

THEMES



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Pakistan, 2007

A girl stands in the Nasirabad camp in Kech Valley in Balochistan Province, one of the worst-affected areas. The camp is home to 25,000 people displaced from eight villages, many of whom are sleeping in the open. Up to six families are sharing the few tents available. Some of the children have developed skin infections from the extreme temperatures (which average 50 degrees centigrade) and from poor hygiene conditions in the camp, whose only sources of water are a well and a river located 1 km away. An estimated 75,000 of Kech Valley's 500,000 inhabitants were displaced by flooding caused primarily when a nearby reservoir overflowed as a result of heavy rains in the wake of Cyclone Yemyin. Homes in more than 20 villages were swept away, and nearly 95 per cent of the yearly date harvest, Kech's most-important income source, was destroyed. UNICEF has provided blankets, water-purification tablets, tents, jerry cans, emergency health kits and other relief supplies for flood-affected children and families in Balochistan.

CONNECTING THE THEMES



Zimbabwe, 2008

A nurse takes notes, as a woman, child and other patients rest nearby, in a cholera treatment centre in the town of Chegutu in Mashonaland West Province.

INTRODUCTORY ACTIVITY

Climate Change Connections

Objective: To discuss issues facing children in the world today, and to discover how climate change can intensify these issues. This activity is intended to introduce students to all the themes presented in the guide.

Time: 30 minutes

Materials

- Coloured marker for each student
- Reused paper for each student (personal white boards or laptops)
- Student Handout #1: Climate Change and Children
- Appendix F: How Climate Change Affects Children (page 104)
- Clip #1: *Climate Change and Children*:
http://globalclassroom.unicef.ca/en/resources/resource_guide.htm

ACTIVITY

1. Ask students to consider what is the most important issue facing children in the world today. Examples may include poverty, hunger, mortality rates, drinkable water and climate change.
2. Instruct each student to record his or her answer on paper, in large writing, using only one or two words for the answer.
3. Ask students to circulate the room and read what everyone has written. This is to be done in silence.
4. Ask everyone to pair up and discuss his or her respective issues.
5. Stop the class, and ask student pairs to choose only one issue with which to go forward, and to be prepared to talk about it with a larger group. Ask pairs to hold the one piece of paper between them and circulate the room and form a larger, like-minded group with another pair of students. Ask groups to discuss the commonalities in their larger group.
6. Next, have each larger group present its issue to the rest of the class. This could be done as a tableau (a silent performance of different motionless actions where actors move from position to position, usually freezing for 10 seconds between each), or ask groups to create a slogan or catchy phrase.
7. Back in their groups, ask students to reflect on what connections were made between each issue. If students haven't already made the connection, explain that almost all issues affecting children today are connected to climate change. Ask students to discuss. For example, if the topic is hunger, students may dialogue that climate change will result in drought conditions in select areas, making it difficult to grow crops. If a group had originally picked climate change as the most important issue facing children, instruct them to now pick another topic of importance, and make the connections to climate change. Instruct students to record their responses and be ready to share with the class. Allow 5 minutes for this.
8. Show the clip *Climate Change and Children*, http://globalclassroom.unicef.ca/en/resources/resource_guide.htm and www.unicef.ca/climatechangeresources, a UNICEF video that details how the effects of climate change are affecting children in developing countries. Ask students to share what they learned about the connection of climate change to children.
9. After viewing the clip, ask students to complete Student Handout #1: Climate Change and Children.

Some students may have difficulty accessing YouTube clips while at school, so we have provided many of them directly on the UNICEF Teacher website at http://globalclassroom.unicef.ca/en/resources/resource_guide.htm and on the UNICEF Student website at www.unicef.ca/climatechangeresources

Keep the Discussion Going

Review the connections between the topics discussed today. For example, how does poverty affect the health of children? How do natural disasters affect the water supply for children? You may want to record all issues discovered in class on the board, or distribute Appendix F: How Climate Change Affects Children (page 104), so the students have a visual of the issues.

Was there group consensus as to what is the most pressing issue facing children today? Why or why not?

What global stories about children affected your decision?

What can Canadians do to help children in developing countries?

Student Handout #1

CLIMATE CHANGE AND CHILDREN

Question and Answer

1. An action that saves the planet also helps meet the basic rights and needs of children. Explain this statement:

2. How does climate change threaten the basic necessities of human survival?

3. While many of the Earth's resources are threatened by climate change, one resource remains unchanged: the power of youth to affect positive change.
 - a) List three actions you can personally take to help stop climate change, and explain how they contribute to the fight against climate change. For example, I can ride a bike instead of getting a drive.

 - b) List three actions you can take in your community to help stop climate change, and explain how they contribute to the fight against climate change. For example, I can advocate for better waste management practices in my community.

 - c) List three actions you can take globally to help stop climate change, and explain how they contribute to the fight against climate change. For example, I can support global organizations tasked with the job of stopping climate change.

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