

Lesson 5 - The Role of The UN In Supporting Young People to Support Change. Create Your Own School Agreement.

| Lesson Objectives | Skills Objectives |
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| <ul style="list-style-type: none"> Young people to understand the role of the United Nations in supporting young people. | <ul style="list-style-type: none"> Communication - I can produce professional presentations while keeping in mind the pitfalls of poorly prepared and presented presentations. Team Work -I have the confidence to work with others and adapt to the situation |

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| Timings | Task |
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| 10mins | Reading and interpreting graphs about deforestation and population of the country. |
| 45mins | <p>What role does the UN allow young people to play in making a change? What is the role of the UN in supporting climate change? Goal 13 focuses on climate action. Several other purposes relate.</p> <p>Sustainable Development Goal 13 aims to “take urgent action to combat climate change and its impact” while acknowledging that the United Nations Framework Convention on Climate Change is the primary international, intergovernmental forum for negotiating the global response to climate change.</p> <p>Target13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.</p> <p>Target 13.3.1 The extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education, and (d) student assessment</p> <p>Young peoples to investigate the agreement by all UN countries and develop their own goals for the school to enforce change supporting climate change.</p> |

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| 10mins | <p>Look at NGOs (non-governmental organisations, such as charities) who lobby and advise governments and companies.</p> <p>Explore the different ways in which this is done (e.g. petitions, peaceful protests, direct action) and the pros and cons of these approaches.</p> <p>Young peoples to present their findings to each other.</p> <p>The lesson could be extended by asking Young peoples to present to the senior team in the school, possibly governors and getting a agreement which everyone signs up to. Young peoples could do a version of the agreement for parents/carers on things they can do to support climate sustainability.</p> |
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Create Your Own School Agreement.

Lesson Objectives


- Young people to understand the role of the United Nations in supporting young people.



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Skills Objectives

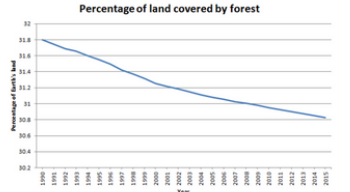
- Communication** - I can produce professional presentations while keeping in mind the pitfalls of poorly prepared and presented presentations.
- Team Work** - I have the confidence to work with others and adapt to the situation



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What do these graphs tell us?

Percentage of land covered by forest



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| What percentage of the Earth's land was covered with forest in 1995? | |
| What percentage of the Earth's land was covered with forest in 2015? | |
| What percentage of Earth's land was deforested between 1990 and 2015? | |

Answers

What percentage of the Earth's land was covered with forest in 1995? 31.8%

What percentage of the Earth's land was covered with forest in 2015? 30.8%

What percentage of Earth's land was deforested between 1990 and 2015? Approximately 1%

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| What was the global population in 2015? | |
| How much has the global population increased by from 1955 to 2015? | |
| Why can having more people in the world lead to deforestation? | |

Why can having more people in the world lead to higher CO2 emissions?

How do scientists believe that CO2 emissions contribute to climate change?

Answers

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| What was the global population in 2015? | Approximately 7.4 billion |
| How much has the global population increased by from 1955 to 2015? | Approximately 4.6 billion |

Why can having more people in the world lead to deforestation?

The land is needed for people to live on and to produce the things they need (eg to farm food)
The wood is needed as fuel or as a material to build products

Why can having more people in the world lead to higher CO2 emissions?

- People use fuel that creates carbon dioxide
- People also take in oxygen and breathe out carbon dioxide
- Making food for people to eat almost always involves processes that release carbon dioxide into the atmosphere

How do scientists believe that CO2 emissions contribute to climate change?

Carbon dioxide is a greenhouse gas. This means that carbon dioxide creates a barrier in the atmosphere that traps the sun's rays close to the Earth. This heats the Earth's overall temperature, contributing to global warming.

What role does the UN allow young people to play in making a change?

What is the role of the UN in supporting climate change?

Goal 13 focuses on climate action There are a number of other goals that relate.

Sustainable Development Goal 13 aims to "take urgent action to combat climate change and its impact" while acknowledging that the United Nations Framework Convention on Climate Change is the primary international, intergovernmental forum for negotiating the global response to climate change.

Target 13.3 Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.

13.3.1 The extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education, and (d) student assessment

Pupils to investigate the agreement by all UN countries and develop their own goals for the school to enforce change supporting climate change.

Environmental laws and regulations. Students can research UK laws and regulations – such as

- the Environmental Protection Act (1990)
- the Energy Acts (2008, 2010 and 2011)
- the Wildlife and Countryside Act (1981)

Pupils can investigate the environmental issues behind their development, the effects they have had and the ways that they are implemented by the Government.

Students can find out about environmental EU Directives:

- the Habitats and Birds Directives.
- the Invasive Species Directive)
- the International agreements Kyoto Protocol.
- the Paris Climate change agreement, the CITES treaty about trade in endangered species.
- the UN Sustainable Development Goals.

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Look at NGOs (non-governmental organisations, such as charities) who lobby and advise governments and companies.

Explore the different ways in which this is done (e.g. petitions, peaceful protests, direct action) and the pros and cons of these approaches.

What would you like your school to do?