

MODULE 11: CLIMATE CHANGE IN YOUR COMMUNITY

ANSWER SHEET

ACTIVITY ONE

The lesson could start with a discussion about what 'influencing' means, for example affecting the way someone thinks and behaves.

Examples of people who might influence the students are teachers, authors, TV presenters, pop stars, parents, friends etc.

An example of how a person might influence a student might be a TV presenter leading a campaign to switch of lights when there is nobody in the room.

ACTIVITY TWO

Examples of events might be a climate summit at school, a visit to an exhibition, discussions about the causes of an extreme weather event etc

ACTIVITY THREE

Examples of people the student might influence are friends, siblings, parents, local government officials.

They might be influenced by writing a letter to the local official or by the student setting an example of how to use less carbon.

ACTIVITY FOUR

Other examples of carbon footprint and ecological footprint calculators can be found at www.rgs.org/esd. This site also has information about the concepts underlying the formulation of the calculators.

ACTIVITY FIVE

This work builds on research being undertaken in UK universities, particularly Professor David Hicks from the University of Bath, England and universities elsewhere in the world. Students are of course very interested in the future. It is important for the students to realise that what they do now and the lifestyle they lead can have an impact on the future.

In the section on changes you could ask your students the following questions:

1. Which changes interest the students most and why?
2. Where did they get their information from?
3. How accurate is the information?
4. What are the causes of these changes, are some inevitable or are people doing anything to speed up the changes?
5. Who benefits from the changes and who loses out?

6. Do the students welcome the changes or not and what are the reasons for their answers?

If it is possible to interview older people from within the community it might be possible to note trends in the changes. The following questions could then be asked of the students.

1. What changes might occur in the future if the current trends continue?
2. What are the students' plans for their future? For example when might they think they could become parents or grandparents?
3. What are our responsibilities towards future generations?

Students are then asked to imagine life where they live under each of the different scenarios were proposed in a Special Report on Emissions Scenarios (SRES) used elsewhere in this module.