KEEP IT COOL
CLIMATE CHANGE EDUCATION

Set 3 for Teachers:
Selecting your project

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This is a support set for Teachers primarily, but also for Professional Learning Communities (PLCs) participating in the Keep It Cool: Climate Change Education (KIC:CCE) Project.

The KIC:CCE Project aims to implement innovative, curriculum activated CCE projects, involving learners and communities. The project aims to facilitate collaborative, continuing professional development and improve the teaching and learning of climate change education in the South African education system. Secondary school teachers will implement the change projects, with guidance and support from the school leadership team for the successful implementation of the projects. At the same time, teachers have the opportunity to form Professional Learning Communities (PLCs) to facilitate their professional development collaboratively. Key themes that run through the materials are gender equity, good governance, and social inclusion. The support sets provide stories, examples, tools and processes that can be used within the KIC:CCE Project by PLCs, the school leadership team and teachers.

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ORIENTING TO THESE TEACHING SUPPORT RESOURCES

In Set 2, we looked at rooting your climate change project in your local context by exploring locally relevant matters of concern. Set 3 will focus on refining your project ideas and selecting a project. In this set, we provide a range of support tools to help you to think through your project selection process.

SET MAP

ORIENTING TO THE NATIONAL CURRICULUM

There are 8 sets in this Keep It Cool: Climate Change Education (KIC:CCE) project. The first set (What is a curriculum activated climate change project?) provides an overview, from which you can start thinking about your project. Each set shares examples of curriculum activated climate change projects intended to support you to integrate climate change education into your classroom. The inspirational stories provide possibilities that you can explore. What can you find out from the stories about possible projects, approaches, or partners?

The stories will reference topics and page numbers from CAPS. The theme of each set is shown by the picture.

What will you find in the sets?

These sets are arranged into three key activity groups: IMAGINING POSSIBILITIES, FINDING OUT, TRYING OUT.
Curriculum links / Project ideas/ Inspiring stories/ 'How to' guide

IMAGINING POSSIBILITIES	FINDING OUT	TRYING OUT
Local story: Swayimane	Exploring a matter of concern; Aligning your project focus	Clarifying your project

Working together with a team of people will make the task of selecting your project easier. Consider including other teachers, learners, and community members in your planning.

IMAGINING POSSIBILITIES

THE SWAYIMANE PROJECT – SCIENCE USED FOR THE PEOPLE

The Swayimane School in uMngeni, KwaZulu-Natal has implemented an exciting project to reduce death or harm caused by lightning strikes, and as part of their weather monitoring system. The project contributes to strengthening climate resilience in their community.

Swayimane: An exciting climate change project for learners, the school, the community

Stakeholders in the uMngeni Resilience Project (URP) at Swayimane High School, KwaZulu-Natal From Christine Cuénod, UKZN, 2019.

PARTNERSHIPS

Using Science Indigenous Knowledge

Teachers link the project to CAPS

Skills Development for Youth

Approximately 200 people die from lightning strikes in South Africa each year. Many more are harmed when struck by lightning.

The school is part of a wider network of partnerships in the area, and works together with many other organisations and communities to strengthen climate resilience and reduce vulnerability. They collaborate with different organisations and groups to make changes in the local context.

What is climate resilience?

Climate resilience is the ability to anticipate, prepare for, and respond to socio-ecologic threats caused by climate change.

Project partners

The school works in a network with many other partners.

Each partner takes on a different role, depending on their skills and resources.

Teachers work with learners to understand climate change, and to learn about the weather monitoring station.

The automated weather station collects data that university researchers use to inform planning, and to support sustainable farming practices in the area.

Other partners help to provide climate resilient infrastructure and equipment such as a 'lightning warning system'. This system includes sirens and flashing lights that warn communities, learners, and farmers when there is lightning strike danger.

Farmers work to integrate indigenous farming methods, and support youth to learn about sustainable farming methods too.

Valuing indigenous knowledge

The URP includes research into indigenous knowledge about the environment, climate, and crops. See the strong call for respect for, and use of, indigenous knowledge together with science, with regard to climate change:

Swayimane High School Principal Mr Mkhizwana Dlamini says:

The school feels empowered by the URP project on our grounds.

Teachers can use the Swayimane story in the classroom to look for examples in their local area where elders use indigenous knowledge in understanding weather, agriculture, the soil, and water. The phenomena of weather and lightning can be be linked to the topics of interactions and interdependence in the environment (Grade 8 NS); and sustainable farming practices link to required attitudes and values in Geography. These are only some examples. Can you think of more ways to apply the learning gleaned from the story in your teaching and learning practice?

Find out more about the project at:

https://caes.ukzn.ac.za/news/umngeni-resilience-project-in-stalls-lightning-warning-system-at-swayimana-school/

Natural Sciences SP, Gr.7-9, 2011: Indigenous knowledge (CAPS pp.5, 8-10, 13, 16, 34, & 45);

Climate change (CAPS p.82)

The Greenhouse Effect (CAPS pp.15 & 82);

Topics covered in CAPS as follows: Geography FET, Gr 10-12, 2011: Indigenous knowledge (CAPS, pp.5 & 60); Climate change (CAPS, p.21); The Greenhouse Effect (CAPS p.21); Geography's Big Ideas (CAPS, p.8); Geographical skills (CAPS, p.9); Heating of the atmosphere (CAPS pp.13, 17, 21, & 30); Sustainability (CAPS pp.9, 12, 14, 17, 34, & 36)

Key partners

South African National Biodiversity Institute (SANBI)

uMngeni Resilience Project

South African Local Government Association (SALGA)

University of KwaZulu-Natal

FINDING OUT

See below for steps that you can follow to help you to choose a curriculum activated climate change project – first of all, by exploring a matter of concern.

Exploring a matter of concern | Aligning your project focus with values, needs, and available resources | Clarifying focus

CHOOSING A CURRICULUM ACTIVATED CLIMATE CHANGE PROJECT

Exploring a matter of concern

STEP 1

Identify a shared matter of concern (making sure that it is inspired by the curriculum)

This focuses your project – on what matters to your teaching and the community.

Matter of concern:	What is the need?	What will address the need?
Food insecurity	Improved access to food	A reliable food garden

STEP 2

Think about what needs to happen to address the matter of concern

This helps you to identify a relevant and useful project for your context

STEP 3

Check in with your school and community

Find out what others think about your project idea. Getting buy-in early on will help you to sustain your curriculum activated climate change project

Result: You may now have 3 possibilities for your project

ALIGNING YOUR PROJECT FOCUS WITH VALUES, NEEDS, AND AVAILABLE RESOURCES

Use these questions to help you to clarify which of the three possible curriculum activated climate change projects seems to align best with your values, needs and the available resources. This would be a useful exercise to do together with: your learners, other teachers, and interested members of your community. Remember to keep CLIMATE CHANGE at the centre of all your discussions. You may want to use a large piece of newsprint paper for this process.

STEP 1

Start by writing CLIMATE CHANGE in large letters across the top of the page

STEP 2

At the bottom of the page, draw three blocks - one for each of three project ideas

STEP 3

Use the activities in this lesson set to help you to clarify a relevant and useful curriculum activated climate change project that you can implement

WHAT

WHAT DO WE VALUE?

What is important to you, your learners, your school and your community? (Your values) What are your values linked to teaching and learning? What are your environmental values? What are the shared values in your school and community?

WHY

WHAT DO WE NEED?

What do your learners, your school and your community need? How do they link to climate change-related matters of concern in your community?

WHEN

WHICH RESOURCES ARE AVAILABLE?

HOW

Which resources do you have available? Time, materials, skills, knowledge, networks, other people, space?

WHERE

Result: You may now have a clearer idea of which project option is more feasible.

TRYING OUT

PROJECT SUPPORT TOOL: CLARIFYING YOUR PROJECT FOCUS

Use this flow chart to help you to clarify your project focus and ensure that your project is relevant to your school, community and curriculum context. The 'traffic light' flow means that you need to work on each focus area until you get the 'green light' to move to the next question.

KEY:

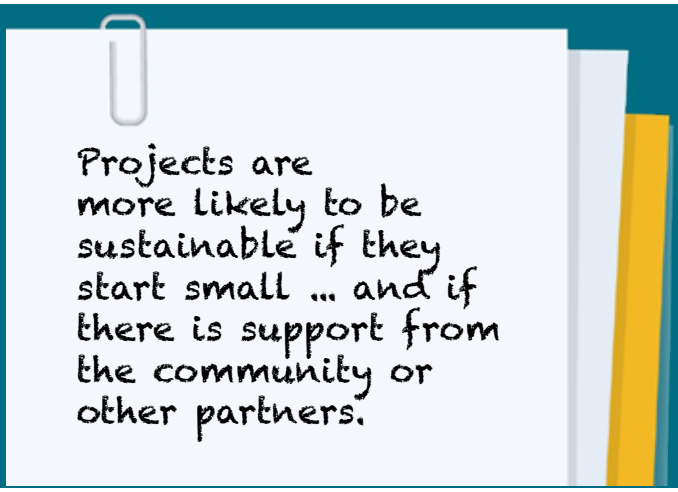
- **Red** — The answer is 'No' or 'Not yet'
- **Orange** — Focus area that you need to clarify before moving on
- **Green** — Yes! Now you can move on to the next focus area

NO OR NOT YET	FOCUS AREA	YES
Task: Identify a clear curriculum activated climate change issue to focus on … remember that this is a climate change project Keep asking yourself: How does my proposed curriculum activated project address climate change? Set 1 has some support resources to help you to do this Working with others to identify a shared matter of concern will make this step easier Remember that although shared matters of concern can be messy, you can focus on one clear and achievable part of a shared concern	IS YOUR CURRICULUM ACTIVATED PROJECT LINKED TO CLIMATE CHANGE?	Well done! You are on your way to joining a global community of change-makers!
	DOES YOUR CURRICULUM ACTIVATED CLIMATE CHANGE PROJECT FOCUS ON A SHARED MATTER OF CONCERN?	Great work! You've identified a curriculum activated climate change project focus that has shared relevance in your community
Set 2 also has inspirational stories and support resources to help you to root your curriculum activated climate change project in your local context. Each of the other sets also have inspirational stories that you can draw on Remember that where you are and what is happening around you counts	DOES YOUR CURRICULUM ACTIVATED CLIMATE CHANGE PROJECT FOCUS ON A LOCALLY RELEVANT MATTER OF CONCERN OR RISK?	Wonderful! Clarifying a locally relevant focus helps you to make sure your curriculum activated climate change project speaks to the needs of your community more directly
Collecting information and data about your local context will help you to refine and direct your curriculum activated climate change project more carefully. Set 2 describes a number of ways to do this successfully. Remember that it is useful to understand the past and the present, as well as how things have changed over time Bring your focus back to the present so that you are thinking about current realities Think about how severe the matter of concern or risk is, for your community	DO YOU HAVE LOCAL INFORMATION ABOUT THE MATTER OF CONCERN OR RISK?	Excellent work! Accessing information means that you are focusing on the 'on-the-ground' realities that your community is dealing with, and the ways in which these matters of concern have changed over time The more severe the matter of concern or risk is, the more important it is to act quickly

NO OR NOT YET	FOCUS AREA	YES
Working with others helps to strengthen ongoing support and buy-in from your community Set 5 has some ideas for how you can do this You can also look at the inspirational stories in each of the lesson sets	ARE THERE OPPORTUNITIES TO INCLUDE YOUR COMMUNITY IN YOUR CURRICULUM ACTIVATED CLIMATE CHANGE PROJECT?	Keep going! You're doing great! Working together is good for everyone. It makes your curriculum activated climate change project more sustainable and more meaningful to your community
Collaborating with other organisations means you increase your access to more skills and resources You also gain access to networks of people who share your concerns and can support you with your curriculum activated climate change project implementation Set 5 offers some ideas for connecting with different partners, to get you started	HAVE YOU IDENTIFIED NGOS, COMMUNITY GROUPS AND OTHER PROJECT PARTNERS ALREADY WORKING ON THIS MATTER OF CONCERN OR RISK?	Power to the people! You are now part of a global network of people who care about climate change, and who are working to improve their communities
Your project should help you to do your job as a teacher There are many opportunities to learn about climate change in the CAPS curriculum Identifying them early on helps you to keep your climate change project curriculum activated The beginning of each set book includes curriculum links for you Take some time now to identify the curriculum links you are focusing on	DOES YOUR CLIMATE CHANGE PROJECT ALIGN WITH THE CAPS CURRICULUM?	Teaching the nation … teaching your community! Taking care of teaching and learning is your core work. Well done on making clear links and using your professional expertise to guide your curriculum activated climate change project
To plan your way forward, you need to know where you are going Ask yourself … "What do I hope to achieve? What is my goal for this project?" Take time now to identify an overall outcome, and 3-5 core goals Keep your goals practical and achievable - remember that every contribution helps to create a more sustainable and safe world	DOES YOUR CURRICULUM ACTIVATED CLIMATE CHANGE PROJECT HAVE A CLEAR GOAL OR OUTCOME?	Ready! Set! Go! Now that you have a clear direction, you can begin to plan your way forward

NO OR NOT YET	FOCUS AREA	YES
Keep your ideas practical and do-able Small, achievable changes on the ground will make a big difference, and help you to stay motivated Review your goals and plans. Can you break them up into smaller steps? Are there some goals that are aspirational? (And that will need collaboration and more support?) Identify a range of small, achievable goals, and one aspirational goal	IS YOUR CURRICULUM ACTIVATED CLIMATE CHANGE PROJECT PRACTICAL TO SET UP? IS IT ACHIEVABLE?	Well done on caring about real change! Being practical means that you have a stronger possibility for real change that you can see on the ground. If your curriculum activated climate change project is practical and achievable, it is more likely to be sustainable Also, by drawing on support – from the school, the community or other organisations – this can help to ensure sustainability You will not be alone!
Try writing down three clear benefits of your project Remember that you don't have to change the entire world all at once. You just need to make your contribution in the best way you can	CAN YOU CLEARLY DESCRIBE HOW YOUR SCHOOL AND COMMUNITY WILL BENEFIT FROM YOUR CURRICULUM ACTIVATED CLIMATE CHANGE PROJECT?	Outstanding! Being able to describe the benefits of your project means that you can motivate others to join you, and share your work with others more easily
Thinking about measuring and reporting at the start of a curriculum activated climate change project helps you to collect information as you go along. It makes reporting much easier in the end How will you know that you are achieving your goals?	HAVE YOU THOUGHT ABOUT HOW TO MEASURE AND REPORT ON THE CHANGES YOU ACHIEVE IN YOUR CURRICULUM ACTIVATED CLIMATE CHANGE PROJECT?	Excellent work! You are well on your way to designing a useful, relevant and practical curriculum activated climate change project!

Result: You may now have a clear idea of the most appropriate project option.



Reflecting on the suggested selection process:

How useful were the processes offered in this set for you? Were you able to clarify and refine your project focus?

Have you selected your project?

If not, perhaps you need to get support to help you. Set 5 has ideas about where you can find support.

WHAT HAS BEEN COVERED IN THIS SET?

This set provides tools and a process to help you to select a curriculum activated climate change project.

The 'IMAGINING POSSIBILITIES' story

- Provides an example of a curriculum activated climate change project

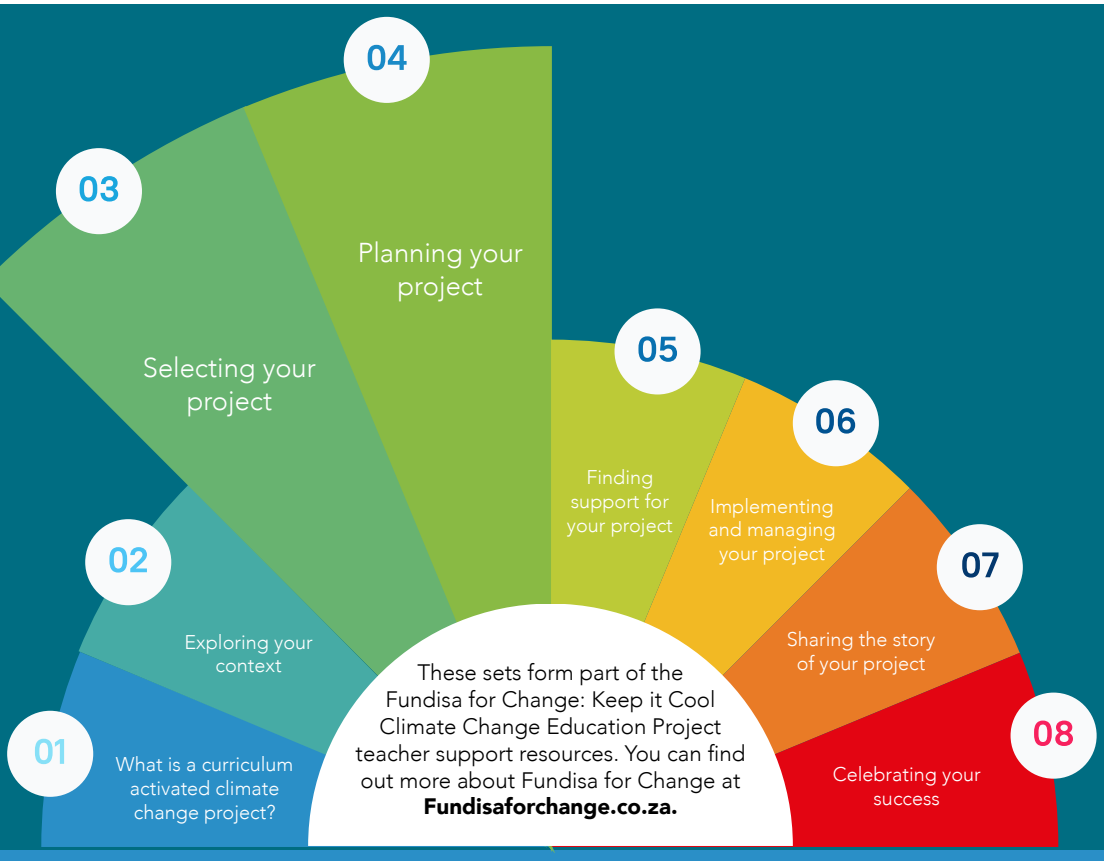
The 'FINDING OUT' and 'TRYING OUT' processes support you to:

- Clarify and refine your project focus
- Assess risks and opportunities
- Select your project
- Strengthen the potential of your project

If you are not sure about which curriculum activated climate change project you could start, you could choose to work through Sets 1, 2 or 3 again to clarify your thinking. Or you might choose to refer to set 5, which is about finding support for your project. You might find useful suggestions about where you can find support in that set. A third possibility is that you could ask colleagues or other school stakeholders to work through options with you.

By working through this set, you are able to choose your curriculum activated climate change project using a range of support tools. You now have a project to focus on through the rest of these sets.

The next set looks at planning your curriculum activated climate change project:



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Another resource for you:

The KIC: Climate Change Education Project has developed an extensive digital library of materials for all KIC partners.

What is in the resource? Open Educational Resources (OER's) that focus on teaching and learning about climate change and sustainability

When will you be able to access it? The website is live

How can you access the resource? https://ibali.uct.ac.za/s/ccse/page/welcome

How can the resource be used? Its primary purpose is to provide the teaching community (from primary, through to teacher educators) with relevant text and media resources to enhance their teaching practices and courses. You can do general searches by main categories such as climate change topic, foregrounded approach, or target audience. Each general category is then broken down into subtopics to help you find your areas of interest

You will be able to add interesting materials that you generate or find!

If you would like more information about curriculum focused, transformative learning, and transformative teaching and learning methods, then look at the Fundisa for Change core resources. You can download them from the Fundisa for Change website.
https://fundisaforchange.co.za

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