



HOME-LEARNING
VERSION

THE GLOBAL CONVERSATION

EXTREME WEATHER

*Suitable for use at home by young people or
with support from parents or guardians*

Introduction

Designed for an individual working at home alone, in a small group or with adult support.

ABOUT THIS RESOURCE

Time Roughly 6 hours of work (6 x 1 hour sessions)

Target age 9–14 years

Extreme weather is one of the biggest threats facing our world. To minimise the impact, countries need to respond and adapt. But how?

These sessions will explore extreme-weather events around the world and how they impact people, communities and the environment. You'll consider links to climate change, question whether people are affected equally, explore the way societies respond and compare whether prevention is better than reaction.

There are also opportunities to make links to the current COVID-19 pandemic, and explore the similarities between responding to an extreme-weather event and an extreme health care event.

This resource is designed for use on a computer, laptop or tablet.

Please think twice before printing.



JOIN THE GLOBAL CONVERSATION

Students who take part in the Burnet News Club, a teacher-led programme in schools across the UK, will share their thoughts on this topic throughout May 2020. Follow the discussion at burnetnewsclub.com.

Take part in weekly competitions and let us know about the discussions you have!



@Econ_Foundation @BritishCouncil

#globalconversation2020 #newsliteracy #homelearning
#familylearning #connectingclassrooms

These resources were produced by The Economist Educational Foundation, an independent charity that combines the journalistic expertise of The Economist newspaper with teaching know-how. Our mission is to help change young people's lives by giving them the skills to think and speak for themselves about current affairs. We specialise in enabling young people to have high-quality discussions about the news which develop their thinking and communication skills.

Introduction session

STEP 1

Stand up

- Look out of the window. What's the weather like today?
- What's the most extreme weather you have ever experienced? What was it like?

STEP 2

Read this

The Global Risks Report 2020 from the World Economic Forum states: "We have been pushing our planet to the brink and the damage is becoming increasingly clear."

This report says "extreme weather" is one of the biggest threats our world faces. Whilst devastating fires, floods, droughts, heatwaves and tropical storms have always existed, they are becoming more frequent and are thought to be made worse by climate change. The consequences are more life-altering than ever before. To minimise the impact communities, businesses and health care systems need to find ways to adapt. In this topic, we'll look at how the world should respond.

We'll explore these challenges at a time when the world is in the middle of another huge disaster, the coronavirus. We'll discuss whether there are similarities between responding to an extreme health care event and extreme weather.

This topic is global. It goes beyond the classroom and where you live. That's why young people around the world are invited to take part in this learning project and join a global conversation.

EXTREME WEATHER

SESSION 1

STEP 3

Look at these photos

UK flood 2020



Bangladesh flood 2019



Australia fire 2019



LA fire 2019



India & Pakistan heatwave 2019



France heatwave 2019



New York Hurricane Sandy 2012



Haiti Hurricane Matthew 2016



For each pair of photos, discuss, or think about, these questions.

1. What are the similarities between the photos?
2. What are the differences between the photos?
3. Who will be affected by these events and how?

EXTREME WEATHER

SESSION 1

STEP 4

Understand the keywords

Can you define each of these keywords?

HURRICANE | HEATWAVE | DROUGHT | WILDFIRE | FLOOD | RESPONSE | EXTREME

Can you make up a sound for each keyword?

STEP 5

Look at these fictional newspapers

- How is each newspaper portraying the weather? Can you describe the photos?
- How do you feel about the photos?
- Who might not like the way the newspaper is representing these weather events? For example: would a climate-change activist approve of this?
- How should newspapers report on extreme-weather events? Why?



EXTREME WEATHER

SESSION 1

STEP 6

Reflect

Discuss, or think about, these questions:

- Is everyone equally affected by extreme weather?



Use these to prompt your thinking

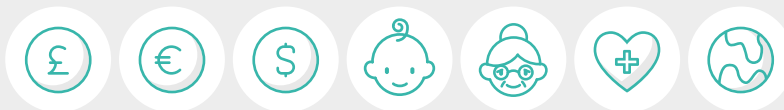
- What questions would you like to ask about this topic, to someone your age in a different country?



OPTIONAL REFLECTION

Think about the coronavirus, then think about or discuss these questions:

- Is everyone equally affected by the virus?



- What questions would you like to ask about the virus to someone your age in a different country?

Exploring extreme weather

STEP 1

Watch two short videos

VIDEO 1 bit.ly/weatherexperience1 (0:30-2:20)

VIDEO 2 bit.ly/weatherexperience2 (0:00-1:07)

After each video, draw a quick picture to represent what you have watched.

Can you add three words to each picture that you think are important?

- Why is it important to hear directly from the people who have experienced the events?
- Would everyone have the same experience of these events?

STEP 2

Explore two case studies on the following pages.

Read each of the case studies then complete the comprehension and comparison sheet.

If you are working with someone else, read one case study each and then swap answers.

CASE STUDY

WILDFIRE

AUSTRALIA

2019

Population
25.5 million

GDP per person
(average amount of wealth)
\$57,374

People who live below the
poverty line
12%

Climate
Frequent droughts
and extreme heat

WHAT HAPPENED?

After record-breaking temperatures in 2019 and a long period of drought, fires raged throughout Australia from summer 2019 to early 2020. Torrential rain in January and February helped to extinguish some of the fires but also caused flash floods.

WHAT WAS THE RESPONSE?

- The government co-ordinated a response across the country to control the fires
- The National Bushfire Recovery Agency was formed to help provide money for the response
- People were told to evacuate (leave) the affected areas
- 3,700 firefighters tackled the fires at any one time
- Huge aircrafts dropped water onto affected areas
- Individuals around the world, including many celebrities, gave money to support relief efforts and help to protect wildlife
- The prime minister faced criticism for how he handled the crisis. People felt he didn't anticipate the fires and hadn't done enough to tackle climate-change. He announced \$2 billion Australian dollars in aid to help the country recover and promised to do more about climate-change

WHAT WAS THE IMPACT?

- An estimated 27 million hectares of land were destroyed
- 2,500 homes were destroyed
- 29 people died
- Around 1.25 billion animals died
- Ecosystems will suffer long-term damage
- The economic damage is estimated to cost \$4.4 billion to fix

CASE STUDY

HURRICANE

HAITI

2016

Population
11.4 million

GDP per person
(average amount of wealth)
\$868

People who live below the
poverty line
53%

Climate
Often experiences
tropical storms

WHAT HAPPENED?

In October, 2016 a hurricane hit Haiti that brought torrential rain and powerful winds. Many homes were destroyed and roads, bridges and communication lines were wiped out. Food crops that fed the local people and were exported for money were also obliterated.

WHAT WAS THE RESPONSE?

- In the days before the hurricane, the government ordered people on smaller islands to be evacuated (to leave), and it banned boat trips
- The government was criticised for being slow to respond and many citizens were angry that they were not provided with relief
- International aid organisations such as the American Red Cross and the World Food Programme (WFP) helped to provide aid and organise relief efforts
- Individuals around the world donated money to emergency appeals
- International governments provided support. For example, the USA funded materials for emergency shelters and the UK Department for International Development (DFID) contributed aid and sent experts to help organise the response

WHAT WAS THE IMPACT?

- An estimated 900 people died
- Over 2.1 million people were affected
- Over 1.4 million people needed support that included shelter, food, clean water and access to toilets
- Farms were destroyed so people didn't have a food supply and businesses suffered
- The damage was estimated to have cost \$2.8 billion to fix

CASE STUDY

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Fairfax Media | Getty Images

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EXTREME WEATHER

SESSION 2

Comprehension and comparison sheet		
	AUSTRALIA	HAITI
ECONOMY	<ol style="list-style-type: none"> 1. GDP (average amount of wealth) per person: \$57,374 2. 12% of people live below the poverty line 	<ol style="list-style-type: none"> 1. GDP (average amount of wealth) per person: \$868 2. 53% of people live below the poverty line
EVENT	<ol style="list-style-type: none"> 1. 2. 	<ol style="list-style-type: none"> 1. 2.
RESPONSE	<ol style="list-style-type: none"> 1. 2. 	<ol style="list-style-type: none"> 1. 2.
IMPACT	<ol style="list-style-type: none"> 1. 2. 	<ol style="list-style-type: none"> 1. 2.
COMPREHENSION	<ol style="list-style-type: none"> 1. Can you summarise the extreme-weather events in one sentence? 2. What was the response? Was it local, national or global? 3. Do you think the response was successful? 4. How would different groups of people be affected by the event? 5. What questions do you have about this event? <p>CHALLENGE QUESTION</p> <p>What were the political implications of each event?</p>	

EXTREME WEATHER

SESSION 2

STEP 3

Research

Research an extreme-weather event that has happened in the last ten years.

Find out:

- What happened?
- What was the response?
- What was the impact?

STEP 4

Reflect

Discuss, or think about, these questions:

- How has extreme weather impacted people's lives in different parts of the world?
Think about things like health, finance and work
- Which groups of people have felt the impact the most?
- How has your community responded to extreme-weather events?



OPTIONAL REFLECTION

Think about the coronavirus, then think about or discuss these questions:

- How has the coronavirus impacted people's lives? Think about things like health, finance and freedom
- Which groups of people have felt the impact the most?
- How has your community responded?

Responding to extreme weather

STEP 1

How to respond

What's the best way to respond to extreme-weather events?

Read this list of responses:

<u>Provide emergency health care to the injured</u>	<u>Ask for international aid (help)</u>
<u>Send food to the affected area</u>	<u>Borrow money from another country</u>
<u>Give money to people who can't work</u>	<u>Build houses with materials that keep homes cool</u>
<u>Provide shelter to people who can't stay in their homes</u>	<u>Build better flood defences</u>
<u>Send firefighters to affected areas</u>	<u>Investigate why the event happened</u>
<u>Support affected businesses</u>	<u>Lower carbon emissions</u>
<u>Evacuate people from the area</u>	<u>Save money so you can respond to a future weather disaster</u>
<u>Help people collect insurance money</u>	<u>Invest in early-warning storm systems</u>
<u>Send the army to help</u>	<u>Move people away from areas likely to experience extreme weather</u>
<u>Select a leader to coordinate the response</u>	<u>Invest in green energy technology</u>

STEP 2

Complete the following challenges

1. Sort the responses into three groups:

- Actions to do now
- Actions to do in two month's time
- Actions to do in the next year or two

Can you give reasons for your choices?

2. Sort the responses into two groups:

- Actions that happen before an event (preventative)
- Actions that happen after an event (reactive)

Can you give reasons for your choices?

3. Choose which actions would save lives

**4. Choose which actions are to do with the economy
(money and business)**

5. Choose which actions would reduce climate change

6. How else could you divide or group the actions?

EXTREME WEATHER

SESSION 3

STEP 3

Solve a situation

Read the four situations and choose one that you would like to plan a response to.

SITUATION 1



There is a hurricane which is due to hit your country in four day's time. Your country has high levels of poverty and poor health care options but you have good relationships with neighbouring countries. You know that the hurricane will destroy homes and people will be injured. Your country's carbon emissions are low but you feel the effect of climate change.

SITUATION 2



Your country is preparing for a summer of extremely high temperatures. You have good emergency services and enough money to spend on a response plan. Your country has very high carbon emissions and temperatures continue to rise every year. If temperatures continue to rise, living conditions will be made very difficult.

SITUATION 3



Your country is an island. A fire is raging in the south and people are trapped. It is hard to tell who is affected as the country is so large. You are concerned that the fires will spread quickly. There are wealthy citizens who live in the north. Fires like this happened last year, too.

SITUATION 4



A storm has hit your country, causing a devastating flood. There are early reports of deaths and missing people. Communication is poor as there are widespread power outages. You have several aid organisations already working in the country and other countries have offered help.

You must decide how to respond and present a plan. You should use the list of responses to help.

Your presentation should be three minutes long and should include:

- A maximum of four actions from the last activity
- One action that you think is important, that isn't on the list
- An explanation of why your actions are suitable for your situation

STEP 4

Compare your response

Choose a different situation. How would you respond differently in that situation and why? For example: in one situation, it might be important to evacuate people from an area, whereas it might not be so important in a different situation.

EXTREME WEATHER

SESSION 3

STEP 5

Reflect

Discuss, or think about, these questions:

- What was the hardest part of the activity?
- During an extreme-weather event, should all countries help the affected country equally?
- What's more important, immediate actions or long-term actions to reduce climate change?
- Who is to blame if responses aren't perfect?



OPTIONAL REFLECTION

Think about the coronavirus, then think about or discuss these questions:

- During a pandemic weather event, should all countries help the affected country equally?
- Which actions would also be good responses to the coronavirus?

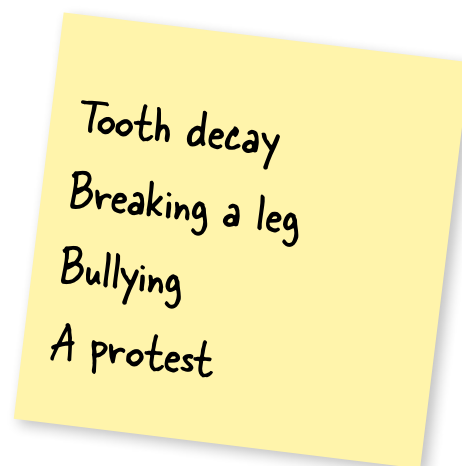
Making adaptations

STEP 1

Prevent or react?

1. Get two pieces of paper. Write “prevent” (stop something from happening) on one piece and “react” (deal with something after it has happened) on the other. Put these pieces of paper on opposite sides of the room.

Read this list:



2. Move to your PREVENT piece of paper. Come up with all of the reasons why it would be good to prevent the things on the list before they happen. For example: it would be good to prevent breaking a leg so you don't get hurt. Write your ideas down.
3. Move to your REACT piece of paper. Come up with all of the reasons why it would be good to react to the things on the list after they happen. For example: it would be good to react to tooth decay so it doesn't spread to other teeth. Write your ideas down.
4. Look at your pieces of paper. Is it better to prevent something before it happens or better to react to it afterwards? Move to the “prevent” or “react” side of the room and give your opinion.
5. Now, think about extreme-weather events. Make a list of reasons why “preventing extreme-weather events is better” and then a list of reasons why “reacting to extreme-weather events is better”.
6. Decide your opinion. What do you think? Try to give answers that relate back to the first examples. For example: it might be good to prevent extreme-weather events so people don't get hurt.

EXTREME WEATHER

SESSION 4

STEP 2

Making changes

This session will focus on how people have responded to extreme-weather events by making adaptations (changes) to their lives or environment. The adaptations might be direct reactions to extreme-weather events, preventative actions or both.

CHECK OUT THE ADAPTATIONS bit.ly/weather-prezi

After you watch each adaptation, decide which extreme-weather event it tackles.

STEP 3

Assess the adaptations. Circle the best adaptation!

Which adaptation is **only good on a local scale**?



Plants
and shade



Smart-saving
streets



Rainwater
recycling



Cyclone
protection



Flood
defences

Which adaptation is **able to have the biggest impact**?



Plants
and shade



Smart-saving
streets



Rainwater
recycling



Cyclone
protection



Flood
defences

Which adaptation is **only suitable for wealthy areas**?



Plants
and shade



Smart-saving
streets



Rainwater
recycling



Cyclone
protection



Flood
defences

Which adaptation is **easiest to do**?



Plants
and shade



Smart-saving
streets



Rainwater
recycling



Cyclone
protection



Flood
defences

Which adaptation is **hardest to do**?



Plants
and shade



Smart-saving
streets



Rainwater
recycling



Cyclone
protection



Flood
defences

Which adaptation is **the most innovative**?



Plants
and shade



Smart-saving
streets



Rainwater
recycling



Cyclone
protection



Flood
defences

STEP 4

Reflection

Pick some of the following questions to think about or discuss:

- Which adaptations are easy to judge if they have been effective? Which ones are hard to judge?
- How should we judge whether an adaptation is good? For example: is an adaptation good because it is easy? What's the most important factor from the last activity?
- Should countries be forced to do certain things or should they be allowed to come up with their own ideas?



OPTIONAL REFLECTION

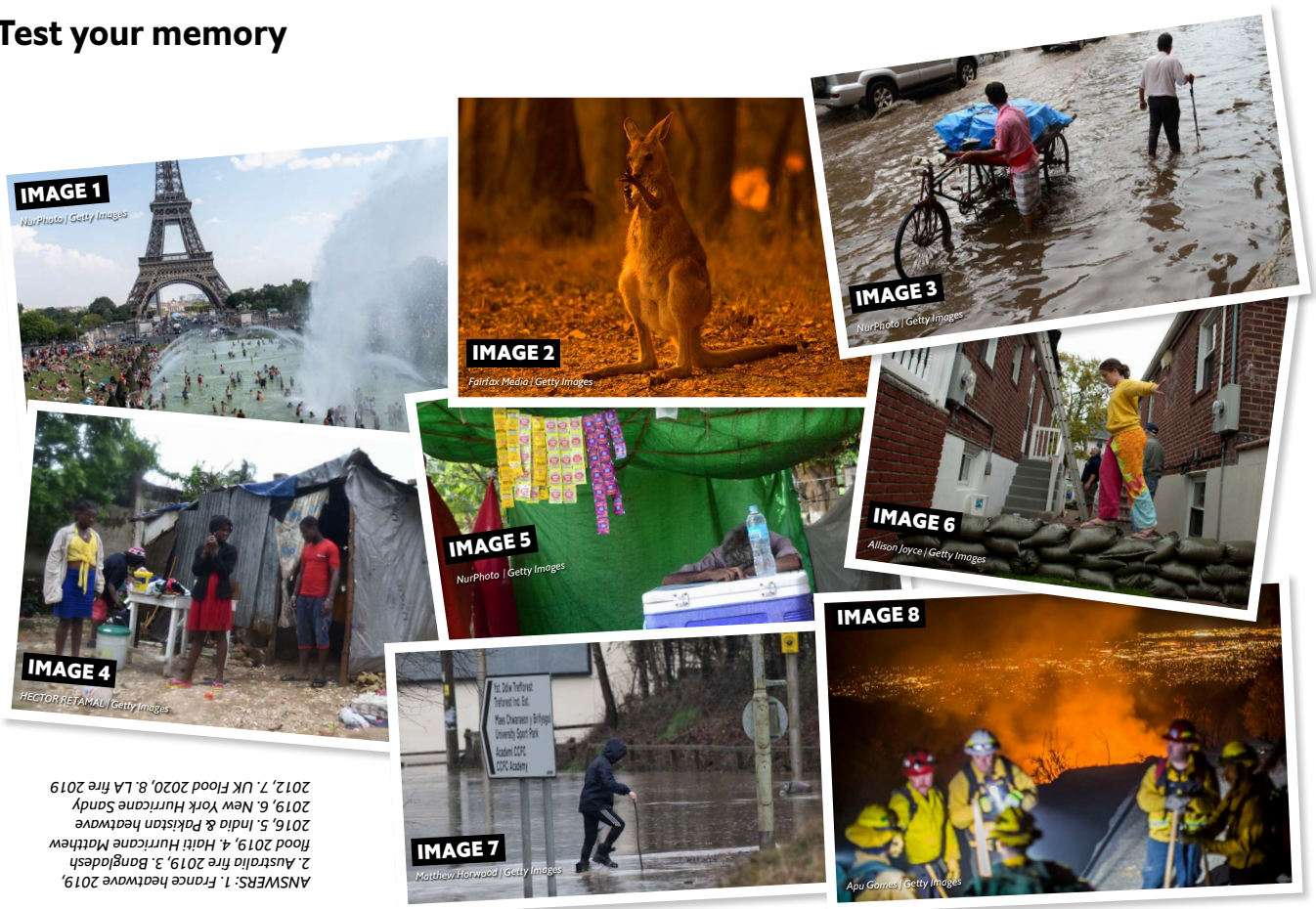
Think about the coronavirus, then think about or discuss these questions:

- What makes preventing a pandemic difficult?
- Should countries be forced to do certain things or should they be allowed to come up with their own ideas?
- What impact has the coronavirus had on climate change? For example: there are fewer flights and carbon emissions have decreased.

Preparing a speech

STEP 1

Test your memory



1. Look at the pictures for 30 seconds
2. Turn around
3. How many things can you remember?
4. Challenge yourself: explain each thing and say why it is important to this topic
5. Try this again and see how much you improve

EXTREME WEATHER

SESSION 5

STEP 2

A speech to world leaders

YOUR CHALLENGE:

Extreme-weather events are happening more frequently and the world needs to act fast to prevent the damage they cause.

Write a speech to world leaders to tell them what they need to do about extreme weather. The speech will form part of the UN75 Global Conversation, which takes place later this year and asks people all over the world to share their views on what they would like the world to look like in the future. You can find out more about it here:

un.org/en/un75/join-conversation

Use the sheets on the next pages to plan your speech.



OPTIONAL REFLECTION

Think about the coronavirus, then think about or discuss these questions:

- What kind of things would you like to say to world leaders about the coronavirus?
- Can you use the sheet to help you write a similar speech about pandemics?

YOUR CHALLENGE

Extreme-weather events are happening more frequently and the world needs to act fast to prevent the damage they cause. Write a speech about the best way to respond to extreme weather.

The speech will form part of the UN75 Global Conversation, which takes place later this year and asks people all over the world to share their views on what they would like the world to look like in the future. You can find out more about it here:

un.org/en/un75/join-conversation

YOUR SPEECH SHOULD INCLUDE:

Your experience of extreme weather

What is extreme weather? What has your country or community experienced? What has the effect or impact been? What statistics or facts help to explain this?

How you think communities should combat extreme weather

What responses are the best? Are there ways to plan ahead or prevent extreme weather happening? What barriers are there to combating extreme weather?

How governments should act

What action should governments take? Can you give examples? Why do you think these would work? Should governments focus on preventative or reactive actions? Would global or local responses be better? How can these world leaders help to support this?

Your vision for the future

*How would you like the world to look for future generations?
Why is action needed now in order for this to happen?*

WHICH SKILLS HAVE YOU SHOWN?

☐☐☐☐

YOU HAVE THE SUBSTANCE. NOW THE STYLE...

Rehearse your speech and then check:

- ☐ I speak slowly and clearly
- ☐ I look up to address my audience
- ☐ I emphasise important points by using repetition or alliteration
- ☐ Where appropriate, I pause for dramatic effect

Presentation time

STEP 1

Prepare

1. Finish writing your speech from the last session.
2. Rehearse your speech. Say it out loud and try to memorise it.

SPEAKING-UP TIPS

Make sure...

- You speak slowly and clearly
- You look up to address your audience
- You emphasise important points by using repetition or alliteration
- Where appropriate, you pause for dramatic effect



- ☯ Where should you stand to deliver your speech?
- ☯ Do you have something to lean on?
- ☯ Could you hold a pretend microphone?
- ☯ Can you be seen by your audience?



STEP 2

Deliver your speech to an audience

Ask members of your household to listen to your speech. You might like to film it, so you can watch it back.

Afterwards, ask your audience if they have any questions. Try to answer them, using the information you have learnt in these sessions.

STEP 3

Reflect on your speech

- Can you give an example of when you gave good reasons?
- Where did you use facts or evidence?
- Did you show passion? How?



OPTIONAL REFLECTION

- What has this topic made you think differently about?
- What can you do now, that you couldn't do at the start?
- What do you know now that you didn't know before?
- What have you thought about on a more global scale and why?
- What did you enjoy about completing these sessions?
- What has been difficult about completing these sessions at home?
- How would these sessions have been different if you were at school?

Your parent or guardian is invited to share their feedback with our team.
They can send us an email: foundationteam@economist.com



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