

SESSION 4 – Impacts of climate change on children around the world.

VIEW THE SLIDES in ‘SLIDE SHOW’ mode – and then all the links will work!!

Please do send us photos of your children enjoying this club!

(Resources required – World map (If nec - printable A4 version attached to pack) + print-outs of snakes and ladders game + dice/counters if possible)



Slide 2 – Challenge Review

What habit did you try to change – was it difficult or easy?

What is the Young Climate Warriors weekly challenge topic this week?

Slide 3 - How do you think the impacts of climate change are felt by children round the world?

Hopefully by now you should feel comfortable talking about climate change, why it is happening, what the physical effects are on our planet, and now we’re going to look at how the impacts are felt differently in different countries, and by different people. Specifically we’re going to look at the impacts on children all round the world.

Slide 4 – What does Climate Change mean for me?

UNICEF (the United Nations Children’s Fund) have interviewed children from many different countries and asked them what they think and feel about climate change.

They are asked three main questions –

What does climate change mean to you?

What will be different when you grow up?

What would you ask world leaders?



WATCH THE VIDEO (click the link on the slide in ‘slide show’ mode)

UNICEF video – 3 minutes

<https://www.youtube.com/watch?v=h7Vs0x9QM-s>

What did you think?

Did their daily lives seem similar to yours (yes – school, families, many other ways not)

Did anything surprise you about the children – their fear? their courage?

Slide 5 – Let’s have a think about those children we’ve just seen on the video.

Did you notice where they were from? Can you find those countries on the map?

Either hand out an A4 map to each child, or point them out on the screen, or in an atlas -

Which countries: Zambia, Zimbabwe, South Africa Uganda, Paraguay, Peru, Nepal, Bangladesh and China.

We have already looked at the main physical effects of climate change on our planet

Who can remember what the main physical effects of climate change are?

more extreme and unpredictable weather - More droughts and forest fires, More rainfall and storms

Changing seasons, Shrinking sea ice, Rising sea levels.

The physical effects that climate change is having and will vary enormously across our planet, and across human society.

What makes the impact of climate change so different for different people around the world?

whether you live - in a city, or the countryside

by the sea, by a river, in the mountains or in the forests.

whether you are old or young

depending on your job or form of employment

whether you are 'rich' or 'poor'

whether you live in a well-developed country which has good healthcare, infrastructure and support systems.

The 400 million people who are most vulnerable to climate change are already living in extreme poverty.

Slide 6 – How do you think Climate Change will impact children living in Sub-Saharan Africa?

We’ve just noted that the 400 million people who are most vulnerable to climate change are already living in extreme poverty – many of these are people in Africa.

Can you find the Sahara, and therefore Sub-Saharan Africa on the map?

What do you think are the climate change impacts that will be most noticed in Sub-Saharan Africa?

You may have got some ideas from the children you’ve just seen on the video

(Children in video mentioned - Zimbabwe – experiencing very warm summers and very cold winters, Zimbabwe – some of the animals that live in the wetlands are dying. Zimbabwe - Usually in the summer people plant maize but because there wasn’t enough rain , there was devastation to the crops and people were left hungry. My worst fear is that there will be deserts everywhere)

Climate change undermines children’s most basic rights, putting their survival and well-being in danger.

What do you think are some of the issues related to these physical impacts? (drought and water stress, heat stress, floods and severe storms, changing weather patterns)

Drought and Water stress – Sub-Saharan Africa already suffers from over-burdened water systems – impacts include:

- people have to rely on less water and maybe walk further to find it, or spend more of their income to get hold of clean water,
- have less water to irrigate their crops – which may lead to a poorer harvest, and malnutrition

Climate Change Club in a Box – Teacher’s notes.

- less water availability can lead to a deterioration of water supplies - people might become desperate and use water that is polluted or isn’t really clean enough
- children’s education as damaged harvest reduces income, or they need to spend longer helping grow crops / collect water / earn money

Heatwaves/ heat stress - 2019 was among the three warmest years on record for the continent. That trend is expected to continue – impacts include:

- higher mortality. Heatwaves often affect the most vulnerable, often by compounding the effects of other medical conditions. They make living conditions extremely hard.

Floods and severe storms - The Greater Horn of Africa (Ethiopia, Somalia, Kenya) shifted from very dry conditions in 2018 and early 2019 to floods and landslides associated with heavy rainfall in late 2019 – impacts include:

- Landslides – that can damage homes and transport infrastructures,
- Wind damage to buildings / businesses
- Floods can lead to water contamination, damaged sanitation facilities, homes, schools and shelters and cause diseases like malaria to spread – making children too sick to go to school. Rushing water is also particularly dangerous for young children.
- Floods can destroy crops – meaning families don’t have enough money for food, school, textbooks or transport. Children, especially girls, are kept at home to help.

General changing weather patterns - impacts include

- **change in incidence and spread of disease and pests** – the changing climate will change the zones and spread of waterborne diseases – like dengue and malaria, as well as leading to increased issues with pests – like the invasion of desert locusts in 2019.
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Slide 7 – How do our UK impacts differ from those the children are suffering in Sub-Saharan Africa?

Do you think we have felt any impacts of climate change in the UK (or your country?) yet?

The UK Met Office (March 2021) says –

‘Increased intensity of UK warm spells and Decreased intensity of UK cold spells are both down to climate change. All other impacts are as of yet inconclusive.’

The UK Met office projects that climate change WILL HAVE AN INCREASING IMPACT on the UK – with warmer and wetter winters, hotter and drier summers, and more frequent and intense weather extremes.

How do our UK impacts differ from those the children are suffering in Sub-Saharan Africa?

It’s quite different - the severity of impact of climate change on children living in Sub-Saharan Africa is much higher.

260 million children around the world do not go to school at all and climate change is one reason why children are missing out.

In Sub-Saharan Africa extreme weather exacerbated by climate change has meant that children are missing out on education. Do you think extreme weather has the same impact in the UK?

Slide 8 – Climate Injustice



Watch the VIDEO (click the link on the slide in ‘slide show’ mode)

Young Climate Warriors video – 20 seconds

<https://www.youngclimatewarriors.org/post/climate-injustice-our-dirty-washing>

What was that video showing?

A mountain of dirty socks?

What do you think it might represent? (Greenhouse Gas emissions in our atmosphere)

What colour would you say the pile of socks is? (Dark-ish)

Were there many bright socks? (Not really)

Why do you think it might be entitled ‘climate injustice’?

All the dark socks represent carbon emissions from the ‘developed’ countries, those countries that have benefitted from the Industrial Revolution since the 19th century – like most countries in Europe, and the USA. (Remember the Industrial Revolution was the **time when we first started burning fossil fuels on a large scale.**)

The brighter socks represent the carbon emissions from ‘developing’ countries – there aren’t so many of them, and they tend to be added to the washing pile more recently.

Climate Change is impacting our whole planet in different ways yet some people in some countries emit more greenhouse gases than others. And some people, usually in the poorest countries, who have contributed the least to greenhouse gases are being affected the most.

Is it fair? – not really!

What can be done about it? – we need to get on and solve the problem - The BLAME GAME - is NOT THE SOLUTION

Greenhouse Gases have been building up in our atmosphere over a long period of time

It’s not just one human action that has given rise to climate change – but lots of small actions / choices. No one person to blame just like no one person can solve the issue of climate change on their own.

Western countries have played a disproportionate part in causing Greenhouse Gases to build up in our atmosphere as we industrialised earlier.

The fact that the whole world is suffering because of climate change – and many of the worst impacts are felt by the poorest, despite the fact that we, in the West, are responsible for most of the Greenhouse Gas emissions – is sometimes called CLIMATE INJUSTICE.

Slide 9 – We need to listen and act on the needs of everyone on our planet, not just our own country. What solutions to climate change do these children suggest?

(Maybe watch the video again – if time?) –

WATCH VIDEO again - <https://www.youtube.com/watch?v=h7Vs0x9QM-s>

Climate Change Club in a Box – Teacher’s notes.

The children explained - What would the children like to ask of world leaders – can you remember any of their points?

These are their comments:

- Make the world clean – stop polluting
- All individuals and the environment should also have rights.
- Teach people that trees have value when they’re standing anchored in the ground, as it should be
- Let people in power – like presidents – act to let other people see them caring for our environment, not just telling us what to do – like recycle.
- Reduce the amount of ‘stuff’ we use (put it in a rocket?!)
- Not just talk about it, but put it into action in our countries, societies, looking for ways to sustain our lives
- Listen to us - ‘we are the youth, your decisions are what will help us create a green future’

So where do we start?

As the girl in the UNICEF video mentioned – we, our society, is beginning to place a value on our environment – placing a value on the ‘a tree being anchored in the ground’.

Slide 10 – Snakes and Ladders

Print out copies if possible – find some counters, and make a dice.

Snakes and Ladders game – from the European Commission website

https://ec.europa.eu/clima/sites/clima/files/citizens/youth/board_en.pdf

There are many many varied solutions to combatting climate change – including big changes that we need to make as a society - we’ll look at some of these in more detail over the coming weeks.

You may enjoy this Snakes and Ladders game which introduces some of these changes.

Slide 11 – Challenge for the week

Can you play this game of Snakes and Ladders with a friend, or family member?

Take-away points from this session:

- The impact of climate change is different for different people around the world.
- The 400 million people who are most vulnerable to climate change are already living in extreme poverty.
- Extreme weather in Sub-Saharan Africa, exacerbated by climate change, has meant that children are missing out on education.
- Climate Injustice – those countries who have emitted the least greenhouse gases, are usually the poorest countries who will be impacted the most by climate change.
- We need to listen and act on the needs of everyone on our planet, not just our own country.

