

## Climate change and its impact globally

### HOW DO WE DEAL WITH THE CHALLENGES OF CLIMATE CHANGE IN EUROPE?

Part 3

#### How do we deal with the challenges of climate change in Europe?

EXERCISE

N

**Subject** Geography | Economic Studies

**Level** easy

**Duration** 140 minutes

#### Learning Objectives

Competences	Detailed description
Social and civic competences	The pupils recognize challenges in their own environment, which are induced by climate change. In addition, they are able to work out interactions with economic and social aspects.
Learning to Learn	The processing of stories as a play provides a way to explore the content more deeply and, in particular, to understand emotional aspects. Within the framework of the development of the play, ideas come up, can be discussed in the group and thus be integrated in the learning process.
Communication in the mother tongue	The pupils are able to transfer content from newspaper articles to theatre scenes. In doing so, their own creativity, personal experiences and conscious interpretation can be incorporated. They are aware of the qualities of a dramatic representation to convey information and emotions.

#### Overview

Min.	Topic	Tasks for the pupils	Tasks for the teacher	Material
10	Reflect on climate change and identify impacts	Identify, how climate change affects their own living environment	Introducing the leading question: "How does climate change affect our own region?" and structure the collection of hypotheses	Facilitation cards in 2 colours, board markers
70	The effects of climate change on tourism in Austria, town planning in Germany, flood protection in England and coastal protection in Denmark	Working on the worksheet in groups, reading the text example and developing theatre scenes	Dividing the class into four groups, handing out the text examples and worksheets, support the development of the scenes	4 text examples (resource N 1), 4 worksheet N 2, props
40		Presentation of the scenes (max. 5 min.), followed by reflection of specific aspects	Ask questions for the reflection of the scenes	
20	Evaluation of the results	Defining new questions for further enquiries	Reflecting the hypothesis and questions of the first part of the exercise, collecting new questions off the pupils	Facilitation cards for new questions

### Detailed Description

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#### STEP 1

Introduce the lead question for the upcoming exercise: “How can climate change be observed in our own region?” Ask the pupils to write down their suggestions on cards in one colour. Number the cards and present their content either to the class by reading them out loud and putting them on a board, or by distributing them in groups of pupils. Then distribute the cards of the second colour and ask the pupils to write how they assess the different observation. Do they consider them having positive or negative impacts. Allow the pupils to formulate questions for the further lesson.

#### STEP 2

Based on 4 text examples, pupils develop theatre scenes and present them. In detail the effects of climate change on tourism in Austria (theatre scene with 3 people), town planning in Germany (theatre scene with 4 people), flood protection in England (theatre scenes with 4 people and television – additional people) in addition to coastal protection in Denmark (theatre scenes with six people and a group) are addressed. The four examples of the text contain 16 active roles, two pupils could be protagonists seen on television (England) and the rest play the school class (Denmark).

Depending on the class size, you divide the students into four groups. You give each group one of the four text examples (resource N 1) and the worksheet N 2. The pupils familiarise themselves with their example and try to implement their scene. Give the pupils sufficient time to clarify any ambiguities. The text sample is used only as a guide and it is desirable if any other characters (e.g. for the television report) or additional adaptation measures that the pupils feel are important are incorporated. If possible, let the pupils incorporate their personal experiences into the theatre scene. Your job as teacher is to support the development of the scenes. Encourage the pupils to express their feelings also. Each theatre scene should take a maximum of five minutes.

#### STEP 3

In turns the small groups audition their theatrical scenes. After each scene there follows a plenary discussion. You can ask the following questions:

- What are the themes of the scene? Are you aware of these topics? What was new?
- Have you experienced the scene presented in a similar type and way?
- Do you have an idea in which country the scene could be played?
- Did the people in the scene have a problem and what challenges did the people in the scene have to contend with?
- Who or what helped them with their problem? Is that in your opinion a suitable answer or are there other possibilities to solve the problem?
- Were there different interested parties in the scene? Which objectives did the people pursue?
- What parallels could you draw with Greenland and Tuvalu?

#### STEP 4

Pick up the hypotheses and questions of the pupils from the beginning of the exercise. Have the pupils mentioned the effects described in the scenes? What about the other examples mentioned by the pupils? Ask the pupils, if their questions were answered. The cards of questions answered are taken away from the list. Collect additional questions that came up during the exercise. Some examples of questions, which would allow a more profound enquiry of the situation are:

- Are the stories provided isolated weather events or long-term trends caused by climate change?
- Was it climate change alone, that caused the problems for the people or had there been further factors of influence (similar to the various factors leading to the end of the Norse settlements)?
- How do municipalities or countries react to the changes?
- Which are the changes in society triggered by the effects of climate change and the adjustment measures? How far do these affect adaptive capacities?

### Variations

#### Other text examples

The stories provided in material N1 describe impacts on the regions of the project organisations developing the material. It is recommended to include up-to-date stories (e.g. from newspaper articles) from the local environment of your pupils. The examples should contain at least some connections between climate change and local social and economic structures. You may select the local stories as teacher, but also ask the pupils to do some research.

#### Theatre education

You can let the pupils work more deeply on the characters of their scene: while a person goes in the middle of a small group, you ask the other members of the group about their characters: biography, general context of life, the interpretation of the situation and future plans. The person in the middle must do this quickly and answer about their role.

In case different groups need longer, you can give additional exercises to those that are already finished:

- Play the scene in slow motion or fast forward
- Do without words and focus on gestures - is the scene still understandable?
- Exchange roles!
- Play the scene in a different genre (Western, Action film, Opera, comedy)

#### Further Enquiries

After step 4, let the pupils decide, how they can check the validity of their other hypotheses or how they can find answers to the open questions. Make groups of 3-4 pupils check on one hypothesis or further explore one question through self-directed research. In this way, they may make use of internet research as well as contact experts from the municipality, research institutions or non-governmental organisations.

#### Additional Scenes about consequences

While talking about the causes of climate change (Exercise L), the pupils have learned that traffic, agriculture and energy production are human-made drivers for climate change. The pupils are now asked to develop their own scenes about consequences that might have to be considered (Material N3). The pupils should put a conflict about the topics provided on stage which either plays in the family context or amongst friends. Thereby they are asked to make use of their own experience. Have these topics been addressed? Although the focus of the displayed discussions will be the impact of the consequences on the individual, it should be clearly pointed out, that it is not alone the responsibility of the individual to realise the suggested measure. Supportive structures by industry and politics are as relevant as the individual choice. If the pupils want to limit the access to certain aspects, please ask the pupils also to include in their scenes, how the limited access should be distributed. What are the consequences, if simply the prices are increased?