

Educating Young Generation about Climate Change:

British Council's **Climate4Classrooms**



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Why Climate Education is Urgent?

Indonesia and Climate Change-related Facts:

- * Is in Asia, which is one of the most vulnerable region to Climate Change impacts ([Stern's Economic Review on Climate Change](#))
- * Is facing a lot of environmental problems
- * In 1998 almost two-fifths of the population lived in urban areas, double the 1975 level
- * One third of the population is under 15 years (<http://www.nationsencyclopedia.com/economies/Asia-and-the-Pacific/Indonesia.html>)



Why Climate Education is Urgent?

British Council's Climate Education Research report – key findings:

Misperception about climate change:

- * Climate change was a natural phenomenon
- * Human activity did not play a large part in its effects
- * Climate change is GOD's will

Climate Education Resources:

- * Major source: mass media
- * The classroom does not appear to be providing an information
- * Pipeline due to limited teaching of the subject and/or lack of relevant content in learning materials.

Environmental education is often in local content/
extracurricular – not well structured in the curriculum
and seen as additional burden



Are Schools in Indonesia Ready?

Learning from British Council's **School Climate Challenge:**

Huge interest - almost 200 proposals from all over Indonesia

Identified Champion schools

Developed climate-education community within secondary schools

Improved absorbcency to climate education materials



Climate4Classrooms – What Is It?

- Innovative climate change educational resources for teachers of students aged 11+
- Climate change from national and global perspectives
- Multi-language website
- 150+ graphics, student activities, case studies and videos featuring climate experts
- Pilot project: China, Indonesia, Mexico and UK



Climate4Classrooms – Aim

- Through increased teacher confidence and knowledge enable young people aged 11+ to understand climate change as relevant to their lives as local and global citizens
- Provide opportunities for international exchange of ideas



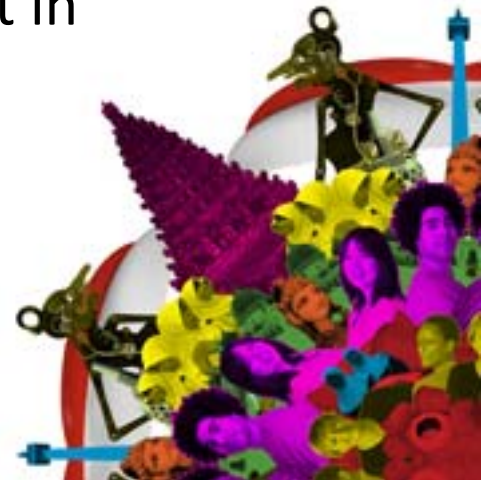
Climate4Classrooms – Background

- *Climate Change in the Curriculum* seminar with 45 international education experts supported the idea for the project
- British Council scoping studies in China and Indonesia highlighted the
 - Interest and engagement from decision- and policy-makers
 - Interest among teachers for support in teaching climate change
 - the need for science-based materials in particular in local language
 - Recommendations included teacher training programme and development of materials



Climate4Classrooms – Background

- Mexico: Presidential commitment, and previous British Council work on education materials
- UK: research highlighted teacher need for science-based materials that don't campaign, and materials to support international school partnerships
- International commitments and growing interest in development



Climate4Classrooms – Partners

- Royal Geographical Society
- Royal Meteorological Society
- Ministries of Education and Environment (Mexico and Indonesia)
- Institutes for teacher training (China, Indonesia)
- Environmental NGOs, teacher institute, schools (Indonesia)



Climate4Classrooms in Indonesia

- **National mainstreaming:**

Support ESD, buy-in from national authority/ies, support from the network

Collaboration with MoNE to produce CC teaching guideline Kindergarten through senior high school levels (across subjects)

- **Provide on-line resources:**

Indonesia page on the global Climate4Classrooms website





Climate4Classrooms in Indonesia





Free teaching resources on climate change for 11-14s. The latest climate science and predictions from climate experts. Special focus on national futures in China, Indonesia, Mexico and the UK.
[Find out more...](#)

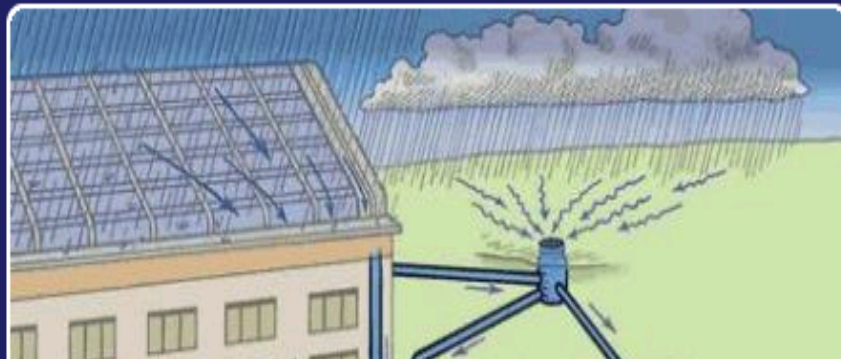
ChooseYourCountry

The resources on Climate4Classrooms have been specially developed for the curriculum, and teachers and students of each country. Find resources related to your country here, in Chinese, Bahasa Indonesia, English or Spanish.

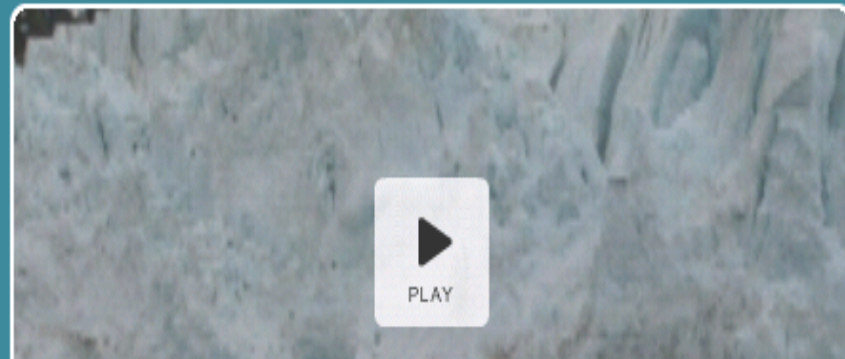
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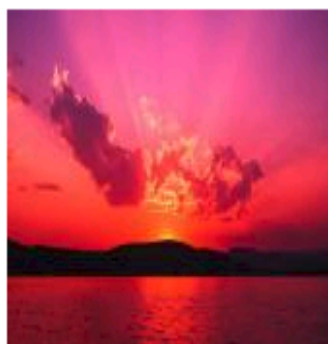
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[What evidence do we have of climate change?](#)

[How do we predict the future?](#)

[What could the future look like?](#)

What causes climate change?



[Does the sun cause climate change?](#)



[How has the greenhouse effect changed?](#)

ClimateChange

[Pengantar](#)[Apa itu perubahan iklim?](#)[Apa penyebab terjadinya perubahan iklim?](#)[Apa bukti bahwa perubahan iklim sungguh terjadi?](#)[Bagaimana kita memprediksi masa depan?](#)[Akan seperti apa masa depan bumi?](#)

Apa bukti bahwa perubahan iklim sungguh terjadi?

Apakah sejauh ini jumlah peristiwa ekstrim telah berubah?

Sejalan dengan iklim Bumi yang semakin hangat, maka kemungkinan beberapa peristiwa ekstrim seperti gelombang panas meningkat. Masih ingat gelombang panas pada musim panas di Eropa tahun 2003? Resiko musim panas seperti itu telah meningkat dua kali lipat karena aktivitas manusia, seperti pembakaran bahan bakar fosil.

Sangatlah sulit untuk menentukan apakah sebuah peristiwa ekstrim tunggal yang spesifik terjadi karena satu penyebab khusus, karena:

- 1) peristiwa ekstrim biasanya disebabkan oleh kombinasi beberapa faktor dan
- 2) sebuah rangkaian besar peristiwa ekstrim merupakan hal normal dalam kondisi iklim yang tidak berubah.

Namun, kita dapat membahas perubahan resiko kejadian ekstrim. Kemungkinan terjadinya beberapa kejadian ekstrim, seperti meningkatnya gelombang panas seiring dengan iklim

Learning Modules

Learning module 2 - Understanding emissions

**Learning module 2 -
Understanding emissions**

Teacher activity plan

Graphics

Student activities

Learning module 2 - Understanding emissions

This module will help students answer questions like

What are the primary sources of emissions? Where are the people that drive the demand?

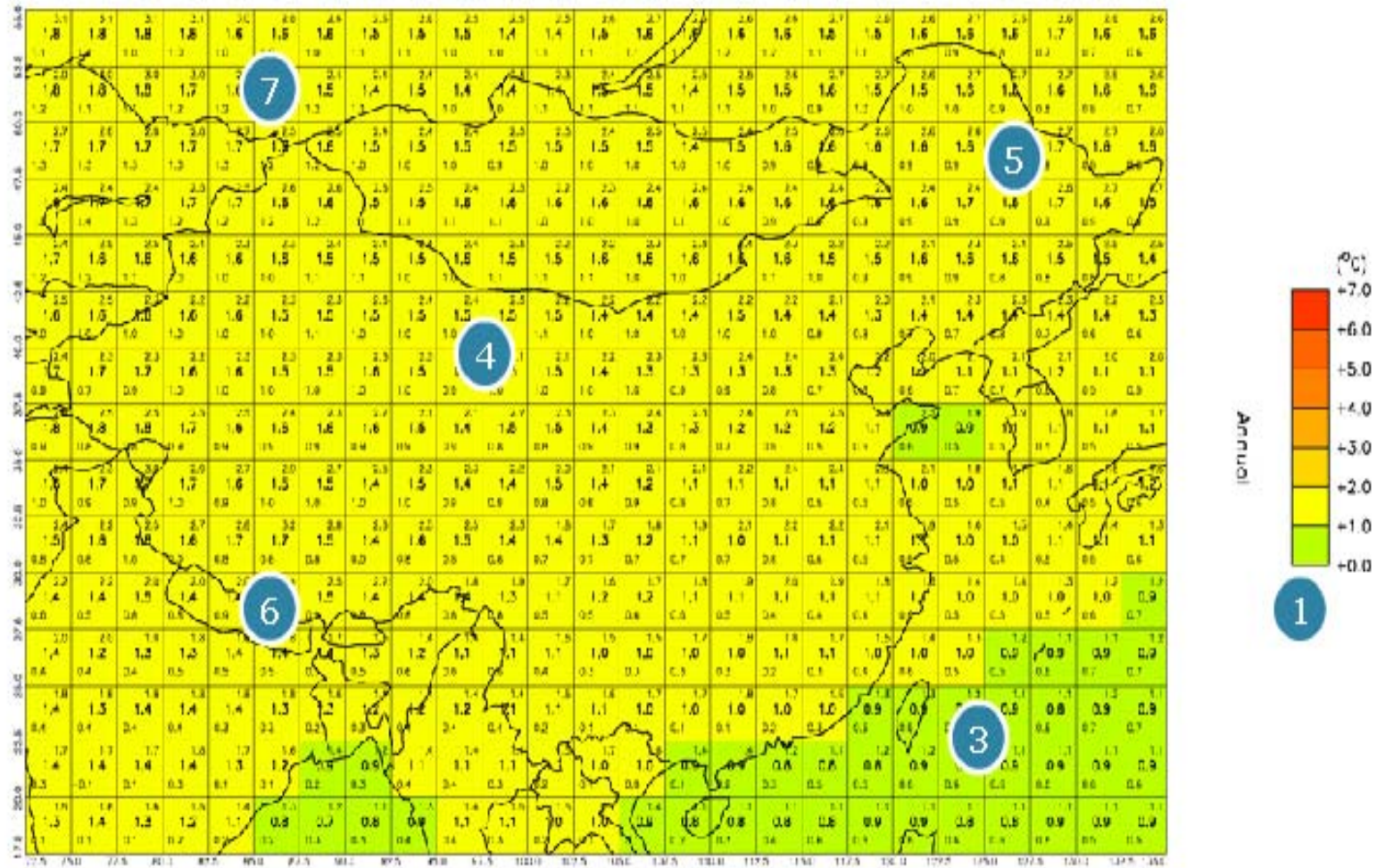
Why are some countries emitting more CO₂ than others?

What impact do factors such as global trade, population, lifestyle, the physical location of a country have on its emissions?



How will Chinas temperature change during the 2030s, 60s and 90s? Annually

2 2030s

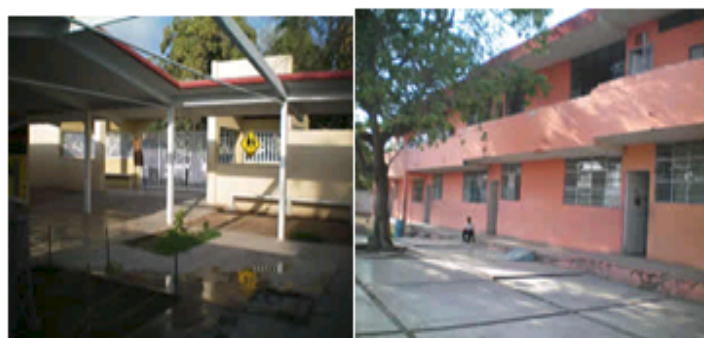


Your Stories

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Case Study: General Juan Carrasco Primary School, Mazatlan Sinaloa, Mexico

General Juan Carrasco Primary School has worked intensively in their school, and in six other primary and secondary schools nearby to develop approaches to climate change. They are modifying the school building to avoid using fans (in order to save energy) and they are working to protect the building during the hurricane season.



Preventitive Measures

They have substituted all electrical installations including the installation of energy

Climate Change in Mazatlán, Sinaloa

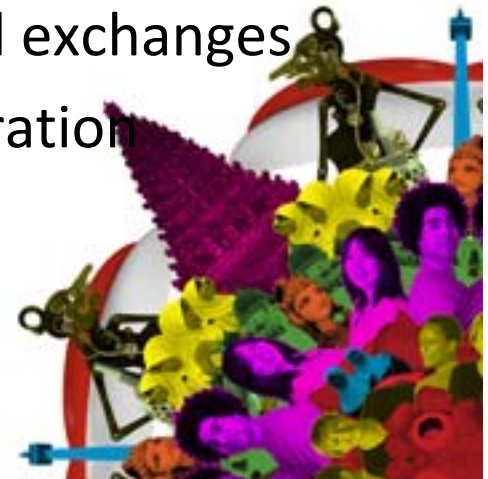


According to the forecasts:

- Sea levels will rise, it is estimated that there will be an increase of about a metre to one and a half metres. This would mean that the water would reach the city centre.
- The rising tides have practically eaten up the sand and left uncovered a large number of rocks in the gold zone of Mazatlan.

Further Development

- Indonesia:
 - finalization of guideline
 - pilot to schools
 - improvement of Indonesia page
- Global:
 - Expanding to further countries
 - Developing materials for international school exchanges
 - Developing opportunities for on-line collaboration and discussion of climate change
 - Developing materials for use without ICT



Further Information

www.climate4classrooms.org

Your local British Council office

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THANK YOU

