



# KEEP IT COOL

CLIMATE CHANGE EDUCATION

## Set 7 for Teachers:

Sharing the story  
of your project

This is a support set for Teachers primarily, but also for Professional Learning Communities (PLCs) and School Leadership Teams (SLTs) - which includes the School Management Team and the School Governing Body - 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.

#### VERSION 1 – February 2022

Reference: Walsh, A. (2021). Set 7: Sharing the story of your project. Support Sets for School Leadership Teams and Teachers. Keep It Cool: Climate Change Education Project. Flemish Association for Development Cooperation and Technical Assistance (VVOB), Pretoria.

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First Edition, First Impression 2022

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# ORIENTING TO THESE TEACHER SUPPORT RESOURCES

Set 7 looks at sharing the story of your curriculum activated climate change project. It is about sharing how a topic in the curriculum - desertification for example can inspire a project that is beneficial to people, plants and wildlife around the school.

## 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?

## SET MAP

The stories will reference topics and page numbers from CAPS.

In this set, CAPS topics on interdependence (Natural Sciences) and combatting desertification (Geography) activate the interest of teachers to connect their teaching to tangible actions - e.g. tree planting projects.

As you use the set, consider what opportunities CAPS presents to connect the teaching and learning to tree planting projects.

Curriculum links / Project ideas/ Inspiring stories/ 'How to' guide, choose, plan, implement....



## WHAT WILL YOU FIND IN THE SETS ?

These sets are arranged into three key activity groups:



## WHAT WILL YOU FIND IN THIS SET?

This set's theme is about how the curriculum inspired your project, your teaching practice, how to share the story of the curriculum activated project and its impact. It offers ideas on sharing the story of your teaching practice and your curriculum activated climate change project.

Preparing to share the story of your curriculum activated climate change project



Stories as teaching & learning tools

How to plan a storyline for the story of your teaching practice & the curriculum activated climate change project it inspired

## IMAGINING POSSIBILITIES

Where in the curriculum is there reference to indigenous trees and their importance? How can the curriculum inspire tree planting projects? Teachers' stories could give you ideas to apply in your classroom and for curriculum activated tree planting projects.

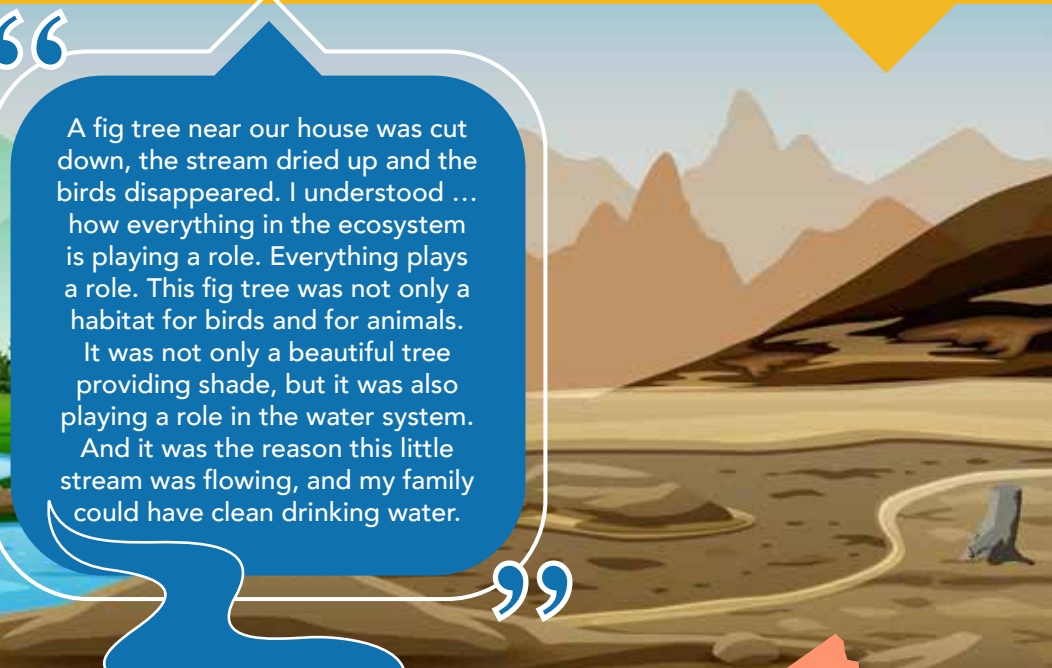
### A WOMAN'S VISION FOR A BETTER FUTURE

Wangari Maathai was a remarkable woman from Kenya. Her keen observation of the relationship between trees, rivers, people and health led to her **vision** of a better future. She said:

“

A fig tree near our house was cut down, the stream dried up and the birds disappeared. I understood ... how everything in the ecosystem is playing a role. Everything plays a role. This fig tree was not only a habitat for birds and for animals. It was not only a beautiful tree providing shade, but it was also playing a role in the water system. And it was the reason this little stream was flowing, and my family could have clean drinking water.

”



So, she started a tree planting project, and persisted despite challenges. The project enabled women to have sustainable livelihoods. Despite opposition to her outspokenness – from family, citizens and the government - she continued, and eventually her message was heard by many people. She was awarded the Nobel Peace Prize in 2004. She celebrated by planting a Nandi Flame tree!

*From: The Green Belt Movement – the story of Wangari Maathai*

Wangari explains:  
“Listening to the women talk about water, about energy, about nutrition, it all boiled down to the environment. I came to understand the linkage between environmental degradation and the felt needs of the communities.”



Photo: from the [dailymaverick.co.za](http://dailymaverick.co.za) article.

## Gender and Climate Change

Women, with less control over land, access to jobs and power, are more vulnerable to climate change. Their lives and tasks become more difficult.

Agency is the ability to act, think and speak independently.

### Reflection:

- How can this story be used in teaching a particular topic? What are your thoughts around gender and climate change?
- How do you start a dialogue about gender and climate change? How can you inspire learners to take action through discussions?
- Do you have agency to act on matters of concern? How can you express your agency?

### A woman who made her voice heard

**Wangari Maathai was concerned about the poverty of people – especially women - and the impoverished landscape. She dreamed about a better future, talked about it, and acted. She was not silenced!**

You might like to share within a PLC how you used your story in your teaching:

- In your community, your family, your school who speaks and whose voice is heard?
- How can your voice and the story of your project be shared and heard?
- Who is NOT heard? Are learners heard?
- How could YOU use your voice to get support and recognition for climate change projects?
- How could this story be used in teaching and learning to inspire action and change?

# Natural Sciences lesson on interactions and interdependence within the environment



Curriculum link – CAPS, 2011: p.38. Natural Sciences, Grade 8, Interactions and interdependence within the environment.

As a Natural Sciences teacher for grade 8 learners in Vhembe, Limpopo, Vhudiawe Nemakula was moved by reading Wangari Maathai's fig tree story. This inspired Vhudiawe to start a series of lessons on interactions and interdependence within the environment.

## Imagining possibilities: Pre-work

Vhudiawe showed a picture of Wangari and told the story of her work and achievements. She then asked her learners to think about what the fig tree story meant. Vhudiawe collected ideas from her learners and wrote these on the chalk board.



## Finding out: Assessing prior knowledge

To assess learners' experience, prior knowledge and levels of interest, Vhudiawe asked:

"What have you observed about which animals, birds and insects depend on others to survive?"

"What natural elements (air, water, soil) are necessary?"

"What would happen if some animals, birds or insects disappeared, or if water, air, or earth were depleted?"

She explained that the key concepts in the lesson were: interdependence, interaction, and ecosystem, and she wrote these on the board, saying "The video demonstrates the terms".

### Pre-viewing – look out for:

- o The impact on the park of the re-introduction of wolves.
- o How wolves can 'change rivers'.

### Viewing

YouTube video - 'How Wolves Change Rivers', available at: [https://youtube.com/watch?v=oSBL7Gk\\_9QU](https://youtube.com/watch?v=oSBL7Gk_9QU)

### Post-viewing discussion

- o What was the positive impact of the wolves on the park?
- o What does this teach us about environmental interdependence and interactions?

### Post-viewing task - understanding terms

- o Learners wrote a paragraph explaining what they now understood about interdependence and interaction in the ecosystem.

After learners shared their answers, Vhudiawe was satisfied that most understood the key terms. She was now ready to delve more deeply into the topic.

## Trying out:

Inspired by what they learned about interdependence, interaction and ecosystems, Vhudiawe and her learners explored starting a tree planting project, to replant an area where trees had been chopped down for firewood.

# GEOGRAPHY LESSON ON DROUGHT AND DESERTIFICATION

Curriculum link – CAPS, 2011. Geography FET Phase Grade 11, Term 1, drought and desertification.



Nomalanga Pakade is a Geography teacher in the FET phase in Cacadu District in the Eastern Cape. Concerned about increasing aridity in the area, he planned introductory lessons on deserts and desertification for his Grade 11 learners. The lessons unfolded as follows:



## Imagining possibilities: Pre-work

Nomalanga arranged for learners to visit an elderly farmer. Learners asked the farmer about his crops: how much water was needed; what conditions were favourable. The farmer talked about how the river nearby flowed erratically – drier or flooding; and how the soil eroded when not planted with crops.



## Finding out: Assessing prior knowledge

Nomalanga asked questions to assess what learners had observed about a dry or arid environment; the impact on food security; knowledge of terms such as 'desertification', 'arid', 'extremely arid', and 'deforestation'. His lesson unfolded:



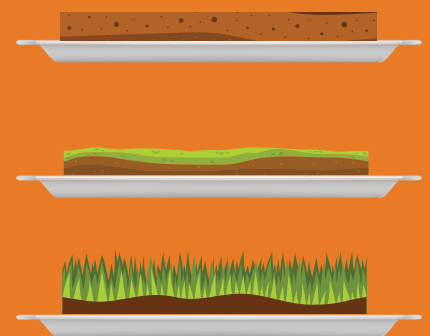
## Viewing

Learners viewed a world map showing arid and extremely arid areas of the earth, that Nomalanga found on the internet. They looked at areas in South Africa, in preparation for the experiment.



## Experimenting

Required: 3 aluminium roasting trays: one tray with dry soil; one tray planted with small, low-growing groundcover; another with groundcover and some slightly taller plants. Each tray to be placed on newspaper, on a shelf. Process: Hairdryer or fan on a low setting, directed in turns at each tray, from the same height and for the same time. Observation: What happened to the soil in each tray and why? Discuss: How could wind damage and desertification be minimised or prevented? Why is this important?



## Viewing

### Pre-viewing questions:

- What actions of mankind contribute to desertification?
- How can we remedy desertification?

### View videolink on desertification:

[youtube.com/watch?v=w9RxnuBiFbg](https://youtube.com/watch?v=w9RxnuBiFbg)

### Post-viewing discussion:

- What have you learned about human and other causes of desertification?
- What do we need to do to stop or reverse desertification?

## READING

### Case study on actions

# THE GREAT GREEN WALL

What is it?	The Great Green Wall aims to restore 10 million hectares of degraded land across 8000 km
Where?	Across Africa, in the severely climate change affected Sahel region
Why?	To restore the landscape and improve peoples' lives
When?	Started in 2007 .... to 2030
How?	By planting indigenous trees that can survive arid conditions
Who?	The community, the people
Its effects:	Food security has improved, there are more jobs and stability. Nature and the lives of people (especially women!) are improving together

Adapted from: <https://www.greatgreenwall.org/about-great-green-wall>

## Trying out: Group research and presentations

Learners were provided with a worksheet and page references from the textbook. Groups worked on different questions from the worksheet and then presented their findings to the class. Nomalanga and peers assessed the presentations against criteria. These looked at knowledge about desertification and suggestions for action. Nomalanga and his learners then discussed possibilities for a curriculum activated tree planting climate change project.

**The big question: What can and should we do to protect our land from desertification? What actions are we all going to take?**

Adapted from: [wcedportal.co.za/eresource](http://wcedportal.co.za/eresource)

## Questions to consider when planning the story of your curriculum activated climate change project:

### FINDING OUT

#### How does CAPS activate your Climate Change Project?

How does CAPS provide opportunities for connecting learning to everyday experiences, knowledge and matters of concern? How can this learning link with a change project? How was teaching and learning the relevant topics in Geography or Natural Sciences impacted/ improved?

#### How?

How can you tell the story of your teaching practice and your project; to arouse interest; create awareness; draw in support for your ongoing project and celebrate achievements?

#### What interested and inspired you about other stories?

Doing environmental surveys? Using the outdoors as a classroom? Spekboom? The school food garden? Being waterwise? Wangari Maathai? The Great Green Wall?

#### With whom do you want to share your story?

Your learners? Your school? The SLT? Your PLC? The community? The DBE? Supporters of your project? Organisations working in climate change? The media? Or a wider audience?

## HOW CAN YOU TELL YOUR STORY MOST EFFECTIVELY?

Speak at a meeting or assembly

Write about it

Create a song with your learners and colleagues – involving the school

Post a video on social media

Share photographs

Create a poster

Create a dramatic piece for a community gathering

Partner with a celebrity

### What could you include in your story?

What the project is about. Why you chose it. What it was like – at the start, and now. The difference it has made. What people have said about it. How you can sustain it.

Haikuu, singer and songwriter of "Protect Our Water"

### Who?

Who worked on and supported the curriculum activated project? Who has benefited from the project? Always celebrate those who work on and support your project. Get stories from beneficiaries and those involved to inspire others.



## IT'S TIME FOR YOU TO MAKE CHOICES ABOUT HOW YOUR STORY WILL BE SHARED

Step 1: Deciding the details of your story sharing opportunity

a) **Which word[s] best describe[s] the purpose of sharing your story?**  
Inspiration; Accountability; Create awareness; Encourage involvement; Explain benefits/ impact; Reflect on quality teaching and learning; Ask for support; Enter a competition; Any other purpose? If so, what?

b) **With which people or organisations will you be sharing the story?**  
DBE; DFFE; subject/ curriculum advisors; community; School Leadership Team (SLT); parents; learners; teachers – at your school or others; donors; funders; churches; entrepreneurs; NGOs or CBOs in the area; volunteer groups; elders; public; municipality

d) **Who could help with gathering information, preparing, and presenting the story?**  
Fellow teachers – Geography, Natural Sciences, or other subject teachers (such as languages, life orientation, arts and culture); learners; parents; community members; volunteers; the SLT; DBE officials; climate change, sustainability and environmental community based activists and organisations.

c) **At what type of meeting, occasion or function will you be sharing your project story?**  
Formal report-back meeting; PLC meeting; informal discussion; ceremony; school assembly; meeting with possible funders or donors (taking the project further); discussion or article for the media; conferences, symposia, seminars.

**THINK ABOUT HOW YOU COULD ASK THEM TO HELP**

e) **Who has agreed to help you with sharing the project story?**

f) **How much time do you have to prepare?**

**When you have gathered the information, you are ready to start preparing your story. You have already made progress by clarifying important information. Well done!**



It's time to make choices about how you will tell your story. Think about how you could share about your teaching and learning and include your learners sharing as well.


Step 2: Preparing a storyboard of the story of your project

a) **Decide, with your team of participants, how your story will be told, and using what method.**  
Written; spoken; presented via photographs, poster, video, song or drama - or a combination


b) **How will your story be shared?**  
In person; school newsletter; a school production/performance; on the radio; in the newspaper; on television; on social media (Instagram or Facebook)

c) **Prepare the storyboard:**

**In the beginning...**




We were teaching CAPS ... (state the topic that activated the project idea)




We looked at the local context and identified a matter of concern. This was ...

**And so, next we decided...**


We chose a project... we decided to ...



We planned the project (what were the actions?)  
Found support (name who, what and how) We implemented the project (name challenges and how you overcame these)




**We accomplished ...**



This is the result:  
Our project has:  
(list the benefits/ accomplishments/ what is different)

**And now we want to ...**



State what you would like to achieve with the project: Maintain; expand; do something complementary?

d) **Populate the headings of the storyline with details – words, emojis, pictures, newspaper/ magazine cut outs. Use whatever works for you and is easily available.**

Now, with the help of others, fill in the details of your story. Use photographs and pictures where possible.

e) **Practise delivering the story of your project, with a class or colleagues as the audience. You could ask your PLC to critique the story.**

Stories can be planned, prepared and told in different ways.

How would YOU prefer to share your story?

What is YOUR experience with effective sharing of learning, achievement or accomplishments?

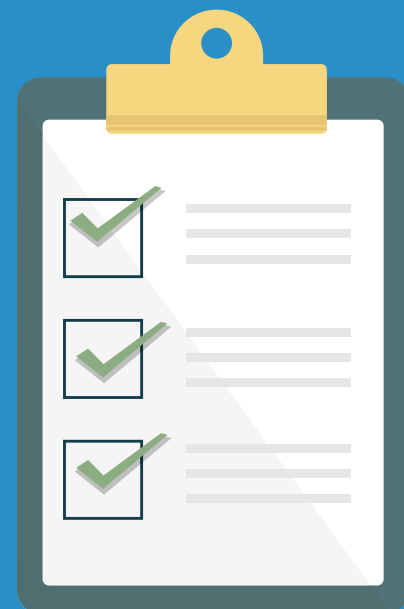


# WHAT HAS BEEN COVERED IN THIS SET?

## SHARING WHAT HAS BEEN ACHIEVED IN YOUR PROJECT

It is important to share your curriculum activated climate change project with different groups and organisations.

How could you take the story of your project further, so that it is sustainable, and for participants to achieve interesting things and make exciting choices? How could you share your story to inspire fellow teachers and learners to continue making change in their context?



The 'IMAGINING POSSIBILITIES' stories shared the actions of one person taking action, to help others. The stories:

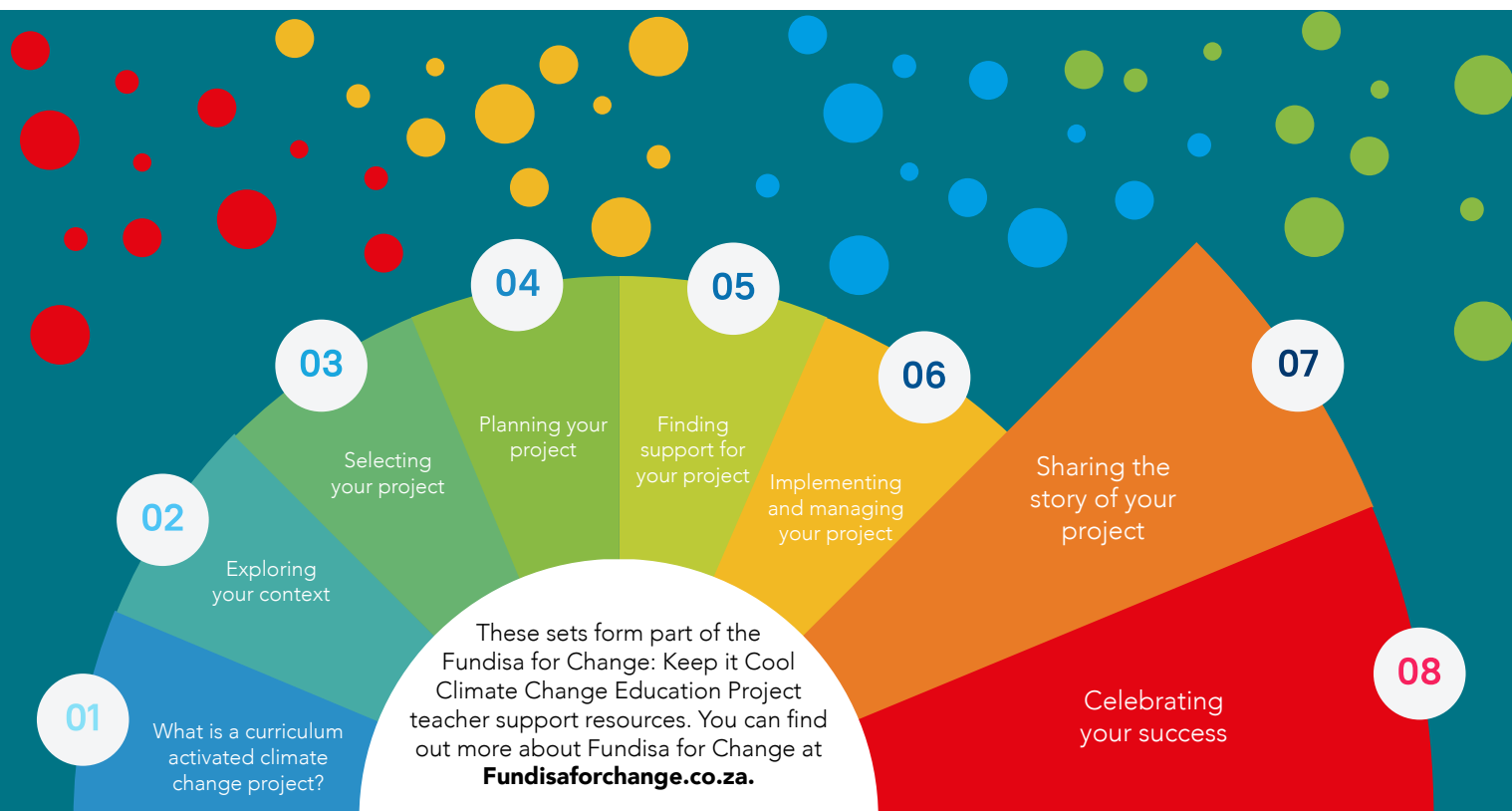
- are activated by CAPS;
- were about gender and gender equity, making things different for women, by women;
- respond to a matter of concern in the context;
- address deforestation and desertification; and
- provide a resource for teaching and learning.

The 'FINDING OUT' and 'TRYING OUT' sections provide suggestions for:

- sharing the story of your curriculum activated climate change project;
- why it is important to 'shine the light' of your story;
- thinking about different ways to share your story; and
- using a storyboard method to plan how you will share your story.

**By looking at this set, you have thought about why it is important to share your story in interesting, inclusive, and engaging ways.**

In the next set, we will look at celebrating your curriculum activated climate change project:



# REFERENCES

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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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