

# SPOTLIGHT ACTIVITY 3: CLIMATE CONVERSATIONS – WHAT DO PEOPLE THINK ABOUT CLIMATE CHANGE?



**AIM:** Children explore what people in their community think about climate change concerns through interviews with family members and trusted adults. Prompts help children explore impacts on rights over time.

## Preparation:

- Review Paddington story introduction.
- Become familiar with the interview prompts to lead children in development of questionnaire.
- Consider if there may be any child or children in the group without an adult to interview and match them with an adult to interview or pair them with another child.

## Facilitator Materials & Resources

- Activity PowerPoint 3: Climate Conversations

## Participant Materials

- Piece of writing paper
- Pen or pencil to record answers
- Parent, grandparent or trusted adult from the community to interview (in person or by telephone)
- Two pieces of blank paper for drawing
- Colour markers, crayons or pencils

## Facilitator Introduction

Paddington Bear was raised by his Aunt Lucy in the jungle of Darkest Peru. As a small bear Paddington learned many things from her – like how to speak English, and how to make marmalade. What else do you think that Paddington may have learned from Aunt Lucy?

Can you imagine if we were able to visit Aunt Lucy in Peru with Paddington for a cup of tea and a marmalade sandwich? What do you think we might be able to learn about how the jungle changed over time? What questions would you ask her?

In this activity, we are going to explore what we can learn from the adults in our community about climate change and the changes that they have seen in their own lifetimes.



**Note for facilitators:** It is important to be aware that questions in this activity and future activities prompt discussion around natural disaster and climate-induced migration. Be aware of, prepare for and address any child in your group for whom these may be sensitive topics.



# SPOTLIGHT ACTIVITY 3: CLIMATE CONVERSATIONS: PARTS 1 AND 2



## Part 1: Prepare and Conduct Interview

1. Building on the question ideas you think Paddington may have asked his Aunt Lucy (see introduction), ask the children to mind map a list of questions that you would ask an adult to understand what they know of and have observed of climate change in their lifetime and its effects – especially on children. Encourage children to include questions about the changes adults have observed linked to the environment such as lifestyle, diet, health, weather patterns and pollution. They should choose their questions keeping in mind how the answers might help them learn about climate change. Use the list of interview prompts and UNCRC Articles 12, 24, 27 and 28 as a guide (See Activity 2). For younger children, this could be a written/fill in the blank questionnaire. For older children, this could be a question list that they use to complete an oral interview like a journalist.

2. Encourage children to identify the adults they might like to interview, and give them an appropriate amount of time, based on their age and skill, to complete the interview activity. Encourage the children to take written notes or to ask permission to make a video or audio recording of their interviewee. This activity can be completed at home for virtual classrooms or in pairs for face-to-face classes. If activities are being conducted remotely at home, children can interview parents or grandparents or trusted adults whom they can access in person or virtually. To extend their learning, children can interview other adults in the community who may have a significant connection to climate change and climate science.

## Part 2: Then and Now Presentation

1. Using the information gathered from their climate conversation, challenge the children to summarise what they've learned into a creative presentation demonstrating the difference between the past and current ways of living, and how these changes impact children's rights and the way people think about climate and environment. Here are some options: have children draw and present a "then and now" poster; write a then and now story; or create a then and now video or presentation of their conversation.

2. Ask children to present their "then and now" creative expressions to the group. This could be through a gallery for posters and stories or perhaps digitally through presentation software. As a closing conversation for the activity, encourage children to reflect back on their conversations and answer the following questions:

- How have the changes you heard about had positive or negative impacts on the health of our planet and the health of children?
- Did they hear anything in their conversations about how the rights of children were considered or protected?

# SPOTLIGHT ACTIVITY 3: CLIMATE CONVERSATIONS: HERE ARE SOME PROMPT IDEAS

## GENERAL CLIMATE CHANGE

- When was the first time you remember hearing about climate change?
- Why do you think so many young people are concerned about climate change today?
- How has your concern or awareness of climate change grown? Did you think about the climate when you were a child?
- How have weather patterns or seasons changed in your lifetime?

## ENVIRONMENT

- How has our local environment changed in your lifetime? (Is there more pollution, more urbanisation, are the cities dirtier or cleaner?)
- Has the environment become better or worse in your lifetime? In what ways?
- How do you think a dirtier or cleaner environment impacts health?
- What was the first time you remember hearing about a natural disaster? Have you ever experienced one?

## LIFESTYLE

- What kinds of jobs did the adults do when you were a child? (e.g. farming? working in factories?)
- How has transport changed in your lifetime? How did people get to school or work? Was there congestion in the streets?
- What did children do for play when you were young? How is this different from children today?
- Do you eat different food now than you did when you were growing up? In what ways? (e.g. do you eat more processed food? More meat? Do you eat vegetables only during the season that they grow?)
- Did your family ever grow their own food? Do you grow your own food now?

