

MODULE 11: CLIMATE CHANGE IN YOUR COMMUNITY

STUDENT ACTIVITY 1-5

UNA-UK held four conferences in 2008-2009 to discuss climate change from an international, national and local perspective in Birmingham on 7 June 2008, Belfast on 6 November 2008, London 30 April 2009 and Edinburgh 6 June 2009. These events helped to generate a critical mass of support and pressure in the UK for British leadership in the global fight against climate change in the run-up to the Copenhagen summit. These were global events to discuss the effects of climate change and to influence governments to take action. People can also take action more locally to make changes to their thinking and behaviour to tackle climate change.

ACTIVITY ONE

1. Make a list of all the people who influence the way you live your life, you could discuss this with other students in your class and at home.
2. Put your name in the centre of a piece of paper and draw lines to the names of the people who influence you. The length of the line represents how much the person has influenced you. Write a brief explanation of how this person has influenced you alongside their name.
3. Compare your diagram with other people in your class and school

ACTIVITY TWO

1. Make a list of all the events that have influenced you and your attitude towards ways in which to tackle climate change.
2. Put your name in the middle of a piece of paper and draw lines to the events to represent how much and how they have influenced you.
3. Compare your diagram with other people in your class and school.

ACTIVITY THREE

1. Make a list of all the people you influence. Are these the same people as were named in activity one?
2. Put your name in the centre of a piece of paper and write the names of the people you influence most nearest to your name and the names of the people you influence least towards the edges of the paper.
3. Has your influence on people increased since studying about climate change?

ACTIVITY FOUR

1. Use a carbon footprint calculator such as the one at http://www.yourclimateyourlife.org.uk/1_footprint.html
2. Does knowing the size of your carbon footprint influence you to change your way of life?

PERSONAL ACTIVITY

→ Ask people who are not in your school or class, for example members of your family to do the tasks above, compare and discuss them

Are these diagrams a useful way of helping you to become more aware of the effects of climate change?

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You will all be interested in your future, but you need to be aware that what you do now, the decisions that you make and the lifestyle you lead can all affect your future.

The questions in the table below are designed to get you thinking about your future and the future for the place in which you live, as well as thinking about the future for our planet. Remember there are no right or wrong answers it is your ideas that are important.

WHAT THREE THINGS DO YOU LIKE ABOUT YOUR LOCAL AREA?			
WHAT THREE THINGS DO YOU DISLIKE ABOUT YOUR LOCAL AREA?			
WHAT ARE THREE HOPES YOU HAVE FOR YOUR LOCAL AREA?			
WHAT THREE FEARS/CONCERNS DO YOU HAVE FOR YOUR LOCAL AREA?			
WHAT ARE THREE CONCERNS DO YOU HAVE FOR THE PLANET?			

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Places and people change over time. You will already have noticed things changing through the seasons. Buildings change or plants grow and this will alter the world. Older people may well reminisce about when they were children and what life was like then. Try to fill in the table below.

THINGS THAT ARE CHANGING

IN MY LIFE	WHERE I LIVE	IN MY COUNTRY	IN THE WORLD

Can you find any images of places that have changed now? Why do you think those changes occurred?

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There are many possible futures, some better than others and what we do now will affect what happens.

A number of different scenarios were proposed in a Special Report on Emissions Scenarios(SRES)

- **A2 is a high carbon world**, medium-high emissions scenario. This is based on a fairly divided world, where nations are self reliant and operate independently. Population rises continually, economic development is mainly regional and technological change is slow and fragmented.
- **A1B is a medium carbon world**, medium-low emissions scenario. This is based on a more integrated world. There is rapid economic growth on a global scale, technological change is fast and efficient, and there is a balanced emphasis on all energy sources. Global population rises to 9 billion in 2050 then declines.
- **B1 is a low carbon world**, low emissions scenario. This is based on a more integrated and ecologically friendly world. There is rapid economic growth as in A1 but with rapid changes towards a service and information economy. Global population rises to 9 billion in 2050 then declines. Clean and resource efficient technologies are introduced and global solutions to economic, social and environmental stability are emphasised.

In your group or class you could discuss what might happen if each of these scenarios came about.

Choose one of the scenarios and do the following:

- Make a collage of the possible newspaper headlines in 30 years time.
- Make a drawing of a settlement in the future.

Has undertaking this activity influenced your decisions about how you will try to adapt your lifestyle in the future?