

**Amplifying children and young people's
voices through Art for Climate Action.**

Virtual training manual for educators in Nigeria

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Overview

This training is designed to provide practical guidance to educators for:

- ❑ Supporting learners during the making sessions, and
- ❑ Encouraging learners to tap into their cultural heritage and explore diverse indigenous artistic expressions that can be used as advocacy tools for climate action.

The intention is to amplify children and young people voices, and inspire them to take action and become active advocates for climate change mitigation/adaptation and resilience building.



Training objectives

By the end of the sessions, educators will:

1. Understand how arts can support children's engagement with climate action.
2. Gain practical skills in designing and facilitating indigenous and local artistic expressions for advocacy and social change.
3. Improve their ability for integrating art-based methods into teaching and learning.
4. Expand their research and dissemination skills particularly in the use of art-based methods for advocacy.



Training agenda (3 hours)

Session 1: Welcome and Introduction (50 mins)

Session 2: Understanding A4A research (40 mins)

Session 3: Hands-on creative expression (60 mins)

Session 4: Integrating Art for Action in the classroom (30 mins)



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Session 1: Welcome and Introduction (50 mins)

Ice breaker - Advocacy storyboarding (10 mins)

Materials Needed

- ❑ Digital tools: Padlet for a digital collage

Click [Short tutorial on how to use Padlet](#)



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Step 1: Story your advocacy journey (10 minutes)

- ❑ Dear participant, take a few minutes to create a visual storyboard representing your advocacy journey:
 - This can include drawing, short poem, writing key words, or adding stickers/images to depict a personal advocacy experience you've had (a moment when you advocated/spoke for change, or a campaign you were part of, or when you had to lend your voice for a cause you deeply believed in)
 - Use colours, symbols, and shapes to reflect your journey (e.g., obstacles could be represented by storm clouds, triumphs by shining stars, the sun, etc.)



Step 2: Gallery walk (10 minutes)

- Dear participant, scroll through the digital boards to observe the stories of other participants. Leave comments or reactions on the shared boards.
- Ask one question to someone else's storyboard E.g. What is the key message or learning from your advocacy journey?



Step 3: Group reflection and link to focus of the training workshop (10 minutes)

- Dear participant, share your storyboard and the key insights you learned from others. Discuss the diverse ways advocacy looks and how each person can bring their unique perspective.
- The diversity of experiences in this virtual room contributes to the broader objective of collective voice and impact.



Discussion (10 minutes)

- ❑ Why do children participation matter in climate action?

See [Articles 12 and 13](#) of the Convention on the Rights of the Child.

- ❑ How can children contributions be meaningfully **captured**, **represented**, and **reported** in ways that respect their voices and ensure they feel confident and valued?



Session outcome

By the end of this session, educators should be able to:

- Reflect on their personal advocacy journeys and recognise how the insights gained from sharing these experiences can shape their approach to facilitating participatory, child-centred, advocacy-focused making sessions in the classroom, ensuring active and engagement and inclusion.
- Deepen their understanding of the critical role children's voices play in climate action, and how their personal advocacy experiences can be used to inspire and mobilise students to take meaningful action, fostering a sense of ownership and collective impact in addressing climate issues.



Session 2: Understanding A4A research (45 mins)

What is Art for Action (A4A) research?

- It is action research, and the focus is to empower young people through artistic expression, particularly in the context of climate change
- The research is about how "Artivism" (art as activism). Artivism can serve as a tool for young people to express their concerns, ideas, and responses to climate change at local, community levels
- It is also about how young people can engage with various art forms to raise awareness, provoke discussions, and spark meaningful action towards addressing climate issues



Art for Action research

Activity:

- In break-out rooms look at the 8 principles of Art for Action

Discuss:

- What EVIDENCE /DATA are we looking for?
- How can educators contribute as researchers?
- What questions and concerns do you have?





Case study - Children driving social change through art

Educators discuss the case study (video) below in break-out rooms.

<https://www.youtube.com/watch?v=zljgKQDYvo&t=3s>

Prompt

Reflect on cultural and Indigenous art forms relevant to your communities and how these can be adapted to inform the A4A project.



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Session outcome

By the end of this session, educators will be expected to:

- Understand how arts can support children's engagement with climate action
- Identify various means of arts including cultural heritage to express climate concerns, advocate for action, and initiate conversations on locally relevant solutions
- Recognise cultural and Indigenous art forms relevant to their communities and how these can be adapted to inform the A4A project

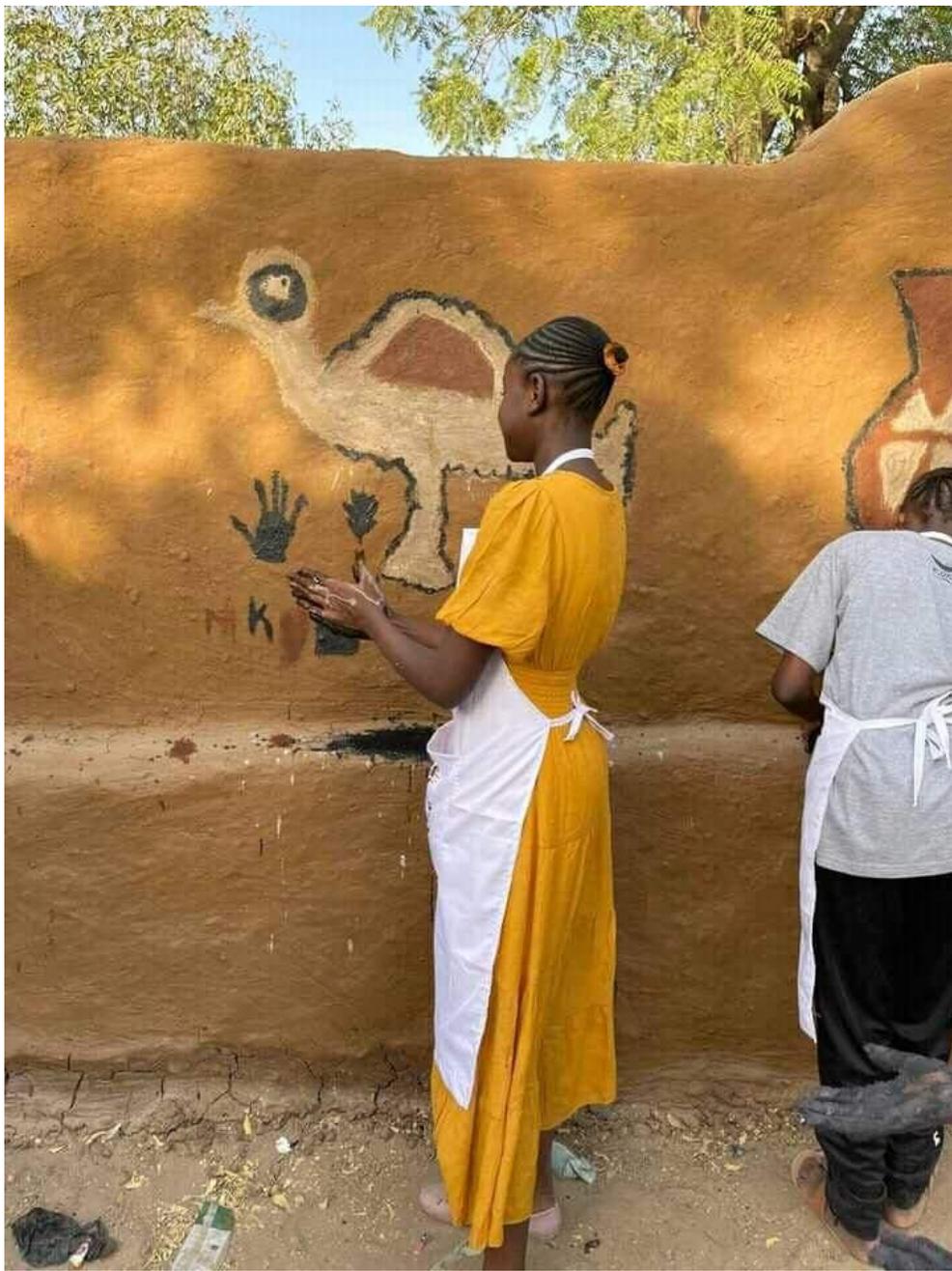


Session 3: Hands-on creative expression (60 mins)

Practical Engagement

- ❑ Educators participate in guided activities to explore how they can support learners to tap into their own cultural heritage to express their understanding of climate issues and advocate for change.
- ❑ During each activity, participants will also practice data collection techniques, such as observation, documentation, and reflective note-taking, to inform their classroom facilitation.





Activity: Visual Art

- In groups, educators identify a local climate challenge and design a visual activity (e.g., collage, photo story, drawing, or comic strip).



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Session 3: Hands-on creative expression (60 mins)

Activity: Participatory arts-based activities

- ❑ Educators brainstorm and co-develop an arts-based participatory activity (e.g., a short performance, poem, citation, monologue or role-play) that children can explore in their making sessions.



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Session 3: Hands-on creative expression session and data gathering (CONTD)

Data gathering

- Educators will document the decision-making process, noting how participants select themes and materials, what narratives and dialogues emerge, and how cultural influences shape the artwork (if applicable).
- They will practice capturing qualitative data through annotated texts, participant reflections, and audio or video recordings of group discussions as well as short clips or photographs of the making process.



Session outcome

By the end of this session, educators will be expected to:

- Deepen their research skills in the use of art-based methods.
- Extend their understanding of strategies to support children during A4A making sessions.
- Enhance knowledge of fostering participatory dialogue, ensure inclusivity, diversity and encourage self-expression.



Session 4: Integrating Art for Action in the classroom (30 minutes)



Activity 1: Brainstorming and activity planning (10 mins)

Educators will work individually or in small groups to design activity plans that integrate multi-modal artistic creations for the A4A project into their classroom settings. Central to this planning is the pre-developed Confidence Board—a visual tool that has been designed for use during the three-day engagement to gauge learners' confidence pre and post participation in the A4A making sessions. Educators will be encouraged to propose how the confidence board can be adapted or modified to suit their classroom dynamics and diverse learner needs.



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Activity 2: Gallery walks (10 mins)

Participants will display their activity plans and suggestions for enhancing the Confidence Board. During this interactive gallery walk, educators will discuss how the co-modified Confidence Board can be effectively implemented during the A4A making sessions. The session will include a brief demonstration of the Confidence Board, showcasing practical ways it can be used and how educators can support learner engagement throughout the A4A process.



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Why ETHICS matter (10 mins)

Objective: To ensure educators understand the ethical considerations of working with children during the making session, particularly in data collection and documentation.

Why ethics matter: Research with children requires respect, care, and protection. Ethical practice builds trust and ensures children feel safe and valued. Educators play a key role in ensuring research is conducted fairly and responsibly.

Key ethical principles: Informed consent, confidentiality, power dynamics and voluntary participation.



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Why ETHICS matter (CONTD)

Practical ethical scenarios

Educators discuss or reflect on the following scenarios:

Scenario 1: A child feels uncomfortable sharing their artwork—how do you respond?

Scenario 2: You notice a child is deeply affected by the discussion on climate issues—what should you do?

Scenario 3: A child wants to include their full name in a publicly shared project and their parents/guardian have not given their consent for their names to be published—how do you handle this?



Session outcome

By the end of this session, educators will be expected to be able to:

- Integrate multi-modal artistic creations into their classroom settings.
- Implement Confidence Boards during the A4A making sessions.
- Understand the ethical considerations of working with children.



Reflection and closing

- How did it feel to collect data during the creative process?
- What challenges might you face in your own classroom when gathering data from learners?
- What steps can you take to ensure children's privacy and confidentiality during the making sessions?
- Any other question?

