



Photo: Alf Berg/Plan

# Children's Rights in a Changing Climate

Teaching material for upper secondary school at:  
[www.barnochklimat.se/material](http://www.barnochklimat.se/material)

# Children's Rights in a Changing Climate

***“Our greatest challenge in the 21st century is to turn the currently abstract idea of sustainable development into reality for all people.” , Kofi Annan, Johannesburg 2002.***

The UN conventions on human rights, the rights of the child, and the environment and development form the backdrop that led to the UN decision to name 2005-2014 *The UN Decade of Education for Sustainable Development*. Sweden has accepted the challenge.

Our rapidly changing world places new demands on education. The climate issue, like many other developmental issues, demands a broad view of knowledge covering environmental, economic and social issues. In the work of creating knowledge and learning, schools and those involved in education have a vital role to play in the lifelong learning process when it comes to shaping attitudes and instilling the ability to act in order to move us towards sustainable development.

Education for sustainable development is characterized by many things including the integration of environmental, economic and social aspects as well as local and global perspectives. It is also about using process oriented and dynamic teaching methods, active and participatory approaches and about stimulating critical thinking.

This teaching material has been commissioned by Plan Sweden in cooperation with UNA Sweden and was developed by teachers at Global College in Stockholm. This material is for anyone interested in working with students in a participatory, multidisciplinary approach on issues including human rights, sustainable development, climate and the fight against poverty. This material is designed to help prepare children and young people to actively participate and help move our world towards sustainable development. The workshop aims to increase knowledge about and encourage reflection over the world's development and human rights in a changing climate. The rights and living conditions of children and youth are the main focus. The issues that are examined are in many cases difficult and complex. Our starting point is to provide room for students' perspectives and participation in order to engage them and in so doing develop knowledge and create the foundation for action.

The teaching material consists of 17 exercises and one role-playing exercise on climate change. The introductory exercises, the evaluation exercises and the more extensive exercises for analysis do not have to be done in any particular order and can be used separately or as preparation for the climate role-play. They can be used within the framework of one subject or as part of a multidisciplinary approach in a high school or in the later part of primary school.

The main idea is that you as the teacher will be able to use the material for inspiration and be able to adapt the exercises and role-play so it will fit your own teaching. Many of the exercises and the climate role-play can be used as exams.

**We hope this teaching material will be a source of inspiration for learning for sustainable development.**

**Good luck!**

Karolina Sandahl and Sara Nybäck, teachers at Global College, Stockholm.



# Overview

The material consists of five themes with exercises and one climate role-playing exercise:

## 1. Development and Rights in a Changing Climate

The exercises aim to introduce questions of climate, development and human rights in addition to widening the understanding of how climate change affects those with the very least resources and the development of the world in general.

### Exercises:

- **Free flow** – to stimulate thoughts on climate and development issues
- **The climate merry-go-round** – to call attention to participants' current level of knowledge regarding climate and development issues
- **True or false** – about human rights and the world's development
- **Vijay and his family** – about consequences and actions in a changing climate

## 2. Children and Youth in a Changing Climate

These exercises aim to give insights into the consequences of climate change for children and youth and to inspire youth to see themselves as participants in climate issues. The rights of children and youth as well as similarities and differences of rich and poor countries are focused upon.

### Exercises:

- **The rights of children and youth** – about the different conditions and needs of children and youth around the world
- **Prejudiced or without prejudice** – to reflect on living conditions of children in developing countries
- **How just is the health situation of the world** – about how climate change affects the global health situation
- **Youth as important agents of change** – about the young being forceful risk communicators and agents of change in the climate issue
- **The health effects of the climate change in El Salvador and Sweden** – about how climate change creates unjust health conditions in different parts of the world

### 3. Future Scenarios and Solutions for Sustainable Development

The exercises aim to stimulate reflection and discussion around future scenarios and solutions that can lead to sustainable development.

#### Exercises:

- **The future of my children and grandchildren** – about the future of the world in a changed climate
- **Future scenarios** – different future scenarios of climate change
- **Legislation for a sustainable future** – reflecting upon a just and sustainable future

### 4. Voices of Children and Youth – about influence and change

The exercises aim to strengthen the knowledge and voice of children and youth so they can participate and have an impact on the climate debate. The political rights of children and youth are the main focus of these exercises.

#### Exercises:

- **The debate carousel** – pros and cons in climate and development issues
- **Lobbying** – about the possibilities for children and youth to influence and change things
- **The morning sofa** – about creating a public debate and conveying political messages

### 5. Global Justice and Responsibility in a Changing Climate

Global agreements between different countries are essential to mitigate the effects of climate change. The exercises aim to stimulate discussion on global justice, responsibilities and international cooperation.

#### Exercises:

- **The responsibility of the individual, the market or the state** – about responsibility and roles for sustainable development
- **Common but differentiated responsibility** – about global justice and responsibility

### Climate Role-Playing Exercise

The UN climate negotiations have a central role in the international effort to move towards sustainable development. This climate role-play aims to give students insight into the complexity behind international climate negotiations and increase their ability to see solutions to the greatest challenge of our time.

# Development and Rights in a Changing Climate

Lack of development is about insufficient resources and assets, about being physically weak due to malnourishment, poor diet and hard work, being isolated and not having access to knowledge and information, being politically and economically powerless and extra vulnerable when something unforeseen happens.

During the last decades we have experienced major changes. Many millions of people have been brought out of poverty, more children than ever before are going to school and many people now have access to clean drinking water. Nevertheless, these advances are not evenly spread over the world. The south of Africa and Central Asia are falling behind. A downfall of the world economy is threatening the positive development and there are approximately 2.6 billion people living on less than 2 dollars a day.

The connection between climate and development is obvious. The effects of global warming with rising sea level, longer dry periods and more forceful hurricanes threaten the development of the world. The UN Intergovernmental Panel on Climate Change<sup>1</sup> warns that climate related problems will lead to increased sickness, environmental refugees and political instability. The basic needs of humans and the right to food, housing, clean drinking water, education; health care and safety are being threatened.

People living in poverty and communities with small margins and few opportunities to adapt to the negative effects of climate change, are the most severely affected. The situation for children is the worst. Due to their physical and mental immaturity children are more vulnerable than adults. For instance, children are more sensitive to polluted water and heat. In addition, children are more sensitive to sudden changes in their lives like for example natural disasters.

More than others, people living in poverty are more dependant on natural resources and agriculture for their survival. This means that their livelihood is directly affected by how the climate is changing. At the same time, many of them are forced to use these natural resources in a way that harms the environment, for instance through deforestation in order to obtain more farming land or wood for heating and cooking. The deforestation, in its turn, leads to erosion and a lessening of the forests that bind carbon dioxide.

The exercises under the theme of *Development and Rights in a Changing Climate* are meant to introduce topics of climate, development and rights and to heighten the awareness of how climate change is affecting those with the least resources and the general development of the world.

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<sup>1</sup> Intergovernmental Panel on Climate Change, IPCC, is the scientific panel of the UN dealing with climate issues. IPCC does not conduct any research of its own but has the objective of evaluating the extensive climate related research being conducted all over the world.

### Further reading:

- Sida (2008). Civil society and climate justice. An overview. Stockholm. [www.sida.se](http://www.sida.se)
- Sida (2008). Ett bra klimat för utveckling. Stockholm. [www.sida.se](http://www.sida.se)
- UNDP (2007). Summary of the Human Development Report 2007/2008. Fighting climate change: Human solidarity in a divided world. [www.undp.se](http://www.undp.se)
- UNICEF (2008). Climate change and children, a human security challenge [www.unicef-irc.org/publications/pdf/climate\\_change.pdf](http://www.unicef-irc.org/publications/pdf/climate_change.pdf)
- The Swedish government's website for human rights. [www.manskligarattigheter.gov.se](http://www.manskligarattigheter.gov.se)
- UNA Sweden's website Globalis is an interactive world map that shows similarities and differences between countries. Globalis contains information on, among other things, the climate issue and is the largest database with UN statistics in Swedish. [www.globalis.se](http://www.globalis.se)
- De Vylder, Stefan (2007). Utvecklingens drivkrafter. Forum Syd, Stockholm. [www.forumsyd.org](http://www.forumsyd.org)
- Gapminder wants to increase the use of and understanding of statistics and other information on social, economic and environmental development on a local, national and global level. Gapminder is founded and developed by among others, Hans Rosling, Professor in International Health at Karolinska Institutet in Stockholm. [www.gapminder.org](http://www.gapminder.org)

## Exercise: Free flow

**Objective:** To stimulate thoughts on climate and development issues.

**Area of use:** The exercise could be used as an introduction to studies on climate, development and human rights. This exercise does not require former knowledge of the topic.

**Method:** Divide the class into pairs of two. Each pair is seated face to face.

One student in each pair gets to speak freely about a given statement for one or two minutes (the teacher deciding what time best fits the group of students). The student associates freely by for instance agreeing with, speaking against, reflecting on or giving their own examples.

The silent student has to listen without interrupting. After one or two minutes have passed the students change roles. Now the other student speaks about the same topic or another assigned topic.

Examples of statements:

- The world is getting better and better
- Sweden is developing in the right direction
- There are no children or young people living in poverty in Sweden
- Children and youth should have greater influence on these issues
- My school cares about the climate
- Climate change does not concern me
- I can reduce the effects of climate change by changing my consumer habits

**Further work:** Follow up with the exercises *True or false – about the human rights and the world's development* and *Vijay and his family – about consequences and actions in a changing climate*.

## Exercise: The climate merry-go-round

**Objective:** To raise knowledge of basic concepts in the context of climate and development.

**Material:** Suggested concepts – climate, development and rights.

**Area of use:** The climate merry-go-round can be used for various purposes. For example, it can be used to call attention to the current level of knowledge, as an introduction, as a repetition or as an oral examination.

**Method:** The group is divided into two equal parts that are placed in two circles; one inner and one outer circle. The students in the smaller inner circle stand or sit facing outwards towards the bigger outer circle and vice versa. Each student should have a partner to talk to. The task is to ask questions and explain the meaning of different concepts relating to climate, development and human rights.

When choosing concepts it is vital to consider the level of difficulty and with what purpose the merry-go-round is being used. The advantage of this method is that it can be used for different purposes and can easily be adapted to different subject areas or levels of difficulty.

It may be beneficial to divide the class into two merry-go-rounds.

### Step 1:

Those sitting in the inner circle ask questions while those in the outer circle answer them. The students in the inner circle get a note with a question about trying to explain the meaning of vital issues such as: “what is meant by fossil fuels?” and “what is an environmental refugee?”. The student in the inner circle asks his or her partner in the outer circle for a short explanation that he or she writes down.

After a couple of minutes the outer circle moves one step to the right. The student in the outer circle gets a new question that is answered. The merry-go-round continues by the outer circle moving gradually to the right. After one full turn the circles change places so that the student previously asking questions get to answer questions. New questions are handed out to those sitting in the inner circle. The students will, after they finish a merry-go-round, have many different explanations for the questions.

### Further work:

- Use the climate merry-go-round as a preparation to the climate role-play. The students can repeat or learn about basic concepts needed in order to be able to participate in the climate negotiations.



## Suggested concepts – climate, development and rights

The Convention on the Rights of the Child	Emission trading
Means of control	Renewable energy
Climate refugee	Climate adaptation
Diplomacy	Ecosystem services
Fossil fuels	Carbon dioxide taxes
GDP	Child mortality
Vulnerability	Ethanol
Ecological footprints	The Polluter Pays Principle (PPP)
Natural disaster	Millennium Development Goals
Energy efficiency	The UN
Carbon dioxide capture and storage (CCS)	Infrastructure
Development	Poverty
Human rights	Globalization
Compromise	Consensus
Social safety net	Risk communicator
Children and youth as agents of change	Mutual dependency
Human rights	Climate policy
United Nations General Assembly	International cooperation
Responsibility	Consumer power
Kyoto protocol	Resolution
Global warming	Greenhouse effect
Sanctions	Ratification
Convention	Declaration
Developing country	Industrial country
North	South
Peak oil	Growth
Children	Youth
Indigenous peoples	Migration
Child labor	Erosion
Business & industry	Deforestation
Sustainable consumption	
Sustainable production	
Children's rights	
Relative poverty	
Absolute poverty	
Carbon sinks	
Carbon sources	
The UN Intergovernmental Panel on Climate Change (IPCC)	

## Exercise: True or false

**Objective:** To stimulate thoughts on human rights and the world's development in a changing climate.

**Area of use:** The exercise can be used as an introduction to studies in climate, development and human rights. The exercise requires no previous knowledge.

**Material:** Statements

**Method:** True or false

### Step 1:

Divide the class into small groups. Each group needs access to nine statements. The group task is to use reasoning to conclude whether these statements are true or false.

1. All children have the right to life and development. (true)
2. All countries in the world have ratified the Convention on the Rights of the Child. (false)
3. The Millennium Development Goals first goal regarding reducing the number of the extremely poor by half (those living on less than 1,25 dollars a day) from 1990 to 2015, will be reached at a global level if the present trend continues. (true)
4. The number of malnourished children in the developing world was reduced from 30 percent to 25 percent between 1990 and 2006. (true)
5. Enrolment of children in schools in all developing countries is 90%. (false)
6. Since 1990 1.6 billion people have gotten access to clean drinking water. (true)
7. The possibility of reaching the Millennium Development Goals is not threatened by climate change. (false)
8. There are as many people living in poverty as in wealth who are affected by natural disasters. (false)
9. The changes in climate that we experience now are man-made. (true)

### Step 2:

The groups present their views. Meanwhile, the teacher can widen and deepen their reflections by using the following questions:

- What is development? What is meant by sustainable development?
- What is poverty?
- Is there poverty in the country you live in? What does it look like?
- Is the world getting better or worse?
- How can you measure development?

- What are your human rights? What is your opinion and which ones are stated in the UN conventions and declarations? Whose responsibility is it that these are implemented?
- In what way is the development of the world threatened by climate change?
- In what way can the effects of climate change, for instance floods, heatwaves and drought, affect the future possibilities of children and youth?
- Why are people living in poverty and vulnerable communities affected the worst by natural disasters?

### Further reading:

- UNICEF (2008), Climate change and children, a human security challenge, [www.unicef-irc.org/publications/pdf/climate\\_change.pdf](http://www.unicef-irc.org/publications/pdf/climate_change.pdf)
- The UN report: The Millennium Development Goals Report 2008, [www.un.org](http://www.un.org)
- The UN global development network (UNDP) material on climate and development issues, [www.undp.se/english](http://www.undp.se/english)
- Swedish International Development Cooperation Agency's climate related work, [www.sida.se/english](http://www.sida.se/english)
- UNA Sweden's website Globalis is an interactive world map that shows similarities and differences between countries. Globalis contains information on, among other things, the climate issue and is the largest database with UN statistics in Swedish. [www.globalis.se](http://www.globalis.se)
- The UN Climate panel: IPCC, Intergovernmental Panel on Climate Change, is the UN's scientific panel on the climate issue. IPCC does not conduct its own research but instead has the task of evaluating the extensive climate related research that is conducted all over the world. [www.ipcc.ch](http://www.ipcc.ch)

## Exercise: Vijay and his family

**Objective:** To increase understanding for how natural disasters affect those groups of people that have the least resources and for how social, economic and environmental consequences are interconnected. To reflect on actions to promote sustainable development.

**Area of use:** This exercise can be used for studies on global issues, developing issues, human rights and sustainable development. It can also be used to practice analysis and reflection. The first part of the exercise deals with the consequences of natural disaster. The second part deals with measurements for sustainable development.

**Material:** Background facts, case study, cards with consequences (attached to this PDF on separate pages), a flip chart with blank pages and pens.

**Method:** The class is divided into groups that will get access to background facts concerning Bangladesh, and a fictitious case study about Vijay and his family being affected by flooding. The groups are then to identify possible consequences due to the flooding and show how the two are connected.

### Step 1:

Brainstorming in the group: ask the students to bring out possible consequences that the flooding could have for Vijay and his family, and to other families in the same area.

It is important that all the ideas being brought forward are taken down on paper. No idea at this stage should be deemed as realistic or unrealistic. It might be a good idea to let the students use an A3 paper and each student to have a pen of his/her own (preferably in different colors).

### Step 2:

In addition to the brainstorming the students will receive cards with consequences. The tasks of the group are:

- To concisely present the meaning of each consequence.
- Make a chain of consequences based on the situation described in the case scenario. The cards with consequences are to be placed on a large paper where it is apparent how the different consequences are connected. There should be arrows connecting the consequences. The chains of consequences are then hung on the walls.

### Step 3:

The groups get to examine each others' chains of consequences and the exercise is followed by discussion questions. Suggestions for discussion question:

- What are the social consequences for Vijay and his family?
- What are the economic consequences for Vijay and his family?
- What are the environmental consequences for Vijay and his family?
- How are the social, economic and environmental consequences connected?

- Which of Vijay and his family's rights have been violated as a consequence of the floods? Are boys and girls affected in different ways?
- What is meant by sustainable development?
- What are the possible consequences to Bangladesh and the rest of the world?
- Reason about why people living in poverty/vulnerable communities are especially at risk when it comes to floods, drought and other effects of climate change.
- Why is a poor country like Bangladesh more affected by floods than a rich one like the Netherlands (that also is at risk of getting affected by large flooding)?
- Considering floods, are the children and young people in Bangladesh affected differently than the children and young people living in the Netherlands?
- What preventive work can be done to reduce the occurrence of floods or to mitigate the effects of them? What role can children and youth play in that kind of work?

**Moving forward:** Let the groups reflect on different steps that could lead to sustainable development, especially focusing on those steps that could strengthen the respect of the rights of the child. This is done through the students acting as advisors to local politicians in Vijay's village.

**Material:** Case study (part 2), a list of measures (case study and list being found at the end of this PDF), flip chart with blank pages and pens.

**Method:** The group consists of young girls and boys from Vijay's village that have the task of giving advice to local politicians, who, with economic support from a children's rights organization, need to come up with a development plan. The people of the children's rights organization do not want to do the work themselves as they believe the work is best done using local knowledge and experience. The organization requires the politicians to work with the help of children and youth.

The Children's rights organization believes that:

- All children have have the right to life, survival and development<sup>1</sup>
- Every child has the right to express his or her opinion in all matters affecting him/her<sup>2</sup>
- People in charge should always consider what is best for the child<sup>3</sup>
- Children often have knowledge about their immediate surroundings that are invaluable in local development work (for instance, children often play by river banks, in abandoned houses and in isolated areas)

### Step 1:

Introduce the group to the task and let the students read part 2 of the case study on Vijay's village.

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1 In accordance with article 6 of The Convention on the Rights of the Child  
2 In accordance with article 12 of The Convention on the Rights of the Child  
3 In accordance with article 3 of The Convention on the Rights of the Child



**Step 2:**

The group makes a short analysis of the situation. What is the situation? What caused this situation? Use the chain of consequences from the earlier task.

**Step 3:**

The group's common analysis creates the basis for the next step which is to identify measures that would promote sustainable development especially focusing on the question of how the respect for the rights of child can be strengthened.

The financial budget is limited which means that only eight measures can be implemented. Use the list of measures found at the end of this PDF for help.

**Step 4:**

The group suggestions for measures to be taken are presented to the local decision makers and to the inhabitants of the village. Each group presents their plan of actions on a flip chart page that is hung on the wall of the classroom.

**Step 5:**

After the presentation, the following issues are recommended for discussion:

- What measurements were chosen? Why these in particular?
- How did you plan in order to put the best interest of children at heart?
- How did the group reach their decisions? Was it difficult or easy to agree on appropriate measures?
- What is meant by fighting poverty?
- What is meant by climate adaptation?
- What can be done to work preventively in order to reduce floods or to mitigate the consequences of them? What part can children and youth have in that kind of work?

## Background on Bangladesh

Bangladesh is one of the most world's densely populated and poorest countries with more than 150 million people. Approximately 40 percent of the population is under 15 years of age. The economic growth has lately been strong which has lead to improved living conditions for many, especially in the cities. However, an unstable world economy threatens economic progress.

Approximately half of the population lives in poverty and 30 million people reportedly live in extreme poverty. A large part of the population has difficulty assuring their basic rights such as the right to a home, food, clean water, hospital care and education. Women, children, people with disabilities, religious or ethnic minorities together with indigenous peoples are especially affected. About 30 percent of the population is malnourished and among children under the age of five this number is 48 percent. Millions of children suffer from different nutrition deficiency disorders and approximately 400,000 children are homeless.

Since 1991, school is obligatory for children aged 6-10 but resources are lacking in order to follow through completely with this decision. Approximately 90 percent of all children are enrolled in school but the percentage of female students decreases the older the children get. Nevertheless, the number of girls starting primary school and that are working has grown lately. It is estimated that 20 percent of boys and about five percent of the girls work. There is no general law prohibiting child labor in Bangladesh.

In the year 2004 Bangladesh was hit by a flood that had severe consequences for individuals and for society at large. Several million people were affected in different ways.

(Source: The official website of the Swedish government concerning human rights, report on the human rights in Bangladesh 2007, [www.manskligarattigheter.gov.se](http://www.manskligarattigheter.gov.se))

## Case study – Vijay (part 1)

Vijay Patel, 10 years old, lives with his mom, dad and two sisters in a village in the countryside in Bangladesh. For generations, the family has supported itself on the family's small farm. Both parents work on the farm where the main crop is rice that they keep for personal use or sell at the market in the nearest town. The family does not own a car but transports the rice by bike.

Vijay and his older sister go to school in the village. So far, their younger sister is too little to go to school. The family is planning for the youngest sister to start school next year. School is free but the family has to pay for a school uniform and school books.

The family has enough to eat every day thanks to their own crop of rice and the income from selling at the market. They live on approximately two dollars a day. The family has neither savings nor insurance. They live in a clay building with two rooms – one kitchen and one bedroom.

One day the village is hit by the worst flood in 50 years. In Vijay's village several children are orphaned. The Patel family's crops are flooded and large parts of the harvest are lost. The children's school is also hit by the floods in such a serious way that the building collapses.

## Case study – Vijay (part 2)

In Vijay's village poverty is already extensive and most people in the area live off farming and have only small margins. The floods ruined large parts of the farmed land which has reduced many people's opportunity to support themselves. The lack of livelihood has forced many people in the area to move, in many cases to the slums of Dhaka. However most people have stayed in the area hoping for new opportunities to livelihood and for support from the local authorities.

The flooding has lead to increased sickness due to reduced access to clean water and sanitation, which in its turn has caused malnutrition, diarrhea and several cases of cholera.

Since the income of many families has decreased many children are forced into child labor in the town close by, instead of going to school in the nearby village. The work is often hazardous.

After some time has passed, many families have been able to start up parts of their agriculture again but many roads have been ruined by the floods making it difficult to get to town and sell the harvest.

Local authorities have, just like most families in the area, small margins and lack the resources necessary to perform the development work needed in order for the members of the community to assure their human rights. Corruption and misuse of power are common.

During several years, the organization Transparency International has classified Bangladesh as one of the most corrupt countries in the world. UN reports show that the status of children is low and the possibility of assuring your rights is marginal. Girls are among the worst affected. Child rights organizations are aware of the catastrophic conditions in the area and support local authorities financially.

## Consequences

Each student group should have access to 16 cards with consequences.

<b>HUNGER</b>	<b>CHILD LABOR</b>
<b>ILLITERACY</b>	<b>EROSION</b>
<b>HOMELESSNESS</b>	<b>LACK OF CLEAN WATER</b>
<b>MIGRATION</b>	<b>LANDSLIDE</b>
<b>REDUCED EQUALITY</b>	<b>DISEASES</b>
<b>DEPLETED LAND</b>	<b>LACK OF SCHOOLING</b>
<b>OVERUSE OF THE EARTH'S RESOURCES</b>	<b>REDUCED INCOME</b>
<b>REDUCED ACCESS TO ELECTRICITY</b>	<b>REDUCED HARVEST</b>



## Suggestions for measures to take

Each student group should have access to the suggestions.

### Climate adaptation and fighting poverty

- **Improving infrastructure**  
For instance through building dams that protect against rising sea levels, building canals, improving systems for water and sanitation, strengthening systems that warn against changes in climate, and building roads.
- **Changing methods of agriculture**  
For instance through focusing on crops that can withstand changes in weather and efficient irrigation systems.
- **Strengthening civil society**  
For instance through increased exchange of information between authorities and organizations.
- **Lessening vulnerability and build local capacity**  
For instance through making good use of and strengthening the knowledge of measures to adapt, let the young people perform risk analysis and analyze the vulnerability of their community, spreading knowledge about natural disasters and how to act in order to protect yourself, and to increase swimming knowledge.
- **Raising awareness**  
For instance through news bulletins, education in environmental issues, let children and youth run campaigns on climate change by using theater, radio and singing, educate youth to educate their peers, and include objectives in relation to climate- and adaptation issues in the school agenda.
- **Increasing social security**  
For example by focusing on economic safety nets such as insurance systems, access to free primary education for all boys and girls, developing health care and legislation against child labor.

### Disaster response

- **Protecting children** (especially children who have lost or become separated from their parents)  
For instance through access to education after disasters, access to safe environments for children, and psychological and social support for children as well as adults.
- **Access to clean water and sanitation**
- **Access to health care**  
For instance through vaccines against cholera, mosquito nets, access to health personnel and distribution of food and medicine.
- **Distribution of school materials and toys**
- **Distribution of clothes**
- **Access to temporary living quarters**

**cont. Suggestions for measures to take**

**Measures to reduce carbon dioxide emissions**

- Replace fossil fuels with renewable energy
- Energy efficiency
- Sustainable consumption
- Sustainable production
- Recycling and reuse of resources



# Children and Youth in a Changing Climate

In 1989, the UN General Assembly adopted the Convention on the Rights of the Child. With the development of the convention, it was established that the rights of the child are universal - that children have their own rights. The convention consists of 54 articles based on the principle of the best interest of the child. A great emphasis is placed on the right to healthcare, education, and to express his or her opinion. Today, 193 countries have ratified the convention. Sweden ratified the Convention on the Rights of the Child in 1990.

Climate change causes extreme weather conditions across the globe. Those who are affected most severely are children and youth in the world's poorest and most vulnerable countries. Natural disasters create a situation where the rights of children and youth are violated in different ways. Access to education becomes limited and the possibility of getting enough to eat is limited substantially. In addition, it is the youngest children who are at greatest risk of being infected with various diseases related to natural disasters e.g. malaria, hepatitis and dengue fever. The future of children and youth is very uncertain if the communities they live in are unable to adapt to climate change.

The time to act is now. Today's emissions of greenhouse gases have long term consequences that will effect the next generation of decision makers. Along with this teacher material, there are films which show how children and youth in developing countries are risk communicators in their communities. The starting point is that schools will educate children and youth in *disaster risk reduction*, DRR. This would mean that every generation gets an early understanding of how they can reduce vulnerability and be well prepared for disasters. With children and youth as communicators of risk the rest of the society can easily be reached and various agents can be coordinated in the event of a disaster.

Health and climate change are two areas that are closely linked. There are few people today who would question that climate change is going to have a negative impact on the health situation of, for example, children and youth in developing countries. A little known fact is that the impact will be noticed even in Sweden. The effects on the health due to more frequent and lengthier heat waves, along with an increase in waterborne and airborne infectious diseases such as malaria, are of great concern. Health care needs to adapt to the new circumstances. Already today we can see that ticks are spreading into a larger area of Sweden. The greatest risks being Lyme disease and tick borne encephalitis that are already present in the country. A longer pollen season also increases the number of cases of asthma and allergies.

The purpose of the exercises is to gain insight into the consequences of climate change for children and youth as well as to inspire children and youth to view themselves as agents of change in the climate issue.

### Further reading:

- The Convention on the Rights of the Child:  
[www.unicef.org/rightsite/](http://www.unicef.org/rightsite/)  
<http://plansverige.org/barnkonventionen>
- *Children in a changing climate (2008), A right to participate: Securing children's role in climate change adaptation*,  
[www.childreninachangingclimate.org/docs/right\\_to\\_participate.pdf](http://www.childreninachangingclimate.org/docs/right_to_participate.pdf)  
Children in a changing climate is the result of a cooperative effort between several international aid organizations and research institutes whose purpose is to call attention to children and youth's perspective on the climate issue.
- *UNICEF (2008), Climate change and children, a human security challenge*,  
[www.unicef-irc.org/publications/pdf/climate\\_change.pdf](http://www.unicef-irc.org/publications/pdf/climate_change.pdf)
- *UNICEF (2008), Our Climate, our children, our responsibility. The implications of climate change for the world's children*, [www.crin.org/docs/climate-change.pdf](http://www.crin.org/docs/climate-change.pdf)  
UNICEF brings to light children and youth's vulnerability in the question of climate.
- Save the Children Sweden and its sister organization, International Save the Children Alliance, have written a report, *In the Face of Disaster* (2008). The report shows the need for greater international preparedness for natural disasters which are growing in number and severity as a result of climate change.  
[www.rb.se/press/nyheter/Pages/barnklimatforandringar.aspx](http://www.rb.se/press/nyheter/Pages/barnklimatforandringar.aspx)
- Gapminder wants to increase the use of and understanding of statistics and other information on social, economic and environmental development on a local, national and global level. Gapminder is founded and developed by among others, Hans Rosling, Professor in International Health at Karolinska Institutet in Stockholm.  
[www.gapminder.org](http://www.gapminder.org)



## Exercise: The rights of children and youth

**Objective:** To reflect on the rights of children and youth as well as on the different living conditions in different parts of the world.

**Area of use:** The exercise can be used as an introduction to studying lifestyles, democracy, health, human rights and global studies. The exercise requires no previous knowledge.

**Material:** Role-playing cards and statements about the rights of children and youth (see the last page in this PDF document).

**Method:** The exercise let students take on various roles and, based on their role character, react to different statements about day-to-day scenarios.

### Step 1:

Students receive a card each with a role description that he or she keeps secret from the other participants in the exercise. All the students line up in a row. One statement is presented at a time. If a student agrees with the statement based on their role perspective he/she takes a step forward and if they disagree they stay where they are. When the students have taken a position on all the statements, start a discussion about the content of the statements. During the discussion students can reveal their role and see which roles took the most steps and which roles moved the least from their original positions.

The purpose of the exercise is to draw attention to the conditions and situations that children and youth face in various countries. If there are not enough roles to assign one per student, then multiple students can be assigned the same roles.

### Step 2: Suggestions for follow up questions:

- Which role took the most steps? Why? Are all children and youth in that country living under the same conditions?
- Which role took the least steps? Why? Are all children and youth in that country living under the same conditions?
- How did it feel for those who frequently took a step forward?
- How did it feel for those that frequently stayed in the same place?
- What factors determine if a role gets to take a step frequently or seldom?
- What do you know about children's living conditions in different parts of the world?
- What rights do you think children should have?

### Moving forward:

- Follow up with the exercise: *Prejudiced or without prejudice?*
- Let the children learn more about the Convention on the Rights of the Child and show which of the statements that corresponds with the rights of the child. Find the convention at:  
<http://plansverige.org/barnkonventionen>  
<http://www.unicef.org/rightsite>

## Statements:

I can't get by without my mobile phone, even for a day.	I have at least two pairs of jeans.
I can marry whomever I want.	I have a future.
I am loved.	I have friends.
I eat candy at least once a week.	I can say whatever I want.
I have access to clean water.	I can choose what religious beliefs I have.
I have enough to eat every day.	I feel safe.
I have a mom.	I like to learn new things.
I have two parents that are both working.	I have hobbies.
I have gotten all the vaccines I need.	I get to sleep in a bed.
I am able to go to school.	I am not afraid of natural disasters.
I have a bicycle.	I have someone who cares about me.
I don't get beaten.	I have the chance to influence my own future.

## Roles:

Katarina is 17 years old and goes to high school. She lives in a house in a medium sized town in Sweden with her two well educated parents.	Lee is a 13 year old Ethiopian girl. Three years ago she got her visa to stay in Demark with her mom and younger brother.
Jasmine is 9 years old and lives in Santiago, the capital of Chile. She lives in a nice house on the outskirts of the city with her three siblings. Her father is a lawyer and her mother is an economist.	Ingrid and Haakon are 15 year old Norwegian twins who live in Bergen with their parents. Their father is an unemployed fisherman and their mother works in a store.
Clementina is 9 years old and lives in Tarija, a city in southern Bolivia. Her parents can't afford to let both her and her brother go to school.	Kosalya is a 14 year old Indian girl that lives in the province of Rajasthan. She is arranged to be married to an elder man tomorrow.
Mark is a 14 year old boy who lives in a London suburb with his single mom.	Lui is a 5 year old Chinese girl that goes to school. She also attends evening classes.
Lars is 8 years old and lives in southern Sweden. He doesn't want to go home from his after-school program because his parents are alcoholics.	Maureen is 10 years old and lives in Kampala, the capital of Uganda. She has four sisters and likes to go to school
Honey is 15 years old and lives in a small village in the Philippines. She can't go to school since the school building was destroyed in an earthquake last week.	Laura is a 7 year old African-American girl who lives with her five siblings and her parents in Chicago. Her mom is a housewife and her dad works at a bank.
Tom is an 8 year old South African boy who lives in an orphanage. He was infected with HIV at birth and has access to antiretroviral drugs. Both his parents died of AIDS.	Winnie is 14 years old and lives in Bangkok in Thailand. Her parents are divorced. She lives with her mom who works for the government. The have a big apartment in the city center.
Pablo is 5 years old. For the past month he has been living on the streets of Rio de Janeiro.	Nadezaa is a 9 year old girl from Slovakia. She is Roma and lives in a slum.
Hué is 11 years old and lives in Hanoi, Vietnam. He is beaten in school by his teacher.	Anna lives in an apartment in central Stockholm with her Dad who is unemployed.
Simon is 14 and lives in Lilongwe in Malawi. He helps his mom and dad sell vegetables at the local market.	Ken is a 13 year old child soldier fighting in Kongo-Kinshasa. He misses his family.

## Exercise: Prejudiced or without prejudice

**Objective:** To reflect on the different living situations and conditions for children and youth in different parts of the world.

**Area of use:** Studies in lifestyle, democracy, health, human rights and global studies.

**Material:** Pictures and text can be viewed at <http://barnochklimat.se/klimat/resurser/>

**Method:** In the exercise, students will reflect on images of children in developing countries. Students should be allowed some time to reflect on the pictures in writing. It is important that students look at the pictures during the first 3 steps and are not introduced to the text that goes with the pictures until step 4.

### Step 1:

Students write about their reflections on the pictures using these questions:

1. Who are the people in the picture (age, sex, family, country, education, living conditions etc)?
2. What type of situation might the persons in the picture find themselves in?

### Step 2:

Students' written stories can be followed up in several ways:

#### *Alternative 1*

Students read their stories to each other. This can be done in break out groups or with the entire class.

#### *Alternative 2*

The stories and the pictures are put up around the classroom. Students go around and look at the pictures and the reflections of their classmates.

### Step 3:

After taking part of the different stories students should reflect once again over the children's living conditions. The following questions may be helpful:

- What did you think and feel when you looked at the pictures and read the stories?
- Was there a specific story that made an impact on you?
- What experience and facts did you base your original reflections on?
- What level of knowledge do you have about children in developing countries?

### Step 4:

Give the students access to the text from the web site that goes along with each picture. Start a discussion using the following question:

- Can you find any stereotypical ideas in your reflections about children from developing countries?
- How can stereotypes be changed?

### Moving forward:

Let students learn more about children and youth from other countries through statistics.  
[www.globalis.se](http://www.globalis.se)

## Exercise: How just is the health situation of the world?

**Objective:** To increase understanding of how the health situations in the world are effected by the climate change.

**Area of use:** The exercise can be used for studies in health, consequences of a changing climate, human rights and living conditions in different parts of the world.

**Material:** Statements (at the end of this pdf document), red and green cards.

**Method:** This is an exercise where different statements get students to reflect on the health situation in the world. The exercise requires no prior knowledge. Each student is supplied with a red and a green card. The chairs are arranged around the room, a circle is a good configuration to use to promote discussion. Students choose to hold up either their red card or their green card after each statement. The red card indicates that the student disagrees with the statement and the green card indicates agreement. Any discussions regarding a question's contents can be held directly after each statement or after the class have worked their way through all the statements. The teacher can either decide to discuss all statements or just pick out a few of them.

**Moving forward:** This exercise can be followed up with one of the following exercises: *Youth as important agents of change* or *The health effects of the climate change in El Salvador and Sweden*. These exercises deal with the areas of climate and health.



Statements for *How just is the health situation of the world?*

We all have equal right to good health and to healthcare.	Climate change will worsen the health situation for children and young people in rich countries.
Children and youth have stronger rights to good health and healthcare than adults do.	Climate change leads to increased poverty in the world.
Environmental refugees should be granted asylum in our country.	Climate change will cause an increase in the number of cases of malaria in our country.
Climate change will have a negative effect on the health of children and youth in developing countries.	Malaria will be wiped out by 2020.
Climate change will cause more weather related natural disasters around the world.	Climate change leads to an increased spreading of tropical diseases to new areas.
Climate change makes it more difficult for children and youth to live their lives in good health.	Climate change will affect the access to food around the world.
Climate change will affect access to fresh water in the world.	

## Exercise: Youth as important agents of change

**Objective:** To highlight similarities and differences regarding consequences of climate change and to reflect over responses in countries with differing levels of development.

**Area of use:** Politics, health, democracy and studies relating to global development and sustainable development.

**Material:** The films *Children on the frontline from the Philippines* (parts 1 and 2) and *El Salvador* (part 1). The films depict children and young people's situations in a changing climate and present children and youth as risk communicators and agents of change.

Lindgren E. *Globala hälsoeffekter av en klimatförändring*, Framtider, 2007;1:12-16, Institutet för Framtidsstudier.

Pens, flip chart with blank pages and a grid to support the mapping of risks.

Films and the article can be found at <http://barnochklimat.se/klimat/resurser/>

The grid and scenarios to be printed can be found at the end of this PDF.

**Method:** It is easy to view children and youth in developing countries as victims when they suffer the negative effects of climate change. Even if children and youth are hit hard by these effects, they are above all agents of change with the capacity and ability to make their own future. In developing countries *disaster risk reduction* (DRR) is a common method used to prepare for potential natural disasters.

As an introduction or starting point for the exercise, use the films *Children on the Frontline* from the Philippines and *El Salvador*. The films show how young people in the Philippines and El Salvador become strong risk communicators and agents of change by mapping out the risks in their local communities. They succeed against all odds in moving their school which is situated in a high-risk area for landslides. They also start planting trees to reduce the risk for landslides.

### Step 1:

Show the movies (both or just one) and ask the students to take notes about the actions and consequences during the course of the film.

### Step 2:

Read Elisbet Lindgren's article to gain some knowledge about how rich countries can be affected by climate change. The students can read and write down important keywords from the article.

### Step 3:

After viewing the movies and reading the article, divide the students into small groups. Each group is given a scenario. Half the groups get scenario 1 and half get scenario 2.

The groups' task is to map out the various consequences that their scenario would generate both in their daily lives and for society at large. Use the grid for mapping.

After mapping out the consequences, the group should identify actions.

### Step 4:

After mapping out how climate change can impact life in their own country, the discussion can connect back to the movies *Children on the Frontline*. The students will now make a comparison of the consequences and actions in their own country, the Philippines and El Salvador.

- What *similarities* can be seen in the consequences in these three countries?
- What *differences* can be seen?
- What *similarities* can be seen in the actions taken in the three countries?
- What *differences* are there?
- What are the differences in the impact on society that children and youth have in your country, the Philippines and El Salvador?
- Are there differences between how boys and girls are affected by climate change?
- Does climate change have a different affect on different groups in society (in the Philippines, El Salvador and your country?)
- How can you increase your influence in society? What different platforms are there in your community where children and youth can express their opinions in relation to climate and environmental issues?

### Moving forward:

How has your community interpreted the government's Climate and vulnerability study? Read the Klimat- och sårbarhetsutredning SOU 2007:60 at [www.regeringen.se/sb/d/8704/a/89334](http://www.regeringen.se/sb/d/8704/a/89334) [Sweden specific]

Go to your community's website or call the administration of your community to see how they work with climate adaptation in your specific community based on the Climate and Vulnerability study above. Are children and your represented in the work? Is their perspective taken into account in the community's climate related work?

*Adaptation* covers those strategies, goals and measures that reduce or mediates the effects of climate change or make use of the possibilities that climate change offers.

*Mitigation* means, roughly speaking, relief and refers to the strategies, goals and measures that are used to reduce the release of greenhouse gases (from sources) or increase separation (via sinks).

## Scenarios

**Scenario 1:** You go to school in a community located by the sea. As a result of the climate change, the sea level has started to rise and threatens to flood the area in the near future.

**Scenario 2:** During your summer vacation there is an intense heat wave. The temperature has been above 30°C for almost 3 weeks now and shows no signs of cooling down.

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## Grid

	<b>Consequences for you and your family</b>	<b>Consequences for society at large</b>	<b>Actions</b>
Food			
Water			
Hygiene			
Health			
Transportation			
Housing			

## Exercise: The health effects of the climate change in El Salvador and Sweden

**Objective:** To create a discussion on how climate change affects the health situation in the world.

**Area of use:** Politics, health, democracy and sustainable development.

**Material:** The movie *Children on the Frontline*, El Salvador, part 2. The movie describes young people's health situation in a changing climate and presents actions to take to improve the health situation.

Article: Lindgren E. *Globala hälsoeffekter av en klimatförändring*, *Framtider*, 2007;1:12-16, Institutet för Framtidsstudier.

Films and the article can be found at <http://barnochklimat.se/klimat/resurser/>

**Method:** There is an increased risk of the spreading of tropical diseases like Malaria and Dengue Fever in a climate that is warmer and has more precipitation. The spreading is expected to move into areas that have not previously been affected by tropical diseases.

### Step 1:

Divide the students into groups of four. In every group there will be four roles to play. Show the film, *Children on the Frontline*, El Salvador, part 2. The students should take notes while watching the film from the perspective of the role they are playing. Students should also get time on their own to read the article "Globala hälsoeffekter av en klimatförändring" by Elisabet Lindgren, and write down key words from the article. [note: source in Swedish]

### Step 2:

Students that have the same role get together to search for more information and develop their role characters. For example the "doctors" help each other to find information on *Swedish Doctors for the Environment* ([http://www.dnsy.se/lfm/In\\_English](http://www.dnsy.se/lfm/In_English)) and those students assigned the role of "youth" try to find information on "ecological footprint".

### Step 3:

After working in the role groups, the students should get back to their original groups of four. The group should discuss various questions from the perspective of their individual roles. Suggestions for questions to use are included below. All the different roles should try to express their opinions and discuss what actions to take in a given situation.

The role characters can use the questions below in the discussion:

- What is the most alarming health effect as a result of the climate change in developing countries? Are different groups in society (i.e. children, children with disabilities, minorities, boys and girls, women and men) affected in different ways?
- What is the most alarming health effect as a result of the climate change in your country? Are different groups in society (i.e. children, children with disabilities, minorities, boys and girls, women and men) affected in different ways?
- What political decision can mitigate the effects of climate change?
- What individual changes can we make in our own lives that can mitigate the effects of climate change.
- How can children and youth be given important roles as agents of change in the climate debate in your country as well as in others?

### Step 4:

After a brief discussion the students should put together five suggestions for actions that can be taken to mitigate the effects of the climate change. The suggestions can be on an individual, local, national or global level for both rich and developing countries. The suggestions for actions are then presented to the other groups on a flipchart. The presenters should be able to discuss the reasons behind each suggestion.

### Moving forward:

- Klimat- och sårbarhetsutredningen SOU 2007:60 available at [www.regeringen.se/sb/d/8704/a/89334](http://www.regeringen.se/sb/d/8704/a/89334) [note: source in Swedish]

Use the study to investigate what consequences of the climate change that are expected to affect Sweden. In the study you will also find suggestions for actions to mitigate the consequences of climate change. You can make a comparison between the students' suggestions about consequences and actions and the ones presented in the study.

- To reduce your ecological footprint brings you a step closer to sustainable development. The World Wide Fund for Nature has a calculator where students can calculate their own ecological footprint based on their lifestyle. The footprint is then converted to show how many earths it would take to provide the resources necessary if everyone was to maintain that lifestyle. Discuss with the students how they can reduce their own ecological footprints. WWF also has a school calculator where you can see the entire schools ecological footprint. Let the school calculator be a starting point for the schools work towards sustainable development. Read more at [www.wwf.org](http://www.wwf.org)
- *Children in a Changing Climate* is a collaboration between several international aid organizations and research institutes with the purpose of raising awareness on children's and youth's perspectives on the climate issue. [www.childreninachangingclimate.org](http://www.childreninachangingclimate.org)

**Role characters to be represented in each group are:**

- **The Doctor**

Member of the network *Doctors for the Environment* and author of an article on health and climate change. Has also worked for many years with health issues in developing countries. Is a member of many political advisory groups that focus on proper planning in order to minimize the health effects of climate change.

- **Youth in Sweden (or similar country)**

A high school student who knows a lot about the climate issue but has difficulties reducing his/her own ecological footprint and being climate smart. He/she thinks that sustainable development and the right political decisions are important but is unwilling to change anything in his/her own lifestyle to reduce the impact on the climate.

- **Youth in El Salvador**

A young person from El Salvador who already experiences the consequences of climate change. He/she is active in society as a risk communicator and works to spread information about health issues to younger kids and give them information on how you can avoid the spreading of, for example, the Dengue Fever. He/she wants the industrialized countries of the world, which are responsible for the majority of CO<sub>2</sub> emissions, to also be the ones who take the first step towards sustainable development.

- **The Politician**

A politician from Sweden (or a similar country) who wants to take responsibility for the future but prioritizes jobs and economic growth. He or she doesn't want to alienate his/her constituents and therefore avoids committing to concrete objectives for sustainable development. His/her political message about a sustainable future is therefore vague.



# Future Scenarios and Solutions for a Sustainable Development

The phrase “sustainable development” was launched onto the global arena with the UN report *Our Common Future* (1987). The definition of sustainable development read as follows:

*“Humanity has the ability to make development sustainable to ensure that it meets the needs of the present without compromising the ability of future generations to meet their own needs.”*

The UN followed up *Our Common Future* in 1992 with the UN Conference on Environment and Development in Rio de Janeiro.

A program called Agenda 21 was accepted which states goals and guidelines for attaining sustainable development. Agenda 21 is not legally binding, but comes with a strong political obligation. All in all over 100 countries signed on to the agenda.

Through the UN, the world has taken many common steps towards reaching a sustainable development. It is time to back up political documents and words with action. By learning about sustainable development, students are challenged to think beyond the dominant ideals of consumption and status. The students are encouraged to think about which lifestyle choices lead to sustainable development.

The purpose of the exercises is to stimulate thought about different future scenarios and which solutions that can lead to sustainable development.

## Further reading:

- On the Swedish Environmental Protection Agency’s website you will find teaching material on the climate issue:  
[www.naturvardsverket.se](http://www.naturvardsverket.se)
- Sweden has accepted 16 environmental goals. Read more about the work to reach those goals:  
[www.miljomal.nu](http://www.miljomal.nu)
- WWF gives suggestions on how to work towards sustainable development:  
[www.panda.org](http://www.panda.org)  
[www.wwf.se](http://www.wwf.se)

## Exercise: The future of my children and grandchildren

**Objective:** To stimulate individual reflection on the world's future in a changed climate.

**Area of use:** Sustainable development. The exercise requires no previous knowledge.

**Method:** The exercise has two steps. Between steps 1 and 2 the students get an instructional session on climate and development issues. At the beginning of the instructional session, the students get the task to free associate using a given subject as a starting point and write a short text that should be saved and used at the end of the instructional session. At that phase of the instruction the student will evaluate what knowledge and perspective he or she has gained.

### **Step 1:** *Individual reflection*

As the introduction to the instructional session the student writes a short text with the heading: "My children's and grandchildren's future"

Between steps 1 and 2 the student get an instructional session on sustainable development.

### **Step 2:** *Self evaluation*

At the end of the instructional session, the student uses the text he or she wrote to evaluate what skills or perspective he or she has gained.

The student is asked to read the text they wrote: "My children's and grandchildren's future" and consider in pairs the following questions:

- List 3 things you think are most important for the world's future
- Has your way of looking at the future of the world changed? What knowledge and new perspectives have you gotten? Are you more or less optimistic about the world's development?
- What is your responsibility? What can you do?

### **Moving forward:**

Continue with the exercises *Future scenarios* or *Legislation for a sustainable future*.

## Exercise: Future scenarios

**Objective:** To get students to reflect on how different possible futures can be formed depending on how far climate change is allowed to progress.

**Area of use:** As background for discussions about and for a sustainable development.

**Material:** The students are presented to four future scenarios along with questions and background material. Future scenarios can be printed out from the end of this pdf document.

**Method:** In the "four corners exercise", students take a position on which of the four different future scenarios that they judge to be most likely by the year 2050.

### Step 1:

Let the students take a position on the four different future scenarios. Then establish that each corner of the classroom represent one of the possible scenarios. The students gather in the corner that they think is the most likely future scenario.

### Step 2:

After the students have chosen a future scenario and gathered in the four corners of the room it is important that they, within each group, decide what factors made them choose that particular corner as well as which scenario they would prefer that the future holds. To facilitate discussion there are some suggestions for questions below. After the students have discussed the questions in groups, they should present their group discussions for each other.

### Suggestions for questions to support the group discussions:

- Identify factors to explain your position.
- What arguments in the climate debate today supports the idea that the scenario we have chosen is the *most* likely one?
- What arguments in the climate debate today supports the position that the scenario we have chosen is the *least* likely one?
- What actions do we suggest in order to reach the scenario "The future is no problem" or "We succeeded!"?
- Would your position be changed if the time frame for the scenario was 2080 instead of 2050?

### Moving forward:

- In December of 2008 the Swedish Environmental Protection Agency released a teaching package on the climate issue. The teaching package contains different scenarios for Sweden, Europe and the world. Use the SEPA material Klimatfakta for more information and to discuss possible future scenarios. Read more at [www.swedishepa.se/en/In-English/Menu](http://www.swedishepa.se/en/In-English/Menu)
- To reduce your ecological footprint brings you a step closer to sustainable development. The World Wide Fund for Nature has a calculator where students can calculate their own ecological footprint based on their lifestyle. The footprint is then converted to show how many earths it would take to provide the resources necessary if everyone was to maintain that lifestyle. Discuss with the students how they can reduce their own ecological footprints. WWF also has a school calculator where you can see the entire schools ecological footprint. Let the school calculator be a starting point for the schools work towards sustainable development. Read more at [www.panda.org](http://www.panda.org)

## Future scenarios

### **Worst case scenario**

Climate change was greater than expected after no international climate agreement was reached. Precipitation increases drastically in areas that already have a large amount of precipitation. Landslides are more common now since deforestation in the developing countries of the world has proceeded unabated. Natural disasters like earthquakes and floods makes it difficult to sustain the world's population with clean water and food, and the spreading of disease has increased dramatically. Children and young people are the most affected by the increasing poor health. Data from the beginning the early 2000's showed that the educational and health related goals for the citizen's of the world were within reach, but this now seems like a distant memory. Since the sea level has risen due to the increase in temperature, a large percentage of the world's population has been forced to move and now live as environmental refugees in large refugee camps.

### **The future is now**

In 2012, the UN's international climate negotiators successfully agreed on a common climate goal and the emission of greenhouse gases has drastically decreased. Technological development and Economic growth in the world is slow on account of the lack of available energy. The earth's population is increasing and the earth's resources are still unevenly distributed. In a multicultural world the preservation of cultural differences is important as is the ability to support oneself. Since economic development has slowed down the fight against poverty has lost momentum.

### **The future is no problem**

In 2020, the UN's international climate negotiators successfully agreed on a common goal for the climate. Through a cooperative effort, the technology for carbon capture and storage, CSS has moved forward. Through CSS technology, carbon dioxide from the air can be stored in cavities in the bedrock of the earth. In this way, a drastic future climate scenario is averted. In the crust of the earth there is such a large capacity to store carbon dioxide that we don't need to reduce the use of fossil fuels. Nevertheless, fossil fuels are a nonrenewable resource but when fossil fuels are finally all used up in the future, we have other sources of energy that we can use. Of course, climate change creates a more difficult living environment for those people living in countries with increased precipitation or sea levels that have risen but soon we will have stored so much carbon dioxide in the earth's crust that the earth's average temperature will return to its previous level. There are also many volunteer organizations that work on measures to adapt to the effects of climate change as well as on health and education related issues in developing countries. If we in the rich part of the world make sure to donate money to these volunteer organizations, the world is going to be a better place.

### **We succeeded!**

The UN's international climate negotiators agreed on a common goal for the climate before 2010 and the change in temperature is now back, according to estimates, to pre-industrial levels. While the climate negotiations were going on, the UN took the opportunity to gather together interested parties in other areas. In the joy of victory after having succeeded in solving the climate issue, there were many interesting political decisions. Today, we have replaced the fossil fuels that held the world in a vice-like grip with renewable energy sources. Supplying the world with energy is not a problem anymore-we have all the energy we could wish for. Today all children and youth go through a minimum of 9 years of obligatory education. Everyone has access to good healthcare that includes the necessary vaccines. The focus of the world's population is on achieving sustainable development and everyone strives to leave as small an ecological footprint as possible. Today, consumption is still rampant but the pattern of consumption has shifted. Many people nowadays consume culture, experiences and interactions with others.

## Exercise: Legislation for a sustainable future

**Objective:** For students to reflect on steps that can lead to a just and sustainable future.

**Area of use:** Democracy, environmental politics, sustainable development, global development issues.

**Material:** A copy of the suggested laws for a sustainable future, as well as several copies of the grid dealing with the suggested legislation to be handed out to every group.

**Method:** Students will put themselves in the shoes of members of a newly instated global government with the authority to issue new global laws.

### Step 1:

The teacher chooses the suggestions for laws that are most appropriate for the course. The teacher also decides if the students will focus on only a few laws or on several.

### Step 2:

The students are divided into groups. Students should discuss the suggested laws they get from the teacher. For every suggested law that the group discusses, the group should come up with a summary of their response to the suggestion. A grid containing questions to guide the students should be handed out to help in the group discussions.

### Step 3:

Students will then present their work for each other. The work can be presented between groups or in front of the whole class. The groups' presentations should be followed up by a discussion based on the following questions.

### Step 4:

Suggestions for discussion questions:

- Which of the suggested laws did you think was the least or the most important to pass? Explain why.
- Which suggested laws do you think would be the easiest or the most difficult to implement? Explain why.
- What are the advantages of having global laws?
- Who has the right to issue global laws?
- Who finances the administration of the global laws? How will the laws be applied?
- How will enforcement of the global laws be handled?
- What happens if one does not obey the global laws?
- Which advantages and disadvantages can you see with a global government that can issue global laws?

### Moving forward:

- How can the move towards sustainable development be speeded up and monitored in countries across the world?

Currently the UN is dependant on will of individual countries to cooperate. Through various conventions, countries commit to changes on their home ground. However, the UN's ability to force change is extremely limited. Study the UN's options when it comes to making the decision to use sanctions in the Security Council. How could the UN apply stronger pressure? Let the students work out a new UN charter that would result in the UN for all practical purposes becoming a world government. In which situations could the UN force countries to react and how would they do it? What risks and possibilities are involved in such a world order.

- UN's organization and charter can be found at [www.un.org/en/index.shtml](http://www.un.org/en/index.shtml)
- Develop understanding by letting the Convention on the Rights of the Child be a guide for the situations where the UN could react with forceful measures. The Convention can be found at [www.unicef.org/crc](http://www.unicef.org/crc) or <http://plansverige.org/barnkonventionen>
- United Nations Framework for Convention on Climate Change, UNFCCC, is a UN initiative to reduce global warming. Within the framework of the UNFCCC, the world's countries negotiate about reducing emissions. [www.unfccc.int](http://www.unfccc.int)
- Playing the climate role-playing exercise is a way to get a deeper understanding. In the role-play students represent different nations and try to agree on national emission reductions.
- Sweden has accepted 16 environmental goals. Read more about the work to reach those goals at: [www.miljomal.nu/Environmental-Objectives-Portal](http://www.miljomal.nu/Environmental-Objectives-Portal)

## Suggested laws for a sustainable future

<p>The UN's development program suggests that a fund for minimizing the effects of climate changes, Climate Change Mitigation Facility, will be created. The fund will mobilize 25-50 billion dollars annually to support the conversion to non-carbonintensive systems in developing countries.</p>	<p>It is being discussed, within the framework of the UN, that developmental countries must get the chance to insure themselves against the negative effects that can come from natural disasters. This is of even greater importance as the amount of natural disasters increases in the wake of climate change.</p>
<p>UN's environmental program has put forth a suggestion for a plan that would mean that within a five year period car manufacturers would have to develop cars that run on other fuel than gasoline.</p>	<p>A UN body has put forth a suggestion that would mean that families in regions with limited natural resources that are required for our survival and sustenance would be allowed to have a maximum of two children.</p>
<p>Child rights organizations suggest that governments in countries that violates the Convention on the Rights of the Child should have to stand trial at the UN tribunal.</p>	<p>The World Health Organization recommends forbidding the manufacturing of ethanol since the manufacturing threatens food security for many of the world's regions.</p>
<p>NGOs (non governmental organizations) work towards a system for trading emission rights that even includes air traffic.</p>	<p>In the UN's climate convention, a suggestion for a global carbon dioxide tax has been discussed.</p>
<p>Research shows that in the western world, people's consumption contributes to a drastic increase in the emission of carbon dioxide per person. The UN's climate panel suggests that a rationing card should be implemented in industrial countries to control the population's consumption. Among other suggestions is that a family is only allowed a maximum of one long trip by air every ten years.</p>	<p>Within the framework of the UN, an adaptation fund is being discussed. This fund would be financed with the help of the flexible mechanism, <i>Clean Development Mechanism</i>, CDM. Money in the adaptation fund will support developing countries so they can adapt to climate change to reduce their vulnerability. The financing will not come from existing aid but from additional money from the rich countries.</p>
<p>The UN body for economic and social questions recommends that all national governments give their citizens free access to healthcare. Children and youth should have priority access to good healthcare.</p>	<p>The agricultural ministry in Sweden suggests in a report to the UN that subsidies for agricultural products should be stopped to make it easier for developmental countries to export food.</p>
<p>To minimize the risk that small children die of avoidable diseases, WHO has come up with a suggestion for a plan that would force adults to vaccinate their children. If the basic vaccinations are not taken, the parents must pay serious fines.</p>	<p>Within the framework of the UN there is a suggestion to create an adaptation fund where money will go to local adaptation programs that are run by children and youth groups through schools in poorer nations.</p>

## Grid for the law suggestions

Law suggestion being discussed: \_\_\_\_\_

	Positive effects	Negative effects
For developing countries		
For industrial countries		
For the world as a whole		

The suggested law leads to a just and sustainable future in the following way: (social, economic and environmental development)

We would need additional information to take a position. The information we lack is:

Our recommendation regarding this suggestion is:

We would like to reformulate the law in the following way:



# Voices of Children and Youth – how to influence and change

All over the world, children and youth worry about the effects of climate change and their own future. They think the climate issue is important and want to work to find solutions but at the same time it is hard for them to make themselves heard. Children and youth in developing countries are among those worst affected by the consequences of climate change such as drought, lack of water and floods. In many developing countries a large part of the population is children and youth and their perspectives and needs must get acknowledged so that they can become active participants in society. Children and youth often have unique knowledge of their immediate surroundings. For instance, children play next to river banks, in abandoned houses and in isolated areas. This knowledge is invaluable and must be respected and legitimized. This knowledge should be acknowledged and used in aid work concerning catastrophes and development. In many countries around the world children and youth often have higher education than their parents. With help from their education they can bring new knowledge into their homes – they can educate their parents but also become role models for younger children.

According to the Convention on the Rights of the Child, children and youth have democratic rights. Each child has the right to voice his or her opinion in all matters concerning the child. He or she also has the right to participate and make decisions about his or her own future. The exercises aim to strengthen the voice of children and youth so that they can affect and participate in the climate debate.

## Further reading:

- Watch the movies *Children on the frontline* from the Philippines and El Salvador. The movies show how youth in the Philippines and El Salvador become strong risk communicators and agents of change in their own home arena through mapping risks in their environment. You can find the movies here: <http://barnochklimat.se/klimat/resurser>
- The Convention on the Rights of the Child can be found here:  
<http://www.unicef.org/crc>  
<http://plansverige.org/barnkonventionen>
- Children in a changing climate (2008): *A right to participate: Securing children's role in climate change adaptation*.  
[www.childreninachangingclimate.org/docs/right\\_to\\_participate.pdf](http://www.childreninachangingclimate.org/docs/right_to_participate.pdf)  
Children in a Changing Climate is a cooperation between numerous international aid organizations and research institutes with the purpose of putting into focus the perspectives on the climate issues of children and the young.
- Westander Publicity and Impact, A guide to PR. [www.westander.se](http://www.westander.se)  
Westander helps businesses and organizations to get publicity and/or to affect political decisions. Westander wants to contribute to more people becoming active agents of society. [source in Swedish]

## Exercise: The debate carousel

**Objective:** To practice making your voice heard in addition to analyzing questions from different perspectives by arguing for and against different issues.

**Area of use:** Argumentation analysis, environmental politics, democratic issues, sustainable development, life style issues. The exercise could be used as preparation for the climate role-play.

**Material:** Assertions and examples of argumentation analysis. Find these at the end of the pdf.

**Method:** The class is divided into two equally large groups that place themselves in two circles, one smaller inner circle and one larger outer circle. The students in the inner circle stand or sit facing out and the outer circle is facing in. Each student should have a partner to talk to.

### Step 1:

The class gets a statement, for instance “young people should have more influence”, that the students discuss in pairs. The rule is that the students in the inner circle only get to argue *for* the statement while the students in the outer circle only get to argue *against* (alternatively free discussion).

After a couple of minutes the outer circle moves one step to the right so that each student faces a new partner. The new pair discusses the same or a new statement. After a couple of minutes the outer circle takes another step to the right. The carousel is started.

After a completed carousel (that is when everybody in the circle has formed a pair one time) or when it seems appropriate, the students change places so that the ones that were earlier in the inner circle now are in the outer one and vice versa. This way the students get to train to argue both for and against a statement.

By assigning roles to the students, no student needs to have formed their own opinion of the issue beforehand. Nevertheless, some prior knowledge could be useful depending on which statements are to be discussed and depending on for which purpose the exercise is being used.

### Step 2:

After the completed carousel the teacher could choose to lift one or several statements at a time and with the help of the students’ arguments he or she could list the arguments for and against on the board.

After the common gathering of arguments for and against the students should:

- 1) Work in small groups to decide which type of arguments have been brought up on the board. Are they based on science, feelings or values? Are they social, economic or environmental in nature? Are they based on rights?
- 2) Through making an individual ranking, form an opinion considering what arguments are the most important ones. The ranking will be compared in a small group.  
*Ranking by steps.* The students rank their arguments on the basis of how important they are, putting the most important one on the top.

**Moving forward:** Find out how different societal roles reason in some of the issues. What is their argumentation like? What type of arguments are being used? What similarities and differences are there between the different roles?

Example of roles: the Swedish Environmental Protection Agency, Swedish business & industry, Swedish government and child rights organizations such as, for instance, Plan Sweden.

**Statements** (the teacher decides what statements are appropriate to include in the carousel in relation to course objectives or project goals):

- Youth should have more influence and the ability to make themselves heard.
- It is a good thing if the weather in Sweden turns warmer.
- SUVs should be banned
- Nuclear power is better than wind power
- Flying should be twice as expensive as it is today
- Tax on beef is a good idea
- Vehicles that run on gasoline should be prohibited
- Everybody who lives less than 5 km from work or school should bike or walk.
- It is fair that rich countries take the most responsibility when it comes to actions in response to the climate.
- It is good that industries and other operations that have low emissions of carbon dioxide get a tax relief.
- Emission trading is a good idea.
- Adults have a responsibility to listen to children and youth.

### Suggestions for argumentation analysis

**Statement:** *SUVs should be banned.*

#### Against

Safe in the event of an accident (science)  
Practical in some terrains (science)  
The market should decide (value)  
It's cool (value)  
I love them (emotion)

#### For

Demand a lot of gas (science)  
Dangerous in traffic (science)  
Legislations is efficient (value)  
It's shallow (value)  
They are frightening (emotion)

## Exercise: Lobbying – about influence and change

**Objective:** To increase knowledge on how to make an impact with the purpose of strengthening the possibilities of children and youth to affect and participate in the climate debate.

**Area of use:** Climate politics, democracy issues, and sustainable development. The exercise can be used as a preparation for the climate role-playing exercise.

**Method:** The class is divided into small groups that will plan and conduct a lobbying campaign together. The campaign work contains three parts:

**Step 1:** *Strategic preparations*

**Step 2:** *Practical preparations*

**Step 3:** *To raise opinion*

The exercise is based on the PR agency Westander's advice on how to plan a campaign. Read more at [www.westander.se](http://www.westander.se) [source in Swedish]. You can download the agency's Guideline to PR from their website.

### **Suggestions for campaigns:**

- Free collective traffic
- Gasoline free cars in 2020
- Raised taxes on beef
- Increased aid to climate and development
- Ecologically and locally produced school food
- More and better bike routes
- That politicians should include the opinions and ideas of the young in climate related work

Students' own suggestions should be encouraged.

## Step 1: Strategic preparations

- *Write a short report on your issue*

Write a short report on the issue that you have chosen to pursue. The report is a basis for contacting politicians, writing debate articles, news bulletins and letters to the editor. It is advantageous to refer to research and statistics. The report should include the suggestions that the group is planning to pursue and all the arguments that support your position.

- *Decide on the purpose*

Why do you want to pursue your issue? Do you want to affect a decision or start debate around an issue? Do you want to have a short term or long term impact? The purpose will determine your target group and message.

- *Decide who the target group is*

Different groups differ greatly when it comes to prior knowledge, opinions, values and language. All too often we do not pay attention to that which is very familiar and we think we know everything about the group or that they think and reason just like ourselves. A senior citizen expects one kind of language while high school students have completely different expectations. This also concerns the type of media that the target group prefers.

- *Decide on a message*

Decide on one main message that is to be presented as the connecting thought in all of your communication. Break down the main message into smaller parts.

- *Decide the medium*

Depending on the size of the target group and the character of it, it could be important to decide which media is the main means of extending your message. Scrutinize this media carefully in order to learn what sort of news and what type of language fit you the best. Newspaper language is different than blogging language. 10 pieces of advice on new types of media are available on the Westander home page.

- *Analyze earlier publicity*

What has already been written about the question and why? Are there politicians/ organizations working with these questions? What are their perspectives? Could you use these?

- *Analyze your competition*

Study how successful your competition is in the media and how they have created publicity. This will teach you how you get heard and seen in society. Feel free to copy their methods but do it better than them!

- *Analyze your potential in media*

Analyze your strengths and weaknesses. Strengths might be contacts that could be used or somebody in the group that is skilled in medial work. What is the group experience when it comes to influencing others (is somebody a member in an organization or a political party?) Weaknesses might be lack of resources, age or the fact that you are facing public backlashes concerning your choice of perspective.

- *Decide what you want to accomplish*

Set goals of your campaign which are concrete and measurable. The objective is not only to get noticed for the sake of it but to really make a change.

## Step 2: Practical preparations

- *Set a concrete campaign plan*

In order not to forget good ideas and in order for your topic to make a difference you need to write a concrete and chronologically set time plan for how to reach out and be able to have an impact. This could be about whom to contact and what authorities/businesses/politicians to pay attention to.

- *Make lists of who to send your messages to*

Write down what important persons/media you can send e-mails to when you are campaigning. Perhaps you will discover something when you examine the topic that you want everybody to find out about in a press release. Journalists should also be on this list.

- *Set up a plan to monitor the media*

Make sure to closely follow media in order to know the development of your topic. Is anything written in the media about your topic?

- *Appoint a spokesperson/spokespersons*

Make sure to have a spokesperson or two in the group that will handle contacts with the media/authorities.

- *Keep an open mind!*

Always state your purpose and whom you represent. Hiding information is undemocratic. However, do not reveal your sources for just any reason.

- *Make the public interest visible*

Make visible the public interest. Nobody will listen to you if the topic is too narrow. Parliament does not make decisions on private interests.

- *Make visible common ground*

Do not pick fights with different parties – try to find arguments that will engage whoever you want to persuade. Be aware of the interests of your receiver.

- *Organize popular movement campaigns*

Popular movements have been successful in the forming of public opinion. Different types of drives, name lists etc. still work.

## Step 3: Create a debate

This is about reaching out to society with the message of your group.

- Press releases, debate articles, letters to the press, action, messages on radio or a debate on a morning sofa (for more information see the exercise *The Morning Sofa*).

## Moving forward:

The exercise could be followed up by the climate role-play where the students get the opportunity to push for their nations' or organizations' positions and suggestions.

## Exercise: The morning sofa – about having an impact and creating a public debate

**Objective:** To raise awareness on how political messages could be brought into society. The exercise gives children and youth the possibility of forming thoughts and ideas about their future in a changed climate.

**Area of use:** The exercise could be used to make explicit or test newly learned knowledge on the climate issue. The exercise does demand some previous knowledge. The students could be tested orally when sitting on the morning sofa and/or in writing with their own manuscript as the basis of their meeting on the sofa.

### Material:

- The five areas of this educational material – see the exercises and links.
- The Westander handbook on PR, Westander Publicitet och påverkan, [www.westander.se](http://www.westander.se) [source in Swedish]
- Props for the morning sofa.

**Method:** The purpose of this exercise is for the students to collectively prepare different roles in order to take part in a discussion on the morning sofa that will be play acted in the classroom later on. Each work group should consist of four roles: a program host, a decision maker of today and two decision makers of tomorrow. The decision makers of tomorrow will be represented by a young person from a industrial and a developing country.

In preparation for the meeting on the morning sofa the students should prepare the four roles together by writing a manuscript together with one main message for each of the different roles.

**Basis for assessment:** The written script from the group, the group's oral presentation and the discussion afterwards.

### Step 1:

The students or the teacher chooses which area will be discussed on the morning sofa. The groups could have different topic areas or issues to explore. It is a prerequisite that the students have worked with the topic area previously.

Suggestions on topic areas:

- *The development and rights in a changed climate*
- *Children and youth in a changed climate*
- *Future scenarios and solutions for a sustainable development*
- *Global justice and responsibilities in a changing climate*

**Step 2:**

Together, the group will write a manuscript for the morning sofa. First, the students will describe what type of questions will be discussed on the morning sofa, such as “the children of the world are negatively affected by climate change” and “how will the world’s children and youth assure their right to health in the future?”

The four students prepare the four roles together.

Moving forward with the following preparations:

- *Shape your main message*

There is almost always a shortage of time on the morning sofa. Therefore, it is important that each part prepares a main message. What are the short and vigorous statements that easily summarize the main message of the role?

- *Prepare concrete examples*

Prepare concrete examples that support the main message. Concrete examples are good in order to raise understanding and emphasize what you want to say.

- *Prepare to be flexible*

On the morning sofa there are often swift changes. You have to be carefully prepared and flexible. Repeat a long and a short version of the message you want to bring forward.

- *Be direct*

Anyone who starts with their main point instead of delivering a complicated background has the best chances to reach out with his/her message.

**Step 3:**

Divide the roles within the group. The students get the chance to study the part and to formulate individually: Why am I in particular invited? What is my attitude towards the other different roles? What similarities and changes are there between the roles?

**Step 4:**

The morning sofa is acted out in front of the other groups. This could be an assessment opportunity for the teacher. The group role-play could be followed by a discussion and a reflection on the issues discussed on the morning sofa.



# Global Justice and Responsibility in a Changing Climate

Global warming is an issue without borders that hinders development in the world. Climate is a vital issue concerning our future that is not only about raising awareness about the environment but as much about economic and social development, security politics, human rights, justice and priorities. Global agreements between different countries are a necessity in order to mitigate climate change. International negotiation on climate involves many conflicts and difficulties when states, regions and other agents with different situations, ideologies and interests need to cooperate. In order for the agreements to become reality both parties must feel they are winners and the decisions must be seen as fair.

The state of affairs between the rich world and the developing countries is a key issue in the current ongoing international climate negotiations. The question about what the division of responsibility should be in regards to measures on climate and climate adaptation is yet to be solved. Many developing countries have little trust in the rich world that has not fulfilled their commitments on the amount of economic support and reduced emissions of carbon dioxide.

The exercises are meant to stimulate discussion on global justice, responsibility and international cooperation.

## Further reading:

- The UN climate convention  
[http://unfccc.int/essential\\_background/items/2877.php](http://unfccc.int/essential_background/items/2877.php)
- United Nations Framework for Convention on Climate Change, UNFCCC, is an initiative by the UN to try to reduce global warming. Within the framework of the UNFCCC different countries in the world meet and negotiate on emission reductions. [www.unfccc.int](http://www.unfccc.int)
- *Vägen mot ett internationellt avtal om jordens klimat*. A document on the climate process. Swedish Ministry of the Environment, March 2008.  
[www.regeringen.se/content/1/c6/09/98/55/b7224d2b.pdf](http://www.regeringen.se/content/1/c6/09/98/55/b7224d2b.pdf) [source in Swedish]
- The UN Development Program, UNDP. [www.undp.org](http://www.undp.org)
- UNA Sweden's interactive website Globalis, Theme: Human caused climate change.  
[www.globalis.se](http://www.globalis.se) [source in Swedish]
- The Swedish Society for Nature Conservation's educational material on the climate issue, *Klimatfakta*.  
[www.naturvardsverket.se](http://www.naturvardsverket.se) [source in Swedish]
- The UN climate panel, IPCC. [www.ipcc.ch](http://www.ipcc.ch)
- Stockholm Environment Institute, SEI, (among other things, read about *Greenhouse Development Rights*). [www.sei.se](http://www.sei.se) [source in Swedish]
- Azar, Christian (2008): *Makten över klimatet*. Stockholm. [source in Swedish]
- Wollinger, Bo (2000): *Internationell politik för gymnasieskolan*. Lund. [source in Swedish]

## Exercise: The responsibility of the individual, the market or the state?

**Objective:** To reflect on the responsibility and role of the individual, the market and the state in regards to sustainable development.

**Area of use:** The exercise of values could be used as an introduction to studies on for example ethics and morals, life style and health, sustainable tourism, sustainable production and consumption, ecological footprints, trade on emission rights and the role of the state vs. the role of the market.

**Method:** Four places (corners are recommended) in the classroom are marked with four different standpoints. The students are asked to place themselves in the corner best agreeing with their own opinion. One of the corners should be an open corner so the students can form their own alternatives. Before the discussion with the entire class, the students gathering in each corner should have a chance to talk with each other about why they went to the corner in question. This talk is important in order to get more students to participate in the later discussion performed in the whole class.

During the ongoing discussion the students have the possibility of changing corners. The teacher's task is to lead the discussion and make sure that the students have the opportunity to express their opinion without being discouraged. The students should treat each other respectfully.

### Step 1:

The students take part of a case study (last in this PDF) that is the starting point of this evaluative exercise.

### Step 2:

Statement: *I have the right to go to Thailand on vacation.*

The students get to take a stand in regard to the statement through choosing one of the corners.

**Corner 1:** Yes. I have the right to vacation and rest. In addition, tourism leads to the country developing.

**Corner 2:** No. My flight causes emissions of carbon dioxide that contribute to the earth's rising temperature which in turn leads to negative effects such as drought and floods.

**Corner 3:** Yes. The consequences for me and my family are positive. Besides, within a near future there will be technical solutions reducing airplane emissions.

**Corner 4:** Open corner.

### Step 3:

As a suggestion, the valuation exercise could be followed up by the following questions:

- What responsibility do you as an individual have in regards to a sustainable future?
- What is meant by sustainable tourism?
- Can you buy yourself free from global responsibility and justice through economic compensation?
- How could you contribute to a more climate friendly development?
- What is meant by consumer power? Give concrete examples.
- What is meant by consumption and sustainable production?
- Who carries the main responsibility for carbon emissions being reduced? Is it the individual, the market or the state?

### Moving forward:

- Let the students find out their own/or the school's ecological footprint and produce a plan for how the school's ecological footprint could be reduced. Use the calculator of the WWF where students can calculate their own ecological footprint based on their lifestyle. The footprint is then converted to show how many earths it would take to provide the resources necessary if everyone was to maintain such a lifestyle. WWF also has a school calculator where you the school's ecological footprint can be calculated. Read more at [www.panda.org](http://www.panda.org)
- Let the students study the role and responsibility of the market concerning climate change.  
*Ideas for material:*  
BLICC – *Business Leaders Initiative for Climate Change*. [www.blicc.se](http://www.blicc.se)  
  
Swedish business on environment, energy and climate. Confederation of Swedish Enterprise. [source in Swedish]  
[www.svensktnaringsliv.se/fragor/miljo\\_energi\\_klimat/article46359.ece](http://www.svensktnaringsliv.se/fragor/miljo_energi_klimat/article46359.ece)  
  
Swedish Association of Environmental Managers. <http://www.nmc.a.se/eng>
- Let the students study the role and responsibility of the state concerning climate change.  
*Tips on material:*  
Swedish Ministry of the Environment's information on climate.  
[www.regeringen.se/sb/d/2066](http://www.regeringen.se/sb/d/2066)  
  
Swedish Society for Nature Conservation's educational package, *Klimatfakta*, see especially the presentation on climate politics. [www.naturvardsverket.se](http://www.naturvardsverket.se) [source in Swedish]

## Exercise in values:

I walk quickly to the library to participate in the seminar on “humans, politics and business in a changed climate”. The biggest newspaper in town has written about the seminar and I am pleased to see that so many are coming.

In the foyer I see that this night, the library is giving one more lecture, “Travelling to Thailand during Christmas and New Year”. Approximately 200 persons are queuing to get placed. I go to the other auditorium where the experts on environmental issues and politicians are informing, inspiring and engaging about 20 already environmentally aware Swedes. The woman next to me whispers:

”I have three children and I bike to work every day even if it is pouring down. Why should I do that when others choose to fly to Thailand?”

## Exercise: Common but differentiated responsibility – about global justice and responsibility

**Objective:** To reflect on global justice and the relationship between different countries and regions when it comes to the question of responsibility.

**Area of use:** The exercise could be used for studies concerning, for example, international politics and international cooperation, climate, poverty and development issues. The exercise could be used as part of the preparations for the climate role-play.

**Method:** The Kyoto protocol is the first agreement bound by law under the UN climate convention<sup>4</sup>. The purpose of the Kyoto protocol was to reduce emissions from industrial countries by an average of 5.2 percent 2008-2012 (in comparison to 1990). The United States has not yet ratified the Kyoto protocol, which means that the reduction of emissions is not going to be quite that big. The protocol also includes industrial countries even though they lack any binding emission goals during the first period of commitment 2008-2012. This is also true for example for China and India, countries whose growth causes them to rapidly increase their contribution to global emissions. One of the cornerstones of the Kyoto protocol is: "common but differentiated responsibility".

In this exercise the students get to reflect on global justice and the relationship between different countries and regions when it comes to the question of responsibility.

### Step 1:

Start by a short brainstorming about the concepts of justice and responsibility. At this point, all ideas that are brought forward should be noted and not evaluated.

### Step 2:

Divide the class into small groups and let them listen to the then Prime Minister of India, Shri Atal Bihari Vajpayee's, inauguration speech at a UN-climate negotiation convention in New Delhi in 2002. (The speech is available for print out at the end of this PDF.)

### Step 3:

Return to the brainstorming in step 1 about justice and responsibility and reflect again on the concepts of global justice and then move on to global responsibility. This time, however, use these questions:

- What arguments are being brought forward in the speech by the Prime Minister of India?
- What is typical of a developing country and what is typical of an industrial country? Where do you draw the line between what is a developing country and what is an industrial country?

<sup>4</sup> United Nations Framework for Convention on Climate Change (UNFCCC) was accepted in connection with the UN conference on environment and development in Rio de Janeiro in 1992. The set of rules and regulations took effect on the 21st of September 1994 and stated, among other things, that: "The Parties should take precautionary measures to anticipate, prevent or minimize the causes of climate change and mitigate its adverse effects. Where there are threats of serious or irreversible damage, lack of full scientific certainty should not be used as a reason for postponing such measures, taking into account that policies and measures to deal with climate change should be cost-effective so as to ensure global benefits at the lowest possible cost." The parties of the convention (the countries that signed the convention) meet every year for climate negotiations. The climate convention is an important and encompassing framework for the climate of the earth. Currently the agreement is signed by more than 200 countries.

**cont. step 3:**

- In order for the effects of climate change to not become catastrophic many people think that it is not enough that only the rich countries take it upon themselves to reducing greenhouse gas emissions. Countries with a low level of development and low levels of emissions also need to change from using fossil fuels to renewable energy.
  - What responsibility do rich and poor countries, respectively, have in order to reduce the emissions of greenhouse gases? What factors should govern the apportionment of responsibility? What is a possible fair solution?
  - How should the resources needed in order to adapt to climate changes be mobilized? And who should pay? What is a possible fair solution?
- Why is it difficult for the world's countries to come to an agreement?

**Moving forward:**

- Read about *Greenhouse Development Rights*, a set of rules and regulations for how the UN should divide the responsibility of carbon dioxide emissions in a just way. According to the initiative, the US should be responsible for 30 percent of the reductions and Sweden's part is .5 per cent. See [www.sei.se](http://www.sei.se) and the article from the Swedish newspaper Dagens nyheter (DN): "USA ska ta största ansvaret för miljön". [source in Swedish]
- Read about the flexible mechanism of the Kyoto protocol *Clean Development Mechanism* (CDM) on UNDP's webpage. [www.undp.se/klimat-och-utveckling/](http://www.undp.se/klimat-och-utveckling/) [translator's note: source in Swedish]
- United Nations Framework for Convention on Climate Change, UNFCCC, is a UN initiative in order to try to reduce global warming. Within the frame work of the UNFCCC the world's countries meet and negotiate on reductions of emissions. One way of further studying could be to play the climate role-play – a role-play where the students meet and represent different nations and try to agree on national emission reductions.

## Shri Atal Bihari Vajpayee's, then India's Prime Minister, opening speech at the UN Framework Convention on Climate Change, New Delhi 2002

" Friends, India's contribution – indeed, the contribution of all the developing countries -- to greenhouse gas concentrations in the atmosphere is very little, compared to that of the industrialized countries. This will be the case for several decades to come. Tragically, however, developing countries will bear a disproportionate burden of the adverse impacts of climate change...

There have been suggestions recently that a process should commence to enhance commitments of developing countries on mitigating climate change beyond that included in the Convention. This suggestion is misplaced for several reasons.

First, our per capita Green House Gas emissions are only a fraction of the world average, and an order of magnitude below that of many developed countries. This situation will not change for several decades to come. We do not believe that the ethos of democracy can support any norm other than equal per capita rights to global environmental resources.

Second, our per capita incomes are again a small fraction of those in industrialized countries. Developing countries do not have adequate resources to meet their basic human needs.

Climate change mitigation will bring additional strain to the already fragile economies of the developing countries, and will affect our efforts to achieve higher GDP growth rates to eradicate poverty speedily..."

(Source: [http://unfccc.int/cop8/latest/ind\\_pm3010.pdf](http://unfccc.int/cop8/latest/ind_pm3010.pdf))