



A ROTARY PEACE FELLOWSHIP SOCIAL CHANGE INITIATIVE

Climate Champions *Handbook*

Hot afternoons, blocked drains, taps that run dry, and the kind of people who sort it out together instead of falling out over it.

CLIMATE ACTION HEROES • [CLIMATEACTIONHEROES.ORG](https://climateactionheroes.org)

Ages 10 to 18

13 activities

Offline and online

45 and 60 minute sessions

India and MENA

There is a second book that goes with this one. The Facilitator Guide is for whoever is running your session, and it uses the same codes and titles, so they can find any activity you are doing in about ten seconds.

Both books are meant to be translated, argued with, and changed to fit wherever you live.

Come in, sit down

Welcome

Climate change is one of those subjects that can feel far too big to hold in your head. A whole planet, a hundred years, numbers with more zeros than anyone can picture. So this book starts somewhere much smaller and a great deal closer to you: the walk home on an afternoon when the heat presses down, the tap that gives you nothing, the drain that backs up every year in the same spot, the morning when the air tastes wrong.

You do not have to be an expert to use any of this, and you certainly do not have to be a perfect environmental hero, whatever that would even look like. What you are being asked to do is notice things, ask awkward questions, listen properly to people who see it differently, and get some practice at making fair decisions with other people in the room. That last one turns out to be the hardest and the most useful.



CLIMATE OR ENVIRONMENT?

Not every environmental problem is caused by climate change. Litter, blocked drains and dirty air have many causes. The better question is how weather, climate, services, pollution and people's choices act on each other.

EVERY ACTIVITY HAS A CODE

O1 to O6 are offline. V1 to V7 are online. The Facilitator Guide uses the same codes and the same titles, so an adult can find the notes for whatever you are doing in about ten seconds.

While we are here, about that word "hero". It is on the certificate at the back and it is in the name of the project, so it is worth being clear about. Nobody anywhere thinks one child should fix the climate, and this book says the opposite of that on almost every page. A hero here is someone who noticed something where they live, got other people involved, and finished what they started. That is a much smaller word than it sounds, and a much more useful one.

This has already happened

Everything on this page has happened already. None of it is a forecast about some world you might grow up into one day, and none of it is there to frighten you. These numbers describe children who are alive right now, who went to school this week, across India and the Middle East and North Africa. Some of them live a few streets from where you are sitting.

Read them once, then turn the page. The rest of the book is about what people do next.

IN INDIA	WHAT THE RESEARCH FOUND
97 in 100	Almost every child in India is exposed to two or more climate or disaster hazards at the same time. Exposed means living where the hazards are, not that every one of those children has been harmed. That’s about 411.6 million children. More than 234 million live with three or more. The most common pair is drought and extreme heat together.
54.78 million	Students whose schooling was disrupted by heatwaves and other hazards in 2024.
55°C	The highest heat index measured at early childhood centres studied in Delhi, Gandhinagar, Kharagpur and Roorkee. Researchers put monitors inside the rooms where small children spend the day.
255 of 274	Days between January and September 2024 on which India recorded an extreme weather event somewhere in the country.

IN THE MIDDLE EAST AND NORTH AFRICA	WHAT THE RESEARCH FOUND
Nearly 9 in 10	Children in the region live in places with high or extremely high water stress, which means there isn't enough water to go round.
Dust storms	In Kuwait, researchers followed five years of hospital records. On dust storm days, more people arrived at hospital with asthma and breathing problems that same day.
Power cuts	In Lebanon, energy and climate shocks left many public schools with limited electricity, which shortens the school day.

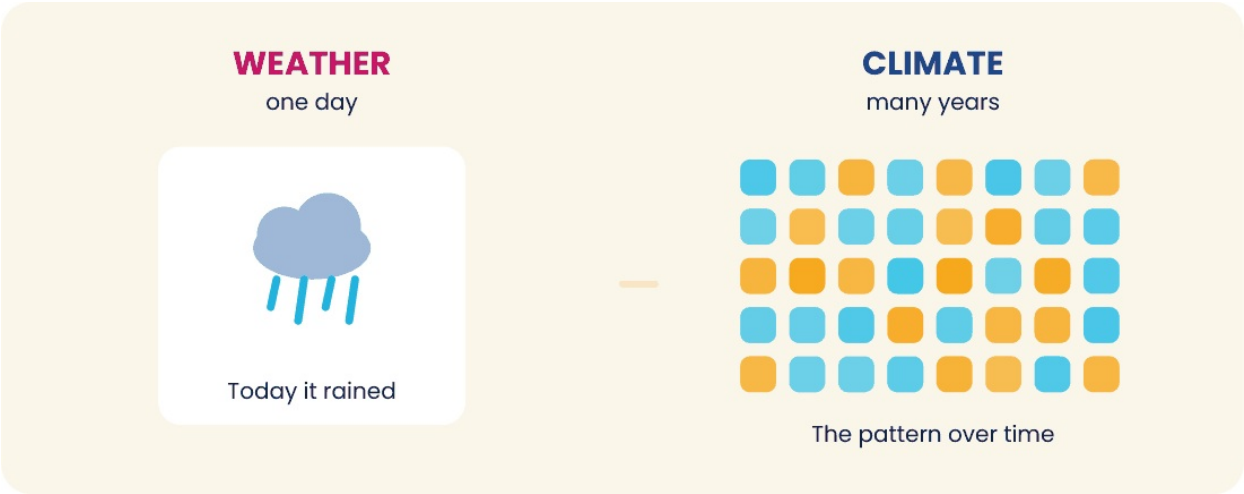
Two regions, and they are not the same place. It is tempting to bundle everything above into one story, and you should resist it. In India, schools tend to close because of heat, and when families are displaced it is usually by a disaster and usually for a short while. Across the Middle East and North Africa, displacement is far more often tied to conflict that has run for years, and dust and sand storms put something in the air that nobody caused. Same planet, two quite different problems, and the solutions are different too.

Sources: UNICEF Children’s Climate Risk Report 2026, reported by Pandey (2026) in Down To Earth • Jha et al. (2024), ICLEI South Asia • Pandey & Sengupta (2024), Centre for Science and Environment • UNICEF (2021) Running Dry • Thalib & Al-Taiar (2012) • UNICEF (2026). Full details at the back.

Four ideas to keep hold of

The rest of this book is activities, and you can do them in any order. These four ideas sit underneath all of them. If you remember nothing else in a year's time, remember these.

IDEA	IN SIMPLE WORDS
Weather is not climate	Weather changes from day to day. Climate is the pattern of weather over many years.
Climate touches everyday life	Heat, water, food, air, learning, health, work and safety all act on each other.
The same hazard hits people differently	Shade, clean water, health, money, safe housing, transport and public services change what a hot day, a flood or a water shortage actually means for a person.
Working together matters	Listening, fair rules, shared responsibility and decent services help a community cope.



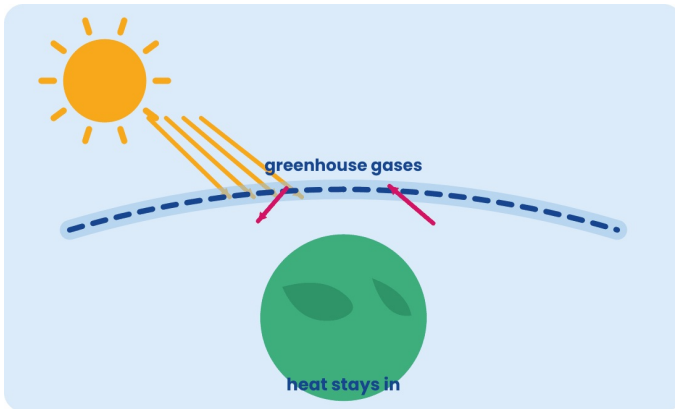
Why we practise working together

Environmental pressure creates hard choices. Hard choices don't have to turn into harm. Listening, fair rules, sharing what you know, understanding what other people need and solving problems together all help a community respond more safely.

For the adult facilitator: Facilitator Guide section 3 has the science behind these explanations. Section 5 has the youth, climate and peacebuilding framework.

The short version, honestly

Climate basics



WHY EARTH IS WARMING

Earth's atmosphere naturally holds on to some heat. That's normal, and without it the planet would be too cold to live on. Human activities, above all burning coal, oil and gas, add more greenhouse gases, and that makes the warming stronger.

CLIMATE ACTION HAS MORE THAN ONE PART

We can cut greenhouse gas pollution. We can get ready for the impacts that are already here. And we can make sure people with fewer choices or less money aren't left behind while we do it.

Careful with the blanket. "Blanket" and "greenhouse" are useful pictures, and they're both a bit wrong. The atmosphere doesn't work exactly like a glass jar or a blanket. If someone asks you how it really works, saying "I'm not sure, let's find out" is a good answer.

One hot day proves nothing at all

If tomorrow is the hottest day anyone can remember, that on its own does not show the climate is changing. And if next week is unusually cold, that does not show it isn't. Scientists look for patterns stretching over many years and many places, which is slow and unglamorous work and the only way to actually know anything.

This is the difference between weather and climate, and it is probably the most useful thing in the whole book. It will also make you very good at answering a certain kind of argument.

Eight things you will get better at

Here is something the activities do not announce while you are doing them. Every single one gives you practice at one or more of the eight things below, and those eight are the actual reason each activity is shaped the way it is. Nobody added them afterwards to make the book sound worthier.

They are also the part that stays with you. You will forget what a wet bulb temperature is. You will not forget what it felt like to argue for your group's share of the water and then have to live with the split.

	BEHAVIOUR	WHAT IT LOOKS LIKE IN A SESSION
1	Listening	Letting someone finish. Being able to say back what they meant.
2	Understanding different experiences	Accepting that a hot day is not the same day for everyone.
3	Seeing another person's perspective	Arguing someone else's case as well as they would.
4	Sharing resources fairly	Splitting something there isn't enough of, and living with the split.
5	Resolving disagreements	Ending an argument without anyone being crushed.
6	Working together	Building one plan out of several people's ideas.
7	Including the more vulnerable	Noticing who is missing, quiet, or left out of the plan.
8	Deciding together	Making a group choice that people will actually stick to.

Fair resource sharing, cooperation and trust between neighbours are some of the things that hold a peaceful community together. Heat, drought and scarcity wear down exactly those things first.

This is why a water game counts as peace work. The eight behaviours connect to the **Positive Peace** pillars described by the Institute for Economics and Peace, and to Rotary's **Four-Way Test**: is it the truth, is it fair to all concerned, will it build goodwill and better friendships, will it be beneficial to all concerned.



Six activities you do in a room

These six use whatever room you are in. You draw, you move around, you stand in circles, you hold things and argue about them. Pick whichever suit your group and ignore the rest; nobody is expected to do all six, and a session that does two of them properly beats one that rushes four.

The Water Tank stays offline on purpose. You will see why when you play it.

CODE	ACTIVITY	BEST FOR	WHAT YOU PRACTISE
O1	My Place: Draw Your World	Starting from what you already know	Noticing different needs and community strengths
O2	The Consequence Web	Seeing connections	Systems thinking, and not jumping to blame
O3	Too Hot: Four Corners	Heat and fairness	Listening to choices other people don't have
O4	The Water Tank	Shared resources	Negotiation, fair rules, compromise
O5	Waste Chain	Environment and services	Shared responsibility and accountability
O6	Solution Sprint	Turning ideas into action	Taking part, including people, working with others

Tested in the field. Draw Your World and The Water Tank held up best in real sessions in Delhi, including one in a room so loud that talking over it didn't work. If you only have time for two, use those two.

O1 My Place: Draw Your World

Notice how climate and environment show up around you

MODE

Offline

AGE

10 to 18

TIME

10 to 12 min

YOU PRACTISE

Observation and perspective



This is my place



You need: Paper and crayons or markers

PLAY / DO

- 1 Draw a simple map of somewhere you know: around your school, your community, a market, a park. You never need to draw your exact home.
- 2 Add a sun where heat is hard, a drop where water matters, a cloud where heavy rain causes trouble, and a star where something already helps people cope.
- 3 Pair up. Each person shares one problem and one strength they noticed.

TALK ABOUT IT

- What changes here on very hot or very rainy days?
- Who would find that change harder, and why?
- What already helps people in this place?

What children drew in Delhi. In three sessions in September 2026, children drew garbage on the roads, overflowing dustbins, traffic smoke, dust, patches where trees had gone, and water running to waste. Nobody prompted them. Your drawings don't have to match theirs.

Make it fit: Older groups can add services: transport, clinics, water points, waste collection. Then ask who can actually reach them.

For the adult facilitator: Facilitator Guide O1 has privacy, local context and debrief notes.

O2 The Consequence Web

See how one pressure connects to many parts of life

MODE

Offline

AGE

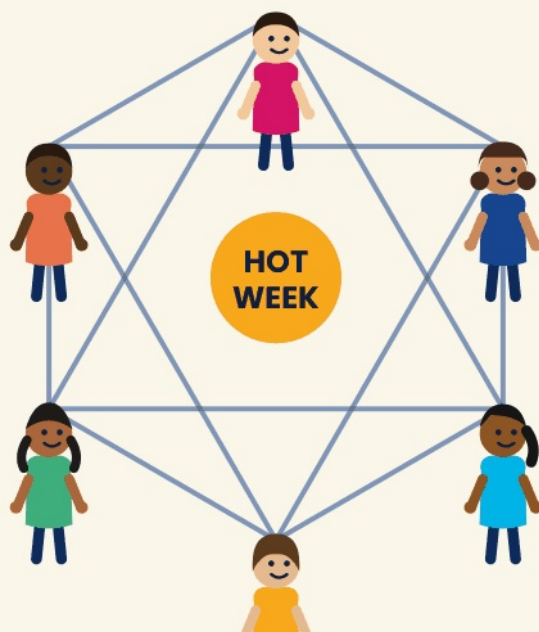
10 to 18

TIME

12 to 15 min

YOU PRACTISE

Systems thinking, avoiding blame



You need: A soft ball, or a ball of wool

PLAY / DO

- 1 Stand in a circle. Start with a pressure: a very hot week, heavy rain, or a water shortage.
- 2 Pass the ball. The next person names one possible effect: school gets harder, water demand rises, a drain overflows, work stops.
- 3 Keep passing. Each new idea has to connect to the one before it.
- 4 After several links, stop and add a **change point**: something a person, a service, a plan or an institution could do that would change what happens next.

TALK ABOUT IT

- Is every link guaranteed to happen?
- What else could make this better or worse?
- Where could cooperation, or a public service, break the chain?

Make it fit: Older groups can use words like livelihoods, displacement, services and inequality. Keep every link a possibility, not a certainty.

For the adult facilitator: Facilitator Guide O2 explains the risk multiplier idea and how to interrupt the chain.

O3 Too Hot: Four Corners

Connect extreme heat with choices, support and fairness

MODE

Offline

AGE

10 to 18

TIME

10 to 12 min

YOU PRACTISE

Listening and fairness



A find shade

B drink water

C change timing

D another idea



You need: Four signs marked A, B, C and D

PLAY / DO

- 1 Listen to a hot day situation. For example: it is extremely hot after school and you need to get home.
- 2 Move to a corner. A is find shade and rest. B is drink water. C is ask an adult to change the timing or the route. D is another safe idea.
- 3 Listen to one person from a different corner. You may change corners if their reason changes your mind.
- 4 Run it again with an invented child who has fewer choices: a long walk, no shade on the way, or a health problem.

TALK ABOUT IT

- Why was one option easier for some people than others?
- Is fairness always giving everyone exactly the same thing?
- What could a school, a service or a community change, so that being safe doesn't depend on one child being clever?

Make it fit: Older groups: compare one person's safety step with a change at school, transport or municipal level.

For the adult facilitator: Facilitator Guide O3 covers equity and language that doesn't stigmatise anyone.

MODE
OFFLINE ONLY

AGE
10 to 18

TIME
22 to 25 min

YOU PRACTISE
Negotiation and fair sharing



You need: Role cards (page 26), plus 30 to 40 water tokens. Bottle caps, stones or torn paper all work.

PLAY / DO

- 1 Each group gets a role. Decide how much water your group needs, and what you need it for.
- 2 The facilitator announces that the tank holds less than all the groups asked for together.
- 3 Each group sends one person to negotiate with the others. You can change your request, suggest an order of priority, propose reusing water, or ask for a second round.
- 4 Try to reach an agreement. It doesn't have to be perfect. How you listen, explain, change your mind or hold your ground is the part that counts.
- 5 After the water is split, design one longer term rule that would make this argument smaller next time.

TALK ABOUT IT

- What did your group protect first?
- Who had more power in the discussion, and why?
- What felt fair, and fair to whom?
- Did listening change anyone's position?
- What would you need to know before making this decision in real life?

One version that worked. At a session in Laxmi Nagar, Delhi, the groups shared 1,000 litres across 10 days. Every group ended up giving away some of its own water. Nobody was told to do that.

Make it fit: Don't let it become a contest over who deserves water most. Every role is a real need. The point is deciding under pressure.

For the adult facilitator: This one stays offline. Facilitator Guide O4 covers role management, power dynamics and the debrief.

O5 Waste Chain: What Happens Next?

See how waste, drains, services and weather interact

MODE

Offline

AGE

10 to 18

TIME

10 to 12 min

YOU PRACTISE

Shared responsibility

What happens next? Then walk it backwards: who could change this?



ME / US / SERVICES & INSTITUTIONS

You need: Cards or objects: a wrapper, a bottle, a food scrap, a blocked drain, smoke, heavy rain

PLAY / DO

- 1 Choose one object, or one problem you've seen locally.
- 2 Build a human chain: what could happen next? Plastic in a drain, blocked drain, heavy rain, water on the road, a harder walk to school.
- 3 Now walk backwards along the chain. At each link ask: who could change this?
- 4 Sort the answers into three groups: ME, US, and SERVICES AND INSTITUTIONS.

TALK ABOUT IT

- Which actions are safe and realistic for children?
- Which ones need waste workers, schools, businesses or the local authority?
- How do we fix the problem without blaming people who were given bad services?

Make it fit: Litter and blocked drains are environment and service problems. Don't claim climate change caused them.

For the adult facilitator: Facilitator Guide O5 covers the climate versus environment distinction and accountability without blame.

MODE
Offline

AGE
10 to 18

TIME
12 to 15 min

YOU PRACTISE
Taking part, partnership

WHAT can change?

WHO needs to help?

WHAT can young people do?

WHAT support is needed?

You need: Paper and markers

PLAY / DO

- 1 Choose one issue: heat, water, blocked drains, no shade, waste, smoky burning, or something else local.
- 2 Draw four boxes. What can change? Who needs to help? What can young people contribute? What support is needed?
- 3 Add one hard constraint: almost no budget, only one week, or it has to work for younger children and for people with disabilities.
- 4 Give a 60 second pitch. The group asks one question, and the question has to start with 'how would you make this fairer for'.

TALK ABOUT IT

- Is the plan safe?
- Is the responsibility shared?
- Who might be left out?
- How would young people know whether adults or institutions actually listened?
- How would you know the idea helped?

Make it fit: Older groups: add an influence step. Name the person or body that can decide, fund or approve it.

For the adult facilitator: Facilitator Guide O6 covers meaningful youth participation and how to avoid tokenism.

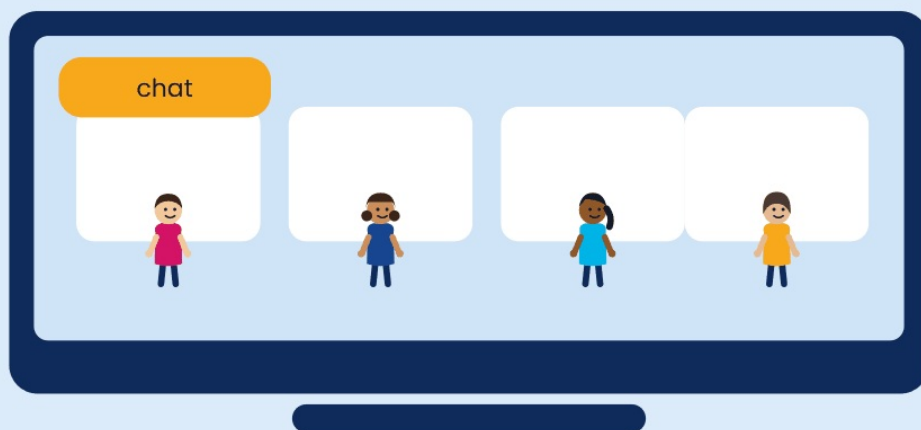
A 60 minute offline session

0 to 5	Welcome and simple ground rules	NOTICE
5 to 15	O1 My Place	NOTICE
15 to 27	O2 Consequence Web, or O3 Too Hot	UNDERSTAND / SEE DIFFERENTLY
27 to 50	O4 Water Tank	WORK TOGETHER
50 to 57	O6 Solution Sprint	TAKE ACTION
57 to 60	Close: "Fair climate action means..."	REFLECT

If you only have 45 minutes, drop O6 and close after the Water Tank debrief. Real sessions run shorter than anyone plans. Nobody has ever complained that a session finished on time.

Things to try when you have more time

EXTENSION	WHAT YOU DO	WHAT IT ADDS
Science mini lab	Compare heat under controlled conditions using safe classroom materials.	Questioning, variables, model building. A jar is only a model. It does not prove the greenhouse effect.
Product journey	Trace the materials, energy, transport, use and disposal of bread, clothing or something else familiar.	Moves you from personal footprints to questions about production, consumption and who holds the power.
Composting project	Work out what local organic waste can be composted, and what permissions, space and upkeep it needs.	Long term teamwork and waste systems. Follow local composting guidance, not one universal recipe.
Resilient learning space	Sketch shade, ventilation, water, drainage, safe access and ways to keep learning going.	Links adaptation to school safety. You are not being asked to do structural engineering.



Seven activities you do on a screen

Online sessions work best when the way you take part changes every few minutes. You can answer by voice, in chat, with a reaction, in a poll, or by drawing on paper and holding it up. Having your camera on should never be the price of joining.

CODE	ACTIVITY	HOW YOU TAKE PART	WHAT YOU PRACTISE
V1	Weather or Climate?	Poll, reactions, chat	Questioning evidence
V2	My Place, from memory	Paper, camera optional	Observing without sharing where you live
V3	Climate Chain: chat waterfall	Everyone types at once	Systems thinking
V4	Same Day, Different Choices	Poll and invented characters	Fairness and perspective
V5	Different Priorities, One Plan	Poll, then discussion	Negotiation, common ground
V6	Pause, Check, Choose	Invented social posts	Using information safely
V7	One Problem, Many Helpers	Chat or shared slide	Shared responsibility

The Water Tank is not on this list. It needs tokens you can hold and people in the same room. V5 practises negotiation online instead. It is a different activity, not a copy.

V1 Weather or Climate?

Tell a short term event apart from a long term pattern • 6 to 8 min • poll, reactions or chat

PLAY / DO

- 1 The facilitator reads out a statement. "It rained this morning." "Summers have got hotter over many years." "Tomorrow might be windy."
- 2 Vote W for weather or C for climate.
- 3 Make up one of your own and let the group vote on it.

TALK ABOUT IT

- Why can't one hot day prove climate change on its own?
- What kind of evidence helps us understand a climate trend?

Make it fit: Older groups can use three categories: weather event, climate trend, climate attribution.

For the adult facilitator: Facilitator Guide V1, on correcting someone without embarrassing them.

V2 My Place, from memory

Notice your surroundings without giving away private details • 8 to 10 min • paper and pencil

PLAY / DO

- 1 Draw a place you know well. Not your exact address. Add one place affected by heat, rain, water or pollution, and one place that helps people cope.
- 2 If you want to, hold the paper up to the camera. You can also just describe it in chat or out loud.
- 3 Everyone shares one feature only. Nothing about your household.

TALK ABOUT IT

- What is different there during heat or heavy rain?
- What service or community feature helps?
- What would you like to understand better?

Make it fit: No screenshots of children's drawings unless the host has proper consent.

For the adult facilitator: Facilitator Guide V2, on online privacy.

V3 Climate Chain: chat waterfall

Explore connected impacts without treating every link as automatic • 8 to 10 min • chat

PLAY / DO

- 1 The facilitator types a starting pressure: a very hot week, heavy rain, or a water shortage.
- 2 Everyone types one possible effect, but nobody presses send.
- 3 On "SEND", everyone posts at once. Pick one answer and go again: what could happen next?
- 4 After three rounds, type one change point where a person, a service or a policy could alter the chain.

TALK ABOUT IT

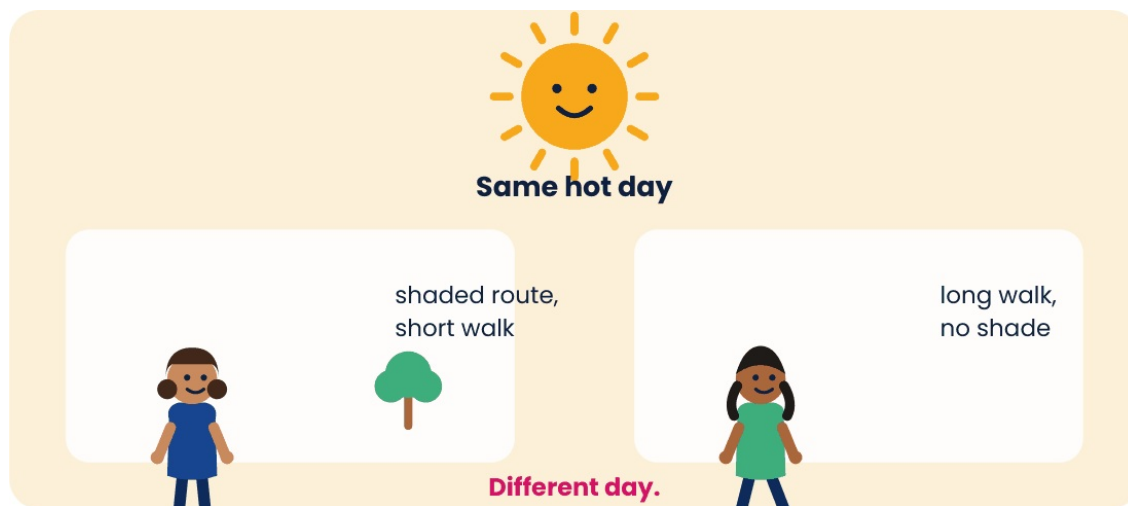
- Which links are possibilities rather than certainties?
- What else matters here?
- Where could cooperation help?

Make it fit: Older groups: which links would need evidence before you could state them as fact?

For the adult facilitator: Facilitator Guide V3, on conflict sensitive systems thinking.

V4 Same Day, Different Choices

See why the same heat or rain creates different problems • 10 to 12 min • poll and character cards



PLAY / DO

- 1 Meet two invented young people facing the same hot day or the same heavy rain, with different transport, health, water access, family duties or school buildings. Cards to cut out are on page 29.
- 2 Vote: what becomes hardest for each of them?
- 3 Type one kind of support that would make things safer or fairer.
- 4 Compare. Is the best support the same for both?

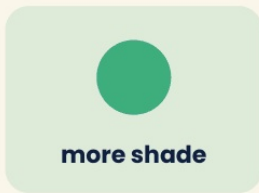
TALK ABOUT IT

- Is fairness always giving everyone exactly the same thing?
- Which solutions need a school, a service or a public body, and not just families?
- What assumption did you change after hearing someone else?

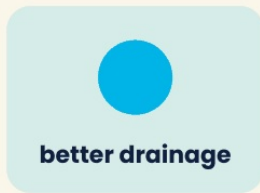
Make it fit: Keep the characters invented. Nobody should have to reveal their health, money or family situation.

V5 Different Priorities, One Plan

Make one shared decision when people want different things • 10 to 12 min • ages 12 to 18



more shade



better drainage



drinking water



cleaner air

PLAY / DO

- 1 A school or community has enough for only TWO improvements: more shade, better drainage, a reliable drinking water point, cleaner transport and air measures, or another local option.
- 2 Vote privately for your top two.
- 3 Look at the results. Volunteers explain why they chose differently, without attacking anyone else's choice.
- 4 As one group, build a two part plan. You can combine ideas, change your vote, or add a fair rule about who benefits first.

TALK ABOUT IT

- What value sat behind your choice? Health, access, learning, cost, safety?
- What helped the group move from competing priorities to one plan?
- Whose needs might still be missing?

For the adult facilitator: Facilitator Guide V5. Don't let a majority vote end the discussion.

V6 Pause, Check, Choose

Use climate and disaster information online safely • 10 to 12 min • invented posts, page 29



PAUSE

What do I feel?

CHECK

Who? When? Where?

CHOOSE

Share or not?

PLAY / DO

- 1 Look at an invented climate or disaster post.
- 2 **Pause.** What feeling does it create in you?
- 3 **Check.** Who posted it? When? Where? Is the source trustworthy? Is something important missing?
- 4 **Choose.** Share it, check first, ask a trusted adult, or leave it alone. Vote, and give one reason.

Make it fit: Never use real disaster images to get attention. The posts on page 29 are written to be dull on purpose.

V7 One Problem, Many Helpers

Build a realistic plan that shares out the responsibility • 10 to 12 min

PLAY / DO

- 1 Choose one problem: no shade, wasted water, unsafe drainage, litter, smoky burning.
- 2 Everyone adds one idea under ME, US, or ADULTS AND INSTITUTIONS.
- 3 Combine them into one short action plan.
- 4 Add a sentence that begins: "We will know adults and institutions listened if..."

TALK ABOUT IT

- What can young people influence?
- What needs adult, service or institutional responsibility?
- How will young people hear what happened next?

A 60 minute online session

0 to 5	Reaction check in and ground rules	NOTICE
5 to 12	V1 Weather or Climate?	UNDERSTAND
12 to 21	V2 My Place	NOTICE
21 to 30	V3 Climate Chain	UNDERSTAND
30 to 40	V4 Same Day, Different Choices	SEE DIFFERENTLY
40 to 50	V5 Different Priorities, or V6 Pause Check Choose	WORK TOGETHER
50 to 58	V7 One Problem, Many Helpers	TAKE ACTION
58 to 60	One word checkout	REFLECT

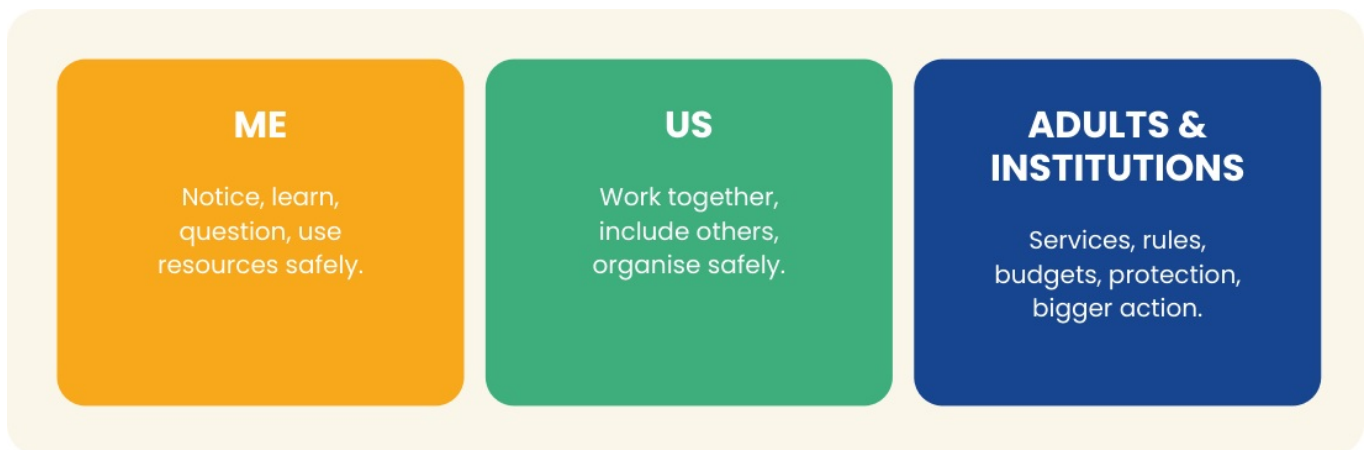
PART C: FROM LEARNING TO ACTION



Your action ladder

By now you have noticed things, argued about water, and built a plan or two. Which leaves the question that everybody arrives at eventually: whose job is any of this?

The honest answer is that it is not one person's job, and it is certainly not yours alone. A plan worth anything joins up three things: what you can do, what people can do together, and what adults, services and institutions are actually responsible for. Leave out the third column and you end up carrying something that was never yours to carry.



Finish with three sentences

- I noticed...
- I understand better that...
- One thing people can do together is...

Fair climate action is not only about asking children to change their habits. It is also about safe services, public decisions, and making room for young people's ideas.

The Climate Challenge

This one was written for you, though adults keep borrowing it to train each other, which is fine and slightly funny. Print it out or have someone read it aloud. Whoever is running your session has the answers, and they are not allowed to look smug about it.

There is no score to beat. None of this is a test of whether you are a good person, and nobody is writing your answers down. Getting one wrong and then understanding why is worth a great deal more than getting it right on a lucky guess, so guess freely.

Section 1: weather, climate, and the greenhouse blanket

1 What is the main difference between weather and climate?

- ☐ A Weather is only about rain. Climate is only about heat.
- ☐ B Weather is what happens over a few hours or days. Climate is the average over many years.
- ☐ C Weather happens in the sky. Climate happens in the soil.
- ☐ D They are the same thing.

2 Our atmosphere is a bit like a glass jar because it:

- ☐ A Stops Earth getting any oxygen.
- ☐ B Holds on to the sun's heat and keeps the planet warm enough for life.
- ☐ C Reflects all sunlight back into space.
- ☐ D Makes the moon look white.

3 Which gas is the main one released by burning fossil fuels?

- ☐ A Oxygen
- ☐ B Nitrogen
- ☐ C Carbon dioxide (CO₂)
- ☐ D Helium

4 The precautionary principle says that:

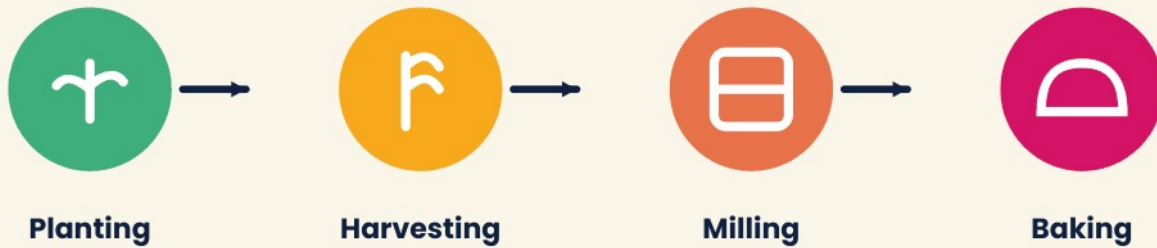
- ☐ A We should only act once we are 100% sure about the future.
- ☐ B If something might cause serious harm, we act to prevent it now, even without being 100% sure.
- ☐ C Only scientists should worry about the weather.
- ☐ D We should wait for a disaster and then fix things.

5 Why is climate change a question of fairness?

- ☐ A Because we all share the same atmosphere and oceans.
- ☐ B Because it affects children who aren't born yet.
- ☐ C Because it hits different countries in very different ways.
- ☐ D All of the above.

Section 2: the journey of our stuff

Everything you eat has a supply chain, and every step of it uses energy.



6 Number these steps 1 to 4, from field to plate.

- ☐ ___ Baking: ingredients are mixed by machine and baked in high heat ovens.
- ☐ ___ Harvesting: large oil powered machines cut the wheat.
- ☐ ___ Planting: farmers use tractors to plant wheat seeds.
- ☐ ___ Milling: the wheat is ground into flour at a factory.

7 There is a large gap between wealthy and poorer countries in how much carbon each person is responsible for. Why?

- ☐ A People in wealthy countries breathe more.
- ☐ B Wealthy countries generally use more transport, more electricity and more imported goods per person.
- ☐ C Poorer countries have no factories at all.
- ☐ D The gap is a myth. Everyone uses the same amount.

8 Detective question. True or false: making a new aluminium can out of freshly mined ore uses far more energy than recycling one.

- ☐ T True
- ☐ F False

Try this at lunch. Look at what gets thrown away where you eat. How much of it is food? Where does it go afterwards? You don't need permission to look in a bin, but ask before you touch anything.

Section 3: magic with food scraps

2 parts browns : 1 part food scraps



Compost helps soil hold moisture and nutrients.

9 Fill the gaps. Word box: landfill methane humus carbon rich

Composting is how nature recycles. Instead of sending food scraps to a _____, where they rot and release a powerful greenhouse gas called _____, we can turn them into _____. To make it work you mix food scraps with _____ materials such as dried leaves, sawdust or shredded paper.

10 What is the recipe for a healthy compost pile?

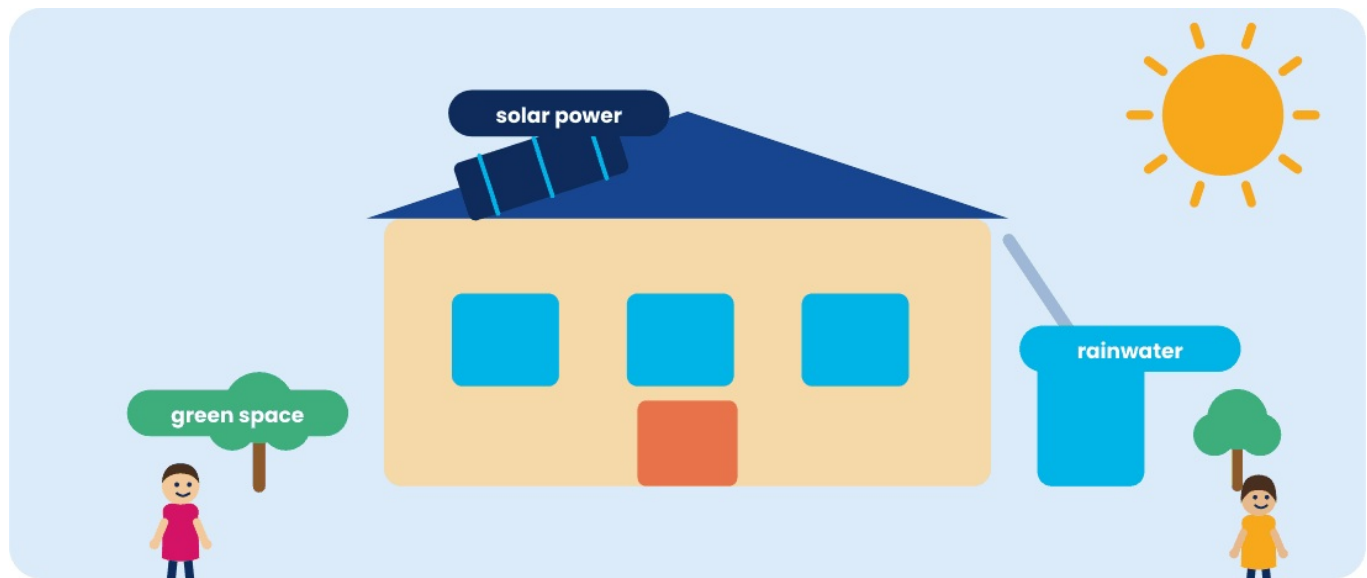
- ☐ A 10 parts food scraps to 1 part leaves.
- ☐ B 2 parts carbon rich brown material to 1 part food scraps.
- ☐ C No recipe needed. Throw it all in.

11 Finish the sentence. Once the scraps turn into soil, they help your garden because compost helps soil hold on to m _____ and n _____.

Before you start a compost heap at school: check who empties it, where it goes, and whether anyone has said yes. Composting guidance is different in different places, so follow local advice rather than one recipe from a book.

Section 4: building a school that copes

A resilient school is one that stays safe enough that you can keep learning, even after a storm or a flood.



12 Tick every habit or feature that saves energy or helps a school cope.

- ☐ Switching off lights, which cuts how much electricity is needed.
- ☐ Reinforced buildings, strong enough for floods, winds or storms.
- ☐ Solar power and rainwater harvesting, using what is already there.
- ☐ Green spaces, with trees and gardens that cool the air and soak up rain.
- ☐ Choosing local food, which cuts the distance trucks have to drive.

Children have already designed these. At a school in New Delhi in September 2026, a group of children aged 10 to 13 drew their own climate resilient school in under an hour. Drawing one is a real activity, not a warm up.

For the adult facilitator: the design ideas here follow UNICEF Supply Division guidance on climate and disaster resilient schools. Children identify what is needed. Structural engineering decisions belong to qualified adults.



CERTIFICATE OF COMMITMENT

This is to say that

HAS FINISHED THE CLIMATE CHALLENGE

I promise to look after the atmosphere and the oceans that all of us share. I'll work on my own **carbon footprint** by saving energy and by **composting** instead of throwing food away. I'll help my community get ready for what's coming, so that we are **resilient**. And I'll pass on what I know, because nobody protects anything on their own.

_____ signed _____ date

Photocopy this page. It is meant to be given away.

Cut these out

Water Tank role cards

For O4. Cut along the lines. One card per group. The numbers are a starting point, not the right answer. A working version used 1,000 litres shared across 10 days.

The school

Who you are: 400 students, one kitchen, four toilets, no water tank of your own.

What you need water for: drinking during the school day, cooking the midday meal, toilets and handwashing.

What happens if you get too little: the school sends children home early, or closes for the day.

Your opening ask: 300 litres.

The health centre

Who you are: one clinic, two nurses, a small ward, people walk in all day.

What you need water for: cleaning wounds, washing hands between patients, keeping the ward clean, drinking water for patients.

What happens if you get too little: infections spread, and you have to turn people away.

Your opening ask: 250 litres.

Households

Who you are: 60 families. Some have a tap. Some walk 20 minutes to collect water.

What you need water for: drinking, cooking, washing, cleaning.

What happens if you get too little: somebody, usually a girl, walks further and misses school.

Your opening ask: 350 litres.

Farmers

Who you are: 12 small farms. The food from these fields feeds the same village, including the school kitchen.

What you need water for: irrigating the crop through the dry weeks.

What happens if you get too little: the crop fails, and food costs more for everyone, including the four groups in this room.

Your opening ask: 400 litres.

Facilitators, read this before you play. The four groups ask for 1,300 litres. The tank holds 1,000. There is no correct split, and you should not announce one. If any child in the room has lived through a real water shortage or displacement, use the milder version in the Facilitator Guide and brief yourself on how to stop the activity.

Cut these out too

Character cards and practice posts

For V4 and V6. Everyone here is invented. No real child, school or town is described.

V4: SAME DAY, DIFFERENT CHOICES

Rukhsana, 12

Walks 25 minutes to school along a road with no trees. Carries water from home because the school tap is unreliable. Looks after a younger brother in the afternoons. Today it is 43 degrees.

Deniz, 12

Takes a bus that is usually air conditioned, five minutes from the stop to the school gate. Has asthma, and the inhaler is at home today. The same 43 degrees, and dust in the air.

Ask: what gets hardest for each of them, and is the best help the same for both? Neither of them is the lucky one. That is the point of the pair.

V6: THREE PRACTICE POSTS

Post 1. A photo of a flooded street with the caption "SHARE THIS NOW, the whole city is under water!!" Posted by an account with no name and no location. No date visible.

Post 2. "Schools shut tomorrow because of the heat, my cousin's friend works at the office." No official notice linked. Forwarded six times before it reached you.

Post 3. A short clip of heavy rain, captioned "this is happening right now in our area". The clothes and the signs in the background are from a different season, and a comment underneath says the clip is four years old.

Deliberately boring. These posts carry no real disaster footage and name no real place. Distressing images do not make this activity work better. They make it worse.

When someone uses a word at you

Words worth knowing

These are the words in this book that trip people up most often, including adults, who sometimes nod along rather than admit they are not sure. You are allowed to ask.

If you are translating the handbook into another language, settle these first. Everything else follows from getting them right.

WORD	WHAT IT MEANS HERE
Weather	What the sky is doing over hours or days.
Climate	The pattern of weather in a place over many years.
Environment	Everything around you: air, water, soil, plants, animals, buildings. Wider than climate.
Greenhouse gases	Gases that hold heat in the atmosphere. Carbon dioxide and methane are two.
Carbon footprint	Roughly how much greenhouse gas is released because of what a person, a school or a country does.
Humus	The dark crumbly soil that compost turns into. It helps soil hold water and food for plants.
Resilience	Being able to take a shock and recover. A resilient school stays usable after a storm.
Adaptation	Changing things so a hazard does less harm. Shade, drains, and water points are adaptation.
Mitigation	Cutting greenhouse gas pollution so the warming is smaller.
Attribution	The scientific work of finding out how much climate change contributed to one particular event.
Displacement	Having to leave home. It can be for a few days or for years.
Vulnerable	More likely to be harmed, usually because of circumstances rather than anything about the person.
Water stress	When there is not enough water for everything people need it for.
Positive Peace	The attitudes, institutions and structures that build and keep peace, not just the absence of fighting.

Translating this book? Simple familiar words beat literal technical ones. Test the important terms with a few children before you use the translation widely.

If you want to check up on us

The library behind this book

Every fact in this book comes from somewhere real, and you are welcome to go and check. That is not a dare; it is how you tell a book worth trusting from one that is guessing.

The sources below, and about three hundred more, sit in a searchable library on the project website, sorted by country, theme and situation. Around 111 are peer reviewed studies and 99 are reports from named organisations. If your country is in there, you can find what exists about it in a couple of clicks.

WHAT YOU CAN DO THERE

- Filter by your own country, then by heat, floods, water or air.
- Read the Gaps page, which shows the combinations of country and situation where the library found nothing at all.
- Suggest a source, or tell the team how your session went.

HOW A SOURCE GETS IN

- It is about children and climate.
- It has a named publisher.
- It is open to read without paying.
- It was published in 2019 or later.

Sources used in this handbook

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