



Teens & Youths in
Leadership



CLIMATE AWARENESS PROJECT REPORT 2025

TABLE OF CONTENTS

1. BACKGROUND AND CONTEXT	1
2. OBJECTIVES	2
3. EXPECTED OUTCOMES	3
4. CLIMATE AWARENESS 2025 STRUCTURE	4
5. FORMAT OF ACTIVITIES PER WEEK	5
6. FEEDBACK FROM PARTICIPANTS	6
7. CONCLUSION	7



1. BACKGROUND AND CONTEXT

Africa stands at a critical juncture in its journey toward sustainable development, with the growing climate crisis posing significant challenges to livelihoods, ecosystems, and economic resilience across the continent. In alignment with global climate action goals and the African Union's Agenda 2063 which envisions an environmentally sustainable and climate-resilient Africa, efforts to raise awareness and build climate literacy at the grassroots level have become increasingly urgent.

It is within this broader context that the Climate Awareness Project was carried out at Obele Community Senior High School in Lagos, Nigeria, as part of a youth-focused initiative led by Teens and Youth in Leadership (TYIL). Designed as a dynamic extracurricular platform, the project seeks to equip young students with foundational knowledge on climate change, sustainability, and clean energy solutions, while fostering a culture of environmental responsibility and innovation.

The initiative responds to a recognized gap in early-stage climate education across African secondary schools, where environmental topics are often underrepresented in core curricula. By integrating practical learning, student engagement, and community-based activities, the Climate Awareness Club aligns with Sustainable Development Goals (SDGs), particularly SDG 13 (Climate Action), SDG 4 (Quality Education), and SDG 7 (Affordable and Clean Energy).

Over a six-week period, the Club provided a participatory learning environment for over 80 students, combining theoretical discussions with hands-on activities and exposure to real-world renewable energy innovations. The program culminated in a final project that introduced students to small-scale wind energy systems, facilitated by a guest expert in electrical engineering. This experiential component reinforced the practical possibilities of local clean energy solutions and inspired participants to consider climate-smart innovations within their communities.

2. OBJECTIVES

The Climate Awareness Club project was strategically designed to serve as a scalable pilot for climate education and youth empowerment in Nigeria, with broader potential across Africa. The program aimed to integrate foundational climate knowledge into secondary school education by:

1. Raising Climate Awareness:

Introduce students to the basic concepts of climate and climate change in a simplified, age-appropriate manner to build foundational understanding.

2. Fostering Environmental Responsibility:

Promote environmental consciousness through experiential learning, classroom engagement, and project-based activities that connect climate concepts with real-world impact.

3. Developing Green Skills:

Equip students with practical, actionable knowledge to reduce their personal and communal carbon footprints through sustainable daily practices (e.g., recycling, tree planting, and energy conservation).

4. Encouraging Climate Advocacy:

Empower students to become climate ambassadors within their schools and communities, confident in their ability to educate peers and influence behavior change.

5. Stimulating Interest in Climate Innovation:

Expose participants to clean energy innovations and simple climate solutions, laying the groundwork for future interest in green technologies, renewable energy, and STEM-based environmental careers.

6. Fostering Youth Leadership:

Inspire the next generation of sustainability leaders by promoting self-confidence, teamwork, and a strong sense of social responsibility among participants.

7. Building Community Engagement:

Create opportunities for intergenerational dialogue by encouraging students to share knowledge with parents, friends, and broader community networks.

3. EXPECTED OUTCOMES

By the end of the program, the following outcomes were anticipated and largely achieved:

- **Improved Climate Literacy:**

Over 80 students developed a clearer understanding of climate systems, human impacts on the environment, and the urgency of climate action.

- **Behavioral Shifts Toward Sustainability:**

Students adopted environmentally conscious habits, such as waste segregation, reduced plastic use, energy conservation, and tree planting.

- **Demonstrated Creativity and Innovation:**

The final class project constructing a working windmill model showcased students' capacity to apply theoretical knowledge to real-world energy solutions.

- **Strengthened Student Leadership:**

Participants displayed increased initiative, teamwork, and communication skills through presentations, discussions, and peer-to-peer learning.

- **Knowledge Dissemination Beyond the Classroom:**

Students reported sharing their learnings with family members and peers, extending the program's reach beyond its immediate audience.

- **Increased Institutional Interest:**

Teachers and school administrators expressed enthusiasm for continuing and possibly integrating the curriculum into long-term co-curricular activities.

- **Framework for Scale-up and Replication:**

The successful implementation provides a documented model for replication across other schools and states, potentially influencing education policy around climate inclusion.

4. CLIMATE AWARENESS 2025 STRUCTURE

The Climate Awareness Project was structured as a six-week extracurricular program embedded within the school calendar, carefully designed to provide a progressive learning experience that combined theory, interaction, and practical climate action. The curriculum was delivered weekly in modules, with each session building upon the previous to foster cumulative knowledge and empowered action among participating students.

The program followed the outline below:

Week 1 (21st May, 2025)	Introduction & Onboarding
Week 2 (28th May, 2025)	Module 1 & 2
Week 3 (4th June, 2025)	Module 3 & 4
Week 4 (18th June, 2025)	Module 5 & 6
Week 5 (25th June, 2025)	Revision & Climate Card Games
Week 6 (2nd July, 2025)	Project & Evaluation of Students' Knowledge

5. FORMAT OF ACTIVITIES PER WEEK

Week 1 – Introduction & Onboarding

The program commenced with a warm welcome and orientation session. Participants were introduced to the Teens and Youths in Leadership initiative, registered into the club, and onboarded with an overview of the curriculum, objectives, and expected outcomes.

Week 2 – Understanding Climate and Climate Change

Modules 1 and 2 were delivered during this week, focusing on:

- The science of climate vs. weather
 - Causes and consequences of climate change
 - The effects of climate change on the environment, society, and human well-being
- Visual aids, storytelling, and participatory discussions were used to ensure comprehension.

Week 3 – Climate Action and Innovation

Students explored Modules 3 and 4, learning:

- Simple sustainable practices at school and home (Reduce, Reuse, Recycle)
- The importance of energy conservation and reforestation
- Innovative climate solutions such as renewable energy and green technology

This session emphasized the role of technology and local action in solving global problems.

Week 4 – Empowering Young Changemakers

Modules 5 & 6 were taught with an emphasis on youth leadership and advocacy.

Students learned about young global climate leaders and were encouraged to see themselves as agents of change

Role models and stories were shared to inspire confidence, boldness, and ownership in addressing local environmental issues

Week 5 – Revision and Climate Card Game

This week served as a recap of all previously covered topics in an engaging and active format:

- Revision activities were conducted through interactive Q\&A and visual summaries
- Students participated in the “Climate Card Game,” which reinforced their learning through fun and teamwork

Week 6 – Final Project

The program concluded with a hands-on final project where students constructed a simple windmill model with guidance from a visiting engineering student from the University of Lagos (UNILAG).

This practical session helped visualize renewable energy generation using the power of wind.

Students also received certificates of participation and "The Leading Teenager" books, culminating in a celebratory and impactful closing session.

6. FEEDBACK FROM PARTICIPANTS

KAMALDEEN, 14

"I understand now that climate change is not just about the environment, but also about people and economies."

TITILAYO, 17

"I didn't realize climate change could impact local communities so much, like with flooding and droughts."

EMEKA, 16

"I didn't know solar and wind energy were so effective! We should use more of that."

ROFEYYAH, 13

"I feel empowered to make a difference, and I'm willing to take action to reduce my carbon footprint."

MUTMAINAT, 15

"I learned that small actions can make a big difference. I'm surprised how much I can do to make a difference"

ELIJAH, 16

"I'm going to start using bicycle more, to reduce greenhouse gas emissions."

7. CONCLUSION

The Climate Awareness Project, implemented under the Teens and Youths in Leadership (TYIL) initiative, successfully achieved its objective of equipping secondary school students with foundational knowledge and actionable insights on climate change. Through a structured six-week curriculum, the program introduced participants to core environmental concepts, empowered them to understand the effects of climate change, and inspired them to adopt sustainable habits.

By combining classroom-based learning with creative engagement tools including placards, visuals, and interactive games.

In addition, the project fostered a deeper appreciation for environmental stewardship among young learners. The highlight of the program, the final project session, demonstrated the students' growing interest and practical understanding, as they actively engaged in a live windmill demonstration and shared their learnings with enthusiasm.

The successful completion of this project signals a promising start to youth-led climate education at the grassroots level. It also reaffirms the importance of investing in early climate literacy to build a generation of environmentally conscious leaders. With continued support and collaboration, initiatives like this can be scaled to other schools and communities across Nigeria, driving long-term behavioral change and contributing meaningfully to national and global climate goals.

We acknowledge the efforts of the following people who contributed to the success of the project, in their respective capacities:

Volunteers: Samuel Ebojielu & Daniel Ajibola Akinyemi

Program Facilitator/Assistant: Tijesunimi Rachael Aina

Project Lead: Emeka Goodness

Advisor: Dr. Israel Oyedare



TEENS AND YOUTHS IN LEADERSHIP CLIMATE AWARENESS PROJECT, 2025

