



CLIMATE AND ENVIRONMENTAL LITERACY RESOURCE PACK



Rialtas na hÉireann
Government of Ireland



Amh-chomhchistiú ag an Aontas Eorpach
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ABOUT THIS PROJECT



The development of this Climate and Environmental Literacy Resource Pack was led by ECO-UNESCO, in collaboration with Kilkenny and Carlow Education and Training Board and Laois and Offaly Education and Training Board, as part of the Collaboration and Innovation Fund of Ireland's Adult Literacy for Life programme.

ECO-UNESCO is Ireland's environmental education and youth organisation that works to conserve the environment and empower learners.

www.ecounesco.ie



Learners, tutors, and staff from each ETB participated in focus groups, workshops, and training sessions with the goal of developing and implementing the sessions within this Resource Pack.



www.kcetb.ie, www.loetb.ie



www.adultliteracyforlife.ie

INTRODUCTION

This resource pack has been created for tutors working in adult education across Ireland. The purpose of the resource pack is to provide meaningful and usable resources to help tutors deliver climate and environmental literacy sessions to adult learners of all backgrounds.

The sessions and activities contained within this pack were developed by ECO-UNESCO in collaboration with learners and tutors from adult education services at Kilkenny and Carlow Education and Training Board and Laois and Offaly Education and Training Board, as part of the SOLAS-funded Adult Literacy for Life (ALL) project.

Project development began with focus groups with tutors and learners from each area, continued with learner workshops, and culminated in tutor training sessions. Each of these activities provided valuable input into the final composition of the resource pack.

A variety of resources are provided to ensure all activities are accessible and meaningful to a wide range of learners.

All resources have been developed in line with the [National Adult Literacy Agency Plain English Guidelines](#).

Underpinning the entire resource pack is the [Wealth Model of Adult Literacy](#), which recognises the wealth of lived experiences that each adult learner possesses. The sessions are intended to be delivered in a welcoming, supportive, and respectful environment of mutual curiosity, honesty, and openness.

We acknowledge all sources and give links for further reading. We give permission to reproduce parts of this publication for educational purposes only.

For editable versions of worksheets and handouts on Canva, please use this template link, tinyurl.com/muzpu6db, QR:



CLIMATE AND ENVIRONMENTAL LITERACY

The definition of Climate and environmental literacy for this project is as follows.

Climate and environmental literacy means having the key knowledge, skills, and confidence to understand how our environment works, how our climate is changing, and how our actions affect the world around us.

It helps you:

- Learn about nature, weather, and climate in everyday life.
- Understand how people can harm or help the planet, for example through travel, farming, and energy use.
- Make informed choices that protect our environment and support a fair and healthy future for everyone.
- Feel confident talking about climate and environmental issues that affect you.

Having climate and environmental literacy means you can:

- Talk about climate and environmental issues in plain language.
- Ask questions and find trustworthy information.
- Take small steps that make a big difference—at home, in the community, and at work.

In the work of Adult Literacy for Life, we prioritise those with the greatest literacy, numeracy, or digital literacy need.



HOW TO USE THIS RESOURCE PACK

This resource pack has been designed to be as usable as possible for adult literacy tutors. The sessions can be delivered sequentially as a **complete course**, or tutors can **pick and choose** the individual sessions or even individual activities that they wish to integrate into other modules of learning.

All sessions have been planned to take **one hour**; tutors are encouraged to modify the length of activities to best suit the needs of their learners.

It is not necessary to have any expertise on climate issues in order to facilitate these activities, although tutors with less confidence in this area may wish to review lesson activities and resources prior to delivering sessions to learners.

Each session specifies the **materials and preparation** required. Most sessions require only a small amount of preparation, ranging from pre-loading a YouTube video to printing worksheets. Other sessions require slightly longer preparation times to gather materials or pre-prepare flashcards for learners.

Climate change can be a challenging topic. Information about the effects of climate change may be distressing to learners. There may also be concerns around asking learners to take action to solve what appears to be an impossible problem, especially if those learners are from marginalised communities or are struggling with day-to-day life. An attempt has been made in the creation of this resource pack to balance facts about climate change with hopeful and positive steps that can be taken to mitigate its effects, particularly at a local level.



DEFINITIONS

These definitions are designed to be used with learners and as such are written with Plain English principles in mind.

Atmosphere The mass of air surrounding the Earth.

Biodiversity Different plants and animals that live in an area.

Carbon Dioxide (CO₂) A gas that makes the greenhouse effect stronger when it is released into the atmosphere.

Carbon Footprint A measurement of the amount of carbon dioxide produced by the activities of one person, company, or country.

Circular Economy A society that reduces waste, reuses items, and recycles as much as possible.

Climate The temperature and conditions that an area usually has over a long period of time.

Climate Change The way that the Earth's climate is becoming more extreme because of the greenhouse effect and global warming.

Climate Justice The belief that it is unfair that some people are heavily affected by climate change even though they do not do very much to cause climate change.

Credible Able to be trusted or believed (often said about a news source).

Deforestation Cutting down trees.

Disinformation False information that is shared by someone who knows it is false.

Economy The businesses and companies in a nation or the world.

Ecosystem A group of animals and plants that have relationships between them.

Emissions In the context of the atmosphere, gases released into the air that can contribute to global warming.

Environment The air, land, and water where people, animals, and plants live.

Fossil fuels Fuels such as coal, gas, peat, and oil that are formed in the ground over a long time from dead plants and animals and are used up once they are burned for energy.

Global About the whole world.



Green Job A job that is related to the protection of the environment.

Greenhouse Effect The gradual warming of the Earth caused by an increase in greenhouse gases in the atmosphere.

Greenhouse Gas A gas that causes the greenhouse effect when it is released into the air.

Gulf Stream A powerful, warm ocean current that flows from Mexico, up the east coast of the United States, and then across the Atlantic to Ireland. It influences the climate of northwest Europe.

Just In the context of climate change, “just” means “fair”.

Just Transition Making sure that the global shift to an environmentally friendly economy is fair for everybody.

Justice In the context of climate change, fairness and equality; making sure everyone is treated equally and everyone is looked after.

Local About a small area near you.

Misinformation False information that is shared by someone who does not know it is false.

National About one country.

Nature All the plants, animals, and substances that exist which are not made by people.

Net Zero The point at which a country or company removes as many greenhouse gases as it produces. This can also apply on a global level.

Recycle To break waste items down so that they can be used to make new items.

Renewable Energy Energy from renewable resources such as wind power, solar energy or biomass.

Sustainable Development Improving the world in a way that meets the needs of people today without reducing the ability of future generations to meet their own needs.

Sustainable Development Goals Seventeen targets set by the United Nations (UN) that challenge nations and individuals to make the world a better place.

Tipping Point An event that, once it happens, cannot be reversed and will lead to other events in the future.

Values The guiding principles that shape our actions, decisions, and behaviour.

Weather The temperature and conditions outside at one specific place on one specific day.





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SESSION 1:

Experiences of nature and biodiversity



TIME

1 hour



MATERIALS AND PREPARATION

Web of life picture cards, Ball of string, Keywords poster



INTRODUCTION (5 MINUTES)

Tutor shares session learning objectives:

- Explore our understanding of “**nature**”, based on our personal experiences
- Understand the importance of “**biodiversity**” and how it can impact an “**ecosystem**”.

Activity 1.1:

What do you know about nature? (15 minutes)

Tutor explains to learners that this module is about **climate and environmental literacy**. But before we begin to look at this area of study, we are going to see what we already know about nature. In this activity, as with many activities in this module, there are no “right” or “wrong” answers – the goal is for learners to share their own knowledge and experiences.

Tutor shares the definition of **nature**.

Nature: All the plants, animals, and substances that exist which are not made by people.

Tutor asks learners: *What do you think about when you hear the word “nature”?*

Encourage learners to share ideas from their own lives. This could be interactions with nature, however small, in their day-to-day lives; or a memory of a more prolonged experience of nature. Tutor can show images as a prompt if desired.

Tutor can write down words and ideas on a whiteboard or flipchart.

Activity 1.2:

Introduction to Biodiversity (10 minutes)

Tutor will first define biodiversity:

Biodiversity: Different plants and animals that live in a particular area.

Used in a sentence:

- The Amazon rainforest is an area with high biodiversity.
- High biodiversity can often be a sign that nature in an area is healthy.

Tutor asks learners to call out any plants or animals that they have seen recently that contribute to the biodiversity of their local area.

Or, learners can share the names of other plants or animals that they have seen in other areas in the past. Tutor can write these plant or animal names on a whiteboard if they wish.

Tutor explains that the group is going to do a task that shows the importance of biodiversity.

Activity 1.3:

Web of Life (15 minutes)

This activity is adapted from ECO-UNESCO's [Youth for Sustainable Development programme](#).

Learners stand in a circle.

Tutor asks the group if they know what an “**ecosystem**” is. Explain that an ecosystem is a group of animals and plants that have relationships between them. The lives of the plants and animals are interconnected; they rely on each other for food and shelter.

Distribute the **picture cards** to each participant (or one picture between two depending on learner numbers). Ask the group to turn the picture around so that the rest of the group can see it.

Give the **ball of string** to one of the participants and ask them to hold the end of the string and pass the ball to someone in the group that holds a card that connects in some way to theirs and explain why (i.e. the blackbird will connect to the worm because it eats it). The next person in turn passes the string to a different plant or animal that they are connected to. This continues until all participants are linked up by a web. Ask participants what this demonstrates – how all living things in an ecosystem are connected, and how the greater the biodiversity the greater the number of connections.

Next, ask one participant to sit on the ground. As if anyone feels their string being pulled down as a result. If so, they too must sit on the ground. This continues and eventually the web is taken to the ground. Ask the group what this demonstrates (answer: that if something happens to one species, it can affect all the other species in the ecosystem).

Ask the group where humans fit in the web. Do we have a positive or a negative impact on the ecosystem? Or both?



Plenary:

Feedback Wall (15 minutes)

Tutor displays Keywords poster.

Each learner gets 3 sticky dots and places them on the topics:

- They are most interested in
- They understand best
- They are confused about

This activity can also be completed with learners drawing symbols on the poster; for example an exclamation mark, a smiley face, and a question mark.

Tutor then asks learners:

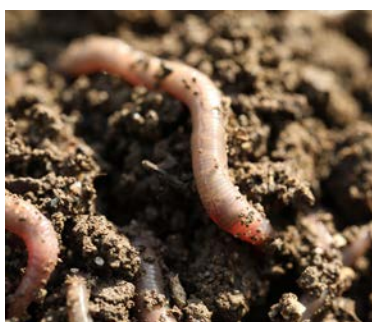
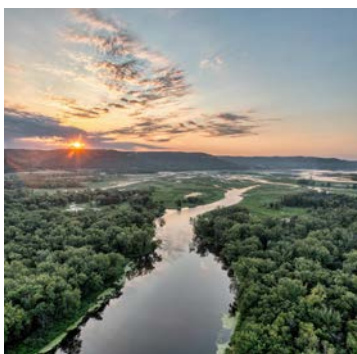
- *What did you enjoy or learn today?*
- *What would make climate and environment information easier for you to understand?*
- *What activities did you enjoy most?*



WEB OF LIFE PICTURES



Photocopy and cut out



KEYWORDS POSTER



Nature



Green Jobs

Working together



Biodiversity



environment

Ecosystem



SESSION 2:

Our Values



TIME

1 hour



MATERIALS AND PREPARATION

Values Sheet for each participant



INTRODUCTION (5 MINUTES)

Tutor shares session learning objectives:

- Understand the meaning of our individual “values”
- Think about why values can be so important
- Choose which values are most important to us

Activity 2.1:

Individual values (50 minutes)

A full session has been designated for this activity. Some groups may complete it more quickly; an optional follow-on task is also included here if needed.

Tutor shares the definition of **values**.

Values: The guiding principles that shape our actions, decisions, and behaviour.

Tutor asks learners why they think values can be important?

Values are the things that guide us how to live our lives, whether we think about them or not.

In today's activity we are going to think about our own values and identify which values are most important for us.



Tutor gives each learner a copy of the **values sheet**. Tutor then guides learners through the following steps.

1. Ensure comprehension of all values on the sheet. The length of time taken here will vary based on the learner cohort.
2. Learners read through the values and highlight or circle **any** values that are important to them and how they live their life. There is no correct or incorrect answer here; most people will choose at least fifteen of the values.
3. Tutor then instructs learners that they must narrow their selection down to **the 10 most important values** to them. This may take some time.
4. Once learners have chosen their top 10 values, tutor instructs them to narrow it down further, to their **top five most important values**.
5. Having chosen their top five values, tutor then instructs learners to **rank them from 1 to 5 in order of importance**.

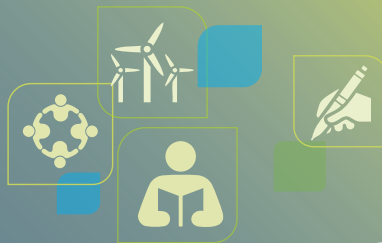
Learners can then share their most important value with their peers or with the group. Tutor asks learners: How does your most important value affect how you live your life?

Optional extra activity:

Values and nature

In small groups, learners discuss how their number one value links to nature. For some learners and values this link will be obvious; for others it will be less clear. Learners should do their best to think about how their number one value makes them think about nature. Based on the work of ECO-UNESCO and collaborators on the [Youth Action for Nature and Well-being project](#), learners could also consider how they could increase their levels of connection with nature, perhaps by planning a visit to a natural area near them. This process will additionally support them to reflect on how their values help them to experience nature and the world around them.

INDIVIDUAL VALUES



Photocopy



Adventure

Ambition

Balance

Beauty

Being the best

Belonging

Career

Caring

Community

Confidence

Cooperation

Courage

Creativity

Curiosity

Diversity

Equality

Faith

Family

Financial stability

Freedom

Friendship

Fun

Future

generations

Generosity

Growth

Happiness

Health

Home

Honesty

Hope

Humour

Independence

Kindness

Knowledge

Leadership

Learning

Love

Loyalty

Making a

difference

Nature

Optimism

Parenting

Patience

Peace

Perseverance

Respect

Safety

Security

Self-expression

Self-respect

Serenity

Service

Success

Teamwork

Tradition

Trust

Uniqueness

Vision

Wealth

Wisdom

SESSION 3:

Weather and climate stories



TIME

1 hour



MATERIALS AND PREPARATION

YouTube videos, **Worksheet: Session 3**, Pens,

Optional:

Objects or images for stories



INTRODUCTION (5 MINUTES)

Tutor shares learning objectives.

Today, we will:

- Understand the meaning of “**weather**”, “**climate**”, and “**environment**”.
- Explain the difference between “**local**”, “**national**”, and “**global**”.
- Tell a story to share our own experiences of the environment.

On **Worksheet: Session 3**, learners answer the first question: **Do you understand climate and environmental literacy?** (They will return to this question at the end of the course; the intent here is to gauge a baseline level of prior knowledge. It is likely that many learners will indicate a low level of understanding – this is completely fine!)

Activity 3.1:

Weather, climate, and environment (15 minutes)

Tutor introduces two concepts: **weather** and **climate**. If necessary, tutor asks learners to repeat the words and practice pronunciation.

Tutor reads out the below sentences to demonstrate fluency of usage:

- *The weather today is sunny.*
- *Egypt is a country with a very hot climate.*
- *Because the weather was bad, she took a raincoat to work.*
- *Many scientists study the Earth's climate and how it is changing.*

Tutor shows a video **up to 1 minute 7 seconds**: Video, tinyurl.com/3vc7wp54, QR:



Learners write the definitions of weather and climate on Worksheet: Session 3, and complete the writing task of using each word in a sentence. Worksheet includes sentence starters, extension tasks, and links for further study.



Tutor shows a video: Types of natural environments, tinyurl.com/4kkvjw9u, QR:

In pairs, learners discuss the question: **What is the environment?** Pairs can share ideas with the group if they wish.

Following discussions, tutor shares the definition.

Environment: The air, land, and water where people, animals, and plants live.

Learners write the definitions of environment on their worksheet.

Tutor circulates the room to provide verbal feedback to learners on their 3 definitions.

Activity 3.2:

Local, national, and global stories (25 minutes)

Learners use the images on **Worksheet: Session 3** to explore definitions of **local**, **national**, and **global** by drawing lines to connect the correct picture with the correct word and the correct definition. There is then space for learners to write the correct definition themselves.

Local: About a small area near you.

National: About one country.

Global: About the whole world.



Tutor explains the activity: Learners will choose an object or a picture that will form the basis of a **2 minute spoken story** about weather **or** climate **or** environment at a local **or** national **or** global level. This can be a true story from the learner's lived experience, or a fictional story. Worksheet includes extension and peer feedback tasks.

Optional: Tutor gives learners 5 minutes to go outside and find an object (flower, twig, stone, etc) to use as a basis of their story or to find a picture online. Alternatively, tutor can pre-prepare these objects or pictures.

Think: Learners have 4 minutes to individually think about their story. They should not write down the full story, but may write notes if needed.

Pair: Learners get into pairs and have 2 minutes each to tell their story to their partner. After each telling, the partner has 1 minute to give feedback on the story – one positive comment, one area of development.

Share: In a circle, learners volunteer to share their stories with the group.

If time allows, learners can begin to write down their story and make it more detailed using feedback from the group.

Plenary:

Metacognition (10 minutes)

Learners choose at least one of the metacognition questions to answer.

Their answer can be spoken, written on their worksheet, written on a post-it, written on a flipchart, or expressed in any other way that suits the learner.

Metacognition questions:

- What tips would you give others to help them complete that task?
- What are the main "take-away" points from today's session?
- How can you connect this topic to your own life and make it relevant

Evaluation (5 minutes)

Tutor recaps learning objectives.

Learners give themselves a rating from 1 to 5 stars, depending on how much they feel they have met the learning objectives.

WORKSHEET:

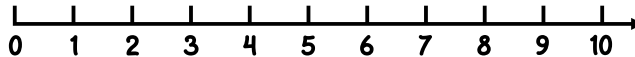
Session 3



Photocopy



Do you understand Climate and Environmental Literacy?
Circle the number that matches your level of understanding.



✦ Activity 3.1: Weather, Climate, & Environment

1. Fill in the blanks with the correct words:

weather

climate

The definition of _____
is the temperature and
conditions than an area usually
has over a long period of time.

The definition of _____
is the temperature and
conditions outside at one specific
place on one specific day.

2. Write one sentence using “weather” and one sentence using “climate”:

Sentence Starters	Challenge Yourself	Learn More
If you need help, use these sentence starters: <i>When the weather is sunny, I like to...</i> // <i>One country with a cold climate is...</i>	Write one sentence in which you compare weather and climate. You can start the sentence with “Although”.	

3. Write a definition of

environment

WORKSHEET:

Session 3

continued



Photocopy



★ Activity 3.2: Local, National, and Global Stories

Draw three lines to connect each picture with its correct name and its definition.



global

local

national

about the **whole world**

about **one country**

about a **small area** near
you

Choose an object or a picture that will form the basis of a 2-minute spoken story about weather or climate or environment at a local or national or global level.

Plan your story and then tell it to your group.

Challenge Yourself	Help a Peer
To make your story more exciting for your listener, try to include a simile . This is when you compare something to something else by using “like”, for example “The rain fell onto the trees like a huge wave from the sea”.	If a peer needs help writing their story, you can give them these sentence starters: <i>This object represents local / national / global because... This object is important because...</i>



SESSION 4:

The greenhouse effect and climate change



TIME

1 hour



MATERIALS AND PREPARATION

YouTube Videos, **Worksheet: Session 4, 9 Causes of Climate Change** pictures per group, pre-cut into individual pictures, Pens



INTRODUCTION (5 MINUTES)

Tutor shares learning objectives.

Today, we will:

- Understand the meaning of “**greenhouse effect**” and “**climate change**”.
- Explore some of the causes of climate change

In pairs, learners recap last session’s key definitions by quizzing each other about the meaning of “**weather**”, “**climate**”, “**environment**”, “**local**”, “**national**”, and “**global**”.

Activity 4.1:

The greenhouse effect (15 minutes)

Tutor shows a video: [The Greenhouse Effect, tinyurl.com/4f8fkntx](https://tinyurl.com/4f8fkntx), QR:



On **Worksheet: Session 4**, learners label the greenhouse effect diagram. Tutor circulates the room to provide support and verbal feedback.

Tutor shows a video: [Climate Change, tinyurl.com/39h9erv8](https://tinyurl.com/39h9erv8), QR:



Activity 4.2:

Causes of climate change (20 minutes)

Tutor shares **Handout: Causes of climate change** with each group of learners- **tutor should pre-cut the pictures**.

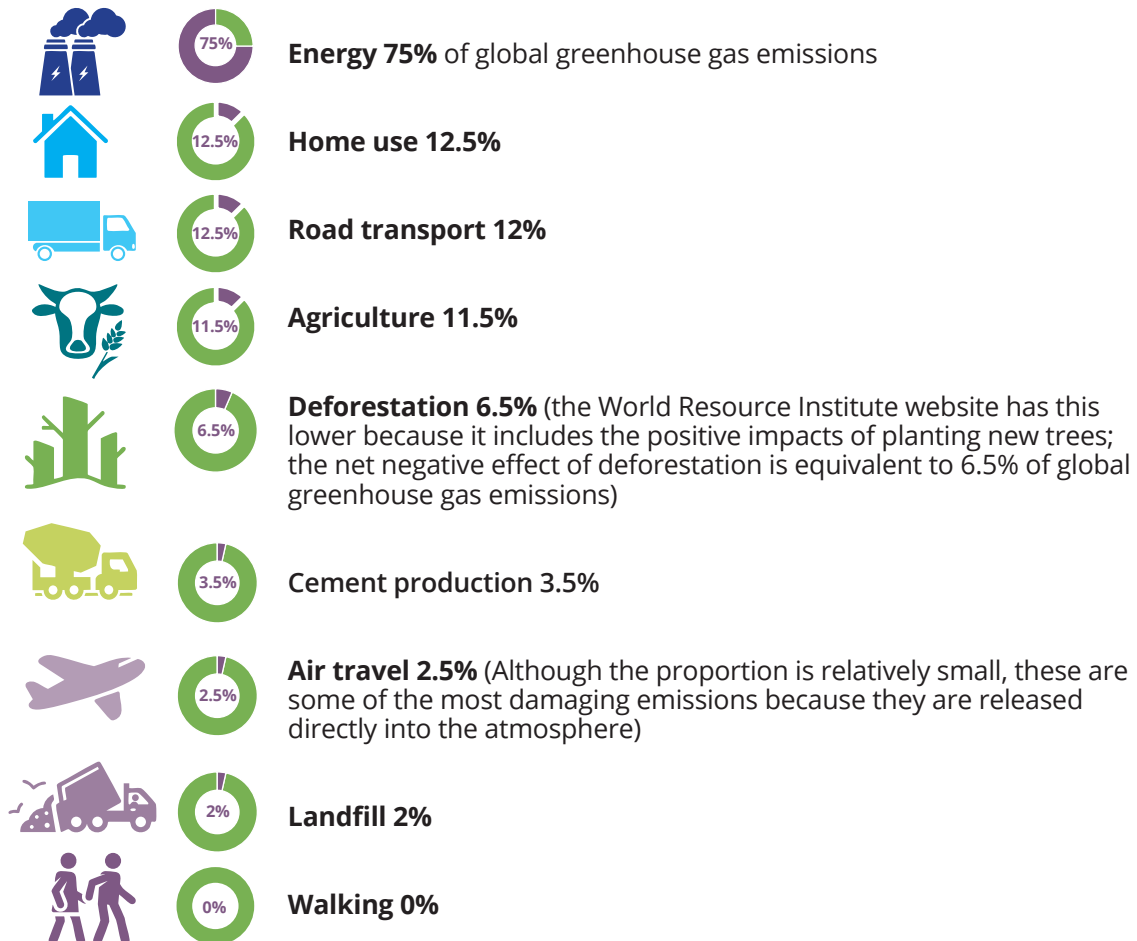
Learners arrange the pictures into a diamond shape, with rows of 1, 2, 3, 2, and 1 pictures. The picture at the top should be the activity that learners think contributes the **most** to greenhouse gas emissions, and the picture at the bottom should be the activity that learners think contributes the **least**, with the rest arranged in order. Learners should do this task without research – they should use their own judgement.

If any group finishes early, they can visit the following website: [4 Charts Explain Greenhouse Gas Emissions by Sector | World Resources Institute, tinyurl.com/bdzcfwn2](https://www.worldresourcesinstitute.org/4-Charts-Explain-Greenhouse-Gas-Emissions-by-Sector/), QR:



Once all groups are finished, tutor shares the correct order. The correct order is below; learners should re-arrange their diamonds once the correct order is revealed, and share any thoughts they may have or anything that surprised them.

Percentages do not add up to 100 as several sub-sections of Energy are double-counted here. Tutors may wish to use Plain Numbers to make these figures more relevant to learners: 3 out of 4 alongside 75%, 1 out of 10 alongside 12.5%, 12%, and 11.5% (rounded).



Sources: <https://www.wri.org/insights/4-charts-explain-greenhouse-gas-emissions-countries-and-sectors>, [What is the role of deforestation in climate change and how can 'Reducing Emissions from Deforestation and Degradation' \(REDD+\) help? - Grantham Research Institute on climate change and the environment](#)



Activity 4.3:

Climate Change Reading (15 minutes)

- Tutor reads aloud the text from **Worksheet: Session 4**. This text has been designed to become more challenging as it progresses, in order to be accessible and engaging for a range of learners.
- In small groups, learners:
 - o Discuss the main ideas of the text and create a **verbal two-sentence summary**.
 - o Extension task: Choose one of the specific issues mentioned in the second half of the text and make an educated guess about what other problems this issue might cause in the world.

Evaluation (5 minutes)

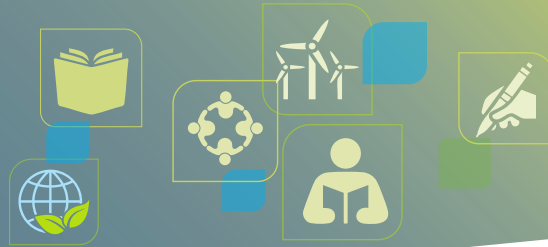
Tutor recaps learning objectives.

Learners give themselves a rating from 1 to 5 stars, depending on how much they feel they have met the learning objectives.

Extension task: Learners can set themselves one target for the next session, either to do with content or with learning behaviours.

WORKSHEET:

Session 4

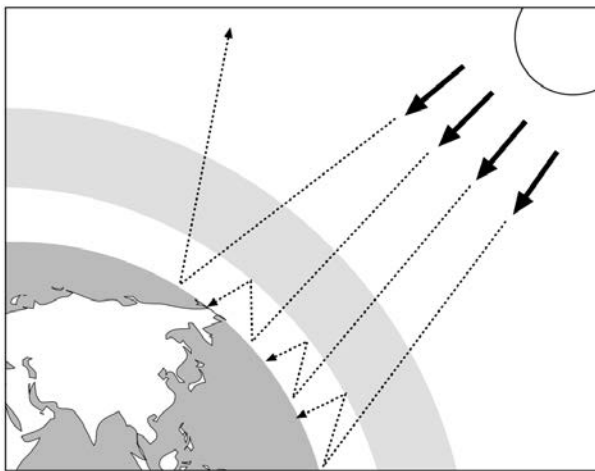


Photocopy



★ Activity 4.1 Greenhouse Effect and Climate Change

1. Label the Greenhouse Effect diagram with the correct words:



Earth

Sun

Atmosphere

Greenhouse Gases

Heat

Greenhouse Effect

The tutor will read this text aloud, and then learners will talk about in in small groups:

Humans do many things that make greenhouse gases.

Burning oil and coal to make electricity creates the most greenhouse gases. Also, transport releases huge amounts of greenhouse gases because of the fuel that powers cars, aeroplanes, and ships.

Many other activities release greenhouse gases into the atmosphere; these sectors include farming, industry, waste management, and cutting down trees.

Releasing lots of greenhouse gases into the air causes the greenhouse effect.

The greenhouse effect causes **climate change**.

Climate change is when the normal climate of the Earth becomes more extreme: hot places will become hotter, cold places will become colder, and storms will become more severe.

There are many negative effects of climate change across the world. Polar ice caps are melting, causing sea levels to rise; plants and trees are blooming earlier than they should, causing challenges for food production; and extreme weather events like droughts, wildfires, and extreme rainfall are happening more frequently.



CAUSES OF CLIMATE CHANGE



Photocopy and cut out



SESSION 5:

The media and “fake news”



TIME

1 hour



MATERIALS AND PREPARATION

Whiteboard or pens, YouTube videos, learner phones/devices,

Optional: Pre-prepared links to online news stories



INTRODUCTION (5 MINUTES)

Tutor shares learning objectives.

Today, we will:

- Understand what is meant by a “**credible**” news source.
- Be able to identify a credible source
- Create a summary of a climate news story from a credible source

In pairs, learners recap last session’s key definitions by quizzing each other about the meaning of “**greenhouse effect**” and “**climate change**”.



STARTER(15 MINUTES)

Tutor shares definition of “credible”, as in a “credible news sources”

Credible: able to be trusted or believed.

Tutor may wish to use a whiteboard to share the opposite of credible – “not credible” – and potentially to deal with any confusion that might arise in learners due to their prior knowledge of the meaning of the word “incredible”.

Tutor asks learners to share examples of news sources that are **credible** and news sources that are **not credible** in relation to any news topic, not just sustainability.

During the development of this resource pack, this was always a question that encouraged a detailed and engaging discussion, and so ample time has been allocated to it in this activity.

Tutors can use their own prior knowledge and learner contributions to make a list of credible and not credible new sources. As a general rule, national broadcasters like RTÉ and the BBC and major newspapers like the Irish Times and the New York Times are more credible than amateur news websites and social media posts.

Activity 5.1:

Who can you trust? (15 minutes)

Tutor shows the **first five minutes** of: [Who Can You Trust?](#), tinyurl.com/2ch4b2p4, QR:



In groups, learners discuss:

- What is one thing you learnt from the video?
- Why might it be important to get information from a credible source when it comes to learning about climate change?

Following on from the discussion, tutors should share the definitions of **misinformation** and **disinformation** with the learners.

Misinformation: False information, usually given by mistake

Disinformation: False information spread on purpose in order to deceive people

Exploring the effects of each word's prefix could be a good way to do this. One trick to remember the difference between the two words is that *misinformation* is often spread by *mistake*.

Activity 5.2:

SIFT (20 minutes)

Tutor shows the **first two minutes** of [Ever Wonder: How Can You Tell If A Source Is Credible?](#), tinyurl.com/yc8dpft2, QR:



Tutor explains SIFT process – **Stop, Investigate, Find other sources, Trace** – and corrects any misconceptions with learners.

Tutor then asks learners to follow this SIFT process with a recent news article about climate issues. This can be from a credible or a non-credible source; tutor can pre-select the news articles and share links with learners, or learners can search for their own articles online. [RTÉ's Climate Change page](#) can be a good starting point to find up-to-date articles about climate change from a credible source.

Learners should discuss their findings and whether the SIFT approach helps them to determine whether a source of information is credible or not. Learners should then create a one-sentence summary of the news source to share with their peers.

If time, tutor can show the remaining 4 minutes of the video and lead a discussion around the role of Artificial Intelligence (AI) in spreading misinformation and disinformation.

Evaluation (5 minutes)

Tutor recaps learning objectives.

Learners think back to the Values exercise in Session 2 (if completed).

How does their most important value link to what they have learnt today? Does focusing on this value change the way they will behave?



SESSION 6:

The impacts of climate change



TIME

1 hour



MATERIALS AND PREPARATION

Worksheet: Session 6, Pens, Online news article



INTRODUCTION (5 MINUTES)

Tutor shares learning objectives.

Today, we will:

- Understand how climate change impacts the world
- Evaluate how impactful the effects of climate change might become



STARTER: BRAINSTORM (10 MINUTES)

Tutor asks learners, "What do you think are the biggest impacts of climate change on the world?" Following the Think, Pair, Share model, tutors should give learners time to a) Think about the question individually b) Discuss it with a partner c) Share ideas with the group.

Activity 6.1:

Impacts of climate change (25 minutes)

In small groups, learners examine the diagram on **Worksheet: Session 6** Each group decides which effect of climate change is the most significant, and why.

Groups share their ideas with the class.

Play the **first 7 minutes** of [The Effects of Climate Change](https://www.youtube.com/watch?v=5az8se86) video, tinyurl.com/5az8se86, QR:



On the handout, learners write their answer to the question: **Do you think climate change will have the largest effects on humans, animals, or both? Why?**

Handout contains sentence starters, a challenge task, and a link to further reading.

Activity 6.2:

Effects on our oceans (15 minutes)

Tutor explains that one part of the world that is experiencing the effects of climate change are our oceans. One area that might have an impact on Ireland in the future is the effect of climate change on the Gulf Stream.

Gulf Stream A powerful, warm ocean current that flows from Mexico, up the east coast of the United States, and then across the Atlantic to Ireland. It influences the climate of northwest Europe.

In particular, the Gulf Stream keeps Ireland much warmer than other countries that are as far North as we are, such as Canada and Poland.

Tutor accesses the [online news article](https://www.bbc.com/news/science-environment-54888888), tinyurl.com/4ewmckj8, QR:



Tutor can read the article aloud or ask learners to explore different sections of the article in groups. The map is particularly effective in explaining the Gulf Stream.

Discuss:

- What might happen if the Gulf Stream becomes less strong?
- Why is it important for scientists to monitor what is happening with the Gulf Stream?

Plenary: Metacognition (5 minutes)

Learners choose at least one of the metacognition questions to answer.

- How could you use what you have learnt today in your own life?
- How did your interactions with others impact today's work?
- What was the purpose of doing today's tasks?

Evaluation (5 minutes)

To finish the session, tutor says that although it might appear impossible to solve all of the problems of climate change, there are reasons to be hopeful; that's what we will cover in our next session.

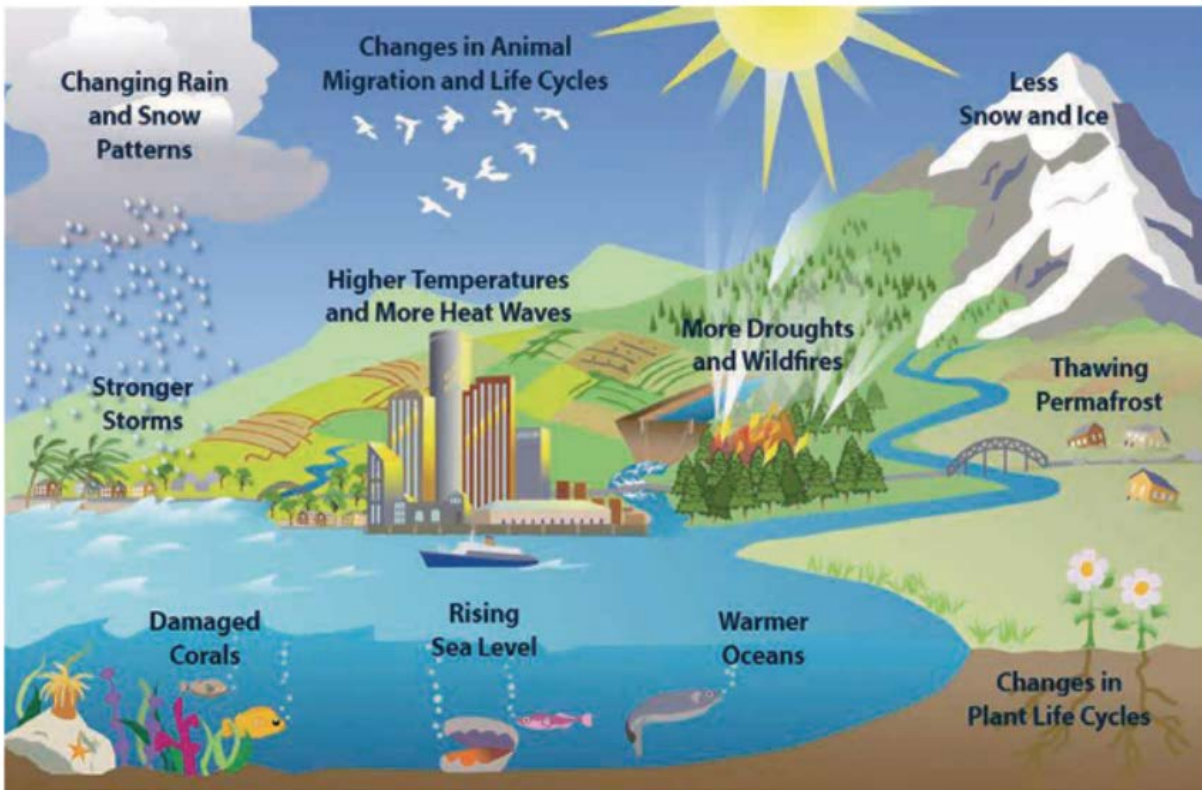


WORKSHEET:

Session 6




Photocopy



Source: North Carolina Museum of Natural Sciences

Do you think climate change will have the largest effects on humans, animals, or both? Why?

Sentence Starters	Challenge Yourself	Learn More
If you need help, you can use the sentence starter: <i>I think climate change will affect humans because...</i>	Try to include the vocabulary words “biodiversity” and “greenhouse effect” .	

SESSION 7:

Responding to climate challenges with hope



TIME

1 hour



MATERIALS AND PREPARATION

Worksheet: Session 7, Causes for hope printed and cut out, Pens



INTRODUCTION (5 MINUTES)

Tutor shares learning objectives.

Today, we will:

- Discover how to respond to climate challenges with hope
- Explore global solutions to climate change

Activity 7.1: Active hope discussion (20 minutes)

This activity is closely based on the Active Hope Activity (inspired by the work of Joanna Macy) found in the City of Dublin Adult Education Service's Handbook "[Climate Justice Education in Practice](#)".

- Tutor shares the following two sentences with learners:

It is normal to feel sad, upset, and frustrated about climate change. However, we must remember that a liveable and sustainable future for all is possible with rapid and transformational climate action.

- Tutor introduces the Active Hope discussion:

This activity will help us to recognise that we have power to respond to the challenges facing our world.

The first step is to take a few minutes to reflect on our own feelings about the environment, climate change, or any of the topics that we have covered in this course.

If they would like to, participants can express their feelings through writing or drawing, though this is not mandatory.

If the learners would benefit from seeing an example, the tutor could consider verbally modelling a thought process or showing an example of a reflective drawing.

After learners have completed a period of reflection, ask them to complete the following sentences – speaking out loud in pairs, small groups, or as a class. Learners can write down their answers if they wish, but it's often the case that more powerful reflections are engendered through verbalising thoughts rather than writing them down.

Learners complete the following sentences:

Looking at the future, my concerns include...

I am grateful for...

What inspires me is...

Looking at the future, I am deeply hopeful that...

A part that I can play in support of this is...

A step that I can take towards this in the next week is...

Reassure learners that there are no "right" or "wrong" answers here – their feelings are important. As the activity progresses, the enormous scale of the problem becomes clear. This may cause anxiety.

The final two sentences may be challenging for some learners; some may feel that there is nothing that they can do to have a positive impact on global climate challenges. (Indeed, some may feel that there is nothing that they should do, that the responsibility must rest with governments and corporations. This valid viewpoint will be explored later in the programme. For now, allow learners the space to express their viewpoints freely.) Some small actions that learners may think about here include sharing information about climate change with a friend or colleague; reading one news article from a credible source about climate change; or any number of daily sustainability tasks such as recycling or saving water or electricity

Activity 7.2:

Global solutions (15 minutes)

Tutor shares **Worksheet: Session 7** with learners. This worksheet contains charts taken from the article "[COP29: How is the world doing on tackling climate change?](#)".

Tutor shares definitions of key terms with learners:

Renewable energy Energy from renewable resources such as wind power, solar energy or biomass.

Emissions In the context of the atmosphere, gases released into the air that can contribute to global warming.

In groups, learners review the charts on the worksheet. Depending on learner confidence working with charts, tutor may wish to go through the charts as a group.

Learners complete writing task on the worksheet. Sentence starters for support and for extension are available on the worksheet.

Activity 7.3:

National and local solutions (15 minutes)

Tutor explains that we are going to explore some of the causes of hope due to actions taken by people at local and national levels in Ireland.

Either individually or in pairs, learners receive a cutout of one of the causes for hope from **Worksheet Session 7**. Learners have 5 minutes to make sure they understand their topic, and can use the internet to research it if required.

Learners then share their cause for hope with the class, either in small groups or as a whole-class activity.

Plenary: (5 minutes)

Learners think back to the Active Hope activity at the start of the session. Is there anything that they would like to add or change, based on what they have learnt today about global, national, and local solutions?



WORKSHEET:

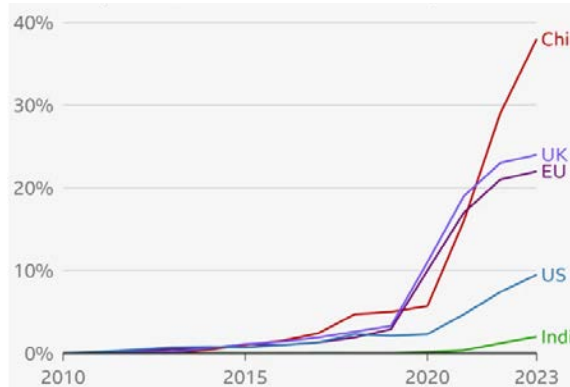
Session 7



Photocopy



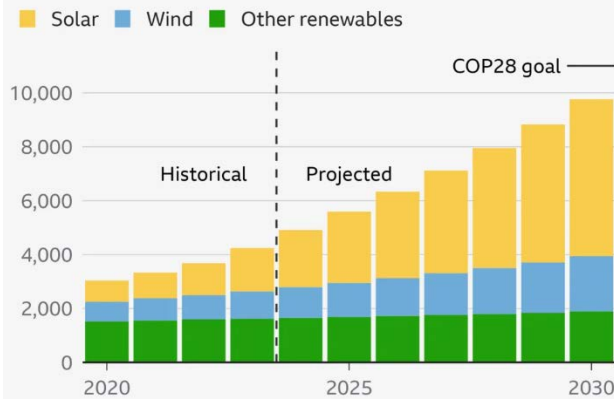
Worksheet Session 7



Selected countries or blocs only. Includes battery electric cars and plug-in hybrid
Source: International Energy Agency

Renewables are increasing rapidly, but not quite on track to meet to COP28 goal

Recent and projected total global capacity, gigawatts



Projected capacity is for 2024-2030 and is the International Energy Agency's main case. Other renewables include hydropower and bioenergy

Source: International Energy Agency

What are the reasons to be hopeful about climate change solutions at a global level?

Sentence Starters	Challenge Task	Learn More
If you need help, use this sentence starter: <i>The increase in electric car sales is a reason to be hopeful because...</i>	Add more detail to your answer by writing one more sentence that starts with <i>Additionally ...</i>	

LOCAL AND NATIONAL CAUSES FOR HOPE



Photocopy



Local and National causes for hope

Change Clothes Crumlin finds lots of ways to use old clothes, making sure that they are not wasted. People can bring their old clothes and swap them for different outfits, reducing each person's carbon footprint because they do not need to buy as many new clothes.

ECO-UNESCO's Young Environmentalist Awards happen every year. These awards celebrate young people from all over Ireland who are taking action to protect our environment. In 2025, over 5,000 young people took part and had a positive impact on their local community.

As part of a project called A Brush With Climate, three hair salons in County Cork are encouraging their customers to talk about climate change. Participants are invited to talk about how they can make positive changes in their own lives, and many people have made pledges to take action.

Volunteers in Ardan, County Westmeath, have collected seeds from trees in an ancient woodland. They will plant the seeds in the land around the wood, so that new trees will grow. They aim to make the wood four times bigger.

Thousands of people from more than 60 community groups participated in a national protest in Dublin, organised by the Stop Climate Chaos coalition, to ask government officials to take strong actions to reduce Ireland's carbon footprint. The owners of WildAcres in County Wicklow have taken action to increase biodiversity on their land by digging over 60 ponds to provide habitats for fish, insects, and birds.

The Falls Hotel & Spa in Ennistymon County Clare uses the power of a hydroelectric turbine installed on the river running alongside its grounds. As a result, the hotel has reduced its reliance on carbon fuels and achieved carbonneutral status.

Farmers in Ireland are being supported by organisations such as ClimateKIC to make their farming practices more environmentally friendly, leading to better outcomes for people and the planet.

SESSION 8:

The Sustainable Development Goals (SDGs)



TIME

1 hour



MATERIALS AND PREPARATION

Handout Session 8 - blank SDG cards printed and cut out, enough for 8 or 9 cards per group of learners, SDGs website displayed,



INTRODUCTION (5 MINUTES)

Tutor shares learning objectives.

Today, we will:

- Understand the United Nations Sustainable Development Goals
- Compare the importance of the goals
- Evaluate whether the goals can be achieved through local solutions.



Activity 8.1: The SDGs (50 minutes)

This may seem like a lot of time for this activity; in all workshops with learners, learners responded well to the activity and wanted to focus on the SDGs for a full session.

Tutor explains that the United Nations Sustainable Development Goals are a set of 17 targets that were adopted by the UN in 2015. The aim of the SDGs is to make the world a better place by the year 2030.

Tutor shows the first four SDGs on the website as an example [United Nations Sustainable Development Goals \(SDGs\)](https://www.un.org/sustainabledevelopment/), tinyurl.com/msfrw2vs, QR:



Tutor explains that each SDG has a name and a picture icon and displays the first four SDGs on the website as an example.

Tutor passes out 8 or 9 blank SDG cards per group and explains that each group must guess the focus areas of the remaining SDGs based on each SDG's icon.

There is no right or wrong answer here; some of the pictures are more obvious, and some are almost impossible to guess. The point is to engage learners and get them thinking about the possible target areas.

Once all groups have had sufficient time to guess, tutor goes through each goal in sequence and asks learners for their ideas as to what the goal might be. Tutor then shares the real title of each goal. This often leads to discussion around clarifying the meaning of each goal. It is recommended that tutors display the goals, either via the website or by writing the title of each goal on a whiteboard. For some groups of learners, tutors may wish to modify the titles of some goals so that they are more accessible to learners.

After all the SDGs have been shared, tutor asks groups to:

1. Arrange their SDG cards in order from most important to least important
2. Discuss why they have chosen this order
3. Brainstorm how individuals can have positive SDG impacts at global, national, and local levels.

This group work may take some time and may need close facilitation from the tutor. After group discussions are completed, tutor mixes up the groups. This can be done by giving each member of a group a number (1, 2, 3, etc) and then asking all of the number

1s to get together to form a new group, all of the number 2s to get together to form a new group, etc.

In their new groups, learners use the following sentence starters to share their ideas with each other:

- *The SDG that our group chose as the most important is ...*
- *We think this SDG is the most important because ...*
- *One way that we could improve this SDG at a local or national or global level is ...*
- *This links to other SDGs because ...*

If time, tutor can conclude the session by demonstrating how all of the SDGs are inter-linked.

Evaluation (5 minutes)

Learners think back to the Values exercise in Session 2 (if completed).

How does their most important value link to what they have learnt today? Does focusing on this value change the way they will behave?



SUSTAINABLE DEVELOPMENT GOALS



Photocopy and cut out



SESSION 9:

Climate justice



TIME

1 hour



MATERIALS AND PREPARATION

Worksheet: Session 9, Pens, YouTube video



INTRODUCTION (5 MINUTES)

Tutor shares learning objectives.

Today, we will:

- Understand the meaning of “**climate justice**”
- Explore ways that we can become empowered to take action



STARTER (5 MINUTES)

Definition of “justice” and “just”

Tutor reads the sentence: *A liveable and sustainable future for all is possible with rapid, **just**, and transformational climate action.*

What does “just” mean here? Crucial to take time to explain this from a literacy or definition standpoint (in contrast with the usage of “just” as an adverb).

Just In the context of climate change, “just” means “fair”.

Justice In the context of climate change, fairness and equality; making sure everyone is treated equally and everyone is looked after.

Activity 9.1: Discussing climate justice (30 minutes)

Tutor shares the following definition with learners.

Climate Justice The belief that it is unfair that some people are heavily affected by climate change even though they do not do very much to cause climate change.

Learners record definition on **Worksheet: Session 9**.

As a class, tutor and learners read the text about climate justice on **Worksheet: Session 9**. This text has been designed to begin in a more accessible way and become more challenging as it progresses. Tutor checks for learner understanding and corrects any misconceptions.

Play from **8 minutes 45 to the end** of [The Effects of Climate Change](#) video (same videos as Session 6, but a different section of the video), tinyurl.com/5az8se86, QR:



Tutor begins a group discussion with the question: Why is climate justice so important? Can you think of any solutions to improve climate justice at a local, national, and global level?

During the development of this resource pack, this was always a question that encouraged a detailed and engaging discussion, and so ample time has been allocated to it in this activity.

The issue of climate justice in particular is one that can engender strong opinions among participants. Some learners may feel that it is unfair that they are being asked to make sustainable choices in their own lives when corporations and governments are having an astronomically negative impact on the Earth every day. There is no easy answer to this, apart from to remind participants that positive local actions – if enough people do them – can have positive global impacts.

Activity 9.2: Becoming empowered (20 minutes)

At times, it may feel like we are powerless to do anything about big problems like climate change.

However, there are different sources of power that we might not realise.

Tutor shares the following four sources of power with the group, and then asks them to discuss whether they experience these sources of power in their own lives. This can be written up on a whiteboard, perhaps as a quadrant with each sector labelled as one source of power. Learners can discuss which source of power can best be used to achieve positive change in the world.

Power over...

The ability to control or dominate others, often by force. This type of power can lead to oppression and inequality.

Power to...

The ability to achieve your goals and shape your own destiny, using your knowledge and skills.

Power with...

The power that comes from acting together with a group. Even if each individual is not very powerful, they can work together to form a powerful group.

Power within...

The ability of each person to challenge and resist systems that oppress them. Each individual can use their voice to benefit the world around them.

Learners can then read the **six steps to take action on Worksheet: Session 9**. These are adapted from the Six Steps to Success, the core framework of [ECO-UNESCO's Young Environmentalist Awards](#). Discuss the six steps with learners. Are there any that seem easy? Are there any that seem difficult? Are there any projects that learners would like to work on, using these six steps?

Evaluation (5 minutes)

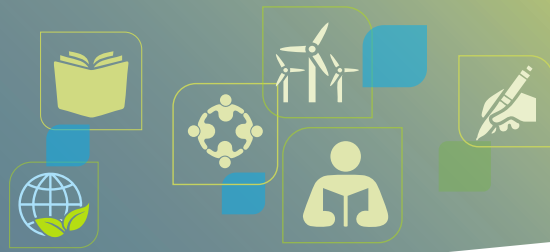
Tutor recaps Learning objectives.

Learners think about the question "How would you explain the concepts from today's lesson to a 5-year-old?"



WORKSHEET:

Session 9



Photocopy



Climate Justice:

Some places and people in the world are hurt more by climate change than others. This is not fair. Climate justice means we look at this unfairness and try to fix it.

Not all countries release the same amount of greenhouse gases. Developed countries often release more harmful emissions than less developed countries, but it is the people living in those less developed countries who will suffer the most. This is because people in these countries often face bigger problems when the weather becomes extreme. They may live in areas where floods, storms, or droughts hit the hardest. Climate justice helps us see why these communities need more support and protection.

Climate justice also asks us to look at the larger systems that shape our world, such as inequalities within countries. Climate justice encourages us to question how our economies, governments, and social structures must change to create a fairer and safer planet. Collective action, informed by justice, is essential for transforming our world.

**Six steps to help
you take action:**

Step 1. Get A Team Together

**Step 2. Select An Environmental Issue
And Research**

Step 3. Develop An Action Plan

Step 4. Take Action

Step 5. Raise Awareness

Step 6. Reflect

SESSION 10:

Green jobs and sustainable living



TIME

1 hour



MATERIALS AND PREPARATION

Handout Session 10 printed, YouTube video



INTRODUCTION (5 MINUTES)

Tutor shares learning objectives.

Today, we will:

- Understand the meaning of **“net zero”**, **“just transition”**, **“green jobs”**, and **“circular economy”**.
- Explore how these concepts can help businesses become more environmentally friendly.
- Evaluate which local actions are most effective in fighting climate change.



Activity 10.1:

Net Zero (10 minutes)

The concept of Net Zero is something that may help to achieve climate justice globally.

Tutor shares definition:

Net Zero The point at which a country or company removes as many greenhouse gases as it produces. This can also apply on a global level.

Watch **up to 1 minute 40** of [What is net zero? | The Royal Society](https://www.royalsocietypublishing.org/doi/10.1098/rsos.200200), tinyurl.com/5frzcc6v / QR:

(The video focuses on the UK, but its principles apply to all countries and to the world.)

Tutor asks learners if they think that it is possible for an individual, company, or country to achieve Net Zero.



Activity 10.2:

Sustainable business (25 minutes)

This activity is adapted from [ECO-UNESCO's Youth for Sustainable Development programme](#).

Tutor introduces three vocabulary terms:

Green Job A job that is related to the protection of the environment.

Just Transition Making sure that the global shift to an environmentally friendly economy is fair for everybody.

Circular Economy A society that reduces waste, reuses items, and recycles as much as possible.

Tutor explains that it is important to understand how businesses can become more sustainable; this will help people and the planet.

In groups, learners receive a case study card for one business (**Handout: Session 10**) and imagine that they are the owners of that business.

Learners discuss (in order of difficulty; some groups may only discuss Question 1, some may only discuss Questions 1 and 2)

1. What changes could you make to your business to help reduce waste and recycle?
2. Are there any jobs in your company that you could turn into green jobs?
3. How can you make your business more environmentally friendly whilst also making sure that all your employees and customers are treated fairly?

Activity 10.3: Sustainable living (20 minutes)

Tutor explains that one way for an individual to have a positive impact on the environment is through sustainable choices.

Watch [Sustainable Living 2024: 10 Easy Habits for a Greener Life](https://www.youtube.com/watch?v=4srphf2r), tinyurl.com/4srphf2r, QR:



Discussion: Which of these sustainable choices do you think will have the largest positive impact? Why? Are there any of these choices that you would not make? Why? Are there any other choices that we can make at a local level that will have a positive impact?

Tutor explains that another way for an individual to have a positive impact on the environment is through sustainable purchasing decisions. If you decide not to buy something from a company because you don't think the company is behaving sustainably, it will not really affect the company. But if everybody decides not to buy something from a company because they don't think the company is behaving sustainably, it will have a huge impact on the company and might make it change its business practices.

Are there any examples that learners can think of from their own lives? Are there any products that we could try to replace with more sustainable alternatives?

Plenary: Metacognition (5 minutes)

Learners choose at least one of the metacognition questions to answer.

- What did you find easy today? What did you find difficult?
- Could today's activities have been done differently to help you learn better?
- What is the most important thing that you learnt today?

SUSTAINABLE BUSINESS



Photocopy and cut out



Sports Shop

We sell sports clothes and shoes. We run factories around the world where the products are made before being transported to end up in the high-street windows. Recently, however, we are under pressure regarding the conditions for the workers in our factories in developing countries. They work long hours and use chemicals which are bad for their health and for the environment. Also, we know our customers are throwing away our clothes when they are still perfectly good, which does feel like a big waste. We are ready to change our way of doing things to be more environmentally and socially conscious.

Food Producer/Supermarket

We sell food from all over the world. We only sell the highest quality products and are sure to throw away misshaped products. We used to pride ourselves on the variety of fruit and vegetables we sold all year round. Recently however, we have become concerned about the environmental impact of our business. We are wondering whether selling foods that have been grown using pesticides and fertilisers is such a good idea. Should we be transporting products all around the world with transport costs resulting in price increases on long distance food distribution? And how much packaging do foods really need? We are ready to make changes and would like to be more committed to the environment, people's health and the demands of our customers.

Oil Company

We are an oil business. We dig for oil all over the world and then refine the oil to make petrol for cars, planes and trains and energy for people's homes and work. For a long time people have been hassling us about the impact our work leaves on the environment. When we dig for oil we often pollute the surrounding area; then we have to transport the oil, risking oil spills, which can wreck natural habitats killing wildlife. Also the effects of oil use in transport and heating systems gives off harmful gases and excess carbon dioxide, which adds to the greenhouse effect. So we are now willing to consider the alternatives such as wind, solar and wave, to ensure our long term future, particularly as oil supplies are in decline and becoming too expensive.

Fast Food Restaurant

Breakfast, lunch, dinner and snacks, we provide people with hot and cold food and drinks for a reasonable price. Recently however we have become concerned about the way in which our ingredients are produced, the beef for the burgers, the potatoes for the chips, the coffee and the wheat for the bread. We produce a lot of waste, with all the plastic knives and forks, the paper cups and napkins and the styrofoam boxes for takeaway. Our waste costs are rising and consumers are demanding cheaper locally produced foods. We are also worried about health issues as people realise how much fat and sugar there is in our food and drinks. We want to become more sustainable to protect our customers and our planet.

SESSION 11:

Our perfect world



TIME

1 hour



MATERIALS AND PREPARATION

Craft paper, Markers and Pens, **Handout: Session 11**

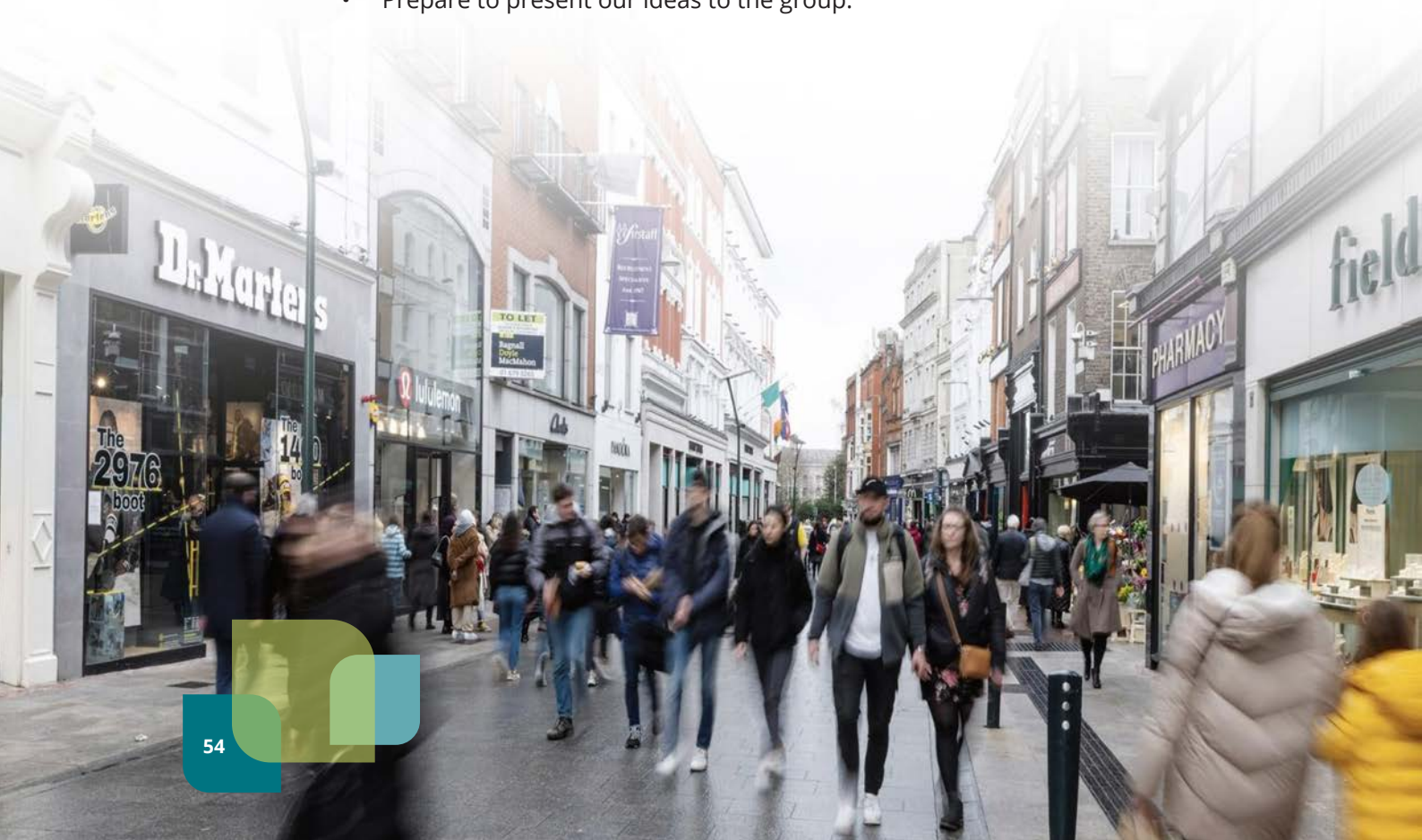


INTRODUCTION (5 MINUTES)

Tutor shares learning objectives.

Today, we will:

- Create a picture of our vision of a perfect world
- Compare our creation with others
- Prepare to present our ideas to the group.



Activity 11.1:

Perfect world – Individual (15 minutes)

This activity is based on a resource from ECO-UNESCO's "What on Earth is Sustainable Development" resource pack.

Tutor explains the task: You are going to imagine the perfect city and then draw a picture of it. Try to make your city sustainable, environmentally friendly, and fair to everyone. Here are some questions to help you:

- What does it look like? What outdoor spaces are there for people to enjoy?
- What do people's houses look like? Is there anything sustainable about the houses?
- How do people get from place to place here?
- What resources or supports are in place for people to use? How do they access them? Are they free?
- Are there any specific facilities for young people? For people of different backgrounds? For elderly people?

Learners use markers and pens to draw and label a large picture of their ideal society.

Activity 11.2:

Perfect World – Comparison (10 minutes)

When they have finished, learners share their picture with others in their group and compare the societies that they have created.

Tutor can share sentence starters for comparison, if required.



Activity 11.3:

Perfect World – Group (25 minutes)

In small groups, learners combine the best parts of all of their perfect worlds into one final drawing, labelled with its key features. Next session, each small group will present their perfect world to the class.

Learners should then think about how to achieve their perfect world. Choose one thing about the world and brainstorm whether there are any local actions that they could take that will result in local, **global, or national changes**. The following questions, taken from ECO-UNESCO's [Youth for Sustainable Development programme](#), could help:

- What will we do?
- How will we do it?
- Who can help us?
- What could hold us back?

Once they have worked together to create their perfect world, and thought about how to achieve it, learners prepare to share their work with the group in the next session.



SESSION 12:

Group project delivery



TIME

1 hour



MATERIALS AND PREPARATION

Group drawings of ideal societies from last session



INTRODUCTION (5 MINUTES)

Tutor shares learning objectives.

Today, we will:

- Share our group visions for an ideal society
- Reflect on what we have learnt in this module

Activity 12.1:

Group Project Delivery (20 minutes)

Each group shares their final “perfect world” drawing from the previous session with the class.

Groups should also share their ideas about how we can take action to achieve this perfect world.

After each presentation, the rest of the learners should be encouraged to share their thoughts and ask questions.

After all presentations are finished, tutor can congratulate the learners on completing the Climate and Environmental Literacy programme!



Activity 12.2:

Reflection (30 minutes)

In this activity, learners should be encouraged to reflect in detail on their learning over the course of the whole programme. This activity can be completed even if learners have not done every single session in the programme.

Climate and environmental literacy

Learners should look back at their rating of their understanding of climate and environmental literacy from Session 3. How would they rate themselves now? Tutor can share the full definition of climate and environmental literacy from the beginning of this resource pack if they wish.

Growth and change

Ask learners to consider whether they think they have grown or changed as people over the course of this programme. Are there any changes that they will make to their daily lives?

Perspectives

Ask learners if there are any issues on which they have a new perspective after completing this programme. How did it feel to develop this new perspective?

Values

Ask learners to think back to the Values activity in Session 2 (if completed). Ask learners:

- Has completing this programme changed your view of which values are most important to you?
- What can you do to connect your most important value with the idea of climate and environment literacy?
- How can you share your values with others and help them to make the world a better place?

BONUS SESSION: Field trip!



The Language Experience Approach can be used with learners who are developing their literacy skills in English.

Under this approach, learners and tutor share an experience. The tutor then leads the students in a spoken recounting of the event. This can be completed in pairs, groups, or as a whole class.

During this discussion, the teacher transcribes what the students say (recording apps on some mobile phones may be of use here, to record and automatically transcribe students' words).

Extracts from this text can then be used as the basis for specific activities related to an element of literacy learning.

Finally, students return to the full text and respond to it, perhaps by re-reading it or writing a new story that builds on it.

This approach can also be used with learners with strong literacy skills who are developing their understanding of climate and environmental literacy. Rather than focusing on elements of language in the learners' texts, the tutor can highlight terminology related to climate and environment issues. An exercise can be completed to determine, for example, if the learners are using terminology correctly or if there are any other subject-specific vocabulary words that they would benefit from learning.

Examples of field trips and activities (some on a larger scale, some on a smaller scale!) could include:

- Visit to a local park
- Walk along a local river
- Observation of any natural features that can be seen in the immediate vicinity of the learning centre
- Describing a collection of plants / flowers / natural objects that the tutor has brought into the classroom
- Watching a video of a natural environment very different from Ireland's
- Competition to see who can see the most birds in a set time period
- Guest speaker connected to topics about nature and the environment





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