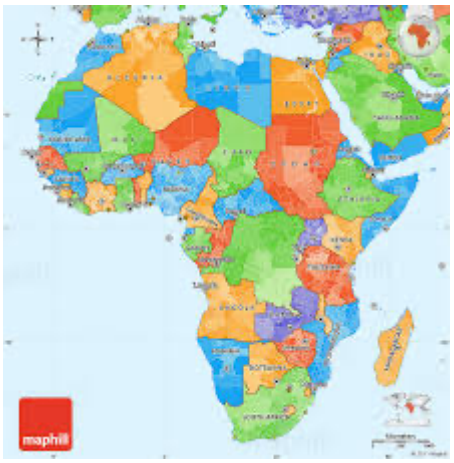
CSI

CORNERSTONE INTERNATIONAL GERMANY

SCREAM (Supporting Children Rights Through Education Arts and Media for sustainable education beyond 2030)



SCREAM CURRICULUM: 10-MODULE SCHOOL PROGRAM-2025-2030

Developed by Misheck Lyuba Chitanda -CSI Germany

🎯 OVERALL GOAL

Empower youth (ages 8–25) in Sub Africa region to become agents of climate resilience and water conservation using education, arts, sports, and media.

🌱 Module 1: Introduction to Climate Change and Children's Rights

- **Objective:** Help children understand what climate change is and how it impacts their rights (health, water, education).
- **Key Topics:**
  - Basic science of climate change (age-appropriate)
  - Environmental impacts on children's lives
  - Rights of the child in the context of climate action
- **Activities:**
  - Interactive storytelling or roleplay
  - Drawing what "a safe environment" looks like

💧 Module 2: Water – A Human Right and Natural Resource

- **Objective:** Teach children about water sources, the water cycle, and why access to clean water is a basic human right.
- **Key Topics:**
  - Water cycle & importance of clean water
  - How water scarcity affects daily life
  - Water as part of SDG 6
- **Activities:**
  - Simple water filtering experiment
  - Creative posters: "Save Every Drop"

🔥 Module 3: Local Environmental Challenges in Africa

- **Objective:** Build awareness of the region's environmental challenges—drought, flooding, pollution, and deforestation.
- **Key Topics:**
    - African's environment: strengths and vulnerabilities
    - Impacts of oil, industry, and poor waste management
    - Link between climate and conflict
- **Activities:**
    - Documentary screening + discussion
    - Debate: "Can oil and nature co-exist?"

🎭 Module 4: Arts for Advocacy – Drama, Drawing & Climate Messages

- **Objective:** Use the arts to creatively express environmental issues and solutions.
- **Key Topics:**
    - Using arts for change
    - Visualizing problems and imagining solutions
- **Activities:**
    - Group mural creation: "My Dream Environment"
    - Skit or puppet show: "The Water Protectors"

📽️ Module 5: Media and Digital Storytelling

- **Objective:** Enable children to use photography, video, and radio to spread awareness.
- **Key Topics:**
    - Basics of storytelling
    - Using mobile phones and basic editing tools
- **Activities:**
    - "My Environment" video diaries

- Radio spot or podcast on water saving tips

🧼 Module 6: Hygiene, Sanitation, and Water Use at School and Home

- **Objective:** Improve WASH (Water, Sanitation, and Hygiene) behaviors among students.
- **Key Topics:**
  - Handwashing and toilet hygiene
  - Water safety and storage
  - Role of sanitation in preventing disease
- **Activities:**
  - Sanitation role play
  - Hygiene relay races or quiz competitions

🤸 Module 7: Sports for Climate and Water Awareness

- **Objective:** Use sports and physical games to reinforce environmental education.
- **Key Topics:**
  - Teamwork in solving climate problems
  - Sustainability in daily habits
- **Activities:**
  - “Eco Olympics”: climate-themed relay games
  - Environmental quiz challenge with physical tasks

🌍 Module 8: Ecosystem Restoration and Biodiversity

- **Objective:** Learn how to protect and restore ecosystems (linked to SDG 13 and UN Decade on Ecosystem Restoration).
- **Key Topics:**
  - What are ecosystems?

- Local flora and fauna
- Forests, water sources, and climate connection

- **Activities:**
  - Planting trees or school garden
  - Biodiversity scavenger hunt

🗣️ **Module 9: Youth Leadership and Climate Advocacy**

- **Objective:** Train children to become climate ambassadors in their communities.
- **Key Topics:**
  - What is advocacy?
  - How to lead school or community campaigns
  - Public speaking skills
- **Activities:**
  - Plan a climate awareness campaign
  - Youth-led eco-club project launches

Module 10: Impact of Cooking with Firewood, Charcoal, and Biomass

• **Objective:** Help youth understand how traditional cooking methods affect health, the environment, and climate change.

• **Key Topics:**

o Indoor air pollution and its impact on health (especially for women and children)
o Deforestation and biodiversity loss caused by charcoal and firewood use
o Carbon emissions and contribution to global warming

• **Activities:**

o Demonstration or video on smoke from traditional stoves vs clean stoves
o Group discussion: “How does cooking affect our planet and families?”
o Drawing or poster: “Healthy Cooking, Healthy Planet”

Module 11: Importance of eCooking

• **Objective:** Highlight the benefits of clean and electric cooking compared to charcoal and firewood, emphasizing health, environmental, and social advantages.

• **Key Topics:**

o What is eCooking and how it works
o Benefits: clean air, time savings, safety, and reduced environmental degradation
o Gender equality and empowerment through access to modern cooking technologies
• **Activities:**
o Demonstration of eCooking equipment (or video simulation)
o Group role-play: “A Day in a Clean Energy Home”
o Community awareness poster design: “Cook Clean, Live Green”

🧪 Module 12: Innovation, Reflection and Action Planning

- **Objective:** Encourage innovative thinking and action-oriented planning to sustain climate work.
- **Key Topics:**
  - What can YOU do? From school to home
  - How to sustain eco-clubs and infrastructure
  - Monitoring changes over time
- **Activities:**
  - Create action plans with SMART goals
  - Reflection journals and commitment pledges

📚 Curriculum Features

Component	Details
Target Age	8–18 (activities differentiated for age groups)
Session Duration	60–90 minutes per module (adjustable)
Delivery Methods	Classroom teaching, arts, drama, sports, media, and peer learning
Facilitators	Teachers trained via CASCADE model (TOTs)

Component	Details
Tools	Workbooks, classroom lessons, posters, internet network, laptops, power point, mobile phones, audio/video recorders, art supplies and , transport

---

🛠️ Support Materials Needed

- Teacher training manual
- Student activity booklets (age-specific)
- Visual aids (posters, videos)
- Drama kits (props, costumes)
- Art and craft materials
- Basic media equipment (mobile phones, recorders)
- Hygiene kits (soap, water bottles)

🌀 Integration with Project Outputs

Module	Linked Project Objective
1–3	Objective 1: Knowledge and skills on climate change & water
4–6	Objective 2: Youth-led awareness campaigns via arts/media
7–10	Objective 3: Community mobilization & sustainability

🔁 Suggested Curriculum Roll-Out

- **Pilot Duration:** 10 weeks (1 module per week) OR 5 weeks (2 modules/week)
- **Delivery Format:** After-school or integrated into science/social studies hours
- **Evaluation:** Pre/post quizzes, written exams, reflection journals, group project

SCREAM CURRICULUM – MODULE 1: INTRODUCTION TO CLIMATE CHANGE AND CHILDREN'S RIGHTS

Target Group: Youth ages 8–25 (adjustable by activity depth)

Objective:
Children will understand the basics of climate change, its effects on their daily lives, and how it connects to their rights (health, water, education, play, survival).

Duration: 2–3 hours (can be broken into two sessions).

Lesson 1: What is Climate Change?

Age focus: 8–12 (simplified) / 13–18 (deeper science).

- **Key Content:**
    - Definition of climate and difference from weather.
    - Greenhouse effect explained with simple visuals.
    - Human activities that increase climate change (deforestation, burning fossil fuels, pollution).
- **Teaching Methods:**
    - Show a short animation/video.
    - Simple science experiment: put one jar with plastic wrap in the sun (greenhouse effect demo).
    - Group discussion: “How is the weather changing in your town/village/city?”
- **Activity:**
    - **Younger children (8–12):** Coloring worksheet of Earth showing “hot” and “cool” zones.
    - **Older youth (13–18):** Debate: “Are humans the main cause of climate change?”

Lesson 2: How Climate Change Affects Children’s Lives

Age focus: Mixed.

- **Key Content:**
    - Impacts on clean water, food, health, and safety.
    - Floods, droughts, and pollution — real stories from their region.
    - Link to school attendance, play, and mental well-being.
- **Teaching Methods:**

    - Case study storytelling (e.g., a child who walks further for water because of drought).
    - Mapping exercise: draw your community and mark areas affected by heat, water shortage, or waste.
- **Activity:**
    - **Younger children:** Roleplay—pretend to be a child in a drought-hit village and act out daily challenges.
    - **Older youth:** Group project—create a "climate impact journal" describing one week in the life of a child in an affected area.

Lesson 3: Children's Rights in Climate Action

Age focus: 10–18.

- **Key Content:**
    - UN Convention on the Rights of the Child (simplified).
    - Rights most at risk: right to water, health, education, play, and survival.
    - Why children must be included in climate solutions.
- **Teaching Methods:**
    - Use picture cards with rights symbols (water tap, school, soccer ball, doctor).
    - Link each right to how climate change threatens it.
- **Activity:**
    - **Younger children:** Draw "My Right to a Safe Environment" – create posters.
    - **Older youth:** Write a "Children's Rights Climate Pledge" – short statements on what rights they want to protect and how.

Wrap-Up & Reflection

- Circle time or discussion: "What one thing will you tell your family/friends about climate change and children's rights?"

- Optional creative activity: group song, poem, or skit about “Protecting our Planet, Protecting our Rights.”

Deliverables from Module 1:

- Posters/drawings of safe environments.
- Journals or pledges from older youth.
- Improved awareness of the science and rights connection.

cornerstone
INTERNATIONAL

SCREAM CURRICULUM – MODULE 2 WATER – A HUMAN RIGHT AND NATURAL RESOURCE

Target Group: Youth ages 8–25(adjustable by activity depth)
Duration: ~3–4 hours (can be spread across 2 sessions)
Objective:

- Understand the water cycle and importance of clean water.
- Explore how water scarcity impacts daily life.
- Connect water issues with **Sustainable Development Goal (SDG) 6: Clean Water and Sanitation**.
- Encourage responsibility for water conservation.

📘 Lesson Breakdown

1. Introduction & Icebreaker (20 min)

- **Activity:** "How Many Buckets?" Game
    - Students estimate how many buckets of water they or their family use in a day (drinking, cooking, bathing, washing).
    - Compare answers, then show average daily water use globally (rich vs. poor regions).
- **Learning Point:** Water use is unequal across the world.

---

2. Water Cycle & Importance of Clean Water (60 min)

Key Topic: How water moves through nature and why clean water is essential.

- **Mini-Lesson (15 min):**
  Use a simple drawing or animation to explain the **water cycle** (evaporation, condensation, precipitation, collection).
- **Hands-On Experiment (30 min):** *Mini Water Filter*
  - Materials: plastic bottles, sand, gravel, cotton, charcoal, dirty water.
  - Students build small filters and see how water is cleaned.
  - Compare filtered vs. unfiltered water.
- **Discussion (15 min):** Why natural water sources can get polluted (factories, plastic waste, sewage).

Learning Outcome: Students can explain the cycle and why clean water is necessary for health and life.

---

3. Water Scarcity & Daily Life (45 min)

Key Topic: How lack of water affects children, families, and communities.

- **Role Play (25 min):**
  Students act out different scenarios:
  - A child walking 5 km daily to fetch water.
  - A farmer without enough water for crops.
  - A city family wasting water on car washes.
- **Debrief (20 min):** Discuss feelings during role play.
  - How does water scarcity affect school, health, and play?
  - Who suffers most when water is limited? (Women, girls, farmers, poor communities).

Learning Outcome: Students build empathy and recognize water's value.

---

4. Water as a Human Right & SDG 6 (40 min)

Key Topic: Water is part of the UN Sustainable Development Goals.

- **Mini-Presentation (15 min):**
  Introduce **SDG 6: Ensure availability and sustainable management of water and sanitation for all.**
- **Group Activity (25 min):**
  - Split into groups, each makes a short skit, song, or short news report explaining why *water is a human right*.
  - Share with the class.

Learning Outcome: Students link local water issues to global goals.

---

5. Creative Arts for Advocacy (40 min)

Activity: Poster Campaign – "Save Every Drop"

- Students design posters showing ways to conserve water at school/home.
- Posters can use slogans, drawings, or recycled materials.
- Display posters around school/community.

Learning Outcome: Students express advocacy through creativity and media.

---

6. Reflection & Closing (15 min)

- Circle reflection: each student shares one new thing they learned and one action they will take to save water.
- Optional: Create a **Water Pledge Wall** where students sign their water-saving commitments.

✨ **Materials Needed**

- Chart paper, markers, crayons.
- Empty plastic bottles, sand, gravel, cotton, charcoal for filter experiment.
- Pictures/videos of global water use.
- SDG 6 icon printouts.

📌 **Assessment / Evaluation**

- Participation in role play and experiments.
- Poster campaign quality (message clarity, creativity).
- Group skits about water as a human right.
- Reflection responses and pledges.

cornerstone
INTERNATIONAL

•

SCREAM CURRICULUM – MODULE 3 LOCAL ENVIRONMENTAL CHALLENGES IN AFRICA REGION

Target Group: Youth ages 8–25
Age group: 8–18 (adapt methods to age group)
Duration: 5–6 sessions (1.5–2 hours each)

Objective:
Build awareness of the region's environmental challenges—drought, flooding, pollution, and deforestation—while linking them to children's rights, resilience, and sustainability.

Lesson 1: Africa and MENA Environment – Strengths & Vulnerabilities

Learning Outcomes:

- Students identify natural resources and biodiversity strengths of KRI.
- Students analyze vulnerabilities (drought, water scarcity, desertification, and fragile ecosystems).
- Students connect environment to human rights and children's futures.

Activities:

1. **Icebreaker Map Game** – Groups mark strengths (rivers, forests, minerals) and vulnerabilities (drought zones, desertification) on a blank regional map.
2. **Group Brainstorm** – "What makes our environment special? What puts it at risk?"
3. **Mini Poster Creation** – Youth create posters showing *two strengths* and *two vulnerabilities*.

Materials: Maps, markers, flipcharts, projector.

Lesson 2: Impacts of Oil, Industry & Poor Waste Management

Learning Outcomes:

- Students understand how oil spills, industry, and waste affect ecosystems, water, and health.
- Students explore how poor waste disposal impacts daily life.
- Students practice creative expression as a form of environmental advocacy.

Activities:

1. **Documentary Screening** – Short film on oil spills in the Africa on waste issues .
2. **Discussion** – Guided questions: "How does this affect children, animals, water?"
3. **Art for Change** – Students create drawings/poems showing "A World with Waste vs. Africa Without Waste."

Materials: Documentary clip, projector, art supplies.

Lesson 3: Climate and Conflict – How They Connect

Learning Outcomes:

- Students analyze how drought, water scarcity, and land degradation fuel migration and conflict.
- Students link climate resilience with peace and stability.
- Students practice critical thinking through role play.

Activities:

1. **Storytelling Role Play** – Divide class into groups: Farmers, rural ,peri urban City Residents. Each group explains how drought impacts them.
2. **Facilitated Dialogue** – "How can water scarcity cause conflict? How can cooperation prevent it?"
3. **Peace Wall** – Students write one action to reduce environmental conflict and stick it on the wall.

Materials: Flipcharts, sticky notes, markers.

Lesson 4: Debate 1 – Can Oil and Nature Co-exist?

Learning Outcomes:

- Students develop argumentation and public speaking skills.
- Students evaluate environmental vs. economic trade-offs.
- Students strengthen teamwork and research skills.

Activities:

1. Divide students into **two teams** (For/Against).
2. Teams research and prepare arguments (with teacher-provided fact sheets).
3. Structured Debate: 2 mins opening, 2 mins rebuttal, audience Q&A, closing remarks.
4. Class Vote + Reflection: "What did we learn about balance between nature and development?"

Materials: Debate guidelines, fact sheets, timer, chalkboard.

Lesson 5: Debate 2 – Has Mineral Extraction Contributed to Climate Change?

Learning Outcomes:

- Students understand environmental impacts of mining and mineral extraction.
- Students link resource exploitation to climate emissions and land degradation.
- Students build critical analysis and civic engagement skills.

Activities:

1. Divide into Pro/Con groups.
2. Teacher provides starter facts (CO_2 from mining, toxic waste, economic benefits).
3. Debate with structured roles (openers, responders, audience).
4. Students write a **short reflection essay**: "If I were a policymaker, how would I manage mining?"

Materials: Fact sheets, projector, chalkboard, notebooks.

Lesson 6: Site Visit – Oil Refinery or Cement Mining Area

Learning Outcomes:

- Students witness real-world impacts of industry on environment and communities.
- Students translate observations into creative advocacy (poems, drawings, short reports).
- Students reflect on children's right to a safe and clean environment.

Activities:

1. Guided Site Visit with safety briefing.
2. Students take notes, photos (if allowed), and observations.
3. Back in class:
    - **Younger students:** Write a poem/draw a picture about what they saw.
    - **Older students:** Write a short field report (1 page).
4. Group sharing session – Students present poems/reports in a "mini exhibition."

Materials: Transport logistics, notebooks, cameras/phones, art materials.

✅ **Assessment Across Module:**

- Participation in discussions and debates.
- Creativity in art, poems, and reports.
- Reflection essays and group posters.
- Engagement during site visit.

SCREAM CURRICULUM – MODULE 4 ARTS FOR ADVOCACY: DRAMA, DRAWING & CLIMATE MESSAGES

Target Group: Youth ages 8–25
Duration: 2–3 sessions (each 60–90 minutes)
Objective: Use the arts to creatively express environmental issues and solutions.

Lesson 1: Using Arts for Change

🎯 **Learning Goal:** Students understand how art can be a tool for awareness, advocacy, and community change.

Steps:

1. **Warm-up Discussion (10 min):**
    - Ask: *"What is your favorite form of art? How can it make people think or act differently?"*
    - Show examples (posters, songs, plays, cartoons) that highlight climate/environmental issues.
2. **Mini-lecture (10 min):**
    - Explain how drama, music, murals, and drawings have historically influenced movements (e.g., anti-apartheid songs, climate marches posters, indigenous storytelling).
3. **Activity – Art Detective (20 min):**
    - Display 3–4 environmental artworks (murals, climate protest signs, cartoons).
    - Small groups analyze: *What problem is shown? What message is given? Who is the audience?*

    - Share findings.

4. **Reflection (10 min):**
    - Students write or say one environmental issue they'd like to communicate through art.

Lesson 2: Visualizing Problems and Imagining Solutions

🎯 **Learning Goal:** Students explore how to illustrate environmental challenges and propose creative solutions.

Steps:

1. **Brainstorm (10 min):**
    - List local environmental challenges (e.g., plastic waste, water scarcity, desertification).
    - Students pick one issue that matters most to them.
2. **Activity – Problem vs. Solution Drawing (25 min):**
    - Fold paper into two sections.
    - Left: draw the problem (*polluted river, deforestation*).
    - Right: draw the solution (*clean river, reforestation*).
3. **Sharing & Discussion (15 min):**
    - Students display their drawings.
    - Discuss: *Which solutions are realistic? How can we make them happen?*

Lesson 3: Group Activities

Activity 1: Group Mural Creation – "My Dream Environment"

- **Time:** 40–60 min
- **Materials:** Large paper/canvas, paint/markers, brushes
- **Instructions:**
    - Groups design a mural showing a healthy, sustainable environment.
    - Include symbols of children's rights and nature (trees, rivers, homes, animals).
    - Present mural to class and explain its message.

Activity 2: Hear My Youth Voice – Drawing Advocacy Posters

- **Time:** 30–40 min
- **Instructions:**
    - Each student creates a poster with a climate/environmental slogan.
    - Examples: *"Save Water, Save Life"*, *"Trees Are Our Future"*.
    - Display posters in school/community space.
    - Paint school wall or school entrance by older student

Activity 3: Drama – Skit or Puppet Show: "The Water Protectors"

- **Time:** 45–60 min
- **Instructions:**
    - Divide into small groups.
    - Students create a short play or puppet show.
    - Storyline example: *Children notice their village well drying up, discover water misuse, and come up with community solutions.*
    - Perform for classmates or school audience.

Closing Reflection & Action

- Ask students: *"How did using art help you express your feelings about climate change?"*
- Encourage them to use art in community campaigns, social media, or school events.
- End with a group chant/song about protecting the Earth.

✅ By the end of this module, students will have:

- Understood how art can inspire action.
- Expressed climate challenges and solutions visually and dramatically.
- Created advocacy works (murals, posters, plays) to share with peers and community.

SCREAM CURRICULUM – MODULE 5 MEDIA – ONLINE DEBATE AND DIGITAL STORYTELLING

Target Group: Youth ages 8–18
Duration: 7 sessions (each 60–90 minutes)
Objective:
Enable children to use photography, video, and radio to spread awareness on climate change and water conservation while building digital storytelling and communication skills.

📖 Lesson 1: Basics of Storytelling

- **Learning Objective:** Understand how stories create impact and how to frame a message around climate resilience and water conservation.
- **Activities:**
  - Introduce "The 5 Ws of Storytelling" (Who, What, Where, When, Why).
  - Group exercise: retell a short climate-related story in their own words.
  - Identify emotions in sample stories (hope, urgency, action).
- **Outcome:** Students can outline a short environmental story with a clear beginning, middle, and end.

📷 Lesson 2: Visual Storytelling with Photography & Video

- **Learning Objective:** Learn to use mobile phones for photos and short videos to capture local environmental issues.
- **Activities:**
  - Demonstration: framing, lighting, and capturing impactful photos.
  - Small groups create a "photo essay" on a local water/climate issue.
  - Start **"My Environment" video diary** project (1–2 min clips per student).

- **Outcome:** Students produce simple but effective visual stories highlighting climate or water issues in their community.

🎥 Lesson 3: Using YouTube and Digital Platforms for Advocacy

- **Learning Objective:** Explore how social media and YouTube can amplify messages globally.
- **Activities:**
  - Case study: watch a youth-led YouTube climate campaign.
  - Discuss “responsible online presence” (safety, copyright, fact-checking).
  - Students upload their “My Environment” videos to a private class channel.
- **Outcome:** Students understand how to publish and share stories online responsibly.

🛠️ Lesson 4: Basic Editing Tools & Mobile Journalism

- **Learning Objective:** Gain practical skills in basic editing for clarity and impact.
- **Activities:**
  - Introduce free editing apps (CapCut, InShot, Audacity for audio).
  - Practice: add text captions, background music, and cut unnecessary parts.
  - Peer review: classmates give feedback on clarity of message.
- **Outcome:** Students create polished video or audio clips suitable for sharing.

💬 Lesson 5: Digital Collaboration & Online Debates

- **Learning Objective:** Develop critical thinking and communication skills by engaging in digital discussions.
- **Activities:**
  - Create WhatsApp (or safe school-managed platform) groups for sharing information.
  - Teach debate rules: respect, evidence-based arguments, time management.

- Organize a **debate** with a partner school (local or international) on a climate-related question, e.g., *"Should governments ban plastic bottles to save water?"*

- **Outcome:** Students confidently share perspectives, collaborate, and learn from peers across regions.

🎙️ **Lesson 6: Radio, Podcasting & Audio Storytelling**

- **Learning Objective:** Use sound as a medium for education and advocacy.
- **Activities:**
  - Listen to a short environmental radio spot or podcast.
  - In groups, script and record a **1-minute radio spot** on water-saving tips.
  - Share via school assembly, community radio, or class WhatsApp group.
- **Outcome:** Students produce simple audio stories that can reach diverse audiences, even where internet is limited.

🎨 **Lesson 7: AI-Generated Cartoons & Climate Stories**

- **Learning Objective:** Use creative tools (AI-assisted art, comic strips) to tell climate and water stories visually.
- **Activities:**
  - Introduce free AI art/cartoon tools (e.g., Canva AI, ToonMe).
  - Students design a short **3–4 panel digital comic strip** on climate change/water conservation.
  - Exhibit cartoons in a "Digital Climate Gallery."
- **Outcome:** Students create advocacy materials that are engaging, fun, and educational.

✅ **Final Module Outcome:**

By the end of Module 5, students will:

- Tell compelling climate stories through video, audio, and digital media.
- Confidently participate in online debates and global exchanges.
- Create tangible advocacy materials (videos, podcasts, cartoons) to share within their communities and beyond.

SCREAM CURRICULUM – MODULE 6 : HYGIENE, SANITATION, AND WATER USE AT SCHOOL AND HOME

Target Age Group: 8–25
Duration: 60–90 minutes per session

Objective:
Improve WASH (Water, Sanitation, and Hygiene) behaviors among students by building knowledge, practical skills, and positive habits.

Key Topics & Detailed Lessons

1. Handwashing and Toilet Hygiene

Learning Outcomes:

- Understand the importance of proper handwashing.
- Learn correct techniques for handwashing.
- Recognize safe toilet behaviors to prevent contamination.

Activities:

- **Handwashing demonstration:** Teacher shows proper steps using soap and water; students practice.
- **Glow germ experiment:** Apply a safe fluorescent lotion and see "germs" under UV light to visualize missed spots.
- **Toilet hygiene discussion:** Discuss importance of flushing, cleaning, and safe waste disposal.

Materials Needed: Soap, water, UV light kit (optional), visual aids.

---

2. Water Safety and Storage

Learning Outcomes:

- Identify safe vs unsafe water sources.
- Learn simple ways to purify and store water.
- Understand risks of waterborne diseases.

Activities:

- **Water testing demo:** Show students how to check for clarity, taste, and smell.
- **Water storage challenge:** Students design a safe water storage system using locally available materials.
- **Storytelling session:** Share local examples of waterborne disease outbreaks and prevention strategies.

Materials Needed: Clean and dirty water samples, containers, visual aids.

---

3. Role of Sanitation in Preventing Disease

Learning Outcomes:

- Understand how poor sanitation leads to diseases like diarrhea, cholera, etc.
- Recognize the importance of latrines, handwashing stations, and proper waste disposal.

Activities:

- **Sanitation role play:** Students act out scenarios showing good vs poor hygiene practices.
- **Disease mapping:** Students draw simple diagrams showing how diseases spread through poor sanitation.
- **Quiz competitions:** Reinforce knowledge on sanitation facts.

Materials Needed: Chart paper, markers, flashcards, props for role play.

4. Water waste at home

Learning Outcomes:

- Identify water waste at home and in school.
- Learn simple ways to reduces water waste at home and school.
- Understand the effect and impact of water waste in relation to climate change.

Activities:

- **Water waste testing demo:** Show students how linking water pipes contribute to water waste by end of year.
- **Water waste challenge:** Show case how shower bath and gardening watering contribute to water waste.
- **Storytelling session:** Each student gives example of water waste at home and solution
  Materials Needed: Clean and dirty water samples, containers, visual aids

Interactive Activities Across the Module

1. **Hygiene Relay Races:** Teams race to complete hygiene tasks correctly (washing hands, cleaning a mock toilet, sorting safe water).
2. **Sanitation Drama:** Small groups prepare short skits illustrating hygiene mistakes and correct behaviors.
3. **WASH Poster Creation:** Students design posters promoting proper hygiene and water safety for display in school.
4. **Focus Group Discussion on water waste:** Video recording and

---

Assessment

- **Observation:** Monitor students' handwashing and hygiene practices during and after activities.
- **Quizzes & Games:** Test knowledge on WASH topics.
- **Project Work:** Evaluate student-designed water storage solutions or hygiene skits.

Extension Ideas

- Invite local health workers to give demonstrations.
- Organize a "Clean Water Week" at school with activities, competitions, and awareness campaigns.
- Encourage students to lead hygiene initiatives at home and in their communities.
- Encourage students to lead water conservation initiatives at home and in their communities

SCREAM CURRICULUM – MODULE 7. SPORTS FOR CLIMATE AND WATER AWARENESS

Target Age Group: 8–25
Duration: 60–90 minutes per session

🎯 *Objective*: Use sports and physical games to reinforce environmental education

---

Lesson 1: Teamwork in Solving Climate Problems

Age Group: 8–18 (adapt with complexity)
Duration: 60 minutes

Learning Outcomes:

- Understand the value of teamwork in addressing climate and water challenges.
- Develop problem-solving skills through sports-based collaboration.
- Connect teamwork in sports to teamwork in community environmental actions.

Activities:

1. **Warm-Up Discussion (10 min)**
    - Ask: *"What does teamwork mean in sports? How can teamwork help the environment?"*
    - Use examples: football defense, netball passing, relay races.
2. **Game: "Water Relay Challenge" (25 min)**
    - Teams carry cups of water across a distance without spilling.
    - Each spill = "wasted water."
    - Debrief: connect to conserving water in daily life.
3. **Reflection Circle (15 min)**
    - Students share how cooperation made them succeed.

- Link teamwork to community clean-up drives or tree planting.

Lesson 2: Sports in Hot and Cool Seasons

Age Group: 8–18
Duration: 60 minutes

Learning Outcomes:

- Recognize the impact of climate/seasonal changes on sports and health.
- Learn safe ways to exercise in different climates.
- Connect seasonal changes to climate awareness.

Activities:

1. **Interactive Talk (15 min)**
    - Compare playing football in hot season (risk of dehydration, sunburn) vs. cool season (risk of colds, slippery ground).
    - Discuss protective habits: water intake, light clothing, rest, stretching.
2. **Seasonal Sports Simulation (25 min)**
    - Split group into two:
        - *Hot season*: play a short game (football/netball) but pause for frequent hydration.
        - *Cool season*: do light exercises, focusing on safe warm-up/stretching.
3. **Group Discussion (15 min)**
    - "What challenges did you feel in each condition?"
    - Link to climate change effects (heat waves, drought, changing rainfall).

Lesson 3: Sustainability in Daily Habits

Age Group: 8–18
Duration: 60 minutes

Learning Outcomes:

- Identify sustainable habits that protect water and climate.
- Practice eco-friendly behaviors through sports.
- Build connections between sports discipline and environmental discipline.

Activities:

1. **Brainstorm (10 min)**
    - "What daily habits affect the environment?" (e.g., waste, plastic bottles, water use).
2. **Eco Sports Drill (30 min)**
    - Teams score points by answering sustainability questions.
    - Example:
        - Q: *"How can you save water at home?"* → correct answer = attempt at a basketball/netball shot.
        - Q: *"Why avoid plastic bottles?"* → correct answer = dribble challenge.
3. **Commitment Wall (15 min)**
    - Students write one eco-habit they will adopt (e.g., refill bottles, recycle, plant trees).

Combined Module Activities (End-of-Module Events)

1. **Eco Olympics (2–3 hours)**

- Stations:
    - *Water Relay* (conservation)
    - *Recycle Race* (sorting waste)
    - *Climate Quiz with Push-Ups* (answer + task)
    - *Team Tree Planting Challenge*

2.Seasonal Sports Event (football, netball, cycling, mountain climbing)

- Organize one in hot season, another in cool season.
- Students record observations on how conditions differ.

3.Environmental Quiz Challenge with Physical Task

- Teams answer questions about climate, water, and sustainability.
- Wrong answers = fun physical tasks (10 star jumps, short sprint).

SCREAM CURRICULUM – MODULE 8. ECOSYSTEM RESTORATION AND BIODIVERSITY

Target Age Group: 8–25
Duration: 60–90 minutes per session

Duration: 3–4 sessions (40–60 minutes each, can be extended for projects).

Objective: Learn how to protect and restore ecosystems (linked to SDG 13 and the UN Decade on Ecosystem Restoration).

Lesson 1: What Are Ecosystems?

Goal: Introduce students to the concept of ecosystems and why they matter.

- **Warm-up (10 min):**
  Ask: *"What living things do you see in your neighborhood?"* (birds, trees, insects, pets, people).
  Show a simple diagram of an ecosystem (plants, animals, soil, water, sun, humans).
- **Mini-Lesson (15 min):**
  Define **ecosystem**: A community of living things (plants, animals, humans) and non-living things (soil, water, air, sun) that work together.
  Discuss balance: If one part disappears (e.g., bees), the system suffers.
- **Activity (20 min): "Web of Life" Game**
  - Students each take a card (sun, tree, bird, insect, water, human, etc.).
  - Use string to connect relationships (e.g., tree → bird, water → fish).
  - Teacher removes one card (e.g., tree). Students see how the web collapses.
- **Reflection (10 min):**
  Why is every part important? How are humans' part of the ecosystem?

Lesson 2: Local Flora and Fauna

Goal: Learn about local plants and animals and their role in biodiversity.

- **Warm-up (5 min):**
  Show pictures of common local animals/plants. Ask students to name them in their local language.
- **Mini-Lesson (15 min):**
  - Explain **flora (plants)** and **fauna (animals)**.
  - Share 2–3 local examples (e.g., palm trees, date plants, camels in MENA; baobab trees, elephants in Africa; bamboo, tigers in Asia).
  - Emphasize that biodiversity = variety of life.
- **Activity (20 min): "Biodiversity Scavenger Hunt"**
  - Students explore the school yard/local area with notebooks or phones.
  - Task: Find 5 different plants, 3 different insects, 2 different birds.
  - Older students can research local endangered species.
- **Creative Wrap-Up (10 min):**
  Each student draws or writes about their favorite local plant/animal and why it matters.

Lesson 3: Forests, Water Sources, and Climate Connection

Goal: Understand how forests and water sources support climate resilience.

- **Warm-up (10 min):**
  Show 2 images: a green forest vs. a dried, deforested land. Ask: *"Which looks healthier? Why?"*
- **Mini-Lesson (15 min):**
  - Forests provide clean air, homes for animals, rainfall regulation.
  - Water sources (rivers, lakes, wetlands) are lifelines for humans, plants, and animals.
  - Climate change (droughts, floods) harms both forests and water.
- **Activity (20 min): Group Poster – "Ecosystem Heroes"**

    - Divide into groups: Forests, Rivers, Oceans, Wetlands.
    - Each group draws a poster showing: What it gives us 🌱, what threatens it ⚠️, and how to protect it 💧.
- **Reflection (10 min):**
  Groups present their posters. Teacher links to SDG 13 (Climate Action) and SDG 15 (Life on Land).

Lesson 4: Site Visit + Storytelling Project

Goal: Connect real-world experiences with ecosystem protection.

- **Field Activity (1–2 hours):**
  Visit a **local park, forest, river, or wetland**.
    - Students take notes and photos.
    - Observe: What plants/animals do they see? Are there threats (trash, cutting trees)?
- **Creative Task:**
    - Write a **short story or essay**: *"A World Without Ecosystems"*.
    - Younger students: Draw a picture of what life would look like with no trees, no clean water, no animals.
    - Older students: Write a story/news article/poem about why saving ecosystems is urgent.
- **Optional Extension:**
  Start a **school eco-project** (tree planting, clean-up, or creating a mini garden).

Practical Activities Summary

✅ Tree planting or school garden
✅ Biodiversity scavenger hunt
✅ "Web of Life" interactive game
✅ Posters & drawings for advocacy
✅ Site visit + storytelling

Key Takeaways

- Ecosystems = life support systems for humans and nature.
- Local flora and fauna are unique treasures worth protecting.
- Forests and water sources connect directly to climate resilience.
- Youth can be changemakers by restoring ecosystems (planting, protecting, storytelling).

SCREAM CURRICULUM – MODULE 9: YOUTH LEADERSHIP AND CLIMATE ADVOCACY

Target Group: Ages 8–25 (activities tailored by age group).
Duration: 4–5 sessions (1–2 hours each).

Objective: Train children to become climate ambassadors in their schools and communities.

Lesson 1: What is Advocacy?

- **Learning Goals:**
    - Understand the meaning of *advocacy* and its importance in climate action.
    - Differentiate between personal actions (individual responsibility) and collective actions (advocacy).
- **Activities:**

1. **Brainstorm & Word Map (all ages):** Write "Advocacy" in the center of a chart. Students brainstorm related words (e.g., voice, rights, change, policy, awareness).

2. **Storytelling (ages 8–12):** Share stories of young climate activists (e.g., Vanessa Nakate, Greta Thunberg, local youth champions).

3. **Case Study Debate (ages 13–18):** Analyze a successful youth-led advocacy campaign (plastic ban, tree planting, water rights). Discuss what made it effective.

- **Output:** Class poster/infographic titled *"Advocacy is…"* created by students.

Lesson 2: How to Lead School or Community Campaigns

- **Learning Goals:**

- Learn step-by-step planning of a campaign.
- Build teamwork and project management skills.

- **Activities:**

1. **Campaign Planning Simulation:** In groups, students design a mini-campaign on one issue (e.g., reducing plastic use, planting trees, water conservation).
    - Identify problem
    - Set a goal
    - Define target audience
    - Decide methods (posters, plays, social media, school assembly).
2. **Campaign Toolkit Creation:** Students prepare slogans, posters, chants, and logos.

- **Output:** A draft campaign plan presented to class.

Lesson 3: Public Speaking Skills

- **Learning Goals:**
    - Develop confidence in speaking for climate issues.
    - Practice persuasive and clear communication.

- **Activities:**

1. **Voice & Body Language Practice (all ages):** Short exercises in standing tall, eye contact, clear voice.
2. **Speech Drafting (ages 13–18):** Students write a 2-minute climate speech.
3. **Mock Press Conference:** Students role-play as youth climate leaders answering questions from peers acting as journalists.

- **Output:** Recorded short speeches (video or audio) to post on school social media page.

Lesson 4: Youth-Led Action – Eco-Clubs & Campaign Launch

- **Learning Goals:**
    - Apply advocacy skills in real school/community projects.

- Foster collaboration across age groups.

- **Activities:**

1. **Eco-Club Launch:** Students form or strengthen an eco-club with elected youth leaders.

2. **Project Kickoff:** Start a tangible project (school recycling, clean water awareness, energy saving campaign).

3. **Peer Teaching:** Older students mentor younger ones in planning and execution.

- **Output:** Eco-club action plan documented in photos/videos.

Lesson 5: Dialogue & Real-World Advocacy

- **Learning Goals:**
  - Experience grassroots advocacy in practice.
  - Engage with decision-makers respectfully and constructively.
- **Activities:**

1. **Dialogue Paper Preparation (ages 16–18):** Older students draft a paper expressing environmental concerns and proposing solutions (e.g., better waste collection, green public spaces, water-saving measures).

2. **City Council Visit:** Students present their dialogue paper to local authorities.

3. **Media Advocacy:** Document presentations and projects on social media and, if possible, share with local radio/TV.

- **Output:** Public presentation + media coverage of youth-led advocacy.

Assessment & Reflection

- **Formative:** Observation during speeches, group discussions, campaign plans.
- **Summative:**
  - Younger children (8–12): Poster, play, or video showcasing their advocacy message.
  - Teens (13–15): Campaign plan with clear goals and target audience.

    - Older teens (16–18): Dialogue paper + presentation to decision-makers.

- **Reflection Activity:** "I am a Climate Ambassador because…" students write one statement on a leaf-shaped paper and create a collective *Climate Leadership Tree* mural.

cornerstone
INTERNATIONAL

SCREAM CURRICULUM – MODULE 10: YOUTH LEADERSHIP AND CLIMATE ADVOCACY

Module 10: Impact of Cooking with Firewood, Charcoal, and Biomass

Target Group: Ages 8–25 (activities tailored by age group).
Duration: 4–5 sessions (1–2 hours each).

🎯 **Objective:** Help students understand how traditional cooking methods affect health, the environment, and climate change.

Lesson 1: Understanding Traditional Cooking Fuels

Learning Goal: Students identify common fuels (firewood, charcoal, crop residues) and understand how they are used in their community.
Activities:

1. **Fuel Hunt (20 min)** – Students list or bring examples/photos of cooking fuels used at home.
2. **Discussion Circle (25 min)** – Compare cooking practices in rural vs. urban homes.
3. **Fuel Mapping (15 min)** – Draw a "fuel map" showing where firewood or charcoal comes from and who collects it.
   Outcome: Students recognize the widespread use and cultural importance of biomass fuels.

Lesson 2: Health Impacts of Smoke and Indoor Pollution

Learning Goal: Students understand how smoke from firewood and charcoal affects the lungs, eyes, and general health.
Activities:

1. **Demonstration (20 min)** – Show how smoke builds up indoors (use safe visuals or videos).
2. **Story Sharing (30 min)** – Invite a local health worker or community member to talk about breathing problems caused by indoor smoke.
3. **Group Poster (20 min)** – Draw "Healthy Kitchen vs. Smoky Kitchen."
   Outcome: Students can explain the health risks of cooking with firewood and charcoal.

Lesson 3: Environmental Impacts of Biomass Use

Learning Goal: Students link traditional cooking to deforestation, soil loss, and climate change.
Activities:

1. **Cause-and-Effect Chain (25 min)** – Create diagrams showing how cutting trees for charcoal leads to soil erosion and floods.
2. **Tree Count Challenge (30 min)** – Estimate how many trees a family might use per year for cooking (use simple math and local examples).
3. **Reflection Journal (10 min)** – Write how their community could reduce tree cutting.
   Outcome: Students understand how unsustainable cooking contributes to deforestation and carbon emissions.

Lesson 4: Exploring Alternatives and Local Solutions

Learning Goal: Students explore local innovations that reduce pollution and wood use.
Activities:

1. **Local Innovation Fair (30 min)** – Showcase improved stoves, briquettes, or solar cookers (photos, models, or invited demos).
2. **Brainstorm Session (25 min)** – How can we promote cleaner cooking in our school or village?
3. **Eco-Pledge (15 min)** – Write one personal or family action to reduce biomass use.
   Outcome: Students identify practical, cleaner, and safer alternatives to firewood and charcoal.

✅ **End-of-Module Deliverables:**

- Posters on health and environmental impacts of cooking fuels
- Fuel source map and student reflection journals
- At least one “clean cooking” idea proposed by each group
- Community awareness poster or mini-campaign

---

cornerstone
INTERNATIONAL

SCREAM CURRICULUM – MODULE 11: YOUTH LEADERSHIP AND CLIMATE ADVOCACY

Module 11: Importance of eCooking (Clean and Electric Cooking)

Target Group: Ages 8–25 (activities tailored by age group).
Duration: 4–5 sessions (1–2 hours each).

🎯 **Objective:** Promote awareness of the benefits of clean and electric cooking, focusing on health, environment, time-saving, and gender equality.

Lesson 1: What Is eCooking?

Learning Goal: Students understand what eCooking means and how electric or clean cooking systems work.
Activities:

1. **Interactive Talk (20 min)** – Explain what eCooking is (electric stoves, induction, solar-powered cooking).
2. **Video/Photo Presentation (20 min)** – Show real examples of eCooking in homes or schools.
3. **Quiz Game (20 min)** – "True or False" on myths about electricity and cooking.
   Outcome: Students can define eCooking and identify its main features.

Lesson 2: Comparing eCooking vs. Charcoal and Firewood

Learning Goal: Students compare the benefits and disadvantages of each method.
Activities:

1. **Group Comparison Chart (25 min)** – List health, cost, time, and environmental impacts of firewood, charcoal, and eCooking.

2. **Role Play (30 min)** – Act out a family discussion deciding between traditional and eCooking.
3. **Reflection (10 min)** – Write one key benefit of eCooking.
   Outcome: Students recognize eCooking as a safer, cleaner, and more sustainable alternative.

Lesson 3: Health, Gender, and Time Benefits

Learning Goal: Students explore how eCooking saves time, improves health, and promotes gender equality.
Activities:

1. **Daily Routine Comparison (20 min)** – Compare how much time women spend collecting firewood vs. using eCooking.
2. **Case Study (25 min)** – Discuss stories of families who shifted to electric cooking.
3. **Drawing Activity (15 min)** – "A Healthy Home with eCooking."
   Outcome: Students understand how eCooking improves quality of life and supports gender equity.

Lesson 4: Promoting Clean Cooking in the Community

Learning Goal: Students develop communication and advocacy skills for promoting eCooking.
Activities:

1. **Campaign Design (30 min)** – Design posters or short radio messages promoting eCooking benefits.
2. **Community Pledge (15 min)** – Each group prepares a slogan or pledge for clean cooking.
3. **Presentation (20 min)** – Share campaigns with classmates, parents, or teachers.
   Outcome: Students become advocates for clean, modern, and healthy cooking practices.

✅ **End-of-Module Deliverables:**
• Group comparison charts of cooking methods
• Posters and campaigns promoting eCooking
• Student pledges for clean cooking awareness
• Reflection journals documenting what they learned

SCREAM CURRICULUM. MODULE 12: INNOVATION, REFLECTION AND ACTION PLANNING

Target Group: Ages 8–18 (activities tailored by age group).
Duration: 4–5 sessions (1–2 hours each).

🎯 **Objective**: Encourage innovative thinking and action-oriented planning to sustain climate work.

Lesson 1: What Can YOU Do? From School to Home

Learning Goal: Students recognize their personal role in climate and water conservation and identify practical steps at school, home, and community.

Activities:

1. **Brainstorm Session (15 min)** – Students list what they already do at school/home to save water, energy, or protect the environment.
2. **"Eco-Hero Challenge" (30 min)** – In small groups, design posters or skits showing one daily action (e.g., turning off taps, reusing materials).
3. **Take-home Task** – Create a family "Eco-To-Do List" with at least 3 actions to implement together.

Outcome: Students develop awareness of their own power to act and share actions with families.

Lesson 2: How to Sustain Eco-Clubs and Infrastructure

Learning Goal: Students learn how to keep eco-projects alive through leadership, teamwork, and resource management.

Activities:

1. **Case Study Sharing (20 min)** – Show examples of successful youth eco-clubs worldwide (can be adapted locally).
2. **Eco-Club Simulation (30 min)** – Groups form a "mock eco-club," elect leaders, assign roles (treasurer, events manager, media officer), and draft one year-long plan.
3. **Creative Fundraising Ideas (20 min)** – Brainstorm low-cost fundraising ideas (school play, recycled crafts fair, sports event).

Outcome: Students understand club sustainability through organization, leadership, and creativity.

Lesson 3: Monitoring Changes Over Time

Learning Goal: Students learn to measure impact and track progress in climate and water initiatives.

Activities:

1. **Before-and-After Mapping (20 min)** – Students draw a "map" of their school environment today and imagine it after eco-actions (more trees, less waste, cleaner water).
2. **Data for Change (30 min)** – Introduce simple monitoring tools: keeping a waste log, counting planted trees, measuring water saved.
3. **Eco-Journal Setup (20 min)** – Students begin journals to record progress, reflect monthly, and add photos/sketches.

Outcome: Students gain skills to monitor, reflect, and show visible progress.

Lesson 4: Creating Action Plans with SMART Goals

Learning Goal: Students learn how to set **Specific, Measurable, Achievable, Relevant, Time-bound** goals for climate action.

Activities:

1. **SMART Goal Workshop (20 min)** – Explain SMART using simple examples ("Plant 20 trees by June" vs. "Save the environment").

2. **Group Planning (30 min)** – Each group selects one project (school garden, waste segregation, water saving campaign) and develops a SMART goal with steps.
3. **Action Plan Gallery Walk (20 min)** – Groups present plans, and classmates give feedback.

Outcome: Students leave with clear, practical, and realistic eco-action plans.

Lesson 5: Reflection Journals and Commitment Pledges

Learning Goal: Students practice personal reflection, evaluate their journey, and commit to continued action.

Activities:

1. **Reflection Circle (20 min)** – Students share "One thing I learned" and "One change I will continue."
2. **Commitment Pledge (20 min)** – Students write personal pledges on leaves or water drops (to be placed on a "Tree/Stream of Commitment" wall).
3. **Final written test theory in three groups small age 8**-11, middle age 12-14 and older age 15-18
4. **Closing Celebration (30 min)** – Showcase eco-projects from the module, invite parents/community, private sectors and local council and present pledges and award of certificates

Outcome: Students internalize lessons, document learning, and pledge future climate-friendly behaviors.

✅ **End-of-Module Deliverables**:

- Student eco-journals (reflections + progress tracking)
- Group action plans with SMART goals
- A visible "Pledge Wall" in school
- At least one eco-club project ready for implementation
- Written theory class exams
- Design of certificates
- Award of certificates to students