

# Girl-Led Action on Climate Change

Middle Years (Global South)



Food and Agriculture  
Organization of the  
United Nations



WORLD ASSOCIATION  
OF GIRL GUIDES  
AND GIRL SCOUTS



# Foreword

All over the world, for over 100 years, Girl Guides and Girl Scouts have had something very special in common - the Girl Guide and Girl Scout promise. This is a three-part promise; to develop your beliefs while you respect the beliefs of others, to help other people, and to keep the Girl Guide or Girl Scout law. This programme is especially important because it helps us to fulfil all three parts of our global promise.

One part of the Girl Guide and Girl Scout law tells us to respect and protect the world we live in, whether in the form of 'a Guide is a friend to all animals' or '걸스카우트는 자연을 사랑하고 모든 생명체를 존중합니다'. Together we promise to help the world be a healthy home for us and all other living things to live. The Girl-led Action on Climate Change (GLACC) programme was created because Girl Guides and Girl Scouts just like you told us that climate change is one of the things that scares you most<sup>1</sup>.

Unfortunately, much of the climate change information for young people has been created for young people living in the Global North. GLACC is different. It has been co-created with Girl Guides and Girl Scouts from across the Global South to create a brave space for you and your friends to learn about climate change in a way that helps you the most. By exploring the way climate change affects your lives, and how you can face these challenges, we will support you to be even more confident and ready to work with other Girl Guides and Girl Scouts and inspire your communities to take suitable action on climate change.

I hope that you learn a lot about yourselves by completing this programme, as well as all of the connected effects of climate change.

Most of all, I hope you have fun.

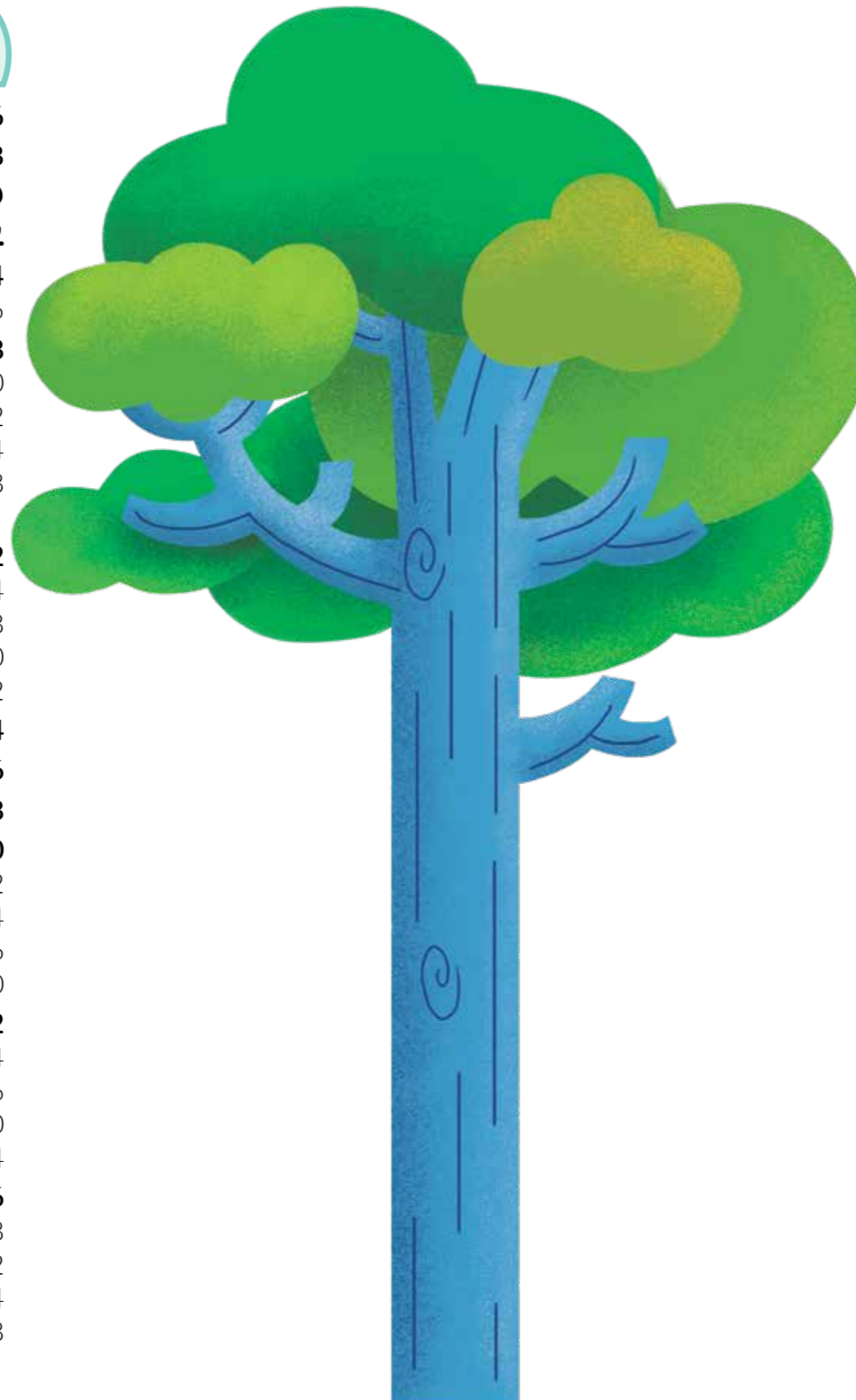
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**Chair of the World Board of the World Association of Girl Guides and Girl Scouts.**

<sup>1</sup>GLACC STAFF: Reference the 'listen to girls' research

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# Introduction

Climate change is the biggest challenge of our time and is a serious threat to our future. In many places around the world, **girls and young women are overly affected by climate change and environmental damage.**

Unfortunately, this is because in most countries, girls and women:

- are more likely to live in **poverty**
- have less access to **basic human rights**
- face **regular violence** that worsens during times of instability, such as natural disasters.

Even though girls and women can and do play a vital role in responding to environmental damage and climate change, they are often **excluded from the conversation** and their participation in decision-making at all levels is limited. When people are not included in important decisions that affect their lives, it is harder for them to be part of the solutions.

To support girls to understand that they can be part of the solutions, the World Association of Girl Guides and Girl Scouts (WAGGGS) has developed this badge as part of the Girl-Led Action on Climate Change (GLACC) programme. This badge is designed to prepare you for, and help you to reduce, the effects climate change will have on your life. By completing this programme, we hope you are more prepared to take on leadership roles in your communities and be part of the climate change solution.

*This curriculum was developed with technical advice and support from the programme's Advisory Partner – Food and Agriculture Organisation of the United Nations (FAO) through the YUNGA Partnership. Thank you to all the FAO staff who offered their advice and expertise for this curriculum.*

## Who is this curriculum for?

The activities in this programme have been developed for **Girl Guides and Girl Scout groups** in the Global South, to complete with their peers.

# How to earn this badge

This badge is divided into **three stages**. To earn the badge, complete **five activities** from each stage, take the before and after surveys to make **17 in total**.

## Stage 1: See the bigger picture

**Stage one** begins with an opening evaluation survey, continues with 2 themes 'What is climate change?' and 'Who is most affected by climate change?', here you can choose which activities to complete. This stage ends with the first part of your climate action plan.

## Stage 2: Explore the issues

**Stage two.** You will have a choice of six topics under two themes, the 'Natural world' and 'People'. By choosing one topic under each theme, you will learn about the impact of climate change on different environments. This stage will end with the second part of your climate action plan.

## Stage 3: Prepare to take Action

**Stage three** has 2 themes, 'How to take action' and 'Share the knowledge', here you can choose which activities to complete. Next, you complete you're the third and final part of your climate action plan. This stage ends with the closing evaluation survey.

We recommend completing the activities over several weeks, instead of over a few days. For example, you could do three activities weekly, over three weeks. This gives everyone time to digest and reflect on what they have learned.



✓ = one completed activity



**Let's Celebrate + Closing evaluation survey**

**Total number of activities to complete = 17 activities**

### Did you know:

After you have completed the seventeen activities needed to earn the badge, you can go back and complete even more activities to develop your knowledge on climate change and take even more action.



# Example 9-week programme plan

This plan is based on a group meeting which lasts for 90 minutes.

WEEK 1	10 mins	Opening game/register/subs
	10 mins	Game
	15 mins	[GLACC] Starting survey
	45 mins	[GLACC] 1st activity from <b>What is climate change?</b>
	20 mins	Closing song/activity

WEEK 2	10 mins	Opening game/register/subs
	40 mins	[GLACC] 2nd activity from <b>What is climate change?</b>
	30 mins	[GLACC] 1st activity from <b>Who is most affected by climate change?</b>
	10 mins	Closing song/activity

WEEK 3	10 mins	Opening game/register/subs
	30 mins	[GLACC] 2nd activity from <b>Who is most affected by climate change?</b>
	30 mins	[GLACC] Climate action plan, part 1 and decision tree
	10 mins	Game
	10 mins	Closing song/activity

WEEK 4	10 mins	Opening game/register/subs
	45 mins	[GLACC] 1st activity from a topic in <b>Natural world theme</b>
	45 mins	[GLACC] 2nd activity from a topic in <b>Natural world theme</b>
	5 mins	Closing song

WEEK 5	15 mins	Opening game/register/subs
	60 mins	[GLACC] ] 1st activity from a topic in <b>People theme</b>
	15 mins	Closing song/activity

WEEK 6	10 mins	Opening game/register/subs
	30 mins	[GLACC] 2nd activity from a topic in <b>People theme</b>
	30 mins	Climate action plan, part 2
	30 mins	[GLACC] ] 1st activity from <b>How to take action</b>
	10 mins	Closing song/activity

WEEK 7	10 mins	Opening game/register/subs
	40 mins	[GLACC] ] 2nd activity from <b>How to take action</b>
	30 mins	[GLACC] ] 1st activity from <b>Share the knowledge</b>
	10 mins	Closing song/activity

WEEK 8	10 mins	Opening game/register/subs
	10 mins	Song/activity
	30 mins	[GLACC] 2nd activity from <b>Share the knowledge</b>
	30 mins	Climate action plan, part 3
	10 mins	Closing song/activity

WEEK 9	10 mins	Opening game/register/subs
	60 mins	[GLACC] ] <b>Celebrate</b>
	20 mins	Closing song/activity



# Activities chart



Making choices is so important for the Girl-led Action on Climate Change badge. Look at the chart below to pick activities you like in each stage. If you want interesting ways to decide things with your friends, ask your Leader to look at page 12 of their Leader's Guide!.

Section	Activity	Summary	Duration (min)		
<b>Before Survey</b>			<b>15</b>		
Stage 1	What is climate change?	Climate zones	Use your acting skills in this fun weather game.	40	
		Nature observation walk	Find and observe a natural place near you.	40	
		Cause and effect	Discover the greenhouse effect and create a map of climate change causes and effects.	30	
		Cross the atmosphere	Play a game and write a play to understand how climate change works	60	
	Who is most affected by climate change?	Make a line	Play a teambuilding game to think about how climate change impacts you every day.	30	
		Allies together	Use roleplay to explore how unfair treatment affects our everyday lives.	40	
		Circle of power	Discover why different opinions can help us respond better to climate change.	30	
		Chain of skills	Celebrate your skills and use your strengths to become a climate hero.	20	
	<b>Climate action plan, part 1 - Complete the first part of your climate action plan and choose your topics for stage 2.</b>			<b>30</b>	
	Stage 2	Weather	Natural Disasters: Freeze frame	Act out different disasters and learn how to identify them	30
			Hurricanes: Disaster preparedness	Play a game to understand why women are more vulnerable to natural disasters.	45
			Floods: Keep your feet dry	Build a structure to prepare for a flood.	30
Wildfires: Adventure escape			Play a running game to escape wildfire as different local animals.	45	
Animals and plants		Tree planting: Deforestation	Play a running game to protect your forest from disappearing.	40	
		Land animals: The garden gecko	Build a human pyramid and explore the environment of a gecko to understand how climate change affects animals and plants	40	
		Lifestyles: My food versus our planet	Discover how the food choices you make can transform the ecosystems needed for animals and plants to thrive.	60	
		Ecosystems: Changing seasons	Draw picture to predict what your local area may look like in the future.	40	
Water		Water access: Water competition	Use your negotiating skills to understand water competition and collaboration.	45	
		Sanitation: Rainwater collection	Build a rainwater collection system.	30	
		Virtual water: Water footprint	Play a mix and match game to discover virtual water	30	

Section	Activity	Summary	Duration (min)	
Stage 2	Livelihoods	Jobs: The job race	Find out how our income can make it easier or harder to deal with climate change.	40
		Soil erosion: Soil tester	Become a soil tester.	40
		My mini composter	Transform your food waste by building a mini composter.	45
		Agriculture: Farming methods	Create a song to teach others how farming methods can improve biodiversity	30
Stage 2	Health	Nutrition: Marketplace	Play a teamwork game to collect tokens and provide a healthy meal for your family.	40
		Hygiene: Handwashing station	Build a handwashing station to support menstrual hygiene management	40+
		Mental health: Nature meditation	Create an ideas map to explore how climate change affects mental health and practise meditation.	45
		Diseases: Swat the mosquito	Decode a story to understand the connection between diseases and climate change.	60
Stage 2	Freedom	Migration: Her story	Create a story about a woman who must move because of climate change.	30
		Human rights: Obstacle course	Play a game and discover how climate and gender inequality affects your freedom.	40
		Human rights: Know your rights	Play a game to explore the connection between climate change and human rights	45
		Conflict: Chain reaction	Play a game to explore the domino effect of climate change and local conflicts.	45
<b>Climate action plan, part 2 Complete the second part of your climate action plan.</b>			<b>30</b>	
Stage 3	How to take action	Climate action bingo	Play a game of bingo to explore what you can do to protect the planet.	20
		Community reporting	Go on a local walk and see how climate change is changing your daily life.	40
		Solar oven	Make your own solar oven to explore how you can use renewable energy	40
		Feelings map	Explore your feelings about climate change and think about your power to make a difference	45
	Share the knowledge	Empathy messaging	Put yourself in other people's shoes and convince them to take climate action.	30
		Family chat	Play a roleplay game to start conversations on climate change.	30
<b>Climate action plan, part 3 Complete the final part of your climate action plan</b>			<b>30</b>	
<b>IT'S TIME TO CELEBRATE</b>			<b>45</b>	
<b>Celebrate your achievement and receive your Girl-led Action on Climate Change badge.</b>			<b>45</b>	



# Before Survey

## **MATERIALS**

- Papers and pencils

## **IMPORTANT**

After the survey is complete, please collate the responses and share with the person responsible for the evaluation in your organisation

## **PREPARATION**

For this activity you will need to ensure that the girls are in a space where they can hear instructions and have enough space to write down their answers individually.

## **DURATION**



## **NO (N), MORE OR LESS (M) OR YES (Y)**

1. Do you know how you and your community are affected by climate change?
2. Would you be able to speak with confidence to a friend or a relative about some ways that climate change is affecting people and communities around you?
3. Can you think of at least 3 ways in which girls and young women are differently or more severely affected by climate change?
4. Do you know ways to help your community adapt to some climate change problems? Community can be people in your village, school, extended family, religious group, etc.
5. Have you ever started or been part of a climate change initiative to help your community with the issue of climate change?
6. Would you feel confident, with the knowledge and skills you have right now, to start a climate change initiative to help your community?

## **Activity:**

- Slowly read out the questions below to the group, repeating as necessary.
- Ask the Guides and Scouts to write their response on their pieces of paper clearly, so that you can collate the answers at the end.
- They should write the question number on their paper, followed by their answer (N for 'No', M for 'More or less', Y for 'Yes')
- Explain that as the survey is anonymous no one needs to write their name.





## STAGE 1



# See the bigger picture

This stage of the badge is divided into two themes to help you understand what causes climate change and how it affects girls and women.

The activities in this stage will also answer the questions: why is climate such a big issue and why should everyone feel concerned?

### What is climate change?

**Climate change** is the impact humans are having on the climate (the average weather conditions over 30 years or more) that affects every living thing including you. The actions of humans, especially in 'Western countries', increase the amount of **greenhouse gases** in the layers surrounding our planet (the atmosphere). This creates **global warming** which makes the average temperature of the Earth hotter and causes more extreme weather and natural disasters. But there is something we all can do to ensure a sustainable future, where we share resources fairly between everyone on the planet, and make sure there's enough left for the generations coming after us.

### Who is most affected by climate change?

The power imbalance between men and women means that on average women are more impacted by climate change. You have the power to reduce global warming, and influence your community, gatekeepers, and policy makers to prepare for the effects and reduce it.



#### Read Maria's story and complete two of these four activities.

- **Make a line** – Play a teambuilding game to think about how climate change impacts you every day.
- **Allies together** – Use roleplay to explore how unfair treatment affects our everyday lives.
- **Circle of power** – Discover why different opinions can help us respond better to climate change.
- **Chain of skills** – Celebrate your skills and use your strengths to become a climate hero.



#### Read Maria's story and complete two of these four activities

- **Climate zones** – Use your acting skills in this fun weather game.
- **Nature observation walk** – Find and observe a natural place near you.
- **Cause and effect** – Create a map of climate change causes and effects.
- **Cross the atmosphere** – Play a game and write a play to understand how climate change works

### Climate action plan, part 1

#### Fill in the first part of your climate action plan.

At the end of this stage, complete the **decision tree activity** to help you choose which topics to complete in stage two.





Story time...



STAGE I

# What is climate change?

In this part of the story, you will need the following characters:

- Narrator
- Farmer 1
- Farmer 2

**Narrator:** Maria was a Girl Guide. As a Girl Guide, she was a friend to all animals, always tried her best and did a good deed every day. She loved eating bananas and riding her bike. But the thing she loved most was exploring new places. This was because a new experience could happen at any time.

She woke up one morning and could smell something sweet in the air ... it smelled like an adventure. After eating some tasty bananas for breakfast, she waved goodbye to Dad who was busy cooking and jumped on to her bike to visit her Aunty Aisha.

Along the way, she saw a group of farmers. Two of them were arguing, so she slowed down to find out what was going on.

The first farmer said ...

**Farmer 1:** This ground is so hard and dry; the rainy season should have started already. It is late again.

**Farmer 2:** Ahh! This is climate change! Global warming is stopping the rain from coming.

**Farmer 1:** No! Global warming does not happen here, our country is always warm. Besides, doesn't global warming come from cars? There are not enough cars here to cause global warming.

**Farmer 2:** Global warming is everywhere!

**Narrator:**

*Let's find out what climate change and global warming really mean. Complete two activities from this topic and then read the next part of the story.*





## STAGE I

# Climate zones

### SUMMARY

Use your acting skills in this fun weather game.

### IN THIS ACTIVITY YOU WILL

- Explore the difference between climate and weather
- Identify which climate zone you live in

### MATERIALS

- N/A

### PREPARATION

This game needs an activity leader.

### DURATION



40 MINUTES

## Activity description

## STEP 1

### What's the weather? (5 minutes)

1. Imagine that an alien has just landed in your unit meeting. It looks up at the sky and is very confused.
2. Choose someone to pretend to be an alien and try to explain to them what **weather** means without using the word 'weather'.
3. Take turns explaining what weather means until the 'alien' tells you that they understand.



**Weather is a specific event – like a rainstorm or hot day – that happens over a few hours, days or weeks.**

## STEP 2

### Play the climate zone game (20 minutes)

4. Everyone should sit in a circle.
5. Assign each person a climate zone from the following list: **polar, temperate, tropical, dry and continental. Teach them their related action** (See below).
6. When the leader calls out a climate zone, everyone from that group should stand up, do their action and swap places with each other.
7. When the leader says 'climate change' swap places with the person next to you. When you swap places, you also swap climate zones.



### Instructions for activity leader

- Say, "climate change" after each zone has been called at least once.
- Play until you have called climate change at least three times.

### Actions for climate zones:

- **Polar:** *consistent cold temperatures throughout the year.* Rub your hands on your upper arms and pretend you are very cold.
- **Temperate/mild:** *mild annual temperatures.* Walk around leisurely, with your hands on your hips.
- **Tropical:** *constant warm temperatures.* Fan your face with your hands and pretend you are very hot.
- **Dry/desert:** *not much rainfall.* Stick your tongue out and pant, pretending you are very thirsty.
- **Continental:** *hot summers and cold winters.* Alternate between fanning your face with your hands and shivering.



**Climate change is the impact humans are having on the climate (the average weather conditions over 30 years or more) that affects every living thing including you. The actions of humans, especially in 'Western countries', increase the amount of greenhouse gases in the layers surrounding our planet (the atmosphere). This creates global warming which makes the average temperature of the Earth hotter, and causes more extreme weather and natural disasters.**

## STEP 3

### Discuss the game (10 minutes)

8. Did you ever do the wrong action? Was it hard for you to remember your climate zones?
9. Explain that a consequence of climate change is that the world climates are no longer acting as they should. Tropical zones are becoming drier and temperate zones are becoming more erratic.
10. Name the climate zone you live in. Can you think of a place in the world that is in a different climate zone?
11. Come up with **three things** you will not be able to do any more if the common weather in your climate zone was to change.



**Climate is the average weather conditions in a place over 30 years or more.**

## STEP 4

### What does climate mean? (5 minutes)

12. Choose a different person to be the alien. Now explain the difference between climate and weather.
13. Take turns explaining what climate means until the 'alien' tells you that they understand.

### Tips for online groups

Check that everyone is able to join using a camera (such as a webcam or a camera on their phone or tablet).





## STAGE I

# Nature observation walk

### SUMMARY

Find and observe a natural place near you.

### IN THIS ACTIVITY YOU WILL

- Explore a local place in nature
- Find out how climate change could affect this place

### MATERIALS

- Paper and pens

### PREPARATION

Complete this activity outside where there is some nature or greenery. Try and make sure there's enough places for each group to study.

Step two will need an activity leader.

### DURATION



40 MINUTES

## Activity description

## STEP 1

### Explore the outdoors (20 minutes)

1. Go outside and find a wild or natural place (not a building or somewhere made by humans) that is special or interesting.
2. Answer the following questions and make a note of your answers:
  - a. How long do you think this place has been here?
  - b. Why do you think it is shaped this way?
  - c. How might this place benefit the local wildlife?
3. Form pairs and present your natural place to your partner



### The greenhouse effect

- The sun produces heat. Some of this heat is reflected by the outer layer of the Earth (the atmosphere) and bounces back into space. Some of it is trapped in the atmosphere and makes the Earth warmer and a comfortable place to live in (like wearing warm clothes).
- The actions of humans (especially industrial, eg. Transport and manufacturing products) has increased the amount of greenhouse gases in the atmosphere (like wearing too many clothes). This means more of the sun's heat is being trapped so the Earth's normal temperature (climate) is warmer than it would naturally be.

## STEP 2

### How is climate change affecting your local environment? (10 minutes)

#### Instructions for activity leader

- Read out the statement, then the definitions of causes, mitigations and effects below.
  - Ask the group to come up with their own examples (using the ones below as a prompt).
4. Nature and human actions release **greenhouse gases (GHGs)** into the atmosphere: carbon dioxide (CO<sub>2</sub>), methane, nitrous oxide and CFCs (chlorofluorocarbons).
  5. **Causes. The actions or things that release greenhouse gases, or stop us from capturing these gases in the atmosphere.**  
Examples:
    - a. Deforestation – the cutting down of trees which absorb carbon dioxide.
    - b. Volcanoes that erupt and release carbon dioxide
    - c. Cows produce methane when they pass wind (burp)
  6. **Mitigations. Changes we can make or things we can do to reduce the release and creation of greenhouse gases.**  
Examples:
    - a. Afforestation – planting trees on empty land.
    - b. Producing and eating less meat.
    - c. Not dumping waste in landfills because it produces methane when it decomposes.
  7. **Effects. Things that happen because of climate change and other human actions – and will continue to happen if we don't mitigate the causes.**  
Examples:
    - a. Animals lose their homes when their habitats are destroyed for farming and through deforestation.
    - b. More extreme weather, which can destroy human homes and buildings.
    - c. Ice in the polar zones melting because of increasing global temperatures, causing rising sea levels.

## STEP 3

### Connect with the local environment (10 minutes)

8. Think about the impact climate change could have on your chosen natural space.
9. As a pair, answer the following questions:
  - What benefit does this space bring to plants and animals?
  - What benefit does this space bring to people?
  - What climate change causes may affect this space?
  - What can I do to protect this space?



### BRING IT HOME

Bring someone you live with to your natural wild place and tell them about climate change causes, mitigations and effects.

### Tips for online groups

**Step 1.** Ask everyone to complete the nature walk before the meeting and then present their place to their pair using a breakout room.





## STAGE I

# Cause and effect

### SUMMARY

Discover the greenhouse effect and create a map of climate change causes and effects.

### IN THIS ACTIVITY YOU WILL

- Explore what climate change means
- Find out how human actions are linked to climate change

### MATERIALS

- A pile of loose clothes like tops/jumpers/coats
- A piece of string
- Scissors
- Climate change causes, mitigations and effects cards

### DURATION



30 MINUTES

### PREPARATION

Cut out the climate change causes, mitigations and effects cards.

Step one will need an **activity leader**.

## Activity description

## STEP 1

### Human greenhouse (20 minutes)

#### Instructions for activity leader

1. Choose one person to be the **greenhouse**, and another person to lead the activity. Everyone else in the group should sit on the floor facing the activity leader.
2. The **'greenhouse'** sits in front of the pile of clothes.
3. Choose one action that the group is likely to do without realising, (examples: Touching face, touching hair, stretching arms/legs, shaking head, crossing legs,

4. Ask the group to tell you about all the natural things they saw throughout their day (or something else to distract them).
5. When the greenhouse sees someone do the chosen action, they announce that they are putting on an item of clothing.
6. Ask the greenhouse how they are feeling three to four times throughout the activity.
7. Stop when (a) there are no clothes left, (b) the greenhouse cannot put on any more clothes or (c) the group guesses and stops doing their action.

laughing, saying 'um'). Tell the greenhouse, in secret, what your chosen action is. Every time someone in the group does this action, the greenhouse must put on another layer of clothing.

8. Discuss the activity:
  - Can you guess what you are doing that is making the greenhouse put on more clothes?
  - Is it easy to stop doing this action?
9. Explain that "the way humans have been living for decades has been having negative effects on the Earth and making it warmer: that is what we call climate change. We didn't know it back then, but now that we know what impact our actions have, we need to change our behaviour accordingly".

## STEP 2

### Create your climate change map (10 minutes)

10. Explain that "When people talk about climate change, they mean the change in the Earth's weather and temperature over a long period of time. This change is happening much faster than it should because of human activity".
11. Read the climate change causes and effects cards. Using your yarn and scissors, create a web of linked causes and effects. More than one cause can connect to an effect. See example below:
 

**Deforestation → Flora (plants) and fauna (animals) have their habitats destroyed → More extreme weather**
12. Read the following "Climate change mitigations: things we can do to stop or reduce the release and creation of greenhouse gases".
13. Now, add the mitigation cards to your web, connecting each one to a cause.



**CLIMATE CHANGE CAUSES.**  
The actions that release greenhouse gases or stop us from capturing the gases in the atmosphere.

**CLIMATE CHANGE EFFECTS.**  
This is what happens because of climate change and other human actions.



### BRING IT HOME

Explain the greenhouse effect to your family. Think about all the actions you could take as a family to combat climate change. You will discover more about how to combat climate change in stage 3.

### Tips for online groups

Check that everyone is able to join using a camera (such as a webcam or a camera on their phone or tablet).





STAGE I

# Activity cards

Cause	Mitigation	Effect
Deforestation – the cutting down of trees, which absorb carbon dioxide.	Afforestation – the deliberate planting of trees on otherwise bare land.	Sea levels rise.
Cause	Mitigation	Effect
Dumping waste in landfills, which produces methane when waste decomposes.	Producing less meat for consumption.	Flora (plants) and fauna (animals) have their habitats destroyed.
Cause	Mitigation	Effect
Volcanoes that erupt and release carbon dioxide.	Eating less meat.	More extreme weather, which can destroy human dwellings.
Cause	Mitigation	Effect
Cows produce methane when they pass wind (fart).	Use renewable energy and no energy source that produces the most carbon dioxide.	Human homes and buildings are destroyed.

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Deforestation – the cutting down of trees, which absorb carbon dioxide.	Afforestation – the deliberate planting of trees on otherwise bare land.	Sea levels rise.
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Cause	Mitigation	Effect
Volcanoes that erupt and release carbon dioxide.	Eating less meat.	More extreme weather, which can destroy human dwellings.
Cause	Mitigation	Effect
Cows produce methane when they pass wind (fart).	Use renewable energy and no energy source that produces the most carbon dioxide.	Human homes and buildings are destroyed.





STAGE 1

# Cross the atmosphere

ADAPTATION RECOMMENDED

## SUMMARY

Play a game and write a play to understand how climate change works

## IN THIS ACTIVITY YOU WILL

- Learn about global warming, climate change and the greenhouse effect
- Explore the difference between weather and climate

## MATERIALS

- Chalk

## PREPARATION

Print one copy of the Climate Vs Weather cards provided and shuffle them.

## DURATION



60 MINUTES

## Activity description

### STEP 1

#### Play a warm up game (10 minutes)

1. Draw a straight line with chalk on the floor (you can also use an imaginary line).
2. All players stand on one side of the line. Pick one person to be the keeper. The keeper stands on the line, facing the rest of the players. The keeper can only move along on the line.
3. The goal is for players to cross from one side of the line to the other, without being touched by the keeper.
4. If the keeper catches you, you will join the keeper on the line for the next round.
5. Everyone who manages to cross, goes back to their starting position and plays another round. Play until everyone is a keeper.
6. Play two or three rounds, with a different person starting as the keeper.

### STEP 2

#### Debrief the activity (15 minutes)

7. When was it easier to cross the line: when there was one keeper or many of them?
8. What effect did it have every time a new keeper joined? This game shows how the greenhouse effect works! Have you ever heard of the greenhouse effect? Read the definition.
9. Can you think of how the game we just played and the greenhouse effect are similar?
  - The line where the keepers move is like the atmosphere (the outer layer of the Earth)
  - The keepers are like greenhouse gases
  - The people trying to escape are like the heat from the sun trying to escape the Earth's atmosphere.
10. When we have more greenhouse gases, it's harder for the heat from the sun to escape, and therefore the Earth gets warmer.
11. Humans have altered the greenhouse effect and now it's bad for us! Do you know how?
  - Some things humans do, like using planes and cars or making new products, make a lot of greenhouse gases, eg CO<sub>2</sub> (carbon dioxide) and CH<sub>4</sub> (methane), as well as many others. The more greenhouse gases are in the atmosphere, the stronger greenhouse effect, and warmer the Earth gets.



The greenhouse effect is the process that makes and keeps the Earth warm. Here's how it works: the sun produces heat. Some of this heat is reflected by the outer layer of the Earth (the atmosphere) and bounces back into space. Some of it is trapped in the atmosphere and makes the Earth warmer and a comfortable place to live in (like wearing warm clothes). If we didn't have the greenhouse effect, the average temperature on Earth would be -180°C. Can you imagine how cold that is?!

However, when too much of the sun's heat is trapped in this greenhouse effect, this is called global warming. It makes the average



Weather is a specific event – like a rainstorm or hot day – that happens over a few hours, days or weeks. When you look out your window, you can see what the weather is like. Is it rainy, sunny, hot or cold today?

Climate is more than a few days that are cold or hot. It describes the typical weather conditions in a place for a very long time – over 30 years or more.

### STEP 4

#### Create a play (20 minutes) Weather Vs Climate cards

17. In groups of four or five, create a short play to explain the link between the words we've learned today: weather, climate, greenhouse effect, global warming and climate change. Revisit the definition to help you.
18. Draw or write down a summary of your play so you remember what you have learned!

### STEP 3

#### Play a matching game about weather and climate (10 minutes)

12. We talk about global warming but in some places it's actually cold, e.g. in the Southern parts of South America where there's lots of snow in the winter (sometimes even more than before).
13. This is because global warming refers to the increase of the average temperature of the Earth over a long period of time - since the 1880s!
14. In order to understand global warming and climate change, we need to understand the difference between the weather and the climate.
15. Read the definitions, then look at the example Weather Vs Climate card. Create your own cards with facts about the weather and climate.
16. Create two teams. Read the cards out loud. The fastest player to correctly guess if it is weather or climate gets a point. The team with the most points at the end of the game wins.

#### Tips for online groups

- **Step 1 and 2:** Replace these steps by the alternate activity below.
- **Step 4:** Groups prepare their short play in breakout rooms then bring everyone back together to present.



Climate change is the impact humans are having on the climate (the average weather conditions over 30 years or more) that affects every living thing including you.

The actions of humans, especially in 'Western countries', increase the amount of greenhouse gases in the layers surrounding our planet (the atmosphere). This creates global warming which makes the average temperature of the Earth hotter, and causes more extreme weather and natural disasters.

#### BRING IT HOME

Tell your family about the words you learned today and see if they know the difference between weather and climate.





STAGE I

# Weather Vs Climate cards

**A**  
It's raining today.

**B**  
It's 20°C/°F outside.

**C**  
There was a flood in Nicaragua on Tuesday

**D**  
Hurricane Catarina (2004) is the only recorded South Atlantic hurricane in history

**E**  
The large area of thick snow covering the land in the North Pole (ice cap) is slowly melting and disappearing

**F**  
Winters in Lesotho are generally dry.

**G**  
It will be monsoon season from June to September in India.

**H**  
The average temperature of the Earth is around 1°C warmer since 1880.

## ANSWERS

### Weather cards:

- (A) It's raining today // This is weather because by looking out the window you can see what's happening today.
- (B) It's 20°C outside // This is the temperature right now and where you are.
- (C) There was a flood in Nicaragua on Tuesday // This was one specific weather event that took place and disappeared, but isn't a regular pattern.
- (D) Hurricane Catarina (2004) is the only recorded South Atlantic hurricane in history // This was a specific weather event that happened and then stopped, but doesn't happen regularly or in a pattern.

### Climate cards:

- (E) The large area of thick snow covering the land in the North Pole (ice cap) is slowly melting and disappearing// This is happening over a long period of time and we can only see this by studying it for years.
- (F) Winters in Lesotho are generally dry // Summer and other seasons are a collection of the weather conditions which repeat over time and have been observed for decades.
- (G) It will be monsoon season from June through September in India // Monsoons typically happen in that time in that area, every year, and we can predict them far ahead in time.
- (H) The average temperature of the Earth is around 1°C warmer since 1880 // This is a temperature change in the whole world for over 140 years, and we can't just see it when we look outside the window!





## Story time...

# Who is most affected by climate change?

In this part of the story, you will need the following characters:

- Narrator
- Farmer 3
- Maria
- Cousin Li
- Aunt Aisha

**Narrator:** The farmers had given Maria a lot to think about. The reality was that global warming is making farming more difficult.

**Maria:** Wow I didn't know that! There must be something I can do. But first I must find out more.

**Narrator:** She continued her journey to Aunt Aisha's house and as she arrived, she spotted her cousin Li coming back from a walk.

**Maria:** 'I have so much to tell you, Li! Did you know that the Earth is getting hotter, and in some places, this means there will be less rain, and less rain means less food!'

**Li:** What do you mean Maria? I have food and I see rain.

**Narrator:** As they were talking, they heard the sweetest song and knew that could only be Aunt Aisha arriving home for lunch. As Aunt Aisha rounded the corner towards the house, she joined in the conversation.

**Aunt Aisha:** Did you know that most farmers in the country are women? When farming becomes difficult, they are the first ones to suffer. When the Earth gets hotter, we are all in trouble, and those who have little will have even less.

**Narrator:**  
*What does Aunt Aisha mean?  
Complete two activities from  
this topic to find out.*





## STAGE I

# Make a line

### SUMMARY

Play a teambuilding game to think about how climate change impacts you every day.

### IN THIS ACTIVITY YOU WILL

- Explore how climate change is impacting your life
- Work together as a team

### PREPARATION

- This game needs a Judge.
- Set up a large three-by-three grid on the ground, using any materials you have. This can be on a large piece of paper, or even draw on the ground with chalk. (See example).

### DURATION

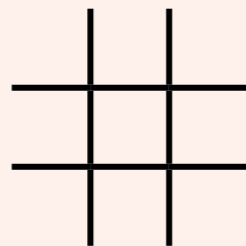


30 MINUTES

### MATERIALS

- Print climate change effect cards
- x2 sets of 5 tokens (10 in total)

Each set of tokens should be different. This can be something small like; buttons, coins, pebbles, shells, beads or even beans.



## Activity description



## STEP 1

### Think about the effects of climate change (10 minutes)

1. Divide into **two teams**, A or B. Each team should give themselves a name and nominate a **leader**.
2. Give one card to each team and give them 30 seconds to think of how the climate change effect (on their card) would **impact** either their lives or other girls in their community.
3. Shuffle the climate effect cards (face down) and give five to each leader. No one should look at their cards.



## STEP 2

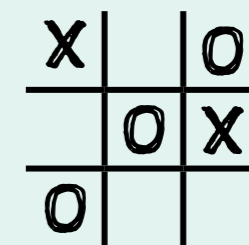
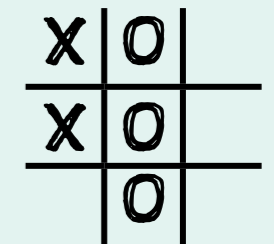
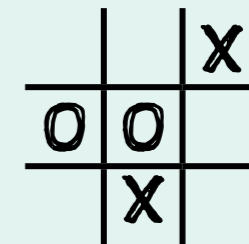
### Play a game - be the first team to make a line (20 minutes)

4. Set up your grid.
5. Explain that “the aim of the game is to be the first team to place three tokens in a line. (The line can be horizontal, vertical, or diagonal on the grid)”.
6. Each team will take it in turns, to place tokens.
7. To place a token, the leader from a team chooses one of their players to pick a card.
8. The player then explains how the climate change effect (on their card) would impact either their lives or other girls in their community.
9. The judge should decide if the explanation is sufficient. If it is, the player with the card can place their token anywhere on the grid.
10. Repeat steps 7-9 with a player with the other team.
11. Take turns placing tokens until one team makes a line, or both teams draws.

### Tips for online groups

**Step 2.** Use an online whiteboard so that everyone can see the make a line game being placed in realtime.

### Examples of how to win



### BRING IT HOME

Share what you learned today with girls/women and boys/men around you. It is important for girls to know why climate change is affecting them more than boys, but it is also important for boys to know that girls are more affected so they can find solutions to help!





STAGE I

# Make a line Climate change effect cards

<b>Extreme weather:</b> Heavy rainfall and storms	<b>Water:</b> More frequent droughts
<b>Animals &amp; Plants:</b> Trees/plants becoming endangered	<b>Livelihoods:</b> Soil degradation makes farming more difficult
<b>Health:</b> Food insecurity makes increases malnutrition	<b>Freedom:</b> Migration increases as people travel for better prospects

<b>Extreme weathers:</b> Rainy seasons are less predictable (take place at different times of the year)	<b>Water:</b> Sea level rise.
<b>Animal &amp; Plants:</b> Animal habitats are destroyed.	<b>Livelihoods:</b> The demand for jobs change.
<b>Health:</b> Increase risk of waterborne diseases.	<b>Freedom:</b> Competition for land and water increases which can cause conflicts.





## STAGE I

# Allies together

### SUMMARY

Use roleplay to explore how unfair treatment affects our everyday lives.

### IN THIS ACTIVITY YOU WILL

- Discover what discrimination means
- Find ways to support girls and women who are being treated unfairly

### MATERIALS

- N/A

### PREPARATION

This activity needs an activity leader who is not playing the game.

### DURATION



40 MINUTES

## Activity description

## STEP 1

### Create a mime about the effects of climate change (20 minutes)

1. Divide into patrols. Ask the group to think about the activities they have already completed and pick one climate change **effect**. Ensure groups don't all choose the same effect.
2. Everyone has five minutes to create a 30-second **mime** (drama without sound) showing the effect of climate change on the world.

### Instructions for activity leader

3. Choose the order that the patrols show their mimes - the rest of the group guesses their climate change effect.
4. Choose one group who won't perform (don't tell them). Thank everyone for their involvement.



## STEP 2

### Have a group discussion (10 minutes)

5. How did the group who were left out feel?
6. Did anyone notice and try to help? If not, give the group a chance to show their mime.
7. How would it make you feel if people didn't notice your contribution or allow you to participate?
8. Explain that **unfair treatment** (discrimination) happens every day, especially towards women and girls. We can help by being **allies**: supporting each other and speaking up to challenge this.



**Discrimination** is when someone treats you differently, unfairly, or worse because of who you are and reasons you can't change. This could be because of age, being disabled, your gender, marital status, where you live, your culture or ethnicity, and even the amount of money you have.

## STEP 3

### Learn to challenge (10 minutes)

9. Think of a time you were treated unfairly. Does being treated that way make it **easier or harder** for you to take action on climate change?
10. What effect might this have on you in **five or 10 years**? How might that affect our ability to deal with climate change?  
**TIP:** Think about the women farmers in Maria's story. Do you think they are ever treated unfairly? How do you think this is affecting them and their ability to deal with climate change?
11. In patrols, come up with questions and phrases to challenge someone in your lives who has treated you unfairly (think about people with authority: parents, teachers etc).
12. Think of **three ways** you can be an **ally** (support a person or group) to someone who has been treated unfairly.

### Tips for online groups

**Step 1:** Use breakout rooms to give each patrol some space to work on their mimes.





## STAGE I

# Circle of power

### SUMMARY

Discover why different opinions can help us respond better to climate change.

### IN THIS ACTIVITY YOU WILL

- Reflect on your own **bias** (opinions and feelings)
- Explore why women and girls should be included in climate change response

### MATERIALS

- Scrap paper
- Pens/pencils

### PREPARATION

N/A

### DURATION



30 MINUTES

## Activity description

## STEP 1

### Choose your Powerful 10 (5 minutes)

- The leader reads out the following statements and asks everybody to write down the first person that comes to mind for **each** one (don't influence them!). The person they write down **cannot be a family member or a member of the group.**
  - this person is a **leader**
  - this person is very **strong**
  - this person is extremely **clever**
  - this person is very **charming**
  - this person has to make a lot of important **decisions**
  - this person has a lot of **influence** and people follow their instructions
  - the most **respected** person I know of
  - the most **powerful** person I can think of
  - the **richest** person
- The leader says four characteristics of diversity such as **gender, age, race, religion or ethnicity in turn.** Everyone puts a tick next to the people on their list with whom they share this characteristic. For example, if the leader says 'gender', tick the people on your list who are the same gender as you. Repeat for each characteristic.

## STEP 2

### Have a group discussion (10 minutes)

- How many characteristics do you **share** with the people on your list?
- What do the people on your list have in **common**?
- Many people in power who make decisions about climate change share many things in common with each other but not the wider community; this makes it very difficult for other people's experiences to be taken into account.

## STEP 3

### Consider the impact (10 minutes)

- What do you think will happen if **nobody like you** is involved in making decisions about climate change? How will it impact you and people like you:
  - in your local community?
  - in your city?
  - in your country?
  - in the world?

## STEP 4

### Climate change and you (5 minutes)

- We know that climate change is affecting our everyday lives, and affects girls even more. Think about how climate change is affecting **your life.** What should be done about this?
- Imagine that more women (in your local community, in your city, in your country, in the world) were involved in making decisions about how to deal with this issue. Do you think the response would be different? Why? How?

### BRING IT HOME

Talk to women in your family about why it is important that they get involved in the response to climate change. If more women get involved, people in power will have to listen to them!

### Tips for online groups

No additional tips needed this activity is ideal for an online group meeting.





STAGE 1

# Chain of skills

## SUMMARY

Celebrate your skills and use your strengths to become a climate hero.

## IN THIS ACTIVITY YOU WILL

- Think about your unique skills.
- See how climate change may affect girls.

## MATERIALS

- Paper and pens

## DURATION



30 MINUTES

## PREPARATION

This activity is great for groups that have low self-confidence or feel limited by gender inequalities.

## Activity description

# STEP 1

## Celebrate yourself as a girl (10 minutes)

1. As a **girl**, have you been told you can't do things or can't be a certain way?
2. In Girl Guiding and Girl Scouting, we believe that **every girl** should be able to be herself, learn new things and do what she wants – as long as she's still living by her promise! Today, you will explore everything that girls can be and how this can be helpful to protect the Earth.
3. Start the game: one person says their **name** and **two things they like** about themselves (not about how they look). For example, "I'm Bupe, I can climb trees and I am a good friend."
4. Anyone who likes one of the same things about **themselves** races to take Bupe's hand. The first person to reach her says their name, repeats the thing they have in common, then adds a new thing about themselves. For example, "I'm Maria, I'm also a good friend and I am curious."
5. Continue until everyone has shared and is standing in a long line.
6. Take a moment to celebrate your strength as a group of girls with so many amazing qualities!

# STEP 4

## Become a climate hero (10 minutes)

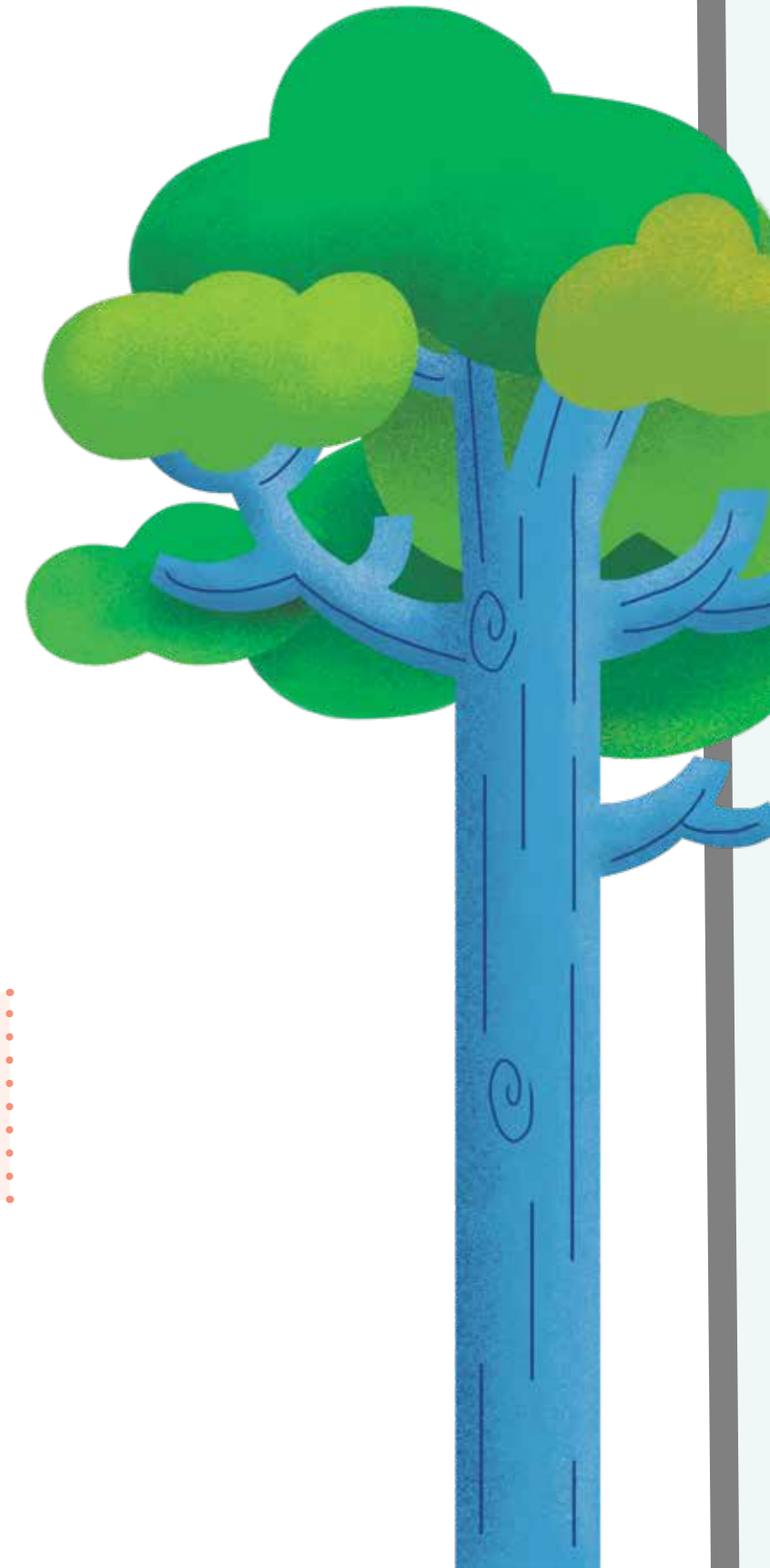
7. Think about the two things you shared with everyone. How and when are those qualities useful in life?
8. How can you use them to help protect the Earth? For example, your curiosity could help you find out about how to protect animals, or being a good friend means you can help them to learn about climate change.
9. On a piece of paper, draw the things you can do to help protect the planet, thanks to your strengths.

## BRING IT HOME

If you sometimes feel like you can't do things you want to because you are a girl, prepare a simple message to explain this to your family. Then share your drawing with them to explain how you can use your unique qualities to protect the planet!

## Tips for online groups

Raise your hand on the screen instead of racing to take someone's hand the first person to raise their hand wins and then shares until everyone has had a turn.





## STAGE 1

# Climate action plan, part 1

\*Mandatory

### DURATION



30 MINUTES

### SUMMARY

Complete the first part of your climate action plan and choose your topics for stage 2.

### IN THIS ACTIVITY YOU WILL

- Review what you have learned about climate change
- Write a climate change definition

### MATERIALS

- A copy of the **climate change action plan** (ideally one for each person) - see page 164
- Pencils

### PREPARATION

You may want to re-read Maria's stories before starting this activity, as well as the information on the cover page of stage one to remind you of the main information.

## Activity description

## STEP 1

### What is climate change to you?

1. Imagine that a new Girl Guide has just arrived at your meeting. She's missed all the activities you completed about climate change. It's your job to let her know what climate change is.
2. In patrols, write a **sentence** to explain what climate change is. Write your answer in **part one** of your climate action plan.
3. How will you let them know that these changes are often much **worse for marginalised people included young people, girls and women?** Add your answer to **part one** of your climate action plan.

### Tips for online groups

No additional tips needed this activity is ideal for an online group meeting.

## STEP 2

### Complete the decision tree

4. It's time to decide the **two topics** you will complete in stage two.
5. Read out the questions in the **decision tree**, **giving the two options** for each question. The left side of the room represents option one, and the right side represents option two.
6. After each question, run to the side of the room you want to vote for. The corner with the most people wins.
7. Count to see which options have the most votes then move on to the next question.
8. Once you have answered all the questions, you will end up with the two exciting topics you will explore in stage two!



# Decision tree

Which topics should you choose for stage two?  
Move through the decision tree by answering the questions and following the branches.

These topics are only recommendations – you can always choose different topics if you want to.

**START:**  
Where do you live?

Q2 Does bad weather stop you from going shopping, to school or the hospital?

Q3 How easy is it to get water when you need to?

Q4 Do you grow any of your own food?

**Recommended topics**

I live in an urban area

I live in a rural area

Yes, it has a big impact on my life

No, this has little or no impact on my life

Yes, it has a big impact on my life

No, this has little or no impact on my life

Very easy

Not very easy

Not very easy

Very easy

Very easy

Not very easy

Very easy

Not very easy

Yes, my family grows some of our food

No, my family does not grow any food

No, my family does not grow any food

Yes, my family grows some of our food

Yes, my family grows some of our food

Yes, my family grows some of our food

No, my family does not grow any food

Yes, my family grows some of our food

Yes, my family grows some of our food

No, my family does not grow any food

Yes, my family grows some of our food

No, my family does not grow any food

Yes, my family grows some of our food

No, my family does not grow any food

Weather Livelihoods

Weather Health

Weather Health

Water Livelihoods

Animals & Plants Livelihoods

Animals & Plants Health

Weather Livelihoods

Weather Health

Water Livelihoods

Animals & Plants Livelihoods

Animals & Plants Health

Water Freedom



## STAGE 2



# Explore the issues

This stage of the badge is all about choice. Choose **one topic** under each theme to explore the impact of climate change on the **natural world** and on people. These activities will also help you start to take action to prepare for the effects of climate

change and reduce your impact on the environment.

If you are not sure which topics to choose, you can use the **decision tree** at the end of stage one to help you.

## The impact of climate change on the NATURAL WORLD



Read Maria's story and complete two of these four activities from your chosen topic.

### Weather

Climate change is making the weather more extreme and causing natural disasters.

Extreme weather can be fatal for plants, animals and people. It can also cause destruction, displacement, and increase poverty. On average, **this affects women and girls more.**

- **Natural Disasters: Freeze frame** – Act out different disasters and learn how to identify them.
- **Hurricanes: Disaster preparedness** – Play a game to understand why women are more vulnerable to natural disasters.
- **Floods: Keep your feet dry** – Build a structure to prepare for a flood.
- **Wildfires: Adventure escape** – Play a running game as different local animals trying to escape wildfire.

### Animals and plants

Protecting natural habitats can save the homes of many animals and reduce the harmful gases that are making our Earth warmer. A balanced **ecosystem** gives us clean air, water, food and more reliable jobs.

- **Tree planting: Deforestation** – Play an active running game to protect your forest from disappearing.
- **Land animals: The garden gecko** – Build a human pyramid and explore the environment of a gecko to understand how climate change affects animals and plants.
- **Lifestyles: My food versus our planet** – Discover how the food choices you make can transform the ecosystems needed for animals and plants to thrive.
- **Ecosystems: Changing seasons** – Draw a picture to predict what your local area may look like in the future.



### Water

Global warming causes floods and droughts. This can make it harder to get safe and clean water. All living things need water to survive, so when it is harder to get water, everything is in danger.

- **Water access: Water competition** – Use your negotiating skills to understand water competition and collaboration.
- **Sanitation: Rainwater collection** – Build a rainwater harvesting system.
- **Virtual water: Water footprint** – Play a mix and match game to discover what virtual water is.
- **Sea-level rise: Coastal erosion** – Play a virtual building game to understand coastal erosion.

## The impact of climate change on PEOPLE



Read Maria's story and complete two of these four activities from your chosen topic

### Livelihoods

Climate change puts people's food, water sources and jobs in danger. It increases **poverty**, especially for vulnerable groups like women and girls.

- **Jobs: The job race** – Find out how our income (money we earn) can make it easier or harder to deal with climate change.
- **Soil erosion: Soil tester** – Become a soil tester.
- **Farming: My mini composter** – Transform your food waste by building a mini composter.
- **Agriculture: Farming methods** – Create a song to teach others about different farming methods.

### Health

Extreme weather increases the risks of diseases such as malaria and cholera. Lack of access to clean water increases malnutrition and makes menstrual hygiene difficult.

- **Nutrition: Marketplace** – Play a teamwork game to collect tokens and provide a healthy meal for your family.
- **Hygiene: Hand-washing station** – Build a hand-washing station to support menstrual hygiene management
- **Mental health: Nature meditation** – Create an ideas map to explore how climate change affects mental health and practise meditation.
- **Diseases: Swat the mosquito** – Decode a story to understand the connection between health and climate change.

### Freedom

Climate change restricts people's freedom. It especially impacts women and girls, who might be forced to live a life they have not chosen.

- **Migration: Her story** – Create a story about a woman who must move because of climate change.
- **Human rights: Obstacle course** – Play a game and discover how climate and gender inequality affects your freedom.
- **Human rights: Know your rights** – Play a game to explore the connection between climate change and human rights.
- **Conflict: Chain reaction** – Play a game to explore the domino effect of climate change and local conflicts.

## Climate action plan, Part 2

Fill in the second part of your climate action plan.

At the end of this stage, complete the next part of your plan and get ready to take action in stage 3.





## STAGE 2

# Story time...

## Weather

In this part of the story, you will need the following characters:

- Narrator
- Aunt Aisha
- Maria

**Narrator:** Aunt Aisha was one of the smartest people Maria knew. She was a doctor and no matter how difficult the challenge, she would consider the options, look at the positive side, and try her best.

**Maria:** Mum says that when she was a small Girl Guide, this time of the year it was lovely and rainy, but now it is too hot and dry. I wonder why!

**Aunt Aisha:** What your mother said is true, my dear. Climate change causes extreme weather like heat and cold waves, periods of no rain or too much rain (droughts and floods). A consequence of climate change is also an increase in natural disasters such as storms, tornadoes, hurricanes or wildfires.

**Maria:** If climate change is this dangerous, why isn't everyone talking about it? And why can't I see the effects of it every day?

**Aunt Aisha:** Come over here and look at my vegetable garden.

**Narrator:** They both walked towards the small vegetable patch at the side of the house. It was full of okra, tomatoes and other delicious vegetables.

**Aunt Aisha:** Each year it is getting harder and harder to grow my vegetables because the storms and the more frequent droughts wear away the soil. These types of extreme weather are normal, but climate change is making them **more common and more extreme**.

**Maria:** Wow, I didn't know that the weather could affect us in so many ways.

**Narrator:**  
*Complete two activities from this topic to find out about extreme weather and what you can do to protect yourselves.*





## STAGE 2

# Natural disasters: Freeze frame

### SUMMARY

Act out different disasters and learn how to identify them.

### IN THIS ACTIVITY YOU WILL

- Learn to identify different types of natural disasters
- Find out what natural disasters are common in your area

### MATERIALS

- N/A

### PREPARATION

N/A

### DURATION



30 MINUTES

## Activity description

## STEP 1 Define natural disasters (5 minutes)

1. Do you know what natural disasters are? Come up with a definition together.
2. Have you ever heard of natural disasters happening in your country?



**NATURAL DISASTERS** are natural events that cause great material, economic or environmental damage and loss of life. Their impact disturbs the functioning of communities and societies. This could include hurricanes and tropical storms, floods and landslides, tornadoes, tsunamis, wildfires or ice storms.

## STEP 2 Show natural disasters with your bodies (15 minutes)

### Instructions for activity leader

3. Form teams of four to five players.
4. Call out different types of natural disasters using the list below, then give the group 10 seconds to show that disaster using only their **bodies** - count down from 10. When you reach zero, shout "Freeze!":
 

a. Tornado	f. Cyclone
b. Wildfire	g. Heat wave
c. Flood	h. Hurricane
d. Cold wave	i. Landslide
e. Drought	j. Blizzard
5. Give the teams a few seconds to look at what the others are doing. Continue to keep up the pace and make sure everyone is engaged and having fun

## STEP 3 Debrief the game (5 minutes)

6. Was it easy or hard?
7. Did you know all the types of natural disasters or did you have to be creative for some of them?
8. Which ones do you want to learn more about?

## STEP 4

### Discuss natural disasters in your area (5 minutes)

9. Climate change, and specifically the increase in the Earth's temperature, is changing the **water cycle** on Earth. This causes **extreme weather** and makes natural disasters more frequent. Natural disasters are natural events that cause great material, economic or environmental damage and loss of life.
10. Can you remember living through or hearing about any recent **climate-related disasters** like the ones you just acted out? Which ones? How did it make you feel? Be aware that some people might find this upsetting, so make sure the conversation is safe and sensitive.
  - a. What damage did the disaster cause?
  - b. How did people react during and after it happened?
  - c. Are there any **actions** taken to prevent or prepare for future disasters like this?
  - d. What are your ideas to **prepare** for next time?

### Tips for online groups

Check that everyone can join using a camera (such as a webcam or a camera on their phone or tablet) so that you can clearly see everyone acting out a disaster.





## STAGE 2

# Hurricanes: Disaster preparedness

### SUMMARY

Play a game to understand why women are more vulnerable to natural disasters.

### IN THIS ACTIVITY YOU WILL

- Understand why women are more vulnerable to natural disasters
- Discuss how you could help women and girls be more informed about natural disasters

### MATERIALS

- Paper and pens/pencils of different colours

### PREPARATION

This game needs an activity leader.

### DURATION



45 MINUTES

## Activity description



## STEP 1

### Play a disaster management game (20 minutes)

#### Instructions for activity leader

Each team will have different instructions on how to play the game, but they shouldn't know this, or any other teams' instructions. Teams should sit down far enough from each other that they can't hear what other teams are saying.

1. Divide into **three** equal teams: A, B and C.
2. Explain **team A's instructions** (in secret):
  - a. Where you're sitting down right now is your **house**. You can do whatever you want. Play a game you like, make a drawing, or just chat. It's your choice.
3. **Team B's instructions:** a **disaster** will strike in 15 minutes.
  - a. You need to **prepare** for the disaster.
    - a. If you're in your house when disaster strikes, you will be hurt.
4. **Team C's instructions:** a **disaster** will strike in 15 minutes.
  - a. To prepare for the disaster, each of you needs to have collected **three things**: one yellow, one blue and one red. If you can't find anything with these colours, you can create something with the pens and paper.

- b. You also need to create a **shelter** for your team. Your shelter needs to be far away from your house. To create it, you can draw it on a piece of paper, represent it with your collected things or build it with other materials you can find ... Be creative! When disaster strikes, you all need to be in your collective shelter, with your three things.
5. After 15 minutes, announce dramatically, "Climate change is making the weather more unpredictable and more extreme. Right now, you can see the sky becoming darker. The wind is changing. It is starting to rain. You can hear the storm. There it is ... a natural disaster!"
  6. Announce that the game is now **over**:
    - Anyone still in their house has been struck by disaster, and has lost the game.
    - Anyone that doesn't have three things with them, one yellow, one red and one blue, wasn't properly prepared for the disaster, and has lost the game.
    - Anyone not in a shelter far away from their house has been struck by disaster, and has lost the game.

## STEP 2

### Debrief the game (10 minutes)

7. Let each team explain what their instructions were.
8. How did each team feel during the 15 minutes leading up to the natural disaster? Be aware that some people might find this upsetting, so make sure the conversation is safe and sensitive.
9. Did anyone not in **team C** manage to win the game? Why?

#### Tips for online groups

**Step 1.** Make sure that you can give each team their instructions in secret. This could be using breakout rooms, or even dividing people into and sharing the secret instructions before the meeting.

## STEP 3

### Discuss women and girls' vulnerability to disasters (15 minutes)

10. As a group, define natural disasters. Natural disasters are natural events that cause great material, economic or environmental damage and loss of life.
11. Girls and boys, and women and men, **have different experiences** of natural disasters. Gender inequalities mean that natural disasters impact women and girls the most. For example, women and girls don't have as much **information about how to prepare** for a disaster or can't access public **shelters** (like group B). They also are less likely to know **when** a disaster might hit (like group A).
12. Have you ever heard of any cases in your **community** where women and girls don't have as much information? Why do you think that happens?
13. Climate change, and specifically the increase in the Earth's temperature, is changing the water cycle on Earth. This causes extreme weather and makes natural disasters more frequent.
14. What can each of you do to help women and girls get the right information about these disasters, know when they are coming and prepare for them? As a group, come up with at least **three things** you could do.

#### BRING IT HOME

Share what you learned today with as many women and girls as possible, to make sure they know what to do if a disaster strikes.





## STAGE 2

# Floods: Keep your feet dry

### SUMMARY

Build a structure to prepare for a flood.

### IN THIS ACTIVITY YOU WILL

- Work together to build a flood-proof structure
- Learn how you can prepare for floods in your area

### MATERIALS

- A mix of equipment that can be used for building: strong branches or broomsticks, rope, cardboard, newspaper etc.

### PREPARATION

Gather all your equipment in a large indoor or outdoor space. Alternatively, you could go to an outdoor space and ask participants to use what they find (without disturbing nature).

### DURATION



30 MINUTES

## Activity description

## STEP 1

### Build a structure to adapt to floods (20 minutes)

1. There is a **flood** coming - in 10 minutes, the flood will appear and make everyone's feet wet! In your small groups, build a structure to hold your leader above the water (their knee height), using the equipment provided.
2. The leader will judge how safe the structure is, before climbing on to it.



## STEP 2

### Debrief the activity (10 minutes)

4. Was it **hard** or **easy** to build the structure?
5. What could have made it **easier**? Think about the time given, the equipment, the building process, etc.
6. Climate change, and specifically the increase in the Earth's temperature is changing the **water cycle** on Earth. This causes extreme weather and makes natural disasters more frequent. Natural disasters are natural events that cause great material, economic or environmental damage and loss of life.
7. Girls and boys, and women and men, **have different experiences** of natural disasters. Gender inequalities mean that natural disasters impact women and girls the most. For example, women and girls don't have as much **information on how to prepare** for a disaster or can't access public **shelters**.



### Tips for online groups

**Step 1:** Let everyone know what materials they will need for the game. Give everyone time to build a structure on their own - check that the environment people are joining from is safe enough to build a structure. Instead of climbing on the structure, ask everyone to choose an item to place on their structure to see if it holds up. (for example, everyone could use the weight of three textbooks to test their structure).

### Suggestions to help prepare for floods

- Check for flood warnings and let others know around you
- Prepare an emergency kit with food and water, first aid, torches, a radio etc
- Get sandbags
- Turn off power before you leave your house
- Shut and lock windows and doors
- Move important things and document to higher places
- Protect your house, but also fields, livestock and crops
- Plan an evacuation route in case you have to leave your home
- Find out how to find reliable, real-time information on flood warnings

### BRING IT HOME

What have you learned that you could use to help your family (especially women and girls) prepare for floods? Come up with five things that you could do to prepare for floods, and share them with your family.





## STAGE 2

# Wildfires: Adventure escape

### SUMMARY

Play a running game to escape wildfire as different local animals.

### IN THIS ACTIVITY YOU WILL

- Learn about how climate change increases wildfires
- Explore how animals and insects adapt to survive wildfires

### PREPARATION

Mark the Game Area:

- Set up a large area with a start line and a finish line

### MATERIALS

- Large outdoor or indoor space
- Cones – 2 different colours (colour 1 equals events), (colour 2 equals events)
- List of Events
- Escape cards
- Dice
- Small prizes for the winner (optional)

### DURATION



45 MINUTES

- Create a winding path using tape
  - Scatter cones along the path
- This game needs a game lead.

## Activity description

### STEP 1

#### Play the escape game (25 minutes)

1. Read the wildfire definition.

#### (Rules)

2. Each player should choose their animal (without knowing the unique abilities)
3. To start the game, everyone should go to the starting line.
4. Each player should take turns rolling the dice to know how many steps to take to the finish line.
5. When a player reaches a cone with an **event cone**, the game lead should read one of the **event actions**.
6. When a player reaches an **escape cone**, the game lead should **give them an escape card**. This can be used immediately or saved for later.

#### (Winning the Game)

7. The first player to reach the finish line wins – this represents a safe zone away from the wildfire.



**A WILDFIRE IS** a large, uncontrolled fire that spreads quickly across areas of land covered with vegetation such as forests, grasslands, or prairies. These fires can start naturally, often from lightning strikes, or can be caused by human activities, like burning rubbish, debris or unattended campfires. Wildfires can burn thousands of acres, destroy homes, and impact wildlife habitats, making them dangerous and destructive events.

### STEP 2

#### Debrief the activity (10 minutes)

8. What challenge did your animal face?
9. How do you think some animals may adapt to survive in this environment?

### STEP 3

#### Wildfires and climate change (10 minutes)

10. What have you learned about the impact of climate change on wildfires?
11. What type of extreme weather increases the risk of wildfires?
12. What can be done to reduce the impact of wildfires and protect animals and plants?
13. Which animals were most at risk during the adventure escape?

#### CLIMATE CHANGE AND WILDFIRES

Climate change means the Earth's climate is getting warmer because of human activities. When the climate gets warmer, it often means there is less rain and more dry periods. Dry plants and trees are fuel for wildfires, making it easier for wildfires to start and spread. When it's hot and dry for a long time, wildfires happen more often and burn more intensely, causing more damage.

**Add a craft:** If you want to add a craft element to this activity. Before you play the game, each player can create an animal mask or headband to represent one of the animals for the list and research the abilities of that animal and how the animal is impacted by climate change. Then each player can wear their mask/headband and be that animal during the game.

#### Event actions

- There's a heatwave, the temperature rises dramatically. Go back to the nearest cone or back to the start (whichever is closest).
- There's a thunderstorm, heavy rain begins. Draw an escape card.
- There's a period of drought, the area is extremely dry. Skip your next turn.
- There has been a lightning strike, a lightning strike starts a fire. Move back 3 steps.
- Strong winds cause the fire to spread quickly. Move back 2 steps.
- There's a blocked path because a fallen tree blocks your way. Skip one turn.
- Oh no! Smoke inhalation, the smoke is thick and hard to breathe. Move back 1 step.
- There's panic, as other animals running from the fire push you back. Move back 2 steps.
- The fire jumps a barrier and spreads faster. Move back 3 steps.
- The emergency crews (firefighters and forest rangers) have arrived, but the area is still dangerous. Stay in place for one turn.
- You find a particularly hot spot. Move back 2 steps.
- A sudden flood from firefighting efforts has caused a flash flood. Move back to the nearest cone.
- The smoke makes it hard to see, so you are lost. Skip your next turn.
- You reach a human-made firebreak. Move forward 2 steps.
- The dry grass ignites easily. Move back 2 steps.

#### Tips for online groups

**Step 1:** Create a digital path with coloured cones and share this on a collaborative whiteboard, so that everyone can follow the progression to the finish line.





**STAGE 2**

# Wildfires: Adventure escape

## ANIMALS/INSECTS CARDS

<p><b>PARROT, bird</b> Ability: Fly High Description: Parrot can fly over obstacles. Move ahead 3 steps if the word fire is mentioned in the event.</p>	<p><b>TOUCAN, bird</b> Ability: Tree Hopper Description: Toucans can hop from tree to tree. Move ahead 2 steps if encountering an obstacle that only affects the ground.</p>	<p><b>EAGLE, bird</b> Ability: Soar Above Description: Eagles can soar above the flames. Move ahead 4 steps when encountering an obstacle (that does not mention a weather).</p>
<p><b>ELEPHANT</b> Ability: Trample Through Description: Elephants can trample through obstacles. Move ahead 2 steps if encountering a ground obstacle.</p>	<p><b>CHEETAH</b> Ability: Speed Burst Description: Cheetahs can sprint at incredible speeds. Move ahead 4 steps if the word fire is mentioned in the event.</p>	<p><b>MEERKAT</b> Ability: Burrow Defence Description: : Meerkats can hide in their burrows. Skip the next fire-related challenge.</p>
<p><b>MONKEY</b> Ability: Agile Climber Description: Monkeys can climb trees quickly. Skip an obstacle by moving up one step.</p>	<p><b>BUTTERFLY</b> Ability: Quick Flutter Description: : Butterflies can quickly flutter away. Move ahead 1 step if the word fire is mentioned in the event.</p>	<p><b>SNAKE</b> Ability: Quick Escape Description: : King cobras can slither away quickly. Move ahead 3 steps if encountering a fire-related event.</p>

## ESCAPE CARDS

<p>Fly Away, move ahead 2 steps, but only if you are a bird.</p>	<p>Find a safe burrow. Skip the next challenge.</p>	<p>Shelter in a cave. Skip the next challenge.</p>
<p>Light rain falls, slowing the fire. Move ahead 1 step.</p>	<p>You've found shelter, you can skip the next 'event'.</p>	<p>Find shelter, skip the next challenge.</p>
<p>Run fast, move ahead 2 steps.</p>	<p>Climb a tree, move ahead 1 step and avoid any obstacles.</p>	<p>The wind changes direction. Move ahead 2 steps.</p>
<p>Emergency crews help you. Move ahead 3 steps.</p>	<p>Hide in thick underbrush. Skip your next turn but avoid any setbacks.</p>	<p>Hide in water, skip your next turn but avoid moving back.</p>





## Story time...



STAGE 2

# Animals and plants

In this part of the story, you will need the following characters:

- Narrator
- Maria
- Cousin Li
- Aunt Aisha

**Narrator:** If Maria ever had a problem, she knew that her Aunt Aisha would probably have an answer or could point her in the right direction. As a doctor, she was always learning and finding solutions to different problems

**Maria:** The vegetables in your garden are beautiful. Imagine what amazing things grow in the forests or the savannah!!

**Aunt Aisha:** Amazing things can grow here too. There is nature everywhere if you look hard enough. Often areas where people live have less animals and plants than the forests or the savannah.

**Cousin Li:** Oh no, don't tell me this is linked to climate change too!

**Aunt Aisha:** Everything is connected. One small action and decision here can have consequences a long way from here and for many years to come.

**Maria:** Mum said that when she was a small Girl Guide, this time of the year it was lovely and rainy, but now it is too hot and dry. I wonder why!

**Aunt Aisha:** Yes, I agree. Weather is becoming more extreme. As the world becomes hotter, large surfaces of ice in the coldest places on Earth are melting. This means warmer seas and higher sea levels.

**Cousin Li:** But if the water is in the sea, how does that affect the weather?

**Aunt Aisha:** Warm temperatures become warmer, cold temperatures become colder, rainfalls become heavier and droughts become worse.

**Maria:** But more rain can't be so bad. Rain makes things grow.

**Cousin Li:** Hmmm. Maybe it's all these things in combination, and where in the world it is happening. If it becomes harder to predict weather patterns, plants and animals may find it hard to adapt.

**Maria:** I see ... So plants die out, and this would affect the habitats and food sources of lots of creatures, not just animals.

**Narrator:**  
Explore how animals and plants are impacted by climate change. Complete two activities from this topic to find out more.





## STAGE 2

# Tree planting: Deforestation

### SUMMARY

Play a running game to protect your forest from disappearing.

### IN THIS ACTIVITY YOU WILL

- Learn about the link between deforestation and climate change
- Find some alternatives to things commonly made from wood

### MATERIALS

- Lots of soft, small balls (or newspapers scrunched into balls)

### PREPARATION

This activity needs a large space for running around.

### DURATION



40 MINUTES

## Activity description

## STEP 1

### Describe the benefits of wood (5 minutes)

1. As a group, think of all the ways we use **wood** and why a person would cut down a tree. This can be noted down in small groups or one large group (see ideas below).

**Benefits of wood: to sell for money, for firewood, to make paper, to build furniture, to build homes, to clear land for new buildings, to clear land for farming, to drill or mine.**



**THE GREENHOUSE EFFECT** is the process that is making the Earth warmer and causing climate change:

\* The sun produces heat. Some of this heat is reflected by the outer layer of the Earth (the atmosphere) and bounces back into space. Some of it is trapped in the atmosphere and makes the Earth warmer and a comfortable place to live in (like wearing warm clothes).

\* The actions of humans (especially industrial, eg transport and manufacturing products) has increased the amount of greenhouse gases in the atmosphere (like wearing too many clothes). This means more of the sun's heat is being trapped so the Earth's normal temperature (climate) is warmer than it would naturally be.

## STEP 2

### Play the game (25 minutes)

2. Play a game to understand how **cutting down trees** can make the **greenhouse effect worse**.
3. Divide into three groups:
  - (Group 1) The **farmers** = one or up to two people
  - (Group 2) The **forest** = approximately two thirds of the group
  - (Group 3) The **atmosphere** = the rest of the group.
4. The **atmosphere** (group 3) continuously throws the prepared balls - representing carbon dioxide CO<sub>2</sub> - as far as they can around the space. The **forest** (group 2) runs around to collect the balls.
5. When you hear the word 'logging' the **farmers** can 'cut' the trees in the forest for firewood for 30 seconds. They do this by tapping the forest players on the shoulders. The forest player gives their balls back to the atmosphere group, sits down and stops playing.

### Instructions for activity leader

6. Each round represents five minutes of game play. Make a note of how many balls (CO<sub>2</sub>) were left in the atmosphere after each round.
  - Round 1: Say 'logging' twice.
  - Round 2: Say 'logging' four times.
  - Round 3: Say 'logging' eight times.
7. Continue playing until all the balls (CO<sub>2</sub>) have been collected or after five minutes.

### Tips for online groups

#### Step 2:

#### Round 1 Logging (5 minutes)

- Use breakout rooms to create three groups: Farmers, Forest, and Atmosphere.
- Group 1 (Farmers): Discuss the reasons for logging and the short-term benefits (e.g., economic gain, land for agriculture).
- Group 2 (Forest): Discuss the role of forests in absorbing CO<sub>2</sub> and maintaining the balance of greenhouse gases.
- Group 3 (Atmosphere): Discuss the greenhouse effect and how increased CO<sub>2</sub> levels from deforestation contribute to climate change.
- Each group discusses their role and initial thoughts on the impact of deforestation.
- **Prompt for Discussion:** What is your group's perspective on logging and its immediate effects?

#### Round 2 Increasing Logging (5 minutes)

- Each group discusses the impact of increased logging.
- **Prompt for Discussion:** How does increased logging (more frequent logging events) affect your group's role and the overall environment?

#### Round 3 Increasing Logging (5 minutes)

- Each group discusses the long-term impacts of continuous logging.
- **Prompt for Discussion:** What are the long-term consequences of continuous logging for your group and the environment?

#### Round 4 Group Sharing and Debriefing (10 minutes)

- Bring all participants back to the main room.
- Each group shares their insights and the main points from their discussions.
- Use a virtual whiteboard to summarize key points and highlight connections between the groups' perspectives.

## STEP 3

### Deforestation and the greenhouse effect (10 minutes)

8. The balls in the game represent one type of gas (CO<sub>2</sub>) that is making the Earth warmer. How do trees help stop this, and what was the effect of cutting them down (deforestation)?
  - Do you think the game was **fair**? Why?
  - What could you do next time to **win** the game and ensure that there are not too many 'balls' in the atmosphere?
  - What do you think people could do to **reduce** the amount of CO<sub>2</sub> in the atmosphere?
  - Come up with a way to explain **deforestation** to a friend who did not play the game.
  - We all benefit from the things that are made from wood. But if we use too many trees it has a long-term effect on the Earth. This becomes even worse when we don't replace them. Think about the **benefits** of wood you came up with at the beginning. Can you think of any **alternative materials** (that are not plastic) people could use instead?

### BRING IT HOME

People need firewood to live their daily lives. Maybe people around you use firewood often, and that is fine! But there are **other sources of energy you can use to cook at home**, and there are ways to collect firewood that are less harmful to forests and woodland. Talk to people around you about how to replant trees, and ways to collect firewood that allow forests to quickly regrow. Have a look at the factsheet to find out more.





## STAGE 2

# Land animals: The garden gecko

### SUMMARY

Build a human pyramid and explore the environment of a gecko to understand how climate change affects animals and plants

### IN THIS ACTIVITY YOU WILL

- Explore what biodiversity and ecosystems are
- Find out why climate change makes it harder for animal and plants in the region

### MATERIALS

- Papers and coloured markers/ pencils to draw (for step 6)

### PREPARATION

A large space outdoors is needed for this activity.

### DURATION



60 MINUTES

## Activity description

## STEP 1

### Start a discussion about biodiversity (10 minutes)

1. Create three groups. One team is plants, one team is animals, and the third team is humans. **The humans group should have maximum two people.**
2. Each team has to discuss one of the following:
  - **Plants:** How do plants benefit humans? And how do humans benefit plants?
  - **Animal:** How do animals benefit humans? And how do humans benefit animals?
  - **Humans:** Think about all the plants and animals that humans use or connect with every day (trees, fields, fish etc). Try to list as many things as possible. Think about more 'hidden' things that you can't directly see (like medicine that comes from plants, plants that feed animals that help us, forests where we walk and play or animal products we use in our lives).

## STEP 2

### Build a human pyramid to represent a healthy ecosystem (15 minutes)

If building a human pyramid is not safe and accessible in your context, check out the online adaptation of the activity!

3. Mark a big circle on the floor. All the plants, animals and humans stand inside: this is now our ecosystem.
4. Work together to build the most solid three-level human pyramid you can.
5. Then, carefully climb down.
6. All players that represent humans now stand outside the circle.
7. Quickly play a 30 second game of tag where the players representing humans are the ones chasing the others. If you are tagged, sit outside of the ecosystem.

8. After your game of tag, try to rebuild your human pyramid without the plants and animals that are sitting outside the ecosystem.
9. Continue this cycle of pyramid building and tag until you can no longer build a three-level human pyramid.

## STEP 3

### Debrief (10 minutes)

10. What happened to the pyramid when we were taking plants and animals away from the ecosystem?
11. At some point it becomes impossible to build the pyramid. Do you think there is a similarity between this activity and our real ecosystems?
12. What would happen if we really did take away so many plants and animals so that we didn't have enough water and food or be protected against natural disasters?



## STEP 4

### Act out scenarios (15 minutes)

13. Tuktuk is a gecko who is looking for a good spot to make a house. She requires a large perch on a tree, access to clean water, and at least 20 bugs to eat a day.
14. Each team is given a different ecosystem scenario and will need to act out how Tuktuk finds a good spot to live.
15. Give each group a scenario in secret:
  - **Scenario 1:** Gecko lives on a small island with clean water and lots of bugs to eat and trees to live in.
  - **Scenario 2:** Gecko lives in a tree close to a village where a big company wants to cut down the edge of the forest to make new farming fields.
  - **Scenario 3:** Gecko lives in a tree in the centre of the village. The villagers wish to get rid of the bugs in the town centre.
16. Take 10 minutes to plan how you will act out your scenario. The other teams will need to guess what your scenario was!
17. When planning what to act out, think about:
  - What happens to Tuktuk as she settles in her home?
  - Is there enough food for Tuktuk?
  - Is there enough water?
  - Is Tuktuk's home safe?
18. After each team presents their scenario, the other teams read out their scenario and explain why they acted it out like they did.





## STAGE 2

# Land animals: The garden gecko

Continued

## STEP 5

### Debrief the activity (15 minutes)

19. Was it easy or hard for Tuktuk to live in all three scenarios?
20. Were there some factors that made it harder for Tuktuk to get what she needed to survive?
21. How could these scenarios relate to real life?
22. When humans cut trees (to make space for farming or to build houses for example), there is less place for plants and animals to live. This causes some species to become extinct (disappear) because they no longer have a place to live, food to eat or water to drink.
23. Water pollution is a serious problem caused by human activity. It can come from plastics and waste, sewage being put in lakes and rivers, chemicals used by industries and agriculture etc. Water gets mixed with polluted water, which makes it unsafe to drink for humans and animals or to grow our food.
24. As deforestation increases, we lose our own protection from floods. Trees' roots keep the ground sturdy as floodwaters rise and without those trees, floods can be more dangerous as they drag the soil with them.

## STEP 6

### Draw a good ecosystem for Tuktuk (15 minutes)

25. Divide yourselves into teams again. Each team draws their own version of a great ecosystem for Tuktuk.
  - Where is it?
  - What does it look like?
  - What can you see around?
  - What plants and other animals are there?
  - What other things are not there?
26. Show the drawings to the rest of the teams, explaining why the ecosystem is great for Tuktuk.
27. What can we do to protect ecosystems around us so we reduce biodiversity loss in plants and animals?
 

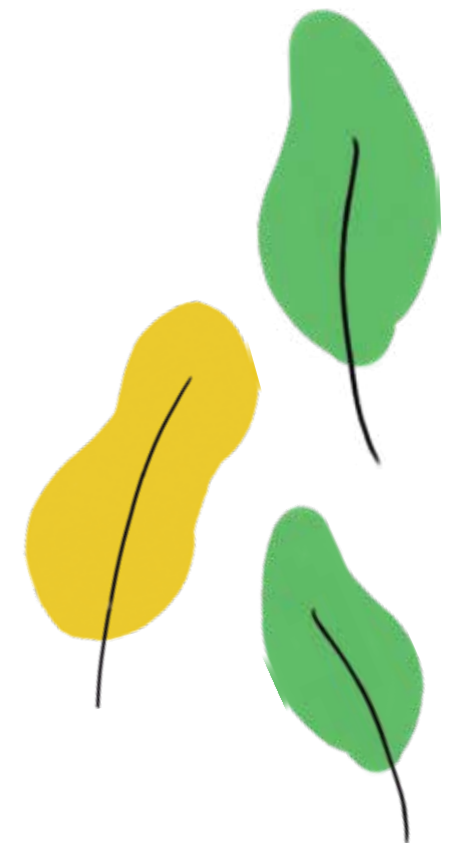
Plant flowers (that bees like) in your neighbourhood, so bees can get food and pollinate other flowers. Plant different local vegetables so you, your family and your community can enjoy them. Even better if you do it as a school or patrol project! Organise trash pickup events in dirty areas of our communities, so animals and plants can thrive. What others can you think of?

## Tips for online groups

### Steps 2 and 3:

- Turn on all your cameras, with everyone using gallery mode.
- Name a leader for the activity. The leader's goal is to create a collaborative image across the gallery with everyone on the screen: for example, everyone uses their arms to form a big heart, or spells out a word with their bodies. Only the leader will see the 'correct' image as people appear in different orders on gallery mode, so the rest of the group has to trust them!
- The leader says the name of a plant. They then name someone on screen. That person (person A) has to name something that eats grass (for example, a rabbit). The leader then tells them what to do with their bodies (for example "make an A" or "hold your hand above your head"). Person A names someone else on screen, and this person has to say the name of something that eats rabbits or grass, then the leader tells them what to do with their bodies. Continue until everyone has contributed to the food web and the leader has told everyone what to do.
- If players are running out of ideas, give them a hint.
- Once the food web is created, ask players to give examples of events that could damage the food chains (for example, building a highway, deforestation, over hunting/ over fishing..). For each example given, each person that names something this could damage has to stop doing what they were doing with their bodies, to show the damage done to the ecosystem.
- Have the leader take screenshots for each event, and see if you could still create the collaborative image.
- Debrief by asking players what they have learned, then show them this video: [https://cutt.ly/glacc\\_video2](https://cutt.ly/glacc_video2) explaining how animals and plants are connected, and how the reintroduction of one animal in a park had a great impact on the whole ecosystem.
- In small groups, relate this video to your local context. Can you imagine which animals or plants could have a great impact on your local ecosystems?

**Step 4:** Put participants in breakout rooms and give them their scenarios in the chat.





## STAGE 2

# Lifestyles: My food versus our planet

### SUMMARY

Discover how the food choices you make can transform the ecosystems needed for animals and plants to thrive.

### IN THIS ACTIVITY YOU WILL

- Find out how the time of year you eat food can have direct impact on local food demand.
- Explore how the eating habits of people affects animal habitats.

### MATERIALS

- Envelope per patrol
- Food cards
- Clue cards
- Paper
- Pens/Pencils

### DURATION



60 MINUTES

### PREPARATION

Prepare a set of 8-10 seasonal food cards for your country (see template provided in the adaptation guide). You should make at least two fruits and vegetables cards per season, using foods the group knows well or eats often.

Make a copy of the food cards per patrol, plus one for you as an 'answer sheet'. Cut up the cards and put each set in an envelope. Hide envelopes around the meeting place.

## Activity description

## STEP 1 Your carbon footprint (5 minutes)

1. Think about the activities you completed in stage one. Can you remember the effect of too much carbon dioxide (CO<sub>2</sub>) and other **greenhouse gases** on the Earth? Share your answer with your group.
2. Your **carbon footprint** is the amount of CO<sub>2</sub> released into the air because of the energy you use on transportation, electricity, food, clothing and other goods.

**CHANGING THE WAY YOU EAT** is an easy way to reduce your carbon footprint, treat the Earth kindly and support farmers who are suffering from climate change. It also has a large impact on how well animals and plants thrive. The more that industrial farming is part of our food supply the more habitats are destroyed and the more biodiversity is a risk. Is it all connect. Have a look at the animals and plants fact sheet to find out more.

## STEP 2

### Play a matching game (15 minutes)

3. As a patrol, find one of the **envelopes** hidden in your meeting space.
4. Open your envelope and match each fruit or vegetable to a season (when that fruit or vegetable will be at its best).
5. When finished, put your hand up. First group to get it right wins! Once all groups have tried to match the cards, the winning group should read out the answers.



### DID YOU KNOW?

When you buy seasonal food, you are helping to reduce the demand for out-of-season produce (which needs to be shipped/transported from other countries). This means less refrigeration, less transportation, less artificial hothouses and less fuels. You are also supporting local farming, which helps the income of local people. Local and small-scale farming also produces less greenhouse gases than big farming companies.



## STEP 3

### Discuss (10 minutes)

6. Think about your **last shopping trip**. Can you remember what **vegetables and fruit** you saw? Was there anything you don't normally see all year round, such as avocado or melon?
7. What time of year is your favourite fruit or vegetable in season?
8. What are the benefits of buying seasonal fruit and vegetables?
  - For local farmers?
  - For the animals?
  - For other organisms?

## STEP 4

### Explore the impact of your food (10 minutes)

9. Choose six people to read the clues cards. After the clue has been guessed the reader should ask the question 'what is my environmental impact?' and give the group a chance to respond.
10. Once everyone has responded the reader should read the impact from their cards.
11. Now draw your favourite meal and list the foods used to make it.
12. Choose one part of the dish and think of everything that goes into making it. Using that food, complete the food table below.





STAGE 2

# Lifestyles: My food versus our planet

Continued

## STEP 5

### Step 5: My food impact (10 minutes)

- If you have answered yes to items from list B, think about why this is harmful to the environment and how you could make your food more sustainable.
- Think about the challenges people have with make healthy and affordable food decisions verse taking care of the environment and combating climate change. Write a pledge to make your food choices more sustainable and describe the impact if 100, 1000 or 10,000 people made this same choice.
- What global businesses do you think are having an harmful impact of sustainable food choices?\*
- Check back at your next unit meeting to see how easy or hard it was to keep your pledge.

### More badge fun:

Did you know that WAGGGS (The World Association of Girl Guides and Girl Scouts) has a challenge badge called **girl-powered nutrition** all about eating a balanced diet?

You can find the badge here:  
[https://cutt.ly/glacc\\_gpn](https://cutt.ly/glacc_gpn)



This pledge may be very useful for part 2 of your climate action plan. Stage 3 will help you take action and do even more to respond to climate change.

### Tips for online groups

Step 2. Share a list of the food alongside a list of the seasons and ask people to annotate the screen to match the food with the correct season.

### Food table

E.G My Meal is fried rice with Crispy Chicken

E.G My ingredients for the fried rice = rice, water, oil, eggs, onions, spices

#### List A: All of my meal...

- sourced locally
- has biodegradable/ recyclable packing
- Contains no palm oil
- Contains no meat

#### List B: Part of my meal...

- was imported from another country
- uses some plastic packaging
- Contains palm oil
- Contains meat





STAGE 2

# Ecosystems: Changing seasons

ADAPTATION  
RECOMMENDED

## SUMMARY

Draw picture to predict what your local area may look like in the future.

## IN THIS ACTIVITY YOU WILL

- Find out how climate change can impact nature
- Explore how you can protect animals from the consequences of climate change

## MATERIALS

- Paper and Pens
- Factsheet

## PREPARATION

None

## DURATION



40 MINUTES

## Activity description

## STEP 1

### Create your prediction cards

1. How many seasons are there where you live?
2. Divide your paper by folding it into four sections. On each section of the paper, write a different season. Look outside your window and draw what the view would look like in each season.
3. Think about two different effects of climate change (such as violent storms, droughts etc). Turn your paper over and write one effect in each section. Draw what you think the view would look like in that season if that effect was to impact that location.
4. Think about what would happen to the living creatures (flora and fauna) living in that scene and how this may affect local people.
5. Cut your piece of paper along your folded lines so that you have four separate pieces of paper with a picture drawn on both sides.

## Seasons

**Winter:** Cold weather with rain and snow

**Autumn:** Cool weather with heavy rainfalls

**Spring:** Warm weather and light rain

**Summer:** Hot and dry weather

## STEP 2

### Compare your predictions

6. Find a partner and compare your prediction cards. Choose one prediction card, and each create a two-minute monologue to describe the scene from the perspective of a different animal who lives/lived there. Think about how the change in nature would affect the animal. Would they still have everything they needed to survive?
6. Present your monologues to the rest of your group.

## STEP 3

### Find ways to protect nature from climate change

- Do you know what biodiversity and ecosystems are?
- How would a biodiverse and thriving ecosystem lessen the impact of climate change?
- What could you do to protect the habitat of the animal you chose for your monologue? How would their access to food, shelter and water



### AN ECOSYSTEM

is an area where plants, animals, and other organisms, as well as weather and landscapes, work together to form a bubble of life.



### A MONOLOGUE

is a long speech by a single character expressing their thoughts aloud. The more dramatic the better!



### BIODIVERSITY

is the variety of living things on Earth, including plants, animals, and bacteria. While Earth's biodiversity is so rich that many species have yet to be discovered, many species are at risk of disappearing because of human activity and climate change.

## BRING IT HOME

Perform your monologue in front of family and friends and alert them to the effects of climate change on nature around you!

## Tips for online groups

**Step 1.** Let everyone know before the activity that they will need access to a window, so that they can complete this step before the meeting in case they do not have easy access to a window.





## Story time...

# Water



STAGE 2

In this part of the story, you will need the following characters:

- Maria
- Cousin Li
- Aunt Aisha

**Maria:** How does water fit into climate change? It seems very odd that you can have rising sea levels and therefore **more** sea water, but frequent droughts which means there's less fresh water.

**Cousin Li:** So many people walk such a long way to get water. It's a pity we can't drink the salty sea water.

**Aunt Aisha:** As sea levels rise, saltwater is sometimes carried into groundwater (the water found underground in the cracks in soil, sand and rock). This makes it harder to turn groundwater into drinking water. Rainfalls and

natural disasters can also cause an overflow of sewage (waste), which contaminates (pollutes) water.

**Maria:** Wow, so all of this - and the more frequent droughts - means that there's less fresh water for people.

**Cousin Li:** Water should be free, but the costs keep going up. It affects people very harshly.

### Narrator:

*Water sources are vital for our survival. Complete two activities from this topic to see how this is being threatened by climate change.*





## STAGE 2

# Water access: Water competition

### DURATION



45 MINUTES

### SUMMARY

Use your negotiating skills to understand water competition and collaboration.

### IN THIS ACTIVITY YOU WILL

- Practise your negotiation skills
- Learn how climate change causes water competition

### MATERIALS

- Old newspaper or used paper
- Scissors (x6)
- Pencils (x8)
- Small droplet template (x8)
- Medium droplet template (x6)
- Large droplet template (x6)

### PREPARATION

This game works better in large groups and needs an activity leader (the banker)

Print or draw the water droplet templates (provided) and prepare the following for each team:

- Team 1: A lot of paper/newspaper, one pencil, one pair of scissors, four small droplet templates, two medium droplet templates
- Team 2: A small amount of paper, four pencils, two pairs of scissors, two small droplet templates, two large droplet templates
- Team 3: A few pieces of paper/newspapers, one pencil, one pair of scissors, two small droplet templates, three medium droplet templates, one large droplet template
- Team 4: A few pieces of paper/newspaper, two pencils, two pairs of scissors, one medium droplet templates, three large droplet templates.

## Activity description

### STEP 1

#### Play a negotiation game to understand water competition (25 minutes)

1. Divide **into four equal teams**. Your task is to produce water by making water droplets with the paper, pencils, scissors and templates provided, and taking them to the banker (the leader) as you go.
2. Each droplet represents a certain amount of water. A small droplet represents **five litres**, a medium one represents **15 litres** and a large one **30 litres**.

3. To be accepted, a droplet needs to be the **exact same size and shape** as the template, and needs to have **sharp edges** (cut with scissors).
4. Each group has a different number of resources. You're allowed to **negotiate** and swap resources with other groups.
5. Each group must nominate **one person** to negotiate and **one person** to bring all the droplets to the **banker**.
6. The banker decides whether to accept the droplets, and calculates the totals. The banker's decision is final.

### Instructions for activity leader

7. Play the game for **20 minutes**.
8. In the last five minutes, tell the group that the value of any new their droplets are now worth **double**.

### STEP 2

#### Debrief the game (10 minutes)

9. How were the negotiations? Was it hard or easy to negotiate with other groups for resources?
10. In teams, count your **final amount** of water, including the amount doubled. Compare the amounts produced by each group. Which teams were more or less successful at producing water? Why do you think this is? Who do you think **won** the game?

### Instructions for activity leader

- The group will probably say the team with the largest amount of water won.
- Explain that you **never told them** that the goal of the game was to have the **most** water; they just assumed that!
- Emphasise that if they had truly **collaborated**, they probably would have been able to produce about the same amount of water in each group, and made sure that everyone had enough water for the future.



### STEP 3

#### Discuss water competition (10 minutes)

11. Have you ever heard about or experienced **competing with others for water**? Water competition can happen at different levels: between people from the same villages, between cities and regions etc.
12. Can you think of reasons why **climate change** might cause water competition? Climate change is making it harder to predict the availability of water in many parts of the world because it causes droughts, which means that there is **less surface water (rivers etc)** available for everyone. Climate change also causes **floods**, which can lead to sewage overflowing and contaminating clean water with diseases, or **polluted water** being mixed with clean water. Climate change also leads to **sea-levels rising**, which causes saltwater to be carried into groundwater and makes it harder to turn into drinking water.
13. Can you imagine the impact that water competition can have on **women and girls' lives**? Women and girls are usually in charge of collecting water for the household. If there is less water available, it means they have to **travel further** to find water, or **queue** for a long time to access the water. This prevents them from doing other activities like studying, working or having fun.
14. How can we support different people to **collaborate** and make sure that everyone has enough water instead of competing?

### Tips for online groups

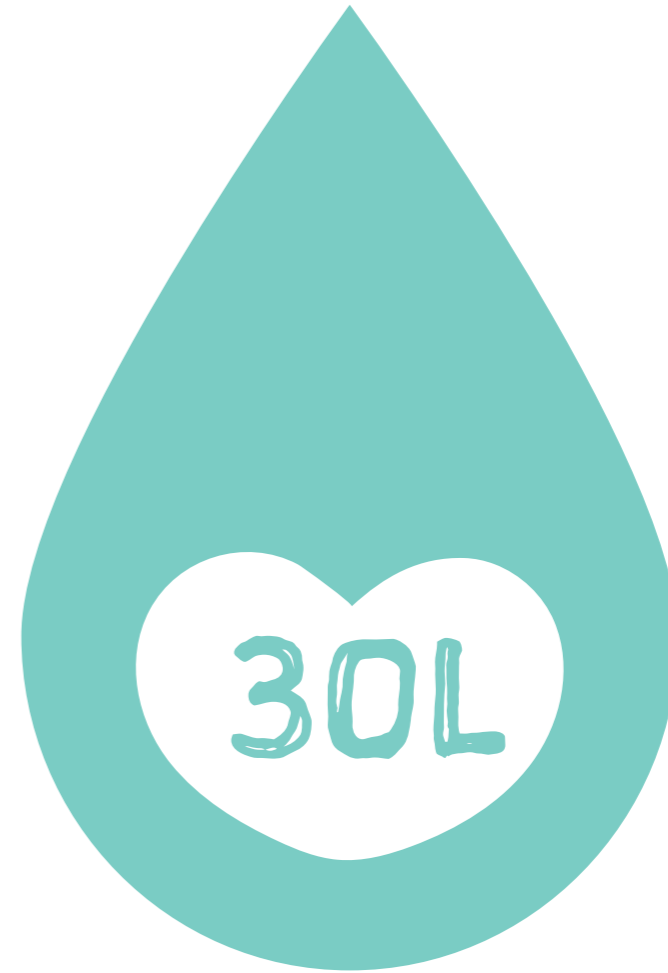
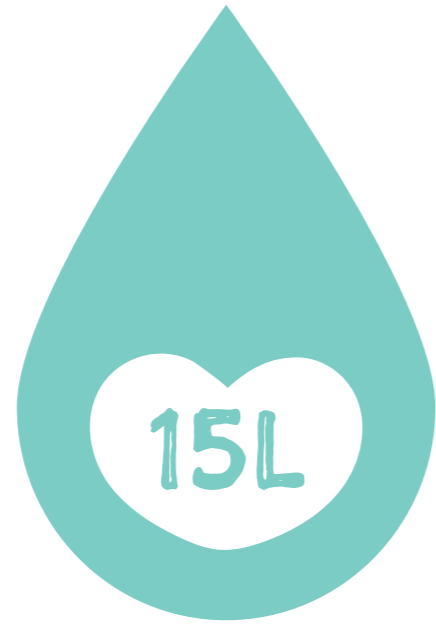
**Step 1.** To play the water competition game online, you will need to ensure that you have a platform that allows you to have breakout rooms and a facilitator (the banker) who can manage the game in the role of Banker. Each group will need to have a breakout group to work together. Also decide if you want digital or physical droplets to be made. You could even have a special breakout room dedicated to negotiations.





STAGE 2

# Water competition cards





## STAGE 2

# Sanitation: Rainwater collection

### SUMMARY

Build a rainwater collection system.

### IN THIS ACTIVITY YOU WILL

- Learn why collecting rainwater can help you adapt to climate change
- Invent creative ways to collect rainwater

### PREPARATION

Gather the materials - use recycled or old resources.

### MATERIALS

- Cardboard boxes
- Foil
- Paper
- Small containers or used plastic cups and bottles (don't buy new ones just for this activity!)
- Scissors
- Rubber bands/tape
- Pens and pencils

### DURATION



30 MINUTES

## Activity description

### STEP 1

#### Build a water collection system (20 minutes)

1. Climate change is making it harder to predict the availability of water in many parts of the world because it causes **droughts**, which means there is **less surface water (rivers etc)** available for everyone. This means that we have to think of clever ways to **save water**. One thing we can do is to **harvest** (collect and store) rainwater. This can be used for agriculture, for household use, and you could even filter it to make it safe to drink.
2. In **teams of three or four**, build a house in 20-25 minutes with a system for collecting rainwater using any of the materials provided.
3. Once the teams are finished, **test** each of the houses. Sprinkle some droplets to imitate rain, or pour a small amount of water very slowly over the house (don't waste water!). Test if your construction looks **waterproof**, if the roof **collects** water and if your container is **big** enough.
4. The **winner** is the team that has built the best water collection system.

### STEP 2

#### Debrief the activity (10 minutes)

5. What made some designs **better** than others?
6. What could you **use** the collected water for?
7. Who is usually in charge of collecting water for your household? (Usually women.) If women could use rainwater instead of having to travel to collect water, what could they be doing **instead**?
8. How could you harvest rainwater in your community? **Who** would you need to speak to to install water collection systems in your community?



### BRING IT HOME

Could you build a water harvesting system in your house? Share what you learned with your family and convince them to try collecting rainwater!

### Tips for online groups

**Step 1.:** Let everyone know what materials they will need to build their water collection system. Give everyone time to build the system on their own, before having a group discussion.





## STAGE 2

# Virtual water: Water footprint

### SUMMARY

Play a mix and match game to discover virtual water

### IN THIS ACTIVITY YOU WILL

- Guess how much water it takes to produce everyday items
- Calculate your water footprint

### MATERIALS

- Mix and match cards
- Empty bucket or measuring jug that can hold 1 litre

### PREPARATION

Print or create one set of water cards (provided) per team of four or five.

### DURATION



30 MINUTES

## Activity description

## STEP 1

### Play a mix and match game

1. In teams of four or five, collect a set of **water cards**. Match each item to the amount of water needed to produce 1kg. Show the bucket or jug to visually represent one litre of water.
2. When every team is done, reveal the answers. The team with the most correct matches wins!

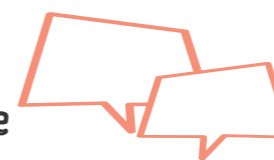


### Answers:

- 1kg of beef: 15,415L
- 1kg of chicken: 4,325 L
- 1kg of pork: 5,988L
- 1kg of eggs: 3,265L
- 1L of milk: 1,020L
- 1kg of nuts: 9,063L
- 1kg of cereals: 1,644L
- 1kg of vegetables: 322L
- 1 T-shirt: 2,700L
- 1kg of cotton: 10,000L
- 1kg of chocolate: 17,000L
- 1kg rice: 2,497L

## STEP 2

### Debrief the game



3. Was it **easy or hard** to guess how many litres of water were needed to produce each item? Which ones **surprised** you most?
4. What do you think **virtual water** is?
  - Virtual water is the **hidden water** used to produce or manufacture products and food we consume every day. Take rice as an example: we use boiling water when cooking rice but there is a lot more virtual (hidden) water involved! Lots of water was in fact needed to **grow** the rice, **harvest** and **process** it, produce the **packaging** and **transport** it to the store.
5. Climate change is making it harder to predict the availability of water in many parts of the world. Can you imagine **why**?
  - Climate change causes **droughts**, which means there is **less surface water** (rivers etc) available for everyone. Climate change also causes **floods**, which can lead to polluted water being mixed with clean water.
6. Therefore, we all need to be careful about how much water we use, particularly the amount of virtual water. Agriculture and industries not only use a lot of water, but also cause a lot of **water pollution**, which makes water unsafe.
7. Come up with **three habits** you can change to reduce how much virtual water you use.

### BRING IT HOME

Use what you learned today to convince your family to change their habits too! Come up with different ways you could use less water, such as changing your diet or making sure you don't buy things you don't need.

### Tips for online groups

**Step 1.:** Use breakout rooms so that each team group can work together. Agree how each team should secretly share their answers and use a shared digital leaderboard to show when a group has matched correctly.





STAGE 2

# Water cards

4,325L      10,000L

5,988L      1,644L

9,063L      1,020L

2,497L      3,265L

17,000L      15,415L

322L      2,700L



1 T-shirt



1kg of cotton



1kg of chocolate



1kg of rice



1L of milk



1kg of nuts



1kg of cereals



1kg of vegetables



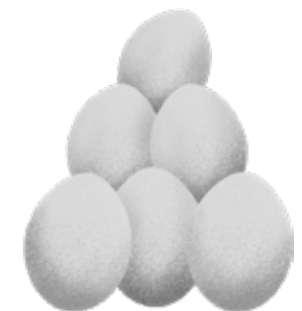
1kg of beef



1kg of chicken



1kg of pork



1kg of eggs





## STAGE 2

# Sea-level rise: Coastal erosion

### DURATION



45 MINUTES

### SUMMARY

Play a virtual building game to understand coastal erosion.

### MATERIALS

- N/A

### IN THIS ACTIVITY YOU WILL

- Discover why climate change makes it harder to have enough clean water
- Use your problem-solving skills to prevent coastal erosion

### PREPARATION

**Step 1:** Display the game rules (below) so players can see easily while playing. Print or copy the game cards (see resources). If your group is bigger than eight people, split into smaller groups and make one set of game cards per group. Create a points tracker, with one column per group.

### GAME RULE (to display)

- Start the game with 20 points.
- On every turn, your group receives 10 resources.
- Any resources not used in one turn are kept for the next turn.
- Work together to decide how to spend your 10 resources, and earn points:
  - » House = costs six resources and earns 10 points
  - » Hotel = costs 15 resources and earns 30 points
  - » Shield = costs six resources and earns five points.

## Activity description



## STEP 1

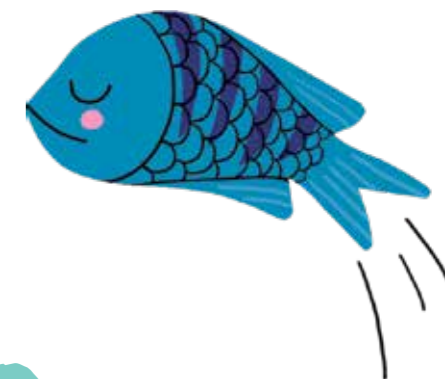
### Step 1: Play a about rising seas levels (30 minutes)

1. The goal of the game is to **win 100 points** by working together. If you drop down to **0 points, you lose.**
2. Your group is a **town by the sea** (on the coast). Each turn, you receive **10 resources** which can be used to build new things in your town. When you build new things, you get points. You have to decide together as a team how to **spend** these resources.
3. Shuffle the **game cards** (provided). Each card is a **wave of the ocean** that has the power to destroy your town.
4. Groups start the game with **20 points – write this on the points tracker.** First, decide what to do with your 10 resources from the list below. Any resources not used this turn are **kept for next turn.**
  - Build a **house:** costs six resources, earns 10 points.

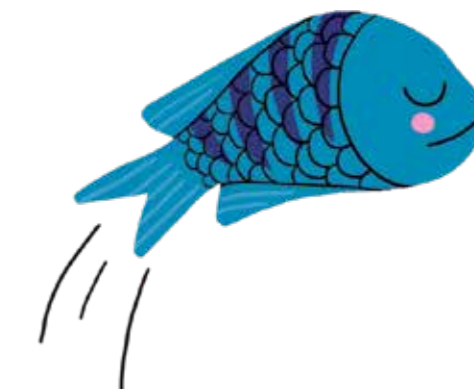
- Build a **hotel:** costs 15 resources, earns 30 points.
  - Build a **shield:** costs six resources, earns five points. Shields protect you against waves from the ocean.
5. Write your new points total on the **tracker.**
  6. Draw a card from the deck and follow the instructions. Some cards apply just to this turn, others last longer.
  7. Start a new turn by receiving **10 resources.** Decide how to spend your resources, and add up your points.
  8. Continue playing until you **reach 100 points** or the ocean wins by knocking you down to 0.
  9. Play the game at least twice!

## STEP 2 Debrief (15 minutes)

10. What did you **learn** in this game? Can you explain how climate change is causing **sea-levels to rise**, and why this is a **problem**?
  - Climate change is making sea-levels rise in different ways. As the temperature of the ocean becomes higher, the water takes up more space. Also, glaciers (huge pieces of slow-moving ice in the North and South Poles) are melting due to warmer temperatures, so there is more water in the ocean. This rise in sea-levels is causing **coastal erosion.**
11. Read the information box on **coastal erosion.**
12. Did you manage to win the first time? What about the next time? What made it **different**?
  - The first time, you didn't know what was coming. The more you played the game, the more information you had about the ocean and how to protect yourself against the waves and be better prepared. In real life, it's the same! Scientists are telling us how climate change is making sea-levels rise and creating **coastal erosion.** We need to listen to them to help protect towns by the sea!
13. Did you work out how to **win** the game?
  - If you built five shields, your town would be protected against all waves and all events related to climate change. You need at least four shields to be completely protected from big waves, and another one to protect from the extra water that comes from glaciers melting. In real life, we can also protect our coasts by building shields made out of mangroves.



**Coastal erosion** is when beaches or the land by the sea are worn away by wind and waves. It makes beaches shorter and can damage cliffs and areas near the coast. Coastal erosion is a natural process but climate change is causing coasts to wear away more quickly than they should. This is mainly because of rising sea-levels, and more frequent and severe hurricanes and tornadoes.



## Tips for online groups

- Use breakout rooms for small group work.
- **Step 1:** Send the game rules on the chat or display them on screen.

## BRING IT HOME

Share what you learned today with your family and at school.





STAGE 2

# Game cards

A small wave comes in.  
If you don't have any shields,  
take away 10 points.

If you have at least one shield, your total stays the same.

A small wave comes in.  
If you don't have any shields,  
take away 10 points.

If you have at least one shield, your total stays the same.

A big wave comes in.  
If you don't have any shields,  
take away 25 points.

If you have more than three shields, your total stays the same.

A small wave comes in.  
If you don't have any shields,  
take away 10 points.

If you have at least one shield, your total stays the same.

A big wave comes in.  
If you don't have any shields,  
take away 25 points.

If you have more than three shields, your total stays the same.

A big wave comes in.  
If you don't have any shields,  
take away 25 points.

If you have more than three shields, your total stays the same.

The sea is rising, which is destroying the natural environment of the coast.

Next turn, you only get half the number of resources.

Climate change is making glaciers melt (huge pieces of slow-moving ice in the North and South Poles), so there is more water in the ocean. This makes coastal erosion worse. From now on, you will need one more shield than written on the card to protect yourselves against waves.

Climate change is making the temperature of the ocean higher and it's taking up more space.

This makes coastal erosion worse. Keep this card until you receive the next card - then take away double the points written on the card.

Climate change is making the temperature of the ocean higher and it's taking up more space.

This makes coastal erosion worse. Keep this card until you receive the next card - then take away double the points written on the card.





# Story time...

## Livelihoods

In this part of the story, you will need the following characters:

- Narrator
- Aunt Aisha
- Cousin Li
- Maria



**Narrator:** Maria sat down in Aunt Aisha's house to enjoy a delicious lunch.

**Maria:** Does climate change affect your job?

**Aunt Aisha:** As a doctor, I'm quite lucky that I can work anywhere in the country that I choose to move to. But people's health issues are often linked to climate change, and therefore could be stopped.

**Cousin Li:** How does climate change affect other people's jobs? It seems to be making everything else worse. Is it making people poorer?

**Aunt Aisha:** In many ways yes, it is. For example, extreme weather caused by climate change can make it difficult for people to go to work and earn money.

**Cousin Li:** I can imagine that extreme weather would also destroy shops and offices.

**Maria:** What about food? If climate change affects weather and water, it must also have an impact on agriculture and food production.

**Aunt Aisha:** Exactly! It can be very harmful for people who work in agriculture, and especially for women, as most farmers in Africa are women.

**Maria:** Women and girls are leaders too.

**Cousin Li:** And resourceful! How can people adapt to climate change by changing the way they farm or helping their communities to rebuild after disasters?

**Narrator:**  
 Find the answer to Li's question.  
 Complete two activities from this topic to see how climate change impacts people's livelihoods and what can be done about it.





## STAGE 2

# Jobs: The job race

### SUMMARY

Find out how our income can make it easier or harder to deal with climate change.

### IN THIS ACTIVITY YOU WILL

- Find out how climate change can have an impact on jobs
- Explore how to become more resilient to climate change through your job

### MATERIALS

- Lots of small tokens, eg pebbles, coins or buttons

### DURATION



40 MINUTES

### PREPARATION

This activity needs a large space. Before starting, spread out your tokens on one side of the space.

Write up the token list (see Step 3) but don't display it yet.

## Activity description



## STEP 1

### Imagine a job (10 minutes)

1. You have 60 seconds to think of any job in the world and decide whether it's mostly done in an **urban or rural** setting.
2. Stand in a line in the middle of the space, facing the **tokens**.
3. Listen to the different statements and follow the instructions according to your job.

### Instructions for activity leader

#### Read the statements:

- There's been a heavy storm. This has made the soil less rich, so it will be very hard to grow food this season. **Take two steps back if this will affect you.**
- The storm means that many businesses are closed, and some buildings are damaged. **Take one step back if this will affect your job.**

- People are finding it very hard to get to the markets and buy food because the roads in rural areas are muddy. **Take two steps back if this will affect your jobs.**
- You have a fixed salary. **Take two steps forward if this applies to you.**
- You can move to another city very easily and do the same job. **Take one step forward if this applies to you.**
- You earn more money than most people in your country. **Take three steps forward if this applies to you.**
- Your job requires you to be able to read. **Take one step forward if this applies to you.**
- Your job is linked to science, technology, engineering or maths. **Take three steps forward if this applies to you.**

## STEP 2

### Collect your tokens (5 minutes)

4. Without moving, look at the **person next to you**. You both now have a **choice**: either become a pair and share everything between you. Or, continue working on your own and keep everything to yourself. Both of you must be in agreement. You have **30 seconds** to make a decision.
5. On the count of three, run from your current position to collect as many **tokens** as you can.

## STEP 3

### Collect your tokens (5 minutes)

6. In pairs (or on your own) count your tokens. You can now **spend** your tokens on different things to keep you safe and well. Using the list below, decide how you will spend your tokens.
7. Display the **token list**:
  - a. One token = a house
  - b. One token = a meal for one person
  - c. Two tokens = primary education for your children
  - d. Three tokens = food to keep one person healthy
  - e. Three tokens = access to safe drinking water
  - f. Four tokens = protect yourself from illnesses and diseases
  - g. Five tokens = university education for your children
  - h. Eight tokens = a house in a safe location made from strong materials, and with safe water
  - i. 15 tokens = move to another country that has better infrastructure against climate change (you can only buy this if your job is in science, technology, engineering or maths.)

## STEP 4

### Have a group discussion (5 minutes)

8. Was this game **fair**?
9. How did you choose your job at the beginning?
10. Do you know what **resilience** is? If this was your real job, what could you do to make it more resilient to (more able to cope with) climate change?
11. How can the **government** (or people) help young people be more resilient to climate change?



**Resilience is the ability to bounce back when things go wrong. We can make all jobs more resilient to climate change if we're creative! For example, farmers can start producing crops that resist extreme weather, or use sustainable farming techniques that protect animals and plants in the area.**

### Tips for online groups

**Step 1.** Instead of standing in a line, create a visual representation using a collaborative tool. Everyone can place a digital marker or avatar in the middle of the screen to start.

As the activity leader reads the statements, people can move their markers forward or backward on the virtual board, mimicking the physical steps.

**Step 2.** Use a shared spreadsheet where each participant has a column to log their tokens. For the pair or solo decision, use breakout rooms.





## STAGE 2

# Soil erosion: Soil tester

### SUMMARY

Become a soil tester.

### MATERIALS

- Water
- Pen and paper to make a note of your findings

### DURATION



40 MINUTES

### PREPARATION

Locate at least two sites in your community,

- One with healthy or fertile soil such as in a wood or a healthy garden/one that uses organic farming methods
- One where the soil is eroded and degraded (worn away by weather or human activity) and/or uses heavy chemical fertilisers.

### IN THIS ACTIVITY YOU WILL

- Find out how to check for eroded and degraded soil.

Activity adapted from *Environmental Activities for Youth Clubs and Camps*, a resource developed by the Peace Corps Office of Overseas Programming and Training (OPATS)

## Activity description



## STEP 1

### Visit your soil sites

1. Explain that you will be going on a mission to identify soil to see if it is ideal for planting. You will be visiting at least two different sites.
2. Visit each site and observe the soil, then take a sample for your soil test later (at test a fist full of soil). Use the soil table to help you identify how fertile the soil is and give your soil one point for each item it checks in the 'fertile' column.

#### Observation

- **Creatures:** Can you see many little creatures living in it?
- **Decomposition:** Can you see decomposing organic matter (from living things)? Where did the organic matter come from?

- **Plant growth:** Which soils contain more?
- **Soil erosion:** What examples of do you see?

3. Complete a soil test, using the two soil samples you collected. Use the soil table to help you identify how fertile the soil is and give your soil one point for each item it checks in the 'fertile' column.

#### The soil test:

- **Texture:** Take a handful of soil and describe how it feels
- **Colour:** Describe the shade of the soil
- **Moisture:** Pour over some water and observe what happens.

## SOIL TABLE

More fertile soil		Less fertile soil
Category	Fertile soil	Eroded and degraded soil
Observation		
<b>a. CREATURES</b>	Has many little creatures living in it.	Does not have many little creatures living in it.
<b>b. DECOMPOSITION</b>	Has some decomposing leaves and plant materials.	Does not have any decomposing leaves or plant materials
<b>c. PLANT GROWTH</b>	Has plants growing in it (including weeds.)	Has limited evidence of plant growth.
<b>d. SOIL EROSION</b>	Does not have visible evidence of soil erosion.	Has several examples of soil erosion, such as pebbles and exposed plant (not tree) roots.
<b>The soil test</b>		
<b>e. TEXTURE</b>	Does not feel very gritty.	Feels gritty and has many small stones.
<b>f. COLOUR</b>	Is rich in colour and is dark-brown or even black.	Is light in colour and is has a grey tint.
<b>g. MOISTURE</b>	Have a more porous texture, and usually keep in the moisture more effectively.	Has difficulty absorbing water and so water stays on the surface for longer, and absorbs much slower

## STEP 2



### Have a group discussion

#### Use the following prompts to facilitate a discussion

4. Which soil sample do you think was the most fertile?
  5. Why do you think people need to fertilise fields used for agriculture but not natural spaces like forests?
  6. Explain that "with industrial agriculture (large scale, modern farming), people continually remove crops (plants) from fields, which takes away nutrients from the field
  7. What effect do you think intensive farming has on the environment and local people?
  8. How might farming become harder as soil is worn away due to climate change?
- ecosystem (balance of life) over time, and have to be replaced. In natural forests, trees and plants die and shed leaves. This organic matter decays and the nutrients are able to be used by the plants".

## BRING IT HOME

Industrial agriculture that uses chemicals is bad for the soil. However, organic farming methods such as agroecology and permaculture help develop the nutrients in the soil and make it healthier. Research organic farming methods and share your learnings with your family, so you could make your garden or the natural areas around where you live healthier.

## Tips for online groups

**Step 1.** Remind everyone to collect x2 soil samples (about a fistful) before the meeting. When collecting samples, make a note where the sample was taken and take a photograph of the area. Check that you are allowed to collect the sample before doing so.





## STAGE 2

# Farming: My mini composter

### SUMMARY

Transform your food waste by building a mini composter.

### IN THIS ACTIVITY YOU WILL

- Create your own fertiliser
- Find out why using your food waste is good for the environment

### MATERIALS

- Sticky tape
- Water (preferably in a spray bottle)
- Big clear plastic bottle (recycled and clean)
- Some soil from a garden or forest

### PREPARATION

Ensure that everyone has a list of items needed for the meeting, so that they can bring their Big clear plastic bottle.

### DURATION



45 MINUTES

## Activity description

## STEP 1

### Read the composting rules (5 minutes)

1. Anything you use for compost should **come from a plant**, such as:
  - a. **Vegetable and fruit scraps and skins**, old tea bags and coffee, scraps of paper, leaves, grass and flowers.
2. You **can't compost** plastic, metal, glass, dairy (butter, cheese etc), fat, meat or cooked food.
3. Compost ingredients **hate being dry** -when they are damp they have the moisture they need to thrive.
4. Compost ingredients **hate being cold** - they should be kept in a warm place so that the micro-organisms can transform the food into compost.



### Composting

When we throw **organic waste** in landfills (dumping grounds), it produces **methane** (one of the harmful greenhouse gases) as it breaks down (decomposes). This process increases **global warming**.

A great alternative to this is **composting**. **Composting** is when **organic waste** (leaves, grass, fruit and vegetable scraps) is left in a pile (or bin) to break down, mix together and become **natural plant food (fertiliser)**. It is a great way to reduce **food waste** by using it for a purpose and without producing a lot of methane. **Worms and other living organisms love compost!**

## STEP 2

### Make a composter (35 minutes)

5. Cut off the top of a plastic bottle a third of the way down from the lid. Keep both parts.
6. Fill the main part of the bottle with **layers** as follows:
  - a. Add a layer of soil from the forest or woods (so that it contains micro-organisms).
  - b. Then add a layer of compostable things (see composting rules).
  - c. Add another layer of soil.
  - d. another layer of compostable things.
  - e. Finally add some grass and leaves on top.
7. **Spray** the top layer with water to keep it damp (remember compost loves to be moist!).
8. Tape the **top of the bottle** back on so that it is sealed.
9. Mark where the top of the compost is now using a pen. Make a new mark each week, to see how it shrinks over time

Your daily life and everyday actions could make a huge difference to your local ecosystem. This is one way that we can boost biodiversity and improve the ecosystems in our local area - by ensure that we are helping to improve soil health after it has been affected by harsh weather, poor rainfall or even a reduction in local wildlife due to changing migration patterns.

### BRING IT HOME

Use your mini composter and allow the food to turn into compost over about six weeks. Use it to start a conversation at home about what you usually do with food scraps. Could you use this composter in the long term? Check on everyone's composter at the end of this badge.

## STEP 3

### Have a group discussion (5 minutes)

10. **How** do you think knowing how to compost could help someone to be more **prepared for climate change**?
11. What will you **use** your compost for?
12. How **easy** will it be to compost in your daily lives?

### Tips for online groups

**Step 2.** Let everyone know that they will need to collect soil and grass/leaves before the meeting so that they can layer their compost.





## STAGE 2

# Agriculture: Farming methods

### SUMMARY

Create a song to teach others how farming methods can improve biodiversity.

### IN THIS ACTIVITY YOU WILL

- Learn about different farming practices
- Discuss how better biodiversity can help farming

### MATERIALS

- Farming practice cards

### PREPARATION

Print enough farming practice cards (provided) for enough for one per team.

### DURATION



30 MINUTES

## Activity description



**BIODIVERSITY** is the variety of living things on Earth, including plants, animals and bacteria. While Earth's biodiversity is so rich that many species have yet to be discovered, many species are at risk of disappearing because of human activity and climate change.

## STEP 1

### Different farming practices (20 minutes)

1. As a group, make a list of as many different **farming practices** (things people do to improve farming produce) as you can.
2. Get into teams of three or four and pick a **practice card** at random. In your teams read the cards and develop a **song** to help explain this practice to the rest of your group.
3. Perform your songs for the whole group. Check to see if your farming practice is on the list from the beginning.
4. Rank the practices in terms of **easiest, most difficult, most affordable and most expensive**.
5. What do you think could be done to make it **easier** to use these practices?

## STEP 2

### Farming and biodiversity (10 minutes)

6. Biodiversity is a great and natural way to **combat climate change**. Farming can help biodiversity thrive, and reduce the negative effects of climate change.
7. Which farming practices would most help **improve biodiversity**?
8. How might a loss in biodiversity affect **farmers**?
9. How do you think knowing different farming practices could help farmers cope with climate change?
10. **Add a verse** to your song to explain one of these things.

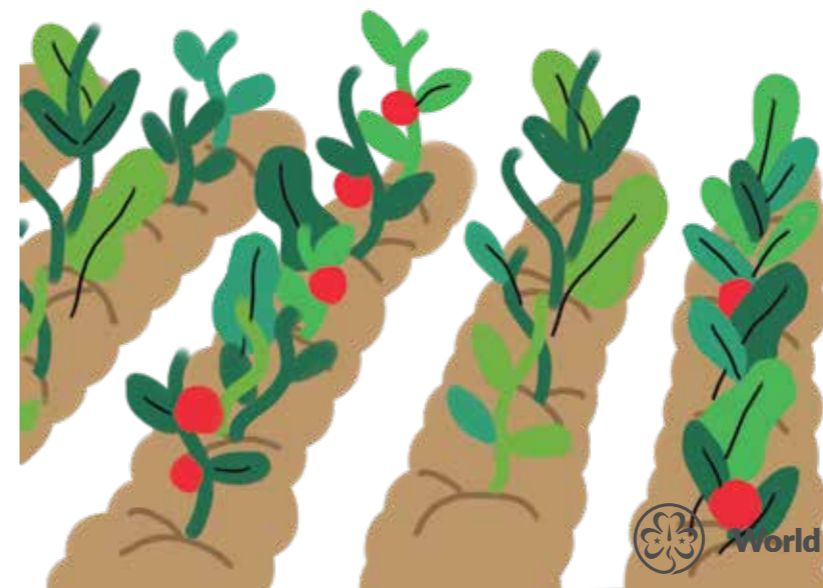
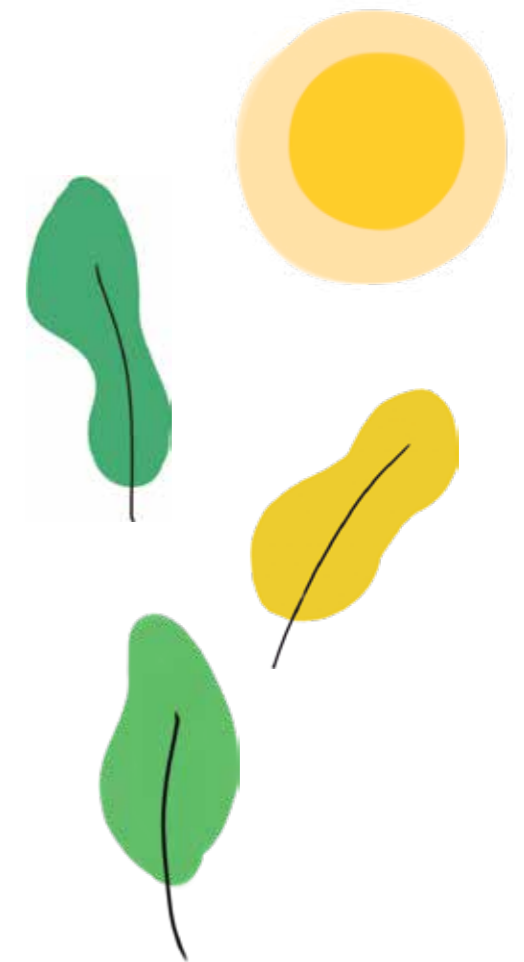
### BRING IT HOME

Think about who you could share your song with. Perform the song for them and discuss what actions need to be taken to improve farming knowledge in your area.

If this is an idea you want to share with others, add this to part three of your climate action plan.

### Tips for online groups

**Step 1.** Share the **farming practice cards** on the screen, and randomly assign a card to each group.





STAGE 2

# Farming practice cards

## Mulching

### What is it?

This is when a protective covering (sawdust, compost or paper) is spread over the land.

### Benefits

- Keeps water in the soil (by reducing evaporation)
- Reduces weed growth (by keeping light from reaching the soil surface)
- Manages soil temperature

## Minimum tillage or zero-tillage

### What is it?

Tillage is when you turn over the land by digging, stirring and overturning.

### Benefits

- The soil is **healthier** and more nutritious
- Roots grow better because the soil is **stronger**. This helps crops to grow faster
- Keeps water in the soil (as plants increase soil moisture)



## Crop rotation

### What is it?

This means planting at least two different crops on the same land to make soil healthier.

### Benefits

- The soil is **healthier** and more nutritious
- Keeps water in the soil (as plant residues increase soil moisture)
- Increases water available for plants
- Reduces the need for fertilisers and insecticides (chemicals)

## Drip irrigation

### What is it?

This involves dripping water onto the soil very slowly through small pipes. Water and nutrients are given directly to the roots of the crops.

### Benefits

- Uses less water
- Gives crops the right amount of nutrients to grow well
- Farmers produce more

## Agroforestry

### What is it?

Growing trees or plants and animals on the same piece of land. The trees and animals/plants work together, providing better results for farmers and nature. There are different methods of agroforestry.

### Benefits

- Can provide additional food for animals to eat
- Animal waste gives nutrients for the plants.
- The soil is healthier and more nutritious
- Keeps water in the soil

## Water harvesting

### What is it?

Collecting and storing rainwater, so that it can be used for many different things.

### Benefits

- Reduces the cost of watering crops
- Cheap way to give animals drinking water
- Provides nutrients for the soil





## Story time...

# Health



STAGE 2

In this part of the story, you will need the following characters:

- Narrator
- Maria
- Cousin Li
- Aunt Aisha

**Narrator:** As Maria, Li and Aunt Aisha ate lunch together, Maria thought about everything they had learned so far. *Spend five minutes sharing with your group what you all remember about climate change.*

**Maria:** Aunt Aisha, as a doctor you see lots of people with climate-related health problems.

**Aunt Aisha:** Yes, some diseases, such as malaria and dengue fever, spread much more easily in warm, humid and rainy climates. With climate change causing floods, hurricanes and warm weather, more people catch them than before. And in the towns and cities when the air is very dirty with greenhouse gases, that can also make people sick.

**Cousin Li:** What about when it is really hot, and harvests are bad?

**Aunt Aisha:** What do you think?

**Maria:** Well, when the harvests are bad and there is less food, people can't choose what they eat, and may not be able to have good nutrition to maintain a healthy body that is able to fight off diseases.

**Cousin Li:** And sometimes people may not even have enough food so they might get weak and that could also make them sick.

**Aunt Aisha:** Yes, those are some of the things. But there are lots more ways people's health and wellbeing can be impacted by climate change.

**Narrator:**  
*Complete two activities from this topic to discover different ways our health can be affected by climate change.*





## STAGE 2

# Nutrition: Marketplace

### SUMMARY

Play a teamwork game to collect tokens and provide a healthy meal for your family.

### PREPARATION

Set up **three bases** around the space, each with a person holding one coloured set of tokens. These people will give out tokens when family members complete different challenges (see step two).

**This activity needs an activity leader.**

### MATERIALS

- Red, yellow and green tokens (enough for one of every colour per player).
- A whistle

### DURATION



40 MINUTES

### IN THIS ACTIVITY YOU WILL

- Learn about making a healthy meal
- Discuss how climate change can affect nutrition

## Activity description

## STEP 1

### Prepare your groups (5 minutes)

1. Create 'family' teams of any size, and assign each person a different role: parents, children, aunts/uncles, grandparents.



## STEP 2

### Play the game (30 minutes)

2. The aim of the game is to gather enough tokens to provide a healthy balanced **meal** for everyone in your family. To make a balanced meal you need **one red token, two yellow tokens and three green tokens.**
3. To get a token you must complete a **challenge** at one of the three bases, then go back to your family. You can only carry **one** coloured token at a time.
4. Base challenges
  - Red = do five star jumps
  - Yellow = sing happy birthday five times
  - Green = hop on the spot five times.
5. The game will last for **nine minutes.** Each time the leader blows the whistle, everyone must freeze and listen to the instructions.

### Instructions for activity leader

6. Play the game for up to **three minutes**, then blow the **whistle**, read out a difficulty level then restart playing. Encourage the groups to earn enough tokens for their whole family.
  - **Difficulty level one.** There has been a bad harvest because there wasn't enough rainfall. To get a green token you must now hop **20 times.**
  - **Difficulty level two.** Due to soil degradation (wearing away) in this region, it is very hard to get red tokens, so they are now being brought in from another region. Do **10 star jumps** to get a red token.
  - **Difficulty level three.** Around the world it has become very hard to get yellow tokens. Everyone wants to buy from this region because it has so many yellow tokens. There are now **only five tokens left** at the yellow base, because the rest will be sold abroad.

### BRING IT HOME

Talk to your family about what you have learned today. Explain why good nutrition is important to stay healthy and be ready for climate change-related health issues. As a family, research foods that you can eat that are good for the environment and decide how you could change your diet.

### Tips for online groups

Open breakout rooms, with to represent each 'digital' base and allow people to move freely to each digital base and earn tokens by completing the challenges.

## STEP 3

### Debrief the game

7. Count your tokens and sort into balanced meals. **How many meals** were you able to provide for your family?
8. Use the following prompts to facilitate a discussion:
  - How did you **feel** as more difficulties were introduced to the game?
  - Do you think it's **fair** on the people who had **larger families**?
9. How many families asked the **children/grandparents** to help provide more tokens? What effect would this have on people in **real life?** (Children miss school and elderly people are forced to work in their old age.)
10. Climate change causes the weather to get more **extreme.** This causes plants to die and loss of animals. As humans, we are dependent on the Earth's natural resources to gather and grow our food. What do you think could be done to make sure **everyone has enough food?**

### More badge fun:

**Did you know that WAGGGS (The World Association of Girl Guides and Girl Scouts) has a challenge badge called Girl-Powered Nutrition all about eating a balanced diet? You can find the badge here:**

[https://cutt.ly/glacc\\_gpn](https://cutt.ly/glacc_gpn)





## STAGE 2

# Hygiene: Handwashing station

### SUMMARY

Build a handwashing station to support menstrual hygiene management.

### IN THIS ACTIVITY YOU WILL

- Discover how climate change can impact menstrual hygiene (periods)
- Build a handwashing station

### MATERIALS

- Empty large plastic bottle (with a handle) - recycled
- A knife or scissors
- Water
- Old stockings
- A bar of soap (or ash)
- A thick twig
- Yarn
- Large paper
- Pens

### PREPARATION

Draw a big circle in the middle of a large piece of paper. Find an appropriate place to build the handwashing station, and check that you have enough water to fill the jug when the activity is complete.

### DURATION



40 MINUTES

## Activity description

## STEP 1 Let's talk about periods (10 minutes)

1. Inside the circle, write down all the words you use (in any language) to refer to **menstruation** (period).
2. Outside the circle, write all the things you need to **stay healthy and well** on your period.
3. How do you think the **consequences** of climate change could make it harder to stay healthy when menstruating?

- a. Not getting enough nutrients like **iron** (because we lose it during our period), not having enough **water** to stay clean and hygienic or to clean reusable menstrual products.

### Instructions for activity leader

4. Use this as an opportunity to tackle some myths about periods. For support with this, you can refer to the Rosie's World programme.

## STEP 2

### Build a handwashing station (25 minutes +)

5. As a patrol you are going to build a handwashing station that is safe to use and easy to clean. Your handwashing station can either help to slow the spread of disease or help dispose of sanitary products. Build a handwashing station to help solve one of these issues.
6. In your patrols, discuss how to make a handwashing station with the material provided.
7. Once patrols have discussed, all groups come together and follow the instructions:
  - a. Use your knife/scissors to poke a small hole in the bottom of the plastic bottle, near the edge, opposite the handle. Make sure that the end of the twig can tightly fit into the hole. If after many uses, the hole widens, find a larger twig.
  - b. Tie the twig to the bottle/jug handle so that you don't lose the twig.
  - c. Put the soap down the foot of one leg of the stockings and tie the open end around the jug's handle. The soap should hang down past the jug.
  - d. Find a suitable place to set up your new handwashing station.
  - e. To use the handwashing station, fill up the bottle/jug with water.

## STEP 3

### Review (5 minutes)

8. How effective do you think this handwashing station will be? Where do you think it will work best? E.g. near your home, in school, at your Guide and Scout meeting place, on a camp, near a public toilet?
9. Patrols draw a **design** that will help improve menstrual hygiene in your community. Make sure you include clear pictures and labels.
10. Once you have finished, present your designs to your group and share **feedback** about how you could improve this design and make it more practical.

### BRING IT HOME

Handwashing stations are not just important for menstrual hygiene, but to prevent general hygiene and disease. Display your handwashing station in a place that would be useful to a lot of people and talk to them about why handwashing is an easy way to protect yourself from diseases.

### Tips for online groups

**Step 2.** Let everyone know what materials they will need to build a handwashing station. Give everyone time to build a station on their own, before having a group discussion.

The World Association of Girl Guides and Girl Scouts has a programme called **Rosie's World**. It is all about menstruation, how to take care of your body and be proud of your menstrual cycle. [Link via QR code]

<https://cutt.ly/glacc-mhm>





## STAGE 2

# Mental health: Nature meditation

### SUMMARY

Create an ideas map to explore how climate change affects mental health and practise meditation.

### IN THIS ACTIVITY YOU WILL

- Explore how the impact of climate change on mental health.
- Practice mindfulness through meditation.

### MATERIALS

- Sticky notes (3 colours)  
Or, small pieces of paper (3 colours) and something to stick the paper to a wall/the floor
- Pens/pencils

### DURATION



45 MINUTES

### PREPARATION

Have a space where you can stick your sticky notes like a wall or the floor.

## Activity description

## STEP 1

### Climate change effects? (15 minutes)

1. In patrols, use what you have learned so far to write down as many effects of climate change as you can think of in 5 minutes.
2. The patrol with the most answers is the winner. To find who has the most answers each patrol must read out their effect, run to the wall/floor space and add their sticky notes (colour 1) to form a circle.
3. If any other patrol has that same effect, they must throw it away, when it is read aloud and cannot add this to the circle.
4. The leader will decide if an effect is accepted.

**Example of effects:** More intense storms, increase in frequency of cyclones, soil erosion, coastal erosion, bird migration patterns change, droughts, seas-level rise.

## STEP 2

### What's the connection? (15 minutes)

5. In patrols, create a definition of mental health and two reasons why it is as important as physical health.
6. Now, reflect on the activities we completed in the 'natural world' section. How do you think climate change events (like natural disasters, the loss of biodiversity, sea-level rise or limited access to water) could have a negative impact on people's mental health?
7. In pairs (within your patrols) choose one of the effects written in step 1. On your sticky note (colour 2), write one reason this climate change effect could have a negative impact on mental health.
8. Add your new sticky note to the wall to make an inner circle. Leave the middle of the circle empty. This is your 'REASONS' ring.
9. Remember to return the 'EFFECTS' note to the wall, draw a star on the note so everyone knows it has been used.

10. Repeat steps 7-9 until all of the 'EFFECTS' notes have been used.
11. Choose a sticky note, at random, from the circle and write all the feelings and emotions that the person in that situation may experience.
12. Now, write each emotion you think of on another piece of paper (colour 3) and fill in the circle.
13. Now you have a circle of ideas – based on what you have learned so far – showing why climate change can have an impact on our mental health and what emotions that may occur because of this. Not all these emotions may be negative. People could also feel excited and hopeful as well as scared at a new opportunity, like moving to a new city or changing their careers.

*If you are unsure, see the example below.*

### Example

**EFFECTS:** Coastal erosion – reducing local industries

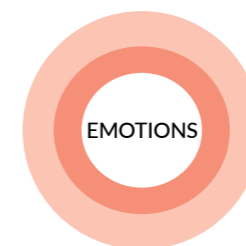


**REASON:** This may force a parent to move away from their family and community to find a new job. This could be stressful and make the parent feel lonely and isolated.



**EMOTION:** Hopeful, scared, lonely, stressed

### Example of sticky notes wall



Mental health is about how we think, feel, and act. It affects our emotions, how we get along with others, how we think, how we make decisions and our daily functioning. It's important for everyone, no matter how old you are, because we all have mental health. Sometimes it's about understanding and managing our thoughts and feelings, having confidence, and feeling good about ourselves, and other times we may need some additional support from a doctor or health professional to improve our mental health. Our mind and body are connected. When we feel good mentally, our body feels better too.

## STEP 3

### Healthy world, healthy mind (15 minutes)

Look at some of the ways the natural world can boost mental health, so you can let others know why protecting the environment from the harmful impacts of climate changes is so important for human health.

14. Choose one of the meditation cards and meditate for 10 minutes.
15. Have a discussion using the prompts below:
  - What did you notice that you hadn't before?
  - How do you feel after focusing on nature?
  - What is one thing in nature you are thankful for?
16. Take a deep breath together, and on the exhale, silently express gratitude.
17. Explain how you might lose access to ways of meditating due to the effects of climate change.

As it takes all of us across the world to work together to respond to climate change there is no quick fix. However, there is a lot that we can do to prepare for climate change by mitigating the risks caused by climate change and changing how we treat the earth. And adapting the way we live to be prepared for the consequences of climate change. Stage 3 will help you to do this by helping you prepare to take action and letting you know how to take action.

### Tips for online groups

- **Step 1:** Use an interactive whiteboard with digital sticky notes to create your wall.
- **Step 2:** Instead of adding a second and third sticky note, add additional text to the original sticky notes and change the colour after each stage to mark it as complete.
- **Step 3:** Everyone should choose a meditation card and complete this individually before coming back to step 15-17.





## STAGE 2

# Meditation Cards

### Grounding

- Find a space with exposed earth (like a sandy beach, a park with grass, or a woodland area).
- Take off your shoes and socks.
- Walk for 1-2 minutes so that your feet are connecting directly with the earth.
- Find a place to stand or sit comfortably.
- Inhale deeply through your nose, hold for a moment, and exhale slowly through your mouth.
- Repeat this three times.

### Mindful Listening

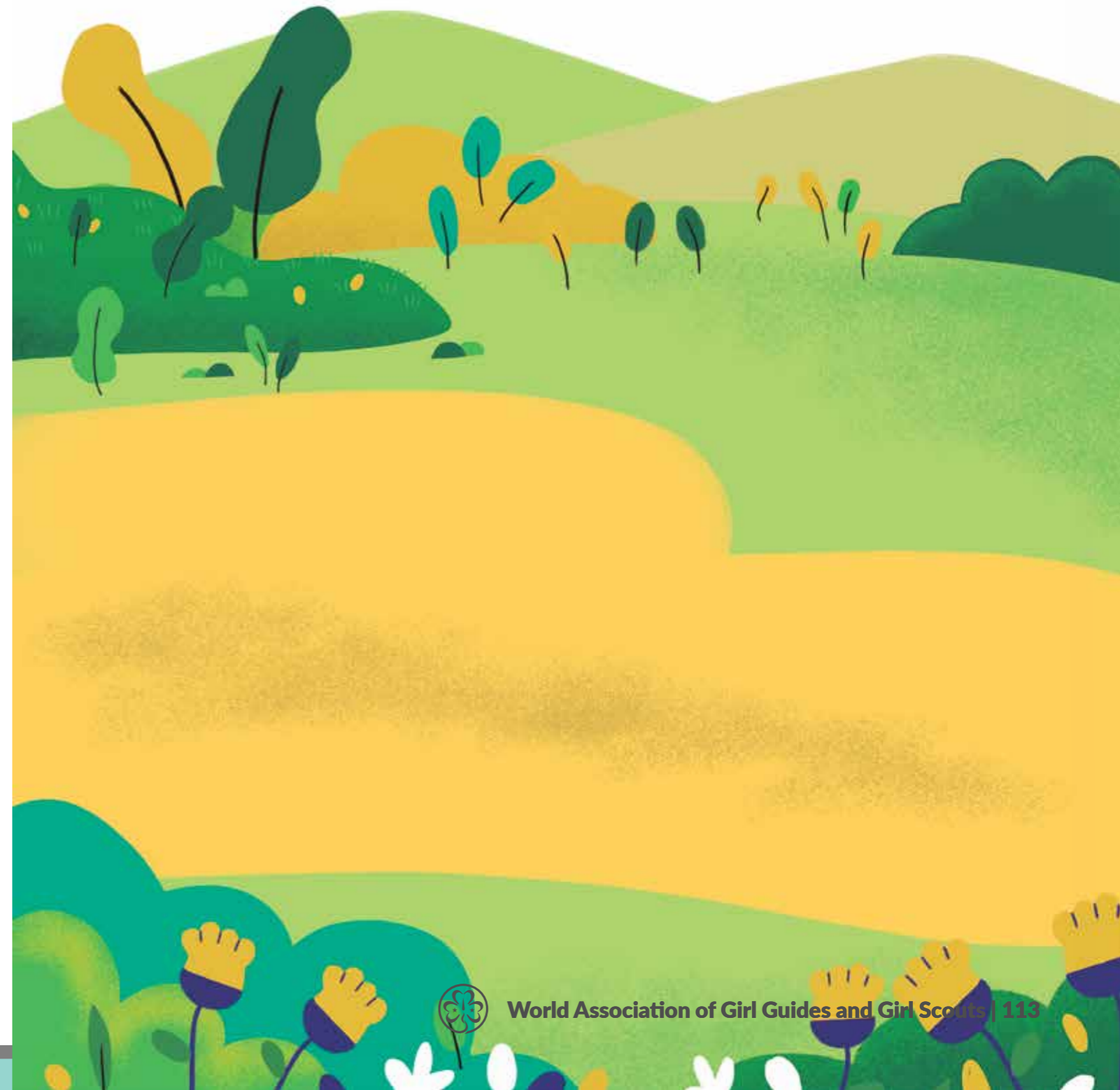
- Go for a walk to a quiet natural place (like a beach, park, woodland area, or lake).
- If you are not near a natural place, go to a quiet place and play an audio recording of nature sounds.
- Close your eyes and listen carefully to the sounds around you.
- What do you hear? Birds? Leaves rustling? People talking?
- Try to focus on the sounds without naming them, just let them flow.

### Touch and Feel

- Find a natural object nearby (leaf, stone, flower).
- How does it feel? Rough, smooth, cool, warm?
- Describe the sensation silently to yourselves.

### Nature Observation

- Choose something in the environment (tree, cloud, or flower).
- Observe it closely: notice the colours, shapes, and movements.
- How does the light hit it?
- What patterns do you see?





## STAGE 2

# Diseases: Swat the mosquito

### SUMMARY

Decode a story to understand the connection between health and climate change.

### IN THIS ACTIVITY YOU WILL

- Find out how climate change can cause health problems
- Discover ways to keep your body healthy in the face of climate change

### MATERIALS

- Pens and paper

### PREPARATION

Step 2: This game works best with at least 10 people, the larger the group the better.

Step 4: Cut up the six story pieces, fold and put them into a bowl.

### DURATION



60 MINUTES

## Activity description

## STEP 1

### Have a group discussion (10 minutes)

1. Some diseases are spread by mosquitoes. How many can you name?
2. Remind yourselves of what you have learned so far. How does climate change impact the weather?
3. Can you guess why those changes in the weather might have an impact on diseases spread by mosquitoes?

## STEP 2

### Play the game (20 minutes)

4. The aim of the game is for people to reach the other side of the space without being bitten by the mosquitoes! The mosquitoes will win if they 'bite' all the people before they reach the other side.
5. In groups of 10, divide into the following players (there should be one doctor per 10 players):
  - Mosquitoes (two people) » Aim to 'bite' as many people as possible (by touching them with a hand).
  - Super mosquitoes (two people) » Only come out during the rainy season - when the weather says 'storm'. When they touch a person, this person cannot rejoin the game.
  - Weather (one person) » Can say, "Storm" (which makes the super mosquitoes appear). They make sure that people who are touched by the super mosquitoes don't rejoin the game.
  - Doctor (one person) » Heals people who have been bitten by tapping them three times on the shoulder.
  - People (all other players) » Aim to get from one side of the room to the other, without being touched by a mosquito. If they get bitten, they sit down on the ground.
6. People stand on one side of the space. The game begins and everyone moves around: the mosquitoes chase the people, the doctor can heal people, the weather can say, "Storm" at any time (this makes the super mosquitoes appear!).
7. Play a few rounds and try to find new techniques to avoid the mosquitoes!

## STEP 3

### Debrief (10 minutes)

8. What made it hard for people to get to the other side of the space?
9. How could we change the game to make it easier for the people to win?
10. Did you find techniques to avoid the mosquitoes? What do you think you could do in real life to avoid mosquitoes or protect yourselves from them?

## STEP 4

### Create your code (15 minutes)

11. Divide into three groups with paper. Nominate someone from your group to pick a story piece from the bowl.
12. Read your piece of the story. In five minutes, draw a storyboard or a comic script (without words), to explain what is happening in your part of the story. Write the number of your story piece at the top.
13. After five minutes, leave your comic strip and move to the left with some blank paper. Try to work out what their story piece was about. Write a sentence describing what you can see.
14. Every three minutes, move to another group and repeat. Continue until you have written a sentence for every part of the story.
15. As a group, take it in turns to read out your complete story.
16. Listen to your leader read out the original story.
17. Which group had the most accurate story?

### Secret story

- a. The sea rises, causing a change in weather.
- b. There is a huge storm.
- c. The mosquitoes come out because of the rain.
- d. The mosquitoes bite a lot of people.
- e. The people get very sick.
- f. The people who have a healthy diet recover better from the illness.

## STEP 5

### Debrief the activity (5 minutes)

18. How does nutrition affect how we can respond to climate change?
19. What can you do to keep your body healthy so that it is able to fight off diseases? Not everyone is able to keep their body healthy because they don't have access to healthy and varied food, clean water and health services. Climate change makes getting these things more difficult.
  - What are your top tips for preventing diseases like ones carried by mosquitoes?
  - Where can you find reliable health information?



### DID YOU KNOW?

Anything which gives a virus to another living organism is called a disease vector. For example, vector-borne disease can pass between insects, animals and people.

### More badge fun:

Did you know that **WAGGGS (The World Association of Girl Guides and Girl Scouts)** has a challenge badge called **Girl-Powered Nutrition** all about eating a balanced diet? You can find the badge here: [https://cutt.ly/glacc\\_gpn](https://cutt.ly/glacc_gpn)



### Tips for online groups

#### Step 3.

- Prepare by coming up with challenges that people can do at home: for example sing a song, do star jumps, dance in front of the screen, collect things of a certain colour, etc.
- Decide on how many times that have to do the challenge to earn their tokens.
- Decide on the difficulty levels.





# Story time...

## Freedom

In this part of the story, you will need the following characters:

- Narrator
- Maria
- Cousin Li
- Aunt Aisha

**Narrator:** As Maria finished her lunch with two of her favourite people, she drank a cool glass of water and thought about how water, climate change and health are all connected.

**Cousin Li:** I can see that Maria is thinking hard.

**Maria:** I was just wondering about people who don't have water nearby and have to travel very far to get it.

**Cousin Li:** Especially when there aren't as many sources of freshwater because of climate change.

**Aunt Aisha:** It's extremely sad and worrying to think about how vulnerable people are because of what is happening to our planet.

**Cousin Li:** Do you mean vulnerable because of the weather? Or have less money?

**Maria:** Or less good quality, healthy food? Or the dangers of walking alone to collect water?

**Aunt Aisha:** Well, all of this! Climate change is making us all more vulnerable now and for the future. It can make us unsafe, impact our rights, what we're able to do and how we spend our time.

**Narrator:**  
*Complete two activities from this topic and discover how our freedom is at risk because of climate change.*





## STAGE 2

# Migration: Her story

### SUMMARY

Create a story about a woman who must move because of climate change.

### MATERIALS

- Paper and pens (optional)

### DURATION



30 MINUTES

### IN THIS ACTIVITY YOU WILL

- Learn why some people migrate (move) because of climate change
- Use your imagination to tell the story of a woman migrant

### PREPARATION

This activity needs an activity leader.

## Activity description

## STEP 1

### Write a story about a climate migrant

1. Climate change makes people less free. It especially impacts women and girls, who might be forced to live a life they have not chosen.
2. You will come up with a story about a woman from your community who is a **mother** and has to **move home** (migrate) because of climate change.
3. As a group, come up with the main characteristics of your character:
  - What is her **name and age**?
  - What is her **personality** like? List three things.
  - How many **children** does she have?
4. Divide into **three teams** (if you have a large group, you can make several sets of three teams, which will create several stories).
5. Each team will be focusing on one part of the character's **journey**:
  - Group one will focus on her **departure**
  - Group two will focus on her **journey**
  - Group three will focus on her **arrival**.
6. You have **20 minutes** to come up with the story.
7. When everyone is done, each group tells their part so you can hear the complete story.

### Instructions for activity leader

8. Visit each group and help them by asking these questions:

#### Group 1: The departure

- Why does she have to leave? What made her decide?
- It was a hard decision to make. What were the reasons for and against her leaving? Were there any other solutions?
- How is she feeling?

#### Group 2: The journey

- Where is she going, and why did she choose that place?
- Being a woman migrating alone with children, she will face dangers and obstacles that a man wouldn't. What could those problems be?
- She might also get help from people on the way. What kind of help?
- How is she feeling?

#### Group 3: The arrival

- She has arrived at her destination. What are the steps to building her new life?
- How is her life different now to before?
- How is she experiencing climate change now?
- How is she feeling?

## STEP 2

### Debrief the story

9. How **realistic** was your story?
10. In real life, how could her home be made **safe** for her to stay (so she wouldn't have to migrate)?
11. How could your community better **support** people, and especially women, who have to migrate because of climate change?

### Tips for online groups

No additional tips needed this activity is ideal for an online group meeting.





## STAGE 2

# Human rights: Obstacle course

### SUMMARY

Play a game and discover how climate and gender inequality affects your freedom.

### IN THIS ACTIVITY YOU WILL

- Find out how climate change can restrict girls' freedom throughout their lives
- Find ways to make life easier for girls and women in the face of climate change

### MATERIALS

- Chalk/stick to draw on the ground
- Dice (or numbered pieces of paper and a container).

### PREPARATION

Draw a path with 24 numbered squares on the ground outside (use chalk or a stick in the sand). Read the obstacles (provided).

If you're not using a die, cut six pieces of paper, number them from one to six and put them in a container.

### DURATION



40 MINUTES

## Activity description

## STEP 1

### Play a game (30 minutes)

1. Form teams of four to five players.
2. The aim of the game is to go on a journey to become a powerful climate change activist by square 24.
3. Each team takes turns to **roll the die** (or pick a paper from the container).
4. One person from the team moves forward that number of steps on the path.
5. When the team lands on a square, the leader reads out the corresponding number's **obstacle** (provided).
6. Once the team has completed their turn, the next group rolls the die.
7. The first group that reaches square 24 wins. They can then help the other teams so that everybody reaches the finish.

## STEP 2

### Debrief (10 minutes)

8. Were you **surprised** by some of the obstacles?
9. Do you know what **human rights** are? Everyone has human rights, no matter where they come from, their age, religion, culture or other personal characteristics. Rights are things that every person needs to survive, to be treated fairly and to reach their full potential. Human rights are very important because they state what we need to live with dignity and be treated with respect.
10. Which freedoms and human rights were harmed by the obstacles in the game? Can you see how that also happens in real life?
11. As a group, come up with three ways you want to **take action** to make life easier for women and girls dealing with the consequences of climate change.

### BRING IT HOME

Many people don't know that young people are more affected by climate change than adults, or that women and girls are more affected by climate change than men and boys. With what you learned today, you can change that! Share your learnings and ideas to help with your family and friends.

### Tips for online groups

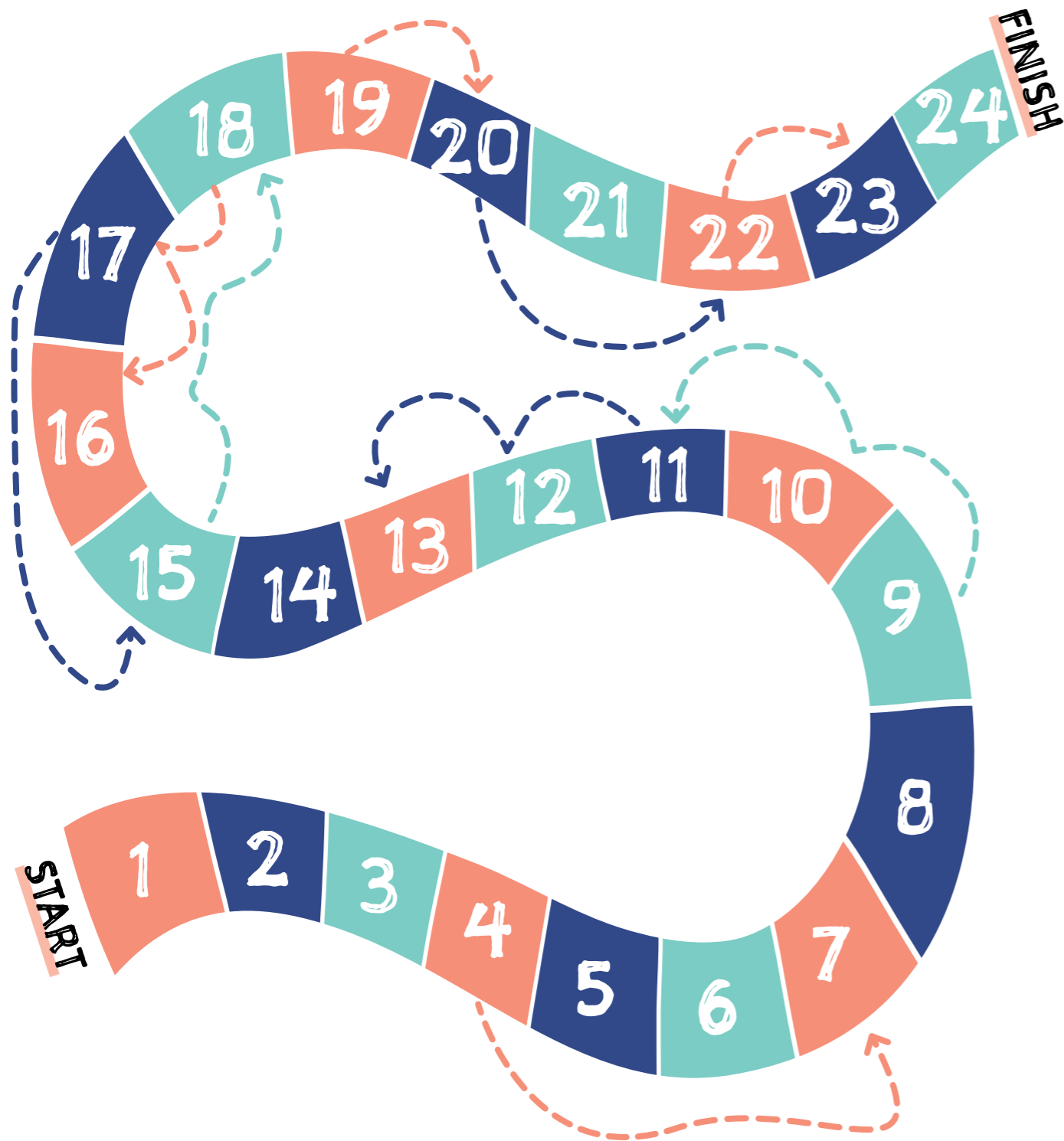
**Step 1:** Show the obstacle course board on the screen and use a virtual dice roller to play





STAGE 2

# Obstacle course



1. Start. This is your first day on Earth as a baby.
2. You have less time to study than your older brother because you have to do household chores. Find five reasons that household chores should be shared equally between everyone (younger, older, boys, girls). If you can't find five, go back three squares. If you can find five, go forward two squares.
3. There has been a drought and your family has lost all their crops. You need to quit school to support them. Skip a turn.
4. You learn about climate change in your Guide and Scout meetings. Go forward three squares.
5. You are going to school and playing with your friends. Nothing happens.
6. You're in charge of getting water for your family. Because of droughts, you now have to travel further away and don't have time to go to school or play. Skip a turn.
7. Your family has lost a lot of money due to a cyclone. They're thinking about sending your little sister off to get married, even though she is young. Give them three reasons why forced early marriage is harmful to convince them not to do it. If you can't find three reasons, go back three squares. .
8. You really want to go to school and study but the extreme heat is making it hard for you to focus. Go back two squares.
9. You share your climate change knowledge with your family to help them become more resilient. Go forward two squares.
10. A global pandemic and a deadly virus is going around, but you do not have access to clean water so you cannot regularly wash your hands, so you are not leaving the house. Skip a turn.
11. You have completed your education. Go forward two squares.
12. The weather has been stable for a year. Nothing happens.
13. Frequent droughts have caused a water shortage in your region. Play rock paper scissors with the next team to decide who will be able to get clean water and live a normal life. If you win, you can play again. If the other team wins, they go next.
14. A flood has temporarily destroyed your house and you need to move out. Skip a turn.
15. You go and talk to community leaders about how people could better adapt to climate change. Go forward three squares.
16. You have a stable job. Nothing happens.
17. There are new laws on climate change in your country, but the government hasn't thought about - or asked - how women and girls are affected. To stay on your square, name three reasons why women should be involved in climate change conversations. If you can't name three, go back two squares.
18. You try to convince local leaders to take action about climate change, but they don't want to listen to you because they do not respect your opinion. Go back two squares.
19. You would like to take action on climate change but you're not sure you are the right person to do it. Create a chant to give yourself confidence and move forward one square.
20. Your community wants to adapt to climate change. Name three ways they could do this. If you can't, go back one square. If you can, move forward two squares.
21. You take a holiday. Nothing happens.
22. You want to educate children on the importance of taking action on climate change. Improvise a short song about climate change to move forward one square.
23. You drink unclean water and fall sick. Skip a turn.
24. Finish. You are a powerful climate activist and you have contributed to important environmental changes in your country.





STAGE 2

# Human rights: Know your rights

## DURATION



45 MINUTES

## SUMMARY

Play a game to explore the connection between climate change and human rights.

## IN THIS ACTIVITY YOU WILL

- Learn about your rights as a child
- Discuss how climate change affects your rights

## MATERIALS

- Pens and paper

## PREPARATION

Cut up the **know your rights cards** and display them around your meeting space

## Activity description

### STEP 1

#### Discover the United Nations Convention on the Rights of the Child (UNCRC) (10 minutes)

1. Do you know what human rights are?

*“Everyone has human rights, no matter where they come from, their age, religion, culture or other personal characteristics. Rights are things that every person needs to survive, to be treated fairly and to reach their full potential. Human rights are very important because they state what we need to live with dignity and be treated with respect.”*

2. Which freedoms and human rights were harmed by the obstacles in the game? Can you see how that also happens in real life?
3. Have you ever heard of the United National Convention on the Rights of the Child? Can you explain or guess what it is?

*“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.”*

4. Some of the Convention’s promises about children’s rights have been displayed around the meeting space. Move around to discover them all, and ask yourself:
  - Which of these rights could be more **difficult** for every child because of **climate change**?
  - Which of these rights can be used to help **fight climate change**?
5. If you can, take notes to remember your answers.
6. Finish when everyone has had a chance to look at all the promises.



### STEP 2

#### Play a running game about the link between climate change and human rights (25 minutes)

7. Spread out in the space.
8. Ask one player to choose one right that climate change could make more **difficult** for children.
9. The player says their answer out loud and explains **why**. See the box below for some ideas.
10. Everyone that **agrees** with the answer runs and forms a group around that player.
11. Ask someone else to choose a right (preferably someone who hasn’t joined the group, if there are any). Again, anyone who agrees should run to form a group around the person who’s just answered.
12. Keep asking people questions until there are no more new answers.
13. Do this again to answer the second question: “Which of these rights can be used to help **fight** climate change?”

#### Rights affected by climate change

- Climate change reduces access to **clean water** and a loss of **biodiversity**. This can impact children’s rights to **health, water, food and a clean environment**.
- Because of climate change, natural disasters are more frequent and more dangerous, which can impact on children’s rights to **food, clothing and a safe home**.
- Because of gender inequalities, women and girls are more impacted by climate change than men and boys. The impact of floods, droughts and natural disasters on safety and water and food availability impacts girls’ rights to **education, rest, play, culture and arts, protection from harmful work and protection from violence**.
- But you can use your rights to help fight climate change! For example, children have the right to **access information, give their opinions freely and share what they learn and set up or join groups** so you can share everything you learn about climate change with your family and friends, and create group projects to make a difference!

#### Tips for online groups

**Step 2.** Instead of a physical running game, use a virtual polling tool to facilitate real-time responses. Ask one person to choose a right that climate change could make more difficult for children and explain why. Those who agree can “move” to a virtual breakout room or other designated space.

### STEP 3

#### Debrief the activity (10 minutes)

14. Were you **surprised** by any of the rights that you discovered today?
15. Did you notice links between different rights harmed by climate change? Did you think there were many?
16. Did you notice any links between the rights that could help you fight climate change? It is likely that a good number of them were around **freedom of expression** and **education**.

#### BRING IT HOME

Many people don’t know that young people are more affected by climate change than adults. Also, women and children are more affected by climate change than men and boys. With what you learned today, you can change that! Share your learnings and ideas to help with your family and friends.



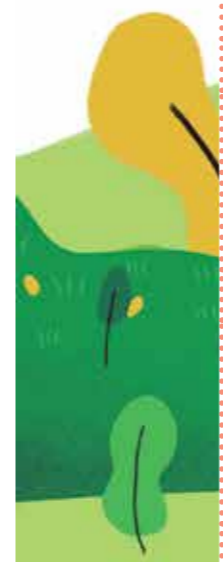
# Know your rights cards

The United Nations Convention on the Rights of the Child  
 {Source – UNICEF}

<b>No discrimination</b>	<b>Best interests of the child</b>
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.	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>Making rights real</b>	<b>Life survival and development</b>
Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this convention.	Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.
<b>Respect for children's views</b>	<b>Sharing thoughts freely</b>
Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.	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>Freedom of thought and religion</b>	<b>Setting up or joining groups</b>
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. Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people. use this right.	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>Access to information</b>	<b>Protection from violence</b>
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.	Governments must protect children from violence, abuse and being neglected by anyone who looks after them.



<b>Refugee children</b>	<b>Children with disabilities</b>
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.	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>Health, water, food, environment</b>	<b>Social and economic help</b>
Children have the right to the best healthcare 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.	Governments should provide money or other support to help children from poor families.
<b>Food, clothing, a safe home</b>	<b>Access to education</b>
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.	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>Aims of education</b>	<b>Minority culture, language and religion</b>
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.	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>Protection from harmful work</b>	<b>Protection in war</b>
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.	Children have the right to be protected during war. No child under 15 can join the army or take part in war.
<b>Everyone must know children's rights</b>	<b>Rest, play, culture, arts</b>
Governments should actively tell children and adults about this convention so that everyone knows about children's rights.	Every child has the right to rest, relax, play and to take part in cultural and creative activities.





## STAGE 2

# Conflict: Chain reaction

### SUMMARY

Play a game to explore the domino effect of climate change and local conflicts.

### IN THIS ACTIVITY YOU WILL

- understand the relationship between climate change, environmental instability, and local conflicts through an interactive domino activity.

### MATERIALS

- Set of dominoes
- A copy of the record sheet
- Pens/Pencils

### PREPARATION

Groups of 4-5 needed for this activity. Ensure there is a set of dominoes available for each group.

### DURATION



45 MINUTES

## Activity description

## STEP 1

### Build a chain reaction (20 minutes)

1. Divide into groups of 4-5 people, each with a set of dominoes.
2. Choose a scenario from the list below or create your own.
3. Bring your scenario to life by using your record sheet to fill in the steps between the start and the end. Continue to do this until you run out of ideas for each step or until your record sheet is full. Example steps; water scarcity, food shortages, local conflicts, migration.
4. Check that you have enough domino pieces for each step.
5. Set up a line of dominoes, each domino should represent a specific step in the chain reaction. Then fill in the domino section of your record sheet to match

## STEP 2

### Early interventions (15 minutes)

6. Topple your dominoes and look at the chain reaction.
7. How can early intervention (removing a domino) prevent conflicts? Highlight key points where interventions could occur.
8. Choose a step to miss out, before you remove the matching domino agree as a group what the intervention is (what may need to happen for this step to be completely avoided).
9. Topple your dominoes again and look at the chain reaction.
10. Continue to do this until the chain reaction is broken and the end domino is not toppled.

## STEP 3

### Debrief (10 minutes)

11. Join with another group, share your setup and discuss the scenario and your chain reaction.
  - What challenges did your group identify?
  - How could early action prevent the domino effect?
  - How might a similar scenario play out in your community or region?
  - What impact could that have on people you know?

### Key Takeaways:

- Climate change can trigger a chain of events leading to local conflicts.
- Understanding diverse perspectives is crucial in conflict resolution.
- Climate change conflicts exacerbate existing inequalities and social tensions.
- Cooperation and sustainable practices are essential in mitigating climate change impacts.

### Scenarios:

- A. Extreme Weather and Infrastructure Damage.  
**Start:** Higher temperatures result in more frequent and severe storms, hurricanes, and floods.  
**End:** 30% of the city is left without reliable electricity and experience energy rations or load shedding for several weeks.
- B. Rising Sea Levels and Coastal Erosion.  
**Start:** Sea-levels continue to rise annually.  
**End:** Competition for housing, jobs, and services, sparking conflicts and inflating prices in inner cities.
- C. Heatwaves and Public Health.  
**Start:** For the 5th year in a row there has been a heatwave with the highest summer on record.  
**End:** There has been a riot and looting and the town is more socially segregated than ever.

### Tips for online groups

- Step 1:** Ensure that one member of each group has access to a domino set. This participant should be the builder and the rest of the team should instruct then how to build the chain reaction.
- Step 2:** Share a digital copy of the chain reaction record sheet for each group to populate.
- Step 3:** Use breakout rooms to allow groups to pair up and debrief.







## STAGE 2

# Climate action plan, part 2

\*Mandatory

### DURATION



30 MINUTES

### SUMMARY

Complete the second part of your climate action plan.

### MATERIALS

- Everyone's climate action plans
- Pencils/pens

### PREPARATION

You can complete this individually or as one big group. You may want to re-read the story and the information on the cover page of **stage two** to remind you of the main information.

### IN THIS ACTIVITY YOU WILL

- Review how climate change is changing the world around us
- Identify two problems that are being made worse by climate change

## Activity description

## STEP 1

### Reflect and select?

1. Divide into patrols. In your group, think about the journey that Maria went on throughout the story. What **surprised** you the most about climate change?
2. Play a game of word association. Choose someone in your group to read the questions below. When you hear each question, shout the first word that comes into your head as fast as you can:
  - a. What colour are bananas?
  - b. What is the weather like today?
  - c. How does climate change make you feel?
  - d. What do you enjoy the most about being a Guide/Guide?
  - e. Which topic from **stage two** did you like the most?
3. Which **topic** did your group say?
4. Make a list of how this topic links to **climate change**.

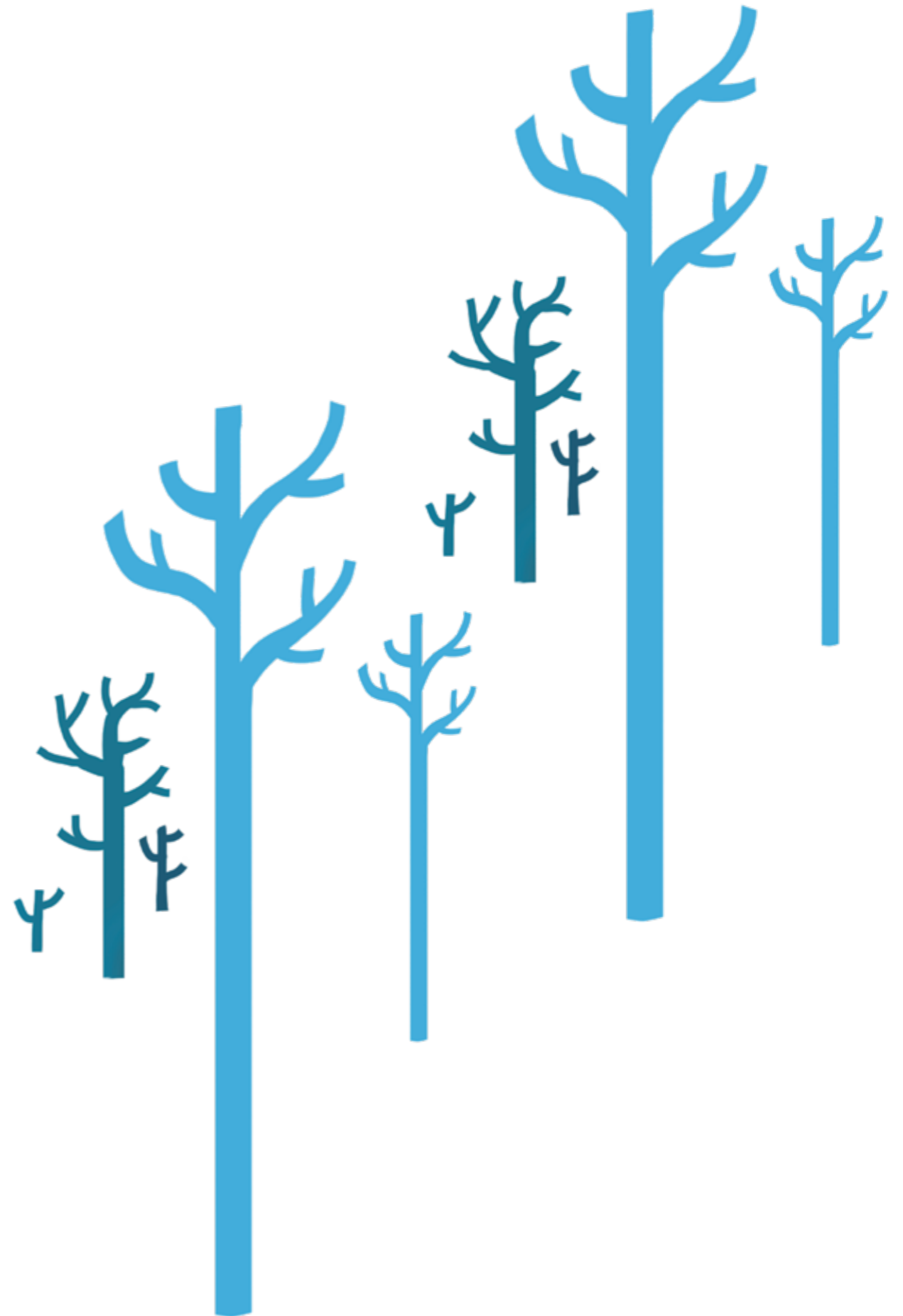
## STEP 2

### Climate action plans

5. Use your list to write a **message** to tell people about your climate change topic. On part two of your **climate action plan**, start by describing how your topic makes life harder in general, then focus on its impact on **girls**.

### Tips for online groups

No additional tips needed this activity is ideal for an online group meeting.





## STAGE 3



# Prepare to take action

The activities in this stage will help you to put everything you have learned into action. You'll find out about community action and advocacy to help you complete

this badge and share what you have learned with two people outside of your group.

### How to take action

Climate change doesn't have to lead to a disaster: we can all do something! We can change our behaviour and convince others to do the same. We can also share our knowledge to adapt to the consequences of climate change.

### Share the knowledge

Taking individual action for climate change is helpful but we need to work **together** to make a bigger difference. Governments and businesses have more power over climate change than individual people. We need to **advocate** (speak out) for immediate, large-scale climate action.



#### Read Maria's story and complete two of these four activities

- **Climate action bingo** – Play a game of bingo to explore what you can do to protect the planet.
- **Community reporting** – Go on a local walk and see how climate change is changing your daily life.
- **Solar oven** – Make your own solar oven to explore how you can use renewable energy.
- **Feelings Map** – Explore your feelings about climate change and think about your power to make a difference.



#### Read Maria's story and complete two of these four activities

- **Empathy messaging** – Put yourself in other people's shoes and convince them to take climate action.
- **Family chat** – Play a roleplay game to start conversations on climate change.
- **The ecotourist walk** – Plan an ecotourist walk for your friends and family.
- **Climate sceptic** – Use roleplay to develop arguments defending climate change.

### Climate action plan, part 3

Fill in the final part of your climate action plan.

At the end of this stage, complete the **celebration activity**, and the closing survey, then finish the final part of your climate action plan.





## Story time...

STAGE 3

# How to take action

In this part of the story, you will need the following characters:

- Narrator
- Maria
- Aunt Aisha

**Narrator:** Maria closed her eyes and took a deep breath. There was a feeling growing in the pit of her stomach and a pressure rising in her chest. It was the same feeling she had when she was asked to suddenly stand up in front of the class and speak. The same feeling she had when she was on her bike at the top of a very steep hill.

She spotted a large smooth rock laying by a pond and sat down to have a rest. She felt like she had been on this adventure for weeks. Between the greenhouse gases that were causing the Earth's global temperature to rise and the effect of this on nature and people, there was so much to think about. The scariest part was how gender inequality was making the effects of climate change worse for her as a girl.

Whenever she was scared or overwhelmed she would talk to an adult she trusted, so she gave Aunt Aisha a call.

**Aunt Aisha:** Hello dear, how is the adventure going?

**Maria:** I've learned a lot about the impact of climate change on nature and people, but all of this has made me scared. There's just so much going wrong.

**Aunt Aisha:** One thing I have learned in life is that as humans, we are extremely resilient. The battle to protect our Earth is no different.

**Maria:** What does being resilient mean?

**Aunt Aisha:** Well, to be resilient we must reduce our human impact on the Earth – this is called **mitigation** – and we must prepare for the changes ahead – this is called **adaptation**.

**Narrator:**  
*Complete two activities from this topic to find out more about climate change and how to take action.*





## STAGE 3

# Climate action bingo

### SUMMARY

Play a game of bingo to explore what you can do to protect the planet.

### IN THIS ACTIVITY YOU WILL

- Find out what actions you can take to help tackle climate change
- Make a pledge to change your behaviour

### MATERIALS

- Markers and flipchart or chalk

### PREPARATION

Adapt the list of **climate actions** (provided) to your context. Display the numbered list for everyone to see.

Draw a grid of **nine boxes** (3 x 3 boxes) per patrol or small group on the ground of your meeting using chalk or flipchart paper.

### DURATION



20 MINUTES

## Activity description

## STEP 1

### Play a bingo game

1. In patrols, read the list of **climate actions** - things we can do to be more resilient to climate change. These are a mix of mitigation actions (how to fight it) and adaptation actions (how to change our lives).
2. Take some time to think about which of these actions you think can have the **biggest impact** on the world and **choose nine** to put in your bingo grid (just write the **number** of each action).
3. The leader will call out the actions in a random order. When you hear an action that is on your grid, **step in that square** (if you don't have enough players, get creative and flexible to show the box is ticked!). The aim of bingo is to mark every square in your grid.
4. The first patrol to mark all of their nine actions wins the game!

## STEP 2

### Discuss the impact of different climate actions

5. Join another patrol and **compare** your grids:
  - a. Did you choose the same nine actions? Which are mitigation, and which are adaptation?
  - b. did you decide if an action had a big or small **impact**?
  - c. Revise your bingo grid if you want to.

## STEP 3

### Pledge to take action

6. In patrols, look at your bingo grid.
7. How many of the adaptation and mitigation actions have you **done before**? Mark each action you've done on your bingo grid.
8. How close are you to getting **bingo**, individually and as a patrol?
9. Take time to decide on a climate action from the grid that your **whole patrol** can do, starting now. Pledge to do your best to complete this action. Write down your pledge and **display** it in the meeting space. Remember to check with each other in the next meetings that you are all keeping your pledge!

### BRING IT HOME

The more people start positive habits for the planet, the more impact these actions will have. Convince your family to take the pledge with you!

**If this is an idea you want to share with other people, add this to part three of your climate action plan.**

### Tips for online groups

No additional tips needed this activity is ideal for an online group meeting.

### Climate action examples

You can adapt these to make these actions more specific, more suited to the age of your group, to your local context and to actions your group might already have done. Make sure that your group understands how these actions help **mitigate** climate change or **adapt** to the consequences of it.

1. Organise a rally at school to inform people about climate change
2. Stop using single-use plastic
3. Learn about climate change
4. Plant a tree
5. Make your Scouts and Guides meetings more sustainable
6. Hold a meeting with community leaders about responding to climate change
7. Talk to a family member and get them to understand why climate change is an important issue
8. Walk/cycle instead of taking a car
9. Educate your family on the impact of climate change on girls
10. Sign or create a petition about a climate change issue you're passionate about
11. Make a poster to convince the head teacher to make your school more sustainable
12. Eat less meat
13. Research solutions to adapt to consequences of climate change
14. Convince a friend to help your climate efforts
15. Help your family start one of the climate actions you've learned about in Scouts and Guides.
16. Write a letter or a social media post to policymakers (decision-makers like politicians) to get their attention on a specific climate change issue





### STAGE 3

# Community reporting

## SUMMARY

Go on a local walk and see how climate change is changing your daily life.

## IN THIS ACTIVITY YOU WILL

- Explore the outdoors
- Think about ways your community can respond to climate change

## MATERIALS

- Camera/smartphone and/or
- Paper and pens

## DURATION



## PREPARATION

Think about some different places that teams could go on a walk. This can be around where you usually have your Girl Guides/Girl Scouts meetings.

## Activity description

### STEP 1

#### Explore your local community

1. In teams of four or five, go on a walk in your community to gather information about it.
2. Take a pen and paper to take notes and sketches, or use a camera or a phone that can take pictures.
3. As a patrol, your goal is to tell the story of climate change in your community by discussing and noting:
  - a. natural things you would like to protect, eg beautiful flowers
  - b. sustainable things that the community is doing, eg a water tank
  - c. things that need to change, eg rubbish on the ground
  - d. things that are vulnerable to climate change and could be improved/adapted, eg housing.

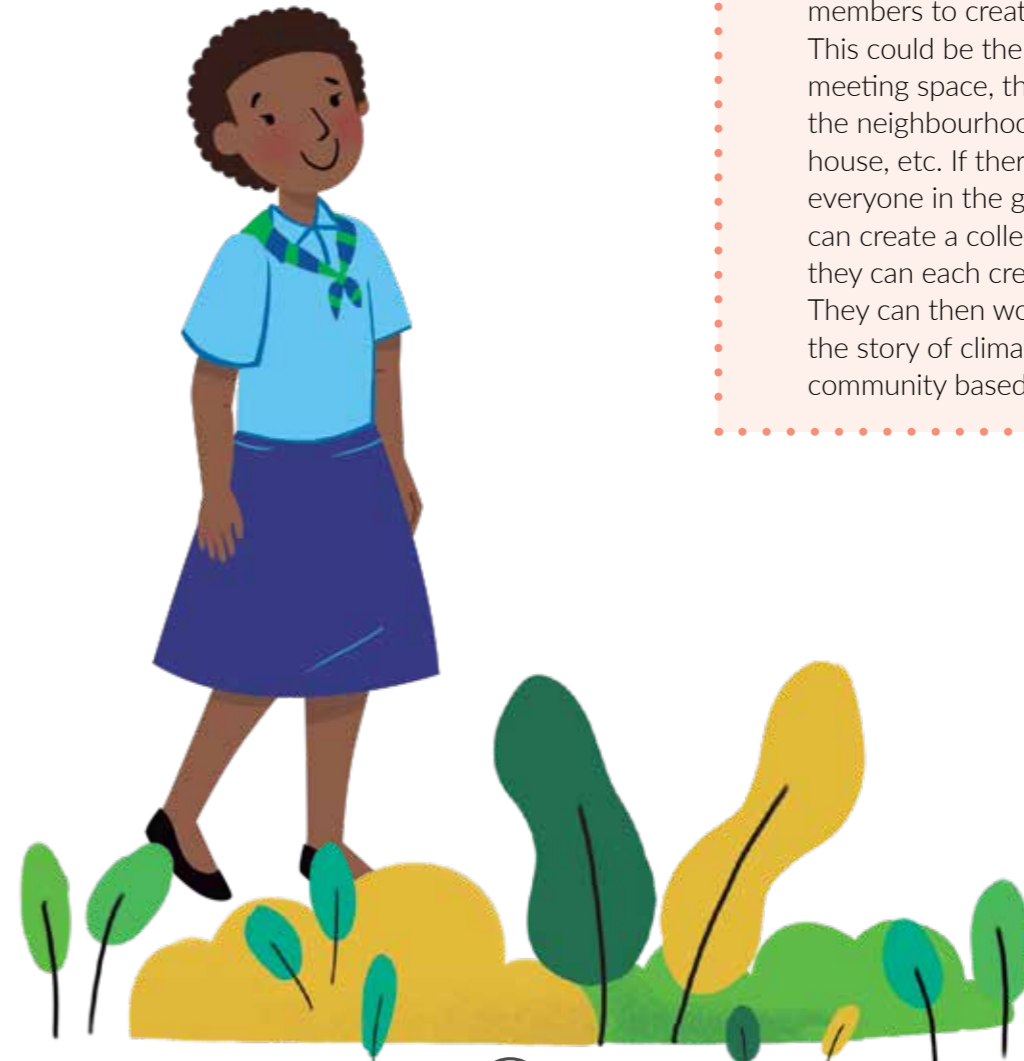
### STEP 2

#### Debrief the walk

4. Did you **agree** on what needed to change?
5. What ideas did you have to help the community **adapt** to climate change (ideas to reduce the harm caused by climate change and find new ways for people to live happily).
6. Who can you share your findings with?

## Take it further

Why not share everything you've learned with others? Organise an exhibition with your findings. Invite your family, your friends and community leaders! Start a conversation about climate change in your community.



## Tips for online groups

If you're unable to do the walk together, you have three options:

- Ask group members to prepare for the activity by going on a community walk (Step 2) in their own time (with a trusted adult) before your group meeting. You can then use the meeting time to deliver Steps 1 and 3, and even organise a virtual exhibition to take it further!
- Run the activity as planned, and adapt Step 2 by going on a virtual community walk. You can use interactive technology like Google Street View (this isn't available everywhere so check before your meeting!).
- Adapt Step 2 by asking group members to create a community map. This could be the block around your meeting space, their walk to school, the neighbourhood around their house, etc. If there is a space that everyone in the group knows, they can create a collective map, otherwise they can each create their own. They can then work together to tell the story of climate change in their community based on their maps.





### STAGE 3

# Solar oven

## SUMMARY

Make your own solar oven to explore how you can use renewable energy.

## IN THIS ACTIVITY YOU WILL

- Build your own solar oven
- Discuss renewable sources of energy ('green' energy that nature can replace, like wind, water and sunshine)

## MATERIALS

Recycled items only:

- A flat cardboard box (like a pizza box)
- Black thick paper
- Aluminium foil
- Thin plastic wrap
- Permanent marker
- Glue
- Tape
- Scissors
- Ruler
- String

## DURATION



40 MINUTES

## PREPARATION

Prepare a set of recycled materials (above) for each team.

## Activity description

### STEP 1 Make a solar oven

1. Have you heard of climate change **mitigation**? That means fighting climate change by reducing or preventing more greenhouse gases being released into the atmosphere. We don't have to use greenhouse gases for energy – there are other, more **renewable** sources; 'green' energy that nature can replace, like wind, water and **sunshine**.
2. You will be making an **oven** that you can use to cook food. You will use only recycled or basic materials, and your **oven** will use a completely **renewable or green** energy: the sun!

3. How to make your oven:
  - a. Line the inside bottom of the box with foil.
  - b. Cover the foil with black paper and tape the paper in place.
  - c. Cut the box on the thin plastic and trace the outline of the box.
  - d. Remove the box and draw another outline 1/4 inch (0.5cm) inside the first outline and cut along the inside line.
  - e. Close the box cover and draw lines 1 inch (2.5 cm) from each side, making it a square on the box cover.
  - f. Cut along the lines on the front and sides – not the back, so you have a smaller cover than before, still attached to the back.
  - g. Open the cover and line the inside with foil.
  - h. Glue the foil in place.

- i. Cover the foil with the cut plastic and tape it in place.
- j. All layers should be airtight and wrinkle-free.
- k. On the outside of the box cover, attach a string long enough to keep the flap open and let the sunshine in.
- l. Once you have the oven, all you need is the sun. Choose a spot that will get at least several hours of direct sun away from any strong wind.



## BRING IT HOME

Share your learnings about renewable sources of energy with your family and convince them to start using them in your everyday life!

If this is an idea you want to share with other people, add this to part three of your climate action plan.

### STEP 2

#### Try cooking in your oven

4. You can use your oven to heat different kinds of food, but it takes a little practice. If you can, use a black pot in your oven because they absorb and retain the sun's heat better than light-coloured pans.
5. Try your oven by making one of the snacks you usually have on your camping trips, like pizzas or croissants!

### STEP 3

#### Debrief the activity

6. How did it feel to create something from **scratch** that you can use to cook?
7. Your oven uses **solar energy**. Can you think of any ways you could use solar energy or other renewable energy in your daily life?
8. How could you change your family's cooking habits to make them more sustainable? Could you use more renewable cooking fuels?
9. What else could you build that would help you and your family to be more resilient to climate change?

## Tips for online groups

**Step 1:** Let everyone know what materials they will need to make their solar oven. Or try filming a unit member completing the activity and share this so that everyone can follow along at their own speed.

**Step 2:** Encourage everyone to try cooking someone offline and report back to the group

**Step 3:** Discuss the challenges around faced when building the solar oven in addition to the debrief questions.





### STAGE 3

# Feelings map

## SUMMARY

Explore your feelings about climate change and think about your power to make a difference

## MATERIALS

- Paper and colouring pens

## DURATION



45 MINUTES

## IN THIS ACTIVITY YOU WILL

- Identify your feelings about climate change
- Explore how you can make a change in the world

## PREPARATION

None

## Activity description

### STEP 1

#### Draw your feelings (15 minutes)

1. Take a piece of paper and three different colour pens.
2. Think about everything you have learned about climate change and the Earth. How does it make you feel?
3. Choose three feelings and try to draw them at the top of the piece of paper, each in a different colour. You can write words, draw symbols, use emojis etc.
4. Show how much space each of those three feelings is taking up inside you. Using the matching pencil colour for each feeling, draw a shape or simply colour in a smaller or larger part of the page.

### STEP 2

#### Share your feelings with others (10 minutes)

5. If you want to, share your feelings with the group.
  - What could help you feel better when you have negative feelings?
  - What helps you feel positive?

## Instructions for activity leader

6. Look for patterns among the emotions shared. There may be a lot of negative emotions, for example feeling scared for the future, or angry that climate change is impacting nature.
7. Make it clear that it is important to share our feelings with other people. It helps us understand our own feelings better, helps clear our mind, helps others understand us better and lets people know how to help us.
8. Explain that negative emotions related to climate change are common. But these emotions can help us to get motivated to take action and change the way things are!

### STEP 3

#### Feeling more positive (20 minutes)

9. In Girl Guiding and Girl Scouting, we believe that every girl has the power to change things in her own way! So let's think about ways we can all make a difference.
10. Start the game: one person says their name and one thing they like about themselves (but not about how they look). For example, "I'm Ana, and I'm a good friend."
11. Anyone who can think of how this quality can help stop climate change races to take Ana's hand. The first person to reach repeats what has been said and explains how this quality can help stop climate change, followed by their name and one thing they like about themselves.
  - For example, "Ana is a good friend. When climate change causes more storms, she can make sure that her friends know about it and are prepared. I'm Maria and I am good at sports."
12. Continue until everyone has shared and is standing in a long line. If some people are struggling to join the line, help them!
13. When you're finished, collect all the different ways you have found to take action against climate change. You can find ways to help that are specific to you and your qualities, and if you put all your qualities together, you can really make a difference to help people around you!
14. Before you finish, take a moment to celebrate your strength as a group of girls with so many amazing qualities and ideas. Together, you are powerful!
15. Look back at your feelings from earlier. How do you feel now that you know what you can do to help? Every time you feel sad or scared about climate change, talk to someone about it. It will also help if you take one of these actions to "be prepared" for the future that you have discussed!

## Tips for online groups

No additional tips needed this activity is ideal for an online group meeting.





Story time...



STAGE 3

## Share the knowledge

In this part of the story, you will need the following characters:

- Narrator
- Maria

**Narrator:** Maria stood up from the pond and began to walk home, feeling bold. She passed the familiar sights of her town and reflected on everything she had seen and learned. As she saw the animals high above and the plants at her feet, she realised that there was so much to do, but one important place to start.

As she opened the door, a wave of warm spices met her nose. Dad had dinner waiting on the table to greet her. She took a seat right beside him and said...

**Maria:** Dad, I have so much to tell you.

**Narrator :**

*Maria is getting ready to tell her dad all about the climate crisis. Complete two activities from this topic and find out how to share what you have learned with others.*





### STAGE 3

# Empathy messaging

## SUMMARY

Put yourself in other people's shoes and convince them to take climate action.

## IN THIS ACTIVITY YOU WILL

- Practise your empathy skills
- Develop your persuasion skills

## MATERIALS

- Paper and pens

## PREPARATION

N/A

## DURATION



30 MINUTES

## Activity description

### STEP 1

#### Reflect on a climate change cause you are passionate about

1. Think about what you have learned while taking part in the badge. If you could choose **one cause** to take action on, what would it be?
2. Think about a **clear message** in three parts:
  - **What** is your cause?
  - **Why** is it important?
  - What would you like people to **do** about it?

### STEP 2

#### Create an empathy map

3. Think about who you would like to **influence**. This should be someone that could have a big impact if they took action on this particular issue, such as a community leader, a policymaker, the headteacher at school, the CEO of an important industry etc.
4. Take a piece of paper and draw four boxes.
  - In the top left corner, write "SAY"
  - In the top right corner, write "THINK"
  - In the bottom left corner, write "DO"
  - In the bottom right corner, write "FEEL"
5. Reflecting on the person you have chosen, write down what they **say**, what they **think**, what they **do** and what they **feel**.
6. The objective is to try and put yourself in the person's shoes, to understand them better.
7. Try and base your answers on information as much as possible, rather than assumptions.

### STEP 3

#### Adapt your message

8. Adapt your message to the person you would like to influence.

*For example, if you have chosen a politician who thinks that environmental sustainability isn't a priority and does what they can to get re-elected, you could re-write your message to persuade them that taking action on this issue would make them more popular with a new group of people, who might vote for them in the next election.*

### STEP 4

#### Debrief

9. What have you **learned** from the activity?
10. Do you feel more **prepared** to influence people? And would you consider trying to influence the person you had chosen for the activity? Why or why not?
11. How could you use the **empathy map** to convince more people to take action on climate change?



#### Tips for online groups

No additional tips needed this activity is ideal for an online group meeting.





### STAGE 3

# Family chat

### DURATION



30 MINUTES

### SUMMARY

Play a roleplay game to start conversations on climate change.

### IN THIS ACTIVITY YOU WILL

- Plan how to talk to people you know about climate change
- Find out how you can start serious conversations

### MATERIALS

- Role-play cards

### PREPARATION

Prepare sets of roleplay cards (conversation starters and situations) by printing them out or handwriting on pieces of paper. Create enough sets of cards for one set per group of four (pairs will share a set).

Read **Fact sheet Share the knowledge** page 50-52 of the Leader's Guide and display the profiles of the global climate activists.

## Activity description

### Instructions for activity leader

4. Divide each pair (or group of three) amongst the available leaders. For example if there are three leaders, there should be three groups made up of different pairs (or groups of three). As the leader your task is to facilitate and ensure that players understand their role. Stay in with your pairs for steps 2 and 3. If there is one leader, there is no need to divide, as the pairs will be performing in front of the entire group.
5. The player playing themselves has to start the conversation with the sentence on their card. The player playing the family member has to react to the conversation as they think their family members would in the situation described on the card.
6. Choose a pair (or group of three) to perform first, when the conversation comes to a natural close or when it has been 5 minutes move on to the next pair (or group of three).

## STEP 1

### Roleplay conversations about climate change

1. Get into **pairs** (or threes). One person will be playing themselves "**Player A**", and the other(s) will be playing a family member "**Player B**".
2. When you are called to perform, **Player A** randomly selects one conversation card and **Player B** randomly selects one situation card. Together you will roleplay conversations about climate change.
3. When you are not performing you will be watching other roleplays.

## STEP 2

### Discuss how to create the conditions for a meaningful conversation

7. In groups of four, debrief your conversations.
  - What conversation starters worked **well**? Why did some **work** better than others?
  - In what situations were family members more **open** to conversations? Drawing from their experience, when are **good** moments to have important conversations with family members, and what are situations to **avoid**?
8. Share your reflections in the wider group.
9. Remember that a conversation is between two (or more) people. You need to take into account the other person, whether it's the right time for them, their feelings and their concerns when you try to have meaningful conversations about complicated topics such as climate change.

## STEP 3

### Prepare to start conversations about climate change

10. In the group, share some ways to start **meaningful conversations**.
  - How can you make the other person feel **safe** and **comfortable** to share their opinion?
  - Why is it important to be a good **listener** and what does it mean?
  - How can you share your opinions with someone who might not feel passionate about the topic?
  - How can you make someone **change their mind**?
11. Do you know anyone who has had a huge **impact** by starting difficult conversations about climate change? What can you learn from them?

### BRING IT HOME

Use the ideas to start a conversation about climate change with your family before your next group meeting.

If this is an idea you want to share with other people, add this to part three of your climate action plan.

### Tips for online groups

**Step 1:** Put pairs in breakout rooms and send them their cards through the chat.





STAGE 3

# Roleplay cards

One set of cards = conversation starters cards and situation cards

## CONVERSATION STARTERS

<i>What do you think we can do about climate change?</i>	<i>The planet is dying! And if we don't do anything about it, humans, plants and animals will all disappear!</i>
<i>How do you feel about climate change?</i>	<i>I'd like to talk about climate change with you. What do you know about it?</i>
<i>I've learned today that plastic is bad for the environment. We should never use plastic again.</i>	<i>I think it's important to talk about climate change, and I'd like to know what you think.</i>
<i>Why don't you care about climate change? We never talk about it!</i>	<i>I've learned something interesting about climate change today and I'd like to share it with you.</i>

## SITUATIONS

<i>You are just about to get out of the house to go to work.</i>	<i>You are having a relaxing evening at home.</i>
<i>You are in the middle of cooking dinner.</i>	<i>You are having a conversation about your day.</i>
<i>You are watching TV.</i>	<i>You are on a walk together.</i>
<i>You are at a family celebration with many people around.</i>	<i>You are trying to fix something that isn't working in the house.</i>





### STAGE 3

# The ecotourist walk

## SUMMARY

Plan an ecotourist walk for your friends and family.

## IN THIS ACTIVITY YOU WILL

- Learn how you can discover new places without harming the environment
- Plan a walk to raise awareness of climate change

## MATERIALS

- Paper and pens

## PREPARATION

N/A

## DURATION



30 MINUTES

## Activity description

# STEP 1

## Define ecotourism

1. What is **ecotourism**?

Ecotourism is an environmentally responsible way to **travel and discover** new places. It focuses on appreciating **nature** and **cultural** experiences without harming the environment, and it inspires people to **protect** it.

2. As a group, brainstorm how ecotourism can work:
  - a. How can you share **messages** about climate change while travelling or discovering new places?

- b. How can you help people **learn** something while in nature?
- c. How can you have a positive impact on the **environment** (cause no harm) while travelling or in nature?

# STEP 2

## Plan a walk to raise awareness of climate change

3. In patrols, plan an **ecotourism experience**. It could be a walk, a hike, a tour, a climb etc.
4. Your plan needs to answer all the questions brainstormed above.



If this is an idea you want to share with other people, add it to part three of your climate action plan. You can bring this activity home, by testing your ecotourism experience with your friends and families!



## Tips for online groups

No additional tips needed this activity is ideal for an online group meeting.





### STAGE 3

# Climate sceptic

## SUMMARY

Use roleplay to develop arguments defending climate change.

## IN THIS ACTIVITY YOU WILL

- Develop your persuasion skills
- Prepare for climate change sceptics

## MATERIALS

- Fact sheets in the Leader's Guide
- Paper and pens (optional)

## PREPARATION

Fact sheets in the Leader's Guide (we recommend that you print this on recycled paper or show the fact sheets on devices).

## DURATION



40 MINUTES

## Activity description

### STEP 1

#### Prepare for the discussion

1. Each of us should take adaptation and mitigation actions to tackle climate change. But we have **more power together!** It's important to convince others that they can also take action on climate change and make a difference.
2. Individually, reflect on what you have learned during the badge. What have you learned that you could use to convince others that climate change is serious and we all need to take action? You can use the fact sheets around the meeting space to help you find arguments.

### STEP 2

#### Have a fishbowl discussion

3. **Four people** form an inner circle - this is the **fishbowl**. The rest sit in an outer circle.
4. In the inner circle (the fishbowl), people will have a discussion. In the outer circle, the group will listen (and take notes if they want to).
5. People in the outer circle can take part in the discussion by tapping someone in the fishbowl on the **shoulder**, and taking their place in the inner circle.
6. In the inner circle, two people will play **climate sceptics** (people who don't believe climate change is real, or who don't understand why they should care), and two people will try to convince them that climate change is real, and that it's an emergency.
7. You should always have two of each in the inner circle, to make sure the discussion stays **balanced**.

## Instructions for activity leader

8. To help the inner circle start the debate, you can ask the **climate sceptics** to explain why they don't believe in climate change.
9. Participants can join either side of the discussion at any time. They could play the climate sceptic, be tapped out of the circle and then rejoin the other side, to convince the new climate sceptics.
10. everyone to try to enter the inner circle **at least once**. You can also decide to swap debaters every couple of minutes to give everyone a chance to speak.
11. You can help facilitate the discussion by asking questions such as:
  - Do you believe that climate change is a consequence of human activity?
  - Are you concerned about climate change?
  - Do you think climate change should get more/less attention in the media?
  - Are you concerned about the quality of your food, air, water?
  - Have you made any lifestyle changes due to your views on climate change?
  - Do you think people need to worry more or less about climate change?

### STEP 3

#### Debrief

12. How was it to play a **climate sceptic**?
13. How did it **feel** to try and convince someone with very different opinions and values?
14. What worked **well** and what **didn't**? Think about arguments, but also attitudes and behaviours.
15. What have you learned in the discussion that you would try in **real life** when talking to people who are not as passionate as you about climate change?

## Tips for online groups

**Step 2:** Check that everyone can join using a camera (such as a webcam or a camera on their phone or tablet). To tap into the circle, wave your hand in the air, and then call the name of the person you would like to replace.





### STAGE 3

# Climate action plan, part 3

\*Mandatory

#### DURATION



30 MINUTES

#### SUMMARY

Complete the final part of your climate action plan

#### MATERIALS

- Everyone's copy of their climate action plan
- Pencils

#### PREPARATION

This part of the plan needs to be completed individually. You may want to re-read the stories and the information on the cover page of **stage three** to remind you of the main information.

#### IN THIS ACTIVITY YOU WILL

- Choose two people to share your climate change knowledge with
- Decide on three ways you can tell people about climate change

## Activity description

### STEP 1

#### Who can you reach?

1. You now have lots of ideas about what you can do and how to share your climate change message. But first, you need to decide **who** to share your message with. Think of **two people** who are important to you. This could be people you see every day, or people who live far away.
2. Fill in **part three** of your climate action plan with the two people you are going to reach.

### STEP 2

#### What is your idea?

3. You can share a message in a lot of ways! You can **write a letter, have a chat, make a poster, give a presentation, create a play** and do many other things. What will you do?
4. Think about what you are good at and choose your own way to tell your two people about climate change. Once you have your ideas, add them to your climate action plan.

### STEP 3

#### My climate promise

5. It is great that you are ready to share your message with others. Remember that it's always important to **lead by example**.
6. Think about one extra action you can do yourself that will help you **adapt** to or reduce climate change in your daily life. Turn this into a **promise** and add it to your climate action plan.

Now your plan is complete, set a date and use your plan to share your important message with your two people to earn your badge.

#### Tips for online group

No additional tips needed; this activity is ideal for an online group meeting.



# It's time to celebrate

## SUMMARY

Celebrate your achievement and receive your Girl-led Action on Climate Change badges.

## IN THIS ACTIVITY YOU WILL

- Share your climate action project with your unit
- Recognise the amazing things you have achieved

## MATERIALS

- Papers and pens or pencils
- Everyone's copy of their complete climate action plan
- The badges and/or certificates

## PREPARATION

This activity can only be done once everyone has **completed their action** and spoken to two people about climate change. You may want to wait a **few weeks** after your final session to hold this celebration.

Invite people to attend your celebration! You can invite your **community leader, parents, family** or other people who have helped you along the way.

The group should start this activity in a circle. Depending on the size of the group you may decide to collect your badges as a patrol or one by one.

## DURATION



45 MINUTES

## Activity description

## STEP 1

### Think about what you have learned (20 minutes)

1. Congratulations! You have been on an amazing journey to find out what climate change is, how it is changing our everyday lives and what you can do to make a difference. Now it is time to share your actions with your group.
  - The **best** part of completing your change plan.
  - What you might change next time.
  - Has it been **easy or hard** to complete your pledge?
2. Divide into **small groups** (try to work with people who are not in your patrol), and talk about:
  3. Look at the **promise** you wrote at the end of your climate action plan. How have you kept this promise? How might you make sure you keep it in the future?

## STEP 2

### Answer a survey (15 minutes)

4. To help us understand your experience of this badge, will you help us by answering a **survey**? It is **anonymous** (we don't ask for your name).
5. Take a paper and a pencil / pen. The leader will read each survey statement or question. Write down the **question number, followed by your answer**.
6. When you have finished answering all the questions, give your papers to the leader.

## STEP 3

### Collect your badges

7. When your leader calls your name, walk to the centre of the circle. Salute and say:
  - Your climate **promise**
  - The **two people** you spoke to about climate change
  - What you have **learned** so far (this can be something you learned while completing the badge, while carrying out your climate action badge or while keeping your climate promise)

## STEP 4

### Celebration song

8. Why not sing a joyful **song** to end your celebration? Choose a song to say well done as a group or maybe even a song about our wonderful Earth.

### Tips for online group

Decide how to share badges with everyone in the group. Are you going to mail them beforehand or give everyone a digital badge and then award the physical badge in person?



# Closing survey

## **MATERIALS**

- Papers and pencils

## **PREPARATION**

For this activity you will need to ensure that the girls are in a space where they can hear instructions and have enough space to write down their answers.

## **DURATION**



## **IMPORTANT**

After the survey is complete, please collate the responses and share with the person responsible for the evaluation in your organisation.

## **PART 1 - NO (N), MORE OR LESS (M) OR YES (Y)**

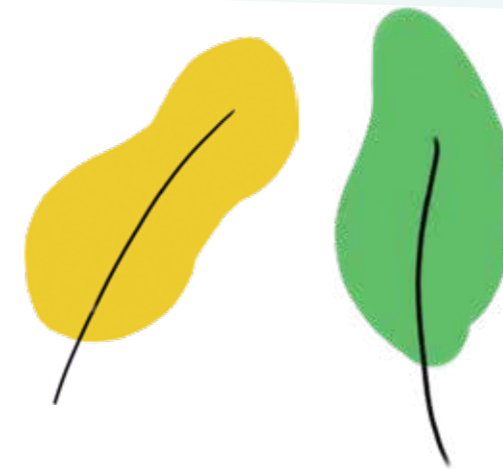
1. Do you know how you and your community are affected by climate change?
2. Would you be able to speak with confidence to a friend or a relative about some ways that climate change is affecting people and communities around you?
3. Can you think of at least 3 ways in which girls and young women are differently or more severely affected by climate change? (remember to answer 'No', 'More or less' or 'Yes', but you can write the three ways if you want to).
4. Have you learned, through this badge, any tools or techniques to help you or your family adapt to the effects of climate change?
5. Have you used some of these tools or techniques in your life?
6. Have you adopted at least two new attitudes or behaviours to help you prepare for climate change, or to reduce the effects of climate change, because you participated in this badge?
7. Has anyone in your family adopted a more positive behaviour related to climate change because you shared information from this badge with them?
8. Do you know ways to help your community adapt to some climate change problems? Community can be people in your village, school, extended family, religious group, etc.
9. Have you started or been part of a climate change initiative to help your community with the issue of climate change due to your participation in this badge?
10. Would you feel confident, with the knowledge and skills you have right now, to start a climate change initiative to help your community?

## **PART 2 - QUESTIONS?**

11. How many people, outside of your immediate family, have you shared what you learned about climate change? (Answer with a number)
12. What would you like WAGGGS and your organization to know about your experience of completing this badge? (Feel free to write whatever you like).

## **Activity:**

- Slowly read the statements below to the group, repeating as necessary.
- Ask the Guides and Scouts to write their responses on their pieces of paper clearly, so that you can collate the answers at the end.
- They should write the question number on their paper, followed by their answer (N for 'No', M for 'More or less', Y for 'Yes')
- Explain that as the survey is anonymous no one needs to write their name.



# Climate action plan [Full template]

Use what you have learned in the Girl-led Action on Climate Change badge activities to build an action plan and challenge others to take action against climate change!

<b>Part one:</b>	<b>Draw a picture and write some words to explain climate change.</b>
<b>Part two:</b>	<b>Climate change causes the following problems</b>
Climate change makes our lives harder because:	
This affects women and girls more because:	

<b>Part three:</b>	<b>Who are you going to talk to about climate change?</b>
I am going to tell _____ and _____ about climate change.	
<b>My ideas to share my knowledge:</b>	
I could	
Idea 1:	
Idea 2:	
Idea 3:	
<b>I care about climate change, so I promise to ...</b>	



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This edition of the Girl-led Action on Climate Change programme was adapted based on the contributions of an amazing writing team who developed country and region-specific versions of the Girl-Led Action in Sub-Saharan Africa, Asia, Latin America and The Caribbean.

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# Girl-Led Action on Climate Change

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