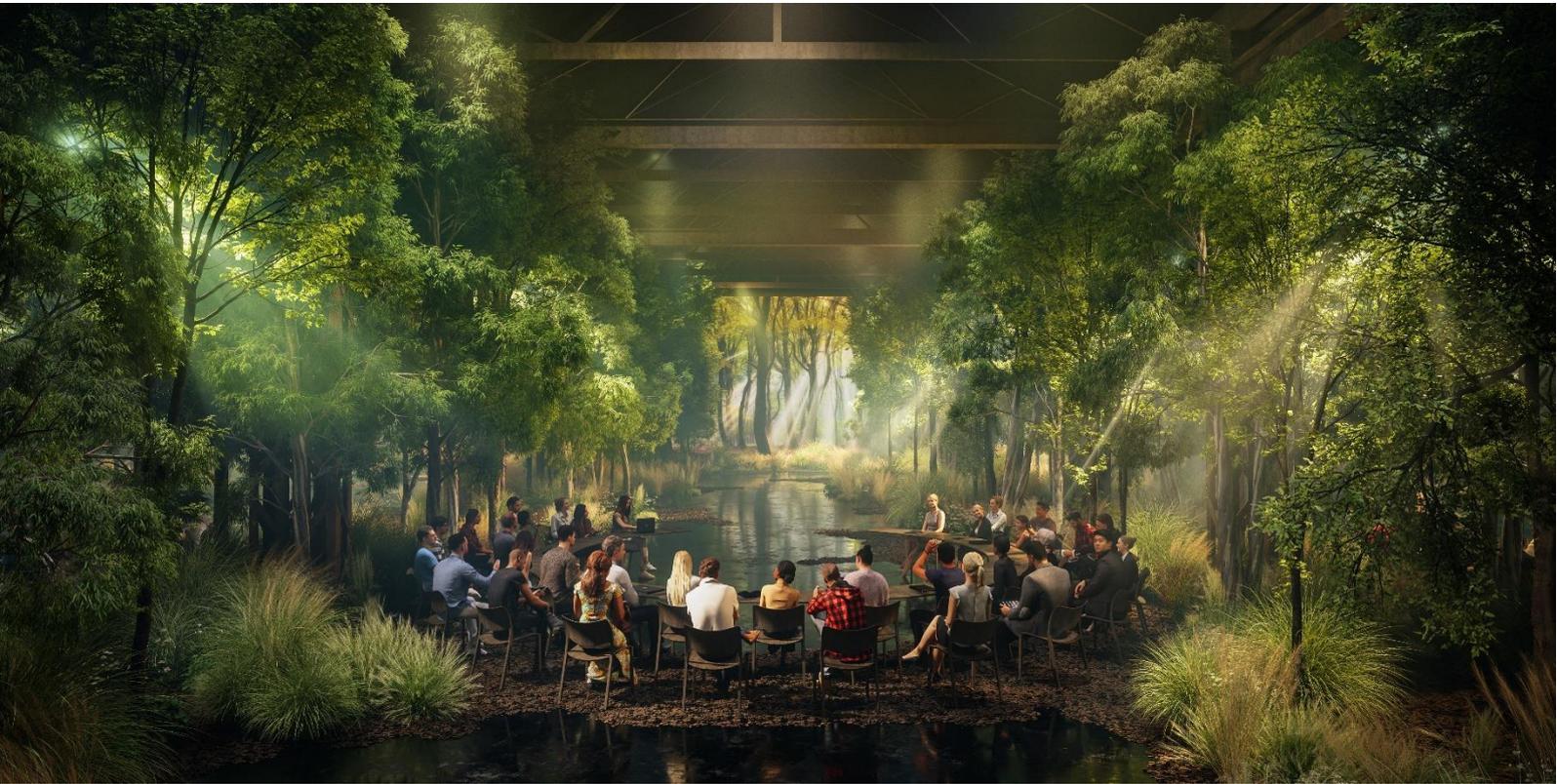


# The New York Times **Climate Hub**



## **What is Es Devlin's "Conference of the Trees"?**

Inspired by Richard Powers's Pulitzer Prize winning novel, "The Overstory," "Conference of the Trees" is an experiential exhibition of living, breathing trees, created by award-winning artist Es Devlin for The New York Times Climate Hub. Planted in The Think Tank, a temporary forest of 197 trees and plants will represent the 197 countries that have ratified the United Nations Framework Convention on Climate Change. As in Powers's novel, where the trees are the protagonists while humans form the subplot, this "conference of trees" creates a parallel gathering of trees, bearing witness to the talks, debates and events taking place around them.

Following the event, The New York Times will donate the trees to serve as part of the collective legacy of Climate Hub. The trees and plants will be replanted in Scotland as part of a native public garden, established in cooperation between SWG3 and The New York Times.

# EDUCATE ON CLIMATE PROGRAMME

## The Think Tank @ SWG3

Friday 5<sup>th</sup> November 2021

**09:00 – 09:15**                      **Welcome**

**09:15 - 09:40**                      **Panel: Forming Partnerships With Schools in the Global South**

*The disparity in education between the Global North and South is a major focus for the U.N.'s Sustainable Development Goals. The difference in pupil-teacher ratios underlines how wide a gap exists: in North America, there is one teacher per fourteen pupils, while in Sub-Saharan Africa, there is one teacher for around 40. This inequality is a major driver of education poverty and, until now, partnerships have had a limited impact on closing the gap. However, with the pandemic revolutionizing global platforms for teaching, learning and assessment, greater opportunities have opened up. Join us on November 5 for a practical exploration of when, why and how schools in the Global North can form effective partnerships with the Global South.*

<b>David Hope-Jones</b>	Chief Executive, Scotland Malawi Partnership
<b>Samantha Hunt</b>	Deputy Headteacher, Sandhurst School
<b>Tom Sherrington</b>	Education Consultant and Author, Teacherhead Consulting
<b>Saku Tuominen</b>	Entrepreneur, Author, Keynote Speaker and Founder, HundrED

**09:40 – 10:20**                      **Headteachers' Tactics: How Schools Can Prepare Their Students for a Changing Climate**

*This session invites headteachers from around the U.K. to discuss how they plan to develop a climate and sustainability culture in their schools, and how this new frontier of education could become a source of attraction for future generations of students. How can schools prepare their students for the climate emergency, and ensure that they go on to make a difference in their jobs and personal lives? What would an interdisciplinary approach to climate education look like? If these questions form a new set of education criteria and expectations, how can schools start embedding them into their curriculums?*

<b>Robin Macpherson</b>	Head of College, Robert Gordon's College
<b>Sophie Lambin</b>	Founder and CEO, Kite Insights
<b>Therese Andrews</b>	Director of Curriculum Innovation, Thomas's Battersea Senior School
<b>Jane Lunnon</b>	Head, Alleyn's School

**10:20 – 11:00**                      **Creating a Research Informed Manifesto for Education for Environmental Sustainability**

*Come together and learn from a research project involving universities, schools, teachers, and students from across the U.K., working together to reimagine environmental education. Focusing on practical ideas for the classroom, school and wider community, the work done in this session will share significant insights with relevance for policymaking in the U.K. and beyond.*

<b>Lynda Dunlop</b>	Senior Lecturer, University of York Science Education Group
<b>Elizabeth Rushton</b>	Lecturer, King's College London

**11:00 – 11:15**                      **Break**



**15:00 – 15:40**

**Reboot the Future: How Do We Move Faster, Together?**

*Climate change does not discriminate by voting preference, and if it is to be slowed, people on different ends of the political spectrum need to learn to work together — fast. Reboot the Future brings together senior business leaders, schools, and young activists to seek synergies, increase understanding, and foster collaborative action. This fascinating session, presented by Reboot the Future, facilitates a live discussion between three business leaders and three young activists, providing unique insight and a model of civil discourse you can apply in your own classroom.*

**Molly Fannon**

CEO, UN Live

**Anthony Bennett**

CEO, Reboot the Future

**Jeremy Oppenheim**

Founder and Senior Partner, SYSTEMIQ

**15:40 – 15:55**

**Break**

**15:55 – 16:25**

**Climate Tech Will Be Bigger Than the Internet Revolution**

*Across the world, climate-conscious young people are graduating from universities highly uncertain about their professional futures. At the same time, companies like Tesla are gaining ascendancy, while many promising climate tech companies fall under the mainstream radar. How can professors and teachers prove to students that their professional fortunes can be found by working to prevent carbon emissions, rather than by growing social networks or improving search? How can we show that we are poised for a climate tech takeover that could eclipse the success of digital revolution powerhouses like Facebook and Google? And how can we demonstrate that the most certain path to a fulfilling life, meaningful career and economic prosperity lies in climate tech? Learn how to inspire your students to see their generation as post-digital, pre-net zero and instrumental to transforming the future.*

**Aaron Cohen**

Co-Founder and Chairman, Therma°

**16:25 – 17:25**

**Explore: Urban Nature Teacher CPD**

*The national learning program for the Urban Nature Project, empowers young people to become advocates for the planet by taking action through science. This session will take a hands-on approach to increasing teacher knowledge and confidence in the scientific background and process of urban nature research, as well as best practices in outdoor learning to support the curriculum. Learn how to successfully take young people outdoors, understand the benefits of learning at a museum site and get to grips with different identification and sampling tools to get your students excited about conducting their own investigations.*

**Lauren Hyams**

Head of Urban Nature Activities, Natural History Museum

**Dr Laura Soul**

Manager, National Learning Programs, Natural History Museum

**17:25 – 17:30**

**Close**