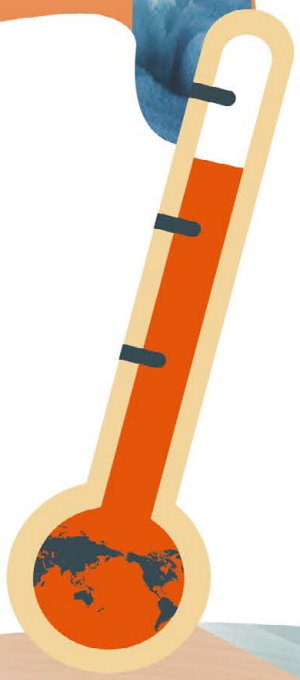
• Geography E-learning Package about •

# Climate Change

## Version 2.0



香港天文台
HONG KONG OBSERVATORY
優質教育基金
Quality Education Fund

# I Foreword

## Localizing Climate Education: The Original Aspiration from "Version 1.0"

Looking back to 2017, when the compilation of the “Geography E-Learning Package about Climate Change” was initiated, Hong Kong society's understanding of climate issues was still in its exploratory stages. Internationally, the reality of global warming and related issues was still disputed and educational materials containing insufficient or misunderstood scientific information on climate change were not uncommon across various disciplines. As educators, we deeply recognized the dual challenges in teaching climate issues: ensuring scientific rigor while making the content relatable to students' daily lives was no easy task. Creating a set of teaching materials that broke free from the constraints of traditional textbooks, made complex topics accessible, and maintained scientific authority became an exciting challenge for our center’s team. With professional guidance from the Hong Kong Observatory and support from the Quality Education Fund, this climate education project came into being. Guided by the principle of “clarifying climate misconceptions and promoting the integration of knowledge and action”, it integrates the publication of printed and web-based resource packages with the development of a climate change mobile application and an interactive learning toolkit. The project aims to provide systematic learning resources beyond textbooks for geography teachers and students across Hong Kong, as well as those who are interested in the topic.

## From Knowledge to Action: Evolving from” Version 1.0” to “ Version 2.0”

The first launch of the “Geography E-Learning Package about Climate Change” in 2019 gained widespread recognition within the educational community. With the increasing frequency of extreme weather events and the warning of the IPCC Sixth Assessment Report sounded the alarm, we realized that climate education must advance with the times. In 2023, our center, with the support of the Quality Education Fund, launched Version 2.0 of the Package. Building on the original Version 1.0, the enhancements go beyond revising the booklet content, enriching teaching and learning resources, and innovating with e-learning, they represent a shift in the focus of teaching: moving from "knowledge transfer" to "action-oriented learning”. We aspire for students to evolve from mere "observers" of climate change to "practitioners" of solutions.

## Building a Sustainable Future: Collaboration and Legacy in Science Education

There are no shortcuts to solving the climate crisis, and education is the most vital foundation. In this regard, we extend our deepest gratitude to all who have supported this education package. We hope this teaching and learning resource can help the public cultivate scientific literacy through "knowledge", establish environmental ethics through “empathy”, and adopt low-carbon lifestyle through “action", working together towards a sustainable future.

**Kwok Chi Tai**
**Principal**
**Ho Koon Nature Education cum Astronomical Centre (Sponsored by Sik Sik Yuen)**
**January 2026**

# II Preface

Climate change is one of the most pressing global environmental challenges, with far-reaching impacts on ecosystems, societies, and economies. As a coastal metropolis, Hong Kong faces serious threats such as rising temperatures, stronger typhoons, and sea-level rise. To ensure a sustainable future, it urgently needs to take proactive action to contribute to global efforts in mitigating climate change, while also promoting public awareness and support for various adaptation and response measures.

This booklet, jointly developed by the Ho Koon Nature Education cum Astronomical Centre (sponsored by Sik Sik Yuen) and the Hong Kong Observatory, aims to support frontline teachers and students in geography and related disciplines to gain an accurate and in-depth understanding of climate change by leveraging data analysis from the Hong Kong Observatory and international meteorological organizations, along with concrete examples.

This booklet is developed in line with the latest Geography Curriculum and Assessment Guide (Secondary 4–6) issued by the Curriculum Development Institute, Education Bureau, specifically addressing "Topic 7: Climate Change — Long-term Fluctuation or Irreversible Trend?". It consists of five core chapters:

**7.1 Is the climate changing?**
**7.2 What are the causes of global warming?**
**7.3 How is the climate change in Hong Kong?**
**7.4 How will climate change affect us?**
**7.5 How can we respond to the impacts of climate change?**

This Version 2.0 booklet integrates over 140 years of meteorological data analysis from the Hong Kong Observatory and the latest research findings from the IPCC Sixth Assessment Report (IPCC AR6) published in 2023, offering scientifically rigorous and locally relevant content. These resources not only help students grasp key knowledge of both global and local climate change, but also deepen their understanding of the interactions between human activities and the natural environment, inspiring learning motivation and enhancing teaching and learning effectiveness.

In line with the revised content of this booklet, the "Geography E-Learning Package about Climate Change" Version 2.0 overall emphasizes scientific inquiry and practical application. Therefore, the project team has additionally developed a set of Learning and Teaching Resources. Through case studies provided by the Hong Kong Observatory (such as the urban heat island effect and typhoon risk management), students are guided to conduct data analysis, field studies, and extended research, fostering critical thinking and scientific literacy. At the same time, the Learning and Teaching Resources references international and local frameworks, including the Paris Agreement which came into effect at the end of 2016 and Hong Kong's Climate Action Plan 2050, encouraging students to propose targeted mitigation and adaptation strategies and to apply their learning outcomes to both classroom assessments and real-world problem solving.

The successful development of this Version 2.0 booklet was made possible through the professional guidance of the Hong Kong Observatory. Special thanks are extended to Dr. Lee Tsz-cheung, Senior Scientific Officer (Climate Forecasting Services and Climate Change Research), and Ms. Chan Man-yee, Chief Experimental Officer (Climate Forecasting Services and Climate Change Research), for their invaluable contributions. We also sincerely appreciate the feedback provided by the Curriculum Development Institute of the Education Bureau, the active participation of frontline staff and students from pilot schools, and the support of international meteorological organizations and related institutions in the use of information.

**Project Team, Geography E-learning Package about Climate Change 2.0**
**January 2026**

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# IV Acknowledgements

The images and information used in this teaching package have been kindly authorized or used in accordance with regulations by the following organizations and individuals. We wish to record our sincere appreciation herewith.

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Figure 2.11 in IPCC, 2021: Chapter 2. In: Climate Change 2021: The Physical Science Basis. Contribution of Working Group I to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [Gulev, S.K., P.W. Thorne, J. Ahn, F.J. Dentener, C.M. Domingues, S. Gerland, D. Gong, D.S. Kaufman, H.C. Nnamchi, J. Quaas, J.A. Rivera, S. Sathyendranath, S.L. Smith, B. Trewin, K. von Schuckmann, and R.S. Vose, 2021: Changing State of the Climate System. In Climate Change 2021: The Physical Science Basis. Contribution of Working Group I to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [Masson-Delmotte, V., P. Zhai, A. Pirani, S.L. Connors, C. Péan, S. Berger, N. Caud, Y. Chen, L. Goldfarb, M.I. Gomis, M. Huang, K. Leitzell, E. Lonnoy, J.B.R. Matthews, T.K. Maycock, T. Waterfield, O. Yelekçi, R. Yu, and B. Zhou (eds.)]. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA, pp. 287–422, doi: 10.1017/9781009157896.004 .]

Figure 17 Cumulative Antarctic Ice Sheet (AIS) and Greenland Ice Sheet (GrIS) mass changes. The estimated uncertainties, very likely range, for the respective cumulative changes are shaded.

Figure 2.24 in IPCC, 2021: Chapter 2. In: Climate Change 2021: The Physical Science Basis. Contribution of Working Group I to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [Gulev, S.K., P.W. Thorne, J. Ahn, F.J. Dentener, C.M. Domingues, S. Gerland, D. Gong, D.S. Kaufman, H.C. Nnamchi, J. Quaas, J.A. Rivera, S. Sathyendranath, S.L. Smith, B. Trewin, K. von Schuckmann, and R.S. Vose, 2021: Changing State of the Climate System. In Climate Change 2021: The Physical Science Basis. Contribution of Working Group I to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [Masson-Delmotte, V., P. Zhai, A. Pirani, S.L. Connors, C. Péan, S. Berger, N. Caud, Y. Chen, L. Goldfarb, M.I. Gomis, M. Huang, K. Leitzell, E. Lonnoy, J.B.R. Matthews, T.K. Maycock, T. Waterfield, O. Yelekçi, R. Yu, and B. Zhou (eds.)]. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA, pp. 287–422, doi: 10.1017/9781009157896.004 .]

Figure 19 Annual and decadal global glacier mass change from 1961 until 2018

Figure 2.23 in IPCC, 2021: Chapter 2. In: Climate Change 2021: The Physical Science Basis. Contribution of Working Group I to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [Gulev, S.K., P.W. Thorne, J. Ahn, F.J. Dentener, C.M. Domingues, S. Gerland, D. Gong, D.S. Kaufman, H.C. Nnamchi, J. Quaas, J.A. Rivera, S. Sathyendranath, S.L. Smith, B. Trewin, K. von Schuckmann, and R.S. Vose, 2021: Changing State of the Climate System. In Climate Change 2021: The Physical Science Basis. Contribution of Working Group I to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [Masson-Delmotte, V., P. Zhai, A. Pirani, S.L. Connors, C. Péan, S. Berger, N. Caud, Y. Chen, L. Goldfarb, M.I. Gomis, M. Huang, K. Leitzell, E. Lonnoy, J.B.R. Matthews, T.K. Maycock, T. Waterfield, O. Yelekçi, R. Yu, and B. Zhou (eds.)]. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA, pp. 287–422, doi: 10.1017/9781009157896.004 .]

Figure 21 Changes in global mean sea level

Figure 2.28 Panel (b) and (c) in IPCC, 2021: Chapter 2. In: Climate Change 2021: The Physical Science Basis. Contribution of Working Group I to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [Gulev, S.K., P.W. Thorne, J. Ahn, F.J. Dentener, C.M. Domingues, S. Gerland, D. Gong, D.S. Kaufman, H.C. Nnamchi, J. Quaas, J.A. Rivera, S. Sathyendranath, S.L. Smith, B. Trewin, K. von Schuckmann, and R.S. Vose, 2021: Changing State of the Climate System. In Climate Change 2021: The Physical Science Basis. Contribution of Working Group I to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [Masson-Delmotte, V., P. Zhai, A. Pirani, S.L. Connors, C. Péan, S. Berger, N. Caud, Y. Chen, L. Goldfarb, M.I. Gomis, M. Huang, K. Leitzell, E. Lonnoy, J.B.R. Matthews, T.K. Maycock, T. Waterfield, O. Yelekçi, R. Yu, and B. Zhou (eds.)]. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA, pp. 287–422, doi: 10.1017/9781009157896.004 .]

Figure 23 Assessments of human-induced hot extremes and heavy precipitation around the world

Figure SPM.3 Panel (a) and (b) in IPCC, 2021: Summary for Policymakers. In: Climate Change 2021: The Physical Science Basis. Contribution of Working Group I to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [Masson-Delmotte, V., P. Zhai, A. Pirani, S.L. Connors, C. Péan, S. Berger, N. Caud, Y. Chen, L. Goldfarb, M.I. Gomis, M. Huang, K. Leitzell, E. Lonnoy, J.B.R. Matthews, T.K. Maycock, T. Waterfield, O. Yelekçi, R. Yu, and B. Zhou (eds.)]. Cambridge University Press, Cambridge, UK and New York, NY,USA, pp. 3 – 32, doi: 10.1017/9781009157896.001 .]

### 4. EU Copernicus European Earth Observation Programme

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### 5. The Intergovernmental Panel on Climate Change (IPCC)

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Figure 5.4 in IPCC, 2021: Chapter 5. In: Climate Change 2021: The Physical Science Basis. Contribution of Working Group I to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [Canadell, J.G., P.M.S. Monteiro, M.H. Costa, L. Cotrim da Cunha, P.M. Cox, A.V. Eliseev, S. Henson, M. Ishii, S. Jaccard, C. Koven, A. Lohila, P.K. Patra, S. Piao, J. Rogelj, S. Syampungani, S. Zaehle, and K. Zickfeld, 2021: Global Carbon and other Biogeochemical Cycles and Feedbacks. In Climate Change 2021: The Physical Science Basis. Contribution of Working Group I to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [Masson-Delmotte, V., P. Zhai, A. Pirani, S.L. Connors, C. Péan, S. Berger, N. Caud, Y. Chen, L. Goldfarb, M.I. Gomis, M. Huang, K. Leitzell, E. Lonnoy, J.B.R. Matthews, T.K. Maycock, T. Waterfield, O. Yelekçi, R. Yu, and B. Zhou (eds.)]. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA, pp. 673–816, doi: 10.1017/9781009157896.007 .]

Figure 9 Present-day Earth's energy budget

Figure 7.2 in IPCC, 2021: Chapter 7. In: Climate Change 2021: The Physical Science Basis. Contribution of Working Group I to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [Forster, P., T. Storelvmo, K. Armour, W. Collins, J.-L. Dufresne, D. Frame, D.J. Lunt, T. Mauritsen, M.D. Palmer, M. Watanabe, M. Wild, and H. Zhang, 2021: The Earth's Energy Budget, Climate Feedbacks, and Climate Sensitivity. In Climate Change 2021: The Physical Science Basis. Contribution of Working Group I to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [Masson-Delmotte, V., P. Zhai, A. Pirani, S.L. Connors, C. Péan, S. Berger, N. Caud, Y. Chen, L. Goldfarb, M.I. Gomis, M. Huang, K. Leitzell, E. Lonnoy, J.B.R. Matthews, T.K. Maycock, T. Waterfield, O. Yelekçi, R. Yu, and B. Zhou (eds.)]. Cambridge University Press, Cambridge, United Kingdom and New York, NY, USA, pp. 923–1054, doi: 10.1017/9781009157896.009 .]

Figure 10 Changes in global surface temperature relative to 1850-1900

Figure SPM.1 Panel (b) in IPCC, 2021: Summary for Policymakers. In: Climate Change 2021: The Physical Science Basis. Contribution of Working Group I to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [Masson-Delmotte, V., P. Zhai, A. Pirani, S.L. Connors, C. Péan, S. Berger, N. Caud, Y. Chen, L. Goldfarb, M.I. Gomis, M. Huang, K. Leitzell, E. Lonnoy, J.B.R. Matthews, T.K. Maycock, T. Waterfield, O. Yelekçi, R. Yu, and B. Zhou (eds.)]. Cambridge University Press, Cambridge, UK and New York, NY,USA, pp. 3 – 32, doi: 10.1017/9781009157896.001 .]

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Figure SPM.2 in IPCC, 2021: Summary for Policymakers. In: Climate Change 2021: The Physical Science Basis. Contribution of Working Group I to the Sixth Assessment Report of the Intergovernmental Panel on Climate Change [Masson-Delmotte, V., P. Zhai, A. Pirani, S.L. Connors, C. Péan, S. Berger, N. Caud, Y. Chen, L. Goldfarb, M.I. Gomis, M. Huang, K. Leitzell, E. Lonnoy, J.B.R. Matthews, T.K. Maycock, T. Waterfield, O. Yelekçi, R. Yu, and B. Zhou (eds.)]. Cambridge University Press, Cambridge, UK and New York, NY,USA, pp. 3 – 32, doi: 10.1017/9781009157896.001 .]

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### 4. Gary Chan

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### 5. Dickson Wong

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### 6. Pixabay

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### 7. Jerzy Strzelecki

Figure 8 Antarctica Adélie penguin

### 8. Ian Bell © Queensland Government

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### 10. National Snow and Ice Data Center (NSIDC)

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