

Stories of Children in the Climate Crisis Through Picture Books

< Lesson Plan >

Learning Objectives

- **Beyond Climate:**
Recognize the climate crisis not only as an environmental issue but also as a human rights issue.
- **Rights Awareness (UNCRC-UN Convention on the Rights of the Child):**
Understand that all children have fundamental rights, such as the right to education and safety, and how these rights can be affected by the climate crisis.
<https://weshare.unicef.org/archive/ENGLISH---CRC-A4-booklet-2AM408TCH6MC.html>
- **Perspective Taking & Empathy:**
Students explore the characters' experiences by imagining their emotions and perspectives.

Activities

Step 1: The Reading (Input)

- Read the picture book together and explore the story, its setting, and the characters.

Step 2: The Heart-Strings (Empathy & Reflection)

- Ask questions such as, *"If I were Rahim, how would I feel when the seawater rose up to my feet?"* to help students imagine the characters' situations and reflect on the rights they are being denied.

Step 3: The Actions (Expression)

- Invite students to imagine that they are in the perspective of the characters and respond from that point of view by expressing their thoughts through writing or drawing.

1. Climate Change Told Him to Move

Key Message:

Climate change → rising sea levels (right to protection: the right to be safe and protected) → displacement → a child losing their home (right to housing: the right to have a safe place to live)

Stage	Activity
Reading (10 min)	Read the picture book together using a projector (Google Slides).
Discussion (15–20 min)	Discuss using the reflection questions from the book. 1. Why did Rahim's family have to leave their home? Couldn't they fix the house? 2. What did the mango tree mean to Rahim? 3. What is one small thing we can do so fewer children lose their homes like Rahim? Additional Questions • What does "home" mean to you? • If I were Rahim, how would I feel when the seawater touched my feet? • How would you feel if water began to fill your home? • Can climate change force people to make certain decisions? (Discuss the idea of choice vs. being forced.)
Action (15-20 min)	Finding My Mango Tree Students write about a place that is as meaningful to them as the mango tree was to Rahim (for example, their room, a playground, or another special place). Then they share how they might feel if that place disappeared.
Present (10-15 min)	Present your own "mango tree" and share why it is meaningful to you.

2. There Is No Shade in the Sugarcane Field

Key Message:

Extreme heat → school interruption (right to education: the right to receive an education) → child labor (right to health: the right to live a healthy life / right to protection: the right to be safe and protected)

Stage	Activity
Reading (10 min)	Read the picture book together using a projector (Google Slides).
Discussion (15–20 min)	Discuss using the reflection questions from the book. 1. Why was Arjun's day much harder than before? 2. What did it mean for Arjun to have no shade? 3. If extreme heat continues, how might children's daily lives change? Additional Questions • How would it feel to work outside all day in extreme heat? • If the weather gets hotter, how might children's daily lives change? • Do you think Arjun was really okay? Why might he have said nothing? • Why might a child have to work? • What kind of "shade" does Arjun need? (For example: trees, school, supportive adults, or laws.)
Action (15-20 min)	Creating Shade for Arjun Students place Arjun under the hot sun and draw things to give him shade (for example, an umbrella, a tent, trees, or a shelter). Through this activity, students think about what help and protection Arjun needs.
Present (10-15 min)	Present your drawing of Arjun's shade and share why you drew it that way.

3. They Say We're Not Going to School Today

Key Message:

Drought → economic crisis → early marriage (participation rights: the right to have a voice and make choices about one's own life) → implied interruption of education (right to education: the right to receive an education) → loss of future opportunities

Stage	Activity
Reading (10 min)	Read the picture book together using a projector (Google Slides).
Discussion (15–20 min)	Discuss using the reflection questions from the book. 1. What happened to Hawa's day when it didn't rain and the fields became dry? 2. Why do you think the adults made an important decision without telling Hawa? 3. If a child cannot go to school, what things might they miss? Additional Questions • Is it fair that someone's future can change because of the weather? • How would you feel if someone made an important decision about your future without telling you? • Do you think children like Hawa really exist in the world? • If Hawa could participate in the adults' meeting, what would she have said to them?
Action (15-20 min)	Filling Hawa's School Bag Students imagine the school bag that Hawa could not take with her. They write things that children should learn and experience, such as studying, friendships, and play, on a worksheet or sticky notes and place them into Hawa's "school bag."
Present (10-15 min)	Present what you packed in Hawa's bag and explain why you chose those items.

< Extension Activity >

4. Final Reflection Activity

“Beyond Climate, There Are Children”

Write a letter to one of the three children in the story.

5. Letter Exhibition

Students’ letters will be displayed on the school wall.

< Official Publication Websites >

- **Amazon Kindle :**

https://www.amazon.com/s?k=Jooha+Roh&crid=39BHVU1FLJNU3&srefix=jooaha+roh%2Caps%2C293&ref=nb_sb_noss_1

- **Kyobo Bookstore :**

<https://search.kyobobook.co.kr/search?keyword=jooaha+roh&gbCode=TOT&targe t=total>

