



**Regional Workshop on the Implementation of Article 6 of the Convention  
in Africa 13-16 September 2010, Banjul, the Gambia**



**CLIMATE CHANGE**

**Climate4Classrooms**

The first global website supporting the teaching and learning of climate change in different languages using recognized scientific research

[www.climate4classrooms.org](http://www.climate4classrooms.org)

# Presentation

1. What is Climate4Classrooms?
2. Why are we doing it?
3. What will it achieve?
4. Our partners
5. The website
6. C4C in Africa



# What is Climate4Classrooms?

- Resource-based project designed to support the teaching and learning about climate change in schools and beyond

## Who is it for?

- Teachers, learners, curriculum advisors, champions, general public





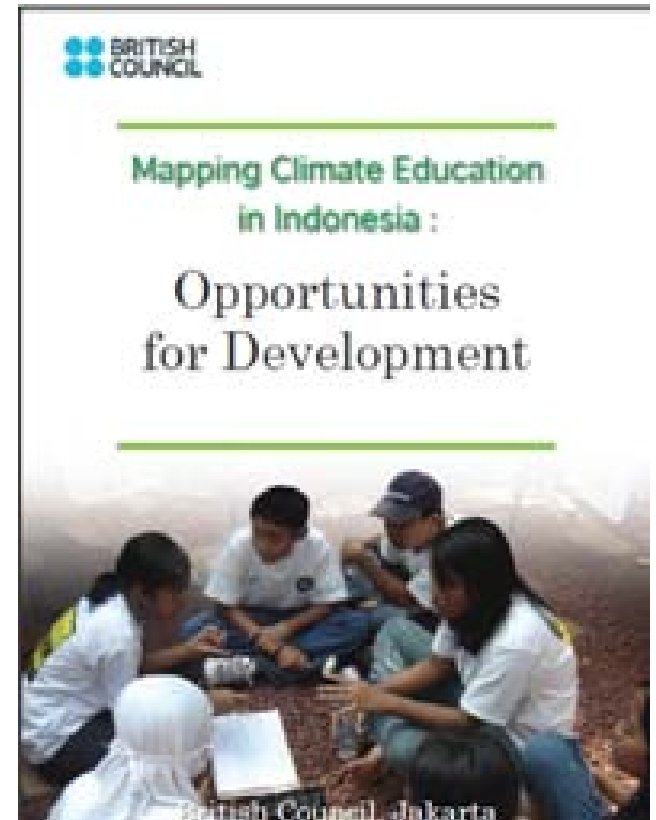
# Project Goal

Enhanced global understanding of the causes and ways of tackling Climate Change through the development of educational resources, strategies for teaching, curriculum and partnerships.



# Why are we doing C4C?

- Clear need for climate education resources (China/Indonesia research)
- Failure of UNFCCC process and greater focus on Article 6 agenda
- Builds on strengths in education, science and developing partnerships with government and civil society
- Meets corporate strategy with decreasing per capita costs as increasing number of countries join



# What makes C4C different?

- one-stop global website/ portal for climate education
- country specific resources + case studies
- based on real scientific data
- different language versions
- interactivity ('Ask the Expert', teacher forum)
- cross-cultural dialogue and understanding



# Outputs

- Resources
- Trained teachers
- Curriculum guidance
- Website/portal
- Global Conference
- Content for other subject and programme areas (e.g. Maths, English, Connecting Classrooms)
- Other activities (e.g. teaching competition, study tours, Green School)



# Partners

## Global

- Royal Geographical Society
- Royal Meteorological Society

## In-country

e.g.

- Ministry of Education/Ministry of Environment
- Teacher training/curriculum centres
- Education/climate NGOs





# What does it look like?

Select your region 

**C4C Climate 4Classrooms**

[Log in](#) | [Register](#) | [My school](#)

全球首个使用大量权威的科研数据并支持多种语言?行气候?化教学的网站

<ul style="list-style-type: none"> <li>Climate change</li> <li>Teaching resources</li> <li>National Futures</li> <li>Ask the expert</li> <li>Your stories</li> <li>About us</li> <li>Glossary</li> <li>For policy makers</li> <li>School linking</li> </ul>	<h3>For teachers</h3> <p>Teaching resources →</p> <p>How can I teach climate change in my subject area? →</p> <p>Feedback →</p>	
<p>About Climate4Classrooms Video and more information</p>  <p>Your stories Building the future: Red Hill Primary School</p>	<h3>For students</h3> <p>Learning modules →</p> <p>My School →</p> <p>Ask the expert →</p> <p>School linking →</p>	
	<h3>For policy makers</h3> <p>Integrating Climate4Classrooms into curriculum →</p>	<h3>For school linkers</h3> <p>Establish global links between your school and overseas schools →</p>

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## Teaching resources

These learning modules provide a step-by-step journey to understanding climate change. Students learn about the science of climate change, investigate possible global and national futures and explore global and local solutions. Each module has clear learning outcomes, activity plans and student activity sheets.

### Module 1 Climate change



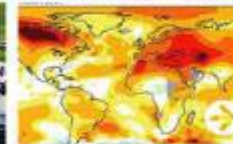
What is climate change? How is it caused?

### Module 2 Understanding emissions



What are the primary sources of emissions? Why are some countries emitting more CO2 than others?

### Module 3 Global climate predictions



How do we predict the future? How certain are we? What's the future going to look like?

### Module 4 Global futures



How is climate change predicted to affect the world? What might be the major changes? How can we categorise these changes?

### Module 5 National futures



How is climate change predicted to affect my country? What might be the major changes?

### Module 6 Mitigation and adaptation



How can the world respond to climate change? How are different countries responding? What do we need to change?

### Module 7 Local solutions



How can we choose to live now, to help create the best possible future? What can we learn from different communities?

### Module 8 Test your knowledge



Quickly find all the student quizzes available on this site, and find quizzes to test your own knowledge!

Search

Go &gt;

Inicio > Tus historias

## Tus historias

Casos de estudio de alrededor del mundo que exploran el impacto del cambio climático a nivel global, nacional, local y las soluciones que se han encontrado. Haz clic en los marcadores rojos para saber más.

- ..... Cambios Climáticos
- ..... Materiales educativos
- ..... Futuros factuales
- ..... Preguntas al experto
- ..... Tus historias
- ..... Acceso de sitio
- ..... Glossary
- ..... Foro
- ..... País idioma
- ..... Enlace escuela

**Tus historias Escuela**  
 Primaria General Juan Carrasco,  
 Mazatlán Sinaloa, México



**Tus historias Construcción de el futuro:** Escuela Primaria Reed Hill



**Tus historias** Lorem ipsum dolor sit amet



## Casos de estudio por región

### México

- 1 General Juan Carrasco Primary School, Mazatlan Sinaloa
- 2 Lorem ipsum dolor sit amet, dignissim vivamus aptent turpis
- 3 Dignissim vivamus aptent turpis

### Reino Unido

- 4 Lorem ipsum dolor sit amet, dignissim vivamus aptent turpis
- 5 Lorem ipsum dolor sit amet, dignissim vivamus

### China

- 6 Dolor sit amet, dignissim vivamus aptent turpis
- 7 Lorem ipsum dolor sit amet, dignissim vivamus aptent turpis, Mexico
- 8 Dignissim vivamus aptent turpis, Mexico

### Indonesia

- 9 Lorem ipsum dolor sit amet, dignissim vivamus aptent turpis



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## Building the future: Red Hill Primary School

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[← Back to global map](#)

### Climate change in Worcestershire

Over the coming century we expect that in Worcestershire:

- Summers will get hotter and drier
- Winter rainfall will get heavier
- There will be more very hot days, and intense rain storms.

**Downloads**

Red Hill Primary School case study [PDF](#)

### Water shortages

Summers are expected to get hotter and drier in Worcestershire, making water shortages more common. A high emissions scenario predicts a 5.1°C increase in summer temperatures by 2080 and a 48% decrease in rainfall.

As a result, Red Hill School plans to use a rainwater harvesting scheme. This will collect water from roofs and use it to flush toilets.

Other roof areas will be planted with sedum. This is a small green plant that absorbs water, reducing the amount of rain running into drains.

### Rainwater harvesting

### High winds

Like the rest of the UK, Worcestershire is expected to experience more extreme weather events such as intense storms. Winter rainfall is also expected to rise 22% by 2080 (high emissions scenario), increasing the risk of flood damage.

To cope with this, Red Hill School plans to put zinc sheets on roofs instead of traditional tiles. These are less likely to fly off during high winds.

Windows will be set inside their frames to protect them from driving rain (Scottish windows), and wood such as red cedar will be used because it does not need treating against decay.

### Zinc roofing

[← Back to map view](#)

### Scottish windows



# C4C in Africa

- No countries currently involved
- Resources downloadable
- Looking for African pilot
- Long-term ambition to have mobile telephone version



# For more information

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Ethiopia	Uganda	Malawi

