# What's happening in the news this week?

Picture News




## Let's have a look at this week's poster!

16th – 22nd November 2026


#COP31
UN CLIMATE CHANGE CONFERENCE
NOVEMBER 9-20,2026
ANTALYA, TÜRKİYE
Picture News
Is it fair that some countries have to do more than others?
AA

# This week's story looks at events related to ...




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# Is it fair that some countries have to do more than others?

Leaders from around the world are meeting in Türkiye for COP31, to discuss how to protect our planet from climate change. They will talk about how countries can work together and whether richer countries should help those affected by floods, droughts and rising seas.




**Learn more about this week's story here.**
**Watch this week's useful video here.**

# Do you have an emotional response you would like to share?



## sad
despondent
disconsolate
dismal
doleful
downhearted
forlorn
gloomy
melancholic
miserable
woeful
wretched

## angry
aggrieved
annoyed
discontented
disgruntled
distressed
exasperated
frustrated
indignant
offended
outraged
resentful
vexed

## happy
beaming
buoyant
cheery
contented
delighted
enraptured
gleeful
glowing
joyful

## confused
addled
baffled
bemused
bewildered
disorientated
indistinct
muddled
mystified
perplexed
puzzled

## excited
animated
elevated
enlivened
enthusiastic
exhilarated
exuberant
thrilled

## worried
agitated
anxious
apprehensive
concerned
disquieted
distraught
distressed
disturbed
fretful
perturbed
troubled
uneasy

## overwhelmed
engulfed
inundated
overburdened
overloaded
saturated
submerged
swamped

## afraid
alarmed
apprehensive
daunted
fearful
frantic
horrified
petrified
terrified

## guilty
ashamed
compunctious
contrite
culpable
penitent
responsible
rueful

## jealous
bitter
covetous
desirous
envious
envying
resentful
wary

## thankful
appreciative
grateful
gratified
indebted
obliged
relieved

## shocked
astonished
astounded
disconcerted
distressed
dumbfounded
horrified
staggered
startled
stunned
surprised

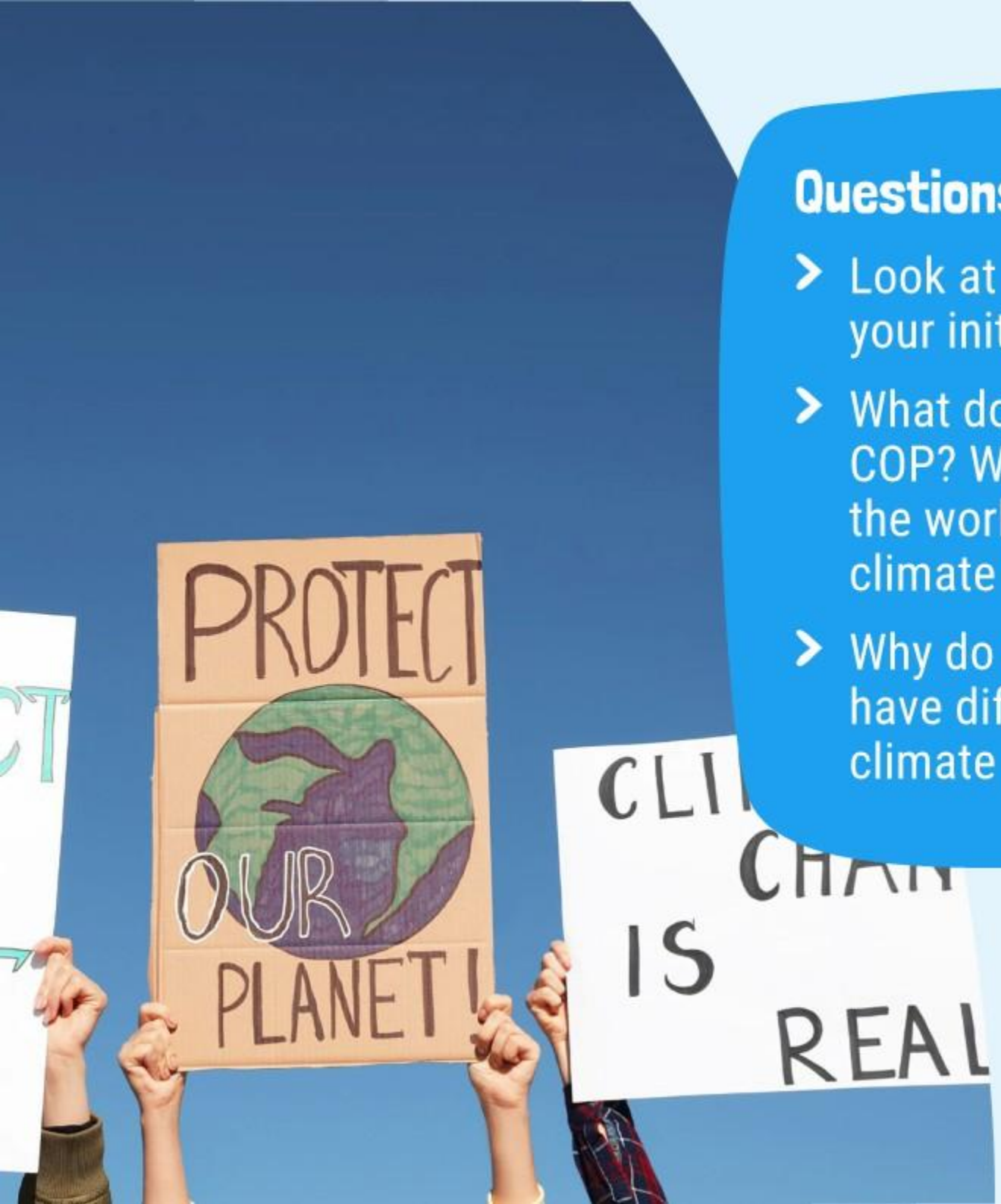
## disgusted
affronted
appalled
horrified
repelled
repulsed
revolted
sickened

## inspired
activated
encouraged
exhilarated
galvanised
influenced
motivated

## embarrassed
ashamed
awkward
chagrined
demeaned
discomposed
humiliated
self-conscious
uncomfortable
uneasy
unsettled

## interested
absorbed
captivated
curious
engaged
enthralled
fascinated
gripped
intrigued
riveted

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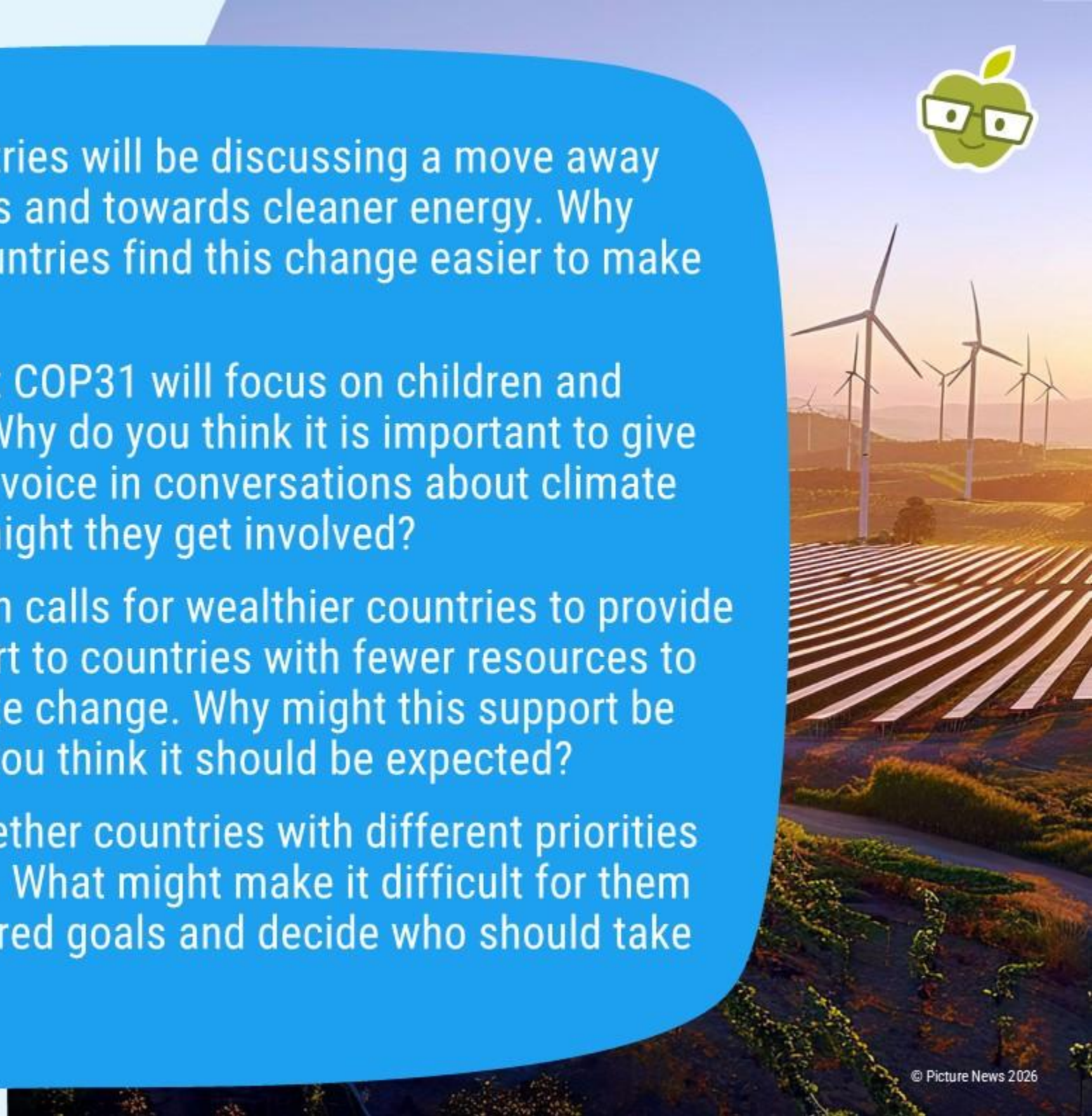

## Questions

- Look at this week's story and share your initial thoughts or reactions.
- What do you already know about COP? Why do countries from around the world come together to discuss climate change?
- Why do you think countries might have different views about how climate change should be tackled?




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- This year, countries will be discussing a move away from fossil fuels and towards cleaner energy. Why might some countries find this change easier to make than others?
- A special day at COP31 will focus on children and young people. Why do you think it is important to give young people a voice in conversations about climate change? How might they get involved?
- There have been calls for wealthier countries to provide financial support to countries with fewer resources to deal with climate change. Why might this support be important? Do you think it should be expected?
- COP brings together countries with different priorities and challenges. What might make it difficult for them to agree on shared goals and decide who should take action?



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## Vital statistics

The UN estimates that, by 2035, developing countries could need about £230 billion every year, to help them prepare for the effects of climate change, such as flooding, droughts and rising temperatures. This money could help communities protect homes, grow crops and access clean water.

What might make it harder for developing countries to protect their communities from climate change?

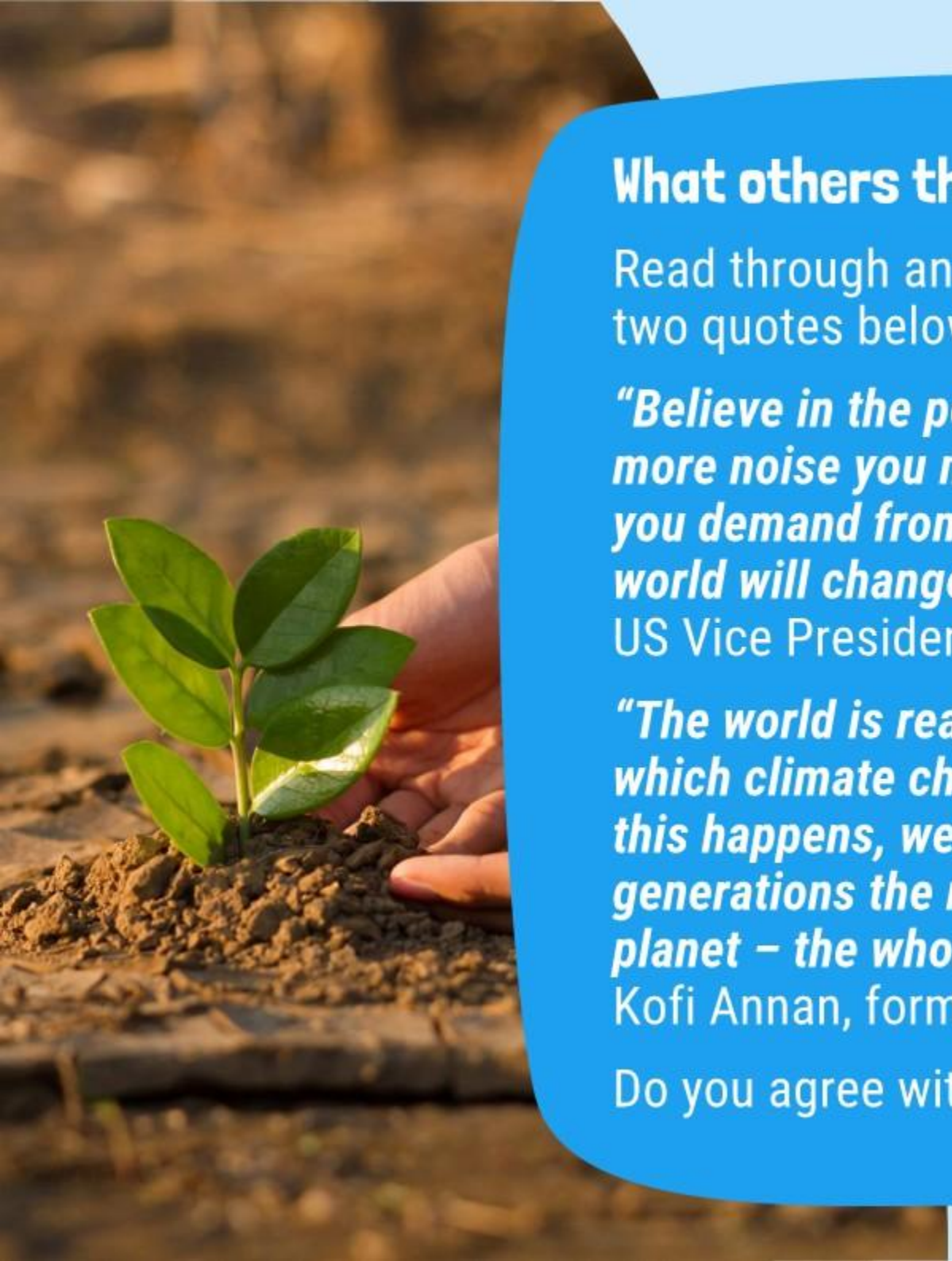
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According to the 2025 update of the Children's People and Nature Survey for England by Natural England, 85% of children aged 8-15 said that looking after the environment was important to them.

Why do you think it is important for young people to have a say in decisions about climate change?




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## What others think

Read through and share your responses to the two quotes below.

***"Believe in the power of your own voice. The more noise you make, the more accountability you demand from your leaders, the more our world will change for the better."*** Al Gore, former US Vice President.

***"The world is reaching the tipping point beyond which climate change may become irreversible. If this happens, we risk denying present and future generations the right to a healthy and sustainable planet – the whole of humanity stands to lose."*** Kofi Annan, former Secretary-General of UN.

Do you agree with the two quotations? Why?

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# Further questions for discussion

- Some countries have produced more greenhouse gas emissions than others, while some of the poorest countries are particularly vulnerable to the effects of climate change. Should countries that have contributed more take greater responsibility for tackling it? Why?
- Should every country be expected to make the same changes to tackle climate change, or should their wealth, resources and past contributions be considered? What would a fair agreement look like?



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# Reflection

Fairness doesn't always mean everyone doing exactly the same thing. Some countries have more money and resources than others, so working together and helping those who need it most could make a bigger difference for us all.



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# Media Literacy

Analyse

Evaluate

Research

Act

## I can look for the date and who wrote it.



**Explanation:** Let's think about why it's important to know who wrote a news story and when it was published or last updated.




## Questions to Discuss

- Why do news stories include the writer's name?
- How can the date help us decide if a story is up to date?
- What is the difference between when a story is written and last updated?
- Why might a news story be updated after it is published?

## Activity

Become a media detective, and investigate the news story to find out who wrote it and when it was written or last updated.

- Find the author: Can you find the writer's name?
- Find the date: Can you find when the article was last updated?

**Challenge:** Can you find the name of the organisation or website that published the article?

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# British Values

## I Really Do Matter!

- Individual Liberty
- Rule of Law
- Democracy
- Mutual Respect and Tolerance

**Which British value do you think this week's story highlights?**



COP31 gives countries the opportunity to use Democracy by sharing ideas, listening to different opinions and working together, to make decisions about how to tackle climate change.

Understanding that climate change affects countries in different ways, and respecting the experiences and needs of others, shows Mutual Respect and Tolerance.



**Do you agree with either person, or think something different?**

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# Protected Characteristics

**Which protected characteristic do you think this week's story highlights?**



COP31 will include a day for children and young people to share their views on climate change. This shows that that all voices can be heard, no matter a person's age.

**Share your thoughts. Do you agree?**

- Sex
- Sexual Orientation
- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief

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# UN Rights of the Child



Every child has the right to grow up in a safe, healthy environment with clean air, water and food. Climate change can threaten this through floods, droughts and extreme weather.




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# Cross Curricular Links



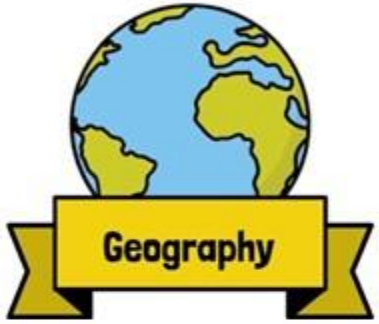






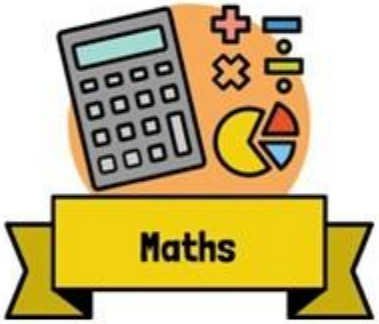




















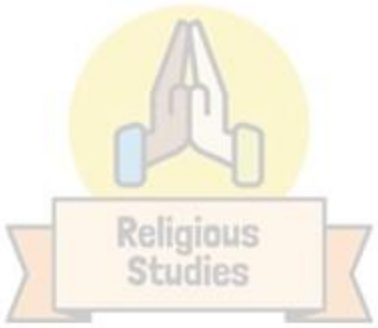














**This week's story explores fairness and responsibility when it comes to tackling climate change.**

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Picture News Careers Connection

# Who Does This Work?



## Job of the Week

### Renewable Energy Engineer

Renewable energy engineers design and develop ways to produce clean, sustainable energy, using sources such as wind, sunlight, hydrogen and biomass (organic materials like wood, plants and food waste).

## Did you know?

According to the REA, the UK renewable energy industry employs over 30,000 more people than the oil and gas industry.

## Pathways Into This Career

- A Levels in maths and science.
- Degree in engineering, science or renewable energy.
- An apprenticeship in engineering, such as a Level 3 Wind Turbine Technician Apprenticeship or Level 6 Civil Engineer.
- Industry experience through placements or internships.
- Postgraduate study (for some roles).

## Skills Needed

- Engineering and science knowledge
- Strong maths skills
- Problem-solving and analytical thinking
- Attention to detail
- Good communication and teamwork
- Creativity and innovative thinking
- Flexibility and adaptability
- IT and computer skills

## Discussion Prompt

How important do you think renewable energy engineers will become in the future? Why?

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# LET'S DISCUSS

16th – 22nd November

**This week's news story**
https://eciu.net/insights/cop31-what-lies-ahead

**This week's useful video**
http://www.youtube.com/watch?v=bJVh3a8RQxo




## In the news this week

Leaders from around the world are meeting in Türkiye for COP31, to discuss how to protect our planet from climate change. They will talk about how countries can work together and whether richer countries should help those affected by floods, droughts and rising seas.

### Notes

Share your thoughts and read the opinions of others www.picture-news.co.uk/discuss

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## Questions

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## Vital statistics

- The UN estimates that, by 2035, developing countries could need about £230 billion every year, to help them prepare for the effects of climate change, such as flooding, droughts and rising temperatures. This money could help communities protect homes, grow crops and access clean water. What might make it harder for developing countries to protect their communities from climate change?
- According to the 2025 update of the Children's People and Nature Survey for England by Natural England, 85% of aged 8-15 said that looking after the environment was important to them. Why do you think it is important for young people to have a say in decisions about climate change?

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# Additional Activities

## Cross Curricular Link Activity

Debate this week's big question: **Is it fair that some countries have to do more than others?**

Split into two groups:

- **Agree:** Wealthier countries should do more because they have contributed more to climate change and have greater resources to help.
- **Disagree:** All countries should share responsibility because climate change affects everyone.

**Think about:** Is it fair to expect all countries to do the same? Should wealthier countries help developing countries? Should developing countries be able to prioritise their economies?

Present your arguments and listen to the opposing viewpoint. Has hearing another perspective changed your opinion? How?

Listen Think Share

## Careers Connection Activity

Imagine you are a team of renewable energy engineers. Your challenge is to help a school find a way to generate its own clean energy.

Explore the different options:

- **Solar panels:** Use sunlight to generate electricity.
- **Wind turbines:** Use moving air to generate electricity.
- **Biomass:** Use materials such as wood and food waste to produce energy.
- **Hydropower:** Use moving water to generate electricity.

Your challenge:

- **Choose:** Which renewable energy source would work best for the school?
- **Design:** Sketch an idea showing how it could be used.
- **Consider:** What are the benefits and possible challenges?
- **Present:** Explain why the school should choose your idea.

**Think about:** What skills would you need as an engineer? How could your idea help the environment? What might you need to consider before putting your idea into action?

Listen Think Share

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