

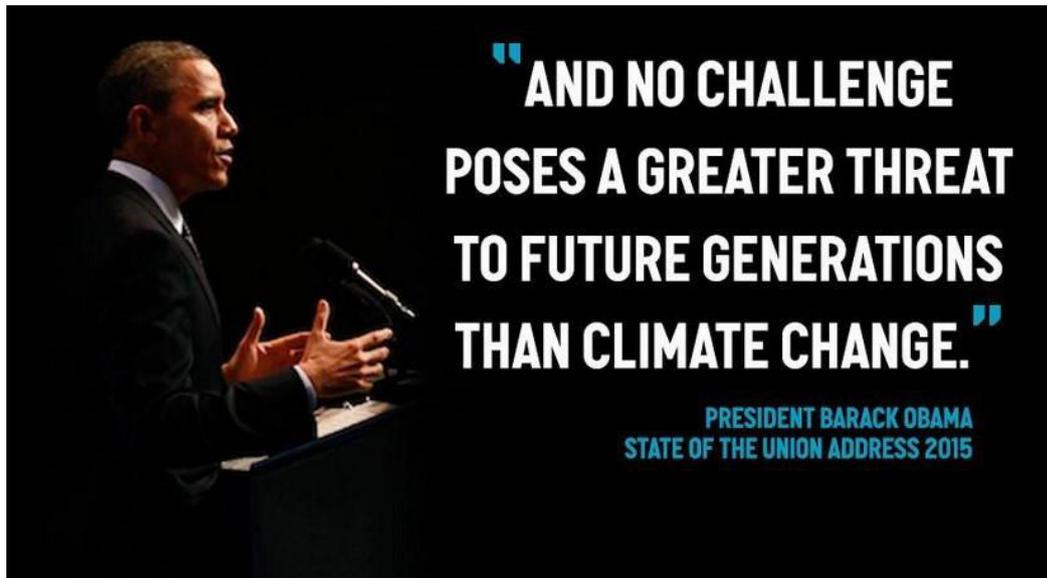
## Cross curricular resource on climate change

For KS3 and KS4 teachers of Spanish, Maths, History, English and Citizenship.



The project 'Global Fairness: Schools as Agents of Change' has been funded with support from the European Commission. The contents of these actions are the sole responsibility of the contractor and can in no way be taken to reflect the views of the European Union.

## Introduction



This cross curricular resource on climate change can be used by teachers as stand-alone topics, or integrated together as part of a drop down day or half term theme. It was created by EPIZ and Leeds DEC as part of the Global Fairness project in 2016.

Subject	Aims of the resource; students will find out	Supporting resources	Pages
Spanish	The social and environmental impacts of climate change	Powerpoint Spanish Worksheets	4-20
Mathematics	Their own global footprint The data to calculate how much CO <sub>2</sub> , how many planets, or how many acres you consume The data using bar graph, stem and leaf plot The range, the outliers, the mean, mode and median and the standard deviation How to use the data to educate the public on these issues	Powerpoint	21-22
English	The difference between fact and opinion	Powerpoint English Worksheets	23-28

	<p>The reliability of different sources of information, and give reasons</p> <p>Using available information to develop their own knowledge and opinions</p> <p>Their findings in a clear and comprehensive manner to the class</p>		
<b>History, Citizenship</b>	<p>The evolution of Human Rights</p> <p>The roles leaders and citizens play in the evolution</p> <p>The relationship between rules and rights</p>	<p>Powerpoint</p> <p>Human Rights reflection tool</p>	29-32

Photo credits: All photos were taken by Corin Ranson and Chris Jackson at the International Youth Conference on Climate Justice, held in Leeds in Oct 2015.

# Spanish

## Efectos del cambio climático en América Latina

### Efectos del cambio climático en América Latina / Social and environmental consequences of climate change in South America

Teaching series: Jana Reinecke-Kaiser, Marcel-Breuer-School Berlin



#### Learning Outcomes:

- Students will be able to identify environmental and social impacts of climate change in Spanish.
- Students will be able to use simple sentence structures to explain environmental and social impacts of climate change through the presentation of a country specific poster.

## Overview of the series:

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### Lesson 1.

The students familiarise themselves with the series theme and develop vocabulary relating to the environmental and social impacts of climate change.

### Lesson 2.

The students consolidate the vocabulary and recognise relationships between environmental and social impacts of climate change. For this purpose, they create a mind map.

### Lesson 3.

After the students have dealt in general terms with the social and environmental consequences of climate change, they research how climate change affects people's lives in various Latin American countries.

### Lesson 4.

The students edit and consolidate the researched information on the impacts of climate change in each Latin American country by presenting them on a poster.

### Lesson 5.

The students present their research results / posters and inform themselves about the impact of climate change in other Latin American counties using the other posters / presentations.

### *Optional:*

### Lesson 6.

Deliver a political speech for a Conference on Climate Change. Repetition and consolidation of the *subjunctive*.

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## Lesson 1: Introduction to series theme

### Focus:

The students familiarise themselves with the series theme and develop vocabulary relating to environmental and social impacts of climate change.

### Materials:

- Spanish PowerPoint
- Instruction sheets (resource 1a and 1b)
- Worksheets on the ecological impacts of climate change - *one per student* (resource 1c)
- Worksheets on the social consequences of climate change – *one per student* (resource 1e)
- Solution list for the ecological consequences and social impacts of climate change (*one for each team of four students*) (Resource 1d and 1f)
- Dictionaries
- Scissors

### Procedure:

**Starter:** The teacher presents the photos (*see PowerPoint*) and asks the students to describe what they see, in Spanish (e.g. lluvia, desierto). After that, students guess what the subject of the series will be (in English!)

The teacher will explain that climate change consists of ecological consequences *and* social consequences.

**Main activity:** In order to familiarise themselves with both subjects, the students work in groups of four.

- 1) Half the groups will receive a worksheet with pictures on the ecological consequences of climate change and a vocabulary box with all the Spanish words in any order (Resource 1a). The other groups will receive a worksheet relating to the social impacts of climate change (Resource 1c).
- 2) The students should then **match the words to the correct pictures** and write them in the corresponding boxes. A dictionary can be used in order to complete this activity.
- 3) When students are finished, the teacher will hand out a solution list for students to check their answers. Following this they cut out the boxes and consolidate the new vocabulary by playing a **memory game** such as pairs.
- 4) Each team then completes the other worksheet so by the end all students should have filled in both vocabulary lists. Finally teams exchange their memory games and practise the vocabulary of the second list.

## (1a) Worksheet- Ecological effects of climate change

**Tareas:** Las fotos muestran diferentes efectos ecológicos del cambio climático. Relaciona las siguientes palabras con las fotos correspondientes y escríbelas al lado de las fotos. Puedes usar un diccionario.

**Tasks:** The photos show the various ecological consequences of climate change. Match the words to the corresponding pictures and write them next to each. You may use a dictionary for this activity.

Vocabulario	Vocabulary
(la) desertificación	Desertification
(las) lluvias fuertes	Heavy rain(s)
(la) subida del nivel del mar	Current sea level rise
los) corrimientos de tierra	Landslide(s)
(las) condiciones metereológicas extremas	Extreme meterological conditions
(la) disminución de biodiversidad	Decrease in biodiversity
(las) tempestades	Storm(s)
(las) inundaciones	Flood(s)
(las) sequías	Drought(s)
(los) incendios forestales	Forest fire(s)
(las) olas de calor	Heat wave(s)
(el) derretimiento de glaciares	Glacial melting

Español

Inglés

### Tareas:

Comprad vuestras soluciones y cortad las casillas con las imágenes y los términos españoles y jugad al memory.

### Tasks:

Check your answers then cut out the boxes with the pictures and spanish terms to test your memory.



**(1b) Worksheet - Social consequences of climate change**

**Tareas:** Las fotos muestran diferentes efectos sociales del cambio climático. Relaciona las siguientes palabras con las fotos correspondientes y escríbelas al lado de las fotos. Puedes usar un diccionario.

**Tasks:** The pictures show different social effects of climate change. Match the following words with corresponding pictures and write them next to the pictures. You may use a dictionary.

Vocabulario	Vocabulary
(la) pobreza	Poverty
(el) desempleo	Unemployed
(la) escasez de agua potable	A drinking water shortage
(las) malas cosechas	Poor harvest
(la) migración	Migration
(las) guerras	War(s)
(las) víctimas mortales	Fatalities
(el) aumento de personas sin hogar	Increasing homelessness
(el) hambre	Hunger
(las) pérdidas económicas	Economic losses/crisis
(las) enfermedades (p.ej. Malaria)	Diseases (e.g. Malaria)

**Español**

**Inglés**

**Tareas:**

Comprobad vuestras soluciones y cortad las casillas con las imágenes y los términos españoles y jugad al memory.

**Tasks:**

Check your answers then cut out the boxes with the pictures and spanish terms to test your memory.



## Lesson 2: Recognising relationships between impacts

**Focus:** The students consolidate the vocabulary and recognise relationships between the environmental and social impacts of climate change. For this purpose, they create a mind map.

### **Materials:**

- PowerPoint
- Memory games from the last lesson
- A3 sheets (*one each for each group of students*)
- Coloured pens / pencils
- Scissors
- Glue sticks
- Language connectives help sheet (Box 1)

### **Procedure:**

**Starter:** Students work in the same or different groups of four. Students play another memory game using the cards from Lesson 1 to refresh knowledge of the new climate change vocabulary.

**Main activity:** Each student takes a Spanish term and sticks it to the mind map (optionally along with the picture). Then students draw (at least) one connecting line between different impacts to show a relationship. Students should aim to annotate their mind map using Box 1 in order to explain the relationships in Spanish.

**Plenary:** Afterwards, each group presents their mind map the rest of the class. Presentations can be delivered at the front of the class or in the form of a gallery tour or through the exchange of posters between groups etc.

(2a) Box I

Así puedes indicar en español causas y consecuencias de un problema	Indicate the causes and consequences of a problem in Spanish
...es una consecuencia de...	...is a result of...
...tiene varias consecuencias, por ejemplo...	...it has several consequences, for example. ...
...se debe a...	...is due to ...
...causa...	...cause...
...lleva a ... / ...da lugar a...	...it leads to / ...results in...
...también afecta a...	...it also affects...
...tiene que ver con...	...it is related to...
...a causa de.../ debido a.../ por...	...because of.../due to...
Otro efecto de... es...	Another effect of ...is...
<b>Ejemplos: / Examples</b>	
<i>Una sequía lleva a la falta de agua potable. / A drought leads to a lack of drinking water.</i>	
<i>Las olas de calor tienen varias consecuencias, por ejemplo malas cosechas. / Heatwaves have several consequences , for example poor harvests.</i>	
<i>Debido a las malas cosechas, mucha gente tiene que sufrir hambre. / Due to poor harvests, many people have to suffer hunger.</i>	

### Lesson 3: Research task

**Main focus:** The students have already dealt in general terms with the social and environmental consequences of climate change; they will now research how climate change affects various **Latin American countries**, particularly in terms of nature and people's lives.

**Materials:**

- PowerPoint
- Computer with internet access (*if necessary the students can do this section at home*)
- Printer and / or coloured pencils
- Large sheets of paper
- Worksheet (resource 3a) and link list (resource 3b)

**Procedure:**

1) The teacher will explain to the students that it is their job to design and create posters to be displayed at the upcoming climate conference which will provide information on the impact of climate change in various Latin American countries. Referring to the PowerPoint, the teacher will talk about the impacts on coffee farmers in Nicaragua. This will provide an example of the kinds of things they should be researching.

2) In small groups the students will research on the internet using the links provided for guidance. Students will use this information to report on the effects of climate change in one of the ten following countries:

*- Argentina, Bolivia, Chile, Ecuador, Guatemala, Honduras, México, Nicaragua, Perú, República Dominicana*

With a class size of 30 in each case 3 students would then deal with a country. In smaller learning groups, of course, not all countries need to be considered.

3) Under the title "Los efectos del cambio climático en [e.g. Nicaragua]" students should create a poster (*at least a sketch*) to:

- Represent environmental and social impacts of climate change in the country (in two different colours).
- Make links between the environmental and social impacts.
- Focus on a current event in relation to climate change.
- Identify where possible mitigation efforts in the country and achievements in climate protection and / or adaptation strategies.
- Inform about the population (e.g. population size, indigenous groups, social indicators), capital and the CO<sub>2</sub> emissions of the chosen country (see material).

### (3a) Lesson Worksheet – Research task

#### **Español**

**Tareas:** Con ayuda de los siguientes enlaces, buscad en Internet información sobre los efectos del cambio climático en "vuestro" país latinoamericano. Fijaos en los siguientes aspectos:

- los efectos ecológicos del cambio climático en el país
- las consecuencias sociales del cambio climático en el país
- datos generales del país (capital, población)
- un acontecimiento actual que tenga que ver con fenómenos meteorológicos extremos o con problemas sociales causados por ellos
- éxitos en la protección del clima / del medio ambiente y/o estrategias de adaptación al cambio climático mismo, en vez de copiar todo el enlace.

#### **Consejos para la búsqueda de informaciones:**

Para vuestra investigación, tened en cuenta que, cuando un artículo es muy largo, no es necesario leer todo. Practicad la manera de lectura rápida, es decir, leer un texto encima, o bien sólo algunos fragmentos, como el primer y el último párrafo, el título etc. A veces hay la posibilidad de buscar un artículo de noticias en la página del periódico

#### **Inglés**

**Tasks:** Using the following links, find information on the Internet about the effects of climate change in "your" Latin American country. Look at the following:

- the ecological effects of climate change on the country
- the social consequences of climate change on the country
- general information about the country e.g. capital, population size
- an actual event that involved extreme weather events or the social problems caused by them
- success in protecting the climate / the environment and/or strategies used to adapt to climate change

#### **Tips for searching for information**

For your research, keep in mind that, when an article is very long, it is not necessary to read everything. Practice skim reading i.e. picking out key words or only reading certain sections of text, such as the first and last paragraph, title etc. It is not always necessary to copy and paste everything.

## Lesson 4:

**Focus:** In small groups, the students secure the researched information on the impacts of climate change in each Latin American country by creating a poster and presenting to the class.

### **Materials:**

- PowerPoint
- Large sheets of paper
- Glue sticks, crayons, rulers, etc.
- Criteria grid for the posters (resource 4a)
- Tabular overview of the various Latin American countries (resource 4b)

### **Procedure:**

- 1) During the first part of the lesson students create, or continue working on, their posters.  
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- 2) If the groups complete their posters within the lesson groups may begin to present their posters to each other. The posters can be presented in various ways.
- 3) During each presentation students should make notes in the tabular overview of Latin American countries (resource 5b) on the ecological and social impacts of climate change in each country.
- 4) If there is time, all groups should receive feedback on their poster. It might be that groups are randomly allocated another group's poster which they will evaluate using the criteria grid (resource 4a).

### (4a) Criteria for the creation and evaluation of posters

Below is a set of criteria to use for the preparation and evaluation of posters.

Group: \_\_\_\_\_ (Student names)

#### Key points

CATEGORIES	POINTS	COMMENTS	YOUR RATING
<b>Content</b>			
Information about the country (capital, population, CO <sub>2</sub> emissions)	7		
Ecological effects of climate change	7		
Social impacts of climate change	7		
Relationships	7		
How topical is it	5		
Climate change / adaptation strategies	5		
Sensible outline	7		
Sources	5		
Total points for the content			/ 50
<b>Language</b>			
Everything written in Spanish; own formulations used	10		
Correct spelling	5		
Correct grammar	5		
Brief, understandable bullet points or sentences	5		
Vocabulary boxes to unfamiliar vocabulary	5		

Total points for the language			/ 30
<b>Layout</b>			
Appealing layout that arouses interest	4		
Clarity (e.g. theme instantly recognisable; subheadings)	4		
Legible type	4		
Matching pictures and / or graphics	4		
Functional use of colors (e.g. different for ecological and social impacts of climate change)	4		
Total points for the design			/ 20
Points scored			<u>      </u> / 100

### Points

100-95	94-85	84-70	69-55	54-45	44-36	35-9	8-0
😊😊😊😊😊	😊😊😊😊	😊😊	😊😞	😞	😞😞	😞😞😞	😞😞😞😞
fenomenal	muy bien	bien	más o menos	aún aceptable	con varias fallas	con fallas masivas	insuficiente

## Lesson 5:

### Focus:

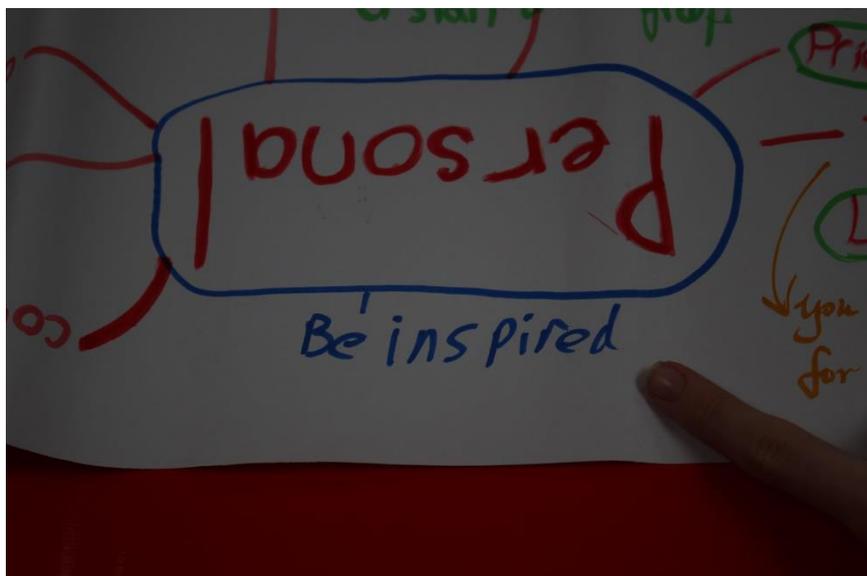
The students **present** their posters in order to inform students about the impacts of climate change in other Latin American countries.

### Materials:

- PowerPoint
- Finished posters
- Criteria grid (4a)
- Tabular overview of the various countries (4b)
- Reflection sheets for teaching series (5a)

### Procedure:

- 1) Groups will present their poster to the class or, if begun the previous lesson, presentation of posters will continue and be completed.
- 2) Using the reference table, students will make a note of social and environmental impacts of climate change in different Latin American countries and complete the sheet (resource 4b)
- 3) Once all the presentations are complete the teacher asks students to identify common impacts of climate change which occur in several Latin American countries today and the teacher will annotate the PowerPoint slide.
- 4) Finally, students reflect on their learning progress, based on the whole series of lessons by filling in the accompanying reflection sheet. If the teacher plans to deliver Lesson 6, the reflection task can come at the end of the next lesson instead.



(5a) Evaluación de la unidad “Los efectos del cambio climático en América Latina“

Unit assessment “The effects of climate change in Latin America”

Yo sé... / I can...		++	+	+-	-	--
<i>...dar ejemplos de los efectos ecológicos del cambio climático</i>	In English					
...give examples of the ecological effects of climate change	en español					
<i>...dar ejemplos de los efectos sociales del cambio climático</i>	In English					
...give examples of the social effects of climate change	en español					
<i>...relacionar los efectos sociales con los efectos ecológicos</i>	In English					
...relate the social effects to the ecological effects	en español					
<i>...resumir qué efectos tiene el cambio climático en América Latina</i>	In English					
...summarise the effects of climate change in Latin America	en español					
<i>...describir las consecuencias del cambio climático en un país latinoamericano</i>	In English					
...describe the consequences of climate change in a Latin American country	en español					
<b>La unidad.../ The unit...</b>						
ha sido interesante / has been interesting						
ha sido muy difícil / has been very difficult						
ha sido demasiado fácil / has been too easy						

**Comentarios:**

## Lesson 6: Writing a speech (optional)

**Focus:** In this additional module, which is designed specifically for high-performance learning groups, the series theme can be deepened. The students put themselves in the shoes of people concerned and formulate claims (in Spanish) to the delegates of the Conference on Climate Change. For this purpose, they apply the grammatical form of the subjunctive.

### **Materials:**

- PowerPoint
- Placemat (Resource 6a in the Spanish worksheets file)
- Language help sheets (Box 2)

### **Procedure:**

The teacher explains to the students that a Latin American delegation may speak at the climate conference and calls on the students on to **formulate demands**, which they will articulate to the delegation at the climate conference.

**Starter:** The students should again work in groups of 4 and each group will receive a placemat. Students will initially write a list of **individual demands** in one of the outer boxes. After five minutes students turn the placemat in order to read the suggestions of other group members. Following this **discuss** the proposals and write their common ideas in the middle of the placemat.

**Main task:** For the main part of the lesson students should write a **speech** for the Latin American Delegation. This should cover both social and ecological effects of climate change in Latin America. In formulating the demands the students should pay attention to the **correct use of the subjunctive**. If they need further help, students may ask the teacher for help sheets (Box 2).

Once completed speeches are collected, they should be corrected by the teacher and possibly marked. The teacher should use the products created by the students for diagnostic purposes to determine how well the contents of the series were understood by the students, whether they were able to present the relevant contexts in Spanish and how secure they are in applying the subjunctive.

## (6b) Box 2

Así puedes expresar en español esperanzas, propuestas y reivindicaciones	So you can express hopes, proposals and demands in Spanish
esperar que + <i>subj.</i>	to hope for / to expect...
pedir algo / pedir que + <i>subj.</i>	to ask for something / to ask ask that...
rogar algo / rogar que + <i>subj.</i>	to beg for something / to plead for....
exigir algo / exigir que + <i>subj.</i>	to demand something / demand that...
reivindicar algo / reivindicar que + <i>subj.</i>	
reclamar algo / reclamar que + <i>subj.</i>	
Es importante que... + <i>subj.</i>	It is important that...
Es necesario que... + <i>subj.</i>	It is necessary that...
Hay que + <i>inf.</i>	We have to....
proponer algo / proponer que + <i>subj.</i>	to suggest something / propose that...
recomendar algo / recomendar que + <i>subj.</i>	to recommend something / to recommend that...
<b>Ejemplos: / Examples</b>	
<p><i>Esperamos que los países industrializados como Alemania o Francia nos ayuden a adaptarnos mejor a los efectos ecológicos del cambio climático. / We hope that industrialised countries like Germany or France will help us better adapt to the ecological effects of climate change.</i></p>	
<p><i>Exigimos dos mil millones de Dólares para las víctimas de los últimos catástrofes naturales en nuestros países. / We demand two million dollars for the victims of recent natural disasters in our countries.</i></p>	
<p><i>Hay que proteger la biodiversidad en la Amazonía. / We have to protect the biodiversity in the Amazon.</i></p>	

# Mathematics



## Learning outcomes

### Students will be able to:

- Calculate individual global footprints (using the powerpoint)
- Use the data to calculate how much CO<sub>2</sub>, how many planets, or how many acres they consume
- Plot the data using bar graph, stem and leaf plot
- Find the range, the outliers, the mean, mode and median and the standard deviation
- Reflect on how to use the data to educate the public on these issues

**Preparation;** If using the power point to help students calculate their footprint, copy the scorecards overleaf; one per student.

The accompanying Global Footprint powerpoint is fairly self-explanatory. It contains some notes to teachers that may be useful in generating discussions or delving deeper into some topics.

### Global footprint scorecard

Waste	
Holiday	
Food	
Water	
Transport	
Electricity	
Heating	
Paper	
Total	

Footnote- the wider economy can add 50% to your score

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Total	

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# English



## Learning outcomes

### Students will be able to:

- Differentiate between fact and opinion
- Assess the reliability of different sources of information, and give reasons for their judgement
- Use available information to develop their own knowledge and opinions
- Present their findings in a clear and comprehensive manner to the class

### Preparation:

Print out Who to believe? (attachment) full set of worksheets for students 1 between 2

Print out Source list (below) 1 between 2.

Print out Background info list (below) 1 between 2.

## Delivery

The accompanying Critical Literacy powerpoint is fairly self explanatory. It also contains some notes to teachers that may be useful in generating discussions or delving deeper into some topics.

On slide 5 of the powerpoint, is the Who do we believe? activity. This activity needs:

- Printed out Who to believe? worksheets
- Sources sheet
- Additional Background sheet.

## Key Word Definitions

**Opinion:** A belief, often firmly expressed as a judgment, but which does not rise to the level of fact. Opinions can be changed as new facts and ideas are presented to the individual.

**Perspective:** The mental state that combines available facts and personal ideas to shape the whole individual

**Fact:** A truth that has been proven and agreed upon by substantial amount of people

**Evidence:** A piece of information that could be true or false, that is used to establish facts or to form a conclusion or judgement

### Sources (answers)

1. NASA
2. The Intergovernmental Panel on Climate Change
3. The findings from a paper authored by 9 scientists
4. Dan Hyde, an award winning financial journalist for The Daily Telegraph
5. Global Warming Policy Foundation (GWFP), a think tank that promotes the idea that climate change requires no political response
6. The Huffington Post
7. Arthur B Robinson, who set up and was president of the Oregon Institute of Science and Medicine.

## **Additional Background Info (answers)**

### **NASA**

Known mostly for space exploration, this organisation also has an extensive website disseminating scientific information on climate change, often with satellite images. This graph shows CO<sub>2</sub> levels in the atmosphere over the past 400,000 years. It is based on the best evidence available – air bubbles trapped in ice from the distant past, and direct measurements of the air more recently. The line goes up at the end showing that levels of CO<sub>2</sub> now are far higher than at any time in the past 400,000 years.

### **The Intergovernmental Panel on Climate Change**

The IPCC was set up in 1988 by the United Nations to sum up all the climate change science in a way that politicians, business leaders and the public can understand. Thousands of scientists are involved in the process.

### **The findings from a paper authored by 9 scientists**

‘Quantifying the consensus on anthropogenic global warming in the scientific literature’, title of a paper published in the scientific journal ‘Environmental Research Letters’ Volume 8, Issue 2 (2013)

**Dan Hyde**, an award winning financial journalist for The Daily Telegraph.

This newspaper is sometimes referred to by critics as the Torygraph, because of its links to and support of the Conservative party. In the political spectrum, it is more right wing. This newspaper later published corrections for this article on its website, after scientists highlighted basic mistakes in the story.

**Global Warming Policy Foundation (GWFP)**, a think tank that promotes the idea that climate change requires no political response)

Nigel Lawson MP set up this “think-tank”, which is funded by wealthy individuals who also sponsor other climate-denying initiatives. The paper was not published in any science journals and has been criticized by other polar bear scientists for using unreliable data. It was used as the basis for news articles in The Daily Telegraph, The Mail on Sunday, The Times, The Express, The Financial Post and others.

### **The Huffington Post**

This international online news source is considered liberal or left-wing politically. It has been called an example of ‘advocacy journalism’, which means it intentionally and transparently adopts a non-objective view point for a social or political purpose. It is considered distinct

from propaganda because it is intended to be fact-based.

**Arthur B Robinson**, who set up and was president of the Oregon Institute of Science and Medicine. This person is a Christian fundamentalist and not a climate scientist, and they authored the Oregon Petition. The Oregon Petition attempted to persuade the US government to not take any action on climate change, and was signed by a number of scientists. Anyone with a degree was allowed to sign it, regardless of the subject of their research. It was presented like a peer-reviewed paper, but was never actually published in any scientific journals.

## Sources (to print)

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2. NASA
3. The Huffington Post
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4. Nigel Lawson MP set up this "think-tank", which is funded by wealthy individuals who also sponsor other climate-denying initiatives. The paper was not published in any science journals and has been criticized by other polar bear scientists for using unreliable data. It was used as the basis for news articles in The Daily Telegraph, The Mail on Sunday, The Times, The Express, The Financial Post and others.
5. Known mostly for space exploration, this organisation also has an extensive website disseminating science on climate change, often with satellite images. This graph shows CO<sub>2</sub> levels in the atmosphere over the past 400,000 years. It is based on the best evidence available – air bubbles trapped in ice from the distant past, and direct measurements of the air more recently. The line goes up at the end showing that levels of CO<sub>2</sub> now are far higher than at any time in the past 400,000 years.
6. This international online news source is considered liberal or left-wing politically. It has been called an example of 'advocacy journalism', which means it intentionally and transparently adopts a non-objective view point for a social or political purpose. It is considered distinct from propaganda because it is intended to be fact-based.
7. This person is a Christian fundamentalist and not a climate scientist, and they authored the Oregon Petition. The Oregon Petition attempted to persuade the US government to not take any action on climate change, and was signed by a number of scientists. Anyone with a degree was allowed to sign it, regardless of the subject of their research. It was presented like a peer-reviewed paper, but was never actually published in any scientific journals.

# History/ Citizenship



## Learning outcomes

### Students will be able to:

- Assess the evolution of Human Rights
- Understand the roles leaders and citizens play in the evolution of Human Rights
- Reflect on the relationship between rules and rights

## Preparation

Print and cut the Human Rights Timeline (overleaf)

Print the Human Rights reflection tool (1 between 2)

## Delivery

The Human Rights powerpoint is fairly self explanatory. It also contains some notes to teachers that may be useful in generating discussions or delving deeper into some topics. There are 3 questions in the powerpoint relating to the on the Hammurabi Code, the Bill of Rights and the UN Convention on the Rights of the Child.

## Plenary

Students fill in the Human Rights reflection tool as a way to process their learning.

## Human Rights Timeline

Cut the along the dotted lines and give a set to students in pairs for them to re-organise

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1754 BC

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### Code of Hammurabi

Hammurabi: ruler of Babylon - supremacy in Mesopotamia

The Code regulates family law, slavery, and professional, commercial, agricultural and administrative law

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539-538 BC

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### Cyrus cylinder

Cyrus: King of Persia

Enactment of laws for the liberation of slaves, to freedom of religion and equality of all people

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268- 232 BC

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### Edicts of Asoka

Asoka: King of India

Edicts: moral and religious issues, call for the moral life and to peace, tolerance and kindness

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1215

Magna Carta

English subjects forced King John of England, to sign the Carta and agree to a range of freedoms for the Church and Rights for free citizens

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1791

Bill of Rights USA

10 Amendments to the US Constitution

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1948

Universal Declaration of Human Rights

Based on experiences of injustice of colonialism and the horrors of World War 2

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1959

Declaration of the Rights of the Child

First provision of rights that are specifically directed towards children

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1989 (entry into force 1990)

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## Convention on the Rights of the Child

Expansion of the rights included in the declaration, including liberty rights as well as welfare rights

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2007

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## Declaration on the Rights of Indigenous Peoples

Recognition of historical injustice (colonialism) and rights specific to the current needs of indigenous peoples

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2010

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UN resolution right to clean water

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2011

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Guidelines of the United Nations for corporate responsibility

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**GLOBAL  
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