioeconomy products you photographed and comment on the items you found and what man-made products you can swap for naturally made versions in your everyday life. Remember to include the hashtags #MyActionsMatter #GlobalActionDays and #GreeningEducation so others can see and compare their bioeconomy finds.



## Activity 2: Climate Ready through Food

Did you know that you need about 1 gram of protein per kg of body weight, per day as part of a healthy diet? Prepare a 24-hour meal plan to show how you can achieve this target using a protein that is either plant-based or low-carbon (or both!)

**SHARE and POST:** A photo of your daily meal plan or pictures of your healthy and low-carbon meals and comment on why you included certain plant-based or low-carbon protein-rich foods in your meal plan. Remember to use the hashtags #MyActionsMatter #GlobalActionDays and #GreeningEducation



# GLOBAL ACTION DAYS



## Activity 3: Climate Ready through Circular Economy

Wasting resources contributes to climate change- it can also block drains and increase the risk of flooding, be eaten by animals on land or in the ocean and can cause people to think it is acceptable to drop even more litter! Find the 'waste hotspots' where litter and waste accumulate in your local community and take a photo, then carry out a clean-up and take another photo.

**SHARE and POST:** Your before and after photos of your waste hotspot clean up and comment on how this waste and litter could have been prevented through refusing, reducing, repairing, and repurposing waste. Remember to use the hashtags #MyActionsMatter #GlobalActionDays and #GreeningEducation



## Activity 5: Climate Ready through Ecosystems Restoration

Birds and their migratory patterns are a great indicator of the impacts of climate change and, the health of ecosystems. Go outside and spend time spotting birds or listening to their song- identify the birds that you see and hear. To help with identification use the free e-Bird app.

**SHARE and POST:** Photos or videos of the bird(s) you spotted and comment on the status of the bird(s) on the IUCN (International Union for Conservation of Nature) Red List of Threatened Species and what needs to be done to keep their populations healthy. Remember to include the hashtags #MyActionsMatter #GlobalActionDays, #GreeningEducation and #GenerationRestoration



## Activity 4: Climate Ready in Changing Weather

As the climate changes, the frequency and intensity of extreme weather events such as flooding, drought, heat, fires, wind, and snowfall are increasing. List the extreme weather events which have affected your country in the last 3 years- map and make a calendar of these events to examine if any patterns are emerging for where and when this extreme weather has occurred.



# GLOBAL ACTION EVERY DAY



| United Nations

## Youth in Action

<https://www.un.org/en/climatechange/youth-in-action>

UNESCO  
United Nations  
Educational, Scientific and  
Cultural Organization

### UNESCO Project Planner Top Tips for Youth Action

HOME PLANNER HOW TO CONTACT

English 中文(简体) Français Русский Español عربي

<https://en.unesco.org/youth/toptips>



# GLOBAL ACTION EVERY DAY



## EARTH: IT'S EVERYBODY'S HOME

In this climate education activity, students use Google Earth tools to explore our natural world and learn more about the work of youth activists for climate change around the world.

Students will:

- Begin to understand which human activities are having an impact on the climate crisis
- Communicate the changes they see happening to their hometown/city
- Understand what a Climate Activist is and learn about ways they are supporting Global Goal 13

*This resource has been made in partnership with UNICEF.*

- Learning Activities
- Ages 8-14 - (Upper Primary/lower secondary/middle school)
- English
- Protecting Planet Earth
- <1 hour

The screenshot shows the UNESCO Trash Hack website. At the top, the UNESCO logo and tagline "Building peace in the minds of men and women" are visible, along with a language selector set to "ENGLISH". A navigation menu includes "HOME", "ABOUT", "NEWS", "SCHOOLS", "CONTACT", and "SIGN UP". The main content area is titled "LATEST TRASH HACKS" and features a call to action: "Share your ideas for the planet with #TrashHack and we could feature them here!". Below this, there are six featured projects, each with a thumbnail image and a brief description:

- Face Mask** – low cost, washable and fashion! #TrashHack from **lvskkenya / KVS/O / Kenia Voluntary Service Organization yre\_mauritius**
- Magic in the wild!** #TrashHack from **lvskkenya / KVS/O / Kenia Voluntary Service Organization yre\_mauritius**
- My #TrashHack routine!** #TrashHack from **yre\_ghana**
- Wear it sustainably! Recycling**
- Magic in the wild!** #TrashHack
- COMPOST PROGRAM AT SCHOOL**



# GLOBAL ACTION EVERY DAY

## Actions for a healthy planet



Every one of us can make choices to protect nature, tackle climate change, and take care of our planet.  
(Illustration: United Nations Department of Global Communications)



**Speak up**



**Save energy at home**



**Walk, bike or take public transport**



**Reduce, reuse, repair and recycle**



**Eat more vegetables  
Throw away less food  
Plant native species**

# CLIMATE ACTION IN SCHOOLS

## 5<sup>th</sup> MAKE YOUR SCHOOL A MODEL OF CLIMATE ACTION

THEME	POSSIBLE WAYS TO MODEL CLIMATE ACTION
Biodiversity and Nature	
Energy	
Responsible Consumption	
Health and Well-Being	

# CLIMATE ACTION IN SCHOOLS

## 5<sup>th</sup> MAKE YOUR SCHOOL A MODEL OF CLIMATE ACTION

THEME	POSSIBLE WAYS TO MODEL CLIMATE ACTION
Litter and Waste	
Transport	
Water	

# CLIMATE ACTION IN SCHOOLS

## 6<sup>th</sup> BUILD COMMUNITY PARTNERSHIPS FOR LEARNING AND TEACHING

- ▶ Host public film nights and workshops to raise awareness about climate change.
- ▶ Lead sustainability tours showing your school's climate action initiatives.
- ▶ Organise community-wide events, such as beach, forest or neighbourhood clean-ups.
- ▶ Work with other schools and local businesses to replicate successful projects.
- ▶ Share climate action stories through social media and local newspapers and radio stations.





# CLIMATE ACTION IN SCHOOLS

## MONITORING PROGRESS

GUIDELINE	NO	YES, BUT WE COULD DO BETTER	YES
<b>School Governance</b>			
1. Set up a climate action team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Teaching and Learning</b>			
2. Teach sustainable development and climate change in all subject areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Teach critical, creative and futures thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Empower students to take action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Facilities and Operations</b>			
5. Make your school a model of climate action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Community Partnerships</b>			
6. Build community partnerships for learning and teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# CLIMATE ACTION IN SCHOOLS

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WE CAN MAKE IT 😊



# CLIMATE ACTION IN SCHOOLS



TEMPORARY EXHIBITION  
florestas  
**SUBMERSAS**  
BY TAKASHI AMANO

A unique and powerful experience  
where art masterfully blends with the  
nature.



<https://www.oceanario.pt/en>

# CLIMATE ACTION IN SCHOOLS

## Schools

Workshops for teachers

Oceanário Shuttle

What can we do?

20 tips to fight climate change

## Schools



Ocean Literacy means understanding the influence of the oceans on Humankind and our influence on the oceans.

The **Oceanário de Lisboa** offers a wide range of educational programmes focused on ocean literacy, including subjects such as earth, life and natural sciences, literature, mathematics and nature conservation.

<https://www.oceanario.pt/en>



# CLIMATE ACTION IN SCHOOLS



Preschool

**1st Cycle**

2nd Cycle

3rd Cycle

Secondary

## 1st Cycle



With original, differentiating and unforgettable educational activities, the Lisbon Oceanarium introduces people to the ocean and its inhabitants, encouraging more active environmental citizenship.

# CLIMATE ACTION IN SCHOOLS

AROUND THE WORLD  
3 BILLION  
PEOPLE  
DEPEND  
ON FISH  
AS A MAIN SOURCE OF  
ANIMAL  
PROTEIN

EACH  
PERSON  
CONSUMES  
19 KG  
OF FISH  
PER YEAR



Oceanário de Lisboa



Many marine species are endangered because they are caught in large quantities or with fishing gears that destroy their habitats. Protecting the oceans is easier than you can imagine. The future of the oceans depends on you.

Photo © Leonardo Gonzalez | Design © Sílvia Pavia Saraiva | 04.2016

# CLIMATE ACTION IN SCHOOLS

## BEST CHOICE

Abundant species, captured or farmed in a sustainable way, respecting the environment.

Atlantic horse mackerel (> 15cm) ●

Cuttlefish (>10cm)

Gilthead seabream (farmed) ●

European hake (>27cm) ●

Common octopus (+>750g) ●

European seabass (farmed) ●

Carpet shell clam (farmed) ●

## GOOD ALTERNATIVES

Species which fishing or farming methods present some concerns; abundant species with few breeders or insufficient information about their status; or species which habitat is at risk due to human action.

Atlantic cod

Wreckfish ●

Gilthead seabream (>19cm) ●

Grouper

European seabass (>36cm) ●

Seabream (>15cm)

European pilchard (>11cm) ●

## AVOID

Vulnerable species, overfished, with deficient management or inadequate fishing or farming methods and/or with impact on the environment.

Atlantic bluefin tuna (<115cm or <30kg) ●

Atlantic cod (<35cm)

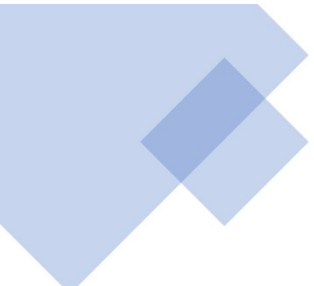
Atlantic horse mackerel (< 15cm) ●

European eel ●

European hake (<27cm) ●

European pilchard (<11cm) ●

Angler fish ●




What I learned?



What I felt?



Where does it take me? What steps do I want to take?







Satisfaction Assessment





*Take time  
to Relax*



# Climate Change and Sustainable Development Goals:

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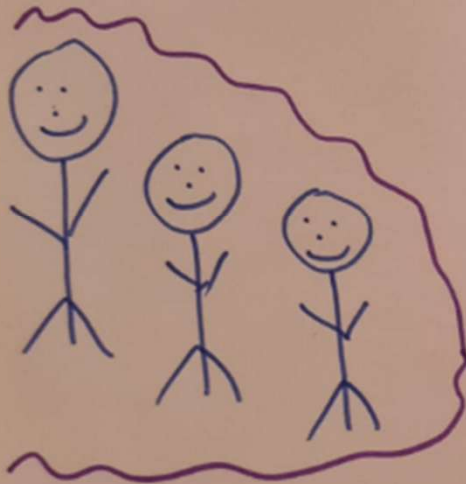
## MATERIALS AND YOUR WORKS



# COGNITIVE SKILLS



(CROATIA)  
1 GROUP



TEACHER



OUR  
COUNTRY  
(PORTUGAL)



2 GROUP  
(ROMÂNIA)

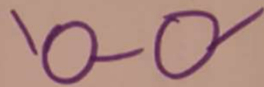




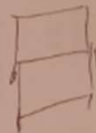
## Activities For Socio-Emotional Skills

- ~~With~~ Analyze their daily behaviour → how it affects effect the environment
- Inspect the school area / home / neighbourhood. What is good / green what is wrong, what it can be changed

- Predictions about new generation



- Hot chair - Role play



○  
Politicians

○  
Kids

○  
Education  
Leaders

- School has to have a common goal that reflect all the curriculum.
- Environmental agents in the community.

Course: CLIMATE CHANGE AND SUSTAINABLE DEVELOPMENT GOALS -  
SMALL ACTS CREATE HUGE IMPACT - Take Action: Go Green

### INVOLVING THE WHOLE SCHOOL COMMUNITY

MEMBERS OF YOUR SCHOOL COMMUNITY	POSSIBLE ROLES
Teachers	<ul style="list-style-type: none"><li>- PREPARE ACTIVITIES FOR THE STUDENTS WITH INTERACTIVE METHODS</li><li>- BE EXAMPLE FOR STUDENTS AND FOR EVERYONE (COMMUNITY, FAMILY...)</li><li>- PROMOVATE GOOD PRATICE</li></ul>
Office Support Staff	<ul style="list-style-type: none"><li>- SUPPORT ACTIVITIES</li><li>- OFFER RESOURCES AND MATERIALS</li></ul>
Families	<ul style="list-style-type: none"><li>- SUPPORT ACTIVITIES AND BE INVOLVED IN IT</li><li>- SUPPORTING GREEN EDUCATION OUTSIDE THE SCHOOL</li><li>- BE EXAMPLE (SORTING THE GARBAGE, RECYCLE, USE BIKES, PLANT TREES AND FLOWERS)</li></ul>
Principals and Administrators	<ul style="list-style-type: none"><li>- PROMOTE ECOLOGICAL IDEAS</li><li>- FACILITATE THE CONTACT WITH OTHER ORGANISATION</li><li>- EXCHANGE EXPIRIENCE WITH OTHER SCHOOLS</li><li>- PROMOVATE GOOD PRATICE</li></ul>

Priority	Strategies What actions will you take? Who is responsible?	Curriculum Connections	Expected Outcomes What specifically are you trying to improve? (Observable, measurable)	Timeframe/ Deadline	Indicators How will you know you are making progress?	Data Collection By what means will you collect evidence of progress?	Results Status, data, or anecdotal evidence
1.	→ COORDINATING TEAM → STUDENTS AND TEACHERS		- REDUCE ENERGY CONSUMPTION,	WHOLE SCHOOL YEAR	HAVE MEETINGS TWICE PER MONTHS		
CONSUMPTION	INVITE EXTERNAL PERSONS TO INFORM	PHISICS, ENVIRONMENTAL EDUCATION	MAKE SOME KNOWLEDGE ABOUT THE TOPIC	1 SEMESTER	2 MEETINGS (INFORM ABOUT THE SCHOOL MEETING) AND HOW DO CAN THEY HELP)	ARTICLE FOR THE SCHOOL (WEBSITE)	WEBSITE
	TO VISIT POWER PLANTS	BIOLOGY	BECOME MORE FAMILIAR WITH REAL LIFE	2 SEMESTER	- ORGANIZE LIFT LET	3D MODEL OF THE POWERPLANT	EXIBITION
2.							

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TEACH CLIMATE CHANGE IN ALL SUBJECT AREAS

Subject	Example of activities
Mathematics	<ul style="list-style-type: none"> <li>- Problem climates - Graphs</li> <li>- Survey - students habits</li> <li>- Design of build. / Plan.</li> <li>- Plan guide</li> </ul>
Science (Biology, Chemistry, Physics)	<ul style="list-style-type: none"> <li>- Quality of products (Analyse products / toxic.</li> <li>- Search medicine plant.</li> <li>- Experiments compare / Biodiversity</li> <li>- Sustainable for - Change in /</li> </ul>
History	<ul style="list-style-type: none"> <li>- Museums - materials - habits</li> <li>- Way living / User metr.</li> </ul>
Geography	<ul style="list-style-type: none"> <li>- attr. between sea empty / - ecosystem</li> <li>- sea level rise</li> <li>- Climate writing</li> <li>- trips / out.</li> </ul>
Language and Literature	<ul style="list-style-type: none"> <li>- Identifying your text - politics</li> <li>- other - <u>Poetry</u></li> </ul>
Physical Education	<ul style="list-style-type: none"> <li>- introduce</li> <li>- sport</li> <li>- NCHN steps</li> </ul>
Arts (Visual Arts, Performing Arts)	<ul style="list-style-type: none"> <li>- Hand made projects</li> <li>- Sculpture / video</li> <li>- Redesign</li> </ul>
Civics / Citizenship Education	<ul style="list-style-type: none"> <li>- green come</li> <li>-</li> </ul>
Foreign Languages	<ul style="list-style-type: none"> <li>- Dictionary / Posters</li> <li>- menu</li> </ul>
Technology / ICT	<ul style="list-style-type: none"> <li>- mails</li> <li>- Make our own / podcast</li> <li>- ketchot / quiz</li> </ul>
Music	<ul style="list-style-type: none"> <li>- composing song</li> <li>- Arrange / arrange</li> </ul>

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TEACH CLIMATE CHANGE IN ALL SUBJECT AREAS

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Mathematics	- Climate change Problems: - Graphics about pollution, sea level, temperature - amount of production → Import products / local products - survey about students habits
Science (Biology, Chemistry, Physics)	experiments
History	Habbits from the past History can be an example, the way of living
Geography	Discover the friendly environmental actions between countries examples
Language and Literature	articles from newspapers Debate
Physical Education	outdoor activities, hiking, use bikes
Arts (Visual Arts, Performing Arts)	- Design cups with recycle materials - 3D cups in <del>sculpture</del> sculptures
Civics / Citizenship Education	take part in an action. cleaning, Student board
Foreign Languages	Dictionary, posters
Technology / ICT	Design games, Kahoot produce a podcast, calculation footprint
Music	Songs, composing

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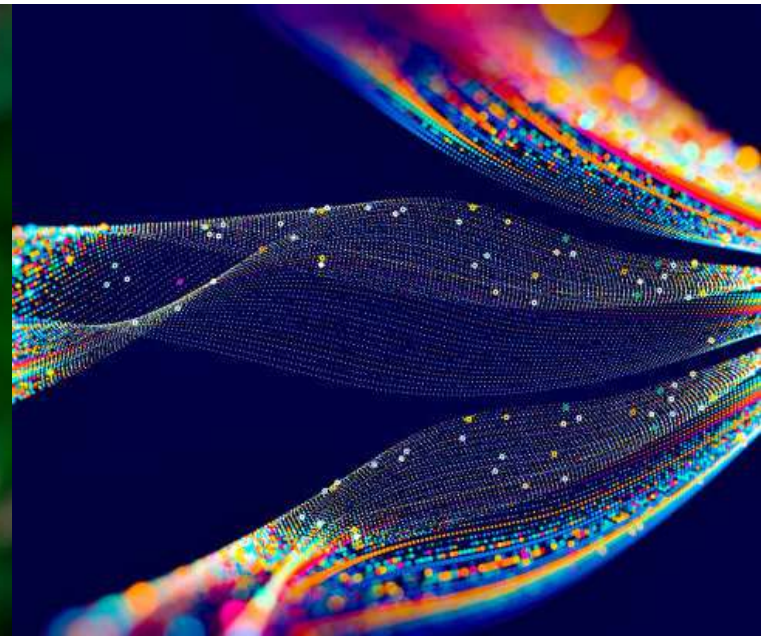
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# SUSTAINABLE DEVELOPMENT GOALS

**1** NO POVERTY

**2** ZERO HUNGER

**3** GOOD HEALTH AND WELL-BEING

**4** QUALITY EDUCATION

**5** GENDER EQUALITY

**6** CLEAN WATER AND SANITATION

**7** AFFORDABLE AND CLEAN ENERGY

**8** DECENT WORK AND ECONOMIC GROWTH

**9** INDUSTRY, INNOVATION AND INFRASTRUCTURE

**10** REDUCED INEQUALITIES

**11** SUSTAINABLE CITIES AND COMMUNITIES

**12** RESPONSIBLE CONSUMPTION AND PRODUCTION

**13** CLIMATE ACTION

**14** LIFE BELOW WATER

**15** LIFE ON LAND

**16** PEACE, JUSTICE AND STRONG INSTITUTIONS

**17** PARTNERSHIPS FOR THE GOALS



## CONTACT US:

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Fundação Cidade de Lisboa