

Climate Crisis Project Work in progress

Jayne Stillman
May 2021
Final version

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Overview

This document contains...

a resume of the current Climate Crisis project. It serves to capture the development of the installation with examples of work in progress currently happening in schools in Hampshire. The creation of submissions for the 'Climate Crisis Forest' embody children's thinking about their environmental issues and concerns.

Points to consider when using this resource

the project will continue after this exhibition and plans are ahead of opportunities to participate in 2022. Please get in contact to find out more.



Climate Crisis Project Background

- Following on from the Hampshire 2050 Commission of Inquiry (2018-20), Hampshire Councillors have requested an educational initiative to address environmental and climate issues.
- This was influenced by the voice of CYP across Hampshire schools that participated in the feedback to the Commission and indeed presented their views and ideas to the council members in Autumn 2019.
- To this end, a small group of HIAS subject advisers was set up to explore a range of possible approaches to engage schools in developing climate change education and awareness (Jayne Stillman, Minnie Moore, Pat Hannam, and Justine Ball).

Findings:

- An initial delve in to existing on-line resources for schools revealed that there is a wealth of support for schools to support climate education, much of it freely available to download.
- However, the extent to which schools are making use of these resources is unclear and it was felt that there was a need to encourage schools to further develop and broaden their approaches to climate education and move on from a “coffee cup activism” culture.
- The group decided to develop rigorous and creative approaches within the context of their subject specialisms whilst recognising that this agenda ultimately needs to be cross-curricula and embedded across all aspects of school life.

Climate Change Pupil Voice feedback headlines June 2020:

The following feedback was collected via an electronic questionnaire during May/June 2020.

The responses below represent a distillation of the feedback from 474 pupils across four Hampshire secondary schools and three primary schools who participated in the survey.

The pupils responded to eleven questions and were asked for additional thoughts at the end of the survey.

There were differences between the responses from primary age and secondary age pupils in terms of awareness and engagement so the feedback is structured to define those elements;

Primary; the feedback from primary pupils represents a smaller contribution in terms of number of responses (approx. 15% of the total) however their responses would indicate a high level of awareness of climate issues affecting the planet. Those issues they were able to identify were concerns re;

- Pollution
- Changing weather patterns i.e. rising temperatures
- Human interference and impact on the natural world
- Fossil fuels and energy use linked to greenhouse gases
- Plastics
- Industry
- De-forestation

This project will provide schools and their children with ideas to inform in 2021:

- Awareness of pressing environmental topics concerning Climate Change.
- Considerations for the development and planning of cross-curricular work in schools about Climate Change.
- A contribution to a County art installation and develop a school response to communicate school's messages about Climate Change and environmental issues.
- The development of resources and share materials on the Hampshire Moodle's specific 'Climate Crisis' area.

Rationale for sharing in 2021:

To create an art installation with and by Hampshire schools and their communities to communicate our message and to raise awareness about climate change and environmental issues. The piece will be called 'Our Climate Change Forest' and feature in the grounds of Winchester Cathedral, it will be installed week of 14 June 2021 and remain until 5th July 2021. We will also have a virtual installation with the Southampton City Art gallery.

The installation will embed messages about pressing environmental topics, from deforestation, carbon emissions, air pollution and plastic production etc. using feature QR codes that passers-by's can scan to access information explaining the meaning behind each sculpture and to recognise our responsibility to Global issues. It will also refer to Hampshire County Council's thoughts about the Climate Crisis.

What will it look like?

The artwork will be a series of totemic cardboard tubes (carpet tubes or alike approx. 2 metres plus), each stood on a stand, a Christmas tree holder or parasol base (provided by the school), symbolic of a tree, collectively to create our own abstract forest. Each piece will contain decorative patterns, details representing school's voice about climate issues and will feature a QR code to communicate this thinking to visitors.

As the totems will be positioned behind a fence at Winchester Cathedral a piece of bunting is also

Required for the QR code.



The installation will be on consecrated ground. To the left of the West front of the Cathedral



Climate emergencies

Nature is angry, nature is striking back.

Seas are rising and oceans are acidifying.

Glaciers are melting and corals are glitching.

Droughts are spreading and wild fires are burning.

Deserts are expanding and access to water is dwindling.

Heatwaves are scorching and natural disasters are multiplying.

Storms everywhere are more intense and more frequent and more deadly.

I've seen it with my own eyes from Dominica to the South Pacific.

Our warming earth is issuing a chilling cry- STOP. If we do not urgently change our ways of life we jeopardise life itself.

Antonio Guterres

UN Secretary General

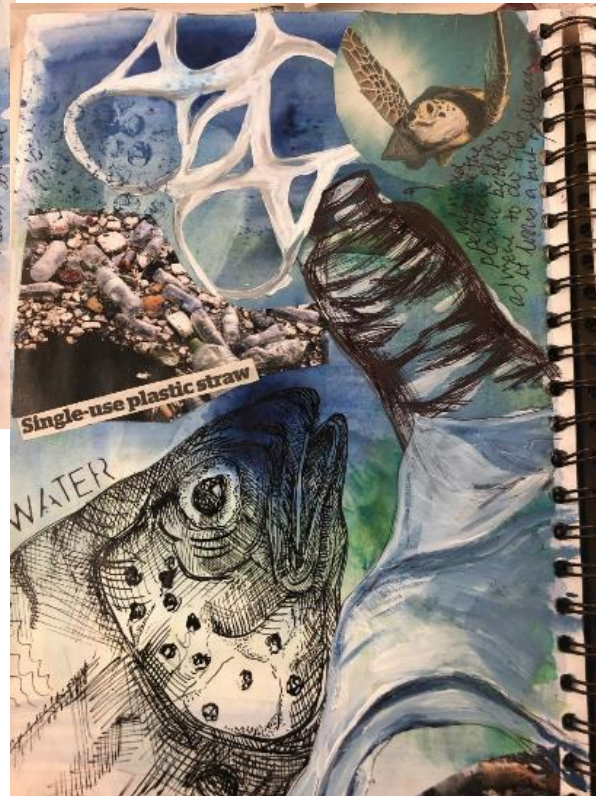
Climate Action Summit

September 2019.

Work in Progress

Climate crisis installation
Emily- Cove Secondary

Inspired by the work of previous year 11 students work



Under the Sea: Year 7: Collage

Learning Intent

To **create** a collage of an under the sea creature

To **develop** collage skills

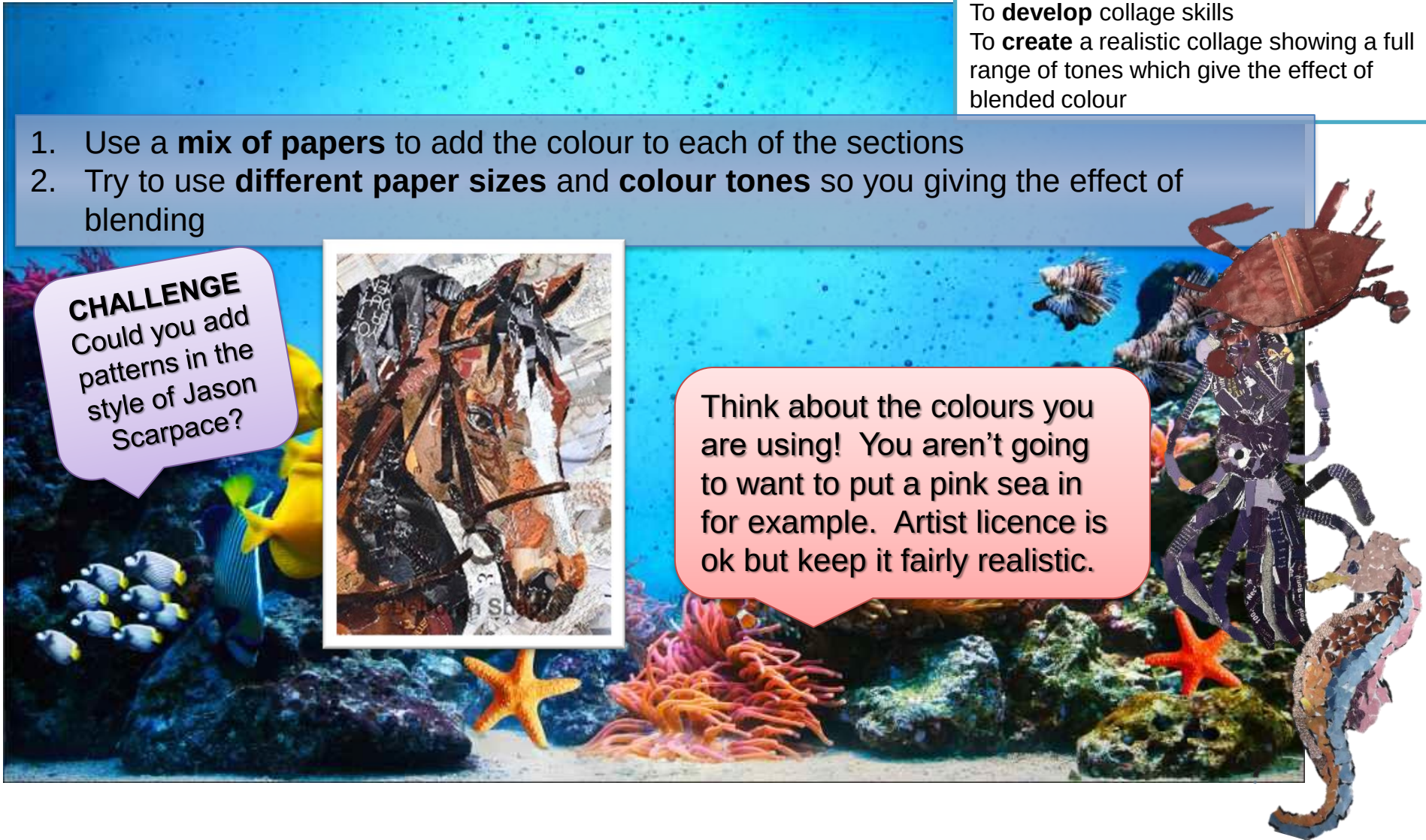
To **create** a realistic collage showing a full range of tones which give the effect of blended colour

1. Use a **mix of papers** to add the colour to each of the sections
2. Try to use **different paper sizes** and **colour tones** so you giving the effect of blending

CHALLENGE
Could you add patterns in the style of Jason Scarpace?

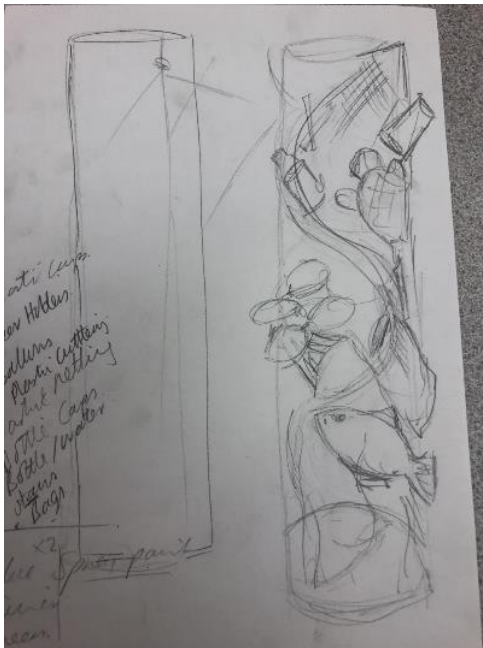


Think about the colours you are using! You aren't going to want to put a pink sea in for example. Artist licence is ok but keep it fairly realistic.



Design plan

Using a mixture of paint and artwork to create an under the sea effect, plastic rubbish stapled and attached onto the tubes. All artwork will be photocopies and varnished onto the tubes.



Plastic recycle bin placed in main building to collect plastic rubbish needed to create installation.

Food nets,
 Straws,
 Plastic bags
 Cups
 Bottles
 Beer holders
 Plastic forks
 Lids
 Cling film
 Bubble wrap

All suggestions from year 7 students

Design Plan



QR code info. Cross curricular links

- Art: using recycled magazines to create collages, reducing the recycling of old magazines across the school, most magazines donated from Food technology or from other members of staff , using them to create art.
- Science: climate conference ,earth day
- Geography: ????
- Link to school facebook/school website.

Caroline - Purbrook Junior School

As we have 12 poles we have been trying to work out how to put our stand together so it will not take up too much room but at the same time still be stable. At the moment we are going for 3 poles (per year group) on each stand and then each board will be secured together.



Creating QR codes

4CG have created their QR code - see above and I have included the text as well - just so it is easier to read, obviously this bit will only be visible when you scan the QR code.



<https://www.qrstuff.com/>

4CG in Purbrook Junior School read 'Someone Swallowed Stanley' which initiated a class conversation about plastic pollution. Together the class created bunting to cover the tube to make it a collaborative piece of work.

Plastic, Plastic Everywhere!

About 8.3 billion tonnes of plastic has been produced since the 1950s – the weight of roughly a billion elephants or 47 million blue whales, but plastic pollution has taken over the planet. Everyone in our class found out that so many things were made out of plastic. Initially, when it was created plastic was an amazing invention as it is long-lasting and could be reusable. However, it is the single use plastic has been more and more common and this has created a problem because it is used once then discarded and ending up in landfills and even the oceans.

Our world which is falling apart - so we need you to help us. Please if you drop your rubbish please pick it up and make sure it gets thrown away responsibly. Try and buy reusable containers for your drinks and food rather than encouraging shops to use single use plastic. Another idea is to source alternatives for single use plastic such as the water-soluble packaging which is a plastic-like material which effectively dissolves in water, with no harmful residuals.

Remember how many things changed in the world when we were in the first lockdown? Locally, the waters around Portsmouth and Southsea became so clear it was like being on a tropical beach.

Like Greta Thunberg said, 'no one is too small to make a difference.'

What will you do today to make a difference?

St Bede's Catholic Primary School

Climate Crisis Project
2021

Year 3 planning

Climate Crisis: A Plastic Ocean	DURATION A Half term, full term, blocked learning or/and home learning with a series of lessons Spring 2 / Summer 1	ART SKILLS: Drawing, Painting, Collage, Sculpture, Curriculum links: SMSC, (Cultural Capital), Literacy, Geography, RE and science.
Climate issues affecting the planet. The life cycle of a plastic bottle. What really happens to the plastic you throw away? How does plastic end up in our oceans? Why do marine animals eat plastic?	Rationale for Climate Crisis installation To create an art installation with and by Hampshire schools and their communities to communicate our message and to raise awareness about climate change and environmental issues. The piece could be called 'Our Climate Change Forest'. The artwork will be a series of totemic cardboard tubes, each stood on a stand (provided by the school), symbols of a tree, collectively to create our own abstract forest. Each piece will contain decorative patterns representing their voice about climate issues and could feature a QR code to communicate this thinking to visitors. It is envisaged that the poles will be vibrant with colour, pattern, and text to produce an eye catching and provocative statement about the preservation of our planet. The messages will be about pressing environmental topics, from deforestation, carbon emissions, to air pollution and plastic production etc. The installation will feature QR codes both on the poles and a corresponding piece of bunting that passers-by's can scan to access a website explaining the meaning behind each sculpture and to recognise our responsibility to Global issues. This scheme of work encourages children to create <u>ideas which could be used to develop a message</u> which could then be developed into a larger sculptural piece on a carpet tube or like contribute to the installation.	Assessment I can draw from secondary sources and my imagination concerning endangered species and the issue of the Climate Crisis. I can begin to draw for a range of purposes. I can look at drawings and paintings from a range of artists representing a variety of cultures, relate them to my own work. I can create paintings to show increasing detail and context about the Climate Crisis. I can create 3D models to communicate my thoughts and ideas about Climate Crisis. I can work on a range of scales. I can talk about materials, how they have been worked and the result. I can talk about my sculpture and relate them to the work of other sculptors.

Trace the life cycles of three different plastic bottles, shedding light on the dangers these disposables present to our world.

How does plastic end up in our oceans?
<https://www.youtube.com/watch?v=Phd520tQ>
Why do marine animals eat plastic?
<https://www.youtube.com/watch?v=9T08XeUA0Y>

Discuss together: **Ways To Reduce Ocean Plastic Pollution/ plastic pollution in general.**

See **How It Feels to Be an Ocean Animal Stuck in a Plastic Bag** <https://www.youtube.com/watch?v=yaDxWJAaF>

Task: List the ways you could help to reduce plastic waste and its environmental impact on underwater animals.
Challenge: If you could go back in time, would you stop the discovery of plastic? Or do you think this material offers us important benefits that outweigh its negatives?

Lesson 3
Share information about the 2021 installation and this being used to scale up for a totem pole.

Task: Do individual plans for a totem design.

Lesson 4
Draw design on a kitchen roll cardboard tube. Paint or collage.
Children to each sketch their own design thinking about plastic pollution and marine animals.

Lesson 5
Discuss individual totem designs.

Acrylic paints, brushes, water pots.



Totemy

Alicja Biela and architect two Borkowicz
In the heart of Poznań, Poland, artist Alicja Biela and architect two Borkowicz have installed Totemy, a series of giant sculptures designed to raise awareness about climate change and environmental issues. Located beneath the MURDO design Bathy building, the massive totems derive their bold patterns, vibrant colours, and shapes from statistics on pressing environmental topics, from deforestation to air pollution to plastic production. Each sculpture features a QR code that passers-by can scan to access a website explaining the meaning behind each sculpture.

Learning Activities

Lesson 1 - online learning: Afternoon project ?
1. Examine children's understanding about Climate Crisis through using the Climate questionnaire and/or a PowerPoint: What is a Climate Change?

- Use the resource: CAFOD: Climate Change Animation for Primary Schools, a short film examining Climate Change <https://www.youtube.com/watch?v=v8uGCTWUWU>

Climate Change - We are the PROBLEM & the SOLUTION https://www.youtube.com/watch?v=D_Np-3dV8Q

Human impact on climate

What are climate issues affecting the planet: Pollution, Changing weather patterns i.e. rising temperatures, human interference and impact on the natural world, fossil fuels and energy use linked to greenhouse gases, plastics, industry, de-forestation.

- Investigating the theme and issue of Climate Change through discussion with children.

Task: Create a **moodboard** on the climate issues affecting our planet.

Lesson 2 - Creative Curriculum

2. Watch a clip 'What really happens to the plastic you throw away' - Emma Bryce
<https://ed.ted.com/lessons/what-really-happens-to-the-plastic-you-throw-away-emma-bryce>
(other link
<https://www.youtube.com/watch?v=6xINyWPp88>)

Resources

Climate Questionnaire and PowerPoint: What is a Climate Change?

Sketchbooks, pencils, and pens.



Moodboard



How long until it is gone.



The production of plastics requires natural products, such as coal, natural gas and crude oil. These fossil fuels are extracted from the earth. Fossil fuels are a finite resource: they take millions of years to form, which means they will run out eventually. Manufacturing plastic releases harmful gases into the air, which contribute to global warming.

Refer to the 'Totemy' architectural columns project and Pinterest that inspired this installation project. Do a plan for a group totem design, this could be with abstract patterns, representing ideas or it could combine multiple children's ideas.
B) Plan for a bunting?

Lesson 6

Split children into 2 groups

A) Individual children

Plan your larger designs, develop your design. What materials will you use? Remember eventually when the work is scaled up waterproof with varnish etc. A stand will be needed.
B) Other children
Create a piece of bunting (2 sides 30cm x 21cm top) decorated with ideas similar to totem.

Teacher

Create your QR code (QR code app or other) with information about your themes and messages to do with the climate crisis and what you are doing in your school. Use this to add to a piece of bunting and the totem. This needs to be waterproofed.

Laminate this, the bunting will be hole punched and threaded to be added to the cathedral railings.

Install Climate Crisis Forest in the school by **May 17th 2021**

Submissions to be delivered to **Winchester Cathedral 14 - 15th June 2021** (finer details to be advised).

QR code app, laminator, waterproofing, stands to securely stand your totem in.

Yacht varnish: B&Q or online

QR code

A sea turtle swims through the water and spots a white blob floating near the surface. "Yum!" it thinks. "A jellyfish!" Chasing after its dinner, the turtle swallows the item. But the floating blob isn't a jelly—it's a plastic bag that could make the sea turtle sick.

Experts say that every piece of plastic ever made still exists! That's how long it lasts. In fact, there are over **8.3 billion tonnes** of plastic on Earth and a whopping 91% of it does not get recycled. **8 million tonnes** of plastic winds up in the ocean every year—that's as if you stacked up five plastic grocery bags full of trash on top of each other on every foot of coastline in the world. **There is more plastic in our sea than stars in our galaxy.**

Short Story on Plastic in Our Oceans

The water is calm, as always, as you swim about in search for the day's meal.

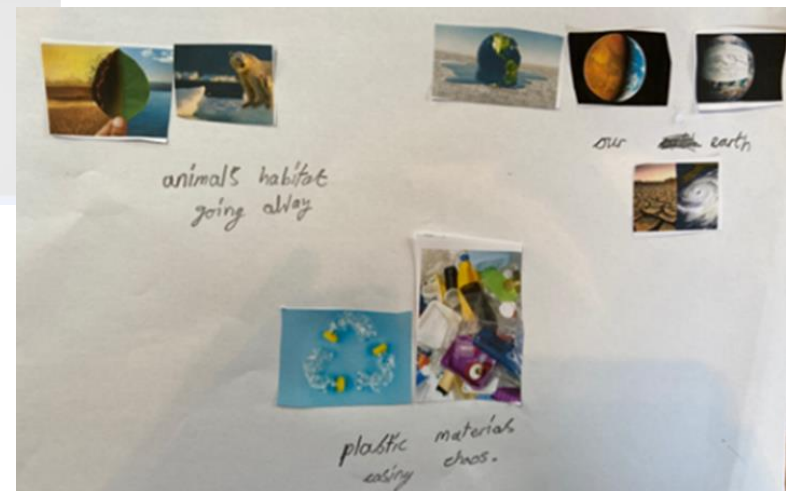
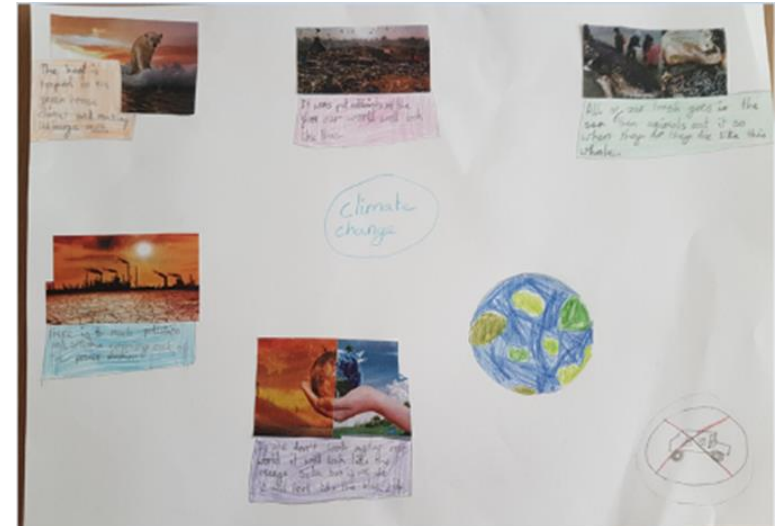
There! You spot a familiar white, almost translucent floating shape. You rush forward eagerly at the opportunity that you can finally satisfy your grumbling stomach.

Your prey remains drifting in the same spot, blissfully unaware of its impending fate.

A little closer... just a little closer...

Almost there...

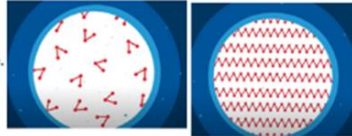
You swim swiftly and quietly, being careful not to startle your target. But it seems that today must be your lucky day, since the jellyfish does not show signs of escaping.



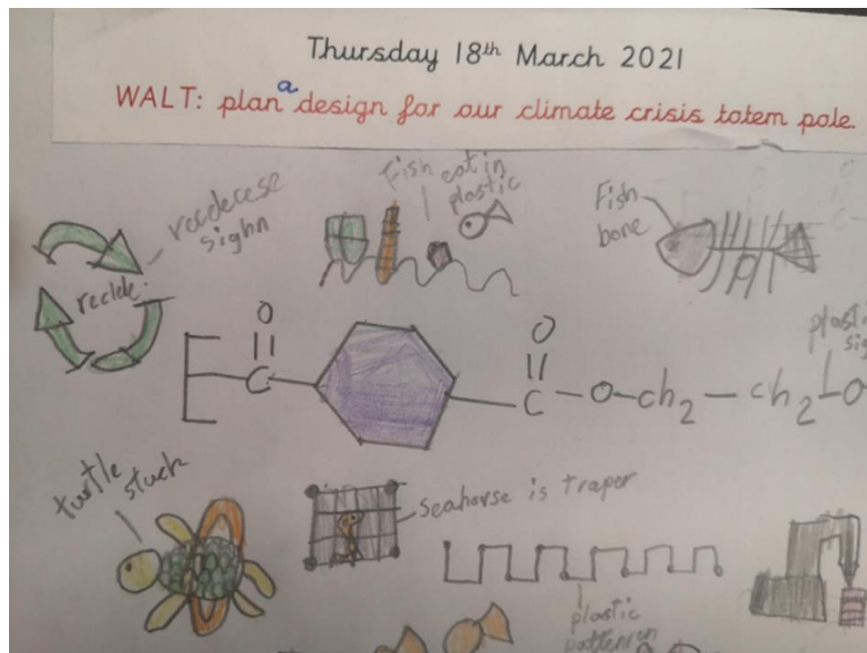
Totem planning/ ideas

A Plastic Ocean

Your task : Plan for a totem design.

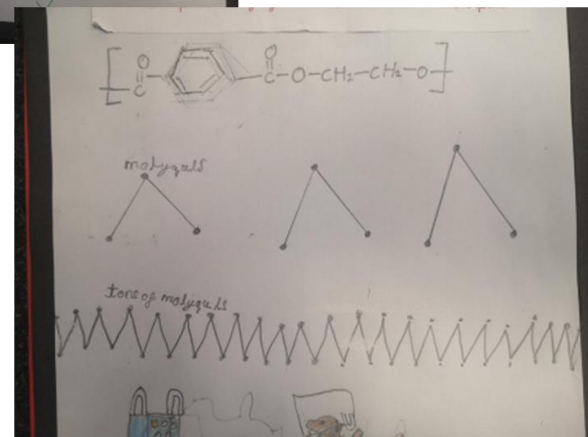
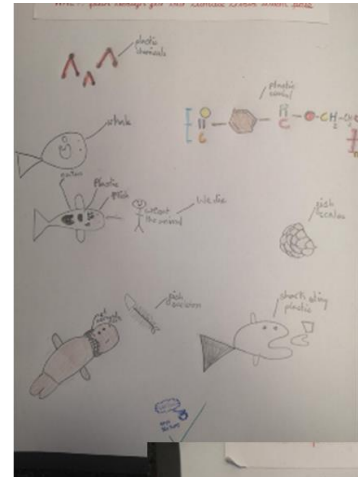
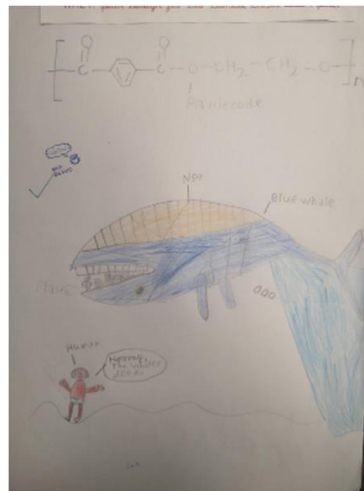
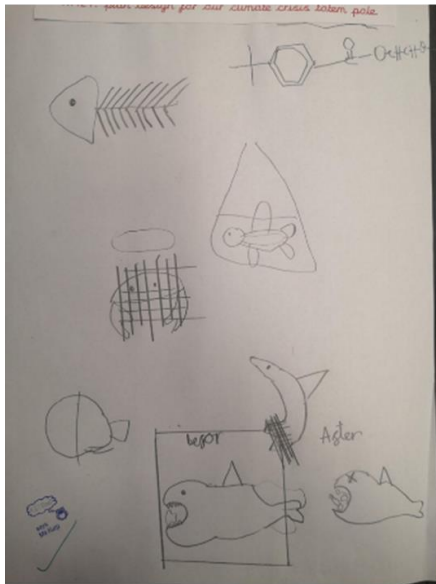


Totem planning/ ideas



Totem planning / ideas

- Next week we will be drawing/ painting our designs on kitchen role tubes.
- Next, we will be discussing our ideas and choosing best ones to go onto the pole.



Hambledon Primary School Climate Crisis Project – Art Totem Pole

- ♣ There has been continued focus within classes about climate change and our local area.
- ♣ We have done two school art projects. The first was for World Book Day before being back at school. We used the Great Paper Caper as our stimulus, the children created a piece of art work based on one of the pictures from the story having created their own papers to then create a paper collage. The second had a PSHE focus, the children covered pieces of paper in patterns and colours which were then torn into strips to be reassembled as our class bird names.
- ♣ We have decided on our design – each child will create a leaf that reflects an animal pattern with their own mark left on it.
- ♣ The totem pole will cover sea, land and sky with the leaves reflecting the creatures that make each area their home.
- ♣ Totem pole has been painted white, the top has been sealed and is ready to put the design on.
- ♣ Totem pole has a base that does not take away any of the surface area of the tube.
- ♣ I will be having some time during our first Staff meeting after Easter, to explain again what each class needs to do, sharing some examples of possible ideas.
- ♣ I have made a small mock-up which will help to explain the finished design.
- ♣ I have spoken to our Computing lead who agrees that our QR code will send us to a page on our school website.
(More investigation into this is ongoing.)
- ♣ QR code will hopefully contain the ideas of the children along with photos of the totem pole.
- ♣ No art work that is different from last session as yet. Classes will make this a focus after Easter.

Hambledon Primary School Climate Crisis Project – Art Totem Pole



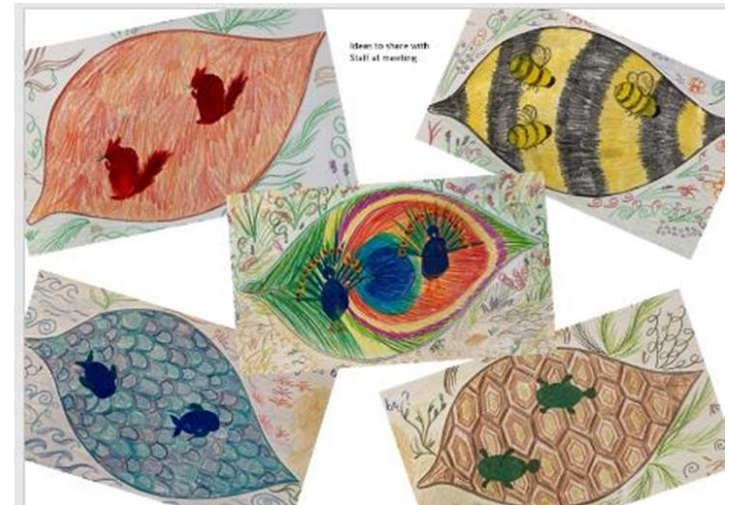
Totem background idea



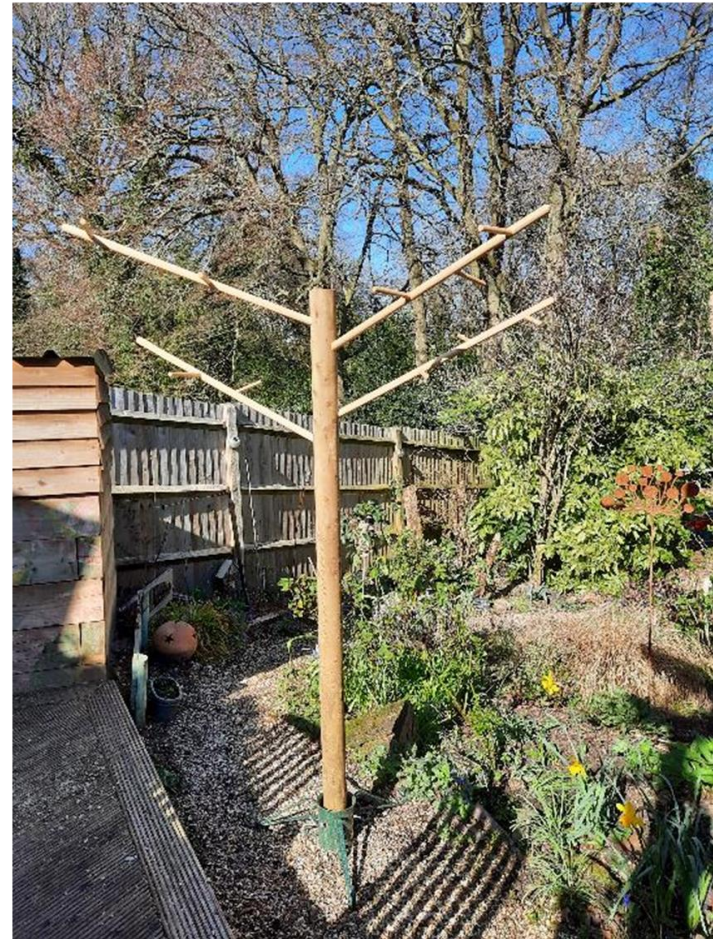
Mock up



Totem



Hambledon Primary School Climate Crisis Project – Art Totem Pole



Lynette Climate crisis project.

- Totem tree sculpture in gravel filled pot.
- Painted with acrylic paints and top coat of yacht varnish.



Year 3

Plastic ocean



Year 4

Endangered animals



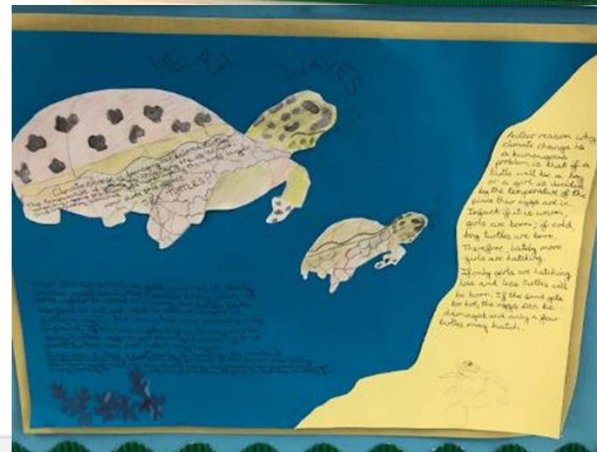
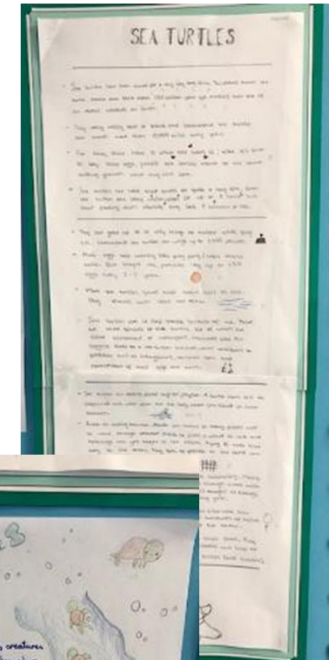
Deforestation



Year 6

Mini Totem Pole Designs Year 6 ST Blaise

In our class we have been researching about the impact of Climate Change on Sea Turtles. We spent time researching the particular causes and effects that this had had on them. After this we sketched out and designed our own artwork to symbolise the damage being caused to them. We then thought about colours before attaching this to our own mini totem poles. We now have a class display of these for visitors to look at.



Year 3

Palm Oil



Year 4

Endangered animals



Endangered Animals list for climate crisis project

This is a list of the most endangered forest species. The list should be printed out and chopped up for children to select an animal to research in their pairs.

ORANGUTANS	JAVAN TIGER	ASIAN ELEPHANT
AMUR LEOPARD	GIANT PANDA	SOUTH AMERICAN TAPIR
GOLDEN LION TAMARIN	GOLDEN POISON FROG	AMAZON RIVER DOLPHIN
TREE KANGAROO	AMAZONIAN JAGUAR	CHIMPANZEE
GORILLA	BENGAL TIGER	AYE-AYE
HARPY EAGLE	SUMATRAN RHINOCEROS	SAOLA (ASIAN UNICORN)
OKAPI	GIANT OTTER	THREE TOED SLOTH

ORANGUTANS	JAVAN TIGER	ASIAN ELEPHANT
AMUR LEOPARD	GIANT PANDA	SOUTH AMERICAN TAPIR
GOLDEN LION TAMARIN	GOLDEN POISON FROG	AMAZON RIVER DOLPHIN
TREE KANGAROO	AMAZONIAN JAGUAR	CHIMPANZEE
GORILLA	BENGAL TIGER	AYE-AYE
HARPY EAGLE	SUMATRAN RHINOCEROS	SAOLA (ASIAN UNICORN)
OKAPI	GIANT OTTER	THREE TOED SLOTH

Year 5

Deforestation



Climate Crisis project at The Mark Way School

Year 9s have been working on this project for 4 weeks. We discussed climate change and what issues were important to us and chose to focus on deforestation and plastic waste.

Students have carried out independent research, finding out information and data about our topics, the effect that deforestation and plastic waste have on our environment and wildlife and ways in which we can all help to reduce the impact of these issues.

Students found images to inspire their own drawings and got to work. We have started painting the tubes and have also done some block printing.

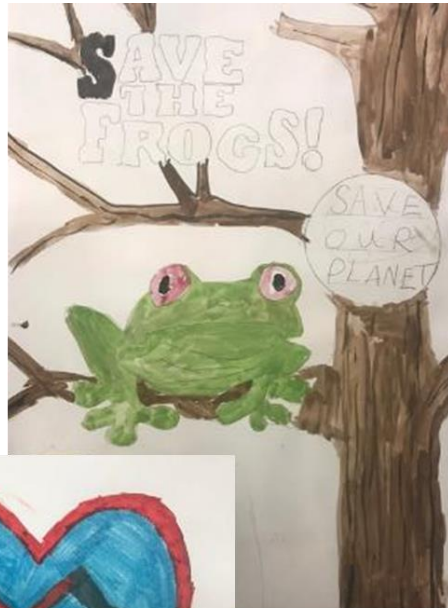
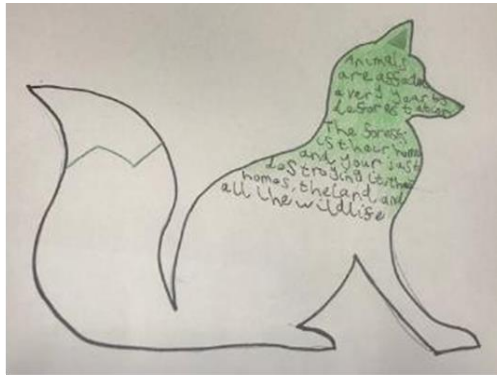


The Mark Way School
Inspirational Special School

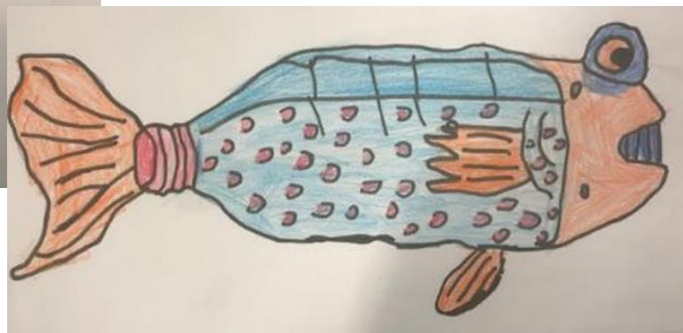
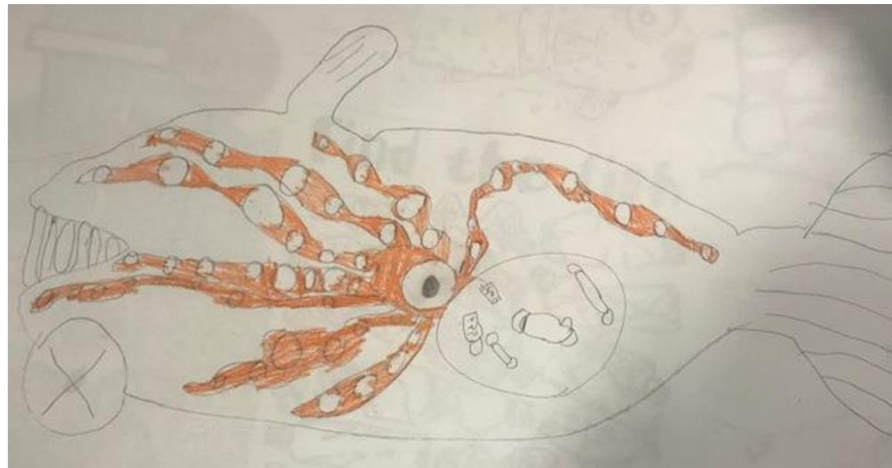
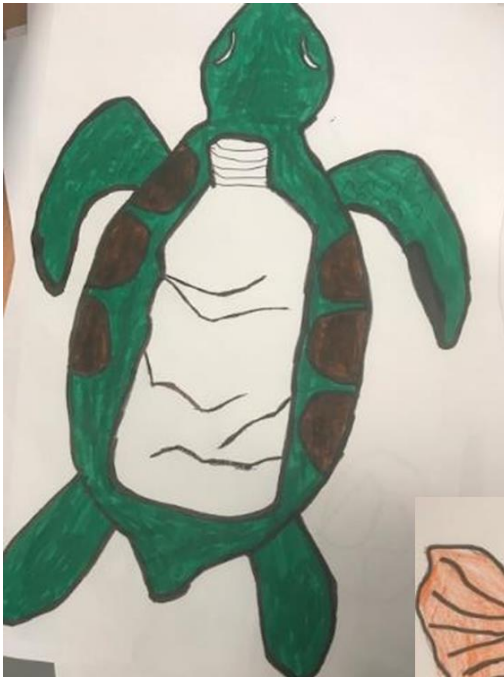
Climate Crisis project at The Mark Way School



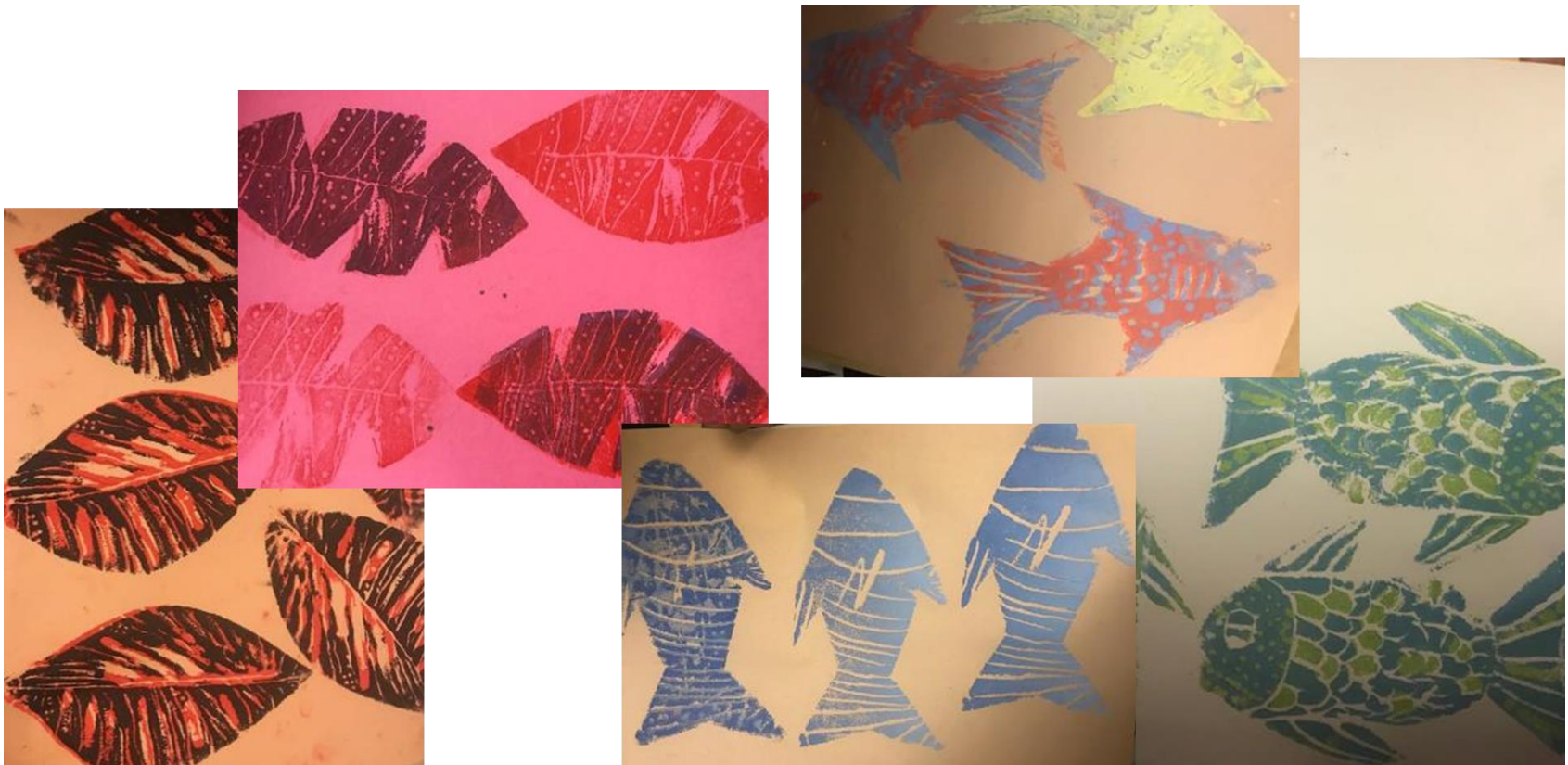
9A have been inspired by deforestation



9K have been inspired by plastic waste



**We have started block printing leaves and
They will be cut out and used to decorate the tubes
along with students messages about climate change.**



9K have started to experiment with some patchwork by ironing small pieces of plastic bags to fuse them together. Then we are thinking about cutting out fish shapes.



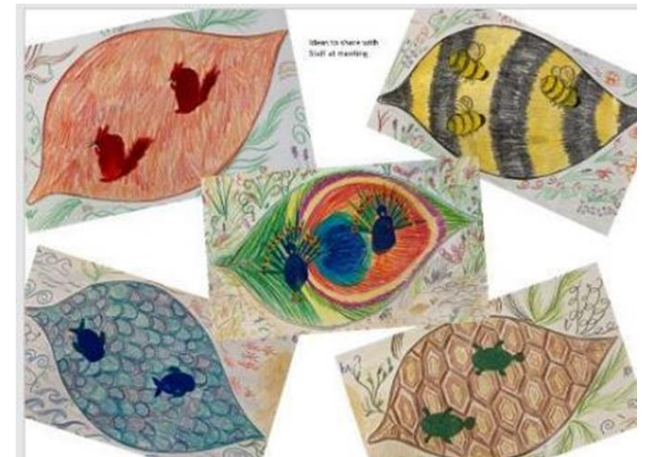
Climate Crisis Project 2021

Hambledon Primary School

Where are we now?

- The children have been talking and learning about climate change within their classrooms.
- Some mood boards were created showing the children's thoughts on climate change
- The carpet tube has been sourced and a base made for it.
- The tube has been painted with a background depicting the sea/water, land (sandy and green) and the sky.
- All children have now created their leaves (some photos still to come)
- Work has started on the bunting and QR code.

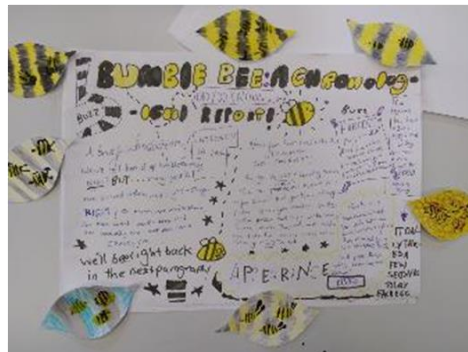
Climate Crisis Project 2021 Hambledon Primary



Climate Crisis Project 2021 Hambledon Primary



Some of the children's Art work



Langrish Primary School



Climate Crisis Art Project

There have been lots of discussions across Year 3 and 4 about what they would like to produce.

Year 4 have been researching how climate change is impacting British bees and how that will impact on us all. They have been busy creating their bunting.

Year 3 are passionate about the ocean and focusing on what impacts climate change is having on habitats. Year 3 are planning to use their paper weaving skills to create an ocean scene.



Climate Change Project – Focus: Amazon Rainforest



Nawê. Spirits of the Amazon Rainforest



Year 7 classes have been looking at the work of British artist John Dyer and his Amazon Rainforest paintings. They have been inspired by his lively, vibrant and expressive painting that were painted when he and his daughter travelled to the Amazon Rainforest.

Year 7 students wanted to celebrate the beauty and life of the rainforest through their own artwork. Their work represents all the colour and vibrancy of the natural world that thrives in the rainforest and represents how important it is to maintain these types of forests. It reflects what a massive impact deforestation will have on the natural habitat of wildlife, trees, plants and flowers.

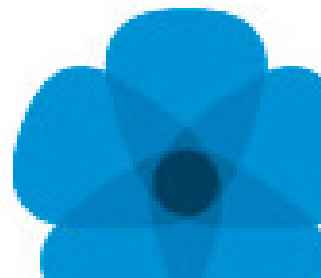
Year 7 students have all created a series of artworks depicting, plants/foilage, flowers and rainforest wildlife. They have created their own collage rainforests artwork. They have observed the work of John Dyer, images and photography of the rainforest and worked in mixed media, including painting, wax resist, watercolour and mixed dry media.



Contact us

A small group of HIAS colleagues have been working together on these materials; they include:

- Jayne Stillman, County Inspector/Adviser Visual Arts
jayne.stillman@hants.gov.uk
- Minnie Moore, Rights and Diversity Education Adviser
minnie.moore@hants.gov.uk
- Patricia Hannam, County Inspector/Adviser for RE, history and philosophy
patricia.hannam@hants.gov.uk
- Justine Ball, Inspector/Adviser for primary RE
justine.ball@hants.gov.uk



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