

education

How to defend child rights kit affected by climate change on

climate change and child rights

A teacher's guide for exploration and action
with children 11–16 years old



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.....ACRONYMS

CCCs	Core Commitments for Children
CCF	Children's Climate Forum
CRC	The Convention on the Rights of the Child
DDR	Disaster Risk Reduction
DFID	Department for International Development (United Kingdom)
ECHO	Humanitarian Aid Department of the European Commission
GHG	Greenhouse Gas
GPDD	Global Partnership for Disability and Development
IDP	Internally Displaced Persons
IFPRI	International Food Policy Research Institute
IPCC	Intergovernmental Panel on Climate Change
MDGs	Millennium Development Goals
UNEP	United Nations Environment Programme
UNFCCC	United Nations Framework Convention on Climate Change
USAID	United States Agency for International Development
WASH	Water, Sanitation and Hygiene
WFP	World Food Programme
WMO	World Meteorological Programme
WWF	World Wildlife Fund
YRE	Young Reporters for the Environment

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Graphic Design: Olivia Wermus
(info@omelette.ch), Valérie Métrailler,
Merjem Jackson of UNICEF graphic
designer

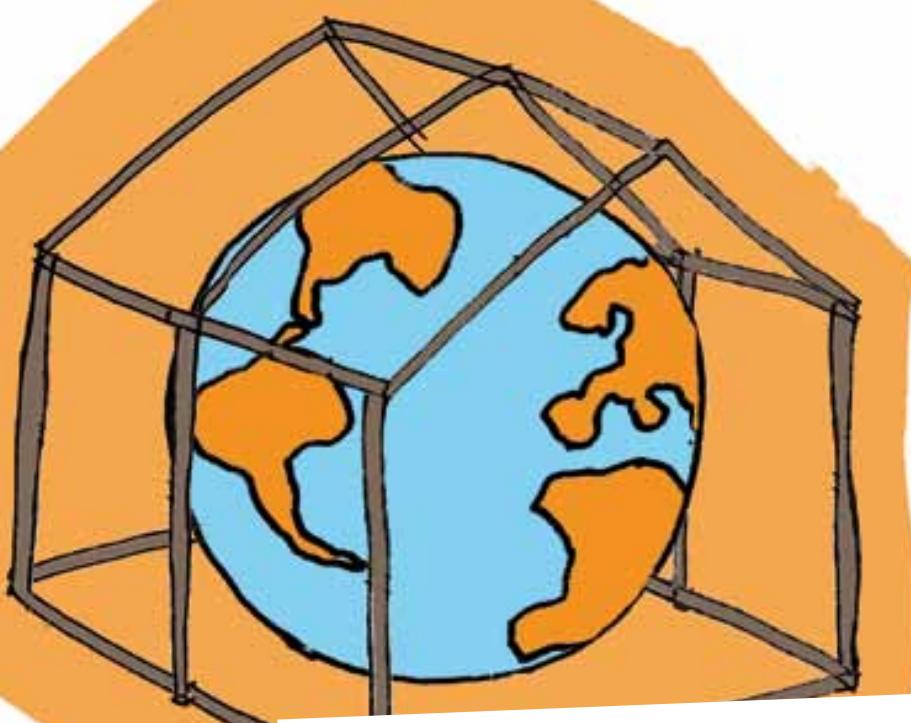
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**Child Rights Advocacy and
Education Section**

**Private Fundraising and
Partnerships Division**

Palais des Nations
1211 Genève 11
Switzerland

Fax:
+41 22 909 5900



Introduction for teachers and facilitators

1

"Environmentally aware and empowered children and adolescents are potentially the greatest agents of change for the long-term protection and stewardship of the earth. More than 46 percent of the world's population is now younger than 25 years old—3 billion individuals in all. The decisions they take can and will shape the future of our world. The next 10 years are crucial, and they offer an amazing window of opportunity." (UNICEF, *Children and climate change*, 2007)

This education pack is a teacher's and/or (peer) facilitator's guide for in-school and extracurricular exploration and action activities in industrialized countries on the issue of climate change and its impact on child rights.

The goal of this toolkit is to help children and young people understand the links between climate change and child rights and make them realize that they can fight

climate change, empowering them to become 'actors of change'.

More precisely, the activities will enable children to:

- **Explain** the issue of climate change and its impact on children and child rights.
- **Explain** how reducing carbon emissions in industrialized countries can reduce climate change and its negative effects, and that they can contribute personally to achieving this.
- **Develop skills** to become actors of change and undertake action.

Moreover, the skills that students will learn through exploring these activities will serve them in good stead for the rest of their lives, as they will sense that they are able to affect change.

1.1. Who is this resource for?

The education pack was developed for activities with young people aged 13–15 living in industrialized countries. It is possible to use it with younger and older audiences (11–16 years), adapting the content depending on the children's skills and previous knowledge.

1.2. What is in this resource?

The pack contains 18 activities with step-by-step instructions for facilitators and teachers. The activities were designed to involve children as much as possible through role plays, simulations, games, creative writing, etc.

Activities are categorized under two main modules:

- **Module 1** explores the issue of climate change and its link with child rights. A general overview of the issue of climate change is also provided to ensure that young people understand the need for mitigation, and to provide them with the necessary background information and knowledge to personally engage as actors of change.
- **Module 2** is action-oriented and contains a series of activities to enhance children's skills and motivation in becoming actors of change for climate change mitigation. This is achieved by changing individual or group habits and behaviours and engaging with decision-makers and other adults to adopt environmentally friendlier policies at the school, community and national level.

1.3. Do teachers need to be experts in child rights and climate change to facilitate these activities?

No, it is not necessary to be an expert in these issues to use the material. Of course, acquiring a basic knowledge before doing the activities can be useful, but it is not necessary. It is also possible to simply follow the instructions and read the information in the toolkit.

1.4. How should teachers use this resource, and how long will it take?

Depending on the group's previous knowledge of these issues and the total time available for the activities, teachers have the option to do one, several or all of the suggested activities. To help you select the activities, 'core activities' designed to reach pedagogical objectives are clearly differentiated from 'optional activities' designed to deepen knowledge or explore specific issues.

It is recommended to do at least the six core activities, which should altogether take about six hours. Moreover, references to other pedagogical materials, websites and documents by UNICEF and partners are also provided. It is recommended to start from Module 1 to develop the knowledge necessary to take action (Module 2).

Each activity is presented using the same structure: duration, objectives, overview, materials and preparation, instructions for the facilitator/teacher, debriefing, what next and, when applicable, suggestions for possible follow-up. However, facilitators also have the options to select parts of activities, or to modify them as they wish.

At the beginning of activities, students should be distributed a Student Handout where they can note their ideas, questions and comments, and where they can find important information, references and bright ideas that were developed by other young people around the world. The Student Handout is annexed to this document (see page 77), and should be photocopied and distributed to students.

We'd like to hear your feedback! Use the feedback form at the end of this document to let us know what you think of this material.

1.5. Background briefing for teachers

- **Be the change!** When facilitating the activities contained in the toolkit, try to have as little carbon impact as possible. This means using recycled paper and material, and favouring online over printed communication. Also, be the first to change climate-unfriendly habits and behaviours, and talk about it to colleagues, friends and family.
- **Try to be as positive** as possible. Don't make your students feel guilty or blame themselves for what is happening in the world because of climate change. Tell them that climate change is already happening but that it is important that everyone starts to behave differently. There is hope, but we need to act now!

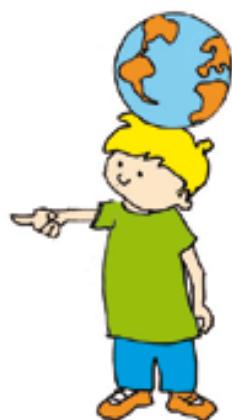
1.6. Links to national school curricula

This toolkit was developed for use in industrialized countries for awareness-raising activities with young people. It can be used in different school subjects, such as Geography, Citizenship Education, Science (Biology, Chemistry, Physics), Mathematics and English (or language

into which it is translated). Examples:

- **Science:** Explore climate change – what it is? What are its causes? What effects does climate change have on the environment, etc.?
- **Geography:** Explore the effects of climate change in the world. What are the most affected populations, who are the main polluters?
- **English:** Many activities involve writing articles, reading texts and looking for information to gain knowledge of climate change and child rights.
- **Citizenship Education:** The goal of this toolkit is to support children in their efforts to become actors of change. Module 2 is aimed at developing the necessary skills and strategies. Children become aware, responsible and empowered citizens.

The toolkit can also be used during special weeks or days of the school year, and of course also in extracurricular settings such as summer camps, community centres or church youth groups. Facilitators working in extracurricular settings will easily be able to adapt the activities to their needs and expectations (for instance, by taking out any references to a school or class).



Information background: Climate change, children and child rights

2

This is a general introduction to the issue of climate change and children. For those who wish to have more detailed information, a list of references available online is provided at the end of the chapter.

"While the accelerating deterioration of the global environment has its most profound effect on children and young people, environmentally aware and empowered children and adolescents are potentially the greatest agents of change for the long-term protection and stewardship of the earth." (UNICEF, *Climate Change and Children*, 2007, p. 18)

2.1 Climate change... and children

Evidence that our climate is changing is now deemed 'unequivocal' by the Intergovernmental Panel on Climate Change (IPCC).¹ Though the extent of human contribution to this trend is somewhat more frequently contested, the IPCC believes "the role of greenhouse gases is clearly understood and their increases are clearly identified", with the net effect of human activity since 1750 now "quantified" and "known to cause a warming at the Earth's surface".

Industrialized countries are the main emitters of greenhouse gases. According to the IPCC, emissions generated by households are responsible for an important part of the emissions, together with emissions from agricultural and industrial activity.

The world's most vulnerable countries and regions suffer the most from the effects of climate change. Today's evidence suggests that developing countries, which are mostly located in warmer regions and whose major source of income is agriculture, will be/are the worst hit by changes in rainfall patterns, greater weather extremes, rising sea levels and increasing droughts and floods. Change in precipitation patterns is likely to affect the quality and quantity of water supplies, thus compounding the impact of poor water and sanitation, as well as malnutrition. Weather-related physical hazards such as hurricanes and flooding are likely to intensify, resulting in more deaths, injuries and trauma.²

In these countries, children pay the highest price for climate change, with the full force of the consequences including increases in hunger, disease, population displacement and resource conflicts. Their rights to survival, development and protection are clearly undermined. Climate is not only changing in developing countries: children and communities in parts of the industrialized world are also affected by climate change, through changing weather patterns, coastal erosion, a recent increase in natural disasters³ and heat waves, etc.

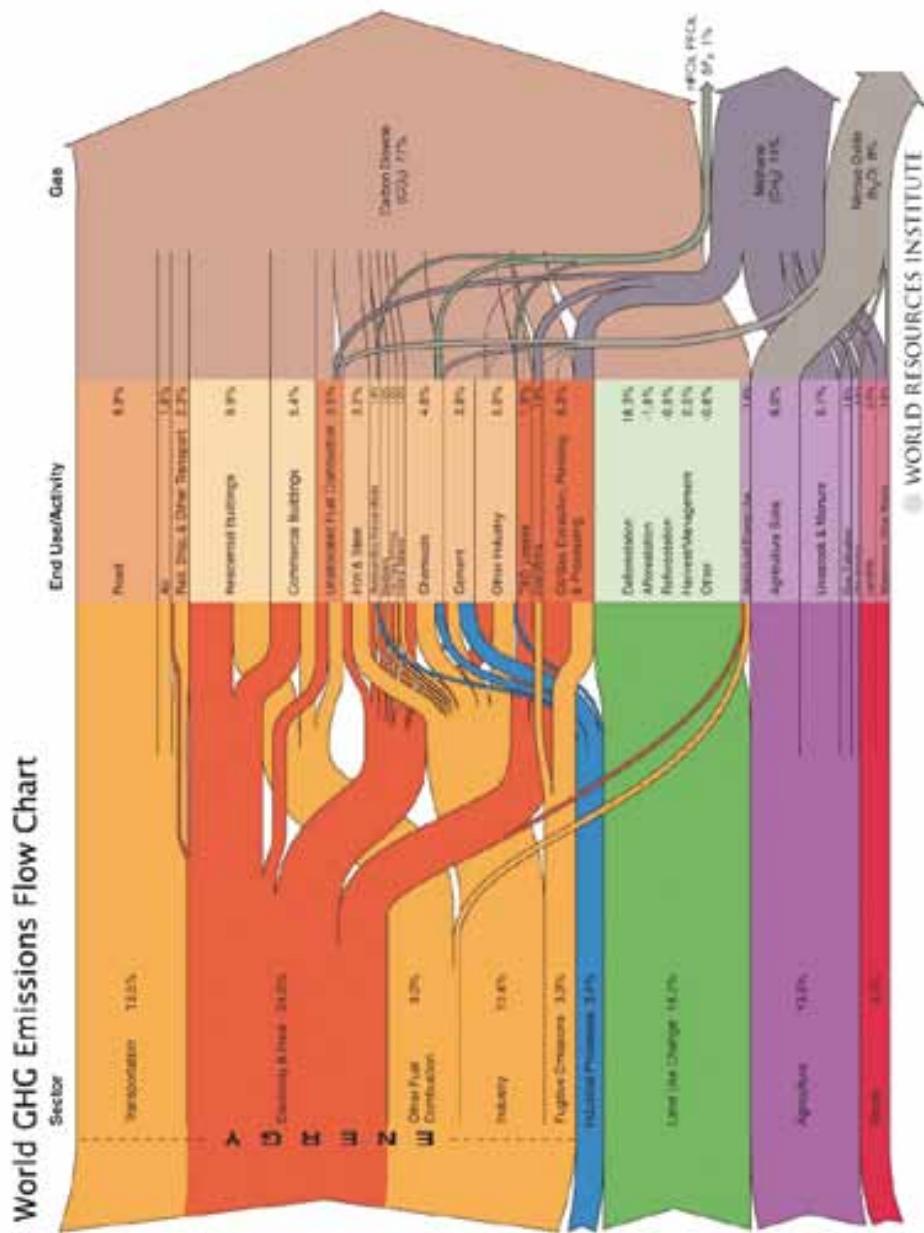
Increasing efforts have been made to mobilize young people across the world to come together to share their experiences and concerns of climate change. For instance, in 2009, children and youth from some 110 countries participated in discussion about the challenges of climate change at the TUNZA International Children and Youth Conference in Daejeon (Republic of Korea) organized by United

Nations Environment Programme (UNEP).⁴ At the 2009 Secretary General High Level Summit on Climate Change, the UNICEF Children's Climate Forum (CCF) and the United Nations Framework Convention on Climate Change (UNFCCC) in Copenhagen, UNICEF empowered delegations of children between the ages of 13 and 17 to urge world leaders to act more quickly and comprehensively to stem the rising tide of carbon emissions. In addition, an online space, 'Unite for Climate', was also developed by United Nations (UN) agencies and other international organizations to enable children, young people and experts to collaborate on climate change.

The impact of climate change on children and adolescents should be considered as an integral part of all international frameworks established to address global climate change. All national and local initiatives aimed at adaptation to climate change or at reducing the risks associated with it must involve adolescents from the outset.⁵ Incorporating young people's perspectives and encouraging their participation in the fight against climate change is not just a matter of principle – it is an absolute necessity.



Figure 1: World greenhouse gas (GHG) emissions flow chart

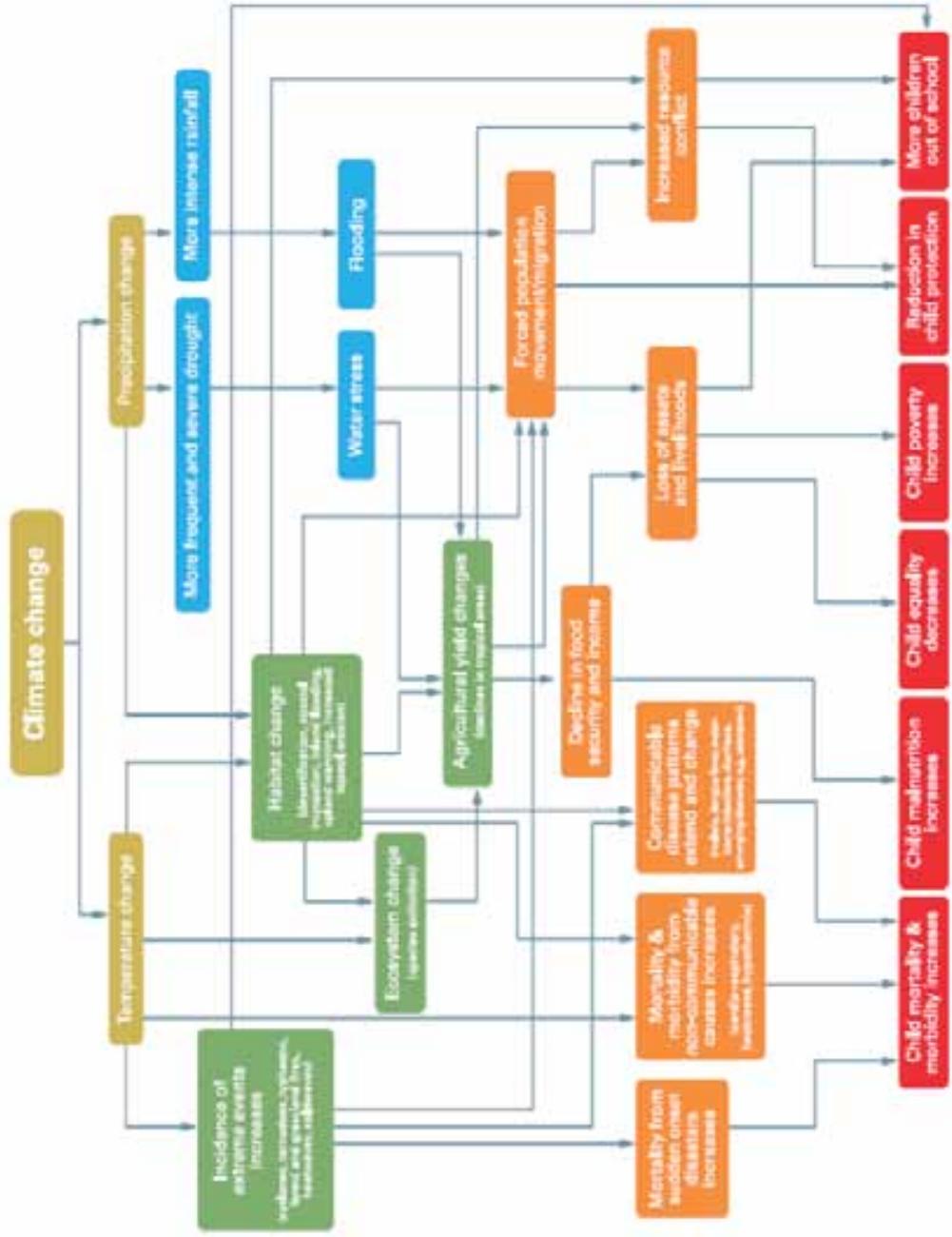


Source : World Resources Institute <http://cait.wri.org/figures.php?page=WorldFlowChart>

Figure 2: Significant climate change-induced anomalies across the globe



Figure 3: How climate change affects children



Source : UNICEF UK, Climate Change Report 2008, p. 3

2.2. Responses to climate change⁶

Today, two complementary strategies have been developed to address climate change. These are known as 'climate change mitigation' and 'climate change adaptation'.

Definitions

Climate change mitigation includes measures and actions aimed at reducing the emissions of greenhouse gases that cause climate change, or to enhance the sinks that absorb such emissions.

Climate change adaptation defines any adjustment in natural or human systems in response to actual or expected climatic stimuli or their effects, which moderates harm or exploits beneficial opportunities. The objective of adaptation is to reduce vulnerability to climatic change and variability, thereby reducing their negative impacts.

It is therefore highly important that children living in countries that are big emitters learn about climate change and its consequences, and feel concerned and develop attitudes and skills to become actors of change, both in emitter countries and affected regions. This toolkit is aimed precisely at this.

"Effective action must be taken globally to limit climate change and its impacts, and this action must be evident to children. We need to ensure that children and young people can learn about climate change and what can be done about it, and can play a part through their own actions and by campaigning for effective action by others." (UNICEF UK, *Climate Change Report 2008*, p. 29)

2.3. Climate change and the Convention on the Rights of the Child

More can be done to limit human contributions to climate change. More can also be done to support the poorest and most vulnerable to cope with the likely increase in global temperature and its effects.

As child rights are clearly and strongly affected by climate change, UNICEF is undertaking action and implementing programmes that both support children and communities in the most affected countries and raise awareness of the connections between climate change and child rights.

Children have a right to information and to participate in decisions that affect them. UNICEF believes that it is imperative that children and young people have the opportunity to have their voices meaningfully heard on issues of climate change and to learn to act in their own interests as they grow into adulthood in a world impacted by climate change.



The Convention on the Rights of the Child (CRC) envisions a world in which children have the right to survive and grow in a healthy physical environment. Yet child rights, and children themselves, are rarely included in international and national discussions on climate change and how to respond to it, despite experience and research indicating that children are highly susceptible to climatic shifts.

Climate change exacerbates existing vulnerabilities of children, rendering the fulfilment of their rights more difficult. There is an increasingly convincing body of evidence showing that the main child killers such as diarrhea, malnutrition and malaria, are highly sensitive to climatic conditions. These are expected to worsen as a result of climate change. Compared to adults, children are more susceptible to the adverse effects of environmental degradation, because of their physical, cognitive

and physiological immaturity. They are therefore more sensitive to adverse environmental conditions, such as poor air quality, contaminated water and extreme heat. In parts of the world where children are most at risk, climate change threatens to further increase malnutrition, water scarcity and rates of water-borne diseases.

According to the World Food Programme (WFP), climate change is forecast to increase the number of malnourished children by 24 million, or 21 per cent, by 2050, with the biggest rise in the number of malnourished children predicted to be in sub-Saharan Africa, where a 26 per cent increase is forecast in the number of children (10 million) lacking adequate nutrients.⁷ A report by the International Food Policy Research Institute (IFPRI) puts the number of additional children suffering malnutrition due to effects of climate change by 2050 at 25 million, which represents an increase of child malnutrition by 20 per cent relative to a world with no climate change.⁸ As gender discrimination in the allocation of food puts girls at greater risk than boys, particular attention must be paid to the gender-specific impact of climate change on the right to food and nutrition.⁹

Droughts in particular expose children to a broad set of nutritional and developmental risks; children born during droughts are more likely to be malnourished or have stunted growth, with lifelong consequences for learning and earning opportunities.¹⁰ Over the past few decades, there has been a significant increase in climate-related disasters, which further undermines the fulfilment of children's rights to life, access to food, water and basic health services. Climate change also destabilizes social and livelihood systems that support children's development, leading to a worsening in educational status and gender inequality.

Climate change is predicted to disproportionately affect the poor and disadvantaged in the world, including indigenous and minority children. Minorities, who are often excluded from socio-economic life and experience long-term poverty, are particularly exposed as they may, for example, be living in homes that are in poor condition and located in isolated areas, putting them at particular risk and making them less likely to receive assistance in an emergency.¹¹

Climate-related ecosystem changes could make it harder to find some wild sources of food and medicinal plants, as indigenous peoples' knowledge of where and when to hunt, fish and gather plant food becomes less reliable. In addition to living in poverty, indigenous peoples are at a higher risk of being impacted by climate change because their way of life is closely linked to their traditional relationship with their lands and natural resources. At the same time, if the participation rights of indigenous peoples were fully recognized in national and international decision-making flora, their intimate knowledge of natural systems could be leveraged for finding adaptation solutions.

It is equally important to take into account gender disparities in assessing likely impacts of climate change on populations. For example, the potential loss of livelihood for millions of families could mean that more children will be needed to support household income, making it more difficult for them, especially girls, to attend school. The increasing scarcity of water and other natural resources will place an even greater burden on girls and women, who are responsible for collecting firewood and water. As women and girls are additionally commonly expected to take care of the sick, particularly in times of disaster and environmental stress, this combined burden "makes women and girls prone to stress-related illnesses and exhaustion".¹²

Furthermore, during disasters women and children in developing countries may face higher risks compared to men. The reasons for this are varied. For example, in societies where women are not allowed to interact with men with whom they are not acquainted, women are less likely to leave their homes with their children to go to shelters in case of a flood or cyclone.¹³ Moreover, due to differences in socialization, women and girls may not be equipped with the same skills as men and boys, such as, for example, the skill to swim.¹⁴

Any actions taken with respect to adaptation or mitigation must involve the participation of children and young people, including from aforementioned marginalized groups, and women and men in equal measure. These actions must be in line with Article 2 of the CRC, equally benefitting all children within States Parties' jurisdiction, irrespective of their race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status. For example, the rights of children with disabilities merit special attention, as they are likely to be particularly disadvantaged at the onset of a disaster by being "left behind or abandoned during evacuation."¹⁵

2.4. UNICEF response.

In the face of climate change, countries and communities must be enabled and empowered to manage greater shocks and fluctuations. Concretely this means diversification in such areas as crop and nutritional choices, skills and occupational training acquired through formal and informal education, development and deployment of appropriate technologies for development and basic service delivery (e.g. rainwater harvesting), and structural reinforcements of crucial infrastructure such as schools and health

centres. Resilience also involves storage (of food and water), migration (e.g. agro pastoral and rural-urban, often involving household splitting) and communal action such as disaster preparation, including early warning systems and public information campaigns.

UNICEF country programmes span the national and sub-national levels, and are ideal vehicles to prepare for, prevent and mitigate climate and disaster risk. UNICEF has relationships at the national, subnational and local/community level for local-level service delivery. UNICEF support to water, sanitation and hygiene (WASH), education, nutrition and child protection can offer an integrated approach to community-level resilience where progress is needed and where disaster risk is shaped most. UNICEF's work in the education sector is an important platform for disaster risk reduction and climate change education. Crucially, given that ultimately today's and tomorrow's children will be the ones most immediately impacted by climate change, UNICEF can play an important role in supporting youth mobilization and leadership development for climate action; through youth networking, awareness raising and skill building for mitigation and disaster risk reduction.

Some details are presented in the following sections.

2.4.1 Children's right to health and to safe and adequate water

Article 24 of the CRC obliges States Parties to pursue full implementation of the right to the highest attainable standard of health and, in particular, to take appropriate measures to provide adequate nutritious foods and clean drinking water.

Climate change, which was defined in a study that appeared in The Lancet on 16 May 2009 as “the biggest health threat of the twenty-first century”, seriously threatens children’s full enjoyment of the right to health, food and water.

Climate change has the potential to worsen existing health challenges, such as control of water- and vector-borne diseases, particularly for the poorest populations of women and children. During disasters and their aftermath, health problems are compounded by general infrastructure breakdown, notably with respect to water supply, sanitation, and drainage. Droughts, a major health concern, can lead to increased morbidity and mortality from a combination of diarrhea and dehydration.¹⁶ Seasonal peaks in diarrheal disease are, in some cases, also associated with seasonal rains and floods,¹⁷ as are cholera outbreaks.¹⁸

UNICEF response: Improving access to safe water, sanitation; promote hygiene awareness

UNICEF’s daily work, with governments and other partners, is to provide access to safe water and sanitation, and improve approaches to water resource management. UNICEF’s response to the issue of climate change must consider the various aspects affecting sustainable action, including: technological; behavioural; logistical; and political. To seek appropriate adaptation solutions at scale, UNICEF has launched a WASH-focused vulnerability and capacity assessment tool to analyze available climate change impact data at country and community levels and to map current UNICEF and partner-led actions in 60 countries. The objective is to incorporate climate risk into WASH programmes. Pilots are underway in Bangladesh, Sudan and Indonesia.

Many UNICEF offices are already actively pursuing climate action in the WASH sector: for example, UNICEF China is supporting a project focused on capacity building for groundwater monitoring, modelling and climate change impact adaptation (through policy) in three provinces and at the central level. The UNICEF office in Sierra Leone (through a project funded by the United Kingdom’s Department for International Development – DFID) has supported rainwater harvesting in three schools to supplement supply during the dry season. The UNICEF Sudan office is supporting a project funded by the Humanitarian Aid Department of the European Commission (ECHO) and the United States Agency for International Development (USAID) on groundwater monitoring and evaluation of camps for internally displaced persons (IDP) in Darfur, to identify groundwater capacities, recharge and vulnerabilities due to excess pumping. It is expected that UNICEF’s country programmes will increasingly engage in activities of this sort.

2.4.2. UNICEF and emergencies

Article 6 of the CRC on the child’s right to life and maximum survival and development, is a general principle and crucial to the implementation of the Convention overall. According to the Committee on the Rights of the Child, the right to survival and development must be implemented in a holistic manner, “through the enforcement of all the other provisions of the Convention, including rights to health, adequate nutrition, social security, an adequate standard of living, [and] a healthy and safe environment ...”

UNICEF response: Strengthening disaster preparedness via improved early warning systems and disaster risk reduction

UNICEF treats emergencies as part of its core business. In 2009, UNICEF responded to over 230 emergencies in more than 90 countries, with 45 per cent triggered by natural disasters and an additional 33 per cent constituting health and nutritional crises. If climate-related disaster trends continue in line with current predictions, UNICEF – with its humanitarian cluster lead role on nutrition and WASH, and its co-leading role in education and protection – will be faced with a responsibility to respond to a potentially significantly larger incidence of emergencies. Disaster risk reduction (DRR) is specifically addressed in the Core Commitments for Children (CCCs) in emergencies, spanning preparedness, response and early recovery. As outlined in the CCCs, UNICEF and partners reinforce a human rights-based approach to programming in humanitarian actions by:

- Child-led adaptation: to ensure the active participation of children and young people in adaptation activities in areas most vulnerable to climate change impacts.
- Promoting the participation of children, adolescents, women and affected populations in the analysis, design and monitoring of humanitarian programmes;
- Strengthening the capacities of state authorities and non-governmental and community organizations; and
- Advocating for the rights and voices of children and women as an integral component of humanitarian action.

Schools are key avenues for disaster reduction. UNICEF advocates for sustainable school construction and disaster-oriented education in risk-prone countries and regions. For example, recently completed schools in Myanmar are designed so that they can be used as shelters in

the face of floods, earthquakes and high wind forces. And in Bangladesh, UNICEF supports the design and construction of raised hand-pumps in schools located in flood-prone areas. This design was found to be very effective in Bangladesh's 2004 floods and has since been considered a useful DRR strategy to alleviate water supply problems in future flooding events.

2.4.3. UNICEF and child participation

CRC Article 12 (respect for the views of the child) is a general principle of the Convention and is of fundamental importance and relevant to all aspects of the implementation of the Convention. Children and adolescents have an important role to play as agents for change, for government advocacy and implementing mitigation and adaptation actions in local, national and international flora.

UNICEF response: Enhancing child and youth participation

As the manifestations of climate change impact at local level, there is a need for adjustments in technology and bottom-up transformational change. Participatory development is necessary to implement community-driven adaptation to institutionalize climate change resiliency. The engagement of children and young people is essential to such a community-based shift in development as they are the bearers of future responsibility. UNICEF is therefore increasingly working on:

- Child-led adaptation: to ensure the active participation of children and young people in adaptation activities in areas most vulnerable to climate change impacts.

- Child-led DRR: to engage children and young people located in disaster-prone areas to assess risks and develop DRR skills that effectively protect their development and livelihoods.
- Climate change and urbanization: to ensure children are actively involved in urbanization adaptation processes.

The CCF and the engagement of children in the Secretary General's High Level Summit on Climate Change on 22 September 2009 were UNICEF's launching pads for broader youth engagement on climate change. At the CCF, 164 children from 44 countries gathered together in Copenhagen the week before the UNFCCC. The forum focused on skills-based trainings in advocacy and lobbying, social media campaigning, small-scale energy technology construction, programme management and low-cost strategies to adapt to climate change (e.g. drip irrigation). In the forum's final declaration, the delegates emphasized the importance of community-based action and put forward that: industrialized countries ramp up adaptation spending; cities be well planned and sustainable; and safety standards, regulations and emergency protocols be established to prepare for climate-induced disasters. At country level, UNICEF highlights the importance of child and youth participation in climate change. An example of this is the recent replication of the CCF model in Zambia and South Africa. Meanwhile, the Adolescent Citizenship Programme in Brazil empowers indigenous youth and women to participate in policy formulation in their territories, through which they promote environmental preservation and reforestation.

Some of the additional articles of the Convention enunciate rights that are connected to the issue of climate change and children.

These include:

- **Article 2:** All children have the right to be treated equally, no matter their age, if they are boys or girls, if they come from poor countries, if they are nationals of the country they live in, etc. Special attention should be given to the most vulnerable groups of children and to reducing existing differences and disparities.
- **Article 3:** The best interests of the child are expected to be a guiding concern in all decisions that may have an impact on children – including when laws are enacted and enforced, policies are shaped and implemented and resources are mobilized and allocated.
- **Article 6:** The promotion of the child's right to life, survival and development to the maximum extent possible.
- **Article 12:** The respect of the views of the child and the involvement of children in decisions affecting their lives.
- **Article 23,2(c):** The provision of (access to) adequate nutritious foods and clean drinking water, taking into consideration the dangers and risks of environmental pollution.
- **Article 23,2(e):** The assurance that all members of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, environmental sanitation and the prevention of accidents.

2.5. Climate change and the Millennium Development Goals²⁰

About the Millennium Development Goals (MDGs)

In 2000, leaders from 190 countries around the world adopted a Declaration and committed themselves to achieving a set of eight MDGs. The MDGs outline a comprehensive and ambitious plan to end extreme poverty and hunger, ensure that all boys and girls complete primary school, promote gender equality, improve the health of children and mothers, reverse the spread of HIV/AIDS and other diseases, and protect the environment. The ultimate objective of this agreement is to make the world a better place for all by the year 2015.

The scope of climate change is such that the consequences threaten overall progress of societies toward eradicating poverty and achieving the MDGs. Climate change threatens to set back progress on the whole range of MDGs, from nutrition security to health. Much progress has been made in recent years in vital areas for children, including nutrition, safe water and child survival. Climate change threatens these gains, and efforts to support the adaptation of vulnerable communities are of paramount importance. According to the Human Development Report 2007/2008, climate change is already slowing progress towards the MDGs and increasing inequalities within and among countries. Unless addressed, this trend will cause reversals in sustainable human development in the years ahead.

This has major implications for children. Not only are all the MDGs critically important and relevant to the lives of children today, but their achievement is also crucial to the world we leave to tomorrow's adults and to future generations.

Thus, the call for the concerted engagement of children and young people in efforts to meet and exceed the MDGs is strongly justified. Interventions to support DRR, sustainable livelihoods and community resilience will be critical, and children and young people need to be cast as central agents of change in these dramatic transformations.

2.6. Other international... and regional treaties... and instruments

A number of other international and regional treaties and instruments are relevant to issues related to climate change and children, most notably: the 1972 UN Conference on the Human Environment Declaration; the 1992 Rio Declaration on Environment and Development (Principle 10, on access to information, participation and effective remedies) that has played an important role in fostering connections between human rights and environmental approaches at the national level; the Aarhus Convention, which covers the European Region; Article 6 of the UN Framework Convention on Climate Change; and the Hyogo Framework for Action 2005–2015.

2.7. UNICEF references... on climate change and children

If you would like more information on these topics, including examples of UNICEF's work in this area, we strongly encourage you to read the following publications:

UNICEF, Climate Change and Children, December 2007
http://www.unicef.org/publications/index_42166.html

This publication examines the effects of climate change on children – and how climate change has evolved from an environmental issue into one that requires collective expertise in sustainable development, energy security, and the health and well-being of children. Young people speak directly through comments and letters collected by UNICEF's Voices of Youth, child delegates to the 2007 UNEP African Regional Children's Conference for the Environment and the 2007 World Scout Jamboree, in cooperation with UNDP.

**UNICEF Innocenti Research Centre,
Climate Change and Children,
A Human Security
Challenge, Policy Review
Paper, November 2008**
http://www.unicef-irc.org/publications/pdf/climate_change.pdf

This study reviews the implications of climate change for children and future generations, drawing on relevant experiences in different sectors and countries of promoting child rights and well-being. It traces in considerable detail the pathways through which shifts in temperature and precipitation patterns create serious additional barriers to the achievement of the child survival, development and protection goals embraced by the international community. The role of children as vital participants and agents of change emerges as a key theme.

UNICEF UK, *Our climate, our children, our responsibility: The implications of climate change for the world's children, 2008*

<http://www.crin.org/docs/climate-change.pdf>

This report shows how climate change may impact on every aspect of the lives of the most vulnerable children and how children themselves can be central to the response.

**UNICEF's video on
climate change and
children(4:14 minutes)**

http://www.youtube.com/watch?v=2e75_sYvOOU

**UNICEF's engagement of young people
in the Secretary General High Level
Summit on Climate Change (film and
live presentation by young people to
Heads of State): (UN TV 4:39 minutes)**
<http://www.youtube.com/watch?v=0LOY-1qgSTw>

**UNICEF's video on child-led initiatives
to fight climate change**
<http://uniteforclimate.org/2011/02/video/>

This film shows different ways in which youth all around the world are combating climate change on a local, national and international level to ensure that child rights are fulfilled.



2.8. UNICEF educational material on climate change and children.

The material below is complementary to this resource guide and can be used by facilitators wishing to develop particular aspects of the issue of climate change and children.

UNICEF and the Alliance of Youth CEOs²², Climate Change: Take Action Now! A guide to supporting the local actions of children and young people, with special emphasis on girls and young women, 2010

http://scout.org/en/information_events/library/environment/climate_change_take_action_now

This booklet is a guide on how facilitators, peer educators, project officers, teachers or youth workers (mainly working in countries most affected by climate change) can support young people in non-formal learning settings, both in and out of school, to take action in addressing the challenges of climate change. It aims to support facilitators to focus the energy and ideas of children and young people into effective activism. This can take a range of forms, from practical projects such as tree planting or making solar cookers, to awareness-raising workshops or performances, community mapping and preparing for natural disasters.

UNICEF Canada, Climate Change, Children and Youth: Local Connections to Global Issues, Teachers' Resource Guide (Grades 9–12), 2010

http://globalclassroom.unicef.ca/en/resources/resource_guide.htm

This guide explores the scientific facts of climate change without leaving students with a feeling of despair. Educators can provide youth with the knowledge of the issues facing their future, the tools to explore solutions and a sense of awareness that they have the capacity to make a difference. The goal of this guide is to inspire both teachers and students to connect local issues to global concerns and develop the attitudes needed to change our world for the better.

UNICEF UK/tagd, Heat up over climate change – Exploring climate change and its effects on the world's children. A peer education and action pack

<http://www.tagd.org.uk/campaigns/climatepeeredpack.aspx>

The *Heat up over climate change* pack can be used by peer educators, youth workers and teachers. It is designed to get groups thinking about and taking action on climate change. The pack is divided into four sections: Know more / Explore more / Do more / Share more.

'Unite for Climate' website

<http://uniteforclimate.org/>

'Unite for Climate' is a global online community of young people and organizations working together on youth-powered solutions. Its aim is to support existing youth actions by facilitating the sharing of resources and knowledge, and the co-ordination of youth action globally. This community (coordinated by UNICEF) brings together diverse actors from the NGO world, academia, international organizations and the private sector. The site features the results of their work, opinions and experiences.

World Wildlife Fund International, The NEW climate deal, A pocket guide, 2009

<http://assets.panda.org/downloads/>

A handy all-in-one pocket guide to climate change, its impacts, the politics, the history and the discussions at the UNFCCC negotiation process held in Copenhagen in December 2009. While this guide was developed for Copenhagen, it is still relevant for the next steps in our journey to securing a strong, fair and ambitious climate change agreement.

¹IPCC is the leading body for the assessment of climate change, established by UNEP and the World Meteorological Organization (WMO) to provide the world with a clear scientific view on the current state of climate change and its potential environmental and socioeconomic consequences. <http://www.ipcc.ch/>

²UNICEF, *Climate Change and Children*, 2007, p. 4

³A correlation – but not causation – is established between climate change and a dramatic increase over the past few decades of climate-related natural disasters.

⁴UNEP, TUNZA: The UNEP Magazine for Youth, UNEP, Nairobi Institute of Development Studies, 'Children in a Changing Environment: Lessons from Research and Practice', IDS in Focus Policy Briefing, Issue 13, November 2009

⁵Twenty per cent of households reported that they had stopped sending children to school in order to cope with these shocks. (UNICEF 2008 Bangladesh Country Report)

⁶Information on this section is adapted from UNICEF UK, Climate Change Report 2008.

⁷Information on this section is adapted from UNICEF UK, *Climate Change Report 2008*.

⁸WFP, *Climate Change and Risk of Hunger: The Scale of the Challenge and Required Response*, 2009 (<http://documents.wfp.org/stellent/groups/public/documents/newsroom/wfp208099.pdf>).

⁹IFPRI, 'Climate Change: Impact on Agriculture and Costs of Adaptation', *Food Policy Report*, 21 September 2009

¹⁰BRIDGE, *Gender and climate change: mapping the linkages*, 2008, p. 3.

¹¹In Ethiopia and Kenya respectively, children aged five and under were 36 and 50 per cent more likely to be malnourished; in Niger children aged two or less were 72 per cent more likely to be stunted, if born during a drought. (UNDP, *Fighting Climate Change, Human Solidarity in a Divided World, Human Development Report 2007/2008*, 2007). In Bangladesh in 2008, in response to floods and a devastating cyclone coupled with the increase in global food prices, nearly three quarters of households were reducing the size of their meals, 62 per cent were reducing the number of meals eaten per day, and 15 per cent were going for entire days without food. Twenty per cent of households reported that they had stopped sending children to school in order to cope with these shocks. (UNICEF, Bangladesh Country Report 2008)

¹²Minority Rights Group International, *The Impact of Climate Change on Minorities and Indigenous Peoples*, 2008

¹³BRIDGE, op.cit., p. 3.

¹⁴UNICEF, Climate Change, Human Security and the World's Children, 2008, p. 6.

¹⁵BRIDGE, op.cit., p. 6

¹⁶Global Partnership for Disability and Development (GPDD) and The World Bank (Human Development Network – Social Protection/Disability and Development Team), 8 July 2009, *The Impact of Climate Change on People with Disabilities*, report on e-discussion, p. 9.

¹⁷Checkley, W., Epstein L.D., Gilman R.H., Figueroa D., Cama R.I., Patz J.A. and Black R.E., 'Effects of El Niño and ambient temperature on hospital admissions for diarrhoeal diseases in Peruvian children', *The Lancet*, Vol 355, Issue 9202, 5 February 2000, p 442–450

¹⁸Few, R., Ahern, M., Matthies, F. and Kovats, S., 'Floods, health and climate change: A strategic review', *Tyndall Centre Working Paper No. 63*. Tyndall Centre for Climate Change Research, 2004

¹⁹Koelle, K., Rodo, X., Pascual, M., Yunus, M. and Mostafa, G., 'Refractory periods and climate forcing in cholera dynamics', *Nature Magazine*, Vol 436[4], August 2005 [doi:10.1038/nature03820].

²⁰Committee on the Rights of the Child, 'Implementing child rights in early childhood', General Comment No. 7 (2005), para. 10

²¹Adapted from UNICEF Innocenti Research Centre, *Climate of Climate Change on People with Disabilities*, report on e-discussion, p. 9.

²²Sources: UNFCCC, *Climate Change; Impacts, Vulnerabilities and Adaptation in Developing Countries*, Bonn: United Nations Framework Convention on Climate Change Secretariat, 2007; UNDP, *Climate Change Affects All the MDGs*, 2009

²²The Alliance of Youth CEOs is composed of the World Organization of Scout Movement, the World Association of Girl Guides and Girl Scouts, the World Alliance of Young Men's Christian Associations, the World Young Women's Christian Association, the International Award Association and the International Federation of Red Cross and Red Crescent Societies.

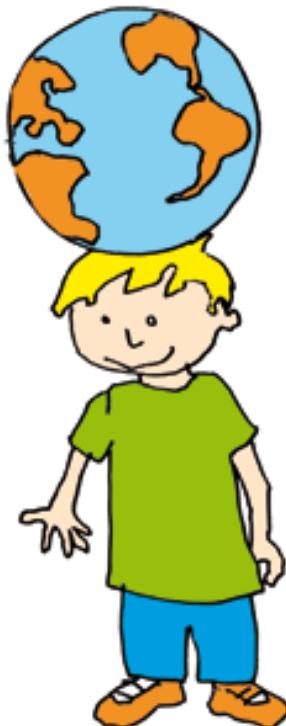


Table 1: Impacts of climate change and the MDGs²¹

MDG	Potential impacts of climate change
Goal 1 Eradicate extreme poverty and hunger	<ul style="list-style-type: none"> • Damage to livelihood assets, including homes, water supply, health and infrastructure can undermine people's ability to earn a living. • Reduction of crop yields affects food security. • Changes in natural systems and resources, infrastructure and labour productivity may reduce income opportunities and affect economic growth. • Social tensions over resource can lead to conflict, destabilizing lives and livelihoods and forcing communities to migrate.
Goal 2 Achieve universal primary education	<ul style="list-style-type: none"> • Loss of livelihood assets and natural disasters reduce opportunities for full time education. More children (especially girls) are likely to be taken out of school to help fetch water, earn an income or care for ill family members. • Malnourishment and illness reduce school attendance and the ability of children to learn. • Displacement and migration can reduce access to education.
Goal 3 Promote gender equality and empower women	<ul style="list-style-type: none"> • Gender inequality is exacerbated as women depend more on the natural environment for their livelihoods, including agricultural production. This may lead to increasingly poor health and less time to engage in decision-making and earning additional income. • Women and girls are typically the ones to care for the home and fetch water, fodder, firewood, and often food. During times of climate stress, they must cope with fewer resources and a greater workload. • Female-headed households with few assets are particularly affected by climate related disasters.

Goal 4

Reduce child mortality

- Deaths and illness due to heat waves, floods, droughts and hurricanes.
- Children and pregnant women are particularly susceptible to vector-borne diseases (e.g. malaria and dengue fever) and water-borne diseases (e.g. cholera and dysentery) that may increase and/or spread to new areas.
- Reduced water and food security negatively affects children.

Goal 5

Improve maternal health

- Reduction in the quality and quantity of drinking water has negative effects on maternal health.
- Food insecurity leads to increased malnutrition.
- Flood and droughts spread water-borne illness, impacting maternal health.

Goal 6

Combat HIV/AIDS, malaria and other diseases

- Water stress and warmer conditions increase vulnerability to disease.
- Households affected by HIV/AIDS have lower livelihood assets, and malnutrition accelerates the negative effects of the disease.

Goal 7

Ensure environmental stability

- Alterations and possible irreversible damage in the quality and productivity of ecosystems and natural resources.
- Decrease in biodiversity and worsening of existing environmental degradation.
- Alterations in ecosystem-human interfaces and interactions lead to loss of biodiversity and loss of basic support systems for the livelihood of many people, particularly in Africa.

Goal 8

Develop a global partnership for development

- Climate change is a global issue and a global challenge: responses require global cooperation, especially to help developing countries adapt to the adverse effects of climate change.
- International relations may be strained by climate impacts.



Activities

3

Module I.: Climate change and child rights

Objectives:

By the end of the module, children will be able to:

- Explain what climate change is,
- Explain the main causes and the consequences of climate change,
- Explain the main impacts of climate change on the planet's most vulnerable children,
- Explain the link between climate change and child rights, and
- Explain the concept of mitigation and the role of young people.

Core activities

Children and climate change

Duration

- 45 minutes

Overview

Starting with testimonials by three young climate ambassadors, participants identify the impacts of climate change on the world's children, especially those living in the most vulnerable situations.

Objectives

By the end of the activity, participants will be able to:

- Provide examples on how climate change is affecting the lives of many children.

Materials

- Flip chart and markers
- Photocopies of testimonials

Preparation

- Get familiar with the testimonials and with the 'Solutions' document
- Prepare copies of the stories.

Instructions for the facilitator

1. As an introduction, ask the group what they already know about climate change. Have they already studied it at school? Do a round of the word association game. Ask participants to say the first word that comes to mind when they think of the phrase 'climate change'. Note down all the key words on the flipchart. Read them aloud, and group them under various main themes.

2. Explain that in some countries, climate change is visible and has affected the way many people – including children – live. Explain that they will now read testimonial case studies on three different countries produced by young Climate Ambassadors (explain what Climate Ambassadors are – see box below and refer to the specific section on this in the Student Handout).

3. Form three (or six, depending on the size of your group) small groups and distribute a story to each group/person. Give them a few minutes to read the content individually (or, depending on your class's reading skills, you can choose to nominate one reader per group).

4. Ask each group to identify, discuss and note down the following elements in their texts. Write down the three questions on the flipchart so that they are visible:

a. What are the effects of climate change? (What has changed in these countries because of climate change? E.g. weather, poverty, etc.)

b. What are the specific impacts/consequences of climate change for children living in these countries?

c. How are people in these countries reacting to this?

Give participants some time to discuss this internally and then invite each group to report back to the class as a whole by (1) presenting their stories to the others, and (2) explaining their findings for questions a, b and c. Note those down on the flipchart and complete with what is missing.

5. Refer back to the initial brainstorm. Lead a discussion about climate change and its effects on children, linking together all the elements identified by the three groups.

About Climate Ambassadors

In early December 2009 the world's leaders gathered in Copenhagen (Denmark) to discuss climate change and try to reach an agreement on how to reduce the emission of greenhouse gases. Prior to this event, UNICEF and the City of Copenhagen invited 164 youth delegates from 44 countries to participate in the CCF. Young people expressed their thoughts, ideas and calls for action on how to create a sustainable world for future generations, which is a matter of securing the rights of children in a world affected by climate change. The forum resulted in the adoption of a final resolution with recommendations for world action on climate change. All delegates who attended the CCF became global Climate Ambassadors. The programme is designed to create a network of young climate activists that empowers and trains young people to engage their local communities in the climate debate. For more information: <http://uniteforclimate.org/>

- Otherwise, continue with the next core activity 'Climate change and child rights' to identify which child rights are affected by climate change.



Debriefing

- Ask participants to provide a short review on how the activity went. Did they know that climate change could have such a big impact on the lives of children? Are all children in the world confronted with the same risks? Why?
- Continue with a discussion on what participants learned in this activity.

What next?

- You can distribute copies and discuss the graphs from Figure 2 and/or Table 1.
- If you want to further explore the concept of climate change (definition, causes, consequences), proceed with the optional activities on climate change.

Iaoniman (boy), 17 years old, from Kiribati

Kiribati (pronounced Kiribas) is an independent republic within the Commonwealth of Nations, located in the central Pacific Ocean about 4,000 km (about 2,500 miles) southwest of Hawaii. It is part of the division of the Pacific islands known as Micronesia. Kiribati consists of 33 coral islands, 21 of which are inhabited. The majority of the atolls are barely more than 6 metres (20 feet) above sea level. ²³

Climate change has many visible effects in my country. The one that affects us most is the rise in sea level, which causes coastal erosion and the contamination of well water . Since the well water ²⁴ is contaminated, we must rely more on rain as a source of water, but it is raining less and less, which means that we don't have much clean water for our daily living. Also, many plants in my country die because of the change in rainy seasons.

Since the sea is covering our lands, the soil is becoming infertile and it is becoming very difficult to grow crops and other plants. Moreover, we mostly rely on the sea as a source of living: we get food from the sea and fish is a source of income for many families.

As a consequence, some families in Kiribati, and especially in the capital island Tarawa, were forced to move out of their houses, which were close to the coast. The sea was getting too close to their homes and even ruined some of them. Some families, who are concerned about losing their land, are building sea walls at their own costs. This is very expensive and some families don't have any money left. As a consequence, many fathers become depressed because they cannot support their families; some of them leave and some others waste the little money left on alcohol.

All this seriously affects children. Some of them cannot go to school anymore because the family has no money to pay for the fees and material. Young girls get married very early just to get away from their family's problems. Teenage pregnancy and family corruption are common. Also, more and more children can be seen begging for loose change or food in the streets.

Since the effects of climate change are becoming more visible, the population is aware of what is happening, but they don't understand why it is happening to them since they are not responsible for the causes. The government is putting up projects to fight all these problems. Right now they are building pipes that transport water to the whole capital island and are working on more projects that will benefit our country. But, still, we need more assistance from other countries because we lack resources."

Ndeye (girl), 16 years old, from Senegal

Senegal is a country in western Africa. It is externally bound by the Atlantic Ocean to the west, Mauritania to the north, Mali to the east, and Guinea and Guinea-Bissau to the south; internally it almost completely surrounds the Gambia, namely on the north, east and south, exempting Gambia's short Atlantic Ocean coastline. The climate is tropical with two seasons: the dry season and the rainy season.

Climate change has numerous visible effects in my country, Senegal. The most important are flooding, drought, the spread of the Sahara Desert, the increase of temperatures and coastal erosion due to the rise in sea levels (for instance, a fishing village called Djiffer, located in the Saloum Delta, is disappearing).

I would like to talk about recent heavy rainfalls, which caused flooding. Many families lost their houses and have nowhere to live. Some children haven't gone back to school after the flooding, because the school buildings were not repaired. Also, some children caught malaria because stagnant water multiplied the mosquitoes. Other vector-borne diseases that spread are bilharzias²⁵ and cholera.²⁶

Unfortunately, people are generally not worried about climate change. But, together with other Climate Ambassadors, I am going to organize campaigns and other projects to raise awareness among the population. The Senegalese government is also initiating projects, for instance one together with other African countries called 'Great Green Wall', whose goal is to plant 7,000 km (4,350 miles) of trees, in a line from Dakar to Djibouti, to halt desert spread.

Sabrina (girl), 16 years old, from Canada

Canada is a country in North America. It is bordered by the Atlantic Ocean in the east, the Pacific Ocean in the west, the Arctic Ocean in the north and the United States in the south. Canada's climate is not as cold all year long as some may believe. In the winter, temperatures fall below freezing point throughout most of Canada, but the southwestern coast has a relatively mild climate. During the summer months the southern provinces often experience high levels of humidity with temperatures that can surpass 30 degrees Celsius (86 degrees Fahrenheit) regularly. Western and southeastern Canada experience high rainfall, but the Prairies are dry.

"Climate change has had a variety of effects in my country. First of all, the permafrost in the north is melting at a dazzling speed due to the increasing temperature of the earth. In the northern towns, houses built directly on the ground are collapsing and families then have to move to other places. Also, while winters are getting warmer and wetter, summers in southern Canada are getting warmer than the global average and drier. These changes dramatically affect the ecozones and the natural environment across Canada. The recent increases of climatic and extreme weather phenomena have caused significant losses of forests by fires, floods, detachment of ice platforms from the Antarctic Peninsula and an increased frequency of strong winter storms and hurricanes. Climate change in Canada is also affecting children and their lives, especially those who live in the northern part of the country where climate change strikes most.

Over the last few years, people have changed their minds about the environment and have started to recycle and do some gestures to show that they care about it. Now, I can say that young Canadians and Canadians in general are aware of what is going on all around the world. While our government still doesn't want to face the problem, the population is ready to commit. The climate change issue is actually a hot topic in Canada. It is even being discussed on television, radio and in newspapers!

As usual, young people are much more aware about this international issue than older citizens. Therefore, we must not only act by ourselves, we also need to empower the people around us to go out and make a change. On the other hand, we must not forget that there is still a lot of sensitization work in the population to do, even on an international scale."

If you want to find out what Sabrina and her fellow Climate Ambassadors are doing in Canada to inform and educate others about climate change, read the 'Bright Ideas' sections in the Student Handout. There, you will also find many other bright ideas from other countries around the world!

Tool 1: Solutions (for facilitator)

Question	Iaoniman (Kiribati)	Ndeye (Senegal)	Sabrina (Canada)
Effects of climate change	<ul style="list-style-type: none"> • Rise in sea level • Coastal erosion • Contamination of well water • Less rain / change in rainy seasons • Many plants die • Scarcity of fish <p>= Rise in sea level and drought</p>	<ul style="list-style-type: none"> • Flooding • Rise in sea level • Coastal erosion • Higher temperatures • Spread of the Sahara desert • Drought <p>= Flooding, rise in sea level and drought</p>	<ul style="list-style-type: none"> • Warmer and wetter winters • Increase of strong winter storms and hurricanes • Changes in ecozones and natural environment • Loss of forests by fires and floods <p>In northern Canada:</p> <ul style="list-style-type: none"> • Permafrost melting quickly • Detachment of ice platforms • Houses collapsing <p>In southern Canada:</p> <ul style="list-style-type: none"> • Warmer and drier summers <p>= Melting of ice, extreme events, change in seasons</p>
Consequences for people and children	<ul style="list-style-type: none"> • Move from houses by the coast • Build protection walls (expensive) • Poverty • Many fathers become alcoholic or leave • Girls get married earlier / pregnancy • Corruption • Children have to beg for loose change <p>= Poverty</p>	<p>Because of flooding:</p> <ul style="list-style-type: none"> • Many houses were destroyed • Many schools were destroyed • (As a consequence): interruption of schooling • Spread of waterborne diseases (malaria, bilharzias, cholera) <p>= School dropout, spread of diseases</p>	<ul style="list-style-type: none"> • Because of permafrost melting, many families in northern Canada have to move somewhere else <p>= Forced migration</p>
Reactions	<ul style="list-style-type: none"> • People don't understand why this is happening to them • Government is building pipes to transport clean water • International community should help 	<ul style="list-style-type: none"> • Population not very concerned by climate change • Climate ambassadors are setting up awareness-raising projects • Government: 'Great Green Wall' project 	<ul style="list-style-type: none"> • Population, esp. young people, more and more concerned, ready to commit (recycling, etc.) • Government does not want to face the problem • Climate change is discussed in the media

Climate change and child rights.

Duration

- 1 hour

Overview

Participants receive cards with articles of the CRC and have to identify which ones have a connection to climate change.

Objectives

By the end of the activity participants will be able to:

- Explain why and how child rights are affected by climate change, and
- List (at least) five child rights that can be undermined by climate change.

Materials

- Sets of CRC cards
- Flipchart and markers
- Scissors

Preparation

- Get familiar with the CRC, the cards and the solutions
- Photocopy and cut the cards (one set for every three to four participants)

Instructions for the facilitator

1. Begin the activity by brainstorming about child rights to determine how familiar the group is with the CRC and/or reminding them of what they may previously have learned about child rights. If the group is unfamiliar with child rights, you may want to do an introductory activity

first (Wants and Needs activity, in this toolkit).

2. Form small groups of three or four and distribute a set of cards to each group. Invite them to go through the cards and select the rights that are affected because of climate change. Give them about 10 minutes. Inform participants that they can find the full text of the CRC in their Student Handout.
3. Ask one of the groups to present one right identified and explain why they chose it and how it relates to climate change. Then ask another group to present and explain another one, and so on. Continue until there are no further suggestions. Note down all the rights on the flipchart. Complete if any are missing.

Debriefing

- Refer back to the flipchart with causes, consequences, impacts and rights to make sure that all the participants have understood all the connections.
- Ask participants what they learned in this activity. Are they surprised?

What next?

- Depending on the time available, it might be interesting to distribute the introductory text on climate change and child rights, and organize a discussion around it.
- You may continue with the optional activities of this module, or move to Module 2.

Tool 2: CRC cards (to be photocopied and cut).

Article 1: Child = 0–18 years	Article 16: Privacy (right to)	Article 31: Leisure, play and culture (right to)
Article 2: All rights for all children (non-discrimination)	Article 17 Access to child-friendly information (right to)	Article 32: Child labour
Article 3: Best interests of the child	Article 18: Parental responsibilities; state assistance	Article 33: Drug abuse (protection from)
Article 4: Full enjoyment of rights	Article 19 Violence (protection from)	Article 34: Sexual exploitation (protection from)
Article 5: Parental guidance (right to)	Article 20: Alternative care (right to)	Article 35: Abduction, sale and trafficking (protection from)
Article 6: Life (survival and development) (right to)	Article 21: Adoption	Article 36: Other forms of exploitation (protection from)
Article 7: Birth registration (right to)	Article 22: Refugee children	Article 37: Detention and punishment
Article 8: Identity (name, nationality) (right to)	Article 23: Children with disabilities	Article 38: War and armed conflicts
Article 9: Keeping family ties (right to)	Article 24: Health and health care (right to)	Article 39: Rehabilitation of child victims
Article 10: Family reunification (right to)	Article 25: Review of treatment in care (right to)	Article 40: Children in trouble with the law
Article 11: International kidnapping (protection from)	Article 26: Social security (right to)	Article 41: Respect for superior national standards
Article 12: Respect for the opinions of the child	Article 27: Adequate standard of living (right to)	
Article 13: Freedom of expression (right to)	Article 28: Free education (right to)	
Article 14: Freedom of thought, conscience and religion (right to)	Article 29: Goals of education	
Article 15: Freedom of association (right to)	Article 30: Protection of children of minorities/indigenous groups	

Tool 3: CRC articles that are linked to climate change (for the facilitator)

You can also deals with the part of the introduction section that refers to the CRC.

Article 6: Right to life

Climate change can have an impact on food and clean water availability, and undermine the chances of development and survival of affected children.

Article 12: Respect for the opinions of the child

Children have the right to express their opinions on all matters affecting them. As climate change is clearly affecting their present and future lives, they should have their say.

Article 22: Refugee children

Climate change creates 'climate refugees'. These are people and families who have to leave their homes because they cannot survive there any longer (drought-affected zones, coastal areas affected by rise in sea level, etc.).

Article 24: Right to health and health care

Consequences of climate change such as drought, flooding, increase in diseases, etc., have a direct impact on the health of children.

Article 28: Right to a free education

When natural disasters such as flooding, hurricanes and other extreme events occur, schools can remain closed for a long time, either because they have been destroyed or because children are kept at home to help with the reconstruction work.

Article 38: War and armed conflict

Climate change can cause conflicts over resources that have become scarcer because of changes in the environment (such as drought, rising sea levels, etc.).

There are many other articles of the CRC that can be linked to climate change and its consequences for children. We are sure that you and your group will come up with many more!

Here are some ideas:

- **Article 11**
(protection from international kidnapping)
- **Article 16**
(right to privacy)
- **Article 21**
(adoption)
- **Article 27**
(right to adequate standard of living)
- **Article 31**
(right to leisure, play and culture)
- **Article 34**
(protection from sexual exploitation)
- **Article 35**
(protection from abduction, sale and trafficking)
- **Article 36**
(protection from other forms of exploitation)

Optional activities

Exploring child rights

Getting familiar with child rights: The Wants and Needs cards²⁷

Going deeper: Climate change

The Wants and Needs cards were produced by UNICEF to introduce children and young people to their rights by helping them first consider what the difference is between a WANT and a NEED. The basic NEEDS that should be met so children and young people grow up to reach their full potential are enshrined in the CRC. When governments ratify the Convention—and 191 out of 193 countries have ratified—they commit their country to fulfilling these rights in the best way they can, and as fast as they can.



Activities using the Wants and Needs cards

Activity 1:

- In pairs, divide these cards into the following categories:
 - MOST IMPORTANT
 - IMPORTANT
 - LEAST IMPORTANT
- In fours, decide which are the six most important cards.
- As a class, share the groups' findings and decide on the six most important rights for the class. (remind the class that all rights (needs) are equally important, even if they had to choose six of them).
- Discuss: Do all children in our society have these rights met? If you have any resources that contain case studies of the lives of children in other countries, then this could be a suitable prompt to this discussion.
- Discuss: What can be done to ensure that children everywhere have their rights met?

Activity 2:

From this first activity you can move to discuss the terms ‘wants’ and ‘needs’. Then pupils divide the cards again into two categories: WANTS / NEEDS. You could then explain that children’s needs should be met because they cannot provide most of them for themselves, but instead must rely on adults.

However, there are some needs that they personally can help protect and provide for other children: protection from discrimination, opportunity to express your opinion and to be educated.

Discuss how participants can ensure that they do not deny any children they know of these rights.

Activity 3:

Having multiple sets of cards in different colours allows for all sorts of card games to be played:

- **Memory game** – two sets of cards of the same colour are laid face down and pupils take turns at turning over two at a time. If they are the same they keep them; if not they turn them face down again. Pupils need to remember where cards are so they can eventually make a match. They then say whether their pair is a WANT or a NEED.
- **Rummy** – again using two sets of cards, pupils play in the traditional way. The two sets are shuffled and two to four children are each given four or five cards. In turns, they take a card off the pile, which they keep or discard as they try to collect pairs of cards. They can lay pairs down in front of them, having said whether they are a WANT or a NEED. The first to get rid of all of his or her cards wins.

More activities on child rights education

UNICEF, *Stand Up for Children’s Rights, A Teacher’s Guide for Exploration and Action with 11–16 year olds* (2009)

<http://www.unicef.org/rightsite/files/standupfinal.pdf>

This guide is based around the story of Anna, a young person learning about the rights of children. The resource offers guidance on how to use Anna’s experiences to develop young people’s awareness of their rights. A flexible toolkit of accompanying activities leads young people to explore the people and policies in place in their communities to protect children’s rights. We hope that this resource will help you to support young people to stand up for their rights and the rights of others.

Rights, Wants & Needs cards*

Each of the 20 cards can be classified in one of two categories:

NEEDS (protected as RIGHTS in the Convention on the Rights of the Child, indicated by the corresponding article number in the chart below)

WANTS (not protected as rights since they *generally* are not necessary for a child's survival, growth and development)

NEEDS/RIGHTS	WANTS
Decent shelter (article 27)	Clothes in the latest style
Nutritious food (article 24)	A bicycle
Protection from abuse and neglect (article 19)	Holiday trips
Education (articles 28, 29)	Your own bedroom
Health care (article 24)	A personal computer
Fair treatment and non-discrimination (article 2)	A television set
Clean air (article 24)	A personal stereo
Opportunities to share opinions (article 12)	Money to spend as you like
Playgrounds and recreation (article 30)	Fast food
Clean water (article 24)	
Opportunities to practise your own culture, language and religion (article 31)	

Some items classified as "wants" may be needs in certain circumstances. For example, access to television or a computer may be an important source of information gathering or sharing conducive to the protection of rights to healthy development and protection from violence and abuse.



Health care



A bicycle

* Thanks to UNICEF Canada for providing this tool. More activities for educational settings can be found on <http://globalclassroom.unicef.ca>



RIGHTS, WANTS & NEEDS CARDS



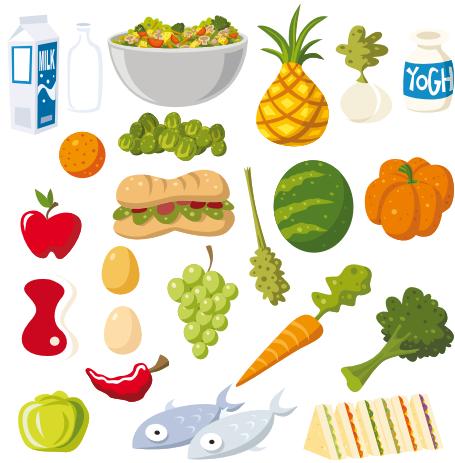
Decent shelter



Clothes in the latest style



Holiday trips



Nutritious food



Protection from abuse and neglect



Education

RIGHTS, WANTS & NEEDS CARDS



Clean air



A personal stereo



Fast food



Playgrounds and recreation



A television set



Opportunities to practise your own culture,
language and religion



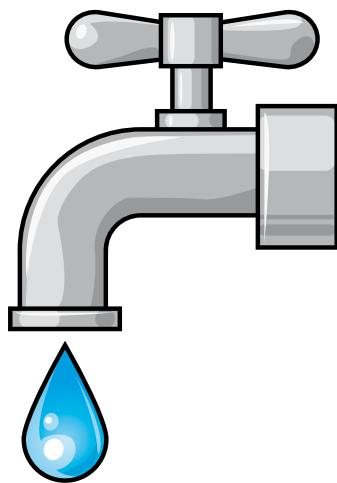
RIGHTS, WANTS & NEEDS CARDS



Opportunities to share opinions



Money to spend as you like



Clean water



Your own bedroom



A personal computer



Fair treatment and non-discrimination



Exploring climate change

Climate change.. memory game..

Duration

- 40 minutes

Overview

This is a memory game in which participants need to associate two cards. Cards contain illustrations representing climate change. After the game, participants are invited to identify (on their cards) elements of the definition as well as information on causes and consequences of climate change. The teacher/facilitator then introduces the concept of 'climate change mitigation' as one of the solutions to overcome this problem.

Objectives

By the end of the activity, participants will be able to:

- Provide a basic definition of the issue of climate change,
- Describe the main causes and consequences of climate change, and
- Explain the need for mitigation.

Material

- A set of memory cards for groups of three to four participants (see Tool 4 on page 44).
- Scissors and tape
- Blackboard or flipchart with chalks and markers

Preparation

- Get familiar with the cards as well as the classification of causes/consequences and the concept of

mitigation (you will find information and references in Part I).

- Photocopy the cards (you may want to photocopy them on thick paper). Prepare one set for each group of three or four participants. Cut the 20 cards and mix them.

Instructions for the facilitator

1. **Memory game:** Explain that there are 10 pairs of cards with images related to climate change. The task is to identify the pairs and to match them (classic memory game).

Form small groups of three to four and distribute a set of cards to each group. Explain how to play: Each group should spread the cards face down on the floor. In turn, each person turns over two cards. When a player finds a matching pair, then he/she can have another go. If the cards don't match, they will have to be turned over face down again, exactly in the same spot as they were before. The next player then turns over two cards, and so on. The winner is the player who holds the most pairs of cards at the end of the game.

2. **Classification of 'definition', 'causes' and 'consequences' of climate change:** Ask participants to identify, from each pair of the memory cards that they are holding, information on climate change; namely elements of its definition, its causes and its consequences. Write CLIMATE CHANGE in the centre of the flipchart/blackboard. On the left write CAUSES, and on the right CONSEQUENCES.

Give each group a few minutes to do the exercise on their own, and then invite participants to tape their cards on the flipchart/blackboard in the right category. Depending on the group's prior knowledge about climate change, it might be

necessary to provide explanations and examples for each image to illustrate their link to climate change.

3. Link to children and child rights:

Refer to the previous activity on climate change and child rights. Ask participants to explain how climate change affects children and child rights. Come up with examples (you can use the rights cards of the second core activity, 'Climate change and child rights').

4. Conclusion: Ask participants

to come up with ideas on actions to reduce the impact of climate change due to human activity, so that the situation does not get worse. Is there anything that we can do from here? The discussion should touch on the need to reduce carbon emissions in industrialized countries, and participants should realize that everyone, including themselves and their families, can do something about it. For example, if everyone stopped using their cars to go to work and took public transport instead, this would lower emissions. Another example would be people wearing warmer clothes in the winter instead of turning up the thermostats in their houses. Can they come up with more ideas?

Explain that actions and initiatives aimed at reducing carbon emissions are also known as climate change mitigation. Tell them that later on there will be specific activities in this toolkit where they will explore how they can contribute to mitigation.

Debriefing:

- Ask participants if they were already aware of all/part of this idea. Where did they hear it from? What are their

Definitions

The term 'climate change mitigation' refers to all actions taken to reduce gas emissions. This might mean using less energy or using it more efficiently (doing the same things with less energy or better technology).

feelings about this? Explain that the goal of these activities is to make them understand what is going on and to make them realize that this can be overcome if everyone (including them) starts acting differently. Tell them that they will find out how later.

What next ?

- If you want to further explore the issue of climate change, you can continue with the next two optional activities.
- Important: This toolkit is not meant to provide in-depth scientific facts and information about climate change. If you would like to explore these aspects in more detail, we encourage you to use other educational material developed by UNICEF and partner organizations. You will find a list of references in the introduction section of this toolkit.
- If you don't want to expand on the issue of climate change, you can skip the next two activities and go on to the other optional activities of Module 1 on climate change and children, or move directly to Module 2.

Tool 4: Memory cards

- 1 x 'Information'
- 3 x 'Causes'
- 4 x 'Consequences'
- 2 x 'Solutions'

Information

1. Greenhouse effect

Causes

2. Industries: grey factories with smoky chimneys
3. Transportation: cars, trucks, airplanes, boats (with gases)
4. Deforestation: cutting of trees in a forest

Consequences

5. Melting of ice (North Pole)/rise in sea levels
6. Extreme weather conditions + drought: typhoon; flooding (heavy rains)
7. Heat/droughts/no water: hot desert with people trying to grow vegetables
8. Vector-borne diseases: (malaria mosquito?)

Solutions

9. Young people on bicycle, compact fluorescent light bulbs, etc. (climate change mitigation)
10. Young people near a new well in a dry country

These cards can also be used independently from the activity and the toolkit to raise awareness on the issue of climate change.



Reference file.. on climate change..

Duration

- 2 hours

Overview

Information-seeking activity involving critical thinking about the issue of climate change (and children/child rights)

Participants should either have already carried out the second optional activity, 'Climate change memory game' in this Module, or be familiar with the issue of climate change.

Objectives

By the end of the activity, participants will be able to:

- Provide a detailed explanation of climate change, of how it impacts children/child rights or of specific aspects of these topics.
- Know how to gather and select valid and relevant information on the issue of climate change, including information from websites for young people.

Material

- Printed material such as magazines (with pictures) on climate change, the environment and the effects on populations, and more specifically on children. It is important to provide a wide range of literature so that participants can find as much information as possible.
- Access to other sources of information - (library, Internet etc.), with a list of references and website (available in the Student Handout)
- Paper (A3 and A4)

- Tape and scissors
- Pens and markers of different colours
- Photocopier (optional)

Preparation

- Gather as much information on climate change as possible. Suggestions of links and references are provided in the introduction section and in the Student Handout. You might want to research local information/references.
- Gather together newspapers, magazines, leaflets, brochures, calendars and postcards that may be cut up for illustrations.

Instructions for the facilitator

1. Start with a discussion with participants. Are they worried about what they have just learned about climate change, regarding, for example, the future of the planet and the rights of children? Were they surprised or happy to hear that solutions exist and that everyone, young people included, can be part of the solution? Do they have any comments or questions about causes or consequences of climate change, about mitigation, about action that young people can undertake or about any other related issue that they would like to explore further? Note issues of interest on the flipchart/blackboard.
2. Ask each participant to choose an issue that they would like to work on, preferably from among the ones brought up in the discussion (the older the students, the more complex the issue to research can be—for instance, older students could include not only research about climate change, but also, for

example, about the related issues and the difference in their impact in industrialized and industrializing countries.

- 3.** Small working groups should then be formed. Explain that the aim of this activity is to create an informative resource file presenting terms, facts and illustrations associated with climate change and children, and more specifically with the issue that they have selected. The outcomes can be put in the class/school library or uploaded on the school's website, so that other people can be informed. They will have one hour (or more, if you wish) to do this.
 - 4.** Show participants the resource materials and emphasize that they should feel free to go through the available literature, as well as on the Internet and in the school library (where available), and be creative. Explain that during the research, especially if they do it on the Internet, they might find controversial information about climate change. Invite them to ask you whenever they have any doubts about any information they find.
- The chosen topic should be the starting point to look for relevant information, but they can feel free to go beyond it. They are also free to choose the final layout form. The product could be a poster, a booklet, factsheets, etc. Emphasize that the concepts should be explained as clearly and concisely as possible. Give participants at least an hour, or have them do it as a homework assignment with a deadline.
- 5.** When they are finished, ask each group to briefly share their work with the rest of the participants.

Debriefing

- Ask participants to provide a short review on how the activity went: Was it interesting? Did they enjoy it? Was it easy/difficult to gather interesting information? Why?
- Continue with a discussion on what participants learned in this activity. What was the most interesting information they found? Was all the information consistent? Were there any contradictions or errors? What is their main conclusion about the issue of climate change, etc.?

Possible follow-up

- The class could combine its efforts and make one resource file to be kept in the school library and available to everyone as a resource.
- The activity could be extended into a weekly 'TV news on climate change' presentation that participants could perform. Each week a group of participants would keep track of climate change-related news on television, in the newspaper, on the Internet, etc. They would then prepare a 5- to 10-minute summary of their content to present to the rest of the class during a TV news simulation. To make this livelier, the class might also prepare a mock television made of a carton, or come up with a news jingle, etc. Through this activity, the class would remain informed and concerned about climate change in the longer term.

What next?

- Go on to the next activity if you want to explore if and how the climate has changed locally.
- If you don't want to work more on the issue of climate change, you can skip the next activity and go on

to the other activities of Module 1 on climate change and children, or move directly to Module 2.

Has the climate changed where I live?..

Duration

- 30 minutes for preparation
- Conducting the interview (as homework or group activity)
- One hour for reporting back and discussion

Overview

Participants prepare and conduct interviews with local people to see if and how the climate has changed in their town in the last 20 to 50 years.

Objectives

By the end of the activity participants will be able to:

- Explain if and how in the past years climate has also changed where they live, and
- Prepare and conduct an interview.

Materials

- Flipchart or blackboard

Preparation

- You will need to plan the activity in two parts (on two different days), as children will need to interview older people at home/in the community.
- Research a little about changes in the climate in your town/region/country.

Instructions for the facilitator

1. **Discussion:** Ask participants if they think the climate has changed in their town (free discussion). If any do, ask them to provide some examples (possible examples – depending on the place – could be: wetter summers, more snow in the winter, more storms in the summer, changes in animal migration patterns, changes in plants or flowers, etc.). Then ask about change in behaviours and activities that have had an effect on climate change: Were there as many cars 50 years ago as there are today? Did people buy as many things as they do today? Do they know if people 50 years ago recycled any of their garbage? Was there any pollution?

Note for the facilitator: It is important to explain to participants that having one warmer winter does not necessarily mean that the climate has changed. Climate change is about long-term changes and unpredictability. This is why this activity aims at seeing if and how the climate has changed in the last 20 to 50 years.

Tell participants that in order to best discover if and how the climate has changed, they should identify an adult whom they know – the older the better – and interview them. Another option could be to organize a class visit to a local retirement home and hold the interviews there.

As a group, agree on a list of questions to be asked in the interviews, such as:

- Have you noticed changes in the climate (weather) here in your lifetime?
- What has changed?
- Can you provide some examples?
- Since when have you noticed these changes?

- Have these changes affected anything in your life (habits, behaviours)? If yes, how?
- Have you noticed any changes regarding polluting habits? (more/fewer cars, more/less garbage recycling, more/less environmental consciousness, etc.)
- Did they know that the climate has changed so much? (if applicable)
- How did they find this activity?
- Has it encouraged them to do anything differently?

These are just general guiding questions to inspire you and your class to come up with more concrete and precise interview questions. The facilitator should review the questions prior to holding the interviews

- 2. Interview:** Ask participants to note down all the questions, and to conduct the interview (in the evening/during the weekend, or set a date for the visit to the senior citizen's home if you chose that option). Tell them to note down all the answers of the interviewees, which will be presented to the whole class. They can also record or film the interview and have it transcribed later.

Tell participants to also look for old pictures of their town and to identify any changes. They can ask the person they interview if they have any photos that they could borrow or photocopy, but they should also search on the Internet or in the local library. You may want to organize a class trip to the town's library or another place where this can be found.

- 3. Reporting back:** Ask the group if anyone interviewed a person who answered that the climate has indeed changed (ask them to raise their hands). Go through the questions; note the answers on the blackboard/flipchart.

Debriefing

Ask participants:

- Did they learn anything with this activity?

Possible follow-up

- You can put all the results together and prepare an informative publication to be distributed to parents, or organize an exhibition (online or real). Another idea is to organize a presentation at the retirement home to report back on the results and discuss the climate changes.

What next?

- Go on with the other activities of Module 1 on climate change and children, or move directly to Module 2.

Exploring climate change and child rights

To stay or to go? ²⁸

Duration

- 40 minutes

Overview

This simulation game has two main parts. In the first part, participants are confronted with three different situations regarding three families living in a small village in Swaziland that is highly affected by climate change. They have to take decisions on what to do to adapt to this new situation.

In the second part, they all play the role of a poor family that has to leave the village. They have to make quick decisions about things/people to take with them; then, they imagine how they would start a new life in a new place.

Objectives

By the end of the activity, participants will be able to:

- Explain how climate change can affect the lives and destinies of many children and families, and provide concrete examples.

Materials

- Copies of the situation cards
- A clock or a stopwatch

Preparation

- Prepare copies of the situation cards.

Instructions for the facilitator

1. Context; situation card no. 1; situation card no. 2 and situation card no. 3

Explain that for the duration of this activity, we move to a village in Swaziland (explain where it is located in Africa²⁹). Read them the following scenario:

'You and your family live in a small village in Swaziland. As a result of climate change, the weather in your village has changed dramatically and there has been very little rainfall for months. The well is drying up and you don't have a nearby river. There is not enough water to drink for the whole village'.

Form three groups. Give each group a different situation card. Explain that starting from the situation that you just presented, each card describes the situation of a different family. Each group is that family and should discuss internally what they should do (e.g. Stay in the village or go? Why? What would they do then? etc.). Give them 5 to 10 minutes to discuss.

In plenary, let each group present the situation of its family and explain what it decided to do.

First debriefing

- Ask participants if it was difficult or easy to decide what to do, and why. Explain that for those who decide to stay, it is important to adapt to the new situation by anticipating the events and getting ready through training and other preparations. Tell them that many families in Africa have had to leave their homes. They are called 'climate migrants or refugees'. This will be the theme of the second part of this activity.

2. (See Tool 5: Situation card no. 4 Explain that for the second part of the activity, the three groups will be playing the same role of a very poor family that decides to leave the village. Give each team situation card no. 4. Explain that there is more information about their situation on the card, including a set of things that they can potentially take with them from the village. Each group must work together and choose only 10 of these options, some of which might be people (such as doctors) and others might be items (such as clothes). They have three minutes to decide.

After three minutes, ask everyone to stop their discussion. Explain that because there is very little time left before their family leaves and resources are stretched, they must now choose only five items/people to take with them. They have one minute to decide.

After the minute is up, bring everyone together and ask each group to share what their five items were.

Second debriefing

- Ask participants how they felt about having to make their choices in such a rushed way. Can they imagine what it would feel like to leave their homes so quickly? And to leave behind most of their things and people they know and love? Which child-rights were affected in this situation?

- See Tool 5: situation card no. 4

Explain that their families have now arrived at their new home, a little village in the western part of the country, where some distant relatives have a small farm. Ask each group to sit together and discuss how their families could adapt to their new life, knowing that they have few possessions (only the ones they brought with them), but that their relatives, even if they are poor, are willing to let them live with them. Ask each group to imagine and describe how the first two months would be. Give them 5 to 10 minutes, and then discuss this all together in plenary.

Third debriefing

- Ask participants if they found it easy or difficult to imagine how it would feel to start everything over again in an other place, far away from friends and familiar places. Maybe some of them already experienced something similar when they had to move with their family? What is important when such things happen?

Do you want to know more about this?

Refugees Studies Center, *Environmentally Displaced People: Understanding the Linkages Between Environmental Change, Livelihoods and Forced Migration*, 2008

http://www.childtrafficking.com/Docs/rsc_env_displaced_people_0309.pdf

"There is increasing evidence that serious and relatively rapid alterations to ecosystems induced by climatic and anthropogenic factors will have direct and indirect impacts on societies which, when other coping mechanisms are overcome, will have no other option but to migrate as a permanent or temporary coping strategy. Although it has no international standing, widespread use of the term 'environmental refugees' draws attention to the increasing significance of protection and human rights issues of those likely to be displaced by environmental change."

Climate Change and Displacement, Forced Migration Review 31, 2008

http://www.childtrafficking.com/Docs/fmr_31_change_displacement_0109.pdf

"In response to growing pressures on landscapes and livelihoods, people are moving, communities are adapting. This issue of Forced Migration Review debates the numbers, the definitions and the modalities – and the tension between the need for research and the need to act. Thirty eight articles by UN, academic, international and local actors explore the extent of the potential displacement crisis, community adaptation and coping strategies, and the search for solutions."

What next?

- Go on with the other activities of Module 1 on climate change and children, or move directly to Module 2

Tool 5: Situation cards..

Context

You and your family live in a small village in Swaziland. As a result of climate change, the weather in your village has changed dramatically and there has been very little rainfall for months. The well is drying up and you don't have a nearby river. There is not enough water to drink for the whole village.

- **Situation card no. 1 (Family 1)**
Your family is very poor and you no longer have enough water to feed your animals or to water the vegetables you grow.
(For discussion: Do you decide to stay or to leave? Why? What do you do when you have taken the decision?)

- **Situation card no. 2 (Family 2)**
One day, people from a UN agency arrive in your village and tell you that they would like to teach you how to collect and use rainwater in a more efficient way. They also say that they are willing to finance some construction that will help you with the water problem.

(For discussion: Do you decide to stay or to leave? Why? What do you do when you have taken the decision?)

- **Situation card no. 3 (Family 3)**
You are the wealthiest family in the village. You have a big farm. You have lost some cattle and drought is affecting your fields, too, but you can still survive easily, at least for a few extra seasons.

(For discussion: Do you decide to stay or to leave? Why? What do you do when you have taken the decision?)

- **Situation card no. 4**
Your family is very poor and cannot survive much longer in the village. You decide to leave the village. You will have to leave the area very soon in order to survive. You will not be able to take everything you need.
Besides your mum and dad, you will be leaving with your elderly grandmother, your sister (age 1), your brother (age 7) and your family's six goats. You aren't sure where you are going, but your family has some relatives in the west and you are hoping the rainfall will be better there. The seasons are changing and the nights are getting colder. You don't know how long you will be travelling. Your family does not have any cars or oxen, so you will therefore have to find alternative means of transportation.

(Things you could take: blankets, warm clothes, water, corn meal, bread, nappies/diapers, medical supplies, books, doctor, teacher, religious leader, plates, pots, firewood, radio, TV, tent, canvas, ropes, bucket, fruit, milk, pillow, shoes, etc.)

Feature about climate change and children..

Duration

- 20 minutes (plus homework/assignment)

Overview

Participants become journalists and prepare a feature to inform others about the violation of many child rights because of climate change.

Objectives

By the end of the activity participants will be able to:

- Synthesize in writing what they learned and understand the connection between climate change and child rights

Materials

- Paper and pens
- Copies of Tool 1

Preparation

- Gather together the material on climate change and children. Make these available to participants.
- Photocopy the tool to this activity with advice on how to write a feature article.

Instructions for the facilitator

1. Start with a discussion on what participants have just learned about climate change and its impact on children and child rights. Do you think that people know enough about this issue? How could we raise awareness about this? Explain that a way to raise awareness is through the media (TV, press, etc.).

2. Tell participants to imagine that they are journalists and have to prepare a feature about climate change and children. This could be TV news, a newspaper article or a feature on a website or other media. Another option – depending on your class's and your technical skills – could be to prepare short clips to put up on YouTube. What are the five key messages that should be delivered to the audience? Brainstorm together and write the key messages on the flipchart.

3. Tell participants that they can base their feature on one of the three testimonials by Climate Ambassadors from Kiribati, Senegal or Canada (see the first core activity on pages 56). They can also choose other countries, but this will involve more research.

4. When everyone has chosen a topic, form small groups that will each work on a feature aimed at informing people in your country about the impact of climate change on children in these countries. Distribute and/or discuss the document with advice on writing a feature (see Tool 6 on pages 50). Depending on the time available, you can decide to give this activity as homework, or to do this in class, individually or in pairs small groups.

5. Organize a creative reporting session in which each group can choose how to present its feature. For instance, if a group chooses to prepare a piece for the evening TV news, they might build up a temporary TV studio; for a newspaper article, they might photocopy a real newspaper and add their article to it, etc.

Debriefing

- Ask participants how they found the activity. Was it easy/difficult to identify and deliver key messages to an audience that, in general, is not very informed about a topic? Was it easy/difficult to prepare the feature?

Possible follow-up

- You could contact the local media to ask them if they would be interested in talking about the issue of climate change and children, explaining that your class/group has been working on this and that they could be involved.
- If your group was very motivated with this activity, you could prepare, for example, a whole newspaper on climate change and children, with different articles on specific issues written by participants. The newspaper could be distributed to the school's students and their families.



What next?

As a conclusion to Module 1, the group can watch UNICEF's video on climate change and children

(http://www.youtube.com/watch?v=2e75_sYvOOU)



Tool 6: Working on a feature.

(to photocopy and distribute to participants)

A feature might or might not be related to a news event. It generally involves an element of human interest.

- **'Feature' vs. 'News' approach**

Feature writing requires a lighter, more creative touch than straight news writing. Whereas the primary purpose of a news story is to inform, a feature can also entertain, interpret, amuse or surprise. Feature stories often discuss surprising facts or unexpected events.

- **Feature writing - do's and don'ts**

A feature assignment usually gives the writer more literary flexibility. You can be descriptive, use anecdotes, play with words and surprise the reader.

- When you write, use simple language that almost resembles conversational language. Use short sentences, and write in short paragraphs. Most paragraphs consist of only one sentence, sometimes two, rarely three and never four.

- Organizing also means determining which information to use and which to discard. You do not have to use all the material you have gathered for a story. Do not feel that you must use all the information you gather. Your story could become too long and cause the reader to lose interest.

- Write a forceful or interesting first paragraph or two, called a 'lead'. The paragraph must make the reader think, 'I'd like to know more about this'. You can deter-

mine the lead of your story by asking yourself what the single most important or interesting aspect of the story is – the one thing that grabs attention first and holds it. Some reporters start off by writing a lead and then proceeding with the story, while some write the body of a story first and then go back to develop the best lead. Try both approaches to see which works better for you. If you continue to find it difficult to start the story, talk with your teacher or adviser about it. As you explain the story, you probably will begin to see what the most important elements are.

- Quote people throughout the story. While some shorter stories can be written without a single quotation, feature and news feature stories must contain plenty of quotations to be interesting. Make sure the quotations accurately reflect what the subject said.

- Next, be sure that your story is objective. Do not inject your opinion into the story. Be sure to give a balanced view of a topic, especially if it is a controversial matter. Don't be satisfied with just one side to a story, even if it is an interesting viewpoint. Don't hesitate to talk to anyone who can help you – and the reader – understand all the different aspects of a topic. The information and quotations you obtain from other people and put into your story will help the reader draw his or her own conclusion about the story.

- Last, be sure all facts are correct. Check and double-check dates and numbers and other factual information. Check and double-check the spellings of names. Use correct courtesy titles such as Mr. or Ms. (if your paper uses courtesy titles), and use complete identifications of people quoted or referred to in stories. When turning in your story, for example, make sure the editor knows that you checked the spelling of an unusual name by marking 'c.q.' after the name.



Activities

Module II: Actors of change

Objectives:

By the end of the module, participants will be able to:

- Explain how they and other young people can become active in combating climate change,
- Explain how and why their action can contribute to combating climate change,
- Implement energy-saving strategies in their everyday lives (individually or as a group), and
- Plan and implement strategies to convince peers and adults of the need to change their habits and save energy to increase mitigation.

Introductory activities

Core activity

What can we do?..

Duration

- 1 hour

Overview

This is the introductory activity to Module 2. Participants come up with ideas about all kind of possible actions and measures that could be undertaken to increase mitigation. They then identify the key actor(s) responsible for their implementation at different levels and discuss what they (as young people) could do to encourage and increase mitigation.

Objectives

By the end of this activity participants will be able to:

- Present strategies to encourage an increase mitigation.
- Name some of the main stakeholders responsible for the implementation of actions and policies aimed at increasing mitigation.
- Explain how they and young people in general can become active and support mitigation.

Materials

- Flipchart and markers
- Post-its
- Paper and pens

Preparation

- Get familiar with the 'responsibilities socio-ecological model' (see Tool 7 on page 58).

Instructions for the facilitator

1. Refer back to a sentence in the testimonial from Iaoniman, the Climate Ambassador from Kiribati (see Module 1, first core activity, 'Children and climate change') and read it aloud: "Since the effects of climate change are becoming more visible, the population is aware of what is happening, but they don't understand why it is happening to them since they are not responsible for the causes".
2. Ask students what they think of this (let them express their ideas themselves). Remind students that the effects of climate change are stronger in some parts of the world, mainly in developing countries that already face other problems (poverty, hunger, HIV/AIDS, etc.). This is not fair, but it is the reality. However, people in industrialized countries can do something about this, and the key work is 'mitigation' ("taking action to reduce green house gas emissions. It is about transforming the way that individuals, governments and industry produce and use energy, changing activities to reduce or eliminate emissions and developing clean and efficient infrastructure where it does not currently exist."³¹)
3. Brainstorm all possible strategies that could be implemented to increase mitigation in your country. List them on the flipchart until you have about 10 suggestions from participants.
4. Draw a six-level 'responsibilities socio-ecological model' on another flipchart (see Tool 7 on page 58 for an example of the model) and name each level:
 - YOU
 - FAMILY
 - SCHOOL

- LOCAL
- COMMUNITY
- NATIONAL
- GOVERNMENT
- INTERNATIONAL.

Explain that this represents the different levels of responsibility to implement the different actions.

5. Explain to participants that for each of the suggested actions, they shall now identify one/several actors who can be responsible for its implementation at different (one or more) levels of the model. Tell them that they might find that some of the actions could be implemented by different actors at different levels settings. For instance, if the suggested action is 'save water', something can be done at each level of the model: by yourself by lowering your consumption ('you' level), by other members of your family at home ('family' level), by the school by deciding to change broken taps or issue new water-use rules ('school' level), at the 'local community' level and at the 'national government' level, which might, for instance, issue a new law. Do one or two examples all together.

6. Form small groups of two or three. Randomly distribute the actions suggested at the beginning of the activity to the different groups. Give them a few minutes to discuss and figure out which actor(s) they think should be responsible for the implementation of each action, at which level/setting and what they could do. Then, ask each group to note their ideas on Post-its (next to the action) and stick them on the right spot in the responsibility scheme, providing an explanation.

7. Now that they have an overview of the different levels of responsibilities, ask the groups if they have

any new ideas for actions. Add these to the scheme.

8. Ask the groups if and how they, as young people, could contribute to implementation of these actions by the different actors. Of course, some actions clearly concern them directly (those in the 'you' level), but what can young people do to get action implemented at the community or even national levels? The key word here is 'advocacy', that is, exerting pressure to bring those actors to implement these actions. How? Brainstorm advocacy strategies (e.g. campaigns, public debates, awareness-raising actions, etc.). Note those down on the flipchart.

Debriefing

- Ask participants what they learned in this activity. Did they know that young people could do so much? Would they feel ready to undertake actions, or to change some of their habits? Do they think that it would be easy/difficult? Why?

What next?

- Go on with the other activities of Module 2.

Tool 7:..... Responsibilities scheme (socio-ecological model)



- 164 young delegates from 44 countries around the world gather at the UNFCCC COP15 to discuss climate change. In the film, a number of the forum's participants explain what they are doing in their countries to combat climate change and raise awareness around this issue.

After having watched the video, start a discussion with your students. Guiding questions may include:

- What have you learned from watching this video about how to address climate change in your community?
- What have you learned about the importance of young people taking action in their communities?

Optional activity

UNICEF's video on youth action to fight climate change.

If you have access to the Internet, you can introduce Module 2 by watching UNICEF's video on child-led initiatives to combat climate change :
<http://uniteforclimate.org/2011/02/video/>

This film shows different ways in which youth all around the world are combating climate change on a local, national and international level to ensure that child rights are fulfilled.

- Youth in Turkey take action by starting a recycling programme.
- High school students in California had Smart Meters installed at their school and saved a lot of energy.
- The participants of Scotland's Youth Parliament make their voices heard in the battle against climate change by staging a Green Mile March in Edinburgh.



Activities to understand energy consumption habits and identify solution strategies

Core activity

Can we do better? Energy waste and energy saving in everyday life

Duration

- 15 minutes (brainstorm)
- Homework
- 1 hour (discussion)

Overview

Participants observe and report on energy consumption habits and behaviour at home, on their way to/from school, at school and in their community/neighbourhood. For each element, participants are invited to come up with energy-saving solutions or strategies individually or as a group.

Objectives

By the end of the activity, participants will be able to:

- List five environmentally-friendly strategies in their everyday life that they can implement personally.

Material

- Flipchart and markers
- List of examples in the Student Handout

Preparation

- Get familiar with the list of examples of environmentally-friendly habits.

Instructions for the facilitator

1. Brainstorm energy consumption habits (electricity, fuel, water, etc.) in participants' everyday life. Are they driven to school? What about electricity consumption at home? And at school?
2. Tell participants that without changing their habits or saying anything to others, they should now observe themselves and their families over a defined period of time (one day to one week) and note down their own energy consumption habits (and whether they are good or bad for the environment) in the following settings: at home; on their way to/from school; at school; and in the community (neighbourhood). To assess whether they have good or bad habits, they can refer to the (non-exhaustive!) list in their Student Handout on how to reduce their carbon footprint.
3. When the observing period is over, discuss the experience with all participants. How did they find this experience? Did they discover/learn anything new?

Let one or two participants present their observations. Note their findings (about habits) on the flipchart. Let other participants complete the lists with their own observations until there are no further suggestions. All together, discuss how habits or behaviours that are bad for the environment could be transformed into good ones.

Form small groups of four to five. Ask each group to go through the list on the flipchart and decide for each suggestion if they think it would be difficult, somewhat difficult or easy for them to personally implement the changes on the list right away. After 10 minutes, invite the groups to report back on their discussions.

Ask them if they would be ready to undertake at least one action classified under their 'easy to change' category. What would they need to do? Would they have to convince parents, brothers and sisters, friends or could they do it alone? How can they persuade their families to change their habits, too? Discuss together strategies to raise their families' awareness. This could lead to preparing a leaflet or organizing an informative meeting led by your students, with your support, of course.

- Skip the next two activities if you prefer to go directly on with activities aimed at developing your students' advocacy skills.

Optional activity

Who cares about climate change?

Duration

- 1 hour

Overview

Volunteer participants improvise a short (given) scene about an everyday climate-unfriendly habit. The scene is played once without interruption, so that everyone can appreciate the role of actors (who's who, who does what). Then it is played again, and participants from the audience can interrupt the play and take the place of one of the actors to transform the situation into a more positive (climate-friendlier) one.

This activity is a simplified version of the original Forum Theatre (see box on the next page for an explanation).

Objectives

By the end of the activity participants will be able to:

- Present strategies to develop climate friendlier habits in their everyday lives, and
- Present strategies to convince their families as well as friends and relatives to adopt environmentally friendly habits.

What next?

- Go on with the next two activities if you want to work more on habits and behaviours.

Material

- Situation cards

Preparation

- Prepare copies of the situation cards.

Instructions for the facilitator

1. Form small groups of five or six participants. Give each group two or three situation cards (see Tool 8 on page 62). Ask them to choose one among these. Explain that each group will have to prepare a short scene describing the situation on the card. They can invent the dialogues. Give them 10 to 15 minutes to prepare the scenes.
2. Explain the origin and the rules of the Forum Theatre:

Forum Theatre

It is a type of theatre created by the innovative and influential practitioner Augusto Boal as part of what he calls his 'Theatre of the Oppressed'. In this process the actors or audience members can stop a performance, often a short scene in which a character is being oppressed in some way. The audience can suggest different actions for the actors to carry out on stage in an attempt to change the outcome of what they are seeing. This is an attempt to undo the traditional actor partition and bring audience members into the performance, so that they may have an input into the dramatic action they are watching.

4. Repeat the exercise with the other groups' scenes.

Debriefing

- Ask participants if they learned/understood anything new with this activity. Did they find it difficult/easy? Are these situations common in their families or among their friends? Could they do something to change them in their real life? How?

Possible follow-up

- If the group finds it useful, the discussion on how to convince family and peers to change some habits could be continued to develop common strategies.

What next?

- Go on with the following activity if you want to work more on habits and behaviours.
- Skip the next activities if you want to go directly to the activities aimed at developing your students' advocacy skills.

3. Let the first group perform their scene once without interruption, and when they repeat it for the second time, let participants from the audience interrupt it and replace one/several characters (one replacement at a time is better). When it is over, ask the group if they can think of an even better ending. If they can, repeat the scene once more.

Tool 8: Situations.

• Smith Family

- Mother: Megan, age 45, works at the local bank
- Father: Rob, age 51, nurse at the town hospital
- Daughter 1: Sarah, age 14, student
- Daughter 2: Elise, age 8, student
- Son 1: John, age 11, student

The family lives in a small four-bedroom house near the town centre. They have a small garden. They own a car and the three children each own a bike.

1. It is breakfast time. Everyone needs to leave for school or work and is in a hurry. When everyone is finally outside and ready to leave, they see that the kitchen light is still on, but they don't have the time to go back in and switch it off.
2. The family needs a new washing machine. On Saturday they go to a store and decide to buy the cheapest but less ecological model.
3. Every Saturday morning the whole Smith family goes grocery shopping. Rob loves avocados and Megan just can't resist buying mangoes every week.
4. The Smiths eat red meat every day. They say it is very good for the children because they are still growing.
5. Every evening, Sarah takes a 20-minute power-shower. Her mother says that she should take shorter showers because water is precious, but Sarah says that she doesn't want to give this up, as it relieves her stress from the day.

6. Every morning, Rob drives Sarah, John and Elise to school. It takes 5 minutes to get to Elise's school and 10 more minutes to get to Sarah and John's school on the other side of town. Then Rob drives to his work in the town centre (3 minutes from their school). There's also a school bus service to Elise's school, but the family feels it is not very convenient, as the stop is two blocks away from their house.
7. The Smiths' house is quite old. In winter, the central heater is not enough to keep everyone warm. The family therefore has two small portable electric heaters that they switch on whenever they feel cold.
8. Rob wants to buy a new computer for the family. The old one is still functioning but is getting slower. He could add some extra memory, but the local computer store is currently having sales.
9. Megan would like to start growing vegetables in the garden, but she is afraid that she won't have the time to take care of it. At dinner, she tells her family about this. Rob thinks that it is more convenient to buy the vegetables at the local supermarket.
10. Six months ago, after watching a very interesting documentary on television, the Smiths started recycling and separating their garbage. But now, six months later, they tend to throw everything in the same bin again. The bins for paper, aluminium and other materials are in the garage. They discuss this at dinner.

Activities to develop advocacy skills and strategies

Climate superheroes:³²

Duration

- 1 hour

Overview

Role play in which eight potential candidates are interviewed to join the 'Climate Change Superhero Dream Trio'. Candidates include: a journalist, a politician, a business leader, a campaigner, a young person, a scientist, an NGO worker (in a climate change-affected country), an activist (in an industrialized country) and a teacher. Individually or in groups, each candidate is given two minutes to convince others why he or she should be on the team. Then the whole group votes for the three most convincing candidates. In three smaller groups (one per superhero), participants are then asked to suggest actions that their superheroes could initiate in their positions to support/increase mitigation.

Objectives

By the end of the activity participants will be able to:

- Explain that action towards more mitigation can be supported by different stakeholders with complementary roles, and
- Present the role and possible action of (at least) three of those stakeholders.

Material

- Flipchart and markers
- Character cards

Preparation

- Prepare copies of the characters cards to be distributed.

Instructions for the facilitator

1. Introduce the activity by asking the group who are the people or institutions that are important for combating climate change, and why? (E.g. politicians/authorities, the media, the school, associations, etc.)
2. Tell the group that in this activity they are going to interview potential candidates to join the Climate Change Superhero Dream Trio. The entire group will be the interview panel. Present the candidates, making sure that everyone is familiar with their usual activities.
3. Form eight small groups. Give each group a character card (one copy per participant). Explain that they will be that character and will have to convince the interview panel (the rest of the group) why they should get to join the Climate Change Superhero Dream Trio.
4. Give them a few minutes to read through their character cards individually and then invite groups to have a discussion about why their character is essential for combating climate change. Tell them that they should prepare a two-minute speech or presentation to convince the interview panel. Give them 10 minutes to prepare this.
5. When everyone is ready, get the group together and give each character group two minutes to convince the interview panel why they should be on the trio (only three places are available!).

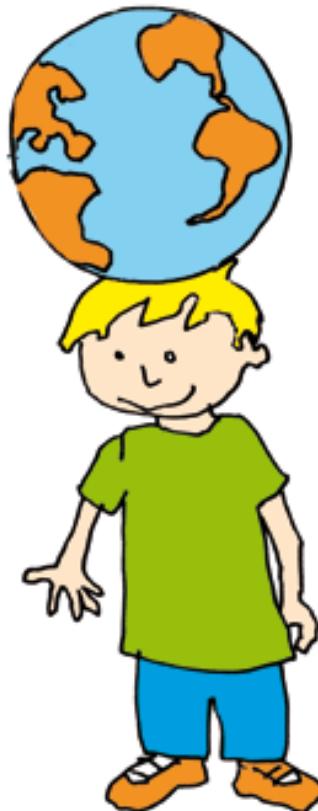
- 6.** When everyone has had a go, get the groups to vote on the three characters that they think should be in the trio (they can't vote for their own character).
- 7.** When the trio is sorted out, split the group in three (one per superhero), and ask each group to come up with a list of actions that their superhero could initiate to combat climate change. Give 5 to 10 minutes for this and then let each group report back and conclude the activity with the debriefing discussion.

Debriefing

- Ask the group how they found this activity. Was it easy/difficult to play the role of someone else? Did they learn anything from this activity?
- Do they think that the three superheroes could combat climate change alone? What/who else is needed to succeed at this big challenge? What about the other characters?
- Explain that in order to combat climate change, everyone must act, and that there are many things that can be done depending on who you are and what your position/job is, but that if we want to achieve something, action is needed by every single person!

What next?

- Go to the next two activities if you want to further develop your students' advocacy skills.
- Otherwise, go directly to the core conclusion activity.



Tool 9: Character cards

JOURNALISTS

You can help uncover the real situation and tell others! You can keep the pressure on governments and scientists by reporting on progress. You can also tell the world about communities already affected by climate change and highlight where support and assistance is needed.

BUT – People could ignore what you say, or the newspaper you work for might not be interested in printing stories about climate change. There might not be enough people who will read what you write.

POLITICIANS

You have the power to make important decisions and laws that can limit the amount of carbon that businesses are allowed to produce. You can make sure any cars in your country are fuel efficient. You can invest money to support scientists to innovate and come up with new green technology.

BUT – Your elections are coming up and you don't want to make any changes that will make you unpopular (like charging people more to fly by aeroplane). You want to stay in power. And, even without your elections looming, there may be a lack of public support for bold decisions!

BUSINESS LEADERS

You have great power to make changes. If you are a car manufacturer you could make sure all your cars are fuel efficient. Or if you are an electricity company you could build wind farms instead of coal-powered generators. This would have a massive impact on climate change!

BUT – You have to make as much money as possible for your shareholders, or else you will lose your job.

NGO WORKERS IN COUNTRIES AFFECTED BY CLIMATE CHANGE

You can help the communities already facing the devastating effects of climate change. You can provide mosquito nets and training for people who aren't used to dealing with malaria. You can support communities in finding solutions to water and food shortages. You can also use your influence to lobby governments and businesses to cut carbon emissions.

BUT – There are so many problems you are already dealing with, such as supporting efforts against poverty and HIV. And you only have a limited amount of money and just a few staff members. You get funding from individual donations, businesses and governments, none of which is guaranteed to continue at the same levels.

SCIENTISTS

You can make new discoveries and invent new ways of making energy that produce no carbon. Your inventions could revolutionize the world. You could also come up with things that will help communities already affected by climate change deal with their situation.

BUT – You rely on funding from governments and businesses, and you can only explore the things they ask you to. Plus your inventions will take years to develop and will need to be tested before they can be produced.

CAMPAIGNERS AND ACTIVISTS

You can research what governments and businesses are doing to address climate change, and you can campaign and lobby for them to do more. You can encourage communities to get involved – and give them the tools to contact their MPs to keep the pressure on governments to make important decisions on climate change.

BUT – You have very little money to support your efforts. People might not listen to you. You might be going up against very wealthy and powerful people.

TEACHERS

You can inform your students about climate change and its impact on children around the world. You can discuss with them about strategies to reduce their carbon footprint as well as their families' footprints. You can also inform your colleagues and the school staff about how to reduce your school's carbon footprint.

BUT – You only have a little time to work on these topics, as you have to follow a teaching programme with very little room and time for extra topics.

Let's change! Create a poster or a sculpture to raise awareness about the importance of saving energy.

Duration

- 1.5 hours (at least)

Overview

The group creates one or several posters or sculptures to be exhibited, aimed at raising awareness about the importance of changing energy consumption habits.

Objectives

By the end of the activity participants will be able to:

- Deliver key messages about climate-friendly habits at school or in the community in a creative way.

Material

- Large (recycled!) paper, coloured paper, old magazines and new papers etc., pencils, coloured markers scissors, paint, glue and other material to make the poster
- Flipchart and markers

Preparation

- Prepare the material

Instructions for the facilitator

1. Start with a brainstorming session about energy consumption at school or in the community. Refer back to the core activity, 'Can we do better?' in which participants had to observe and report on their energy consumption habits. You can prompt them with questions such as: Are there any energy wastes that could be easily modified (e.g. lights that remain on all

day, water overused, etc.)? Are students mainly driven to school/to the community centre – and are there any other alternatives already available or possible?

2. Then, ask the group to come up with examples of key messages that could be delivered to peers and adults to change their habits into climate-friendlier ones. They can find inspiration in their Student Handout, which contains ideas to reduce their carbon footprints at home, in school or in the community. Note down their ideas on the flipchart.

3. Explain that the aim of this activity is to create one (or several) posters, collages or sculptures (why not have it made with recycled material?) to display, aimed at raising awareness among friends, colleagues and people in general about climate-friendly habits. For example, the following motto could be used: 'The climate is changing! YOU can do something about it NOW!"

4. If the size of the group is big, you might want to form smaller groups to each create something. Tell participants that they can be as creative as they want, and that they can use all the material available (as long as it is recycled!). Have them do research in the library or on the Internet (if computers are available) and distribute tasks among themselves. Give them at least one hour (more if you want / if it is possible).

Debriefing

- Ask participants if they enjoyed the activity. Was it difficult to come up with advertising-style messages to deliver to a specific audience? Do they think that their messages were powerful?

- What do they think about awareness-raising campaigns? What is their role? Can they be useful? What else needs to be done to change habits?

Possible follow-up

- When the activity is over, ask participants to suggest ideas about what could be done with the posters. Ideas include: hanging them on the school walls; setting up a meeting with the school's director; organizing an exhibition that could be linked with information on climate change – for example, if the activity was done, the exhibition could be linked with the references files created in Module 1; organizing a conference; discussing this issue with the school's student council, etc.
- You might want to do a similar activity to create, for example, leaflets with information on climate-friendly habits at home or in the community.

Be the change!

As a teacher or facilitator, you could inform your colleagues and other staff about how your school or community centre could become climate-friendlier. You could, for example, distribute leaflets (prepared by your students) in the teachers' room or during a staff meeting.

Ask your students if they have other ideas or suggestions!

What next?

- Go on with the next activity if you want to further develop your students' advocacy skills.
- Otherwise, go directly to the conclusion activities.

One minute to convince. (elevator speech)

Duration

- 1 hour

Overview

In small groups, participants prepare 'speaking points' that they could use if they found themselves, by chance, in an elevator with the president of their country or their favourite singer. Their goal is to convince them about the need to fight against climate change. The meetings are then simulated.

Objectives

By the end of the activity participants will be able to:

- Develop to-the-point messages for specific influential people, and
- Simulate a discussion with an influential adult.

Material

- Paper and pens

Preparation

- None necessary



Instructions for the facilitator

- 1.** Start with a discussion about the role of politicians and other influential people (people whose opinions can make a difference – for instance, popular TV journalists, rock stars, business people, etc.) in dealing with climate change issues. Who are they? Name some of them (they can be at different levels such as school, community, regional, national, international.) What are they responsible for? What are their main problems and challenges? Do you know any leaders or well-known people who are known for having taken environmentally-friendly action?
- 2.** Explain that if participants ever get the chance to meet with one of these VIPs, even for one minute, it would be a pity not to be ready to try and convince them about the need for stronger climate-friendly policies and to provide information on what they should do about it. Tell participants that this activity is aimed exactly at this: developing and delivering such key messages (in a simulation).
- 3.** Form small groups of three or four. Tell them that they will have 10 minutes to develop key messages to convince: a) the president of their country to adopt stronger climate change mitigation policies, or b) their favourite singer (they should pick one) to contribute to raising awareness about climate change by writing a song about it. Tell them to choose between the president and the singer, and note their key points down in order to prepare for a simulated meeting with them.
- 4.** When everyone is ready, get the group together and explain that they will now simulate the meeting. They will have only two minutes to convince the person (played by you or someone else who you will have designated). Simulate the meeting. The person playing the president or singer should make sure that he or she acts like one, listening but also interrupting the speaker or asking provocative questions if necessary, like these people would probably do.
- 5.** When the first simulation is over, step clearly out of your role (becoming the facilitator again) and ask the person(s) who took part in the simulation: What went well? What did not go so well? Were you able to deliver all your messages as planned? Then ask the rest of the group what they thought of the meeting.
- 6.** Simulate the meetings with other groups and ask the same questions.

Debriefing

- Ask participants what they thought of the activity. Did the meetings go as they expected they would? Did they learn anything new? Would they feel ready to meet with 'real' important people?

Possible follow-up

- If the group wishes to do so, a real meeting with the head teacher or a local authority could be arranged.

What next?

- Go now to the conclusion activities.

Concluding activities

Core activity

**Yes, the climate is changing.
Fortunately, we can all do..
something about it!..**

Duration

- At least 30 minutes

Overview

This is the concluding debriefing after the class/group has gone through Modules 1 and 2 (core only or core + optional activities). Students share the thoughts, questions and comments that they noted on their Student Handout. The facilitator moderates a discussion about climate change and how young people as well as adults can become actors of change.

Objectives

By the end of the activity participants will be able to:

- Explain what they learned through the toolkit, and
- Explain why and how everyone should contribute to combating climate change.

Material

- Flipchart and markers
- Post-its
- Participants' notes from their handouts

Instructions for the facilitator

- Write on the flipchart:

"64% of a sample of young people 7–14 years old living in France in 2007 think that the end of the world will happen within the next 100 years." ³³

Ask participants what they think about this. Are they surprised? Do they agree/disagree? Why? Is climate change really going to end the world? Is there any hope? Tell them that the activities in the toolkit were aimed at making them understand that things CAN change but that everybody must become concerned and modify their habits towards climate-friendlier behaviour and energy consumption. Ask them if they agree or disagree with this.

- Ask students if they want to share anything that they noted down on their handouts (questions, comments, ideas, etc.). Based on this, lead a concluding discussion. Guiding questions may include: Why is action needed? What needs to change and how? What are the main challenges? What is their vision for a sustainable local community?

On a more personal level: Are participants going to change some of their habits? Which ones? Are they going to try and convince their parents and relatives to change theirs? How?

- Ask participants if they think they have acquired new skills by taking part in the activities, and if so, which ones. For instance, they might have learned how to prepare a speech to convince a decision-maker, or they might have learned how to gather information on a specific topic, etc.

4. Invite participants to write on a Post-it one to three key word(s) that can illustrate what he or she learned throughout all these activities on climate change and mitigation. Then invite everyone to present their word(s) to the group and then stick it/them on the flipchart. To conclude this series of activities, you can photocopy the list of 'one words' and distribute it to all the participants.

Possible follow-up

- You can use the students' final word(s) to together create wallpaper or a 'speech choir' with music.³⁴
- To ensure some sustainability, you could organize a follow-up session in three to six months to discuss what students have been doing, or to see if they have managed to change their own and/or their families' habits.

What next?

- You can choose to stop now with the educational pack.
- Otherwise, go on with the optional conclusion activities.

Optional activities

What about where I live?



Duration

- 15 minutes for the introduction (plus homework/assignment)

Overview

The class investigates if and how their town / local authorities are implementing climate change mitigation policies (public buildings, legislation, environmental measures, recycling, promoting composting).

Objectives

By the end of the activity participants will be able to:

- Know where to find information regarding measures taken by local authorities to support mitigation,
- Develop advocacy actions directed at their authorities, and
- Develop an action plan to raise awareness among the population about the need to fight climate change by changing some behaviours.

Material

- Access to the Internet and other sources of information

Preparation

- Before running the activity, get familiar with the local environmental policy, and find out whether politicians have committed to fighting climate change.
- Identify the person or service responsible for environmental issues at the local level.
- Find out whether there is any national legislation about climate change mitigation (gas emissions etc.).

Instructions for the facilitator

1. Explain to the class that now that they know more about the need and the reasons to increase mitigation, they should check if the local authorities have already undertaken any measures, and if so, which ones.
2. It might be interesting, if this is possible, to invite the person who is in charge of environmental issues in your town, or someone from his/her staff, to come and present the

- measures that have already been undertaken, and have a discussion with the group.
- 3.** Tell students that they will now investigate if and how their local authorities implement environmental/mitigation policies. Give them some time (a few days or so) to research different aspects of the situation on the Internet, in local newspapers, by visiting the town's authorities or an environmental service, etc. Distribute the tasks.
 - 4.** When the time is over, invite everyone to report back on their findings. After everyone has had a go, ask if they think that what is already being done is enough, or if they think that more efforts could be undertaken. If so, which ones?
 - 5.** Ask how they think we could contribute to the change. Develop a strategy and discuss how the group could implement it. Use the knowledge and skills that you got through the toolkit to plan and implement actions!

Debriefing

- Ask students if they think that the skills learned throughout the education pack were useful to do this activity.
- Was it interesting to research real issues? What did they learn?

Possible follow-up

- The findings and action plan could be presented to the school council or another body or institution.

What next?

- You can choose to stop now with the activities.

- Otherwise, go on with the other conclusion activities.

Walking through inspirations

Duration

- 1 hour

Overview

Quotes on climate change, the environment and citizen action by politicians, environmentalists and other activists are hung on the walls. Participants walk around the room and read the quotes, and then choose one that speaks the most to them. In groups (organized by favourite quote), they then explain to the group why they found that particular quote so inspiring. They are then invited to (individually) write a letter to the author of the quote.

Objectives

By the end of the activity participants will be able to:

- Express their motivation to become actors of change to fight against climate change.

Material

- Printouts of quotes – but facilitators can add/take out quotes as they wish)
- Paper, tape

Preparation

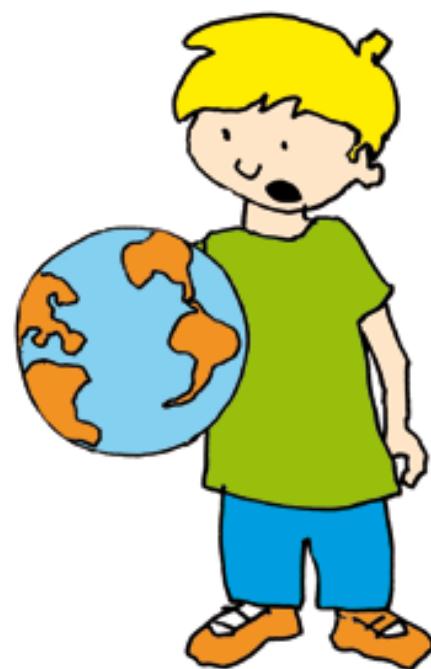
- Hang quotes on the walls (one quote per sheet).

Instructions for the facilitator

- 1.** Explain that there are quotes by politicians, environmentalists and other activists on the walls. Invite

participants to walk around and read them.

2. After a few minutes, tell participants that they shall now choose the quote that inspires them the most and stand next to it. Invite the new formed groups to discuss together why they liked the quote and what they found inspiring about it. Ask them to also discuss if their quote inspired them to take action to become actors of change. What are they ready to do? And how? What could that quote inspire someone else to do? How would they do it?
3. After a few minutes ask each group to share their thoughts with the other groups.
4. As a conclusion, ask participants to individually write a letter to the author of the quote. Explain that it is a sort of conclusion of all the activities of the toolkit, a chance for everyone to have a last (written) reflection on the issue and their role as actors of change. This can be given as homework. If the author is still alive, participants can choose to actually send him/her the letter.



Debriefing

- Ask participants if they liked the activity. Had they already heard about any of the authors of these quotes?

What next?

- You can choose to stop now with the toolkit.
- Otherwise, go on to the last conclusion activity.

Tool 10: Quotes

1. "Be the change you want to see in the world."

(Mahatma Gandhi, Indian philosopher, internationally esteemed for his doctrine of nonviolent protest, 1869–1948)

2. "It is not because things are difficult that we do not dare; it is because we do not dare that they are difficult."

(Seneca, 5 BC–79 AD, Roman dramatist, philosopher and politician)

3. "The major problems in the world are the result of the difference between how nature works and the way people think."

(Gregory Bateson, 1904–1980, anthropologist, social scientist, cyberneticist)

4. "The earth is what we all have in common."

(Wendell Berry, 1934–, American writer)

5. "The role of the marketplace is to be an instrument of environmental change and policy-making. We are all consumers with a great potential for change. Environmental protection begins at home."

(Noel Brown, former director of the UN Environmental Programme)

6. "You cannot get through a single day without having an impact on the world around you. What you do makes a difference, and you have to decide what kind of difference you want to make."

(Jane Goodall, 1934–, English anthropologist, UN Messenger of Peace, 1999 World Ecology Award)

7. "The ecological crisis is doing what no other crisis in history has ever done – challenging us to a realization of a new humanity."

(Jean Houston, 1937–, American author and speaker)

8. "The young generation can influence their elders and can make them understand the environmental problems that are faced by us today. The youth can make them see that our environment is deteriorating day by day."

(Chief Oren Lyons, 1930–, Native American faith keeper of the Wolf Clan and indigenous rights advocate)

9. "Every one of us can make a contribution. And quite often we are looking for the big things and forget that, wherever we are, we can make a contribution. Sometimes I tell myself I may only be planting a tree here, but just imagine what's happening if there are billions of people out there doing something. Just imagine the power of what we can do."

(Wangari Maathai, 1940–, Kenyan environmental and political activist, winner of the 2004 Nobel Peace Prize)

Climate change and children: Who does what?

Duration

- 30 minutes in class as well as individual/group research time (as homework)
- 1 hour to report back

Overview

This is a mapping activity in which participants have to research regional, national and international initiatives by individuals (including young people), NGOs, government offices and other bodies around the issue of climate change mitigation.

This activity is complementary to the first optional activity in the conclusion, 'What about where I live?', which explores local initiatives.

Objectives

By the end of the activity participants will be able to:

- Find information on different kinds of initiatives aimed at supporting climate change mitigation,
- List a number of initiatives already in place to support mitigation efforts, and
- Present one of these initiatives in detail.

Material

- Access to the Internet and printed material

Preparation

- Research regional, national and international initiatives. If you find written information, prepare copies for your students.

- Visit <http://uniteforclimate.org> to find out about initiatives by young people in your country and in the rest of the world.

Instructions for the facilitator

1. Ask students if they have heard about any initiatives (projects, campaigns, publications, meetings, conferences, demonstrations, etc.) on the issue of climate change.
2. Explain that there are many organizations, individuals (including young people) and other bodies that run all kinds of activities to support or encourage mitigation at the local, regional, national and also international level. Tell participants that they will now come up with a mapping of those initiatives, focusing on projects conceived and implemented by young people (refer to or read together one or two examples of 'Bright Ideas' from the Student Handout).
3. Form groups to research initiatives at the regional, national and international level. Tell each group to look (mainly on the Internet) for initiatives and other activities at their respective levels, and to prepare a list with a short description for each item. Invite them to visit the 'Unite for Climate' website: <http://uniteforclimate.org>. You might give this as homework, as it will take some time.
4. When the deadline has passed, invite each group to report back on the initiatives it discovered. It might be useful to prepare copies for everyone.
5. Ask each participant to choose one activity (among the four lists) that they find particularly interesting; it is better if everybody chooses a different activity. Explain that they

will now each prepare a one-page presentation about their initiative. All together, come up with a structure for the presentation (for instance: title; location; short presentation of the organization; short description of the project/activity; objective(s), target groups, duration, etc.). Give them some time to prepare this, possibly giving it as homework.

6. When everyone is finished, let some of them present their findings. You might also have all the papers put on the classroom's walls and invite students to walk around and read more about the different initiatives.

Debriefing

- Ask participants how they found this activity. Were they aware that there were this many initiatives on climate change mitigation? Did they find any new ideas, something that they had not thought about before? Would they be ready to set up a project or an activity, or to link up with an organization and get involved? (If so, invite them to do so!)

Possible follow-up

- Some or all of the students might come up with ideas for a real project, action or activity. Try to support them as much as you can, helping them directly or putting them in contact with local organizations.

The education kit on climate change and child rights is now finished! You and your class can now start implementing all the ideas, suggestions and action plans that were developed in the different activities!

²³Source: Kiribati National Tourism Organisation

²⁴A water well is an excavation or structure created in the ground by digging, driving, boring or drilling to access groundwater in underground aquifers.

²⁵Bilharzia is a human disease caused by parasitic worms called schistosomes.

²⁶Cholera is an infectious gastroenteritis. Transmission to humans occurs through eating food or drinking water contaminated by other cholera patients.

²⁷The colour Wants and Needs cards as well as many other resources on child rights can be purchased from UNICEF UK. Please go to <http://www.unicef.org.uk/resources>

²⁸Adapted from 'Ready to go?', activity from the resource pack Heat up over climate change by tagd/UNICEF UK, <http://www.tagd.org.uk/campaigns/climatechange/climatepeeredpack.aspx>

²⁹The Kingdom of Swaziland is a land-locked country in southern Africa. It is bordered by Mozambique in the east and South Africa on the other sides.

³⁰Taken from UNICEF Innocenti Research Centre, *Climate Change and Children: A Human Security Challenge*, November 2008, p. 21

³¹Adapted from the original activity 'Superheroes' from the resource pack *Heat up over climate change*, developed by tagd/UNICEF UK, <http://www.tagd.org.uk/campaigns/climatechange/climatepeeredpack.aspx>

³²Source: Intervention by the French pedagogue, Philippe Mérieu, Professor in Education Sciences at the University of Lyon, at a symposium on Child Rights organised in Paris in November 2009 by UNICEF France and SciencesPo.

³³A speech choir is not 'a lot of people speaking at once', but a group of speakers who are as controlled, unified and harmonized as a choir of singers. The most important of all requirements is unity, and both a unity of articulation and syllabification as well as a unity of pitch and inflection are necessary. <http://www.loiswalker.com/choralsp.html>

.....Tell us what..you think!

We hope that you and the young people you worked with have enjoyed using this toolkit. Please take a moment to send us your feedback.

Age of participants

**Setting (e.g. secondary school,
youth club, etc.)**

Country

- 1. What did young people with whom you worked think of the resource?**

- 2. What did you like/dislike about the resource?**

- 3. Do you think that the young people have developed new skills to become 'actors of change' to combat climate change?**

- 4. What would you like to see changed in this resource?**

- 5. Any other comments?**

.....Thank you..for your time!

Please send us your feedback:

Post:
United Nations Children's Fund
(UNICEF)

**Child Rights Advocacy
and Education Section**

**Private Fundraising
and Partnerships**

Palais des Nations
1211 Genève 11
Switzerland

Fax:
+41 22 909 5900

Email:
fseidel@unicef.org



Annex: Student Handout

Inspiration and ideas to take away

- 1 The Copenhagen Children's Climate Forum and Climate Ambassadors
- 2 References on climate change and children
- 3 The Convention on the Rights of the Child
- 4 Bright ideas
- 5 Climate-friendly solutions for your everyday life
- 6 Your comments, questions and ideas

1.....The Copenhagen Children's Climate Forum and Climate Ambassadors..

What is the Copenhagen Children's Climate Forum?

In early December 2009, the state leaders of the world gathered in Copenhagen, Denmark, to discuss climate change and to try to reach an agreement on how to reduce the emission of greenhouse gases. Prior to this event, UNICEF and the City of Copenhagen invited 164 youth delegates from 44 countries to participate in the Children's Climate Forum. Young people expressed their thoughts, ideas and calls for action on how to create a sustainable world for future generations, which is a matter of securing the rights of children in a world affected by climate change. The forum resulted in the adoption of a

final resolution with recommendations for world action on climate change.

For more information:

<http://uniteforclimate.org>

Who are the Global Climate Ambassadors?

All delegates who attended the Children's Climate Forum 2009 became Global Climate Ambassadors. The programme is designed to create a network of young climate activists that empowers and trains young people to engage their local communities in the climate debate.

The Copenhagen Youth Delegates' Declaration

After a week of intensive work and debate, the forum's participants adopted a Declaration, committing to personal changes in their own lives and demanding that governments worldwide take actions to protect our planet from the impacts of climate change.

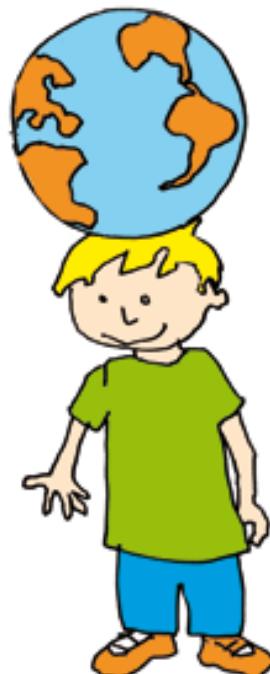
The main recommendations are that industrialized countries ramp up spending on adaptation; that cities be well planned and sustainable; that safety standards, regulations and emergency protocols be established to prepare for climate-induced disasters; that better water conservation be practised; that education on rising sea levels, flooding and biodiversity-related projects be provided.

Link to the full text of the Declaration:
http://www.unicef.org/media/media_51997.html

The Declaration was presented to the participants of the United Nations Climate Change Conference in Copenhagen, which started just after the Children's Forum.

2.....References on climate change and children: List of websites and publications to further explore these issues

Here is a selection of material on climate change and children developed for young people. Of course, this list is absolutely not exhaustive, but it is a good beginning if you need to explore this issue further, as it contains information as well as links to other websites or initiatives.



Websites

- Unite for Climate:
<http://uniteforclimate.org>

'Unite for Climate' is your entry point into the world of youth action on climate change. You can join the community and the discussions, discover and participate in global campaigns and work to extend the impact of the Copenhagen Conference on Climate Change.

- UNICEF UK tagd:
Children and Climate Change
<http://www.tagd.org.uk/campaigns/climatechange/childrenclimate.aspx>

UNICEF UK tagd is a network of young people in the UK who are committed to children's rights. By fundraising, campaigning and spreading the word, you can reach out to all the world's children, adding your voice to theirs.

Other websites (in English; non-exhaustive list):

- Eco Schools:
<http://www.ecoschools.org.uk>

Eco Schools is an international award programme that guides schools on their sustainable journey, providing a framework to help embed these principles into the heart of school life.

- Global Warming Kids:
<http://globalwarmingkids.net>

A web database adapted to young people where you can find many useful links to other websites, online games, publications and science projects, and get ideas on how to best fight climate change.

- Young Reporters for the Environment:
<http://www.youngreporters.org>

Young Reporters for the Environment is a programme of the Foundation for Environmental Education designed for secondary

school pupils and teachers. Each group must define its own investigation project about a local environmental issue (which topic, which activities, which production). There are six main investigation topics: agriculture, cities, coastline, energy, waste and water. The goal of each project is to communicate relevant information to a local public. An international website is the tool of the members of the community to share news and information.

ENO-Environment Online:

<http://www.joensuu.fi/eno/basics/briefly.htm>

A global virtual school and network for sustainable development and environmental awareness. Environmental themes are studied within a school year on a weekly basis. Thousands of schools from 124 countries have taken part.

Publications

- UNICEF, *Climate Change and Children*, December 2007

http://www.unicef.org/publications/index_42166.html

This publication examines the effects of climate change on children – and examines how climate change has evolved from an 'environmental' issue into one that requires collective expertise in sustainable development, energy security and the health and well-being of children. Young people speak directly through comments and letters collected during different international youth events.

World Wildlife Fund International, *The NEW climate deal, A pocket guide*, 2009
http://assets.panda.org/downloads/wwf_climate_deal_mar10.pdf

A handy all-in-one pocket guide to climate change, its impacts, the politics, the history and the discussions at the United Nations Framework Convention on Climate Change negotiation process held in Copenhagen

(Denmark) in December 2009. While this guide was developed for Copenhagen it is still relevant for the next steps in our journey to secure a strong, fair and ambitious climate change agreement.

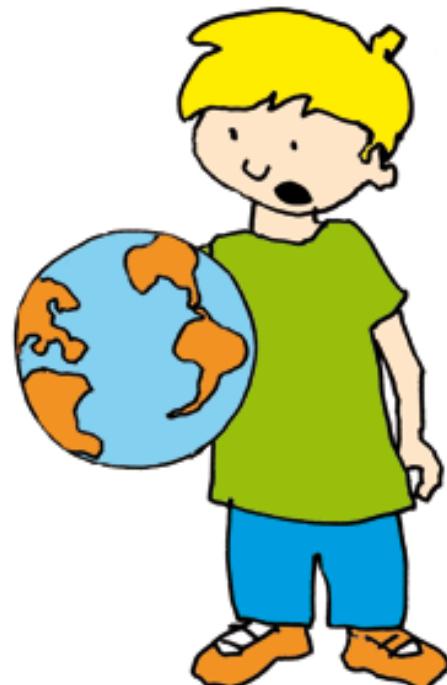
Videos

- UNICEF's video on climate change and children (4:14 minutes):
[http://www.youtube.com/
watch?v=2e75_sYvOOU](http://www.youtube.com/watch?v=2e75_sYvOOU)
- UNICEF's video on child-led initiatives to fight climate change:
[http://uniteforclimate.org/2011/02/
video/](http://uniteforclimate.org/2011/02/video/)

This film shows different ways in which youth all around the world are combating climate change on a local, national and international level to ensure that child rights are fulfilled.

- UNICEF's engagement of young people in the Secretary General High Level Summit on Climate Change (film and live presentation by young people to Heads of State): (UN TV 4:39 minutes)
[http://www.youtube.com/
watch?v=0LOY-1qgSTw](http://www.youtube.com/watch?v=0LOY-1qgSTw)
- The Girl Who Silenced the World for Five Minutes:
[http://www.youtube.com/
watch?v=uZsDliXzyAY](http://www.youtube.com/watch?v=uZsDliXzyAY)

Thirteen-year-old Severn Suzuki, who spoke at the 1992 UN Earth Summit, is known as 'The Girl Who Silenced the World for Five Minutes' – and she has significantly influenced millions of young people to engage global decision-making processes around environmental sustainability, urban health and climate change.



3.....The Convention.....on the Rights of.....the Child.

A child is defined as any person under 18 years of age. Today almost everyone agrees that anyone below that age has the right to special care and protection. But that has not always been the case. It has only been since 20 November 1989, when the United Nations General Assembly adopted the Convention on the Rights of the Child (CRC), that the world has benefited from one set of legal rights for all children and young people.

Only a few months after it was adopted, 20 countries had already 'ratified' the Convention (given it legal force). And today, over 190 countries have ratified the CRC. In fact, today only two countries in the world – Somalia and the United States – have not yet given the CRC legal force (both have signed it, showing that they intend to give it legal force, but have not done so yet).

The CRC is the most widely ratified human rights agreement in the world. It details your rights and how they should be applied in its 54 articles, plus two optional extras (or 'protocols').

The Convention starts off by saying that everyone under the age of 18 (the definition of a child), regardless of gender, origin, religion or possible disabilities, needs special care and protection because children are often very vulnerable (Articles 1 and 2 – the numbers in brackets correspond to the relevant article in the Convention). It also says that governments must take action to ensure that your rights are respected (4). It ends by describing ways of putting theory into practice and monitoring progress (41–54; see the feature 'Promises to keep' for more about this).

Although the Convention has 54 articles in all, it is guided by four basic principles:

- Non-discrimination (2): Children should neither benefit nor suffer because of their race, colour, gender, language, religion, national, social or ethnic origin, or because of any political or other opinion; because of their caste, property or birth status; or because they are disabled.
- The best interests of the child (3): Laws and actions affecting children should put their best interests first and benefit them in the best possible way.
- Survival, development and protection (6): The authorities in the country where children live must protect them and help ensure their full development — physical, spiritual, moral and social.
- Participation (12): Children have a right to have their say in decisions that affect them, and to have their opinions taken into account.

The Convention on the Rights of the Child in child-friendly language

You can find the full text of the CRC at <http://www.unicef.org/crc>.

Article 1: Definition of the child

In the Convention, the word 'child' means a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger.

Article 2: Non-discrimination

The protection given by the Convention applies fully and equally to all children, whatever their race, religion or abilities; whatever they think or say; whatever type of family they come from. It doesn't matter where the children live, what language they speak, what their parents do, wheth-

er they are boys or girls, what their culture is, whether or not they have a disability or whether they are rich or poor.

Article 3: Best interests of the child

When decisions are made that will affect children individually or as a group, decision-makers must always consider what would be best for the children concerned. This particularly applies to budgets, policy and law making, as well as to decisions about individual children's future lives.

Article 4: Protection of rights

Governments must take the necessary measures to make sure that children's rights are respected, protected and fulfilled. They need to review existing and new laws relating to children, and make changes where necessary. They also need to make sure that legal, health, educational and social services have enough resources to effectively protect children's rights and create an environment where children can reach their potential.

Article 5: Parental guidance

Families are responsible for directing and guiding their children so that, as they grow, they are increasingly able to use and defend their rights properly. Governments have the responsibility to protect and assist families in fulfilling this essential role as nurturers of children.

Article 6: Survival and development

Governments must do everything possible to ensure that children's lives are safeguarded and that they develop in a healthy way.

Article 7: Registration, name, nationality, care

All children have the right to be legally registered when they are born, and for the

name they are given to be officially recognized. Children have the right to a nationality (to belong to a country). Children also have the right to know and, as far as possible, to be cared for by their parents.

Article 8: Preservation of identity

Children have the right to an identity – an official record of their name, nationality and family ties – and governments must ensure that this is not altered illegally.

Article 9: Separation from parents

Children have the right to live with their parent(s), unless it is bad for them. Children whose parents do not live together have the right to stay in contact with both parents, unless the parent(s) might hurt the child.

Article 10: Family reunification

If a child and parents live in different countries, they should be allowed to move to or from those countries so that they can stay in contact, or get back together as a family.

Article 11: Kidnapping

Governments must take steps to keep children from being illegally taken out of their own country. This article is particularly concerned with abductions by one of a child's parents.

Article 12: Respect for the views of the child

When adults are making decisions that affect children, children have the right to say what they think should happen and to have their opinions taken into account. The Convention recognizes that the level of a child's participation in decisions must be appropriate to the child's level of maturity.

Article 13: Freedom of expression

Children have the right to get and share information, as long as the information is not damaging to them or others. In doing so, children also have the responsibility to respect the rights, freedoms and reputations of others. The freedom of expression includes the right to share information in any way they choose, including by talking, drawing or writing.

Article 14: Freedom of thought, conscience and religion

Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children in these matters.

Article 15: Freedom of association

Children have the right to meet with one another and to join groups and organizations, as long as it does not stop other people from enjoying their rights.

Article 16: Right to privacy

Children have a right to privacy. The law must protect them from unjustified interference in their private lives (including their family life) and from attacks on their good name.

Article 17: Access to information / mass media

Children have the right to get information that is important to their health, well-being and culture. Governments should encourage mass media – radio, television, newspapers and Internet sites – to provide information that children can understand and to not promote materials that could harm children.

Article 18: Parental responsibilities / state assistance

Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments must recognize this joint responsibility and provide support services to parents, especially if both parents work outside the home.

Article 19: Protection from all forms of violence

Children have the right to be protected from being hurt and mistreated, physically or mentally. Any form of discipline involving violence is unacceptable. Governments must ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 20: Children not living in a family environment

Children who cannot be looked after by their own families have a right to special care. The government must ensure that they are looked after properly by people who respect their ethnic group, religion, culture and language.

Article 21: Adoption

If a child is to be adopted, the biggest concern must be to find a family that is best for them in all respects. All their rights must be protected, whether they are adopted in the country where they were born or are to live with their adoptive parents in another country.

Article 22: Refugee children

If children are refugees (if they have been forced to leave their home and live in another country), they have the right to special protection and help in addition to the other rights in this Convention.

Article 23: Children with disabilities

Children who have any kind of disability have the right to special care and support in addition to the other rights in the Convention, so that they can live full and independent lives.

Article 24: Health and health services

Children have the right to the best care available, as well as to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy. Rich countries should help poorer countries achieve this.

Article 25: Review of treatment in care

Children who are sent for treatment or care outside their family home have the right to have their living arrangements looked at regularly to see if they remain appropriate and necessary.

Article 26: Social security

Children – through their parents or guardians, or directly – have the right to receive help from the government if they are poor or in need.

Article 27: Adequate standard of living

Children have the right to a standard of living that is good enough to meet their physical and mental needs. Governments should help families and guardians who cannot afford to provide this, particularly with food, clothing and housing.

Article 28: Right to education

All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Young people should be encouraged to reach the highest level of education of which they are capable. For children to benefit from education, schools must be run in an orderly way – but discipline must always respect children's dignity and not involve violence.

Article 29: Goals of education

Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect other people, human rights and their own cultures. It should also help them learn to live peacefully and to protect the environment.

Article 30: Children of minorities/indigenous groups

Minority or indigenous children have the right to learn about and practice their own culture, language and religion, as is the case for all children.

Article 31: Leisure, play and culture

Children have the right to relax and play, and to join a wide range of cultural, artistic and other recreational activities.

Article 32: Child labour

The government must protect children from work that is dangerous or might harm their health or their education. When children help out at home, or at a family farm or business, their tasks should be safe, appropriate to their age and conforming to national labour laws. Work should not prevent children from enjoying their rights, in particular their rights to education, relaxation and play.

Article 33: Drug abuse

Governments must use all means possible to protect children from the use of harmful drugs and from being used in the drug trade.

Article 34: Sexual exploitation

Governments must protect children from all forms of sexual exploitation and abuse.

Article 35: Abduction, sale and trafficking

The government must take all measures possible to make sure that children are not abducted, sold or trafficked. Countries that have signed up to the Convention's Optional Protocol on the sale of children, child prostitution and child pornography have agreed to undertake even greater protection measures.

Article 36: Other forms of exploitation

Children should be protected from any activity that takes advantage of them and could harm their welfare and development.

Article 37: Detention and punishment

No one is allowed to treat or punish children in a cruel or harmful way. Children who break the law should be treated in a humane manner. They should not be put in prison with adults, should be able to keep in contact with their families and must never be sentenced to death or to life imprisonment without possibility of release.

Article 38: War and armed conflicts

Governments must do everything they can to protect and care for children affected by war. Children under 15 should not be forced or recruited to take part in a war or to join the armed forces. Countries that have signed up to the Convention's Optional Protocol on the involvement of children in armed conflict have further agreed to make sure that children younger than 18 do not participate directly in armed conflict and are not recruited for mandatory military service.

Article 39: Rehabilitation of child victims

Children who have been neglected, abused or exploited should receive special help to recover physically and mentally and reintegrate into society. Particular attention should be paid to restoring the health, self-respect and dignity of the child.

Article 40: Juvenile Justice

Children who are accused of breaking the law have the right to legal help and fair treatment in a justice system that respects their rights. Governments should set an age below which children cannot be prosecuted, and should put in place standards for the fairness and quick resolution of all proceedings. As a general rule, children should be helped to avoid breaking the law in the future, rather than simply being punished for past offences.

Article 41: Respect for superior national standards

If the laws of a country provide better protection of children's rights than the articles in this Convention, those laws should apply.

Article 42: Knowledge of rights

Governments must make the Convention known to adults and children. Adults should help children learn about their rights, too.

Articles 43 to 54:

These articles discuss how governments and international organizations such as UNICEF should work to ensure children are protected in their rights.

4.....Bright ideas

United Kingdom - Don't Bake the Planet Campaign

Cressida, Climate Ambassador from the UK, has been active in Gloucestershire (her local area), where she gives talks in schools about the declaration from the Children's Climate Forum. She has spoken in both primary and secondary schools. Her presentation has included practical tips on what young people can do to take action on climate change in 2010, based on the recommendations of the declaration. She has also been involved in developing her own 'Don't Bake the Planet' campaign, which focuses on encouraging young people to fundraise for climate change projects and raise awareness of climate change as a children's rights issue. Her Facebook group for this currently has 1,000 members.

Turkey – A new school financed through selling recyclable waste

More than 1,000 young UNICEF volunteers joined hands for the building of the Peace School in Bursa in order to provide for the right to basic education for everyone. The volunteer children collected tons of recyclable waste from their schools to fund the building of this school on land donated by the Nilufer Municipality. In addition to the funds they raised by selling recyclable waste, they prevented 4,240 trees from being cut down, sold UNICEF products, developed personal projects and completed the rough construction of the school. The school, for which the children were awarded with a 'contribution to education' award, will be ready for the 2010/2011 school year.

Denmark – CO2 Students Committee: Children are the best teachers!

Vanløse School in Copenhagen, Denmark, has set up a 'CO2 Students Committee'.

One of the Danish Climate Ambassadors at the United Nations Climate Change Conference in Copenhagen, Adile, is a member of this committee. She explains that the committee organizes awareness-raising activities to educate what she calls the 'climate generation'. The group holds discussions on what students and young people can do to affect the school's younger students and make a difference for the climate. They have launched campaigns for the school, such as introducing new trashcans (for papers, organic food and plastic) so that all the school's students learn what this is and how they should recycle and sort out trash.

The committee's goal is to make their school carbon-neutral. Their dream is to see this happen in all the schools in Denmark, then in the rest of Europe and the rest of the world. "Just like rings in the water," says Adile, "When you throw a stone into the water it sinks but the stone makes rings around it. The rings becomes bigger and bigger. And we focus on our school as the stone. We will be at the core but we will create the rings in the water. But someone has to start from somewhere, and here in our school we will start."

South Korea – Awareness raising and lobbying campaigns to ride bicycles

Climate Ambassador Yongha, from South Korea, is a member of the PEACE club in her school. PEACE runs awareness-raising campaigns to ride bicycles in Seoul. As Yongha explains, most people living in Seoul see bicycle riding more as a hobby than as a means of transportation. PEACE gives out flyers with information on the positive impact of bicycles for the environment. Information also includes the quantity of carbon dioxide that is avoided by choosing bicycles over cars. PEACE is also carrying out lobbying activities in two of Seoul's local districts to ask the authorities to support this initiative.

Greece – Eco Schools to reduce water waste

The primary school of Panagia Thassos set up an Ecological Committee to deal with the issue of water. In fact, although water is generally available in the village, the flow is always very low and the committee found it important to take action today in order to avoid future problems.

The following activities around water and its use in the village were carried out in the school:

- Analysing the local meteorological phenomena to see if there is a connection with the availability of spring water,
- Visiting the springs and following the course of the river from the spring to the taps at school,
- Following the water's path from the drains, through both surface streams and biological sewage cleaning systems and all the way to the sea, and
- Examining the use of water as irrigation, as well as other uses (such as to extinguish fire, to wash, to cook, to construct, etc.).

The children shared their findings as well as a number of solutions to overcome the problems. To do this, they put on a play for the local residents and distributed informative pamphlets. A meeting with local authorities also took place.

The students found that there was a lot of water being wasted in the local area. An ECO-CODE was therefore developed to indicate how to reduce the water waste at home, at school, in the garden and at the council.

This initiative was a success, because children changed their attitudes toward the use of water. There was a marked re-

duction in the amount of water used when they followed the committee's guidelines for saving water. Residents also showed more care when disposing of rubbish.

Panagia Thassos's ECO-CODE:

At school:

1. Every child should use a cup to drink water and not drink from their hand.
2. Don't flush the toilet without reason.
3. Don't leave taps running.
4. Broken pipes or taps should be mended immediately.

At home:

1. Don't leave taps running.
2. Don't wash vegetables under fast-running taps.
3. Don't use washing machines or dishwashers unless full.
4. Small amounts of washing should be done by hand.
5. Put bottles of water in the fridge to save you running the tap until the water comes cold.
6. When brushing our teeth, don't leave the tap running.
7. When showering, turn off the water whilst washing with soap.
8. Don't wash cars on the road. The oil, dirt and other pollutants pollute the ground and the spring water.
9. Only change oil in suitable areas.
10. Care should be taken where we dump our rubbish to avoid pollution of springs and underground streams.
11. Don't throw waste into the streams carrying water to the gardens.

In the garden:

- 1.** Collect rainwater in barrels for watering.
- 2.** Don't water using tap water.
- 3.** Use dripping pipes for irrigation.
- 4.** Avoid fertilizing gardens. Fertilizers pollute the spring water.
- 5.** Insecticides should be used carefully as they are poisonous and pollute the air and water.

At the council:

- 1.** Develop biological sewage cleaning systems and link them to all buildings.
- 2.** Rubbish bins should be placed carefully to avoid pollution of spring water.
- 3.** Licenses for keeping large numbers of animals should be given with care. Ranches shouldn't be placed over underground water sources, as they could be polluted.
- 4.** Wells should be opened carefully and infrequently, as too much pumping can cause sea water to pollute the water supply.
- 5.** Recycle rubbish to avoid pollution of spring water.

United Kingdom – Introduction of a new local currency to promote local business and production

In September 2009, the area of Brixton in South London introduced a new local currency (complementary to the British pound sterling) for use by independent local shops and traders.³⁶ The goal of this initiative is to support local business, production and trade, and to raise awareness

around the need to reduce carbon emissions through – among other things – buying local products. This initiative is one project among hundreds of others under the umbrella of 'Transition Initiatives' that are being developed in the UK and around the world.

About Transition Initiatives

Transition Initiatives are initiatives of individuals – including young people – within a community who share concerns about the environment and climate change. They begin by forming a group to start the initiative, and then engage in a collaborative, comprehensive and creative process of:

- Awareness raising around peak oil, climate change and the need to undertake a community-led process to rebuild resilience and reduce carbon emissions;
- Connecting with existing groups in the community, including local government;
- Forming groups to look at all the key areas of life (food, energy, transport, health, heart and soul, economics and livelihoods, etc.);
- Kicking off practical projects aimed at building people's resilience, understanding of climate change related issues and increase community engagement;
- Engaging in a community-wide visioning process to identify the future we want for ourselves rather than waiting for someone else to create a future that we won't like;
- Eventually launching a community-defined, community-implemented 'Energy Descent Action Plan' over a 15- to 20-year timescale;
- Implementing the Energy Descent Action Plan with full engagement of the local community.

This results in a coordinated initiative across all these areas of life that strives both to rebuild the resilience we've lost as a result of cheap oil and also to drastically reduce the community's carbon emissions.

For more information:

<http://www.transitionnetwork.org/>

William Kamkwamba

At the age of 15 William Kamkwamba built a 39-foot windmill from local resources in his Malawian village, to power his family's home and community. Since then, he has gained fame from advocating for local climate and small-scale energy solutions and for young people to become engaged in the quest for such solutions.

For more information : http://en.wikipedia.org/wiki/William_Kamkwamba

Videos

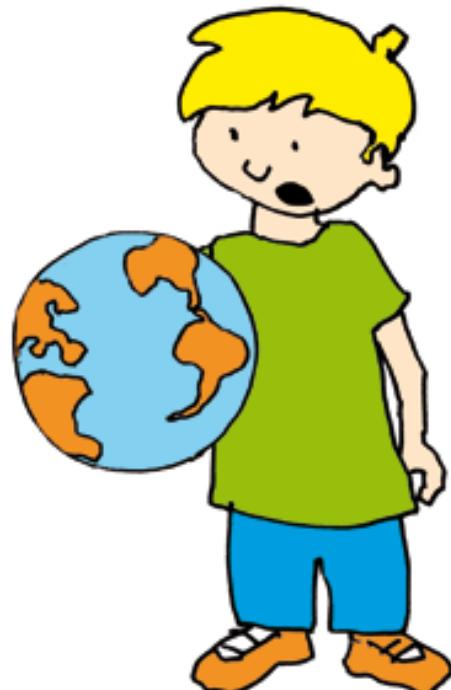
UNICEF's video on child-led initiatives to fight climate change

<http://uniteforclimate.org/2011/02/video/>

This film shows different ways in which youth all around the world are combating climate change on a local, national and international level to ensure that child rights are fulfilled.

UNICEF's engagement of young people at the Secretary General High Level Summit on Climate Change in September 2009, who emphasize local action in a film, with a live presentation to 100+ Heads of State:

<http://www.youtube.com/watch?v=0LOY-1qgSTw>



³⁷ Source: www.statistiques-mondiales.com/emissions_co2.htm

5.....Climate-friendly solutions for your everyday life

Contribute to climate change mitigation by reducing your family's and your carbon footprint.

A 'carbon footprint' is a measure of the impact our activities have on the environment, and in particular on climate change. It relates to the amount of greenhouse gases produced in our day-to-day lives through burning fossil fuels for electricity, heating and transportation, etc. A carbon footprint is a measurement of all the greenhouse gases we individually produce; it has units of tonnes (or kilograms) of carbon dioxide equivalent.

On average, every European is responsible for about 10 tons of carbon dioxide emissions every year (a North American is responsible for about 20 tons).³⁷ That is far above the world average of 4.3 tons per person.

If you want to find out the exact size of your carbon footprint, there are many footprint calculators on the web. Here are two references for you:

- [http://www.unicef.org.uk/
carbonpositive](http://www.unicef.org.uk/carbonpositive)
- <http://www.carbonfootprint.com>

There are many ways people can reduce their carbon footprint inexpensively by taking some simple steps. Here are some ideas,³⁸ but we are sure that you can come up with many more!

At home

Use compact fluorescent bulbs

Replace frequently used light bulbs with compact fluorescent bulbs.

Fill the dishwasher, washing machine or dryer before use

Only run your dishwasher with a full load. One full load uses less energy than two half loads.

Adjust your thermostat

Move your heater thermostat down 1 degree in the winter and up 1 degree in the summer.

Use recycled paper

Make sure your printer paper is 100 per cent post-consumer recycled paper.

Check your water taps

A dripping hot water tap wastes energy—in one week it wastes enough hot water to fill half a bathtub. Fix leaking taps and make sure they're fully turned off!

Check your water heater

Keep your water heater thermostat no higher than 50°C/120°F.

Change the AC filter

Clean or replace dirty air conditioner filters as recommended.

Take shorter showers

Showers account for two-thirds of all water-heating costs.

Install a low-flow showerhead

Using less water in the shower means less energy to heat the water.

Insulate your water heater

Keeping your water heater insulated can save a lot of energy.

Replace old appliances

Inefficient appliances waste lots of energy.

Weatherize your home

Caulk and weather-strip your doorways and windows.

Unplug un-used electronics

Even when electronic devices are turned off, they use energy. Don't leave appliances on standby and remember to not leave laptops and mobile phones on charge unnecessarily.

Put on a sweater

Instead of turning up the heat in your home, put on another layer of clothing.

Insulate your home

Make sure your walls and ceilings are insulated.

Air-dry your clothes

Line-dry your clothes in the spring and summer instead of using the dryer.

Switch to double-pane windows

Double-pane windows keep more heat inside your home so you use less energy.

Turn off your computer

Shut off your computer when it is not in use. Conserve energy by using your computer's sleep mode instead of a screen-saver.

Be a meat reducer

The average daily diet in the United States contributes to an extra 1.5 tons of greenhouse gases per year compared with a vegetarian diet. Eliminating meat and dairy intake one day a week can make a big difference.

Ditch the plastic

Millions of individual plastic water bottles are thrown away every day. Start using a reusable water bottle and avoid using plastic glasses or cups.

When driving

Buy a fuel-efficient car

Getting a few extra miles per litre makes a big difference.

Carpool when you can

Own a big vehicle? Carpooling with friends and co-workers saves fuel.

Inflate your tyres

Keep the tires on your car adequately inflated. Check them monthly.

Don't let your car idle

Idling wastes money and gas and generates pollution and global warming-causing emissions. Except when in traffic, turn your engine off if you must wait for more than 30 seconds.

Change your air filter

Check your car's air filter monthly.

Buy a hybrid car

There are more and more hybrid cars on the market.

Use public transportation or your bike instead of a car

Avoid being driven to school as much as you can. If possible, use public transportation, or use your bike to go to school.

Out shopping

Buy products locally

Try to buy food that is produced locally, shipped overland and not airfreighted in.

Buy minimally packaged goods

Less packaging could reduce your garbage by about 10 per cent.

Buy organic food

The chemicals used in modern agricultural production pollute the water supply and require energy to produce.

Bring cloth bags to the market

Using your own cloth bag instead of plastic or paper bags reduces waste and requires no additional energy.

Buy and sell second-hand clothes

Vintage clothes are fashionable, cheap and environmentally friendly!

Reduce garbage

Buy products with less packaging and recycle paper, plastic and glass.

Out in the garden

Plant a tree

Trees soak up carbon dioxide and make clean air for us to breathe.

Use a push mower

Use your muscles instead of fossil fuels and get some exercise.

Grow your own fruit and vegetables

Grow your own fruit and vegetables in your garden or local allotments.

At school

Replace school light bulbs

Start a campaign to replace all light bulbs in your school with compact fluorescents.

Switch off the lights

Always turn off the lights when you leave a room.

Use timers

Have your school set lights and air conditioners on efficiency timers.

Recycle

Make sure your class has recycling bins for paper and plastics.

Cut back on paper

Encourage administrators to only purchase post-consumer recycled paper products (including toilet paper, paper towels, napkins, etc.) at your school. Set a goal to make this switch. Set a rule that all multi-page documents are to be printed double-sided. Keep looking for ways to eliminate paper.

Review school's purchases

Look into the food, waste and packaging purchases of your cafeteria.

No waste at school meals and events

Reduce use of juice boxes, water bottles, plastic bags, etc., in your cafeteria, in your lunch box and at school parties.

Replace oil-burning furnaces

Find out what year your school's oil-burning furnace was installed. If it is more than five years old, a new one would greatly reduce carbon emissions. Plan a fundraiser to help pay for it.

Plant trees

Have a tree-planting day at your school. Plant trees that are local to your area, which will reduce carbon dioxide and create clean air to breathe.

Conduct a school energy audit

Have a utility company come do an energy audit on the school.

Travelling

Consider travelling over land (train or bus) rather than flying to near-by destinations.

³⁶Source: Article 'Will the Brixton pound buy a brighter future?', The Guardian, 16 September 2009.

³⁷Source: http://www.statistiques-mondiales.com/emissions_co2.htm

³⁸Source: www.stopglobalwarming.org/





6. Your comments,..... questions and ideas.....

A space to note down your comments, ideas and questions before, during and after participating in the activities

Activity:

What I know now and did not know before:

What I found particularly interesting:

What I'm taking home with me:

What I did not understand / questions:

Ideas / random thoughts:

Activity:

What I know now and did not know before:

What I found particularly interesting:

What I'm taking home with me:

What I did not understand / questions:

Ideas / random thoughts: