



## Activity: Climate Change Reactions

**Purpose:** Critically reflecting on one's own and others' ideas or perspectives on impacts of climate change on people's lives as a means of developing empathetic understanding of others

**Age level:** 9-18

**Time needed:** 20-40 minutes (depending on the length of the video clip to be used)

### **Resources:**

- ✓ Computer/internet facilities to show an online video clip
- ✓ An online video clip on the impacts of climate change on people's lives

For instance, teachers can choose a short video clip from the 'climate witness video' section of the WWF's website:

[http://wwf.panda.org/about\\_our\\_earth/aboutcc/problems/people\\_at\\_risk/personal\\_stories/witness\\_stories/video2/](http://wwf.panda.org/about_our_earth/aboutcc/problems/people_at_risk/personal_stories/witness_stories/video2/)

- ✓ Four quarter slips of paper per student (created by quatering a blank sheet of paper)

### **Procedure**

Students form groups of six. After watching the chosen short video clip, each student works separately, writing four different reactions to what they have watched, one per slip of paper. A reaction could be a brief paragraph, a sentence or one word. Reactions are collected together by one of the members and s/he shuffles and deals out as in a game of cards. Each group member looks into their 'hand', discarding into a central pool any reactions they wrote and/or any with which they are not prepared to identify. They continue to discard and pick up from the pool until they are satisfied with their hand. They continue this process until each member has up to three reactions which (1) they did not write themselves and (2) they are in agreement with.



They then break into threes and each read his/her hand to each other, explaining why they chose those particular reactions. They then collectively compose a reaction to the video clip. The whole group join together, sub-groups sharing and explaining their reactions before negotiating and writing a final whole group reaction. A full class discussion session follows.

### Variation

The teacher can choose a written story about climate change impacts on people's lives obtained from newspaper, book, magazine or internet and follow exactly the same activity procedure.

### Potential/Facilitation Guidance

This activity is excellent for achieving a thoroughgoing sharing of reactions to a chosen story of climate change impacts on people's lives. It helps to develop in learners empathetic understanding towards the people in the story as well as to students in the group. Students negotiate a joint agreed position but, if that proves impossible, they at least clarify the nature of the disagreements that emerge and their own perspectives and values.

To trigger whole class discussion, questions such as the following will be useful:

- How did you first respond to the video clip and how did you express that response in your four reactions slips?
- Did the 'shuffling cards' process open your eyes to different ways of seeing the video clip?
- How challenging was the group writing of a joint reaction to the video clip? Does everyone feel their opinions were taken into account or did you feel ignored at that stage?
- Looking at the reactions (personal, group and whole group) what values do they manifest? What change and action possibilities do they throw up?
- How challenging was the negotiating of a whole group reaction? Is everyone satisfied with the outcome?