



Nicole Becker, 19, leads a group of environmental activists in Argentina.

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OUTRIGHT

Speak out on children's rights

RESOURCES FOR FACILITATORS WORKING WITH YOUNG PEOPLE

Learn how our changing climate is affecting children's rights – and empower your group to raise their voices for climate action.

WELCOME TO OUTRIGHT!

We're so glad you and your group are joining us on this learning and campaigning journey. This year, we're exploring the impacts of climate change, its effects on children's rights, and what's being done around the world to help protect them.

We know climate change is one of the issues children and young people care most about right now. The action we've seen children and young people take on the issue has been exceptional, with young activists like Greta Thunberg and Vanessa Nakate paving the way for lots more young voices telling decision makers it's time for urgent change.

Yet children and young people are still not being included in important conversations about climate that will affect their futures. We hope this year's journey will help reassure children and young people that lots of work is being done around the world to tackle climate change and its impact. While letting them know the responsibility for tackling climate change ultimately rests with adults, we also hope to inspire them to find their own ways of using their voices on this important topic.

By taking part in OutRight 2023/24, the UK Committee for UNICEF (UNICEF UK)'s annual youth advocacy campaign, young people will develop their knowledge of:

- children's rights and the UNCRC
- climate change
- how climate change is harming children's rights to nutrition, education, water and sanitation
- innovative ways that children's rights are being protected from climate change
- youth activists who are advocating for children around the world – campaigning for change by speaking out to decision makers.

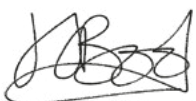
Along the way, you and your group will be meet our campaign champion – Cel Spellman.

If your school is working towards a UNICEF UK Silver or Gold Rights Respecting Schools Award, or sustaining your Gold Award, all the activities in the pack will help you achieve the outcomes in strand C, which focuses on participation, empowerment and action. If you're interested in becoming a Rights Respecting School, you can [find out more here](#).

We'll be in touch with regular email updates and will host support workshops on Microsoft Teams so you can ask questions and share ideas.

Do get in touch if you have questions or would like to share the progress your group is making.

Thank you so much for championing the campaign and empowering children to use their voices.



Jess Bool
Strategic Lead
Youth Engagement



Martin Russell
Director
Rights Respecting
Schools Award

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OUTRIGHT CERTIFICATES

Take our key campaign actions, share evidence that you've joined in, and take our feedback survey at the end to get your school or organisation's OutRight certificate.

We'll email you in spring 2024 with details of how to get your group's certificate.

A student talks with her friends at break time in the yard of Al-Zahra'a School, Yemen, in February 2023.

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INTRODUCTION TO OUTRIGHT

EXPLAINING OUTRIGHT TO COLLEAGUES AND YOUNG PEOPLE

We've created a collection of video, PowerPoint, PDF and online resources to help you engage your group in a journey of work. They'll develop their knowledge of today's biggest global issues and how they link to children's rights. They'll learn about their right to voice their views, to be heard and taken seriously. And they'll explore how they can use their voices to raise awareness and influence decision-makers.

We'll keep you up-to-date by email, but please do get in touch with any questions at outright@unicef.org.uk

WELCOME VIDEO

Actor and presenter Cel Spellman has recorded a welcome video and we've put together a short PowerPoint presentation that should help you to start a conversation about OutRight with your group.

You can [download both from here](#).



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A group of children aged of 8–13, with glasses of safe water in Alta Verapaz, Guatemala. Only just over half of households here have a toilet and safe water supply.

FLEXIBLE FOR YOU

The activities we've put together build on one another to develop young people's understanding of their rights. They're designed to adapt to your setting and the group you're working with, and integrate easily with other activities you might be doing around rights, global citizenship or the Sustainable Development Goals.

There's no expectation that you'll complete every activity to the letter – they're tools for you to use in any way that works for you.

WORLD CHILDREN'S DAY

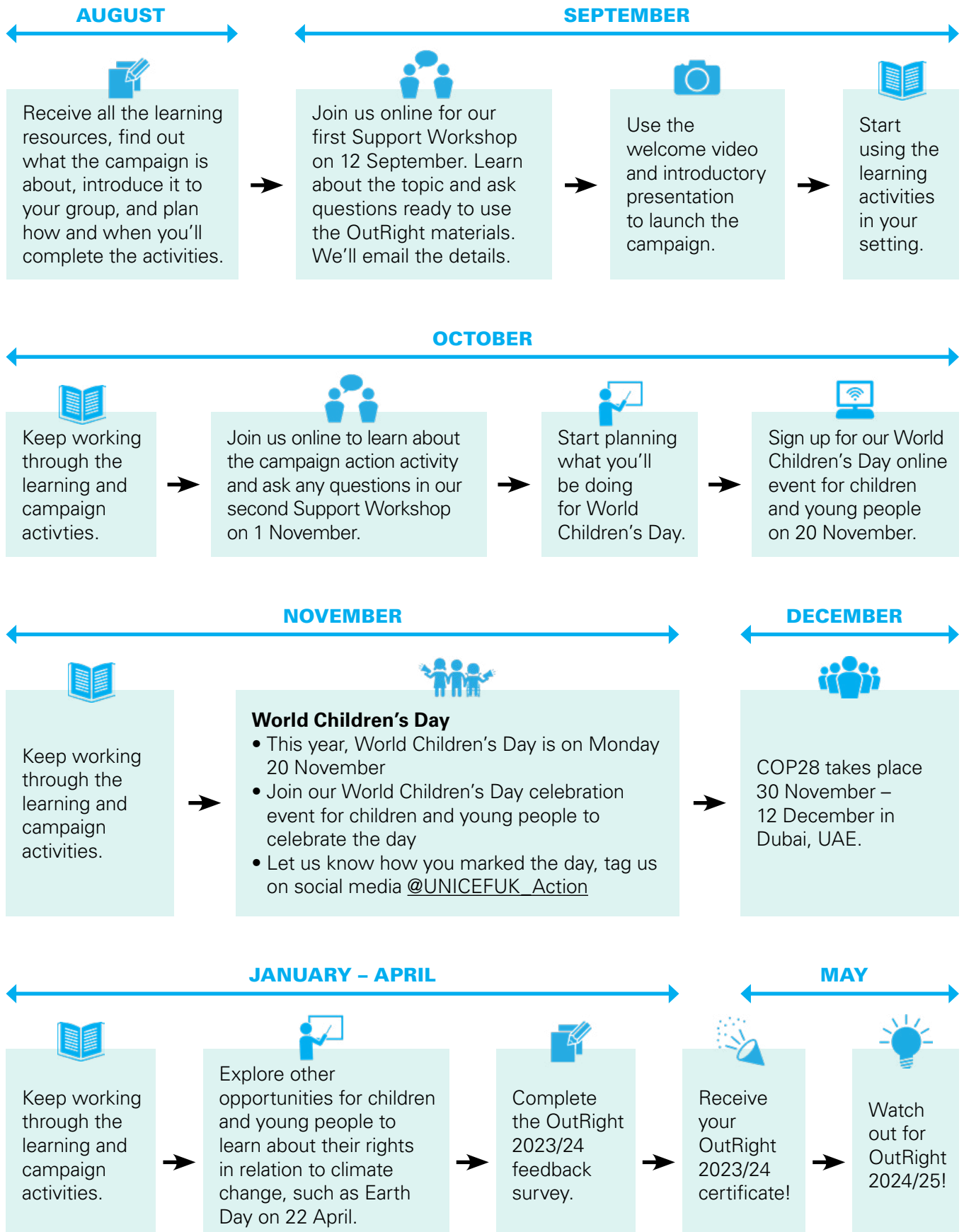
World Children's Day is a moment every year for us to celebrate the adoption of the UN Convention on the Rights of the Child. What better way to mark the day than with OutRight activities that inspire young people to speak out for their rights? Could the young people you work with plan a Takeover Day where they're in charge? Could they share their work and what they've learned and inspire other young people to speak up?

Maybe they could amplify their voices, by involving the local press, political leaders, businesses, school governors, parents or other decision-makers?

Please let us know if your local MP/MSP/MLA/MS gets involved, and if you can, share content on the day on social media, tagging us [@UNICEFUK_action](https://www.instagram.com/UNICEFUK_action).

TIMELINE

SUGGESTED TIMELINE TO HELP YOU PLAN YOUR LEARNING JOURNEY





Mohammed on his family's farm in Yemen. He used to miss school sometimes to fetch water. A UNICEF-supported project has helped 137,000 people get clean water in this region.

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BACKGROUND READING

WHAT IS CLIMATE CHANGE?

The climate crisis is a child rights crisis – environmental decline affects all children across the scope of rights including their rights to life, survival and development. Children and young people now are bearing the biggest burdens of climate change even though they're not responsible for the actions and systems that have caused it.

Around the world, children and young people are calling on those in power to act urgently on climate change. **In the UK, 9 in 10 children say they're concerned about the climate.** Most feel like they're not being taken seriously enough.

But the science backs them up. Because of human-induced climate change, the Earth is warming faster than it would naturally. Long-term shifts in average temperatures and weather patterns mean that children aged ten or younger today are likely to experience nearly four times more extreme events.¹

Children and young people are more vulnerable to diseases like dengue and malaria, which are likely to thrive on a warmer planet.² Sea level rises, drought, water stress and growing water demands

reduce the amount of safe water. And **increasingly frequent disasters are already disrupting education for 40 million children worldwide.**³

Climate change is also deepening inequalities. While the richer and more developed countries contribute most to emissions and warming, it's in the lower-income countries where people are facing its most life-changing effects. Children who already face exclusion and discrimination can be left particularly vulnerable, including girls, children with disabilities, and children on the move, whether that's within their own countries or across borders.

Talking about our changing climate can feel difficult, but it's important to help young people navigate the uncertainty and emotions that may arise.⁴

Through this year's OutRight campaign, we'll share resources to support your group to not only understand climate change but, importantly, to see how people are working to protect children's rights in its midst. Today's young people are not responsible for this global challenge, but they are facing the realities of it, and we hope this learning journey will encourage them to do so with hope – by providing tools to speak about it, to participate and to find their role in efforts to tackle it.



Plans for a 'floating city' in the Maldives, where people's way of life is under threat from rising sea levels.

FOCUSSING ON THE ANSWERS – 'MITIGATION' AND 'ADAPTATION'

The only real long-term solution to climate change is to tackle the causes and reduce greenhouse gas emissions. Efforts to slow down and stop the human effects on our climate are called mitigations. But even if we dramatically reduce greenhouse gas concentration in the atmosphere and manage to slow the pace of global warming, we still have to deal with temperature changes already set in motion. Many of these effects are being felt today.

That's why, alongside mitigation, adaptation is a vital response to climate change that's needed to protect people and ecosystems. **Adaptation is about managing and reducing the risks of climate change that we're facing now, as well as recognising and making the best of any opportunities that might arise from it.** Adaptation can take many forms, depending on the challenges of a community, business, organisation, country, or region.⁵

It might mean changing farming and agricultural practice and infrastructure to cope with hotter temperatures, longer dry seasons or floods – for example, managing the land differently or switching crops. In cities, it might mean changing the design of big structures like roads or buildings, or it could be smaller changes like green roofs and rain gardens that absorb storm water and reduce the risk of flood. Adaptation actions begin with an understanding of risks – whether local, national or global – and develop plans to manage them for the future.⁶

There's no one-size-fits-all solution, but there are many recognised, practical adaptation actions that considerably reduce climate risk. And investments in adaptation have shown to show a strong return, with economic and social benefits.⁷ Investments to improve access to water, sanitation, and hygiene (WASH) services could help more than 400 million children.⁸

It's important that the world adapts essential services and systems, like education, so that no child is left behind. A lot of this work is already happening, and we'll explore some of it through your learning journey. We know a lot about how to adapt to climate change – and we learn more every day.^{9, 10}

IN THE UK

After record-breaking temperatures in July 2022,¹¹ most British people today will have had first-hand experience of increasingly severe heatwaves. In the future, the UK is projected to see warmer, wetter winters, hotter, drier summers, and more frequent and intense weather extremes.¹² Extreme heat, increased floods and droughts are becoming more likely.

The UK has a Climate Change Commission whose latest assessment showed that the level of climate risk in the UK has worsened, with adaptation action failing to keep pace. The Commission highlighted, however, that the UK has the capacity and the resources to respond effectively.¹³ It's important that the country boosts action and develops robust national adaptation plans.

THE CLIMATE CRISIS AND RIGHTS

Climate change hazards or shocks can affect children's rights in multiple ways, for example:

Education: events like floods can disrupt education systems, meaning schools are closed or converted to shelters for people who've lost their homes. When families struggle to grow crops or find clean water, children and young people can also miss school or drop out altogether as they have to help with housework or earning wages.

Nutrition: climate change can affect water, soil, crops and livestock, affecting families' livelihoods. When food starts to run out, that affects children most, because they're still growing and developing – it's a crucial time for them to have nutritious food.

Health: children and young people are more physically vulnerable to severe weather conditions, such as heatwaves. Health systems may be unable to cope with the increase in these, leaving children even more vulnerable.

Protection: children and young people face heightened risks during disasters. These include psychological distress, physical harm, exploitation, and gender-based violence. Their families may no longer be able to protect them, or they could even be orphaned.

All children and young people have the right to a clean, healthy, and sustainable environment. This right was recognised by the UN Committee on the Rights of the Child in June 2022, with a 'General Comment' providing guidance to countries on their obligations to respect, promote and consider child rights when acting on climate.

SPOTLIGHT ON EDUCATION

There are around 2 billion children in the world. They have a right to education, and our future depends on it.

There are many ways to strengthen education systems and schools in the face of climate change. Curriculums can include disaster risk reduction, engaging young people, teachers and other education professionals in risk mapping and planning for emergencies.

Adapting infrastructure in and around schools to stand up to severe weather can also help to protect children's right to quality education. Governments can also invest in data collection, like geo-spatial mapping, to identify areas and schools at risk of flooding or landslide.

SUPPORT FOR YOUNG PEOPLE

We believe young people should feel safe and supported to talk about any issue that affects their lives.

Climate change and its impacts can be upsetting, so it's possible that during your conversations, a young person you're working with may raise issues that give you cause for concern.

It's important that you follow your safeguarding procedure if this does happen. And that you look after your own wellbeing too, if any conversations leave you feeling in need of support.

Childline is a service provided by the NSPCC that includes a 24-hour helpline for children (under 18) on **0800 1111**. Full details on the support and information it offers can be found at: [childline.org.uk](https://www.childline.org.uk).

Young Minds set out some ways for children and young people to cope with climate anxiety in [this blog](#).

This **National Geographic article** also details how to support children experiencing climate anxiety.

For adults having a hard time emotionally, **Samaritans** provides a 24-hour confidential listening service on **116 123** or you can email jo@samaritans.org.



Young activists at demonstration for climate action in Glasgow, Scotland, to coincide with the 2021 UN Climate Change Conference (COP26).

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HOW CAN YOUNG PEOPLE USE THEIR VOICES?

Under the CRC, governments are duty-bearers. This means they must fulfil the obligations set out in the convention so that the rights of children and young people are met. As rights holders, it's important that children and young people are supported to speak out on the issues that affect them, and are heard by key decision-makers at every level.

While duty-bearers hold the responsibility of making sure rights are met, children and young people can promote their rights as well, for example by raising their voices to ask for change, including through the activities in this pack.

OutRight empowers children to speak out about their rights, inspiring them to stand up for their own rights and those of other children, in the UK and around the world, and strengthening their knowledge and understanding of children's rights.

For further information on the CRC, see the video produced by Queen's University Belfast and the child-friendly version of the CRC designed by UNICEF UK:

[unicef.uk/QUB-CRC](https://www.unicef.uk/QUB-CRC) and [unicef.uk/child-uncrc](https://www.unicef.uk/child-uncrc)

SHARE WHAT YOUNG PEOPLE ARE DOING FOR OUTRIGHT

We're always excited to see and hear how you and your group get involved with our campaigns! It really helps us to fulfill our mission to promote young voices. There are lots of ways to do this:

You can e-mail us at outright@unicef.org.uk

If your policies permit you to do so, record consent and then share photos and posts on social media, tagging [@UNICEFUK_action](https://www.instagram.com/unicefuk_action) on social media.

Guidance on image consent can be found at [unicef.uk/outright-resources](https://www.unicef.uk/outright-resources)



A group of environmental activists in Argentina.

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WHAT IS CAMPAIGNING?

Campaigning, activism, advocacy, speaking up, using your voice, protesting, raising awareness and creating change...

Together, we can achieve the change we want in our local communities, our country and across the world.

Campaigning is about taking specific and organised actions (like taking part in OutRight!) to bring about positive change on an issue, and influence those in power to act.

WHY CAMPAIGN?

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

Campaigning on issues that affect them can make a real difference. By signing petitions, making videos, writing blogs and speaking to representatives and decision-makers (like an MP or councillor) and the media, young people can show those in power just how much they care about children's rights here and around the world.

SPREAD THE WORD

Word of mouth is a very powerful tool: why not try one of these effective actions?

Tell five others: challenge the young people you work with to tell five others about what they've learned through OutRight and how it affects everyone. Telling cousins, siblings or friends who go to different schools or live in different areas is a great way to raise awareness.

Present your work: create a short presentation about the work you're doing in your school/organisation to share with other schools or youth groups in your area. Your group could even share their presentations with local businesses, councillors or decision-makers too.



Vanessa Nakate, from Uganda, has been a climate activist since she was 20 and is now a UN Young Leader

HOW DOES UNICEF SUPPORT YOUNG ACTIVISTS?

UNICEF has supported young people to get involved with climate campaigning and important events such as COP, an event which brings together global leaders to talk about how they can slow down the effects of climate change on the world.

COP26 was held in Glasgow in 2021, and we were able to give our Youth Advisory Board opportunities to attend various parts of the event, like seminars and talks, and one member spoke at the press conference, alongside other young activists.

We also supported children and young people to directly contact the COP26 President,

Rt Hon Alok Sharma MP, and his team. As part of OutRight 2020/21, more than 4,000 postcards were sent to him asking him to put children and their rights at the heart of the summit. We also collaborated with VotesforSchools to help us collect the views of children and young people across the UK on climate change and more than 40,000 voted and used their voices on this critical issue.

Children and young people can have a powerful impact when they campaign for change and we want to empower and inspire young people to speak out on what matters to them.

CONTACTING DECISION-MAKERS

Members of Parliament

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 (constituents) in Parliament on both national and local issues.

Members of the Scottish Parliament, Northern Ireland Assembly and Welsh Assembly

If you're in Scotland, Northern Ireland or Wales, then your group should also contact your Member of the Scottish Parliament (MSP), Member of the Northern Ireland Assembly (MLA) or Member of the Senedd (Welsh Parliament) (MS). Many issues affecting children's rights are devolved, which means that the respective governments can change policies and take action themselves.

Local councillors

Your group can also contact the local decision-makers who represent you at your local council. Local councillors are elected to represent their communities on a range of local issues and can play an important role in ensuring services (things like healthcare, education, policing, transport) support you and your local community.

HOW DO WE FIND OUT WHO THEY ARE AND GET IN TOUCH?

Once your group has decided the most appropriate level of representative to contact, they can find and contact your MP, MSP, MS, MLA and local councillors in two easy steps:

1. To find out who your representatives are, search by your school or organisation's postcode on these sites:
MPs – [unicef.uk/FindMP](https://www.unicef.uk/FindMP)
MSPs – [unicef.uk/FindYourMSP](https://www.unicef.uk/FindYourMSP)
MSs – [unicef.uk/FindYourMS](https://www.unicef.uk/FindYourMS)
MLAs – [unicef.uk/FindYourMLA](https://www.unicef.uk/FindYourMLA)
Local councillors – [unicef.uk/Councillors](https://www.unicef.uk/Councillors) or visit your local council's website, which is easily done through any search engine.
2. Your group can then decide how it wants to contact your local decision-maker.

Why not invite them to see the work you've been doing or send them a letter or email to highlight the work the group has been doing?

Although members of your group may not be able to vote yet, it's your local representatives' job to listen to what young constituents have to say and address the concerns they raise. Decision-makers are often really impressed and inspired when they see young people seeking to make the world a better place.

Before you contact your local decision-maker, it's important for the group to think carefully about what it's asking for:

Politicians like it when people come to them with a clear plan of action for what they would like them to do. It's great to be passionate about an issue but your group also needs to have an idea of what the solution to the problem could be and how the decision-maker can help achieve that solution.

For example, your group might want your local decision-maker to raise an issue with a government minister or speak in a debate. Or your group might want a politician to spark a particular change – this could mean actively seeking to change the law, shift their personal views, or adapt their political party's approach to an issue.

MEDIA GUIDE AND TEMPLATE

Try using the OutRight media guide and templates. You can also learn more about how to engage political decision-makers here:

[unicef.uk/YouthAdvocacyToolkit](https://www.unicef.uk/YouthAdvocacyToolkit)

CONTACTING YOUR DECISION-MAKER

Step 1: Write a letter or email to your decision-maker explaining your request.

Your group might want to invite them to visit your school/organisation and see the work you've been doing in person, or via video call. As part of this, the group should include why this issue or visit is important. The group should make it clear that your organisation/school is in the constituency. It's also really helpful to try and make the request as local as possible – remember, it's the decision-maker's job to represent the concerns of local people. It might also be a good idea to mention the ages of the group, or class year; children have powerful voices and decision-makers are often encouraged to hear from them. Remember, when your group contacts your local decision-makers, it's always best to address them respectfully, using their title and surname rather than first name.

Step 2: Arranging the meeting.

Decision-makers are often very busy and receive a lot of emails, calls and letters so the group might have to wait a little while for a response. If your group hasn't heard back within three weeks, you might want to call their office to follow up and arrange a time for the visit or meeting.

Step 3: Meeting your decision-maker.

Help the group prepare in advance so you all have a clear plan of how you want the visit or meeting to go. It's also important to remember to be personal and polite – explain clearly why the group feels strongly about this issue and, even if the group disagrees with your decision-maker's approach, it is important to remain calm so group members can explain their position clearly and ensure their voices are heard. If the group asks the decision-maker questions about their work and their views too, this might help build a good relationship. Make sure to thank them for their time at the end of the visit or meeting. The group might want to take a picture with the decision-maker and use this to remind them of the actions they may have promised to take. If it's an online meeting, the group could take a screenshot, with permission.

Who has the power to change the issue you're campaigning on?

The UK Government has the power to put children's rights at the heart of all its work. Your group can share its views with the Government to help make sure that children's voices are listened to and acted upon. By meeting their local MP, MSP, MLA or MS and expressing their concerns about issues that affect them, children can help us build support to ensure the Government prioritises children's rights here in the UK and around the world.

TOP TIPS

MPs like to receive invitations in plenty of time, so planning is key.

A visit or meeting will usually take place on a Friday when MPs usually see their constituents. Whether they visit in person, or over a video call, your group can tell them personally what issues are important to them.

Ask your MP to continue to support the group's campaign by speaking about it in a debate in Parliament, or by asking a question of the Prime Minister and relevant Ministers.

ACTIVITY 1

WHAT IS CLIMATE CHANGE?

LEARNING OBJECTIVE: Young people are introduced to the OutRight topic of climate change mitigation and adaptation, and begin to explore the links between the effects of climate change and children's rights.

Preparation:

- Review the climate change background resources and quiz questions

Facilitator materials and resources:

- Activity 1 Presentation: Climate change quiz

Young people's materials and resources:

- Pen or pencil and paper to note down answers
- Optional: quiz creation app or software

Facilitator introduction

More and more of us are living with the effects of climate change – from heatwaves and wildfires, to floods.

In this year's OutRight, we'll look at some of the work going on around the world to slow climate change, and adapt to its effects. We'll see that, while everyone can play a part in tackling climate change, the real action we need goes beyond what any one person can do – it takes whole communities, businesses and governments working together.

First, activities 1 and 2 will recap what we already know about what climate change actually is.

CLIMATE CHANGE QUIZ

1. Introduce the quiz, explaining that this year's OutRight activities will explore some of the things being done around the world to help slow climate change down and adapt to its effects. We'll also explore what the changing climate can mean for children's rights. But climate science is a big topic, so this activity is to start us off and check we all have the same understanding of some of the most important facts and terms.
2. Using the activity PowerPoint, present the quiz questions one by one. Give young people a minute or two to read and write down their answer for each question.
3. Go through the answers and extra notes with the group.



OPTIONAL ADD-ON ACTIVITY

Try creating your own follow-on quiz questions to test each other's knowledge even more. Older groups with access to tablets or computers could use a quiz-based app like Kahoot! or Quizlet.



Two girls pick up rubbish from a river in Alta Verapaz, Guatemala.

EXTRA NOTES

Here are some extra notes for each answer that you could bring in for groups with stronger knowledge:

Q1 The earth's atmosphere is the layer of gases that surround our planet.

It's around 300 miles thick, but most of the gases sit within 10 miles of the earth's surface.

It's made up of nitrogen, oxygen and smaller amounts of argon, carbon dioxide, helium and neon.

It has five layers: the troposphere, the stratosphere, the ozone layer, the mesosphere and the thermosphere.

Q2 Climate is different from weather. Weather is the atmospheric conditions we experience day-to-day – like rain or sunshine. It can be completely different tomorrow than it is today.

Climate is the average measurements of temperature, wind, humidity, snow and rain in a place over the course of years. When we talk about climate change, we're not talking about how the weather changes from one day to the next, we're talking about big changes in weather patterns over time.

Q3 Global warming, also called global heating, is the increase in the overall temperature of the earth's atmosphere. It's caused by the 'greenhouse effect', which is when gases get trapped in the atmosphere.

Q4 Carbon dioxide is released into the atmosphere when we burn fossil fuels like coal, oil and natural gas. We most often burn these fuels to create energy – to power and heat our homes, fly planes and run petrol or diesel cars.

You'll often hear people talking about 'carbon footprints' when they talk about climate change. This is a measurement of how much carbon dioxide is being released into the atmosphere from a particular action, or by a particular industry, company or even individual over a certain amount of time.

Q5 Climate change is largely caused by human activity increasing the amount of greenhouse gases in the atmosphere and trapping more heat.

Everyone is responsible for climate change – businesses across many sectors, governments, individuals and even children.

Q6 Many of the direct/indirect impacts of climate change affect children's health negatively.

The gases that often cause pollution are also responsible for causing climate change. Direct impacts could be health effects because of heat waves. Or the effects can be indirect, like when climate change causes drought, which affects access to clean water, so more children get ill.

Q7 The gases that get trapped in the atmosphere and cause global heating are called 'greenhouse gases'.

They act like a blanket, trapping the sun's warmth near the earth's surface, and affecting the climate. It's like a greenhouse in a garden, which traps in the heat during the winter and helps the plants to stay warm. Carbon Dioxide is the greenhouse gas most of us know of, but there are four other main types: water vapour, methane, nitrous oxide and fluorinated gases.

Q8 The Paris Climate Agreement aims to keep the global temperature rise well below 2°C and pursue a path to limit warming to 1.5°C.

195 countries came together in this agreement and all major emitting countries made commitments to reduce their carbon emissions over time. Your 'carbon footprint' is a measure of how much carbon is released into the atmosphere by the things you do in your daily life. None of us are individually responsible for stopping climate change, and we shouldn't feel guilty or anxious about making big life changes. But everyone can take small actions to reduce their own greenhouse gas emissions, like recycling or repurposing your rubbish, buying fewer things we don't really need, planting a tree that will 'store' carbon dioxide, and choosing to walk or cycle instead of driving in a car that burns fossil fuels.



Children play football outside a temporary classroom that UNICEF helped build after their school was destroyed by hurricanes Eta and Iota.

©UNICEF/Quintero

SUPPORTING YOUNG PEOPLE AFFECTED BY THIS TOPIC

The topics and stories in this year's activities could be upsetting for young people. Be sensitive that some in your group may have been affected by weather disasters and climate change themselves. Always review materials with this in mind before sharing with your group.

We're already living in a world with a changing climate, and with this important topic in the news and social media feeds more than ever,

it's natural for anyone – of any age – to feel anxious about it.

Through all our OutRight activities this year, we'll remind young people that, while their voices are important, the responsibility for action on climate change ultimately rests with adults, especially leaders and decision-makers. Our focus will be on the work already being done on climate around the world, and the ideas people are coming up with to help us all adapt to change, so we can live healthy lives into the future.

ACTIVITY 2

HOW DOES CLIMATE CHANGE AFFECT CHILDREN'S RIGHTS?

LEARNING OBJECTIVE: Young people will explore their rights and the UN Convention on the Rights of the Child (UNCRC) and begin to think how climate change links to the rights of education, best possible health, participation and an adequate standard of living.

Preparation:

- Review the key rights and quiz answers.
- Prepare access to a [summary version of the UNCRC](#)

Facilitator materials and resources:

- You may find pages 7–9 of this OutRight pack helpful for parts 1 and 3 of this activity
- Activity PowerPoint 2:
Part 1 – Rights summary
Part 2 – Linking rights to climate change

Young people's materials and resources:

- A pen/pencil and paper to write down answers
- Tools for creating a short presentation

Facilitator introduction

In this activity, young people will create a presentation about the five key articles of the UNCRC linked to this year's OutRight campaign on climate change action. Options for creating the presentation should be determined based on the tools accessible to all of the group participants. Some tech-based options can include:

- Creating a PowerPoint presentation for young people with access to technology
- Share a tweet from your organisation's account with access to a tablets or smart phones (tag @UNICEFUK_action and use the hashtag #OutRight2023 so UNICEF UK can see how you're speaking up)
- Designing a presentation or illustration on a platform like Miro
- Uploading your work to [UNICEF's Voices of Youth Platform](#)
- Using a school homework platform.

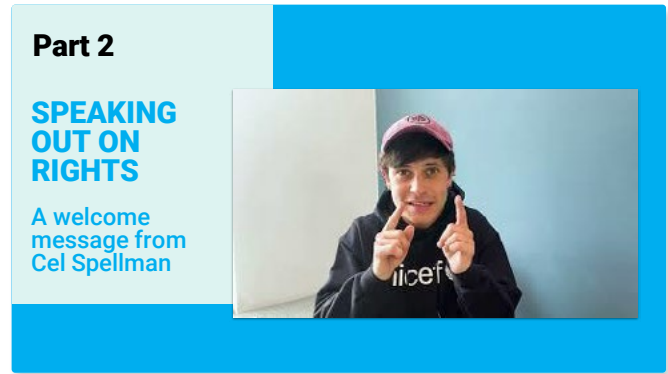


For young people who may not have easy access to technology, the activity can be presented as a mural project, using paper and colour markers or cut outs from newspapers or magazines to illustrate the rights.



PART 1: RIGHTS SUMMARY

1. Explain that the UN Convention on the Rights of the Child (UNCRC) is a list of 54 articles. These outline the rights that the government in the UK and governments around the world have agreed that all children (that is, everyone under the age of 18) should have. The first 42 articles outline the rights that are for all children – the ‘right holders’ – no matter their ethnicity, gender, religion, language, abilities or any other status. Articles 43-54 outline how adults and governments must work together as ‘duty bearers’ to fulfill their obligation to make sure that children can enjoy all of their rights.
2. Present the **summary version of the UNCRC** to the group.
3. Use the Activity PowerPoint to draw children’s attention to Articles 3, 12, 13, 24, 27 and 28. Ask children to take turns reading each of the highlighted articles out loud.



PART 2: SPEAKING OUT ON RIGHTS

1. Divide the young people into pairs or small groups to discuss how they think that climate change connects to these six key rights (UNCRC Articles 3, 12, 13, 24, 27, 28).
2. Ask each group to prepare a presentation that shows how these key rights might connect to climate change. Choose the presentation tool you’d like them to use, or give them a range of options.
3. After about half an hour, or in the next session, have each group present back their ideas.

ACTIVITY 3

CLIMATE ACTION: MITIGATION AND ADAPTATION

LEARNING OBJECTIVE: Young people are introduced to the idea that we're already living in a changed climate that puts children's rights to water, healthcare, education and a safe environment at risk (Articles 24, 27, 28).

- Young people recognise that both climate mitigation and adaptation are important to protect the rights of children and young people in our changing world.
- Young people identify the responsibility of duty-bearers (not children) to address climate change and ensure their rights are protected (Article 3).

Preparation:

- Preview the activity PowerPoint and video clips.
- Choose any optional add-on activities.
- Gather arts materials including poster board or large paper, coloured markers.

Facilitator materials and resources:

- Activity PowerPoint 3.
- [Summary version of the UNCRC](#).
- Mitigation framework activity sheet.

Young people's materials and resources:

- Summary version of the UNCRC.
- Whiteboard or flipchart paper and markers.
- Poster board (or A2/A3 paper) and arts materials
- Internet access

Facilitator introduction

When we talk about climate change, we often talk about the things we can do to slow it down. It's clearly a very important issue, and young people can play a role in making a difference and helping others to do the same. But, as we've discussed already, it's also important for children and young people to know it's not down to them to fix it.

The world we live in today has already changed over many years. Young people are already growing up in a world where a changing climate has put their rights to clean water, a safe environment, food, education and the best possible health at risk.

But there are lots of people working around the world to study and adapt the way we live – to help protect our rights and make sure young people can still go to school and have the best possible health, even when the environment changes.

The UNCRC says it's the job of adults and 'duty-bearers' to protect the rights of all



children and young people (who are called the 'rights-holders'). Young people can share their experiences as rights-holders and remind adults of their duty, but it's adults who have the responsibility for taking action.

In this activity, we'll explore the concepts of 'mitigation' and 'adaptation' and look at some examples of how people in different places are adapting so they can live safe and healthy lives in their changed climate.

Part 1

TWO IMPORTANT KINDS OF CLIMATE ACTION

Mitigation: action to limit climate change. For example, by reducing emissions of greenhouse gases or removing those gases from the atmosphere.

Adaptation: action to adjust to effects of climate change (now and in the future). For example, by protecting people/buildings/ crops from floods.

Almeid is training in climate action and has inspired his community with projects like the hydroponics he uses to reduce water consumption on his farm. "There are more air projects like mine in our area, all led by young people," he says.



PART 1: TWO IMPORTANT KINDS OF CLIMATE ACTION

Introduce the two climate action terms 'mitigation' and 'adaptation'.

Climate mitigation is action that we can take to limit climate change by reducing emissions of greenhouse gases or removing those gases from the atmosphere.

Climate adaptation is action we take to adjust to the effects of climate change. Adapting to life in a changing climate involves adjusting to actual or expected future climate changes.

Mitigation and adaptation serve different purposes, but both are very important in protecting children's rights. Let's look at each of these further.

climate is changing by finding new ways to do things.

Invite young people to share examples.

Common examples of reducing emissions include burning fewer fossil fuels for electricity, heat or transport (using 'greener energy' from renewable sources like solar or wind power) or protecting and enhancing 'carbon sinks' – places that store or trap these gases, such as the oceans, forests and soil.

There are different types of climate mitigation actions (individual, community, corporate and government). All of these actions are important, and it's necessary for everyone do their part to protect the climate.



Note to young people that you're now going to take a look at the different scales of action to better understand the impact they can have.

Part 2

ADAPTATIONS AROUND THE WORLD

A girl helps plant saplings in Alta Verapaz, Guatemala.



PART 2: ADAPTATIONS AROUND THE WORLD

Explain that when we talk about – or hear people talk about – taking action in the climate crisis, we're often talking about taking actions to prevent the climate from changing further (maybe by reducing carbon emissions) or to slow down how fast the

Individual actions, like walking to school instead of going in a car that uses petrol, cutting back on our own use of single-use plastics or eating more plant-based foods, are all efforts that we can make as people to reduce our own carbon emissions. But these actions aren't just about personal lifestyle choices – you can also take individual campaigning actions, like contacting your MP about renewable energy in your area.

Community actions are like individual actions on a bigger scale. For example, instead of making a personal choice not to use single-use plastics, a community might ban the distribution of plastic bags in its town's shops. Your school community might promote car-free days for everyone, or your sports team might travel to games on public transport and encourage other local teams to do the same. Often, community actions help support individuals in the actions they choose to take or bring individuals together to create a bigger effect.

Corporate actions are actions that companies take to reduce their carbon footprint. For example, a company may choose to change the way they make and distribute their products (supply chain), like using cleaner processes, and more local materials. They might use less plastics and packaging, in turn making it easier for individuals to shop sustainably.

Government actions, like creating policies and infrastructure, can also help reduce climate emissions. For example, local government could create more bike lanes and help local businesses and people make greener choices, while national government makes sure our buildings and transport systems are more energy efficient, and that big companies are pushed to help protect the environment – including innovating and investing in new ways to run their businesses. When decision-makers and leaders create bigger changes this way, it makes it easier for us as individual citizens to live in a way that reduces emissions too.

MITIGATION MAPPING

Invite the group to map each of the following examples and discuss whether it might be an individual, community, corporate or government action (or maybe more than one!). Keep the framework to hand for reference. For each example, can the young people think of a mitigation to achieve a similar purpose across the different types?

- Changing the laws about ways buildings can be constructed to make them more energy efficient.
- Choosing to ride your bike to school instead of riding in the car.
- Creating a petition to improve access to more renewable energy sources like solar, wind and small hydro (energy that comes from water but doesn't involve big dams or other structures that can damage the environment in other ways).
- Developing more sustainable public transport options (for example, when bus routes are designed with priority lanes and quick boarding, it means less time sitting in traffic and building up emissions).
- Swedish companies finding new ways to produce steel without carbon emissions (<https://www.bbc.com/news/business-64538296>).
- A German scheme to reimburse homeowners who purchase and install a heat pump (<https://www.bbc.com/news/business-62659247>).
- A supermarket choosing to no longer sell fruit and veg wrapped in plastic.
- A neighbourhood campaigning to build green spaces that absorb emissions and create more fresh air.

If anyone shares ideas that would fit better into the adaptation activity below, write these down on the whiteboard or flipchart, so you can still discuss them in the adaptation activities below.

Close the conversation about adaptation, sharing these thoughts:

While each of us should be aware of actions we can take – as well as the power of our voices and right to be heard (articles 12 and 13) – it's clear from these examples that it takes whole communities, businesses, corporations, even countries and governments to take the bigger actions needed to make really transformational changes. These changes go beyond what we can do as individuals alone and are often needed to enable or amplify our individual actions.

OPTIONAL ADD-ON ACTIVITY

Watch the UNFCCC video [Adapting to a Changing Climate](#) (19min 33) or listen to episode 1 of the [UNEP Global Adaptation Podcast](#) (24min 43 – but you can listen up to 10min 25 to start) and discuss why climate adaptations and mitigations are both important.

Part 3

RESEARCH AND CREATE

- 1: Research and choose an adaptation you find interesting
- 2: Reflect. How does this adaptation help us live better in our changed climate?
How are children's rights better protected?
- 3: Create a poster to teach others about it.

PART 3: RESEARCH AND CREATE

Climate adaptations are different from climate mitigations but are just as important. While mitigations try to pause or slow negative effects and stop the climate from warming more, adaptations are actions that address the effects we're already living with.

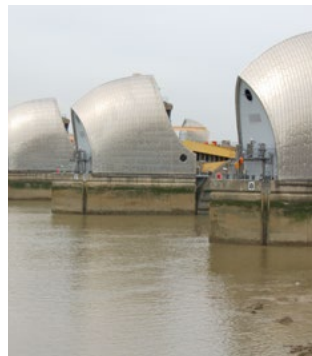
The goal of adaptation is to reduce our risks from the effects of climate change, like rising sea-levels, more intense weather events like storms, heat waves or floods, or food insecurity (which can happen when droughts, heavy rain or other extreme weather affects crop harvests, and means people are at risk of running out of food). It also includes making the most of any potential positive effects associated with climate change (for example, longer growing seasons or bigger harvests in some places).

Adaptation strategies may include building climate resilient infrastructure like schools and hospitals. It might mean developing early warning signals and response plans for extreme weather events and disasters. Adaptations help make sure we can live the best lives possible and protect children's rights in the world we have now.

Use the PowerPoint slides to visit different examples of environmental/climate adaptations and mitigation efforts around the world. This activity is intended to help begin discussions and give young people an understanding of what types of action are possible to mitigate and adapt to the impacts of climate change — and to recognise that they're already happening.

Thames River Barrier

The Thames River Barrier, just outside London on the Thames River, is one of the largest movable flood control devices in the world. It stretches 520 metres across the river and helps control water levels if there are tidal surges. The Barrier does an important job to protect London against flooding when heavy rain and storm surges in the North Sea cause the river



to rise. Despite climate change and predicted sea-level rises, the barrier should be able to protect London from flooding for around another 20 years before any changes are needed.

Malaysia's SMART Tunnel

This tunnel in Kuala Lumpur, Malaysia is a SMART tunnel. SMART stands for Stormwater Management And Road Tunnel. In Malaysia, there's risk of flooding in the capital city because of rains that have become heavier with climate change. The six-mile-long tunnel, built specially to address these climate change effects, has three different sections. The bottom section of the tunnel is a storm water drain, and the top two sections are for cars to pass through. When rainfall is normal, the two traffic



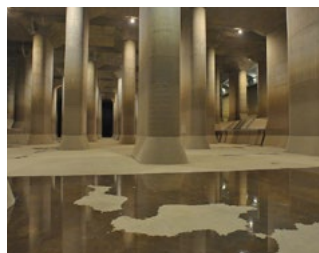
tiers help cars move through during peak traffic hours in the busy city. But if there's a lot of rain or a risk of flooding, these levels can also be closed to cars and used as a stormwater drain.

OPTIONAL ADD-ON ACTIVITY

Watch a 4-min YouTube video about how this smart city adaptation works during Malaysia's monsoons.

Underground Temple in Tokyo

Underneath the city of Tokyo, in Japan, is the world's largest human-made river. The Metropolitan Area Outer Underground Discharge Channel is a world-class disaster prevention system built 50 metres below ground. It's used to prevent flooding in the greater Tokyo area during a major natural disaster such as a tsunami or typhoon. When there's heavy rainfall, water runs along an underground tunnel, through a pressurised water tank, and drains



into the Edogawa River. Also called the Disaster Prevention Underground Temple, this huge space with towering pillars is open to the public for tours when it's not in use for drainage.

With climate change bringing increased risk of extreme weather events to the densely-populated country of Japan, this underground system is an adaptation that helps protect the 14 million people who live in Tokyo.

World's first floating city

In the country of the Maldives in the Indian Ocean (it's south of India – can you find it on [the map?](#))



a floating city is being built to provide homes for 20,000 people. This is important because climate change has already caused sea levels to rise around the country's 187 inhabited islands.

The floating city will have houses, restaurants, shops, a school and a hospital and will be completed in 2027. The goal is to provide a livable future for local people.

A new capital city

In the country of Indonesia, the capital city is being moved to a new island. Now, the capital is Jakarta, an overpopulated city of more than 11 million people on the island of Java where there is pollution and the



threat of rising sea levels from climate change.

The Indonesian president's plan for the new capital – Nusantara – is to build a sustainable, energy efficient and walkable city by 2024 on the island of Borneo.

EXPLORING ADAPTATIONS POSTER PROJECT

Explain to the group that now that they have been introduced to the concept of climate adaptations, the next activity gives them an opportunity to explore more examples of climate adaptations and to share their findings through a visually appealing poster.

Challenge the young people in your group, as individuals or in pairs, to research more examples of climate adaptation and identify one example they find interesting. Young people should use their critical thinking skills to think of the search questions (prompt: start with a simple question like what are examples of climate adaptations around the world, or in a specific place, or that tackle a specific climate effect) or can begin their research using the examples shared in the previous activity (for example, where are river barriers used to protect a city from climate-related flooding?). Some ideas might include exploring adaptations like drought-resistant seeds, coastal protection or disaster preparedness for extreme weather events.

Once young people have completed their research and chosen an adaptation, provide poster board (or larger paper like A2) and invite them to create a poster to inform others about this adaptation.

The poster should present the big picture of their findings and include more visuals than text (they can use their own diagrams/drawings). Prompt the group to make sure their poster answers the two reflection questions: How does this adaptation help us live better in our changed climate? How are children's rights better protected because of it?



Part 4

WHOSE JOB IS IT?

Children wash their hands at a tap in Alta Verapaz, Guatemala.

PART 4: WHOSE JOB IS IT?

Everyone has a part to play in protecting our climate and the future. But do you know that the UN Convention on the Rights of the Child tells us whose job it is to do the best for children and young people and to make sure that child rights are protected?

Invite a young person from the group to read Article 3 from the slide (if you'd like to work from a printout here, you'll need [a longer version of the UNCRC](#), as the summary version in the resources list doesn't include this Article 3 detail).

Explain that the CRC calls all those adults who are responsible for ensuring the rights of children the 'duty-bearers' while children and young people are the 'rights-holders'.

Invite one or more young people to be a scribe as you work together to create a list of all the duty-bearers you can think of (for example, government officials, MPs, local councillors, police officers, teachers, parents and caregivers, social workers, health workers).

Prompt the group as needed to create a list by asking them to reflect on the actions we've been talking about (both mitigation and adaptation). Ask who they think the duty-bearers are who should be responsible for taking the types of action we've been talking about.

Once the list is created, ask for each duty-bearer on the list:

"How do you think this person can help protect the rights of children?"

Finish the conversation by asking:

"Who are the duty-bearers you think are most responsible for the rights of children when it comes to taking climate action?"

"What do you think children and young people can do to hold duty-bearers accountable?"

You may reference the following news articles for some examples:

- [16 children file landmark complaint with the United Nations](#)
- [Landmark 'kids' climate trial begins](#)
- [Climate change: children go to court to force government action](#)

Young people can work as a group, with each taking on a separate section, or if you're doing OutRight across your school or as part of a larger group, whole classes could create the different sections.

Share the tips for creating a newsletter/newscast with the children and invite them to get creative in how they want to put theirs together and what they want to include.

Note: if the young people are producing a digital/multi-media piece like a podcast series, blog or mix of media, it could be published on a school or community group website or intranet to share with other children and young people.

Some ideas to share:

- create a feature story about a young climate advocate or a place you learned about
- include important articles from the CRC and ask fellow pupils what the articles mean to them
- interview an OutRight facilitator or a local councillor or business person with experience of environment or climate-related projects and ask for their thoughts about climate adaptation
- include one-sentence 'quick takes' from other children: ask several children the same question and publish a few of their short answers side-by-side with their photos (if you have permission)
- create a comic and/or puzzle like a climate crossword or wordsearch
- include an opinion piece with a child's perspective on climate adaptation.

The young people can name their paper/programme, or make it a special edition of an existing publication they already have in their school or community.

ACTIVITY 3

RESOURCE ACTIVITY SHEET

Tips for creating a Rights Respecting newspaper or newscast

- 1** Decide how many pages your newspaper will have or what types of programmes your newscast will contain and how long they will be. Make a plan about what type of content you will include. For printed publications, make space for headlines, articles, images and captions. You may also want to include a comic or game, and maybe an advertisement for any climate-related events you want your readers to know about. For an audio or video program you'll want to make sure you have short and catchy stories that catch a listener's imagination.
- 2** Outline and assign your articles. Decide what you want to write or speak about and who will develop each story. Will you start with some of the stories you learned about in the OutRight activities, or will you research other stories of climate challenges, adaptations and advocates? Who could you interview to learn about local perspectives on climate change and children's rights?
- 3** Create catchy headlines that will attract attention from your readers/listeners/viewers. Headlines should help give readers/listeners/viewers an idea what the content is about and make them want to learn more.
- 4** If you're creating printed or video news, you'll want to use photos to bring your story to life. If you need help finding photos about climate change, you can use the [UNICEF UK website](#) and the [UNICEF Voices of Youth website](#) as resources. Be sure to give credit to the photographer or source from where you have copied the photo. Also, if you include photos of any children or other people, make sure you have their permission (see the consent guide in your media pack for more). Write captions for your photos that provide additional information or context.
- 5** Decide how you'll produce your news. Will you print your newspaper or distribute it as a PDF? If you've created a video newscast or podcast, how will you share it with people?
- 6** Once your climate news is ready to share, decide how you'll let others know about it. You can distribute copies of a printed newsletter to your friends, family or schoolmates, or consider distributing some through your local library or community centre so more people in your community can learn more about climate change and adaptations! If your news product is digital, you might want to share it on social media or publish it on your community, library or school website.

ACTIVITY 3

RESOURCE ACTIVITY SHEET

Types of mitigation



ACTIVITY 4

PROTECTING CHILDREN'S RIGHT TO CLEAN WATER IN A CHANGING CLIMATE

LEARNING OBJECTIVE: Young people begin to explore:

- how climate change has affected water resources
- how these effects on water and weather around the world have impacted the rights of children (Article 24)
- why adaptations are important to protect these rights in our changed climate.

Preparation:

- Review the water system in your community in advance of the activity to learn what might be possible and to understand any challenges your young people might uncover.
- Secure permissions needed if traveling to a water facility or identify any relevant speaker the young people may want to invite to an assembly.
- If possible, hang a world map on the wall in your classroom/activity space.
- Preview the UNICEF stories and video clips.

Facilitator materials and resources:

- Activity PowerPoint 4
- Download or print and put up [a world map](#)
- Whiteboard and markers

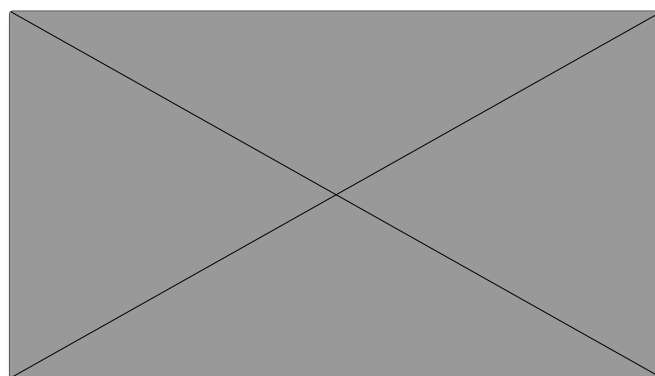
Young people's materials and resources:

- Coloured felt tips, pencils or crayons
- Internet access
- Letter writing materials (stationery or computers/tablets)

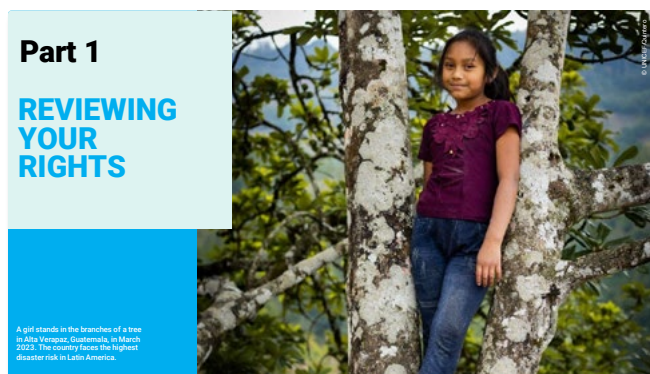
Facilitator introduction

Around the world, climate is affecting the way children live, and the rights they're able to access – like their right to clean water, food to eat, a clean environment, and a safe home and education (Articles 24 and 27).

Richer countries have been the ones to contribute the most to climate change over the years. More cities and businesses create more emissions and pollution. But also, richer countries have used their money and power over poorer countries for centuries, for example using land on other continents for huge farming projects or factories. Now, it's the poorer countries that are living with the most life-changing effects of it all. That's why it's more important than ever that richer countries take their responsibilities seriously and support poorer countries, as they now have to work harder to protect their children's rights.



Beginning in this activity (and carrying on into later activities), young people will hear UNICEF case studies from different countries around the world. We'll explore how different countries and communities are taking action now to adapt to their changing environment, so people can thrive and children can experience their full rights.



PART 1: REVIEWING YOUR RIGHTS

Invite a volunteer from the group to read out Article 24 from the slide or printout of the UNCRC summary.

Point out that in this Article, clean water is called out as something that governments must provide so that children can have the best possible health.

- Ask the young people to share their thoughts on why water is important.
- What do children need water for, and why it is an important right that we need to have protected?
- Why is clean water so important to ensure the best possible health and healthcare for children?

(Some answers might include needing clean water to drink, to bathe, to cook food, to grow crops so we have food, to stay free of disease, because you get ill if you drink dirty or contaminated water, to treat infections if you get hurt.)

Conclude the conversation, reminding young people that water is a critical resource that we all need – no matter who we are, how old we are, or where in the world we live.

OPTIONAL ADD-ON ACTIVITY

To dive deeper into how climate change is affecting water resources, invite young people to review the UNICEF article [Water and the global climate crisis: 10 things you should know](#).



PART 2: WHERE DOES OUR WATER COME FROM?

Does your water come from rivers, underground sources, through a water treatment centre?

As a warm-up activity, invite young people to explore how the water cycle/system works in their own community. Young people can complete the activity in groups and create their own plan on how they might find out this information.

Some ideas might be to contact their local water supply company (there are only 11 that serve all of the UK – you can find out yours if you don't know by checking on water.org.uk) or check if your local government has a water board. You might even consider inviting someone from your local council or water board to speak at an assembly or take a tour of a local water treatment plant if that's an option.

Note: Understanding how your own water system works and what is being done to mitigate water shortages locally should help reduce anxiety that might surface when discussing water scarcity. If you do live in an area where water scarcity is a concern, you could use the How to Campaign and How to Contact Decision-makers sections in this pack to advocate for local change.

Part 3
TOO MUCH, TOO LITTLE, TOO DIRTY:
 The global effects of climate on water



PART 3: TOO MUCH, TOO LITTLE, TOO DIRTY

Explain to the group that over the coming activities, we'll take a virtual world tour, visiting places that are feeling significant effects of climate change. You can mark each place on your map as you go (also adding the adaptation sites in activity 3 if you like).

In each of these places we'll see how the climate has already changed the way people live day-to-day and is putting children's rights at risk. We're going to hear different stories from these places about how UNICEF and other duty-bearers are working to protect children's rights, and see how, as a result, people are adapting how they live, work and go to school. We'll begin our journey with visits to a few countries where the climate is affecting children's right to clean water.

- Too much – flooding**
- Too little – drought**
- Too dirty – polluted water**

Introduce the concept that most of the water-related problems people face due to the changed climate are because there is too much water (flooding), too little water (drought) or too dirty water (polluted water).

On a whiteboard or flipchart, draw a table with three columns as shown below, with the labels Too much, Too little and Too dirty.

Too much	Too little	Too dirty

Read out the following scenarios and have the group identify for each one if there's too much water, too little water or if it's too dirty, and have a volunteer write a short note of the scenario ('no rain' or 'rising sea levels', for example) into the correct column(s).

- The season has been so dry. There hasn't been any rain. (too little)
- The sea level is rising and causing flooding on the island. (too much)
- The only water source for people is the river where animals drink. (too dirty)
- There is so much rain in one week the fields are flooding. (too much)
- Heavy snowmelt has made the river rise. (too much)
- There was no snow this winter, so the lake is empty. (too little)
- Sea water from rising tides is mixed into the island's only fresh water source. (too dirty and too much)
- Heavy rains after a long season of drought causes flash floods. (too little and too much)
- Flooding from a hurricane has contaminated the well. (too dirty and too much)
- Flash floods wash rubbish and debris into the local river where women and children collect water. (too dirty and too much)
- The lake where people fetch water for drinking is stagnant (not moving) because of lack of new rain – and bacteria are growing in the water. (too little and too dirty)
- The underground reservoir that supplies the water pump has run dry. (too little).

What other examples can the group think of to fill the columns? (Point out that in many cases, the effects of climate on water are complex. Too much water and too little water often cause water contamination – making the water too dirty)

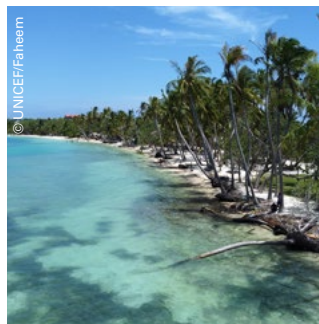
Ask young people:

- **What do you think happens where there's too much water?**
- How can this be a problem?
- How do you think it affects children's rights?
- **What do you think happens where there's too little water?**
- How can this be a problem?
- How do you think it affects children's rights?
- **What do you think happens when the water people have access to is too dirty?**
- How can this be a problem?
- How do they think it affects children's rights?

Let's meet some children and young people around the world now and hear their stories.

Too much water

Remember The Maldives, in the Indian Ocean, is made up of 1,192 islands? All around them, the level of the sea is rising. Climate change is having a big impact on these islands, and this affects the rights of the children who live there.



“When there are floods, we take off our shoes and socks and put them in our school bags. We have to wade through the water to get to our classrooms,” says Fathimah, who goes to school on the island of Dhiffushi.

To help protect the land where people live, sea walls, lines of sandbags and wave breakers have been built on many shorelines. The islanders also use water pumps to pump floodwater back into the sea when there’s flooding, and they use special machines to dig up sand from the deep ocean floor and bring it to the islands to help replace lost sand and rebuild their beaches.

Some schools have been raised onto elevated foundations.

Ask:

- How do you think climate change causes too much water in the Maldives?
- How is too much water putting Fathimah’s rights at risk?
- Has this story made you think of any other ways too much water can affect children and their rights to good health, clean water, food and a safe environment?
- What are the adaptations that are in place in Fathimah’s community? Can you think of any other adaptations we’ve looked at (in earlier research activities) that could be implemented in a situation like this?

Too little water

Can you find Mali on the world map? Mali is in the Sahara Desert, and in the Mopti region, where UNICEF works, the weather has become extreme because of climate change. There are long droughts with no rain, and then when the rain



comes there’s flash flooding. Mali is a low-income country where lots of people rely on farming, but as farming has expanded, there hasn’t been enough time and money spent on helping people manage the land to stand up to floods. This all means the crops don’t grow well, and there’s little food to gather at harvest time. Without enough food, many children experience malnutrition.

Extreme weather often damages the water pumps and flooding can contaminate the water sources. This makes the limited water sources in the desert inaccessible or too dirty to drink. Even when there’s too much water, there can still be too little water to drink.

To help protect food and water sources from this extreme weather, some farmers are able to use special seeds made to resist droughts. And in some places, deep wells called boreholes are dug into the ground to help the people in Mali’s dry areas get clean water from underground.

Ask:

- How is too little water in Mali affecting children’s rights in this case?
- If too little water is the climate effect that is most challenging in Mali, why are we also talking about too much water and too dirty water affecting children here?
- What are the adaptations shared in this case study that are already place in this community? Can you think of any other adaptations we’ve looked at (in earlier research activities) that could be implemented in a situation like this?

OPTIONAL ADD-ON ACTIVITY

Explore with your group how climate change can contribute to conflict.

For a quick overview, try this [BBC bitesize page](#) and this [BBC future article](#) gives a greater-depth look at conflicts that have arisen over water.

Too dirty

Guatemala in Central America has experienced more frequent extreme weather as a result of climate change and now ranks highest in the region as the country most likely to have a natural disaster caused



by extreme weather. In 2020, two Hurricanes – Eta and Iota – both hit Guatemala and caused floods and destruction across the country and other countries in the region. These hurricanes affected more than 3.5 million children.

When extreme weather events hit, water often floods the streets and this can overwhelm local sewer systems and water supplies. Water sources often get contaminated with viruses, bacteria and chemicals, and water is no longer safe for children and their communities to drink.

While there's not much that people can do to stop extreme weather events happening now (like hurricanes in the Caribbean and Central America, or typhoons and cyclones in Asia and the Pacific), there are adaptations that can be made to help people prepare and keep safe. Some examples of these might be using satellite technology to track storms and to create early warning systems, and requirements for buildings, like new hospitals, to be able to withstand very high hurricane winds so they can survive storms when they do come.

OPTIONAL ADD-ON ACTIVITY

Further consider the concept of climate justice thinking about the countries mentioned. What can you learn about their history that might affect climate impact for the people there? To start, read the article [Climate Justice in the Maldives](#). What surprises the young people from the article? What do they think about new islands being built for tourism? What are the effects on children's rights when families are relocated? What role do you think wealthy countries should play in situations like this?

Ask:

- How do you think climate change causes contaminated or polluted water?
- Can you think of other examples of contaminated water you've heard of, how was the contamination caused?
- Has this example made you think of other ways dirty water can affect children and their rights to good health, clean water, food and a safe environment?
- Are there others you can think of that could be implemented in a place like this where extreme weather events are now more frequent?

Wrap-up conversation:

After you've viewed all the images with their stories, discuss the questions on the slide that opens part 4. You could prompt for questions about what their home is like, what rights they worry about, or what they think about climate change. These can feed in to the letters they go on to write.

Part 4

WRITE A LETTER

What new things did you learn about the countries we visited?

What questions would you ask the children and young people in this place if you were given the chance?

PART 4: WRITE A LETTER

Invite young people to write a letter to an imagined penpal in one of the countries we've virtually visited, or if you have a twinned school or know someone who lives abroad, you could write your letters to them. You might also visit UNICEF's Voices of Youth website and read the thoughts of young people as they reflect on the issue of access to water in their own countries, then write your letter to one of these young advocates.

Ask them about what they've experienced in their community. Ask how they get their water and explain how you get yours (using your research from part 2 of this activity). Consider what you might learn from young people of different ages, or from someone of another generation.



PART 5: INNOVATIVE ADAPTATIONS

We've now explored how water is affected by climate change in some places and we learned about some actions people are taking to adapt. Now, let's visit two more places to learn about some interesting climate adaptations that are helping communities to live well and protect children's rights.

Mexico: The House of Water and Energy

In Mexico, young people have created a house of water and energy. They're using rainwater to power their school and also provide filtered drinking water for their community. [Watch this video](#) from UNICEF, and learn about this child-led climate project.

Bangladesh: Storing water underground to protect resources

In Bangladesh, the regions along the coast are some of the most heavily populated areas in the world. These same areas are also facing rising sea levels and an increased number of extreme weather events like cyclones as a result of the changing climate. When storms come, surges of water can damage and contaminate water and sanitation infrastructure. Saltwater can get into the underground water sources people rely on, and some of these are already strained because there are so many people using them.

An adaption called the Managed Aquifer Recharge (MAR) is being used in Bangladesh to help create and store more fresh water underground so that densely populated communities, and communities in climate-affected areas, can have access to year-round clean drinking water – even if there are storms.

[Watch this video](#) to learn more and see how the same techniques are also being used in the Netherlands.

Wellbeing watchpoint:

After discussing the effects of climate on people's lives in this activity, you may want to check in with your group and address any anxiety they may be feeling. Remind young people that although climate change is a real problem in the world, they can see that there are lots of things we can do to adapt to it and mitigate it, and that lots of people are already working on these, helping to create a positive, healthy future where rights are respected. The need for help doesn't mean that we're helpless.



PART 6: WRAP-UP DISCUSSION

Wrap up the water exploration activity with some reflection, using the prompt questions on the slide. Young people can write down their thoughts or discuss in small groups or plenary.

If weather, logistics and accessibility to a natural area permit, you may choose to do this activity outside. As you complete your wrap-up discussion, encourage the children to enjoy a moment in nature, a green space or even just to look at the sky – to stretch, take a deep breath, look for beauty around them and think about the things in the world they think are most worth protecting.

OPTIONAL ADD-ON ACTIVITY:

Can you make a list of five climate adaptations directly related to water that you discovered during this lesson that could help protect the rights of children experiencing the effects of climate change?

ACTIVITY 5

KNOCK-ON EFFECTS TO HEALTH, NUTRITION, ENVIRONMENT

LEARNING OBJECTIVE: Young people explore the knock-on effects of a changing climate and link the concept of how their rights to healthcare, a healthy environment and safe home can be directly or indirectly affected.

Young people explore ideas of how climate actions can help protect these rights (Articles 24,27).

Preparation:

- Preview the activity PowerPoint, UNICEF stories and video clips
- Choose any optional add-on activities

Facilitator materials and resources:

- Activity PowerPoint 5
- What happens next? activity prompts

Young people's materials and resources:

- What happens next? activity prompts

Facilitator introduction

We're now going to explore other ways that climate change affects the rights of children, revisiting Article 24 and exploring Article 27. We'll look beyond water to see the knock-on effects that climate changes can have on food, nutrition, health, and having a safe environment and place to live. We'll continue our virtual travel theme from activity 4.

PART 1: REVIEWING OUR RIGHTS WARM-UP

Invite volunteers from the group to read out the two key articles linked to this activity (Article 24 and Article 27).



Article 24 – Health and health services

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

Article 27 – Adequate standard of living

Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

Part 2

A CHOLERA STORY

Bayan, and Qusai, both 9, wash their hands at school in their village in Syria. Around 65% of people in their region rely on unimproved water sources. In 2022, UNICEF helped 63 schools here get clean, safe water.



PART 2: A CHOLERA STORY

Here is one example of how dirty water (a climate effect we've already learned about) has knock-on effects that put children's right to the best possible health at risk.

Cholera is an infection people can get from drinking dirty water or eating food contaminated with a specific kind of bacteria. Even though cholera is preventable and there is vaccine that's safe for children over two, nearly 4 million people every year get sick with cholera, and this infection can especially make children under five very ill.

In some places around the world where climate change is causing extreme rainfall and flooding, the number of cases of cholera is growing. As we've seen, when there's too much rain, sources of clean water can be contaminated. And because children and their caregivers often have to rely on this dirty water, they're at greater risk of falling ill. Haiti, Lebanon and Syria are three countries where children have a high risk of becoming ill with Cholera (can you find these on the map?)

This is how, when children's right to clean water is threatened, their right to the best possible health (Article 24) can also be affected. The more children get sick, the more pressure that can put on local health systems, which can then have more knock-on effects for communities' health.

If we can find and use more ways to keep children's water from being contaminated, we can also help protect every child's right to the best possible health.

PART 3: WHAT HAPPENS NEXT

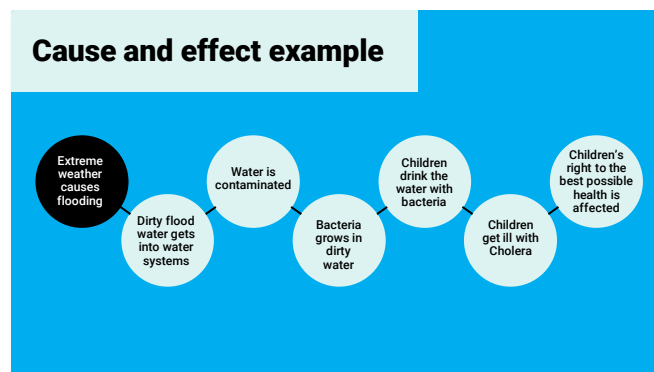
This activity will help young people better understand the knock-on effects of climate change, make connections between the causes and effects of different environmental and societal

aspects of climate change and recognise their interconnectedness with children's rights.

Begin the activity by asking volunteers from the group to explain what they think it means to have a 'knock-on effect'. Lead the young people in discussion so they understand that a knock-on effect is an action or event that causes other things to happen, like when we touch a single domino in a line, and the whole row of dominos eventually falls.

Explain that actions can have knock-on effects that can be positive and/or negative. When we talk about the effects of climate change and children's rights, most often the knock-on effects are negative. But, when we talk about climate adaptations, these actions can trigger positive effects.

Show the example from the cholera story above to demonstrate how knock-on effects work.



Split young people into small groups of four or five. Provide each group with a "What's happens next?" prompt from the resource sheet.

Explain to the group that they've been given a prompt that is just one piece of a bigger climate change story. Using a white board or large piece of paper (or using mind-map/design software like Miro or Canva), each group should map out one or more scenarios that shows a chain of knock-on effects from one climate event (just like we did from the cholera example). Encourage the group to think as far as they can about different effects and consider and include how children's rights are affected. Show the examples on the slides: their chains can split off into two or more. For now, we'll just look at the negative effects. We'll revisit this activity in part 4 to add adaptations.

Once each group has finished the exercise, invite volunteers to present their mind maps to the group.

Part 4

GOING BACK THE OTHER WAY

The knock-on effect of climate adaptations



Part 5

RACE FOR YOUR RIGHTS

Create your own game



Children play the board game Ludo in a UNICEF child-friendly space in a camp for flood-affected people in South, Pakistan, in September 2022.

PART 4: GOING BACK THE OTHER WAY

Explain that now, we'll revisit the last activity, going in the other direction. Ask, what happens when we prepare for a changed climate and adapt our ways of living? For each of the scenario puzzles that the children completed, can they think through one or more adaptation idea(s) that could lead to a positive impact on children's rights? Where do these adaptations fit into the story?

For the example given, positive adaptations might be something like:

- Farmers learn new methods of farming like planting drought-resistant crops or shifting their planting seasons to adapt to the changed climate.
- Farmers have a good harvest of their new crop and grow enough to sell.
- Families make money from selling the harvest at the market.
- Families use their profit from the farm to buy nutritious food for the children, and seeds for next season's crops.
- Children eat good, nutritious diets and have the best possible health.

PART 5: RACE FOR YOUR RIGHTS

Young people can wrap up this activity by pulling together what they've learned so far to create their own game that explores the knock-on effects of both climate change and using adaptations and mitigations to protect rights.

This can be designed to either be played in teams racing against one another, or young people can work together against the climate. It could be a board game, an active game that could be played in a physical education class or an online or app game created for a STEM tie-in.

Some ideas might be a snakes and ladders theme, where players draw cards and move around a board to get children to a place where all their rights are protected. Cards might have negative climate effects that send them backwards some spaces, or mitigation or adaptation examples that send them forward. Imagination is the limit.

For inspiration, young people could play the online [Climate Adaptation Game](#) created by SMHI in Sweden.

OPTIONAL ADD-ON ACTIVITY

Can you make a list of five climate adaptations that you discovered during this lesson that could help protect the rights of children to the best possible health and a safe environment?

ACTIVITY 5

RESOURCE ACTIVITY SHEET

What happens next?

Prompts



Climate change has caused the weather to change, and now there are long seasons with no rain.

Global warming is causing glaciers to melt.

Climate change is causing the oceans to warm.

Climate change is causing hotter temperatures and extreme heatwaves.

Climate change causes an increase in extreme weather events.

ACTIVITY 6

PROTECTING ACCESS TO EDUCATION

LEARNING OBJECTIVE: Young people understand how rights to education around the world are affected by climate change and explore ideas how of how we can adapt so that children everywhere can get an education despite the changing climate.

Preparation:

- Preview the activity PowerPoint and the UNICEF stories and video clips
- Choose any optional add-on activities
- Prepare arts and/or crafts materials for the innovation lab

Facilitator materials and resources:

- Activity PowerPoint 6

Young people's materials and resources:

- Arts and craft materials for the innovation lab

Facilitator introduction

We'll now explore how climate change affects children's right to education. We'll revisit Article 28 and consider how we can adapt the ways that children and young people go to school, so they can keep learning despite the changing climate.

PART 1: REVIEWING OUR RIGHTS WARM-UP

Invite a volunteer from the group to read out the key article linked to this activity (Article 28). How do you think this article might be connected to climate change issues?

PART 2: EXPLORING EDUCATION AROUND THE WORLD

Bhutan

The small Himalayan country of Bhutan is the only carbon negative country in the world. But despite its commitment to protecting its natural environment, communities here face many climate-related risks. Earthquakes have traditionally been a main cause of school infrastructure (building and equipment) damage, keeping children out of school, so the government of Bhutan has made earthquake-proofing schools a priority.



But there are still many areas of climate-proofing that are falling behind. For example, Bhutan has lots of mountains, and many schools are on steep hills or are very close to rivers. This means that children in school are at high risk of landslides and floods when there are extreme rains.

The availability of clean water at schools is also a very big concern. Many pupils have to walk a long distance in difficult road conditions. They struggle especially when there are severe weather conditions. Children in Bhutan are also affected by crop failures, especially those from farming families. Sometimes children have to drop out of school to work and help their families when crops fail.

Bangladesh

Nearly one-third of the country of Bangladesh regularly floods every year during the monsoon season. And when there's flooding caused by extreme weather, water covers two-thirds of the country. During this season, many children aren't able to attend classes, and often, children and young people drop out of school.

But now in Bangladesh, there's a solution to keep children learning and protect their right to education. When children can't go to school because of floods, the school comes to them – by boat. A solar-powered floating school is a school bus and classroom in one.

When the boat docks at the last destination, the onboard classes start. It has space for 30 students, books, an Internet-linked computer/laptop, and other electronic resources. Students can learn how to use technology, watch educational shows, learn how to draw digital pictures, and visit educational websites – even when there are floods. The school provides primary education up to fourth-grade level (year 5/Primary 6) and also introduces a river-based environmental curriculum that teaches how to protect the environment and conserve water.

- Seasonal hurricanes or typhoons stop children from getting to class.
- Too little rain, and drought, causes knock-on effects like children missing school because they have to go on long journeys to fetch water, or children finding it harder to learn because of poor nutrition.

Use the list the young people create as a prompt to begin part 4 of the activity.

Invite young people to design a school that adapts to one of the climate effects we've talked about – or another one they can think of.

Provide art and craft materials for the young people to design their adapted school. They could draw out their school design or use craft materials such as modeling clay or lolly sticks to build 3D models. As a STEM integration, young people could also design a virtual model of their school in an online game like Minecraft.

When young people have finished creating their school innovations, display them. Split the group in half and have them take turns, with one group staying at their display to give a tour of their school, and the other group visiting the different school displays.

After everyone's had the chance to present their school and visit the others, close the activity with a discussion of what they saw on their tour.

- What different types of innovation did you see?
- Do you think some schools might look like this in the future?

We'd love for you to share your innovations with us. Email us at outright@unicef.org.uk or post your innovation and tag #OutRight2023 and [@UNICEFUK_Action](https://twitter.com/UNICEFUK_Action) on social media.



PART 3: INNOVATION LAB

In small groups, invite young people create a list of as many different climate effects they can think of that could put children's right to education at risk. After a few minutes invite each group to report back and create a list of all the different risks identified.

Some examples of effects might include:

- Children can't get to school because of floods.
- Children can't go to school during extreme heatwaves.
- Extreme weather forces families to move away from their community and school.

OPTIONAL ADD-ON ACTIVITY

Watch the UNEP animation

A Practical Guide to Climate-resilient Buildings to learn more about the different climate adaptations often made to buildings.

ACTIVITY 7

YOUNG PEOPLE AS ADVOCATES FOR CLIMATE ACTION

LEARNING OBJECTIVE: Understanding how other children and young people are using their voices to advocate for climate action. Young people recognise that it's their right to give their opinion about climate change – or any issue they care about, without discrimination.

Preparation:

- Preview the activity PowerPoint
- Choose any optional add-on activities
- Get familiar with the young advocate stories – particularly any that are new to you
- Prepare/adapt the mindful practice script or preview the Cel Spellman audio clip
- Prepare the diamond nine activity sheet – cut out one for each group, or prepare copies and scissors for young people to cut out themselves

Facilitator materials and resources:

- Activity PowerPoint 7
- Mindful practice script or audio recording
- Diamond nine activity sheet
- Flipchart or whiteboard and markers

Young people's materials and resources:

- Diamond nine activity sheet
- World map and Internet
- PowerPoint or materials to create an adaptation presentation

Facilitator introduction

While children and young people (rights-holders) are not the duty-bearers and do not hold the responsibility for slowing down climate change or 'fixing' the damage already done by our changing climate, young people do have a very powerful voice and the right to use this voice (Article 12) – no matter who they are or where they come from. Young people have the right to share their opinions about what they want duty-bearers to do. In this activity, we'll meet a group of young people from around the world who are all calling on leaders to address different issues related to climate change through different types of mitigation and adaptation actions.



Part 1
REVIEWING OUR RIGHTS



Dancing in Cobán, Alta Verapaz, Guatemala.

show an element from the world that they envisioned either through a simple drawing or another medium (like painting, clay modelling, online drawing). Ask volunteers from the group to show their work and describe what they created and how it related to their future vision.

Debriefing with the group, discuss what actions might need to happen (or systems need to be created) to make this envisioned future a reality. Are any of these actions things you might be able to ask your government or other duty-bearers to work towards now? Invite a volunteer to act as a scribe as the group makes a list of these ideas.

Using the list you've made, have groups prioritise the actions they think are most important using a diamond nine activity resource sheet. They can cut out and move around list items on the boxes until they feel they have the most important at the top and least important at the bottom.

PART 1: REVIEWING OUR RIGHTS

Invite volunteers from the group to read out Article 2 and Article 12. In each case, ask, how do you think this article might relate to the topic of climate change, and particularly climate adaptation?

Part 2
A MINDFUL MOMENT
Using your diamond nine



Nicole Becker, 19, leads a group of environmental activists in Argentina.

Part 3
REFLECTING ON CHILDREN'S VOICES IN ACTION



On 20 September 2019 in New York City, youth climate activists join a demonstration calling for global action to combat climate change.

PART 2: A MINDFUL MOMENT

Invite the young people to sit in a quiet place (this can be at their workspaces, in a circle in chairs or on the floor, or even outside). Explain that the group is going to take a few moments for a guided meditation. They'll each imagine a future where we've adapted our communities, towns and cities to a different kind of climate, and where the rights of children and young people are protected.

To facilitate the activity, you may choose to use the recorded guided meditation with Cel Spellman, read out the guided mindful practice from the activity resources, or adapt the resource to create your own guided meditation.

After the meditation, provide arts materials, and invite the young people to creatively

PART 3: REFLECTING ON CHILDREN'S VOICES IN ACTION

In this part of the activity we'll meet some children and young people who are climate advocates calling on government and industries for both climate change mitigation and adaptation. Introduce each advocate and follow up with the discussion questions.



Skye Neville, Wales

When she was 10, Skye Neville, from Wales, started a campaign to stop UK publishers attaching throwaway plastic toys to children's magazines.

When the magazine publisher she first wrote to didn't take her request seriously, she launched a petition on change.org. In just four months, her campaign got national attention and Waitrose made a decision to stop selling children's magazines with "disposable" toys. The campaign was also recognised by Skye's local MP, who called on the UK government to encourage publishers to make their magazines more environmentally friendly.

One reason climate change is important to Skye is that the coastal community she lives in is threatened by it. Her award-winning campaign – KAPtat (Kids Against Plastic tat) is in its third year and has inspired thousands of children to lend their voices in support. As an optional activity,

[watch Skye's story on YouTube](#)

- Which rights do you think Skye's campaigning might support?
- What kind of action is this – individual action, community action, corporate action, government action? [it's all of them! Individual – Skye's action; Community action – petition; Corporate action – Waitrose to stop selling the magazines, Government action – government to encourage publisher]
- How is Skye's individual action changing a system? [How would it be different if Skye had just chosen to not buy the magazines as her individual action?]
- What do you know about petitions?



Shamim Ahmed Mridha, Bangladesh

Shamim Ahmed Mridha is a youth from Bangladesh who has been awarded for his efforts in tackling climate change and

helping people affected by climate disasters. In 2018, when he was, he founded Eco-Network – one of the largest youth groups among countries in the 'Global South'.

Through a Climate School project, Shamim has organised various workshops and training programs that provide climate education to more than 50,000 young people and children. And he has registered almost 10,000 "climate ambassadors" to his team, who are using social and print media to spread their messages on climate change and the environment.

Shamim also helps people in Bangladesh build resilience and adapt to extreme weather events. Because the coastal area of Bangladesh is vulnerable to cyclones and floods, Shamim organised a fundraising event to help 350 high-risk households.

- Which rights do you think Shamim's advocacy work is supporting?
- Why do you think climate change might be very important to Shamim?



Vanessa Nakate, Uganda

Vanessa Nakate, from Uganda, became a climate activist in 2018 when she was just 20. She joined the Fridays for Future

movement in Uganda and is now a UN Young Leader for the Sustainable Development Goals and a UNICEF Goodwill Ambassador.

Vanessa has a unique and useful perspective on how climate change is affecting the lives of vulnerable communities on the frontlines in Africa as she has seen and listened to communities on the frontlines of climate change who are already experiencing loss and damage.

Because Vanessa wants to make sure that African stories are part of the climate conversation, she founded the Rise Up Initiative to amplify the voices of activists across Africa.

- Being from Africa, how might the way Vanessa advocates for climate action and adaptation be different from an advocate from Europe?
- What do you think is different or interesting about Vanessa's story?

Can you find Uganda on the map?



Russell Raymond, Dominica

Russell Raymond is a youth reporter from Dominica — a small island country in the Caribbean Sea. In 2017, a hurricane called Hurricane Maria made

landfall in Dominica. The winds and rains were so strong that the streets flooded, and the roofs blew off homes and schools, forcing families, including Russell's, to leave their homes and find a safe place to stay in a shelter.

Just two weeks before the hurricane landed, Russell was among a group of 20 young people who were introduced to photography in a UNICEF-sponsored workshop. Since then, he has used photography to chronicle the impacts of the hurricane on the island he calls home.

Through UNICEF, Russell was featured in Voice of the Future and he continues to be a youth advocate for us and a leading voice on climate action in the eastern Caribbean.

- What do you think is interesting or important about the actions that Russell is taking?
- Do you know of any other examples where photography is being used by advocates?
- In a country like Russell's where there is a seasonal threat of hurricanes every year, what kind of adaptations do you think there might be (or could be) in his community to protect rights. Hint: we mentioned one in the story already [a hurricane shelter that provides a safe environment when an event happens, and homes are at risk]

Can you find Dominica on the map? (it's very small and it's different from the Dominican Republic)

OPTIONAL ADD-ON ACTIVITY

Read and create a book report on one of the publications written by one of the youth advocates that might be available in your library (e.g., [Birdgirl](#), [No One is Too Small to Make a Difference](#), [The Climate Book](#), [A Bigger Picture](#), [We Have a Dream](#)).

OPTIONAL ADD-ON ACTIVITY

Invite young people, individually or in groups, to choose one of the young climate activists presented — or to find one not mentioned — and to learn more about what part of the climate issue they are advocates for, what actions they've taken and what they are calling on others to do. Young people can complete their research project by presenting more information on their learning to the group in any creative, age-appropriate way that they choose (it could be a PowerPoint presentation, role play, or video report)



Mya-Rose Craig 'Birdgirl', Chew Valley

Mya-Rose Craig, now 20, is a birdwatcher and climate activist from the Chew Valley near Bristol. When she was just 11, she started a blog called 'Birdgirl'. At 17 she

became the youngest person to see half of the birds in the world and received an honorary doctorate from Bristol University.

Mya-Rose is a climate campaigner and an advocate for improving access to nature for people of marginalised groups in the UK. In 2016, she founded Black2Nature, to campaign for environmental organisations to become more diverse. Mya-Rose has published two books, *We Have a Dream: Meet 30 Young Indigenous People* and *People of Color Protecting the Planet and Birdgirl*.

- Which rights do you think that Mya-Rose's work is advocating for?
- When Mya-Rose was quoted saying "There's no such thing as being the perfect environmentalist," what do you think she means? [Note: use this discussion question to address any climate anxiety the children may still be feeling about not doing enough. Remind children that we can all do our part to live responsibly to protect the environment as best as we can, but they do not bear the responsibility to fix the climate with their own action.]

After children have been introduced to each of the youth advocates individually, try exploring these general discussion questions.

- What do all of these youth advocates have in common?
- What do you think is most interesting about the actions you've learned about?
- Is there a skill or interest you have (like Russell's interest in photography) you could use as an advocate?
- If you were given a nickname (like Birdgirl) about the piece of environment or climate activism you're most interested in, what might that nickname be?

WELLBEING WATCHPOINT:

While many young people will be inspired by these activists and what they've been able to achieve, others in your group may feel anxious that there's an expectation on them to take similar actions, or they might feel concerned that they aren't doing enough. If you feel it would help your group, reassure them that 'taking action' on climate change can look very different for different people with different skills and personalities. They're already 'taking action' just by taking part in these activities – learning, writing, creating and talking to each other. And they can see from their virtual journeys around the world that there are different roles to play for all kinds of adults too, from scientists, to magazine publishers, to farmers.



PART 4: PUTTING IT ALL TOGETHER

Working in groups, invite young people to reflect on the adaptations they've learned about and choose one they believe has been helpful somewhere in the world already and identify how it's helping to protect children's rights (directly or indirectly).

Using the world map, the UNICEF case studies and the Internet, can they find another place in the world where children's rights are at risk from similar (or different) climate effects and where this adaptation in some form might also be used?

Notes:

- It's OK for the young people to change adaptation examples to fit new contexts. Prompt them to explain how it's already being used and how it's protecting rights, and then to explain the climate risk is in their new chosen location.
- If your young people are already studying a geographic location where there are climate effects, you could opt to switch round steps one and two – so first identify a place with a climate effect, and then think through the adaptations you've learned about to find one that might suit that location and have important impacts on children.
- Once young people have had time to complete their research, invite them to create a presentation to share their findings with the group.
- You could also consider having young people present their ideas collectively to the whole school or even the wider community through an 'Adaptation Fair' (like a science fair focused solely on climate adaptations), or as part of a World Children's Day assembly. You could even invite your MP or other duty-bearers in your community to the fair or assembly if you choose to do this.
- We'd love to know how you've chosen to share your adaptation ideas and promote the rights of children in celebration of World Children's Day. Post about your celebration on social media and use #WCD2023 and #OutRight2023.

ACTIVITY 7

RESOURCE ACTIVITY SHEET

Guided mindful practice script

As we begin today, I invite you to close your eyes, and take a deep, gentle breath. Take a big stretch and settle into your seat. Can you feel how the earth supports underneath you and holds you up.

As you breathe in and out, pay attention to the air filling your lungs and giving you life. And as you breathe out, let any worries that you have leave your body.

In this quiet meditation time today, I want to invite you on a special journey. To imagine a future where the rights of children are protected. To imagine a future where we have adapted the ways we live to thrive on the earth in our changing climate.

Imagine a place where children are playing in a beautiful space. A space where young people like you feel relaxed and happy. As you take another breath, imagine that the air they're breathing is fresh, and clean. There's no pollution, and nature is protected. What does this place you imagine look like? What are the children and young people doing?

Now, let's imagine a city in the future. Look up at the rooftops of the buildings, what do you see? Are there gardens growing food and keeping the buildings cool? Are there shiny solar panels soaking up energy to provide clean power?

Now, look to the streets. How do you see the people going from place to place? Are there elevated bike lanes covered to protect people from the regular rains? Floating bridges that rise with water levels or there clean-energy – charged roads that power our vehicles without pollution as we go from place to place?

Now think of what you may not see – are there underground tunnels catching the rain to prevent flooding, or barriers that protect the rivers from overflowing when extreme weather events happen. What might your school look like in this adapted city in the future?

Can you imagine what life might be like for children and young people in this future, climate-adapted world? What does it look like in this place where the rights of children are celebrated and where governments take action to make sure all children grow up healthy and strong – with clean water... [pause] and good health... [pause], and safe homes... [pause]... and an opportunity to go to school... [pause]... And safe places to rest and play? [pause]

What does a future world that supports children and is safe for children and young people look like? Take a few moments to paint this picture in your mind.

When you have a picture in your mind, I invite you to open your hands in front of you.

Now, take a moment to think about how you feel. Can you feel hope and excitement about our future world? Capture this feeling in your hands and clasp them together in front of you.

Take one more big breath, and when you're ready, slowly open your eyes and bring your attention back to the room.

[Once all young people have opened their eyes], invite them to all unclasp their hands and release their hope and excitement for a better future for the earth and for children into the room.

ACTIVITY 7**RESOURCE ACTIVITY SHEET****Diamond nine**