



CLIMATE CHANGE EDUCATION FOR ADAPTATION

ACTIVITY REPORT



A. INTRODUCTION

As Greta Thunberg of Sweden says “*you say you love your children above all else, and yet you are stealing their future in front of their very eyes*”. That is why MCF feels that it is important to make children aware of the issue, discuss the changing scenario with them and guide them to explore possible solutions which can be taken up at individual level and how they can impact their families thinking and that of their community.

Children are least responsible for creating climate change but are likely to suffer most. With shifting weather patterns and rising temperature leading to environmental instability, the basic rights of children are likely to be undermined. In this scenario, it is therefore the responsibility of adults to better equip children to respond to the climate related challenges ahead. Along with providing them with skills and capacities necessary for climate change adaptation and mitigation, there is a need to shape their values, attitudes and behaviors to put them on sustainable path.

In this world of technology, adults have forgotten to foster a connect between children and nature. While it is important for them to advance with the world, it is equally important for them to get acquainted with their surroundings. They must possess better understanding of the natural world around them. The information along with developing skills of keen observers will help them in understanding the climate induced changes and deal effectively with them.



A.1. Why do our kids need to know about climate change?

- ♣ ***To prepare them to become resilient***
- ♣ ***To prepare them to be able to live more sustainable lives***
- ♣ ***To develop ability among the younger generation to think of locally appropriate adaptation actions***

Hence with this objective, MCF has initiated Environment focused activities with the Bal Sangathans with the funding support from ERC (the Education Resource Center Trust), GSI (Good Souls Initiative) and Small Change (Online Crowd Funding Platform). Four major workshops were conducted under this initiative. Each workshop was followed by assignments for the members of the Bal Sangathans. The last activity in the series was an exposure tour to the Regional Science Center.

The present work is an effort to build upon the last year activities. This year the Bal Sangathans will be taken through series of activities which would work as catalyst to develop curiosity amongst the participants to explore and to inculcate values which are pro-environment. The work plan for the year is given in table 1.

TABLE 1: WORKPLAN- Climate Change Education for Adaptation (2019)

S.No	MONTH	TOPIC	Activity	PARTICIPANTS	REMARKS
1	April	Environment and Ecosystem	Staff training on the topic	SOIR-IM and IRIS team	
		Environment and Ecosystem	Information dissemination at Bal Sangathan level	Bal Sangathans	IRIS team will conduct the suggested activities with the Bal Sangathans
		World Environment Day (22nd April): Theme: Protect Our Species	Drawing competition at 2 schools	Topic: Draw your favorite animal/tree/bird/flower and write a short message to conserve that species	
2	May	Global Warming and Climate Change	Staff training on the topic	IRIS team	
		Global Warming and Climate change	Information dissemination at Bal Sangathan level	Bal Sangathans	IRIS team will conduct the suggested activities with the Bal Sangathans
3	June	World Environment Day (5th June) Theme: Air Pollution	Paper bag making workshop (Workshop I)	Bal Sangathans (2 participants from each Bal Sangathan)	The participants will make paper bags and will distribute them to the shopkeepers next day on the occasion of World Environment Day
		Celebration of World Environment Day (5th June)	Distribute paper bags to the identified shopkeepers		
			Drawing Competition with 4 Bal Sangathans	Topic: Combat air pollution-clean energy-green energy	
		Exploring the causes of air pollution	Members of Bal Sangathan will explore the causes of air pollution and will discuss amongst themselves about link between climate change/global warming and air pollution		IRIS team will facilitate the activity with the Bal Sangathans. Some of the members will share findings and the link between air pollution and global warming through write up for PABAM
4	July		Plantation Drive	Bal Sangathans	IRIS field team will discuss about forests with Bal Sangathans and identify places for plantation
5	August	Ozone Layer	Staff training on the topic	IRIS team	
		Ozone Layer	Information dissemination at Bal Sangathan level	Bal Sangathans	

6	September	International Day for Preservation of the Ozone Layer (16th September) Theme: Has not yet been announced	Drawing Competition with 2 Bal Sangathans (or) at 2 school	Topic: Will be decided as per the theme.	
Mid-term Evaluation			Quiz based on above topics with each Bal Sangathan		Method to measure progress of the program
7	October	Exploring Climate Change and its impact on children's rights	Workshop II	Bal Sangathans (2 participants from each Bal Sangathan)	The participants will understand climate change and its impact on children's rights
		Wildlife Week	Drawing Competition with 2 Bal Sangathans (or) at 2 school		
		Exploring Climate Change and its impact on children's rights	Information dissemination at Bal Sangathan level	Bal Sangathans	
8	November	continue the topic.....Exploring Climate Change and its impact on children's rights	Information dissemination at Bal Sangathan level	Bal Sangathans	
9	December	Interaction with village adults to explore traditional methods of water and forest conservation	Bal Sangathan will collect the information from village adults. The information thus collected will be discussed in Workshop III		
10	January	Traditional Knowledge for building climate resilient future	Workshop III		
11	February	Traditional Knowledge for building climate resilient future	Information dissemination at Bal Sangathan level	Bal Sangathans	
12	March	World Water Day	Drawing Competition with 2 Bal Sangathans (or) at 2 school		
Evaluation			Quiz based on the topics discussed		

A.2. PROJECT AREA AND RATIONALE FOR SELECTING THE AREA

The project is being implemented in 12 villages of Vikasnagar block of district Dehradun, the details are given in table 2. The district of Dehradun is located in a valley surrounded by the Mussoorie Hills in the north and the Shivalik Hills in the south and the rivers Ganga and Yamuna in the east and west respectively.

Table 2: Project Villages and Number of Children

S.No	Village	Number of Children
1	Dungakhet	39
2	Badkot	32
3	Pashta	21
4	Langha	48
5	Devthala	40
6	Dhore ki Dandi	35
7	Papdiyan	31
8	Pipalsar	20
9	Pasoli	58
10	Toli	28
11	Bhud	46
12	Mallawala	20
TOTAL		418

The rationale for selecting this area for the climate change education is as follows:

- ♣ Agriculture dependent community, rain fed agriculture.
 - ♣ Being agriculture dependent community, even a slight change in rainfall pattern, will hit them hard.
 - ♣ Forest dependency is also high.
 - ♣ Environmental conscious behavior is changing with the change in time and more focus on development which is not environment friendly. Hence it is imperative to capture attention now before it gets too late to reverse the damage being done to the environment.
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- ♣ Access to education which is relevant and usable is still a dream. Infrastructure conditions are even worst. School buildings are in shabby conditions, rendering them even more hazardous at time of disaster like cloud burst.
 - ♣ Traditional wisdom to face the challenges put forth by nature is dying with the older generation.
 - ♣ Children will be among those most affected by climate change. They will suffer most due to poor air quality, contaminated water and extreme heat. In this case, impact will be more severe due to weak governance and poor education system. Moreover poor economic conditions of the families will double the impact of climate change.
 - ♣ 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.
 - ♣ Hence empowering children through climate change education can reduce their vulnerability to risk, enhance coping mechanism and promote sustainable life style among them.

According to UNESCO "Education alone cannot achieve a more sustainable future; however, without education and learning for sustainable development, we will not be able to reach that goal."

B.ACTIVITIES

B.1. Staff Training on Environment and Ecosystem on 3rd April 2019

Participants: MCF/IRIS team

Topics Covered

TOPICS	Material /Method of explanation
Environment	Visual Cards
Producers, consumers, scavengers and decomposers	Game
Web of Life	Cards and String
Plan for the month of April for IRIS team	-

What is Environment? Why there is a need to talk about environment with the Bal Sangathans? Connect between Child rights and Environment (Article 24 of UNCRC)

The staff was trained on using the teaching-learning aid which was developed to educate the children about environment, components of our environment and how intensive human interference is creating imbalance in nature.

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).



Biotic components of an ecosystem (Producers, Consumers, Scavengers and Decomposers)

A game was played with the participants where two participants were given the role of students and rest of the participants was asked to create a forest. To create this forest they were given the cards having drawings of tiger, tree, deer, grasshopper, vulture, eagle, earthworm and mushroom.

The two students were given four cards having hints about producers, consumers, scavengers and decomposers. Based on the given hints they were instructed by their teacher to visit the forest and categorize the organisms into four categories:

Hint cards

PRODUCERS: Those who make their own food

CONSUMERS: Those who depend on others for their food

SCAVENGERS: Those who eat dead animals. They start the decomposing process.

DECOMPOSERS: Those who completes the decomposing process

The students categorize the organism in the forest into four categories after reading the hint cards.

Producers: Tree and mushroom

Consumer: Tiger, deer, vulture

Decomposer: Grasshopper

Scavengers: Earthworm, eagle

The facilitator asked the team whether the categorization is correct or we need to shift the animals depending on their eating behavior. The discussion lead to reshuffle and thus following categorization came up.

Producers: Tree

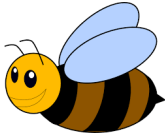
Consumer: Tiger, deer, grasshopper

Decomposer: Earthworm and mushrooms

Scavengers: Vulture and Eagle

The facilitator then instructed the team to make a circle, beginning with Producer (tree), Consumer (Tiger, deer, grasshopper), Scavenger (Vulture and Eagle), and Decomposers (Mushroom and Earthworm). The categories were explained in details and the participants could see for themselves how nature has created wonderful way to keep an ecosystem balanced with each organism playing an important role and how the cycle starts from green plants, moves on to the consumers, the scavengers and finally to the decomposers who recycle dead plants and animals into chemical nutrients like carbon and nitrogen that are released back into the soil, air and water. Thus the cycle created by nature continues in a balanced and coordinated manner.

To further explain the concept of ecosystem and how organisms are dependent on each other and on their physical environment, web of life was played with the team. After lunch break the team worked together to prepare two sets of the TLM.



FACT SHEET (BEES)

Why we need to protect Bees?

- ♣ Plants need bees to pollinate
- ♣ There are 369,000 flowering plant species, and 90% of them are dependent on insect pollination
- ♣ Bees are a keystone species. Many species of animals depend on bees for their survival because their food sources, including nuts, berries, seeds, and fruits, rely on insect
- ♣ We simply cannot survive without bees

Threats to Bee Species

- ♣ Widespread use of pesticides,
- ♣ Climate change
- ♣ Loss of habitat, including land use changes, habitat fragmentation, loss of bio-diversity

How can we Protect Bees

- ♣ Learn how to go green, protect the environment and fight global warming
- ♣ Become a beekeeper and plant a bee-friendly garden

The IRIS team was then briefed about the plan for the month of April 2019. They were given task to identify two schools where they will conduct drawing competition on the occasion of Earth Day on 22nd April 2019. A fact sheet on Bees was also given to the facilitators so that they can explain the importance of each organism in nature.

They were also given a task to identify shops in the villages where goods are given in plastic bags to the costumers.



B.2. Earth Day Celebration -22nd April 2019

Drawing Competition

Two schools (Primary School Papdiyan and Primary School Devthala) were selected to celebrate Earth Day 2019. Drawing competition was held on the occasion and the students of class 3rd to 5th were given a theme to draw their favorite flower/tree/bird/animal and write a message to protect that species. This topic was given to establish a link between theme for Earth Day 2019- “Protect our Species”.



B.3. Information Dissemination at Bal Sangathan Level

The field team conducted sessions on “What is Environment” and “components of environment”. Visual Cards were used to facilitate the discussion. “Web of Life” game worked as a stimulator to lead the children to think of the connection between biotic and abiotic components of ecosystem. The children played the game with an eagerness to explore the connections between each organism. Through the game they also received information about producers, consumers, scavengers and decomposers of our ecosystem and their importance.

Thus the information was disseminated to 418 children of 12 Bal Sangathans.

