



Heat up over climate change

**Exploring climate change and
its effects on the world's children**

A peer education and action pack

Introduction

During 2006, major international humanitarian assistance was required for 8 million people whose lives were threatened in drought-stricken areas of Djibouti, Eritrea, Ethiopia, Kenya and Somalia – including around 1.6 million children under the age of five.¹ Because of climate change areas that have previously experienced droughts are now facing them more often. And these droughts are often more severe and last for longer. In addition, cholera – a waterborne disease – remains a severe threat. There were recent outbreaks in several countries: including Burundi, Malawi and Mozambique in 2005; and Angola, Kenya and Malawi in 2006.

What is climate change?

Climate change is the increase in the planet's temperature due to human-made emissions of greenhouse gasses (like carbon dioxide). These gasses build up in atmosphere and act like the glass in a greenhouse, letting the heat from the sun in but not back out again. The increased temperature means changes in the world's weather patterns, rising sea levels and more common extreme weather events. The 10 hottest years on record have all occurred since 1990, and 2008 was the hottest year ever.

Are people already being affected by climate change?

Yes. Some of the world's most vulnerable communities are already facing the devastating effects of climate change. And right now they are having to change their lives to adapt to it.

So what can we do about it?

Climate change can affect children's rights – like their right to health, water, nutritious food and even education. We all have a responsibility to take action!

What each of us can do

Lots of the things we do – like drive cars, buy new things, fly on holiday – mean that fossil fuels like coal, oil or gas are burned and carbon is emitted. In our own lives we can all take action to reduce our carbon footprint. We can make sure we turn off lights, don't waste water, buy local produce and walk and cycle instead of using the car.

Community

We can talk to our families, friends, teachers and community leaders about climate change and get them to think about how they can make a difference. You can use this peer education pack to run sessions to inform other young people and encourage them to take action.

World

We can also make our voices heard to government, businesses and other decision makers. We can encourage them to work together to ensure communities already affected by climate change are given enough resources and support to adapt to it. We can also ask them to make sure they do everything they can at a national and international level to reduce greenhouse gasses.

1. UNICEF, *Progress for Children: a report card on water and sanitation, 2006*.

About the pack

The Heat up pack can be used by peer educators, youth workers and teachers. It is designed to get your group thinking about and taking action on climate change.

The pack is divided into four sections:

Know more – three activities that will enable you and your group to find out more about climate change and its effects on the world's children.

Explore more – two activities that encourage you to consider some 'big' climate questions. Like 'who is responsible for climate change?', 'who is responsible for sorting it out?' and 'how can we make any difference?'

Do more – this section provides you with the support and guidance to get your group thinking about what action they could take on climate change.

Share more – a simple form for you to complete to tell us all about your activities. Send in any pictures and videos too – your efforts will help inspire others to get involved.

What climate change really means

Time: 30-45 minutes

You will need: Access to the internet to watch a YouTube film (or if you don't have access, use the flowchart on page 3, scraps of paper, blu-tac, a large sheet of paper for each person, felt-tip pens, paint and any other craft material you can get hold of.

Film: To make the link between climate change and the effects it has on the world's most vulnerable communities.

What to do:

- Ask everyone in your group to think about any words they associate with 'climate change'. Ask them to note these words down on the scraps of paper. Use blu-tac and ask everyone to stick their words up on a wall. Go around the group and get everyone to share their words. This will give you a good idea about what the group already knows.
- Now get your group together and watch a short film 'UNICEF: Climate change and children' on You Tube.
<http://tinyurl.com/climatevideo>
- If you don't have access to the internet, ask the group to have a look at the flowchart on page 3.
- After watching the film (or looking at the flowchart), ask your group if anything surprised them. Was there anything in the film/flowchart they hadn't thought related to climate change, if so, what?
- Now ask everyone to take a sheet of paper and use all the material provided to get creative and show at least three ways that climate change can affect the world's most vulnerable children. If people are struggling to find three effects, here are some starting points: hunger, education, healthcare, shelter, water and sanitation.

Some talking points:

- Why can the most vulnerable children be more at risk to the effects of climate change?
- How does climate change affect children's rights? What are children's rights? Visit www.tagd.org.uk/rights for more information.

Fact file: Millennium Development Goals

The film mentions the Millennium Development Goals (MDGs). The MDGs are eight international development goals that the world's leaders agreed to achieve by the year 2015. The goals are:

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV and AIDS, malaria, and other diseases
7. Ensure environmental sustainability
8. Develop a global partnership for development

Know more

Go online for more information about the progress that's being made towards the MDGs: www.un.org/millenniumgoals

Further links:

The following links will take you to some You Tube films that show young people around the world using art to make their voices heard on climate change.

- Young people and art talks about Copenhagen:
<http://tinyurl.com/paintforplanet>
- Paint for the planet – Charlotte's message:
<http://tinyurl.com/paintcharlotte>
- Paint for the Planet - Lakshmi's message:
<http://tinyurl.com/paintlakshmi>

Rising tide

Time: 10-15 minutes for the activity plus 15 minutes for discussion.

You will need: Some music, newspapers – enough sheets for each team. On each sheet of newspaper write the name of one of the following countries:

Mauritius, Tuvalu, Maldives, Grenada, Bangladesh, Cambodia, Kiribati (some of your group might not have heard of their country before so you could do some internet research before your session).

Film: To highlight the situation low-lying countries are facing with rising sea-levels caused by climate change.

What to do:

- Split your group into teams of around three or four.
- Give each team a sheet of newspaper with a country name written on it.
- Ask each team to spread out around the room. Explain that the floor represents water, and the newspaper represents the country.
- Explain the rules of the game: to stay in the game every member of the team must be on the sheet of newspaper when the music is playing. When the music stops you will shout out 'rising sea levels', the team then gets off the newspaper, folds it in half and all try and get back on when the music starts. As the available space reduces, the groups need to be more creative in how they occupy their shrinking island.
- Start the game and keep going until only one team remains.
- Get your group together – the discussion is the most important bit of this activity.
- Ask them: What do you think the activity was trying to demonstrate? Many low-lying countries are very susceptible to rising sea levels. Countries like Bangladesh and Tuvalu have already experienced severe flooding. Some experts even think that countries like the Maldives could disappear because of rising sea levels caused by climate change.
- How do you think rising sea levels affect the most vulnerable people in these countries? Flooding can lead to people being forced to leave their homes; schools, hospitals and homes can be destroyed; and it can lead to an increase in cases of water-borne diseases like cholera.
- What do rising sea levels have to do with climate change? Because of rising temperatures, the oceans get warmer and expand, and polar ice caps also melt.
- Can you imagine what it would be like to live in a community threatened by rising sea levels – how might you feel? What do you think communities do to cope with these situations?

Ready to go?

Time: 10-15 minutes

You will need: Copies of the 'Emergency card' (see page 8) as well as a clock or stopwatch.

Aim: To encourage young people to think about how it would feel to be forced to move from your home because climate change has affected your local environment.

What to do:

- Ask the group to split into teams of around four people.
- Explain that because of climate change, the weather in your local village has dramatically changed, and it hasn't rained for months. There is not enough water for people to drink, to provide for animals or grow food. You will have to leave the area very quickly in order to survive. You will not be able to take everything you need and you don't know where you are going.
- Give each team an 'emergency card'. Explain that there is more information about their situation on the card, including a set of things that you can potentially take with you from the village. You can only choose 10 of these options, some of which might be people (like doctors) and others might be items like clothes. You have three minutes to decide.
- Give each pair an 'emergency card'. Explain that there is more information about their situation on the card.
- After three minutes ask everyone to stop their discussion. Explain that because there is very little time left 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 them to share what their five items were.
- Ask the group:
 - How did they feel having to make their choices in such a rushed way? Can they imagine what it would feel like to have to leave your home so quickly?
 - Did they know that climate change can mean that some areas get less rain?
 - What children's rights do you think could be affected in this situation?

Take it further:

Hear Alizeta Ouedraogo's story. She is a 16-year-old girl who lives in Burkino Faso. Her community has seen a significant reduction in rainfall. And this has meant less food to eat: <http://tinyurl.com/alizeta>

Know more

EMERGENCY CARD

You 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 no rainfall for months. The well is drying out and you don't have a nearby river. There is not enough water to drink and your family no longer has enough water to feed your animals or to water the vegetables you grow. You must leave immediately to survive. Besides your mum and dad, you will be leaving with your elderly grandmother, your twin sisters (age 1), your brother (age 7) and your family's six goats. You aren't sure where you're going, but your family has some family in the east and you are hoping the rainfall will be better there. The seasons are changing and the nights are getting colder.

Things you could take: blankets, warm clothes, water, rice, bread, nappies, medical supplies, books, doctor, teacher, religious leader, plates, pots, firewood, radio, TV, tent, canvas, ropes, bucket, fruit, chocolate, milk, pillow, shoes.

Explore more

Feeling angry?

Time: Around 1-2 hours

You will need: Access to the internet to watch a YouTube film

Film: To get your group to make their voices heard on climate change!

What to do:

- Get your group together and watch Greenpeace's 'angry kid' video: <http://tinyurl.com/angrykid>
- Ask the group how the film clip made them feel. Why do they think the boy is so angry? How does climate change make them feel? What do you understand by the term 'inter-generational justice'?
- Ask the group: Is it important to make your voice heard? Why?
- Explain that the City of Copenhagen in Denmark will host a major UN meeting in December 2009. It will bring together officials from all countries, along with leading scientists, activists and organisations. UNICEF is working with the City of Copenhagen to host a children's climate forum before this meeting – so children's views can be heard by the world leaders.
- Now ask your group to work in smaller groups of around four. Ask each group to decide on one message they'd like to get across about climate change. They could choose to address their message to other children and young people, adults, parents, local councillors, the government or businesses.
- Give each group time to prepare their message and decide how they are going to present it back to the group – they could simply speak, act it out or write it down.
- Get the groups to film their messages and upload them to [details to be confirmed] or send it in to tagd@unicef.org.uk. If people have written articles, statements or blogs then upload these too.
- For more information about how young people in the UK age 14-17 years can enter a national competition to represent the UK at the children's climate forum visit www.tagd.org.uk/climate
The competition closes on 15 July 2009.
- Take it further: For information about how your group could use their message to design a campaign or project to engage others see the 'Do more' section on page 13.

Explore more

Big emitters

Time: 10-15 minutes

You will need: World map (you can download a Peter's Projection World map from <http://tinyurl.com/petersprojection>), sweets, and a copy of The Guardian's Carbon Atlas (available from <http://tinyurl.com/carbonatlas>)

Fim: To encourage your group to consider which countries currently emit the most carbon.

What to do:

- Ask your group to take a look at the world map.
- Firstly, ask them what sorts of activities lead to carbon emissions. They should cover activities like driving cars (petrol is a fossil fuel and releases carbon dioxide), flying, electricity that is generated from fossil fuels, manufacturing cement and steel.
- Now, ask them to consider which countries in the world emit the most carbon.
- Give everyone five sweets and ask them to 'vote' for the countries they think are the top five emitters. They should place their sweets on their choices.
- When everyone has voted then ask them why they made the choices they did.
- Then show them the Guardian carbon atlas. This atlas shows the size of countries based on the amount of carbon they emit.
- Was anyone surprised by any of the results? Why do they think those countries were the biggest emitters?
- Ask the group to consider which countries they think are already affected by climate change? (Refer back to the 'rising tide' activity on page 6).
- Do they note that most of the countries that are already severely affected by climate change do not emit much carbon?
- You could highlight that while China has a very large carbon footprint many of the goods they manufacture are consumed (bought) by people in the West.

Explore more

Climate superhero auditions

Time: 30-40 minutes

You will need: Character cards (see page 12).

Film: To get your group thinking about the power we all have to tackle climate change.

What to do:

- Ask the group to imagine they are interviewing potential candidates to join the climate change superhero dream team.
- The entire group is the interviewing panel but you should also divide them into seven smaller groups.
- Each group should be given a character card. They will be that character and will try and convince the interview panel (the rest of the group) why they should get to join the climate change superhero dream team.
- Once every person/pair has read through their character card they should have a discussion about why their character is essential to combating climate change. They should then prepare a two minute drama, speech or presentation for the 'interview panel'.
- When everyone's ready, get the group together and give each 'character' group two minutes to convince the rest of the group why they should be on the team. There are only four places available on the team. (Note that a character group counts as one place.)
- When everyone's had a go, get the group to vote on which characters should be included. (They can't vote for their own character.)
- When you've sorted out the team, ask the group if just one team of people really could deal with climate change? How would the chances of the superhero dream team improve if every single person in the world was part of it?
- As they are part of the team, what can they do?
- Explain that there are lots of things that we can all do to make a difference to climate change.

For ideas on what we can all do, visit the following websites:

Friends of the Earth:

www.foe.co.uk/resource/briefing_notes/50_climate_top_tips.pdf

Act on CO2: <http://campaigns.direct.gov.uk/actonco2/home.html>

Footprint Friends: www.footprintfriends.com

Adventure Ecology: www.adventureecology.com

Explore more

Climate superhero auditions 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, the newspaper you work for might not be interested in printing the story or not enough people might read what you write.

POLITICIANS

You have the power to make important decisions and laws that can limit the amount of carbon 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 massive 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 the world's carbon footprint!

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

CHARITY WORKERS

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 (because of climate change more areas are now facing the threat of malaria, a disease that is spread by mosquitoes). You can support communities to find 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, like supporting efforts against poverty and HIV. And you only have a limited amount of money and staff. You get funding from individual donations, businesses and governments, none of which is guaranteed to continue at the same levels.

YOUNG PEOPLE AND COMMUNITIES

You can reduce your carbon impact by making changes to the way you live.. You can keep pressure on businesses and governments to make sure they are doing everything in their power to reduce the carbon impact of your country. You can also campaign or raise money to ensure that communities around the world are given the support they need to deal with the effects of climate change.

BUT – you need time, commitment and perseverance. And everyone might not be interested.

SCIENTISTS

You can make new discoveries and invent new ways of producing energy that produce no carbon. Your inventions could revolutionise 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 against very wealthy and powerful people.

Do more

Be the change

Time: As long as you need

You will need: Copies of issue cards (see page 15), paper, pens.

Film: To provide practical support for your group to take positive action on climate change.

What to do:

Follow these key steps and start taking your climate action!

1. Decide on the key issue and audience you want to focus on.
2. Decide what you can do with that issue to bring about change.
3. Research – what is already happening locally, nationally and globally? Could you link up with existing groups or campaigns?
4. Planning – decide what you want to do and how you're going to do it.
5. Prepare, prepare, prepare!
6. And... action.
7. Evaluate – and get in touch to tell us how it went.

Step 1: The issue and audience

You will need: Copies of issues cards, paper, pens

What to do:

- Ask your group to think about climate change and everything they have learnt about how it affects the world's most vulnerable people. As a group, is there something you could do about the situation? It's a massive issue but there is something we can all do about it.
- First, you need to choose what issue you're going to focus on. Some suggestions can be found below.
- To get you started you could take the Issues Cards provided (or come up with your own!) and rank them in the shape of a diamond – with the most important at the top of the diamond shape, and the least at the bottom. Try to do this by reaching a group consensus on each one. This could be done dramatically: get the group to work in smaller teams and create an advert to convince other young people why that particular issue is important. Present these back to the group.
- Ask the group to write down the most convincing arguments and statements that led them to identify these issues as the most important. Who is the audience for this issue? (For example, if it's sustainable transport it could be local councillors and schools.)

Once you've all agreed on the relative importance of the issues, ask the group how you might be able to create a campaign for change around the most important issues identified.

- Agree who the target audience for this issue is. You can decide this by identifying which group you want to see take action (is it the government, the local school, your family, friend or community?) Then go to step 2.

Step 2: What to do?

You will need: Action ideas (see pages 15–17)

What to do:

- Get your group to read through the action ideas below. You could ask the group to split into two and each considers half. Then get them back together and ask each group to present their favourite ideas.
- Are there any other ideas the group could come up with?
- How do these ideas work for your target audience?
- As a group, vote on your favourite idea.

Steps 3-6: Time for action

Now that you know what issue you want to focus on and you have an idea about what you want to do, you will need to:

Carry out some research to find out about what else is happening locally and investigate if your plans are practical and realistic

- Plan – decide who in your group is going to do what and by when. Prepare everything you need to make your campaign or project a success
- Make it happen
- Evaluate it – how did it go?

Step 7: Share more

- Go to the next section to find out how you can let thousands of others know about your success. Your efforts could inspire many more to stand up, make their voices heard and take action on climate change.



Do more

Issue Cards

Encourage everyone in school to walk or cycle (or take the bus if it's too far).

Everyone should know and understand the impact climate change has on children (you could get more people involved!).

World leaders should do everything in their power to reduce carbon emissions.

The world's most vulnerable people should be given money and support to make sure they can adapt to the effects of climate change that they are already experiencing.

Get everyone in my local community to sign up to a 'fly-free' year.

The government/local councillors should make sure young people have their voices heard when they're making decisions about how to address climate change.

Businesses should commit to publicising and reducing their carbon emissions – and calculate the effect this is having on the world's most vulnerable people

Raise money to support the work of charities (such as UNICEF) who are supporting vulnerable communities affected by climate change.

Do more

Action idea cards

My Space, YouTube, Facebook, Bebo

You could create a page or create and upload a film on your favourite social networking site. That way you could invite all your friends and encourage them to get involved. It's important that your page looks good and is attractive to others. Have a look at some other pages and websites to pick up tips. Make sure you present your key messages as the strongest visual element of your page. Use action-focused and powerful words. You want people to sit up and take notice. As you create your page or make your film, remember that it will be clearer and have a stronger message if it is simple.

Organising an event or running an information stand

You could have a kick-off event to launch your activity.

The first question you need to ask yourselves is: what is the message you're trying to get across?

Are you doing it to raise money, educate, campaign, raise awareness or get people to take action?

You can use UNICEF materials (details on Tagd website) to help make your event/stall look professional.

Try to match the right people to the right jobs, but try to let everyone have a go at doing something they're interested in. Make sure everyone knows what they're going and who's in charge of what.

Create a postcard/leaflet

Make sure you have permission to use the images you want to. Also, make sure the images and words you have used don't have any negative connotations or portray anyone as a victim or powerless.

Many campaigners use stunts to get attention for their cause. Could you dress up and distribute your leaflets in your town centre or local schools? This would certainly get you noticed.

Peer education sessions or assemblies

Use the activities in this pack to run Heat Up sessions with young people.

Write an article

Identify possible local media outlets that would be interested in an article about your activities. Contact them with your ideas. The Tagd website often has contributions from young people. Contact the Web Editor with your ideas. You have to be clear about why your story would interest others.

Remember to start your story with the most interesting bits. If you can, use direct quotes from people and get pictures – this allows people to understand and get excited about what you have to say.

Writing a letter to your MP

If you don't know who your MP is, visit www.theyworkforyou.com and do a quick search, either by your postcode or by the name of your constituency. It is worth knowing a little bit of background about your MP before contacting them. Some tips for writing to your MP:

- Be polite.
- Be concise: keep your letter to one side of A4 paper.
- Make it personal - write in your own words and don't just copy the text from somewhere.
- Tackle just one subject.
- Ask for a reply ... and send a copy to Tagd.

You could try emailing your MP. To find out their email address visit www.theyworkforyou.com

Do more

Action idea cards

Walk'n'talk

A walk'n'talk is a great way to spread your message face-to-face, in a dynamic and creative way. What you do is organise a day, time and venue for your group to meet. For instance, it could be a Saturday afternoon in your local town centre.

Make sure there are lots of your target audience about (for example, young people). Get their attention by playing games, singing songs or acting out skits on related topics. Start up a conversation with individuals and groups of people about climate change – don't be pushy, be polite and friendly and make them feel comfortable. Find out what they know, what they think the current situation is in the UK and elsewhere.

Share some of your learning with them. Judge how the conversation is going, and if it's going well get more in-depth and identify what kinds of actions they can take to reduce their carbon footprint.

Safety message: Always stay in groups of three or more, and don't carry on a conversation with anyone who doesn't want to talk. You might want to do the walk'n'talk at a school event, community centre or youth group.

Please note: You may need to get permission from your local council if you do a walk'n'talk in the town centre, or from the organisers of an event if you plan to do your walk'n'talk there. Check your council website for more information.

Climate comedy night

Organise a comedy evening where the theme is 'climate change'. Get budding comedians involved. Have lots of posters and information to give people the facts about climate change and what they can do – while they're enjoying a good laugh.

Share more

Inspire other young people with your action! Tell us about what you're doing about climate change and see your efforts featured on the Tagd website

1. Complete this simple form. Or simply upload your videos, blogs or stories to www.tagd.org.uk/climate
2. Return this form by email to tagd@unicef.org.uk or by post to Tagd, UNICEF UK, 30a Great Sutton Street, London EC1V 0DU.
3. Remember to include any photos, videos or materials your group develops.

Please note:
By providing us with your contact and project information you agree to allow us to contact you and promote your activities on the Tagd website.

Heat up over climate change Share more form

Your details

Name:

Address:

.....

Daytime contact numbers:

Email address:

Group details

Group name:

How many people took part?

What are their ages?

Group's project details

Name of campaign:

Brief description of your group's campaign or activities

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Please list all photos, videos and other materials you are submitting

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