

# THE WRITING'S ON THE WALL



## The Wall

Inspired by "The Right to Know" (1968) by Norman Rockwell, this mural was painted on a public wall, in a school, for a reason.



Humans continue to add gigatonnes of greenhouse gases into the atmosphere at a rate that is not compatible with human civilisation as we know it. Everyone has a right to know that we are still accelerating into a minefield of catastrophic tipping points. Everyone has a right to know what is happening above their heads.

Education has to face reality and enable students to make informed, safe and constructive responses to it.

The wall represents the non-negotiable laws of physics and chemistry. The faces represent the rights of those who will be worst affected by the consequences of the climate crisis.

This project brings Art and Science together to transform our civic space.

## The Science

The data in our project **Cut11%** has been endorsed by many of the world's leading climate scientists, such as Professor Kevin Anderson.

How many students have ever been challenged in their thinking beyond polar bears, plastics and recycling? How many understand the systemic nature of the threat? Does a 13-year-old student know that the carbon budget for 1.5°C will be spent before they graduate?



**Cut11%** provides a simple set of data that can provoke Physics, Chemistry, Biology and Geography teachers to take their students to the next level of understanding and analysis.

The complex systems analyses of climate science is simplified into one number for each nation of the world: the % reduction required for that nation to meet the Paris Agreement.

Following their own expertise, teachers can open up this number as far and as deeply as they like.



# The Arts

The whole project of designing and painting a mural is a fantastic collaborative project that creates a powerful vibe for those involved, and a big impact for those who live with the result.



But this is only the start.

The whole school community can then be involved at many levels: creating podcasts or videos, paintings, articles or essays for a competition. Any teacher or student with drive or a special interest can plug in.

The climate crisis is rooted in the hard numbers of science. Yet our inability to deal with these numbers throws up an extraordinary range of questions for the Arts to explore - from Economics and Sociology, to Psychology and Philosophy.



The Climate Academy has a great set of supporting resources that can mobilise students into a secure and highly informed level of response.

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# The Citizen

The wall mural, and all the spin-off work in the Arts and Sciences has even more power when the students teach their peers and their parents.

The numbers of cut11% force anyone who engages with them to ask wide ranging questions about education, democracy and the media.

The wall provides a backdrop of authoritative science for the students to have their voices heard and understood: from a simple social media post in front of the wall, to a thoroughly researched article that can be published on a school website... or even in the news.



The Climate Academy works in collaboration with News Decoder, a highly professional organisation who teach and support journalistic and media skills.

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# The Social Entrepreneur

We have a society that is distracted by "the me, the more and the now". The wall is about everyone. It is about modesty. It is about the future.

It is genuinely holistic; the project pulls together the arts and science... and people with all their diverse interests and skills.

Are there gifted and talented students in your school who could be stretched by a project like this?



Students who can strategise, network, plan and manage?

Are there 'green' students who are looking to do something more coherent and impactful, that takes sustainable education to the next level?

With climate protests pushed off the streets by COVID, is there a better way to acknowledge and deepen a school's response to the crisis?

**Contact:**  
[www.climateacademy.eu](http://www.climateacademy.eu)

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