

Discussion prompts for *Looking to the Future: An Introduction to Climate Change and Sustainability Education in Schools*

These prompts can be used to support individual thinking or to support discussion amongst groups of colleagues.

Key concepts of climate change and sustainability education

- During the opening of the video, some of the contributors use the phrase '**citizens of the world**' to describe the children and young people they work with. What do you understand this phrase and concept to mean? What might being a 'citizen of the world' mean for the children and young people you work with?
- During the opening of the video, **different approaches to climate change and sustainability education are introduced**, including using the Sustainable Development Goals as a curriculum framework (Rathfern Primary School) and also providing dedicated sustainability lessons in Key Stage 3 (Comberton College). As we move through the video, note the different terms and approaches used and then reflect on which of these might best suit your school community and context. What challenges and opportunities do these different approaches present for your context?
- The case study of Comberton College provides examples of climate change and sustainability education in the **classroom and across the campus**. Note down the different activities and actions related to these different sites and spaces and reflect on whether these could be part of your schools' approach to climate change and sustainability education.

Climate change and sustainability education in the curriculum and beyond

- Given your school's curriculum, what opportunities currently exist for climate change and sustainability education?
 - Which subjects currently include climate change and sustainability concepts?
 - How could these be enhanced and developed within existing subjects and include others?
 - Are there any opportunities for cross-curricular projects?
- What opportunities are there across the whole school site for sustainability to be addressed and acted upon?
 - Which of these actions might be implemented in your setting?
 - Can you think of other ideas?
 - What might your pupils suggest?
 - What does sustainability leadership look like in your school? What could it look like in one year? In three years?
 - What three points of advice will you take forward from teachers and pupils who have been active in school-based sustainability leadership?

Reflecting on young people's vision for climate change and sustainability education in schools

- UCL CCCSE has worked with children and young people across England and through this work have seen the range of emotions which young people experience in relation to climate change including fear and hope. Children in the video also share their responses and feelings. Thinking of the children and young people you work with, how similar or different are their responses to climate change? What emotions do they express? When and how do they express them? How might teachers respond to this?
- CCSE should develop both hope and agency in young people through CCSE. Which approaches might enable this for the children and young people in your community? Who might you collaborate with in school and across your local community to explore and develop these approaches? If your school were to create a climate change and sustainability education manifesto or action plan, what might this include?

Climate change and sustainability and our everyday lives

- Reflecting on the different ways which sustainability can be understood, how might you describe or define sustainability?
 - How might this be shaped by different school contexts and communities?
 - How might this change over time?
- How can individuals contribute to a more sustainable world?
 - What actions can you take in your own professional life?
 - How can you encourage and develop sustainable behaviour and action in your school and local community?
 - How can the work of your school community be part of a wider system of change?
 - How can your school be a responsible consumer and producer?
- Where in the curriculum might you introduce students to the kinds of inspiring projects happening around the world to secure a more sustainable future?

Final reflections

- Which three ideas or points will you take forward from this Module?
- What questions still remain?
 - How will you continue to develop your understanding of climate change and sustainability in your own context?
 - What next steps could you take and who could you collaborate with?
 - What further support do you need?
- What goals can you set for your work in climate change and sustainability education? How will you know you have achieved them?