



Students
take action
4 the climate

CARING FOR THE ENVIRONMENT

BLACK & GREEN GOLD: IN SEARCH OF THE TRUTH...
SKILLS LAB 4

OBJECTIVES-METHOD

- Discussion
- [Slideshow Presentation](#) (secondary education)
- [Speaker Notes for presentation](#) (secondary)
- [Slideshow Presentation](#) (primary education)
- [Speaker Notes for presentation](#) (primary)
- Role playing in groups

SKILLS

- Critical thinking
- Problem analysis from the Other's perspective
- Empathy
- Active citizenship

LINK TO PREVIOUS ACTIVITIES

5' • REVIEW

What connections to the "Energy" issue did the students discover while attending their classes and doing their homework in a given week? In history class, for example, are we going through the pre- or post-Climate Crisis era? Is it conceivable that historians of the future might divide the eras into "BCC"? and "ACC"?

JUST SAY NO TO COLOR BLINDNESS!

20' • BRAINSTORMING • DISCUSSION

The teacher introduces the topic by asking: "Which energy sources are clean, 'green', and which are polluting? What is 'black gold'?"

Write down the answers using a green and a black marker respectively. After the students have identified the clean energy sources, followed by a discussion on nuclear energy, if it arises, present [a recent decision of the European Parliament](#) which labels nuclear energy and fossil gas as "green".

Show the [presentation](#) that includes the statement by UN Secretary General Antonio Guterres:

"The war in Ukraine demonstrates how important it would have been if in the last decades we had invested massively in renewable energy. If that had happened, we would not be today at the mercy of the fossil fuel industry with prices that are extremely high and undermining the quality of life of people and undermining the situation of many developing countries. So if the war in Ukraine demonstrates something, it is that we need to accelerate the green transition, which means we need to fight climate change much more effectively."

How do students feel about the above-mentioned decision of the European Parliament after considering the Guterres statement? Was there



45'



PAPER ROLL, MARKERS
PPT PRESENTATION



IN PLENARY & IN GROUPS

any public debate on the Issue? Were any opposing voices heard? What does it ultimately mean to be an informed citizen about the environment and the climate crisis? How can we achieve this in an age of overflow of information where essential news and developments are often overlooked? Who benefits from such a situation? What can we do?

ROLE PLAYING

20'

The students meet in small groups of 4-5 as MEPs. We urgently need cheap energy sources, economic growth, but we also need to tackle the climate crisis. So, what decision will we make as Europe? How do we ensure energy supply without continuing to emit greenhouse gases, in order to keep the 1.5°C target within reach (= keep the temperature increase below 1.5 degrees Celsius)? There may be no perfect solutions, but what are the next-to-best ones? MEPs need to reflect based on a one-year and a five-year outlook.

The groups present their proposals.

The plenary votes on the two best measures (with a one-year and five-year horizon).