

# SPOTLIGHT ACTIVITY 7: EDUCATION FOR A BETTER FUTURE

**AIM:** Children make a link between the climate crisis and the impact on children's right to education through stories of youth advocates.

## Preparation:

- Review youth advocate stories and Unicef NY Climate March Video.

## Facilitator Materials & Resources

- Activity PowerPoint 7: Education for a better future
- Hat to wear to lead exploration
- Prepared "Climate Advocate" badge for hat
- [UN Climate March Video](https://www.unicef.uk/UNClimateMarch) [unicef.uk/UNClimateMarch](https://www.unicef.uk/UNClimateMarch)

## Participant Materials

- Notebook or paper
- Pen or pencil
- Crayons for colouring
- Explorer Hat (from Activity 4)
- Scissors
- Pin or tape to affix patch to hat

## Facilitator Introduction

We know from Paddington's story that he likes to make new friends and discover new things about the world around him. In this session, we are going to put on our explorer's hats again and meet some new friends from around the world. These new friends are Unicef Youth Advocates from different countries far away from the UK, and they will help us learn about the impacts of climate change on children's rights to education.

Did you know that there are currently 3.7 million refugee children who do not have access to schooling – and many of these children are refugees because of the impact of climate change. Education is one of the most valuable tools that children have to fight climate change because it gives them the skills and knowledge they need to build a better future.

Through these stories, we will learn more about how young people are using their voices to encourage governments to commit to act on climate change to protect the rights of children – to education, health and an adequate standard of living.

## Part 1: Create an explorer's diary

- Introduce children to the activity, reminding children to wear their "explorer hat" from Activity 4.
- Instruct children to create their own explorer diary by folding two A4 pieces of paper in half and securing them together at the fold. Encourage children to decorate the cover of their diary with pictures that inspire them to learn about the world – something like a drawing of Paddington's suitcase that he carried when he travelled from Peru to London.
- We are going to meet four new friends in this lesson who are all Youth Advocates on Climate Change; so you will need to create four pages in your diary to write what you learn about them. On each page, write the following headings:
  - Name of the Youth Advocate or Group:
  - Home country:
  - What is interesting about them?
  - How has climate change impacted their right to health, education and home?
  - How are they using their voice for change? What is their message?

# SPOTLIGHT ACTIVITY 7: PARTS 2 AND 3



Young Advocate Dante, 11, from Chile addresses the UN. © Unicef/McIlwaine



Climate Ambassador Thompson from Zambia. © Unicef/Maseko

## Part 2: Meet Unicef Youth Climate Advocates

1. Using the activity PowerPoint, introduce the children to the first two Unicef Youth Advocates, showing their pictures and reading their short stories. At the end of each introduction, give the children 5-10 minutes to reflect on the story and to create an entry in their explorer diary about what they have learned. Repeat for three Youth Advocates (the fourth Advocate will be introduced through the video in Part 3).



Siba, 18, travels from the Za'atari Refugee Camp in Jordan to talk about innovations to tackle climate change. © Unicef/Hervig

## Part 3: Video & Discussion

- Explain that the fourth Youth Advocate we are going to meet is a person that they may have heard about before. This young person is Greta Thunberg, a schoolgirl from Sweden. She has organised a global school strike on Fridays in order to make governments around the world pay attention to the need for big changes. She wants governments to take actions against climate change that will protect the future for children. Greta is an important youth advocate, not only because she uses her own voice, but she encourages many other young people from around the world to use their voices too.
  - Show the [Unicef NY Climate March Video](https://www.unicef.uk/UNClimateMarch) [unicef.uk/UNClimateMarch](https://www.unicef.uk/UNClimateMarch).
  - Following the video, facilitate a discussion on what the children think in reaction to the clip – particularly around education. In the video Greta tells the governments at the UN, “We deserve a safe future and we demand a safe future.” People have different opinions about the school strikes: what do you think?
  - Have children write an entry in their explorer diary about Greta.



## SPOTLIGHT ACTIVITY 7: PARTS 4 AND 5

### Part 4: Writing your own story as a youth advocate

1. Think about your own story: How did you feel when you were not able to go to school anymore because of the coronavirus pandemic? What were some of the things that you missed? If you knew that school was going to close, what would you have done differently? Consider what you've learned from the youth advocates you've met and how they are using their voices to call on their government for changes. We can use our own experiences and our own learning about how this felt and use our voices to tell governments that they must be thinking about children and education as they make plans to fight climate change.
2. On the last page of the diary, make a list of five reasons you think it is important that governments protect all children's right to an education.

### Part 5: Create a badge for your explorer's hat

1. As a wrap-up to the activity, have children design and create a youth advocate badge or climate advocate badge (using paper and colour markers) that they can cut out and fix to their explorer's hat alongside the badge they created in Activity 4.