



SAVE ME

AGENTS OF CLIMATE CHANGE PROJECT

TOOLKIT



I THINK!
I CARE!
I DO!



Millennium
Kids

Millennium Kids Inc is a not for profit environmental organisation run by young people for young people. Millennium Kids Inc is a Sustainable Schools WA Alliance partner and a registered UN Sustainable Development Goal project.

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This program is supported and funded by the United States Government.

Background

Millennium Kids have presented their ideas about their concerns for the environment and climate change to decision makers locally, regionally and globally since 1995.

In 2017 we surveyed over 500 young people about their top environmental concerns. Climate Change and young peoples' concerns about their future were in the top 3 issues.

Our Youth Board explored options for getting involved in youth voice and action with climate change as a focus. After two years of learning about the deliberative democracy process, with expert support from Emeritus Professor Janette Hartz-Karp, the team trialed the process. After reviewing, meeting and reshaping the program, the Agents of Climate Change was born.

The State of the Environment Report 2021 is out.

Amelia, a Millennium Kids Youth Board member, helped create the Youth Policy Paper at Stockholm +50 in June, 2022.

Our young people presented their findings to the Education and Health Standing Committee in WA in 2021, with the resulting report Making Hope Practical tabled in Parliament 2022.



The Program

The first stage of the program focuses on climate education and deliberation and is aligned with the Year 9 and 10 curriculum.

1. Watch [Regenerating Australia](#), a film of hope for 2030, with your Year 9 and 10 students. Apply to watch a screening at your school.
2. Check out the curriculum links to Climate Change developed by Cool Australia. We've selected a few key workshops for your Year 9 or 10 class. Check the Appendix at the back of this document.
3. Book an Agents of Climate Deliberation Day with your students. Spend the day with MK Youth Facilitators, learn lots of new skills and come up with a plan for change in your school or region. During the day your students will get to work together to answer the questions:
 - What key changes do we need to make to the way we live?
 - What key changes does our region need to make?Create a report on recommendations for change for local stakeholders
4. Join young people from around the state at the Agents for Climate Change Summit. Randomly select 5 students from your region to join us in April 2023 for a 3 day leadership camp bringing together recommendations from the regions and help develop your regional reports. Pitch a project for your region.
5. Agents for Climate Change students to meet with stakeholders to present the Agents for Climate Change Report outlining the findings from across the State.
6. MK and partners to fund selected projects.
7. Evaluate the process using our Agents of Climate Change Toolkit, and report to funders and stakeholders.

Appendix

1. Regenerating Australia Teacher Preparation

Regenerating Australia is a 17-minute short film based on a four-month interview process with a diverse group of Australians who shared their hopes and dreams for the country's future.

Set on New Year's Eve of December 2029, a news anchor is ending the nightly bulletin with a look back at the decade 'that could be'; a decade that saw Australia transition to a fairer, cleaner, more community focused economy. The film is a construction of news reports and press conferences featuring high profile journalists, politicians, business leaders and citizens such as Kerry O'Brien, Sandra Sully, Gorgi Coghlan, Patrick Abboud, Larissa Behrendt and David Pocock.

Watch the film before viewing with your students to get to know the content and style of the film. Host a screening information is [here](#).

2. Cool Australia Suggested Activities for Year 9/10

Lesson 1 What is Regeneration?

<https://www.coolaustralia.org/activity/regenerating-australia-watching-the-film-english-geography-years-9-10/>

Subjects: English and Geography

Year Levels: 9 and 10

Topics: Regenerating Australia, sustainability, film, documentary, regeneration.

Teaching Time: 90 minutes.

Quick summary:

In this lesson, students will build an understanding of the concept of 'regeneration' and its benefits for our communities and ecosystems. They will complete a 3-2-1- Bridge Visible Thinking Routine and review a set of key terms related to the topic before watching "Regenerating Australia." Students will be invited to evaluate the content and develop questions about the film's content. The class will re-watch snippets of the film to extend their understanding, then work collaboratively to dive deeper into the topic of regeneration in a jigsaw-classroom activity.

Learning intentions:

- Students will understand the concept of 'regeneration'
- Students will understand that regeneration is something that we can do for our communities and ecosystems.

Lesson 2 Analysing the film - what is the impact

<https://www.coolaustralia.org/activity/regenerating-australia-film-and-production-analysis-english-years-9-10/>

Subjects: English

Year Level: 9 & 10

Topics: Film, production, news, interview.

Teaching Time: 180 mins (this lesson could be split over a number of teaching periods).

Quick summary:

In this lesson, students will view the film “Regenerating Australia” and then watch a video [interview](#) with the Writer and Director, Damon Gameau. They will respond to a set of questions that will prompt them to consider the intended impact of the film and the structural and/or visual choices that were made in order to create this impact. Students will use their knowledge on regeneration to create a news report about a real or imagined example of regeneration.

Learning intentions:

- Understand how cultural perspectives and other texts can influence the construction and interpretation of news reports
- Be aware of how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices
- Know how to create informative texts that present a point of view and advance or illustrate arguments.

Lesson 3 Analysing the film - the democratic processes

<https://www.coolaustralia.org/activity/regenerating-australia-regenerating-democracy-civics-and-citizenship-years-9-10/>

Subjects: Civics and Citizenship

Year Levels: 9 & 10

Topics: Democracy and politics.

Teaching Time: 180 mins (best taught over two lessons).

Quick summary:

Have you ever wondered what it might take to rejuvenate Australia’s democracy and get you adults involved throughout the process? In this lesson, students watch a section of “Regenerating Australia” that explores a rejuvenated and transparent democracy system and begin to unravel truths. Students will research their local MP and find out how they vote on issues, then become active participants in the democratic system by communicating with their local MP about a topic that is important to them. Finally, students will return to the questions asked in the barometer activity to reflect on whether their understanding has changed.

Learning intentions:

- Students will understand how and why individuals and groups participate in, and contribute to, the democratic process
- Students will recognise some of the challenges to sustaining a resilient democracy
- Students will become familiar with ways that the resiliency of the Australian democratic system can be improved.

Lesson 4 Investigating Climate Change

<https://www.coolaustralia.org/activity/2040-exploring-climate-change-science-year-9-10/>

In this lesson, students will be immersed in, and connect with, the documentary film 2040, focusing on the topic of climate change. Students begin by participating in a barometer activity to introduce them to some of the key terms around climate change. Students then work in groups to investigate a few of the key contributing factors to climate change – energy, food, and transport – by formulating a question around their assigned factor that could be explored through research.

These questions are then redistributed among the class for them to find answers to. Again, working collaboratively, students will formulate a question that could be addressed through an experiment or fieldwork, and develop a plan and justification for this experiment/fieldwork idea.

Lesson 5 Bushfires

<https://www.coolaustralia.org/activity/a-fire-inside-the-relationship-between-bushfires-climate-change-and-the-four-spheres-science-year-7-10/>

Quick summary:

In this Science lesson, students consider the relationship between bushfires, climate change and the four spheres. They are supported to consider the complexity of these relationships through scaffolded discussion and multimedia content. Students will have the opportunity to create a visual presentation that will aim to discuss and articulate their understanding of bushfires using visual conventions.

Learning intentions:

- Students understand the four spheres and their relationship to bushfires
- Students understand how climate change affects and is affected by, bushfires
- Students communicate their findings.

3. About Agents of Climate Change Deliberation Day

Throughout the day your students will learn new skills and explore the big issues.

1. Setting the Scene

- a. Understanding 'deliberation' – what it is and is not, and the steps it involves
- b. Understanding the task and why it's important

2. Improving Deliberation Skills

- a. Practicing listening carefully
- b. Putting into practice critical thinking and skilful questioning

3. Deeper Learning

- a. Learning from experts with differing perspectives
- b. Considering the evidence and ask experts questions

4. Deliberating

- a. Considering the evidence together in small groups
- b. Identifying options, weighing the options, using an agreed set of values

5. Searching for common ground

- a. Determining themes and preferred options
- b. Developing a shared view of the preferred ways forward

5. Recommending

- a. Writing the recommendations in their own words

6. Writing the Joint Report with Recommendations

- a. Agreeing on how the report should be written up
- b. Agreeing on how the group will 'sign-off' that this is their joint Report

7. Presenting the Joint Report

- a. Presenting the Report to decision-makers, explaining reasons for decisions made
- b. Responding to decision-makers' questions

For more information email catrina@millenniumkids.com.au

Resources

Bella Poll's TedXKingsPark

Our young people have been engaging with the public talking about the process they co designed to get the word out that kids are concerned about Climate Change and want to be part of the solution. Check out Youth Board Co President Isabella Poll's [talk](#).

Amelia's Presentation to Port Hedland Industries Council

In July 2022 Amelia was invited to present the story of Millennium Kids concerns about climate change. Check out her presentation [here](#).

State of the Environment Report 2021

Combining scientific, traditional and local knowledge, Indigenous and non-Indigenous people have worked together to create this first holistic assessment of the state of Australia's environment. The report aims to help shape policy and action, influence behaviours, and assess our actions as stewards of the Australian environment. Check out the Report [here](#).

Stockholm +50 Global Youth Policy Paper

We are standing at an inflection point in human history. What We decide at Stockholm+50 will shape the future for generations to come. It is time to turn the tide. Listen to the demands of young people and sign on to this commitment. We look forward to working with you to create a better, more sustainable future for all. Check out the [Global Youth Policy Paper](#) and have your say.

Making Hope Practical

Our Youth Board members Bella Poll and Amelia Turk presented to the Education and Health Standing Committee Report 2, Report of the inquiry into the response of Western Australian schools to climate change. The report, [Making Hope Practical](#), was presented to WA Parliament by Mr C.J. Tallentire, MLA, June 2022.

ClimateClever Schools Platform

Check out the student-led platform that enables schools to reduce their carbon footprint, save money on their bills and slots right into the curriculum. [ClimateClever](#) rocks.