

The
Economist

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WORLD EARTH DAY

60-MINUTE ACTIVITY

Introduction

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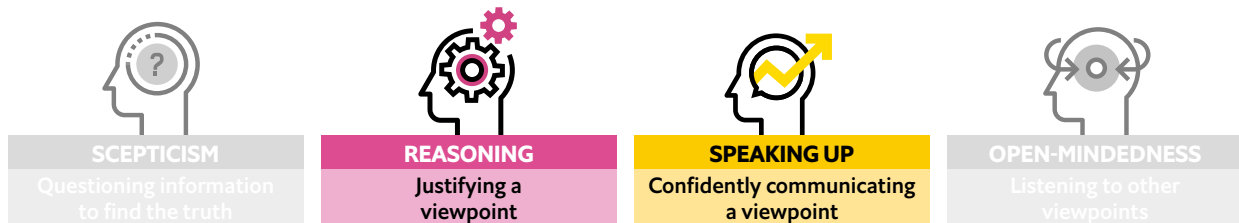
These resources were produced by The Economist Educational Foundation, an independent charity that was set up by *The Economist* magazine. We combine *The Economist's* journalistic know-how with teaching expertise, and we specialise in supporting teachers to facilitate high-quality classroom discussions about the news.

About this resource

April 22nd is Earth Day, and this resource engages students with big questions about climate action. They're challenged to consider the specific steps they can take over different timescales, to discuss the obstacles and to question where responsibilities lie.

This resource will be used by schools worldwide as part of the *Global Conversation* from April 20th - June 1st. Follow the discussion at BurnetNewsClub.com

This resource helps to develop the following skills:



Let us know about any interesting discussions you have!

 [@Econ_Foundation](https://twitter.com/Econ_Foundation)
[#newsthinking](https://twitter.com/newsthinking) [#TEEFGlobalConversation](https://twitter.com/TEEFGlobalConversation) [#EarthDay](https://twitter.com/EarthDay)

BEFORE THE SESSION YOU NEED TO:

- Print the *Keywords* and place each one in a corner of the room



10-MINUTE ACTIVITY

Keywords

Resources

The *Keywords*, placed in four corners of the room

Activity instructions

Read the following to your students:

April 22nd is Earth Day. The Earth Day Network says: “Unless every country in the world steps up – and steps up with urgency and ambition — we are consigning current and future generations to a dangerous future. Earth Day 2020 will be far more than a day. It must be a historic moment when citizens of the world rise up in a united call for the creativity, innovation, ambition, and bravery that we need to meet our climate crisis and seize the enormous opportunities of a zero-carbon future.”

> Find out more at earthday.org

Split the class into four groups. Ask each group to stand in a corner, next to a *Keyword*, and explain what their word means. As a group, they should come up with five actions that tackle the climate crisis and relate to their keyword.

For example:

- Ambitious - get the whole school to stop using paper
- Brave - join a protest

Allow three minutes for students to gather their ideas, then ask groups to provide feedback.

Then, ask your students: which keyword is most important when trying to reduce climate change? They should move to stand by their chosen keyword. Ask students to justify their reasons.

Then, remove the keyword that was most popular. Ask students who were standing there to move to a different keyword and rejustify their choice. Repeat until only one keyword is left. Ask all the students to justify why this word is important in the fight against climate change.

Innovative



creative



BRAVE





AMBITIOUS

15-MINUTE ACTIVITY

Challenges

Resources

No resources needed

Activity instructions

The Earth Day Network aims to create a movement that is “inclusive, impactful and impossible to ignore”. Establish the meaning of these terms with the group.

Ask your students: what is challenging about making an “inclusive” climate-change movement? Let them discuss in pairs before feeding back to the group.

Next, ask for ways to overcome these challenges. Repeat this process for “impactful” and “impossible to ignore”.

15-MINUTE ACTIVITY

Argument line

Resources

No resources needed

Activity instructions

Ask your students to stand in two lines, facing each other so that every student is opposite a partner. Label one line "A" and the other line "B". Tell them they will have three mini-debates and must argue for the side given to them. Allow three minutes for each of the following:

1. Which kind of action is more important?

As: urgent action

Bs: ambitious action

2. Which kind of action needs to be taken first?

As: collective action (for example: the government changing a law)

Bs: individual action (for example: reducing your plastic use)

3. Is it more important for younger or older people to take action?

As: older people

Bs: younger people

Afterwards, let students show what they think personally, having heard both sides. Run through the questions and for each one, invite them to stand on the side they agree with.

20-MINUTE ACTIVITY

Action plan

Resources

No resources needed

Activity instructions

Remind students that climate action will take time.

Give students three minutes to come up with each of the following...

- Actions / changes that they can *do today*
- Actions / changes that will take *a week*
- Actions / changes that will take *a year*

Split the class in half.

One half should try to link their ideas to the *Keywords* from activity one. For example: you might need to be ambitious and creative to be vegetarian one day each week.

Ask students to share their ideas. The other half of the class should listen and then suggest problems and challenges that might prevent these ideas from happening. They should refer to activity two in their suggestions, and challenge whether the ideas are “inclusive, impactful and impossible to ignore”.

After five minutes of discussion, students should swap roles, and now either share ideas or suggest the challenges.

Afterwards, get them to reflect on these activities by asking:

- How hard is it to take action to help the planet?
- Are some things harder than others?
- What’s the easiest thing they can do?

Want more news-literacy resources?

The Economist Educational Foundation offers a range of programmes to help teachers and students have inspiring, in-depth discussions about current affairs whilst developing their critical-thinking skills.

Find out more at
economistfoundation.org

Burnet News Club

Everything you need to run a weekly current affairs club in your primary or secondary school

Inquiry

A six-session scheme of resources each half term, perfect for PSHE

INSET

Develop critical thinking, oracy and independence through heaps of practical activities to embed the news within your curriculum

Workshops

Students dive into an issue over the course of a day, exploring a range of perspectives and having their say

"I feel more confident now with having challenging discussions with children and allowing them to form their own opinions on matters."





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