

Age range:  
10 – 15 years

### Key Skills:

- Collecting evidence
- Making a judgement
- Design and creativity
- Persuasive writing

*If you have a printer linked to your computer you may print the templates. Alternatively, you can work from the screen to make your own hand-drawn copies of the templates.*

## CONTENTS

Introduction to the activity and background information

Page 2

The activity for young people

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Case studies from around the world

Page 6

Templates to print or copy

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### What you'll need...



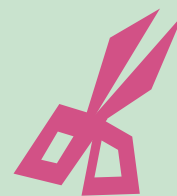
Plain paper



Colours



Pen



Scissors



Glue

Additional Resource: The Campaign Film (6' 00")

[Click here to view](#)

# INTRODUCTION

## For parents/educators:

Please read this document and view the film before discussing the activity with children

The Coronavirus emergency means that millions of children in the UK, Europe and North America are experiencing what it's like not to go to school. According to UNESCO, 91% of the world's children in 191 countries have been affected by school closures by mid-April 2020.

Most children will return to class once the emergency is over. However 260 million children around the world do not go to school at all, and this activity asks young people to think critically about one of the biggest reasons why this is so, and work out the best solutions to ensure every child has the right climate to learn.



# 91%

OF THE WORLD'S



# CHILDREN ARE MISSING SCHOOL BECAUSE OF COVID-19

## WHY ARE 260 MILLION CHILDREN MISSING OUT ON SCHOOL?

In recent years, the climate crisis has become a reason for children missing out on education. The progress that's been made around the world to build classrooms, train teachers and provide resources is being rolled back by the impacts of climate change, especially in developing countries which are more vulnerable to extreme weather. People living in poverty, especially girls and those with disabilities, face the greatest impacts of climate change but they are the least responsible for causing it. Putting this unfair situation right is called *climate justice*.

## The following issues are explained in the film:

- Over half a billion young people live in areas where flooding often occurs.
- Almost 160 million young people live in areas where droughts are common. Therefore, 19% of all children (1 in 5) live in an area where flooding often occurs and 6% (1 in 17) live in a drought area.
- Unpredictable and changing weather patterns damage and destroy farmers' crops. Farmers' incomes are reduced so families struggle to pay for school fees, textbooks and transport. Children, especially girls, are kept at home to help with agricultural and domestic tasks.
- Increasing hunger makes it difficult for children to concentrate in school.
- Hotter weather causes diseases, such as malaria and dengue, to spread. Getting sick causes children to miss school.
- Extreme weather, such as flooding, can destroy school buildings, disrupt learning and cause schools to close.
- The UK is also affected, although to a lesser degree. Floods have brought some areas to a standstill with many schools closed or inaccessible. For example, in November 2019, 1,800 homes and businesses were flooded in the Midlands and over 100 schools were forced to close.

Education is one of the most important tools to tackle the climate emergency. Educated children have the skills to adapt to the impacts of climate change (eg: by learning new farming techniques or staying safe in a flood or a storm). Children who have been educated about climate change can lead and add their voices to campaigns for climate action.





## The UN Climate Change Summit:

The UK is hosting the next UN Climate Change Summit, now scheduled to take place in Glasgow during 2021. Two important issues which will be discussed...



How the UK and other countries will reach 'net zero' carbon emissions by 2050 (known as mitigation).



How less developed countries will be supported to adapt to climate change, including the impacts on children and schools (known as adaptation).



**Parents and Educators:** if you or your child's school community belong to Facebook, Instagram or Twitter groups, why not take a photo of your child's finished work and post it online? Please use the hashtag #ShowTheLove and remember to tag us!



@TheCCoalition



@theclimatcoalition



@theclimatcoalition

# THE ACTIVITY

1

## Gather evidence and make judgements:

Watch the campaign film and read the three case studies below. As you read the case studies highlight any **problems** and **solutions** you find about climate change, school and children. Select two different colours to do this.



When you have finished watching the film and annotating the case studies, make a list all of the problems and solutions you have found.

Next read the read the 'problems' and 'solutions' templates in this guide (Page 10) and decide which four **problems** are the most serious and which four **solutions** work best to solve your problems. Either print the template and link your choices with a pen or copy them out from the screen.

2

## Design and persuade:



Apply what you have learnt by completing the activity (Page 11). You should have selected four of the most serious problems caused by climate change and four solutions which will do the most to solve these problems.

Next print or draw the giant heart. Take your selected problems and solutions and stick them onto the heart in the correct spaces. View the film again if you're not sure how to do this. Write a powerful persuasive message or slogan on your heart calling for action to give all children the *Right Climate to Learn*. Finally, cut out and decorate your hearts.

3

ACT:



When school resumes, send your paper heart to your MP and ask your school to sign up to the campaign. Your class can then make more messages.



<https://www.theclimatecoalition.org/schools>

# CASE STUDIES

## CASE STUDY 1

### SHAPLA, Bangladesh



Shapla goes to a school on the banks of the Teesta River in Bangladesh, and she can only get to school by crossing the river on a boat. When there's heavy rain and flooding, the high water levels make her and her friends journey to school extremely dangerous. Also, the rain can cause the classrooms to flood, which can close her school for a long period of time.

Sometimes, students will arrive at school with wet clothes and books from crossing the river. As there aren't separate changing rooms or toilets for boys and girls, this has caused safety issues for girls which, as Shapla explains, causes many girls choose to miss school – “we had no toilets and we, girls, felt insecurity when going outside the

school for toileting. We didn't go to school regularly during floods, or we came at our own risk, and our books and dresses were dirtied by water and mud”.

However, thanks to a project from Plan International UK, Shapla's education no longer suffers because of the weather. A new, larger boat has been provided to ensure that Shapla and her friends have a safe journey to school, even in times of heavy rain. The school building has also been improved, so that the classrooms are likely to flood. As well as this, there are now separate changing rooms and toilets for girls and boys, so they don't miss school in times of heavy rain and flooding.

Reference: Plan International UK

## CASE STUDY 2

# JESSY'S STORY

**Jessy, 18,  
Malawi**



“ My name is Jessy and I am 18 years old. I attend Chilanga Community School in the Kasungu region of Malawi. I love being able to go to school! However, it used to be hard for me to get there as I would have to walk over 10 kilometres each day. This meant that I would often miss my morning lessons and I was late a lot. This has changed now because I have a bike! It has made it much easier for me to get to school, I can get to my lessons on time and my performance has improved a lot.

Climate change is causing the rains where I live to be unpredictable. It has been hard for my parents to grow enough food for all my family, and have some leftover to sell. The money they make from selling food goes towards our school fees. Due to the unpredictable weather and rains, they cannot plan when to plant their crops and this causes the crops to often fail.

Therefore, I have sometimes missed school because my parents couldn't make enough money to pay for my school fees.

I have to collect water for my family but the river closest to our village has dried up because of climate change. It takes longer to collect water now which can cause some children to miss lessons.

As I am a girl, I face other challenges in my education. Some people where I live think that boys are more important than girls, and so more boys go to school than girls. If parents cannot afford school fees, it is often the girls that miss out.

I think it is important for everyone to have an education because you need education for success. I also think it is important for people in richer countries to change their lifestyles and produce less of the emissions that cause climate change. ”



## CASE STUDY 3

# ST THOMAS AQUINAS SCHOOL

**At St Thomas Aquinas School we are working incredibly hard to tackle climate change. We recycle crisp packets, only allow fruit or vegetables for a snack (to reduce plastic wrappers and to promote a healthy lifestyle) and educate the pupils on the effects of global warming, plastic pollution and how to recycle.**

This year we have set up an Eco-Committee. This is a group of 14 children aged between 5-11 years old. They are responsible for ensuring the entire student body are educated on all aspects of environment issues. They do this by producing graphs and holding assemblies. This year we have aimed to focus on reducing single use plastic, water conservation and reducing energy. So far, we have installed a water butt so we can recycle water, almost completely stopped the use of sandwich bags and clingfilm within our school and ensured each class has a



Light-Monitor who is in charge of switching off lights and smartboards whenever the room is left empty. Our Eco-Committee have also created a school Eco-Code which encourages every pupil to always be environmentally friendly.

In November we planted 75 trees on our school field and we also held a Wear Green, Go Green day. This was a day set out to celebrate our planet. All the children wore green and at the end of the day they each received a reusable plastic pot. These plastic pots are now used instead of sandwich bags and Clingfilm. We also run a Junior Road safety Group which aims to reduce carbon footprint. They encourage children to actively walk, scoot or cycle into school. We track each child's daily travel into school using the Wow Travel tracker. This allows us to monitor and evaluate the reduction in carbon footprint we are making.





## CASE STUDY 4

# ELLIOT, Rwanda

Elliot lives with his parents in rural Rwanda and for the first years of his life, his family were looking forward to him progressing through his education and building a bright future. But things changed drastically when Elliot became ill and lost his ability to walk. Suddenly his environment became almost impossible to navigate, and daily tasks, which were once second nature, became extremely difficult. Elliot's father tried everything to make things easier for his son to attend school: "We tried all means, I used to carry him to school every day, but it was so hard. The extreme weather made it more difficult and I had less time to work. I had to stop. It drained all my energy." – Elliot's father

The environment where Elliot lives is prone to flooding which is made worse by the increasing impact of climate change. In minor floods Elliot's friends can sometimes still manage to get to school. However, Elliot's wheelchair cannot cope with the water and gets stuck. Sometimes his friends are able to work together to make sure Elliot doesn't



Photo credit: Emmanuel Kwizera (Licenced by Creative Commons)

miss out, but sometimes the weather is too bad they aren't able to and Elliot has to stay at home, missing out.

*"Even when my friends and dad can take me to school, it is really difficult, and I'm often late meaning I miss some lessons."*  
– Elliot

Climate change can leave children with disabilities even more excluded, meaning Elliot and many children like him not only fall behind in their learning but are left vulnerable.

*"I was so pleased with my wheelchair because I was able to get some of my independence back after losing my ability to walk. But now it is getting harder and harder to go to school because of the weather. I need a different chair or we need some sort of solution that helps people move around when the area floods. I don't want to miss out."*

# Select the four most serious problems and link them to the four best solutions

## Problems

Children don't learn enough about the climate crisis at school

Droughts mean schools and communities don't have water

The climate crisis means farmers produce less food which can cause hunger

Extreme weather stops children getting to school

Children with disabilities don't have the equipment to help them attend school

Deforestation increases carbon dioxide in the air and reduces soil quality

Increasing poverty means children, especially girls, drop out of school

Pollution in cities affects children's health

Diseases spread in warmer temperatures and sick children miss school

Adults don't always listen to children's demands for climate action

When the land cannot be farmed, families are forced to move, and children drop out of school

Think of your own...



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## Solutions

Schools are built to withstand extreme weather

The climate crisis is taught on the school curriculum everywhere

Richer countries help farmers in developing countries to adapt to the changing climate

Schools plant trees in their communities

Governments recognise the rights of 'climate refugees' and provide them with assistance

Richer countries provide more money for water and sanitation in developing countries' schools

Britain leads other countries to cut their emissions to zero eg: develop sustainable energy

Children in richer countries take action to reduce their environmental impact

Governments listen to the voices of children, who will be affected most by the climate crisis

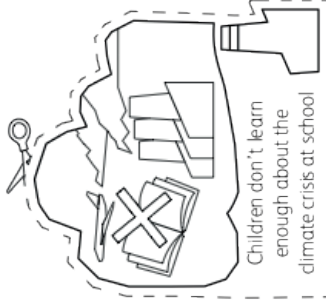
Reduce, re-use, recycle, buy less to tackle climate change

Children with disabilities have everything they need to enable them to attend school

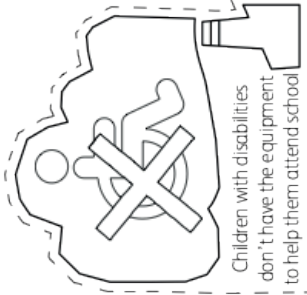
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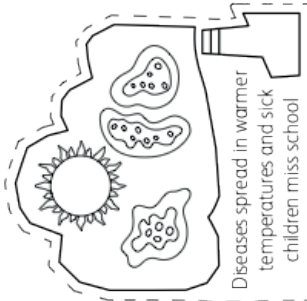
## Problems



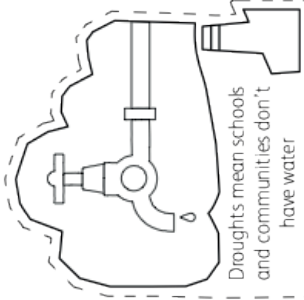
Children don't learn enough about the climate crisis at school



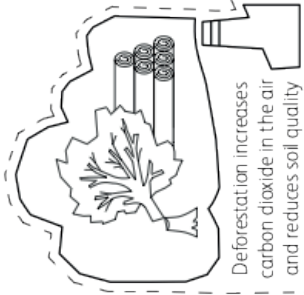
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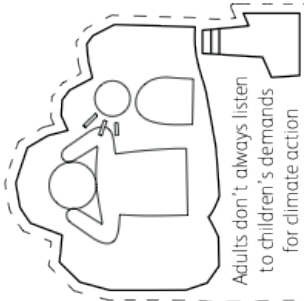
Diseases spread in warmer temperatures and sick children miss school



Droughts mean schools and communities don't have water



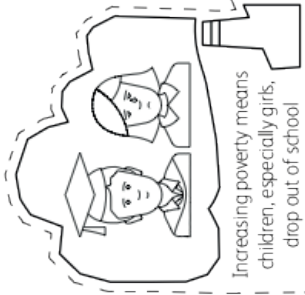
Deforestation increases carbon dioxide in the air and reduces soil quality



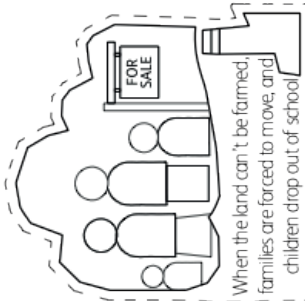
Adults don't always listen to children's demands for climate action



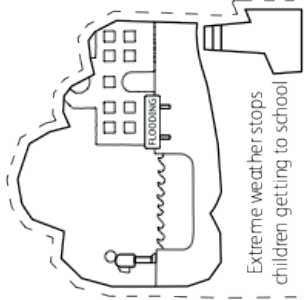
The climate crisis means farmers produce less food which can cause hunger



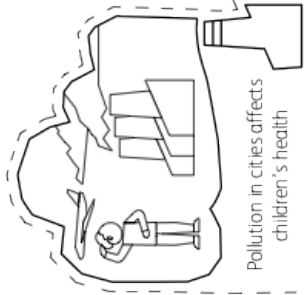
Increasing poverty means children, especially girls, drop out of school



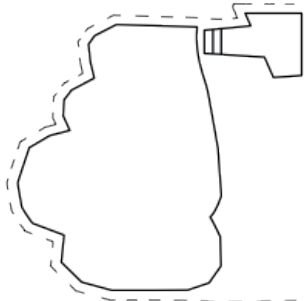
When the land can't be farmed, families are forced to move, and children drop out of school



Extreme weather stops children getting to school

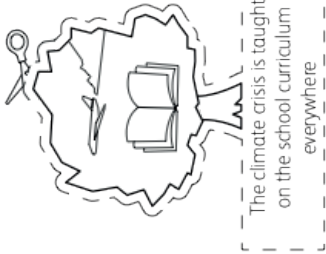


Pollution in cities affects children's health

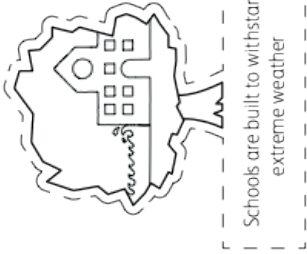


Add your own idea

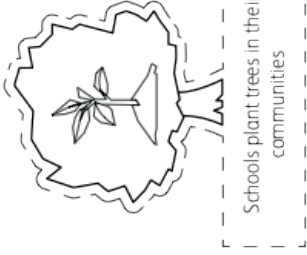
## Solutions



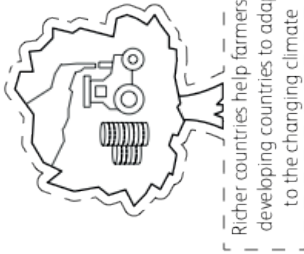
The climate crisis is taught on the school curriculum everywhere



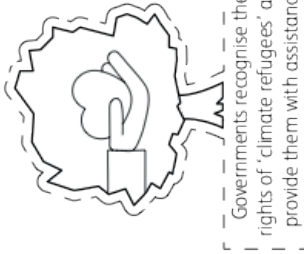
Schools are built to withstand extreme weather



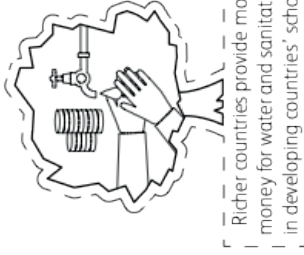
Schools plant trees in their communities



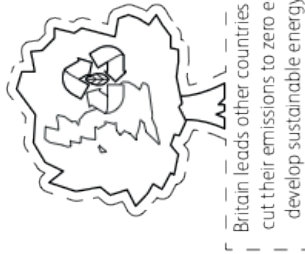
Richer countries help farmers in developing countries to adapt to the changing climate



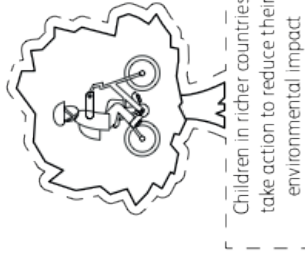
Governments recognise the rights of 'climate refugees' and provide them with assistance



Richer countries provide more money for water and sanitation in developing countries' schools



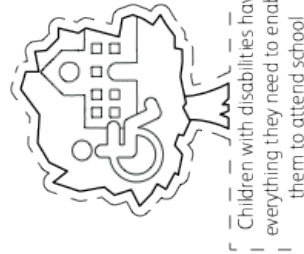
Children in richer countries take action to reduce their environmental impact



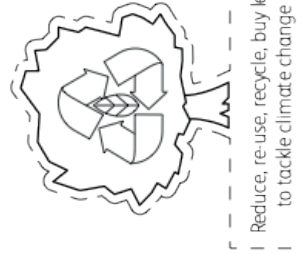
Governments listen to the voices of children, who will be affected most by the climate crisis



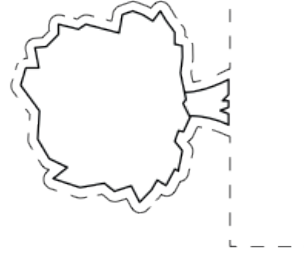
Add your own idea



Children with disabilities have everything they need to enable them to attend school



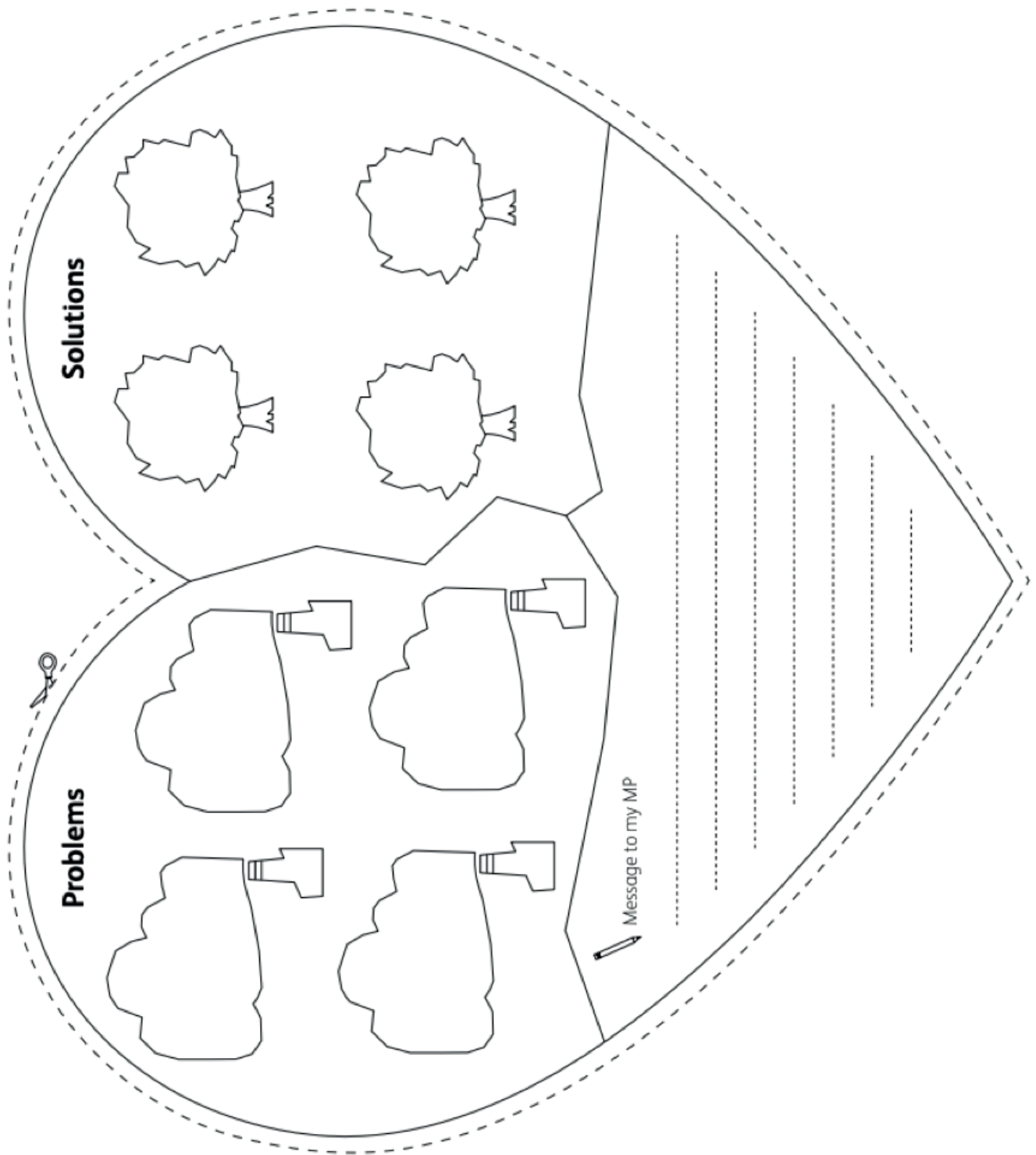
Reduce, re-use, recycle, buy less to tackle climate change



Add your own idea

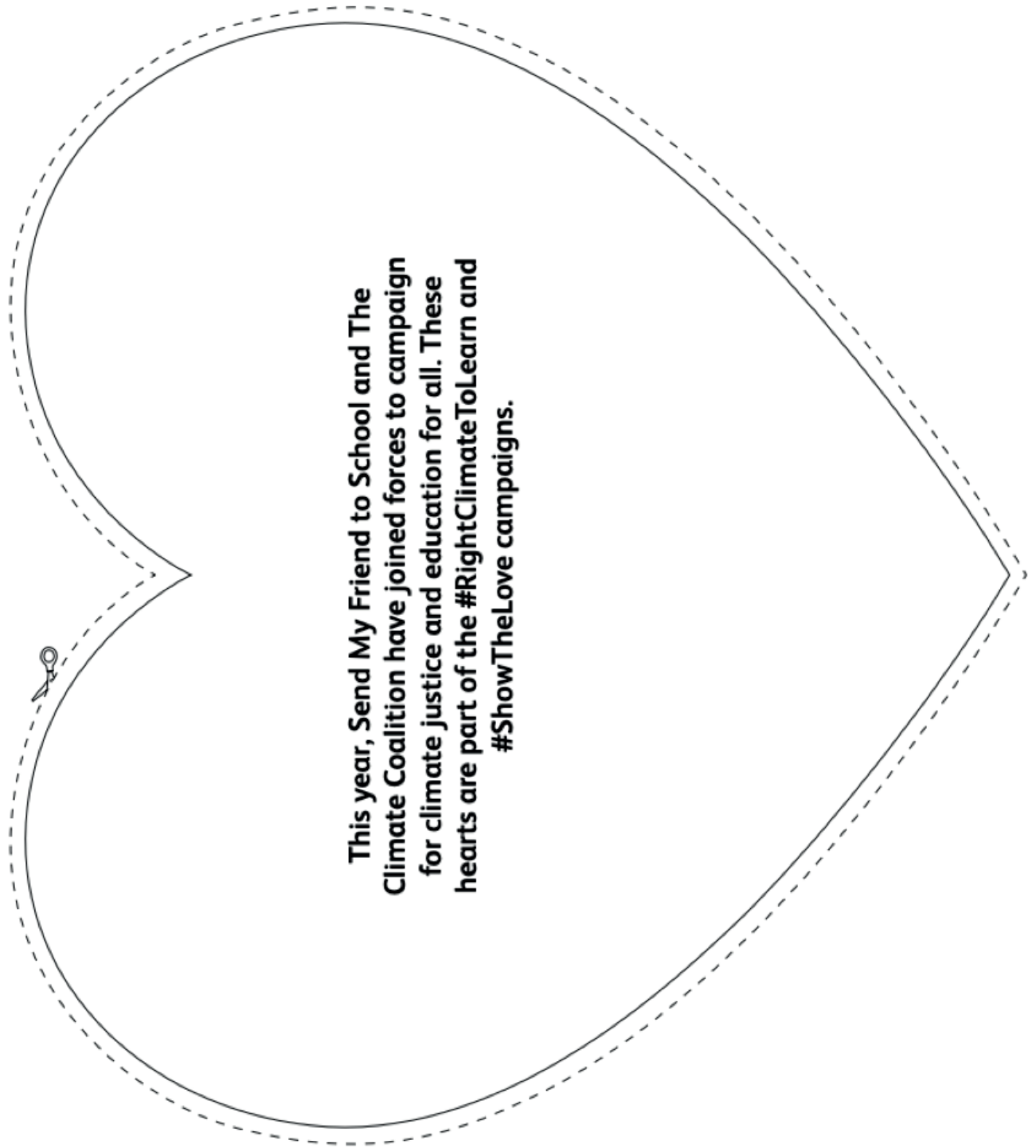
**Front of Heart:**

Cut out the selected problems and solutions and stick them on the front of the heart



**Back of heart:**

Glue this to the front of your heart



# HOME LEARNING PACK 2020

SEND my  
FRIEND  
TO SCHOOL



When classes resume in the UK schools may sign up to participate in the campaign at:

<https://www.theclimatecoalition.org/schools>

We'd love to see you join us!



For any comments, questions or queries  
email: [leila@theclimatecoalition.org](mailto:leila@theclimatecoalition.org)

Like many others we are working from  
home and will reply as soon as possible.



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