



A report on the Children's
Climate Change Project 2008

**It's
everyone's
world.
Not just
yours!**

years ago when Bali Starlings were plentiful, the island of Bali was peaceful.
Invasions meant fruit trees abound.
the Bali Starlings are almost gone, due to man's greed
beautiful. Is there any hope for these great creatures
of the island

Thank you

A big thank you to all the children and adults who have been involved in this project.

Throughout this report we make direct use of illustrative quotes from children. It is not possible to name children individually, but the children are all members of the Children's Parliament and use the title 'MCP'.

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Since the project, others have been interested in the themes we explored. The David Hume Institute sponsored a DVD which was made based on our findings. See the DVD at <http://www.childrensparliament.org.uk/index.php> or <http://www.scotland.gov.uk/Topics/Environment/climatechange>



Funders and organisers

This learning and consultation project was designed, facilitated and supported by a number of organisations:

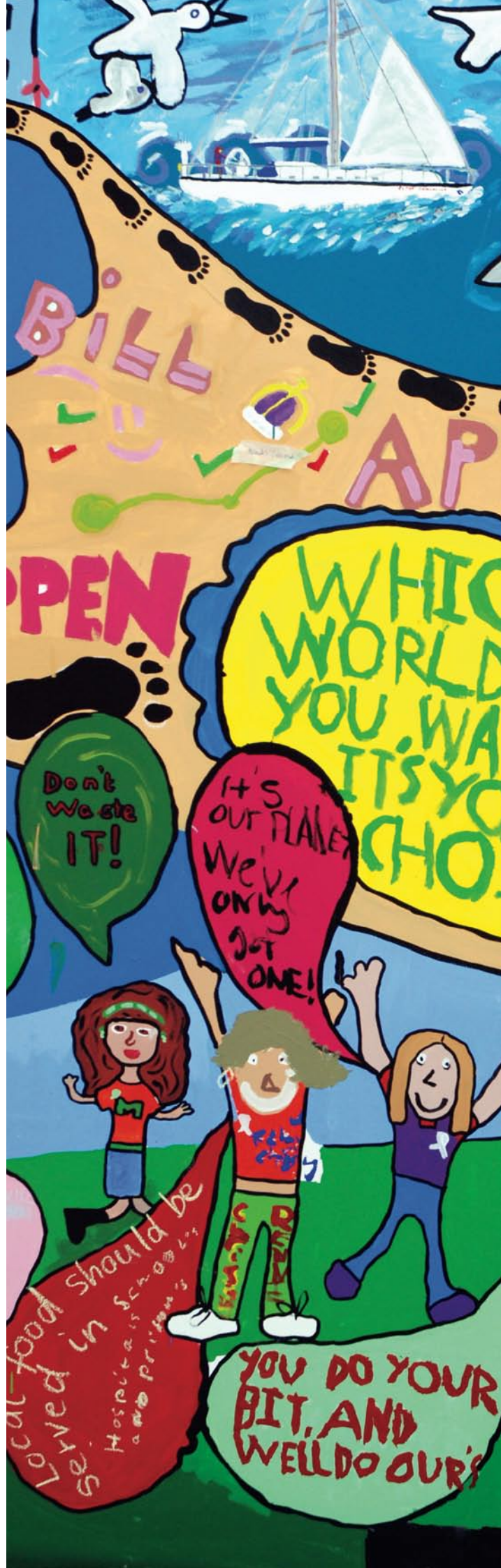


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The Children's Climate Change Project 2008


A project brought together to enable children's voices to be heard in the debate shaping the Climate Change (Scotland) Bill

If everyone lived like Scotland

**If everyone lived like Scotland
We would need three planets
If you stop using so much stuff
We'd only need two planets
And if we completely cut down
As much as we can
We'll only need one planet**

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A photograph of three children, two girls and one boy, speaking into a microphone. The girl in the foreground is wearing a green shirt and has long dark hair. The girl behind her is wearing a red shirt and has blonde hair. The boy on the left is also wearing a red shirt and has short brown hair. They are all looking towards the microphone and appear to be speaking. The background is blurred, showing some yellow and green elements.

The strongest message from this project is one of individual and shared responsibility – that now is the time to make a difference and help stop climate change – and Scotland should lead with a strong climate change bill.

Key messages from the children's consultation

The strongest message from the Children's Climate Change project is that of individual and shared responsibility; that now is the time to make a difference and help stop climate change.

Taking responsibility; taking action:

1. Children are worried about the future if we do nothing about climate change.
2. Children are concerned about how climate change affects people in Scotland, their health and well-being, as well as people in other countries.
3. Children are concerned about how climate change affects other living creatures, particularly endangered species.

The children learned some important things:

4. The children became more familiar with the language and terms used when adults are talking about climate change. They also learned about the language of Parliament: what a Bill is, the role of a committee, MSPs and citizens.
5. They learned about the nature of our atmosphere, about the causes and effects of greenhouse gases. They have explored energy production, transportation, and how our consumer choices affect climate change.
6. They learned about how our lives have changed from hunter-gatherers to traditional and now modern farming, to use of machinery, to

Water

**Water gives us something to drink
It is home to millions of aquatic animals
It's beautiful to look at
And the flowing of water is very peaceful**

international travel and demands for food and other products from all over the world.

7. They learned about a growing world population, and how our history and industrial development here in Scotland has played its part in today's climate change.
8. They learned about the damage that is done by plastics, packaging and oil-based pesticides.
9. We use a lot of landfill. The children learned that anything that's biodegradable can break down, and that composts release less methane than landfill rubbish.
10. The children discussed how active citizens have been successful in changing things for the better throughout history.

The children want their voices heard. They want to be active citizens and have their say about climate change

11. Children would like to influence what politicians and Government decide about climate change.
12. Children had lots of discussion about different ways to do it.

The children identified some important debates and dilemmas

13. Children said there should be more education and debate to inform children and adults about climate change.
14. They explored and debated the pros and cons of various technologies in helping to reduce CO₂ emissions.
15. Sometimes technology is too expensive.
16. There were concerns about environmental impact.
17. Groups were divided about nuclear power. Some children agreed that nuclear power is OK if "the waste could be dealt with safely" but others were strongly opposed to it.
18. Children debated whether laws or punishing people if they do not follow rules about things like composting or saving water are necessary.
19. Children considered how to get people off aeroplanes and on to other transport.



The View

The view from this beach
The earthship
The garden

It is part of nature
The earthship looks natural
Because it derives energy
From the wind and sun
Because it is full of plants

The building with plastic bottles for walls
This is a clever way to recycle

The children identified things we need to do about climate change

20. The children identified that there are things that individuals can do to reduce energy use and their impact on the environment. Individually, and in their family life, people can cut down on their personal energy use if they:
 - a. walk and cycle more
 - b. use their cars less or share their cars
 - c. use less household energy
 - d. compost and recycle
 - e. buy locally produced food or grow their own
 - f. buy locally made products
 - g. use public transport more
 - h. fly less.
21. Children suggest we should use technology to help reduce the damage we do.
22. There should be more use of sustainable energy technologies like wave, hydro, tide, solar and wind power.
23. These should be affordable. They should be developed in a way that is sensitive to local people's opinion and the environment.
24. We must protect forests.
25. The Government should help people use less energy by improving public transport.
26. The Government should make laws that affect what people can do, if what they do is damaging the planet.
27. The Government could:
 - a. ration petrol
 - b. encourage people not to fly
 - c. ban products that are bad for the environment
 - d. make sure new buildings meet energy efficiency standards
 - e. help people understand their own personal energy use and any damage they might be doing.

Introduction

About the Children's Climate Change Project

The Scottish Government has been developing, and the Scottish Parliament will be considering, a Climate Change Bill which has the potential to make Scotland a world leader facing up to climate change.

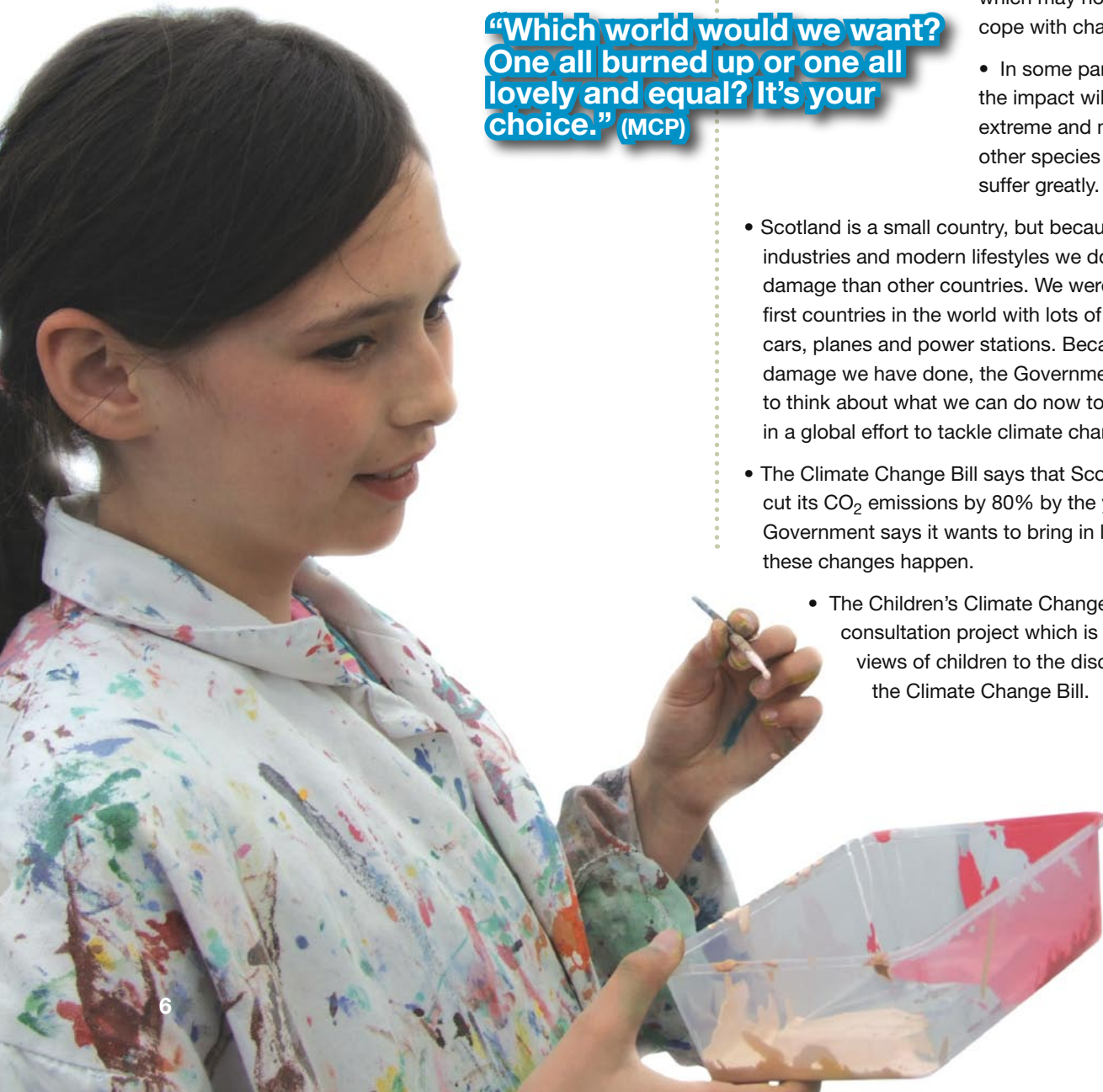
In order to make sure that Scotland's youngest citizens' voices are heard in the debate around the Bill the partner organisations have worked together developing the Children's Climate Change Project. The Project has engaged with children, their families and communities as the Scottish Climate Change Bill makes its way through the Scottish Parliament.

"Which world would we want? One all burned up or one all lovely and equal? It's your choice." (MCP)

About the Climate Change Bill

Here are some key facts about the Bill:

- The Scottish Government is saying that climate change is one of the most serious threats facing Scotland and the world.
- There has always been climate change but the scale of the climate change now happening will have a big effect on the world. This time the climate is changing because of human behaviour.
- It has been agreed around the world that the best way to slow down or stop climate change is to reduce the amount of greenhouse gases, like carbon dioxide (CO₂), that are released into the atmosphere because it is these gases that affect climate.
- In Scotland we might expect that climate change means increased temperatures and less rainfall, leading to summer droughts and winter flooding. Climate change will affect other species and plants which may not be able to cope with changes.
 - In some parts of the world the impact will be more extreme and many people, other species and plants will suffer greatly.
- Scotland is a small country, but because of our industries and modern lifestyles we do more damage than other countries. We were one of the first countries in the world with lots of factories, cars, planes and power stations. Because of the damage we have done, the Government wants us all to think about what we can do now to play our part in a global effort to tackle climate change.
- The Climate Change Bill says that Scotland needs to cut its CO₂ emissions by 80% by the year 2050. The Government says it wants to bring in laws to make these changes happen.
- The Children's Climate Change project is a consultation project which is bringing the views of children to the discussion about the Climate Change Bill.





About this report

This report describes the Children's Climate Change Project so far, and reports on children's views following completion of some tasks undertaken at home, then as a result of the Climate Change Project camp in Kinghorn, Fife in June 2008, the Festival of Politics event in the Scottish Parliament in August 2008 and other opportunities open to the children involved.

Children's views have been captured in a mural/exhibition which is also photographed throughout the report. The children exhibited and presented their findings to Parliamentarians and others in the Festival of Politics in Edinburgh in August 2008 but will stay involved with the Climate Change Bill on its journey through the Scottish Parliament.

Part of the mural/exhibition presents the poetry which children wrote at the Climate Change camp; some of the poems are also in this report.

About the children

Twenty children from diverse social backgrounds and from across Scotland signed up for the Children's Climate Change Project. They are aged between 8-14 years old and are Members of the Children's Parliament (MCPs) in the Western Isles, Fife, Edinburgh and South Ayrshire.

What Would the World Be

**Walking around in the garden
I feel the country breeze
When I run around
I smell the sweet smells
Of beautiful flowers**

**I can hear water
Trickling
And it makes
Me feel so calm**

**But when I do sit here
I think
What would the world be if
We never stopped climate change**

Initial views on climate change: children's preparatory tasks before the residential

Before the Climate Change Project Camp each child was given a starter pack which included a copy of the book 'This is My Planet', information about the Climate Change Camp, lots of information about other websites where children could check out information and debates about climate change and a description of their local investigation task, to be done before coming to the Camp.

In their local group, Children's Parliament workers encouraged children to look through the material and find out more about our changing climate.

The children used their investigation task to find out what people in their family or neighbourhood think about climate change and what they think could or should be done about it, by individuals, communities, Government. The Investigation helped children to think about climate change and what opinions others have on the subject. The children asked people:

1. What do you know about the world's climate changing?
2. How do you feel about the climate changing?
3. What could people in the neighbourhood do to stop climate change?
4. What could you do to help stop climate change?

Water

**It sparkles like the stars
It's glittery
It looks like it's got a million fairies
It looks like it has life on it**



This summary captures the main findings which informed children's early views

Everyone interviewed recognised that climate change is happening. For example, the children were told:

The world is warming up supposedly due to all of the gases admitted in to the atmosphere. This is causing droughts and floods all over the world. (Adult)

The planet gets hotter. (Child)

Some places get hotter, some get colder. Also unusual weather patterns. (Adult)

It's bad for the planet because of emissions and will have a bad long-term effect and pollution in general. (Adult)

Here

**The sun on the water
The birds in the sky
Yellow flowers in the field
The trees on the hill
The daisies in the grass**

**No clouds in the sky
Circular motion of the large water wheel
The earthship, the yurts and the barn on the hill
These are the most beautiful sights in Kinghorn
In accordance to me**





Whilst accepting climate change is happening, some adults interviewed thought concerns were being exaggerated or they had doubts about it being caused by human actions. For example they said:

There is also a lot of propaganda. (Adult)

The world's temperature is going to rise. Sea levels are rising. We could see a return of the ice-age. Famine, destruction, extinction of several species. Supposed to be caused by man made gases, but could also be a natural cycle. (Adult)

It's not always temperature, water supplies decrease, trees don't grow, animals die, it's a vicious circle, it's not always humans' fault. (Adult)

The children interviewed, on the other hand, were more definite about what they think is causing climate change:

I feel that with our pollution, greed and laziness has caused the cycling climate change process to speed up, and only now when it's becoming inevitable, we realise our mistake. (Child)

There were varying feelings about climate change – some are fearful, some are not so concerned:

It's bad because we could all drown. (Child)

It doesn't worry me. (Child)

It worries me very much. I feel disgusted. (Adult)

It doesn't worry me - there's been a lot of thermal cycles. (Adult)

Some people are less concerned about how climate change will affect Scotland, but realise it will affect other parts of the world more:

I can't wait until we can grow coconuts in Britain (Adult)

I have no doubt something is changing but I'm not too worried as I would be more worried if I lived in Bangladesh. (Adult)

Peacocks

**As the peacocks come out at night
To see what is in their sight
The peacocks have three chicks
And when they are dirty
She gives them all licks**

Many people talked about taking action by recycling and driving less, some feel action is futile, whilst others have innovative ideas:

Get wind turbines to power the streetlights (Child)

Turn the thermostat down a few degrees. (Child)

Recycle as much as possible. Be self-sufficient as much as possible – grow vegetables. Use solar and wind power. Cut down on driving. Buy local produce. (Adult)

I'm not convinced we can do anything - however we recycle a lot, I use my car too much I'm afraid. We don't leave our lights on. (Adult)

Some adults say they can be influenced by the views of children:

I have six boxes in my kitchen, children encouraged me to do it. A seven year old cares about the environment. (Adult)

Dancing Dragon Flies

**It's calm
They look like crystals**

Some people talked about what the Government can do to change social attitudes. This may mean the Government has to make laws:

There should be more stringent regulation to do something, and to encourage other countries to do the same. Schools should teach children to care. Fine companies who break regulations. (Adult)

Spread the word to more people to tell them what climate change is doing. (Child)

Pressure Government to act on voters' views. (Adult)

The Government could do more to encourage people to be more environmentally friendly. Public transport, cleaner and cheaper cars are more convenient. (Adult)



About the Climate Change Project camp

The location

The Climate Change Project camp took place at the Craigencaft Ecology Centre at Kinghorn Loch in Fife. The children and adults immersed themselves in the theme of sustainable living by staying in yurts, keeping an eye on their own recycling and composting and spending time amongst nature along the loch and in the woods. They were given an ecological tour of the site by a guide from the centre – through the surrounding wilderness and the organic gardens.

The Earthship

The children also got to tour a building called an Earthship. It is a building which is self-sustainable in water supply, power generation (from wind, water and the sun), heating and waste disposal and built from recycled materials. The sewage nourishes an organic garden.

"The house with no bills!" (MCP)

"It soaks up the heat." (MCP)

Adult support

Each group of children was accompanied by Children's Parliament group workers who know them well. One of the jobs of these workers was to record what children discussed and what opinions they formed during the weekend – these recordings are used in this report and used in the children's mural/exhibition.

Beautiful

**It's just beautiful
The way the sun shines
On the water
And it glitters**

**And I like the trees
They sway in the wind
And it's like they're talking to you**

**I could spend my last days here
This just seems perfect
The water and the trees**

The workshops

The Climate Change Project Camp was organised into a series of workshops. Three groups of children rotated among five different workshops with different themes – children were asked to imagine themselves in the role of:

- A historian
- A scientist
- An activist
- A politician
- An artist

Each workshop gave the children the chance to hear some information about climate change, think about it critically, discuss and debate ideas and to begin to form opinions.

Workshops were designed to be fun and engaging and used approaches such as role play, treasure hunts and some rather unorthodox experimental burping exercises.

Historian session

Children first played a team game to see how much they already know about climate change.

Then there was a discussion about different times in history (prehistoric, Viking, medieval, Victorian and present day) using pictures and asking children to think about how people lived in each time.

This was followed by a role playing game using a theatre prop of a TV studio. Children each took the role of a different character. A TV News reporter travelled back in time in the special TV studio time machine to different eras and had to guess which time period they had landed in by asking the people they found questions (for example: where does your food come from, what do you use for light, what kind of house do you live in?). The other children played the roles of cave dweller, Viking, poor Victorian worker, rich Victorian, 2008 business person, 2008 mum. After visiting all six characters the news reporter had to decide which of the time periods generated the most greenhouse gas emissions and had the biggest effect on climate change.

The session ended with a discussion about the future. The children discussed what they thought should happen to prevent climate change.



Scientist session

The session began with an explanation of how thin and precious the Earth's atmosphere is and its vital role in protecting life on our planet, and how pollution affects it. The workshop focused on children learning about the causes and effects of greenhouse gases, and looked at the possible role of technologies in combating rising emissions.

After hearing about the link between carbon dioxide and global temperature, and humanity's role in increasing CO₂ levels, the children produced some of their own carbon dioxide by breathing out into a paper bag, then by drinking some fizzy lemonade and burping.

Then the group went on a wild treasure hunt outside using a handheld GPS, locating objects that produce climate changing emissions: a lump of coal (symbolising power stations), a vehicle (transport emissions), a box of cornflakes (fertilisers), a plastic toy or bottle (petrochemicals), a pint of milk (cattle methane), a gas stove (gas power stations), and a toy plane (aircraft emissions). The children were asked to think about why these things might be harmful to our climate.

The children also explored how science finds out

about climate change. There was a blindfold game to demonstrate that scientists' search for answers can be like looking in the dark for things. Objects causing climate change were hidden and had to be found.

There was also a quiz show asking questions about the effects of climate change.

Finally the children explored how science helps address climate change. The session ended with children deciding if they think certain technologies are helpful or not in solving climate change: things like a wind turbine, a nuclear power station, a solar panel, a biomass plant, a carbon capture machine, a hydro electric plant, a AAA rated fridge and loft insulation.

Activist session

Children re-visited what they already knew about climate change. There was a discussion to get children to think about what being an active citizen or an 'activist' is.

They talked about some examples of political activism in history like movements against slavery, South African apartheid, the Suffragettes. There was discussion about different ways of being active, from demonstrations or 'direct action' to making personal changes in our lives.

The children were asked to think about: Who thinks of themselves as an activist and why?

The children watched two short films on the internet – one from Plane Stupid about the expansion of Heathrow and one called *Send it Up* about climate change. This was followed by a discussion to help children think about the Climate Change Bill and what part activism might play in influencing what's in the bill. The children talked about who they would like to influence and how when it comes to the Climate Change Bill.

Then the children did an activity about one of the Stop Climate Chaos coalition 'asks' for the Climate Change Bill – the one about including aviation emissions. The

children came up with a plan of action, thinking about things like who their target is, what methods they might use, what their key messages are and who would be involved.

Big Loch

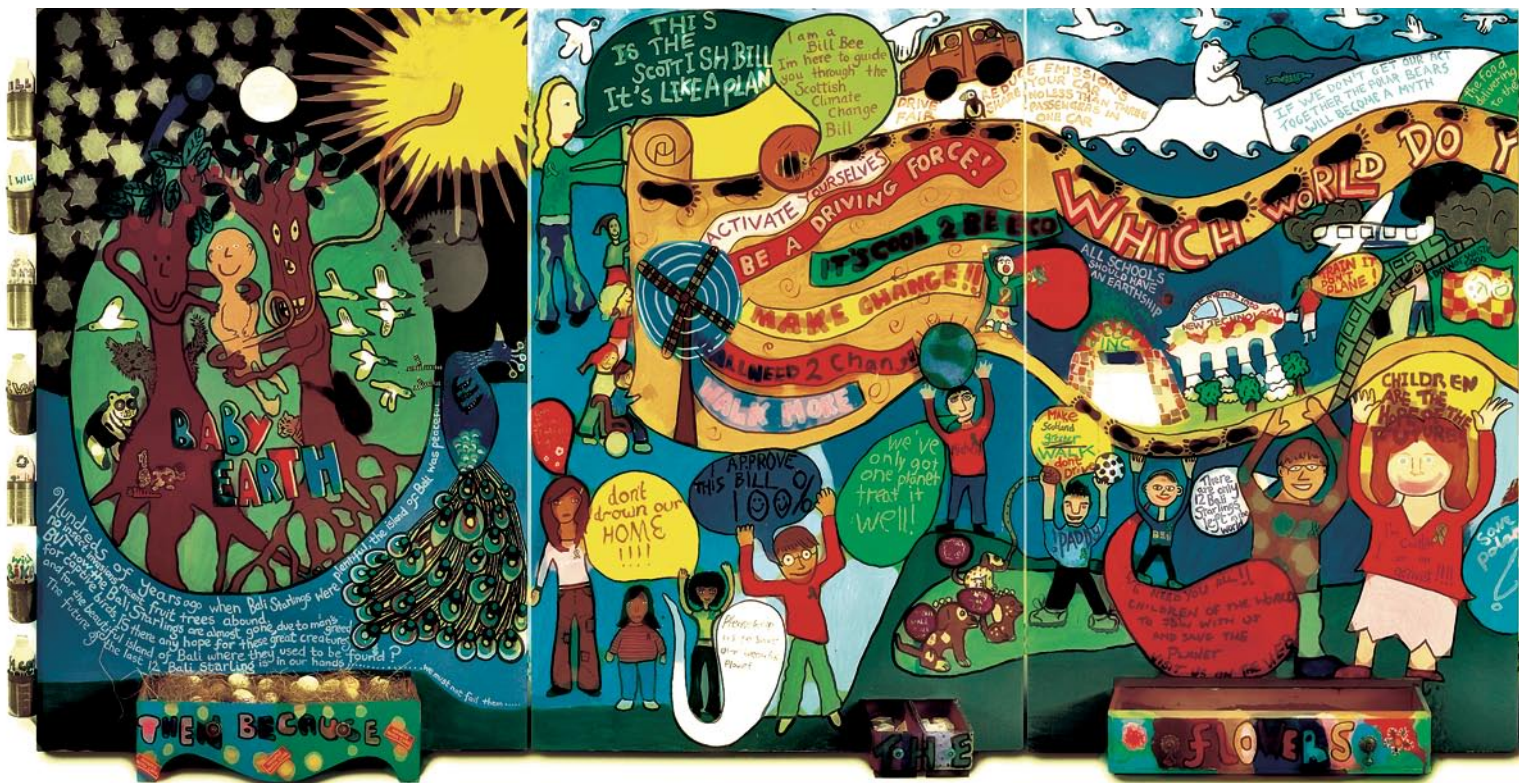
**Big loch full of birds
Coots squealing happily
Turtles diving like children playing
And a sedge warbler singing
Its solemn song**

**10 years ago there couldn't
Have been this sight
What is now forest
Was once farmland**

**And 10 years from now
Will we still see the grebes
Their big red plumes
Gone with the wind**

**And the sedge warblers
Will they cease to sing?**

**Don't make this happen
We don't want it to
So save the big loch
And save the world too**



Peacocks

I think a peacock is amazing
It spends all of its time
Displaying its beautiful
Feathers, and also his young
It reminds me that our
World is beautiful and we
Also have to protect our
World and the people in it





Politician session

The children were asked to come up with ideas that they would like to see in the Climate Change Bill or happen because of the Bill. For ideas, they could look in a 'hat of ideas' that other people have talked about. Children then decided if they agreed or disagreed with any of the ideas or if they were not sure.

There was discussion about the decisions which will be made about the Bill when the Members of the Scottish Parliament meet in the Climate Change Committee. Children were given explanations about how the Committee works.

The children then got the chance to role play as either an MSP, an advisor or a witness in the Climate Change Committee and were briefed about what sort of job those people do. In role, MSPs then listened to and questioned witnesses and advisors, got to debate about an idea and then voted on it.

To end, all the children discussed what they thought of the decisions that their role play Committee made and why.

Artist session

As artists the children worked together on a large six panel mural. This is where children were able to think about everything they had been learning and discussing in the other workshop sessions, distil their key messages and visually display their ideas.

Children also wrote key messages on recycled plastic bottles covered with papier maché to be displayed with the mural.

There were also opportunities to write poetry which will be displayed on various natural objects in 'poetry drawers' alongside the mural. Some of the poetry is also used in this report.

You will be Sad

**You will be sad
Because you won't be able to swim in it
If it disappears because of climate change**

**The animals will be sad
Because they will be thirsty
There will be no more fish**



More about the key messages from the children's consultation

“It’s amazing that we can say that we were part of making this Bill. We need it to have a future”.

In this section of the report we restate the key messages from the children, and include many illustrative quotes from the Children's Climate Change Camp.

The Peacocks

Peacocks are so beautiful
In every single way
Because of the bright colours
And the way they move

I wish I was a peacock
And could laze around all day
But one day I'd just get up
And fly far, far away

When I was up flying
I'd take in the great view
But now how I long to come back down
And sit a while with you

1. Taking responsibility, taking action

The strongest message from the Children's Climate Change project is that of individual and shared responsibility; that now is the time to make a difference and help stop climate change.

Children are worried about the future if we do nothing about climate change.

Children are concerned about how climate change affects people in Scotland, their health and well-being, as well as people in other countries.

Children are concerned how climate change affects other living creatures, particularly endangered species.

“Bangladesh might be under water.”

“We’ll be running about with gas masks on, because you won’t be able to breathe.”

“Deserts will be spreading.”

“It’s everyone’s world, not just yours.”

“It seems to me that the richest people cause the most damage.”

“We are producing more CO₂ than anyone else in history.”

“There’s more storms, floods and droughts – we need to help others.”

“Poorer countries are feeling the effects of storms and droughts.”

“Rare species are dying out because of climate change.”

“Cities like Venice, London and New York will be underwater.”

“People will want to leave the Earth.”

“When our kids get older, they won’t have anywhere to go because we will be flooded.”

“It will be really hot. Polar ice caps will have melted.”

2. The children have learned some important things

Children have become more familiar with the language and terms used when adults are talking about climate change. They also learned about the language of Parliament: what a Bill is, the role of a committee, MSPs and citizens.

They have learned about the nature of our atmosphere, about the causes and effects of greenhouse gases. They have explored energy production, transportation, and how our consumer choices affect climate change.

The children learned about how our lives have changed from hunter-gatherers to traditional and now modern farming, to use of machinery, to international travel and demands for food and other products from all over the world.

The children have learned about a growing world population, and how our history and industrial development here in Scotland has played its part in today's climate change.

The children learned about the damage that is done by plastics, packaging and oil-based pesticides.

We use a lot of landfill. Children learned that anything that's biodegradable can break down, and that composts release less methane than landfill rubbish.

The children discussed how active citizens have been successful in changing things for the better throughout history.

"Is the bill like a plan?"

"It needs to be in normal language because it gets boring."

"Cows backfire and make methane."

"Coal is made from dead plants and animals that have biodegraded."

"Everything's made in China."

"They used to use boats like rafts – they rowed them."

"I would have liked to have been a hunter."

"Coal factories were releasing carbon dioxide."

"Carbon dioxide is a gas that does harm to the world."

"We can go to local shops for food and grow our own."

"Get an allotment".

"Men used to have more rights than women."

"I'm an activist and I didn't even know it."



Watermill

I like the sound of the Watermill because the Sound of the water Drips on the other Bits of water. It makes Me feel quite peaceful And quite gentle

3. The children want their voices heard. They want to be active citizens and have their say about climate change

The Children would like to influence what politicians and Government decide about climate change.

Children had lots of discussion about different ways to do it.

"Find out how much fuel the Minister for Climate Change uses on his travels and send that amount, in water, to him!"

"Get an MSP to sleep in a house near an airport."

"Fire a paper aeroplane onto John Swinney's desk which reads 'Don't forget about the aeroplanes' (in the Climate Change Bill)."

"If someone sneaked into the Houses of Parliament in the gallery and whenever the person speaks, you make loud roaring noises. Or use a wireless connection for aeroplane noises."

"Put an aeroplane engine or part in the office of the Minister for Climate Change (Committee) and decorate it!"

**Knowing
Learning this
Makes me
Feel sad**

"Invite MSPs to visit us."

"Make a petition – not on paper but in the shape of the earth."

"Have a parade."

"Team up with other people."

"Protest from the mountains to the sea."

"Have a song – music is great."

"We could sell ribbons, maybe green ones with messages."

"Use a big screen or project onto the Parliament so they never forget."

"Write letters, poems, leaflets. Make posters. Give them to MSPs and

business people."

"At night everyone should get a powerful torch, go to an airport and form the shape of a sentence saying, at the runway, 'Don't forget the aeroplanes in the Climate Change Bill'."

4. The children have identified some important debates and dilemmas

Children said there should be more education and debate to inform children and adults about climate change.

They explored and debated the pros and cons of various technologies in helping to reduce CO₂ emissions.

Sometimes technology is too expensive.

There were concerns about environmental impact.

Groups were divided about nuclear power. Some children agreed that nuclear power is OK if "the waste could be dealt with safely" but others were strongly opposed to it.

Children debated whether laws or punishing people if they do not follow rules about things like composting or saving water is necessary.

Children considered how to get people off aeroplanes and on to other transport.

"Planes should be more expensive".

"Individuals need to take more responsibility."

"Trains should be made better to encourage their use."

"Teach children more about nuclear energy and what

effect it has."

"Encourage people not to throw away food. Educate them about it."

"We need to make people aware of how much energy (household wind turbines) produce."

"In Portugal they use wave generation and you can see how well it works."

"More people need to know about solar panels – they're better than wind turbines."

"Wave generators take the energy from the waves. They're useful, waves are continuous, for ever and ever."

"Wind turbine farms are good because no gases is good."

"Digging and concrete for wind turbines spoils the country. They disrupt birds and spoil the beautiful sea."

"It's a bit harsh to throw children in jail."

"Don't make more bins."

"It's just too much hassle to recycle water."

"It costs a lot to give out fines."

5. Children have identified what needs to be considered in the Climate Change Bill

The children identified that there are things that individuals can do to reduce energy use and their impact on the environment. Individually, and in their family life, people can cut down on their personal energy use if they:

- walk and cycle more
- use their cars less or share their cars
- use less household energy
- compost and recycle
- buy locally produced food or grow their own
- buy locally made products
- use public transport more
- fly less

Children suggest we should use technology to help reduce the damage we do.

There should be more use of sustainable energy technologies like wave, hydro, tide, solar and wind power.

These should be affordable. They should be developed in a way that is sensitive to local people's opinion and the environment.

We must protect forests.

The Government should help people use less energy by improving public transport

The Government should make laws that affect what people can do, if what they do is damaging the planet.

The Government could:

- ration petrol
- encourage people not to fly
- ban products that are bad for the environment
- make sure new buildings meet energy efficiency standards
- help people understand their own personal energy use and any damage they might be doing.

The Compost King

**In a compost bin there
Are loads of things
Most of them look
Very mings
There are lots of
Things you can
Bring
One day you could be
A compost king**

"There are 800 million cars on the roads, you should cycle to school."

"Turn the heating down. Don't boil the kettle full."

"Grow your own food in your back garden"

"I agree people should use local food – in prisons, schools, hospitals."

"Don't import from China"

"Try not to waste so much at home."

"Put anything organic in compost bins so harmful methane isn't made."

"There could be a movement sensor for when you leave the room and the light automatically switches off."

"Make Earthship schools."

"More wind turbines make farmers angry"

"Build wind turbines off shore"

"More solar panels."

"Use hydrogen cell cars."

"Reduce cost of wind turbines. Small and large ones."

"Make insulation for houses cheap."

"Reduce the cost of solar panels."

"Stop cutting down trees unless you grow another"

"Make public transport better"

"Trains should be made better to encourage their use."

"Train it, don't plane it".

"Give limits on petrol – except ambulances"

"Planes should be more expensive to fly on."

"Stop selling non-energy saving light bulbs."

"All new buildings should have the BEST energy efficiency possible"

"Every person should have a personal carbon allowance."



Personal pledges

During the course of the Climate Change Project camp some children made personal pledges to help stop climate change. These are the personal pledges made:

I will turn off lights, TVs and other electrical things when I don't need them.

I will go on a bike to Leith instead of a bus!

I will walk to my friends' houses.

I will stop having long showers and deep baths.

I will ride my bike more.

I will switch off the TV when I'm playing outside!

I will start walking to the shops!

I will compost more.

I will switch off the light when I'm not in my room.

I will try and buy local food i.e. not grapes from Brazil.

I will recycle more paper.

Outside

**I like being outside
Because I can see
Buffalo from the house
And all the trees move in the wind
I like smelling the outdoors**



What next?

The Children's Climate Change project is committed to making sure the intensive learning experience from the Camp is nurtured and spread from the children who were involved to other children in schools and wider communities.

The children will also be engaged in big conversations with key people who are engaged in the emerging work around the Climate Change Bill. Specifically the children asked to meet directly with Members of the Scottish Parliament.

Staying involved back at home

The children have been set the challenge of spreading the learning from their Climate Change Camp back at home, engaging with other children, family and community members. Using images from their mural/exhibition the children are continuing to talk about

and learn about climate change, its impact on their community and what needs to happen next: locally, nationally and globally.

The Festival of Politics

In August, the children took part in the Festival of Politics in Edinburgh which is held during the Edinburgh Festival in the Scottish Parliament building. At the Festival of Politics, the children presented their exhibition at a public event, chaired by BBC Political correspondent Glenn Campbell.

They explained the background to the project, told the story illustrated by the mural and told the audience what some of the detail on it and the accompanying material they have produced was all about. There was a great deal of interest from the audience.

Three key people attended the public event and responded to the children's presentation with questions and comments. These key people were

This Place

I love this place I feel like there's no boundary



Trees

**Trees are amazing
I cannot believe that people cut them down
You can climb them
Hug them
Eat stuff off them
Try to eat them
And much more**

Scotland's Minister for Transport, Infrastructure and Climate Change, Stewart Stevenson MSP, Convener of the Transport, Infrastructure and Climate Change Committee in the Scottish Parliament, Patrick Harvie MSP and Scotland's Commissioner for Children and Young People, Kathleen Marshall. There were also key players from voluntary sector organisations, the Parliament, Government as well as other children and adults with an interest in climate change in attendance at the event.

Afterwards, the children held some 'big conversations' with these key people and with John Mason, of the Environmental Quality Directorate, who works in this area in Scottish Government.



That evening the children hosted a reception in the Garden Lobby of the Scottish Parliament in celebration of this project, the hard work undertaken over the residential Camp and to mark the children's engagement in the process of developing this legislation. A whole host of people from across different areas of expertise came to the event and enjoyed another presentation from the group as well as welcoming presentations from the Climate Change Minister and the Convener of the Climate Change Committee.

Staying involved with the Climate Change (Scotland) Bill

As the Parliamentary process continues, children continue to have the opportunity to engage in the legislative process and development of the Scottish Climate Change Bill at the Scottish Parliament.

One representative of the Climate Change Project was invited to participate in a closed session of the Transport, Infrastructure and Climate Change Committee to inform their considerations prior to the introduction of the Bill to Parliament. The children have been invited to send representatives to a wider debate on the Scottish Climate Change Bill in the spring of 2009.

The children's conclusions from the Project have been submitted as Written Evidence to the Committee considering the Bill and their mural has been on display in Scottish Government in Edinburgh.

The mural is also expected to travel – accompanied by two children representing all the children who participated in the Project – to Brussels for European Green Week.

As a result of this project, Scottish Government and the David Hume Institute commissioned a DVD to inform their considerations about Scotland's aspirations for 2050. This can be viewed on the Children's Parliament website at www.childrensparliament.co.uk

The Climate Change (Scotland) Bill will reach its final stages of consideration towards the end of 2009 and will become the Climate Change (Scotland) Act – hopefully stronger as a result of the input from the young people involved in the Children's Climate Change Project.



Scenery

Loch
Trees
Green
Tranquil
Blue sky
Fresh air
Tranquil

Sitting on an old log
Makes me feel alive and free

Steering Group and Funders

This learning and consultation project was designed, facilitated and supported by a number of organisations. The Steering Group members are WWF Scotland, Children's Parliament, Children in Scotland and Scotland's Commissioner for Children and Young People. The Steering Group is most grateful to Scottish Government and Children's Commissioner for their financial support to the project.

www.childrensparliament.org.uk
www.wwfscotland.org.uk



Hundreds
no insect in
BUT now
for captive
and for the be
The future g