

# The Climate Change in Small Island Developing States

**SDG 13:** Take urgent action to combat climate change and its impacts

<b>Quest title:</b>	<i>Climate Change and small islands</i>
<b>Target:</b>	14 – 17 years old

<b>Introduction:</b>	
	<a href="https://upload.wikimedia.org/wikipedia/commons/thumb/e/e6/SIDS_map_en.svg/1280px-SIDS_map_en.svg.png">https://upload.wikimedia.org/wikipedia/commons/thumb/e/e6/SIDS_map_en.svg/1280px-SIDS_map_en.svg.png</a>
	<p>Climate change presents unique challenges to Small Island Developing States (SIDS). The difficulties that all countries face in effectively coping with climate change impacts are exacerbated in SIDS because of their small geographical area, isolation and exposure. The associated development challenges from sea-level rise, altered rainfall patterns, and storm-surges threaten to reverse progress made towards the Millennium Development Goals now and in the future. The United Nations Development Programme (UNDP) provides on-the-ground support for small island and low-lying countries at the global, regional and national scales.</p> <p style="text-align: center;"> <a href="https://sustainabledevelopment.un.org/index.php?page=view&amp;type=400&amp;nr=960&amp;menu=1515">https://sustainabledevelopment.un.org/index.php?page=view&amp;type=400&amp;nr=960&amp;menu=1515</a> </p>

<b>Objectives of the WebQuest:</b>	<ul style="list-style-type: none"> <li>• Raise awareness of the reality of the climate change</li> <li>• Outline any predisposition in students thinking regarding climate change and climate action</li> <li>• Gets students thinking about the role they can have in the climate action</li> <li>• Fostering skills and competencies in students on advocating to raise awareness on the topic of climate change and action</li> </ul>
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<u>Main Text:</u>	<u>Task 1</u>
	<p data-bbox="339 271 517 304"><u>The Maldives</u></p> <ul style="list-style-type: none"> <li data-bbox="387 311 1417 539">✓ The Maldives is an island nation, just south of India. The nation is very dispersed and contains a population of around 450,000 people. 80% of the nation is barely above sea level. Why is it important in relation to the topic of climate change? <a href="https://storymaps.arcgis.com/stories/a8f8b5b0477f458ea70826756b46a275">https://storymaps.arcgis.com/stories/a8f8b5b0477f458ea70826756b46a275</a></li> <li data-bbox="387 580 1417 770">✓ Why is important to protect the coral reef around the islands? And what is it the environmental resilience? <a href="https://chm.cbd.int/api/v2013/documents/7D1FDE17-7C0B-6E2B-E5C9-B259DD49DB17/attachments/Climate%20change%20and%20coral%20reefs_web.pdf">https://chm.cbd.int/api/v2013/documents/7D1FDE17-7C0B-6E2B-E5C9-B259DD49DB17/attachments/Climate%20change%20and%20coral%20reefs_web.pdf</a></li> <li data-bbox="387 810 1417 927">✓ Why if we talk about climate change we also talk about the availability of drinking water? Watch this video! <a href="https://www.youtube.com/watch?v=mKoppdJ6H4c">https://www.youtube.com/watch?v=mKoppdJ6H4c</a></li> </ul> <p data-bbox="339 969 1331 1003">Are there global measures to manage the climate emergency? Which ones?</p> <p data-bbox="339 1010 596 1043">How do they work?</p> <p data-bbox="387 1050 655 1084">Give some example:</p> <ul style="list-style-type: none"> <li data-bbox="387 1090 1417 1592">✓ <b>2030 agenda:</b> In these Goals and targets, we are setting out a supremely ambitious and transformational vision. We envisage a world free of poverty, hunger, disease and want, where all life can thrive. We envisage a world free of fear and violence. A world with universal literacy. A world with equitable and universal access to quality education at all levels, to health care and social protection, where physical, mental and social well-being are assured. A world where we reaffirm our commitments regarding the human right to safe drinking water and sanitation and where there is improved hygiene; and where food is sufficient, safe, affordable and nutritious. A world where human habitats are safe, resilient and sustainable and where there is universal access to affordable, reliable and sustainable energy. (<a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a> - <a href="https://sdgs.un.org/goals/goal13">https://sdgs.un.org/goals/goal13</a> )</li> <li data-bbox="387 1632 1417 1787">✓ <b>NAPA:</b> the National Adaptation Programme of Action Maldives was prepared by the Integrated Climate Change Strategy (ICCS) Projects of Ministry of Environment, Energy and Water. (<a href="https://unfccc.int/resource/docs/napa/mdv01.pdf">https://unfccc.int/resource/docs/napa/mdv01.pdf</a>)</li> <li data-bbox="387 1827 1417 1944">✓ <b>Sandwatch:</b> a volunteer network of children, youth and adults working together to enhance their beach environment and build resilience to climate change. ( <a href="https://www.sandwatchfoundation.org">https://www.sandwatchfoundation.org</a> )</li> </ul> <p data-bbox="339 1984 1062 2018">Allow time for students to read and view the materials.</p> <p data-bbox="339 2024 1378 2058">Divide the class into 4 groups and assign each group one of the previous points.</p>

	<p>Each group have to create a flyer with the most important information to share later in class. For the flyer use Canva: <a href="https://www.canva.com/">https://www.canva.com/</a></p>
	<p><b>Task 2</b></p> <p>Find out how to take action and raise awareness people about this topic. Watch this video and share your impressions.</p> <p><a href="https://www.youtube.com/watch?v=RSgXcFdHxFl">https://www.youtube.com/watch?v=RSgXcFdHxFl</a> (until minute 10:00)</p> <p>Create an event (or just a tool) that allows you to share what you understand from this WebQuest. Exploits the immediacy of technological tools like a video, a power point presentation, a gallery of photo to raise awareness about climate change.</p>

<b>Process:</b>	<p>At the beginning and end of the tasks the students should fill the evaluation table in order to monitor any changes in their perspectives/beliefs and to raise self consciousness of the learning process (Annex 1).</p>
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<b>Others URL:</b>	<p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>✓ <a href="https://www.undrr.org/implementing-sendai-framework/what-sendai-framework">https://www.undrr.org/implementing-sendai-framework/what-sendai-framework</a></li> <li>✓ <a href="https://www.un.org/en/chronicle/article/protecting-small-island-developing-states-pollution-and-effects-climate-change">https://www.un.org/en/chronicle/article/protecting-small-island-developing-states-pollution-and-effects-climate-change</a></li> <li>✓ <a href="https://unfccc.int/resource/docs/publications/cc_sids.pdf">https://unfccc.int/resource/docs/publications/cc_sids.pdf</a></li> <li>✓ <a href="https://sdgs.un.org/topics/small-island-developing-states">https://sdgs.un.org/topics/small-island-developing-states</a></li> <li>✓ <a href="https://www.sandwatchfoundation.org">https://www.sandwatchfoundation.org</a></li> <li>✓ <a href="https://unfccc.int/resource/docs/napa/mdv01.pdf">https://unfccc.int/resource/docs/napa/mdv01.pdf</a></li> <li>✓ <a href="https://sdgs.un.org/goals">https://sdgs.un.org/goals</a></li> <li>✓ <a href="https://sdgs.un.org/goals/goal13">https://sdgs.un.org/goals/goal13</a></li> <li>✓ <a href="https://chm.cbd.int/api/v2013/documents/7D1FDE17-7C0B-6E2B-E5C9-B259DD49DB17/attachments/Climate%20change%20and%20coral%20reefs_web.pdf">https://chm.cbd.int/api/v2013/documents/7D1FDE17-7C0B-6E2B-E5C9-B259DD49DB17/attachments/Climate%20change%20and%20coral%20reefs_web.pdf</a></li> <li>✓ <a href="https://storymaps.arcgis.com/stories/a8f8b5b0477f458ea70826756b46a275">https://storymaps.arcgis.com/stories/a8f8b5b0477f458ea70826756b46a275</a></li> </ul> <p><b>Videos:</b></p> <ul style="list-style-type: none"> <li>✓ <a href="https://www.youtube.com/watch?v=RSgXcFdHxFl">https://www.youtube.com/watch?v=RSgXcFdHxFl</a></li> <li>✓ <a href="https://www.youtube.com/watch?v=mKoppdJ6H4c">https://www.youtube.com/watch?v=mKoppdJ6H4c</a></li> </ul>
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<b><u>Learning outcomes:</u></b>	<ul style="list-style-type: none"> <li>✓ Find out about the conditions of SIDS today, in relation to the context of climate change.</li> <li>✓ Find out and elaborate on the 2030 Agenda Goals in general, and elaborate on the 13<sup>th</sup> Goal on climate action.</li> <li>✓ Become an active and informed participant in the debate about climate change, and on what an individual can do to change.</li> </ul>
<b><u>Skills and Competence acquired:</u></b>	<ul style="list-style-type: none"> <li>✓ Use various documents to find facts about SIDS and climate change</li> <li>✓ Developing the capacity to analyse an issue</li> <li>✓ Students acquire a heightened sense of global interconnections and interdependencies.</li> </ul>

<b><u>Evaluation</u></b>		
<b><u>Acquired competences</u></b> Carrying out an investigation. Researching the internet. Applying knowledge and skills to real life scenarios. Being aware and overcoming personal biases.	<b><u>Social Skills</u></b> Collaborative and cooperative learning skills. Involve in discussion. Outline arguments based on findings.	<b><u>Knowledge</u></b> Awareness of climate action related to climate change, focusing on the Maldives' scenario. Awareness of Agenda 2030 and its goals. Knowledge to SGD 13 and its implications in the real life.

Annex 1

	<b>YES</b>	<b>NOT SURE</b>	<b>NO</b>
1. Do you believe Climate Change is real?			
2. Do you believe exist a real danger for people?			
3. Do you think you have to be more active in the field of climate change?			
4. Do you feel confident in advocating for climate change?			