

NEWS DECODER

A global educational news service for young people

Environmental Justice

Climate activist Marie Cohouet, climate educator Floriane Marié and conservationist Paul Spencer Sochaczewski were the featured speakers in a discussion on Environmental Justice, presented by the American Library in Paris, the Climate Academy and News Decoder as part of the **Ecologues** climate conversation series.

These teaching and learning resources are intended to accompany the recording of the Ecologues webinar and provide creative activities that develop student critical thinking, communication, collaboration and global citizenship.

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Education and Climate Justice

- [Video Excerpt 1](#)

We invite students and educators to watch this video in class to foster discussion on the topic of women's rights.

Activity: *Discovering women's rights around the world.*

This activity consists of two parts. It may take the form of a presentation or research paper.

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Follow the instructions below to prepare a presentation.

In pairs, pick a country you are most interested in and research how women's rights have changed over the centuries. You will then have to present your findings to the rest of the class for no more than four minutes **[3-4 min]**. It would be best to consider as many countries as possible, however, it's not an issue if different pairs want to work on the same one.

Having this background knowledge, in pairs research and discuss how different effects of climate change might impact women in that country, taking under consideration their responsibilities, possibilities, inconveniences, fears etc. List the effects which might impact their lives **[1 min]**. For a maximum of three minutes cover one topic in detail **[3-4 min]**. You may choose to include the following guiding topics, but we invite students to dig deeper and come up with their own topics:

- Extreme events and loss of property
- Food shortages
- Water shortages
- Forced displacement
- Physical and mental health

On the whole, the two parts - women's rights research and impacts of climate change - are meant to be presented as one, for no longer than 10 minutes. You may, but are not required to, prepare a PowerPoint document to support your reasoning.

Step by step guide:

1. Get in pairs
2. Pick a country of interest
3. Research women's rights and their situation in that country
4. Present your findings [3-4 min]
5. Research & list different effects of climate change influencing their lives
6. List your findings [1 min]
7. Discover one topic in greater detail
8. Present your findings [3-4 min]
9. Conclusions [1 min]

Climate Activism & Social Justice

- [Video](#)

Activity idea: *My Social Privilege*

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There are many different types of privilege, but in this exercise we will focus on only 5 of them. Read the information down below and note which privilege applies/does not apply to you.

1. White / White-passing privilege

Having white skin is a global privilege due to colonialism. If you possess this privilege, it's typical for you to exist in spaces where the majority of people look like you, to turn on the TV and see the same, to easily find make-up products appropriate to your skin color, to be treated more generously and less violently by authorities etc.

White passing privilege is when your skin color is white enough for you to pass as white regardless of your actual racial makeup. These people are not typically subject to the same prejudices as those with darker skin.

2. Male / gender privilege

In the patriarchal system we live in, to be a male is a privilege. Holding male privilege means you aren't greatly disadvantaged by not fitting into ideals of conventional beauty, that your "masculinity" is not connected to your childbearing or rearing decisions and capabilities, that you will likely do less of your household's labor, that you may be able to walk alone at night without fear, that you can be sexually empowered without it being positioned as a negative, that you earn more money than women who do the same work as you. [[Types of Privilege You Can Hold](#)]

3. Religious privilege

Religious privilege is when your religion is the dominant religion, or the one considered to be the default "norm" where you live. It is easy to find a place of worship, a community and it is common to have a day off connected to your religion.

4. Passport privilege

Passport privilege has to do with how easy it is for you to travel around the world based on the passport you hold.

5. Food privilege

Food privilege is the ability to choose between a variety of food options including healthy food options.

Assignment:

Based on the listed types of privilege do the following activities and summarise your findings.

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1. Count the number of white and white-passing individuals in your classroom (or look up the number of such individuals in your country instead).
2. Run the Bechdel test on the latest movie you have seen (Bechdel Test is a measure of the representation of women in film and other fiction. The test asks whether a work features at least two women who talk to each other about something other than a man).
3. Find out how many places of worship of your religion are there in your city and how far is the closest one (relative to your house or school).
4. Find out how many countries you can freely visit with your passport.
5. Read the [In food deserts, residents thirst for healthy eats](#) News Decoder article and discover what's the distance to the nearest supermarket, market and fast food restaurant from your home or school.

Get in touch with News Decoder to talk about your findings and to prepare a reflection paper, video or podcast describing your overall experience and findings.

info@news-decoder.com

Activity idea: *How To Start Taking Action On Your Own?*

Read the [Climate change is stressing us out. Can good come of that?](#) News Decoder article and do the classroom exercise.

ND Climate change is stressing us out. Can good come of that?	ND Climate change is stressing us out. Can good come of that?
 	In a prime example of a student-produced piece, high school student Kendal Andress from the Tatnall School in Delaware discusses solution-focused climate action in response to rising eco-anxiety among young people. With sources ranging from UNICEF to interviews with NGO founders and local leaders, this article highlights News Decoder's mission to amplify youth voices. Classroom Exercise: Prepare four large pieces of butcher paper. Label the sheets: individual action, local action (city/state/province), national action, international action. Have your class read the article, then divide students into four groups. Each group will begin with one sheet and write down ways in which people can act to fight climate change at the level written on their paper. After 10-15 minutes, have students pass the paper along, so another group can add to their responses. Continue until all groups have contributed to all four sheets of paper and discussed action at all four levels. (Activity can also be done through a shared Google Slides deck).

We invite students to collaborate with News Decoder on a reflection paper, podcast or video to share their story with the world.

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Are We Optimistic?

- [Video](#)

Video questions: *Give students these questions to consider while watching the video and discuss them later with the whole class*

1. What would our conservation progress report look like?
2. How can we use marketing to promote environmentalism?
3. How can we create a global conservation movement?
4. What are some of Paul's storytelling tips?
5. What are some of Paul's writing tips?
6. Have you experienced compassion fatigue?
7. Which of the three options presented by Paul ('Love the Earth', 'More of the Same', 'Get Angry') would you choose and why?

Activity idea: Make your own social media post

Read "[How social justice slideshows took over Instagram](#)" article by Vox and based on (basically) everything you know about the climate crisis create a cartoon or a meme (can be more than one). You can work individually or in pairs.

When all the students submit their work, send everything to **News Decoder** at info@news-decoder.com.

We encourage you to create a slideshow and post it on your own social media accounts and, with your permission, we would share it on our socials as well.