CLIMATE CHANGE ALL CHANGE

Empowering the next generation to design a better future

What is Climate Change All Change?

We are a charity that brings designers into primary schools to work with Year 5 children on an extended creative project that responds to climate change. The designer, or a design team, might be from fashion, architecture, transportation, urban planning, energy production, landscaping, or food. All designers work in cutting-edge sustainable materials, processes, and energy sources.

We are called <u>Climate Change All Change</u> because the impacts of global heating will affect every sector: how we travel, what we wear, the materials in our homes, where our energy comes from, how we keep warm and cool, and what we eat. Design is a creative and problem-solving discipline that can help children to develop knowledge, skills and resilience to meet these challenges.

CCAC works flexibly with schools to meet your learning outcomes for environmental science or sustainability, and for design and technology. Based on the school's resources and priorities, a selected designer will work with teachers to develop a 6 weeks project where children learn about the design discipline and some of its key skills, and then plan and present a design that responds to the challenges of climate change now or in the future.

Here are five examples of Climate Change All Change projects

1. Ashton Gate primary school, Bristol: Children's vision for a local brownfield site With designers <u>Finbar Charleson and Jack Cardo</u>, children explored their local forest to learn how wood grows and can be a sustainable and strong building material. Children made physical models and then planned buildings for people and habitats for animals on a local development site, using sustainable materials.



Students present their work to an expert panel at Ashton Gate Primar School



A child's sketch and the designer's interpretation at Ashton Gate

2. Ordsall primary school, Retford: Children fashion the future

Fashion designer <u>Aurelie Fontan</u> and colleagues introduced children to natural textiles, dyes and printing, and to new fabrics made sustainably from algae and mushrooms. Children designed clothing for the future where people go out to work in hot, cold, or flooded environments.



A child's sketch and the designer's interpretation of a wet future



The designer's final digital version

3. Springfield primary school, Manchester: Children's 'Codex' for adaptation Working with landscape designer Thomas Kendall and colleagues of <u>Wayward</u>, children created futuristic animals and plants adapted to new extreme environments. In this case the designer melded all the children's concepts into all embracing generative AI scenarios.



Early group concept work for community landscapes



The final generative community landscapes

4. William Tyndale primary school, Islington: Children redesign their neighbourhood Working with architect <u>DaeWha Kang</u>, children learned about new and developing materials and energy sources. They mapped their neighbourhood and redesigned local streets and buildings where communities can thrive in future climates.



The concept for a flooded future offered by one William Tyndale student group



....and the designer's interpretation.

5. Coppermill primary school, Walthamstow: Children design for extreme environments Working with architect Xavier de Kestelier of <u>Hassell Studios</u>, children learned about materials and technologies to design buildings that can withstand extremes of cold, heat, and flood, above or under the ground, in the sea or the air.



A display of the final concepts at a local gallery for the Coppermill Primary School codesign.



A view of a Walthamstow community envisaged in 2050 with a very hot climate

What does the school need to do?

Teachers need to timetable this creative cross-curricular project over 6 weks. Teachers will also need to dedicate time to plan classroom sessions with the designer.

Before the designer arrives, we ask teachers to prepare children in two ways:

- Ensure they acquire basic knowledge about climate science.
- Ensure they acquire basic knowledge about contemporary design.

These learning outcomes can be met using the climate literacy and design literacy resources that we provide, or with similar resources. Our materials can be used flexibly, based on children's prior knowledge and experiences.

Climate Change All Change activity sequence

- 1. Teachers and designers planning
- 2. Teachers introduce children to basic climate science and contemporary design
- 3. Children meet the designer and learn about the profession
- 4. Designer introduces children to materials, processes and energy sources
- 5. Children research and develop design ideas
- 6. Children present their designs
- 7. Designers professionally interpret and elaborate the children's concepts
- 8. Community presentation event

Climate Change All Change encourages teamwork and collaboration, problem-solving and creativity.

Our website: https://cc-ac.org/

Contact: Linda Lloyd Jones at linda@cc-ac.org. phone:07500 108676