

**Climate Wise Schools and Students  
(2024-1-ES01-KA220-SCH-000251082)**



**Topic: Climate Justice (Complied by Spain)**

**Level: Secondary School / High School Freshman**

**Time: 40+50 minutes**

**Objectives - Students will be able to:**

**To understand the concept of climate justice and its connection to climate change.**

- To identify the causes and consequences of climate inequalities.
- To analyze how climate change affects different populations and countries in unequal ways.
- To foster critical thinking through challenges and real-life case studies.
- To promote teamwork and collaborative decision-making.
- To develop sustainable ideas and solutions to reduce environmental impact..
- o encourage personal and collective reflection on actions that support climate justice.
- To increase students' participation, motivation, and engagement through gamified activities.

**Disciplines: Social Sciences**

- Natural Sciences
- Geography and History
- Civic and Ethical Education
- Technology and Digital Competence
- Biology and Geology
- Environmental Education
- Foreign Language (English)

**Materials: Tablet, PC or Smart Board/Notebook**

## MISSION INTRODUCTION

The United Nations has detected a global climate emergency. Students will become international teams responsible for:

- investigating climate problems,
- making fair and responsible decisions,
- and protecting vulnerable communities around the world.

## Activities and Practices:

### Warm Up Activities:

The teacher asks these questions and make students discuss the difference:

- 1) What is the difference of weather and climate?
- 2) Do you know what it means to take care of the planet?

After taking the answers and making the difference clear for the students. The teacher asks about climate change issue and students are supposed to tell reasons and results.

The teacher then directs students' attention to green foods and has students define green foods in their own words and write them down. Cards will be used for different foods that will have to be identified as green food or not green food.

**Main activities:** The following questions are posed to students to develop their critical thinking skills.

- Why is climate justice important?

Make students watch the video.

[https://www.youtube.com/watch?](https://www.youtube.com/watch?v=sucsG1Dg8XA)

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[https://www.youtube.com/watch?](https://www.youtube.com/watch?v=Y3s58Ang5ql)

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Then students are grouped by means of the wheel in the ink;

<https://wordwall.net/resource/83500370>

(There will be 6 teams, each team will have a name of one of the partner countries)

## WARM UP (5-10 min)

Students are given their first task:

Activity 1 – True or False

[https://www.educaplay.com/learning-resources/29173769-climate\\_justice\\_quiz.html](https://www.educaplay.com/learning-resources/29173769-climate_justice_quiz.html)



## TASK I

### What Is Happening? (10 min)

Students are given their first digital task.

They must match each climate problem with its correct consequence by using the digital tool in the link.

The activity helps students understand the effects of climate change and how environmental problems impact people and communities around the world.

The fastest team with the highest score receives the Climate Defender

[https://www.educaplay.com/learning-resources/29173820-climate\\_challenge\\_match\\_problems\\_to\\_consequences.html](https://www.educaplay.com/learning-resources/29173820-climate_challenge_match_problems_to_consequences.html)



## **TASK II Who Suffers the Most? (10 min)**

Students are given their second digital task.

Each box contains a real-life case related to climate injustice through the digital tool in the link.

Students must open the boxes, analyze each situation, and discuss:

- who is most affected,
- why climate injustice exists,
- and what solutions could be applied.

The activity will help students develop critical thinking, empathy, and social awareness about how climate change affects vulnerable communities around the world.

The team with the best solutions will receive the Justice Hero.

[https://www.educaplay.com/learning-resources/29276926-climate\\_impact\\_quiz.html](https://www.educaplay.com/learning-resources/29276926-climate_impact_quiz.html)

The finishers are given the Justice Hero



## **TASK III Climate Solutions (10-15 min)**

Students are given their third digital task.

They must organize different everyday actions from the most sustainable to the least sustainable by using the digital tool in the link.

The activity helps students understand which actions are more environmentally friendly and how daily habits can help reduce climate change.

Students will discuss their answers in teams before completing the activity.


The team with the best score and fastest time will receive the Eco Leader.

<http://linoit.com/users/mercedesguerra/canvases/Climate%20Justice%20Mission>

### **Wrap Up: W r a p - U p**

The teacher summarizes the lesson and reviews the main climate justice problems explored during the activity.

Everyone will post a short reflection answering the question:

 “What can I do to help fight climate change and protect vulnerable communities?”

Students should write:

- one sustainable action
- one environmental habit
- or one idea to support climate justice

Using the following link:

<http://linoit.com/users/mercedesguerra/canvases/CLIMATE%20JUSTICE%20REFLECTION>

The team with the best score and fastest time will receive the Change Maker.

## Assessment

The teacher will assess students' comprehension orally during the activities and group discussions.

Students will also complete a self-assessment form to reflect on:

- participation
- teamwork
- understanding of climate justice
- contribution to group activities

## Task IV – Final Climate Justice Project


Students are asked to research:

 What climate justice actions are being developed in your country?

 What sustainable initiatives or environmental projects exist near your community?

## Group Task

In groups, students will:

 Research and share:

- climate justice actions
- environmental projects
- sustainable initiatives
- local climate solutions

using the collaborative Linoit board.



# Climate Justice Actions

Students will complete the following table:

Country / Team Climate Justice Actions / Sustainable Initiatives Türkiye Greece Portugal North Macedonia Croatia Spain



## Final Reflection

Students will discuss:

“How can we help protect vulnerable communities from climate change?”

They will propose:

- sustainable actions
- fair environmental solutions
- ideas to reduce climate inequalities



# Players’ Journey – Climate Justice Mission



## Onboarding

- Warm-up activities
- Climate justice introduction
- Group Selection Wheel

## □ Scaffolding

### 🔍 Task I

Climate problems and consequences

### ? Task II



## **Climate Justice – Suggested References (by country/region)**

### **Greece – Climate transition & justice policies**

[European Parliament - Greece Climate Strategy](#)

➡ [Climate targets, emissions reduction and just transition policies](#)

### **[Climate Law No. 7552: Turkey’s Legal Transition to a Carbon-Free Future](#)**

➡ [Turkey’s first comprehensive climate law focused on net-zero emissions and climate governance.](#)

### **Croatia – Climate risk & adaptation measures**

[Croatia Climate Risk & Emergency Measures](#)

➡ [Climate adaptation and extreme weather response](#)

### **Spain – Community energy & climate action**

[Spain Community Energy Projects \(Green Transition\)](#)

➡ [Energy cooperatives, inclusion of vulnerable communities](#)

### **North Macedonia – Renewable energy transition**

[North Macedonia Wind Energy Project \(COP28 transition\)](#)

➡ [Coal phase-out and renewable energy expansion](#)

### **Portugal – Sustainable food & environmental policies**

[Portugal Sustainable Food & Agriculture Policies](#)

➡ [Reduction of chemicals and greener production systems](#)

# **BONUS – Global Climate Justice Concept**











[UN / Climate Justice Overview](#)

➔ Global cooperation and climate justice principles

## Extension for Differentiation (Climate Justice Focus)






### (Especially for High School Students)

Students can be asked to go further and develop deeper critical thinking by exploring and proposing actions related to climate justice:

-  Analyzing how climate change affects different social groups unequally (vulnerable communities, low-income areas, elderly people).
-  Comparing how developed and developing countries contribute differently to climate change.
-  Investigating local environmental inequalities in their own city or region.
-  Proposing solutions to reduce water scarcity and ensure fair access to natural resources.
-  Designing community-based climate justice projects (school campaigns, awareness actions, local initiatives).
-  Exploring how renewable energy can reduce inequality and support fair access to energy.
-  Creating awareness campaigns to protect vulnerable populations from climate impacts.
-  Suggesting policies or school actions to reduce environmental injustice.
-  Studying how extreme climate events (floods, heatwaves, droughts) affect different populations differently.
-  Developing a “Climate Justice Manifesto” with personal and collective commitments.

## Optional Creative Output

Students may also:

- create posters or digital campaigns 
- design a “Climate Justice School Plan” 
- record short videos explaining inequalities 
- propose actions to local authorities 
- build a global climate justice awareness map 

## Final Message

“Climate justice means understanding that climate change does not affect everyone equally – and acting to make solutions fair for all.”

# LABELS



# REFERENCES

<https://www.sciencedirect.com/science/article/abs/pii/S146685641630703>

Academic research on environmental inequality and sustainability transitions.

<https://www.cambridge.org/core/journals/european-journal-of-risk-regulation/article/abs/revision-of-the-eu-green-public-procurement-criteria-for-food-procurement-and-catering-services-certification-schemes-as-the-main-determinant-for-public-sustainable-food-purchases/729AEC8FAE390423052ABF6E1711FOFF>

EU policies on environmental governance and sustainable public strategies.

<https://www.emerald.com/insight/content/doi/10.1108/bfj-12-2015-0462/full/html>

Research on sustainability, food systems and environmental responsibility.

[https://climate.ec.europa.eu/eu-action/international-action-climate-change\\_en](https://climate.ec.europa.eu/eu-action/international-action-climate-change_en)

EU Climate Justice & international climate action.

<https://www.ipcc.ch/report/ar6/syr/>

IPCC Sixth Assessment Report (scientific basis of climate change)

<https://www.un.org/en/climatechange/what-is-climate-change>

UN explanation of climate change and global impacts.

<https://www.unep.org/explore-topics/climate-action/what-we-do/climate-justice>

United Nations Environment Programme: Climate Justice focus.