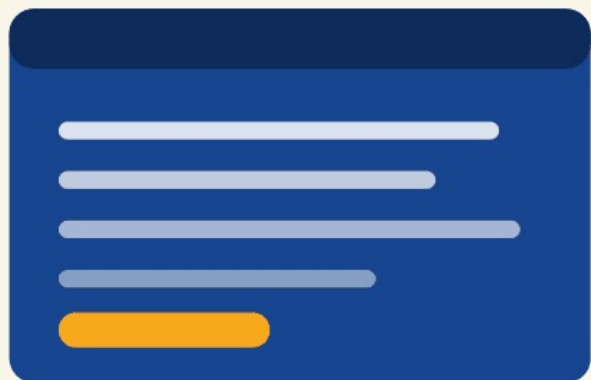




What changes here?



A ROTARY PEACE FELLOWSHIP SOCIAL CHANGE INITIATIVE

Facilitator *Guide*

You are probably reading this because somebody asked you to run a session with children, and you said yes before checking what that involved. This will get you there.

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

Rotaract and Interact

NGOs and teachers

Youth workers

Ages 10 to 18

Offline and online

This is the companion to the Climate Champions Handbook. The two books share the same activity codes and the same titles, so when the children's book says "see Facilitator Guide O4", you can find the right page here in a few seconds, even mid-session with thirty children waiting.

You don't need any facilitation experience to use this. You do need pages 2 and 3, and they take about ten minutes between them.

Ten things that keep children safe

In most guides like this one, safeguarding sits near the back, in a section everybody intends to read and somehow never does. Ours is at section 17 and it is thorough. But you are most likely reading this the evening before a session, with children expected tomorrow, so the ten things that matter most are here instead, on the first page you will actually open.

None of them are complicated. They mostly come down to one habit: never make a child reveal something about their life in order to take part in your activity.

DO THIS	
1	Never ask a child to disclose trauma, displacement, poverty, illness, menstruation or family circumstances. Not as a warm-up, not as an example.
2	Use invented characters for any scenario about inequality. Cards are in the Handbook, page 27.
3	Follow the host organisation's child protection process if something is disclosed to you. Know what it is before you arrive.
4	Do not shame a child for what their family buys, burns, throws away or cannot afford.
5	Protect names, faces, recordings and exact locations. Consent for photographs is agreed with the school or NGO before the session, not during it.
6	No graphic disaster images. Ever. Not to make a point, not to get attention.
7	Online: no recording, no screenshots of children's drawings, no private one to one messages, no camera requirement.
8	Breakout rooms only if the host organisation's supervision and platform controls are right for it.
9	If a child becomes distressed, stop the activity. Do not push through to the debrief. Ground, support, then decide whether to continue.
10	End every difficult topic with something realistic a person can do, and with who else is responsible.

The Water Tank needs a judgement call. It asks children to act out scarcity. Where children have lived through displacement or a real shortage, the game can bring that back. Use the milder version in O4, test it with a small group first, and know how you will stop it.

One sentence to say out loud at the start. Tell the group that anyone can sit out any activity, without giving a reason and without leaving the room. It costs you five seconds, and it gives the quietest child in the room a door they can use all session.

So, tomorrow

Your first session

You now know what to protect. Which leaves the part everyone actually worries about: what you stand there and do for forty-five minutes. It is less than you would think, and you do not need the rest of this book to start.

STEP	DO	WHY IT MATTERS
1	Read page 2 and this page.	Safeguarding plus the plan. About ten minutes.
2	Pick two activities: O1 Draw Your World, then O4 The Water Tank.	These two held up best in real sessions, including one in a room too loud to talk over.
3	Cut out the role cards from Handbook page 26. Find 30 to 40 small objects.	Bottle caps, stones and torn paper all work. Do not buy anything.
4	Plan for 45 minutes, not two hours.	Every session in the pilot ran shorter than planned. Every one.
5	Rehearse once with another volunteer.	In the first pilot session, trained volunteers drifted into open discussion and ran out of time before the main activity. A single practice run prevents it.

The 45 minute version

0 to 4	Welcome, ground rules, right to pass	NOTICE
4 to 14	O1 My Place: Draw Your World	NOTICE
14 to 38	O4 The Water Tank, including the debrief	WORK TOGETHER
38 to 45	Close: one thing I noticed, one thing we could do together	REFLECT

Protect the debrief. If you are running out of time, cut an activity, never the debrief. The activity is not where the learning happens. The conversation after it is.

And a word on what you are not doing. You are not lecturing, you are not testing anyone, and you are not there to prove that climate change is real. You set a task going, you watch what happens, and then you ask better questions about it than the children would have asked themselves. That is the whole job.

Substitutions that work

That plan assumes a few things without saying so: paper, something to use as tokens, a room where people can hear one another. Plenty of sessions have none of the three. The pilot ran in a community hall loud enough that explaining anything was hopeless, and it worked anyway, because the activity that mattered needed nothing but four groups and a shortage.

So here is what to reach for when the obvious thing isn't there.

IF YOU DON'T HAVE	USE INSTEAD	NOTE
Water tokens	Bottle caps, pebbles, tamarind seeds, torn paper squares, chalk marks on the floor	Counting matters. The material doesn't.
Printed role cards	Write the four roles on scrap paper, or say them out loud and hand each group a labelled object	Children remember the role. They don't need it laminated.
Paper and crayons	Chalk on the floor or a wall, sticks in dust, or describing the map out loud in pairs	OI works spoken. It is slower and just as good.
A quiet room	Use O4. It needs no materials and survives noise. Use a physical activity to reset attention first.	This is exactly what was done at a session in Laxmi Nagar, Delhi.
Four corner signs	Four corners of the room, named out loud. Point.	A, B, C, D on scrap paper also works.
A ball for O2	A rolled sock, a bottle, or pass a handshake around the circle	The passing is the mechanism, not the object.
Reliable internet	Run the offline plan. Do not attempt V activities on a weak connection.	A frozen facilitator loses the room in 90 seconds.
Enough time	OI plus the O4 debrief. 25 minutes.	Better one activity done properly than three rushed.

Cost of the pilot. The whole initiative ran on about USD 990, paid personally, covering meetings, training, refreshments, stationery and travel. Partnering with an NGO that already has the space and the children brings that down further, and it is the recommended model.

How the two books work together

If you have got this far you could run a decent session already. The rest of this guide is for the questions that come afterwards: why an activity is built the way it is, what you are allowed to claim on the back of it, and what to do when a conversation goes somewhere you did not plan for.

The Climate Champions Handbook is the book the children hold. This one is yours. The children's book tells them what to do; this one tells you why it is worth doing and where the edges are.

NOTICE	UNDERSTAND	SEE DIFFERENTLY	WORK TOGETHER	TAKE ACTION
WHAT THE HANDBOOK DOES		WHAT THIS GUIDE ADDS		
Gives simple instructions, prompts and choices.		Learning objectives, evidence boundaries, peacebuilding purpose, debrief technique.		
Keeps peacebuilding experiential: listening, fairness, negotiation, cooperation.		Makes the framework explicit, so you know what you are building.		
Separates offline and online games.		Explains why some methods transfer online and why the Water Tank must not.		
Encourages shared responsibility.		Helps you separate youth agency from adult and institutional responsibility, and avoid tokenism.		

How to stand in the room

- Be a guide, not a lecturer. Ask before you explain.
- Use accurate science, then turn it into everyday examples and questions.
- Never shame a child for household consumption, or imply that individual behaviour alone solves this.
- Do not teach that climate change causes conflict. Explore how climate pressure interacts with livelihoods, inequality, services, displacement and governance.
- Treat children as contributors with ideas and rights. Adults and institutions stay responsible for protection, services and structural action.
- Use disagreement. Surface what each person is protecting, listen, negotiate, look for workable common ground.

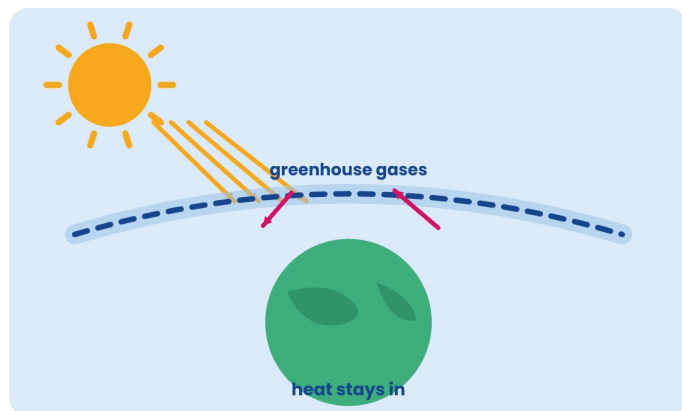
Do less. Listen more. Let the children do the thinking.

A strong session is not the one where the facilitator explains the most. It is the one where participants notice, question, compare, practise cooperating, and leave knowing what they and the adults around them can each do.

Accurate enough to facilitate

Somewhere in your first session a child will ask you a question about the science that you cannot answer. It happens to everyone, it is not a failure, and the way you handle it teaches them more than the answer would have. "I don't know, let's find out" is a perfectly good sentence, and children tend to trust the adult who says it over the one who bluffs.

You do not need to be a climate scientist. You need to be right about four things and honest about everything else.



WEATHER, CLIMATE, ATTRIBUTION

Weather is short term atmospheric conditions. Climate is longer term patterns and averages, usually assessed over decades. One event alone does not demonstrate climate change. Linking a specific event to climate change is a separate scientific task called attribution.

THE GREENHOUSE EFFECT

The natural greenhouse effect keeps Earth warm enough for life. Human activity, above all burning fossil fuels, raises greenhouse gas concentrations and strengthens the warming.

The metaphor has a limit. "Blanket" and "greenhouse" are useful and both imperfect. The atmosphere does not work exactly like a glass jar. Say so when a child pushes on it.

CLIMATE VERSUS WIDER ENVIRONMENTAL PROBLEMS

Waste, blocked drains, unsafe water and air pollution all matter for children, and not every instance is caused by climate change. Some share drivers, some interact. Heavy rain worsens the effect of a blocked drain. Burning fossil fuels contributes both greenhouse gases and harmful local air pollutants. Poor services increase vulnerability to all of it. Facilitate the relationship carefully rather than collapsing it.

INTERCONNECTED IMPACTS

Use consequence chains as possibilities, not guaranteed ladders. Heat may affect learning, health or livelihoods, and the outcome depends on exposure, infrastructure, health, income, services and adaptation. This caution matters most when a discussion moves toward social tension or conflict.

What the evidence says about this region

That is the science in general. This is what it looks like in the two regions these sessions were built for, and the numbers are worth knowing even though you will rarely say them out loud.

Keep them for answering a question, never for opening a session. Children do not need telling how bad things are. They mostly know already, often better than the adults, and starting there raises the fear without raising the sense that anything can be done.

INDIA	FINDING	SOURCE
97%	Of children are exposed to two or more overlapping climate or disaster hazards, about 411.6 million. More than 234 million face three or more. The most common pair is drought with extreme heat. Modelled exposure, not measured harm.	UNICEF 2026, via Pandey 2026
54.78 million	Students whose schooling was disrupted in 2024, mainly by heatwaves.	Pandey 2026
55°C	Highest heat index measured at early childhood sites monitored in Delhi, Gandhinagar, Kharagpur and Roorkee. Wet bulb 25 to 32°C. Particulate matter the most common pollutant.	Jha et al. 2024, ICLEI South Asia
255 of 274	Days from January to September 2024 with an extreme weather event somewhere in India, and 3,238 deaths. Counts cover the whole population, not children, and likely understate losses.	Pandey & Sengupta 2024, CSE

MENA	FINDING	SOURCE
Nearly 9 in 10	Children live in areas of high or extremely high water stress.	UNICEF 2021, Running Dry
82 million+	Children face high or extremely high climate risk, in a region warming faster than the global average.	UNICEF 2023
Dust storms	In Kuwait, a five year study found dust storm days associated with same day asthma and respiratory hospital admissions.	Thalib & Al-Taiar 2012
Power cuts	In Lebanon, energy and climate shocks left many public schools with limited electricity.	UNICEF 2026

Do not merge the two regions. In India, educational disruption usually follows heatwaves that close schools or shift hours, and displacement is mostly disaster driven and short term. In MENA, displacement is more often tied to protracted armed conflict and weak institutions, and dust and sand storms add a natural source of air pollution. The evidence base is also thinner in MENA: primary child level studies are scarce, and regional data transparency is low.

The India study has a limit too. The 55°C measurements come from four North Indian cities. They do not stand for the whole country, and you should not present them that way.

Why this counts as peacebuilding

Everything so far has been about climate. This is the part that makes it peace work, and it is the part most facilitators skim, which is a shame, because it is the reason the activities are shaped the way they are rather than being an ordinary environment lesson.

The whole thing rests on **Positive Peace**, which the Institute for Economics and Peace defines as the attitudes, institutions and structures that build and hold up peaceful societies. Heat, drought and shortage wear down exactly those things, and they do it early. So climate education and peacebuilding are not two goals stacked on top of each other here. Every activity gives children practice in one or more of eight behaviours, and those eight are the point.

	BEHAVIOUR	POSITIVE PEACE PILLAR	WHERE
1	Listening	Acceptance of the rights of others	O2 V3
2	Understanding different experiences	Acceptance of the rights of others	O3 V4
3	Seeing another person's perspective	Acceptance of the rights of others	O3 V4
4	Sharing resources fairly	Equitable distribution of resources	O4 V5
5	Resolving disagreements	Good relations with neighbours	O4 V5
6	Working together	Good relations with neighbours	O6 V7
7	Including the more vulnerable	Acceptance of the rights of others	All
8	Deciding together	Participatory governance, small scale	O6 V5 V7

And the Four-Way Test

Rotary's Four-Way Test asks whether a thing is the truth, whether it is fair to all concerned, whether it builds goodwill and better friendships, and whether it is beneficial to all concerned. The Water Tank puts the second and fourth into practice directly. Four groups have to divide too little water, and they cannot do it without listening.

The evidence boundary. The 2025 Peacebuilding Fund Thematic Review assessed 41 projects across 33 countries; its fourth cohort looked at 12 projects on climate and environmental peacebuilding. It describes climate stress as interacting with weak governance, poverty and existing grievances. It does not find a direct causal effect from climate to conflict. Neither should you. Say "risk multiplier", never "cause".

Do not label everything peacebuilding. Environmental cooperation can create openings for dialogue. The peacebuilding value comes from how participation, fairness and decision-making are designed and practised, not from the topic being climate.

What the field sessions taught

None of that stayed theoretical for long. In September 2026 five sessions ran: three in person across Delhi, two online. About eighty children took part in the room, aged roughly nine to fifteen, and between them ten Rotaract clubs and two Interact clubs turned up or signed on.

Some of it went well and some of it did not, and the parts that went wrong shaped this guide more than the parts that went right. Everything below came out of those five afternoons.

WHAT HAPPENED	WHAT CHANGED BECAUSE OF IT
Children named saving water, waste disposal, cleanliness, not burning plastic, and reduce reuse recycle, before anyone taught them.	Start from what they already know, then move to systems, unequal impacts and shared responsibility.
Neighbourhood drawings surfaced drains, mosquitoes, waste, traffic smoke, dust and housing conditions.	Mapping is the low pressure entry point. Never require exact locations or personal disclosure.
The Water Tank produced real negotiation between school, health, household and livelihood roles. Every group gave away some of its own water without being told to.	Keep it offline. Protect the debrief. Separate the immediate split from longer term governance.
One community venue was too loud for long explanation.	Movement, visuals, small groups, short instructions, one question at a time. A physical activity resets attention.
Trained volunteers drifted into open discussion instead of the activity plan, and time ran out.	Rehearse with the Guide before the session. Every core session now centres on a task participants do.
Sessions ran about an hour, not the two to two and a half hours planned.	45 and 60 minute plans are the default. Plan short.

What this evidence does not show. No pre-session or post-session tests were run. Samples were small and varied in age and setting. These sessions show that the activities work in noisy, time-limited, low-resource conditions, and that clubs will adopt them. They do not show learning gains or behaviour change. If you report on your own session, keep that line clear.

Add the measure this pilot lacked. Ask three short questions before and after your session and write down the answers. It is the single biggest gap in the evidence so far, and you can close it in five minutes.

PART A: OFFLINE FACILITATION



Section 7 and 8

Running the offline activities

- Confirm age range, group size, language, time, safeguarding process and venue before the day.
- Choose one core pathway plus one backup. Do not try to use the whole Handbook in one sitting.
- Use the physical space: corners, circles, gallery walks and tokens make abstract ideas visible.
- Give instructions in under a minute, demonstrate, then start. Debrief after the experience, not before.
- For mixed ages, keep the same problem and vary the depth of the questions. Pair younger with older only when it helps them take part rather than letting older voices dominate.

CODE	PURPOSE	PEACE CONNECTION	MAIN CAUTION
01	Surface local knowledge, assets and unequal exposure.	Place, services, access, community strengths.	No exact addresses. No forced disclosure.
02	Build systems thinking and causal caution.	Climate as one pressure among several. Find the intervention point.	Do not turn possibilities into a deterministic climate to conflict claim.
03	Make unequal choices visible.	Perspective taking and equitable support.	Never imply vulnerability is a personal weakness.
04	Practise competing needs, negotiation and shared rules.	Resource governance, fairness, compromise.	No correct allocation. Manage power and domination.
05	Connect environment, services and responsibility.	Accountability without blaming marginalised communities.	Do not call every waste or drainage problem climate change.
06	Move from awareness to influence and partnership.	Meaningful participation and institutional response.	Avoid token action with no route to a decision maker.

Companion notes, O1 to O6

O1 My Place

Listen before you interpret. Children draw drains, waste, shade, traffic, water points, crowded housing, parks and community strengths. Ask "what changes here during heat or heavy rain?" rather than "show me the climate problem". That keeps it grounded and stops you forcing every environmental issue into a climate label.

O2 The Consequence Web

After three to five links, interrupt the chain on purpose. Ask: is this guaranteed? What else matters? Where could services, planning, family resources or cooperation change the outcome? If the chain reaches conflict, migration or violence, slow down and name the mediating conditions instead of drawing a straight causal line.

O3 Too Hot

The learning is not "choose the safest option". The learning is that people do not have equal options. Invite children to change corners after listening. For older groups, add a second layer: what would have to change at school, transport or municipal level so that the safe choice is available to everyone?

O4 The Water Tank, offline only

Do not announce a fair answer. Scarcity should create trade-offs. Watch who speaks, who gets interrupted, whether children argue from need or from power, whether anyone offers reuse or efficiency, and whether positions move after listening. In the debrief, separate the immediate allocation from longer term water governance. Ask whose voices are missing, and what a real decision maker would need to know.

Observed in the field: groups reached a workable split without the facilitator directing the outcome, and some children raised holding people accountable for waste. Let the group get there. Your silence is doing the work.

O5 Waste Chain

Use the reverse walk to distribute responsibility. Children can notice, sort, reduce some waste and organise safe awareness. Adults, waste systems, businesses and authorities hold responsibilities children cannot substitute for. This is a good place to discuss accountability without blame.

O6 Solution Sprint

A solution is stronger when it names a decision maker, a partner or a service, and includes a route for feedback. Ask: if young people present this, how will they know what happened next? That question is what moves participation from being consulted to having influence.

PART B: ONLINE FACILITATION



Section 11 and 12

Running the online activities

- Change how people participate every 5 to 10 minutes: voice, chat, reactions, poll, paper, shared slide.
- Offer at least two ways to take part. Camera is never required.
- Use the chat waterfall so confident speakers don't set the direction first.
- Breakout rooms only where the host's safeguarding, supervision and platform controls are appropriate.
- Never run the Water Tank online. The tokens and the face to face negotiation are what make it work.
- No recording, no screenshots, no private one to one messages, no graphic content, no forced disclosure.

V1 to V3

V1: correct gently, and ask what evidence would help rather than only saying wrong. V2: never ask for an exact home location, and keep paper to camera optional. V3: after each waterfall, read out several different answers before choosing one chain, then ask for an interrupting factor. That reduces single story thinking.

V4 Same Day, Different Choices

Use invented characters. Do not ask participants to identify who in the group is poor, ill, displaced or disadvantaged. Move the debrief from "different needs" to "what support, service or policy changes the outcome?"

V5 Different Priorities, One Plan

This is the online route's main negotiation practice. Start with a private poll, then surface the values behind the choices, health, access, cost, safety, learning, before asking for a shared plan. Do not let the majority vote end the discussion. Ask what the minority priority reveals, and whether a rule or a combination can protect it.

V6 Pause, Check, Choose

Use the invented, non-graphic posts in Handbook page 27. The goal is not to test media expertise. It is to slow the impulse to react and share. Cover emotion, source, date, place, missing information, privacy, and who a trusted adult would be. If it causes distress, stop and ground.

V7 One Problem, Many Helpers

Sort ideas into ME, US, and ADULTS AND INSTITUTIONS so young people leave with agency and not an unrealistic burden. For older groups add an influence pathway: who decides, how to reach them, what evidence or allies help, and how the young people hear back.

Disaster content reaches children anyway

Climate and disaster footage arrives on children's phones whether or not anyone plans for it. After the Bhote Koshi and Trishuli flood in Nepal in August 2026, distressing video spread across platforms within hours, reaching children hundreds of kilometres from the event. A child protection specialist writing in The Kathmandu Post argued that repeated exposure can leave children frightened, anxious or restless even when they were nowhere near the disaster.

Sometimes protecting a child is as simple as deciding not to press share.

Build information literacy without adding fear. Use invented, non-graphic examples. Acknowledge that upsetting content affects how people feel. Encourage checking source, date and place. Identify trusted adults and reliable channels. Never use shocking imagery to create engagement.

If a child in your session has lived through a disaster, V6 may not be the right activity for that group, and the Water Tank may need the milder version. Ask the host organisation before the session, not the child during it.

Section 15 and 16

Adapting for ages 10 to 18

ROUGHLY 10 TO 13	ROUGHLY 14 TO 18
Shorter instructions, concrete scenarios, drawing and movement, fewer abstract terms.	Add evidence quality, governance, livelihoods, institutional responsibility and influence pathways.
Ask "what happens next?" and "who can help?"	Ask "what else shapes this outcome?", "who has decision power?", "what evidence would we need?"
Invented characters with simple differences in access and support.	Add intersecting factors, and ask whether a solution redistributes voice, resources or opportunity.

Useful language in difficult moments

WHEN	TRY SAYING
Participants disagree	"What is each person trying to protect? What information or rule would help?"
One voice dominates	"Let's hear from someone who hasn't spoken yet", or take answers in chat or pairs first.
Someone blames a community	"What services and choices are actually available there? Who else has responsibility?"
Climate is said to cause conflict	"Climate pressure can make existing problems harder. What else shapes whether tension becomes conflict?"
A child feels responsible for everything	"What can young people contribute, and what must adults and institutions do?"
A plan excludes someone	"Who might find this hard to join or benefit from? How could we adapt it?"

Safeguarding and do no harm

You read the short version on page 2, before you ran anything. This is the same ground covered properly, and it is the one part of this guide worth knowing well enough to paraphrase without looking it up, because the moment you need it you will not have time to find the page.

- Do not request disclosure of trauma, displacement, poverty, illness, menstruation or family circumstances.
- Use invented characters for any sensitive inequality scenario.
- Follow the host organisation's child protection process if a safeguarding concern is disclosed. Find out what it is before you run the session.
- Do not shame children for consumption, family choices, or conditions beyond their control.
- Protect names, images, recordings and exact locations, especially online.
- Agree photograph consent with the school or NGO in advance. In one pilot session the children did not consent, so no photographs were taken. That is the correct outcome, not a failure.
- End difficult topics with grounding, support and realistic agency.

Material that stays with you. Some evidence belongs in this Guide and not in front of children. For example, in drought-affected displacement sites in Ethiopia, child marriage rates more than doubled in a single year as families lost income, and targeted protection work cut cases the following year. That is important context for an adult deciding how to frame a session. It is not content for a children's activity.

Section 18

Inclusion check

- Can people take part without long reading or public speaking?
- Are the examples free of stereotypes about gender, class, caste, disability, nationality or displacement?
- Can the activity adapt for mobility, hearing, visual or learning differences?
- Whose knowledge is being treated as expert? Is lived experience welcomed without anyone being made to disclose?
- Does the final solution include people with different needs and viewpoints?

A quick test. Picture the quietest child in the room. Can they take part in every part of your plan without speaking in front of everyone? If not, add a way in.

Watch the session, not the children

The session is over, the chairs are stacked, and this is the ten minutes that decides whether the next one is better. Watch the session, not the children. You are here to improve the activity, not to grade anybody in the room.

Keep what you learn in the field clearly separate from a formal evaluation. The pilot did not run one, said so plainly, and was stronger for the honesty.

OBSERVE	NOTES
Most engaging activity	
What participants already knew	
Unequal impacts recognised	
How disagreement was handled	
Who was quiet, who dominated	
Evidence of listening, or a changed position	
Solutions generated without prompting	
Instruction that needs rewriting	
Anything unexpected	

Three questions, before and after

This is the measure the pilot did not have. Ask the same three questions at the start and at the end, and write down the answers. Five minutes total.

ASK	
1	Name one way weather or climate affects your day.
2	When two groups both need water and there isn't enough, what should happen?
3	Who is responsible for fixing the problems you named?

Facilitator self-rating

RATE 1 TO 5	STATEMENT
1 - 5	The guide was easy to understand.
1 - 5	The activity was practical to facilitate.
1 - 5	Children had meaningful chances to take part.
1 - 5	The activity connected climate with fairness and cooperation clearly.
1 - 5	I would use or adapt this activity again.

Report a number only when you actually collected it, and say how many people answered and in what setting.

Translation and local adaptation

Both books are meant to be translated. Translate for meaning, not word for word. Review the child-friendly climate terms, the safeguarding wording, role names and local institutions.

Safety-critical instructions need a second reader. A bilingual review or a back-translation is recommended before the translated wording is used with children, followed by a small pilot. That applies above all to section 17 and to the O4 briefing.

For India and MENA, do not treat either region as one uniform context. Replace scenarios with locally relevant hazards, services and institutions. Four things change in a MENA setting:

WHAT CHANGES	HOW
Language	The books need translating. The library already holds 17 Arabic sources, 20 in English and Arabic, and 24 in Turkish.
Examples	Swap in water scarcity, dust storms and their effect on breathing, and school days shortened by power cuts.
Sensitivity	The Water Tank asks children to act out scarcity. Where children have lived through displacement or conflict-related shortage, test with a small group first, brief facilitators on how to stop, and keep the harder evidence in this Guide.
Partners	Türkiye borders the region and hosts COP31, which makes it a practical first step before Arabic-speaking countries.

SDG framing, if your organisation uses it

The material maps to SDG 4 education, 6 water, 10 reduced inequalities, 11 sustainable communities, 13 climate action, 16 peaceful and inclusive societies, and 17 partnerships. Use it as a framing aid. One workshop does not deliver a Sustainable Development Goal, and claiming it does will cost you credibility with the people you most want to convince.

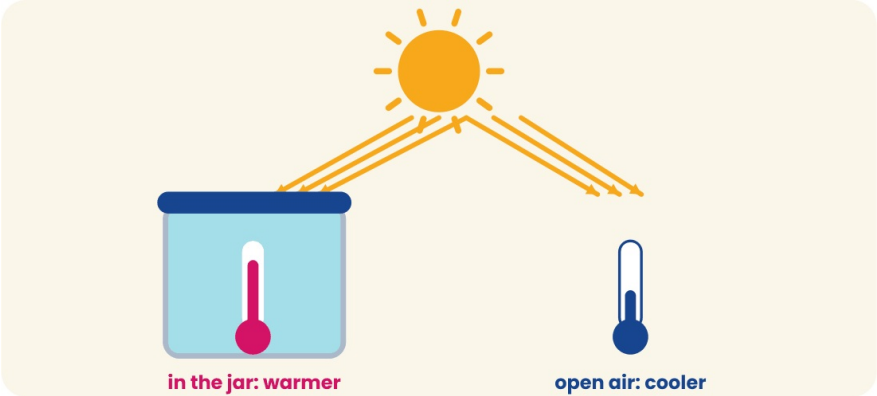
And when you want something lighter

Running the quiz

Not every session has to be a negotiation game. The quiz sits in the Handbook on pages 21 to 24, with the answer key over the page here, and it works as a warm-up, a closer, or a whole session on a day when the group has no energy for anything bigger.

It was written for children and it turns out to work just as well on volunteers you are training, who are usually relieved to be asked questions instead of told things.

Set up: the jar demonstration



YOU NEED	TWO THERMOMETERS, ONE GLASS JAR WITH A LID, AND A HEAT LAMP OR A SUNNY WINDOWSILL.
Method	Put one thermometer inside the jar and one in the open air. Place the light source the same distance from both. Read both every 60 seconds for 10 to 15 minutes.
What happens	The jar traps heat, so the temperature inside rises faster than the one outside.

Say this out loud when you run it. The jar is a model, not a proof. It shows that trapping heat raises temperature. It does not reproduce or demonstrate atmospheric greenhouse physics, and the atmosphere does not work like a glass jar. Children who later learn the difference will trust you more for having said it. Use safe equipment and proper supervision.

Words to pre-teach

TERM	SAY IT LIKE THIS
Climate vs weather	Weather is today. Climate is the average of many years.
Greenhouse effect	Gases hold the sun's heat in, which keeps Earth warm enough to live on.
Carbon footprint	Roughly how much CO ₂ is released because of what a person or a country does.
Humus	The rich soil composting makes. It helps the ground hold moisture and nutrients.
Resilience	Being able to take a shock and recover quickly.

For ages 7 to 9, if your group skews young: use the crossing the road idea. We look both ways even when we cannot see a car, because being wrong matters too much. We protect the Earth now for the same reason. That is the precautionary principle in one sentence.

Answer key

Questions are in the Handbook, pages 21 to 24. Do not hand this page to the group.

SECTION 1: WEATHER, CLIMATE AND THE GREENHOUSE BLANKET

1 • B Weather is short term. Climate is the average over many years.

2 • B The atmosphere holds heat, much like the jar. Repeat the model-not-proof line here.

3 • C CO₂ is the main gas from fossil fuels. Methane is also a powerful greenhouse gas, and it comes up again in the composting section.

4 • B Like looking both ways before crossing, we act to prevent harm even without certainty.

5 • D All three. Shared atmosphere and oceans, future generations, and very different effects between countries. This is the ethics of responsibility question.

SECTION 2: THE JOURNEY OF OUR STUFF

6 1 Planting, 2 Harvesting, 3 Milling, 4 Baking. Steps 2 to 4 rely heavily on fossil fuel powered machinery.

7 • B Wealthier countries generally use more transport, more electricity and more imported goods per person. Keep this about systems, not about individual children or families.

8 • True Mining and refining new bauxite is very energy intensive. Recycling an aluminium can uses around 95 per cent less energy than making one from raw ore.

SECTION 3: MAGIC WITH FOOD SCRAPS

9 landfill, methane, humus, carbon rich, in that order.

10 • B Two parts carbon rich browns to one part food scraps. The browns feed decomposition and let the pile breathe.

11 Moisture and nutrients.

SECTION 4: BUILDING A SCHOOL THAT COPES

12 All five should be ticked. Resilience means designing so that learning can continue after a storm, which includes green space, water and power as well as the structure itself.

Where the design ideas come from. UNICEF Supply Division guidance on climate and disaster resilient schools, which covers designs that withstand wind, flood and earthquake and can include solar power, rainwater harvesting and green spaces. Children identify what is needed. Structural engineering belongs to qualified adults.

References

Every number in this guide traces back to one of these, and if a volunteer or a head teacher ever asks you where a figure comes from, this is the page to turn to. The wider library of around 305 sources, sorted by country, theme and situation, lives on the project site.

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Two links held back. A PEEP climate resource and a Bayer greenhouse classroom resource appear in earlier drafts. Neither URL could be verified as live, so both are out of this list until a working link is supplied. Nothing else was removed.