



# Drawing your Climate Reality

The impact of Climate change on your specific area

Type of pedagogical project, activity, action, accompanying	Group work – brainstorming
Key words of relevant disciplines/ Pedagogical content	Territory, development, causes, impacts, environment, adaptation, mitigation
Problematic	What is the impact of Climate change on your region? How can Climate change impact your region?
Thematic	Local development, Climate change causes and effects on Agriculture, Water, Air Pollution, Biodiversity, Transports, Major Natural Risks
Disciplines (sciences, geography)	Geography, Natural Science, Economy
Pedagogical Objectives/New targeted skills	<p><b>The students will be able to:</b></p> <ul style="list-style-type: none"> <li>- describe their environment,</li> <li>- identify possible impacts of Climate Change on their region and visualize possible mitigation and adaptation measures</li> <li>- express with an appropriate vocabulary and in public, the conclusions of their reflection and work</li> </ul>
Public target(s) (age, requested skills...)	<p>13-16 years old</p> <p><i>Prerequisite: Student should have understood what Climate change is and what are its main impacts.</i></p> <p><i>A short video can be presented as an introductory reminder. (e.g.: <a href="https://kids.nationalgeographic.com/videos/spectacular-science/#climate_101_causes_and_effects.mp4">https://kids.nationalgeographic.com/videos/spectacular-science/#climate_101_causes_and_effects.mp4</a>)</i></p>





<p><b>Description (step by step)</b></p>	<p><b>Step 1) Draw your reality (30')</b>          Students are split into several groups of 5-6 and are asked to draw together, on a big sheet of paper their living realities without speaking with each other: natural elements (forest, beach, rivers, etc.), economic activities (factories, hotel, agriculture, etc.), transportation (airport, train station, highways, etc.), public building (school, town hall, hospital, etc.) and other elements that they consider representative enough of their living environment.</p> <p>When the students are coming from various villages or areas, the groups can be organized by localities so that the produced posters will represent diverse and specific realities.</p> <p><b>Step 2) Discuss and draw conclusions (20')</b>          Each group discusses for 15 minutes about the final result they get on their common poster and about which elements could be impacted by Climate change.          In 5 minutes they decide how they will present their main conclusions (specificities of the territory and main foreseen impacts)</p> <p>If necessary, a list of foreseen or existing impacts is left to the students as reference (see map below).</p> <p><b>Step 3) Present and debate (5')</b>          Each team <b>presents its poster in 5'</b>, mentioning which human activities are or can be impacted by Climate change and how.          For 5 to 10', according to the available time, a discussion is open with the teacher and other students to refine the findings of the group.</p> <p><b>Step 4) Focus on adaptation and mitigation measures</b>          The students take their own drawings and modify it to propose adaptation/mitigation measures.</p>





<b>Place (meeting room, outside space, ...)</b>	Classroom
<b>Individual and / or collective actions</b>	Work is made in groups with the support of the teacher
<b>Material needed</b>	Material for the posters: large sheets of paper (e.g. paperboard), markers
<b>Duration of pedagogical project or activity</b>	<b>2 hours</b>
<b>Evaluation of the new acquired skills</b>	The teacher prepares an evaluation grid in advance in order to evaluate students on the pedagogical objectives of the activity. Evaluation will be done both by teacher and peers.
<b>Eco-citizen adaptation, knowledge enhancement and links to other topics</b>	<p><b>Link to:</b></p> <ul style="list-style-type: none"> <li>● <b>Let's be aware (project)</b></li> <li>● <b>Adaptation to Climate change (knowledge)</b></li> </ul> <p><b>Croatian:</b></p> <ul style="list-style-type: none"> <li>● <a href="https://srednja.hr/ekobiz/ekologija/prosvjed-ucenika-siri-se-po-hrvatskoj-petak-klimu-ulicu-izlaze-splicani/">https://srednja.hr/ekobiz/ekologija/prosvjed-ucenika-siri-se-po-hrvatskoj-petak-klimu-ulicu-izlaze-splicani/</a></li> <li>● <a href="http://klima.hr/razno/publikacije/klimatske_promjene.pdf">http://klima.hr/razno/publikacije/klimatske_promjene.pdf</a> <a href="http://www.wwfadria.org/naa_zemlja/klimatske_promjene/utjecaj_klimatskih_promjena/">http://www.wwfadria.org/naa_zemlja/klimatske_promjene/utjecaj_klimatskih_promjena/</a></li> <li>● <a href="https://skepticalscience.com/translation.php?lang=29">https://skepticalscience.com/translation.php?lang=29</a></li> </ul> <p><b>Greek:</b> videos or cartoons for an introduction to the whole issue</p> <ul style="list-style-type: none"> <li>● <a href="https://www.ypaithros.gr/iperthermansi-planiti-terasties-apoleies-tourismos-ellada/">https://www.ypaithros.gr/iperthermansi-planiti-terasties-apoleies-tourismos-ellada/</a></li> <li>● <a href="http://www.edutv.gr/index.php/perivalon-2/to-roloi-tis-katastrofis">http://www.edutv.gr/index.php/perivalon-2/to-roloi-tis-katastrofis</a></li> <li>● <a href="https://youtu.be/PZgtOnuHJWE">https://youtu.be/PZgtOnuHJWE</a> or</li> <li>● <a href="https://youtu.be/al78Pp-vcDs?list=PLEbIKScbmG2wMFRhRpXEpCI7Znzo2ePJD">https://youtu.be/al78Pp-vcDs?list=PLEbIKScbmG2wMFRhRpXEpCI7Znzo2ePJD</a></li> </ul>





	<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=wa58h4IJ6Hk&amp;list=PLEbIKScbmG2wMFRhRpXEpCI7Zno2ePJD&amp;feature=share&amp;index=7">https://www.youtube.com/watch?v=wa58h4IJ6Hk&amp;list=PLEbIKScbmG2wMFRhRpXEpCI7Zno2ePJD&amp;feature=share&amp;index=7</a></li> <li>• Οι Επιπτώσεις Της Κλιματικής Αλλαγής Στην Ελληνική Οικονομία <a href="https://www.youtube.com/watch?v=MCOlrMTvucc">https://www.youtube.com/watch?v=MCOlrMTvucc</a> (impact of CC on the Greek economy)</li> <li>• <a href="http://www.edutv.gr/index.php/perivalon-2/o-efialtis-tis-ksirasias">http://www.edutv.gr/index.php/perivalon-2/o-efialtis-tis-ksirasias</a> (video on desertification in Greece and global warming)</li> </ul> <p><b>Italian:</b> Desertification in Italy (ITA):</p> <ul style="list-style-type: none"> <li>• <a href="https://www.minambiente.it/sites/default/files/archivio/biblioteca/La_vulnerabilitx_alla_desertificazione_in_Italia.pdf">https://www.minambiente.it/sites/default/files/archivio/biblioteca/La_vulnerabilitx_alla_desertificazione_in_Italia.pdf</a> <a href="https://www.minambiente.it/sites/default/files/archivio/biblioteca/RISORSE_FORESTALI_E_RISCHIO.pdf">https://www.minambiente.it/sites/default/files/archivio/biblioteca/RISORSE_FORESTALI_E_RISCHIO.pdf</a> <a href="https://www.wwf.it/oasi/?31300/Giornata-Mondiale-desertificazione">https://www.wwf.it/oasi/?31300/Giornata-Mondiale-desertificazione</a></li> <li>• <a href="http://asvis.it/goal13/articoli/462-3280/cambiamenti-climatici-e-rischio-desertificazione-in-sicilia">http://asvis.it/goal13/articoli/462-3280/cambiamenti-climatici-e-rischio-desertificazione-in-sicilia</a> Desertification in the Po Valley, article (ITA): <a href="https://www.internazionale.it/reportage/marcello-rossi/2017/09/11/cambiamento-climatico-fiume-po">https://www.internazionale.it/reportage/marcello-rossi/2017/09/11/cambiamento-climatico-fiume-po</a> Legambiente survey about CC in Italy (ITA):</li> <li>• <a href="https://www.legambiente.it/wp-content/uploads/ricerca_clima_2018.pdf">https://www.legambiente.it/wp-content/uploads/ricerca_clima_2018.pdf</a> ; How climate is changing in Italy and impacts on Agriculture (ENG): <a href="https://www.cmcc.it/article/agriculture-at-risk-the-potential-impacts-of-climate-change">https://www.cmcc.it/article/agriculture-at-risk-the-potential-impacts-of-climate-change</a> New areas for vineyards in Langhe e Roero (ITA): <a href="https://www.lastampa.it/2016/10/05/italia/alta-langa-le-bollicine-piemontesi-vanno-in-quota-KJ31dHc8PAT0ucf9O5bqEJ/pagina.html">https://www.lastampa.it/2016/10/05/italia/alta-langa-le-bollicine-piemontesi-vanno-in-quota-KJ31dHc8PAT0ucf9O5bqEJ/pagina.html</a></li> </ul>
<p><b>Observations</b></p>	<p><b>Please make sure that the students you are going to involve in the activity have understood the main causes and effects of Climate Change</b></p>





Photo MCE Greece





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