

Communicating Sustainability to Children



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#EUGreenWeek
PARTNER EVENT

**GREEN
SCENT**
SMART CITIZEN EDUCATION
FOR A GREEN FUTURE

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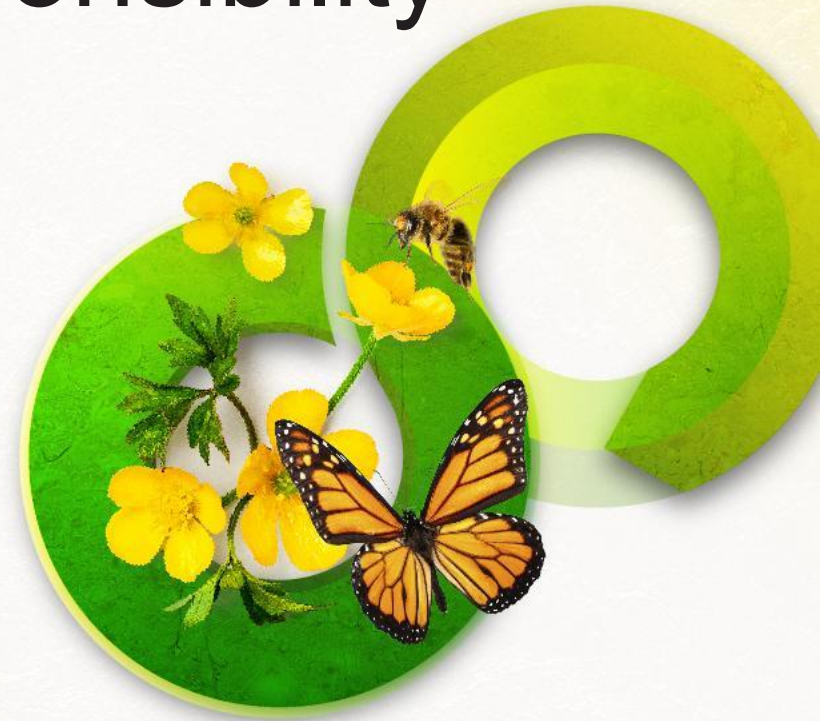
Agenda

1. Impact of climate change on children
2. Communicate sustainability/ sustainable living as a viable solution to children



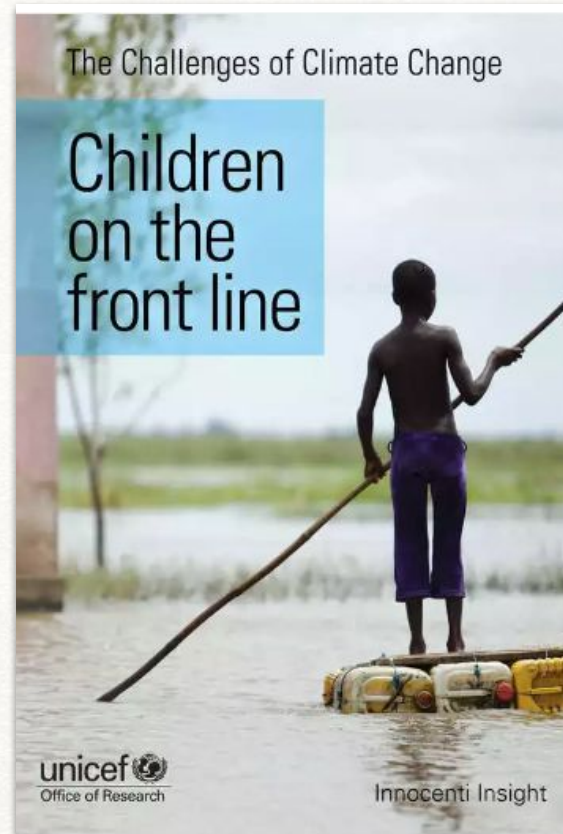
1. The effects of climate change on children:

- A. Daily consequences of climate change
- B. “I can’t do much, it’s your responsibility now!” - climate anxiety
- C. Lack of climate change education

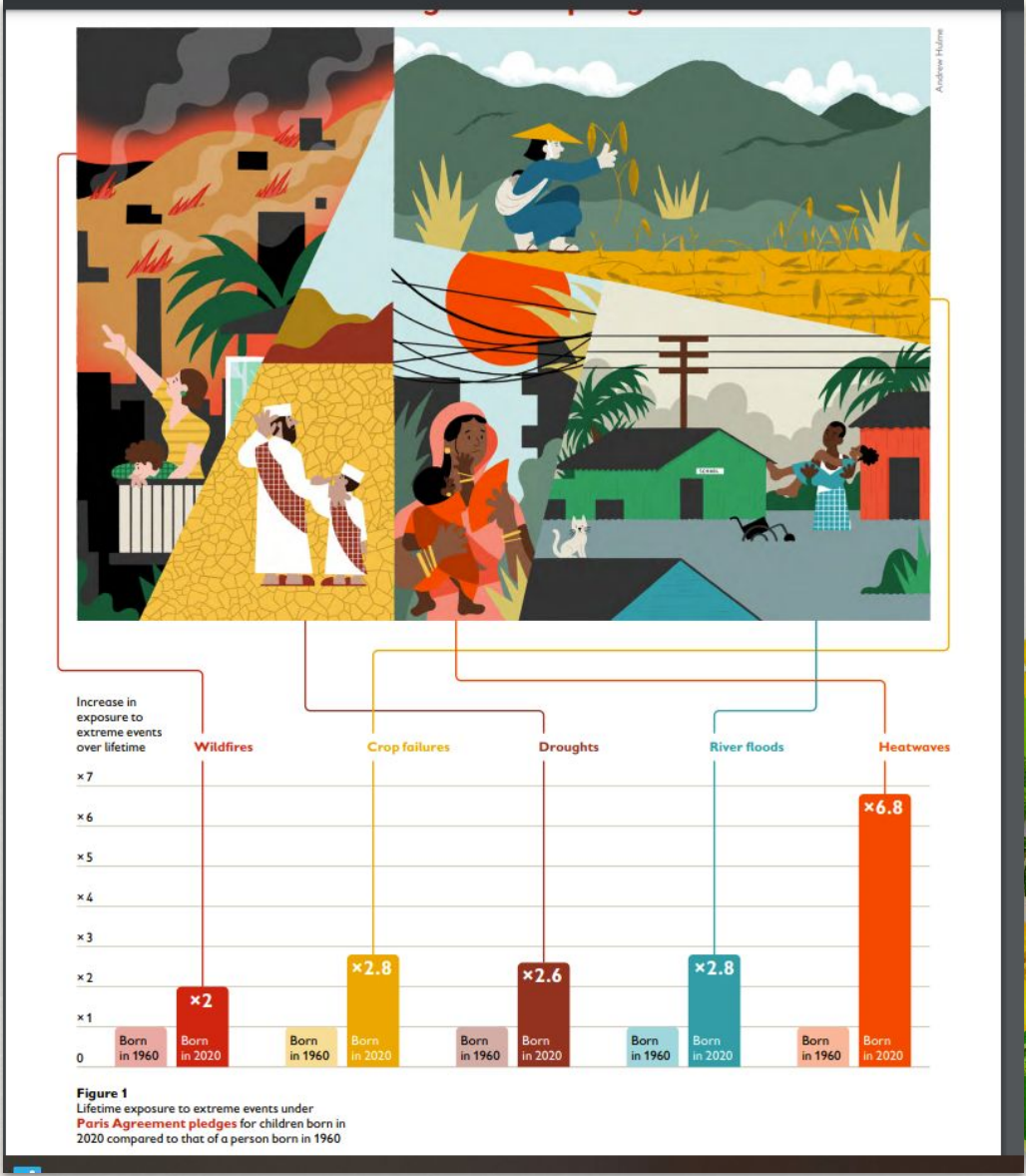
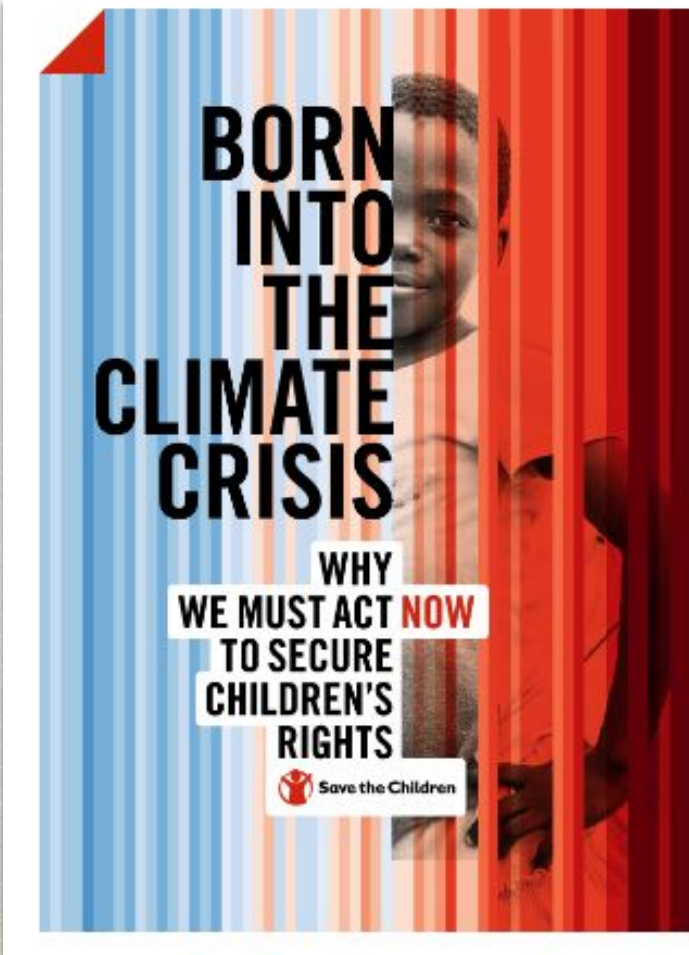


A. Daily consequences of climate change

“Young children are most at risk from high temperatures and climate-induced migration. Especially worrisome is the threat posed to our ability to feed the world’s growing population and, again, children are at the greatest risk from any increase in malnutrition”



A. Daily consequences of climate change



B. “I can’t do much, it is your responsibility now”

Climate anxiety and eco-anxiety (distress relating to the climate and ecological crises) are gaining **attention** worldwide as people become increasingly aware of the **current and future global threats** associated with our warming planet



B. “I can’t do much, it is your responsibility now”

How children and young people around the world report emotional, cognitive, and functional responses to climate change?

10 000 children and young people

- 60% saying they felt “very” or “extremely” worried about climate change
- More than 45% of respondents said their feelings about climate change negatively affected their daily lives



The image shows a screenshot of a webpage from Global Development Commons. The page features a blue header with the logo and text: "Global Development Commons" and "A digital ideas platform to support child-focused Sustainable Development Goals". Below the header, there are navigation links: "EXPLORE", "COVID-19", "CONTRIBUTE", and "COMMUNITY QUESTIONS". The main content area displays a photograph of a young girl in profile, looking out over a body of water with traditional huts in the background. Below the photo, the text reads: "ACADEMIC PUBLICATION" followed by the title "Climate anxiety in children and young people and their beliefs about government responses to climate change: a global survey". The authors listed are: CAROLINE HICKMAN, MSc., ELIZABETH MARKS, CLINPSYD., PANU PIHKALA, PHD., PROF SUSAN CLAYTON, PHD., ERIC LEWANDOWSKI, PHD., ELOUISE E MAYALL, BSc., BRITT WRAY, PHD., CATRIONA MELLOR, MChB., LISE VAN SUSTEREN, MD. The contributor is listed as ERYNWANG. The publication year is 2021, and there are 0 comments.

B. “I can’t do much, it is your responsibility now”

- Countries expressing more worry and a greater impact on functioning tended to be poorer, in the Global South, and more directly impacted by climate change;
- in the Global North, Portugal (which had dramatic increases in wildfires since 2017) showed the highest level of worry.



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Global Development Commons
A digital ideas platform to support child-focused Sustainable Development Goals
unicef for ev

EXPLORE COVID-19 CONTRIBUTE COMMUNITY QUESTIONS



Like

ACADEMIC PUBLICATION

Climate anxiety in children and young people and their beliefs about government responses to climate change: a global survey

AUTHORS: CAROLINE HICKMAN, MSc, ELIZABETH MARKS, CLINPSYD., PANU PIHKALA, PHD., PROF SUSAN CLAYTON, PHD., R
ERIC LEWANDOWSKI, PHD., ELOUISE E MAYALL, BSc., BRITT WRAY, PHD., CATRIONA MELLOR, MBChB., LISE VAN
SUSTEREN, MD

CONTRIBUTOR: ERYNWANG

PUBLICATION YEAR: 2021

0 COMMENTS

C. Lack of climate change education

Education is
crucial
to promote
climate action



The image shows a screenshot of a UNESCO webpage. At the top, there is a blue header with the UNESCO logo and the word 'unesco' in white. To the right of the logo, there are navigation links: 'Newsroom', 'Explore UNESCO', 'English', 'Our Expertise', 'Our Impact', 'Ideas & Data', and 'Get Involved'. Below the header, the main content area has a title 'Climate change education' in bold black text. Underneath the title is a photograph of a group of people at a climate protest. A woman in the foreground is holding a large cardboard sign that says 'SYSTEM CHANGE' at the top, has a drawing of a green and blue Earth in the middle, and 'NOT CLIMATE CHANGE' at the bottom. Other signs in the background say 'PLANET B' and 'EVIDENCE'. Below the photo is a small caption 'arpeppo/Shutterstock.com'. Underneath the photo is another bold heading 'Education is crucial to promote climate action'. Below this heading is a paragraph of text: 'It helps people understand and address the *impacts of the climate crisis*, empowering them with the **knowledge, skills, values and attitudes** needed to act as agents of change.' Below that is another paragraph: 'The international community recognizes the importance of education and training to address climate change. The UN Framework Convention on Climate Change, the Paris Agreement and the associated Action for Climate Empowerment (ACE) agenda call on governments to **educate, empower and engage** all stakeholders and major groups on policies and actions relating to climate change.'

C. Lack of climate change education



Figure 1.

Percentage of documents with any climate change content

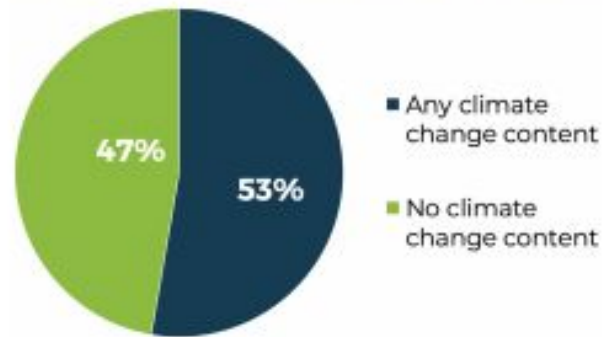
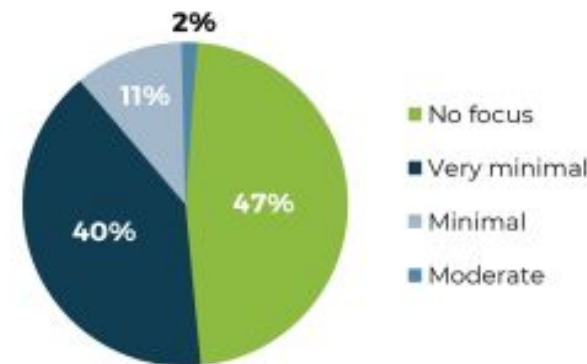


Figure 2.

Percentage of documents by extent of climate change focus



*The categories used were no focus (0 out of a million words), very minimal focus (1-300 words per million words), minimal focus (301-1,000 words per million words), or moderate focus (over 1,000 words per million words).

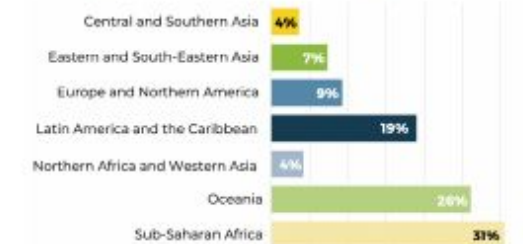
Finding #2

There is considerable regional variation in the extent of climate change content in national curriculum frameworks.

When looking across UN SDG regions and standardizing for length of documents, sub-Saharan Africa and Oceania had considerably more climate change content than other regions, with Central and Southern Asia having the least (Figure 3). This finding suggests that countries in regions most vulnerable to climate change are more likely to include climate change content in their national curriculum frameworks, as opposed to those largely responsible for the emissions causing climate change.

Figure 3.

Percentage of climate change content by region



Finding #3

Only documents originating from the regions of Eastern and South-Eastern Asia and Latin America and the Caribbean included a moderate focus on climate change.

C. Lack of climate change education

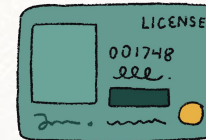
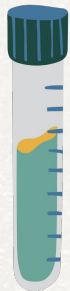


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1. Impact of climate change on children
2. Communicate sustainability/ sustainable living as a viable solution to children



- 3 years - Horizon 2020 Research and Innovation project
- Aims to foster **ENVIRONMENTAL AWARENESS** and **ACTIONS** to protect our planet through
- **ACCESSIBLE LEARNING BY DOING ACTIVITIES & TOOLS TARGET GROUPS:** Schools, students, young people and children



- **ECCEL:** Climate and Environmental Competences and Skills
- A **COMPETENCY FRAMEWORK** that embraces all areas of the Green Deal



Under Article 12 of the United Nations Convention on the Rights of the Child, children have the right to be heard – also known as the right to participate.



2. Communicating sustainability/ sustainable living as a viable solution to children

- Simplify complex concepts
- Use engaging visuals
- Encourage curiosity
- Incorporate storytelling
- Foster participation
- Empathise
- Collaborate and learn - re-learn
- **Challenge your adult-centric perspective**



2. Communicating sustainability / sustainable living as a viable solution - GreenSCENT project



BUILD YOUR GREENSCENT STORY

GREEN SCENT
SMART CITIZEN EDUCATION FOR A GREEN FUTURE

This project has received funding from the European Union's Horizon 2020 research and innovation programme under GA N. 101036480



1. GO TO:
A) THE VIDEO TUTORIAL

B) THE EXAMPLE WE CREATED FOR YOU

GREEN SCENT
SMART CITIZEN EDUCATION FOR A GREEN FUTURE




2. CHOOSE YOUR CHARACTERS AND CREATE

YOU CAN DECIDE TO DO STOP-MOTION, TO COLOUR THE CHARACTERS...USE YOUR IMAGINATION!

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GREEN SCENT
SMART CITIZEN EDUCATION FOR A GREEN FUTURE



SKOLSTREJK FÖR KLIMATET

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2. Enabling children to communicate sustainability / sustainable living as a viable solution - GreenSCENT project

Example 1



Available resources

Climate Kids

SEARCH CLIMATE KIDS

Big Questions Weather & Climate Atmosphere Water Energy Plants & Animals

What is Climate Change?

The Short Answer:

Climate change describes a change in the average conditions — such as temperature and rainfall — in a region over a long period of time. NASA scientists have observed Earth's surface is warming, and many of the warmest years on record have happened in the past 20 years.

Weather vs. Climate

Local Weather

Mon	Tue	Wed	Thu	Fri

Global Climate

Weather describes the conditions outside right now in a specific place. For example, if you see that it's raining outside right now, that's a way to describe today's weather. Rain, snow, wind, hurricanes, tornadoes — these are all weather events.

NATIONAL GEOGRAPHIC KIDS

DISCOVER COMPETITIONS KIDS CLUB GAMES PRIMARY RESOURCES SUSTAINABILITY DIRT IS GOOD ACADEMY SHOP PARENTS

MAGAZINE SUBSCRIPTION

WHAT IS CLIMATE CHANGE?

We investigate...

unicef for every child

Parenting

CHILD DEVELOPMENT CHILD CARE HEALTH FOOD AND NUTRITION

Talking to your child about climate change

How to engage children on the issue with hope and positivity.

UNICEF

Thank you for your attention



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