

# Climate Change


A Educational Resource for teaching in the build up to the UN's Conference on Climate Change in Copenhagen



בשעה שברא הקב"ה את אדם הראשון נטלו  
והחזירו על כל אילני גן עדן ואמר לו ראה מעשי  
כמה נאים ומשובחין הן וכל מה שבראתי בשבילך  
בראתי, תן דעתך שלא תקלקל ותחריב את  
עולמי, שאם קלקלת אין מי שיתקן אחריך

*When G-d created the first man, G-d showed him all the trees in the Garden of Eden and said, "See how beautiful and perfect are My creations! All that I have created, I created for you. Therefore, be mindful so that you do not abuse or destroy My world. For if you abuse or destroy it, there is no one to repair it after you." **Kohelet Rabbah 7:13***

**DFID** Department for  
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**Tzedek**

Jewish action for a just world

Tzedek's programmes are founded on the principle that we have a responsibility to support our fellows to fulfil their lives, listening to their needs and supporting them to help themselves. Tzedek is driven by the Jewish values of:

**צדקה Tzedaka** (justice, charity) sharing our wealth to make a more just world.

**תיקון עולם Tikkun Olam** (healing, repairing the world) addressing ourselves towards overcoming injustices and inequalities in the world.

**בצלם אלוקים Betzelem Elokim** (in the image of G-d) recognising that all human beings are created equal and deserving of equal respect.

**שותפות Shutfut** (partnership) recognising the expertise that those in the majority world have and can share with us.

**דרכי שלום Darchei Shalom** (the ways of peace) fostering peace and pleasant relationships between Jews and non-Jews.

**קידוש ה' Kiddush Hashem** (sanctification of G-d's name) acting in a way that brings credit to G-d and the Jewish tradition.

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*A ready made assembly which can be used as a starting point to sensitise pupils to the effects of climate change and introduce them to the UN Conference on Climate Change at Copenhagen in December 2009.*

## Section 3: Classroom Activities Key Stage 2 page

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<i>A circle time activity aimed at giving an overview of how climate change is caused.</i>	

### Our Shared Future

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## Educators

### The aim of this pack is to:

learn about the causes of climate change, what will happen to our planet if we don't act on climate change now, as well as our Jewish responsibility to act. The resource includes simple actions that can bring about effective change. The latter is directly linked to pledges young people can make on “[The Big Green Jewish Website](http://www.biggreenjewish.org)”.



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

It will also give participants an understanding of the UN Conference on Climate Change at Copenhagen and an opportunity to explore whose responsibility it is to combat it.

### UN Climate Change Conference in Copenhagen

This resource focuses on the UN Climate Change Conference in Copenhagen, where world leaders are set to decide on the future of the Kyoto Protocol, the only legal international agreement on combating climate change which expires in 2012. The UN Climate Change Conference is taking place in December 2009, as it takes at least two years for international agreements to be enforceable.

The aim of the conference is to reach an agreement on cutting greenhouse gases and to find a way to help developing countries adapt to the damaging effects of climate change. Although developing countries have contributed the least to climate change they will be the hardest hit by droughts, storms and floods. *One in every 19 people living in the world's poorest countries is at risk from climate change compared to one in every 1,500 in the wealthiest<sup>1</sup>.*

### A Jewish Perspective

One of the key causes of climate change is humans overusing the earth's resources, creating too much carbon dioxide, the main greenhouse gas contributing to climate change. However, Jewish law protects resources from waste. The commandment

of bal tashchit (do not waste or destroy) originates from the Biblical prohibition of cutting down fruit bearing trees during war; forbidding the unnecessary destruction of any resources that could be of benefit.

כִּי-תִצּוּר אֶל-עִיר יְמִים רַבִּים לְהִלָּחֵם עָלֶיהָ לְתַפְסָהּ, לֹא-תִשְׁחִית אֶת-עֵצֶה לְנִדַּח עָלֶיהָ גֶרְזֵן--כִּי מִמֶּנּוּ תֹאכֵל, וְאֵתוֹ לֹא תִכְרֹת... רַק עֵץ אֲשֶׁר-תִּדְעַ, כִּי-לֹא-עֵץ מֵאֲכֹל הוּא--אֵתוֹ תִשְׁחִית, וְכָרְתָּ

*When in your war against a city you have to besiege it for a long time in order to capture it, you must not destroy (bal tashchit) its fruit trees. . . Only the trees of which you know that they are not trees for food, you may destroy and cut down.*

*Deuteronomy, 20:19-20*

Maimonides' further commentary states;

וְלֹא הַאִילָנוֹת בַּלְבָּד, אֲלֵא כָל הַמְשֻׁבֵּר כְּלִים, גּוֹרֵעַ בְּגָדִים, וְהוֹרֵס בְּנֵי, וְסוֹתֵם מַעִין, וְמַאֲבֵד מֵאֲכָלוֹת דֶּרֶךְ הַשְּׁחִתָּה, עוֹבֵר בְּלֹא דַ תְּשִׁחִית, וְאִינוֹ לִיקָה אֲלֵא מִכַּת מִרְדּוֹת מִדְּבָרֵיהֶם

*It is not only forbidden to destroy fruit-bearing trees but whoever breaks vessels, tears clothes, demolishes a building, stops up a fountain or wastes food in a destructive way, offends the negative mitvah of bal tashchit - do not waste or destroy.*

*Maimonides, Hilchot Melachim 6:10*

By simply keeping Shabbat, we are allowing the Earth to rest as Shabbat is a day to stop changing the world around us to meet our needs. We live with what we have. Therefore the laws of Shabbat have nothing to do with actual rest, (if you wanted to, it would be permissible to carry a heavy table up 50 flights of stairs) and everything to do with holding back from changing the world for selfish reasons.

*continued on page 04*

## Feedback

We would very much like to hear your feedback following use of this pack. Teacher and pupil evaluation forms can be found on pages 56-58. Please send completed forms to:

Victoria Rose  
Tzedek,  
Jewish Social Action Hub,  
152 West End Lane,  
London. NW6 1SD

Please get in touch with us with your thoughts and ideas, and do call if you have any questions. Please contact Victoria Rose on 0207 443 5122 or email [vikki@tzedek.org.uk](mailto:vikki@tzedek.org.uk)

<sup>1</sup> [www.actionaid.org.uk](http://www.actionaid.org.uk)

## Climate Change Resource

Therefore even lighting one match, though you never even break a sweat, is forbidden on the Sabbath.

It takes more than one day out of seven to let the world have a day of rest. So the Torah commanded the people of Israel to spend one year out of seven letting the entire land of Israel lie fallow - we call this the 'Shmittah' year.

The world we live in has a limited supply of natural resources. There is a finite amount of oil in the ground and minerals in the rock. If we use it all up without thinking about the future, then our children will be much worse off than we are. In the Torah, there is a dire warning that either we take a rest, a Sabbath, from using up these resources, or we will lose the right to dwell on the land.



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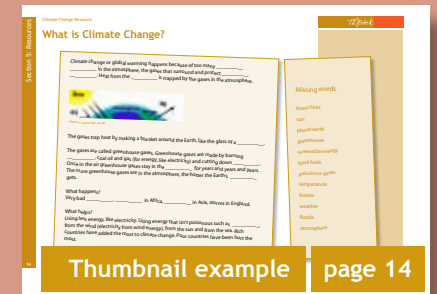
## Key to information

The key below shows how each section of this education resource is colour coded for easier navigation.

-  teacher information section
-  assembly activity section
-  activity section Key Stage 2
-  activity section Key Stage 3/4
-  resources section  
resources are highlighted in this colour throughout the information pack, with thumbnails and page numbers linking to the relevant resource pages

Throughout this education resource you will find links to further resources. The key to the information links is below.

-  Useful website link
-  Quotation
-  Question



- Where pupils worksheets or resources are referred to in the text, a thumbnail image of the relevant page will be shown in this area.
- Extra information and additional activities can be found within this tinted box throughout the resource.
- Where there are no additional activities, this area can be used for notes.







## Climate Change Activities for Key Stage 2



- How will these changes affect the future you just envisaged?

- Split pupils into groups of between 4-6 and give each group an enlarged (A4-A3) version of the **Our Shared Future Worksheet**, page 17, colouring pens and any other materials that can be used creatively for decoration.
- Pupils will have to draw and colour in what they would like the world to look like when they are adults.

### Differentiation

Less Achievers and Main Achievers can draw their country or perhaps their local community. Above achievers can draw planet earth by copying the **Future World? resource**, page 19. Pupils should draw their future world outlining how they would like each continent to look in their future.

### Part Three: Laws about the environment

Time: 20mins

- Share the following text with the class:



*When G-d created the first human beings, G-d led them around the Garden of Eden and said: "Look at my works! See how beautiful they are—how excellent! For your sake I created them all. See to it that you do not spoil and destroy My world; for if you do, there will be no one else to repair it." Kohelet Rabbah 7:13*

- Ask the pupils:



- What does G-d think about the world he has created?
- What does G-d say will happen if humans spoil or destroy the world?
- What can we do to make sure this doesn't happen?

- Explain to the pupils, that from the 6th -18th December 2009 world leaders are meeting in Copenhagen to decide on laws to protect the environment and help poor countries like India tackle the damage created by climate change.

- Place the **International Agreement on Climate Change**, page 18 on the white board, and ask one or two pupils to read out what world leaders need to agree to.

- Ask pupils: if world leaders agree:



- How will this help poor countries?
- How will this help protect the planet G-d created?

- In their groups, pupils should decide which laws they think are needed so that everybody has enough to live on and the planet's environment can survive. Pupils should write these in the column on the right hand side of their **Our Shared Future Worksheet**, page 17.

### Part Four: What can we do now?

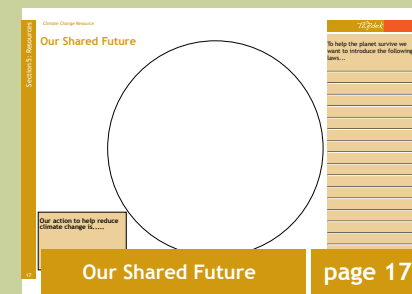
Time: 10mins

- Suggest a simple action to reduce climate change. For example, switching lights off when you leave the classroom, to use less energy.
- Each group will have a few minutes to come up with one action to do at their school to reduce climate change. Explain that this will help pupils to be happy adults and to have the future they envisaged at the beginning of this lesson.
- Ask each group to feedback their idea.
- Each group should then write their idea on the **Our Shared Future Worksheet**, page 17 in the box on the left hand side. These can be displayed in the classroom.
- Show pupils



[www.biggreenjewish.org/going-green/how-green-are-you-students-young-people.php](http://www.biggreenjewish.org/going-green/how-green-are-you-students-young-people.php)

and give time for them to play the How Green Are You? game which ends with an invite to pledge and share their action online.



# Climate Change Activities for Key Stages 3 and 4

## Who is Responsible?

Time: 1hr

We recommend facilitating the whole of this activity. However, if time is short, each part can be facilitated as a stand alone activity.

### Part One: Climate Change - The Facts!

Time: 20mins

1. Begin by asking students the following questions:



- What are fossil fuels?
- What is carbon dioxide?
- What are greenhouse gases?
- What is climate change?
- What is renewable energy?

Check definitions and understanding using the [What is Climate Change, page 16](#) resource and use the diagram to clarify how climate change is caused.

2. Read out the statement on the [Climate Change Myths and Facts sheet, page 20](#).

3. Students must put their hand in the air for “myth” or on their head if they think it’s a “fact”.

4. After each statement, invite students to feedback the reason for their answer.

5. Explain that all the statements are in fact myths and read through the answers using the [Climate Change Myths and Facts Answer Sheet, page 21](#)

Alternatively:

1. Give students the [Myths and Facts sheet, page 20](#) to complete in pairs placing ticks next to statements they feel are facts and crosses next to those they believe to be myths.

2. Invite one or two students to feedback their answers. Explain that all the statements are in fact myths and read through the answers using the [Climate Change Myths and Facts Answer Sheet, page 21](#)

3. Ask students;



- Can you think of any ideas on how Judaism helps us to reduce our use of resources?

Examples might include the idea of Shabbat as weekly rest from using things like T.V’s and cars, or shemita, the seventh year of rest when all fields lie fallow. (see [background information page 03](#))



- Why is reducing our use of resources important for combating climate change?

4. Discuss these ideas further using the [chevruta texts, page 27](#). Alternatively place these texts on your whiteboard and facilitate a discussion with the whole group.

### Part Two: TV Debate

Time: 40mins

1. Ask pupils:



- Who can reduce the damage caused by climate change? Citizens, the UK government, the UN?

What is Climate Change  
page 16

Climate Change - Myth or Fact?  
page 20

Climate Change - Myth or Fact? The Answers  
page 21

Chevruta 1  
page 27

## Climate Change Activities for Key Stages 3 and 4

- Explain to the class that the United Nations Climate Change Conference in Copenhagen (referred to as Copenhagen Climate Talks) is taking place in December 2009. Ensure that key terms such as the “Kyoto Protocol” and “greenhouse gases” are understood.

At the UN Climate Change Conference in Copenhagen in December 2009, world leaders will meet to decide on the future of the Kyoto Protocol. The Kyoto Protocol is the only legal international agreement on combating climate change, which comes to an end in 2012. It takes at least two years for international agreements to be signed and enforceable which is why the conference is happening now.

World leaders need to reach an agreement to cut greenhouse gases and find a way to help poor countries adapt to the devastating effects of climate change.

- Tell the class that they will be taking part in a pre-conference televised debate. The theme of the debate is “Who is responsible for combating climate change?”
- Divide the class into 6 groups, ideally with the same number in each. Each group will represent one of the people attending the pre-Copenhagen televised debate. The groups are:

UK Government MP  
UN representative  
British Media  
NGO spokesperson  
UK Citizen  
Bangladeshi Citizen.

- Give each group their relevant **Who is Responsible for Combating Climate Change resource, pages 24-26**. Groups should use the resource handouts and the internet

(if available) to prepare for the debate. Each group will choose one person to be the spokesperson and/or head of organisation. They will have 20 minutes as a group to prepare for the debate and ensure that their spokesperson and/or representative is ready. This will include the spokesperson making a 2 minute statement answering the question “Who is responsible for combating climate change?” by explaining what he/she has to do to tackle climate change and who he/she needs to work with to make this happen. Each group will also have to prepare two questions to ask one of the other panelists.

- Once the debate starts, you (the teacher) will be the chair, asking each panelist to answer “Who is responsible for climate change?”. The rest of the class will be the audience. During the debate they will have the opportunity to ask their questions.

- At the end of the debate, ask the class:



- What key lessons can we learn from this debate?

Write the answers on the board. This should include that all groups and citizens need to work together, as climate change is a global problem.



- What can we do at school to combat climate change?

E.g. don't leave electrical products on standby - switch them off; turn off lights; reduce petrol use - set up a car pool for school or use your bike or public transport. Make a pledge of your action on **The Big Green Jewish Website**.

- Ask one or two students to volunteer to take these suggestions to the school council.



# Climate Change Activities for Key Stages 3 and 4

## Part Three: Consequences - What if we do nothing?


Time: 10mins

1. Hand Students, in pairs or in small groups a **Climate Change - the Consequences 1 resource, page 22**. Read through what might happen (by the end of the century) if we don't start to cut greenhouse gases now.
2. Explain, that it is difficult to predict the exact consequences of climate change. However, scientist predict that temperatures will rise between 3-6 degrees by the end of the century. Predictions for climate change vary. Some say it will cause major changes to our lives (for example to adapt to higher temperatures) and others believe that it could be catastrophic.
3. Hand pupils, still in their pairs or small groups, a **Climate Change - the Consequences 2 resource, page 23** and ask pupils to fill in the boxes explaining how the world might look if we do manage to cut our carbon dioxide emissions.
4. For homework, ask pupils to think of at least one action they need to do to contribute towards combating climate change. They should visit

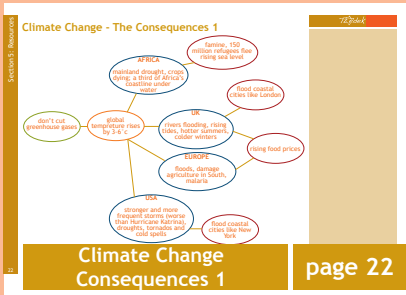


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to play the How Green Are You? game which ends with an invite to pledge and share their action online.



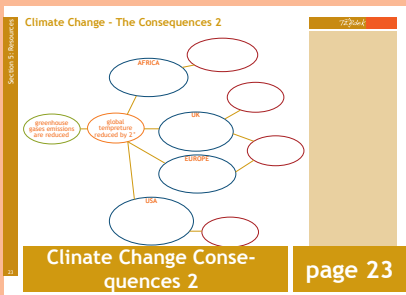
Section 3: Resources



**Climate Change Consequences 1** page 22


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Section 5: Resources



**Climate Change Consequences 2** page 23

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# Climate Change Resources

A Educational Resource for teaching in the build up to the UN's Conference on Climate Change in Copenhagen



בשעה שברא הקב"ה את אדם הראשון נטלו  
והחזירו על כל אילני גן עדן ואמר לו ראה מעשי  
כמה נאים ומשובחין הן וכל מה שבראתי בשבילך  
בראתי, תן דעתך שלא תקלקל ותחריב את  
עולמי, שאם קלקלת אין מי שיתקן אחריך


*When G-d created the first man, G-d showed him all the trees in the Garden of Eden and said, "See how beautiful and perfect are My creations! All that I have created, I created for you. Therefore, be mindful so that you do not abuse or destroy My world. For if you abuse or destroy it, there is no one to repair it after you." Kohelet Rabbah 7:13*

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## What is Climate Change?

Climate change or global warming happens because of too many \_\_\_\_\_ in the atmosphere, the gases that surround and protect \_\_\_\_\_. Heat from the \_\_\_\_\_ is trapped by the gases in the atmosphere.

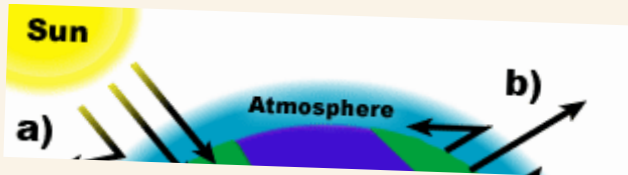


Photo © www.foe.co.uk

The gases trap heat by making a blanket around the Earth, like the glass of a \_\_\_\_\_.

The gases are called greenhouse gases. Greenhouse gases are made by burning \_\_\_\_\_, coal oil and gas (for energy, like electricity) and cutting down \_\_\_\_\_. Once in the air greenhouse gases stay in the \_\_\_\_\_ for years and years and years. The more greenhouse gases are in the atmosphere, the hotter the Earth's \_\_\_\_\_ gets.

What happens?

Very bad \_\_\_\_\_ in Africa, \_\_\_\_\_ in Asia, storms in England.

What helps?

Using less energy, like electricity. Using energy that isn't poisonous such as \_\_\_\_\_, from the wind (electricity from wind energy), from the sun and from the sea. Rich countries have added the most to climate change. Poor countries have been hurt the most.

### Missing words

forest Fires

sun

planet earth

greenhouse

renewable energy

fossil fuels

poisonous gases

temperature

forests

weather

floods

atmosphere

## What is Climate Change Answers

Climate change or global warming happens because of too many **poisonous gases** in the atmosphere, the gases that surround and protect **planet earth**. Heat from the **sun** is trapped by the gases in the atmosphere.

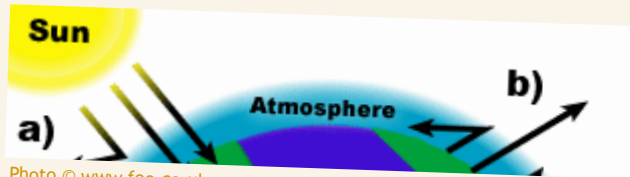


Photo © www.foe.co.uk

The gases trap heat by making a blanket around the Earth, like the glass of a **greenhouse**.

The gases are called greenhouse gases. Greenhouse gases are made by burning **fossil fuels**, coal oil and gas (for energy, like electricity) and cutting down **forests**. Once in the air greenhouse gases stay in the **atmosphere** for years and years and years. The more greenhouse gases are in the atmosphere, the hotter the Earth's **temperature** gets.

What happens?

Very bad **weather**. **Floods** in Africa, **forest fires** in Asia, storms in England.

What helps?

Using less energy, like electricity. Using energy that isn't poisonous such as **renewable energy** from the wind (electricity from wind energy), from the sun and from the sea. Rich countries have added the most to climate change. Poor countries have been hurt the most.

### Missing words

forest Fires

sun

planet earth

greenhouse

Renewable energy

fossil fuels

poisonous gases

temperature

forests

weather

floods

atmosphere

## What is Climate Change?

This is how it happens:

Heat from the sun is trapped by the gases in the atmosphere.

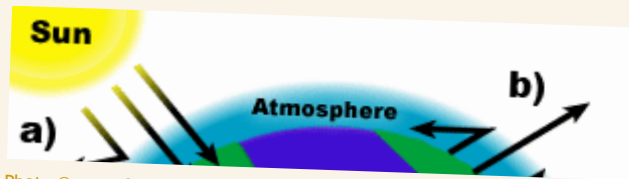


Photo © www.foe.co.uk

The gases trap heat by making a blanket around the Earth, like the glass of a greenhouse. The gases are called greenhouse gases. Greenhouse gases are made by burning fossil fuels, coal, oil and gas (for energy, like electricity) and cutting down forests. Once in the air greenhouse gases stay in the atmosphere for years. The more greenhouse gases are in the atmosphere, the hotter the Earth's temperature gets.

**What Happens?** This causes extreme weather conditions, for example storms in England, floods in Africa and forest fires in Asia.

**What helps?** What can help is to use less energy, like electricity. You can also use renewable energy, natural forms of energy that can be converted to electricity which won't run out or contribute to climate change. Examples include wind power (electricity from wind energy), solar power (converting the sun's energy into heat and electricity) and hydroelectric power (energy from flowing water).

Rich countries have contributed the most to climate change. Poor countries have been harmed the most, and will suffer more in the future.

### Key Terms

**Fossil fuels:** are coal, oil and gas. They are created from the decay, burial and rotting of plants, trees and animals over millions of years. They are buried deep beneath the Earth's surface and are not renewable. Burning of fossil fuels is one of the major ways which humans contribute to climate change. Fossil fuels are running out.

**Carbon dioxide:** invisible gas in the air around us. It is the main greenhouse gas caused by humans, mainly through burning coal, oil and gas for energy.

**Greenhouse gases:** Gases that trap heat in the atmosphere. Carbon dioxide is the main greenhouse gas, which is naturally in the atmosphere, but has significantly increased because of human activity. It is made by burning fossil fuels, coal oil and gas (for energy, like electricity) and cutting down forests.

**Global warming or climate change:** Increase in the average temperature of the air near the earth's surface since about the mid-20th century. This is because of too many greenhouse gases in the atmosphere that surround and protect the earth.



## International Agreement on Climate Change

1. Cut climate change
  - Rich countries have to create less greenhouse gases
2. Help poor countries
  - Help them cope with destruction made by climate change.
  - Help them to use renewable energy in the future and

This is based on the 1992 United Nations Framework Convention on Climate Change (UNFCC) and the Kyoto agreement of 2005.

## Future world?

This map shows what scientists think could happen if the world heats up by 3-6°C.



Scientists are predicting that global temperatures will rise between 3-6°C by the end of this century if we continue as we are. This future need not happen if we act to slow climate change. Check out the *PowerDown* solutions cards.

taken from [www.actionaid.com](http://www.actionaid.com)

## Climate Change - Myth or Fact?

Place a tick next to the statements you think are facts and a cross next to the statements you think are myths.

- 1: It's already too late to stop climate change
- 2: It's impossible for me to make a difference
- 3: It's not up to me to solve climate change
- 4: I don't want to change my whole lifestyle
- 5: Technology will solve the problem

## Climate Change - Myth or Fact? The Answers

### Myth 1: It's already too late to stop climate change

The evidence is that global emissions need to peak in the next decade and then decline to well below current levels to avoid dangerous climate change. This is possible, and can be achieved with technologies that are available now. Putting off action will make it more difficult and expensive to reduce emissions in the future, as well as creating higher risks of severe climate change.

### Myth 2: It's impossible for me to make a difference

Over 40 per cent of CO<sub>2</sub> emissions in the UK come directly from what individuals do – for example, using electricity at home and driving cars. That means we can all make a difference.

### Myth 3: It's not up to me to solve climate change

Because individuals are responsible for over 40 per cent of emissions, it's only with your help that climate change will be tackled. No one group – the government, businesses or individuals can find a solution to climate change on their own.

### Myth 4: I don't want to change my whole lifestyle

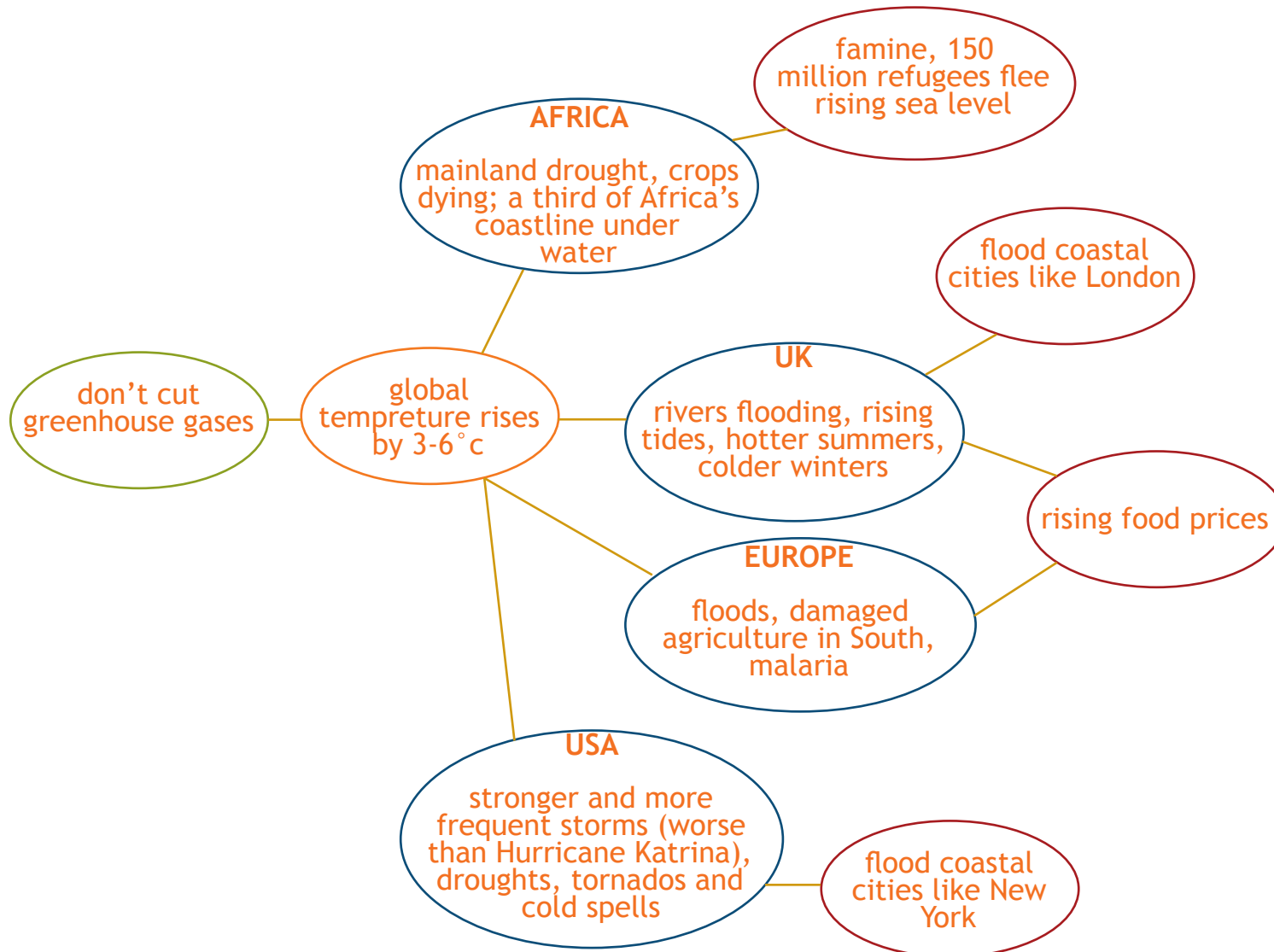
The great thing about reducing your carbon footprint is that simple changes make big reductions to carbon emissions. Turning off the lights when you leave the room, not leaving things on standby are all actions you won't notice doing. But for many people, acting on CO<sub>2</sub> won't mean significant change in the short term.

### Myth 5: Technology will solve the problem

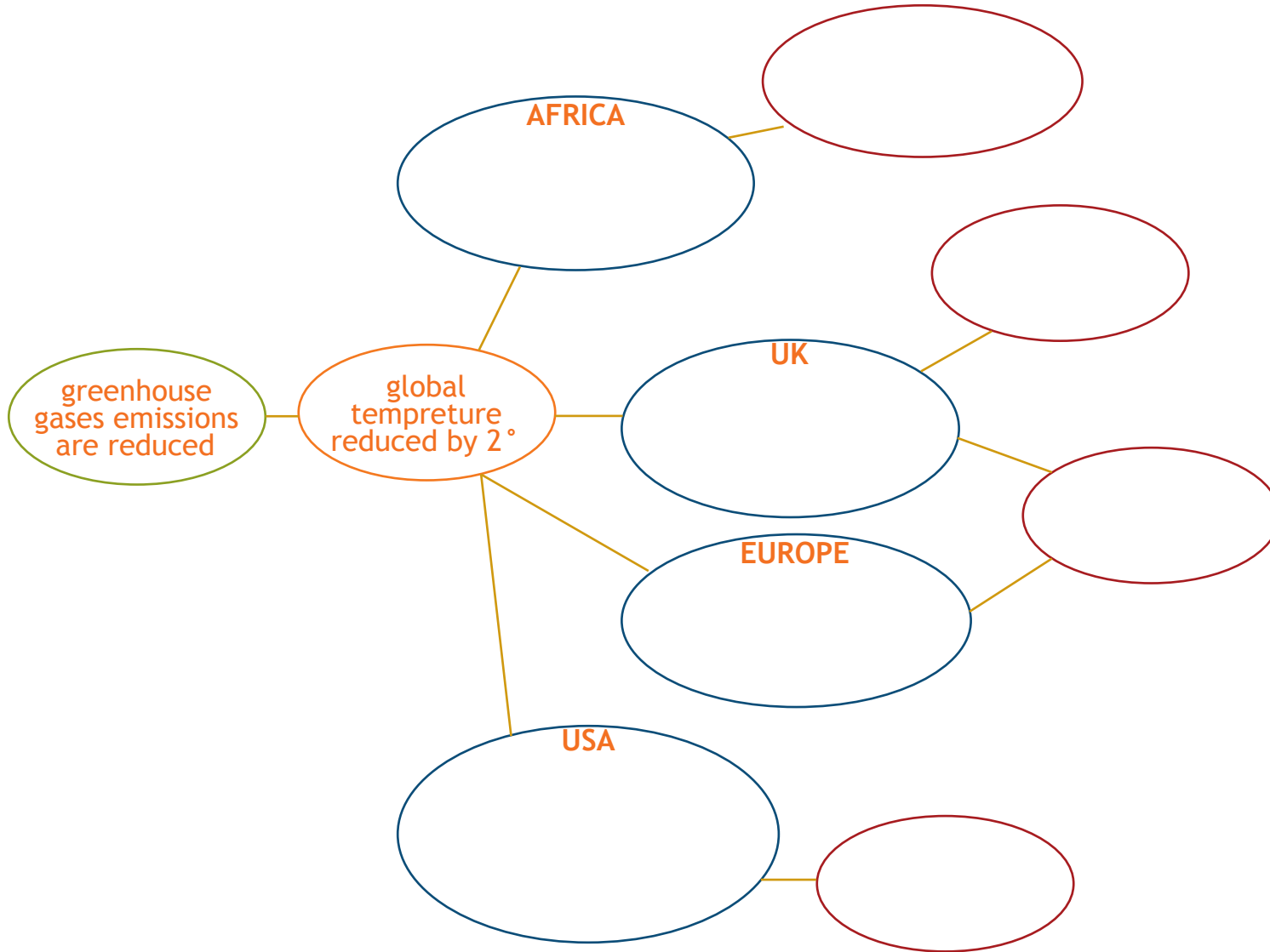
Significant 'fixes', like removing CO<sub>2</sub> and other greenhouse gases from the atmosphere, are very unlikely because they are not available now and are not an alternative to reducing emissions, whereas many reductions in emissions, which we can all make now, will.

source: [actonco2.direct.gov.uk](http://actonco2.direct.gov.uk)

# Climate Change - The Consequences 1



# Climate Change - The Consequences 2



## UK Government



You are a Labour MP. You are committed to cutting greenhouse gases like CO<sub>2</sub> by 30% by 2020, if a climate change agreement is secured at Copenhagen. You don't agree with NGO's (such as fellow panalist One World) who argue that we need to cut our carbon emissions by 40% by 2020. You are committed to helping poor countries deal with the impacts of climate change by paying money through a European Union deal. You are proud of the Climate Change Act 2008, as the UK was the first country with a legally binding framework to cut carbon emissions.

You are committed to the UK Government's key climate change initiatives, such as:

1. Limiting the severity of future climate change through a new international climate agreement. This will limit global temperatures rising to less than two degrees, to avoid the most dangerous effects of climate change.
2. Building a low-carbon UK. You believe that to reduce global emissions, Britain needs to produce less carbon dioxide, to become a low-carbon country. You helped to write the "UK Low Carbon Transition Plan White Paper" [not yet law], which was published in July 2009. It details how to meet low carbon targets but still have enough energy to live on, create jobs, opportunities for businesses and making sure we can protect the most vulnerable members of society.
3. Supporting individuals, communities and business to play their part. You strongly believe that everybody has a role to play, from reducing their impact on climate change to planning for how they will adapt to a low-carbon life in the future.

Websites:

Defra (UK government department responsible for environment, food and rural affairs)  
[www.defra.gov.uk/environment/climate/legislation/index.htm](http://www.defra.gov.uk/environment/climate/legislation/index.htm)

ACT ON CO<sub>2</sub>

<http://actonco2.direct.gov.uk/actonco2/home/climate-change-the-facts.html>

## The United Nations

You are from the UN. You helped to write the "United Nations Framework Convention on Climate Change (UNFCCC)", an international treaty that looked at what could be done to reduce climate change. You were pleased that countries signed up to it in 1992.

In 2005, you helped to add the "Kyoto Protocol" to the treaty. What is significant about it is that it is legally binding.

- The Kyoto protocol aims to reduce greenhouse gas emissions worldwide.
- 141 countries signed up to it. Unfortunately one of the biggest polluters, the US didn't.
- You are helping to organize the climate change talks in Copenhagen in December 2009, where world leaders will negotiate a successor to the Kyoto Protocol.
- You think that as the Kyoto protocol will expire in 2012, it's important that world leaders meet now to decide what will happen after Kyoto.
- You think that the UN, as an international organisation which aims to facilitate cooperation on international law; is uniquely placed in ensuring that an agreement is reached to cut greenhouse gases. As an international organisation supporting human rights, it needs to find a way to help poor countries like Bangladesh adapt to the effects of climate change.

Websites:

<http://unfccc.int>



## The Media

You are a journalist for a UK national newspaper "The Watchtower".

You believe that the media is a powerful tool for raising awareness about climate change and campaigns. Climate change is a difficult topic to get into the news, as it is rarely a "new" story. You get angry when think-tanks (organisations that do research on topics of public interest e.g. child poverty) criticize the media for over-using shocking pictures and words of catastrophe, blaming the media for making people feel helpless. It infuriates you when journalists are accused of belittling individual climate-friendly actions (like switching off lights), reporting them in a way that makes them seem mundane and uninspiring. You think shocking reporting is the best way of grabbing people's attention, and encouraging them to make simple lifestyle changes.

You believe that the media has the expertise in communication, and is best placed to change people's lifestyles, and encourage the public to lobby government on climate change. You're excited that you're now able to report on climate change in the news section of the paper, in the fashion part of the newspaper (through advertising organic cotton clothes) and by posting its video reports of protests on youtube, for the world to watch.

You use your role as a journalist to criticize the government if you feel it isn't doing enough. For example, by asking the UK Government tricky questions on climate change, in order to influence the public to demand the government does more to combat climate change.

Websites:

The Guardian: [www.theguardian.co.uk](http://www.theguardian.co.uk)

The Sun: [www.thesun.co.uk](http://www.thesun.co.uk)

The Daily Mail: [www.dailymail.co.uk](http://www.dailymail.co.uk)



## NGO's

You are the spokesperson on climate change for "One World", a sustainable development charity, otherwise known as a Non-Governmental Organisation (NGO)

You are committed to encouraging government and individual action to limit the human-impact of climate change to sustainable levels. You believe that according to science and justice, greenhouse gas emissions should be cut by 40% by 2020 and rich countries such as the UK, should pay to help poor countries combat climate change and adapt to its impacts. You believe that the money the UK government is offering to help poor countries is a start, but it's not enough - more than double is needed.

You are very proud that your most recent campaign, to get Gordon Brown to attend the Copenhagen Conference was a success – he's coming! This was done by:

Petitioning

"One World" had an online petition that people could sign up to.

Lobbying governments

It was your idea to partner with "Organic Veg", the organic vegetable box scheme, and get them to send a template letter to their customers to complete and send to their MP, demanding that Gordon Brown attend Copenhagen.

You also help to organise demonstrations

-You think this is a great way of raising awareness about the dangers of climate change. For example, on the 5th December 2009 there will be a huge demonstration in central London, with people joining to support a safe climate future for all.

Websites:

Friends of the Earth: [www.foe.co.uk](http://www.foe.co.uk)

Greenpeace: [www.greenpeace.org.uk](http://www.greenpeace.org.uk)

Stop Climate Chaos Coalition: [www.stopclimatechaos.org](http://www.stopclimatechaos.org)



## UK Citizen

You are a parent with two young children.

You have always “done your bit” for the environment, like recycle and only have one family car.

In the summer 2007, your house in Hull, North England, was damaged by floods.

You lived in a caravan with your family for nearly a year, while the flood waters were cleared from your house, and damage repaired.

You are angry with people in the UK for having done so little to help your family.

You are angry with the UK for being so naïve in believing that it is a problem that will happen in the future – as far as you’re concerned, it’s already happening.

You agree that the poor countries will be worst hit, but you get upset when some charities focus on the plight of poorer countries. You feel they ignore what is happening here in the UK.

Websites:

BBC: search under Hull, floods

<http://www.defra.gov.uk/environment/climate/projections/index.htm>



## Bangladeshi Citizen

Your name is Nadia, and you are 14 years old. Your home is in Bangladesh, a country next to India.

In the past few years, your home has flooded much more often than it used to. There are six of you in your family, and when there is a flood, you have to spend weeks on wooden planks above the water. Last time it was a whole month. You had to do everything on the wooden planks – cooking, eating and sleeping. You bathed in dirty water.

Being surrounded by flood water wasn’t easy. You had to swim to school. You had a fever and your brother had diarrhea. You used to live in a neighbouring village, but violent currents caused the river banks to break and the area to flood, destroying farmland and homes, including your house. The area you used to play in is now all water and everyone has moved away from the area. You can no longer play or hang out with your friends as they have all moved to other villages.

You are aware that there are many people, like you who are also experiencing the damaging effects of climate change. In school you learnt that climate change is largely caused by humans burning fossil fuels (coal, oil and gas) for energy, for example to power cars which causes changes to weather patterns, for example creating more storms and floods. No-one you know drives a car. or uses electricity.

Websites:

ActionAid: [www.actionaid.org.uk](http://www.actionaid.org.uk)

Oxfam : [www.oxfam.org.uk](http://www.oxfam.org.uk)



# Chevruta 1



שש שנים תזרע שדה ושש שנים תזמר כרמך ואספת את תבואתה:  
ובשנה השביעת שבת שבתון יהיה לארץ שבת לה' שדה לא תזרע וכרמך  
לא תזמר: את ספיח קצירך לא תקצור ואת ענבי נדירך לא תבצר שנת  
שבתון יהיה לארץ

*Six years you may sow your field and six years you may prune your vineyard and gather in the yield. But in the seventh year the land shall have a Sabbath of complete rest, a sabbath of God: you shall not sow your field or prune your vineyard. You shall not reap the after growth of your harvest or gather the grapes of your untrimmed vines; it shall be a year of complete rest for the land.*  
**Leviticus 25:3-6**

1. Why would G-d command the Jewish nation to have a fallow year?

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2. What values or moral lessons can be learnt?

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3. How does it relate to the environment and climate change in our world today?

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4. How might you give the environment a year off?

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## Chevruta 2



בשעה שברא הקב"ה את אדם הראשון נטלו והחזירו על כל איילי גן עדן ואמר לו ראה מעשי כמה נאים ומשובחין הן וכל מה שבראתי בשבילך בראתי, תן דעתך שלא תקלקל ותחריב את עולמי, שאם קלקלת אין מי שיתקן אחריך

*When G-d created the first man, G-d showed him all the trees in the Garden of Eden and said, "See how beautiful and perfect are My creations! All that I have created, I created for you. Therefore, be mindful so that you do not abuse or destroy My world. For if you abuse or destroy it, there is no one to repair it after you."*

**Kohelet Rabbah 7:13**

1. Why does G-d warn the first man to be mindful about not abusing or destroying the world?

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2. Are Jews taking the idea of responsibility towards the environment seriously?

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3. Do you feel that the damage we are know doing to the planet is potentially irreparable?

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4. What could you do today to be more mindful of this garden we call earth?

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