



Oide

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Supporting the Professional
Learning of School Leaders
and Teachers

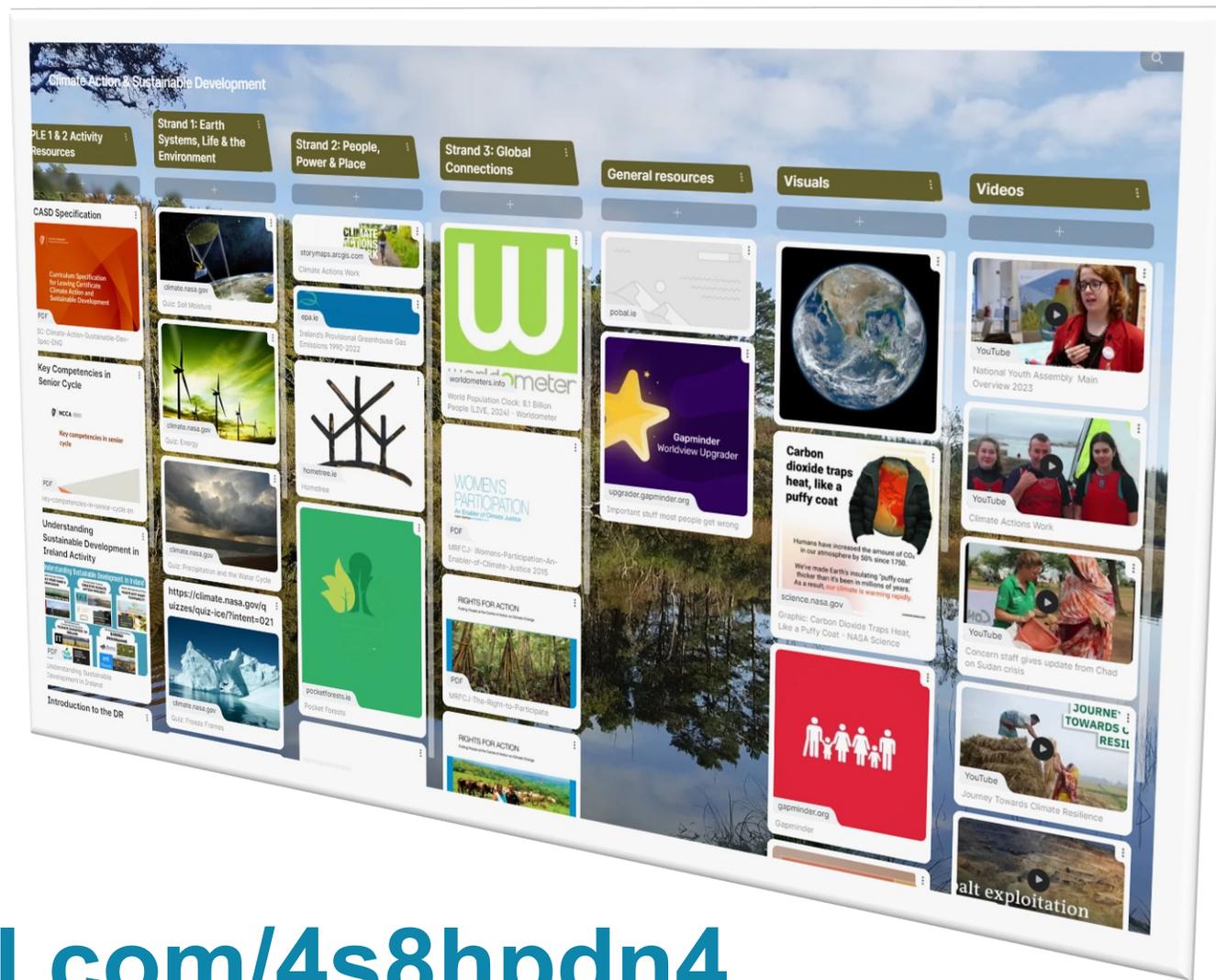
Climate Action & Sustainable Development PLE 2





PLE Overview – Day 2

Session 4	<ul style="list-style-type: none">• Exploring a non-linear integrated approach to working with Learning Outcomes
Session 5	<ul style="list-style-type: none">• Designing learner experiences that support all learners in the Climate Action & Sustainable Development classroom
Session 6	<ul style="list-style-type: none">• An introduction to the Action Project• Consideration of next steps in implementing Climate Action & Sustainable Development



<https://tinyurl.com/4s8hpdn4>



Learning Intentions Day 2

- To understand how learning in the Climate Action & Sustainable Development classroom increases students' capacity to act
- To engage meaningfully with the specification to create a learner experience
- To provide an overview of the Action Project and reflect on the Climate Action & Sustainable Development specification



Activity



Reading



Feedback



Reflection



Key Messages

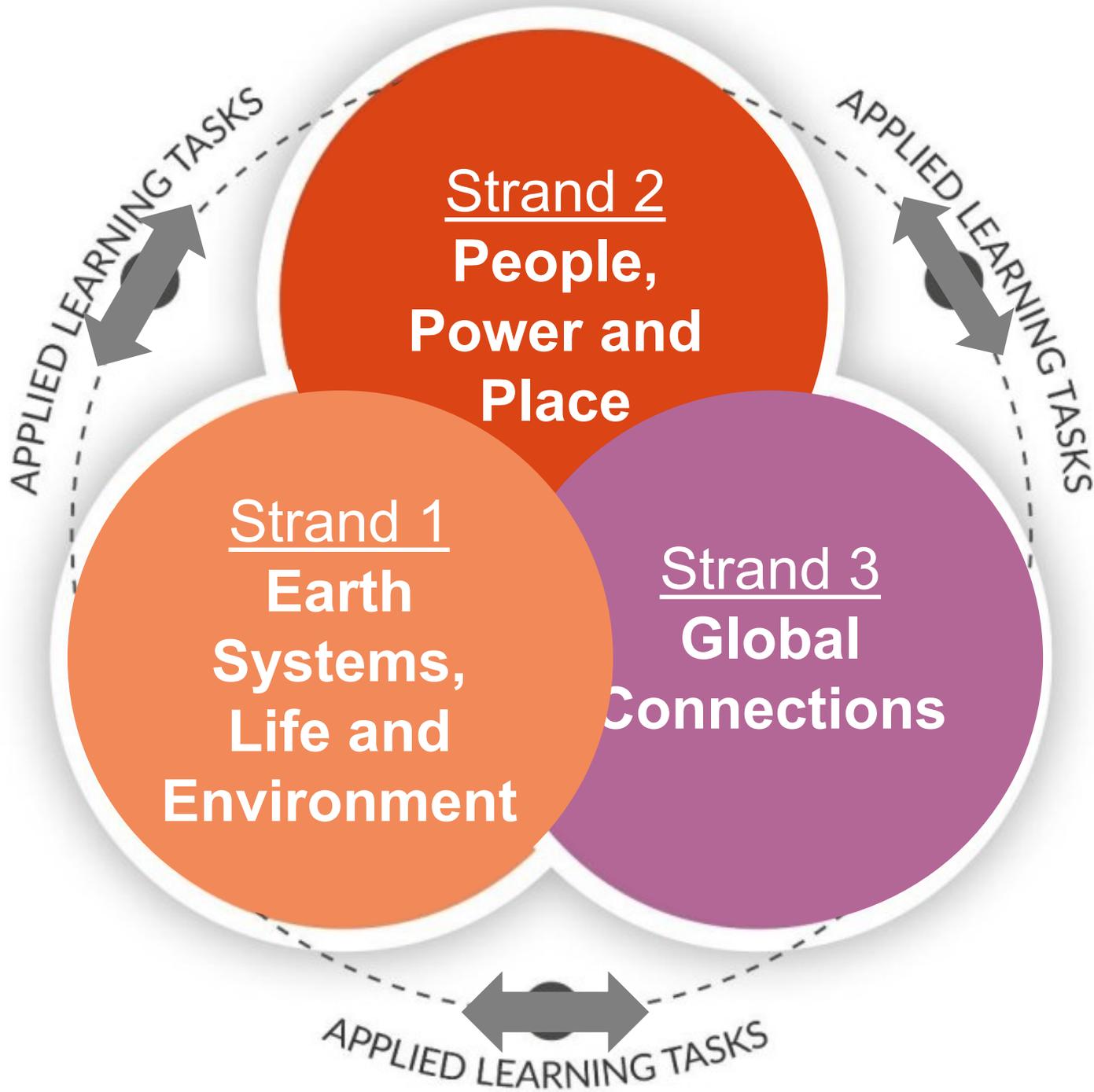
Non-linear integrated approach
Learning across the strands
Interconnected core concepts and principles

Students can experience the learning outcomes through appropriate classroom and place-based experiences

The Action Project is an opportunity for students to **build on their experiences** to date & demonstrate learning related to the **Learning Outcomes** of the **Applied Learning Tasks** strand as well as learning outcomes from the other strands



Applied Learning Tasks



Applied Learning Tasks

Exploring the Specification Learning outcomes

Students learn
about
column

Students should be
able to
column

Action Verbs



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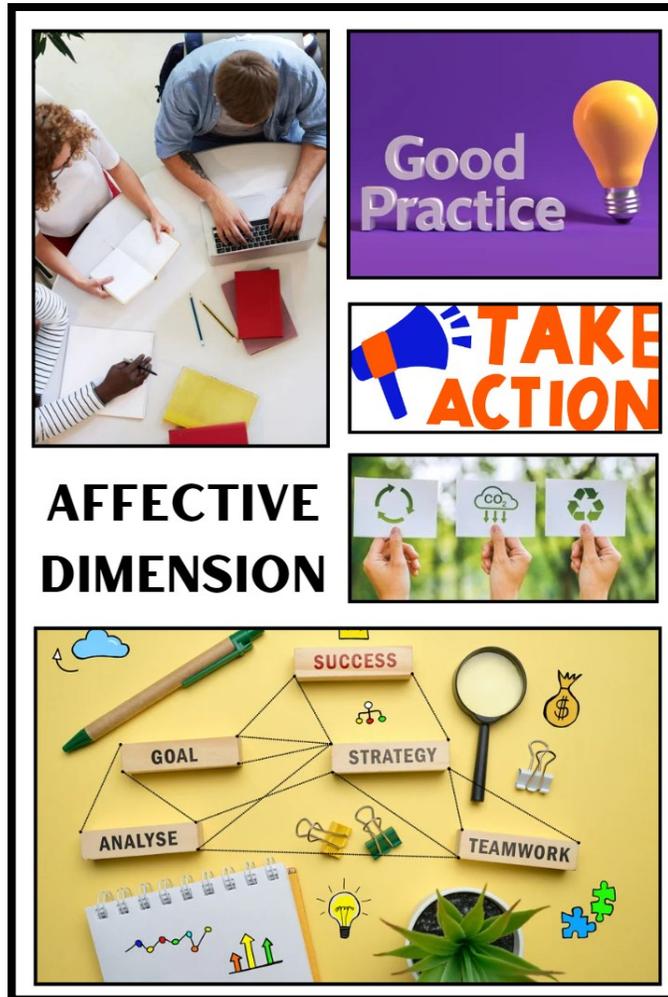
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Session 4

Teaching and Learning in Climate Action & Sustainable Development



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- wide range of teaching and learning approaches
- build on existing good classroom practices through:
 - attention to the nature of action
 - the nature of the learning space
 - the affective dimension of learning in this subject



Group Activity

1. Photo Stimulus



2. Reading Background Information (DRC)

Climate Justice Key Concepts

- EQUITY & FAIRNESS**
 - the importance of equal distribution of resources and responsibilities in addressing climate change.
 - acknowledgement of historical contributions of industrialized nations to greenhouse gas emissions and how this has impacted vulnerable people & communities.
- HUMAN RIGHTS**
 - climate change poses a huge threat to fundamental human rights, i.e. the right to health, housing, water & food.
 - efforts to mitigate and adapt to climate change to protect human rights are essential.
- VULNERABLE PEOPLE**
 - impacts of climate change on vulnerable people are disproportionate (i.e. indigenous peoples, developing countries).
 - vulnerable people often have the least resources to adapt to climate impacts and are more likely to be affected from climate-related disasters.
- INTERGENERATIONAL RESPONSIBILITY**
 - current actions and policies will significantly impact the well-being of future generations.
 - sustainable practices should ensure a healthy planet for future inhabitants.
- COMMUNITY EMPOWERMENT**
 - the promotion of the involvement of affected communities in decision-making processes.
 - local knowledge and expertise are essential in order to create both effective and equitable climate solutions.
- CLIMATE ADAPTATION & MITIGATION**
 - justice principles should be considered when addressing climate change to ensure just & inclusive adaptation & mitigation.

Climate Injustice Key Concepts

- HISTORY**
 - countries which have contributed the most to climate change in history (i.e. industrialized countries) put the burden of its impacts on developing countries, which are the least ones responsible for climate change.
 - this is both morally and ethically wrong when it comes to accountability.
- LACK OF ACCESS TO RESOURCES**
 - vulnerable people and their communities often have no access to the resources needed to adapt to climate change (i.e. financial support, infrastructure, technology).
 - this makes them more vulnerable to the impacts of climate change.
- LIMITED POLITICAL POWER**
 - limited political power and government representation has led to many affected communities being overlooked.
 - both their needs and voices are consistently being overlooked when it comes to climate policy discussions and decision-making processes.
- ENVIRONMENTAL RACISM**
 - many marginalized communities are often exposed to environmental hazards such as pollution, wildfires, flooding, etc.
 - this unfairness is a core aspect of climate justice.
- UNEQUAL IMPACTS**
 - climate injustice occurs when certain populations experience more negative impacts from climate change as a result of systemic inequalities, i.e. race, poverty.
 - this can generate a cycle of disadvantage.

OT MOITUDNOCHTINTH E DRA COBHO

Map of the Democratic Republic of Congo with major cities labeled: Kinshasa, Lubumbashi, Mbuji-Mayi, Kisumu, and Mbandaka.

Climate Injustice in the Democratic Republic of Congo

Section 1: **Displacement of People & Livelihoods**

Section 2: **Health Impacts**

Section 3: **Community Impacts**

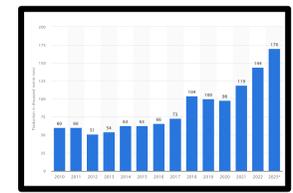
Section 4: **Displacement of People & Livelihoods**

Section 5: **Health Impacts**

COBALT MINING IN THE D.R.C.

Your Phone Runs on Cobalt From DR Congo

Images showing cobalt mining activities in the Democratic Republic of Congo, including workers in a mine and a person handling cobalt ore.



Simulation Exercise

Teacher Activity - What do you see?



Top 10 minerals powering
your mobile phone:



1. Gold
2. Lithium
3. Aluminium
4. Cobalt
5. Copper
6. Lead
7. Nickel
8. Plastics
9. Silver
10. Zinc





Climate Justice Key Concepts

EQUITY & FAIRNESS

- the importance of equal distribution of resources and responsibilities in addressing climate change.
- acknowledgement of historical contributions of industrialised nations to greenhouse gas emissions and how this has impacted vulnerable people & communities.



INTERGENERATIONAL RESPONSIBILITY

- current actions and policies will significantly impact the well-being of future generations..
- sustainable practices should ensure a healthy planet for future inhabitants.



HUMAN RIGHTS



- climate change poses a huge threat to fundamental human rights, i.e. the right to health, housing, water & food
- efforts to mitigate and adapt to climate change to protect human rights are essential.



COMMUNITY EMPOWERMENT

- this promotes the involvement of affected communities in decision-making processes.
- local knowledge and mindset are essential in order to create both effective and equitable climate solutions.

VULNERABLE PEOPLE

- impacts of climate change on vulnerable people are disproportionate i.e. indigenous peoples, developing countries.
- Vulnerable people often have the least resources to adapt to climate impacts and are more likely to be affected from climate-related disasters.



CLIMATE ADAPTION & MITIGATION

- Justice principles should be considered when addressing climate change to ensure just & inclusive adaption & mitigation



Climate Injustice Key Concepts

HISTORY

- countries which have contributed the most to climate change in history i.e. industrialised countries, put the burden of its impacts on developing countries, which are the least ones responsible for climate change.
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LACK OF ACCESS TO RESOURCES

- vulnerable people and their communities often have no access to the resources needed to adapt to climate change i.e. financial support, infrastructure, technology.
- this makes them more vulnerable to the impacts of climate change.



LIMITED POLITICAL POWER

- limited political power and government representation has led to many affected communities cut off.
- both their needs and voices are constantly being overlooked when it comes to climate policy discussions and decision-making processes.



ENVIRONMENTAL RACISM

- many marginalised communities are often exposed to environmental hazards such as pollution, wildfires, flooding etc.
- this unfairness is a core aspect of climate injustice.



UNEQUAL IMPACTS

- climate injustice occurs when certain populations experience more negative impacts from climate change as a result of systemic inequalities, i.e. race, poverty.
- this can generate a cycle of disadvantage.



Climate Justice/Injustice Key Concepts



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INTRODUCTION TO THE DR CONGO

Democratic Republic of Congo Map



- The capital of the DR Congo is Kinshasa, located on the Congo river
- DR Congo is located in central Africa.
- It has a 40km coastline on the Atlantic Ocean
- Second largest country on the Continent

- Government: Constitutional Republic
- President Felix Tshisekedi (2023)

- Colonised by Belgium in the 1870s
- Gained independence from in 1960

The population of DR Congo is 109.2 million
Population Density is 40.9 people per square Km



GNI per Capita is \$610 per person



Life Expectancy: 52years (men)
62 years (women)



Human Development Index (HDI) 0.479 (179 out of 191 countries)



Cobalt, Copper, Hydroelectrical Power potential, Arable land, Rainforest



Languages: French, Kituba, Lingala, Swahili, Tshiluba



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Climate Injustice in the Democratic Republic of Congo

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Deforestation & Land Degradation

- second largest rainforest in the world
- illegal logging, mining and agricultural expansion
- disrupts local ecosystems & the livelihoods of indigenous and rural communities




Biodiversity Loss

- industrial activity has led to a decline in biodiversity i.e. loss of forests and habitats
- ecological balance has been disrupted leading to numerous species under threat.
- local communities have a huge reliance on these ecosystems for food, medicine and, agricultural practices.




Increased Vulnerability for the Most Vulnerable

- the most vulnerable people such as indigenous people or rural populations are often the most impacted by climate change.
- extreme weather events, changing rainfall patterns, and rising temperatures can wreak havoc for the most vulnerable people.
- climate injustice exacerbates this vulnerability even more as many of these communities have limited access to resources & technology.

Displacement of People & Land Conflict

- environmental degradation has led to the displacement of people.
- the extraction of resources often leads to social tensions adding to existing inequalities.
- indigenous communities often face land dispossession without compensation.

Economic Inequality

- multinational corporations often reap the rewards of resource extraction. Meanwhile local communities bear the environmental cost.
- economic inequality perpetuates poverty and this is a barrier for people in these communities to advance in areas of sustainable practices or indeed adapt to climate change.

Health Impacts

- environmental degradation i.e. deforestation can increase the spread of vector-borne diseases such as malaria & lyme disease.
- pollution from industrial & mining activities can cause pollution causing water sources to be contaminated which can cause health crises.

Indigenous Knowledge Neglected

- indigenous communities have an invaluable traditional knowledge about sustainable land management and conservation practices.
- climate injustice often ignores the voices of these people in decision-making processes.
- this can lead to the implementation of policies that do not reflect their needs or their know-how, which can lead to further environmental degradation.

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Reading material



COBALT MINING IN THE D.R.C.



Your Phone Runs on Cobalt From DR Congo

Countries with the largest cobalt mine production in 2021 (in metric tons)



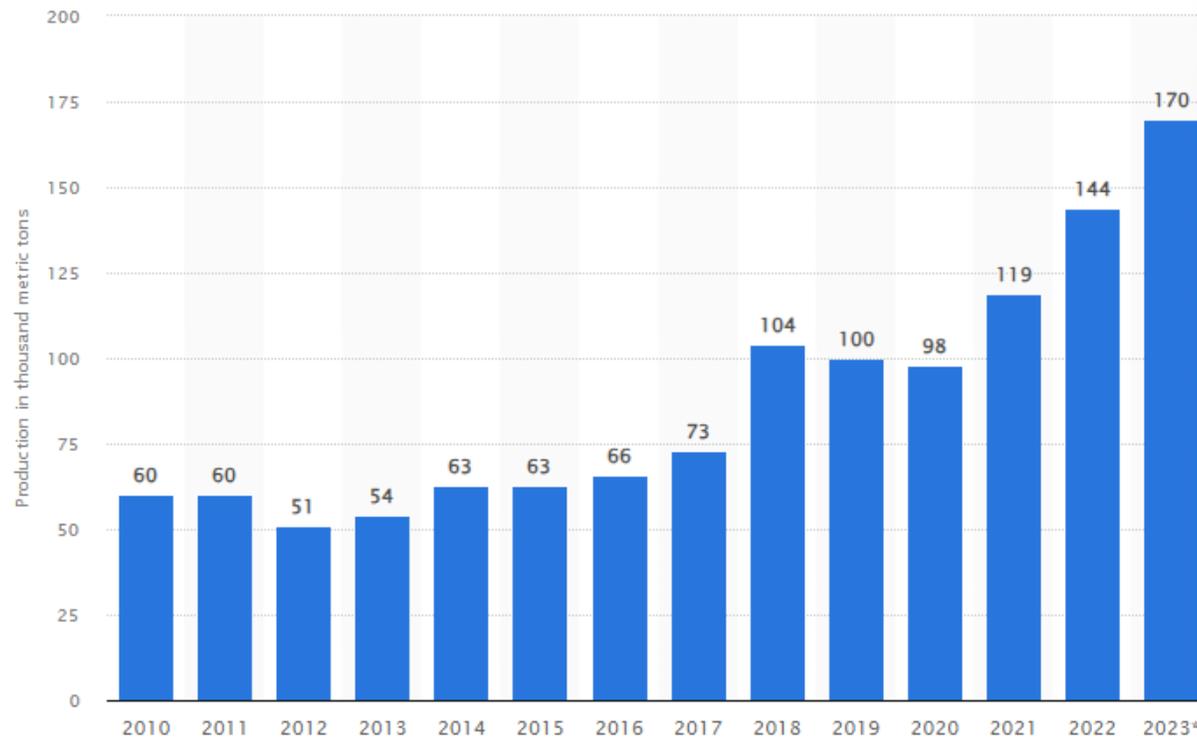
Cobalt is a key component of lithium-ion batteries commonly used in smartphones and other small electronic devices.

Source: U.S. Geological Survey via Statista DossierPlus - 'Mining Industry in Africa'



statista

Mine production of cobalt in DR Congo (2010 -2023) (in 1,000 metric tonnes)



Teacher Activity: Voices of the Congo



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Activity Steps

Step 1: Each group has a stakeholder profile at your table – business owner, teenager, a member of an NGO, government official and a farmer. Your profile card will include information about that person, their interests, benefits challenges of the new mine for them.

Step 2: Each group will discuss and develop a position on a new mining project planned for their local area considering how the mine could impact their local community and the environment.

Step 3: Each group prepares a brief presentation on flipchart paper or a statement from their stakeholder's perspective, outlining their **concerns, proposed actions, and solutions.**

Step 4: A representative from each group presents their position to the entire group



Concerns

**Proposed
Actions**

**Should the mining company be granted a
licence for this mine?**

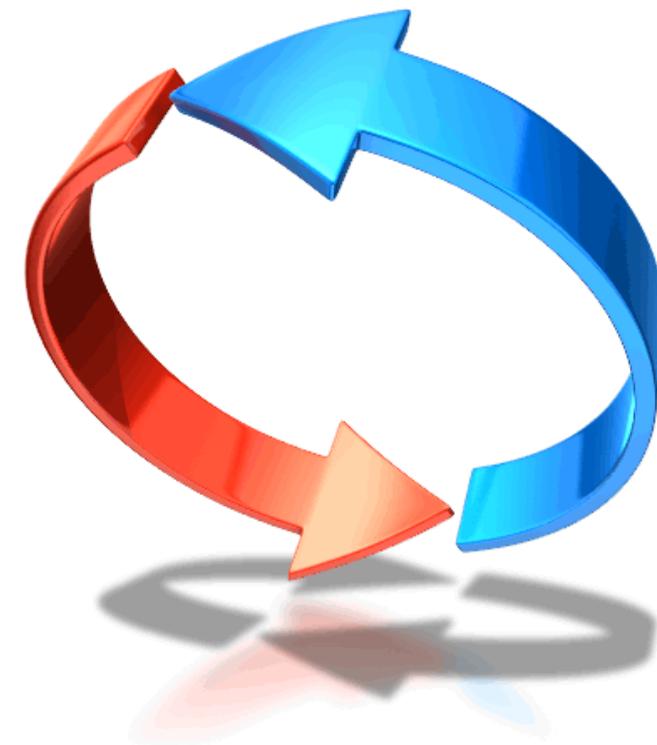
Solutions





Organise Action

How would you guide your students to plan and design a potential action to address climate injustice?





Reflection

- Discuss how this activity could influence your students' understanding of climate justice/injustice?
- How do you think your students understanding of global issues would be broadened if they were to undertake this activity?





Consider

- Which **key competencies** are experienced during this activity?



- Which **learning outcomes** are engaged with across the strands?





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“All human beings are born free and equal in dignity and rights. Yet, when it comes to the effects of climate change, there has been nothing but chronic injustice and the corrosion of human rights.”

Mary Robinson





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Session 5



Learning intentions Day 2

- To understand how learning in the Climate Action & Sustainable Development classroom increases students' capacity to act
- **To engage meaningfully with the specification to create a learner experience**
- To provide an overview of the Action Project and reflect on the Climate Action & Sustainable Development specification



Teacher Activity

- Create a learner experience
- Action based
- Student centred
- Enquiry led
- Link to learning outcomes across the strands
- Link to Applied Learning Tasks
- Key Competencies experienced

- 1. Indonesia**
- 2. Bangladesh**
- 3. Amazon, Brazil**
- 4. Ireland**
- 5. Chad**



Sample Learner Experience Template



Issue:
Learner Experience:
What Learning Outcomes did you engage with?
Applied Learning Task
Which Key Competencies did you engage with during the learner experience?
Assessment (Action Verb):



Sample Learner Experience Template



Issue: Climate Justice in the DRC
Learner Experience: <ul style="list-style-type: none">• Photo stimulus, reading background information on the DRC• “Voices of the Congo” simulation exercise. Discussion, take action.
What Learning Outcomes did you engage with? 2.3, 1.6
Applied Learning Task Applied Learning Task 2.1, Applied Learning Task 1.2
Which Key Competencies did you engage with during the learner experience? Thinking and problem solving
Assessment (Action Verb): Outline, Illustrate Explore, Analyse
Resources: www.concern.net , photo stimulus





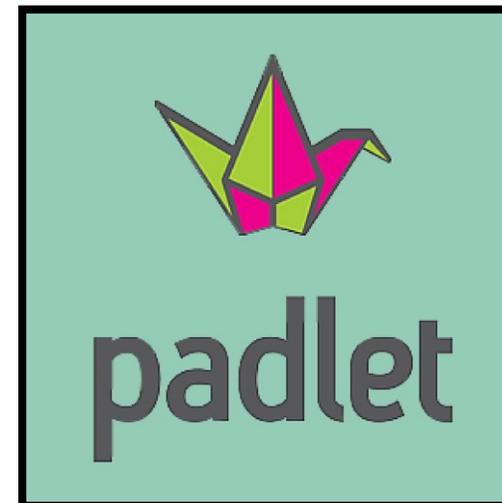
As you design this learner experience consider how you might assess the learning:

- Consider the **‘Students Learn About’** column
- Consider the **‘Students should be able to’** column
- Consider the **Action Verbs** and how they might guide you on how to assess the learning



Teacher Activity

- Add your learning experience to the **Learner Experience Padlet**
- All resources shared with teachers





Reflection on Learner Experience

How do you think the learner experience you have created would support your students' understanding of climate justice/injustice?





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“Climate change is the single greatest threat to a sustainable future, but, at the same time, addressing the climate challenge presents a golden opportunity to promote prosperity, security and a brighter future for all”

Ban Ki-Moon, Former Secretary-General of UN





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Supporting the Professional
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Session 6



Learning intentions Day 2

- To understand how learning in the Climate Action & Sustainable Development classroom increases students' capacity to act
- To engage meaningfully with the specification to create a learner experience
- **To provide an overview of the Action Project and reflect on the Climate Action & Sustainable Development specification**

Action Project Guidelines

Weighting
of
40%

Action Project
up to **20** hours
to complete

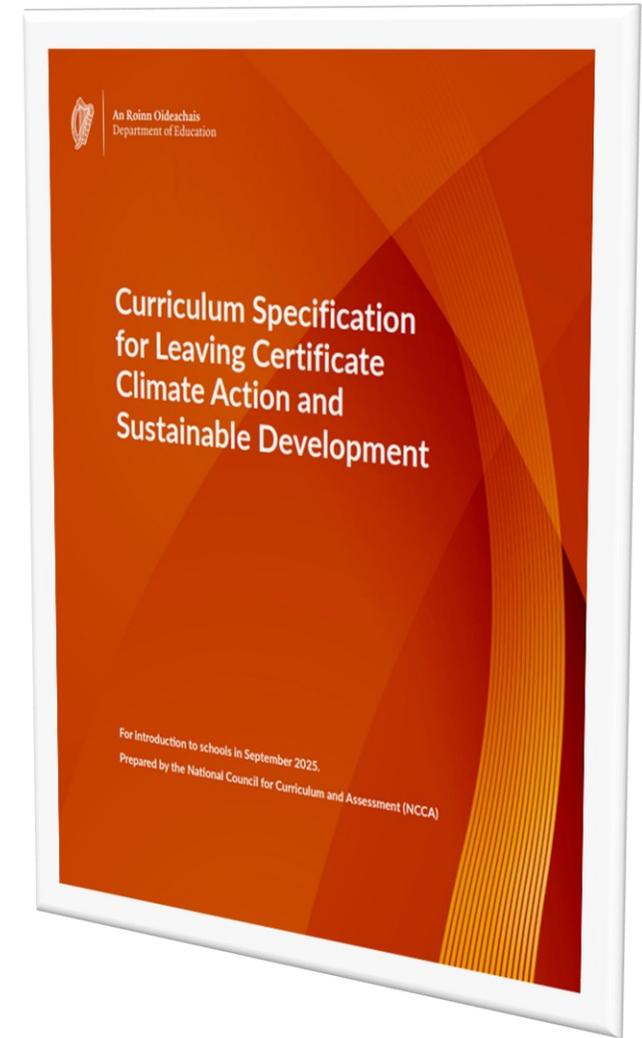
Common
Brief
issued
annually
by SEC





Action Project

- Read the information on the Action Project on pages: 28-30

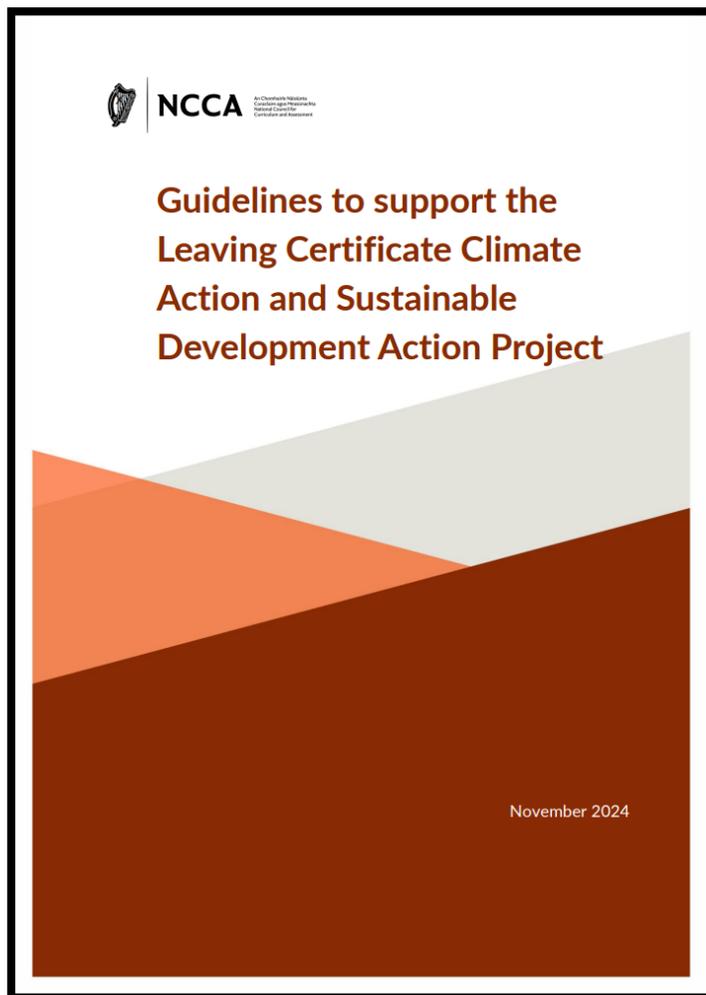


Pgs. 28 -30

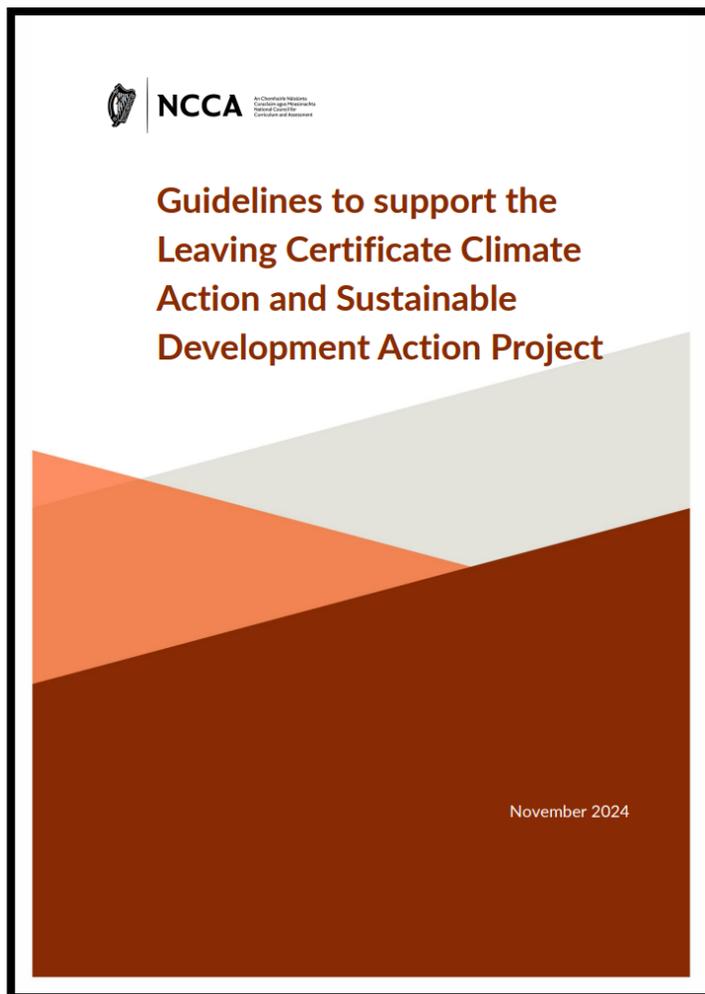




Guidelines to support the Leaving Certificate Climate Action and Sustainable Development Action Project



- NCCA have provided Guidelines to support the Action Project
- These Guidelines are available to teachers on curriculumonline.ie
- A brief for the conduct of the Action Project will be published annually by the State Examinations Commission (SEC) in term 2 of year 1



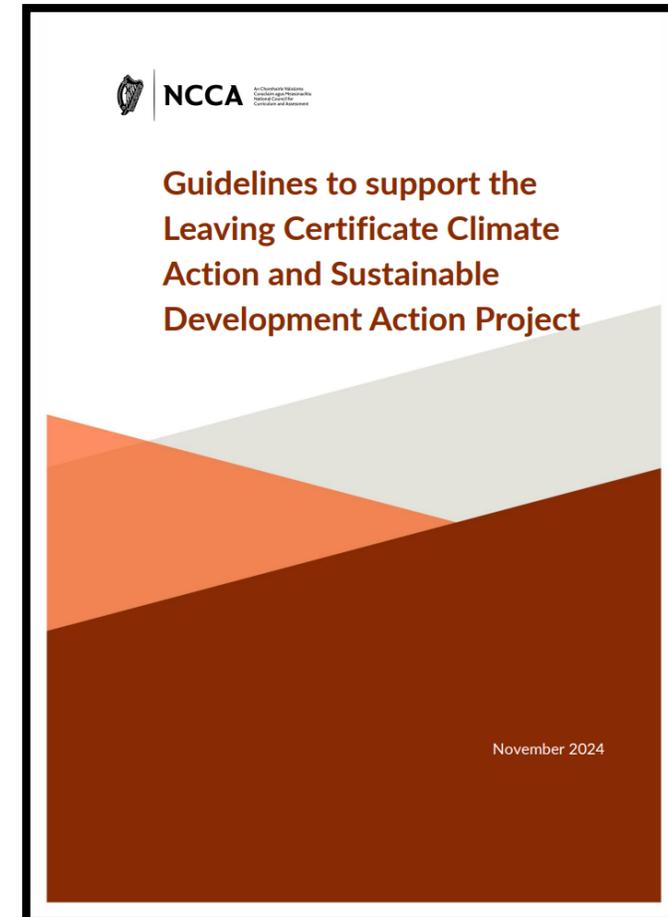
www.curriculumonline.ie



Teacher Activity

Silent Reading Activity

- Overview of the Action Project (pg. 2)
- List the stages in the process for the completion of the Action Project (pgs. 3-8)
- Role of the teacher (pgs. 12-13)
- Prompt Questions (pg. 14)





Further points to note:

- The Action Project is designed to naturally integrate into everyday teaching and learning in classrooms
- Action Project Journal will be submitted and assessed individually
- Engagement with the Applied Learning Tasks (ALTs) of Strand 4 is pivotal to students' readiness to carry out their Action Project
- Teachers should not provide any excessive or inappropriate support to students, such as editing draft work or providing model text or answers to be used in the students' Action Project Journal



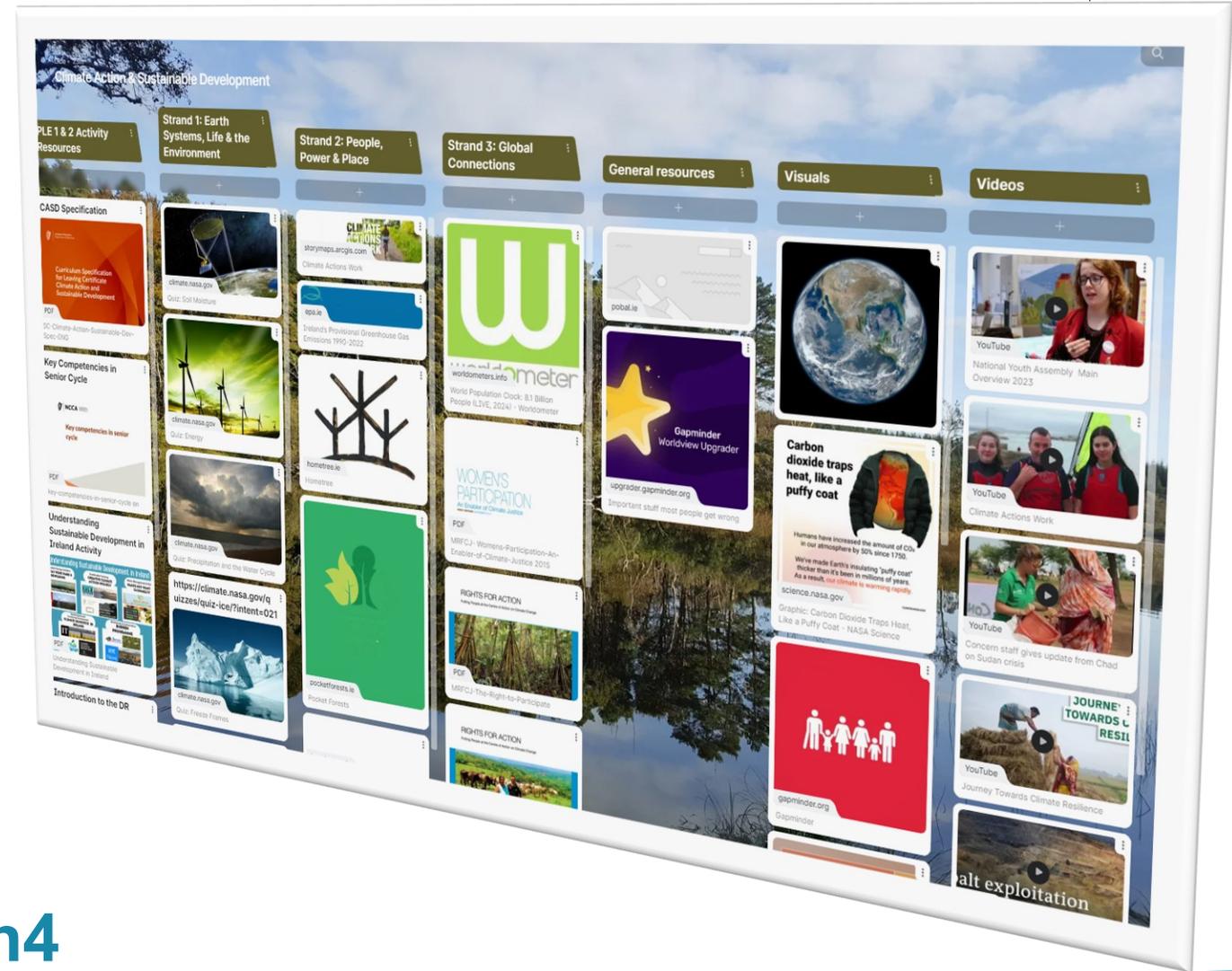
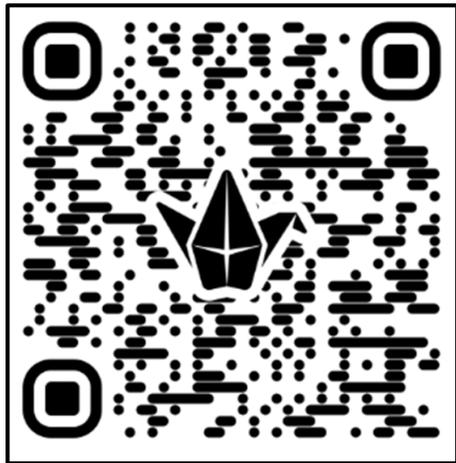
Teacher Group Activity

- What do you think the **benefits** of the Action Project will be for you and your students?
- What **opportunity** for skills development already exist at JC and TY to support students in the Action Project?





A Reminder of shared Resources



<https://tinyurl.com/4s8hpdn4>



Teacher Reflection Activity

- What are your takeaways from today?
- Consider your next steps in planning for the implementation of Climate Action and Sustainable Development





Key Messages

Non-linear approach

Learning across the strands

Interconnected core concepts and principles

Students can experience the learning outcomes through appropriate classroom and place-based experiences.

The Action Project is an opportunity for students to build on their experiences to date & demonstrate learning related to the Learning Outcomes of the Applied Learning Tasks strand as well as learning outcomes from the other strands



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"In a gentle way, you can shake the world."

Mahatma Gandhi





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Thank you