

Tackling the climate crisis

Empowering learners through climate change education

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What we'll cover

- Climate change education – the why; what matters
- The scope of climate change education across the Cambridge Pathway
- Key curriculum considerations
- Amplifying student voices
- What we've been hearing from schools so far
- Learning and acting together



Climate change education

....helps learners understand and address the impacts of the climate crisis, empowering them with the knowledge, skills, values and attitudes needed to act as agents of change*

<https://www.unesco.org/en/climate-change/education>



What matters

- Education is critical in tackling the climate crisis.
- This needs high quality education.
- Context is key.



Climate change education in the Cambridge Pathway

Helping learners understand and address the impacts of the climate crisis, empowering them with...

Knowledge and skills

Climate Science

- Environmental Management
- Geography
- Sciences

In particular contexts

- Business Studies
- Commerce
- Economics
- Fashion & Textiles
- Marine Science
- Country studies (e.g. Bangladesh & Pakistan)



Values and attitudes

- Cambridge Learner Attributes
- Biblical Studies
- Islamic Studies
- Religious Studies
- Cambridge Global Perspectives



To act as agents of change

Skilled to engage

- Communication skills
- Critical thinking skills
- Mathematical & data skills
- Design skills
- Digital skills

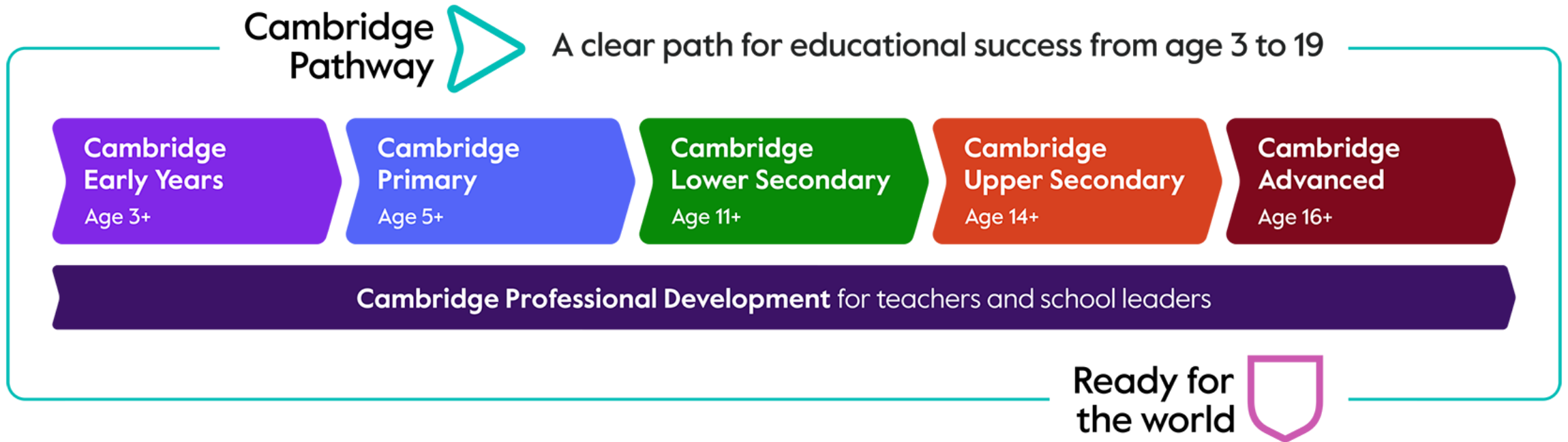
Experience of collaborative change

- Cambridge Global Perspectives
- Science Competition

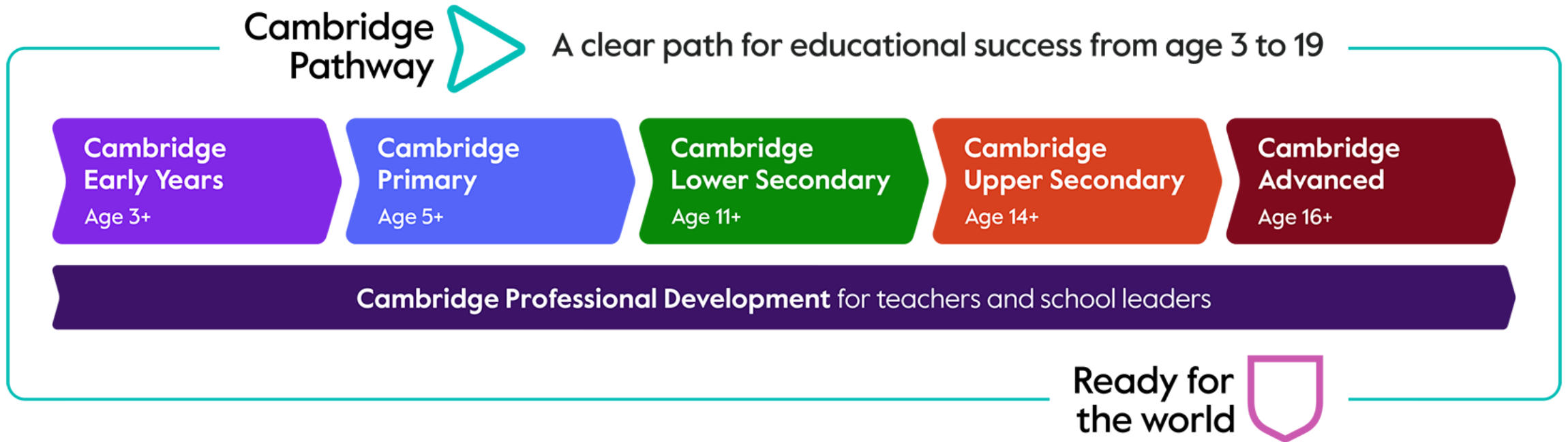
Empathetic and resilient

- Wellbeing
- Cambridge Learner Attributes

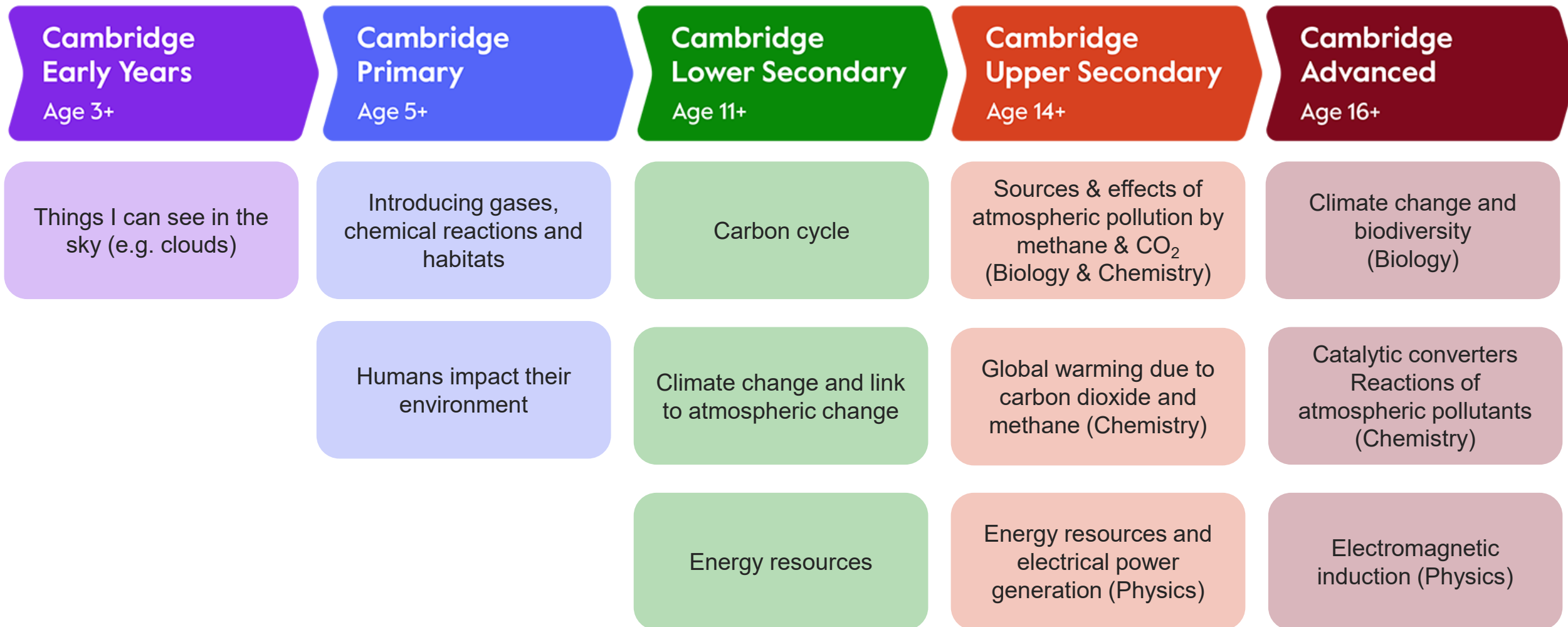
The Cambridge Pathway from 3 to 19



Introducing climate change concepts tailored to the age of learners



Progression in climate change science



Progression in understanding plastic pollution

**Cambridge
Early Years**
Age 3+

Objects vs materials

Looking after the outdoors environment
(e.g. putting litter in a bin)

**Cambridge
Primary**
Age 5+

Objects, materials, substances, particles

Humans can pollute the environment and toxic substances can move through a food chain or food web

**Cambridge
Lower Secondary**
Age 11+

Introduction to the covalent bond

Bioaccumulation

**Cambridge
Upper Secondary**
Age 14+

Plastics as polymers
(Chemistry)

Non-biodegradable plastics in aquatic and terrestrial ecosystems
(Biology)

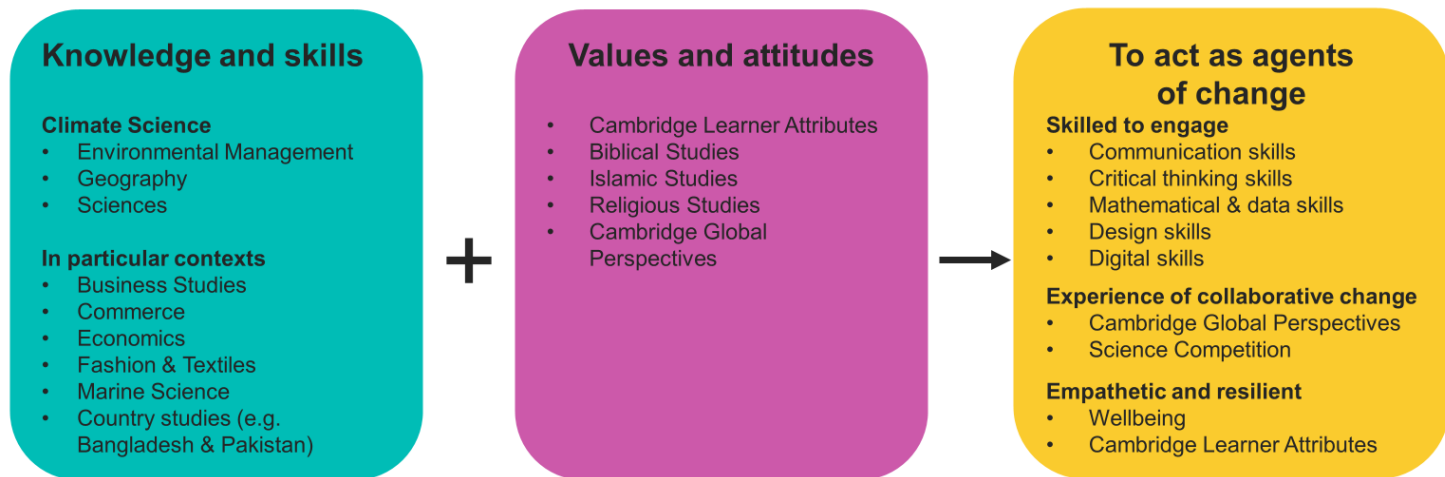
**Cambridge
Advanced**
Age 16+

Degradable polymers
(Chemistry)

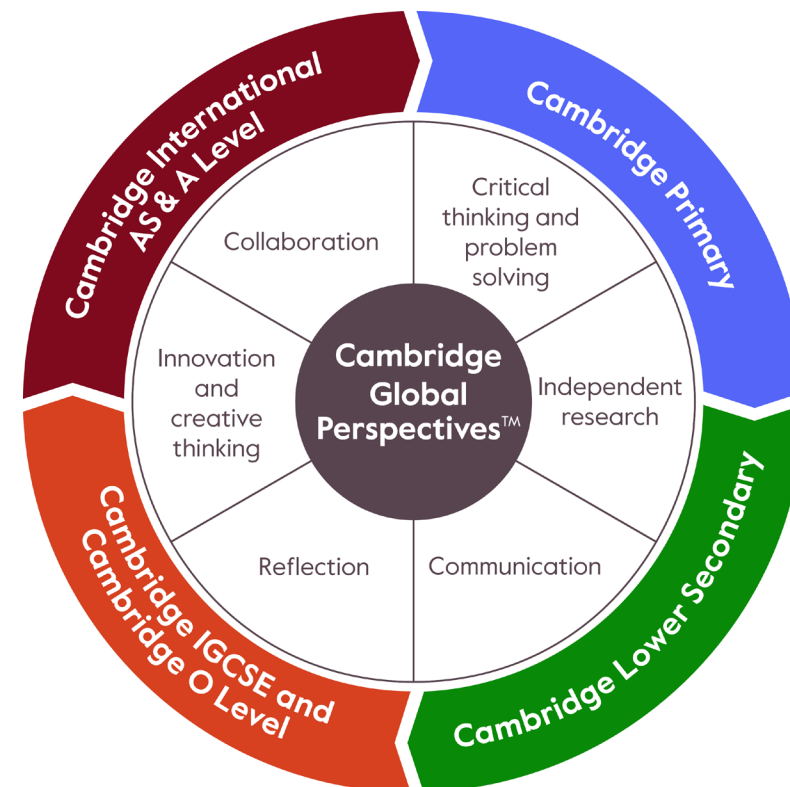
Cambridge Global Perspectives™

Climate change education in the Cambridge Pathway

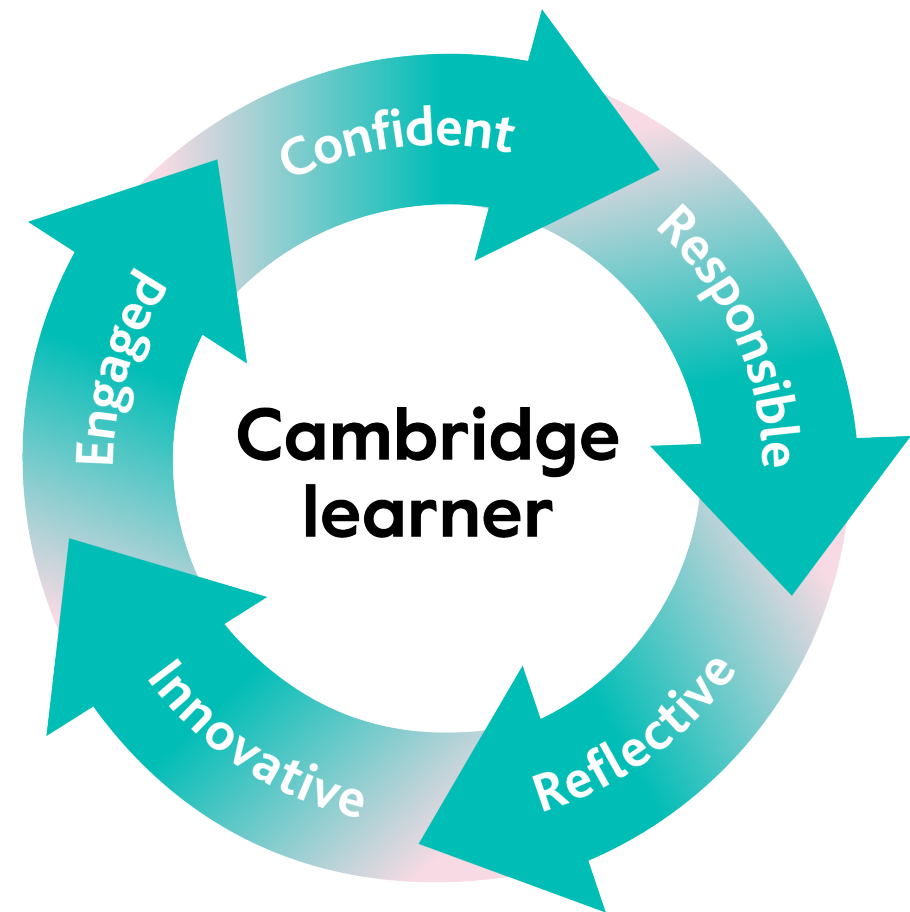
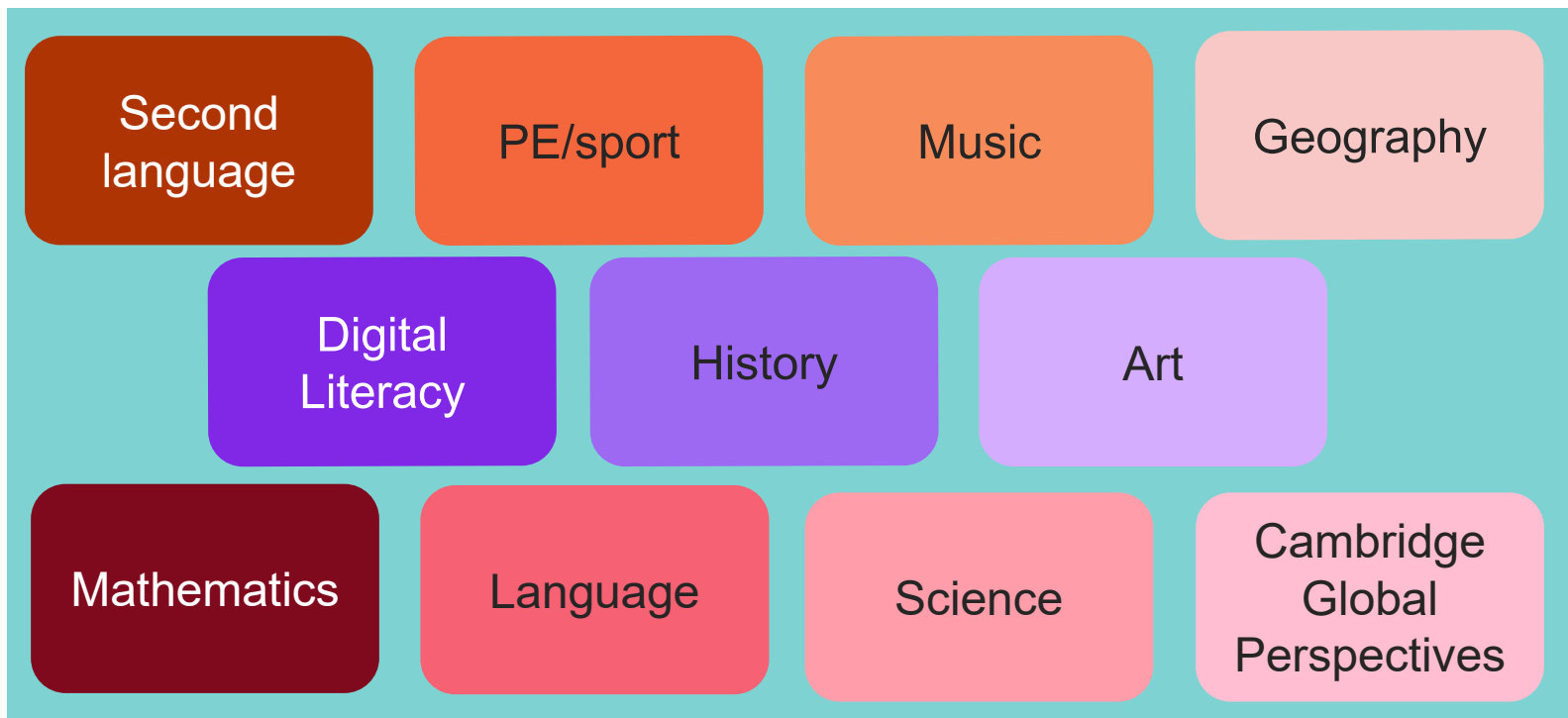
Helping learners understand and address the impacts of the climate crisis, empowering them with...



Cambridge Schools Conference, Online, March 2024
Effective communication: from competence to confidence



A multi-disciplinary curriculum



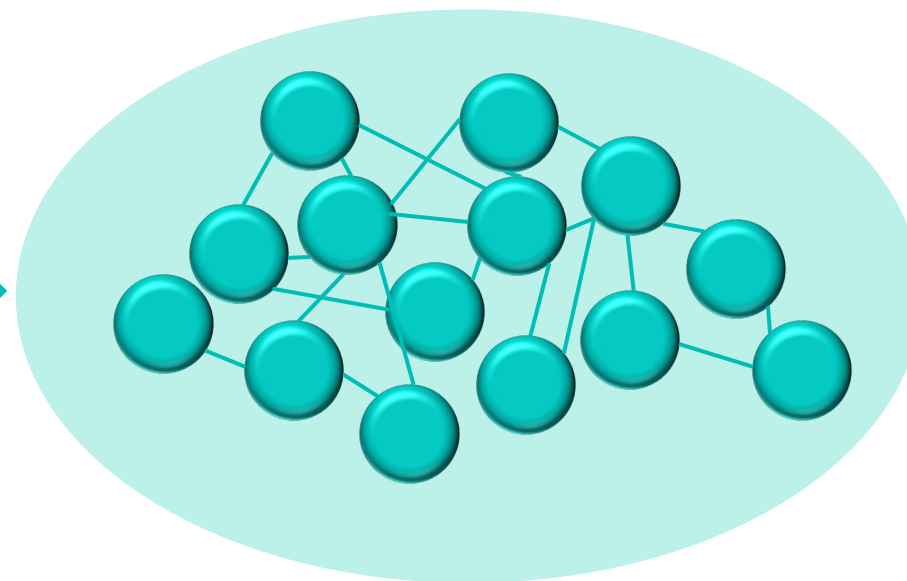
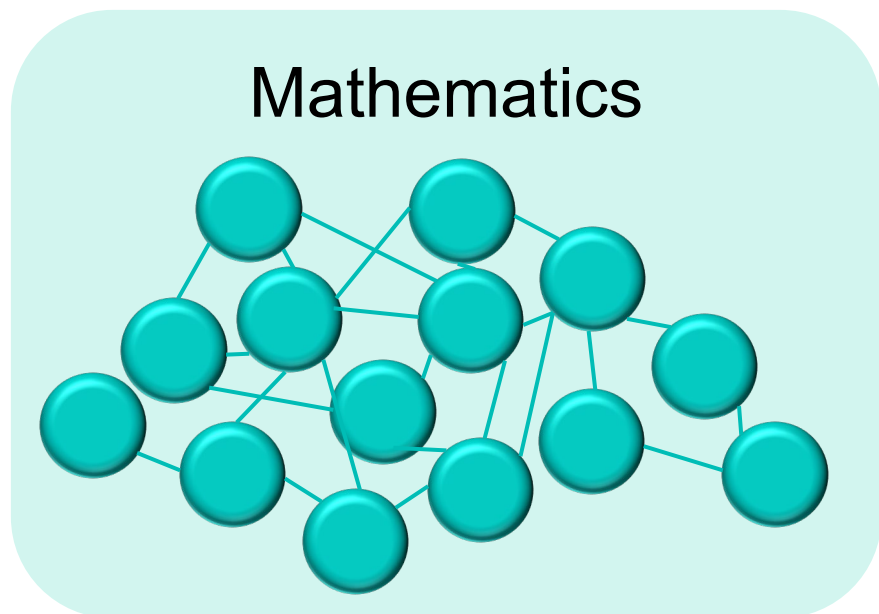
Harnessing the strengths of each discipline

Powerful knowledge

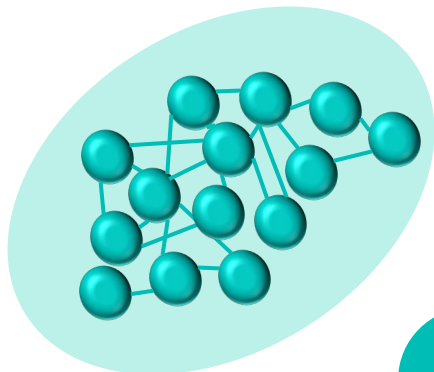
The discipline's methodology

Thinking like a mathematician

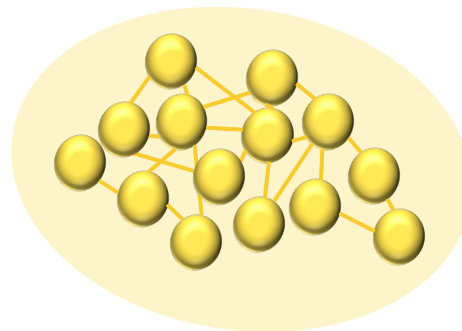
Mathematical 'lens'



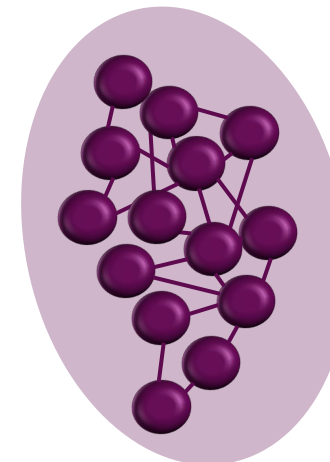
Mathematical
lens



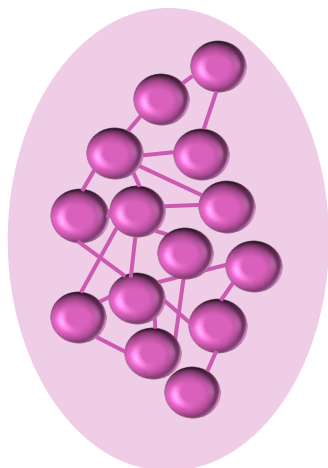
Scientific lens



Artistic lens

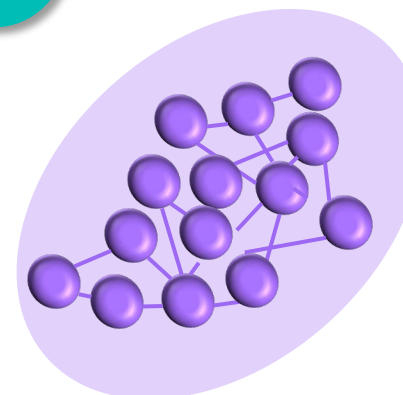


Language lens

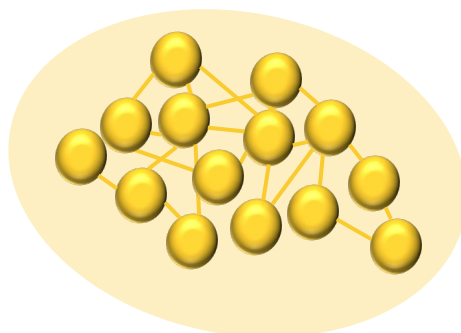


A multi-disciplinary
approach to climate
education

Context lens



Geographical lens



Young people as agents of change



Young voices matter



Any questions or comments so far?

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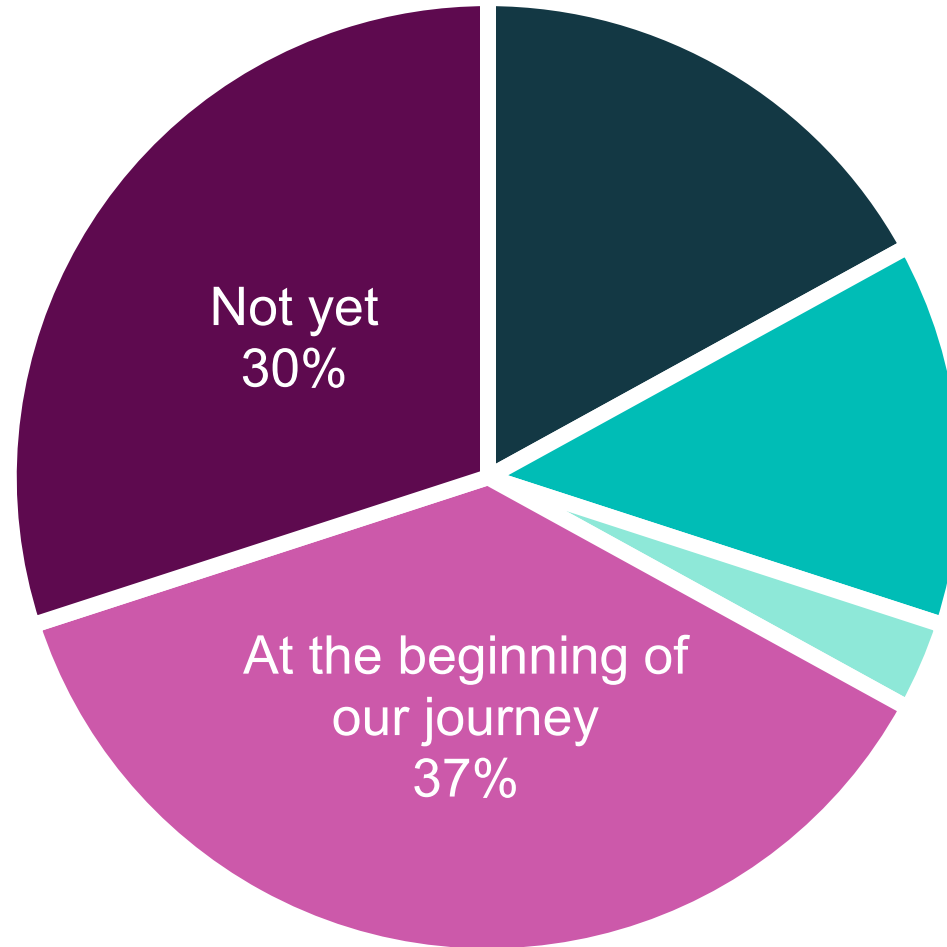
What we have been hearing from schools so far...



30

Educators so far have told us how climate change education works in their school

However, only a third have made progress in terms of having a specific focus on climate change and sustainability at their school



17% A top priority across the entire school

13% Priority in number of departments

3% We have a developing programme in place

Climate education equips learners with knowledge and skills, empowering them to take action in their own lives

It plays a crucial role in equipping learners with knowledge and skills to address climate-related challenges



It helps empower learners to take action in their own lives



It helps to develop learners' resilience and adaptability supporting them to meet the challenges of an unknown future



It helps create a safe space for learners to express their views about climate change and learn to respect the views of others



It helps learners to identify accurate information from greenwashing and misinformation



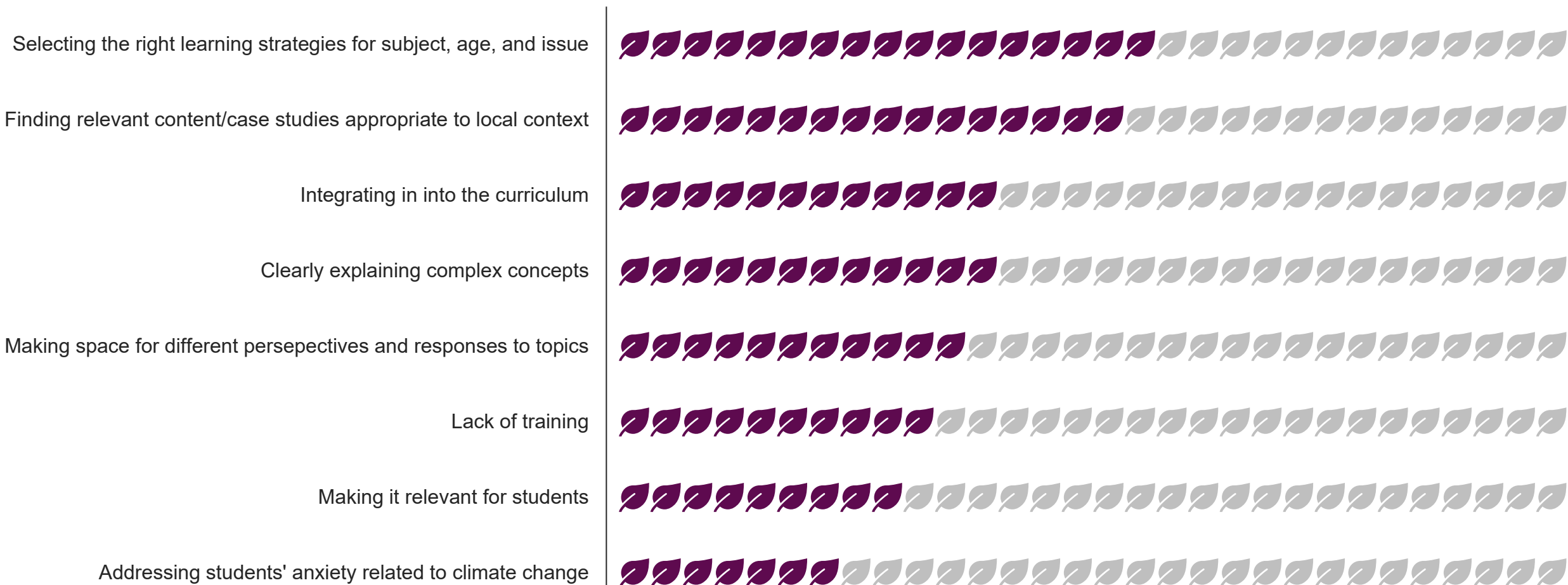
It is part of preparing learners for the jobs of the future



It can support learners feeling anxious about the impacts of climate change



But it is not without its challenges... such as finding appropriate content or case studies, as well as choosing a learning strategy



“ The most important part of this task for us teachers is to make students understand the urgency of change, a turning point in our daily way of life. Each of us can and must feel an active part, making a difference by adopting more appropriate, eco-friendly lifestyles. ”

Teacher, Head of Department, Coordinator

Italy



CAMBRIDGE

Thank you and
questions

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