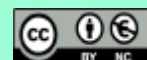
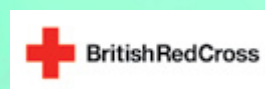


Children's Climate Cards



Developed by:



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Date of last revision:
March 2021

Introduction:

For caregivers and teachers

Welcome to the Children's Climate Cards

Climate change is happening. Impacts are projected to become increasingly severe across the world. Children have a right to have their opinions and ideas heard.

The Children's Climate Cards provide a series of inspiring and interactive activities to engage children on the climate change agenda and call for climate action.

How do the cards engage children?

Children become climate explorers! Travelling on a climate craft across the world, they explore the past, present and future.

Each card has a fun climate craft mission to learn what climate change is, discover its global and local impacts where you live, and get inspired by climate action stories.

Children's call for climate action; global goal

Children create their own 'call for climate action' and share it widely with friends and family.

The goal is to inspire a call for climate action from children in every country in the world to hold decision makers accountable to children's voice.

Can you help spread the word in your region?

[The Children in a Changing Climate \(CCC\) coalition](#) is a partnership of five leading child-centred development and humanitarian organisations: ChildFund Alliance, Plan International, Save the Children, UNICEF and World Vision International.

User guide:

For caregivers and teachers

Who are the Children's Climate Cards for?

Children in any country, aged 7-12 years

Where can the cards be used?

- **At home** – supported by older siblings, parents, grandparents and caregivers
- **At school** – integrated to geography, science, art or English lessons, or set as homework
- **At children's clubs**
- **At migration centres and camps**

How long do the cards take to complete?

Each card takes 30-60 minutes. Suggestion is complete one per day over 2 weeks. If using cards in specific lessons, or sessions, they can also be used over a longer time period.

What is the learning journey?

Cards follow a learn, act, share pedagogy. Check the 'Mission Map' for an overview of the sequential learning objectives, which are also written at the top of each card.

Children's Climate Cards and Y-Adapt:

The cards can be used as a children's precursor to the successful Y-Adapt youth engagement curriculum, which inspires youth aged 13-25 to take climate action across the world.

What materials are required?

- **Required:** Printed Children's Climate Cards, pens and paper.
- **If possible:** Access to the outdoors, a camera and the internet

What is my role as a supporting adult?

- Reading assistance
- Supervision of outdoor activities and crafts using scissors
- Supporting children to reach out to others with their call for climate action
- Ensuring children are safe and do not share photographs of themselves or specific location.

Getting started...

Show children the 'Calling all Climate Explorers' Card and the 'Mission Map' to prepare their own, magical climate craft ready for their upcoming missions.

Safe travels!

Climate Craft Mission Map



Mission 1: All aboard the climate craft

Learn about where you live

Mission 2: Weather watch look-out

Learn what weather is



Mission 3: Climate clothes dress-up

Learn what climate is

Mission 14: Share your climate story

Sharing step!

Mission 4: Climate change colour-in

Learn that the climate
is changing

Mission 13: Call for climate action

Sharing step!

Mission 5: Weather hazard link-up

Learn how climate change
effects weather

Mission 12: Be climate ready

Choose a climate
action to take forward

Mission 6: Global impacts mind-map

Learn how climate change
impacts people

Mission 11: Climate action storytime

Explore actions from
around the world

Mission 9: Children's rights stand-up

Learn about your
rights and climate
change

Mission 7: Your home spider- web-it

Learn that people, places
and things are
connected


Mission 10: Global goal, greener world


Learn about global
action


Mission 8: Nature helps, nature-hunt

Learn how nature helps us
deal with climate change

Legend

Learning Step 

Action Step 

Sharing Step 



Missions: You will start with Learning Steps → **Action Steps** → **Sharing Steps** and follow the mission map to track your climate explorer journey.

Calling all climate explorers

Your Task: Complete different missions to learn more about our world, take action and share ideas

You'll make a 'climate craft' to travel in. It can take you to the future, the past, and all around the world. Using 'weather wishes' you can transform to see things through the eyes of others.



Construct your climate craft

Reuse materials to construct your climate craft. The climate craft is powered by energy from the sun, wind and water - can you show this? It also uses a little bit of magic! - Choose your favourite magical ingredient from nature to make weather wishes.

Your journey

Use the map to plan your climate craft journey. When you complete a mission, colour in the sun, wind or water pictures to power up your climate craft and move to the next mission.



Follow the mission map to track your climate explorer journey and check the top of each card to see the mission description



Mission 1: All aboard the climate craft

In your upcoming missions you will travel in your climate craft to visit children around the world. You will learn about the places they live and share stories.



1. Let's start the journey by thinking about where you live

- Can you describe what your home looks like to someone else?
- Are there other houses or buildings nearby?
- Is there nature near your home?
- Who lives or works near where you live?
- What is your favourite place in the area you live?
Can you give three reasons why?

Share your answers with friends and family.
Do they answer the same or differently?



2. Look into the future

Your first mission is to travel 30 years into the future and report back to other children on what you saw
Can you work out what year it will be in 30 years time?

Imagine you could get into your climate craft and travel 30 years into the future. Set your dial for that year and press GO...

You've arrived! Imagine what the place you live now looks like 30 years in the future.
What might have changed?

Draw a picture of how you imagine the place you live in 30 years. Share your picture with someone else.
Did they imagine something different?



Well done, you've completed Mission 1. Keep your picture – you'll need it for your final mission – and power up your climate craft on the mission map by colouring the sun energy and move to Mission 2.



Mission 2: Weather watch look-out

1. Make your weather watch

Fold a piece of paper into 6 rectangles.

Ask an adult to help if you need.

Write 'weather watch' and where you live across the top. Write 'morning', 'midday' 'afternoon' in the rectangles.



2. Park your climate craft by a window and look out

What is the weather like?

Is it morning, midday or afternoon?

Draw the weather in the correct box for day 1.

You've made your first weather window!

Repeat this for the rest of today and tomorrow to fill in the windows.

Look at your weather watch.

Are all the pictures the same or different?

What do you think we mean by 'weather'?

Want to continue weather watching?

Make some new weather windows and keep going.

Did you know...

Some weather records from around the world are hundreds of years long!

Why do people record the weather?

Why is knowing what the weather is like important?

3. Do you know any songs about weather?

Can you make one up for your weather watch?

Weather can be sunny, cloudy, rainy, warm, cold, windy, snowy...

Weather is what's happening outside, in the 'atmosphere', at a particular place and time.



Well done you've completed Mission 2. Power up your climate craft on the mission map by colouring the wind energy and move to Mission 3.



Mission 3: Climate clothes dress-up

1. Let's go outside

Imagine it's a hot day. Dress up in what you might wear or take out. Ask someone to guess what time of year you are ready for.

Now imagine it's cold. Dress up in what you might wear or take out. Ask someone to guess what time of year you are ready for.

What if it was rainy? Dress up in what you might wear or take out. Ask someone to guess what time of year you are ready for.

Did they guess correctly?
What do the clothes you wear say about the weather you normally experience?

Climate is what the weather is normally like, or the average over a long period of time - 30 years or more in a particular place, country, or region. Climate influences what we expect the weather to be like at different times of the year.



2. Now jump in your climate craft - you're off on an adventure around the world!

First stop is the Caribbean.
What clothes do you need to pack?
What do you think the climate (normal weather) is like in the Caribbean?

Second stop is the Arctic.
What clothes do you need to pack?
What do you think the climate (normal weather) is like in the Arctic?

It's your choice where to go next...
What do you think the climate (normal weather) is like there?



Well done you've completed Mission 3. Power up your climate craft on the mission map by colouring the water energy and move to Mission 4.





Mission 4: Climate change colour-in

1. Let's go back in time on your climate craft

Can you think of someone who has lived in your area for 30 years? Maybe your grandparents, parents, guardians, or neighbours?

Call, message, visit or write them a letter explaining what you've learnt about climate (normal weather) and ask:

- “Was the climate different 30 years ago where you live?”
- “If the climate has changed, has it changed the way you live?”



Top scientists agree that the **'normal weather'** or the **'climate'** is changing across the world. People across the world are also noticing these changes in their normal weather over time.

2. What is climate change?



The Earth gets all its energy from the sun. About half of this energy hits the ground, and some bounces back into space.

Some of the energy gets trapped by greenhouse gases in the air around us. They help keep the world at the right temperature for people, plants and animals to live.

Over the last 200 years, people's activities have increased the amount of greenhouse gases in the air.

More greenhouse gases mean more energy is trapped in the air, which causes the world to warm up. We call this global warming.

A warmer world effects our weather systems over time. This causes our normal weather or climate to change across the world. We call this climate change.

Climate change is also causing extreme weather events to be bigger or to happen more often across the world.

Colour the pictures above or draw your own to learn about the causes of climate change.

Can you use the pictures to explain the causes of climate change to someone else? Discuss together why climate change is a challenge.

Well done, you've completed Mission 4. Power up your climate craft on the mission map by colouring the sun energy and move on to Mission 5.





Mission 5: Weather hazard link-up

1. Let's see how climate, weather, and hazards link

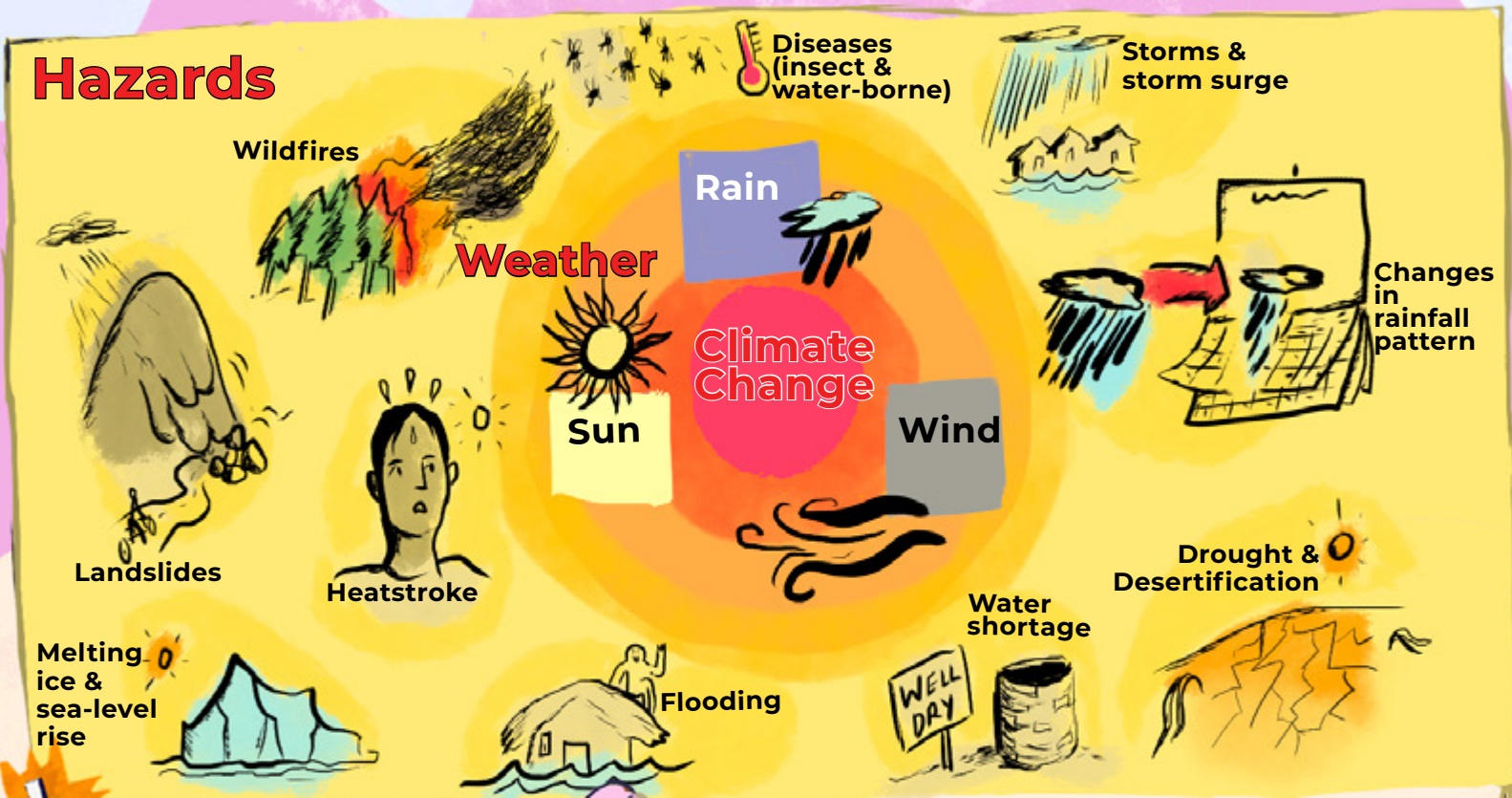
Look at the pictures of weather in the square boxes.

Look at the pictures of hazards from around the world in the circles.

Too much or too little of a type of weather or 'extreme weather', can cause hazards.

Can you link the extreme weather to the hazards it causes?

- Link with a thick line if it the hazard is caused by too much rain, wind or sun
- Link with a dotted line if the hazard is caused by too little rain, wind or sun.



Top scientists agree that climate change is causing extreme weather events to become bigger and happen more often around the world. Extreme weather can lead to hazards that impact people.



2. Discuss with someone else which hazards happen where you live?

Talk about climate change making extreme weather events bigger and happen more often.

How might this impact people around the world?
What about where you live?



Mission 6: Global impacts mind-map

1. You're off to meet people around the world. How might climate change impact them?

Emma, Marshall Islands

Hello. My name is Emma. I live in a town near the coast. I like playing basketball. I am at college and study science as I want to help prepare for sea level rise.

There is a big storm, buildings are destroyed and roads are blocked. How might this impact Emma?



Jean, France

Bonjour. My name is Jean. I'm 75 and live on my own in the city. I enjoy being outside and gardening, but my favourite thing is when my grandchildren visit!

There is a heatwave – the hottest ever in France. How might this impact Jean?



Priya, India

Namaste. My name is Priya. I get up early everyday to fetch water from the well for my family. Then I join my brother to walk to school. I love learning. One day I hope to be a doctor.

It hasn't rained for 3 months. There is severe water shortage. It is necessary to walk further to find water. How might this impact Priya?



Maria, Honduras

Hola. My name is Maria. I am pregnant with my third child. We live in the city. It is hot and the rains are getting heavier causing floods.

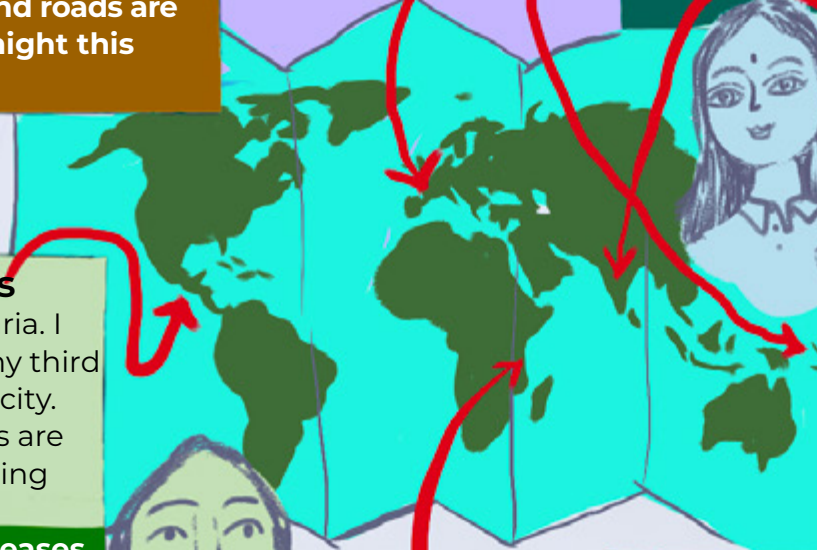
Mosquitos carry diseases. They like heat and flood water. How might this impact Maria?



Ahmed, Tanzania

Salam aleikum. My name is Ahmed. I am a farmer and live with my family. I grow maize and beans to eat and cashew nuts to sell. We rely on a good harvest.

Rainfall patterns are changing. This affects the growing season for crops. How might this impact Ahmed?



Climate change and extreme weather impact people around the world in different ways.

2. Can you think of any other ways climate change may impact different people differently? Why might it impact them differently?

Well done you've completed Mission 6. Power up your climate craft on the mission map by colouring the wind energy to move to Mission 7.



Mission 7: Your home, spiderweb it!

1. Let's make a map - you can draw, craft, paint, model – be creative! Imagine you are on a climate craft journey where you live, or go for a walk.

Add **'places'** to your map - Think about different places where you live. Why are they important?

Add **'people'** to your map - Think about the jobs people do where you live. Why are they important?

Add **'things'** to your map - Think about different things where you live. Why are they important?

People, places, and things are connected and depend on each other. This is important when we think about the impact of climate change and extreme weather. If one place is impacted this may impact another place, or person, or thing. If this has further impacts this can lead to a big problem.



2. Spiderweb it!

Can you see connections between people, places and things?

Draw lines to connect them on your map and create a giant spiderweb!

3. Imagine there is extreme weather - draw stars next to people places and things at risk. Follow the spiderweb lines to see if other people, places or things might be impacted.

What could you change to be better prepared?

Well done you've completed Mission 7. Power up your climate craft on the mission map by colouring in the water energy and move to Mission 8.



Mission 8: Nature helps, nature-hunt

1. What do you think about when we say 'nature'?

It is important to look after nature as it helps us in lots of different ways and it can help us be ready for climate change.

1. Using natural things

Think about where the things around you come from. What materials are they made of?

Plants give us fruit, vegetables and medicines, animals give us food, trees give us wood.



2. Enjoying natural places

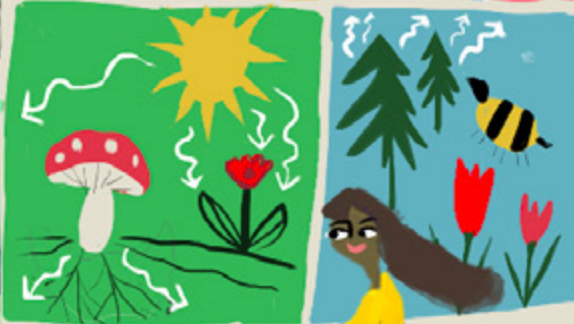
Lots of people enjoy natural places.

What do you do for fun in natural places? Playing outdoor games with friends, picnics with family, walking, swimming in rivers.

4. Keeping alive natural things and places

Nature has ways to keep all the other natural things and places alive. How do you think this helps us? Did you know...

- Sunlight is used by plants to make their own food, so that they can grow
- Dead natural materials are broken down by bacteria and turned into soil to support new life.



3. Looking after natural things and places

Nature can help look after itself. How do you think this helps us? Did you know...

- Trees can help clean the air and water. Trees can also help to control water to reduce the risk of flooding and landslides
- Bees are some of the most important animals in the world. They help pollinate flowers, fruits and vegetables. This means bees help other plants grow.
- Plants can help protect land and coasts from storms and sea level rise.



2. Nature hunt

Lead a nature hunt where you live. Search outside or around your home.

On pieces of paper write 'Using', 'Enjoying', 'Looking after' and 'Keeping'.

- 10 minutes to find as many examples as you can for each way nature helps us
- Be creative! A leaf could be a tree or a plant. A cup of water could be a lake river or sea. Maybe some fruits or vegetables. A photograph of you outside

Explain your examples to someone. How many did you get?

Take a photo and keep it for later.

3. Can some of the ways nature helps us, also help us deal with climate change and extreme weather?

Can you think of ways we can help look after nature?



Mission 9: Children's rights, stand-up

1. Like all children around the world, you have special rights

What do you feel your rights are, or should be?

Talk someone through each of your rights using your body:

YOUR RIGHT TO...

- be healthy
- clean water and food
- education
- play in safe, clean places
- share your ideas and be heard

Almost all countries agree these are rights children must have and are included in a global law.

2. How could climate change impact your rights?

Can you point to where you could be affected using the body map? Are the rights of children in different places, cities or countryside impacted differently?



Heatwaves can cause heatstrokes which make people ill. Flooding and heat can lead to more mosquitoes which carry diseases. Climate change can also make us feel very worried and uncertain.



Extreme heat can lead to water shortage making it difficult to grow crops and keep animals. Changing weather patterns also make it difficult to grow crops.



Floods, storms, heat can damage school buildings & books, or stop children & teachers getting to school. Has your school ever been affected by extreme weather? *In school, do you get enough information about climate change and nature?*



Extreme weather events could damage the areas where children like to play. *Do you have clean, and safe places where you can play? What about natural places?*



Do adults listen to you when you ask questions or talk about heatwaves, flooding, or climate change? *Do you feel like your thoughts and ideas matter?*

3. Your rights are important when you take climate action

Children around the world are standing up for their rights at climate rallies. Choose a right that is at risk because of climate change. Make a sign that says "I have the right to..."

Take a photograph and keep it for later.

Can you show your sign to others or even take it to a public rally? Make sure you go with an adult, have a safety plan if you get separated, have fun and make your voice heard!



Mission 10: Global goal, greener world

1. We are one world. We are all connected by the air we breathe, the water we drink and the climate around us. Can you remember what is causing climate change? Look at mission 4 for a reminder.

To stop climate change getting worse all countries must work together to reduce greenhouse gas emissions to make our world greener.

We need world leaders to commit to big changes. Can you think of an example? What powers your climate craft?

Burning oil and coal generates energy to power lots of our factories, vehicles and homes, but this also releases greenhouse gases. Using energy from the sun, wind and water does not release greenhouse gases. Countries around the world could make big changes to use these sources of energy instead.

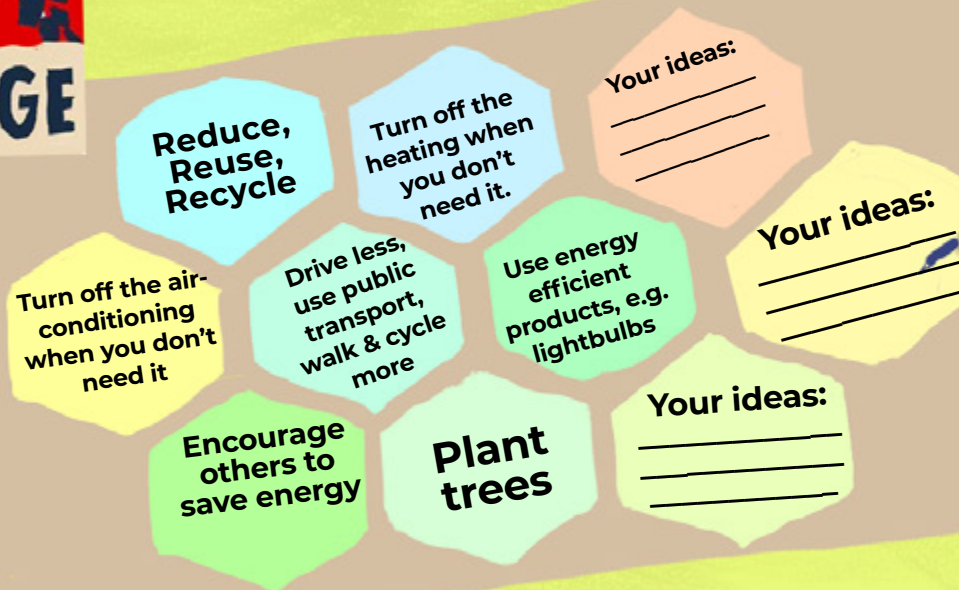
“No one is too small to make a difference”

- Greta Thunburg

2. Small changes can be the start of bigger change. Look at the examples in the chart for ideas on how you can reduce greenhouse gas emissions:



COURAGE



3. Stick the chart up on a wall, add your ideas, or make your own version.

See how many changes you and your family can make this week. Keep a tally in the boxes. Can you keep going?





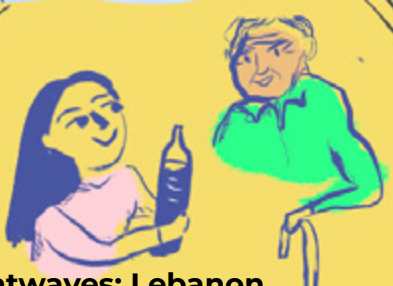
Mission 11: Climate action storytime

1. Climate change is happening. Children across the world are taking action to 'be climate ready.'

Imagine you are a news reporter on a climate craft mission to find out more. Imagine you are interviewing children from the different countries below. Where are they from? What is the climate hazard? What actions are they taking to be climate ready?

Can you write or film a news report about two different actions?

In your report share something you found interesting about each action.



Heatwaves: Lebanon

We visit our elderly neighbours to keep them company, remind them not to go outside in the day and to drink lots of water.



Flooding: Haiti

We started a children's climate club and we clean up our school and streets once a month to reduce the risk of flooding.



Water shortage: Indonesia

We planted a vegetable garden at school and used clay pots for slow drip irrigation, so we don't waste water.



Sea level rise & storms: Marshall Islands

We prepared a grab bag with important things in case we have to leave our house quickly during a storm.



Diseases: Honduras

We learned mosquitoes carry diseases and increase in floods and heat, so we asked our parents to buy mosquito nets.



Damage to nature: The Philippines

We go on outdoor fun days with our friends and family so we can get to know nature and understand why it is important to look after it.



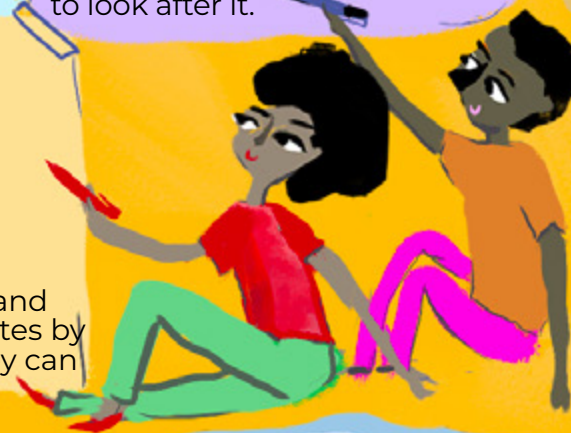
Feeling worried: UK

We wrote letters to our government to ask for climate change lessons at school to learn about actions we can take.



Changing rainfall: Tanzania

We visited our weather agency and learnt we can get weather updates by sms. We told our families, so they can be aware too.



Mission 12: Be climate ready

1. Reimagine the future

Remember your first climate craft mission 1 when you travelled into the future? Look at your picture of how you imagine where you live in 30 years. Can you add anything to make your future vision 'greener' and 'climate ready'?



2. Be climate ready - choose your challenge

Look at your spiderweb map of where you live, from Mission 6. Think about how climate change might impact you. How can you be climate ready?

Look at Mission 11 and climate action by children around the world for ideas. Choose one of these actions, or think of a different one, to take forward where you live. Write down what your action is.

3. Make an action plan

Do you need any tools or materials? Is it something you can do by yourself, or do you need friends, family or teachers to help you? How will you persuade others to get involved?

Can you think of a fun way to show why the action is important? You could make an action showcase - sing a song, make up a dance, draw a comic strip, write a magazine article, design a poster, tell a story, video a news report, create a game...



Take a photo or record your showcase.

4. Take your action in real life to be climate ready

Don't forget to keep a record of your progress!

Well done you've completed Mission 12. Power up your climate craft on the mission map by colouring in the water energy and move to Mission 13.



Mission 13: Call for climate action

Children are impacted by climate change today and will be impacted in the future. Think about the action you are taking where you live to be climate ready.

1. Let's call on world leaders to act to support children and to make the world climate ready

Take a piece of paper.

In one corner draw yourself shouting as loud as you can.

Write your first name, your age and your country below it.

Draw a big, bold speech bubble from your mouth to fill the whole page.

In the middle draw the climate hazard that impacts you and write what it is below it.

Across the top of your speech bubble write 'CLIMATE ACTION NOW' to call on world leaders to act.

Take a photograph of your picture and ask an adult to help you upload it to the world map to add your voice.

2. Your challenge:

Encourage as many children as you can to add their voices to the map to make the call for action louder.

**Let's see if we can get a call for 'Climate Action Now' from children in every country.
Let's make the call so loud that leaders listen!**

Well done you've completed Mission 13. Power up your climate craft on the mission map by colouring in the wind energy and move to Mission 14.



Mission 14: Share your climate story

Complete your climate craft journey with your own climate action story

Ask someone to video you saying:

- **I have the right to...**
[hold up your Mission 9 sign]
- **“This is my vision for a climate ready and greener future...”**
[hold up your Mission 1 future vision picture]
- **“This is the action that I have taken to help us get there...”**
[share your Mission 12 action showcase and/or your record of action]
- **“...And this is my call to world leaders to take CLIMATE ACTION NOW”**
[hold up your Mission 13 call to action]



Can you share your story with your friends and family? Can you inspire them to undertake the climate craft missions to create their own climate stories?

Let's help make more people where you live and around the whole world climate ready!



Well done you've completed all 14 missions!