ACTIVITY
SHARING THE PLANET

Time: 180 minutes

Grade Level: Lower and Upper Secondary

Days of Implementation: 3 days

Designed by: Elyana Zawaideh

Alignment with STEAM subjects

Science: Understanding the science behind climate change.
Technology: Using digital tools in final presentations.
Arts: Discussing artistic images and writing a proposal.
Mathematics: Analyzing the SDG Index and comparing the data.

Related or achieved SDGs

- SDG 13: Climate Action: Promotes understanding of how climate action is interconnected with all the SDGs.
- SDG17: Partnerships for the Goals: Fosters teamwork and collaboration to address climate challenges.

Objectives

By the end of the class, students will be able to:

- Define climate change and its causes.
- Present how all the SDGs are interconnected
- Investigate local community issues related to climate change and SDG 13.
- Suggest one solution relevant to the local context and write a proposal for the school's administration.

Materials Needed

- Digital tools for presentations such as Canvas, Powerpoint, Google Slides…
- Paper and colored pencils
- Any material related to an artistic performance

Lesson Plan

Introduction

Climate change has occurred repeatedly throughout history. Cold periods have been followed by warmer periods. What distinguishes the current change in climate from the past is its rapid pace; it has unfolded over the last 200 years and is closely linked to human activities.

Scientists globally have been measuring and analyzing alterations in the atmosphere and oceans. The Intergovernmental Panel on Climate Change (IPCC), at the request of the UN, releases reports warning the global community about climate change, primarily driven by greenhouse gas emissions like CO2 and methane.

1. Inquiry & Exploration

Artwork discussion with Visual Thinking Strategies (VTS):

Show the artwork Isaac Cordal, Follow the Leaders, and ask students:

- What's going on in this picture?
- What do you see that makes you say that?
- What more can we find?

Following the discussion of the image, engage students in a discussion and investigation of real-world climate challenges. Using the links below, encourage the students to understand more about the science of climate change, examining its causes and its impact on the planet. Then, have students examine possible solutions. Some ideas to dive deeper include:

- What is Climate change? (United Nations);
- Climate change (Global Schools, 2025);
- What is the 'Paris Agreement', and how does it work? (United Nations);
- Illustrations (Brenna Quinlan, Permaculture Australia).

Discussion Questions:

- What is climate change?
- What are the causes of climate change?
- To what extent is this topic relevant to you? Your community? Your country? Globally?

2. Investigation & Research

Prompt students to investigate and answer the following questions:

- Is there any evidence suggesting that your community suffers from climate change? Could you explain using research evidence?
- What adaptation and mitigation solutions are being implemented to protect your community from climate change?
- How can you engage in communicating this challenge to others and suggesting solutions?

Some sites for student exploration and research:

- SDG Index: Use the interactive SDG map to compare countries' progress on SDG 13, including exploring a specific country's profile.
- UN SDG Website: Find out more about SDG 13 targets and what actions can be taken as a citizen.
- Sustainability for All: Explore adaptation and mitigation measures to combat climate change.
- Seek inspiring solutions for SDG 13 and readlocal news relevant to the local area, such as this article on libraries as climate shelters (Barcelona for Climate).

3. Implementation & Design

- After the research and investigation phase, tell students that they have been tasked with developing an innovative solution to solve the climate crises. Their solutions can be presented to the class via the following artistic mediums:
    - A visual campaign or video to raise awareness;
    - A visual campaign to illustrate specific adaptation strategies for communities, such as a comic strip;
    - A video that showcases a story of local climate resilience;
    - A performance that models the story of a local community's efforts to adapt to climate change.
- Before students decide on a specific mechanism to present their solution, have them submit a short proposal with a brief description of their plan and their project's potential impact.

4. Testing & Reflection

Students can test the feasibility of their proposed solution by gathering feedback from local experts or science teachers. In addition, they can gather feedback on their proposed creative mechanisms of showcasing their solution. Feedback could take the form of short interviews or surveys.

5. Presentation & Action

Students should present their solutions to the class and explain how those solutions combat climate change. They should also explain why their solution was presented via that specific form of visual or artistic medium.

Criteria

- Scientific Understanding (25%)
- Creativity and Innovation (25%)
- Presentation Clarity (25%)
- Team Collaboration (25%)

Reflection

- Did students fully understand?
- What should I improve for next time?
- Was the lesson interesting enough for the students?