

## VIEWPOINTS THEME: CLIMATE CHANGE + THE ENVIRONMENT

### ABOUT THE ARTWORK

Although there is no explicit right to the environment in the Convention, it is evident that extreme weather events, water scarcity, and undernourishment as a result of climate change present an urgent challenge for the world's children. Their activism through the global school strikes for climate indicate their will to create change through their freedom of expression and association and to claim their rights. In this image, ten of the world's most endangered animals gather together around an hourglass quickly running out of time.

### ABOUT THE ARTIST

Chris Haughton is an Irish illustrator based in London. His interest in fair trade saw him listed in Time Magazine's Design 100 for the work he did with People Tree. He is the author of five books including *A Bit Lost* and *Oh No George* that have been translated into 24 languages and won awards in ten countries. Chris Haughton has been a freelance illustrator for 12 years. Since 2007 Chris has written children's books, his first book *A BIT LOST* has been translated into 27 languages and has won awards in 7 countries including the Dutch Picture Book of the Year. *OH NO GEORGE!* came out in 2012 and won the Junior Magazine Picture book of the year award. Chris' third book *SHH! We have a plan* came out in March 2014 and won the AOI award for children's books. While living in Nepal in 2010/2011 Chris co-founded Pecha Kucha Kathmandu with Sujana Chitrakar. Chris Haughton has also co-founded NODE a fair trade social business based in Nepal with Akshay Sthapit in 2012.

### ABOUT THE RIGHT

Climate change is an urgent challenge for the world's children. Children's vulnerability to climate change fundamentally threatens the realization of many, if not all, of their rights as stated in the UN Convention on the Rights of the Child. It is estimated that over the next decade approximately 175 million children a year will be affected by climate-related disasters, in the next two decades from 37.5 to 125 million additional African children will be subjected to water scarcity, and by 2050 an estimated 25 million more children will be undernourished as a result of climate change. Children are recognized as most vulnerable to its impacts and should therefore be in the forefront of climate change policy, advocacy and research. Furthermore, it is their right to participate in all matters that affect them. Children are the least responsible for the causes of climate change and yet they will unfairly inherit a legacy they did not choose.

## WORKSHEET

### **Exercise 1: Rights and Climate Change (20 mins)**

The educator can facilitate a group discussion that allows students to learn from each other and to share their concerns.

Guiding questions –

Look closely at Chris Haughton's artwork. What is the overall mood of the work?

How do we feel when we look at the animals?

What do you think the artist is trying to say?

Why is Climate Change connected to the UN Convention on Rights of the Child?

What can we do?

How can we react?

What have you been doing?

What is your message?

In what ways can art communicate our concerns around climate action and climate change?

### **Exercise 2: But what can I do? (weekend exercise)**

This research and writing exercise invites students to discover what actions other young people have taken. Students should research initiatives from across the world where young people have come together to take positive action. These can range from growing urban gardens, cycling to school schemes, public protests etc.

Each student should write a paragraph on a project they discover before sharing it with the class.

### **Exercise 3: Take Action (30 mins)**

What can each of us do to make a difference? In groups, students can work together to create a declaration that outlines the actions that they intend to take. These can be small everyday steps or large public acts.

Students should discuss what actions are most urgent before drawing up their manifesto using text and visuals.

You will need large sheets of paper, a selection of coloured pens/markers and pencils.

## CREATIVE PROJECT

Climate Change is an urgent challenge facing the world and will impact on children's rights to survival and development. This creative project will encourage participants to voice their views on climate change and to create posters that challenge all of us to think about our actions towards the environment.

### Three Stages

You will need –

Old magazines, newspapers, printouts, photos.

White A3 and A4 paper or card.

Cardboard A3 size.

Pens/markers in different colours and sizes

Pencil.

PVA glue or glue-stick

Scissors.

Stage 1.

#### **Communicating with visuals**

Discussion (20mins)

What do we want our poster to communicate?

Look closely at Chris Haughton's artwork, what for you is the strongest feature of the work?

How do we want people to react to our poster?

Can you think of examples of posters/signs you've seen that made you stop and think?

When designing a poster why might an image communicate the urgency of the situation more clearly than text?

What types of images would you use in your poster – shocking, sad, angry, a mixture?

Is there a place for humour in your poster? What can humour do?

Research (weekend or overnight)

Can you find examples of posters that might inspire your artwork? Collect a number of images of posters in different styles. These examples will help guide your design.

Collage (1 hour)

For the collage activity, you'll use found images from the old magazines, newspapers, printouts and photos that you've collected. Think of this like you are creating your own jigsaw. You'll be piecing together lots of photos, shapes, and

colours to create one large new picture. Use a blank sheet of paper A4 or A3 and you'll need a scissors to cut out your selected images.

Consider your message and the images you select should communicate this.

Choose lots of images and then edit them down to a smaller selection. You may wish to cut elements out of photos (you don't need to use all of every photo). Think about colours and shapes that could help amplify your message.

Once you've decided on all your visuals, arrange them on your blank page but don't glue anything down yet.

Stage 2.

### **A call to action**

Discussion and writing (20 mins)

You want your poster to shout your message to everyone who sees it. The visuals will communicate your message but text can also provoke a response from viewers. The teacher can facilitate a discussion where students think about slogans, sentences or words that would best communicate their message. After the short discussion, students have time to write down their own ideas before deciding on their text message.

Research (weekend or overnight)

Text (written messages) on posters can be very powerful. As well as what is said, how the words look can amplify the message. Students should research fonts. Look at the typefaces used on posters. Students should aim to collect a selection of different types that will inspire their own poster.

Typography (45mins)

This exercise invites students to bring together their message/slogan/word with their chosen typeface. Start by trialling a word with the different types, which has the most impact? What colour will your text be? Take a blank white sheet of A4 paper and using a pencil draw out your slogan/word as large as you can within the page. Add colour as appropriate.

Stage 3.

### **Design + Layout**

Research (20mins)

The next stage of the poster making is to look at layout. Go back and look again at your poster examples. Students should share their examples with their peers so everyone has a good understanding of different poster layouts.

Poster making (1 hour)

You will now bring together all the different elements for your poster. You will need a blank A3 page. Cut out your collage and arrange it on your new A3 page. Cut out your lettering/text and position it on the page as well. Use your examples and understanding of layout to arrange everything on the page. Once you are content with the layout begin to stick everything down. Do you want to add more elements to your poster? You may wish to add more text, colour, images or you can draw on to your poster.

Once you're finished, stick your A3 sheet to the A3 cardboard so your poster is durable and can be easily held up.

## DISCOVER MORE

You can further the discussion on Climate Change + The Environment by visiting some of the following resources -

<https://greenschoolsireland.org/resources/climate-action-teacher-resource/>

<https://www.un.org/sustainabledevelopment/>

<https://www.climate-action.info/schools>

<https://climateambassador.ie/actions/school/>

[https://www.unesco.de/sites/default/files/2019-03/Getting\\_Climate-Ready-Guide\\_Schools.pdf](https://www.unesco.de/sites/default/files/2019-03/Getting_Climate-Ready-Guide_Schools.pdf)

<https://www.chrishaughton.com/>