

# Climate Action Project



## Concept Note 2020-2021

### FAST FACTS

- **What:** Online learning experience centered on climate action aiming to involve more than 1,000,000 students globally
- **When:** October - November 2020
- **Who:** Educators and students ages 6-22 from more than 100 countries
- **How:** Classrooms share and interact through online interactions and video to take action together. This opportunity is offered by Take Action Global, 501(c)3 non-profit with curriculum available in 15 languages. Website: [www.climate-action.info](http://www.climate-action.info).

### OVERVIEW

The Climate Action Project will launch October 2020 marking the fourth annual global event aiming to involve 1,000,000 participants across more than 100 countries. The free, global collaboration project aims to lead behavior change through education and is in collaboration with WWF, UN, and NASA and is supported by HH Dalai Lama, Dr. Jane Goodall, Kumi Naidoo, President Higgins, many world-renowned scientists and public figures.

During the student-centered project, students will explore, brainstorm, discuss, create, solve problems, and share findings and solutions by posting brief weekly videos to the website. This way students can learn from their global peers and gain authentic insights. The project allows students to be creative, collaborate at a global scale, understand empathy, think critically, and take action. This way we aim to change behavior. This involves alternative learning approaches and a different role for their teachers.

As part of the project, teachers will be able to connect and interact with other teachers across every corner of the world. They will be personally guided by facilitators, have access to learning resources, and receive guidelines and curriculum. This way teachers can share concerns and exchange best practices. Throughout the project, we evolve from local to global and from asynchronous to synchronous learning as both types have their own benefits. By the end of the project, there will be webinars by world-renowned experts.

The project includes engaging initiatives like global tree plantings and in 2020 the students will be able to send their messages and solutions to Mars thanks to our collaboration with NASA.

In the past few years, the project was covered by media across 45 countries, including BBC, CNN, and National Geographic. This way the project not only has impact within classroom walls, but also in society. Impact is measured through research at multiple international universities.

## **GENERAL AIMS OF THE PROJECT**

The aims of the project are to:

- institutionalize climate change and environmental action as part of national curriculum across the globe
- establish and support international movement and behavior change in terms of climate action
- create positive environmental impact based on actions of students internationally
- distribute curriculum to schools globally and support participation across all countries
- alignment to individual country's cultural, financial, and technological contexts through collaborations with Ministries of Education and national teacher organizations

## INSTRUCTIONAL AIMS OF THE PROJECT

The instructional aims of the project are to:

- bring the Sustainable Development Goals to classrooms globally
- promote global collaboration between teachers and students
- offer teacher professional development opportunities and guide teachers to use technology to become part of a global network
- shift to alternative learning systems while addressing important global issues, such as climate change, gender inequality, and poverty
- target important skills like collaboration, creativity, critical thinking, problem-solving, and empathy
- provide free, high-quality resources and experiences including curricula, webinars, virtual exchange, and support in multiple languages
- present governments with manifesto signed by our students, teachers, parents, partners and organizations

## CLIMATE ACTION PROJECT CURRICULUM

A comprehensive curriculum is provided to all participating classrooms. Lessons and resources offer context and background about climate change and environmental issues and encourage inquiry, hands-on learning, and collaboration.

The curriculum contains:

- context about climate change: definition, causes, effects, and potential solutions
- context about environmental issues: lowered biodiversity, air pollution, ocean acidification, acid rain, overfishing, deforestation, water pollution, population growth, waste production, etc.
- instructional guides on how to teach about climate change and the environment with connection to other learning approaches
- best practices in instructional design and lesson planning
- suggested activities and collaboration opportunities

The curriculum supports multiple learning environments resulting from COVID-19, including face-to-face instruction and distance learning, and will be available in the following languages:

- First stage: English, Spanish, Arabic, Hindi
- Second stage: French, Portuguese, Russian, Chinese, Turkish, Ukrainian, Swahili
- Third stage: Malay, Filipino

## IMPACT AND NEW INITIATIVES

Students going on climate strikes across the globe sent a strong message leading to some changes being made by governments. However, education is needed for true change in mindsets and behavior.

Over the past years, the Climate Action Project has made an impact at multiple levels from school to home to local community and in some locations at the societal level. Some examples include:

- National change in Ireland with the Green Dot Movement
- 60 million trees planted in Malawi
- American students inventing a new solar suitcase. It was shipped to Kenya where it now offers free electricity to 1 school. Indian students made a solar driven cart. Norwegian students made sure that their school bought solar panels
- Indonesian students creating eco-bricks
- Swedish, Greek and Irish students visited government with their manifesto
- Nigerian students developed biomass plants and brought those to their communities
- Argentinian, Romanian, Canadian and Indian students created bioplastic, water bubbles and shared their recipes? They also used mealworms to break down polystyrene. Students in UAE did beach clean-ups
- Belgian students started a repair cafe repairing broken devices
- American students developed a technique to use aquaponics to grow plants with 80% less water. It is now used in Malawi and presented at Oxford university
- Canadian students 3D-printed coral reefs
- In Sierra Leone where sadly 2 students died due to mud flows, they made a very emotional video to share their story
- Indonesian students developed eco-bricks
- Tunisian students created a video game
- Tanzanian students created a water heater with plastic bottles
- Students in Peru did a march and rewarded students by coming to school by bike. They celebrated via a festival
- Students across 50 countries designed an eco-friendly world in Minecraft.
- Vietnamese students recycled
- Belgian students invited their parents to the classroom to bring change at home

Last year, we launched a global tree planting program called #plantED which led to 1.1 million trees planted in a two-week period: <http://plant-ed.net>.

This year, we are excited to announce that participating students will send their messages, solutions, and drawings on a special mission to Mars thanks to our partnership with NASA.

## OUR PARTNERS

We work with large teacher organisations in 30 countries to ensure that (1) the project is custom-made for that area (culturally, needs, resources) and (2) we have distributed participation in all continents.

Examples of our customized country-level partnerships:

- Colombia: Colombian schools will be closed during the project and so as part of the project we will train teachers how to use technology.
- Peru: The Peruvian partner will add resources to the curriculum.
- Australia: The Australian partner will gather data and measure impact.
- India: The Indian partner will focus on professional development.
- Tanzania: In Sierra Leone, Tanzania we will use Whatsapp as primary form of communication.
- China: In China we will use WeChat to ensure that every teacher can join.
- Liberia: In Liberia we will create a modified, shorter program due to the beginning of the school year.
- Antarctica: The one school in Antarctica has students of all ages. We will adapt the curriculum.

Examples of our organizational partnerships (as of 15/7/2020):

AcademeMedia



eligeeducar



TEACHFORINDIA



TEACHFORNIGERIA



Teach For Tanzania





## SHIFT TO A NEW NORM

In our experience, asking students to memorize a definition about Climate Change is not the best way to achieve a true understanding and change of behavior. After doing research about collaborative and playful learning, we developed a framework and flow which allows for authentic, engaging learning experiences while targeting important skills and aiming students to take action. This also involves the use of technology allowing to enhance learning on a global scale.

Students will learn important 21st century skills including:

- **Creativity:** students design their own prototypes while creating in maker spaces in Hands-on minds-on learning.
- **Critical thinking:** students will explore the issue of 'fake news' and digital citizenship
- **Problem-solving:** students will solve problems and take actions. This is much more powerful than rote learning! Did you know you can create your own bioplastics relatively easily?
- **Empathy:** students will approach learning through empathy and social-emotional learning. This may seem tricky, but once students see how their global peers suffer from bush fires, hurricanes, mud flows, and other issues their empathy will grow.
- **Technology Enhanced learning:** students will create eco-friendly worlds in Minecraft and with LEGO creator kits.
- **Collaboration:** students will learn from each other, even on a global scale.

Learning these skills will equip students for their future. A future where increased global connection and job change/loss (due to AI and diseases like COVID-19) are possible demanding rapid adaptation and innovation. Our approach is based on research. We work with universities to measure impact.

## COVID-19 AND TECHNOLOGICAL ISSUES

Due to covid-19, we will adapt the program in some countries when necessary. We will ensure that our program will be aligned with countries' cultural, financial, political and technological context.

Adaptations for countries who have been in lockdown for one or more months during the current school year (Example: India):

- Teachers decide how much time they will spend on the project on a weekly basis.
- 30 minutes will allow both teachers and students to be part of the platform, community, and experience.
- The project is modular allowing teachers to skip or combine certain weeks.

Countries expected to be in lockdown (Example: Colombia, Brazil):

- Our curriculum will provide some easy, engaging activities to be taken by students at home, requiring very little amount of resources.

Countries beginning school year (Example: Liberia):

- Teachers and students will only participate during the last 2 weeks. We will provide the causes and effects of climate change and environmental issues for that specific country so that they will have to focus on solutions and actions

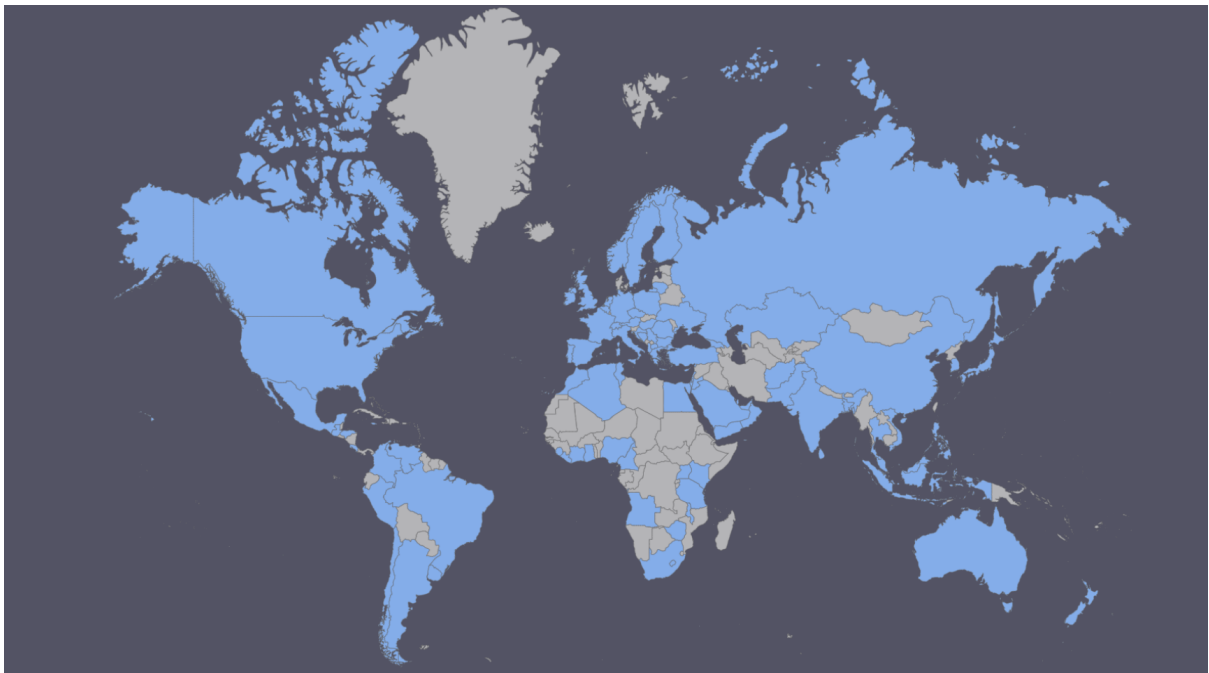
Connectivity issues (Example: Sierra Leone, Liberia, Tanzania):

- Many countries have a limited connectivity or expensive data bundles. We will set up whatsapp groups and facilitate publication of the students' findings and images at the project's website.

Not able to use mainstream tools (example: China):

- Certain countries block access to mainstream social media and our website. For those countries we set up groups in technology like WeChat which works in that certain nation.

Our website will not make politically-sensitive statements and will only focus on facts proven by different sources of research so that students in all countries will be able to have access to our project.





## A GLOBAL APPROACH

The Climate Action Project welcomes participating teachers from over 100 countries per year. For 2020, here are the top 11 participating countries:

1. USA
2. India
3. Canada
4. Brazil
5. Nigeria
6. Ukraine
7. Serbia
8. Portugal
9. Malawi
10. Argentina

\* We expect this list will change by Oct 1 2020 since our largest partners in Australia, Colombia, Chile, South Africa, Malawi, Turkey, UAE, Palestine, Russia, China, and New Zealand. Data gathered at 15/7/2020.

## FUTURE OBJECTIVES

2021:

- Continuous work on extending institutionalizing climate change and environmental action as part of national curriculum across the globe
- Curriculum extensions with entrepreneurship
- Creation of database on student driven solutions
- Curriculum extensions with entrepreneurship
- 10 to 100M participants

## FOR MORE INFORMATION

Climate Action Project website: [www.climate-action.info](http://www.climate-action.info)

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Organized and coordinated by TAG, a non-profit based in USA (501(c)3)  
[www.takeactionglobal.org](http://www.takeactionglobal.org)

Please find the project's timeline at <https://www.climate-action.info/about>