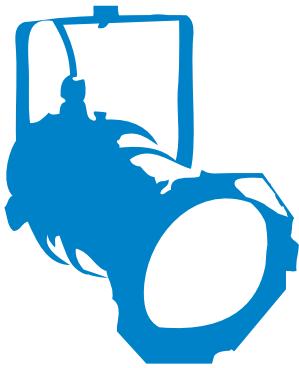


# Climate Change

# Climate Justice

## Documentary Film - Follow On Activities

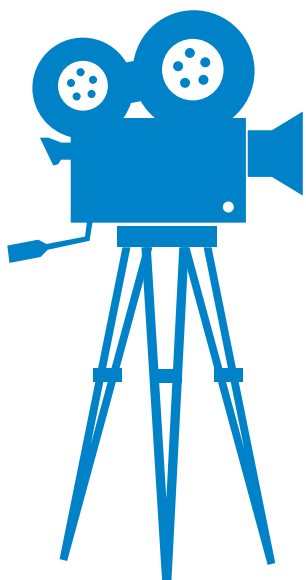


### Activity 1

#### Lights: Illuminate the Issue

Before showing the film, photocopy and circulate the accompanying graphic organiser (page 4) or display it on your class whiteboard. Invite students to discuss what information they already know about climate change and encourage them to fill in this info into the chart. Ask them to complete the chart in more detail after watching the video to fill in any knowledge gaps they may have.

- **Concept – Climate Change/Climate Justice**
- **What – is climate change?**
- **Who – or what is responsible for it?**
- **Why – should we be concerned about it?**
- **When – should we make changes to improve our climate and environment?**
- **Where – in the world are people feeling the greatest effects of climate change?**
- **How – can we make changes today to ensure a better future for all with regards to climate change?**



## Activity 2

### **Camera:** Think critically about how this video has influenced your position on the issue

Just like other forms of media, documentary producers create the piece from their point-of-view and it is up to the viewer to be able to decipher it, deconstruct it and fully understand how the techniques employed influence their judgement on the issue.

The following carousel exercise should help students explore critically how the video has influenced their position on Climate Change and Climate Justice.

## Carousel Exercise

- 1. Group Students** – Arrange students into teams of three to five. Provide each group with flip chart paper and a different coloured pen or marker.
- 2. Circulate Questions** – Provide each group with one of the questions listed below. Instruct them to write the question at the top of the paper, and work in their groups within a time limit to write down their responses, thoughts and ideas which stem from the initial question.
- 3. Begin the Carousel** – Direct the different teams to move to another “station” (another table with a flipchart sheet containing a different question at the top). Each group adds new comments and responds to comments left by the previous group. Switch the person who records the comments at each station. Encourage the group to write in bullet points.
- 4. Rotate** – After three to five minutes, ask students to rotate clockwise to the next station and add content.
- 5. Instructor Monitors Progress** – As groups rotate, you can nurture student discussion and involve all group members. Be ready to rephrase questions or to provide hints if students either don’t understand or misinterpret questions.
- 6. Return to Starting Point** – Teams continue to review the answers already contributed by previous groups, adding their own comments. This procedure continues until groups have visited all stations and return to the station at which they started.
- 7. Report Out** – In the “Report Out” stage, the group synthesizes what has been written about their original discussion question. Allow about ten minutes for the group to synthesize comments. A chosen representative from each group should then make an oral presentation to the class.

# Questions for Discussion

- What is the purpose of this documentary?
- Do you think it appeals more to the viewer's reason or emotion?
- Is the director's intention to make you think or feel in a particular way? In what ways did they do that?
- This video documentary is about ten minutes long. How might the need for a compressed narrative that fits neatly into a ten minute documentary challenge the film maker's ability to tell the whole story?
- What material do you think might have been left out? What biases are revealed?
- Discuss the use of the footage filmed in Ethiopia? Does the inclusion of this footage make you feel differently about climate change? If so, why?
- Consider how effective the video documentary was in communicating its message. As a tool of communication, what are its strengths and weaknesses? How would you translate it into a written source (e.g. article, blog, tweet, Facebook message)?



## Activity 3

### Action: It's time to get involved!

Have a discussion about what you can do to positively reduce the negative effects of climate change. Why not try to extend this debate outside of the classroom by engaging others via social media networks. Explore what steps you, your school, local community and local politicians can take to redress the current climate injustice that exists. You could invite in guest speakers to discuss the topic further e.g. Friends of the Earth, Green/Eco-Schools, Trócaire etc.

For further ideas, go to page 14/15 of our Post Primary Resource for schools entitled, 'Climate Change Climate Justice'.

To raise awareness of the issue, for homework you could encourage your students to post a picture on twitter that captures a cause or effect of climate change. They could take the picture themselves and upload it or else find a suitable thought-provoking image from the web. They should use the hashtag #ccreality so that you can assess their contribution to the task. The next day the class could view the images and discuss which of them they found most compelling, and why?

Factories

Local effects e.g. flooding

**Who?**

**Why?**

Changing weather patterns

Making different lifestyle choices?

**What?**



**How?**

**When?**

Immediately

**Where?**

Drought in Sub-Saharan Africa