

Why aren't we all activists?

Teacher notes



This video aims to support students to:

- Distinguish between climate action and climate activism, identify different 'types' of activism (nonviolent, violent, sabotage, support, 'ecosystem')
- Discuss the ethical implications of climate activism and of inaction, debating whether there is a moral imperative to engage in climate action
- Formulate a way in which they could be activists

This video does not:

- Explore the root causes of the climate crisis and link it to fossil fuels use. While this is important background knowledge, the video focuses more on action than on causes.
- Advocate students get in trouble. While the video presents ideas and actions from people who have been involved in disruptive direct action, students are encouraged to focus on the more peaceful methods of activism available to them.

Playing the video

- This video is intended to be watched the whole way through without pausing or stopping.
- The length has been carefully curated to fit within a 40 minute class.
- Most of the activities involve minimal teacher involvement; however, if you want to take feedback during discussions, the presenter will let you know when there's one minute left.

Tips for teachers when facilitating session

This workshop was trialled by a teacher with a new TY class, **using the differentiated worksheet**, & here are some insights:

- Before the students take their positions for the walking debate ask them to have a reason for why they are taking up that position. Circulate and briefly ask one or two students to explain their reasoning.
- Before the 'Stand up' game. Students may feel too self conscious to stand up in front of their peers. Here are some options:
 - Ask students to 'shed the teenager'. Explain that being a teenager is tough. No one wants to say what's on their mind for fear of being ridiculed. We've all been there. In today's lesson we're leaving those fears behind and leaving the teenager at the door. Be brave, stand up if you want to and don't worry about what others think.
 - Get the students to use the worksheet to note what type of activism piques their interest. When this lesson was trialled no one stood up but lots of students had recorded what types of activism had interested them.
 - Try getting them to do it as a walking debate instead.
- When it comes to examining the quotes. This is a lengthy piece of work and needs time. We read the quotes together as a class and analysed them. Be prepared not to complete this lesson. You may want to extend it over two lessons so that the students can really delve into the literacy activity. Alternatively, you can:
 - Focus on only 2-3 quotes.
 - Download the worksheet and amend it to focus on the areas you feel are most beneficial.

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Curriculum connections

Junior cycle

English

- 1.4 - *Listen actively in order to get the gist of an account or presentation noting its main points and purpose*
- 2.3 - *Reading to question, analyse, synthesis and evaluate*

History

- 3.12 - *evaluate the role of a movement or organisation, such as the European Union or United Nations, in promoting international co-operation, justice and human rights*

Religious Education

- 3.1 - *examine different sources of values and ways in which the values of a person relate to their everyday life choices, their relationships, and their responsibilities to others*
- 3.6 - *debate a moral issue that arises in their lives and consider the influences of two different viewpoints on the issue*
- 3.9 - *synthesise and consider the insights gained about the norms, values and principles that inform decision-making and actions in the lives of people*

CSPE

- 1.10 - *show an appreciation of their responsibility to promote and defend their individual human rights and those of others*
- 2.10 - *evaluate how they can contribute to responding to one challenge currently facing the world*
- 2.11 - *examine a campaign for change in the area of sustainability and assess reasons why it has or has not been successful*
- 3.13 - *examine case studies of the use of digital or other media in an environmental movement*

Leaving Certificate

English

- 4.21 - *Language of argument; Comprehending; evaluate the validity of an argument, identify assumptions, outline values being asserted*

Geography

- 6.4 - *Sustainable development as a model for future human and economic development*

Politics and Society

- 3.1 - *People who have made positive contributions to their social context*
- 3.2 - *Becoming involved in or starting an initiative, group or organisation*
- 3.2 - *The range of means of taking action at a local, national or international level*
- 4.2 - *Developing skills in listening and communicating*
- 4.4 - *Seeking and evaluating information and ideas*

Religious Education

- 4.3 - *Decision-making in action - the process of moral decision-making in political and economic questions*

Suggestions to follow on from this video

- This video encourages students to get involved in an activism or craftivism action. If this is something they seem interested in, connect with the art teacher and invite

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them to support the group. Similarly, if students think an action related to music could be useful, engage with the music teachers.

- If you'd like more lessons to explore justice and active citizenship, You could explore:
 - [The Worldwide Global Schools resource library](#)
 - [Global Action Plan's GCE Resources](#)
 - [Other video lessons from the ISSN](#)

- If you're interested in developing your skills in teaching about these kinds of issues, here are some sources that offer training.
 - [Global Action Plan's teacher CPD on Eventbrite](#)
 - [Worldwide Global Schools training events](#)
 - [ISSN CPD](#)