

SCHOOLS *for* EARTH

Climate Protection and
Climate Justice Action Package



GREENPEACE

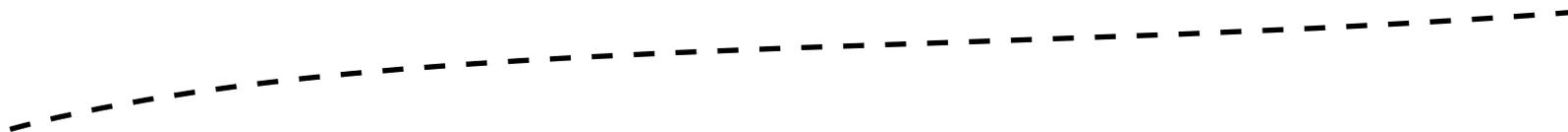
Working together for a future worth living

Drought-stricken areas, sinking islands, habitat loss, increasing extreme weather and climate events, poverty and hunger – we usually think of catastrophic effects such as these when we talk about climate change.

But why don't we talk about possible alternatives? About the kind of world we would like to live in? About what we can do now to make this vision a reality?

“We are the first generation that can end poverty and the last that can end climate change.” This is how former UN Secretary General Ban Ki-moon described the task we face – and the opportunity we have. Together we can work towards making the world a diverse, sustainable and creative place – by starting in our own communities.

We are therefore calling on to teachers and students: turn your school into a “School for Earth”, committed to fighting climate change, promoting climate justice and creating a future worth living.





Here you can find ...

1

Information for teachers

What role can Education for Sustainable Development play in the school context? How can schools, teachers and students get involved in climate protection and climate justice? You can find answers to these questions in the Information for Educators!



2

Schools for Earth- Actionsposter

What can individual students and teachers, but also classes and schools, do for the climate? On our Action Poster you can find ideas and inspirations about how to play an active part in climate protection and climate justice.



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Information
for Educators

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Let's take action and work together for climate protection and climate justice!



Thomas Hohn

is a campaigner for environmental and educational policy at Greenpeace Germany. He is also an honorary member of the Stiftung Bildung foundation and spokesman of the Bündnis ZukunftsBildung, an initiative of German non-governmental organisations active on youth and environmental issues, nature conservation, development and human rights.

Dear Educators,

People from all parts of the globe are beginning to take action. There is growing awareness that now is the time to act. More and more people are becoming seriously committed to mitigating climate change and bringing about climate justice – both publicly and politically – but above all in practical ways and locally. They are beginning to take a closer look at their own behaviour and exert a positive influence on others around them. I am particularly excited about the number of schools, students and educators around the globe that strive to be a driving force for change and are dedicated to fighting climate change and achieving climate justice.

When I see how schoolchildren in Brandenburg replaced plastic with sustainable alternatives, making their entire school more sustainable; when I look at Canada, where students are using creative methods to reclaim their local environment; when I see how Mareike Hachemer in Wiesbaden takes a hands-on approach to the UN's Sustainable Development Goals in her classroom – these examples show me how this key interest – education for sustainable development – can be successful. This approach to education should empower people to understand complex relationships and issues and thereby develop future-oriented behaviours, effectively changing themselves and the society we live in.

Empowerment activities can range from simulation games focusing on the future to serving organic food in schools and youth participation in UN committees. We need spaces for creative thinking to explore new perspectives and develop ideas for the future. At the same time, it is essential to actively engage the next generation and ask them what they want their future, education and life to look like.

I am inspired by the idea that schools could be designed to be places where young people learn and experience how they themselves can make the world a better place. We call this "Education for Action": education which both conveys knowledge and focuses on self-efficacy, responsibility and action.

The Greenpeace sustainability barometer, a representative survey of young people commissioned by Greenpeace and conducted by Leuphana University in Lüneburg, shows us that young people are quite eager to get involved and take action. So let's take action and work together for climate protection and climate justice!

We would like to support you with this action package and help you turn your school into a School for Earth – a place where young people can learn, live and experience commitment to a better world.

Sincerely, Thomas Hohn

About the Schools for Earth action package

With the Schools for Earth action package, Greenpeace wishes to offer students and educators, indeed entire classes and schools, ideas on how to take an even greater step in progressing from knowledge to action, and to show them how they can take action to fight climate change and achieve climate justice instead of just dealing with climate change theoretically.

This leaflet will provide you with background information and suggestions on how you can strengthen and advance commitment to climate protection at your school.

The core component of the resources package is the Schools for Earth action poster. It is designed to inspire both educators and students to work towards protecting the climate and bringing about climate justice by offering tangible and practical ideas, and recommendations: with students in class, in interdisciplinary projects, with the entire school, or in a student project. Like the idea? Then hang up the poster in a prominent spot in the school building so that everyone in the school community can always see how much they can contribute to mitigating climate change.

Interview

How do you approach education for sustainable development?

When new students come to my class, I want to find out what their relationships to school and the world are like. Students usually express lots of frustration with the world and with their classes too. We then look at what they would like to change. Frequently, my students don't find this easy because they have already given up believing in change. I then show them the 17 Sustainable Development Goals. They react either with scepticism or become curious and want to know how that's supposed to work, and who, if anyone, is doing anything about it. Normally, we then begin by doing research or reaching out to and exchanging ideas with school classes in other parts of the world so that students also develop an emotional connection. Sometimes, I also notice that there are students who already have enough awareness to start thinking about actions that would allow us to contribute to sustainable development.

What made you change the way you teach?

Originally, I was inspired by the development of a series of lessons for "Making a Difference", which was part of the curriculum and something I had always taught in theory. But how could we get more involved? What examples of engagement would inspire us? And then I thought: we need to take it literally and actually put making a difference first.

What obstacles do you encounter and how do you overcome them?

Sometimes, I get the impression that students are not at all used to looking for solutions and then actually implementing them. We have usually taught them to be very good critics, able to find fault with any idea, but they rarely come up with and act on good ideas of their own. So I keep raising the issues, and together with my students I look at the situation and ask questions. Why do you feel uncomfortable about this? What's bothering you? Why do you get into such a bad mood whenever I encourage you to imagine a better world?

What motivates your commitment to the sustainability goals?

Without education, we will not meet any of the sustainability goals. Educational scientist Klafki proposed that we use education to resolve the key issues of our times. I believe that education based on the sustainability goals is the logical next step – it's about key issues, but defined as goals. And everybody in our society should know about these goals and help contribute to achieving them, including the world's 60 million teachers and 1.2 billion students. What motivates me is that every day I hear about educators around the globe who enthusiastically report on how their students are changing the world and flourishing because they are experiencing self-efficacy.



Mareike Hachemer

teaches German, English and Performing Arts in Wiesbaden. She was a finalist for the 2015 Global Teacher Prize and distinguished as one of the TOP 50; today, she is a member of the jury. She is active in various roles dedicated to improving education, advocating the Sustainable Development Goals and creating a positive teacher image. www.mareikehachemer.jimdo.com

Do you have any advice for teachers who wish to advance education based on the sustainability goals?

My advice is to look at the Sustainable Development Goals and see how they are related to the subjects you teach. Initiate a school project week that addresses the global goals. Participate in "The World's Largest Lesson". Connect with other teachers who work on these issues, for example at TeachSDGs (www.teachsdgs.org, @TeachSDGs on Twitter).

Frequent Questions:

Politics and climate protection in school

1 What do climate change and politics have to do with schools? And why are they relevant to the subjects I teach?

Education for Sustainable Development (ESD) is a fundamental responsibility of the education system; it should be integrated into school and extracurricular learning and be reflected in everyday life in and outside of school.¹ The guiding principle of ESD is to empower people to recognise sustainable development, and to think and act sustainably.² The UN has resolved “(by 2030) to ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development.”³ The Curriculum Framework Education for Sustainable Development⁴, a joint project of the Standing Conference of the Ministers of Education and Cultural Affairs and the German Ministry of Economic Cooperation and Development, offers comprehensive overviews of appropriate teaching contexts and school development.

2 What objective does Greenpeace pursue with the action package and its educational material?

We believe that critically analysing issues related to the future and promoting involvement, including in political issues, can and should play an important role in schools. The Schools for Earth material is meant to encourage students and educators to address climate change and take action to protect our climate. The action package shows various ways of doing this. Only you can decide which ones you choose to use, taking into account your students, your approach to education and teaching, and your personal convictions.

3 Is it permissible to become politically active with students? What about the Beutelsbach Consensus?

It is up to each individual to decide for themselves whether they wish to become politically or practically involved in creating a better world, based on a critical discussion of the subject. The issue of political engagement in schools and the Beutelsbach Consensus is the subject of much debate, but it is important to observe its three principles in school. The **prohibition against overwhelming students** states that it is not permissible to catch students off guard, indoctrinate them, or hinder them from “forming their own independent judgements”. The **imperative to present controversy** requires that controversial issues be presented from a variety of perspectives and treated as controversial. This principle is not a requirement of neutrality which prohibits educators from dealing with political issues. The **consideration of student interests** means that “students must be put in a position to analyse a political situation and to assess how their own personal interests are affected, as well as to seek means and ways to influence the existing political situation in support of their own interests” – acting not only in their own self-interest, but also in the interest of the common good.

4 What do I do if individual students don't want to participate or their parents don't want them to?

If students do not want to become politically active or support measures to mitigate climate change, you should not and must not force them to do so. This, however, does not mean that they cannot participate at all or that they should not be confronted with opinions they do not share. Involve such students by giving them roles that reflect their scepticism – they can, for example, be cast as critical reporters whose job it is to report on the action being carried out or who systematically research opposing views. An open approach to differing points of view is of central importance, allowing you to involve all students and show respect for their differences.

5 How can students and teachers take part in demonstrations?

Depending on the German state a school is in, its degree of freedom will vary when it comes to reconciling the fundamental right to freedom of assembly for students and educators during school hours with the duties and responsibilities of a teacher and compulsory school attendance. In principle, schools can grant individual students or groups leave upon application. Particularly when entire classes or study groups wish to take part in an action or demonstration, lessons can be rescheduled so that participation is made possible with no need to cancel classes. Furthermore, there are often no guidelines as to how schools should react when groups of students attend a demonstration instead of going to school. One thing is clear: under no circumstances should students be forced or pressured into taking part in a demonstration.

- 1) See Nationaler Aktionsplan Bildung für nachhaltige Entwicklung [German National Action Plan on ESD], published by the National Platform on SED, 2017. Download: www.bne-portal.de/de/infotehek/publikationen/1891
- 2) For further information see the ESD portal of the German UNESCO Commission: www.bne-portal.de/de/einstieg
- 3) Sustainable Development Goals: Resolution 69/315 adopted by the General Assembly of the United Nations on 1 September 2015, Goal 4.7.
- 4) See Curriculum Framework Education for Sustainable Development, published by Engagement Global, 2016. Available in English at www.engagement-global.de/lernbereich-globale-entwicklung.html
- 5) See writings by Sibylle Reinhardt, for example, and the publication Brauchen wir den Beutelsbacher Konsens? [Do We Need the Beutelsbach Consensus?], Federal Agency for Civic Education, published by B. Widmaier and P. Zorn, Bonn, 2016.
- 6) See, for example, www.schulministerium.nrw.de/docs/Recht/Aktuelle-rechtliche-Themen/Streiks-Demos/index.html

SCHOOLS for EARTH

What can we do to fight climate change and promote climate justice?

Climate change concerns us all – that's why we need to take action ourselves. Together we can do a lot to protect our climate and achieve climate justice. This poster provides lots of ideas on how we can all become involved: as students, as teachers, as a class and as an entire school.

Do climate issues play a role in class?

Be creative!

The future depends on education. In addition to conventional knowledge transfer, one of the most important principles of future-oriented education is to take action ourselves: It's up to each and every one of us to change the world. What are your classes like? Do you have the opportunity to be creative and proactive?

A cargo bike is perfect if you want to make moving things around school or anywhere else more sustainable – and you can even build one yourselves:
www.werkstatt-lastenrad.de

Did you know that you can easily measure fine dust air pollution around your school and build the necessary equipment yourselves?
www.luftdaten.info

Every year, classes around the world are invited to participate in the "World's Largest Lesson". You can experience and feel how great it is to be part of a movement and the project offers lots of different ideas on how the Sustainable Development Goals can be brought to the classroom.
www.worldlargestlesson.globalgoals.org



Do we talk about protecting our climate and climate justice at school?

Discuss climate change!

Make global warming and your commitment to fight climate change and promote climate justice an issue at school! Invite students, teachers and parents for an afternoon or evening event, for example a panel discussion with politicians, a presentation or a group discussion.

Do you want to contact people in other countries? Then just email a few schools in a country of your choice and ask if you can communicate with them via Skype. Usually, you'll find that students at other schools want to communicate and exchange ideas with you!

Chat of the Worlds offers you the opportunity of communicating with students from all over the world. Accompanying materials and support offered by teaching assistants will help you to successfully participate.
chat.engagement-global.de/english.html



Reach out to people in other countries!

Climate change and climate justice are issues that are important all over the world – and the effects of climate change are already being felt in many regions of the world. Being in touch with people from other countries helps to see things from their point of view.

You don't have to start from the beginning if you want to learn about climate protection in class – there are lots of good learning resources to get you started right away. These links will help you find what you need:

- www.umwelt-im-unterricht.de
- Themen > Klima, Umwelt, Nachhaltigkeit > Klimawandel
- www.lehrer-online.de
- Fokusthemen > Klimawandel
- wiki.bildungserver.de/klimawandel
- www.greenpeace.de/bildungsmaterialien



Take advantage of cultural diversity at your school to gain new perspectives: What are the living and working conditions in the places your parents or grandparents came from? What is it like there? What is the climate like? How large was their ecological footprint there and how large is it here?

Environmental organisations, politicians, business people and scientists would be glad to come to your school – you just have to invite them.



How can we as a school affect the world around us?

Are there any learning projects about climate protection and climate justice?

Consider climate justice and climate protection from different perspectives!

Action against climate change isn't specific to individual subject areas – political, physical, economic, ecological and many other aspects all play a role. In school this is a great opportunity. You can focus on a topic in different classes, using different approaches in interdisciplinary class projects as well as on project days and in project weeks. The issue of climate justice in particular offers many opportunities to introduce an international perspective.

The interdisciplinary educational project "Solarsupport" of the Independent Institute for Environmental Issues helps you understand and build your own photovoltaic system at school. The resource package contains teaching modules for many school subjects which contribute to the goal of realising your own school solar power system.
www.wvf.de/fileadmin/Im-wvf/Publikationen-PDF/UTU_Schulpaket_Solarsupport_Klasse_7-10_PDF

KlimaNet Baden-Württemberg developed a proposal for a "Climate Change and Climate Protection" project week, where students explore the many different aspects of global and regional climate change.
www.klimanet.baden-wuerttemberg.de

What can we do in everyday life to fight climate change and live in a climate-friendly and sustainable way? Check out the „Klasse Klima – heißkalt erwischt“ project to find out more about the activities of young volunteers in Germany. They come to your school and offer project days, excursions, projects weeks and classes for students from 5th to 10th grade.
www.klasse-klima.de



Take action and talk about it!

This also applies to schools: only if you really show your dedication and commitment, will you be rewarded with the support of your community and inspire others to become involved themselves.

Your school is committed to fighting climate change? Then report on your activities in your school newspaper, show photos and videos of what you do. This will make people more aware of your school and other students will want to join you!

Create images to communicate your commitment in an easy-to-understand way. For example, you can put up a big banner for your action day, paint the street, or form a human chain; this will give the media a great photo opportunity and the people involved will remember the action better.

You're planning a climate protection action? Then invite the local media too. This will allow you to reach a lot more people and show them that you're making a difference.

Be political!

The traffic outside the school bothers you and is unsafe? The school building needs to be renovated? The school and municipality don't purchase fair and sustainable supplies? Don't put up with this – a school's scope of influence doesn't have to end at its gates. Try to explain to the person responsible what changes you would like see and don't hesitate to go public to draw attention to your concerns.

Take part in competitions!

There are many competitions where you can show how engaged you are in tackling climate change at school and inspire others to take action too. Best of all, you can win attractive prizes that will reward you for your commitment and help you with future projects!

Every year, the Allianz Umweltstiftung bestows the German Climate Award on schools that are committed to protecting the climate in a fun and dedicated way. There are five main prizes of € 10,000 each and a recognition prize of € 1,000.
<https://umweltstiftung.allianz.de>
> Projekte > Umwelt- und Klimaschutz
> Deutscher Klimapreis

The climate protection campaign and the Federal Ministry for Environment host the annual Energy Saving Championship which awards prizes to the most efficient, creative and sustainable climate projects at German schools. One winning project is chosen for each German state – a total of € 50,000 is awarded each year.
www.energiesparmeister.de
> Wettbewer

The "Alle für eine Welt für alle" (all for a world for all) development policy school competition awards over 100 prizes to student, class and school projects that address global development – and the winners are also recognised by the Federal President.
www.eineweltfueralle.de

How can we as students take action?

Get some help!

You have an idea for a big project or you want to get one started, even if you don't have a definite idea yet? Then get some assistance and take advantage of one of the many offers which support students in their commitment to climate issues!

You don't get the support you need for your initiatives and project ideas? Then let professionals show you how to stage a successful campaign! Greenpeace offers half or full day training courses called "Schüler machen Kampagne" (students do campaigns) where volunteers show you how you can achieve your goals.
www.greenpeace.de > Mitmachen > Umweltbildung > Greenspeaker

You want to bring about change in your school and protect the climate at the same time? Sustainable school lunches, a recycling trade and exchange centre or even a school garden are just some of the many possibilities. A workshop with young climate ambassadors will help you get your project on its feet. The "Schule-Klima-Wandel" (school, climate, change) project of the SVBildungswerk is free of charge.
www.sv-bildungswerk.de/schule-klima-wandel

Look for helpers in your school. Your school's Friends' Association (Förderverein) is frequently able to offer support and maybe even help you financially. Many parents would also be glad to help you with their skills, experience and contacts.

You have a good idea for a project, but no money to do it? Then take advantage of Engagement Global's Action Group Programme (AGP) and get a grant of up to € 2,000!
www.engagement-global.de
> Suche nach „AGP“

You'll find ideas, advice and tips for your climate project in the brochure "Einfach machen (Act Now!)" by BUNDjugend.
www.bundjugend.de/wp-content/uploads/einfach-machen-141020.pdf

Or contact Stiftung Bildung's youpaN: Fill out the questionnaire at www.youpan.de/projektidee/ and get supported with up to € 5,000!

Recognise engagement!

Anyone who becomes involved and shows commitment takes on social responsibility. Therefore, it goes without saying that student engagement at school should be recognized, for example with awards, public recognition at school events or by including comments recognizing initiative in report cards. Your school doesn't do this? Then talk to your student representative, your parent association and/or the school management!

Have you outgrown a T-shirt and not worn it often? Or it just isn't right for you? No siblings at home who would want to wear it? Then organize a clothing swap at your school!
kleidertauschgiessen.wordpress.com/wie-funktioniert

Cars are a major cause of global warming – and they are often dangerous for schoolchildren and students, especially outside schools. With a "You-Turn the Streets" action you can take back the space in front of your school. Block the road, lay turf, use chalk to colour the street, set up deck chairs – it's easy to show everybody what a world without cars could look like!
www.greenpeace.de/u-turnthestreets

Does it bother you to throw things away all the time because they no longer work or are damaged? You would rather repair them but you don't know how and don't have the tools? Then visit a Repair Café or open one up in your school!
www.reparatur-initiative.de
www.repaircafe.org/en

Under the motto "Climate issues? Let's take action", the Hamburg State Institute for Teacher Training and School Development put together a brochure with 50 practical tips on how to tackle climate change in schools. It contains specific suggestions and helpful advice on how to reduce the use of resources at your school.
li.hamburg.de > Suche nach „Handbuch Klimaschutz“

In its publication "Klimaschutz an Schulen" (Climate Protection in Schools), the Allianz Umweltstiftung presents many examples of how schools engage in fighting climate change and provides suggestions on fostering sustainability in and outside of school.
<https://umweltstiftung.allianz.de>
> Media > Publikationen > Wissen

The brochure "Tackling Climate Change in the Classroom" with helpful tips for your climate projects was created based on the experiences and know-how gained through the Energy Champion competition. You can use a CO₂ calculator to find out how much carbon dioxide your school releases – and what you can do to reduce school emissions.
www.energiesparmeister.de

With its clearly structured programme, many examples and good materials, Netzwerk Eco-Schools shows how schools can offer young people the opportunity to engage in sustainability through entertaining, action-based and socially responsible learning projects. 51,000 schools in 67 countries have already joined the network.
www.ecoschools.global

Your social handprint measures the positive effect of your actions on society, business, culture and the environment. The goal is to enlarge it – in contrast to your ecological footprint, which needs to be reduced.
www.germanwatch.org/en/5563
www.handprinter.org
www.handabdruck.org/index_en.php



“We are the first generation that can end poverty and the last that can end climate change.”

Former UN Secretary General Ban Ki-moon



Greenpeace is an international environmental organisation that uses non-violent direct action to protect the capacity of our planet Earth to nurture life in all its diversity. It is our goal to prevent environmental destruction, change behavioural patterns and implement solutions. Greenpeace is above party lines and completely independent of governments, political parties and industry. Some 580,000 people in Germany support Greenpeace financially, thereby making our daily work to protect the environment possible.

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