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# OUTRIGHT

Speak out on children's rights

Hand in paw with Paddington™, learn how our changing climate is affecting children's rights – and empower your group to raise their voices for climate action.



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# 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 and 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, children 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 – Paddington Bear.

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 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.



Friends aged 7–8 in Alta Verapaz, Guatemala, pose for a photo in March 2023.

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# INTRODUCTION TO OUTRIGHT

## EXPLAINING OUTRIGHT TO COLLEAGUES AND CHILDREN

We've created a collection of video, PowerPoint, PDF and online resources to help you engage children 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](mailto:outright@unicef.org.uk)

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](#).



## HAND IN PAW WITH PADDINGTON



Paddington's kindness and openness to other cultures make him the perfect champion for children.

He's not afraid to stand up for things he believes in, so he's the right character to help children discover more about their rights.

[Read more about why Paddington left his home in Peru to start a new life in London.](#)



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.

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## FLEXIBLE FOR YOU

The activities we've put together build on one another to develop children's understanding of their rights. They're designed to adapt to your setting and the children 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 children to speak out for their rights? Could children 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 children to speak up?

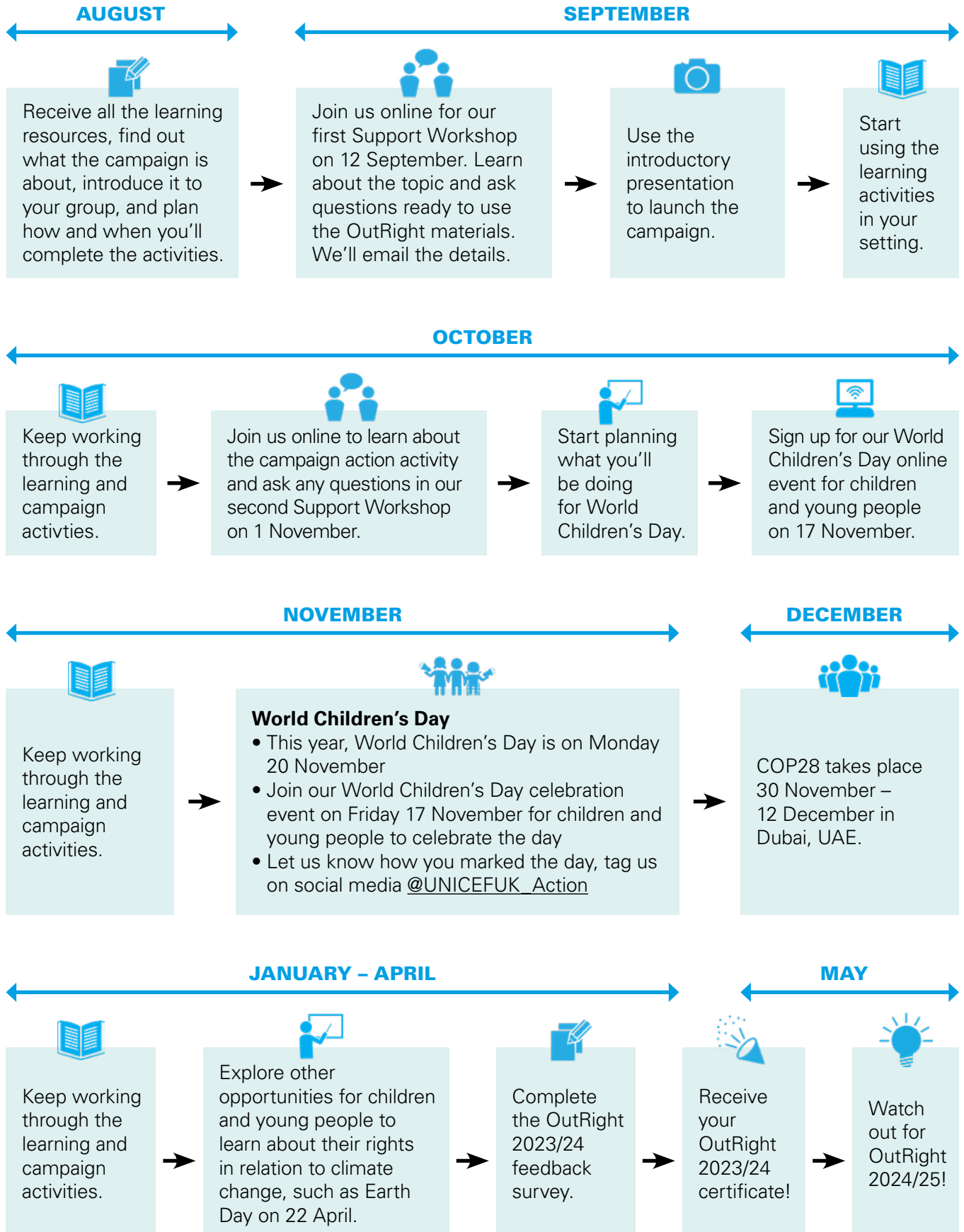
**Maybe they could amplify their voices, by involving the local press, political leaders, businesses, school governors, parents or other decision makers?**

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.**

# 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. And children 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.<sup>1</sup>

Children are more vulnerable to diseases like dengue and malaria, which are likely to thrive on a warmer planet.<sup>2</sup> 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.**<sup>3</sup>

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 children navigate the uncertainty and emotions that may arise.**<sup>4</sup>

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 children 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.<sup>5</sup>

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.<sup>6</sup>

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

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.<sup>9, 10</sup>

## IN THE UK

After record-breaking temperatures in July 2022<sup>11</sup>, 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.<sup>12</sup> 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.<sup>13</sup> It's important that the country boosts action and develops robust national adaptation plans.

## THE CLIMATE CRISIS AND CHILDREN

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 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 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 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 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 children, 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 CHILDREN

We believe children 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 child 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](mailto: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 CHILDREN 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 CHILDREN AND 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 children's voices. There are lots of ways to do this:

You can e-mail us at [outright@unicef.org.uk](mailto: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://twitter.com/UNICEFUK_action)

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.

## 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?

Children 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, children 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 children 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:** Children are introduced to the OutRight topic of climate change, become familiar with basic climate change concepts and terminology, and begin to make the connection between climate change and rights.

### Preparation:

- Review the climate change background resources and quiz questions

### Facilitator materials and resources:

- Activity 1 Presentation: Climate Change Quiz

### Children's materials and resources:

- Set of matching/memory cards created from the CRC icons and definitions

### 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 climate change and some of the things being done around the world to help slow it down and adapt to its effects. We'll explore what the changing climate can mean for children's rights. Climate science is a big topic, so this activity is to start us off and help us all have a common understanding of some of the most important facts and terms.
2. Using the activity PowerPoint, present the quiz questions one by one. Give children 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 An ecosystem is all of the living and non-living things that make up a region of the planet.**

This includes plants, animals and soil as well as the rocks and water, etc.

Climate change affects ecosystems, sometimes harming certain species, driving them out of an area, or even destroying it. When people are forced to move from their home or area because of a climate-related event, this is called climate-induced migration.

### **Q6 All the effects of climate change can affect children's rights, either directly or indirectly.**

For example, climate change causes oceans to warm and icecaps to melt. This can cause oceans to rise, which can contaminate fresh water sources in some places where children live, affecting children's health. An extreme drought can have a more direct effect on children's health, or can affect food production and children's nutrition. We'll explore these ideas more in later activities. Keeping the earth healthy is linked to keeping us healthy.

### **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.

### **Q8 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.**

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.



Four children play among the branches of a tree in Alta Verapaz, Guatemala.

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## SUPPORTING CHILDREN AFFECTED BY THIS TOPIC

The stories in the following activities can be upsetting for children. Be sensitive that children in your group may have been affected by weather disasters themselves – and also that any child can feel anxious about climate change.

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 children to worry about the future.

Through all our OutRight activities this year, we'll remind children that, while their voices are important, the responsibility for action on climate change ultimately rests with adults, not children.

Our focus will be on the work already being done, 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:** Children 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, health, participation and an adequate standard of living.

### Preparation:

- Review the key rights, optional We've Got Rights video 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 – It's my right: activity quiz

### Children's materials and resources:

- A pen/pencil and paper to write down answers

### Alternatives for early years:

- For younger children who may not understand the quiz, just complete parts 1 and 3. Introduce rights with the song in the video, then show the key rights. Invite children to illustrate one and imagine how it might connect to weather and climate.

## Facilitator introduction

### PART 1: INTRODUCTION TO KEY RIGHTS FOR CLIMATE CHANGE

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 around the world have agreed that all children (all young people under the age of 18) should have. The first 42 articles outline the rights that all children have as '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 'dutybearers' to make sure children everywhere can enjoy all their rights.
2. For younger groups, or those less familiar with children's rights, the video [We've All Got Rights](#) – created by a UNICEF UK Rights-Respecting School – may be helpful.
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: 'IT'S MY RIGHT' QUIZ

1. Introduce the It's My Right quiz activity, explaining to the children it's to see what we already know about child rights.
2. Use the slides in part two of the PowerPoint to go through questions one by one. Give children a minute or two, or however long you think is right for your group, to read and write down their answer for each.
3. Go through the answers and extra notes with the group.

## Part 2

### IT'S MY RIGHT

Do you know your rights?

All 196 schools in Maharashtra, students learn about the importance of saving natural resources responsibly and creatively.



## EXTRA NOTES

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

- Q1** Article 1 states everyone under the age of 18 has all the rights listed in the Convention.
- Q2** Children's lives may look different in every country, but their rights, as outlined in the Convention, apply to all children no matter where they live. The only country that hasn't ratified (officially agreed to) the convention is the United States of America, but children's rights are still recognised in the US.
- Q3** The UNCRC guarantees rights for all children everywhere under the four categories of survival, participation, protection and development.
- Q4** Many of the articles, including 24 and 28, state that richer countries must help poorer countries to achieve children's rights – if a country is doing something that negatively affects a child's right in another country, they're not fulfilling their responsibilities as a duty-bearer.
- Q5** Being loved, having friends and using the Internet are important, but aren't rights. The convention provides the conditions, resources, protections and freedoms a child needs to grow up happy and loved. Article 15, for example, ensures children the right to meet with their friends. Internet access isn't a right, but access to information is. Article 17 says that every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand.
- Q6** Article 3 says it's the responsibility of 'duty bearers' to protect the rights of children.

Children can contribute to climate solutions, but shouldn't feel like they are responsible for 'fixing' climate change.

- Q7** Article 24 says it's the government's job to provide a clean environment to ensure the good health of children, while Articles 12 and 13 protect a child's rights to express their opinion and to have the government take their opinion seriously.
- Q8** According to Article 13, every child must be free to express their views, feelings and wishes in all matters affecting them and to have their views considered and taken seriously, as long as it is within the law.
- Q9** Children's rights are the same during times of peace and times of emergency. Article 24 protects a child's right to health, Article 28 protects the right to education, and Article 27 protects the right for all children to have a standard of living that supports their development.
- Q10** Having access to a clean and healthy environment and good standard of living are rights for all children, including those whose homes and lives are threatened by climate change (Articles 24, 27).

## Part 3

### LINKING THE KEY RIGHTS TO CLIMATE



## PART 3: LINKING THE KEY RIGHTS TO CLIMATE

1. Following the quiz, ask the children for ideas on how they think that climate change connects to the six key rights (UNCRC Articles 3, 12, 13, 24, 27 and 28) that we've highlighted for OutRight this year.
2. As an optional add-on activity, ask the children to write out one of the key articles and illustrate what they think this right means to them and children around the world.

# ACTIVITY 3

## CLIMATE ACTION: MITIGATION AND ADAPTATION

**LEARNING OBJECTIVE:** Children 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).

Children recognise that both climate mitigation and adaptation are important to protect children's rights in our changing world.

### Preparation:

- Preview the activity PowerPoint and video clips.
- Choose any optional add-on activities.

### Facilitator materials and resources:

- Activity PowerPoint 3.
- Summary version of the UNCRC.

### Children's materials and resources:

- Summary version of the UNCRC.

### Alternatives for early years:

- Draw a picture of the Earth with the words 'Our Home'.
- Talk about who the people are in the community whose job it is to protect children and their rights.
- Turn the pictures of the climate adaptations into a matching card game.

## Facilitator introduction

When we talk about climate change, we often talk about the things we can do to slow it down. Of course, it's a very important issue, and children 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 to know it's not down to them to fix it.

The world we live in today has already changed over many years. Children 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 children's rights and make sure they 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 (children 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 good, 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.

Two 13-year-old friends in Alta Verapaz, Guatemala.



## PART 1: WHAT ARE MITIGATION AND ADAPTATION

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

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 climate is changing by finding new ways to do things.

Common examples of reducing emissions include burning fewer fossil fuels for electricity, heat or transport (using ‘greener energy’ 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.

Mitigation actions are sometimes individual actions – like walking to school instead of going in a car that uses petrol. They can also be community actions or system changes, like banning the distribution of plastic bags in your town’s shops, or your local council encouraging more walking and biking instead of driving to combat pollution, by creating bike lanes in streets and parks.

Other mitigations might include making changes to buildings to make them more energy efficient; switching to renewable energy sources like solar, wind, and small hydro (energy that comes from water and doesn’t involve big dams or other structures that can damage the environment in other ways) companies and large corporations making changes in the way they make and distribute products, like using more local materials and less plastics and packaging; and governments helping cities develop more sustainable public transport to reduce the use of cars.

### Adaptation

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.

### Both mitigation and adaptation are important in protecting children’s rights

Each of us should be aware of actions we can take, but it’s clear from these examples that it takes whole communities, businesses and corporations – and even countries and their governments – to take the bigger actions needed to make the really transformational changes. These changes go beyond what we can do as individuals.

This is why we’re going to talk more about climate adaptation and transforming systems in this year’s OutRight.

## Adaptation or mitigation?

For each of the scenarios in the next set of slides, show the adaptation or mitigation example and have children vote if this is a mitigation or an adaptation and discuss why this climate action is important (no matter which it is).

To make the game more interactive, children could vote by creating an A or an M with their arms (A = hands above head with palms together or M = hands to the sides stretched down at a slight angle). For a very active game, play in an open space and have children vote using letters from the **body alphabet**.



## PART 2: ADAPTATIONS AROUND THE WORLD

Use the PowerPoint slides to visit different examples of adaptations and mitigation efforts in the UK and around the world. This activity is intended to help begin discussions and give children 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.

### OPTIONAL ADD-ON ACTIVITY

Older children could 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.

Younger children could play a mini matching game in small groups using printouts of the photos from the PowerPoint.

## 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 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

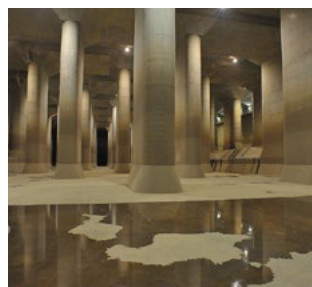


through during peak traffic hours in the busy city. But if there's a lot of rain or a risk of flooding, these levels can also be closed to cars and used as a stormwater drain.

(Optional: **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 underground. It's used to prevent

flooding in the Greater Tokyo area during a major 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.

### The 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.

### New capital city of Indonesia

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 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.

## Part 3

### WHOSE JOB IS IT?

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



## PART 3: 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 to make sure that child rights are protected?

Invite a child from the group to read Article 3 from the slide (if you'd like a printout of this, you will need to work from [this longer version of the UNCRC](#), as the summary version shows a shorter description).

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

Invite one or more children 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.

Then look the list over and ask for each:

- How do you think this person can help protect the rights of children?
- Who are the duty-bearers you think are most responsible for the rights of children when it comes to taking climate action?

# ACTIVITY 4

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

**LEARNING OBJECTIVE:** Children 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:

- Print a blank OutRight passport for each child in the group
- Print and cut out Paddington suitcases
- Hang a world map on the wall in your activity room
- Preview the UNICEF stories and video clips
- Choose any optional add-on activities

### Facilitator materials and resources:

- Activity PowerPoint 4
- OutRight passport activity sheet
- UNICEF world map
- Paddington suitcases activity sheet
- Pins, tape or sticky tack
- Paddington floods the Brown's house [YouTube clip](#)
- AV equipment to show video clips

### Children's materials and resources:

- Passport template
- Coloured felt tips, pencils or crayons
- Scissors
- A small square photo of themselves (optional)

### Alternatives for early years:

- Create a passport and allow the children to stick/draw their own passport picture of themselves.
- Colour and cut Paddington suitcases and pin them to different parts of the world as you show pictures from the different stories.
- Use a water table or sandbox to create examples of too much water, too little water, and too dirty water and talk about why water is an important right.

### Facilitator introduction

Around the world, climate is affecting the way children live, and the rights that 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), children will pack their Paddington suitcases and travel around the world to visit children in different countries where UNICEF is working. We'll explore how different countries and communities are taking actions now to adapt to their changing environment so people can thrive and children can experience their full rights.

## **PART 1: CREATE YOUR OUTRIGHT PASSPORT**

Invite the children to create a passport ready for their virtual journey around places where UNICEF works to help protect children's rights.

- Provide a copy of the OutRight blank passport template activity sheet for each child. Fold the template in half to create a booklet.
- Invite the children to create and colour their own passport in as traditional or creative a style as they like, perhaps with travel theme stickers or any arts materials available.
- On the inside cover, children can write their name, and either draw themselves or stick a small photo of themselves into the box on the template (photos could be taken at school or brought from home). You may choose to have the children add their birthday or class/group name or even a pretend date and place of issue. Fact: Paddington Bear has two birthdays. Can you find out why?
- If you like, the children could create a passport booklet by stapling in additional pages at the seam. Or you can just use the single page booklet for fun – or to create a border around the world map hung in your activity room.
- If you choose to add pages to create a booklet, the children can create their own travel stamps or decorations to add to the pages as you visit different countries on your OutRight journey.



## **PART 2: PREPARE TO TRACK YOUR TRAVELS**

Hang up a world map and explain to the children, now they have their passports, they're ready to go on a virtual adventure around the world.

In some of these places we'll see how the climate has already changed the way people live day-to-day. We'll hear different stories from places where UNICEF is working to protect children's rights, and see how people are adapting how they live, work and go to school.

- Using the prepared cut out suitcases and sticky tack or tape, ask a volunteer to help get the journey started by sticking up a suitcase on the map around the location of the place where you live.
- Invite a second volunteer to find Peru – Paddington's home country – on the map and tack up a second suitcase.

### **OPTIONAL ADD-ON ACTIVITY**

Younger children could colour and decorate their suitcases from the activity sheet. Older children who can make the connection between travel and carbon emissions could discuss how they might want to travel from place to place on their journey. Could they imagine their own innovative solutions like waste-powered planes or inter-continental trains or design their own immersive virtual-reality trip?



### PART 3: REVIEWING YOUR RIGHTS

Invite a volunteer from the group to read out the child-friendly version of Article 24 that is linked to this activity.



### PART 4: WATER – TOO MUCH, TOO LITTLE, TOO DIRTY

We'll begin our journey with visits to a few countries where the climate is affecting children's right to clean water. But first, let's talk a little bit about water and why it's so important.

- 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?

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).

Read out the following scenarios and have the children identify for each one if there's too much water, too little water or if it's too dirty. The voting

can be done using colour cards or objects (e.g., blue for too much, red for too little and brown for too dirty) or children can create their own active motions (e.g., standing up with arms spread wide for too much, crouching down as tiny as they can be for too little and swaying their arms side to side for too dirty).

- The season has been so dry. There hasn't been any rain.
- The sea level is rising and causing flooding on the island.
- The only water source for people is also the place where animals drink.
- There is so much rain in one week the fields are flooding.
- Heavy snowmelt has made the river rise.
- Sea water from rising tides is mixed into the island's only fresh water source.
- Flooding from a hurricane has contaminated the well.
- Flash floods wash rubbish and debris into the local river where women and children collect water.
- The well in the community has run dry.

#### Ask children:

- 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 around the world now and hear their stories.

#### OPTIONAL ADD-ON ACTIVITY

As a light-hearted opener to the discussion of too much, too little, too dirty, show the Paddington movie clip of when he accidentally flooded the Browns' house!

### Too much water

The country of the Maldives sits in the middle of the Indian Ocean and is made up of 1,192 islands (people live on 187 of them). All around



the Maldives, 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 in the country.

“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, a Maldivian pupil talking about her school on the island of Dhiffushi.

To help protect the land where people live from the rising sea, 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?
- Can you think of other examples of too much water you’ve heard of?
- 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?

### 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 do you think climate change causes too little water?
- Can you think of other examples of too little water you’ve heard of?
- Has this story made you think of other ways too little water can affect children and their rights to good health, clean water, food and a safe environment?

### Too dirty

The country of 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, there are adaptations that can be made to help people prepare and keep safe — like 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 withstand storms when they do come.

### Ask:

- How do you think climate change causes polluted water?
- Can you think of other examples of contaminated water you've heard of?
- Has this story made you think of other ways dirty water can affect children and their rights to good health, clean water, food and a safe environment?

After you've viewed all the images with their stories discuss:

- What new things did you learn about the countries we visited?
- What questions would you like to ask the children who live in this place (prompt for questions about what is it like where they live, or what rights they have that they're concerned about, and what do they think about how climate change has affected their home)?

### OPTIONAL ADD-ON ACTIVITY

Write a letter to an imagined pen-pal 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. Ask them about what they've experienced in their community. Ask how they get their water and explain how you get yours. If you're not sure how the water system works in your community, can you research it and trace where it comes from? The person you write to can be young or old. Consider what you might learn from other children, or what you might learn by hearing the answers of someone from another generation.

## Part 5

### INNOVATIVE ADAPTATION



## PART 5: ADAPTATIONS TO PROTECT THE RIGHTS OF CHILDREN

- 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.
- In Mexico, children 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: <https://www.youtube.com/watch?v=GtJfLTmqDKw>

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 and saltwater can get into the underground water resources that people in Bangladesh rely on. And some of these resources are already strained because there are so many people relying on 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.

[youtube.com/watch?v=ipAd4oyDoL4](https://www.youtube.com/watch?v=ipAd4oyDoL4)



## PART 6: WRAP-UP DISCUSSION

Wrap up the water exploration activity with some reflection. Children can write down their thoughts or discuss in small groups or plenary.

- What's one thing they learned?
- What's one thing that surprised them about how children's right to water is affected by climate change?
- What's one question they have, or one thing they'd like to know more about?

You may choose to do this activity outside if you're within reach of a natural setting and it works for your group. As you complete your wrap-up discussion, encourage the children to enjoy a moment in 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.

## 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 children that although climate change is a real problem in the world, they can see that there are lots of things we can do 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.





# ACTIVITY 4

## RESOURCE ACTIVITY SHEET

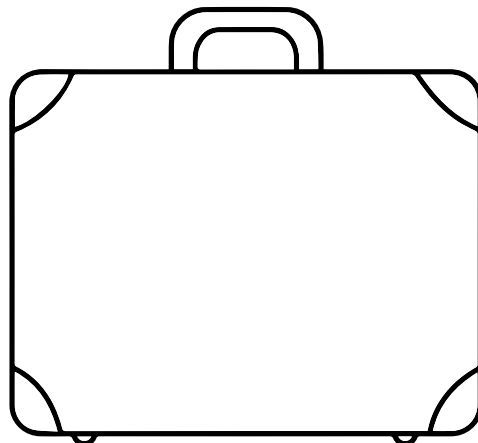
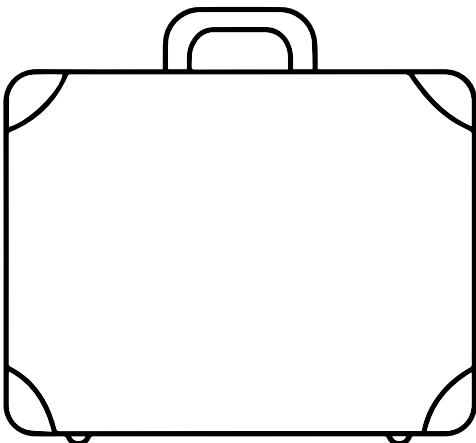
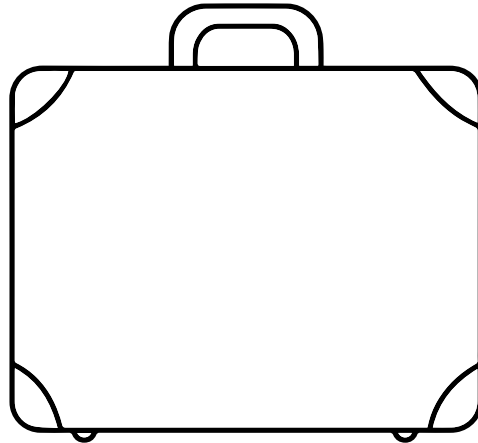
### Blank passport



	 <p><b>OUTRIGHT PASSPORT</b> <b>2023/2024</b></p> <p><b>UNICEF AMBASSADOR</b> for child rights</p> <p><b>OUTRIGHT</b> Speak out on children's rights</p>
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<p><b>PASSPORT</b></p>  <p>Name: _____</p> <p>Signature: _____</p>	
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**ACTIVITY 4****RESOURCE ACTIVITY SHEET****Paddington suitcases**

# ACTIVITY 5

## KNOCK-ON EFFECTS TO HEALTH, NUTRITION, ENVIRONMENT

**LEARNING OBJECTIVE:** Children explore the knock-on effects of a changing climate, explore how their rights to health and a healthy environment and safe home can be directly or indirectly affected, and recognise how adaptations and actions can help protect these rights.

### Preparation:

- Preview the activity PowerPoint, UNICEF stories and video clips
- Print and cut the 'What happens next?' activity resource sheet into slips (one set for each group of 4–5 children)
- Cut some additional blank slips of paper
- Choose any optional add-on activities

### Facilitator materials and resources:

- Activity PowerPoint 5
- What happens next? activity sheet

### Children's materials and resources:

- Paddington suitcases
- What happens next? Activity story slips

### Alternatives for early years:

- Explore the basic idea of knock-on effects using a toy/game like dominoes. Explain that some negative effects or actions can cause other negative effects or actions; but also, the same is true with positive actions.

### 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 will continue with the Paddington passport theme from activity 2. Be sure to stick a Paddington suitcase on your world map for each country you visit!

### PART 1: REVIEWING OUR RIGHTS WARM-UP

Invite volunteers from the group to read out the child-friendly versions of 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 SERIES OF KNOCK-ON EFFECTS...

What happens next?



## PART 2: WHAT HAPPENS NEXT

'What happens next?' is an interactive storytelling game to help children better understand the knock-on effects of climate change. By working together, children will make connections between the causes and effects of different environmental and societal aspects of climate change and recognise the interconnectedness with child 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 children 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 can trigger positive effects.

Split children into small groups of four or five. Provide each group with a prepared set of the climate change and adaptation slips cut out from the What happens next? resource sheet.

### OPTIONAL ADD-ON ACTIVITY

As a fun way to show knock-on effects, show [this clip from Paddington](#). Things go wrong when he tries to clean the windows – can you map his actions, the effects and how each led to the next?

Explain to the children that on each slip of paper there is one piece of a bigger climate change story. To solve the puzzle, they could work together to put the five pieces in order, exploring the idea of knock-on effects and asking the question, 'What happens next?' There are three different scenarios. Each group can do one scenario or all three depending on how long much time you have.

## Part 3

### 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 83 schools have got clean, safe water.



## PART 3: A CHOLERA STORY

Remember to find the location of the country on the world map and pin a Paddington suitcase.

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's a 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. 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.



### OPTIONAL ADD-ON ACTIVITY

To explore this theme further, children could create their own sentence strips on a climate change topic that interests them, or draw scenarios on a flip chart or whiteboard, or using mind-map/design software like Miro/Canva. Encourage the group to think as far as they can through the knock-on effects of climate changes and then work backwards to the more positive outcomes with at least one adaptation idea.

### Part 4

#### GOING BACK THE OTHER WAY

The knock-on effect of climate adaptations



### PART 4: GOING BACK THE OTHER WAY?

Revisit the exercise children did in part 2 of the 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 at least one or more adaptation idea(s) that could lead to a positive impact on children's rights?

For example, positive adaptations building on scenario one 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.



# ACTIVITY 5

## RESOURCE ACTIVITY SHEET

### What happens next?



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

Because there is no rainfall, farmers (and families who grow their own food) struggle to grow crops.

When the crops don't grow, there's no harvest.

Failed harvests result in food shortages and price increases.

Malnutrition affects children's growth and development and children's rights to life survival and development (Article 6) and best possible health are at risk (Article 24). Are any other rights at risk?

Global warming is causing glaciers to melt.

The sea is rising.

People who live on shorelines are experiencing flooding.

Families lose their homes and have to move from their community

Children lose their right to a safe home and environment to grow up in (Article 27) and aren't able to go to their school (Article 28). Are there any other rights that might be affected?

Climate change causes an increase in extreme weather events.

Hurricanes bring high winds and flash flooding.

Flooding damages infrastructure and overwhelms the water treatment system.

Water sources become contaminated.

Children who drink dirty water get sick which could impact on their survival and development (Article 6), and their right to best possible health is at risk (Article 24).

# ACTIVITY 6

## PROTECTING ACCESS TO EDUCATION

**LEARNING OBJECTIVE:** Children 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

### Children's materials and resources:

- Paddington suitcases
- Arts and craft materials for the innovation lab

### Alternatives for early years:

- Read the book 'What we'll build' by Oliver Jeffers (or [watch it on YouTube](#)) and discuss what we might create or build differently in the future as the world changes.
- Have children draw a future school.

## 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 go to school, so they can keep learning despite the changing climate. Remember to keep adding a Paddington suitcase to your world map for each country you visit!

## PART 1: REVIEWING OUR RIGHTS WARM-UP

Invite a volunteer from the group to read out the child-friendly version of 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

In the small Himalayan country of Bhutan, there are many ways climate change is affecting children's access to education. Bhutan is the only



carbon negative country in the world. Despite its commitment to tackling climate change and 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 that keeps children out of school, so the government of Bhutan has responded by making earthquake-proofed 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 experiencing 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. These pupils struggle during normal times but even more so when there are increasingly 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 to help support 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 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.

### 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.

## Part 3

### INNOVATION LAB

#### Design a future school

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



## PART 3: INNOVATION LAB

### Innovation Lab: Design a future school

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

If ideas are needed, offer some of the following prompts:

- A school for children in an area at risk of floods
- A school in a location that may experience heatwaves
- A school in a location with too little rain, and drought
- A school where seasonal hurricanes or typhoons can stop children from getting to class

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

When children have finished creating their school innovation, display the schools in the classroom/ activity room. 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](mailto:outright@unicef.org.uk) or post your innovation and tag #OutRight2023 and @UNICEFUK\_Action on social media.

# ACTIVITY 7

## CHILDREN AS ADVOCATES FOR CLIMATE ACTION

**LEARNING OBJECTIVE:** Children learn about other children and young people using their voices to advocate for climate action and 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

### Facilitator materials and resources:

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

### Children's materials and resources:

- Tips for making your own newspaper

### Adaptation for early years:

- Create 'Please look after our world' labels for each child. Ask children what they think adults should do to look after the earth to protect it for children and write their answers on the back of the labels. Children can also decorate the labels, and they can be sent home for children to give to their parent or caregiver, or they could be gathered together and mailed or delivered to an MP as part of an advocacy action.

### Facilitator introduction

While children 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, children do have a powerful voice and the right to use this voice (Article 12 and Article 13) – no matter who they are or where they come from. Children 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.



## Part 1

### REVIEWING OUR RIGHTS

Young girls dancing in Cobán, Alta Verapaz, Guatemala.



## PART 1: REVIEWING YOUR RIGHTS WARM-UP

Invite volunteers from the group to read out the child-friendly versions of Article 2, Article 12 and Article 13. In each case, ask, how do you think this article might relate to the topic of climate change, and particularly the topic of climate adaptation?

After the meditation, provide paper and colouring pens, pencils or crayons, and invite the children to capture a picture of the world that they envisioned. Ask volunteers from the group to show their pictures and describe what they drew.

Debriefing with the group, discuss what actions might need to happen (or systems need to be created) to make this 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? Make a list of these ideas.

Using the list of actions you've made from your visioning exercise, have groups of children prioritise the actions using the diamond nine resource sheet. Ask them to work together to place the most important action at the top of the diamond, the least important at the bottom, and decide where the others should sit in between.

## Part 2

### A MINDFUL MOMENT

Using your diamond nine

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



## PART 2: IMAGINATION – MINDFUL PRACTICE AND DIAMOND NINE

Invite the children 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 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.

## Part 3

### REFLECTING ON CHILDREN'S VOICES IN ACTION

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



## PART 3: REFLECTING ON CHILDREN'S VOICES IN ACTION

In this part of the activity we will 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](https://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?]



### **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?**



### **Russel 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?
- 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**

Invite children, individually or in groups, to choose one of the young climate activists presented — or research a different one — and learn more about the climate issue they're advocating on, what actions they've taken and what they're calling on others to do. Children can complete their research project by presenting more information on their learning to the group in any creative, age-appropriate way they choose (e.g., PowerPoint presentation, role-play, video, report, etc.)

### **OPTIONAL ADD-ON ACTIVITY**

Older children could 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*).

### **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 minoritised 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?

## **PART 4: WORLD CHILDREN'S DAY CLIMATE CHRONICLES**

Create your own special edition newspaper to share what you've learned in this year's OutRight activities with others in your school or with other children and young people in your community. You may want to work toward publishing your paper in celebration of World Children's Day on 20 November 2023.

Optional: This newspaper could be the beginning of an ongoing rights-respecting newsletter in your school or for children in your community. If children enjoy the activity, have them consider how they might keep it going. Would they publish once a month during the school year? Once a quarter?

You can complete this activity as a group with different children contributing to separate sections, or if you're doing OutRight across your school or as part of a larger group, you can create the newspaper as a larger project with different classes creating different sections.

Share the tips for creating a newspaper with the children and invite them to get creative in how they want to put their newspaper together and what they want to include.

Note: This activity could also be adapted for digital/multi-media if preferred with children creating a podcast or podcast series, video or even a blog that could be published on their school or community group website or intranet to share with other children and young people.

### **Some ideas to share:**

- write 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 a headteacher, an OutRight facilitator or a local counsellor about climate adaptation
- include one sentence 'quick takes' from other

children. Ask several children all 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 or this year's World Children's Day theme 'inclusion, for all'.

The children can name their paper or make it a special edition of an existing paper.

Share your newspaper with UNICEF UK or post about your World Children's Day celebration on social media and use #WorldChildrensDay.

### **Tips for creating your newspaper:**

1. Decide if your newspaper will be a printed or digital one.
2. Decide how many pages your newspaper will have and make a plan for each page. Make space for headlines, articles, images and captions. You could even include an advert for any climate-related events you want your readers to know about.
3. Outline and assign your articles. Decide what you'll write about and who will write 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?
4. Create catchy headlines that will attract your readers' attention. Headlines should help give readers an idea what the article is about and make them want to read more.
5. Add images and captions to bring your story to life. If you need help finding photos about climate change, you can use the UNICEF UK website as a resource. Be sure to give credit to the photographer and/or source you took it from. If you include photos of any children or other people, make sure you have their permission [see UNICEF consent guidelines]. Write captions for your photos that give extra information or context.
6. Once you're ready to publish, decide how you'll share it. You can hand copies to your friends, family or schoolmates, or consider distributing some through your local library or community centre so more people in your community can discover what you've learned about climate change and adaptations.

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


# 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.  
Wiggle your fingers.  
Now, wiggle your toes.  
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 image a future where we have adapted the ways we live to thrive on the earth in our changing climate.

Imagine a place where children just like you are playing in a beautiful space. 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 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 the 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 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 play? [pause]

What does a future world that supports children and is safe for children 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 children have opened their eyes, invite the children to all unclasp their hands and release their hope and excitement for a better future for the earth and for children into the room.]