



UNIVERSITY of STRATHCLYDE
**CENTRE FOR
SUSTAINABLE
DEVELOPMENT**

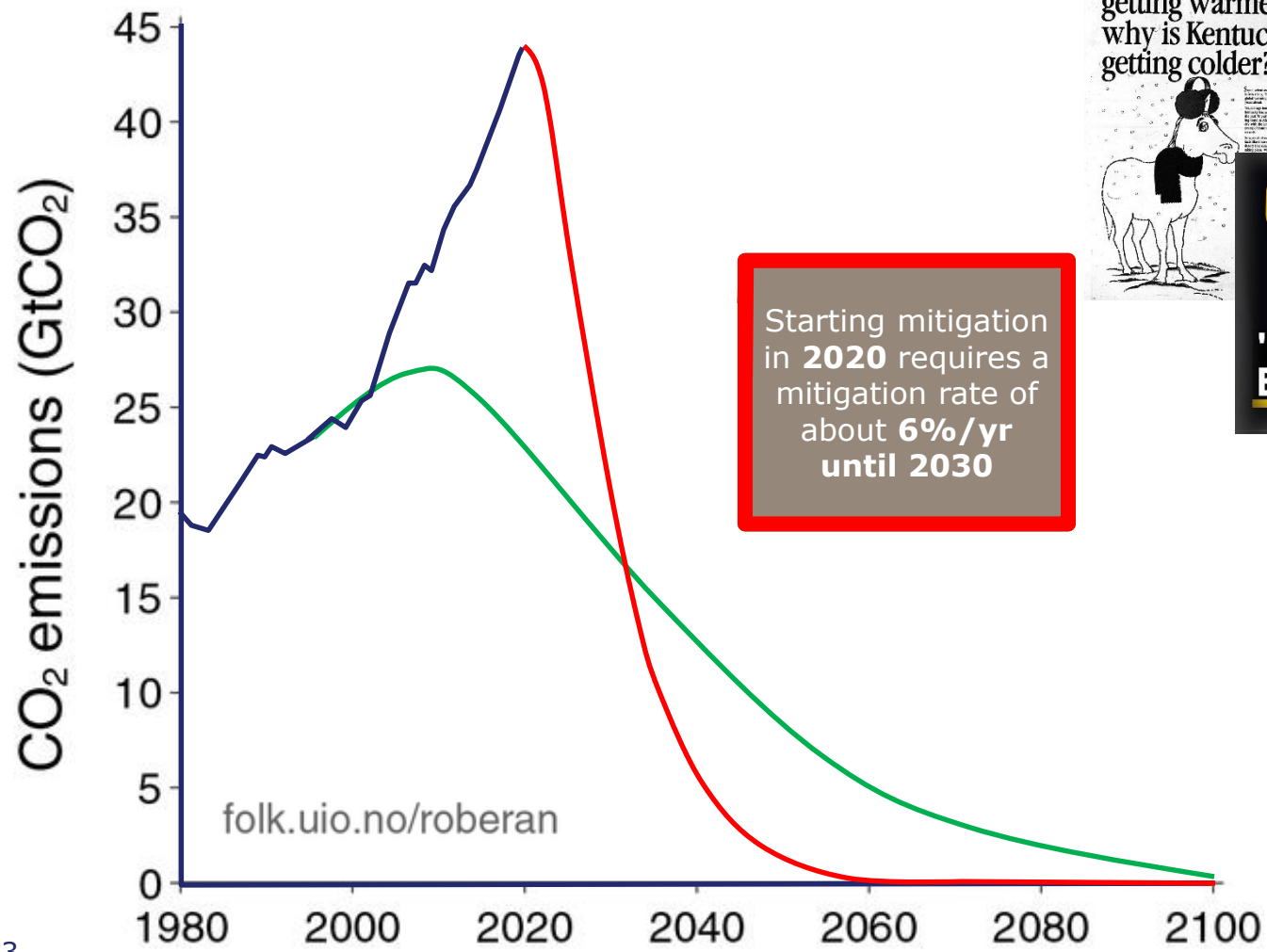
ESD  **STRATH**

Strath**CAN**

Strathclyde Climate Ambassadors' Network

**Building a community of Climate
Education champions from the bottom
up in FHEI**

**Dr Scott Strachan, Ms Sarah Proctor, University
of Strathclyde, UK**



The most serious problem with catastrophic global warming is-it may not be true.

Starting mitigation in 2020 requires a mitigation rate of about 6%/yr until 2030



1.5°C

folk.uio.no/roberan

What is Education for Sustainable Development (ESD)?



Education FOR Sustainable Development is the process of equipping students with the *knowledge and understanding, competencies, skills and attributes* needed to *work and live* in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations.

– UNESCO ESD definition





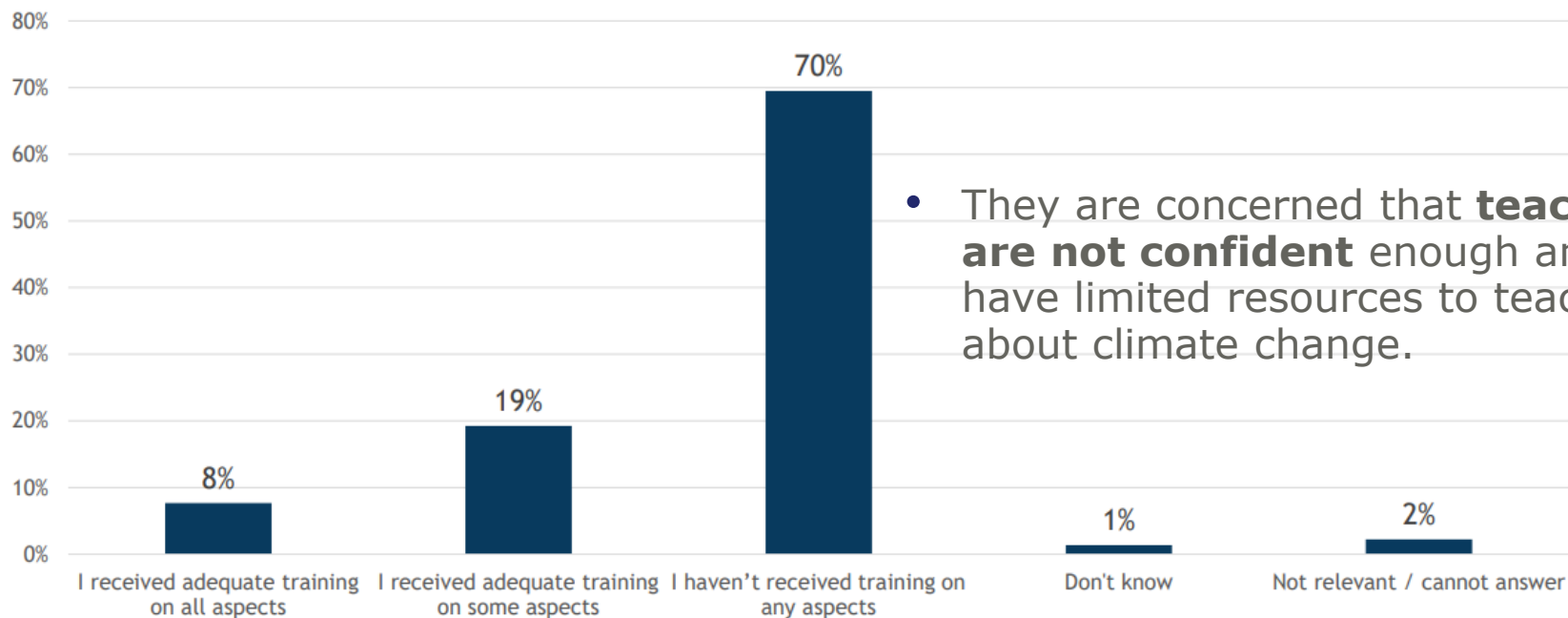
Climate Education – Key Needs Identified by Young People

- Climate change education that **helps them to understand, to take better action** on climate change.
- More **interdisciplinary learning** to address complexity and interlinkages.
- Learner-centred, experiential and reflective ways of learning **making climate change education more fun, solutions-based and action-oriented**.
- They are concerned that **teachers are not confident** enough and have limited resources to teach about climate change.

70%

of young people surveyed say that they cannot explain climate change, or can only explain its broad principles, or do not know anything about it

70% of all teachers have not received training on any aspects of the climate crisis



- They are concerned that **teachers are not confident** enough and have limited resources to teach about climate change.

Q. Do you feel you've received adequate training as a teacher, during qualification or since, to educate students on climate change, its implications for the environment and societies around the world, and how these implications can be addressed?

Base: 7422

Homework question #1



- **How might we** develop an educational offering that will engage students in taking a *systems thinking* approach to gaining a better understanding of
 - ***the problem*** of climate change, i.e. the different parts of the earth system, how they interrelate, the causes and consequences behind anthropogenic climate change and
 - ***the solutions*** required for effective and urgent climate mitigation and adaptation, and how they should be prioritized and coordinated?



**Understanding
the problem**

The science bit

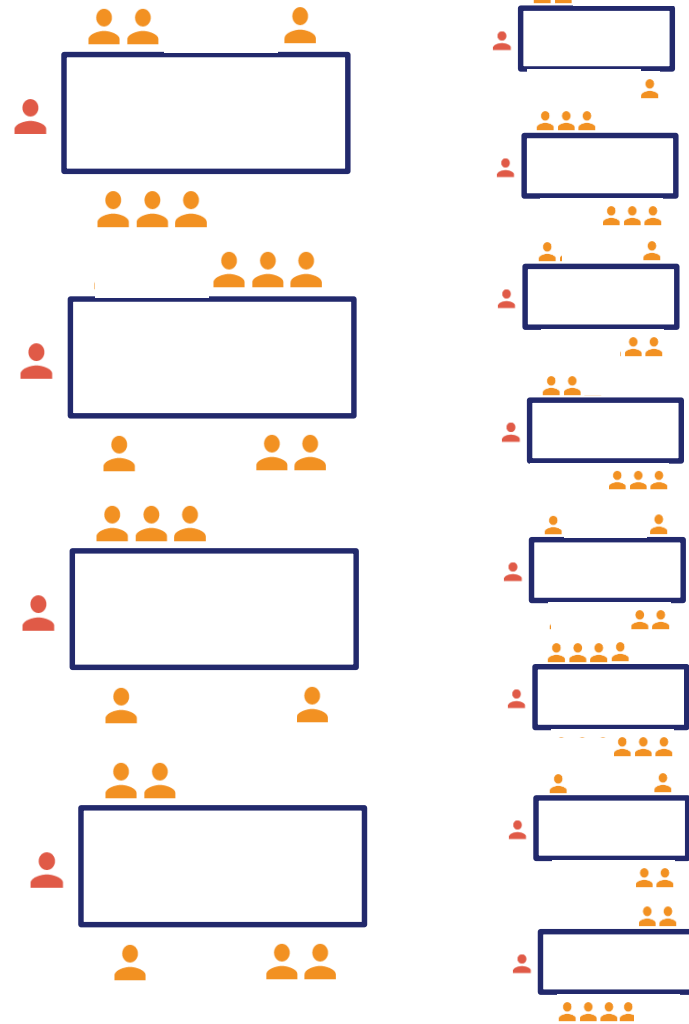
**Local
Solutions,
personal choices**

The what can I do? bit

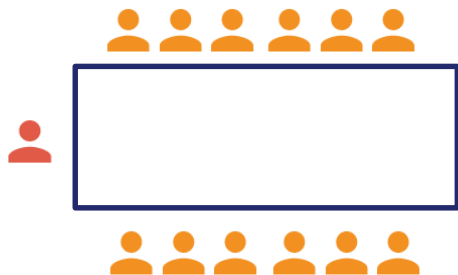
**Exploring
global
solutions
(needed to give more
people, more choice)**

The policy bit

The Learning Pyramid



Learn/Discover



Staff and Students
Discovery Workshop
(in-person)

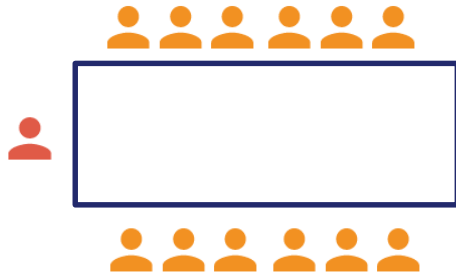
Train



Staff and Students
Training Workshop
(in-person)

StrathCAN

Learn/Discover

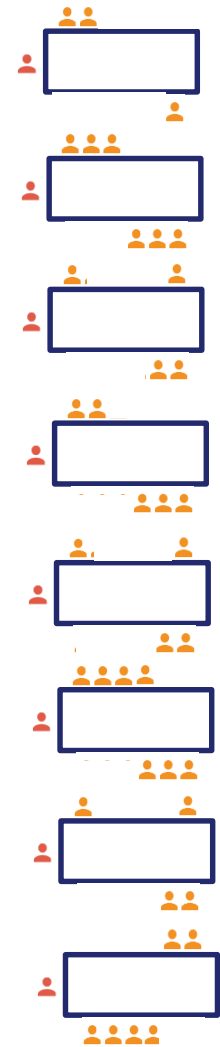
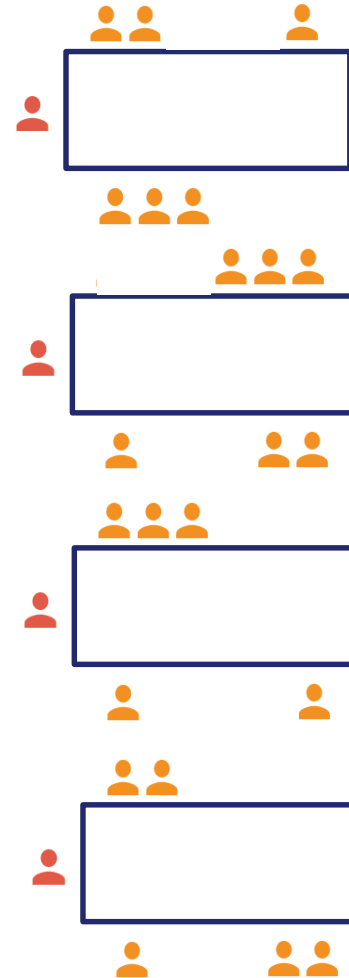


Staff and Students
**Discovery Workshop
(in-person)**

Train



Staff and Students
**Training Workshop
(in-person)**



Recruit Staff via Staff Development Offering

Duration
3 hours

Course Type
Workshop

Booking Status
Now Booking

Arrange Workshops via Teams

Is this course right for me?

1	Worksheet Creator's Name					
2	Worksheet Creator's Email					
3	Event Organiser's Name					
4	Event Organiser's Email					
5	Event Name and Details					
6	Workshop Date					
7	Workshop Time					
8	Workshop Location					
9	Number of Facilitators Required					
10	Approx number of participants					
11		Climate Fresk OSDU Staff Workshops		Workshop Date (1pm - 4.30pm)		Delivered by
12			Venue	Date		
13	Date Week Commencing	Academic Calendar				
14	Mon 21/08/2023					
15	Mon 28/08/2023					
16	Mon 04/09/2023					
17	Mon 11/09/2023	Welcome and Development Week				
18	Mon 18/09/2023	Wk 1 Semester 1				
19	Mon 25/09/2023	Wk 2				
20	Mon 02/10/2023	Wk 3				
21	Mon 09/10/2023	Wk 4	D-Workshop			
22	Mon 16/10/2023	Wk 5	D-Workshop			
23	Mon 23/10/2023	Wk 6	T-Workshop			
24	Mon 30/10/2023	Wk 7				
25	Mon 06/11/2023	Wk 8	D-Workshop			
26	Mon 13/11/2023	Wk 9	D-Workshop			
27	Mon 20/11/2023	Wk 10	T-Workshop			
28	Mon 27/11/2023	Wk 11				
29	Mon 04/12/2023	Semester 1 Exams	D-Workshop			
30	Mon 11/12/2023	Semester 1 Exams	D-Workshop			

Workshop about climate change. Based entirely on the IPCC reports, it can explain the science of climate change, and its causes and consequences, in just 3 hours. The workshop is designed to be interactive and take effective action.

As part of the staff development programme, will make you much more informed on the issues and you can sign up for a Training and Development workshop you can sign up for a Training and Development workshop yourself in just a few hours – and you don't need any prior experience.

83% of people surveyed say that they cannot explain climate change, or anything about it."


83% of our students want sustainability embedded in their curriculum. Sustainable development is at the heart of sustainable development!!

Climate change is an emergency, because more informed activism leads to more effective action. The push for more systemic change in the fight against climate change involves your students, colleagues, communities, friends, and family in the fight against climate change, and the solutions required to tackle the climate change.

The climate change informed workshop has grown exponentially around the world, reaching 40 languages. Strathclyde was the first UK university to adopt the Green Award for Student Engagement for Student Engagement for its

Course Dates


There are 3 session(s) available:

 15/11/2023 (13:00 - 16:00)

Learning and Teaching (603)

2 days to go


[Book Course >](#)

 06/12/2023 (13:00 - 16:00)

Learning and Teaching (601)

23 days to go

[Book Course >](#)

 13/12/2023 (13:00 - 16:00)

Learning and Teaching (603)

30 days to go

[Book Course >](#)

Working on StrathCAN webpage (with StrathCAN subgroup)

- Advertise StrathCAN to staff and students inside Strathclyde
- Allow staff and students to join StrathCAN with registration page.
- Advertise StrathCAN to external audience, showing case studies of its work and successes (which will hopefully grow over time), including stories on different groups we are engaging with.
- Allow StrathCAN members to 'post' new workshops/events they are organising, and seek volunteer facilitators for these.
- In time – promote the **co-creation/development of adapted or new workshop ideas and offerings** (so becoming more than a Climate Fresk network).

Sarah Proctor

sarah.proctor@strath.ac.uk

- Background – school role as a faculty head v university role
- Interest in sustainability in education, notably the global citizenship part of the UN Sustainable goals.
- Deficits in my own knowledge – beyond the basics, the science behind climate issues.
- Opportunity to explore this further through Climate Fresk.



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Glasgow

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Strathclyde
Glasgow



Climate Fresk

- Attended workshop and enjoyed the model.
- Boosted my own knowledge and confirmed my own assumptions.

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Strathclyde
Glasgow



Climate Fresk

- Using the cards for P6-S3:
 - Introduced Climate Fresk to PGDE social subjects students, 2 ½ hour session.
 - Introduced to BACP year 3 students as an extra course in Teaching Social Subjects Creatively.
- Positive response.
 - Benefits of using the children and young people cards.

The logo of the University of Strathclyde Glasgow, featuring a shield with a crown at the top, a cross in the center, and four smaller shields in the quadrants, all in white on a dark blue background.

University of
Strathclyde
Glasgow

Climate Fresk – the drawbacks (in my opinion)

- Lacking the human aspect that I put at the heart of education.
- Built this into my own delivery.
- The future? Develop a 'game' which brings the world of science and learning about the climate with the humanity of the SDG.



Peer-to-peer conversations

Breakout rooms

Ice breaker: Introduce yourself and name one thing that have you taken from the event so far: e.g. something you learned or something you agreed or disagreed with.

Then freely choose which questions you want to discuss, or come up with your own:

- 1)** Do you think there are confident and less confident 'pockets'/clusters/people in your institution? Why are they more or less confident?
- 2)** Your thoughts about policy and wider support: what policies or guidance is out there, how useful/how widely used is it? Do we need more?

There are jamboards available to share your thoughts in written form.