



Literacy Outcomes for GAIA 20:30

Empower Climate Action



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An environmentally literate person is defined as someone who, both individually and together with others, makes informed decisions concerning the environment; is willing to act on these decisions to improve the well-being of other individuals, societies, and the global environment; and participates in civic life. Those who are environmentally literate possess, to varying degrees:

- knowledge and understanding of a wide range of environmental concepts, problems, and issues;
- a set of cognitive and affective dispositions;
- a set of cognitive skills and abilities; and
- appropriate behavioural strategies to apply such knowledge and understanding to make sound and effective decisions in a range of environmental contexts.

Recognising the pressing environmental threats of climate change, biodiversity loss and environmental pollution, which are intrinsically linked with one another and to the future of our planet, FEE, with 40 years of impactful experience in the field of ESD, has prioritised these themes in its Strategic Plan, GAIA 20:30. To support actions in these three areas, there is a need to use evidence-based education to drive impactful action. In the context of school education, it will be through designing projects and engaging students in Project-Based Learning through our Eco-Schools, Learning about Forests and Young Reporters for the Environment programmes. These initiatives will need the support of lesson plans to give basic competencies to prepare the student's actions in the form of research, acting and reflecting on and analysing their results.

This document lists Learning Outcomes to help understand the change we want to see in students' abilities. The list of Learning Outcomes presented in Table 2 is suitable for students from age 14 and above but is generic enough to be adapted for lower age groups. Table 1 illustrates a few adaptations of Learning Outcomes for Age Groups.

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Table 1- Adaptation of Learning Outcomes for Age Groups.

Learning Outcome	Age Group			
	Less than 6 years old	6 to 9 years old	10 to 12 years old	13 to 15 years old
The learner is able to identify their own school's policies and programmes to incorporate physical and ecological systems in their environmental goals.	Take note of actions like sorting waste, switch off light etc.	Reduce waste	List actions that are being taken	identify their own school's policies and programme
differentiate between Weather and Climate.	Say when it is hot or cold or raining on a day and different seasons	Say when it is hot or cold or raining on a day and different seasons	differentiate between Weather and Climate.	differentiate between Weather and Climate and give their observation on how it is shifting or changing.
Take actions at the individual level to reduce GHG emission	Reduce wastage of food etc.	Reduce wastage of food etc.	Make choices of low-carbon choices like reducing meat, buying local etc.	Make choices of low-carbon choices like reducing meat, buying local etc.

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Table 2 – List of Learning Outcomes for GAIA Climate Action Goals.

Sub Goal	Knowledge	Disposition	Environmentally responsible behaviour
	The learner is able to	The learner is able to	The learner is able to
Ensure FEE's policies and programmes meet its environmental goals.	identify their own school's policies and programmes to incorporate physical and ecological systems in their environmental goals.	incorporate environmental goals into the school's Eco-Code.	act as per the eco-code of the school.
Increase climate change knowledge to drive impactful action	- list greenhouse gases and source/s. - explain how greenhouse gases impact Earth and make it a living planet. - differentiate between Weather and Climate. - illustrate the carbon cycle. - explain how an increase in greenhouse gases contributes to global warming. - explain the plausible impact of climate change on our local environment.	- sensitive to the issue of climate change. - argue that global warming now is being caused by anthropogenic actions. - follow the environmental issue and its impacts. - favour renewables, the need to change habits and behaviours. - observe and analyse local environment to identify environmental issues.	- asks for Corporate and Government responsibility and actions. - ask relevant questions with the aim of increasing knowledge of climate change in order to support actions. - prioritize the most realistic/appropriate course of action after careful analysis of environmental issues.

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	• identify the likely impact of climate change on various SDGs. • identify climate change-related policies and laws at the local, national and global levels. • identify social and cultural norms and values that act as enablers or barriers to climate action. • describe the characteristics of an environmental issue. • explain how climate change causes or relates to specific environmental issues at local and global level. • identify solutions to reducing greenhouse gas emissions. • list CSOs and social movements that raise awareness about climate change and drive impactful actions. • explain how individuals can contribute to actions against climate change. • identify and use research tools to investigate environmental issues.	• conduct research that increases my knowledge of climate change • identify and use credible sources of climate change knowledge. • evaluate/synthesize information about an environmental issue in order to develop a personal opinion. • Use evidence to address climate misconception/myths • debate the issue and justify position in order to develop potential solutions. • concerned about how climate change impacts populations and eco-systems. • feel responsibility to take actions that mitigate the impact of climate change. • show confidence/motivation to take climate action.	• make personal choices on how to minimize GHG emissions. • take climate change into account in my day to day activities. • create and evaluate plans to mitigate climate change at various scales/levels.
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Support actions for climate resiliency	• list ways climate change impacts livelihoods, biodiversity and local ecosystems. • define climate resiliency. • identify nature-based solutions to adapt and mitigate climate change (reforestation, mangroves coral reefs). • identify different social and political stakeholders that are implementing/contributing to climate resiliency. • explain how climate change makes communities vulnerable. • identify multiple strategies that support climate resiliency. • List CSOs and social movements that support actions for climate resiliency. • list ways individuals can contribute to actions for climate resilience. • Identify how the local community, city or country adapting to the impacts of climate change.	• consider vulnerability of different communities. • ask relevant questions with the aim of developing actions for climate resiliency. • analyse environmental issues in order to identify appropriate actions that support climate resiliency. • advocate for relevant actions. • express support for vulnerable communities. • show capability/motivation to take actions to support climate resilience. •	• Take actions at the individual level to increase resilience. • identify and use credible sources to inform actions that support climate resiliency. • evaluate/synthesize information about climate change in order to develop an opinion on climate adaptation strategies. • create plans to adapt to the impacts of climate change and increase climate resiliency. • consistently take actions to support climate resiliency. • take into consideration strategies that support climate resiliency at a personal level.
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Accelerate the transition to climate neutrality	• define climate neutrality. • explain the physical and ecological systems that produce/emit and reduce/absorb/store greenhouse gases/Co2. • identify social and cultural norms and values that enable or block the transition to climate neutrality. • explain greenwashing. • describe multiple solutions that support the transition to climate neutrality. • explain how individuals can contribute to actions for climate neutrality.	• feel strongly about the transition to climate neutrality. • appreciate actions in your local community, city or country trying to reduce GHG emissions and/or achieve neutrality. • ask relevant questions to better understand how we can transition to climate neutrality. • feel responsible for contributing to climate neutrality. • express confidence to contribute to the transition to climate neutrality. • feel motivated to take action to contribute to the transition to climate neutrality. • advocate for potential solutions. • evaluate/synthesize information about climate change in order to develop an opinion on the transition to climate neutrality.	• apply knowledge to take actions to support the transition to climate neutrality. • analyse and engage with ways/strategies that support the transition to climate neutrality. • identify and use credible sources to inform actions that support the transition to climate neutrality. • create plans to transition to climate neutrality. • consistently take actions to support climate neutrality.
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