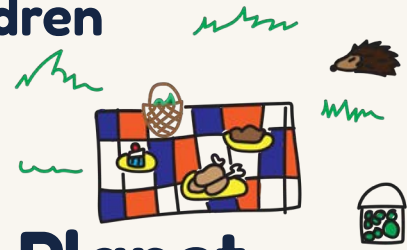


## Activity 1

# Happy, Healthy & Safe on Our Planet



**Estimated Completion Time:** 40 Minutes

**Facilitator Note:** Where possible, allow the children to decide their groups. This activity works well in small groups or as a whole class.

## Purpose of this Activity

This activity supports children in understanding that a healthy planet is essential for human wellbeing. It encourages children to explore what they need to feel happy, stay healthy, and be safe, and to recognise how these needs are connected to the natural environment.

## You Will Need

- A large piece of paper, so a child can fit on it, ideally a big paper roll
- Coloured pencils/ pens
- Floor space

## Example

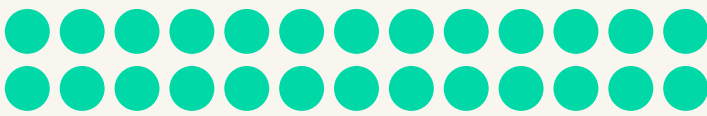
**Key Quotes:** What children said at Park Primary School.

**“Everything depends on the Earth, food, water and clean air all come from it.”**

**“If we don’t look after the planet, people might not get what they need.”**

**“If rights aren’t protected, some children might not get what they need or could be hurt.”**





## Step 1: Introducing Dignity

Explain to children that when people have what they need to be healthy, happy, and safe, they are more likely to feel valued and respected.

This is known as **dignity**.

Emphasise that:

- Everyone has dignity
- All children have rights that protect them and ensure fair treatment
- We all have a responsibility to respect and care for others



You may wish to extend children's learning around rights and dignity by visiting the **Dignity in Schools Hub from Children's Parliament**, which offers a range of activities to support both children and teachers.

## Step 2: Happy, Healthy and Safe People

### Creating the Outline

Invite children to get into small groups of three or work as a whole class.

Provide each group with a large sheet of paper.

Invite one child to lie down on the paper while others carefully draw around their body to create a life-sized outline.

### Exploring Needs

Ask children to annotate the outline with drawings or words:

Around the head: **What do children need to feel happy?**

Around the heart: **What do children need to stay healthy?**

Around the outside of the body: **What do children need to be safe?**

## Step 3: Connecting to the Planet

Once the outlines are complete, guide children to reflect on their ideas.

Ask children to circle or highlight items that:

- **Come from nature (e.g. food, water, clean air)**
- **Can be affected by weather**
- **Could be impacted by a changing climate**

## Step 4: Reflections

Facilitate a class discussion using prompts such as:

**How many of the things we need depend on a healthy planet?**

**What does this tell us about how we should treat our planet?**

**How might children's rights be affected by the impact of climate change?**



## Activity 2

# Exploring Climate Change and Caring for Our Planet

**Estimated Completion Time:** 40 minutes

**Facilitator Note:** When discussing climate change, be aware that some children may find it upsetting or difficult. In the immediate focus, emphasise positive actions and what can be done to help.

Where possible, link to action your school is taking so children can see real examples of change. You can also share hopeful stories from the news or initiatives such as **The Earthshot Prize**.

For further support around climate anxiety in the classroom, you can visit **“Tackling Climate Anxiety in the Classroom”** by Scotdec.

## Purpose of this Activity

This activity helps children understand climate change and how human actions can affect the planet. Children will explore ways to help the planet and think about simple choices they can make every day

## You Will Need

- Paper
- Pens/pencils (green, red and blue for the reflection activity)

## Step 1: Introducing Climate Change

Show children a short video that explains climate change. For example, Climate Change (According to a Kid): [bit.ly/4fZUb3c](https://bit.ly/4fZUb3c). Provide further description if required.

**“Climate change means the Earth’s weather is changing over time. Many places are getting warmer. Some places may have more storms, floods, heatwaves, or unusual cold weather.”**

Give children time to ask questions and share what they already know. Be sensitive to children’s concerns or worries that may arise through the discussion.



## Step 3: Reflecting on Choices

Ask children to look at their work and circle:

- Actions that help the planet (circle with green)
- Actions that harm the planet (circle with red)
- Actions that might be helpful in some situations but not others (circle with blue)

Explain that some choices are not always simple and different reasons may effect the reasons people make choices.

## Step 4: Reflections

Talk together using questions like:

- Can something be both helpful and harmful? Why?
- Which choices can be made by people every day and which choices are made by governments, businesses and people with lots of power?
- How could climate change affect children's lives and rights?

