



[CLIMATECHANGEMAKERS.SCOT](https://climatechangemakers.scot)

INVESTIGATE

ADULT GUIDE



ADULT GUIDE



HAVE YOUR SAY! A GUIDE FOR UNFEARTIES

This guide has been designed to help adults (Unfearties!) facilitate a workshop for children to support them to become Climate Changemakers, building on the learning and experiences from Children's Parliament's work with Scotland's Climate Assembly. It has been developed for adults supporting children aged approximately 7-14 years old.

***Unfearties are what we call adults who defend and support children's human rights. You can find out more [here](#).**

AIMS

- To introduce Children's Parliament and its involvement in Scotland's Climate Assembly
- To provide an introduction to children's human rights and the importance of children's participation in decision-making processes
- To support children to feel confident in their role as Climate Changemakers, learn about climate change and its impact, and explore solutions for Scotland
- To gather children's views on what changes are needed in Scotland to tackle climate change, and how we can make these changes happen in a fair way
- To support children to feel happy, healthy and safe when learning about the climate emergency and when taking action

BEFORE WE GET STARTED

We know that increasing numbers of children are experiencing eco-anxiety. Like adults, children are exposed to much of the global discourse around climate change. How we talk about climate change is so important to ensure children feel emotionally supported, informed and hopeful when so much of the debates and narratives can feel overwhelming and disempowering. Following conversations with climate psychologists, Megan Kennedy-Woodard and Patrick Kennedy-Williams, we are sharing this [short film](#) for supporting adults.

You can find some more useful tips for speaking to children about climate change in the [World's Largest Lesson toolkit](#).

Whilst having honest conversations with children about the impact of climate change to our planet it is important to spread optimism and hope and share positive news and good stories about changes happening all over the world with them too.

We are incredibly grateful for your interest and support in this work and, as ever, are happy to help in whatever way we can to make your facilitation of the following activities as meaningful as possible for the children.

You can contact us at info@childrensparliament.org.uk

MISSION 1 – GETTING STARTED

CHECK IN

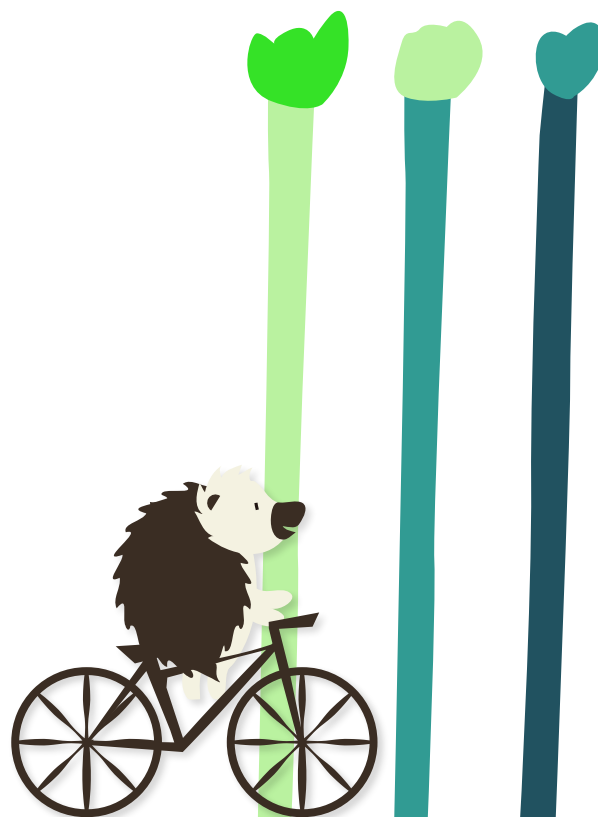
At every Children’s Parliament workshop, we begin with a check-in. This helps everyone to come together as a team and to share how they’re feeling at that moment in time. It reminds us that all feelings are valid and lets everyone know how they can look out for others who might not be feeling so great that day. Using the animal pictures in Mission 1, invite the children to choose a picture that best represents how they are feeling at that moment in time and, if they like, why. We try to encourage children to share ‘emotions’ or ‘feelings’ as opposed to physical sensations such as feeling hungry or tired. If a child does say hungry or tired, we gently ask how that makes them feel e.g. a child may be tired, but also happy or excited. This helps children (and adults) to name feelings and build emotional literacy.

INTRODUCTION TO CHILDREN’S HUMAN RIGHTS AND HAVING A SAY

In this activity, you will introduce children’s human rights and the importance of children’s right to have a say in matters that affect them. Below is a transcript, along with discussion prompts to ask the children as you read the story. You might like to refer to the [Wee Book of Promises](#), created by Children’s Parliament.

In 1948 after the Second World War, a world-wide organisation called the United Nations was created to make sure countries worked together to make the world a better place for everyone. In 1989, a very exciting

thing happened. Leaders from across the world met to discuss how to improve children’s lives. They created a list of children’s human rights to make sure every child grows up happy, healthy and safe and is treated with kindness, empathy, trust and dignity. This list of children’s human rights, or promises, is called the United Nations Convention on the Rights of the Child or UNCRC for short. You can see the articles of the UNCRC in Children’s Parliament’s [Wee Book of Promises](#).



DISCUSSION PROMPT: WHAT THINGS DO CHILDREN NEED TO KEEP THEM HAPPY, HEALTHY AND SAFE?

Human rights belong to everyone in the world – every adult and every child. Having a right is an entitlement - something that should not be taken away from you. We know that many children's rights are not being respected in their homes, schools, communities and by leaders making decisions about people's lives. All of us, adults and children, must protect and uphold these rights and defend them if they are not being respected.

Today, we want to introduce one article to you - Article 12. This is about your right to have a say, to be listened to and to be taken seriously. You have the right to say what you think about things in your day- to-day life, as well as bigger things in your school, community and country. Adults have a responsibility to listen to what you have to say and to use the things you have told them to improve children's lives. It's important for you to know about your right to have a say in decisions being made because this is what this project is all about.

DISCUSSION PROMPTS:

DID YOU KNOW ABOUT YOUR RIGHT TO HAVE A SAY?

DO YOU FEEL YOU ARE ABLE TO HAVE YOUR SAY AT HOME, SCHOOL, COMMUNITY, IN NATIONAL DECISIONS?

WHAT GETS IN THE WAY OF CHILDREN BEING ABLE TO HAVE THEIR SAY?

MISSION 2

VISION FOR THE FUTURE

Support children to illustrate their vision for Scotland in the future if we work together to tackle, and adapt to, climate change.

- What needs to happen to tackle climate change?
- What will be different about our lives? What will we have to change?

Encourage children to think about what people can do individually but also what schools, communities, businesses and industries, local councils and the government need to change or adapt.



MISSION 3

A FAIRER FUTURE

Mission 3 introduces children to the idea that tackling the climate emergency has to be fair and respectful of human rights. We invite the children to reflect back on the UNCRC and United Nations Convention on the Rights of the Child and to consider which rights may be compromised by the effects and impacts of climate change. Prompt examples could include: the right to life; the right to a safe, healthy environment; the right to health; the right to food, the right to water and sanitation.

As we move into thinking about solutions, invite the children to reflect on how we make sure solutions are fair.

You might like to read [Children's Parliament's report for the Climate Assembly](#), as this includes children's reflections on the link between children's rights and the climate emergency.

- **Not everyone has the same means and resources, so how do we make sure the right support is in place so everyone can make the changes needed to tackle the climate emergency?**
- **What does fairness mean?**

BIG IDEAS

Mission 3 then introduces the key themes to be considered by children. Follow the link below (also included in Mission 3 for children to access directly) to [watch film clips](#) by Professor Iain Stewart from the Climate Assembly about the key themes, and interactive activities for the children to explore each theme in greater depth and discuss the solutions available to us in Scotland. Children are, of course, encouraged to come up with their own ideas too!

ENTER MISSION 3

It's important to support the children to consider the barriers to potential solutions, particularly from the perspective of children and families. Prompt questions could include:

- **What could make it difficult for children, families and other adults to make these changes?**
- **What could be done to help people (including children) make these changes?**

After working your way through the [Mission 3 interactive slides](#), children can choose their favourite idea and illustrate or write about this.