



# CLIMATE CHANGE EDUCATION FOR ADAPTATION

**REPORT SUBMITTED BY: MOUNTAIN CHILDREN'S  
FOUNDATION**

**To: THE EDUCATION RESOURCES CENTER TRUST**



### **Activity 1: Development of teaching tools for the workshop.**

Multisensory instructions helps in retaining the knowledge gained as compared to lecture method. This fact motivated the MCF team to develop teaching tools to conduct first session on Climate Change Education for Adaptation.

One set of pictorial cards was designed to explain the terms Environment and its components. "web of life" game was selected to explain the ecosystem and interdependence of biotic and abiotic components of ecosystem on each other. To play the game a set of 26 cards was designed.

A puzzle comprising of 15 cards was developed to elucidate the concepts of global warming and climate change. 4 sets of the puzzle were made so that four groups would be able to solve the puzzle "Why our earth is sick" (*Hamare dharti bimar kyu hai*) and derive a conclusion through group discussion and presentation.

As the target group is from Hindi medium therefore the process also involved research for finding Hindi translation of terminologies like Scavengers, Decomposers, and Pollination etc.

A pre and post test was created which had questions related to what was discussed during the workshop a) to check the knowledge of the participants on the topic and b) to evaluate the workshop.

### **Activity 2: Staff training on delivering session on Climate Change Education for Adaptation**

**Date: 23<sup>rd</sup> August 2017**

**Number of participants: 06**

**Village: Dungakheth**

One day staff training on environment education for children was organized on 23<sup>rd</sup> August 2017. Six team members attended the training which was organized at village Dungakheth of Vikasnagar block.

The staff was trained on using the teaching-learning aid which was developed to educate the children about the components of our environment, the ecosystem, global warming and remedial measures.

Being a proponent of child rights and child participation, it is imperative for MCF to participate actively in raising awareness on impact of climate change on children and their rights. At the start of the training, the staff was briefed about child rights and how clean environment is directly linked with child rights (Article 24 of UNCRC) and Goal 13 of Sustainable Development Goal (SDG).

This training was followed by first session with the members of Bal Sangathan on climate change education for adaptation on 17<sup>th</sup> September 2017.

### **SESSION 1: Environment, Ecosystem & Global Warming**

### **Activity 3: Introduction to the Environment, its components, the ecosystem and global warming**

**Date: 17th September 2017**

**Number of participants: 25 + 6 MCF team**

**Village: Dungakheth**

**Method: Participatory Learning Approach**

**Material Used: Pictorial Cards, Puzzle, Cards for playing “Web of life”, chart papers, color pens**

The session started with the introduction round which was followed by energizers and ice breaking activities.



A pre-test was then administered to the group with dual objective:

1. To check pre-ception of the participants on the topic.
2. As a tool to conduct evaluation of the workshop by measuring it with the results of the end test.

For the pre-test, the target group was divided into two age categories viz. 9-14 years and 15-20 years.

The pre-test reflected following facts about the participants:

1. In the junior age category, none of the participants scored 100%.
2. In senior age category, only 2 candidates scored 100%.

The pre-test was followed by a session on Child Right. The facilitator briefed the participants

about four major Rights i.e Right to Protection, Right to Participation, Right to Development and Right to Life, which covers all 42 rights including right to clean environment (Article 24 of UNCRC). The facilitator drew a connect between child rights and clean environment. This is also in line with Goal 13 of Sustainable Development Goal (SDG). Subsequent to this discussion was the brainstorming session on “What is Environment” and “Four Components of Environment”. Visual Cards were used to facilitate the discussion on the session.

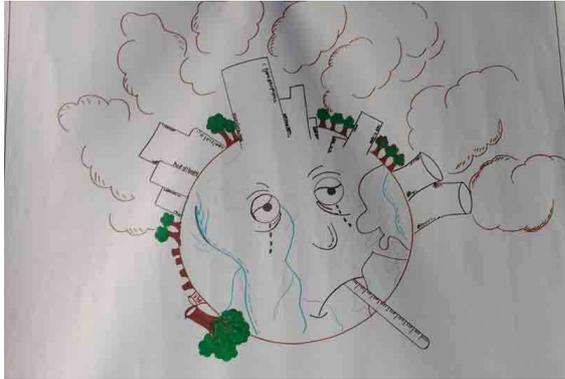
“Web of Life” game worked as a stimulator to lead the participants to think of the connection between biotic and abiotic components of ecosystem.

The participants played the game with an eagerness to explore the connections between each organisms. Through the game they also learned about producers, consumers, scavengers and decomposers of our ecosystem and their importance.



The session after lunch was focused on global warming-cause, consequences and solutions. To understand the topic, the group was divided into four sub-groups. All the participants were shown a drawing depicting earth with a thermometer in her mouth, industrial pollution

all around her and indiscriminate cutting down of trees. On asking “what is shown in the drawing”, some of the participants replied-“the earth is looking sick with tears rolling down her cheeks”.



They were then asked to find out the answer of the question-“Why our earth is sick and what remedial measures we should adopt to make our unique planet happy again”? Each group was given a set of puzzle to what was destroying our earth and what remedial steps we can take.

After group discussion with the help of the cards, the groups were asked to present their opinion in front of the whole group. After all the presentations, the facilitator explained the process of global warming, ill effects of global warming and possible solutions.



After the session, the participants were given homework. Homework comprises of recording changes which took place in last 15 years. For this they need to talk to their parents and grandparents.

The session was concluded with post-test which gave following pointers to evaluate the workshop:

1. Among junior category 66.66% participants showed improvement by giving correct answers. 22.22% participants scored full marks.
2. In senior category 84.61% participants showed improvement while 61.53% scored full marks.

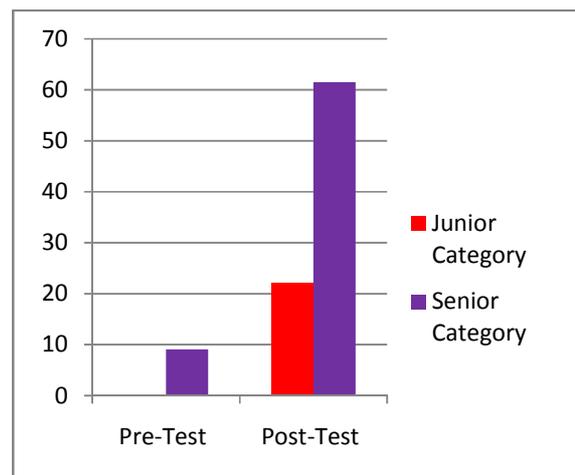


Figure 1: Candidates Scoring Full Marks (%)

**PICTURE SECTION:**

