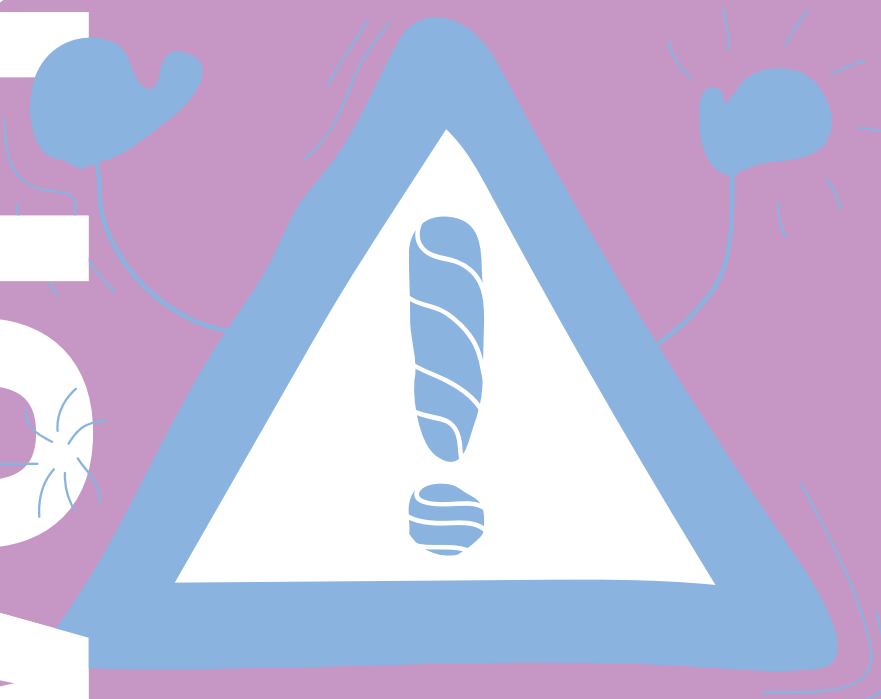


Workshops

Dialogue
Works

Facilitator notes skill training workshop

Introduction on climate change
and climate justice



May 2023

With support from



Federal Ministry
for Economic Cooperation
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Terre des Hommes
International Federation

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Kindernothilfe is a German children’s rights organisation that supports vulnerable and marginalized children and youth to develop their full potential. We partner with local non-governmental organisations in 33 countries and empower children to lead independent, self-fulfilled lives.

Terre des hommes International Federation is a network of ten national organisations committed to realizing children’s rights and to promote equitable development without racial, religious, political, cultural or gender-based discrimination.

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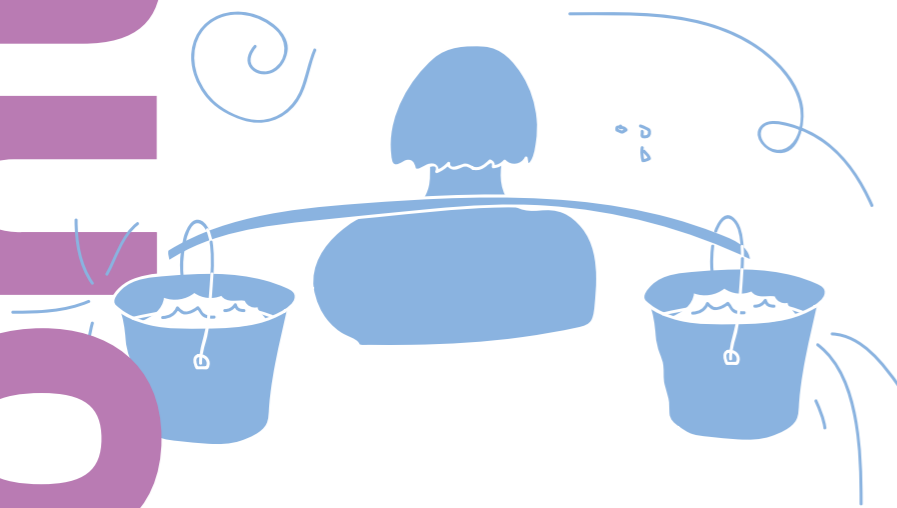
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In January 2023, Dialogue Works hosted its first Global Gathering of working children and youth in Kigali/ Rwanda, a conference for working children and youth to exchange and build capacities on crosscutting issues affecting the lives of working children and youths. Part of this conference was a series of skill training workshops. The facilitator notes for these workshops are published in this series and can be used in a flexible way, adapted by each NGO partner to best suit their context.

Name of workshop

Introduction on climate change and climate justice

Author(s)

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Thematic area

Climate Change

Objective

Impart knowledge on climate change and climate justice and skills on the root causes of climate change, negative impacts and strategies for solutions, so that different stakeholders are involved in tackling the problem including the children as the future generation.

Duration

3 – 4 hours

Detailed training notes for facilitators

Activity 1 Icebreaker and information sharing

Objective

- To get to know one another and to create a friendly environment among participants
- To ensure that the aim of the workshop is clearly introduced

Duration

20 minutes

Materials needed

Blank flipchart, flipchart pens

Practical steps

1. Welcome all the participants and play an icebreaker game to introduce themselves to each other. For example, ask everyone to stand in a circle and ask each person to choose a positive descriptive word that starts with the letter of their name (e.g. Energetic Edgar, Joyful Joyce).
2. Share a blank flipchart and encourage participants to share their suggestions to develop and agree positive ground-rules for the workshop, things that will help everyone to feel safe, comfortable. For example, to respect each other's views.
3. Introduce the main agenda for the workshop and ask participants for their expectations.

Activity 2 Definition of climate change

Objective

Participants to get familiar with the terminology of climate change

Duration

15 minutes

Materials needed

Short description notes (if you did some research on the internet before)

Practical steps

- Ask participants what they know about climate change.
- If CYP (children and young people) have not discussed climate change before, you can explain that climate change refers to long-term changes in temperatures and weather patterns. For example, the seasons changing, to have hotter weather, to have less rain, or more rain. You can ask them if they have any observed any changes in weather and seasons over the last 3-5 years. You can mention that for the past 200 years, human activities have been the main driver of climate change, primarily due to burning fossil fuels like coal, oil and gas.

Activity 3 Problem and solution tree on the climate crisis and children's rights

Objective

- To better understand children and young people's views, experiences and ideas on:
- climate change/crisis
 - how climate change/crisis affects their daily lives and impacts on their rights
 - the causes of climate change and insufficient action by government and other stakeholders to address the climate crisis
 - practical solutions to better address the climate crisis, to prevent and mitigate risks, to adapt and/or to take action for climate justice
 - opportunities and barriers for children and young people's meaningful participation to better address the climate crisis and to increase realisation of their rights

Duration

90 – 120 minutes

Materials needed

Flipchart paper and pens, post-it notes (optional), coloured crayons. The "problem and solution tree" image (see figure 1) can be created in advance (in local language) on large flipchart(s).

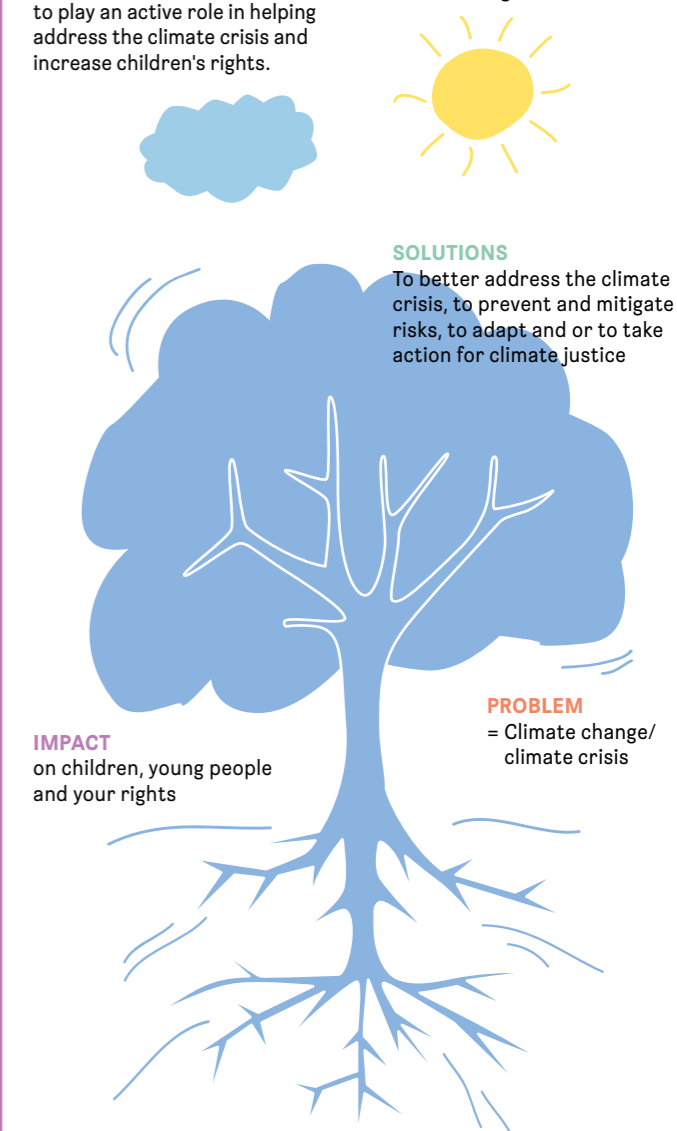
Practical steps

- Explain to participants that they will work in group(s) to create a problem and solution tree on climate change/crisis and children's rights (Depending on the size of the group, the problem and solution tree can be done in smaller groups of 6-10 participants in a group. When CYP (children and young people) work in groups, time will be needed in plenary to share and discuss key findings.)
- Introduce figure 1 to the participants:

Problem and Solution tree climate change

Key barriers that make it hard for children and young people to play an active role in helping address the climate crisis and increase children's rights.

Opportunities for children and young people to play an active role in helping address the climate crisis and increase children's rights.



IMPACT
on children, young people
and your rights

PROBLEM
= Climate change/
climate crisis

Underlying and Root CAUSES
causing climate change and insufficient
action by government and others to address
the climate crisis

Activity 3.1
Problem and solution tree: the trunk

Objective

To better understand children and young people's views, experiences and ideas on how climate change/crisis affects their daily lives and impacts on their rights

Practical steps

1. First focus on the **trunk of the tree, the key problem = climate change and climate crisis**. What does climate change mean to you and how is climate change affecting your country? For example, have there been any main changes to the climate or seasons in your country in recent years? Add key ideas by the "Problem" (For example, write how climate change may be causing seasonal changes – hotter weather, less or more rain, drought, floods, forest fires etc.)
2. Next, participants are encouraged to explore and capture ideas **about how climate change/crisis affects their daily lives and impacts on their rights**. Add key ideas by the side of the orange "impact on children..." card. (For example, in some places due to increasing drought, children, especially girls are walking long distances to collect water for household use.)

Activity 3.2
Problem and solution tree: the roots of the tree

Objective

To better understand children and young people's views, experiences and ideas on the causes of climate change and insufficient action by government and other stakeholders to address the climate crisis.

Practical steps

1. Next, participants are encouraged to explore the roots of the tree, the underlying and root causes of climate change and insufficient action by the government and others to address the climate crisis. Why is climate change happening? What are the causes? Why is there insufficient action by government and other people (such as business leaders, community members etc.)? Add key views about the underlying and root causes by the roots of the tree. For each cause, ask why this is, to go deeper into the root causes. For example, if one cause of the climate crisis is industries that cause a lot of pollution, why is this happening? Why are industries allowed to pollute? Add the root causes.
2. When the groups share their results in plenary, you can categorize the main causes into two groups: human activities that causes climate change and natural causes. You can also show the group Pictures/photos and videos from different studies that show natural and human activities that causes climate change.

Activity 3.3
Solution tree: Take action

Objective

To better understand children and young people's views, experiences and ideas on
- practical solutions to better address the climate crisis, to prevent and mitigate risks, to adapt and/or to take action for climate justice
- opportunities and barriers for children and young people's meaningful participation to better address the climate crisis and to increase realisation of their rights

Practical steps

1. Next, participants are encouraged to focus on the branches of the tree, the solutions to better address the climate crisis, to prevent and mitigate risks, to adapt and/or to take action for climate justice. What type of activities can governments, NGOs or other agencies do? What can children and young people do? Which strategies from different countries or regions to overcome climate change do you know? Add key views on the solutions in the branches of the tree. For example, governments could include education on climate change and climate justice in schools. Encourage participants to think about solutions that will also help address the root causes of the problem.
2. Next, participants are encouraged to focus on the sun, to identify and list opportunities for children and young people to play an active role in helping address the climate crisis and increase children's rights. Note key opportunities by the sun.
3. Next, participants are encouraged to focus on the cloud, to identify and list key barriers that make it hard for children and young people to play an active role in helping address the climate crisis and increase children's rights. Note key barriers by the cloud. Also encourage participants to add suggestions on how to overcome such barriers and note these suggestions in a different colour pen.

Activity 3.4
Problem and solution tree: Plenary and next steps

Objective

Participants to share their results with the group and agree on next steps to address climate change

Practical steps

1. If the participants have worked in separate groups, bring everyone back together in plenary. Encourage each group to have a 5 minute presentation to share 3 most interesting findings from your problem and solution tree.
2. Discuss in plenary:
 - In your communities, which groups of children face increased vulnerabilities and violations of their rights due to the climate crisis? Why?
 - Are there any difference in the way these rights are realised for girls, boys or children with other gender identities? If so why?
 - Are there any difference in the way these rights are realised for children and young people with disabilities? If so why?
3. Define and agree on next steps for the CAC: What can the CAC group do to take action against climate change on different levels (individually, in their school, family, community, on a regional level, ...)?

Activity 4
Exploring what climate justice means

Objective

For participants to explore and understand the concept of climate justice.

Duration

45 minutes

Materials needed

Flipchart paper and coloured pens

Practical steps

1. Ask the participants, "what is climate justice?"
2. Building upon children's ideas explain that climate justice is a term that recognises that the climate crisis is a political issue and an ethical issue, rather than just an environmental issue. The term climate justice recognises that there is injustice and unfairness that needs to be addressed. As richer countries and richer people have contributed more to the climate crisis, however, poorer people and less rich countries are facing more negative consequences from climate change. For example, The world's richest 10% are responsible for 50% of GHG emissions and the poorest 50% are only responsible for 10% despite population and energy consumption increasing.
3. Introduce Principles of climate justice:
 - Respect and protect human rights
 - Support the rights to development
 - Ensure decisions on climate are participatory, transparent and accountable
 - Highlight gender equality and equity
 - Provide education on the effects of climate change and provide climate justice.
 - Harness the transformative power of education for climate stewardship.
 - Use effective partnerships for justice

4. Discuss and agree on next steps for the CAC: What can the CAC group do to take action against climate change and to promote climate justice on different levels (individually, in their school, family, community, with governments, ...)?

Activity 5
Draw and write

Objective

For participants to use draw and write to share their views, feelings and experiences on the climate crisis and children's rights. They can choose which topic to draw and/or write about, such as:

- how climate change/crisis affects their daily lives and impacts on their rights
- practical solutions to better address the climate crisis, to prevent and mitigate risks, to adapt and/or to take action for climate justice
- the role of children and young people to better address the climate crisis and to increase realisation of their rights, and/or ways that adults can support climate actions/activism by children and young people

Duration

30 – 45 minutes

Materials needed

A4 white paper, pencils, erasers, coloured pens or crayons

Practical steps

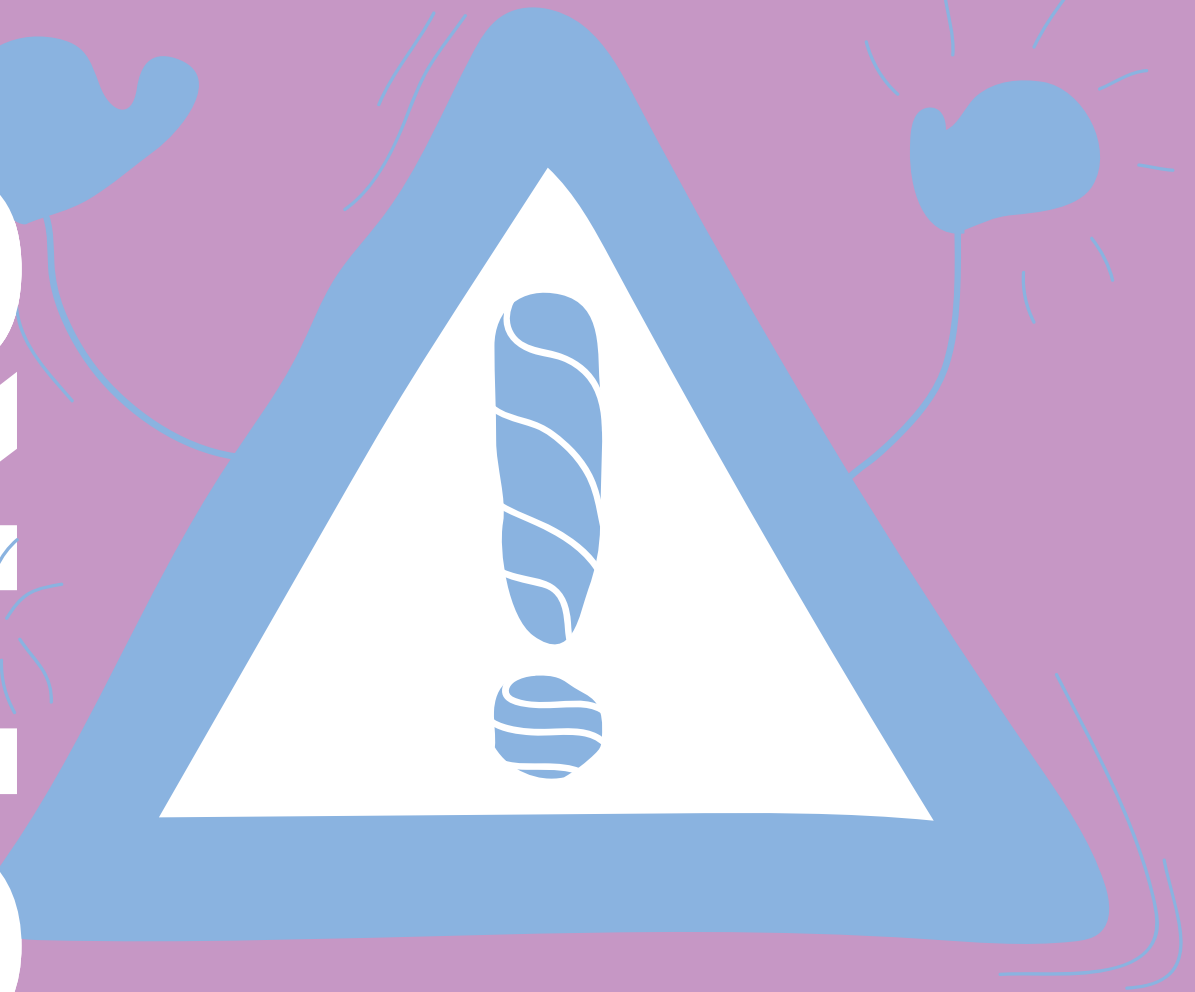
CYP can work individually, in pairs or small groups based on their preferences. For CYP who are not confident in writing, they can explain what their drawing means to a facilitator (or one of their peers) and the facilitator (or their peer) can write the meaning of the drawing.

Explain that participants now can either draw or write something to share more about their views, feelings and experiences on the climate crisis and children's rights. They can choose which topic to draw and/or write about, such as:

- how climate change/crisis affects their daily lives and impacts on their rights
- practical solutions to better address the climate crisis, to prevent and mitigate risks, to adapt and/or to take action for climate justice
- the role of children and young people to better address the climate crisis and to increase realisation of their rights, and/or ways that adults can support climate actions/activism by children and young people

Women's groups

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