

**A MINI CURRICULUM DEVELOPED FOR:
CATCH THEM YOUNG: CLIMATE CHANGE
EDUCATION IN PRIMARY SCHOOLS IN
ILORIN, KWARA STATE, NIGERIA**



**A PROJECT/PROGRAMME FUNDED BY THE
RUFFORD FOUNDATION, U.K., IN SELECTED
PRIMARY SCHOOLS IN ILORIN, KWARA STATE**

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INTRODUCTION

Nigeria is one of the most vulnerable countries to the effects of climate change owing to its geographical location within the sub-Saharan region of Africa, where temperatures are rising, and rainfall patterns have become erratic. Specifically, in Kwara State, Nigeria, the effects of climate change are particularly visible and felt in different sectors which have resulted in low crop yield, increasing incidents of diseases, and flooding among others. **Catch them Young: Climate Change Education in Primary Schools in Ilorin, Kwara State, Nigeria** is a programme sponsored by the **Rufford Foundation**, United Kingdom, to increase climate literacy among school children in selected primary schools in Ilorin, Kwara State. The programme will serve as a starting point for teaching primary school children the science of climate change using relevant learning materials that will enhance their comprehension and make them admire the topic. This programme, as the name suggests (catch them young), will bridge the gap and draw the concept closer to the children at a tender age. The programme will increase awareness, understanding, and engagement of children in climate-friendly behaviour and practices. It will also create a network of climate-conscious children who can serve as ambassadors for climate change awareness and action in their community.

NOTE

- This mini curriculum is developed for the “**Catch Them Young: Climate Change Education in Primary Schools in Ilorin, Kwara State, Nigeria**” programme, and it is tailored to the socio-cultural conditions of Ilorin, Kwara State. If the curriculum is to be adopted and applied elsewhere, it is important to take the socio-cultural conditions of the location into cognizance.
- It is equally important to provide adequate explanation/training to whosoever will implement the contents of this curriculum.
- We recommend that that series of videos, pictures and other visual information are used to support this curriculum.

FOCUS

- Introduction to Climate Change
- Causes of Climate Change
- Effects of Climate Change
- Mitigation and Adaptation Strategies
- Role of An Individual in Climate Action
- Field Trip (hands-on activities)
- Formation of Climate Change Club

INTRODUCTION TO CLIMATE CHANGE

Topic	Performance objective	Content	Activity		Materials	Evaluation
			Teachers	Pupils		
Introduction to climate change	By the end of this class, the children should be able to define climate change, understand its basic concepts, and recognize its significance.	<p>1. Meaning of climate change: definition</p> <p>2. Terms and concepts: climate, greenhouse gases, global warming, and carbon dioxide.</p> <p>3. Importance of understanding/studying climate change.</p>	<p>1. Conduct interactive lectures with images.</p> <p>2. Use real-life examples and stories to make concepts relatable.</p> <p>3. Encourage discussions and questions.</p>	<p>1. Pay rapt attention in the classroom.</p> <p>2. Participate in group discussions on climate change impacts.</p>	<p>1. Visual aids (charts, diagrams, videos).</p> <p>2. Marker</p> <p>3. Whiteboard</p>	<p>1. Assess students through quizzes and discussion.</p> <p>2. Monitor their participation in group activities.</p> <p>3. Evaluate the effectiveness of their climate action projects.</p>

CAUSES OF CLIMATE CHANGE

Topic	Performance objective	Content	Activity		Materials	Evaluation
			Teachers	Pupils		
Causes of climate change	By the end of this class, the children should be able to explain the causes of climate change and identify human activities and natural factors contributing to it.	1. Natural causes of climate change 2. Human causes (anthropogenic) of climate change 3. Greenhouse gases	1. Conduct interactive classes with visuals and real-life examples. 2. Organize class discussions on each cause. 3. Screen educational videos on climate change causes.	1. Pay rapt attention in the classroom. 2. Participate in group discussions on climate change impacts. 3. Create posters illustrating causes.	1. Visual aids (e.g. charts, diagrams, or videos). 2. Marker 3. Whiteboard	1. Assess students through quizzes, debates, and group discussions. 2. Monitor their understanding of the causes of climate change.

EFFECTS OF CLIMATE CHANGE

Topic	Performance objective	Content	Activity		Materials	Evaluation
			Teachers	Pupils		
Effects of climate change	By the end of this class, the children should be able to describe the major effects of climate change on the environment, communities, and individuals, and understand the importance of addressing these effects	Effect of climate change on the environment: how climate change impacts ecosystems, wildlife, and natural resources.	1. Conduct interactive lectures with visuals and real-life examples. 2. Organize class discussions on each effect. 3. Screen educational videos showing real-world examples of climate change effects	1. Pay rapt attention in the classroom. 2. Participate in group discussions on climate change impacts. 3. Create posters illustrating causes.	1. Visual aids (e.g. charts, diagrams, or videos). 2. Marker 3. Whiteboard	1. Assess students through quizzes, debates, and group discussions. 2. Monitor their understanding of the causes of climate change.

MITIGATION AND ADAPTATION STRATEGIES

Topic	Performance objective	Content	Activity		Materials	Evaluation
			Teachers	Pupils		
Mitigation and adaptation strategies	By the end of the class, the children should be able to explain the major effects of climate change, understand the importance of adaptation, and identify basic adaptation strategies.	<p>1. Adaptation strategies: conserving water, planting trees, and using clean energy.</p> <p>2. Local adaptation: local examples of climate change effects and adaptation efforts.</p> <p>3. Mitigation measures and examples</p>	<p>1. Conduct interactive discussions on climate change effects.</p> <p>2. Use real-life stories and visuals to illustrate adaptation strategies.</p> <p>3. Organize group discussions on local adaptation efforts.</p>	<p>1. Pay rapt attention in the classroom</p> <p>2. Create posters depicting climate change impacts and adaptation solutions.</p> <p>3. Participate in class debates on the importance of adaptation.</p> <p>4. Perform climate action project (reducing waste and planting trees)</p>	<p>1. Visual aids (e.g. charts, diagrams, or videos).</p> <p>2. Marker</p> <p>3. Whiteboard</p> <p>4. Seedlings and planting materials (hoe, cutlass, and watering can)</p> <p>5. Wastebin</p>	<p>1. Assess students through quizzes and their participation in projects.</p> <p>2. Evaluate their understanding of climate change effects and adaptation strategies.</p>

ROLES OF AN INDIVIDUAL IN CLIMATE ACTION

- 1. Reduce energy use:** teachers should encourage them to turn off lights and appliances when not in use.
- 2. Save water:** teachers should admonish them to use water wisely; and fix leaky pipes.
- 3. Reduce, reuse, and recycle:** teachers should encourage them to reduce waste, reuse it, and recycle when necessary.
- 4. Plant trees:** teachers should explain the importance of trees in absorbing carbon dioxide.
- 5. Conserve resources:** teachers should encourage the use of resources like paper and plastic responsibly.
- 6. Limit car trips:** teachers should encourage them to walk and use a bike often to reduce emissions.
- 7. Protect wildlife:** teachers should discuss the impact of climate change on animals.
- 8. Educate others:** teachers should encourage them to share their knowledge.
- 9. Reduce plastic:** teachers should talk about plastic pollution and alternatives.
- 10. Support renewable energy:** teachers should explain the need to use clean energy sources.
- 11. Practice sustainable agriculture:** teachers should teach them about sustainable farming.
- 12. Support climate policies:** teachers should show the importance of voting for climate-friendly policies.

13. **Save the oceans:** teachers should explain the impact of climate change on oceans.
14. **Be prepared:** teachers should discuss climate-related emergencies and preparedness.
15. **Reduce food waste:** teachers should explain the consequences of food waste.
16. **Lead by example:** teachers should encourage them to inspire others with their actions

FIELD TRIP

This will involve a series of trips to sites that are being affected by climate change.

FORMATION OF CLIMATE CHANGE CLUB

The formation of a climate change club will involve the development of the club's rules which will detail the club's mission, vision, and objectives, and registration with the schools. The club will connect young ones from different schools and will empower them to be able to take action on climate change mitigation and adaptation strategies.

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