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**Why GLEAN?**

*Global Learning Network South West* is a membership network to support, share and inspire more and better global learning across the south-west of England.

**What do we mean by 'global learning'?**

Learning that gets to the heart of education: creative and inspiring, fair and just, respectful of difference and optimistic about the future.

It places learning firmly in a global context and equips learners to participate confidently in our changing world as active global citizens who can change things for the better.

GLEAN can provide support for 'student voice', NQTs, ITE practitioners and trainees, Heads, teachers and other school staff.

Interested? Join us at [www.glean.org.uk](http://www.glean.org.uk)

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With thanks to

- Nick Sheehan Devon, *AST Education for Sustainability Head of Geography*, Teignmouth Community College
- Annabelle Sampson, Hazeldown Primary School
- Janet Gorge, Shaldon Primary School
- Jon Ball, Inverteign Primary School
- Eileen Maddocks, Stokenteignhead Primary School
- Alison Macgregor, Devon County Council
- Alex Mack, Resource Futures
- Lauren Ballard, DAISI
- TCC 6th form students: Lucy Full, Sam Chisholm, Maria Bovington, Emily Twigg, Bernadette Sharp
- TCC Catering from Elaine Heal
- Tony Gray, *Principal*, Teignmouth Community College
- David Weatherly, Devon Learning and Development Partnership

## Our Survey Says...

# Tackling climate change

**'Tackling climate change: gaining a global perspective' is a small-scale curriculum development project designed to support the school improvement agenda.**

It aims to achieve this by increasing the engagement and performance of students through broadening pedagogy, such as identifying and utilising where appropriate higher order thinking skills, ICT capability and literacy and mathematical conventions. The project is setting appropriate intellectual challenge linked to levels of attainment.

## Background

Cross-curricular guidance for the global dimension and sustainable development places a strong emphasis on young people being able to explore views, opinions and approaches to meeting the challenges of climate change.

Tackling climate change is enabling young people to understand and reflect upon some of the ways in which other communities around the world are responding to climate change, with particular regard to what we in Britain may be able to learn and benefit from both in terms of mitigation and adaptation.

Key questions are driving the learning, such as

*In the context of climate change, how are other people looking to manage their environments and their lives in a sustainable manner in the future?*

*What similarities and differences can be identified?*

The project is underpinned by a socially critical and transformative worldview of education through which young people

are able to appreciate the contested nature of sometimes over-simplified issues such as climate change and the assumption too often presented that solutions will always be western and technology driven.

## The Project

Lead KS2 teachers from each of 4 primary schools in the *Teignmouth Learning Community* have joined a development group led by the Devon AST for Education for Sustainability and the Global Dimension and Head of Geography at *Teignmouth Community College*, Nick Sheehan.

The local nature of the project will maximise the potential benefits of collaborative working for transition with the college.

All primaries are receiving in-school support from the AST, and have spent three sessions planning and preparing resources, including curriculum plans. Sessions have covered existing materials linked to education for sustainability, understanding climate change, 'mind-mapping' and exploring the adaptation and mitigation efforts of communities in poor countries. There has also been a strong focus on evaluating the outcomes of the project.

Further work in schools is planned, and a 'celebration day' has been held that brought together all the children and staff that have engaged with the project.

The 'team' are being supported by David Weatherly, Lead Adviser for Subject and Specialist Curriculum Development (with specific responsibility for ESD and the Global Dimension), on behalf of *Devon Learning and Development Partnership*.

DLDP have successfully managed a wide range of school improvement programmes

on a local, regional, national and international scale. Tackling climate change exemplifies the opportunities that can be gained from match funding DFID global learning projects with local authority-financed mainstream school improvement programmes through the outreach work of an AST to maximise benefits for young people.

### The Survey

At the beginning of the project, 120 pupils in the primary schools independently completed a short online survey. This was a series of 15 statements designed to record, using the Likert scale showing the degree of agreement with a statement, the attitude of the participants to environmental and global sustainability.

The statements were

1. *It is the government's responsibility to take care of the environment – I can't make much difference on my own*

2. *I get upset when the environment is damaged*

MUCH AS I LOVE FORMULA ONE - I WOULD REALLY LIKE TO BE A DESIGNER FOR THEM WHEN I GROW UP - BUT NOW I WANT TO DESIGN F1 CARS THAT USE ALTERNATIVE ENERGIES

3. *I think people should be kept out of all natural areas so they can be preserved for future generations*

4. *If a plant or animal is of no use to business then we don't need to waste our time trying to protect it*

5. *Governments should pass laws forcing everyone to recycle*

6. *I don't believe that the government should spend money helping people in poorer countries*

7. *I think we should eat only what we can grow in this country, even if we have to go without things we like*

8. *People should be free to own and drive whatever make and size of car they like*

9. *People should take more holidays at home rather than flying abroad, even if its cold and wet*

10. *If I had to choose between protecting a natural area and building homes for humans, I would choose to build the homes*

11. *People should always buy fair-trade products even if they are more expensive*

12. *All school children who live within one mile of the school should walk or cycle*

13. *We should leave it to future generations to sort out what to do when oil and gas run out*

14. *The most important thing is to buy clothes as cheaply as possible and not worry about where they are made and who makes them*

15. *Through the things I say and do I believe I can help to make the world a better place*

Following the 'celebration day', 97 of the same students completed the survey again and the results are presented below.

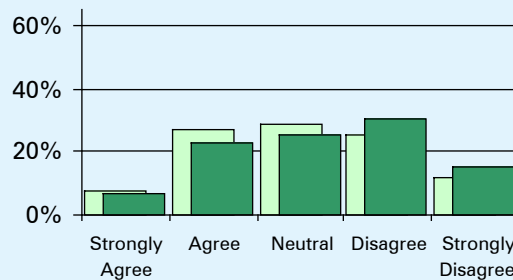
## Findings

1. As is to be expected, the majority of changes in attitude are of only a few percentage points, however, **there are some clear trends**
2. For at least half the questions (such as 3,4, 6 and 12), the answers suggest the **pupils are less confident about their views**
3. Pupils do, though, **understand they need to take responsibility** for the future (1 and 5)
4. There is **a degree of polarisation of view**, particularly in relation to fairtrade and their own ability to make the world a better place
5. There is clearly **more support for eating locally produced food** (though many have moved to a 'neutral' position) **and taking holidays closer to home**

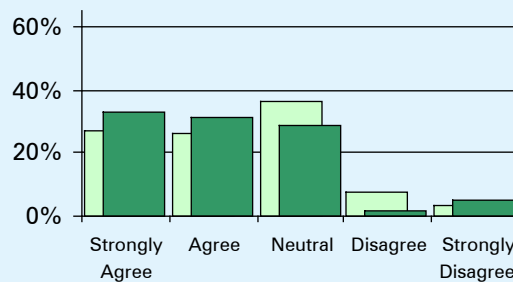
I NEVER USED TO KNOW MUCH ABOUT CLIMATE CHANGE - I THOUGHT IT WAS JUST WEATHER. NOW I REALISE IT IS REALLY IMPORTANT AND THAT IT IS UP TO US TO DO THINGS TO MAKE IT BETTER FOR THE FUTURE

## Survey answers

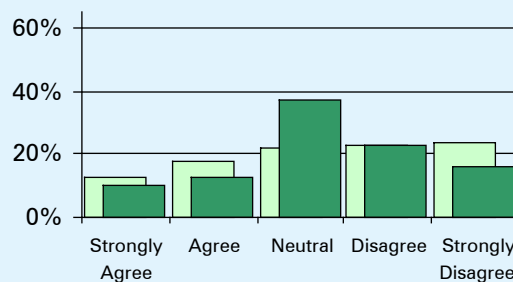
1. It is the government's responsibility to take care of the environment – I can't make much difference on my own



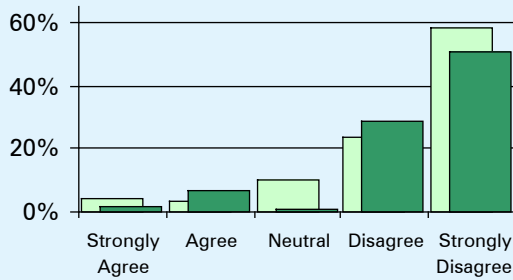
2. I get upset when the environment is damaged



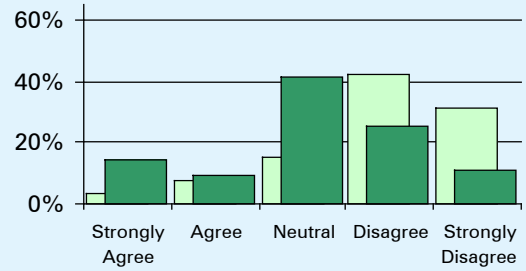
3. I think people should be kept out of all natural areas so they can be preserved for future generations



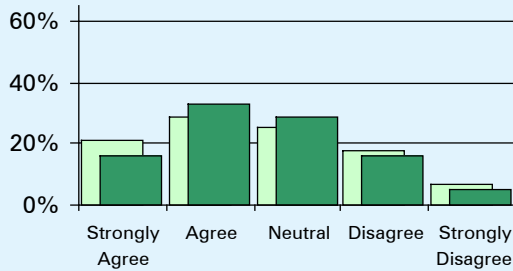
4. If a plant or animal is of no use to business then we don't need to waste our time trying to protect it



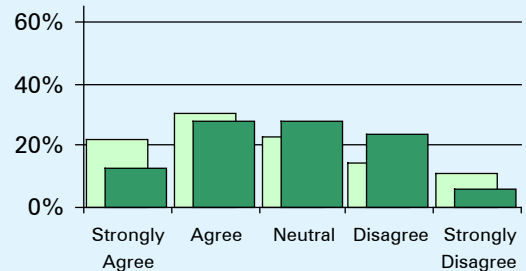
7. I think we should eat only what we can grow in this country, even if we have to go without things we like



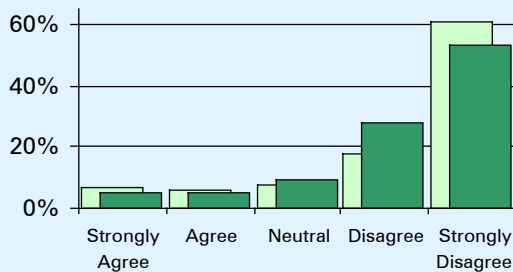
5. Governments should pass laws forcing everyone to recycle



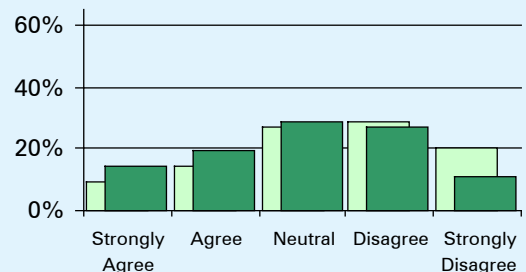
8. People should be free to own and drive whatever make and size of car they like



6. I don't believe that the government should spend money helping people in poorer countries

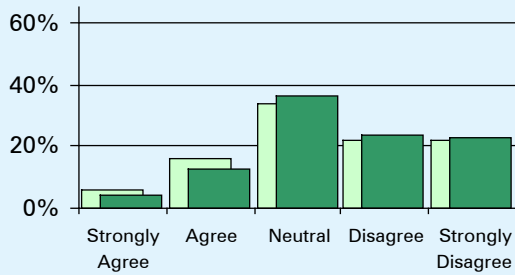


9. People should take more holidays at home rather than flying abroad, even if its cold and wet

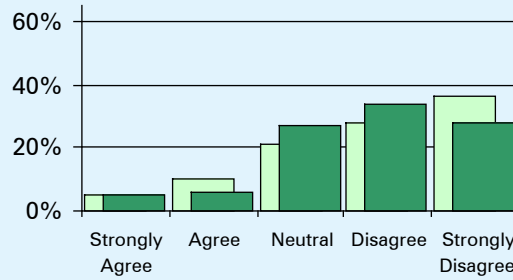


I THINK IT IS IMPORTANT FOR US TO START MAKING CHANGES NOW AND TELLING THE GOVERNMENT WHAT WE WANT THEM TO DO TO LOOK AFTER THE PLANET

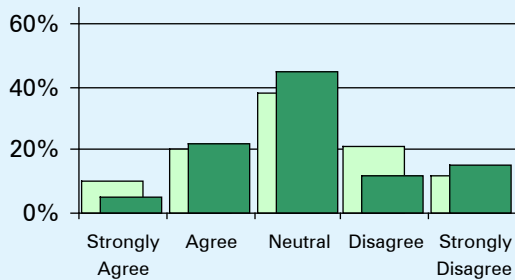
10. If I had to choose between protecting a natural area and building homes for humans, I would choose to build the homes



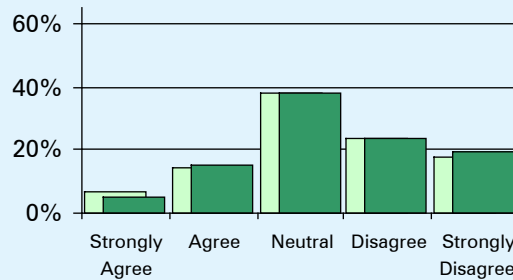
13. We should leave it to future generations to sort out what to do when oil and gas run out



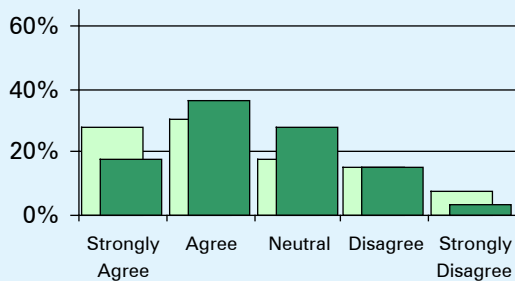
11. People should always buy fair-trade products even if they are more expensive



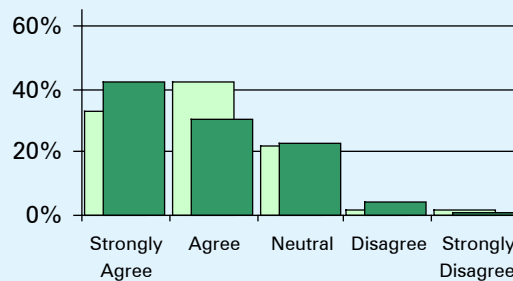
14. The most important thing is to buy clothes as cheaply as possible and not worry about where they are made and who makes them



12. All school children who live within one mile of the school should walk or cycle



15. Through the things I say and do I believe I can help to make the world a better place



## Tackling Climate Change Conclusions

**A considerable amount of co-ordinated work has been put into this project, linking and bringing coherence to efforts to teach about tackling climate change in the *Teignmouth Learning Community*.**

1. A significant number of pupils have completed the survey pre- and post-project, and **the results are conclusive in that attitudes to car ownership, holidays and transport have become more 'sustainable'**.

2. Students have also **developed a greater sense of responsibility for finding solutions to our environmental problems**, including being less reliant on government to do this for us.

3. Increasing knowledge and understanding of sustainability issues has **resulted in students developing a sense that these issues are complex and there are no simple answers**. In some cases, this has led to students being less sure of what to do and how to act. Support

for government spending money to help people in poor countries is less strong post-project. And, while more students feel strongly that they can make the world a better place, there has also been an increase in those that disagree.

4. Teachers elsewhere have reported a **mis-match between what young people say we should do – 'we must all recycle' – and what they actually do in practice**. There is concern about the transition from words to personal action, and that is supported in places by these findings.

**5. Global learning has to be sustained.** There have to be continuous and specific global learning interventions, giving constant messages to young people about our interconnectedness and the need for a common vision to tackle climate change.

6. The majority of trends in the survey answers are positive, however, and seen in the context of the duration of the project and the complexity of the subject matter, **clearly indicate that young people believe they can make a useful, sustainable contribution to our future**.

