

Google Earth

**BUILDING  
UNDERSTANDING  
AND ACTION  
FOR OUR PLANET**



Total time

**60 mins**

Age range

**8-14 years**



# Earth: It's Everybody's Home

## A Look at How Young People Are Protecting Our Planet



## Learning outcomes

- The learner is able to understand what a Climate Activist is and learn about ways they are supporting Global Goal 13
- The learner is able to communicate the changes they see happening to their hometown/city
- The learner is beginning to understand which human activities are having an impact on the climate crisis

## Note to Educators

If your students are new to learning about the Global Goals check out this great short video introduced by Malala Yousafzai: [vimeo.com/138852758](https://vimeo.com/138852758)

You can also find a 30-minute introduction to the Global Goals lesson plan here: [cdn.worldslargestlesson.globalgoals.org/2017/07/1\\_Introducing\\_30\\_Lesson\\_Plan-copy.pdf](https://cdn.worldslargestlesson.globalgoals.org/2017/07/1_Introducing_30_Lesson_Plan-copy.pdf)

## Resources

- Internet access with Google Chrome or the mobile Google Earth App
- Climate Activists Tutorial on Google Earth for Web
- Google Earth Engine Timelapse

**Key words:** Activist, weather, climate, climate change, environmental pollution, climate action, citizenship, global citizen

## Activity Overview

1. Students will explore what it means to be an activist & watch a short film featuring different youth climate activists
2. Using a Google Earth tutorial, students will learn more about the climate activists and the work they are doing to stand up for our natural world
3. Students will explore how the environment of their own community has changed over the past 30 years
4. Students will discuss different actions they can take to tackle climate change

## Step 1 Learning About Youth Climate Activists

10  
mins

Ask students to spend some time thinking about answers for the question “*What do you care about?*” You may want to go first to share examples; e.g your students, your school, your family etc

Ask students to feedback ideas. Next share the word Activist with students. *Do they know what this means? Have they heard it before?*

Explain that an Activist is someone who cares about specific issues and campaigns to highlight the issue or make more people aware of it. *Can students think of any activist they may know?*

Explain to students that in this session we will be learning about some different Youth Climate Activists who are all campaigning to protect our natural world.

Next, play the short film from different climate activists:

Call to Learning Climate Activist Film: [vimeo.com/435752851](https://vimeo.com/435752851)

Ask students – *what’s the message from the climate activists?*

## Step 2 Google Earth Tutorial

15  
mins

Open up the Youth Climate Activist Tutorial on Google Earth for Web. Explain that students will now have the opportunity to learn more about the climate activists and the work they are doing to support Global Goal 13.

### **Global Youth Climate Activists Google Earth Story**

After students have spent some time exploring, ask them to think about the following questions:

- What are some of the different ways the activists help teach others about climate change?
- What have you learnt from the climate activists?
- Have they sparked any ideas for you on how you might be able to take action for Global Goal 13 Climate Change?

## Step 3 Exploring How Earth is Changing

15  
mins

Next, students are going to spend some time exploring the changes that are happening to our planet. Many people around the world are noticing that climate change is impacting where they live. *Have students noticed any impacts of climate change on their communities?*

Pull up Google Earth Engine time-lapse for the class: [earthengine.google.com/timelapse/](https://earthengine.google.com/timelapse/) Look at the Columbia Glacier Retreat time-lapse together as a class. *What do students notice? Why might this be happening?* Allow time for discussion and then students to do independent work choosing 3 other time lapses to explore.

Ask the class to explore the Dubai Coastal Expansion time-lapse together: [earthengine.google.com/timelapse/](https://earthengine.google.com/timelapse/)

*What changes can they see happening here? How might this affect the Global Goals? What positive changes might be happening e.g job creations, better transport links alongside the negative impacts this growth might be having on the environment? E.g using the earth’s resources, less green space, pollution of the oceans in the construction of the islands.*

## Step 4 Using Google Earth to Understand How My Home Has Changed

15  
mins

Next ask students to type in the name of their city and or town in the search bar. Watch the time-lapse. *What changes do you notice? Why might these changes be happening?* Students complete **Appendix 2** independently or in groups.

## Step 5 Turning to Action

10  
mins

Now that students have spent some time learning about what it is to be an activist, would students describe themselves as one? What actions might they be able to take to support Global Goal 13 Climate Action? Review some of the work the activists looked at during the lesson and see if students want to replicate any of their actions.\*

*Is there another action students might want to take based on what change they have seen where they live?*

**Note:** In light of COVID-19, some actions might not be suitable for your students to replicate. Please discuss these with your students and follow the government health guidance for your area.

### Ideas on how to extend learning

1. Students can explore how climate change may impacts their rights as children using **Appendix 3**
2. Students can create their own Google Earth Tutorial about different climate activists they have researched and discovered. Use the guide in **Appendix 1** to support student learning
3. Students can explore the natural world and the reasons why we must protect it through further Voyager Stories. We recommend:
  - a. I am Amazon - <https://g.co/iamamazon>
  - b. Helping people and animals co-exist - <https://earth.app.goo.gl/U717>
  - c. Polar sea ice coverage - <https://goo.gle/31UKStj>
  - d. Protecting the Earth's last wild places - <https://earth.app.goo.gl/YZgGXH>
  - e. See climate change's impacts - <https://earth.app.goo.gl/sbyogQ>

## Appendix 1 How to Guide: Google Earth & Voyager

### About Google Earth | [g.co/earth](https://g.co/earth)

Google Earth is an interactive 3D globe available on Chrome, Android, iOS, and Desktop. This detailed representation of the planet includes worldwide satellite imagery, 3D buildings and terrain for hundreds of cities, and Street View.

### Google Earth Versions with Voyager

Complete list of Earth versions: <https://www.google.com/earth/versions>

- **Earth for Web:** Earth is available on Chrome browser at <https://earth.google.com/web/>
- **Earth for Android:** Search in the Google Play store or go to [goo.gl/earth-android](https://goo.gl/earth-android)
- **Earth for iOS:** Search in the App Store or go to [goo.gl/earth-ios](https://goo.gl/earth-ios)
- **Earth for Desktop:** Free for users with advanced feature needs, including GIS data import and export, and historical imagery. Available on PC, Mac, or Linux. Download the app at: [goo.gl/download-earthpro](https://goo.gl/download-earthpro)

### Product Features - Earth for Web, Android, iOS

- **Knowledge Cards:** Find rich information about places you search for.
- **Feeling Lucky:** Click the dice icon and fly to a random, awesome place on the globe.
- **Measure Tool:** Find out the length of an upcoming hike, the distance between Tokyo and Timbuktu, or the size of your neighborhood park.
- **Orbit the world in 3D:** Use the 3D button or tilt and rotate the map with two fingers to see locations from every angle.

### About Voyager | [g.co/earth/voyager](https://g.co/earth/voyager)

Google Earth's marquee feature, Voyager is a curated collection of guided tours, geography quizzes, and rich data visualizations by some of the world's leading storytellers, scientists, and nonprofits. Visit Voyager monthly for new features, and opt-in to receive a weekly push notification about new stories to explore.

### How to access Voyager

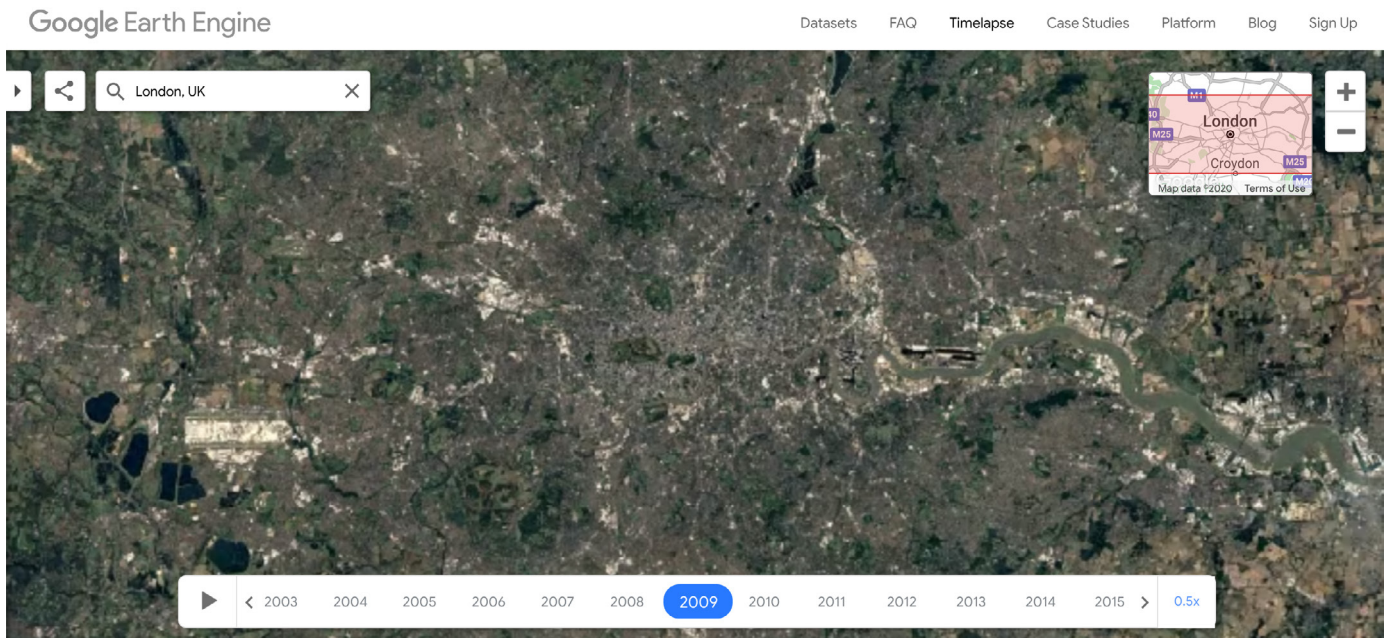
Open Google Earth on Chrome, Android and iOS, and click the wheel icon in the menu. On the Voyager homepage, you'll find new content under Editor's Picks and categories, such as Games, Nature, and Culture.

### Intro video to Creation Tools

Easy to use and access for students and teachers alike: [www.youtube.com/watch?v=5KtwMRedAbc](https://www.youtube.com/watch?v=5KtwMRedAbc)

## Appendix 2 How to Guide: Google Earth & Voyager

- Use [earthengine.google.com/timelapse/](https://earthengine.google.com/timelapse/) to understand how your local city has changed from 1984 until 2018.
- Type in the name of your nearest city to the search bar. If Time-lapse isn't available for this, type in the capital city of your country:



- Watch the Time-lapse to see how your city has changed. Use this as a guide to answer the following questions:

1. How has the environmental landscape of the city changed since 1984?
2. Why might these changes have happened?
3. Do you see any problems occurring if your city continues to change in this way?
4. Do you see any benefits to your city having changed since 1984?
5. Is there more or less green space in your city in 2018 compared to 1984?
6. Has your home city taken any preventions to tackle climate change, that you can see?

*E.g. cycle lanes to reduce car pollution, recycling centre, outdoor parks*

## Appendix 3 Child Rights Icons

 <p><b>1</b></p> <p>DEFINITION OF A CHILD</p>	 <p><b>2</b></p> <p>NO DISCRIMINATION</p>	 <p><b>3</b></p> <p>BEST INTERESTS OF THE CHILD</p>	 <p><b>4</b></p> <p>MAKING RIGHTS REAL</p>	 <p><b>5</b></p> <p>FAMILY GUIDANCE AS CHILDREN DEVELOP</p>	 <p><b>6</b></p> <p>LIFE, SURVIVAL AND DEVELOPMENT</p>	 <p><b>7</b></p> <p>NAME AND NATIONALITY</p>
 <p><b>8</b></p> <p>IDENTITY</p>	 <p><b>9</b></p> <p>KEEPING FAMILIES TOGETHER</p>	 <p><b>10</b></p> <p>CONTACT WITH PARENTS ACROSS COUNTRIES</p>	 <p><b>11</b></p> <p>PROTECTION FROM KIDNAPPING</p>	 <p><b>12</b></p> <p>RESPECT FOR CHILDREN'S VIEWS</p>	 <p><b>13</b></p> <p>SHARING THOUGHTS FREELY</p>	 <p><b>14</b></p> <p>FREEDOM OF THOUGHT AND RELIGION</p>
 <p><b>15</b></p> <p>SETTING UP OR JOINING GROUPS</p>	 <p><b>16</b></p> <p>PROTECTION OF PRIVACY</p>	 <p><b>17</b></p> <p>ACCESS TO INFORMATION</p>	 <p><b>18</b></p> <p>RESPONSIBILITY OF PARENTS</p>	 <p><b>19</b></p> <p>PROTECTION FROM VIOLENCE</p>	 <p><b>20</b></p> <p>CHILDREN WITHOUT FAMILIES</p>	 <p><b>21</b></p> <p>CHILDREN WHO ARE ADOPTED</p>
 <p><b>22</b></p> <p>REFUGEE CHILDREN</p>	 <p><b>23</b></p> <p>CHILDREN WITH DISABILITIES</p>	 <p><b>24</b></p> <p>HEALTH, WATER, FOOD, ENVIRONMENT</p>	 <p><b>25</b></p> <p>REVIEW OF A CHILD'S PLACEMENT</p>	 <p><b>26</b></p> <p>SOCIAL AND ECONOMIC HELP</p>	 <p><b>27</b></p> <p>FOOD, CLOTHING, A SAFE HOME</p>	 <p><b>28</b></p> <p>ACCESS TO EDUCATION</p>
 <p><b>29</b></p> <p>AIMS OF EDUCATION</p>	 <p><b>30</b></p> <p>MINORITY CULTURE, LANGUAGE AND RELIGION</p>	 <p><b>31</b></p> <p>REST, PLAY, CULTURE, ARTS</p>	 <p><b>32</b></p> <p>PROTECTION FROM HARMFUL WORK</p>	 <p><b>33</b></p> <p>PROTECTION FROM HARMFUL DRUGS</p>	 <p><b>34</b></p> <p>PROTECTION FROM SEXUAL ABUSE</p>	 <p><b>35</b></p> <p>PREVENTION OF SALE AND TRAFFICKING</p>
 <p><b>36</b></p> <p>PROTECTION FROM EXPLOITATION</p>	 <p><b>37</b></p> <p>CHILDREN IN DETENTION</p>	 <p><b>38</b></p> <p>PROTECTION IN WAR</p>	 <p><b>39</b></p> <p>RECOVERY AND REINTEGRATION</p>	 <p><b>40</b></p> <p>CHILDREN WHO BREAK THE LAW</p>	 <p><b>41</b></p> <p>BEST LAW FOR CHILDREN APPLIES</p>	 <p><b>42</b></p> <p>EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>

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HOW THE CONVENTION WORKS

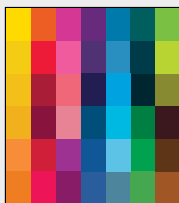
# CONVENTION ON THE RIGHTS OF THE CHILD

# Appendix 3 Child Rights Icons

<p>A child is any person under the age of 18. <b>1</b></p>	<p>All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason. <b>2</b></p>	<p>When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job. <b>3</b></p>	<p>Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention. <b>4</b></p>	<p>Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow, the less guidance they will need. <b>5</b></p>	<p>Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way. <b>6</b></p>	<p>Children must be registered when they are born and given a name which is officially recognized by the government. Children must have a nationality (belong to a country). Whenever possible, children should know their parents and be looked after by them. <b>7</b></p>
<p>Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, governments must help children to quickly get their identity back. <b>8</b></p>	<p>Children should not be separated from their parents unless they are not being properly looked after – for example, if a parent hurts or does not take care of a child. Children whose parents don't live together should stay in contact with both parents unless this might harm the child. <b>9</b></p>	<p>If a child lives in a different country than their parents, governments must let the child and parents travel so that they can stay in contact and be together. <b>10</b></p>	<p>Governments must stop children being taken out of the country when this is against the law – for example, being kidnapped by someone or held abroad by a parent when the other parent does not agree. <b>11</b></p>	<p>Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously. <b>12</b></p>	<p>Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people. <b>13</b></p>	<p>Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right. <b>14</b></p>
<p>Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people. <b>15</b></p>	<p>Every child has the right to privacy. The law must protect children's privacy, family, home, communications and reputation (or good name) from any attack. <b>16</b></p>	<p>Children have the right to get information from the Internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand. <b>17</b></p>	<p>Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a "guardian". Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child. <b>18</b></p>	<p>Governments must protect children from violence, abuse and being neglected by anyone who looks after them. <b>19</b></p>	<p>Every child who cannot be looked after by their own family has the right to be looked after properly by people who respect the child's religion, culture, language and other aspects of their life. <b>20</b></p>	<p>When children are adopted, the most important thing is to do what is best for them. If a child cannot be properly looked after in their own country – for example by living with another family – then they might be adopted in another country. <b>21</b></p>
<p>Children who move from their home country to another country as refugees (because it was not safe for them to stay there) should get help and protection and have the same rights as children born in that country. <b>22</b></p>	<p>Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community. <b>23</b></p>	<p>Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy. <b>24</b></p>	<p>Every child who has been placed somewhere away from home – for their care, protection or health – should have their situation checked regularly to see if everything is going well and if this is still the best place for the child to be. <b>25</b></p>	<p>Governments should provide money or other support to help children from poor families. <b>26</b></p>	<p>Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this. <b>27</b></p>	<p>Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence. <b>28</b></p>
<p>Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment. <b>29</b></p>	<p>Children have the right to use their own language, culture and religion – even if these are not shared by most people in the country where they live. <b>30</b></p>	<p>Every child has the right to rest, relax, play and to take part in cultural and creative activities. <b>31</b></p>	<p>Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly. <b>32</b></p>	<p>Governments must protect children from taking, making, carrying or selling harmful drugs. <b>33</b></p>	<p>The government should protect children from sexual exploitation (being taken advantage of) and sexual abuse, including by people forcing children to have sex for money, or making sexual pictures or films of them. <b>34</b></p>	<p>Governments must make sure that children are not kidnapped or sold, or taken to other countries or places to be exploited (taken advantage of). <b>35</b></p>
<p>Children have the right to be protected from all other kinds of exploitation (being taken advantage of), even if these are not specifically mentioned in this Convention. <b>36</b></p>	<p>Children who are accused of breaking the law should not be killed, tortured, treated cruelly, put in prison forever, or put in prison with adults. Prison should always be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family. <b>37</b></p>	<p>Children have the right to be protected during war. No child under 15 can join the army or take part in war. <b>38</b></p>	<p>Children have the right to get help if they have been hurt, neglected, treated badly or affected by war, so they can get back their health and dignity. <b>39</b></p>	<p>Children accused of breaking the law have the right to legal help and fair treatment. There should be lots of solutions to help these children become good members of their communities. Prison should only be the last choice. <b>40</b></p>	<p>If the laws of a country protect children's rights better than this Convention, then those laws should be used. <b>41</b></p>	<p>Governments should actively tell children and adults about this Convention so that everyone knows about children's rights. <b>42</b></p>

These articles explain how governments, the United Nations – including the Committee on the Rights of Child and UNICEF – and other organisations work to make sure all children enjoy all their rights.

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# CONVENTION ON THE RIGHTS OF THE CHILD

## THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD – THE CHILDREN'S VERSION

The United Nations Convention on the Rights of the Child is an important agreement by countries who have promised to protect children's rights.

The Convention on the Rights of the Child explains who children are, all their rights, and the responsibilities of governments. All the rights are connected, they are all equally important and they cannot be taken away from children.

This text is supported by the Committee on the Rights of the Child.

