



OUTRIGHT

Speak out on children's rights



CHILDREN'S ACTIVITY PACK

Take a trip with Paddington™ to discover more about air pollution and your health

FOR EVERY CHILD
IN DANGER

OUTRIGHT

Speak out on children's rights

Unicef UK
1 Westfield Avenue
London E20 1HZ

Dear Colleagues,

We are delighted that your school or organisation is taking part in OutRight 2018 and speaking out about children's rights. OutRight is a campaign for children, by children 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.

The OutRight campaign and the learning activities in this pack, fronted again this year by Paddington, will help children and young people develop their understanding of air pollution and its impact on children, as well as their own ideas for how to address this pressing issue. Children are also encouraged to speak out and take action in their local community on 20 November, World Children's Day.

Children and young people taking part in OutRight 2018 will:

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

This year OutRight forms an important part of a wider campaign by Unicef to push the UK government for action on the toxic air that affects children in the UK. So we'll be in touch by email to keep you posted on the campaign and to let you know about other ways children can get involved.

If you are a Unicef UK Rights Respecting School, all the activities in the pack will help your school or college achieve the outcomes described in Strand C of the Rights Respecting Schools Award, which focuses on participation, empowerment and action. Children and young people will play an active role in their own learning, and speak out on their rights and those of other children and young people.

If you have any questions about the activities or resources, please do contact us at outright@unicef.org.uk or call Unicef UK's Supporter Care team on 0300 330 5580.

Do keep in touch – we look forward to hearing how you get on!

Best wishes,

Jess Bool and Kirtbir Chahal
Unicef UK Youth Engagement Team



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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

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INTRODUCING OUTRIGHT

EXPLAINING OUTRIGHT TO STAFF

OutRight is Unicef UK's annual campaign for children and young people, empowering them to speak out about the importance of children's rights. A campaign by children, for children, OutRight is a celebration of the UNCRC, 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. Children 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.

EXPLAINING OUTRIGHT TO CHILDREN AND YOUNG PEOPLE

We have created a video and PowerPoint presentation to help you introduce OutRight to the children you work with.

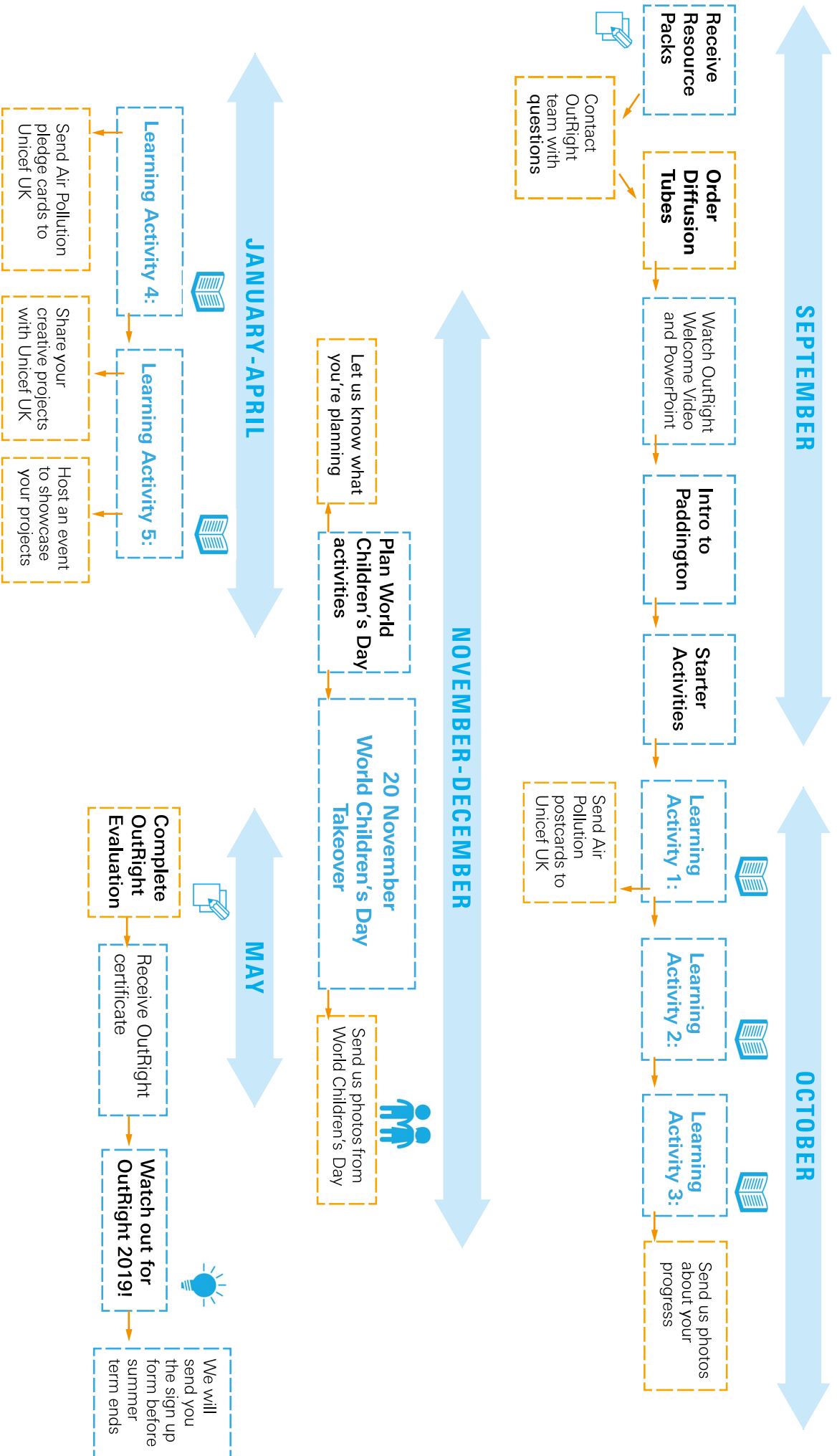
- [Watch the video](#)
- [Download the PowerPoint presentation](#)

They explain what OutRight is all about in 2018 and why it's so important that children get involved this year.

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

TIMELINE

THIS SUGGESTED TIMELINE CAN HELP YOU STRUCTURE YOUR CAMPAIGN ACTIVITIES



OUTRIGHT

Speak out on children's rights

**FOR EVERY CHILD
IN DANGER**



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 in your area and health advice
[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 children to be the voice of this campaign.

Through Outright 2018, we want to empower children and young people to speak out about their rights and in support of the rights of all children. The activities in this pack will help children learn about air pollution, empower them to take steps to protect themselves and ensure their voices are heard.

WHAT CAN THE GOVERNMENT DO?

Children 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 CHILDREN AND YOUNG PEOPLE TAKE ACTION?

No one is better placed to champion children's rights than children and 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, children can learn and speak out about their right to health and a clean environment.

OutRight empowers children and young people to speak out about their rights, inspiring them to stand up for the rights of other children and young

people and strengthen their knowledge and understanding of children's rights.

If the children 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 children you work with live in one of these areas you may be wondering how to engage them in this subject.

Most children 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'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 children 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 school policies permit you to do so, record consent (see page 48) and take photos and video and post them on your school social media accounts using the hashtags below, so we can help amplify children'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?

Children and young people have an important role to play in campaigning to create change. Children's 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 in the UK and around the world. By signing petitions, making videos, writing blogs, speaking to their MP and local newspaper, children and young people can show just how much they care about the world's children 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, children and 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 children 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, children 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 their response.
- 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.

MEET PADDINGTON™

This year OutRight is once again fronted by Paddington™. Paddington went from living in an environment surrounded by trees and greenery, to a busy city, surrounded by traffic and industry. Like children across the UK, Paddington can also be affected by air pollution.

Find out more about his story and then do the 'Meet Paddington' activity to find out how Paddington might help children affected by air pollution stand up for their right to health. This activity will also help children identify the differences in Paddington's environment in Peru and in London.



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PADDINGTON'S STORY

There was once an explorer from the Geographer's Guild of London who visited the green forests of Peru, where he discovered an intelligent species of bear.

The explorer became friends with the bear family, Pastuzo, Lucy and their nephew and told them all about London, where he said they would always be welcome. When the explorer leaves Peru he gives Pastuzo his hat as a gift.

One day a big earthquake strikes the bear's home. While searching for his Uncle, his nephew finds only his hat and Uncle Pastuzo is presumed dead.

With nowhere to live Lucy plans to move into the home for retired bears and she encourages her nephew to seek a new life in London. As her nephew prepares to depart for London on a ship, he says his last goodbye to his Aunt Lucy and checks he has all the marmalade supplies he needs for his journey.

The young bear finally arrives in London but people are not as friendly as he thought they would be and he has nowhere to go. The Brown family find him alone at Paddington Station with a label around his neck which says quite simply 'Please look after this bear. Thank you.'

The Browns decide to name the small bear Paddington, after the station where he was found, and they invite him to live with them.

Paddington has never lived in a house before and there is a lot to learn about his new home in London, which is quite different to the one he left in Peru. Paddington quickly becomes part of the family and meets new friends in London.

Paddington writes to his beloved Aunt Lucy to let her know he is happy and has found a new home with the Brown family.



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CHILDREN'S RIGHT TO HEALTH

AIM

Children are introduced to their right to lead happy, healthy and safe lives, and begin to think about how air pollution and the lack of a clean environment is an issue for all children and young people.

WHAT YOU'LL NEED

- Paddington's story summary on page 10; or the Paddington™ film; or Paddington written by Michael Bond
- Discussion guide
- Poster paper
- Sticky notes

Familiarise yourself with the version of the Paddington story to be shared in the classroom.

If time and resources allow, prepare to show the Paddington film, or prepare a reading of Paddington written by Michael Bond. Alternatively, share our summary of Paddington's story.

1. Display a large blank sheet of paper on a wall or board, where it can remain over the course of the OutRight learning activities.
2. Ask children how many of them know the story of Paddington. Explain that while they may think of it as a children's story, there are many deeper lessons to be learned.
3. Read the story of Paddington as a group, or as a group activity, watch one of the Paddington films.
4. Have a group discussion using questions from the discussion guide. Draw out the happy and safe environment theme from the Paddington story, making note of the difference in Paddington's environments and how that may improve or worsen his life.

CHILDREN'S RIGHT TO HEALTH

4. Following the discussion of the Paddington™ story, ask the group to think of questions they have about Paddington's life in Peru or in London. Children can write these questions on sticky notes and put these on the poster paper. These can be displayed over the next few weeks and children can add questions to the poster and remove questions as they are answered. These questions can be used for further discussion and incorporated into appropriate activities to follow.

OPTIONAL EXTRA

Ask children to draw two pictures on one piece of paper – one representing Paddington's life in the forests of Peru and the other of his life in the city of London. Use this activity to emphasise to children the difference in Paddington's environment and the kind of environment that would help Paddington have an even better life in his new home in London.

DISCUSSION GUIDE

1. Paddington grew up in the forests of Peru, surrounded by nature. Describe his environment.
2. Paddington left Peru after the earthquake. What other kinds of situations besides an earthquake are bad for your health, safety and the environment?
3. Aunt Lucy wanted Paddington to find a safer, better life in London – what could be some barriers that prevent Paddington from having this?
4. What are some differences between a forest and a city? How do you think Paddington felt when he came to London?
5. Paddington finds a new home, a family and many friends in London – why is community important?
6. What can we learn from Paddington and the way he never gives up? Who or what helped him when things were difficult for him? How can this help us with campaigning for children's rights?



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LEARNING ACTIVITIES

INTRODUCTION

The following starter and learning activities have been created to help children gain a better understanding of their right to health and a clean environment where they live, learn and play. Through the activities children 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 children's rights and set a foundation. The main activities are developed to build on one another in a series that develops understanding. Please adapt the activities to the learning needs and styles of the children you are working with and the setting in which they are learning about this subject.

ORDER YOUR DIFFUSION TUBES KIT

There is one very easy way for children to see how bad air pollution is in their local area – installing diffusion tubes. Using diffusion tubes can enrich children'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 32 to find out how to order yours.

STARTER ACTIVITY A

KNOW YOUR RIGHTS

AIM

Children will explore their rights and the UN Convention on the Rights of the Child (UNCRC or the Convention) with a focus on a child's right to health. This starter activity sets the framework for further discussion of children's rights.

WHAT YOU'LL NEED

- Know Your Rights quiz
- Know Your Rights answer sheet and facilitator discussion notes
- Pens or pencils
- Poster paper or white board
- Summary of the five rights from the UNCRC that OutRight focuses on this year

HOW TO PREPARE

Print a copy of the 'Know Your Rights' quiz for each child. Review the answer sheet and facilitator discussion notes. Prepare a written copy of Articles 6, 12, 17, 24 and 29 of the UNCRC on poster paper or a white board to act as a reminder of these rights during the OutRight activities.

MAKE IT INTERACTIVE!

Instead of a straightforward quiz, this activity can be completed interactively as a game of move in/move out. If space allows, ask children to gather in a circle. Read the questions from the quiz out loud one by one. When a statement read is true, children move in to the centre of the circle. When a statement read is false, children remain in the circle, and discuss why they didn't move into the middle of the circle.

1. Give each child a copy of the 'Know Your Rights' quiz, with the explanation that the purpose of the quiz is to test their knowledge about child rights. For children who may not be familiar with children's rights, it is an option to distribute a copy of the rights summary paper along with the quiz, and allow the children to take the quiz 'open note' as they search the document for the answers.

For children who are unfamiliar with rights, try showing them this song, created by a Unicef UK Rights Respecting School:
https://youtu.be/LN_70HXxd5Y

2. Give children approximately 10 minutes to complete the quiz (more or less may be given depending on time available and level of the group's knowledge of the topic).
3. Review the answers with the group using the answer sheet and discussion notes. Ask the children to mark their own work or switch with another child.
4. Explain that the UN Convention on the Rights of the Child is a list of 54 Articles that outline the rights that governments around the world, including the UK, have agreed that all children and young people under the age of 18 should have. Share that in this year's OutRight campaign we are going to talk about the issue of air pollution, and focus particularly on learning about five of these Articles.
5. Draw children's attention to Articles 6, 12, 17, 24, and 29 (posted where children can see them). Ask children to take turns reading each of the highlighted Articles out loud. Explain that Articles 12 and 17 are linked to the rights we are expressing through OutRight to access information and express our opinions, while Articles 6, 24, and 29 teach us that children have the right to a healthy environment to grow and learn. Discuss with the children how they think these articles are connected to air pollution. Help them make the link between Articles 12 and 17 and why understanding and sharing their opinions through OutRight is important.

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 A

KNOW YOUR RIGHTS QUIZ

1. Every child has a right to live, grow, and develop to their full potential. **T** **F**
2. According to the Convention, all young people are considered children until they have their 16th birthday. **T** **F**
3. Every child has the same rights no matter what country they live in. Children from China and Sudan, for example, have the same rights as children from the UK. **T** **F**
4. Every child has the right to access information on the Internet. **T** **F**
5. Wherever in the world a child lives, they have the right to a clean environment, including to grow up breathing clean and healthy air. **T** **F**
6. All children have a right to an education, and should learn in school how to live peacefully and protect the environment. **T** **F**
7. All children, no matter where they live or come from, have a right to health, happiness, wealth, and protection. **T** **F**
8. It is the responsibility of governments to protect the health of children by ensuring a clean environment. **T** **F**
9. As a child, if you have a concern or opinion about an issue, you have the right to express this concern to your government, but the government does not have to take a child's view seriously until they are old enough to vote. **T** **F**
10. Children have a right to know information that is important to their health and well-being. **T** **F**

STARTER ACTIVITY A

QUIZ ANSWER SHEET AND DISCUSSION NOTES

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1. **Every child has a right to live, grow, and develop to their full potential.**

TRUE – Article 6 says that every child has a right to life, and that is it the government's responsibility to ensure that children survive and develop to their full potential.

2. **According to the Convention, all young people are considered children until they have their 16th birthday.**

FALSE – The Convention considers anyone below the age of 18 a child. According to Article 1 (definition of the child), everyone under age 18 has all the rights listed in the Convention.

3. **Every child has the same rights no matter what country they live in. Children from China and Sudan, for example, have the same rights as children from the UK.**

TRUE – Children's rights apply to all children no matter where they live. The only country that has not ratified the Convention is the United States of America. Children's rights are still recognised in the USA.

4. **Every child has the right to access information on the Internet.**

FALSE – Having access to the Internet is not considered a right, but having access to information is. Article 17 says that 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 to protect children from materials that could harm them.

5. **Wherever in the world a child lives, they have the right to a clean environment, including to grow up breathing clean and healthy air.**

TRUE – Article 24 says that governments should protect the health and well-being of children. This includes ensuring that children have a clean and safe environment.

6. **All children have a right to an education, and should learn in school how to live peacefully and protect the environment.**

TRUE – Articles 28 and 29 talk about children's right to an education. Article 28 says all children have the right to an education, and should be encouraged to go to school to the highest level possible. Article 29 says that children's education should help them to use and develop their talents and abilities, and should help them learn to respect other people's rights, live peacefully, and protect the environment.

7. **All children, no matter where they live or come from, have a right to health, happiness, wealth, and protection.**

FALSE – The Convention does not guarantee wealth or happiness. It guarantees children's rights under the four categories of survival, participation, protection, and development.

8. **It is the responsibility of governments to protect the health of children by ensuring a clean environment.**

TRUE – A child's right to health is protected under Article 24. This article says: Children have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help them stay well.

9. **As a child, if you have a concern or opinion about an issue, you have the right to express this concern to your government, but the government does not have to take a child's view seriously until they are old enough to vote.**

FALSE – According to Article 13, which protects freedom of expression, every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

10. **Children have a right to know information that is important to their health and well-being.**

TRUE – Article 17 says that children have the right to receive information that is important to their well-being. It also says that adults should help children find and understand the information that they need. Article 24 says that children have the right to access the information they need to stay well.

STARTER ACTIVITY B

CLEAN AIR FOR GOOD HEALTH

AIM

To start a conversation about air pollution. Children recognise where air pollution comes from and begin to consider the links between the air they breathe and their right to health.

WHAT YOU'LL NEED

- A Breath of Toxic Air – Unicef report (for facilitator background) [unicef.org.uk/publications/child-health-breath-of-toxic-air/](https://www.unicef.org.uk/publications/child-health-breath-of-toxic-air/)
- Copies of the Red light, Yellow light, Green light activity sheet
- Copies of the Community Transportation Survey

HOW TO PREPARE

Familiarise yourself with the topic of air pollution and its effects on children's health both globally and in the UK using the summary on page 6 or in the Unicef UK report A Breath of Toxic Air.

Prepare copies of the Red Light, Yellow Light, Green Light activity sheet (one for each small group), and the Community Transportation Survey (one per child).

PART 1: AIR POLLUTION

1. Introduce air pollution to children through a short discussion. Explain that air pollution is what happens when gases, smoke, fumes or dust particles are introduced into the atmosphere. These pollutants cause the air around us to become dirty and harmful to breathe.
2. Ask children: What do you already know about air pollution? Where do you think air pollution comes from? How do you think that air pollution affects the health of children?

3. Share that all around the world, and even in the UK, there is a big problem with air pollution. It is estimated that 71 per cent of towns and cities in the UK have a problem with air pollution. This means that many children in our own country are breathing dirty air.
4. In our last activity we learned that children have a right to good health and a clean environment (Article 24). Because air pollution has negative effects on health, it is not just an environmental issue, it is also a health issue and a rights issue. In OutRight, we are going to explore how all of these are connected. First, we are going to consider where pollution comes from and how it affects our health.

PART 2: RED LIGHT, YELLOW LIGHT, GREEN LIGHT

1. Split children into small groups of three to four.
2. Explain that air pollution comes from a number of different sources like factories, industry, and burning fuels for power and for transportation. Humans also create a variety of sources of air pollution through daily actions like heating their homes and driving cars and lorries. In the UK, one of the main pollution sources is traffic congestion and burning fuel for transportation. There are also many ways that people around the world are working to clean up the air and reduce pollution including by creating solutions that can directly improve our health.
3. Tell children that in this game, their task is to identify and categorise sources of pollution. Ask them to look through their cards on the activity sheet and consider for each:
 - Is this a pollution source that is harmful to health?
 - Is this a solution to help make a cleaner environment?
 - Is this an action that helps improve the environment and has a direct positive benefit to our health?

STARTER ACTIVITY B

CLEAN AIR FOR GOOD HEALTH

4. Working as a team in their small group, students should discuss each item, then place it into the relevant circle on their activity sheet.

Red = Bad for health and the environment

Yellow = Helps reduce pollution for a cleaner environment

Green = Makes me healthy and helps the environment

5. Give children five to 10 minutes to complete the exercise, and conclude with a short discussion using the facilitator discussion questions.

PART 3: COMMUNITY TRANSPORTATION SURVEY

1. Ask children to consider the items that they ranked in the Red, Yellow, Green light game. Did they notice any similarities between the items? Many of the sources of pollution were directly related to transportation. In fact, traffic congestion is a big contributor to air pollution in the UK.
2. Give each child a printed copy of the Community Transportation Survey activity sheet to complete and explain that we are going to survey how we use transportation in our day-to-day lives.
3. Ask children to first think about places they go every single week. School, shops, and the park

are already marked in the survey. Children can add to the far left column any additional places they go regularly (for example church, mosque, music lessons, sport practice)

4. For every location listed in the survey, ask children to think about how many days a week they go to each location (for example, school is five days a week), and how often they use each different type of transportation in one week to get there. For example, Mo goes to the shops three days a week with his mother. Two days a week they drive to the shops and one day a week they walk to the shops. In the second column, Mo marks that he goes to the shop three days a week. Under walk, Mo marks a one, and under car, Mo marks a two.
5. Give children approximately five minutes to complete the individual survey.
6. As a group, tally the survey results. Post the final results in a place that is visible to the group. These results will be useful in helping children complete the community action plan in Activity 4.
7. Ask the children to draw a picture of themselves (or take a photo) on their way to the school/shops/playground, to display with the results.
8. As an optional add-on activity, ask the children to survey other classes or groups and tally the results for a full picture of transportation of your school or youth setting.

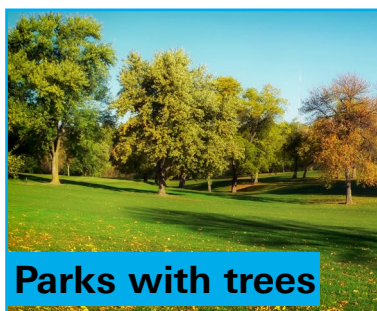
MAKE IT INTERACTIVE!

This activity can also be conducted as an interactive group exercise. You could create the circles on the board or wall in an indoor setting, or using chalk on the ground for an outdoor setting. Describe aloud or show the children a picture of each item from the activity sheet, then ask children to discuss and vote for where that item should be placed. In an outdoor setting each child could move to the circle where they think the item should fall as part of the discussion.

RED LIGHT, YELLOW LIGHT, GREEN LIGHT: DISCUSSION QUESTIONS

1. Which items did you place on the red circle? What effect do you think that pollution from these sources could have on your health?
2. Which items did you place on the green circle? Why do you think these items make your health and the environment better?
3. Which items did you place in the yellow circle? Why?
4. Were there any items that you weren't sure where to put?
5. Did everyone in the group agree, or were there different opinions?

ACTIVITY SHEET: RED LIGHT, YELLOW LIGHT, GREEN LIGHT (PART 2)



© YewTreeHouse

STARTER ACTIVITY B

RED LIGHT, YELLOW LIGHT, GREEN LIGHT ACTIVITY SHEET

**Bad for health
and the
environment**

**Helps reduce
pollution for
a cleaner
environment**

**Makes me
healthy and
helps the
environment**

STARTER ACTIVITY B

TRANSPORTATION SURVEY

ACTIVITY SHEET

Think about the places you travel to every day or every week, and the transportation that you most often use to get there.

TRAVEL TO	NUMBER OF DAYS A WEEK	WALK, BIKE OR SCOOT	BUS	FAMILY CAR OR TAXI	TRAIN, TUBE OR TRAM	CAR SHARING	OTHER
School							
Shops							
Park/ playground							

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

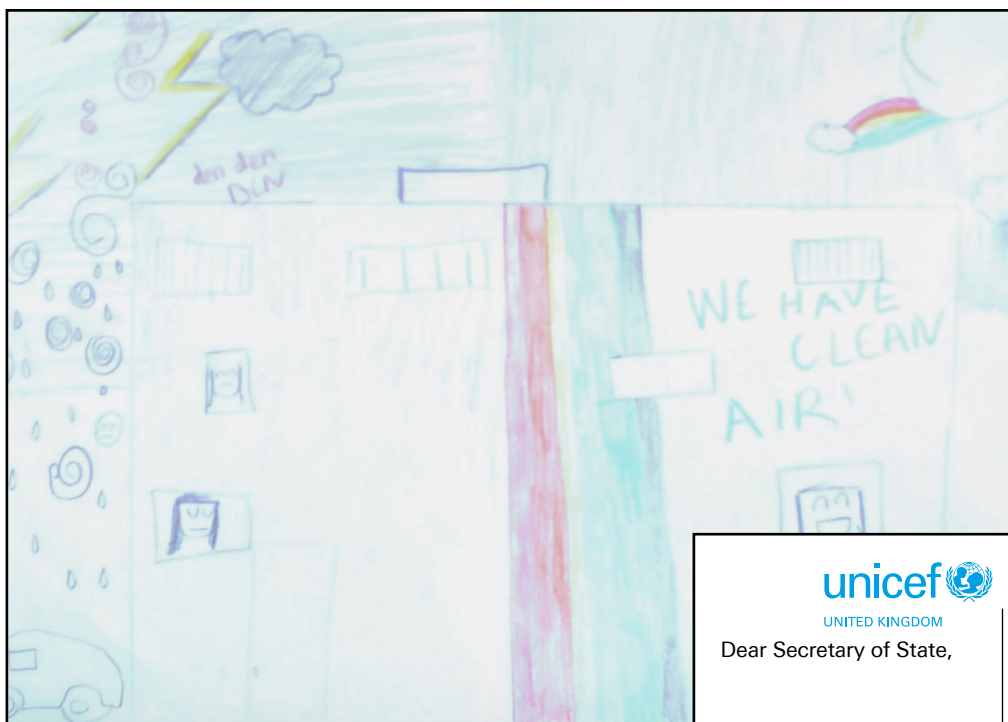
Children and young people can promote their right to the best possible health by calling on the Environment Secretary to take action on air pollution. They can exercise their right to share their opinion (Article 12) and promote Articles 6, 17 and 24.

Using the template provided, encourage children and 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 separate 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 children 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

Dear Secretary of State,	
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	
Name	
School/Group	
Age	

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.

LEARNING ACTIVITY 1

COMMUNITY OR SCHOOL WALK

AIM

Children become aware of clean air areas and likely sources of air pollution in their neighbourhood through a mapping project and investigative community walk.

WHAT YOU'LL NEED

- Poster paper and pens to draw community map (an area map can also be used)
- Red, green and black marker pens
- Additional adults to join on the community walk if needed
- Permission slips for children to participate in the walk if required
- Facilitator debriefing questions

HOW TO PREPARE

Print or draw a basic map of the local area the group will be investigating.

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



© Unicef/Jennings

PART 1: COMMUNITY MAPPING

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1. Explain that this session will focus on exploring our community and what we can do to make sure every child has a clean environment with safe air to breathe for good health.
2. Show the group a simple pre-prepared map on a flipchart of the local community, showing key buildings, places, and roads, particularly the area around the school, community, or location where your group of children gathers. Depending on the time available, this map can be prepared in advance or could be created as a group by the children. The prepared map can be a copy of an actual map, or a hand-drawn version.
3. Ask the group to think about the map. Are there any key places that are missing? Prompt children to think about what they pass when they are on their way to the school, or the shops, or the park. Ask the children to add any missing locations.
4. Ask the group to think about the exercises they completed in Starter Activity B. Are there places they can think of in their community where there may be areas of higher air pollution? For example, areas where there is a lot of traffic congestion, stationary cars, industry, factories, a bus station, car park or power plant and so on. Note these areas on the map in red. Are there places they can think of in their community where they might find the cleanest air (parks, river walks, bicycle paths, nature areas, playground). Note these areas on the map in green.

PART 2: COMMUNITY WALK

Complete this portion of the activity only where it is safe to do so, and would not put the children at risk.

1. Using the map completed in Part 1 of this activity, ask the children to map out an exploratory walk around their community (typically 10-30 minutes based on location and weather conditions). If time is limited, or safety concerns restrict going beyond the grounds

LEARNING ACTIVITY 1 COMMUNITY OR SCHOOL WALK

of the school or activity centre, consider relevant areas that can be explored, such as the car park, the pick up and drop off area, the playground or gardens.

2. Lead the children and other adults as appropriate to follow their map on a community exploration walk. As appropriate for age and safety, allow the children 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.
3. Along the way, children show each other where they play, walk and spend time. At noted stops that have been marked red or green, ask the children how they feel about the environment here. Does the air feel clean and fresh to breathe? Is this a place that they feel healthy?
4. Ask children to note any additional clean spaces or potential pollution sources they discover along the way to add to the map upon returning. Ask them to mark the areas that felt the best to breathe in with a star, and the areas

where you may have encountered dirty air with an X. Did these areas match the areas they predicted in their mapping?

5. Finish the activity by leading the group in a short activity debrief using the debriefing questions overleaf as a guide.

ALTERNATIVE ACTIVITY

This activity can be used for groups where a walk is not possible or desirable. Ask children to consider the route they take getting to school or to the centre where the activity is being held. Over the course of several days, encourage the children to pay attention to any sources of pollution or clean air environment areas that they pass on their daily journeys. Ask the children to develop individual maps from their observations. As a group compile these observations onto a single community map for the group. Follow with the facilitated discussion.

COME BACK TO IT

To guide the group to measure progress and long-term change, this activity can be repeated at the end of OutRight or at the end of the year using the initial mapping as the baseline, noting if there are any positive or negative changes.



© Unicef/Fields

LEARNING ACTIVITY 1 COMMUNITY OR SCHOOL WALK

DEBRIEFING QUESTIONS

- How did you feel when we visited the areas we marked in red? In what ways did you feel differently when we visited the areas we marked in green?
- Were there any other areas you noticed along the way that should be marked on the map?
- 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 areas that could be harmful for the children who spend time there? Why would it be important for a playground to be in a place with clean air?
- 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?

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)

IT'S TIME TO TAKE ACTION

OutRight is all about making children'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 46.



LEARNING ACTIVITY 2

INVESTIGATING OUR AIR SUPPLY

AIM

Children consider what is in the air and explore the importance of having clean air in order to grow and develop, and to fully be able to realise their right to good health.

WHAT YOU'LL NEED

- A screen to show images or one printed set of images for each small group
- Printed copies of word search activity for each child

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

- Prepare a comfortable space indoors for children to sit on the floor for the breathing exercise.
- Review the photo set and print a copy for each small group if needed.
- If completing the additional activity: prepare materials for each child and investigate location for hanging dust catchers.

PART 1: BREATHE DEEPLY

1. As a warm up, ask children to sit or lay in a circle on the floor, or in any alternative comfortable arrangement.
2. Ask the children to be very quiet, to close their eyes and to pay attention to their breathing.
3. Lead children in a short breathing exercise by reading aloud the Breathe Deeply meditation. As an option, one child from the group can read the meditation aloud.
4. After children 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, for example after doing a hard exercise like running, or had an illness that made it hard to breathe? What did this feel like?

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LEARNING ACTIVITY 2

INVESTIGATING OUR AIR SUPPLY

PART 2: EVERYBODY BREATHES

1. Project images from the 'Everybody breathes' photo activity sheets where all the children can see them, or split the group into small groups and distribute a printed set of images to each group.
2. Ask children what they notice about the different photos, and have them separate the photos into two piles. Ask them to place the images in which they think the children and/or the environment look healthy into one pile. Ask them to place the images in which they think the children and/or the environment look unhealthy into a second pile.
3. Have children share which photos they placed in each pile and why. What is different between the two piles of images? For the images in the second pile, why do they think the environment looks this way?
4. Facilitate discussion with children around the photo set. What differences do they notice about the children who have clean air to breathe and the children growing up in places with very bad air pollution? What do they think it might smell like to live in a place with very bad air pollution like they are seeing in the photos? How do they think they would feel if they were in the location of these different photos—could they easily breathe, walk, or play sports in this environment?



How do they think it might feel to be a child in the photos where the air quality is very bad and their right to good health is not protected? Guide children to understand that air pollution has direct effects on the health of children.

5. As part of the discussion share the following child-health related air pollution facts:
 - Our brains and our bodies need oxygen to work and to be healthy. When we breathe polluted air, we are breathing particles that can be harmful to our health.
 - Pollutants in the air are more dangerous for children than adults because children's respiratory organs and immune systems are still developing. Depending on their age, remind children that the respiratory system consists of the organs we use to breathe including the nose, mouth, throat, windpipe, and lungs. The immune system is the body's process to keep us from getting ill.
 - Children who have weak respiratory and immune systems are more likely to get respiratory diseases like bronchitis or pneumonia. These illnesses can be treated in countries like the UK, but are still a leading cause of death for many children in countries around the world, especially in Asia and Africa where air pollution can be very bad and many children do not have access to healthcare.
 - Children who are exposed to pollutants often grow up with asthma – a condition that makes it difficult to breathe—especially when being active and playing sport.
 - Because the environment is so important to making sure children can grow up healthy, Article 24 of the Convention mentions that governments have the responsibility to make sure children have a clean environment. Refer children to look at Article 24 poster on the wall that was created in the starter activity.

LEARNING ACTIVITY 2 INVESTIGATING OUR AIR SUPPLY

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.

Children breathe even more air per kilogram 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 children, 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.

Children 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.



LEARNING ACTIVITY 2 INVESTIGATING OUR AIR SUPPLY

EVERYBODY BREATHES PHOTO SET

@Unicef/Bindra



NIGERIA

Rubbish is burned near a dump in Lagos, Nigeria, as people collect recyclables.

@Unicef/Dejongh



IVORY COAST

Children play on a waste disposal site in Abidjan, Ivory Coast, where plastics and rubbish are burned.

@Unicef



MONGOLIA

Children wear masks to protect themselves from breathing dirty air on their walk to school in Mongolia, where the air pollution level is dangerously high.

@ Getty



UK

A woman and child overlook a smoggy central London.

LEARNING ACTIVITY 2 INVESTIGATING OUR AIR SUPPLY

EVERYBODY BREATHES PHOTO SET



FLOAT AWAY

A boy uses his breath to blow dandelion seeds.



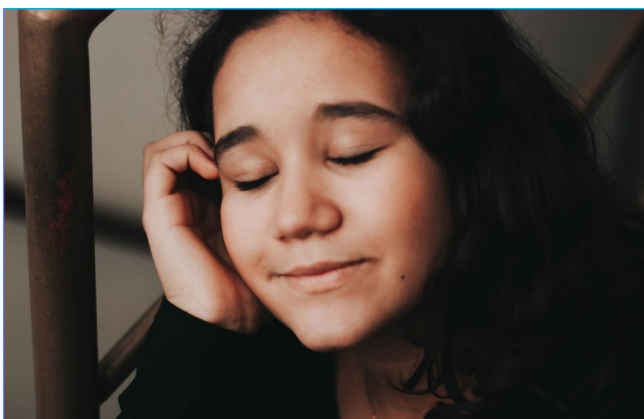
POP!

A girl uses her breath to blow bubbles.



FIRST BREATHS

A newborn baby lies on her mother's chest.



INHALE

A girl takes a deep breath in.

LEARNING ACTIVITY 2 INVESTIGATING OUR AIR SUPPLY

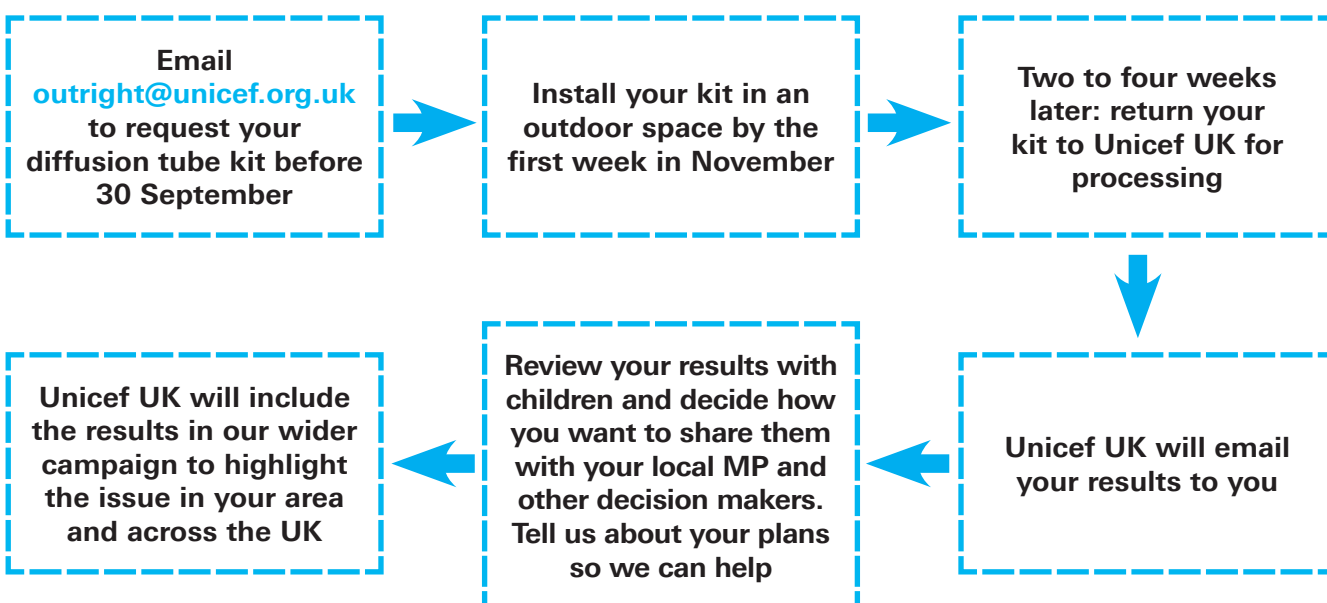
ADDITIONAL ACTIVITY: WHAT'S IN OUR AIR?

There is one very easy way for children 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 INVESTIGATING OUR AIR SUPPLY

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 the children 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 the children 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 the children 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 the children 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 the children 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 FORECAST

AIM

Children improve knowledge and monitoring of air pollution, and link this understanding of air quality to actions they can take to help to protect their health.

WHAT YOU'LL NEED

- Access to the internet
- World map, UK map or Unicef air pollution satellite imagery map
- Copies of the Air Quality Index IQ Quiz for each child or quiz displayed on an interactive whiteboard, screen or monitor

HOW TO PREPARE

- 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 project the satellite image on screen where all can see.
- Prepare a copy of AQI IQ quiz for each child.

PART 1: EXPLORING THE AIR QUALITY INDEX

1. Explain that just like scientists have ways to measure and forecast the weather, there are also ways to measure and forecast the amount of pollution in the air in any location around the world. This measurement and forecast is called the Air Quality Index, or AQI. This measurement is important because it helps us know when the air is safe or harmful to our health.

Just like the weather forecast tells us when it's too cold to go outside without a coat, or too sunny to go outside without a hat, the AQI tells us when there is a lot of pollution in the air and we need to be careful in certain places.

2. As a group gather around a screen where children can view the AQI website <https://uk-air.defra.gov.uk/> and can see the four-colour index scale.
3. Explain that the AQI in the UK is numbered from 1-10 and split into four bands of air pollution rating: Low, Moderate, High, and Very High with 1 being the lowest, and 10 being the highest. Show that these bands are matched to a four colour index scale. Low (1-3) is Green, Moderate (4-6) is Yellow, High (7-9) is Red, and Very High (10) is Dark Red.
4. This scale is important because it can tell you when there is pollution in the air, and can help you know when it may be a safer time to plan an outdoor activity. Low and moderate pollution levels are normal, but if pollution levels reach high or above, you will want to reduce your outdoor activity.
5. Test your understanding of the scale by finding the town where you live on the AQI map. Use the UK map to identify other cities or towns you would like to check in different parts of the country, then explore the comparable air quality ratings for each. What is the cleanest city you are able to find? Which city or town has the highest level of pollution? Remember that weather and time of day can affect air quality. Air quality is something that you should be aware of and take action against, but it is not something that you should be scared of.

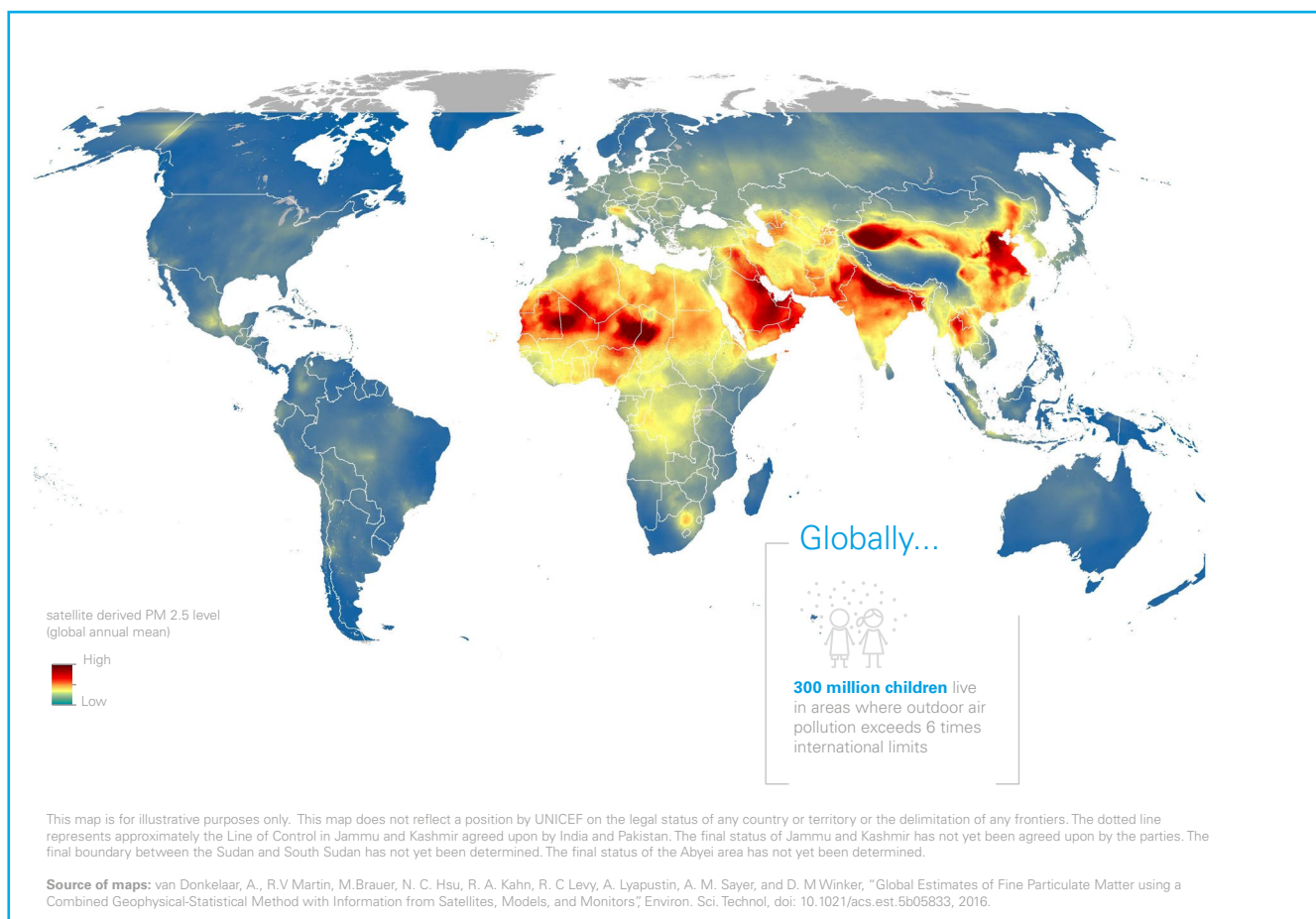
LEARNING ACTIVITY 3 AIR QUALITY FORECAST

Using the World Air Quality Index tracker at <https://waqi.info/> assist the group to expand their air quality exploration beyond the UK. Begin with the countries identified in the photo set in Activity 2 that often have visible pollution. What is the air quality forecast for these locations? What precautions do you think children who live in these locations need to take in order to protect their health? Using the world map or the Unicef Air Pollution Satellite Imagery Map, have children come up with a list of cities to explore and rank according to air quality.

6. Finish the exercise by discussing the following debriefing and action planning questions:
 - What are some ways that you could protect yourself from air pollution on days when the AQI is high?
 - Think of those parts of the world that show very dangerous air quality on the Unicef satellite map. What actions could you take to exercise your right to give your opinion that might help improve the health and environment in those countries?
 - What do you think the UK government's responsibility should be to children in a place where air quality is moderate, high, or very high (orange, red, or dark red)?

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UNICEF AIR POLLUTION SATELLITE IMAGERY MAP



LEARNING ACTIVITY 3 AIR QUALITY FORECAST

PART 2: WHAT IS YOUR AQI IQ?

1. Pass out a copy of the **What is your AQI IQ quiz** to each child. Explain 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. Ask children to read through each statement on the quiz. If they think that the statement is correct, check T for True and if they think the statement is incorrect, check F for False.
3. Give children approximately 10 minutes to complete the quiz. If conducting the quiz in plenary with interactive white board, have children raise their hands to take turns answering.
4. Review the answers using the answer key and discussion notes. Ask the children to mark their own quiz or switch with another child.
5. As an optional follow up action encourage children to take home their copy of the quiz, and use it to test the AQI IQ of their parents/carers and siblings, then report back the next day on what they learned.

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LEARNING ACTIVITY 3

QUIZ: WHAT IS YOUR AQI IQ?

Read each of the following statements about air quality and health. Check *T* if you think the statement is True and *F* if you think it is False.

1. Air pollution is a big problem in big cities around the world in places like India and China, but it is not a problem in countries like the UK. **T** **F**
2. Breathing toxic air is a dangerous threat to children around the world. **T** **F**
3. Air pollution in the UK is only from industries and factories. **T** **F**
4. There are pollutants in the air everywhere, but breathing dirty air is not a threat to your health unless the sky looks dark or hazy. **T** **F**
5. Children don't have to be as concerned as adults about breathing in too much dirty air because their lungs are still small. **T** **F**
6. Toxic air is not only bad for the health of children, it is an infringement on their rights to live, grow and thrive. **T** **F**
7. 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. **T** **F**
8. Children don't need to think about pollution right now because they can't make a difference yet. They can make changes to the environment once they are adults. **T** **F**
9. When the air quality index (AQI) is green, it is healthiest for children to stay indoors to limit exposure to pollutants. **T** **F**
10. If I walk, bike, or scoot to school it is healthier for me to take a path that is not along the pavement next to areas of traffic congestion. **T** **F**

LEARNING ACTIVITY 3

WHAT IS YOUR AQI IQ? ANSWER KEY

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

FALSE: In 71 per cent of UK towns and cities children could be breathing in unsafe levels of air pollution. Millions of UK children are breathing toxic air where they live, work and play.

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

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

3. **Air pollution in the UK is only from industries and factories.**

FALSE: There are many sources of air pollution that contribute to poor air quality 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 out homes and burning yard waste and rubbish.

4. **There are pollutants in the air everywhere, but breathing in pollutants is not a threat to your health unless the sky looks dark, smoky, or hazy.**

FALSE: Many 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.

5. **Children don't have to be as concerned as adults about breathing in too much dirty air because their lungs are still small.**

FALSE: Children actually breathe in twice as much air as adults for their bodyweight, and their lungs are still developing. Breathing dirty air can be more harmful for children than adults, particularly if they have a lung condition like asthma.

6. **Toxic air is not only bad for the health of children, it is an infringement on their rights to live, grow and thrive.**

TRUE: Every child has the right to grow up in a clean and healthy environment, including breathing clean air for their full development. These rights are protected in Article 6 and Article 24 of the UN Convention on the Rights of the Child.

7. **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.**

FALSE: Many pollutants travel with weather patterns, across countries' borders. For instance, sometimes when the pollution is very high in Paris this blows over to London, and vice versa. Pollution can also contribute to climate change which has implications for the whole planet.

8. **Children don't need to think about pollution right now because they can't make a difference yet. They can make changes to the environment once they are adults.**

FALSE: Children can take small actions now to keep themselves healthy and make choices to decrease pollutants in the air. Children can also call on their government, and on adults to ask them to do their job as duty-bearers to protect their right to health. It is important that action is taken now by the government to decrease pollution because it most affects the health of children when they are still developing.

9. **When the air quality index (AQI) is green, it is healthiest for children to stay indoors to limit exposure to pollutants.**

FALSE: Green is the lowest level of pollution on the air quality index. It is safe and healthy to play outside when the AQI shows green. When the AQI shows red, children should limit their time outdoors.

10. **If I walk, bike, or scoot to school it is healthier for me to take a path that is not along the pavement next to areas of traffic congestion.**

TRUE: Children are at risk of breathing in more air pollution when they walk in an area that has high traffic congestion.



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 children 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 children's voices are heard on this issue.

If you have the appropriate consent (see page 48), 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

CLEAN COMMUNITY PLANNER

AIM

Children recognise and commit to personal contributions they can make to improve air quality for good health for children both locally and globally.

WHAT YOU'LL NEED

- Group action plan template
- Poster paper to record group action plan
- Individual commitment pledge cards (or postcards)
- Unicef Burundi Story

PREPARATION

- Prepare story to be read aloud by facilitator or by children.
- Post community map created in activity 1, and transportation survey results created in starter activity B where children can see them.
- Prepare commitment cards or postcards for each child

PART 1: INDIVIDUAL CLEAN AIR COMMITMENT

1. How can you encourage your family and friends to have better health and promote cleaning up the air we breathe? Think back to the class transportation survey from starter activity B. Consider these two questions:
 - What are some steps that you can take to help clean up the air we breathe?
 - What are some ways you can protect yourself from air pollution?
2. Encourage children to take a couple of minutes to think about these questions and then identify one or two specific actions they are willing to take in their everyday life as a commitment to clean air. Some examples might be:
 - I will scoot, walk, and cycle more, rather than riding in the car, and encourage my family to do the same.
 - I will walk to school at least three days a week.
 - I will encourage my mum and dad to turn the car off when they are waiting for me at my sports lessons because idling vehicles are a source of pollution.

LEARNING ACTIVITY 4 CLEAN COMMUNITY PLANNER

- I will change the route I walk to school and go the longer way through the park in order to walk on less busy roads and breathe cleaner air.
 - I will ask my parents if we can plant a tree in our garden.
3. Once each child has decided on one or two personal commitments that they will make for clean air and good health, ask each child to record their commitment on their individual piece of paper that can later be sent to your local MP as part of the campaign actions.
 4. On a single large piece of poster paper headed Our Class (or Group) Commitment to Clean Air and Good Health, have each child write out their own commitment they've made. Explain that even though a single commitment may feel like a small thing, together, all of the small commitments can make a big change. Hang this commitment poster somewhere the group can see throughout OutRight, including on World Children's Day and at your OutRight celebration event.

PART 2: BURUNDI STORY

1. Read aloud Diane's case study story from Muzima, Burundi.
2. Facilitate a short discussion with the group. What happened when the community in

GO ONE STEP FURTHER

As an optional extra, revise the community map you created in activity 1 to show what a clean air community might look like where you live. Ask children to consider what changes they would like to see for better air quality and where they think they should be. For example, adding bike lanes to the community map, a green walk or pavements for children to safely walk to shops and school, a park next to the hospital instead of a factory, alternative energy sources, electric recharging stations in place of petrol stations, and so on.

Muzima made changes to a clean energy source? How do you think this action affected Diane's life? Explain that cleaner air improved Diane's health, and when she had good health she was well enough to be able to go back to school. Her need for clean air was tied to her right to good health, and her right to education. Guide children to understand that it is possible to take actions both locally and globally to improve air quality. Protecting our environment is the responsibility of the government, but we can all do our part to take actions where we can to reduce the amount of pollutants in our air.

IT'S TIME TO TAKE ACTION!

Personal commitments to help tackle air pollution need to be met with commitments from the government. Share your students' individual commitments with us and we'll send them to the relevant decision makers on behalf of all OutRight participants.



LEARNING ACTIVITY 4 CLEAN COMMUNITY PLANNER

DIANE'S STORY: CLEAN ENERGY IN BURUNDI

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The small nation of Burundi in East Africa is one of Africa's most densely populated countries. It is also one of the youngest and poorest. Half of the population of the country of Burundi is under 18 years old.

There are many problems faced by the children in Burundi. Most of the country is very poor and children often do not have enough to eat and are at risk of diseases like pneumonia. They also face problems due to climate change.

Another big challenge for the children of Burundi is that 97 per cent of the people in the country do not have regular access to electricity. For light, cooking, and heat, families rely on burning firewood and kerosene as fuel.

Indoor pollution caused by burning wood and kerosene lamps is responsible for the deaths of almost 9,500 children under the age of five in Burundi every year.

Children study at night using harmful kerosene lamps, babies are born in the dark by candlelight, and women and girls are afraid to leave their homes after nightfall.

"Before I used a kerosene lamp to study," says Diane, a teenager from Burundi. "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."

Today in Diane's village, the community has finally found a safe source of light through 'Project Lumiere.' This energy scheme enables community groups to purchase a pedal-powered generator and fast-charging LED lights to sell.

These lights provide a cleaner, safer, and cheaper source of energy for children's homes than traditional kerosene lamps or firewood candles, and protect children like Diane from the harmful affects of indoor pollution. The lights also enable children to study for longer, which helps to improve their learning.

"When I got the new lamp, I no longer had pain in my eyes and felt much better," Diane says. "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 at night and see what is happening outside."

LEARNING ACTIVITY 5

CREATING A WORLD WITH CLEAN AIR

AIM

Children learn to put information into action, by using creative skills to communicate about the changes they would like to see around air pollution in their community, or in the UK.

WHAT YOU'LL NEED

- Art materials
- Access to equipment such as a camera, computers, instruments and so on based on the form this activity takes respective to the interests of the children in the group

HOW TO PREPARE

- Prepare art supplies and set aside approximately one hour or more for creative work as individuals or in small groups

Using the knowledge that children have gained about air pollution and their right to good health in a clean environment, challenge them to use their unique creative skills to reflect what they want to say about the issues.

1. Introduce the creative project to the group, explaining that it is important that both the government and the citizens of the UK are doing everything possible to ensure the issue of air pollution is being addressed so that children can live, learn and play in a safe and clean environment.
2. Explain to children that they each have a unique voice. Children have the right to have opinions and to share those opinions with the government and with adults who can help to make a difference (Article 13 of the UNCRC). In this activity, children are going to use their unique creative voices as a way to share these ideas and opinions.
3. Ask each child to spend a few moments quietly thinking about what they believe a future with clean air could look like. Children should also think about what they want others to know or about what might need to happen for this future with clean air to become real.

LEARNING ACTIVITY 5

CREATING A WORLD WITH CLEAN AIR

4. Prompt them with some of the previous discussion points you've talked through as a group through the OutRight programme or key messages from Unicef's air pollution campaign work. Possible messages might include:
- Every child has the right to a clean environment
 - We must take action today for a clean and healthy future
 - Break time, playing outside, and walking to school should be safe and enjoyable

Children can also make up their own message about why this issue is important to them.

5. Ask children to make a creative work that communicates the message they have chosen. The work can be completed individually or in small groups and some examples are:
- Draw a picture of yourself living in a healthy future with clean air.
 - Write a story or song together about a future with clean air.
 - Create a short video, game, play, poem, or comic that tells a story, or encourages an action towards a future with clean air and good health.

6. Set aside at least one hour for children to begin their creative project and schedule follow up work sessions for the coming weeks.
7. As children return to the project over time, remind them to continue to return to the key campaign message they identified and are working to promote around a child's right to good health in a clean environment.
8. Once the projects are nearing completion have the children think about ways that they can showcase their creations, through an event or celebration.

IT'S TIME TO TAKE ACTION!

Take photos or video of the children with their creative project. Send them to us so we can make sure their voices are heard on this issue. If you're having an assembly or event to showcase the projects, see page 9 for more information about inviting your local MP and page 48 for information about consent.

GET IN TOUCH

We are really excited to see and hear how you and the children 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!

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

Children 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 children 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 children to invite the local MP to join them on a re-run of their community walk, show them the Clean Community Plan they've designed, before asking them to contribute to the organisation/school's charter too!

Remember to take photos if the children 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 the MP, please let us know. If you have the appropriate consent (see page 48), 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

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

In preparation for World Children's Day on 20 November, encourage children 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 with other children about 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 children 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 you invite an MP, please let us know.

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 children who took part in OutRight 2018 got on. Once we've received your feedback we will be able to send you your OutRight certificate.

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 children 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 children 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 children create. They are copyright of the artist, regardless of their age or status.

Consent must be in writing using our consent form and older children 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

itv unicef   



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**

unicef
UNITED KINGDOM 