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Teaching about Global Warming & Climate Change in schools

Schools play an important role in spreading information about global warming. Here a drawing from the Prarambh School for Teacher Education, India, made for the 2015 World Wide Art Competition.



▣ The vocational students in Guinea Bissau learn about solar energy. Also in practice as shown here, by overhauling and repairing the solar power system at the hospital in Bissorã.



The PTG school in Zango, Angola has a 3-year training of environmental activists – here two of them.



□ The environmental activists at the PTG school in Zango, carrying out and promoting urban garden farming as an important way to ensure food security for the many living in places such as at the outskirts of Luanda, Angola.



▫ **Students from PTG Ramiro, Angola, first studied together the issue of global warming, then headed out explaining to people why to plant trees, before planting trees with them.**



A meeting of PTG teachers in Angola to produce and discuss plans for the hikes and plateaus and detailed week plans for their classes.



□ The vocational school in Nacala showing an alternative to the use of pesticides harmful to soil and climate by producing organic liquids to kill or prevent pests and diseases – here liquids made of garlic and hot pepper.



□ The students at Formigas do Futuro in Chimoio, Mozambique, produce earth bricks with a manual presser. A low-cost method that saves energy, because the bricks do not need to be burned.



Grade 8 students from Nthulo School with a DNS trained teacher in Malawi, who teaches them about the importance of planting trees and how to produce tree seedlings that were later planted around the school.



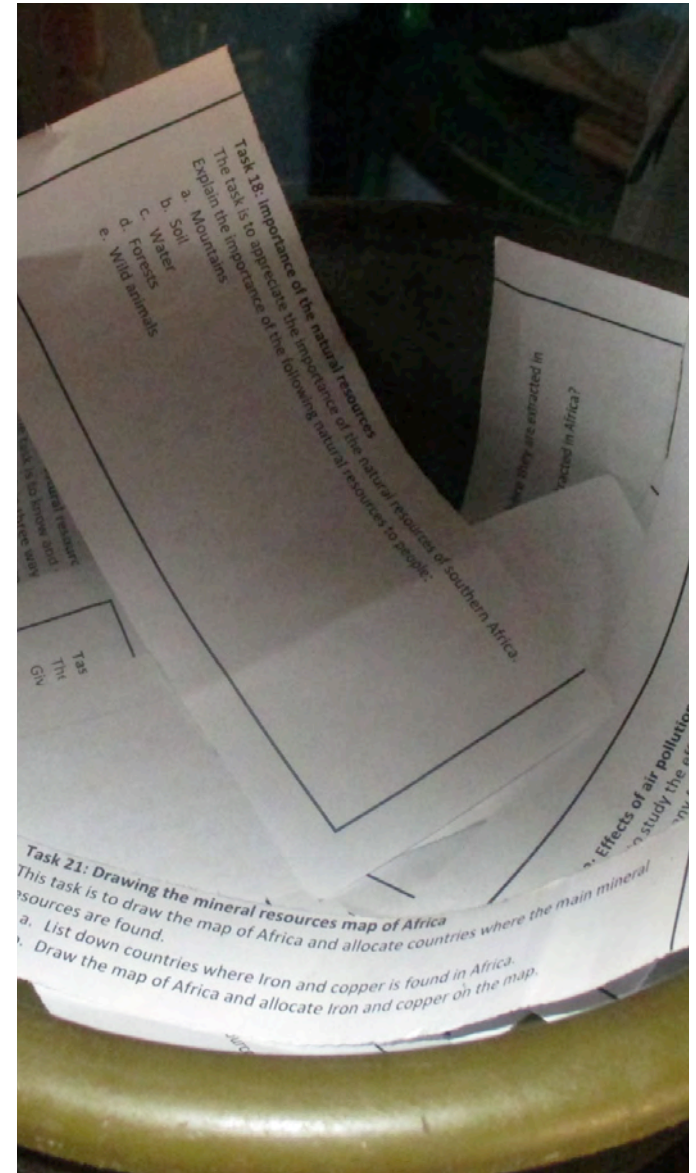
Bringing It to the Public by explaining about global warming at an Open Day for parents and the community around Nasundu primary school, Malawi, with Noel, a DNS trained teacher.



□ **DNS trained primary school teachers joined for a production camp – here studying and producing teaching material about the carbon cycle and global warming.**



▣ A trio at Chibvite school in Malawi after having drawn study task 18 on the importance of natural resources.



▫ **A DNS trained teacher at Dzenje school in Malawi, together with some of his students discussing the role of leaves and trees.**



Learning in the field near Kabawato school in Malawi about sweet potatoes and the importance of sustainable farming as our planet gets warmer.



Learning in the field near Lalewa school in Malawi about conservation agriculture, and later at the school discussing the observations of the other trios.



Student from DNS Mbankana, Congo, during his teaching practice teaching and learning about the environment together with his students.



Student from DNS Mkushi, Zambia, during his teaching practice distributing study tasks about the natural environment and its importance.



Students from DNS Mkushi, Zambia, learning about the energy in solar rays by letting these pass through an optical lens.



Students from DNS in India at a Saturday Pedagogical Session on the many roles of a teacher – here in a theater play about the importance of trees.



Students from DNS Ferozpur Namak in India in action together with school children to mobilize people in the community to plant trees and why this is crucial.



Students from DNS Ferozepur Namak in India learning from other people how the treecover and climate was decades ago and getting support for planting more trees.



▣ A teacher at the POF school of Child Aid in Tubatse, South Africa, with some of the children making drawings about the sun, clouds and the climate.



Learning to enjoy nature and understanding the crucial role it plays for us humans is relevant in order to mobilize people for action against global warming. Here, a group from DNS Mkushi, Zambia in the field.



Development Instructors from DRH schools in Europe preparing to work at HPP projects organize an annual Development Conference – here one related to global warming with Roberto Perez telling about Cuba’s organic farming and urban garden system.



Development Instructors during a Development Conference participating in discussions with other global warming activists about use of resources, sustainable energy and many other topics.



Development Instructors in Denmark preparing for an action of singing and in other ways informing about global warming.



Two students from the DRH school in Michigan, USA, Bringing It to the Public – here in an interview for a community radio broadcast.



▣ Mobilizing community members to take part in the grand HPP treeplanting action 2013-2014 by explaining about the importance these trees have both locally and globally. Here such a meeting in Guinea Bissau.



Development Instructor from the DRH school in Dowagiac, Michigan, USA, in a community action in a Mozambican village on how to obtain clean water.



Most of the meetings in a Farmers' Club in Namibia will deal with an aspect of global warming and climate change, as the floods, droughts and temperature changes are the reality of daily life and production.



“Cultivating Climate & Community” is a project run by HPP Spain, turning unemployed people into activists growing organic food and learning about its importance in a warmer world, while also getting sites for the collection of second hand clothes – so far in 6 municipalities.



Cultivamos el Clima
y la Comunidad (3C)

agricultura urbana



HUMANA
Fundación Pueblo para Pueblo

Volunteers from all over have been helping Child Aid projects in Zambia plant trees for over 25 years. Here, Development Instructors from the DRH school in England help to plant 30,000 trees in Samfya district.



Development Instructors from Lindersvold studying books about the forces behind global warming – here in the book “How the rich are destroying the Earth”.



Many people contributed to produce the Climate Center Catalogue featuring about 100 well-described activities that can be carried out at Frontline Institute, Zimbabwe.



▫ **The Climate Center at Frontline Institute, Zimbabwe demonstrates in numerous ways how to mitigate and adapt to global warming – and as a main activity also informs about the causes and forces behind this.**



□ In 2015, One World University in Mozambique started distance learning studies leading to a B-certificate. One of the four 12-month studies is called “Fighting Global Warming and Climate Change”.

Program Booklet

for

B-certificate

in

**Fighting Global Warming
and Climate Change**

April 1st 2015 – April 1st 2016



One World University

▫ **Each step in each fight is small, but we are together and together with millions of other people, who take action to prepare for the consequences of global warming and to reduce its impact.**

Our action is crucial and we need to continue and intensify our struggle.