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OUTRIGHT

Speak out on children's rights

YOUNG PEOPLE'S ACTIVITY PACK

Discover more about the impact of air pollution on your health and how your voice can make a difference

FOR EVERY CHILD
IN DANGER



OUTRIGHT

Speak out on children's rights

Unicef UK
1 Westfield Avenue
London E20 1HZ

Hi there,

Welcome to OutRight! I'm so glad that you are joining me and Unicef UK to speak out for children's rights. OutRight is a campaign for young people, by young people that helps them to promote and protect children's rights in the UK and around the world.

Air pollution poses a direct threat to children's rights to health, to survive and to thrive in a clean and safe environment, as set out in the UN Convention on the Rights of the Child. This year, OutRight empowers children and young people to speak out and share their views on children's health and air pollution.

By participating in OutRight 2018, you will:

- Develop your knowledge and understanding of the UN Convention on the Rights of the Child (UNCRC)
- Learn about the impact of air pollution on children and young people's health
- Help create change by expressing your views on air pollution and young people's health to your local community and local MP

I support Unicef because I want to campaign for children's rights, because I believe that all children have a right to lead happy, healthy lives. I have visited a school during its OutRight campaign and have seen first-hand how important it is to learn about children's rights.

I continue to campaign because I want to tell decision makers that we have the power to make the world a better place. I campaign because I want to inspire young people to stand up for your rights, and the rights of children and young people everywhere, and to use your voice to bring about positive change.

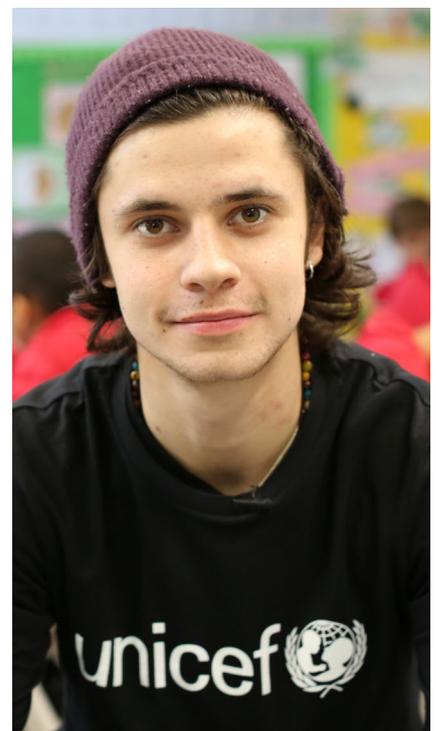
I hope that by getting involved in OutRight, you'll feel inspired to take action at school and in your local community.

Thank you so much for your support and for standing up for children's rights.

Peace and love.

Your friend,

Cel Spellman



Cel Spellman
Actor and Unicef UK Supporter

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GET YOUR OUTRIGHT CERTIFICATE

Taking our key campaign actions – speaking to your local MP or engaging the media – and sharing evidence of your participation, will mean your school or organisation is entitled to receive the OutRight certificate.

If you're a Rights Respecting School, all activities in this pack will help your school meet Strand C outcomes at Silver and Gold. You can use the OutRight certificate as evidence for Strand C.

Contact us by post or via email:

Post: **Kirtbir Chahal, OutRight, Unicef UK, 1 Westfield Avenue, London E20 1HZ**

Email: **outright@unicef.org.uk**



INTRODUCING OUTRIGHT

EXPLAINING OUTRIGHT TO STAFF

OutRight is Unicef UK's annual campaign for young people, empowering them to speak out about the importance of children's rights.

A campaign by young people, for young people, OutRight is a celebration of the UN Convention on the Rights of the Child, the anniversary of which falls on 20 November, World Children's Day.

OutRight 2018 is about promoting and protecting children's right to health, with a focus on the impact of air pollution on children and young people. Young people are encouraged to:

- Develop their knowledge and understanding of the UNCRC.
- Learn about the impact of air pollution on children's health, through activities that encourage them to see the problem beyond being an environmental issue.
- Express their views on air pollution and children's health to their local community and to their local MP.

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EXPLAINING OUTRIGHT TO YOUNG PEOPLE

To introduce OutRight to young people you can start by reading them the welcome letter from Cel Spellman. Then show them the 'Welcome to OutRight' video and talk through the PowerPoint slides.

The video and PowerPoint explain what OutRight is all about in 2018 and why it's so important that young people get involved this year.

- [Read Cel's letter on page 2](#)
- [Watch Cel's video](#)
- [Download the PowerPoint presentation](#)

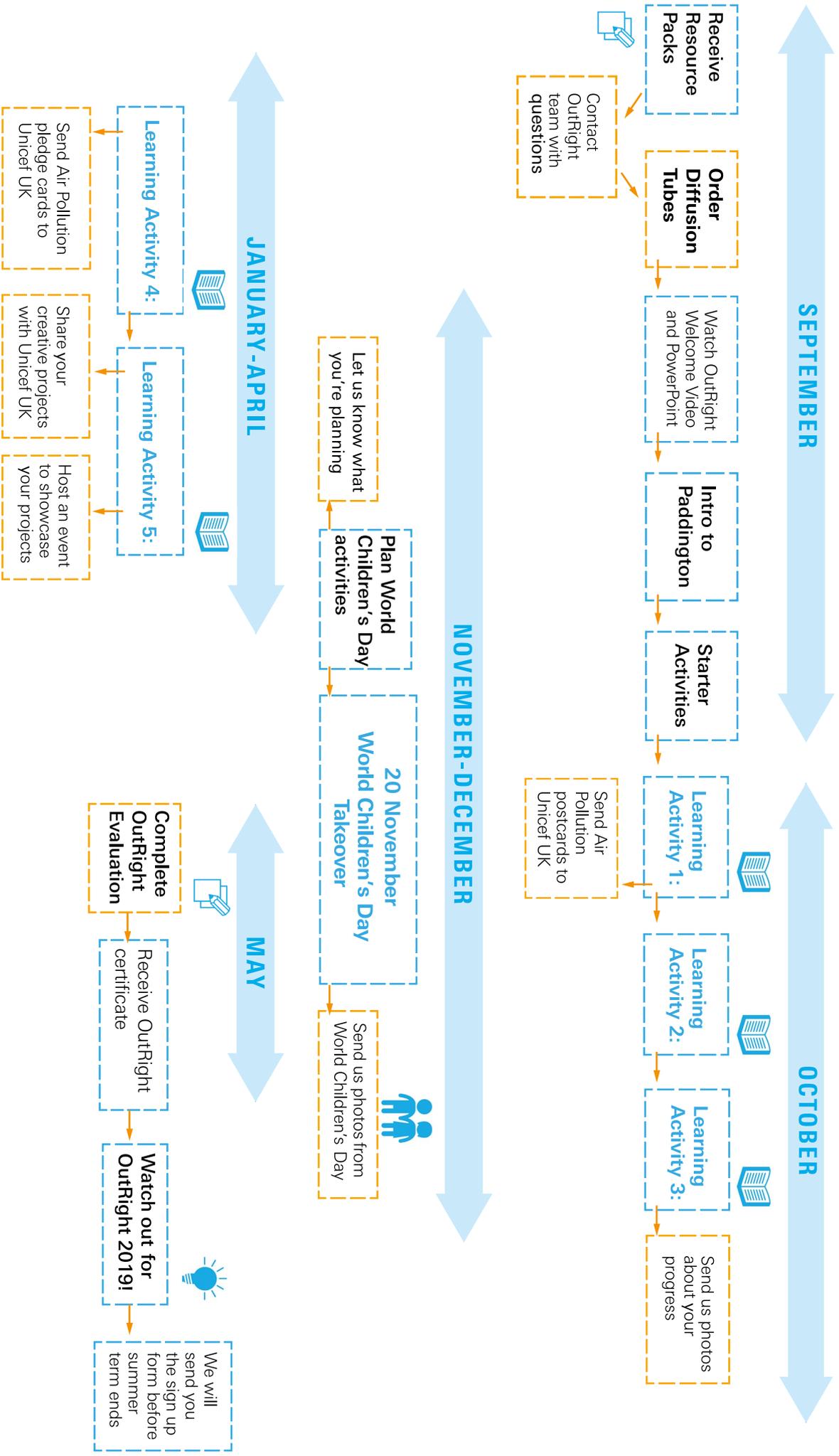
For further information about the UNCRC, visit unicef.org.uk/UNICEFs-Work/UN-Convention

FOR EVERY CHILD
IN DANGER

unicef
UNITED KINGDOM

TIMELINE

THIS SUGGESTED TIMELINE CAN HELP YOU STRUCTURE YOUR CAMPAIGN ACTIVITIES



OUTRIGHT

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BACKGROUND READING FOR TEACHERS AND FACILITATORS

OutRight 2018 will focus on children's right to health, including breathing clean air where they live, learn and play. In 71 per cent of UK towns and cities, children could be breathing unsafe levels of air pollution.

Air pollution may be largely invisible, but it's incredibly dangerous for children. Breathing toxic air can damage their growth and leave them with lasting health problems. Unborn babies, newborns and young children are particularly vulnerable because their bodies are developing so quickly. Exposure to air pollution during these critical stages of development can damage children's lung growth, increase their risk of conditions like asthma and potentially reduce their brain development. Children in deprived communities tend to be exposed to the highest pollution levels, so air pollution also worsens and drives inequality.

And it's not just a problem in the UK. Around the world almost 17 million babies under the age of one are breathing toxic air, and they continue to breathe it as they grow up. Globally, air pollution is linked to deadly diseases like pneumonia, which kills almost 1 million children under the age of five around the world every year.

Policies to reduce children's exposure to air pollution urgently need to be put in place to ensure

Helpful links

Unicef UK's campaign on air pollution
[unicef.org.uk/clean-air-child-health-air-pollution](https://www.unicef.org.uk/clean-air-child-health-air-pollution)

Unicef's research on air pollution in the UK
[unicef.org.uk/publications/child-health-breath-of-toxic-air](https://www.unicef.org.uk/publications/child-health-breath-of-toxic-air)

UN Convention on the Rights of the Child
[unicef.org.uk/UNICEFs-Work/UN-Convention](https://www.unicef.org.uk/UNICEFs-Work/UN-Convention)

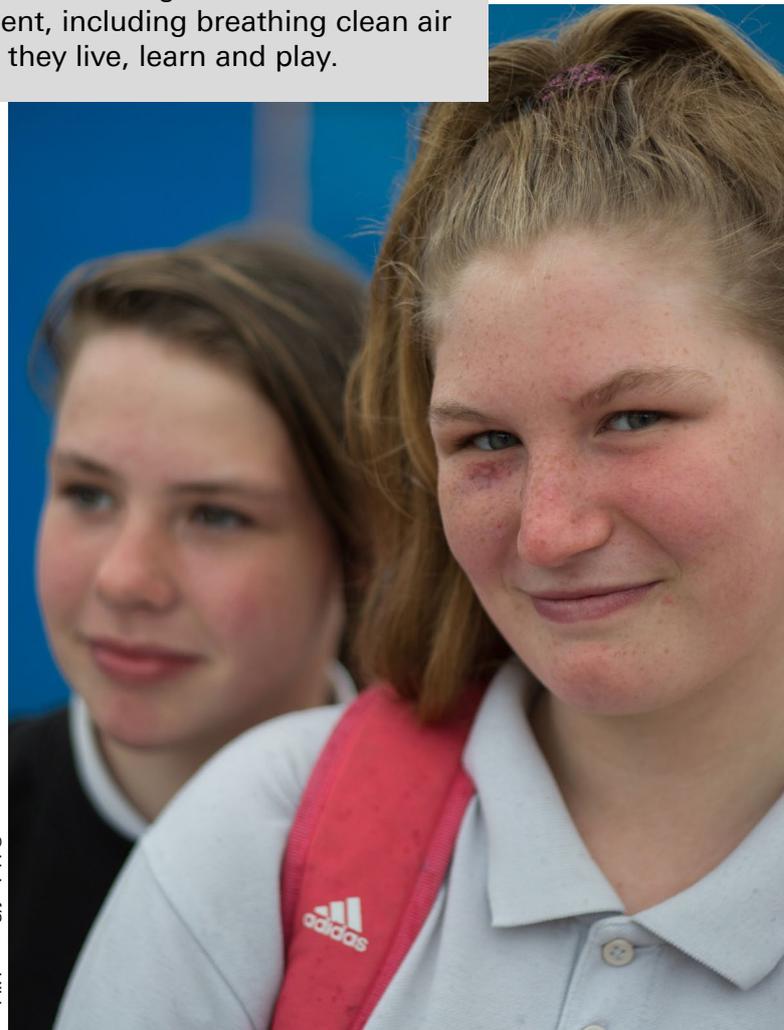
More information on air pollution levels
[uk-air.defra.gov.uk](https://www.uk-air.defra.gov.uk)

every child can live a happy, healthy life. Across the UK, around a third of children are living in areas that have unsafe levels of air pollution. Currently, under the UK government's air quality plans this is likely to be the case for another 12 years. In this time the health of millions of children could be damaged beyond repair.

At Unicef UK, we believe the government's current strategy on air pollution is not ambitious enough, nor does it prioritise action for children. This poses a direct threat to a child's right to health (Article 24 in the UNCRC), and to not only survive (Article 6) but to thrive in a clean and safe environment (Article 24).

UN Convention on the Rights of the Child: [Article 24](#)

Every child has the right to a clean environment, including breathing clean air wherever they live, learn and play.



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BACKGROUND READING FOR TEACHERS AND FACILITATORS

Here at Unicef UK we'll be working on changing this, and we want young people to be the voice of this campaign. Through Outright 2018, we want to empower young people to speak out about their rights and in support of the rights of all children. The activities in this pack will help young people learn about air pollution, empower them to take steps to protect themselves and ensure their voices are heard.

WHAT CAN THE GOVERNMENT DO?

Children and young people contribute the least to air pollution, but are the ones suffering most from its effects. The government must accept this is a children's health crisis and offer targeted action and funding to reduce their exposure in the most polluted areas. Children should not be forced to breathe toxic air in the areas where they live, learn and play.

We are calling on the government to:

- Prioritise and fund measures that protect children and other vulnerable groups from toxic air in places they live, learn and play.
- Create ambitious networks of clean air zones that lower pollution and create child-friendly urban areas that promote walking, cycling and public transport.
- Commit to urgent action to reduce particulate matter, meeting World Health Organization (WHO) levels by 2030 at the latest.

HOW CAN YOUNG PEOPLE TAKE ACTION?

No one is better placed to champion children's rights than young people themselves. This is why it's so important that they are supported to speak out on the issues that affect them and that they are heard by key decision makers. By completing this pack, young people can learn and speak out about their right to health and a clean environment.

OutRight empowers young people to speak out about their rights, inspiring them to stand up for the rights of other young people and strengthen their knowledge and understanding of children's rights.

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If the young people you are working with really enjoy the activities and actions in this pack and would like to get more involved over a longer period of time, please get in touch!

WE LIVE IN AN AREA WITH LOWER LEVELS OF AIR POLLUTION, CAN WE STILL SUPPORT THE CAMPAIGN?

Most towns and cities in the UK (71 per cent) have unsafe levels of air pollution, but air pollution differs from road to road, and place to place. Of course there are also areas where the levels of air pollution are not dangerous and if the young people you work with live in one of these areas you may be wondering how to engage them in this subject.

Most young people will have visited an area or experienced air pollution first hand, even if they are not directly living with dirty air on a daily basis. The impact of air pollution on children and young people's health is real and even if they are not directly affected themselves, all children can call for change on behalf of others.

HOW CAN WE SHARE OUR OUTRIGHT ACTIVITIES?

We are really excited to see and hear how you and the young people you work with get involved with this campaign as this helps us explain the issue to decision makers! Email us at outright@unicef.org.uk or post work to:

**Kirtbir Chahal, OutRight 2018, Unicef UK,
1 Westfield Avenue, London E20 1HZ**

If your policies permit you to do so, record consent (see page 44) and take photos and video and post them on your social media accounts using the hashtags below, so we can help amplify young people's voices.

#unicefcleanair #OutRight2018



@UNICEFuk_action



@unicef_uk

WHAT IS CAMPAIGNING?

Campaigning, activism, advocacy, influencing, speaking up, raising your voice, lobbying, protesting...

All of the above are drawn together by the theme of 'change' and how people can achieve the changes they want to see in their community, their country or across the world.

Essentially, campaigning is about helping to create positive change. It's about taking specific and organised actions to bring about change on an issue, and inspiring others to join your campaign to influence those in power to act.

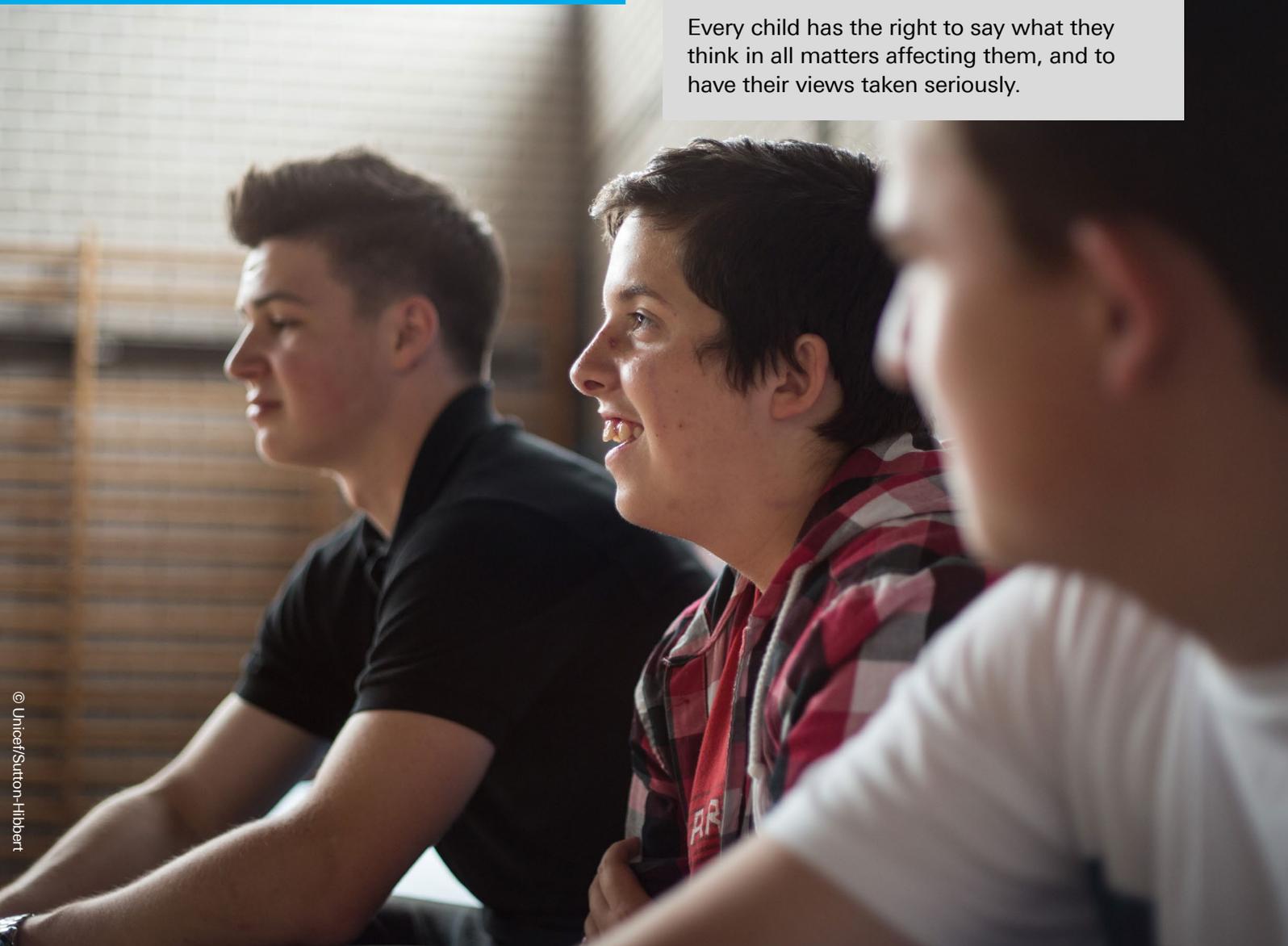
WHY CAMPAIGN?

Young people have an important role to play in campaigning to create change. Their voices matter and they have the right to say what they think.

Campaigning on issues such as air pollution can make a real difference to children and young people in the UK and around the world. By signing petitions, making videos, writing blogs, speaking to their MP and local newspaper, young people can show just how much they care about children around the world to those in power.

UN Convention on the Rights of the Child: [Article 12](#)

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.



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FIND YOUR LOCAL MP

The UK is split into 650 areas, or constituencies. Each constituency is represented by a Member of Parliament (MP). An MP's job is to represent the people in their constituency in Parliament and to question the government.

If you are in Scotland or Wales then your group should also contact your Member of the Scottish Parliament (MSP) or Member of the Welsh Assembly (AM). Air Pollution is a devolved issue so the respective governments can and should take action. You can find and contact your MP in three easy steps:

1. To find out who your MP, MSP, or AM is, simply type your school or organisation's postcode into the search box at www.theyworkforyou.com
2. You can find all their contact details here including their phone number, email address, and office address to use when you write to them.
3. And remember, when contacting your MP, MSP or AM, it's always best to address them as Mr or Ms.

WHO HAS THE POWER TO CHANGE THE ISSUE YOU ARE CAMPAIGNING ON?

The government has the power to put children's health at the heart of its work on air pollution. Your group can share its views with the government to help make sure that children are not forced to breathe toxic air where they live, learn and play. By meeting their local MP and telling them about their concerns about air pollution, young people can help us build support for national change.

INVITE YOUR MP TO YOUR SCHOOL OR GROUP

An effective way of raising your concerns with your MP is to tell them in person. Your group could write to your MP and invite them to a school assembly, lesson or group meeting where young people can show them the work they have done through OutRight on air pollution.



Your group could also invite them to a community walk around your school or organisation to show them the effects of air pollution in the areas where they live, learn and play.

In your group's invitation letter, make sure you remember to tell your MP about the event you are inviting them to and what they will see. As well as taking them on a community walk, your group could also offer to show them the work they have produced on air pollution, explain what they've learned and how it made them feel.

When your MP visits, young people can also ask them questions about what they think about air pollution and how your MP is going to help their campaign.

TOP TIPS

- MPs like to receive invitations in plenty of time. A visit will usually take place on a Friday as that's when MPs go back to their local areas. When they visit, your group can tell them personally why the issue of air pollution is important to them.
- Ask your MP to contact the Environment Secretary to raise your concerns. Then ask them to let you know once they have written to the Environment Secretary and to share any response they receive.
- Ask your MP to continue to support your group's campaign by speaking about it in a debate, or by asking a question to the Environment Secretary.



LEARNING ACTIVITIES

INTRODUCTION

The following starter and learning activities have been created to help young people gain a better understanding of their right to health and a clean environment where they live, learn and play. Through the activities young people will:

- Develop their knowledge and understanding of the UN Convention on the Rights of the Child
- Learn about the impact of air pollution on children's health, through activities that encourage them to see the problem beyond being an environmental issue
- Help create change by expressing their views on air pollution and children's health to their local community and to their local MP

Starter activities are warm-up activities designed to introduce the issue of air pollution and rights, and set a foundation. The main activities are developed to build on one another in a series that develops understanding. All activities can be adapted for the learning needs and styles of the young people you are working with and the setting in which they are learning.

ORDER YOUR DIFFUSION TUBES KIT

There is one very easy way for young people to see how bad air pollution is in their local area – installing diffusion tubes. Using diffusion tubes can enrich young people's understanding of air pollution and their health as they work through the learning activities. We have a limited number of FREE diffusion tubes kits. Turn to page 27 to find out how to order yours.

STARTER ACTIVITY A

KNOW YOUR RIGHTS

AIM

Young people will explore their rights and the UN Convention on the Rights of the Child with a focus on a child's rights to a clean environment for good health. This starter activity sets the framework for further discussion of children's rights as part of the OutRight 2018 learning activities.

WHAT YOU'LL NEED

- [The Rights of Every Child summary leaflet](#)
- Pens, pencils, and art materials
- Poster paper
- Sticky tape or pins to hang posters

HOW TO PREPARE

- Prepare a printed copy of the summary leaflet for each young person, and familiarise yourself with Articles 6, 12, 17, 24, and 29 for discussion.
- Set up the room for small groups to work together using craft materials.

1. Hand out a copy of the summary of the UNCRC to each young person.
2. Introduce the Convention, explaining that it is a list of 54 Articles that outline the rights that the government in the UK and governments around the world have agreed that all children (all young people under the age of 18) should have. The first 42 Articles outline the rights that are for all children, the right-bearers, no matter their ethnicity, gender, religion, language, abilities, or any other status. Articles 43-54 outline how adults and governments must work together as duty-bearers to fulfil their obligation to make sure that children can enjoy all of their rights.

3. Share that through OutRight this year we are going to talk about the issue of air pollution, and focus on learning about the Articles in the convention that are important to ensure that young people have a healthy environment to grow and learn.
4. Introduce Articles 6, 12, 17, 24 and 29 by asking young people from the group to read out each of the highlighted rights. Explain that Articles 12 and 17 are about young people's rights to access information and express their opinions – which is what we are doing in OutRight – while Articles 6, 24, and 29 are rights that can be linked to the topic of air pollution and the right to good health.
5. Split the young people into five small groups, and assign each group one of the highlighted rights. Ask each group to consider their assigned right and have a short discussion within their group. What does this right mean to them? Did they know that they had this right? Why do they think this right is important? How do they think that this right relates to OutRight as a whole or tie in to the topic of air pollution?
6. Using art and craft materials, or computers or tablets if available and appropriate for the group, ask each group to prepare a poster to express what they think this right means. Each group should include the full text of their assigned Article on the poster.
7. In turn, ask each group to present their Article to the larger group and facilitate a discussion about how their Article is linked to the topic of air pollution and good health.
8. Hang the posters in a common area where young people will see the Articles and be reminded about the rights throughout OutRight.

STARTER ACTIVITY A KNOW YOUR RIGHTS

RIGHTS SUMMARY

This year, OutRight focuses on five rights set out in the UN Convention on the Rights of the Child.

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Article 6 (life, survival and development)

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Article 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 17 (access to information from the media)

Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 24 (health and health services)

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



STARTER ACTIVITY B

WHAT'S YOUR AQI IQ?

AIM

Young people are introduced to topic of air pollution and its ties to health and children's rights.

WHAT YOU'LL NEED

- Copies of the Air Quality Index IQ quiz
- Facilitator answer key and discussion notes

HOW TO PREPARE

- Prepare a printed copy of the What's your AQI IQ quiz for each young person. Alternatively, load the quiz onto an interactive whiteboard or projector, if available.
- Review the answer key and facilitator discussion notes.

1. Hand out a copy of the quiz to each young person, with the explanation that the purpose of the quiz is to test their own knowledge about the issue of air pollution in the UK and around the world.
2. Give young people approximately 10 minutes to complete the quiz (more or less may be given depending on time available and level of participants' starting knowledge of the topic).
3. Review the answers using the facilitator's answer key and discussion notes. Ask the young people to mark their own quiz (or switch with another young person).

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GO ONE STEP FURTHER

As an optional follow-up, encourage young people to take home their copy of the quiz, and use it to test the AQI IQ of their parents/ caregivers and siblings, then report back the next day on what they learned.





STARTER ACTIVITY B

QUIZ: WHAT IS YOUR AQI IQ?

For each of the following statements, mark the information as fact or fiction. If the statement is fiction, underline the part of the statement that contains the incorrect information.

- 1. FACT OR FICTION:** Air pollution is a problem in big cities around the world in places like India and China, but it is not a problem in countries like the UK.
- 2. FACT OR FICTION:** Breathing toxic air is a dangerous threat to children around the world.
- 3. FACT OR FICTION:** There are some kinds of pollution everywhere, but pollutants in the air are not a threat to your health unless the sky looks dark or hazy.
- 4. FACT OR FICTION:** Respiratory diseases in children, including asthma, pneumonia and bronchitis are linked to breathing dirty air.
- 5. FACT OR FICTION:** Toxic air is not only harmful to the health of children, it is an infringement on their rights to life, survival and development.
- 6. FACT OR FICTION:** Air pollution in the UK is primarily from industries and factories.
- 7. FACT OR FICTION:** Children and young people are responsible for creating a clean future since they are going to be the adults of the future.
- 8. FACT OR FICTION:** We don't need to worry about other polluted places around the world, as long as we keep pollution under control in our own country.
- 9. FACT OR FICTION:** Children's exposure to air pollution and related illnesses can be reduced if the amount of harmful emissions are reduced in the areas where children live, work and play.
- 10. FACT OR FICTION:** The government needs to come up with one single solution to fix the problems that air pollution causes for children's health.

STARTER ACTIVITY B

WHAT IS YOUR AQI IQ? ANSWER KEY

- 1. Air pollution is a problem in big cities around the world in places like India and China, but it is not a problem in countries like the UK.**

FICTION: In 71% of UK towns and cities children are breathing in unsafe levels of air pollution. The impacts of pollution aren't felt the same by children around the world. For example, children who grow up in poverty are more likely to face issues such as malnutrition, which can make their bodies more vulnerable to air pollution.

- 2. Breathing toxic air is a dangerous threat to children around the world.**

FACT: Pregnant women, babies and young children are particularly vulnerable to the effects of air pollution. Breathing toxic air can damage children's growth and leave them with lasting health problems.

- 3. There are some kinds of pollution everywhere, but pollutants in the air are not a threat to your health unless the sky looks dark or hazy.**

FICTION: Most air pollutants cannot be seen with the naked eye. Air pollution is often an invisible threat and pollutant levels can be high even on a day that seems clear. Pollutants like particulate matter, ozone and nitrogen dioxide make air unhealthy to breathe even though it doesn't look dirty.

- 4. Respiratory diseases in children, including asthma, pneumonia and bronchitis are linked to breathing dirty air.**

FACT: Young children's immune systems are still developing and their lungs are growing, which makes them very susceptible to harm from air pollution. In the UK, air pollution can increase children's risk of asthma and stunt their lung growth. Globally, air pollution has been linked to deadly diseases like pneumonia. This is the biggest killer of children under five around the world every year.

- 5. Toxic air is not only harmful to the health of children, it is an infringement on their rights to life, survival and development.**

FACT: Every child has the right to a clean environment wherever they live, learn and play for their full development and good health. This right is protected in Article 6 of the Convention on the Rights of the Child.

- 6. Air pollution in the UK is primarily from industries and factories.**

FICTION: There are many sources of air pollution that contribute to pollution in the UK. Pollution sources do include industries and factories, but they also include emissions from cars, lorries, buses, trains and aeroplanes; smoke and fumes from burning coal, wood, and other fuels, and even simple human actions like heating our homes and burning garden waste and rubbish.

- 7. Children and young people are responsible for creating a clean future since they are going to be the adults of the future.**

FICTION: Children are the most impacted by bad air pollution but they are the least responsible. It is the responsibility of the government to protect the health of the children and to ensure a safe environment for them to grow and thrive (Article 24). It is unacceptable that the UK government is breaking the law, and keeping children exposed to toxic levels of air.

- 8. We don't need to worry about other polluted places around the world, as long as we keep pollution under control in our own country.**

FICTION: When pollution is released into the atmosphere it can travel far and wide. Often the smallest pollution particles can be blown across country borders. Some pollutants also contribute towards climate change, which has implications for the whole planet.

- 9. Children's exposure to air pollution and related illnesses can be reduced if the amount of harmful emissions are reduced in the areas where children, live, work and play.**

FACT: Even a small reduction in exposure to air pollution has been shown to have major health benefits. The government recommends that during high air pollution children should walk along less busy roads to reduce their exposure and reduce the chance of health problems.

- 10. The government needs to come up with one single solution to fix the problems that air pollution causes for children's health.**

FICTION: The government must take action, but environmental problems and the health problems it causes are complex. There cannot be one single solution to solve every problem, but the government should actively be considering funding and laws to protect children's health and implement national air pollution strategies.

IT'S TIME TO TAKE ACTION! WRITE TO THE DECISION MAKERS

16

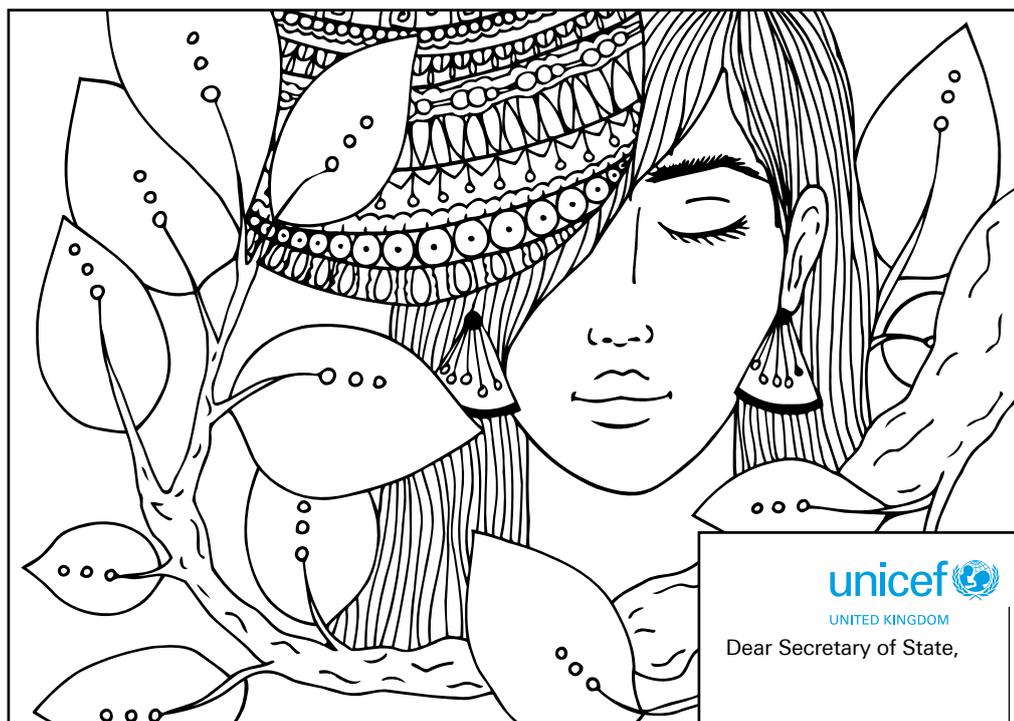
Young people can promote their right to the best possible health by calling on the Environment Secretary to take action on air pollution. They can exercise their right to share their opinion (Article 12) and promote Articles 6, 17 and 24.

Using the template provided, encourage young people to draw, paint or write something that reflects what they want to say about their right to health and/or air pollution in their local area. We have provided templates for England, Scotland and Wales. Please use the correct one for your location.

[Click here to download the postcard template](#)

On the blank side ask young people to design their postcard to reflect what they want to say. On the other side they can write a message to the Environment Secretary.

Your postcards might look something like this:



FRONT

BACK

WHAT NEXT?

Send your postcards to us by the end of October 2018 so that we can share messages from all over the UK with the relevant decision makers on behalf of all OutRight participants, as part of our efforts to promote children's voices on World Children's Day.

unicef 
UNITED KINGDOM

Dear Secretary of State,

Name
School/Group
Age

The Rt. Hon. Michael Gove MP
Secretary of State for
Environment, Food and Rural
Affairs
Department for Environment, Food
and Rural Affairs
Seacole Building
2 Marsham Street
London SW1P 4DF

LEARNING ACTIVITY 1

AIR AWARE COMMUNITY INVESTIGATION

AIM

Young people identify likely sources of air pollution in their neighbourhood through a mapping project and investigative community walk.

WHAT YOU'LL NEED

- Map making materials – A3 paper with different colour marker pens
- Additional adults to join on the community walk if needed
- Permission slips for young people to participate in walk if required
- Facilitator debriefing questions

HOW TO PREPARE

Set a date and time to conduct the community walk, and enlist help and/or permission from parents as required in advance.



PART 1: COMMUNITY MAPPING AND DISCUSSION

17

1. Split the young people into groups of three to four, with prepared map making materials for each group. Explain to the young people that based on what we've explored so far about air pollution, we are going to do an investigative project in our own community to discover sources of air pollution.
2. Ask the young people to spend a few minutes in their group discussing where they think there might be sources of pollution in their community, and also to think about places in the community where they might find the cleanest environments with the freshest air.
3. Using the map-making materials, have each small group draw a map of the community including key location landmarks such as schools, high street, post office, hospital and library, as well as the locations they've highlighted through their discussion. Ask young people to highlight the areas they've noted as pollution sources with a red circle or mark, and areas they've noted as clean air locations with a green circle or mark. Red areas might include high streets where there is a lot of traffic congestion, car parks with idling cars, industry, factories or bus stations; while green areas might include parks, river walks, bicycle paths, nature areas, and playgrounds.
4. Have each small group present their map to the whole group with young people leading the discussion about where they think they will encounter air pollution or clean spaces, and why.

PART 2: INVESTIGATIVE WALK

Complete this part of the activity only where it is safe to do so.

1. Using the information developed by the groups in Part 1, ask young people to come together in a large group to map out an exploratory walk around their community to investigate the different highlighted locations.

LEARNING ACTIVITY 1

AIR AWARE COMMUNITY INVESTIGATION

18

Highlight any restrictions that the young people must consider as they map out the walk including time and distance, and any areas that may need to be avoided for safety (recommend a 10-30 minute walking plan based on location and weather conditions). If safety concerns restrict going beyond the grounds of the school or activity centre, consider the alternative activity suggested below.

2. Remind young people that this is an investigative mission to test whether their hypotheses about where they might find pollution sources in their community are correct. Ask young people to think about how they will measure this as they go along, for example by taking photos of queues of cars.
3. Assemble young people together with facilitator and other adults as appropriate to follow their map on the community investigation walk. As appropriate for age and safety, allow the young people to take turns serving as the guide to the next stop. The guide can lead the way, and explain why the group is going to this location, and what they believe that the group may or may not find there.

4. At noted stops that have been marked red or green, the young person leading the group to this stop should lead a short discussion about how they feel about the environment here. Does the air feel clean and fresh to breathe? Is this a place that they feel healthy? Does what they are seeing or experiencing match their hypotheses? What do they think they could be done in this place to improve the air quality? Whose influence and/or action would be required for that to happen?
5. Ask young people to note any additional clean spaces or potential pollution sources they discover along the way to add to the map upon returning.
6. Finish the activity by leading the group in a short activity debrief using the debriefing questions below as a guide.

SAFE TO LEARN

This activity is adapted from Unicef's Safe to Learn resource pack, produced as part of our End Violence Against Children campaign. That pack aims to help children and young people understand how important it is that they are able to learn in a safe environment and to empower them to take action to create that safe space.

Air pollution, like violence, is a threat to children's right to learn in a safe environment, which is one of the reasons why this year, OutRight focuses on the impact of air pollution on children's rights.

To find out more about the full Safe to Learn resource and how your school or setting could use it alongside the OutRight resources, or once you have finished taking part in Outright, visit [unicef.org.uk/rights-respecting-schools/safe-to-learn](https://www.unicef.org.uk/rights-respecting-schools/safe-to-learn)

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LEARNING ACTIVITY 1

AIR AWARE COMMUNITY INVESTIGATION

INVESTIGATIVE WALK FACILITATOR DEBRIEFING QUESTIONS

- Were your hypotheses correct? Was there anything that surprised you on the walk, or was different than you imagined?
- Were there any other areas you noticed along the way that should be added to the map as a clean air area or an air pollution source?
- How did you feel when we visited the areas where we marked in red? In what ways did you feel differently when we visited the areas we marked in green?
- How did the air feel around the areas where there were, or are, normally groups of children present, like the school grounds, park, or the community playground? Did you notice if there are any pollution sources near these clean areas that could be harmful for the children who spend time there?
- Are there any specific locations in our community to which would like to draw the attention of the government as areas that are not healthy environments and could harm the health of young people?
- What are three things we could agree that we would like to see changed in our community to help protect every child's right to good health and a clean environment?



ALTERNATIVE ACTIVITY

In cases where a walk may not be possible or desirable, follow up the mapping activity with an individual investigation. Ask young people to consider the route they take getting to school or to the centre where the activity is being held, specifically noting what locations on community map they pass on their route. Over the course of several days, instruct the young people to pay special attention to any sources of pollution or clean air environment areas that they pass on their daily journeys. Have young people report back to the group on their observations, noting for each location if they believe their original hypotheses were correct, and suggesting any additional locations they've observed to be added to the map. Follow with the facilitated discussion.

IT'S TIME TO TAKE ACTION

OutRight is all about making children and young people's voices heard. Once the community walk is completed children might want to tell local decision makers about it. Encourage them to invite your local MP to join them on a re-run of their community walk. For more ideas on how to turn this activity into action see page 33.

LEARNING ACTIVITY 2

CLEAN AIR FOR GOOD HEALTH

AIM

Young people understand why air pollution affects the health and development of young people and violates their right to good health.

WHAT YOU'LL NEED

- Air pollution case study
- Printed copies of vocabulary list
- Cut out vocabulary word and definition cards

Materials for additional activity:

- Circles made from heavy card or paper plates
- Scissors, hole punch, string
- Petroleum jelly, craft stick
- Copies of dust data record sheet for each child

HOW TO PREPARE

- Review case study and vocabulary sheet to prepare for guided discussion.
- Prepare copies of the case study for each participant.
- Print one copy of the group activity sheet (multiple copies may be required for a large group) and cut out word and definition cards.
- If completing the additional activity: prepare materials for each child and investigate location for hanging dust catchers.

PART 1: WHAT IS IN THE AIR WE BREATHE?

20

1. Hand out copies of the Pollutants and Your Health Vocabulary List. Ask young people around the room to take turns reading out the vocabulary words. Ask young people which words are new to them?
2. Based on the investigative walk the young people completed in Activity 1 and the new information about pollutants and linked illnesses that they have in this vocabulary list, ask young people to discuss what they think the most likely pollutants may be in their community. How might this be a risk to young people and an infringement on good health?

PART 2: TRIVIA CONNECTIONS

1. Distribute the stack of word and definition cards face down equally among the young people, adjusting the number of cards accordingly for the group.
2. Explain to the group that when they turn their card over they will either have a vocabulary word or a definition on their card.
3. Once the facilitator says go, each young person should find the person with the card that matches the card that they are holding. If they have a word, they will be looking for the definition, and if they have a definition, they will be looking for the matching word. Once they find their match, the pair together will report to the front of the room. Once every match is complete the game is finished with the option to play additional rounds.
4. Conclude the exercise by summarising that air pollution is not simply an environmental concern or cause. A clean environment, including breathing clean air, is a right for all children. The government should make it a priority to help its citizens realise this right because we cannot live healthy, fulfilling lives without it.

LEARNING ACTIVITY 2

CLEAR AIR FOR GOOD HEALTH

PART 3: CASE STUDY REVIEW

1. Ask young people to take turns reading aloud the case study stories about the effects of air pollution on children in Nigeria.
2. Ask the young people to discuss what they learned from the stories. Which story did they find the most surprising? How is air pollution in Nigeria different to air pollution in the UK? Use the discussion to guide young people to a deeper understanding that air pollution has serious consequences to children's health, and good health is a right no matter where you live.

Smog rises above the Ebute-Metta district in Lagos, Nigeria

CASE STUDY:

AIR POLLUTION IN NIGERIA

Around the world, almost one in seven children—that's about 300 million—live in areas where the outdoor air is toxic; and in many parts of the world it is getting worse.

Nearly 2 billion children in total live in areas where outdoor air pollution exceeds limits set by the World Health Organization as being safe for human health.

Toxic air is a major contributing factor in the deaths of around 600,000 children under five every year—and it threatens the lives and futures of millions more every day.

Children who breathe polluted air are at higher risk of potentially severe health problems as their lungs, brains and immune system are still developing and their respiratory tracts are more permeable.

Many of the children most affected by air pollution are already living in parts of the world where they are growing up disadvantaged by poverty and deprivation. For instance, a child who has malnutrition is more vulnerable to conditions like pneumonia. They are also less likely to have access to adequate health care. This is why exposure to air pollution can be fatal for many children in the poorest communities.

Let's take a trip to Nigeria and hear from three young people who face the health challenges of growing up in an environment where they are exposed to toxic pollutants in the air every day.

LEARNING ACTIVITY 2 CLEAR AIR FOR GOOD HEALTH

SARA'S STORY



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Sara Zanu, nine, lives in Makoko, Nigeria, a fishing community on the other side of the Third Mainland Bridge in the capital of Lagos.

Every day, Sara crosses the lagoon by canoe with her older sister, Kadija, 14. Together they work at the sawmill, carrying sawdust.

Rather than going to school, Sara has been working at the sawmill for the past four years. Alongside other women and children, Sara and her sister collect and carry sawdust that is to be burnt with garbage, and later sold as charcoal.

"I would rather be going to school or braiding my friend's hair. I can do many different designs," she says.

Every day Sara works hard, breathing in the fumes as the sawdust burns. She, like the other workers at the sawmill, often experience breathing problems, coughing and headaches as the fumes enter their lungs.

"I suffer at home. I cough very hard and my chest hurts. Sometimes I cough and black comes on my hand," she says.

Sara and the other children working in the sawmill are at a high risk of health problems caused by the pollutants that they breathe every day. Children breathe twice as quickly as adults, and take in more air relative to their body weight. Their respiratory tracks are more permeable and thus more vulnerable. Their immune systems are weaker, and their brains are still developing.

LEARNING ACTIVITY 2 CLEAR AIR FOR GOOD HEALTH

DUPE'S STORY



© Unicef/Bindra

Ten-year-old Dupe Gowon lives in a fishing community on the Lagos Lagoon in Nigeria. Like most families in her community, Dupe's family relies on fishing to make a living. They catch and smoke fish, then take them to market to sell.

Dupe used to go to school but now stays at home to help her mother in the business. Fishing has become more difficult as the fish stock has dwindled in recent years as a result of overfishing and pollution in the water.

She and her mother do their work daily over a fire in their home as smoke from their house, perched on stilts above the lagoon, pours out.

"The room can get very hot and the smoke makes it hard to breathe," Dupe says.

It is common that many people in the community who, like Dupe, work over indoor fires have trouble breathing and cough out soot on a daily basis.

Dupe often goes to bed coughing at night and sometimes feels dizzy but insists that the air is fine. There is a heavy toll of indoor pollution, commonly caused by use of fuels like coal and wood for cooking and heating, which mostly affects children in low-income, rural areas.

Together, outdoor and indoor air pollution are directly linked to pneumonia and other respiratory diseases that account for almost one in 10 deaths of children under five, making air pollution one of the leading dangers to children's health globally.

LEARNING ACTIVITY 2 CLEAR AIR FOR GOOD HEALTH

BADAMASI'S STORY

Working at an abattoir, or slaughterhouse, is a dirty and undesirable job for 15-year-old Badamasi Ibrahim from Yenagoa, in Nigeria's Bayelsa State.

Badamasi works all day to produce Kanda, a smoked meat that is sold in the market. He spends much of his day around the fire that is central to the smoking process.

Workers at the abattoir use whatever material they can to sustain the flames and keep the fire going - often burning cow bones, rubber tires, electric wires, aluminium cans and other waste which emits toxic fumes that are very dangerous to inhale.

"I work here because no other job. That's why we are doing it. It's hard. It's hot. You see the flame. I have a disturbed chest. My cough is very black," Badamasi says.

Badamasi sometimes goes to the clinic when he is having trouble breathing or feels sick. The doctor treats him and he goes home or back to work. Yet, there is no escape from the polluted air.



LEARNING ACTIVITY 2

CLEAN AIR FOR GOOD HEALTH

POLLUTANTS AND YOUR HEALTH: VOCABULARY LIST



Air Pollution

The presence of contaminants or substances in the air that are harmful to the well-being of people, plants, and animals.

Asthma

A chronic lung disease caused by inflammation and obstruction of the airways.

Bronchitis

A respiratory disease caused by inflammation that is accompanied by coughing and shortness of breath.

Carbon Dioxide

A waste gas produced by the body as a result of the chemical reactions in the cells. This gas is expelled through exhalation.

Carbon Monoxide

The pollutant that results from incomplete combustion from sources like cars. This pollutant hinders the respiratory process by reducing the amount of oxygen delivered to our muscles and organs.

Emissions

The production and discharge of gas or fumes into the atmosphere.

Environment

All of the conditions, circumstances and influences surrounding and affecting us.

Ground Level Ozone

A colourless, odourless gas that is most often found in urban smog. This is a pollutant that is not directly emitted to the air from a single source, but is formed when chemicals from vehicles, power plants and factories react with the hot sun. High levels cause shortness of breath, coughing and wheezing.

Hydrocarbons

The pollutants that are released during fuel combustion and the burning of leaves, garbage, and wood. These often irritate the respiratory system and the eyes.

Immune System

The body's defence system against infections.

Oxygen

A colourless, odourless gas that makes up about 20 per cent of the air we breathe, and is essential because it is used for chemical reactions that occur in our bodies.

Particulate Matter

Very small liquid or solid particles such as dust, smoke, mist, fumes, or smog, present in air or emissions that can damage the lungs and harm the immune system when we breathe them.

Pollutants

Any substance that can make the air dirty or harmful and unhealthy to breathe.

Pneumonia

A serious respiratory infection which often leads to death for many children under five in developing countries.

Respiratory

The body's system whose function is to supply oxygen to our muscles, organs, and tissues, and to remove carbon dioxide from the blood. Comprised of our nose, mouth, throat, windpipe, and lungs.

Sulphur Dioxide

A heavy, colourless, odorous gas produced when fossil fuels, like coal, are burned.

LEARNING ACTIVITY 2 CLEAN AIR FOR GOOD HEALTH

TRIVIA CONNECTIONS ACTIVITY SHEET

To complete this activity please download the Trivia Connections Activity Sheet.

[Click here to download the activity sheet](#)

Below is an example of the activity sheet words and definitions. You will need to cut out the words and definitions and distribute them to the group. For full instructions on this activity see page 20.



Air Pollution	The presence of contaminants or substances in the air that are harmful to the well-being of people, plants, and animals.
Asthma	A chronic lung disease caused by inflammation and obstruction of the airways.
Bronchitis	A respiratory disease caused by inflammation that is accompanied by coughing and shortness of breath.

LEARNING ACTIVITY 2 CLEAN AIR FOR GOOD HEALTH

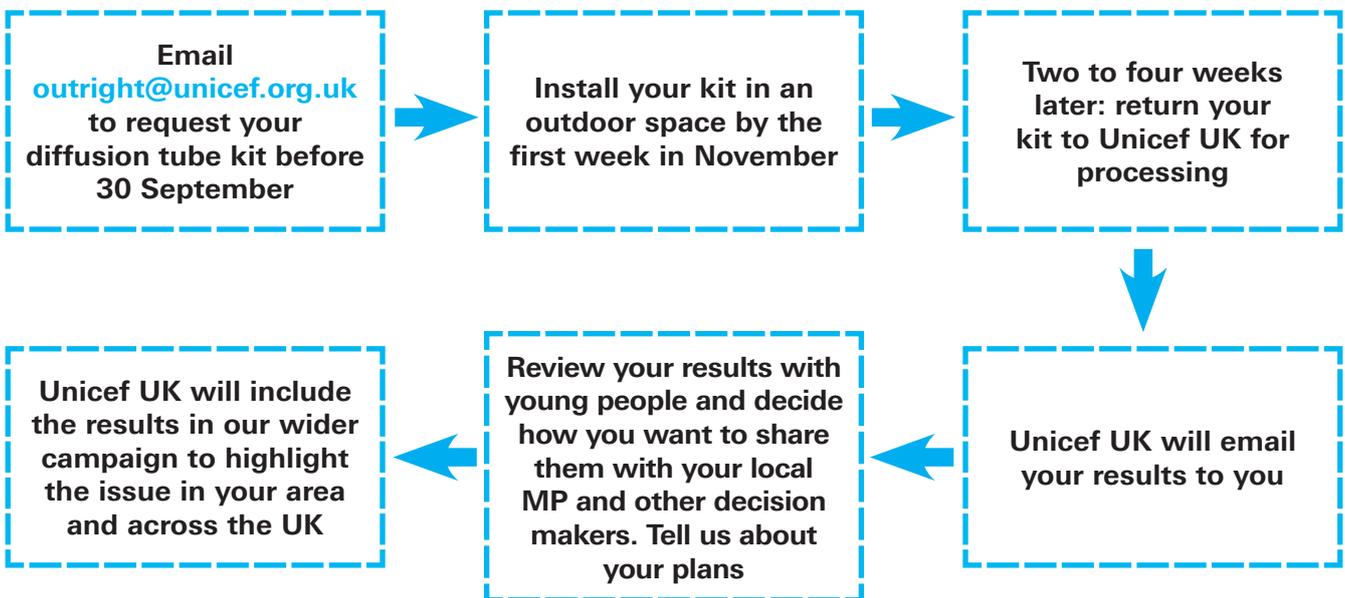
ADDITIONAL ACTIVITY: WHAT'S IN OUR AIR?

There is one very easy way for young people to see how bad air pollution is in their local area – installing diffusion tubes. They are small plastic tubes with a cap at each end containing a steel mesh disc coated with triethanolamine (TEA) which absorbs nitrogen dioxide. This shows how much nitrogen dioxide was in the air during the monitoring period.

Unicef UK only have a limited number of free diffusion tube packs available, so please get in touch as soon as possible if you would like one for your group.

The tubes should be installed outside for two to four weeks to get the most accurate results. Full instructions will be included in the packs and you can return the kits to us for processing.

What's next?



If you've worked with diffusion tubes before, tell us about what you learned by emailing outright@unicef.org.uk

LEARNING ACTIVITY 2 CLEAN AIR FOR GOOD HEALTH

NO TUBES? NO WORRIES

We only have a limited number of diffusion tube packs available, but if you can't get hold of one this time don't worry. You can still discover what's in the air around you by following these steps:

1. Explain to the group that you cannot see everything that is in the air with the naked eye, and some of the things that are in the air can harm our health, like dust, smoke and pollen. In this activity we are going to do an experiment to explore what might be in the air that we breathe. We will do this by collecting 'dust data' with dust catchers that we will make.
2. In small groups, ask young people to cut a piece of card into a 15cm square (or use a disposable paper plate for each group), punch a hole into one corner of the card, and tie a string approximately 30cm long through the punch hole. Ask young people to give their group a name and then write the group name and the date on one side of the card and then wrap the card in cling film. On the other side of the card, ask young people to spread a thin film of petroleum jelly on the cling film. Carefully hang the prepared cards outside from a tree or in an open space near the school or centre where your group meets. If rain is forecast, hang the dust catchers under cover where they won't get wet.
3. Beginning with the day that the dust catchers are hung, ask young people to take notes on the Dust Data Activity Record Sheet noting what they see in the sky that day, and what they see has been collected on their disk. They could also take or draw a picture of the dust catchers each day too.
4. At the end of a few days, remove the catchers, and ask young people to share what they learned from the experiment.

[Click here to download the dust data recording sheet](#)

DUST DATA RECORDING SHEET

DATE	WHAT YOU SEE IN THE SKY	WHAT YOU SEE ON THE DUST CATCHER

What did you learn from the experiment?

LEARNING ACTIVITY 3

AIR QUALITY MAPPING

AIM

Young people learn how to monitor air pollution and link this new understanding of air quality to actions they can take to help protect their health.

WHAT YOU'LL NEED

- [Every Breath Counts](#) video (click to view)
- Equipment and screen to present video
- Access to internet
- World Map and UK Map or Unicef Satellite Imagery Map

HOW TO PREPARE

- Preview the video before showing to ensure content is appropriate for young people participating in the activity.
- Review the UK Department for Environment Food and Rural Affairs air quality index at <https://uk-air.defra.gov.uk/> and the World Air Quality Index tracker at <https://waqi.info/> to be familiar with the index and the health safety warnings of the levels.
- Hang the world map and UK map, or display the Unicef Air Pollution Satellite Imagery Map.

OPTIONAL WARM-UP ACTIVITY: BREATHING MEDITATION

1. Ask young people to sit or lay in a circle on the floor, or in any alternative comfortable arrangement appropriate to the activity environment.
2. Ask young people to get very quiet, to close their eyes and to pay attention to their breathing.
3. Lead young people in a short breathing exercise by reading the Breathe Deeply meditation aloud (or asking one person in the group to read it).

4. After young people finish the meditation and open their eyes, debrief the group by asking: How did it feel to sit and listen to your breath? How did it feel to hold your breath? Have you ever been out of breath, like after doing a hard exercise like running on the football pitch, or had an illness that made it hard to breathe? What did this feel like?

PART 1: EVERY BREATH COUNTS VIDEO

1. Introduce the activity by explaining that we've been exploring the connections between the right to good health and the importance of clean air to breathe. We've also learned that many of the pollutants in the air are not visible. Today's activity will explore how we can take action against to protect our health from what is in the air, even if we can't see it.
2. Show the group the Every Breath Counts video.
3. Facilitate discussion with young people on what they saw in the video using these discussion points as a guide:
 - **What did you notice about the children in the first half of the video?**

They seem healthy and happy. Many of them are very young so their bodies are more susceptible to harm from the pollution they could be breathing in. You can't see the pollution they're breathing in but it could still be there, as often the most dangerous gases and particles are invisible.

Breathing is essential for our bodies to function – in what ways do we use our lungs?

- **What did you notice about the children in the second half of the video?**

Many of them were being exposed to high levels of pollution in the areas they were growing up – such as from industry or vehicles. This pollution was causing them health problems, including asthma, and people were trying to protect them with face masks. Unfortunately face masks don't often work because the tiny particles of pollution can get in the side of the mask.

LEARNING ACTIVITY 3

AIR QUALITY MAPPING

- **What were some of the causes of pollution in the places where children were growing up and experiencing bad health?**

There are lots of different causes of pollution and it's different in every country. In this video we saw pollution from factories, burning things at home, burning things in the streets, forest fires and traffic.

PART 2: UNDERSTANDING AND EXPLORING AQI

1. Explain that in the video, we can observe very dramatic images of air pollution, but air pollution does not always look like this. As we learned in the vocabulary activity, many dangerous pollutants are invisible to the naked eye and can be in the air even if you don't recognise them in smoke or smog.
2. Ask young people how many of them are familiar with the Air Quality Index? Where have they seen the AQI listed before? Explain that AQI is the Air Quality Index, a system for forecasting air pollution, very similar to how meteorologists forecast the weather. If we understand the Air Quality Index, we can be proactive to reduce our exposure to pollutants in the air.
3. Give young people 10 minutes to work in pairs or small group with access to the internet to research the Air Quality Index measurement system and find the AQI today for the local area. Ask them to write down their findings and be prepared to share what they've learned about AQI with the group. For younger participants, direct them to the UK Department for Environment Food and Rural Affairs air quality index <https://uk-air.defra.gov.uk/> to start their research.
4. After 10 minutes are up, ask each group to give a two minute report on a key thing they learned about the Air Quality Index. Note that each group should try to say something that another group has not yet mentioned. Continue the reporting until the group demonstrates a comprehension of the AQI colour scale, what the different levels of pollution mean, and the ability to discuss how individuals can and should change their behaviour based on the current AQI rating. If questions are left unanswered, give the young

people five minutes to do a second round of research.

5. Finish the exercise by asking the young people to use the UK and world maps, or the Unicef satellite imagery pollution map, to create a list of 10 cities/towns in the UK they would like to investigate, and 10 additional cities from varied locations around the world that they think might have very bad or very good air quality. Spend the final 10 minutes having young people use the internet to review the air quality of each of these locations. Finally, complete a ranking of the 20 cities from best air quality to poorest air quality. Ask young people to discuss how they feel about where the UK cities rank in comparison to the other cities selected by the group.
6. Summarise by sharing that while it is important to be aware of the AQI so we can protect ourselves from pollution and stay healthy, this does not take away any government's responsibility as duty-bearers of the UNCRC (refer back to Starter Activity A) to take measures to protect the environment and children's right to good health.



© Unicef/Batbaatar

LEARNING ACTIVITY 3 AIR QUALITY MAPPING

BREATHE DEEPLY MEDITATION

Take a big breath in.

Now take a big breath out.

Breathe in through your nose. Breathe out through your nose.

Breathe in through your mouth. Breathe out through your mouth.

Take a very deep breath.

Can you feel the air filling up your nose?

Can you feel the air filling up your lungs?

Can you feel the air fill up your belly?

Breathing is something that we do every second.

We never stop breathing.

You have been breathing every single minute since the moment you were born.

You are so good at breathing that you do it without even ever thinking about it.

Did you know that you take nearly 25,000 breaths every day?

Each day your lungs take in nearly 10,000 litres of air.

Young people breathe even more air per kilogramme of their body weight than adults.

Breath is important. Fresh, clean breath.

Every time a breath fills your lungs, it pumps oxygen to your blood and to your brain.

As young people, this breath is important to help your brain and your body develop.

Can you feel the air filling up your lungs?

Take one more deep breath. Can you hold your breath this time? Just for a few seconds. What does it feel like when your body doesn't have the air it needs?

We all need clean air to stay healthy.

Young people especially need clean air so they can grow.

Take one more deep breath, and let it out slowly.

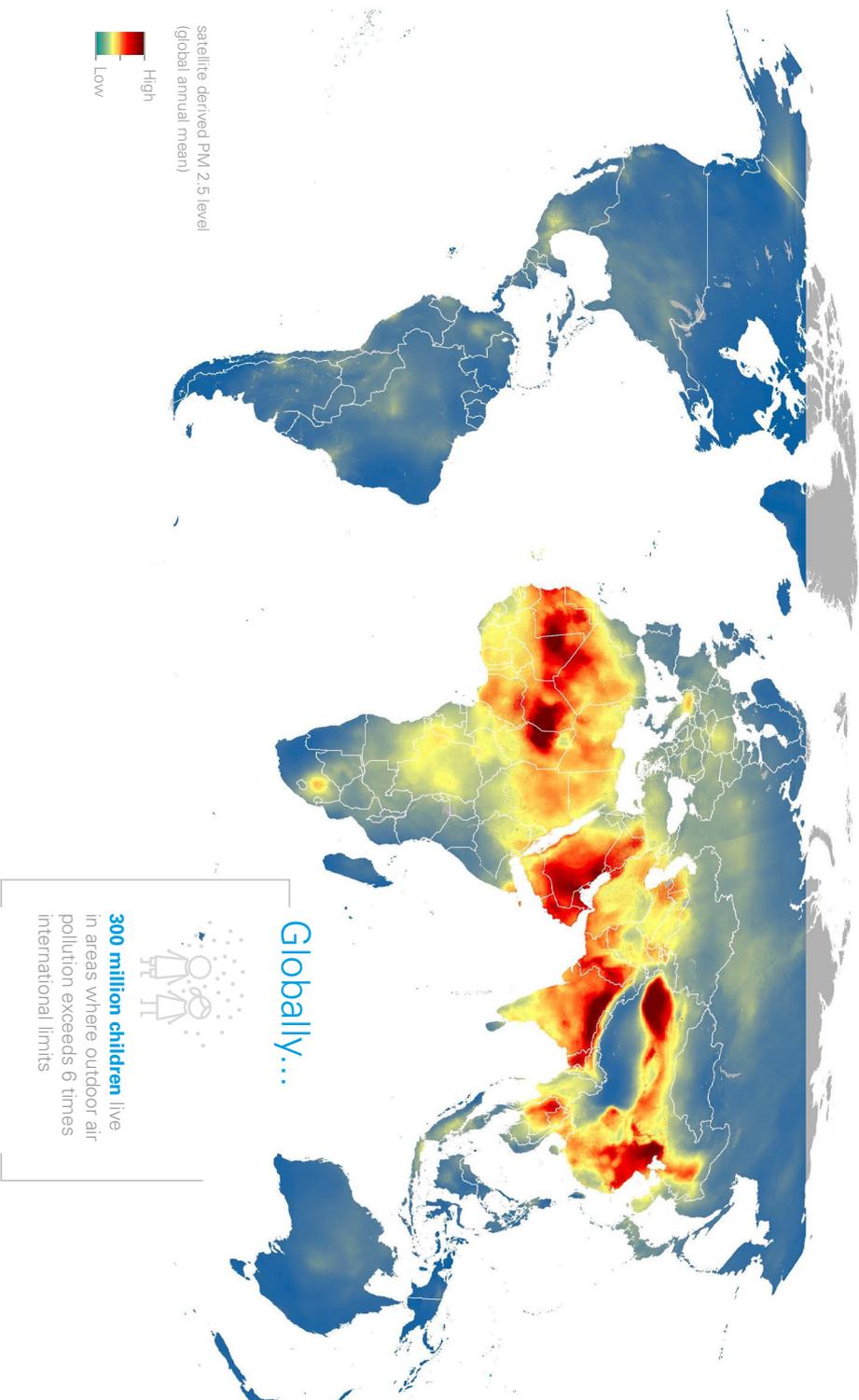
Now quietly and slowly, open your eyes.



UNICEF AIR POLLUTION SATELLITE IMAGERY MAP

Around 2 billion children live in areas where outdoor air pollution exceeds international limits.

Fig. 23: Satellite derived PM 2.5 level (global annual average), 2012-2014



This map is for illustrative purposes only. This map does not reflect a position by UNICEF on the legal status of any country or territory or the delimitation of any frontiers. The dotted line represents approximately the Line of Control in Jammu and Kashmir agreed upon by India and Pakistan. The final status of Jammu and Kashmir has not yet been agreed upon by the parties. The final boundary between the Sudan and South Sudan has not yet been determined. The final status of the Abyei area has not yet been determined.

Source of maps: van Donkelaar, A., R. V. Martin, M. Brauer, N. C. Hsu, R. A. Kahn, R. C. Levy, A. Lyapustin, A. M. Sayer, and D. M. Winker, "Global Estimates of Fine Particulate Matter using a Combined Geophysical-Statistical Method with Information from Satellites, Models, and Monitors," Environ. Sci. Technol., doi: 10.1021/acs.est.5b05833, 2016.

LEARNING ACTIVITY 3
AIR QUALITY MAPPING



IT'S TIME TO TAKE ACTION! TELL US WHY AIR POLLUTION MATTERS TO YOU

This action is a good way for children to exercise their right to share their opinion (Article 12) and promote Articles 6, 17 and 24.

[Click here to download the templates](#)

Ask young people to complete the sentences found on the next page, using words, pictures or any other way to say what they want to say about their right to health and/or air pollution in their local area.

Take photos or video of the children with their cards.

SHARE YOUR PHOTOS!

Send the photos or video to us at outright@unicef.org.uk so we can make sure that young people's voices are heard on this issue.

If you have the appropriate consent (see page 44), you can share these photos through your school/organisation's social media accounts as well, really making sure that their voices are heard alongside those of other OutRight participants.

**I want to live, learn and
relax in clean air because...**

**I'm campaigning for clean air for
all children and young people
because...**

**Children's right to a clean
environment
matters because...**

LEARNING ACTIVITY 4

COMMUNITY ACTION PLAN

AIM

Young people recognise and make commitments to the personal contributions they can make to improve air quality, while also considering their role in holding the government to account for its responsibility to ensure a clean environment and good health for all young people.

WHAT YOU'LL NEED

- Community action plan activity sheet
- Individual commitment pledge cards (or postcards)
- Poster paper and markers to record group Pledge

PREPARATION

- Prepare postcard and poster materials for individual and class commitments.
- If including parents or officials in a signing ceremony or event, set time and date in advance.

Explain that in this activity we are going to focus on what we can do in our own community and country to make sure every child has a clean environment for good health — both by taking individual and collective responsibility and action when we can to decrease air pollution, and by using our rights to hold our government to account.

PART 1: CLEAN AIR ACTIONS DISCUSSION

1. Ask young people to consider what a clean air community would look like to them, and how that looks different from the way the community looks now. Prompts to consider could include:
 - What would a clean air community look like around our school or activity centre?
 - How would transportation look in a community with clean air?
 - How would we need to change the way that we get around to places in order to make this a reality?
 - Are there other changes that I could make at school or at home that could contribute to a healthier clean air environment?
 - What ways could I educate and influence my friends and family to take small actions?
 - What problems around air pollution in our community will require community officials or decision makers to address?

LEARNING ACTIVITY 4 COMMUNITY ACTION PLAN

PART 2: MAKING A CLEAN AIR COMMITMENT

1. Reflecting on the discussion from Part 1, ask each young person to think of at least one individual action that they will commit to doing in order to protect their health and the environment. This action can be as simple as waking up early to walk or bike to school one or two days a week instead of riding in the car, or it can be as complex as arranging a meeting with your school headteacher and town council to address the fact that there is no bike path or pavement for children to safely travel to school on foot.
2. Ask each young person to write their commitment statement on a postcard or pledge card. Hang the commitments somewhere the group can see them throughout OutRight.

PART 3: PLEDGE

1. Ask each young person to share their individual commitment with the group. Tally up the sum outputs of the similar commitments. Encourage the young people to discuss what they think the group will achieve by everyone working on their individual commitments at the same time. (ie. six young people will commit to cycle to and from school three days a week, meaning 36 fewer car trips made a week).

2. Ask the young people if there is any commitment to action that they would like to make as a group, in addition to the sum of their individual actions. (For example, we would like to invite the local MP to go on our follow-up community mapping walk). Discuss the action as a group and lay out a plan with steps to achieve the goal by a particular date.
3. Ask one young person to volunteer to be the scribe. As a group, write a pledge that declares all of the actions that the young people will take – both as a group, and as a sum of individual efforts. Try drafting the pledge on the activity room board, then copy the final pledge to a poster that can hang in the activity room. Start the group pledge with the following language:
“Because all children and young people have a right to good health, here in [town name], in the UK, and around the world, we pledge to do our part to respect the environment so that all children and young people can grow up healthy, and can live, learn and thrive.”
We [name of group] commit to taking the following actions.”
4. Once the group pledge is complete, ask each young person to sign their name to the poster. Consider inviting parents or members of the local council to a signing event.



LEARNING ACTIVITY 4 COMMUNITY ACTION PLAN

COMMUNITY ACTION PLAN SHEET

1. What things do you want to change in your community so that every child can grow up in a healthy environment with clean air?
2. Who do you believe can make this change happen? (The Mayor, the town council, someone else?)
3. If you had a chance to talk to this influential person, what exactly would you want to say?
4. What is the best way to say it? In person, in a letter, in a more creative way? Beginning with a personal story about the action you are taking can be a powerful way to start.
5. Can you get your message on to your local council's agenda? How would you go about doing this?
6. Are there any local organisations already working towards this effort? Research what they are doing. How could you support them?
7. Who else has influence in your community who might help you share your message?



LEARNING ACTIVITY 5

INNOVATION AND INVENTION: CREATING A CLEAN AIR FUTURE

AIM

Young people practice using their creative skills to develop an invention or innovation to promote the need for a clean environment to ensure good health.

WHAT YOU'LL NEED

- Burundi Case Study
- Access to required equipment – camera, computers, instruments etc

HOW TO PREPARE

- Review the Burundi Case Study
- Prepare materials and equipment and set aside a minimum of two hours to introduce and start the project in small groups.
- Schedule ahead time for young people to continue work on the innovations activity. Depending on the depth of the innovations to be produced, this could become a take-home activity, or have activity time in multiple blocks of two hours or more dedicated to it over the course of a number of days or weeks.

PART 1: CREATING CHANGE THROUGH INNOVATION AND INVENTION

1. Ask young people to split into groups to review the Burundi case study.
2. Facilitate discussion around the question: “How did an unusual creative idea (a pedal-powered generator) address the problems in Diane’s community and create change? How did this ultimately affect the lives of many children and help give them back their rights to education and health? What unique skills or ideas do you have that you could put into action to help address the issue of air pollution that could affect someone’s rights either in your community, in the UK, or in the world?”

LEARNING ACTIVITY 5

CREATING A CLEAN AIR FUTURE

3. Encourage young people to identify a skill that they have and how this skill could be put into action to address air pollution and help restore children's right to good health. Examples may include:
 - A young person interested in STEM could use their skills to invent something to decrease air pollution.
 - A young person interested in digital technology may use their skills to develop a concept for an app for children to better help them to track air pollution warnings.
 - A young person with skills in video or animation could create a community public service announcement to warn parents about the dangers of pollution to children's health, and ask the government to take action.
 - A young person with interests in performing arts could create a play, song, or spoken poetry to share the importance of having clean air to breathe.
 - A young person with skills in visual arts could create an art installation to share their vision about a future with clean air.
4. Explain to young people that now they will use their identified skill to create an invention or innovation that could affect change for clean air and good health.
5. Set aside at least one hour or more for young people to begin to ideate their creative project in small groups and get a start on their invention or innovation.
6. Schedule follow up work sessions for groups to work together and continue to build a prototype of their invention or innovative idea.
7. As young people return to the project over time, remind them to continue to return to the key message around ensuring a clean environment for good health as the underlying goal of their project.
8. Once the projects are nearing completion encourage young people to brainstorm ways that they can showcase their creations and inventions.



LEARNING ACTIVITY 5 CREATING A CLEAN AIR FUTURE

DIANE'S STORY: CLEAN ENERGY IN BURUNDI

Burundi is one of Africa's most densely populated nations. It is also one of the youngest and poorest. Half of the Burundi's population is under the age of 18.

Civil unrest, hunger, disease and climate change are big challenges for the young people of Burundi. Most people live in poverty, with 81.3 per cent of people living on approximately £1 a day.

Energy poverty is also a big problem in Burundi. Ninety-seven per cent of the population is unable to access electricity from the grid, meaning that communities have to rely on unsustainable resources such as wood and kerosene for the simplest needs of light, heat and cooking.

Reliance on these unsustainable resources unfortunately causes even more problems for the young people of Burundi.

Burundi is facing deforestation, soil erosion and flooding at a rapid rate as trees are cut down for fuel. At the same time, children in the homes where traditional kerosene lamps and firewood candles are being used for light and energy are suffering from exposure to indoor pollution. Indoor pollution, in fact, is the cause of death of almost 9,500 Burundian children under the age of five each year.

In the tiny village of Muzima, Burundi, the people who live in the handful of homes perched on top of the hill are very familiar to landslides and soil erosion.

In the community here, energy poverty has been a part of every aspect of life until very recently. Children studied at night using kerosene lamps, babies were born in the dark by candlelight, and women and girls were afraid to leave their homes after nightfall.

In 2013 Project Lumière, an innovative alternative energy project, was introduced. The project enables community groups – who are predominantly women – to purchase a pedal-powered generator and fast-charging LED lights to sell.

It has and helped more than 54 communities like Muzima, comprising 16,000 households and 26,000 children, to access to safe, clean and affordable energy solutions.

One teenager from Muzima, Diane, recalls the days of struggling to read her notes from maths class before her village had an alternative energy source.

“Before I used a kerosene lamp to study,” Diane explains. “There was a lot of smoke – you can see the stains on the ceiling. The smoke would get in my nose and lead to coughing. When I got the new lamp, I no longer had pain in my eyes and felt much better. I study until late, and when I wake up at four in the morning to continue studying, it is easy to find and turn on the lamp again. It is also easy now to go out.”

The low up-front costs of the equipment guarantees access to safe, affordable lighting for even the poorest families. A small fee is charged by the community groups to users wishing to recharge their lamps, creating a constant income stream. At least 10 per cent of these profits are reinvested into the community, to strengthen safety networks and keep vulnerable children safe from violence and abuse.





IT'S TIME TO TAKE ACTION!

Now that you've worked through the learning activities, young people should have a better understanding of children's rights, as well as of air pollution and its impact on their health.

Young people have taken some important actions on this issue as they've worked through the pack. Here are some more suggestions of how they can make their voices heard.

INVITE YOUR MP TO JOIN YOUR COMMUNITY WALK

Once the young people you're working with have completed their community walk and clean community planning (see Learning activities 1 and 4), they might want to tell local decision makers about what they've done. Encourage young people to invite their local MP to join them on a re-run of their community walk then back to see their Clean community plan they've designed, before asking them to contribute to the organisation/school's charter too!

Remember to take photos if the young people you're working with decide to do this activity and send them to us so we can make sure that their voices are heard on this issue. If they invite their MP, please let us know so we can support the visit if needed. If you have the appropriate consent (see page 44), you can share these photos through your school/organisation's social media accounts as well, really making sure that their voices are heard alongside those of other OutRight participants.

JOIN THE GLOBAL WORLD CHILDREN'S DAY TAKEOVER

Young people can also help protect and promote their rights by joining other young people around the world in the Unicef World Children's Day takeover!

In preparation for World Children's Day on 20 November, encourage young people to take the lead. For example, they could plan and deliver a whole school assembly/youth club event, sharing the work they've created and what they have learned about their right to the best possible health in relation to air pollution, and telling other children what they can do to protect themselves and/or take action, too.

Please record and share content on the day if you can and encourage the young people you work with to invite your local MP, their parents, members of the PTA or other local decision makers if they want to, to really make sure that their voices are heard on this issue in their local area. If they invite the MP, please let us know so we can support the visit if needed.

GET IN TOUCH

We are really excited to see and hear how you and the young people you work with get involved with this campaign! You can email us at outright@unicef.org.uk or post work to us at:

**Kirtbir Chahal, OutRight 2018, Unicef UK,
1 Westfield Avenue, London E20 1HZ**

IT'S TIME TO TAKE ACTION!

HOST AN EXPRESSIVE ARTS EVENT

Expressive art is incredibly powerful and using the knowledge young people have gained as a result of completing the learning activities, they can exercise their right to share their opinion (Article 12) and promote Articles 6, 17 and 24. Encourage young people to create work that reflects what they want to say about their right to health and/or air pollution in their local area.

Encourage keen young people to take the lead on putting on an event to showcase their work. They could design invitations and posters, plan refreshments and invite the local MP, parents and local decision makers. If they invite the MP, please let us know.

Please record and share content from the performance art event to really make sure that young people's voices are heard on this issue. Send any images and video from the event to us so we can see their brilliant efforts in action.

OUTRIGHT CERTIFICATES

Towards the end of the school year, we will send you a link to an online feedback form to tell us how you and the young people who took part in OutRight 2018 got on. Once we've received your feedback we will be able to send you your OutRight certificate.



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ENGAGING LOCAL MEDIA

An effective way of speaking out in support of children's rights is to tell your local newspaper or radio station what you're doing for OutRight 2018.

These media outlets can help spread the word in your local community and galvanise support. For example, your local MP might read about OutRight in the local newspaper and contact the Environment Secretary as a result or raise the issue in Parliament.

GUIDANCE

Perhaps you have some aspiring journalists or radio presenters at your school/organisation? To speak out to your community about your group's plans for OutRight 2018, call the local newspaper and invite them to take a photo of your school/organisation as you celebrate World Children's Day, or call your local radio station to see if young people could go on air to talk about OutRight, air pollution and children's health.

[Click here to download our Press Release template.](#)

[For Rights Respecting Schools click here.](#)

If you or the young people you work with are not sure how to contact local media in your area, please email outright@unicef.org.uk and we will be more than happy to help. Here are some tips:

- Be prepared for a quick phone call. Sometimes people who work in the media can be very busy, so it's a good idea to write down what you want to say to keep in front of you when you call.
- Always follow up with an email, re-capping the main points from your phone conversation.
- Don't leave it too late. The sooner you can get in touch the better, as they are more likely to have a space for you.
- Be enthusiastic! The person you are calling should want to find out lots more about your involvement in OutRight 2018 and why you're raising your voices on air pollution and children's health.

If your school or organisation is featured in your local media, please let us know! Send us a clipping, link or recording if you can, to outright@unicef.org.uk

CONSENT FORM

Any time we use a photo, story or film footage we need consent. The aim of collecting photos, stories or film is to raise awareness and money to promote Unicef's work and to show issues facing children and promote their voices. We store photos, stories and film securely and only use for intended purposes.

Consent must be recorded on the forms below, signed by the person giving consent. Without the recorded consent we do not have permission to use photos and stories in the ways we intend.

Please record any special instructions if necessary, such as 'don't use real name' on the form. If this is the case, ask the child what alternative name they would like to have and add that to the form, making it clear which is the real name and which is the alternative.

Consent forms are also required to reproduce (i.e. copy, photograph) and use drawings or other pieces of work young people create. They are copyright of the artist, regardless of their age or status.

Consent must be in writing using our consent form and young people can also be given the child friendly version of the form to sign themselves.

Consent can be withdrawn at any time in the future, if the child or family aren't happy about their image, story or footage being shown any more for any reason. Please let us know if this is the case by emailing outright@unicef.org.uk

Download a consent form [here](#).



SOCCER AID

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THE PLAYGROUND CHALLENGE IS BACK!

PLAY. FUNDRAISE. SAVE AND CHANGE LIVES

This year we launched the first **Soccer Aid for Unicef Playground Challenge** – and we're so excited that it's coming back in June 2019!

Sign up now, save the date and be the first to get exclusive updates on the game plan for next year.

From obstacle courses and keepy-uppy challenges to beat the teacher penalty shoot-outs and bake-offs, the money you raise will make sure children all over the world live safe, happy and healthy lives.

So whether you took part first time around or fancy making 2019 your year for kick-off, join schools across the UK for a game like no other.

Sign up now at socceraid.org.uk/schools

Any questions? We'd love to hear from you over email at schoolschallenge@unicef.org.uk or call us on **0300 330 5580**.

OUTRIGHT
Speak out on children's rights

**FOR EVERY CHILD
IN DANGER**

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UNITED KINGDOM 