

Climate change and the importance of our environment

Stage 2 Teacher Lesson Plan

These activities provide an engaging and educational way for students to explore the issue of climate change and express their perspectives creatively through logo design and advocacy posters.



What does UNICEF do?

UNICEF works around the world to help children and young people reach their full potential by providing access to clean water, lifesaving vaccines, quality education and health care. We ensure every child is safe and protected from harm and we're always there during times of emergency.

UNICEF and Climate Change

Climate change is causing more extreme and regular weather events, like droughts, bushfires and floods. Climate change impacts all children's rights, especially the right to clean water and air, healthy food and a safe environment to live in.

We're there for children and young people impacted by climate change, providing emergency supplies when a disaster strikes, designing programs to tackle air pollution and urging decision makers to create change.

Children and young people have been calling for action on climate change and it's important we listen to their hope for the future of our planet. In Australia, we have worked with the Young and Resilient Research Centre at Western Sydney University to hear from children and young people on what changes they want to see to limit the impact of climate change and to thrive in their communities. Their views are expressed in the Climate Future Children Want cards, included in this school resource pack.

Our climate change school resources will help teachers continue these important conversations with their students and to hear their views.



Alignment to Curriculum

	NSW Curriculum	Australian Curriculum Version 9
Target Audience:	Stage 2	Years 3 and 4.
Syllabus Area:	Visual Arts	Visual Arts
Sub-topic:	Appreciating	Creating and making Presenting and performing
Syllabus Outcomes / Content Descriptors	A student: <ul style="list-style-type: none"> • Uses the forms to suggest the qualities of subject matter VAS2.2. • Acknowledges that artists make artworks for different reasons and that various interpretations are possible VAS2.3. 	Foundation students: <ul style="list-style-type: none"> • Use visual conventions, visual arts processes and materials to create artworks that communicate ideas, perspectives and/or meaning AC9AVA401. • Share and/or display artworks and/or visual arts practice in informal settings AC9AVA4P01.
Links to General Capabilities	Critical and Creative Thinking: Generating <ul style="list-style-type: none"> • Create possibilities • Consider alternatives • Put ideas into action Personal and Social capability: Self-management <ul style="list-style-type: none"> • Goal setting Social management <ul style="list-style-type: none"> • Communication 	
Learning Intention:	We are learning how to <ul style="list-style-type: none"> • Develop active listening skills by exploring The Climate Future Children Want cards • Create an artwork as a means of expression 	
Success Criteria:	<ul style="list-style-type: none"> • I can participate actively and ask questions about The Climate Future Children Want cards • I understand that art can convey feelings and ideas. • I can speak clearly and with enthusiasm when talking about my artwork. 	

Activity Overview

These activities provide an engaging and educational way for students to explore the issue of climate change and express their perspectives creatively through logo design and advocacy posters.

Students will use the learning resource The Climate Future Children Want cards which have been developed by children and reflect children's views on climate change.

Activity 1 Exploring The Climate Future Children Want

Objective

To introduce students to The Climate Future Children Want cards and their significance.

Materials

- Print one for each student: **Student Activity Worksheet 1: Exploring The Climate Future Children Want**
- Print and display the **Student Handout: The Climate Future Children Want cards**

Procedure

Start by discussing with students what they understand about the environment and why it's important.

Introduce the concept of The Climate Future Children Want exploring the 10 cards as a class.

The Climate Future Children Want cards have been designed by children and reflect children's views on climate change. They help us see how climate changes are affecting children and what we can do to make sure they stay safe, happy and healthy.

Show **Student Handout: The Climate Future Children Want cards** and briefly explain how each card works.

The cards **are** made up of three different parts:

- ① An **Area** is like a place where change needs to happen. There are four different Areas. Every person needs to make small changes (**individual**), the people around us where we live need to make changes (**community**), the people

in charge who make decisions about the country need to make changes (**political**), and we also need to change how we treat the **environment**, like forests and oceans.

- ② **How Children Want to Live** describes what the world would look like if it was perfect, and we didn't have to worry about climate change anymore.
- ③ **Changes Children Want to See** are the observable signs that children say will tell us whether climate action is having a positive impact on their lives. These tell us whether we're getting closer to the changes children want to see.

NB: Teachers can select the **cards** that resonate with their students. You do not have to cover all 10.

Provide each student with **Student Activity Worksheet 1: Exploring The Climate Future Children Want** AND the **Student Handout: The Climate Future Children Want cards**.

Teachers may like to allocate certain The Climate Future Children Want cards to students. Ideally, it would be great for students to have a choice about which card they would like to explore further.

Have students complete **Student Activity Worksheet 1: Exploring The Climate Future Children Want** using the card of their choice.

Once students have completed **Student Activity Worksheet 1: Exploring The Climate Future Children Want** have them present their thoughts to the class.

Activity 2

Design a Climate Logo

Objective:

To encourage creativity and critical thinking while promoting environmental awareness.

Materials:

- **Student Activity Worksheet 2:** Design a climate logo (one per student)
- **Teacher Resource 1** Convention for Children's Rights
- Display or print out **Student Handout:** The Climate Future Children Want cards
- Drawing paper or computer design software (if available)
- Art supplies like colored pencils, markers, or digital design tools

Procedure:

Discuss with the class the importance of symbols and logos in conveying messages and ideas.

Symbols were used long before people learned to read and write like we do today. Nature talks to humans by providing us with symbols (or signs) that can offer guidance for how to survive. For example, when birds migrate (leave an area) it could mean that winter is coming and encourage humans to collect firewood to stay warm. Trees blossoming after winter may mean that Spring has arrived, and it is time to plant new crops. Animal tracks (symbols) told humans what type of animals were in the environment.

Show the example from the child friendly version of the **Teacher Resource 1:** Convention for Children's Rights.



What ideas or messages do these logos send to a person looking at them?

Explain that the students will be creating a logo or image representing one of the cards from The Climate Future Children Want discussed in Activity 1.

Show students another visual example of graphic posters on climate action:

<https://www.un.org/en/climatechange/graphics>

Using these graphics, encourage the students to think about:

- Shape
- Colour
- Pattern
- Size (proportion)
- Space
- Line
- Direction

Display or handout the **Student Handout:** The Climate Future Children Want cards.

Encourage students to brainstorm ideas about potential logos individually or in small groups, considering the key elements of their chosen card.

Handout **Student Activity Worksheet 2:** Design a climate logo (one per student)

Students can use this worksheet to plan their ideas for their logo.

Provide ample time for students to create their logos.

Once they have been planned students can use traditional art supplies or digital design tools if available to create their final product.

Once the logos are completed, students **present** and **explain** their designs to the class, emphasising how their logos represent the information from The Climate Future Children Want card they selected.

Assessment:

Assess the students' understanding of their chosen The Climate Future Children Want card through their presentations and discussions.

Evaluate the creativity, symbolism, and effectiveness of the logos created in Activity 2: Design a climate logo.

Extension Activity

The Climate Future Children Want Poster

Objective:

To apply knowledge and creativity in a real-world context.

Materials:

- Notes taken during **Student Worksheet Activity 1** and **Student Worksheet Activity 2**
- Poster boards, markers, and art supplies
- **Teacher Resource 2:** UNICEF Australia 2022 Young Ambassadors Report
- Access to a public space for displaying posters (school bulletin board, community center, local library, other.)

Procedure:

Explain to students that they will be creating posters featuring their ideal logos/images from Activity 2.

Each student or group can design a poster advocating for the importance of monitoring and addressing their chosen The Climate Future Children Want card.

Encourage students to include facts, statistics, and messages that raise awareness and promote responsible environmental actions. See **Teacher Resource 2:** UNICEF Australia 2022 Young Ambassadors Report.

Display the posters in a visible location within the school or local community for others to see.

Can be displayed as part of a whole school approach to The Climate Future Children Want with Stage 3 Mission Statement activity.

Assessment:

Assess the content and visual appeal of the posters. Evaluate how well the students communicate the significance of their chosen The Climate Future Children Want card and its impact on the environment.

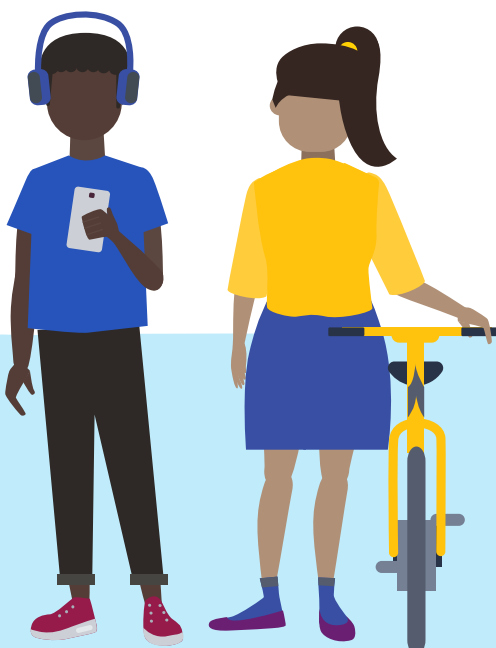
Share student voice:

Students share their artwork. Teacher decides on an appropriate audience and ways to share their artworks; for example, sharing with the class a work-in-progress or posting their work on a school learning management system to allow their families to see and appreciate it.



Share with us!

We would love to see your student’s work from these activities as hearing and seeing young people’s views on climate change is very powerful in the work we do when urging decision makers to create change. Simply scan or take pictures of your student’s work and email them, along with your name, class and school to submit@unicef.org.au Thank you!



More Teacher Resources and Lesson plans are available on UNICEF Australia’s website [unicef.org.au/teacher-resources](https://www.unicef.org.au/teacher-resources)

The Climate Future Children Want cards

The Climate Future Children Want cards have been designed by children and tell adults your views on climate change. They help adults to see how climate changes are affecting children and what adults can do to make sure you stay safe, happy and healthy.

Each Card is made up of three different parts:

- ① Areas (**individual**, **community**, **political** or **environmental**),
- ② How Children Want to Live, and
- ③ Changes Children Want to See.



Created with

The Climate Future Children Want cards

Area Individual

How Children Want to Live

Children are strong and healthy and feel good in their bodies.

Changes Children Want to See

We want to live in a world where children are strong and healthy and feel good in their bodies.

Examples of how to achieve this, we want:

- ✓ every child to eat healthy food, drink lots of water, and play outside
- ✓ communities to offer lots of safe spaces for sport and outdoor activities
- ✓ governments to make fresh food more affordable and available, like free fruit and veg at crunch and sip in schools
- ✓ clean air to breathe, lots of trees to filter the air, clean water to swim in, and natural habitats to explore



Created with

The Climate Future Children Want cards

Area Individual

How Children Want to Live

Children are safe, happy, and don't feel worried about the future.

Changes Children Want to See

We want to live in a world where children are safe, happy, and don't feel worried about the future.

Examples of how to achieve this, we promise to:

- ✓ tell someone safe (like a parent or teacher) when we're feeling unsafe, unhappy or worried
- ✓ run school events every year where we can talk about climate change together and make decisions about what to do in our school and community to fix it together
- ✓ tell politicians how we feel about the future by drawing pictures, and writing letters or emails
- ✓ look after the environment around us, so that we can all enjoy it and watch it thrive



Created with

The Climate Future Children Want cards

Area **Community**

How Children Want to Live

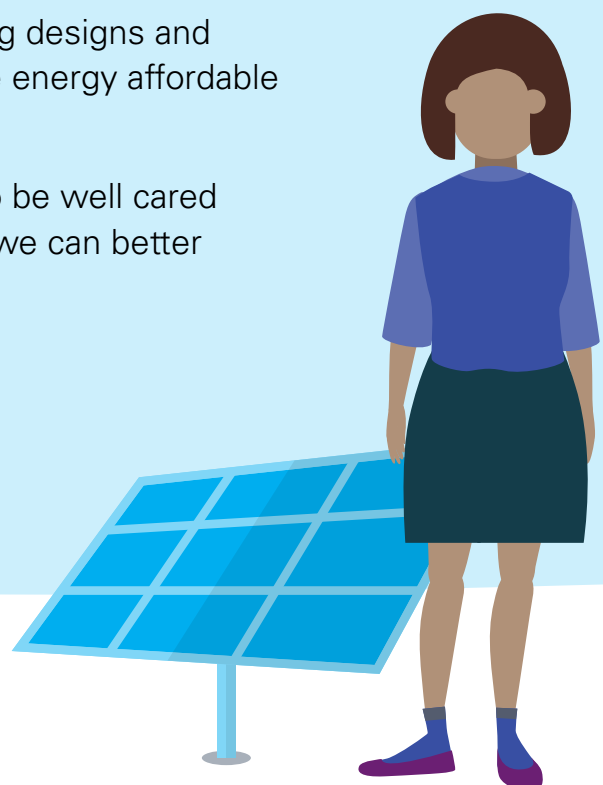
Children live in cities and towns where buildings are built to handle bad weather and are powered by renewable energy.

Changes Children Want to See

We want to live in a world where buildings are built to handle bad weather and natural disasters, and are powered by renewable energy.

Examples of how to achieve this, we ask for:

- ✔ grown-ups to choose renewable energy, like solar panels, to power their home
- ✔ local councils to plan for the future when they approve new buildings, and make sure that they don't approve anything that isn't sustainable or not able to handle bad weather
- ✔ governments to fund resilient building designs and construction, and to make renewable energy affordable for everyone to use
- ✔ the natural environment around us to be well cared for and properly maintained, so that we can better manage disasters when they happen



Created with

The Climate Future Children Want cards

Area **Community**

How Children Want to Live

Children and their communities know about climate change and how to take care of the Earth.

Changes Children Want to See

We want to live in a world where everyone in the community knows about climate change and knows how to take care of the earth.

Examples of how to achieve this, we promise to:

- ✓ tell people (a family member or friend) about climate change
- ✓ run a climate change information afternoon at our school for our whole school community every year, where students run stalls that explain what is causing climate change and what the effects of climate change are on our community
- ✓ write letters in each grade to different levels of government (council, local, state, federal) asking them to send resources for, and attend, our event
- ✓ host whole school clean ups every Friday, and every term we'll choose one space in our local community to clean up together



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The Climate Future Children Want cards

Area **Community**

How Children Want to Live

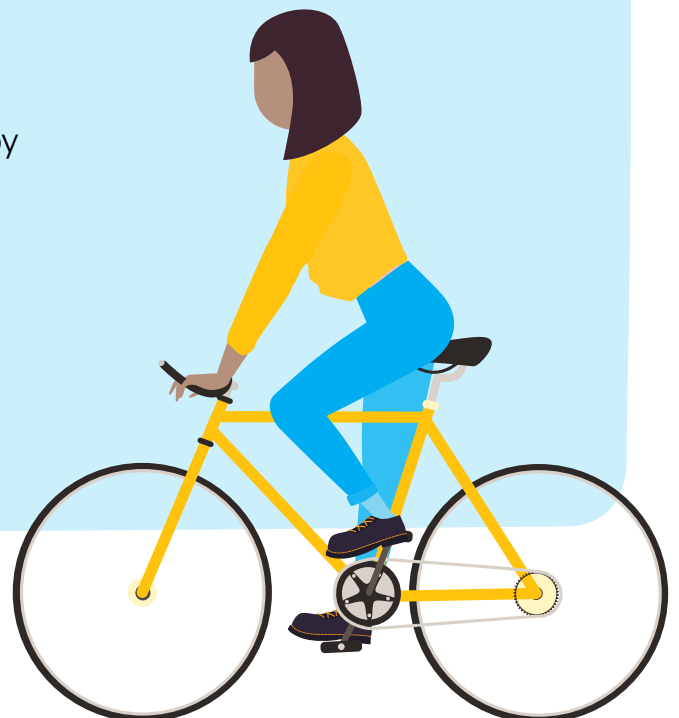
Children live in communities that are fair for everyone.

Changes Children Want to See

We want to live in a world where everyone is treated the same and everyone has what they need.

Examples of how to achieve this, we want:

- ✓ every person to be able to access the things they need to live healthy and good lives when they need them
- ✓ communities to offer lots of support services where people can go for food, water, shelter, mental health support when they need it
- ✓ politicians to support local communities by providing healthcare and housing so that everyone can access these resources regardless of who they are or where they come from
- ✓ everyone to have access to outdoor recreational spaces where they can enjoy nature and be physically active



Created with

The Climate Future Children Want cards

Area **Community**

How Children Want to Live

Children live in communities where people work together and protect the environment.

Changes Children Want to See

We want to live in a world where everyone works together to protect and look after the environment.

Examples of how to achieve this, we promise to:

- ✓ reuse and recycle, use less plastic, electricity and fuel, only buy what we need, and encourage the people around us to do the same
- ✓ find friendly and creative ways to encourage people to look after the environment like make posters for school and community notice boards, and write messages for the school newsletter and local newspaper
- ✓ ask politicians to highlight the things that everyone needs to do in their newsletters and speeches
- ✓ to learn about the special animals and habitats in our local environment and share what we've learned about them (and how to look after them) with the people around us



Created with

The Climate Future Children Want cards

Area **Political**

How Children Want to Live

Children's ideas help grown-ups make choices about taking care of the Earth.

Changes Children Want to See

We want to live in a world where grown-ups listen to children's ideas about how to take care of the Earth.

Examples of how to achieve this, we want:

- ✓ children to find creative ways to express their ideas about what we should be doing to stop climate change, like drawing pictures, making posters creating games, songs and dances
- ✓ schools and communities to host events where children can share their ideas about climate change in creative and inclusive ways
- ✓ politicians to create opportunities to listen to children's thoughts and experiences, by visiting schools, attending community events, and inviting children to contribute their ideas before they make decisions
- ✓ to find new ways to show people what the environment will look like in the future if we don't tackle climate change vs what it could look like if we all act now



Created with

The Climate Future Children Want cards

Area **Political**

How Children Want to Live

Children think governments, companies, and the media are doing the right thing to help the Earth.

Changes Children Want to See

We want to live in a world where we feel confident that governments, companies and the media care about the Earth and are doing the right thing to help fix climate change.

Examples of how to achieve this, we want:

- ✓ everyone to keep governments, companies and the media accountable, by writing to them, voting based on action, protesting and participating in climate change events
- ✓ to see governments supporting local communities and schools to implement new programs that tackle climate change, and companies changing their business practices to be more responsible and sustainable (like banning all plastic bags, not just single use ones)
- ✓ to see governments making policies to encourage renewable energy, sustainable practices, future planning and meaningful action
- ✓ to see the environment improving, more natural spaces being protected and looked after, and more animals in these spaces



Created with

The Climate Future Children Want cards

Area **Environmental**

How Children Want to Live

Children live in and enjoy healthy natural environments (like parks, and places where animals live).

Changes Children Want to See

We want to live in a world where there are lots of natural environments (like parks) that we can enjoy and explore and see animals in.

Examples of how to achieve this, we ask that:

- ✓ people grow gardens, plant as many plants and trees as possible, use worm farms and make bug hotels
- ✓ local councils prioritise healthy natural environments in their urban planning, protect spaces with wildlife, and limit clearing and developing more land
- ✓ governments increase the borders around national parks, ban deforestation, pollution and overfishing
- ✓ more natural environments are protected, and human activity (like petrol cars and engine noise) is limited within these spaces



Created with

The Climate Future Children Want cards

Area **Environmental**

How Children Want to Live

Children live in a world where climate change and pollution don't exist, and wildlife is healthy.

Changes Children Want to See




















We want to live in a world where climate change doesn't exist!

Examples of how to achieve this, we promise to:

- ✔ stop using plastic, recycle as much as possible, not waste food, only buy what we need, use less electricity and petrol, and encourage others to do the same
- ✔ clean up our community and school, create groups and events that focus on climate actions, work together to fix climate change
- ✔ keep writing to government asking for the changes we want to see in the world, like no more mining and deforestation
- ✔ look after the natural environment around us, look after animals and their homes, pick up any rubbish that we see and recycle it, plant new things wherever we can



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<p>1</p>  <p>DEFINITION OF A CHILD</p>	<p>2</p>  <p>NO DISCRIMINATION</p>	<p>3</p>  <p>BEST INTERESTS OF THE CHILD</p>	<p>4</p>  <p>MAKING RIGHTS REAL</p>	<p>5</p>  <p>FAMILY GUIDANCE AS CHILDREN DEVELOP</p>	<p>6</p>  <p>LIFE, SURVIVAL AND DEVELOPMENT</p>	<p>7</p>  <p>NAME AND NATIONALITY</p>
<p>8</p>  <p>IDENTITY</p>	<p>9</p>  <p>KEEPING FAMILIES TOGETHER</p>	<p>10</p>  <p>CONTACT WITH PARENTS ACROSS COUNTRIES</p>	<p>11</p>  <p>PROTECTION FROM KIDNAPPING</p>	<p>12</p>  <p>RESPECT FOR CHILDREN'S VIEWS</p>	<p>13</p>  <p>SHARING THOUGHTS FREELY</p>	<p>14</p>  <p>FREEDOM OF THOUGHT AND RELIGION</p>
<p>15</p>  <p>SETTING UP OR JOINING GROUPS</p>	<p>16</p>  <p>PROTECTION OF PRIVACY</p>	<p>17</p>  <p>ACCESS TO INFORMATION</p>	<p>18</p>  <p>RESPONSIBILITY OF PARENTS</p>	<p>19</p>  <p>PROTECTION FROM VIOLENCE</p>	<p>20</p>  <p>CHILDREN WITHOUT FAMILIES</p>	<p>21</p>  <p>CHILDREN WHO ARE ADOPTED</p>
<p>22</p>  <p>REFUGEE CHILDREN</p>	<p>23</p>  <p>CHILDREN WITH DISABILITIES</p>	<p>24</p>  <p>HEALTH, WATER, FOOD, ENVIRONMENT</p>	<p>25</p>  <p>REVIEW OF A CHILD'S PLACEMENT</p>	<p>26</p>  <p>SOCIAL AND ECONOMIC HELP</p>	<p>27</p>  <p>FOOD, CLOTHING, A SAFE HOME</p>	<p>28</p>  <p>ACCESS TO EDUCATION</p>
<p>29</p>  <p>AIMS OF EDUCATION</p>	<p>30</p>  <p>MINORITY CULTURE, LANGUAGE AND RELIGION</p>	<p>31</p>  <p>REST, PLAY, CULTURE, ARTS</p>	<p>32</p>  <p>PROTECTION FROM HARMFUL WORK</p>	<p>33</p>  <p>PROTECTION FROM HARMFUL DRUGS</p>	<p>34</p>  <p>PROTECTION FROM SEXUAL ABUSE</p>	<p>35</p>  <p>PREVENTION OF SALE AND TRAFFICKING</p>
<p>36</p>  <p>PROTECTION FROM EXPLOITATION</p>	<p>37</p>  <p>CHILDREN IN DETENTION</p>	<p>38</p>  <p>PROTECTION IN WAR</p>	<p>39</p>  <p>RECOVERY AND REINTEGRATION</p>	<p>40</p>  <p>CHILDREN WHO BREAK THE LAW</p>	<p>41</p>  <p>BEST LAW FOR CHILDREN APPLIES</p>	<p>42</p>  <p>EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>

43-54



HOW THE CONVENTION WORKS

CONVENTION ON THE RIGHTS OF THE CHILD



THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD – THE CHILDREN’S VERSION

The United Nations Convention on the Rights of the Child is an important agreement by countries who have promised to protect children’s rights.

The Convention on the Rights of the Child explains who children are, all their rights, and the responsibilities of governments. All the rights are connected, they are all equally important and they cannot be taken away from children.

This text is supported by the Committee on the Rights of the Child.





A child is any person under the age of 18.



All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.



When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.



Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention.



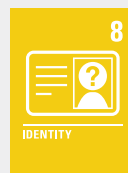
Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow, the less guidance they will need.



Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.



Children must be registered when they are born and given a name which is officially recognized by the government. Children must have a nationality (belong to a country). Whenever possible, children should know their parents and be looked after by them.



Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, governments must help children to quickly get their identity back.



Children should not be separated from their parents unless they are not being properly looked after – for example, if a parent hurts or does not take care of a child. Children whose parents don't live together should stay in contact with both parents unless this might harm the child.



If a child lives in a different country than their parents, governments must let the child and parents travel so that they can stay in contact and be together.



Governments must stop children being taken out of the country when this is against the law – for example, being kidnapped by someone or held abroad by a parent when the other parent does not agree.



Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.



Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.



Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.



Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people.



Every child has the right to privacy. The law must protect children's privacy, family, home, communications and reputation (or good name) from any attack.



Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.



Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a "guardian". Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child.



Governments must protect children from violence, abuse and being neglected by anyone who looks after them.



Every child who cannot be looked after by their own family has the right to be looked after properly by people who respect the child's religion, culture, language and other aspects of their life.



When children are adopted, the most important thing is to do what is best for them. If a child cannot be properly looked after in their own country – for example by living with another family – then they might be adopted in another country.



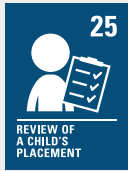
Children who move from their home country to another country as refugees (because it was not safe for them to stay there) should get help and protection and have the same rights as children born in that country.



Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.



Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.



Every child who has been placed somewhere away from home - for their care, protection or health - should have their situation checked regularly to see if everything is going well and if this is still the best place for the child to be.



Governments should provide money or other support to help children from poor families.



Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this.



Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.



Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.



Children have the right to use their own language, culture and religion - even if these are not shared by most people in the country where they live.



Every child has the right to rest, relax, play and to take part in cultural and creative activities.



Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly.



Governments must protect children from taking, making, carrying or selling harmful drugs.



The government should protect children from sexual exploitation (being taken advantage of) and sexual abuse, including by people forcing children to have sex for money, or making sexual pictures or films of them.



Governments must make sure that children are not kidnapped or sold, or taken to other countries or places to be exploited (taken advantage of).



Children have the right to be protected from all other kinds of exploitation (being taken advantage of), even if these are not specifically mentioned in this Convention.



Children who are accused of breaking the law should not be killed, tortured, treated cruelly, put in prison forever, or put in prison with adults. Prison should always be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family.



Children have the right to be protected during war. No child under 15 can join the army or take part in war.



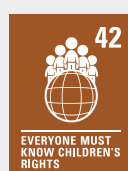
Children have the right to get help if they have been hurt, neglected, treated badly or affected by war, so they can get back their health and dignity.



Children accused of breaking the law have the right to legal help and fair treatment. There should be lots of solutions to help these children become good members of their communities. Prison should only be the last choice.



If the laws of a country protect children's rights better than this Convention, then those laws should be used.



Governments should actively tell children and adults about this Convention so that everyone knows about children's rights.



These articles explain how governments, the United Nations - including the Committee on the Rights of the Child and UNICEF - and other organisations work to make sure all children enjoy all their rights.

Designing the Future

Research and ideas for action from the 2022 UNICEF Australia Young Ambassadors, to improve outcomes for children and young people.



UNICEF Australia acknowledges the Traditional Custodians of Country of the land and communities in which we, our partners and Young Ambassadors live and work throughout Australia, and their connection to their lands, waters, and communities. We pay respect to Aboriginal and Torres Strait Islander peoples and cultures, and to Elders past, present and emerging. We extend this to the lands on which our project partners, *DrawHistory*, and the Young Ambassadors live and work throughout the country.



Award-winning UK musician Arlo Parks in conversation with the Young Ambassadors at UNICEF Australia office during a visit to Sydney.

About the

Young Ambassador Program

The UNICEF Australia Young Ambassador program gives young people aged 15-24 the opportunity to speak up for children's rights and what matters to Australia's young people. Recruited from across Australia, they are trained in leadership, advocacy, media and communications, and engaging with children and young people.

Young Ambassadors bring their skills and lived-experiences to the issues that UNICEF Australia advocates for. Each year, they hear from children and young people in their communities and find out what matters to young people. They then raise these issues with our nation's key decision-makers.



“We are not the problem, we are the solution. We don’t want to be boxed. We don’t want ceilings. We want freedom to be whatever a human mind can dream.”

Excerpt from the The Imagination Declaration, August 2019



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Introduction

The voices of children and young people are often only used as a data source to detect and highlight issues, while the policy addressing these issues is left to adult decision makers. This year's program sought to improve this approach by embedding the participation and engagement of the Young Ambassadors through the entire policy development process. Empowering children and young people to not only voice their concerns, but to actively contribute with meaningful solutions.

The Young Ambassadors co-designed a research survey, consulted with, and distributed it to 2000 children and young people across Australia, crafted policy solutions to address the challenges identified and made the following recommendations.

“In a future that can often feel hopeless for young people, what policy solutions can we propose to develop and implement to ensure young people are empowered to take civic action on issues that matter most to them?”

- Question posed to Young Ambassadors during Policy Incubator

Ideas for Action

1.



Every Public and Independent school provides free Mental Health First Aid training to all teaching staff

2.



Create a National framework for consistent and meaningful civic engagement education in all public and independent schools

3.



Every Primary Health Network (PHN) throughout Australia include positions for at least two young people on their Community Advisory Committee (CAC)

4.



Create an online, accessible, open-data platform dedicated to responding to what matters to young people, *when it matters*

How we got here:

Undertaken an intensive, modular learning program in policy development and advocacy.

+

Co-designed and administered the 2022 Youth Survey to almost 2,000+ Australian children and young people.

+

Engaged in a 3-day design sprint to synthesise the data and insights from our national survey, in order to develop bold policy solutions.

=

Developed the 2022 UNICEF Australia Young Ambassadors Ideas for action that will be lobbied in Canberra and beyond.

This program provided 11 Young Ambassadors with working knowledge and skills of youth policy development (from ideation to advocacy) and mentored and supported them in the practice of skills and knowledge in real time, on real issues of significance.

Designing the Survey

The National Youth Survey was co-designed by young people, for young people. Through two interactive sessions, the Young Ambassadors discussed the current state for children and young people, what the ideal future state they

would like to advocate for looks like, and what insights the survey could provide to support this advocacy. Through this process, the survey's three themes were identified.

SESSION 01 In Co-Design Session 1, we discussed general observations around the current state for youth and the ideal future state we'd like to make from our advocacy.	ACTION 01 Outputs include key topics and major themes	THEME 01 "Youth Voice, participation and Trust"
	ACTION 02 Outputs include key research questions	
SESSION 02 In Co-Design Session 2, we nailed down further insights we'd like to get from the questionnaire that would enhance our advocacy work	ACTION 03 Survey questions are developed	THEME 02 "Education and Civic Engagement"
	ACTION 04 Survey questions are formatted into questionnaire and consultations	THEME 03 "Post-Pandemic Hopes and Concerns"

The Three Survey Themes

Through this process, the survey's three themes were identified: youth voice, participation and

trust; education and civic engagement; and post-pandemic hopes and concerns.

Youth voice, participation and trust	Education and civic engagement	Post-pandemic hopes and concerns
How can the voice of young people be translated into decision-making in political systems? How can they feel like they're heard?	Are young people being given the educational tools to think and make decisions politically for themselves? What do young people want to explore and learn more about to be able to think critically for themselves?	What are the hopes and worries of young people in a changing Australia? Sub-themes include social media, mental health, and climate change and green economy.
"As a young person in Australia how much do you think decision-makers listen to and value your opinions?"	"How much do you feel that school discusses social issues you care about?"	"How much has COVID-19 changed the way you look at the future?"

Who Answered the Survey

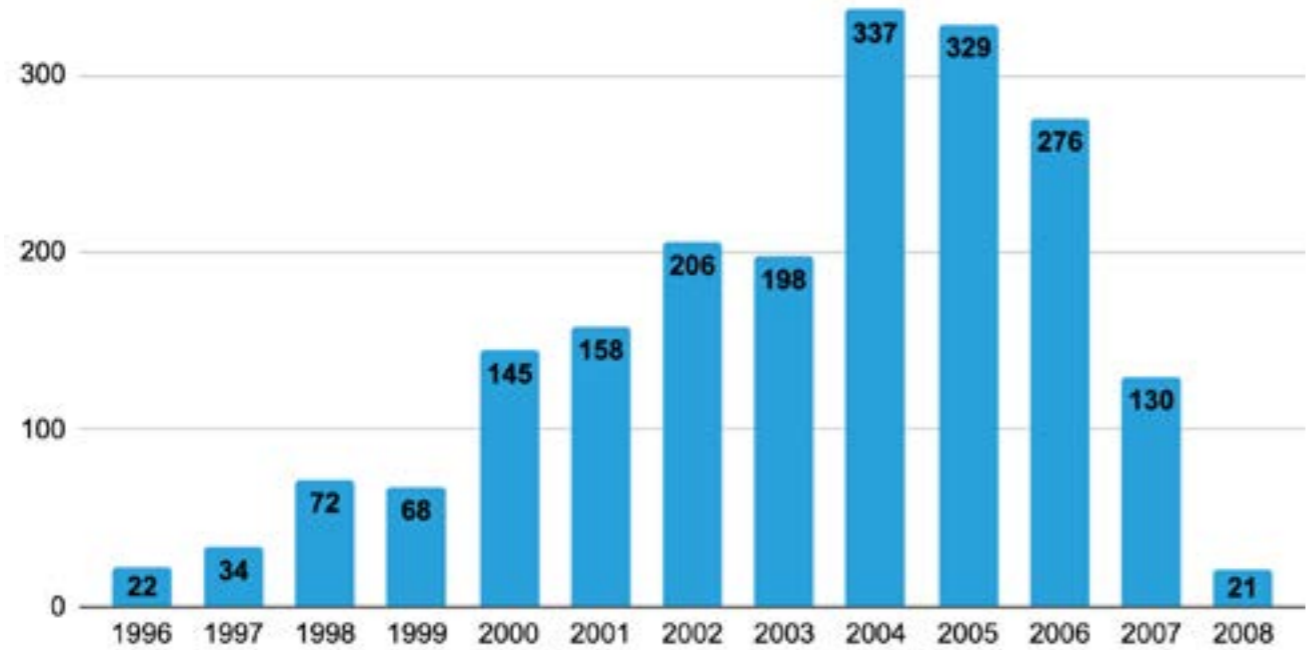
Children and young people between the ages of 14 and 25 from across Australia participated in the survey and/or consultation, administered by UNICEF Australia and the Young Ambassa-

dors from the period of 21 May to 30 June 2022. We received 1996 completed responses from a diverse and representative cohort.

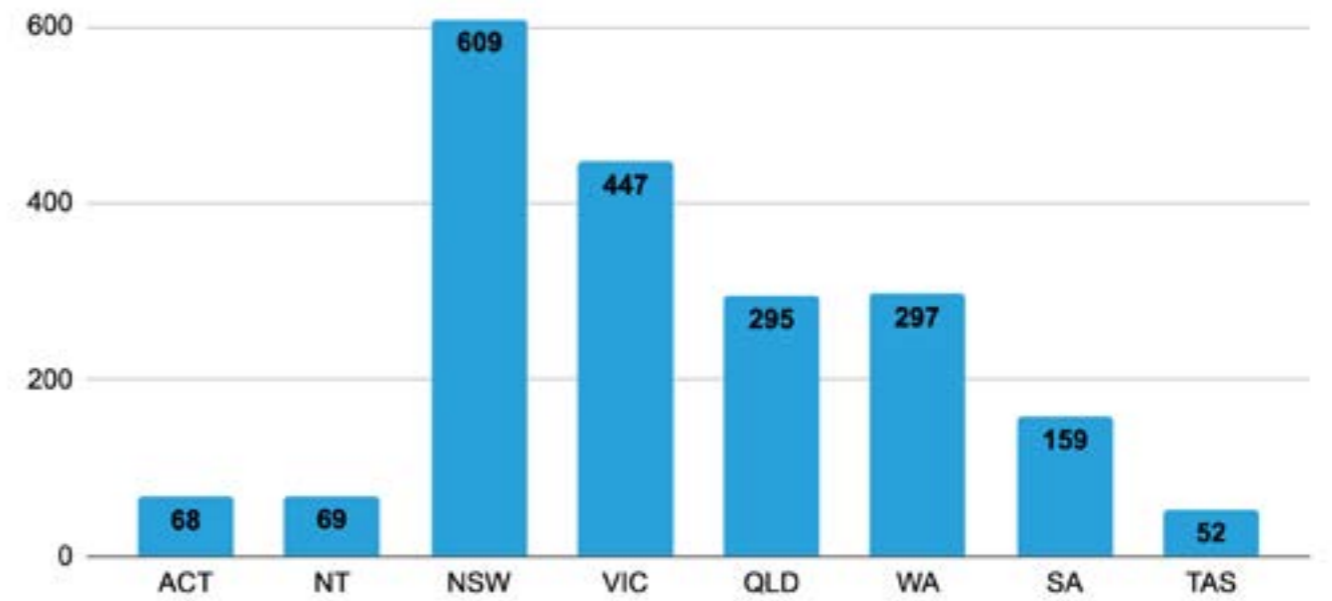
Of the children and young people surveyed:

- 77 people identified as **Aboriginal and/or Torres Strait Islanders** (3.86%)
- 384 people identified as being a part of the **Culturally and/or Linguistically Diverse communities** (19.25%)
- 480 identified being a part of the **LGBT-QIA+ communities** (24.06%)
- 360 people with **disabilities (including mental health related)** (18.04%)
- 31 people **having an out-of-home-care experience** (1.55%)
- 77 people **experienced/ing homelessness or housing stress** (3.86%)
- 25 people identified as **refugees and/or asylum seekers** (1.25%)
- 8 people are **young carers and/or having caring responsibilities** (0.40%)

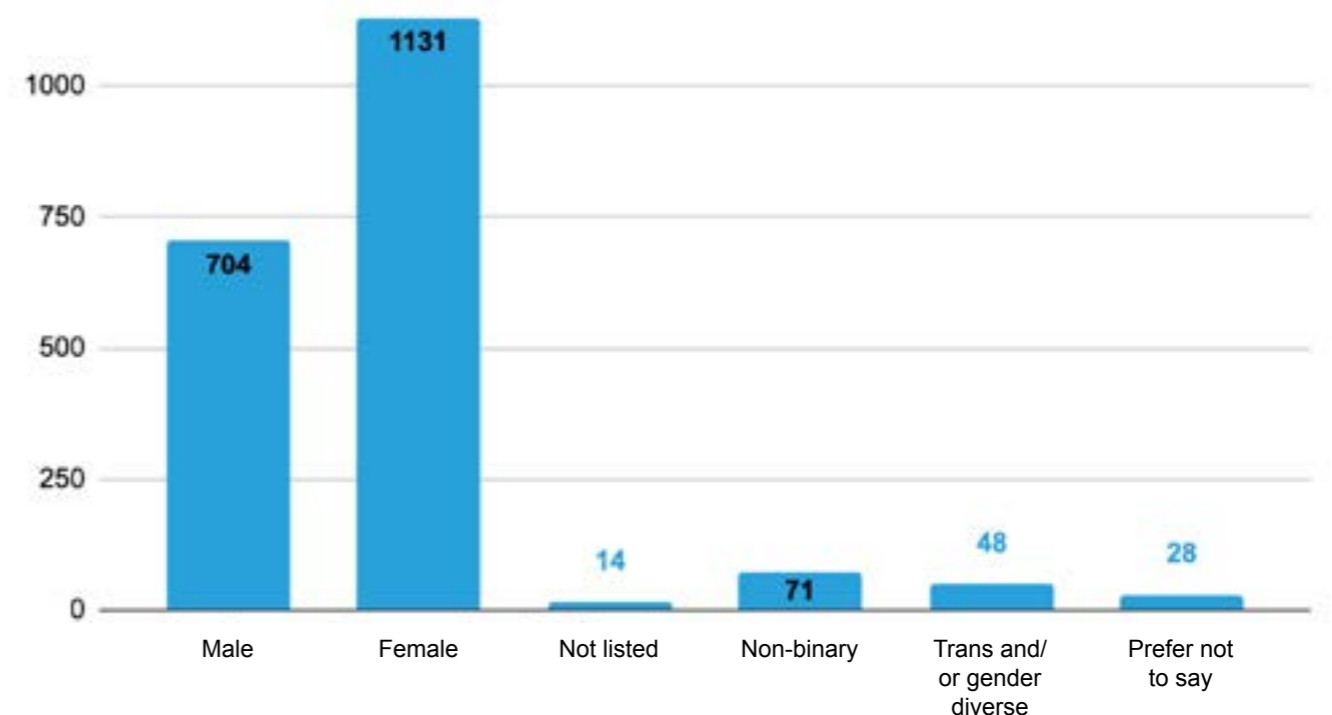
Our respondents were born in...



Our respondents came from...



Our respondents primarily identify as...



What They Told Us

A major recurring theme of the survey results was trust. This finding was demonstrated by responses of high levels of trust in the people that we know and high levels of distrust in the people that lead, but are so far away from us. Most respondents stated that their families / parents

cared the most about their concerns. This was then followed by their friends.

In contrast, respondents felt that political **decision-makers cared the least**.

Respondents were asked to rank the following people/groups based on who they can openly express their opinions to from most to least

1. With friends (49% ranked friends the first)
2. With parents or family (32.5% ranked them second, with 24.8% ranked them first)
3. With educators (31.5% ranked them third)
4. On social media (23.1% ranked them third, 19.5% ranked them fourth and 26.8% ranked them fifth)
5. With local community (37.8% ranked them fifth)
6. With politicians (83.6% ranked them sixth)

Respondents did express feeling more listened to by their local councils and their educators than political decision-makers (state and na-

tional levels). Despite this, children and young people want to engage more with decision-makers face-to-face.

The ways in which respondents expressed how they want to engage in social issues



- > "Social media" is most mentioned in the context of how they are currently engaging with social topics.
- > "Politicians" is the word second most mentioned in the context of young people wanting to have face-to-face conversations with. This includes "decision-makers" and the "parliament".

Respondents also feel a sense of hopelessness about the present moment, but remain optimistic about the future. While they feel critical

about how they can individually impact change, they remain optimistic about their ability to be impactful as a collective.



"I believe our generation is motivated people who have an increasing presence in society and that we can all collectively create change in issues that are at the forefront of our lives."

- Responses from the Survey

"It's hard for one person to make a change or advocate for a change of a major issue which impacts the wellbeing and lifestyle of youth individuals living within this society."

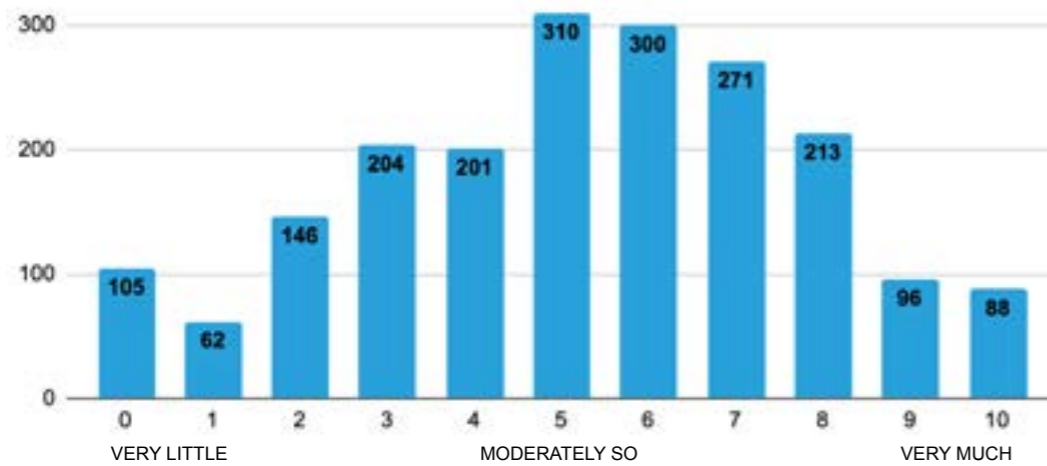
- Responses from the Survey

What They Told Us

Overall, respondents did not see their main outlet for civic engagement - via social media - as being effective, with many expressing that more face-to-face engagements with political decision-makers was necessary to hold them

accountable. There was also a desire to discuss social issues more in educational settings as a way of building confidence and skills to advocate.

How much do you feel that your school or educational institution discuss(ed) the social issues that your care about?



AVERAGE: 5.09
MEDIAN: 5

The graph on the left shows how respondents rank the said question. The X axis shows the rank on a scale of 0-10 and the Y axis represents the number of respondents.

In terms of the issues of facing the current generation of young people and children in Aus-

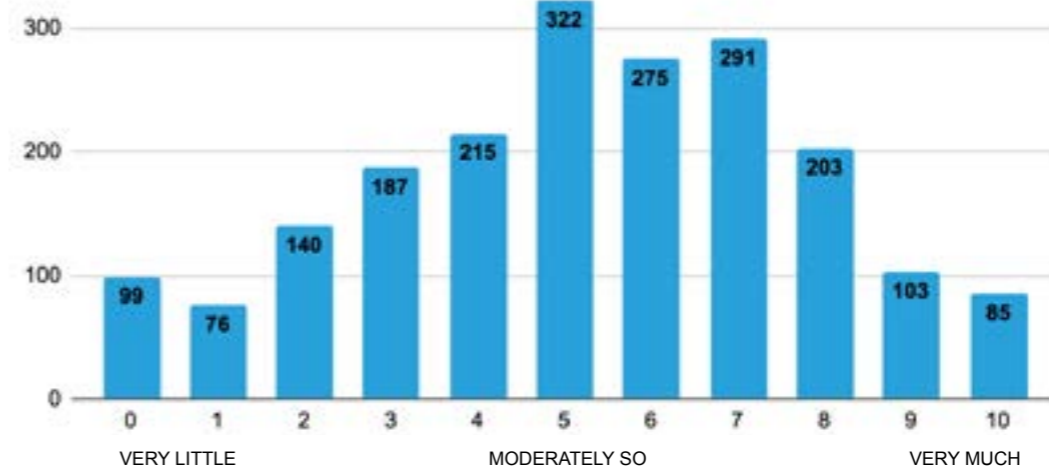
tralia, respondents identified cost of living and mental health as the most concerning.

How respondents rated social issues based on their level of importance to them (from most important to least important)

1. Cost of living
2. Mental health
3. Education
4. Housing and homelessness
5. Emergencies and disasters
6. Climate change
7. Early childhood education and care
8. Online protection, data and privacy
9. Gender equity
10. Refugee and asylum seekers
11. Youth unemployment
12. Health

Respondents were also asked to rate the confidence in their ability to make a positive change to the above issues.

And how much does (did) your school or educational institution help you to feel more confident about engaging with the issues that matter most?



AVERAGE: 5.09
MEDIAN: 5

The graph on the left shows how respondents rank the said question. The X axis shows the rank on a scale of 0-10 and the Y axis represents the number of respondents.



Every Public and Independent school provides free Mental Health First Aid training to all teaching staff

Promoting positive mental wellbeing, rather than placing a focus on an absence of mental health issues, has the power to significantly decrease the prevalence of mental illness in the future. We recommend that every Public and Independent school provides free Mental Health First Aid Training to all teaching staff.

Young people spend most of their time in school for at least 12- 14 years of their life and this solution benefits both teaching staff and the students, by providing staff the skills they need to help provide mental health support.

Research from the Australian Institute of Health and Welfare shows 1 in 7 children aged 4 - 17 years experienced a mental illness in the last 12 months. Further, Australian young people are 5 times less likely than the adult population to seek help at time of psychological distress. At the peak of the COVID-19 pandemic, approximately 1 in 3 young people experienced high levels of psychological stress. These statistics show a disturbing incline of mental health issues for children and young people and highlights a need for greater support and prevention.

We appreciate the amount of stress and pressure teachers are currently undergoing. We therefore also propose that the training is part of their required professional development. In Australia, many people struggle to afford to see a mental health professional, or are placed on a waiting list for months at a time. This training would be an investment that would save many young people's lives and have a positive impact, if we equip the people who see our future everyday with the skills to support young people with mental health. This will have both short- and long-term benefits for everyone in our communities. We want mental health support to be proactive for our future.

What children and young people told us

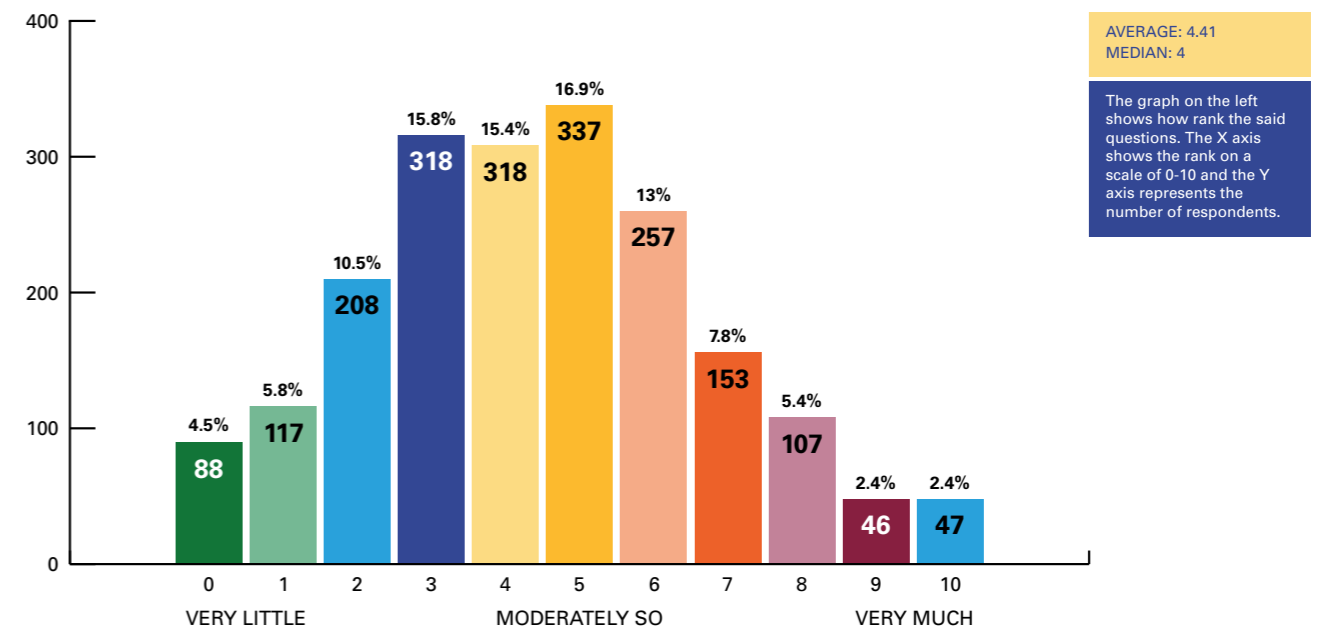
Positive mental health requires prevention, promotion, treatment and support. Currently, there are a serious lack of mental health resources and supports in schools. This is preventing cultural safety in schools, which by foundation, should be established in order to promote the full development of a child's identity. Consistent with The National Principles for Child Safe Organisations – 10 principles agreed by all Australian governments that give organisations across Australia a consistent approach to promoting a culture of child safety and wellbeing – creating cultural safety empowers people and enables them to contribute and feel safe to be themselves. In a child safe, culturally safe organisation, children, young people, family and community members feel that their culture and identity are respected.

Young people are constantly balancing several duties all at once; schooling, work, and extra commitments, all while being required to rapidly adapt and overcome crises such as COVID-19. As a result, it is no surprise mental health was highlighted as the second most important social issue amongst young people in Australia. Notably, out of 1,996 young people surveyed, only 2.4% felt that decision-makers took action in their interest.

Decision-makers cannot ignore young people's common voices, concerns, and needs for change. Our policy directly fulfils these demands and bridges the gap between what is needed and what can be achieved. Young people spend most of their time at school; our survey supports the fact that young people feel teachers and coaches listen to them the most. This is a powerful strength that presents the perfect opportunity for decision-makers to leverage

Respondents were asked to rate how much they think decision-makers take actions in their interest on a scale of 0 to 10.

As a young person in Australia, how much do you think decision-makers take actions in your interest?



and address mental health. This is evidently one of the important social issues currently concerning young people between 17-24 years of age. With our policy, and with those connections already in place between students, teachers and the wider local community, we can effectively and strategically introduce free Mental Health Aid Training in schools.

How this will create further impact

We envision that this recommendation will be the first step in creating a school environment that is more supportive of prioritising mental health, both for students and teachers. By ensuring that teaching staff are educated in this particular form of first aid training, we can encourage teachers to look after their own mental health, exemplify this behaviour, and be a stable support system for students. This will initiate meaningful change in terms of decreasing the rates of depression, anxiety and suicide in adolescents. This is because teachers - the people

with whom they spend the most time every day - will be equipped to recognise the indicators and detrimental effects of poor mental health, and take action. It is our vision that this policy will act as a catalyst for further change in the future, as it ties into our three-prong approach. After establishing this policy, we suggest the introduction of a Liaison Officer in Local Government councils who can proactively channel the leadership and ideas of young people in strategic community planning. Supplementary to this, it would be ideal to tie all of this together and empower youth civic action by creating more recreational spaces for young people to connect and build community resilience. It takes a village to build a positive, stigma-free support system, and the mental health sector is no exception.

Create a National framework for consistent and meaningful civic engagement education in all public and independent schools

Empowering schools as local agents for civic engagement education will ensure all young Australians are equipped with theoretical and practical knowledge to support them in their own change-making endeavours. It will also increase confidence in decision makers and our democratic system. We recommend the creation of a National framework for consistent and meaningful civic engagement education in all Public and Independent schools.

Young people care deeply about social issues. Often, it is young people who are the most vocal about the most pressing social issues of our time, from climate action to consent laws, and mental health to LGBTQIA+ rights. However, most young people say they lack the confidence to make change. According to our national survey, participants gave a median score of 5 out of 10 in their "confidence in change-making." Further consultations with young Australians revealed that despite their deep passion, young people feel a sense of disillusionment and pessimism towards our government and civic systems to create positive change. If our goal is to instil a culture of civic engagement in future generations, increasing young people's confidence is essential.

Survey participants said they prefer civic engagement through face-to-face connection with the people they are engaging with. This could explain why participants ranked their connection to key decision makers (such as politicians) as very low. Young people feel disconnected from decision-makers, which leads to a climate of distrust surrounding democratic and political institutions. If we want to create a stable, thriving democracy, it is vital to ensure young people feel engaged and connected to decision-makers and the political system.

What children and young people told us

Schools are a good launch pad for building capacity and confidence for civic action because they are a safe educational setting for young people.

Our survey respondents said that:

- > Young people feel listened to by educators
- > Young people feel comfortable engaging in conversations on social issues with their teachers and friends
- > Young people often get resources on social issues from their school, which help them gain an understanding of issues in the community and world.

All of these things mean that schools are the perfect base to develop civic action in young people.

To implement consistent civic engagement education programs across the country, the Federal Government will need to play the key leadership role of co-designing a framework, and advocating for this education to be adopted by all states. The Federal Government can lead collaboration between the different levels of government to ensure effective implementation. In the first instance, Federal MPs could coordi-

nate a round table discussion with their state and territory counterparts to reach consensus on how best to include civic education in Australian schools. The Federal Government could involve the Australian Curriculum, Assessment and Reporting Authority to consult with civic engagement experts, and then design the framework which would guide the state and territory adoption.

State and territory governments, with the support of the federal government, would then have the responsibility to administer this civic education framework for schools to adopt.

Schools could choose to either deliver civic education programs internally, or collaborate with local partners to deliver civic education in schools. Local organisations could partner with schools to deliver civic education workshops in line with the framework, to take the burden off school staff in under-resourced schools.

A feasible first step to wider implementation could be piloting a program in selected schools and monitoring its impact and effectiveness. The Federal Government could fund this alongside the Australian Government Youth Steering Committee, as a way of equipping youth with the skills and desire to contribute to this body.

How this will create further impact

There are also significant benefits for decision-makers at all levels of government. There will be a significant increase in youth participation, with direct channels to youth developed in their electorates. Decision-makers will be able to develop positive relationships with current and future constituents. This will be achieved through improving their image, as they will be

seen as showing leadership on engaging with young people. In addition, they will be given a chance to address young people's concerns specific to their electorate, instead of being voted out by frustrated youth who were not given the tools to engage meaningfully.

In our survey, young people stated their desire for a channel to decision-makers. They also stated that they felt they could make the most impact at the local level. This was supported in our consultations with young people in Australia.

In a consultation with year 7-11 high school students from North Sydney Girls, New South Wales, the students expressed a keen interest in a program which facilitated connections between local MPs. These young people revealed they felt ignored by decision-makers and that youth advocacy was dismissed as an annoyance, citing negative responses from decision-makers to protests they had attended. Furthermore, while many had participated in civic action and advocacy through protests, petitions and social media, only one of the consultation participants had ever personally interacted with a local MP. The majority of participants shared that their family members had written letters or conversed with the local MPs to share concerns regarding local issues, however these issues were not addressed and no changes were made. These negative interactions contributed to their disillusionment with decision-makers.

By guiding students through civic participation routes and creating a connection with decision makers, young people will have a more direct channel to drive positive change.

Every Primary Health Network (PHN) throughout Australia include positions for at least two young people on their Community Advisory Committee (CAC)

Young people are experts of their own experience and are best placed to ensure supports are relevant and effective for young people. Young people on CACs can provide lived expertise to better inform service delivery and work together with health providers to systematically solve existing and emerging issues that could not be solved by one group alone. We recommend every PHN throughout Australia include positions for at least two young people on their CAC.

Young people have been disproportionately, negatively affected by the global COVID-19 pandemic. However, young people have also used their lived experiences for advocacy, leading young people to be described as “the driving force for change after COVID-19” by the OECD (2022). As the Australian Youth Affairs Coalition has stated, “young people don’t just want to be heard. We want our seat at the table to create change for everyone. We are putting our hand up and want our chance to be a part of the solution.” (2022)

As part of their funding requirements, PHNs must recruit CACs comprised of consumers and carers who have lived and living experiences with the local health system. CACs provide governance, ensuring the PHN’s decisions, investments, and innovations are patient-centred, cost-effective, locally relevant, and aligned to local care experiences and expectations.

PHNs are required to ensure that CACs are representative of the diversity of the community served. For example, of the six PHNs in Victoria, only one has a young person, who is also the only person on the CAC. Thus, PHNs are not fulfilling their requirement to be representative of the communities they serve if they do not include young people.

What children and young people told us

Young people are ready and willing to advocate, however many do not have access to meaningful opportunities. Our national survey reported that young people see face-to-face engagements with decision-makers as necessary to hold them accountable and feel more listened to by local decision-makers, rather than state and national levels. By appointing young people to CACs as a governing body of PHNs, they have direct access to local decision-making stakeholders.

Before connecting with young people, it is best practice to utilise demographic data to refine approaches to further strategies, such as workforce planning, staff training and development, or youth engagement strategies. This is important as young people are not homogenous - a youth community in one PHN may have very different needs or priorities to young people in another region.

Another key element is to prioritise youth voices that are often disproportionately affected by health challenges, including multicultural and multifaith young people, regional and rural young people, LGBTIQ+ young people, Aboriginal young people and young people with disability. Young people are a highly diverse group with differing health-related needs and service preferences, and connections with trusted community partners will be key to ensuring safe engagement.

This recommendation does not require additional resourcing as PHNs and their CACs are already established and resourced. By introducing young people as CAC members, PHNs can further optimise resource allocation and ensure investments best align with local youth care needs and expectations.



How this will create further impact

There has been significant development in youth policies and frameworks, including the introduction of the Australian Government’s National Youth Policy Framework. The result of significant youth consultations, the Framework highlights what matters to young people in its priority areas: “youth empowerment and engagement” and “health and wellbeing”. The importance of youth empowerment and health is also reflected in state Youth Strategies (DFFH, 2022) and is further backed by the State/Territory Youth Peaks (2022) across Australia, emphasising embedding “decision-making mechanisms that includes youth voices and lived experiences.”

There has been a shift in healthcare to include lived experiences and community partnerships as key components of best-practice healthcare, particularly for diverse communities. Young people are diverse in needs and experiences (DFFH, 2022) and require localised supports that are relevant to them. PHNs are “local agents of change in Australia’s health system” (DH, 2016). They gain a strong understanding of people’s health needs in their region, and commission health services to meet those needs, minimising gaps or duplication.

Create an online, accessible, open-data platform dedicated to responding to what matters to young people, when it matters

What children and young people told us

According to our survey, young Australians currently don't feel like their voices are being heard in decision-making. To be sure, young people are engaged in politics, the Australian Election Survey shows that they are more involved than older generations when it comes to online communications, and involvement in offline processes is comparable between the two groups. In effect, while programs and opportunities exist for young people to contribute to the national discussion, these are largely inaccessible to young people outside of specific demographics.

We found there were many reasons for this view, including that:

1. Consultation participation is for only a very privileged few. Barriers to participation identified included a lack of time, geographical isolation, and socioeconomic status.
2. Consultations at present are slow to action their recommendations and do not create timely support for young people; or they don't report back to young people on the outcomes they have created.
3. While young people want to take action in their own communities, their efforts are often hampered by a lack of resources or the evidence necessary for their efforts to be successful.

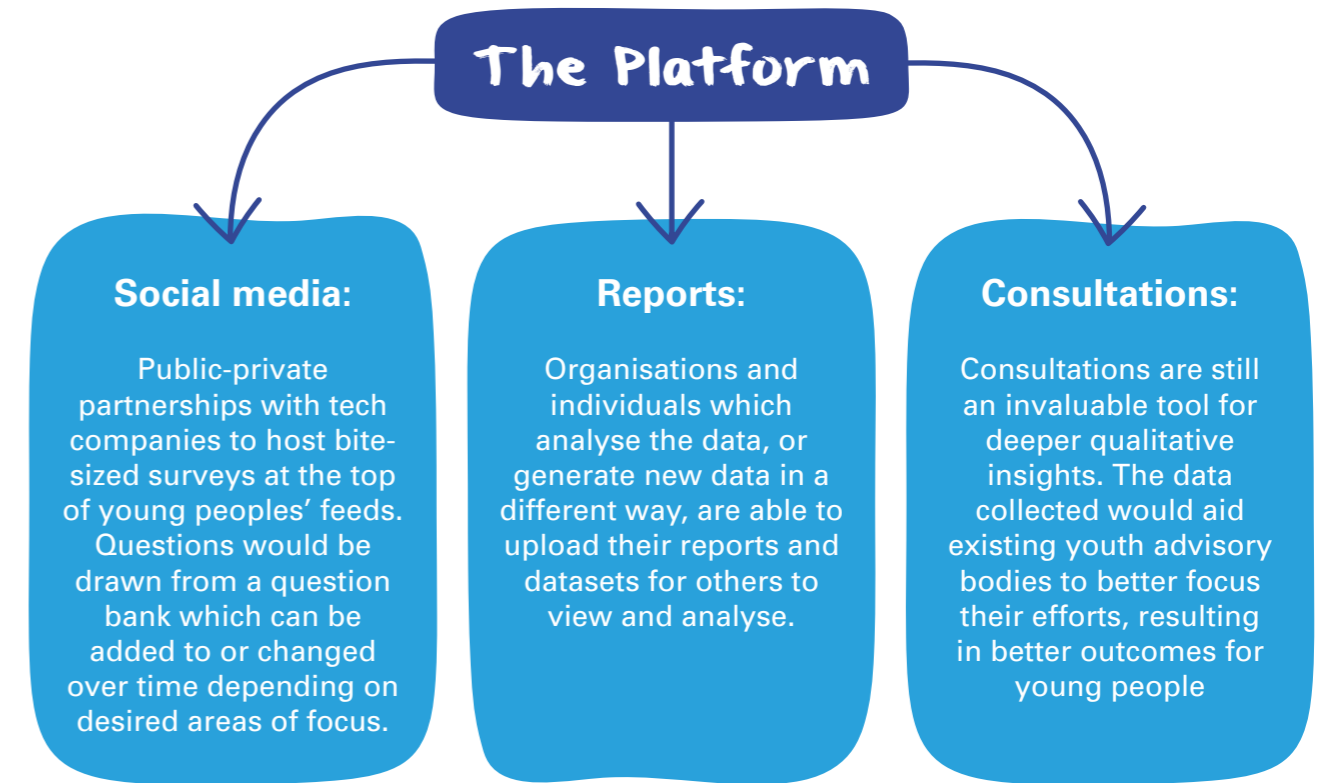
The public has access to regularly-updated de-identified data through examples like the Suicide and Self-Harm Monitoring system from the Australian Institute of Health and Welfare. This data, collected by health services on the front line, is accompanied by reports from third-parties. These reports are publicly accessible data and offer a stepping-stone for more easily accessible than traditional academic journals. All prominent social networks regularly used by young people have also used messages at the top of feeds in the past for public-service announcements, and have polling functionality already built-in to their platforms.

Survey insight: Social Media was the most mentioned way young people want to engage in social issues.

How this will create further impact

The foundation of this platform is to meet young people where we are - on social media - and deliver timely and relevant data to identify trends, emerging areas of concern, and inform policy responses, while simultaneously giving our young change-makers the tools they need to take action in their own communities.

The platform would have three key methods for collecting data that will then be accessible to young people.



This recommendation is easy to implement. Social media polling exists on all major platforms, and the Australian Institute of Health and Welfare has built a national platform for publicly accessible live data. It's effective, too - it offers a base for longitudinal 'temperature checks' of

youth attitudes over time, while significantly reducing the need for duplicate surveys and vastly increasing the quantity, quality and breadth of data that is readily adaptable to different issues that affect young people.

THE YOUNG AMBASSADORS



UNICEF Australia Young Ambassadors are passionate, motivated and experienced.

From mental health professionals and education advocates to award winning public speakers and community leaders, these incredible young people have come together from across Australia to raise the voices of the children and young people.



Emily
24, Victoria

We have a fundamental right to be involved in decision making



Harrison
18, Queensland

My interest is improving the quality of education



Amber
22, Western Australia

I am passionate about making young peoples voices heard



Isabelle
22, New South Wales

Young people have more power to change the world than we are told



Zara
19, Tasmania

During a young ambassador session was the first time I felt heard



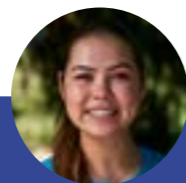
Daniel
16, South Australia

Both my parents were born in low-income countries



Grace
19, Northern Territory

Nyikina woman and university student



Khora
24, South Australia

I can never forget receiving donations of school supplies when I was young



Christopher
16, Victoria

I was born in New York City and attended a diverse primary school in Brooklyn



Manon
19, Queensland

I live by the phrase; have courage and be kind



Jahin
21, Australian Capital Territory

I want to be a torchbearer for young people who don't feel heard



About UNICEF Australia

From the most remote island communities to the heart of wartorn conflict zones, every child has rights to survival, education, health care, shelter, good nutrition, safe water and protection from war and disaster. These universal rights are guaranteed by the UN Convention on the Rights of the Child, but they are often threatened by poverty, violence and discrimination.

That's why UNICEF stands up as a global champion for children's rights. We protect and support millions of children around the world with our development programs, advocacy and rapid response during humanitarian emergencies. UNICEF Australia raises funds to finance life-changing programs for children in some of the world's most disadvantaged communities. We also work with governments and civil society partners to strengthen and advance the systems that protect children's rights.

/DrawHistory

About DrawHistory

DrawHistory is a strategy and design consultancy in the Asia Pacific helping mission-driven people approach problems in fresh ways. We're a team of strategists, designers, communicators, researchers, and project managers. Together, we believe that progress only happens when you refuse to play things safe.

We have worked with more than 150 brands who are solving wicked societal problems, from leading global brands to fierce grassroots movements. Collectively, our people have worked on and led brand initiatives, digital transformation projects and research for Google, UNICEF, Population Services International, Centre for Social Impact, St John of God Health Care, Neami National, Australian Government, Change.org, and Wikimedia Foundation, parent nonprofit of Wikipedia.

DrawHistory is Western Australia's first agency to be a Certified Benefit Corporation.



Activity 1

Exploring The Climate Future Children Want

The Climate Future Children Want cards have been designed by children and tell adults your views on climate change. They help adults to see how climate changes are affecting children and what adults can do to make sure you stay safe, happy and healthy.

1

After exploring The Climate Future Children Want cards, why do you think it is important that we listen to children's views on climate change?

2

Select **ONE card** from the 10 Climate Future Children Want cards and complete the questions below:

Why did you select this **card**? (Consider your thoughts, feelings and opinions)

Why are the Changes Children Want to See important for the environment?

Teachers, share with us!

We would love to see your student's work from these activities. Simply scan or take pictures and email them, along with your name, class and school to submit@unicef.org.au Thank you!



Activity 2

Design a Climate Logo

Select ONE of The Climate Future Children Want cards. Use the information from the card you have selected to complete the section below.

When you have completed the information below, turn your sheet over to design your climate logo.

Area:

How Children Want to Live:

Changes Children Want to See:

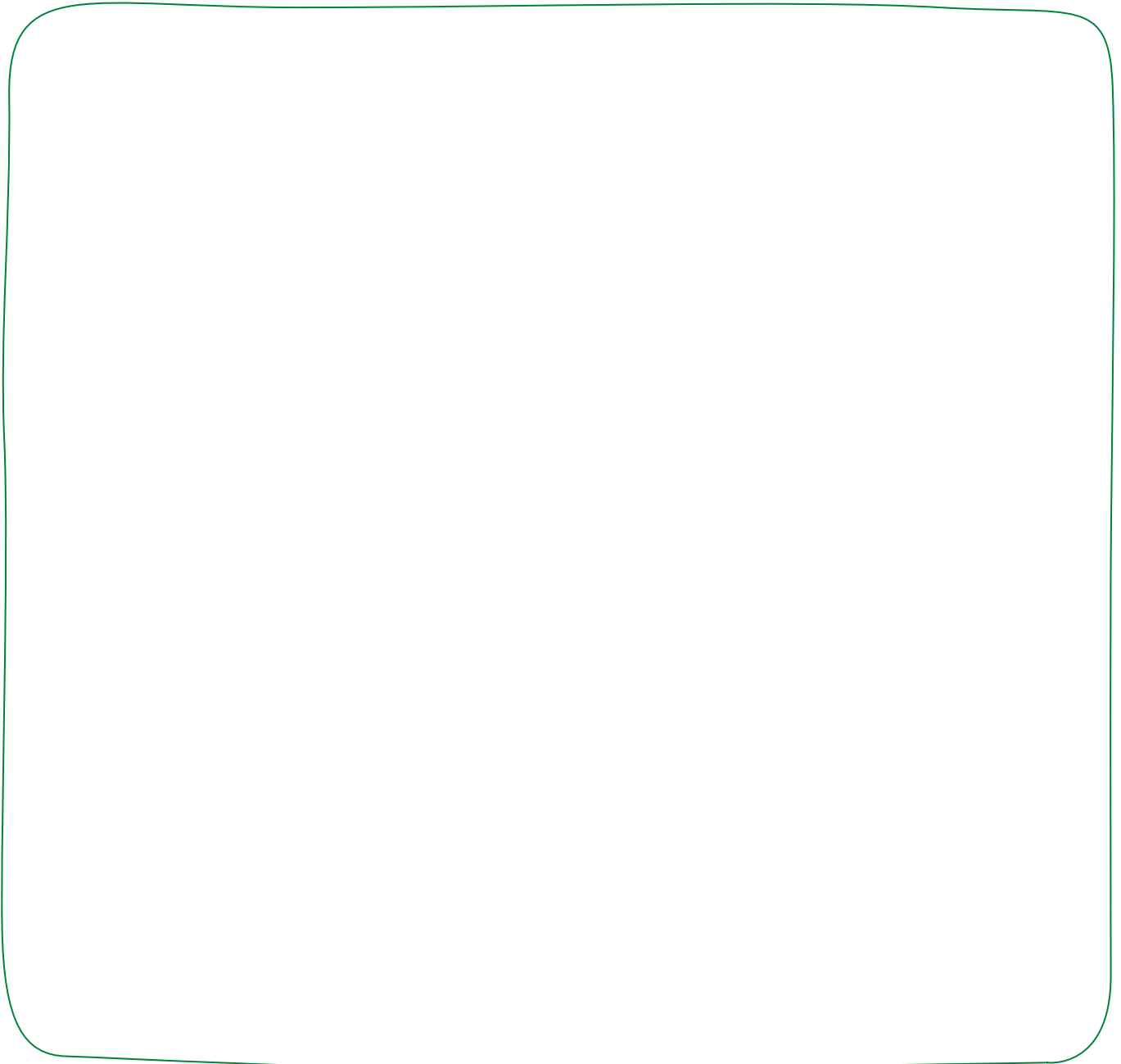
Examples:



Activity 2

Design a Climate Logo

Thinking about the card you have selected, design your climate logo for that card in the space below.



Teachers, share with us!

We would love to see your student's work from these activities as hearing and seeing young people's views on climate change is very powerful in the work we do when urging decision makers to create change. Simply scan or take pictures of your student's work and email them, along with your name, class and school to submit@unicef.org.au Thank you!

