

Phase Two Report
December 2021

**A CLIMATE CHANGE EDUCATION PROJECT BY THE PAN AFRICAN CENTRE FOR
CLIMATE POLICY IN COLLABORATION WITH FORESTS, RESOURCES AND PEOPLE
& CANADA AFRICA PARTNERSHIP NETWORK**

**YOUTH EDUCATION FOR CLIMATE ACTION AND FORESTS
PROTECTION**

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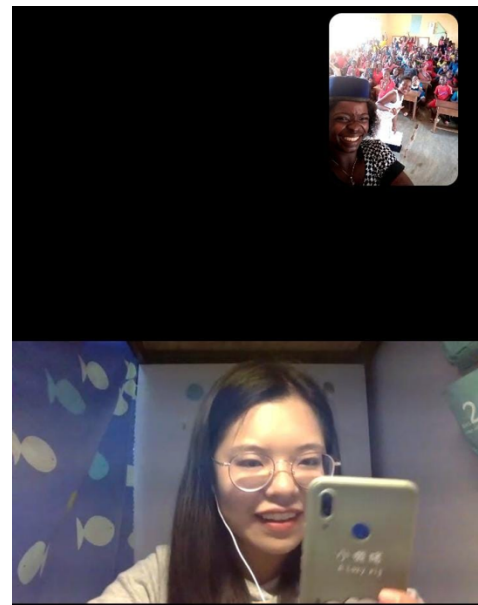
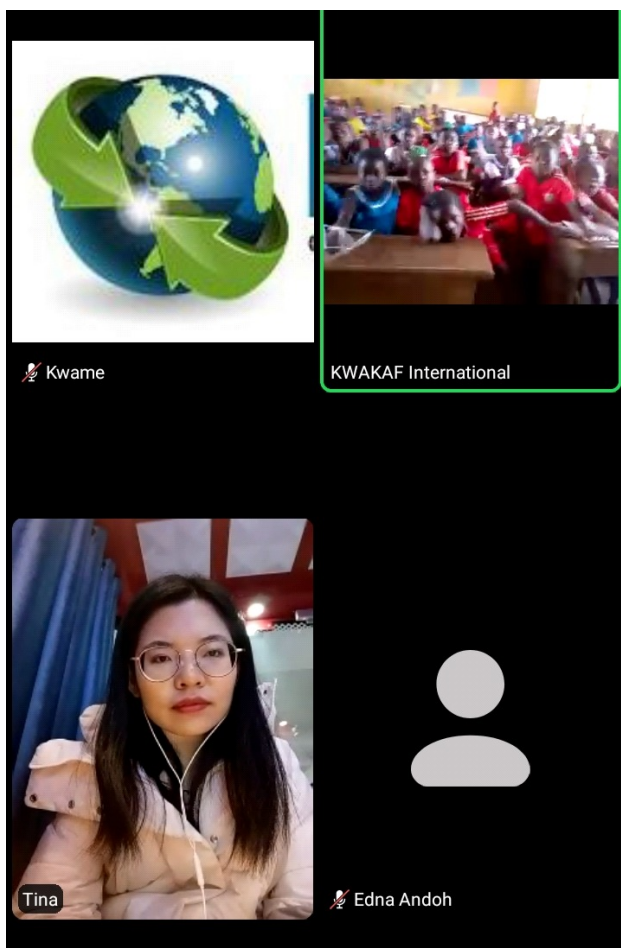


December, 2021

As per continuation from the first activity report presented in June 2021, the second phase of the eco club sessions with the children in Government school Mabeta continued in October 2021.

The eco club support staff intern

With the assistance of Tina, the Global Cultural Adventures intern with PACCPOLICY focus was maintained with primary five (a new batch, since the last batch had been promoted to primary six), we started all over with beginning lessons on what Climate Change, global warming and ozone layer depletion all meant. Though it was a remote experience, we tried to make the best of it during our regular Friday club days.



During her participation at the club, the intern had as specific goals to:

- (1) Assist Program team to develop syllabus and content on climate change.
- (2) Empower students to participate in meaningful environmental activities and projects.

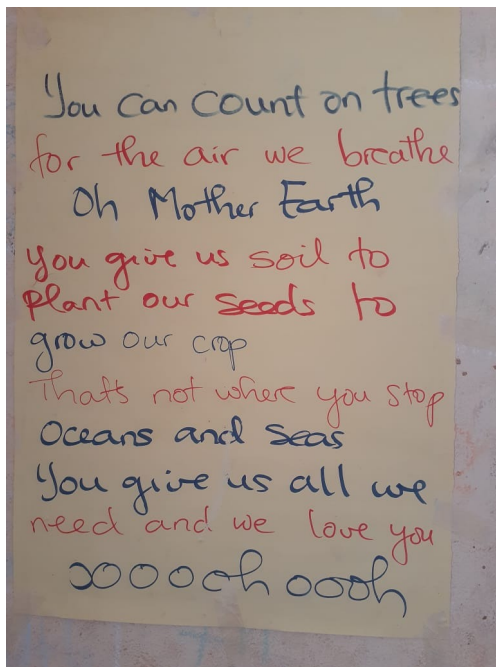
- (3) Develop a syllabus which empower students to explore environmental concepts and actions beyond the confines of a curriculum.
- (4) Advocate that more Cameroon pupils have awareness of daily environmental protection.
- (5) Apply the knowledge learned in school to practical work.

This months involved series of back and forth communications to make the internship session exciting at the club After weekly discussions with the eco club support staff (Tina), we decided on taking the kids into the details of climate and health for the theme of the first term which fits the current global spread of COVID-19.

Climate Change and Health

In a report released in this year October, the World Health Organization research showed numerous and inextricable links between climate and health. Nowadays, climate change is emerging as the "biggest health threat" facing humanity. Extreme heat waves disrupt the body's thermoregulatory system, posing a serious threat to the elderly, children, pregnant women and those with chronic diseases. Air pollution from indoor and outdoor sources caused 1.1 million deaths in Africa in 2019, making it the second leading cause of death in the continent. The temperature rise accelerates the propagation and mutation of pathogenic microorganisms. Also, climate change may prolong the transmission season and alter the geographical range of diseases transmitted by important vectors.

In order to make our lessons very understandable to the kids, we built on the use of lots of visuals like songs on you-tube and videos depicting how climate change has affected health in different contexts and environments. The kids found joy in watching real-time videos and learning new songs for the records.



A young woman with short dark hair, wearing a white t-shirt and a gold bracelet, stands in front of a large chalkboard. She is pointing her right index finger towards the board. The chalkboard is filled with handwritten notes in various subjects. On the left, there's a section for 'Mathematics' with 'Fundamental H.C.T of Numbers in Division' and 'Solutions' written. Below that, 'Number System' is written with 'Whole Number', 'Rational Number', 'Irrational Number', and 'Complex Number' listed. To the right, there's a section for 'English Language' with 'The Little Prince' and 'The Little Prince' written. Below that, there's a section for 'Science' with 'The Earth and its Atmosphere' and 'The Earth and its Atmosphere' written. The word 'STOP' is written in large letters at the bottom left of the board.



Most interestingly, the kids sent messages to their community leaders on their participatory involvement in solving the climate crisis.



We created 10 working groups to facilitate learning and participation of each child during working sessions. We ensured that each group had a delegate who channeled group worries and challenges to us rather than everyone running to meet the facilitators and causing disorder.



To wrap up with our lessons on climate change and health, we received donations of Oyoo face shields from The Cowry Network. We taught these kids how to mount the face

shields and distributed it to them to prevent exposure to dust, cold and covid-19. This experience was exciting to them!



Cultural exchange

Though Tina, participated remotely in the Eco club, her impact stayed strong as she gave lessons on zoom during the club sessions and delivered games for the kids to.

Being Chinese, Tina helped us re-write all the names of 107 children in Chinese. These names were all written out on sticky papers and attached to the cookies we gave the kids at the end of the school term as gifts for their unwavering participation during the club sessions.



Outputs

- Compared to the first phase of the Eco club (pilot), this phase was more engaging and interactive with the children. This could be because from the previous clubs,

the kids had begun to understand the whole concept of what happens within the clubs from their friends in the classes ahead, so this time, they came more prepared than the first batch of children.

- The teachers also assisted our team to work with the children. They asked that we train them to continue the work even in our absence.



- Video presentations gave children a deeper understanding of the concept. With visuals, their engagements were way higher than compared to previous periods.
- The children each received a face shield (donated by the Cowry Network) and a cookie by the end of the lessons for this school term. This was a memorable experience for them as many of them being IDPs have not had the privilege of receiving gifts from people around them.

Challenges

- The class room population was extremely larger than the previous class. We had over 107 children every week to work with. Facilitators had to talk at the top of their voices so everyone could hear.
- It was hard to connect the Eco club support staff on zoom sometimes as internet seizure was consistent. The area is a rural area and needs a stronger width band than what we could afford.

- The children had to watch videos from a small laptop or from a phone. This was not very good as images appeared really small for such a big classroom.



- Since the school doesn't have electricity, we had to charge our laptops and phones at full percentages so they don't run down in the course of the working sessions with the children. There was a need for a power bank, and a generator if we needed to have the best relaxed moments with the kids.
- We needed one device for projection and another for zoom. Using the phone for zoom meetings in such a big class was of little impact to the children as they couldn't behold or hear the speaker clearly.

Conclusions

We had lots of precious moments spent with the kids as we lasted three months learning sharing experiences and playing with them. We took them out of their formal way of learning to a more informal way which helped them relax their brains. From personal observation, this method of education should be duplicated across the national territory as it facilitates learning.