

# Girl-Led Action on Climate Change

Older Years (Global South)



I care about  
the Earth!



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.

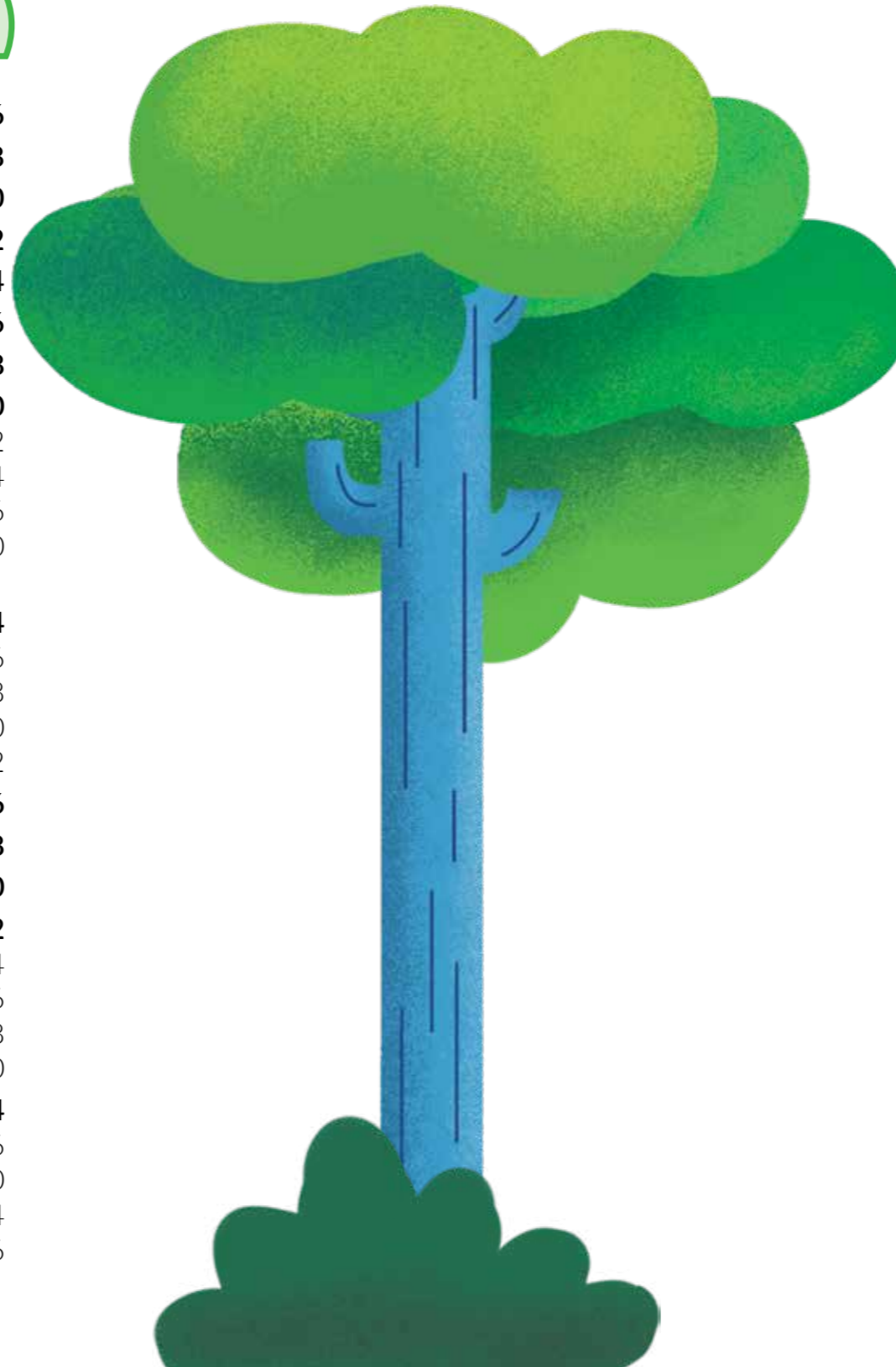
**Candela Gonzalez**

**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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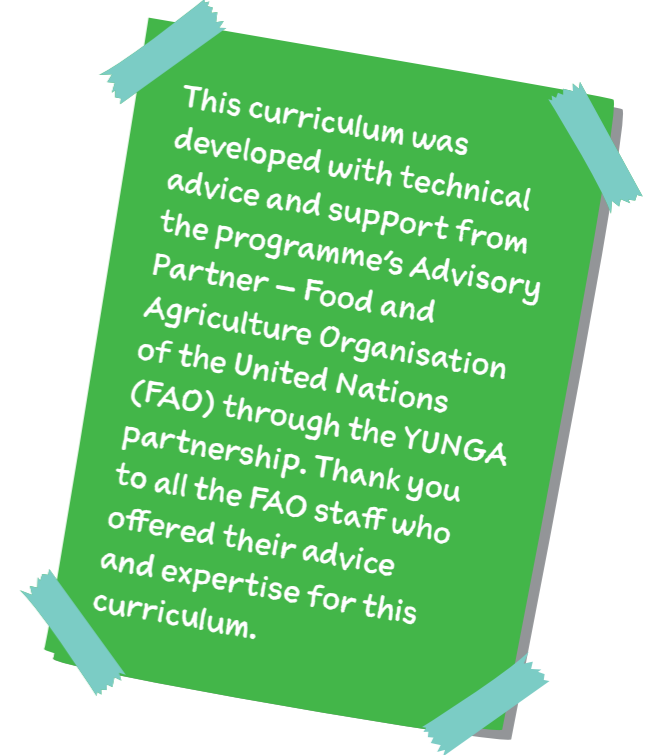
# Introduction

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.

## 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 and 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 and a decision tree task to help you choose your next topics.

## 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 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

**STAGE 1**  
See the bigger picture

**Before survey**

What is climate change?	Who is most affected by climate change?	Climate action plan part 1
✓ ✓	✓ ✓	✓

**STAGE 2**  
Explore the issues

**Decision tree activity**

<b>The natural world</b> <i>Choose one of these topics and choose two activities out of three</i>	<b>People</b> <i>Choose one of these topics and choose two activities out of three</i>	Climate action plan part 2
Weather	Livelihoods	✓
Animals and plants	Health	
Water	Freedom	
✓ ✓	✓ ✓	

**STAGE 3**  
Prepare to take action

How to take action	Share the knowledge	Climate action plan part 3
✓ ✓	✓ ✓	✓

**Let's Celebrate + After survey**  
Total number of activities to complete = 17

**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>
	30 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!

	Topic	Activity	Summary	Duration (min)	
<b>Before Survey</b>				<b>15</b>	
Stage 1	What is climate change?	The banana thief	Solve a mystery to find out the difference between climate change fact and fiction.	20	
		Climate ladders	Play an active game while you explore climate change causes and effects	30	
		What is the Paris Agreement?	Learn about the Paris Agreement and convince others of its importance.	30	
		Climate map	Play games to understand how the climate works and create a map to understand how the causes of climate change and what we can do about it.	40	
	Who is most affected by climate change?	Change the story	Design a new TV character to challenge gender stereotypes	40	
		Talking bases	Discuss the role of women in your society and listen to others' opinions.	45	
		Three-headed expert	Play an improvisation game to take action on climate change.	45	
		Unfair rules	Play a game to understand different people's experience of climate change.	60	
	<b>Climate action plan, part 1 (includes decision tree)</b>				<b>30</b>
	Stage 2	Weather	National disaster: A girl's story	Invent a girl's life story and discover how extreme weather affects her life	40
Disaster resilience: Supercity			Create an indestructible city that could resist any natural disaster.	40	
Cyclones: Be prepared			Come up with ideas for disaster risk reduction.	45	
Floods and droughts: Climate architect			Act out different disasters and use your imagination to prepare for floods and droughts.	60	
Animals and plants		Biodiversity: Creating news	Create a public service announcement to explain how climate change is putting animals and plants at risk.	40	
		Reforestation: It's all in the leaves	Use leaves to identify different types of trees and their uses.	40	
		Land animals: Lea the lizard	Solve a puzzle to discover the benefits of diverse crops.	45	
		Ecosystems: Wildfire escape	Play a game to physically escape a natural disaster explore how ecosystems and impacts by wildfires.	60	
Water		Water sources: Who's the polluter?	Become a detective to understand the impact of water pollution and hold big water polluters to account.	30	
		Pollution: The water mind map	Create a mind map with ideas to make water cleaner.	30	
		Freshwater: Industry negotiations	Freshwater: Industry negotiations	40	
		Sea-level rise: Save your team	Solve an enigma and play a team building game to discover how sea-level rise can impact coastal, island and riverside communities.	60	

	Topic	Activity	Summary	Duration (min)
Stage 2	Livelihoods	Jobs: Guess my job	Use role play to help others guess your job.	30
		Farming: What should we plant?	Solve a puzzle to discover the benefits of diverse crops.	30
		STEM: Solutions for the future	Pick a STEM career and create a super plan to combat climate change	45
		Policy: Our land, our rights	Make a physical mind map to highlight the link between laws and your rights.	50
	Health	Diseases: The response committee	Step into the shoes of the fictional disaster response committee and solve a health crisis.	45
		Sanitation: Water filter system	Create a mini water filtration system.	45+
		Nutrition: Policy power	Use your negotiation skills and persuade others to support you.	60
		Nutrition: Belt of health	Play a game to discover how staying healthy can help us fight climate change.	60
	Freedom	Conflict: Win as much as you can	Discover the connection between climate change, conflict and instability.	40
		Education: Climate obstacle course	Explore how climate change affects your rights and play a snakes and ladder game to discover how you can overcome this to become a climate activist.	40
		Human rights: Consequences web	Explore the chain of consequences between climate change and human rights.	45
		Violence: Multiple forms of violence (only for ages 18+)	Discuss how climate change can impact violence against women and girls.	60
	<b>Climate action plan, part 2</b>			
Stage 3	How to take action	Together we can	Play a game to explore the power of collective action and its' influence.	30
		Adaptation juggle	Play a ball game to understand why climate change plans are important.	40
		Eco camp	Plan how to make your next camp more sustainable.	40
		Ambition river	Create a journey to achieve your climate change ambitions.	45
	Share the knowledge	Climate chairs	Play an active game all about collaboration	20
		Eco advocates	Plan an advocacy campaign to include women and girls in climate policy.	30
		The climate influencers	Create engaging social media videos to share information about climate change.	40
		Climate sceptics	Use roleplay to develop arguments defending climate change.	40
<b>Climate action plan, part 3 - Complete the final part of your climate action plan</b>				<b>30</b>
<b>Celebrate your achievement and receive your Girl-led Action on Climate Change badge.</b>				<b>60</b>

## Tips for online groups

Each activity in this programme has a set of tips, to help groups who meet online to adapt the steps for an online unit meeting. .



# Before Survey

## MATERIALS

- Papers and pens/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 individually.

## DURATION



## IMPORTANT

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

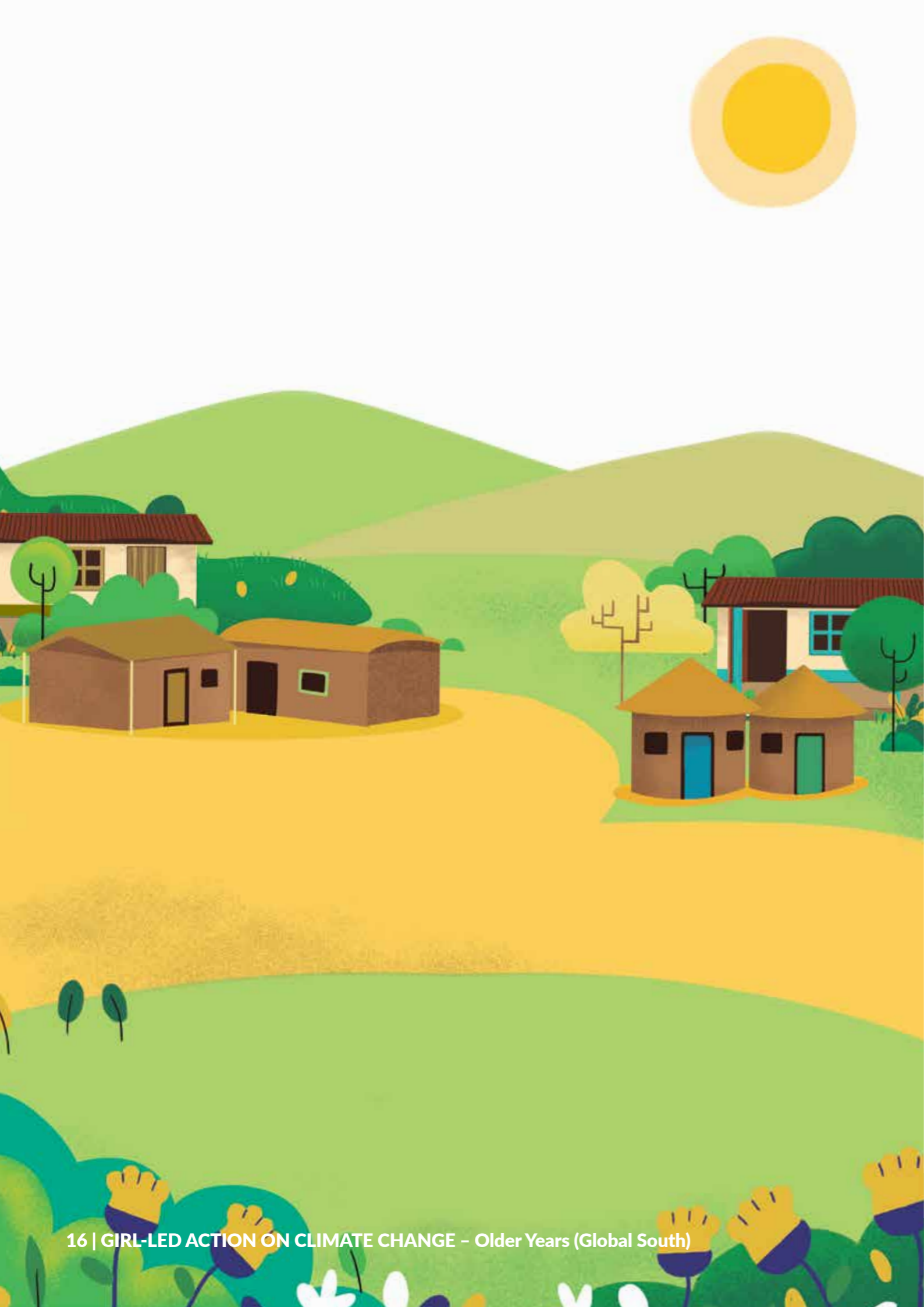
## NO (N), MORE OR LESS (M) OR YES (Y)

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 I



# 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.



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

- **The banana thief** – Solve a mystery to find out the difference between climate change fact and fiction.
- **Climate ladders** – Play an active game while you explore climate change causes and effects.
- **What is the Paris Agreement?** – Learn about the Paris Agreement and convince others of its importance.
- **Climate map** – Play games to understand how the climate works and create a map to understand how the causes of climate change and what we can do about it.

### 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 out of four activities

- **Change the story** – Design a new TV character to challenge gender stereotypes.
- **Talking bases** – Discuss the role of women in your society and listen to others' opinions.
- **Three-headed expert** – Play an improvisation game to take action on climate change.
- **Unfair rules** – Play a game to understand different people's experience of climate change

### Climate action plan, part I

#### 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.



# Meet Maria!

Meet Maria, a 15-year-old Girl Guide who loves the smell of tea (but not the way it tastes). When she was younger, she always thought she'd be a doctor, but the older she gets the more she wants to be an adventurer. She loves nothing more than exploring and discovering new things in everyday life.



Story time...

## What is climate change?

Join Maria on her journey across town to meet her favourite aunt – Aunt Emma – for lunch. As she stepped out of her home, a strong wind blew a piece of that day’s newspaper across her feet:

### The Global South Changed Forever: Experts Warn Humans Are Destroying The Earth

An international climate report has found that humans are damaging all life on Earth by changing the climate. The findings suggest that the global impact of greenhouse gases will only get worse.

The Intergovernmental Panel on Climate Changes (IPCC), sponsored by the United Nations, has released a damning report stating that, “climate change will undoubtedly present one of the most significant challenges the world has ever faced, and countries and regions across the Global South will be the worst affected.” Human actions spew greenhouse gases into the atmosphere every minute. For decades, this has caused global temperatures to increase at an alarming rate.

Complete two activities from this topic to find out more about how climate change is changing our lives.



## STAGE 1

# The banana thief

### SUMMARY

Solve a mystery to find out the difference between climate change fact and fiction.

### IN THIS ACTIVITY YOU WILL

- Identify how to tell the difference between opinion, speculation and fact
- Develop your problem-solving skills

### MATERIALS

- What is climate change?" fact sheet (see Leader's Guide)

### PREPARATION

Step one will need an activity leader. Give each group a copy of the climate change fact sheet.

### DURATION



20 MINUTES

## Activity description

## STEP 1

### Solve a mystery

1. As a group, solve a **mystery** (see box) by reading the **clues**.
2. Read the answer below: were you **correct**?
3. Then review each clue to decide whether it is **fact, opinion or speculation**:
  - **Fact** – what happened and can be proven
  - **Speculation** – a guess or prediction about what's happened
  - **Opinion** – a person's thoughts or feelings about something
4. What can you do to make sure you **base your opinions on facts**, and not speculations?

### The mystery:

Every day at 11am, Mary's store receives a delivery of fresh bananas. At midday on Thursday, Mary realises that three bananas are missing. She thinks that the thief rode away on a motorbike. Mary's colleague, Aina, has a motorbike.

### The clues:

- a. Three bananas have been stolen
- b. Aina is allergic to bananas
- c. Kofi always has a banana for his lunch
- d. Mary always leaves her house at 10am every day
- e. Aina has a motorbike
- f. The thief rode away on a motorbike
- g. Aina visited the store in the morning

**Answer:**

a. Three bananas have been stolen 10am every day = **Speculation** (always' is a habit)

b. Aina has a motorbike = **Fact** (it can be proven)

c. The thief rode away on a motorbike = **Opinion/Speculation** (Mary's opinion, not proven)

d. Aina visited the store in the morning = **Fact** (can be proven)

e. Mary always leaves her house at 10am every day = **Fact** (always' is a habit)

f. Aina is allergic to bananas = **Fact** (it can be proven)

g. Kofi always has a banana for his lunch = **Speculation** ('always' means a habit but not fact)

d. Mary always leaves her house at 10am every day = **Fact** (can be proven)

**You don't have enough reliable information (facts) to know who the thief was! The clues are a mixture of fact, speculation and opinion.**

## STEP 2

### False news

5. Divide into **five teams**. Each team will write a **sentence about climate change**. But, four teams will write a **true** sentence and one will write a **false** sentence. You have five minutes.
6. Share your sentences with the wider group. **Vote** to decide which is the false sentence. How did you decide what was true and what was false?

## EXAMPLE SENTENCES

### TRUE

Climate change means the rapid warming in global temperature caused directly or indirectly by human activity.

### TRUE

Weather is not the same as climate, because climate is the usual weather patterns over a long period of time.

### FALSE

Climate change could all go away in a few decades if we are patient.

## STEP 3

### Define misinformation

7. There is a lot of **information** available about climate change. This information is a mixture of fact, opinion and speculation. When opinion or speculation is presented as fact, it can be hard to tell the difference. **Misinformation is false or inaccurate information.** Sometimes we share information or speculation that is disguised as fact, without realising.
8. Name **three ways** misinformation can be shared.



## STEP 4

### Reflect as a group

9. Having your own views is important but opinions should not be reported as facts – **why**?
10. Why is it **dangerous** when climate change opinions and speculations are reported as facts?



### Four ways to check for facts:

1. Find the original and verify the source. Do an online search to see whether other people or groups think it can be trusted. When searching, switch your settings to 'private or incognito mode' so that your results will not be affected by your search history.
2. Check other sources. Look for other credible, mainstream news outlets that are reporting the same news. If they're not, it doesn't mean it's not true, but it does mean you should dig deeper.
3. Check your biases. How do your beliefs or concerns impact your judgement?
4. Use sources you trust. Check with an expert, an authority in a certain topic such as UNEP or the FAO or official government websites sources.

### More badge fun

The World Association of Girl Guides and Girl Scouts has a programme called **Surf Smart** about how to connect safely and positively online. Have a look at the 'fact or opinion' and the 'real or fake' activities.

<https://www.waggs.org/en/resources/surf-smart-20/>

### Tips for online groups

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



## STAGE I

# Climate ladders

### SUMMARY

Play an active game while you explore climate change causes and effects.

### IN THIS ACTIVITY YOU WILL

- Explore climate change causes and effects
- Understand how your actions can contribute to climate change

### MATERIALS

- “What is climate change?” fact sheet (see Leader’s Guide)
- Pen and paper (for the notetaker)

### PREPARATION

None.

### DURATION



30 MINUTES

## Activity description

## STEP 1

### Brainstorm climate change causes and effects (10 minutes)

1. What do you think of when you hear the term **climate change**? A notetaker records the answers.
2. What do you think are the **causes** and **effects** of climate change? A notetaker records the answers.
3. Read the **definitions** of climate change causes and effects (see boxes). Could you improve your recorded answers now you have this knowledge?
4. Organise the items on your list into **causes** and **effects** (some may be neither).



**Climate change causes:**  
Actions by humans and nature that release harmful greenhouse gases (carbon dioxide (CO<sub>2</sub>), methane, nitrous oxide and CFCs – chlorofluorocarbons), or stop us from trapping these gases in the atmosphere.



**Climate change effects:**  
Things that happen because of climate change and other human actions.

## STEP 2

### Play a game about climate change causes and effects (10 minutes)

5. Everyone finds a **partner** except one person who becomes the **caller** - either a person without a pair, or the activity leader.
6. Stand in **two lines** with partners facing each other, so one partner is in each line.
7. Sit on the floor with **legs stretched out** in front in a “v” so that partners are touching feet. There should be a short gap between each pair. Each pair is assigned a **number**.
8. The caller shouts a number. That pair must get up and run over the legs of the others (in either direction) until the end of the line. They then run around the outside of the formation to the other end of the line and run through the remaining legs until they are back to their spot. The **first person** who sits back in their spot wins a point for their line.

### Instructions for the leader/caller

9. Practise by calling out a couple of numbers to give everyone an idea of how to play.
10. The rules of the game have now **changed!** The **left side** of the line is now climate change **causes**, and the **right side** is climate change **effects**. When the caller shouts a number, now only one person in the pair must run, depending on whether the statement is a cause or effect. If the **wrong** side stands up or runs, the other team gets a point.
11. Use your prepared list to call out a number and either a cause or effect. Play until you’ve read out all the items on your list.

## STEP 3

### Have a group discussion (10 minutes)

12. Raise your hand if you think you **contribute to the causes** of climate change in your daily lives. Can you explain **how**?
13. Raise your hand if you think you can **reduce the effects** of climate change on the world.
14. We all impact climate change, positively or negatively, in small or larger ways. Our actions are like drops of water in a lake: imagine how many drops of water (actions) are in that lake! Let’s think of the lake in terms of the power of our **collective impact to reduce the effects of climate change**.
15. As a group, think of some ways to **reduce** the effects of climate change on the world.

### BRING IT HOME

We can all have a positive impact on the Earth. Talk to your friends and family about the causes and effects of climate change, and convince them to research how they can take action.

### Tips for online groups

#### Step 2

- Arrange the group into pairs, one person will play for team A and the other for team B. Ask each pair to find a common item (such as a fork, a book or a towel).
- When a pair is called the first person to raise their item on the screen wins a point for their team.
- Team A will then become ‘climate change causes’ and team B will become ‘climate change effects’.





## STAGE 1

# What is the Paris Agreement?

### SUMMARY

Learn about the Paris Agreement and convince others of its importance.

### IN THIS ACTIVITY YOU WILL

- Develop your persuasion skills
- Find out about the global agreements to respond to climate change

### MATERIALS

- UNICEF toolkit (see QR code below)



- What is climate change fact sheet

### PREPARATION

Copy and cut out the Pitch cards provided.

### DURATION



30 MINUTES

## Activity description

## STEP 1

### What is climate change? (10 minutes)

1. Have a look at the **fact sheet** 'What is climate change?' to review how greenhouse gases are increasing the Earth's average temperature.
2. What kind of human actions release harmful greenhouse gases? What **effect** do you think this has on our lives?



**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 Earth's atmosphere. This creates global warming which makes the average temperature of the Earth hotter, and causes more extreme weather and natural disasters. There is something we all can do to ensure a sustainable future.**

## STEP 2

### Find out what the Paris Agreement means (10 minutes)

3. Explain that the Paris Agreement is a legal document that holds 195 of the world's governments to account over their greenhouse gas emissions. But it's so much more than a document! It is one of the most powerful tools for defending the future quality of life of people like you.

#### Its objectives are:

- To limit the global temperature rise this century to 2°C, and improve efforts to limit the increase even further, to 1.5°C.
- To increase countries' ability to adapt to the adverse impacts of climate change.
- To achieve low carbon economic development.

## STEP 3

### Give a pitch to others (10 minutes)

4. Split into patrols, each with a **Pitch card** showing different reasons why the agreement is so important.
5. Prepare a **45-second pitch** to summarise the points on your card, and convince someone who has never heard of the Paris Agreement of its importance.
6. Choose someone at random in your patrol to **debate** with another patrol. Start with your 45-second pitch, then make two arguments each. Everyone else is part of the audience.

After each debate, the audience **votes** for the most engaging and convincing pitch.

Information gathered from: **UNICEF's Toolkit for Young Climate Activists in Latin America and the Caribbean**

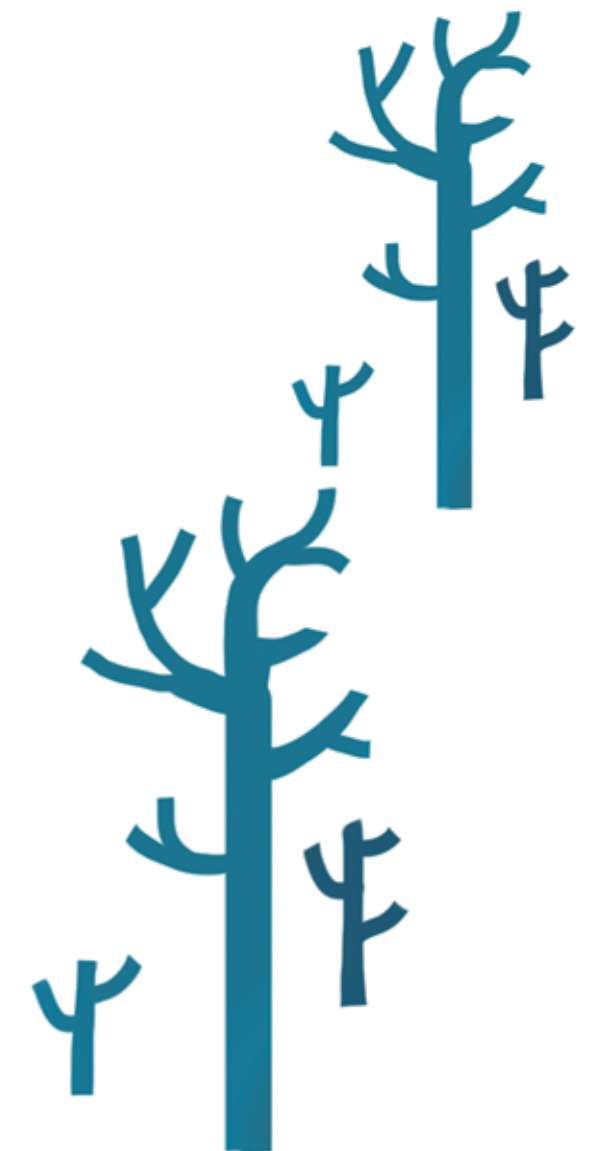
## BRING IT HOME

Share what you learned today with at least two adults around you. The more people know about the Paris Agreement, the more we can work together to hold governments and corporations to account.

## Tips for online groups

### Step 3

Use breakout rooms for patrols to work together on their pitches.





STAGE I

# What is the Paris Agreement?

## PITCH CARDS

### The Paris Agreement is important because of its goals...

- It sets ambitious targets for climate action around the world.
- It encourages each country to commit to limiting this century's average global temperature increase to no more than 2°C (and tries to limit the increase to only 1.5°C).
- It tries to support each country to prepare for climate change.
- It encourages countries to make a change so that they can continue to develop, but by using low-emission, climate-resilient models.

### The Paris Agreement is important because of its content...

- It promotes climate change mitigation and adaptation measures:
  - **Climate change mitigation** is the action of reducing or preventing further greenhouse gases being released into the atmosphere.
  - **Adaptation to climate change** tries to moderate or avoid harm of changes in climate and find new solutions for people to live under their new climatic conditions.
- It encourages everyone to share climate change ideas and technology to help people become more resilient and capable of responding to the medium- and long-term effects of climate change.
- It highlights the importance of supporting countries suffering from the adverse effects of climate change.
- It sets up ways for countries to work together by asking each country to outline and share their climate change plan and actions.

### The Paris Agreement is important because it calls for action, collaboration and accountability...

- **Action:** All measures adopted should be reflected in national climate change plans (nationally determined contributions, or NDCs). The contributions should be highly ambitious, so that the objectives of the agreement are met, and realistic for each country.
- **Collaboration:** It suggests that developed countries support developing countries in achieving their climate change plans through capacity-building and funding.
- **Accountability:** It creates a framework that offers a clear vision of climate action in each country, the progress made and the support given or received by the different countries.

### The Paris Agreement is important because it is linked to human rights...

- Carrying out the Paris Agreement is essential for achieving the Sustainable Development Goals.
- It highlights the importance of protecting and respecting human rights in all climate actions.
- It makes a connection between climate change and the right to health, development, gender equality, the empowerment of women and intergenerational equity, as well as the rights of indigenous peoples, local communities, migrants, people with disabilities, people in vulnerable situations and children.

### The Paris Agreement is important because it shows the importance of citizen participation...

- It sets ambitious goals, but actions by countries are voluntary.
- It is very important that civil society, including young people and adolescents, exercises its right to participate and be involved in defining national climate change plans and demand that those targets be met.
- It is important to enable youth organisations, led by young people, to have their voices heard.





## STAGE I

# Climate map

ADAPTATION  
RECOMMENDED

### SUMMARY

Play games to understand how the climate works and create a map to understand how the causes of climate change and what we can do about it.

### IN THIS ACTIVITY YOU WILL

- Learn about the greenhouse effect
- Explore the difference between weather and climate

### MATERIALS

- A piece of string
- Scissors

### DURATION



40 MINUTES

### PREPARATION

Print one copy of weather versus climate cards (do not give out the answers!)  
Print one copy of the Climate change causes, mitigations and effects cards.

## Activity description

## STEP 1

### Play a game about the weather and climate (15 minutes)

1. We often discuss "global warming," it's still cold during winter. Additionally, in the northern Himalayan regions, heavy snowfall persists during winter, sometimes even more than in previous years. So, what could be the reason behind this?
2. That is because global warming refers to the increase of the average temperature of the Earth over a long period of time - since the 1880s.
3. We need to understand the difference between weather and climate in order to understand global warming and climate change.
4. Read the weather and climate definitions, then look at the example Weather Vs Climate statements below. Create your own statements with facts about the weather and climate and give them to the leader.



**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 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 -180C! The result of too much greenhouse effect is what we call global warming, which makes the average temperature of the Earth hotter, and causes more extreme weather and natural disasters.**

5. Create two teams. A leader 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.

## STEP 2

### Create your climate map (25 minutes)

6. Climate change happens because of human activity.
7. Read the Climate change causes, effects and mitigation cards. Create your own cards by adding the causes and effects you can think of!
8. 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:
9. Deforestation → Flora (plants) and fauna (animals) have their habitats destroyed → More extreme weather
10. Now, add the mitigation cards to your web, connecting each one to a cause. Use your added cards to create a large web - the largest web wins!



**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 cold or hot days. It describes the typical weather conditions in a place over a very long time - over 30 years or more.**

### Tips for online groups

#### Step 2

- Do this in small groups in breakout rooms. Instead of using yarn and scissors, create a mindmap together, either on an online whiteboard or choose one person to draw it on a piece of paper and send it in the chat to share with the group.



**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.**

**Climate change mitigations are things we can do as a society to stop or reduce the release and creation of greenhouse gases.**



### BRING IT HOME

We can all have a positive impact on the Earth. Talk to your friends and family about the causes and effects of climate change, and convince them to research how they can take action.





STAGE I

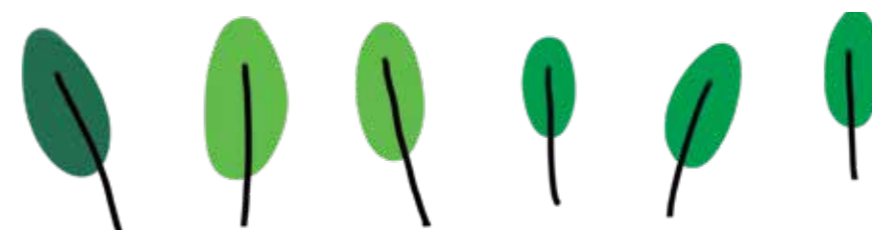
# Weather vs Climate cards

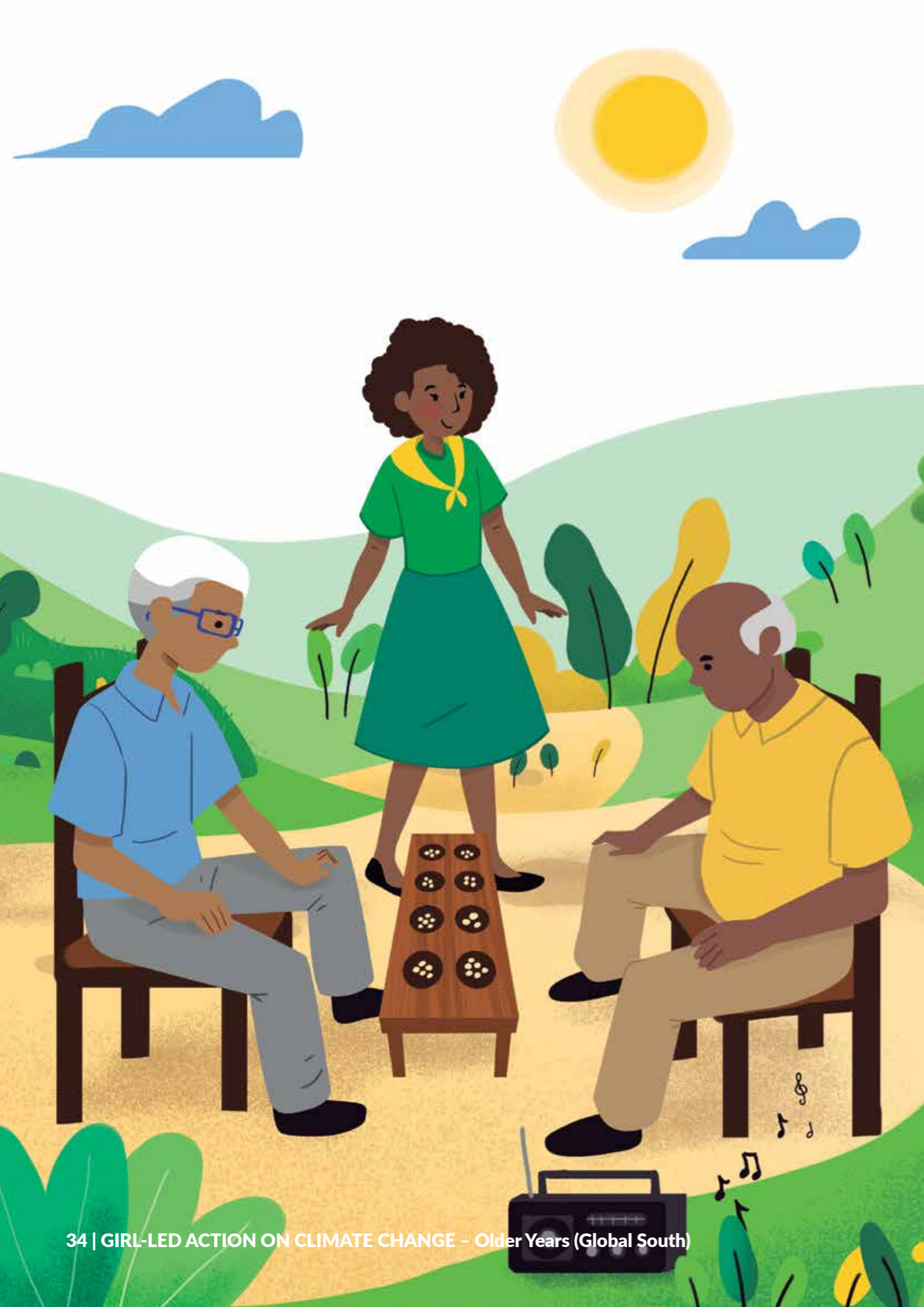
## Weather vs Climate Cards

Cards	Answers
It's sunny today	<b>WEATHER:</b> By looking out your window you can see what the weather is like today.
The large area of thick snow covering the land in the North Pole (ice cap) is slowly melting and disappearing	<b>CLIMATE:</b> This is happening over a long period of time so we can only see this by studying it for years.
It will be monsoon season from June to September in India	<b>CLIMATE:</b> Hurricanes typically happen in that time, in that area, every year, and we can predict them far ahead in time.
It's 20°C outside.	<b>WEATHER:</b> This is the temperature right now and where you are.
There was a flood in Nicaragua on Tuesday.	<b>WEATHER:</b> This was a specific weather event that took place and disappeared, but isn't a regular pattern
Summers in Jaipur are generally hot and dry.	<b>CLIMATE:</b> Summer and other seasons are a collection of the weather conditions which repeat over time and have been observed for decades.
Hurricane Catarina (2004) is the only recorded South Atlantic hurricane in history	<b>WEATHER:</b> This was an event that took place once in a region where normally there aren't hurricanes, so it's a weather event.
The average temperature of the Earth is around 1°C warmer since 1880.	<b>CLIMATE:</b> 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!

# 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.	Hotter temperatures that make wildfires start and spread more easily.
Cause	Mitigation	Effect
Dumping waste in landfills which produces methane when it decomposes.	Producing less meat for consumption.	Flora (plants) and fauna (animals) have their habitats destroyed.
Cause	Mitigation	Effect
Burning fossil fuels like coal and petroleum to produce electricity and heat.	Reduce waste by limiting over-consumption, recycling, and managing food systems better.	More extreme weather which can destroy human dwellings.
Cause	Mitigation	Effect
Cows produce methane during digestion.	Use renewable energy and no energy source that produces carbon dioxide.	The ocean is warmer and rises.





STAGE I

## Story time...

# Who is most affected by climate change?

Maria looked up at the sky and felt the sun warm her face. Even though it was a beautiful day, she felt troubled by the startling news that long-term human actions have caused significant damage to the Earth - and our future.

On her way to the bus station, she saw two old men playing with dice. They were always there, every morning, playing the same game and laughing with each other. A radio sat beside them. As she passed, Maria heard the radio host introducing their next guest:

"The United Nations has said that we only have until 2030 to keep global temperatures within safe limits. We've all heard about how climate change can affect our lives, but have you heard that in Africa, women

and girls are much more likely to be harmed by these terrible effects? Climate change affects society's most vulnerable groups the most. Even though girls and women are not weaker than boys and men, they have less access to resources which puts them most at risk. Stay tuned to hear from our panel of special guests who are not afraid to change the world. We'll be joined by Vanessa Nakate, from Uganda, Sumak Helena Sirén Gualinga, from the Sarayaku Indigenous community in Ecuador and Disha Ravi, from India.

**These Vanessa, Sumak and Disha are some of the many young female climate activists in the Global South. Complete two activities from this topic to find out how climate change affects you.**





## STAGE I

# Change the story

### SUMMARY

Design a new TV character to challenge gender stereotypes.

### IN THIS ACTIVITY YOU WILL

- Explore how gender roles are portrayed in the media
- Describe how climate change affects girls

### PREPARATION

If you are using video clips (optional), prepare to show these on the device(s).

For Step 1, prepare a list of popular TV characters that your group may know.

### MATERIALS

- Large piece of paper or board
- Optional
  - \* A device to watch video clips
  - \* Video clips of girl characters in popular TV shows
  - \* Video clips of boy characters in popular TV shows

### DURATION



40 MINUTES

## Activity description

## STEP 1

### Reflect on the boy and girl roles you see on TV (10 minutes)

1. As a group, think of as many **girl characters in TV shows** as you can. Reflect on their storyline and who plays these characters. Describe their characteristics. (If possible, watch a TV clip to encourage ideas.)  
Talk about:
  - How old are the people who play these roles?
  - How are the characters' storylines influenced by their gender?
2. Now name as many **boy characters in TV shows** as you can. Reflect on their storyline and characters as above. (If possible, watch a TV clip to encourage ideas.)
3. What **message** do you think these characters send to children who watch these shows all over the country?



## STEP 2

### Plan and pitch a new character for their favourite TV show (30 minutes)

4. Divide into **patrols**, and prepare a pitch:
  - choose a TV show (of any genre) to **rewrite**
  - design a **new girl character** who is passionate about climate change
  - decide what **climate issue** she will tackle and show how this issue affects girls
  - think about how she'll **arrive** in the show, her **personality** and her **skills**
  - **show** how she is a **role model** for others.
5. Each patrol has **two minutes** to present their pitch to everyone else.
6. The audience then has two minutes to **ask any questions** about this new character.
7. Continue until everyone in the group has presented their character.

### Tips for online groups

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

### BRING IT HOME

Next time you're watching TV with friends and family, start a discussion about female characters in the show you're watching. Share what you have learned today, and how it makes you feel to see those characters on TV.





## STAGE I

# Talking bases

### SUMMARY

Play an improvisation game to take action on climate change.

### IN THIS ACTIVITY YOU WILL

- Find out how to use traditional gender roles to take action
- Work together as a team

### MATERIALS

- Small pieces of paper
- Pens
- Container

### PREPARATION

N/A

### DURATION



45 MINUTES

## Activity description

## STEP 1

### Brainstorm gender roles (10 minutes)

1. As a group, define the expression “gender roles”.
2. In three minutes, write down as many **gender roles** as you can on different small pieces of paper.



#### WHAT ARE GENDER ROLES?

A “gender role” is a behaviour or characteristic that society traditionally considers to be ‘appropriate’ for people of a particular sex. These roles often determine the traditional behaviours, values, responsibilities and tasks that are assigned to men, women, boys and girls. For example, in many cultures, some jobs are traditionally considered to be “for men” and others “for women”.

## STEP 2

### Discuss gender roles (15 minutes)

3. In small groups, **compare** the gender roles you have written down.
  - a. Do you agree that these are roles traditionally attributed to **men or women**?
  - b. Are there some common gender roles that most of you have written down?
  - c. Do you think gender roles are **fair**? Why or why not?
4. Gender roles can be **harmful**, because they create **inequalities** and make it harder for women and girls to achieve their dreams and be who they are. We should always **challenge** gender roles, and gender inequality in general.
5. This change towards a more equal world will take time. So therefore, girls and women can find ways to **use the responsibilities, behaviours and skills (gender roles)** that society expects of them, to make good in the world.

## STEP 3

### Play an improvisation game (20 minutes)

6. **Collect** all the pieces of paper with women’s gender roles and put them in a container.
7. Choose **four volunteers** to play the improvisation game. (If your group is large, split into groups of 12 or so, then choose four volunteers, to give everyone a chance to participate).
8. One person will be playing a **TV or radio interviewer**, and the other three will be playing a “**three-headed expert**” (they are playing the same person!).
9. The **interviewer** takes a note from the container and reads it in their head.
10. Acting like a talk show presenter, announce the topic of the interview: “**How can women/ girls use this gender role to take action on climate change?**” Ask the “three headed experts” probing and provocative questions and interrupt them to get a precise answer.
11. The “**three-headed expert**” answers questions one word at a time, per person! This means that you have to stay focused on what each of the other players are saying, and improvise together to find your answer!
12. Play until you have answered well, or are struggling to continue (max. five minutes). Debrief by summarising one way that girls and women can **use their gender roles to take action on climate change**.
13. Play another round with other volunteers and another paper. Repeat as time allows.

### Tips for online groups

#### Step 3

- Instead of making notes on pieces of paper, ask everyone to anonymous submit their gender role ideas to the leader and ensure each idea is numbered.
- Ask the volunteers to choose a number at random to draw the gender role topic for their role play.

### EXAMPLE:

(A = interviewer; B, C and D = “three headed expert”)

- Player A picks a paper that reads: “women have to take care of children”
- Player A announces: “Good morning everyone, and welcome to The Breakfast Show! I’m your host, Nadia Presenter and today we have an international expert to talk about gender roles and climate change. In our culture, women are expected to take care of their children - this is their traditional ‘gender role’ that many people are challenging nowadays. So, until the world is more equal, I’d like to ask: **How can women use the fact that they are responsible for taking care of the next generation to also help take care of the Earth?**”
- Player B says: Thank
- C says: you
- D: very
- B: much
- C: I
- D: think
- B: that
- C: women
- D: and
- B: parents!
- C: can
- D: educate
- B: children
- ...etc





## STAGE I

# Three-headed expert

### SUMMARY

Play an improvisation game to take action on climate change.

### IN THIS ACTIVITY YOU WILL

- Find out how to use traditional gender roles to take action
- Work together as a team

### MATERIALS

- Small pieces of paper
- Pens
- Container

### PREPARATION

None.

### DURATION



45 MINUTES

## Activity description

## STEP 1

### Brainstorm gender roles (5 minutes)

1. As a group, define the expression "gender roles".
2. In three minutes, write down as many **gender roles** as you can on different small pieces of paper.



#### WHAT ARE GENDER ROLES?

A "gender role" is a behaviour or characteristic that society traditionally considers to be 'appropriate' for people of a particular sex. These roles often determine the traditional behaviours, values, responsibilities and tasks that are assigned to men, women, boys and girls. For example, in many cultures, some jobs are traditionally considered to be "for men" and others "for women".

## STEP 2

### Discuss gender roles (10 minutes)

3. In small groups, **compare** the gender roles you have written down.
  - a. Do you agree that these are roles traditionally attributed to **men or women**?
  - b. Are there some common gender roles that most of you have written down?
  - c. Do you think gender roles are **fair**? Why or why not?
4. Gender roles can be **harmful**, because they create **inequalities** and make it harder for women and girls to achieve their dreams and be who they are. We should always **challenge** gender roles, and gender inequality in general.
5. This change towards a more equal world will take time. So therefore, girls and women can find ways to **use the responsibilities, behaviours and skills (gender roles)** that society expects of them, to make good in the world.

## STEP 3

### Play an improvisation game (30 minutes)

6. **Collect** all the pieces of paper with women's gender roles and put them in a container.
7. Choose **four volunteers** to play the improvisation game. (If your group is large, split into groups of 12 or so, then choose four volunteers, to give everyone a chance to participate).
8. One person will be playing a **TV or radio interviewer**, and the other three will be playing a **"three-headed expert"** (they are playing the same person!).
9. The **interviewer** takes a note from the container and reads it in their head.
10. Acting like a talk show presenter, announce the topic of the interview: **"How can women/girls use this gender role to take action on climate change?"** Ask the "three headed experts" probing and provocative questions and interrupt them to get a precise answer.
11. The **"three-headed expert"** answers questions one word at a time, per person! This means that you have to stay focused on what each of the other players are saying, and improvise together to find your answer!
12. Play until you have answered well, or are struggling to continue (max. five minutes). Debrief by summarising one way that girls and women can **use their gender roles to take action on climate change**.
13. Play another round with other volunteers and another paper. Repeat as time allows.

### Tips for online groups

#### Step 1

Capture your ideas using an online whiteboard to work collaboratively.

#### Step 3

The interviewer should choose on the roles listed on the whiteboard to start their interview and them cross it off the list.

### EXAMPLE:

(A = interviewer; B, C and D = "three headed expert")

- Player A picks a paper that reads: "women have to take care of children"
- Player A announces: "Good morning everyone, and welcome to The Breakfast Show! I'm your host, Nadia Presenter and today we have an international expert to talk about gender roles and climate change. In our culture, women are expected to take care of their children - this is their traditional 'gender role' that many people are challenging nowadays. So, until the world is more equal, I'd like to ask: **How can women use the fact that they are responsible for taking care of the next generation to also help take care of the Earth?**"
- Player B says: Thank
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- C: I
- D: think
- B: that
- C: women
- D: and
- B: parents!
- C: can
- D: educate
- B: children
- ...etc



### Take it further

Why not try recording your series of interviewees and turn it into a podcast mini-series. What other segments of your podcast might be interesting for listeners? Are there any experts you could talk to afterwards? If this sound interesting why not make it part of your climate actions plan.





## STAGE I

# Unfair rules

### SUMMARY

Play a game to understand different people's experience of climate change

### IN THIS ACTIVITY YOU WILL

- Learn how climate change impacts some people more than others
- Find ways to support people who are most affected by climate change

### MATERIALS

- Paper
- Pens

### DURATION



60 MINUTES

### PREPARATION

Find a large space (indoors or outdoors) to play this game.

## Activity description

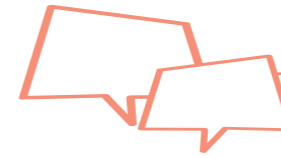
## STEP 1

### Play a game (20 minutes)

1. One person plays the role of "climate change", and the rest are humans, living on Earth.
2. "Climate change" stands facing a wall. All other players are standing in a line, ten metres behind "climate change". Each player takes a step forward (as big a step as they want), and as a group everyone says, "Climate change, what is happening?"
3. "Climate change" can choose one of three answers:
  - "Nothing", where all the players stay still
  - "Heatwave", where all the players take a small step back
  - "Hurricane", where all the players take two large steps back.
4. Make sure the "climate change" player changes answers and keeps up the pace - each player takes it in turns quickly. The first player to touch the wall wins the game.
5. Play a second round of the game. The activity leader introduces two new rules:
  - Before you start, each player takes as many large steps back as they have the letter A in their name. So, someone named Anwar would have to take two large steps back, but someone named Rishi would stay where they are.
  - The person playing "climate change" now faces the other players (rather than facing the wall). In secret, tell them that they can't give the answer "nothing" to any players in the left half of the space.



## STEP 2



### Debrief the activity (20 minutes)

6. Do you think **real life** is more like the **first or second round** of the game? Does everyone in the world experience climate change **equally**, or are some people more or less impacted by it?
7. How did the **two new rules** impact who won the game? Did the players guess the "climate change" player's **secret rule**?
  - Both rules made the game **unfair**.
  - The secret rule gave the players in the left half of the space more problems to overcome. This represents problems caused by climate change. In real life, some areas in the world are more impacted by climate change. Can you guess which places?

"Many countries in Africa, South America, Asia the Pacific Islands, etc are more impacted by climate change. It's important to note that the people living in these places are also the least responsible for climate change."

- The other rule gave players more problems based on the number of As in their name. This represents the way that some people experience more climate change problems based on who they are and/or where they are born: their identity. Can you think of any examples of how where you are born, or who you are, can mean you experience climate change differently?
  - **Gender:** Women are more impacted than men by climate change. This is because every-where in the world, women and girls are treated unfairly and don't have the same rights, responsibilities and opportunities as men and boys. For example, in some places women earn less money, are less likely to be able to read, spend more time doing work around the house or caring for people. Women are also traditionally in charge of house tasks like collecting water and food, which becomes harder because of climate change as the wells and rivers dry up, for example.
  - **Race and caste:** Black, Indigenous and People of Colour, are impacted first and most strongly by climate change. This is partly because of where they live - for example in the Amazon rainforest where cutting down trees and fires are destroying Indigenous communities' homes. It's also partly because historically (this is slowly changing!) these people have not been represented at climate conferences or summits where big decisions are made, so their opinions and needs.
  - **Culture:** People who work in farming, harvesting, fishing, etc. are especially at risk from extreme weather (caused by climate change) because it affects their ability to access or produce food.
8. Our identity is like a puzzle, made out of different pieces, that makes us who we are.
  9. Can you name some of the pieces of the puzzle that make up someone's identity?
 

For example, gender (a girl or a boy, or another gender), race (the colour of our skin, our nationality or our ethnicity), culture (traditions and art etc), age, disability, religion. There's also values, skills, personality or things someone likes.
  10. On a piece of paper, draw at least five puzzle pieces that connect (see illustration). In each puzzle piece, write down a different part of your identity that you're happy to share with the group.
  11. Seeing all the different pieces of our identity fit together helps us appreciate how our experience of life might be different from other people's. Imagine how different other people's puzzle pieces are in this room, or in your community, or in another country!





## STAGE I

# Unfair rules

Continued

## STEP 3

### Work together to change the world's rules (20 minutes)

12. Think back to the game and its unfair rules. How could you **change the rules of the game** so that everyone has the **same chance** of winning? For example, people without As in their name could help those who do by offering them their turn.
13. In real life, it's difficult to make the world fairer when we work alone but **together** we have more power to care for and support each other to make the world a more equal place.
14. Share your identity puzzles with the group and look at all your identities together. As a group with multiple identities, there is so much you can do!
15. Together, list at least **three things** you can do, using your different identities, to support people who are more affected by climate change.

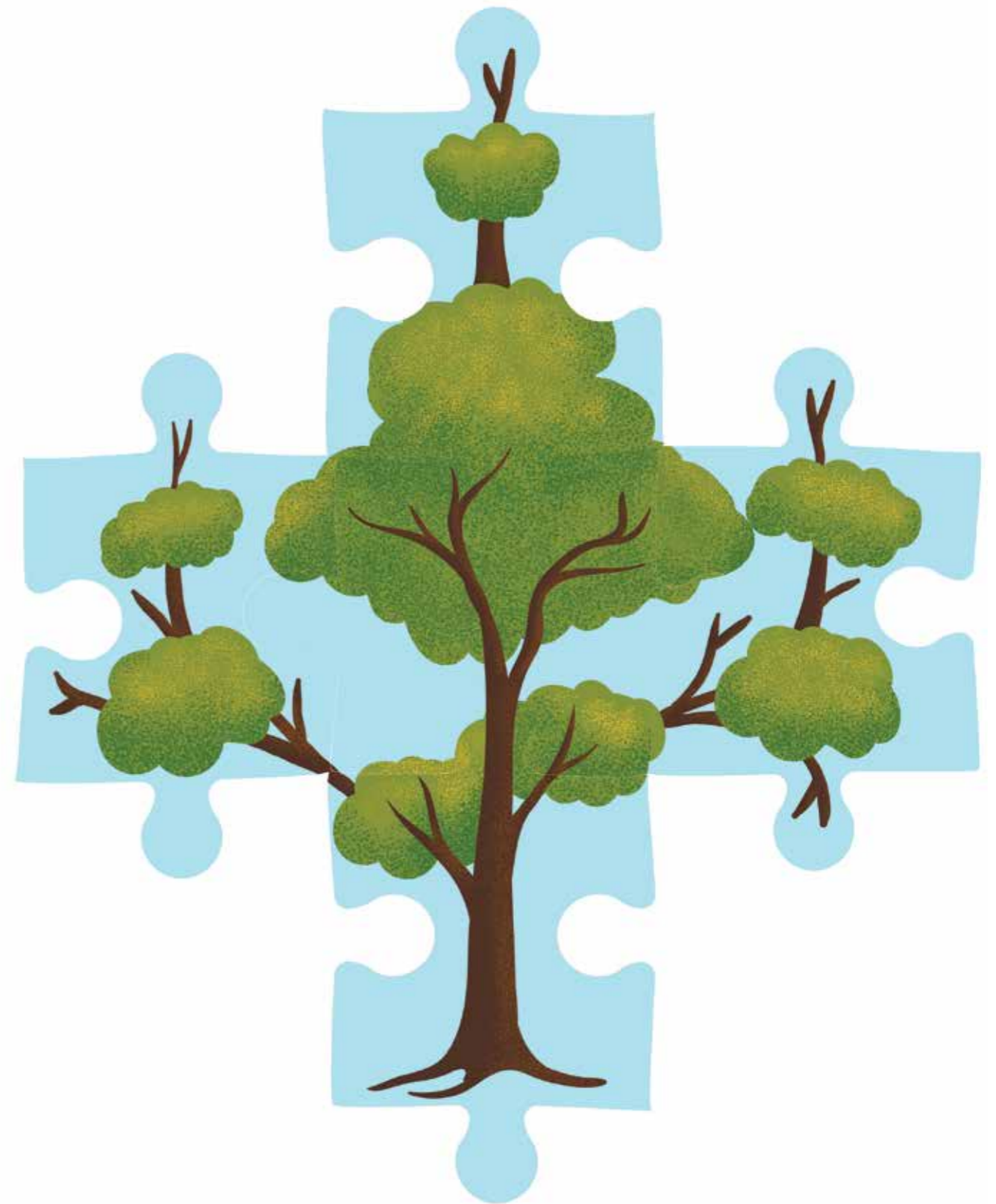
### Tips for online groups

#### Step 1

- Open an online spreadsheet. Put every participant's name in column A.
- Ask all participants to get into the spreadsheet and click on the cell that is on column L and on the row that has their name on it. You should be able to see all participants in column L in the spreadsheet.
- Play the game - participants can move backwards or forwards in the spreadsheet, along their own row.
- Play a first round where "climate change" isn't looking at their screen, so they can't see where everyone is on the grid.
- For the next rounds with the unfair rules - be sure to send the secret instructions to the "climate change" player in a private message!

### BRING IT HOME

Think of some people around you or in your community who are more affected by climate change because of their identity or where they live. Share your knowledge with them and do at least one of the actions you have chosen!





## STAGE I

# Climate action plan, part 1

\*Mandatory

### 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 action plan** (ideally one for each person - see page 164)
- Pencils

### DURATION



30 MINUTES

### 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 her know that these changes are often much **worse for girls and women**? Add your answer to **part one** of your climate action plan.

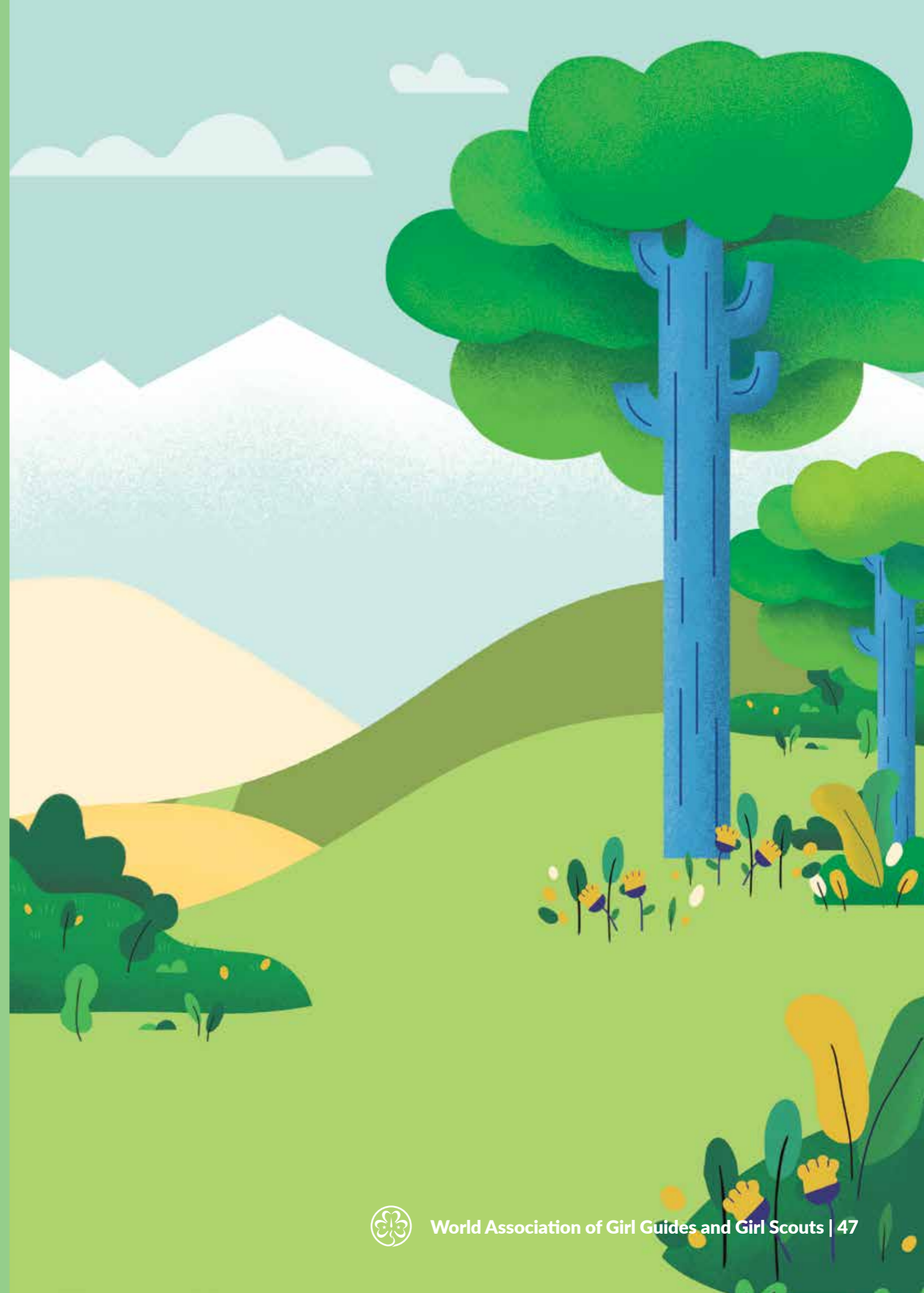
### Tips for online groups

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

## STEP 2

### Complete the decision tree

- It's time to decide the **two topics** you will complete in stage two.
- 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.
- After each question, run to the side of the room you want to vote for. The corner with the most people wins.
- Count to see which options have the most votes then move on to the next question.
- 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

Very easy

Not very easy

Not very easy

Very easy

Yes, it has a big impact on my life

No, this has little or no impact on my life

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

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

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 from 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. This is dangerous for the natural environment, causes death, destruction and displacement, and increases poverty. On average, this affects women and girls more.

- **Cyclones: Be Prepared!** – Come up with ideas for disaster risk reduction.
- **Natural disasters: A girl's story** – Invent a girl's life story and discover how extreme weather affects her life.
- **Disaster resilience: Supercity**– Create an indestructible city that can resist any natural disaster.
- **Floods and droughts: Climate architect** Act out different disasters and use your imagination to prepare for floods and droughts.

#### 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.

- **Biodiversity: Creating news** – Create a public service announcement to explain how climate change is putting animals and plants at risk.
- **Reforestation: It's all in the leaves** – Use leaves to identify different types of trees.
- **Land animals: Lea the lizard** – Solve a puzzle to discover the benefits of diverse crops.
- **Ecosystems: Wildfire escape** – Play a game to physically escape a natural disaster explore how ecosystems and impacts by wildfires.

#### Water

Global warming causes floods and droughts, which impact the quality and availability of water.

- **Freshwater: Industry negotiations** – Play a roleplay game to understand water resources management.
- **Water Pollution: Who's the polluter?** – Become a detective to understand the impact of water pollution and hold big water polluters to account.
- **The water mind map** – Create a mind map with ideas to make water cleaner.
- **Sea-level rise: Save your team** – Solve an enigma and play a team building game to discover how sea-level rise can impact coastal, island and riverside communities.

### 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 populations like women and girls. Current and historic laws and practices have prevented women from having equal rights over land, which results in fewer women landowners across many African countries.

- **Jobs: Guess my job** – Use role play to help others guess your job.
- **Policy: Our land, our rights**- Become Make a physical mind map to highlight the link between laws and your rights.
- **STEM: Solutions for the future** – Pick a STEM career and create a super plan to combat climate change.
- **Farming: What should we plant?**- Solve a puzzle to discover the benefits of diverse crops.

#### Health

Extreme weather increases the risks of diseases like malaria and cholera. Lack of access to clean water increases malnutrition and makes menstrual hygiene difficult. Public policy has the power to save people and protect people from the effects of climate change and reduce the impact this has on health.

- **Nutrition: Policy power** – Use your negotiation skills to persuade others to support you.
- **Diseases: Disaster response committee** – Step into the shoes of the fictional disaster response committee and solve a health crisis.
- **Sanitation: Water filter system** – Create a mini water filtration system
- **Nutrition: Belt of health** – Play a game to discover how staying healthy can help us fight 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.

- **Education: Climate obstacle course** – Explore how climate change affects your rights and play a snakes and ladders game to discover how you can overcome this to become a climate activist.
- **Human rights: Consequences web** – Explore the chain of consequences between climate change and human rights.
- **Conflict: Win as much as you can** – Discover the connection between climate change, conflict and instability.
- **Violence: Multiple forms of violence** (only for ages 18+) – Discuss how climate change can impact violence against women and girls.

### Climate action plan, part 2

#### Fill in the first 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.

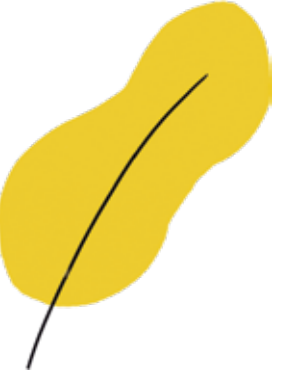




## STAGE 2

# Story time...

## Weather



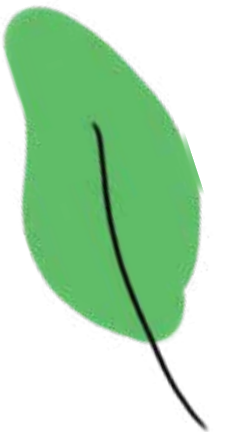
**Complete two activities from this topic to find out about how extreme weather, natural disasters and climate change are linked.**

At the bus station, Maria started thinking about how people in Africa, and all over the world, are raising awareness and protecting us all from the serious effects of climate change.

As she waited, she watched a video clip from a new nature documentary on her phone - all about our changing climate. Breathtaking images of blue oceans and shocking sights of burning wildfires flashed across her screen.

Over the contrasting images, the narrator announced ...

“By substantially increasing the temperature of the sea’s surface, climate change is causing more violent cyclones and storms on coastlines. This is causing higher wind speeds and heavier rainfall. Disaster prediction, preparedness and management become more challenging. Indeed, an increase in the temperature of tropical sea surfaces by 1°C increases wind speed by 11%. and the number of storms by 21%! NASA predicts that there may be 60% more global storms by the year 2100.”





## STAGE 2

# Natural disasters: A girl's story

### SUMMARY

Develop a girl's life story and discover how extreme weather affects her life.

### IN THIS ACTIVITY YOU WILL

- Explore how climate change is impacting girls
- Practise your storytelling

### MATERIALS

- N/A

### PREPARATION

This activity will need an activity leader.

### DURATION



40 MINUTES

## Activity description



## STEP 1

### Play a storytelling game (25 minutes)

1. As a group, define the term **natural disaster**. What type of natural disaster has your community experienced? See the box provided.
2. Split into **pairs**. Create the **profile of a girl** from your country. Think about her **name**, **where** she comes from, her family, her **dreams and ambitions**, her personal **qualities** etc.
3. You will now take it in turn to tell (narrate) the girls' **life story** in order, starting at her birth to the end of her life, from her point of view (talking as if you were her).
  - a. One of you in the pair will start by describing the moment she was born. Make it as **realistic, detailed** and **personal** as possible. You will have time to tell the whole life story, so don't go too fast!

- b. Every couple of minutes, the leader will announce that an **event** has happened to the girl. At this point, **switch narrators**, so the other partner continues the story but now describes the event, and how it **affects** the girl's life.
- c. Continue for about 10 minutes, switching every few minutes as the leader announces events.

### Tips for the activity

4. Give pairs no more than **five minutes** to create their profile of the girl.
5. When announcing events (that interrupt the storytelling and swap narrators), use examples of extreme weather or natural disaster events that are **most likely to happen in your context**, eg heatwave, cold wave, tornado, landslide, rainfalls, tsunami, drought, blizzard, wildfire, flood, cyclone, hurricane etc.

6. To help with the storytelling, announce the event as if you were a **voiceover**, adding a few small details to inspire the group, eg "During that time, there was a severe drought. It lasted for months."
7. If you see pairs struggling, prompt them by asking:
  - Is the girl able to achieve her dreams and ambitions?
  - How is she **feeling**?
  - What is happening to her **friends and family**?
  - What are the **milestones** in her life and how do the events impact them?
  - How is her life story different from a **boy's story**?

## STEP 2

### Debrief the stories

8. How did it feel having to **change** your story when the different events happened?
9. How did each **event** impact the girl's life in the different stories? Discuss the different **consequences** of the events.
10. Would the girl's life have been different if she had been a **boy**?



### Natural disasters

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. This could include hurricanes and tropical storms, floods and landslides, tornadoes, tsunamis, wildfires or ice storms.

## BRING IT HOME

Extreme weather and natural disasters caused by climate change affect everyone's lives. It has a significant impact on young people, but it also affects girls and women disproportionately. But there are things we can do to limit the impact of those events on our lives. Learn more by researching what you and your community can do to prepare for natural disasters and share your findings with people around you!

## Tips for online groups

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





## STAGE 2

# Disaster resilience: Supercity

### SUMMARY

Create an indestructible city that can resist any natural disaster.

### IN THIS ACTIVITY YOU WILL

- Develop your problem-solving skills
- Discover more about disaster-resilient cities

### MATERIALS

- Flipchart paper
- Pens and pencils

### PREPARATION

Step two will need an activity leader.

Review the **Weather fact sheet** (see Leader's Guide) to understand the link between climate change and natural disasters.

### DURATION



40 MINUTES

## Activity description

## STEP 1

### Design a resilient city (30 minutes)

1. **Natural disasters** are natural events that cause great material, economic or environmental damage and loss of life.
2. As a group, name as many types of natural disasters as you can, eg hurricanes and tropical storms, floods and landslides, tornadoes, tsunamis, wildfires or ice storms.
3. How would those disasters **affect people's lives**?
4. Climate change is making the weather more **extreme** and causing more frequent natural disasters, so we all need to be **prepared**. What does it mean to be prepared for disasters? Who needs to be prepared?
5. As a group create a definition for **disaster resilience**. Afterwards read the definition in the box on the next page.

6. In patrols, **design an imaginary city** that would be perfectly resilient to natural disasters. Represent your city as you want (drawings, plans, map etc.) Be creative - it does not need to be realistic!

### Instructions for activity leader

7. **Help** each patrol to design their city by asking:
  - a. Think about all the **different types** of natural disasters (tornados, wildfires, floods, sea-level rise, cold waves, droughts, cyclones, heat waves, hurricanes, landslides, blizzards etc.). What are the different **features** that your city would need to become resilient to all these kinds of disasters?



- b. What are the different ways your city can be more resilient to disasters? You could **prevent** disasters, **prepare** for them, come up with ways of **warning** people about them etc.
  - c. Which people and **which parts** of the city most need to be resilient to disasters? Think about different groups of people, buildings, the economy (the amount of money in the city), jobs, public institutions and services like health etc.
4. After 20 minutes, each patrol has **one minute to present their city** and its special features to the rest of the group.



### Features of climate resilient cities:

- Collecting rainwater so it doesn't flood the city
- Not building near the coastline
- A good water system so there is water even when there are droughts
- Solid buildings so they resist tornadoes
- Shelters all over the city to use in case of disaster
- Community centres to warn people of the risk and prepare for emergency response
- A big university to research disaster resilience and collect data to help predicting events



### Disaster resilience

When a community is disaster resilient, it means it's able to adapt to, and recover from, disasters. A community with high disaster resilience is well-prepared for disasters, can warn its members beforehand, protect them during, and recover quickly after (without having to make exceptional efforts). Governments and communities can focus on disaster resilience in order to prepare for the increase of natural disasters caused by climate change.

### BRING IT HOME

Research disaster-resilient cities. Choose one city and find out how it was able to withstand a disaster and what made it resilient. Share your findings with two people!

## STEP 2

### Debrief the activity (10 minutes)

9. **How easy** was it to come up with ways to make the city resilient?
10. Did many patrols have the **same ideas** or not?
11. Which of your ideas could be **implemented** (or adapted so it can be implemented) in your city?
12. **Who** could you pitch any of those ideas to so they could implement them?

### Tips for online groups

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





## STAGE 2

# Cyclones: Be prepared

### SUMMARY

Come up with ideas for disaster risk reduction.

### IN THIS ACTIVITY YOU WILL

- Practise your critical thinking skills
- Explore how you can reduce the risks of extreme weather

### MATERIALS

- Pens,
- One big piece of paper and eight small pieces of paper per group

### PREPARATION

Step two will need an activity leader.

### DURATION



45 MINUTES

## Activity description

## STEP 1

### Brainstorm disaster preparedness actions (10 minutes)

1. 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.
2. As a group, brainstorm **natural disasters** you have heard of, e.g. cyclones, storms, floods and landslides, tornadoes, tsunamis, wildfires or ice storms.
3. It's important to prepare for natural disasters. Imagine a **cyclone** is coming, that it will hit in about a week.
4. In teams of **four to six** people, write down as many **actions** as you can take (at least eight) to **prepare** for the cyclone and limit the **damage**. Think about actions you can take as individuals, as families and as communities.
5. After five minutes, **count** your actions. Celebrate the team that came up with the highest!
6. Each team decides on its **eight most important actions** and writes each one on a separate **piece of paper**.
7. Your team now has a total of **20 priority points** to allocate between your eight actions, according to how important or useful these are for preparing for a disaster. The higher the points, the more important the action is. Allocate your points as you wish, as long as each action has **at least one** priority point. Write the number of priority points next to each action and **draw a circle** around it.

8. You also have **20 difficulty points** to allocate between all of your actions, according to how difficult these actions would be to do. Using the same process, distribute your points as you wish, as long as each action has **at least one** difficulty point. The higher the points, the more difficult the action is. Write the difficulty number next to the action and **draw a rectangle** around it.
9. Each action should now have a number in a circle and a number in a rectangle beside it. Place your eight pieces of paper on the ground.

### Example of cards

Warn the community of the disaster risk

⑥ 5

Buy food and water in advance

⑤ 2

Disconnect utilities

② 1

Prepare a team of volunteers to support the more vulnerable members of the community

④ 7

## STEP 2

### Play an active game (20 minutes)

10. **All groups stand on one side of the space.**
11. Choose an **activity leader** for your team. You have **one minute** to 'complete' as many actions as possible as a group. To 'complete' an action, a group member chooses an action and runs to the other side of the space (and back) the same number of times as 5x your difficulty points, eg if your action has 5 difficulty points, you run 25 times. Several team members can run for different action cards at the same time. Be careful as lots of people may be running at the same time!
12. Once you have 'completed' your action and won that card, you hand the action card to your **group leader**.

13. After one minute, count your total cards - only the cards in your leader's hands count toward your team's total. Then, add up the total number of priority points that appear on these (won) cards.
14. The team with the **highest total** of priority action points at the end of the game wins!

## STEP 3

### Have a group discussion (10 minutes)

15. How did it **feel** playing the game?
16. Were there any important actions that you did **not** complete? What would happen in **real life** if these actions were not done?
17. What did you realise about how well prepared you are for disasters (in the game and in real life)?
18. How can you **support your community** to be better prepared for disasters?

### Tips for online groups

#### Step 2

Prepare by coming up with a thing that people can do at home: for example sing a song, do star jumps, dance in front of the screen, go fetch things from a certain colour, etc. Depending on what you choose, decide how many times they have to do it to "complete" an action.

### BRING IT HOME

Share your preparation ideas with your family so you're all ready in case a disaster strikes.

**THIS GAME WAS ADAPTED FROM A GAME BY THE IFRC CLIMATE CENTRE.**





## STAGE 2

# Floods, droughts and wildfires: Climate architect

### SUMMARY

Act out different disasters and use your imagination to prepare for floods and droughts

### IN THIS ACTIVITY YOU WILL

- Learn to identify different types of natural disasters
- Find out which natural disasters are common in your area
- Learn how to prepare for floods and droughts in your area

### MATERIALS

Something you can use to build/design a city such as:

- Plastic /wooden building blocks
- Modelling clay
- Paper, pens and coloured pencils

### DURATION



45 MINUTES

### PREPARATION

**Note for leaders:** This activity could be upsetting for people who have lived through a traumatic natural disaster. Please consider your group's wellbeing when facilitating this activity and consider choosing another activity if it feels more appropriate.

## STEP 1

### Activity description

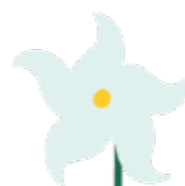
### Define natural disasters (10 minutes)

1. What are natural disasters? Come up with a definition together, including some examples.
2. Have you ever heard of natural disasters happening in your country?
3. Climate change causes changes to the weather, which makes natural disasters for frequent and more intense. Why do you think this is?

### The water cycle is how water moves across the Earth.

- The sun's heat makes water in the lakes, seas and oceans evaporate (turn into vapour).
- his invisible vapour rises into the sky where the air is colder.
- The colder air causes the vapour to turn into droplets (rain) and clouds

When it rains, the water runs back into the lakes, seas and oceans, and the cycle starts again.



### Did you know?

Climate change changes the water cycle, and this changes the weather. It can cause natural disasters, but also make the weather more extreme. It makes warm temperatures warmer, cold temperatures colder, storms more dangerous, rain heavier, droughts more intense etc.

## STEP 2

### Create a structure (35 minutes)

4. **Building time [10 minutes]:** Create a structure that people could live in; a house, a farm or even an apartment block. Use your materials to create your 2D or 3D structure. [You have 15 minutes]
5. **Building time [10 minutes]:** Now add in the people and plants that live in and around your structure.
6. Divide into three groups.
7. A natural disaster is on the way, each group will be given a different scenario and you will need to prepare and protect your structure and the things around it as best you can.
  - **Group 1:** Imagine a storm is coming which will cause a huge flood. You need to prepare your imaginary place for the damage! Add anything you can think of to your drawing that would help protect this place from the water getting everywhere and damaging it. Think about the people, the houses, the animals and the plants!
  - **Group 2:** Imagine that there has been a heatwave which will be followed by a long drought that you need to prepare for. Add anything to your drawing that could help the houses, people, animals and plants during this long period when heat is above average and water use is restricted.
  - **Group 3:** Imagine a wildfire is approaching your imaginary place, and you need to prepare to protect it from the flames and smoke. Think about the people, the houses, the animals, and the plants in your place. Add anything to your



drawing that would help protect them from the wildfire's damage.

8. **Building time [10 minutes]:** Now it's time to add your additional features. If you are finding it difficult to create and adapt your structure, make notes of your new features on a piece of paper.

## STEP 3

### The winning architect (20 minutes)

9. Every creation will be scored, and someone will be crowned the winning architect. Each feature (that keeps the living things and structure safe) in your creation will be awarded 1 point. If your feature is one the list below it will be awarded 2 points.
10. Use the list to score your structure.
11. one person from each group to form a scoring panel, and verify the scores people give themselves.
12. The creation with the most points wins.

## STEP 4

### Debrief (5 minutes)

13. How easy was it to find ideas to protect your place from the flood, wildfire or drought?
14. Which of your ideas could be used in real life?
15. Come up with a list of three things that you could do to prepare for a natural disaster.

### Tips for online groups

#### Step 2

Instead of using materials to build a structure encourage everyone to design their structure using paper. Put the different groups into breakout room so that they can design create their structures with others and share ideas.





**STAGE 2**

# Floods, droughts and wildfires: Climate architect

## Points Chart

Each of the following features is worth 2 points if there is a ✓				
Feature		Flood/ Storm	Drought	Wildfire
<b>Evacuation Routes</b>	Route and safe zones where people can go to escape their shelter if needed.	✓	✓	✓
<b>First Aid Stations</b>	Include first aid stations stocked with supplies to treat t burns and smoke inhalation. Are these stations in accessible locations nearby?	✓	✓	✓
<b>Emergency service access</b>	Ensure roads and paths are clear so firefighters and other emergency services can easily access all areas. Wide roads and paths leading to different parts of your place.	✓	✓	✓
<b>Protected Utilities</b>	Power lines, gas lines, and other utilities protected from flood damage, such as elevated power stations.	✓	✓	
<b>Emergency Shelters</b>	Emergency shelters where people can stay safe from fire, smoke, flood or smoke. Make sure these shelters are made of fire-resistant and storm-resistant materials.	✓		✓
<b>Firebreaks</b>	Clear strips of land around your place where vegetation has been removed. Firebreaks help stop the spread of the fire.	✓		✓
<b>Animal Corridors</b>	Include escape routes for animals, like open gates or corridors leading to safe areas. These pathways can allow animals to flee from danger.	✓		✓
<b>Resistant Plants</b>	Plant fire-resistant trees and shrubs around homes and in gardens can slow the spread of fire. Plants that require less water, such as succulents and native drought-tolerant species also help to conserve water.		✓	✓

<b>Water Sources</b>	Lakes, ponds, or water tanks can be used to put out the flames or for use during a drought.		✓	✓
<b>Animal Watering Stations</b>	Watering stations for wildlife and livestock to ensure they have access to water.			✓
<b>Sprinkler Systems</b>	Sprinkler systems on rooftops and around gardens can keep the area wet and reduce the chance of fire spreading.			✓
<b>Water Recycling</b>	These systems recycle greywater (from sinks, showers, etc.) for irrigation and other non-drinking uses.		✓	
<b>Levees and Dikes</b>	Levees or dikes along rivers or coastlines to prevent water from flooding inland areas.	✓		
<b>Flood Barriers</b>	Temporary flood barriers or sandbags around homes and critical infrastructure to keep water out.	✓		
<b>Elevated Buildings</b>	Homes and buildings raised on stilts or elevated platforms stay above floodwaters.	✓		
<b>Drainage Systems</b>	Drainage like storm drains and culverts channel water away from populated areas.	✓		
<b>Retention Ponds</b>	Ponds or basins collect and store excess rainwater, reducing the risk of flooding.	✓		
<b>Waterproofing</b>	Buildings with waterproof barriers around doors and windows to keep water out.	✓		
<b>Floating Devices</b>	Boats, rafts, or floating devices that can be used for transportation or rescue.	✓		





STAGE 2

Story time...

## Animals and plants

Maria arrived at the bus station and took a seat. She looked around her and tried to imagine what life was like here before people settled, built a town and, many years later, this bus station.

As she waited for her bus, she took a snack from her bag and glanced at the list of ingredients. She saw the name '**palm kernel oil**' and did a quick search on her phone to find out what it meant.

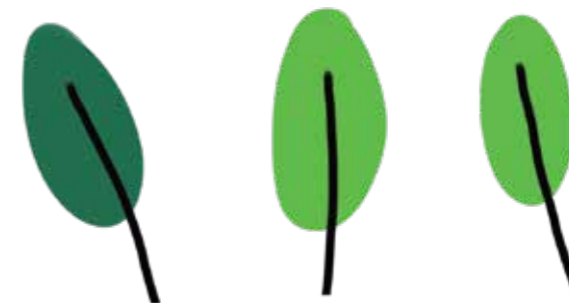
Her research told her that growing trees for palm oil (oil palms) was having a disastrous effect on the environment. It was also one example of how **biodiversity** was being damaged - just to make companies money! She checked the meaning of biodiversity: the variety of living things on Earth, including plants, animals and bacteria.

She also learned that big areas of land were being cleared to grow palm trees - and that this **destroyed ecosystems**. Even the removal of **one species** could impact an entire ecosystem! Just to make sure, she checked the meaning of ecosystem: an area where plants, animals and other organisms, as well as weather and landscapes, work together to form a bubble of life.

She learned that damaging biodiversity and natural habitats was both a **cause and a consequence of climate change**.

The **palm oil industry** is just one example of how people are having a negative impact on **biodiversity**. When we have lots of diverse species, plants and animals are more **resistant to diseases**. Diversity also allows species to better **adapt** to a changing climate. A loss of biodiversity is not only a problem for animals and plants, but people too. Industries around the world rely on plant biodiversity, the agriculture, medical, fashion and tourism industries, for example, need animals and plants to thrive. When biodiversity and ecosystems are interrupted or destroyed by human actions and climate change, the **economic impact** to communities could be enormous and may last for generations.

Complete two activities from this topic to explore how biodiversity and ecosystems are impacted by climate change.





## STAGE 2

# Biodiversity: Creating news

### SUMMARY

Create a public service announcement to explain how climate change is putting animals and plants at risk.

### IN THIS ACTIVITY YOU WILL

- Discover how climate change is putting animals and plants at risk.
- Find out why a balanced ecosystem is vital for all living things.

### MATERIALS

- Storyboard template
- Paper and pens

### DURATION



40 MINUTES

### PREPARATION

Have copies of the *Animals and plants fact sheet* ready.

## Activity description

## STEP 1

### Define biodiversity (10 minutes)

1. What does **biodiversity** mean? Use the story, box provided and fact sheet to help you come up with an easy definition.
2. Human activity causes **climate change** in a lot of different ways. Some directly, such as when industries release greenhouse gases directly into the atmosphere, and some indirectly, such as when our actions damage biodiversity.
3. Can you imagine how climate change is linked to loss of biodiversity? Use the fact sheet. Write down (or share) as many ideas as you can.



### What is biodiversity?

Biodiversity refers to the **variety of all living things in an area: plants, animals, microscopic organisms and their habitats. Living things depend on one another, eg**

- **Forests provide homes for animals.**
- **Animals eat plants.**
- **The plants need healthy soil to grow.**
- **Fungi help decompose (break down) organisms to fertilise (feed) the soil.**
- **Bees and other insects carry pollen from one plant to another, which enables the plants to reproduce.**

**With less biodiversity, these connections weaken and sometimes break, harming all the species in the ecosystem.**



### Public service announcement

A public service announcement is a message shared through the media in the public's interest (often created by an official organisation). It is free to access and aims to raise public awareness about a specific issue, and often to change behaviour.

## STEP 2

### Create a public service announcement (20 minutes)

4. Divide into small teams. In your teams, identify a **problem caused by a loss of biodiversity**.
5. **Now think of a local solution** to solve or improve the issue. Write down your answers.
6. Create a **public service announcement** (to be aired on the International Day of Biodiversity) that tells people about your chosen problem, the solution and what they can do about it.
7. Your announcement should:
  - a. Be **60 seconds** or less
  - b. Sound **professional**
  - c. Be **emotive** and **engaging**
  - d. Highlight what the **problem** is
  - e. Highlight what the **solution** is
  - f. Tell people what you would like them to **do**.
8. To create your announcement, use the storyboard template (alternatively, work as a team to develop a roleplay).
  - a. For example, your first and second scenes could show the problem, eg the loss of animals' homes due to deforestation. The third and fourth scenes could show a solution, eg people using different, renewable, sources of energy instead of wood, therefore cutting down fewer trees. The fifth and sixth scenes could show what people can do, eg using different sources of energy then telling their friends, families and big companies to do the same.
9. Once completed, share this with the rest of your group.

## STEP 3

### Have a group discussion

10. Which public service announcement was the most **effective**?
11. Who was the **target** of your announcement: adults, children?
12. What **actions** can you take as individuals and as a group to protect biodiversity?

### BRING IT HOME

Bring your public service announcement to life! Use your storyboard to record your public service announcement on a phone, and edit this into a 60-second video and share this with friends and family to explain the risks of biodiversity loss.

### Tips for online groups

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





STAGE 2

# Storyboard template

<b>Scene 1:</b> [Draw the scene]	<b>Scene 2:</b> [Draw the scene]	<b>Scene 3:</b> [Draw the scene]
[Explain what happens in the scene]	[Explain what happens in the scene]	[Explain what happens in the scene]
<b>Scene 4:</b> [Draw the scene]	<b>Scene 5:</b> [Draw the scene]	<b>Scene 6:</b> [Draw the scene]
[Explain what happens in the scene]	[Explain what happens in the scene]	[Explain what happens in the scene]



<b>Scene 1:</b> [Draw the scene]	<b>Scene 2:</b> [Draw the scene]	<b>Scene 3:</b> [Draw the scene]
[Explain what happens in the scene]	[Explain what happens in the scene]	[Explain what happens in the scene]
<b>Scene 4:</b> [Draw the scene]	<b>Scene 5:</b> [Draw the scene]	<b>Scene 6:</b> [Draw the scene]
[Explain what happens in the scene]	[Explain what happens in the scene]	[Explain what happens in the scene]





## STAGE 2

# Reforestation: it's all in the leaves

ADAPTATION  
RECOMMENDED

### SUMMARY

Use leaves to identify different types of trees and their uses

### IN THIS ACTIVITY YOU WILL

- Research the role trees play in the ecosystem
- Explore the outdoors

### MATERIALS

- *Animals and plants fact sheet* (see Leader's Guide)

### DURATION



40 MINUTES

### PREPARATION

Find spaces in your local community with trees. Create a 'tree identification chart' and make copies that your group can use to identify different trees in these spaces (see template provided).

## Activity description

## STEP 1

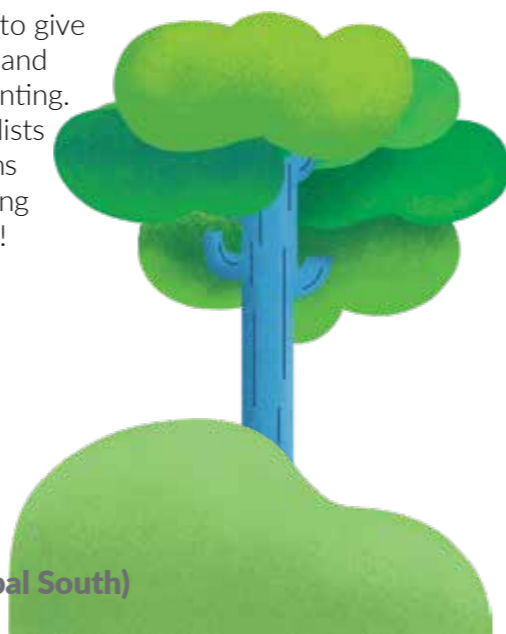
### Identify the trees (15 minutes)

1. Walk around your local community and find **two different leaves**. Look around to see what type of **wildlife** are living in and around these trees.
2. Compare the leaves to the **tree identification chart** to identify the trees, and answer the following questions:
  - How do you think this tree **benefits** people?
  - What **creatures** may benefit from this habitat?
  - If this tree was destroyed, how would this **impact** the local people and local nature?

## STEP 2

### Tree planting (15 minutes)

3. Think about the reasons for and against planting trees as a way to combat climate change: divide into **two teams** where one team is for **tree planting as a response to climate change** and the other team will be **against it** as a response to climate change.
4. Take it in turns to give **one reason** for and against tree planting. The team who lists the most reasons (without repeating an answer) wins!



## STEP 3

### Have a group discussion (10 minutes)

5. What is the **link** between trees and climate change?
6. Why is it important to **protect trees and biodiversity** in general? Use the fact sheet!

## Tips for online groups

### Step 1

Encourage everyone to take a walk beforehand and see how many trees they can find. Everyone should try and bring one photo of a tree they say to the meeting. Make sure there is a clear photo of the leaves and the bark to help with identification.

## For tree planting

- **Beautification:** Trees are nice to look at, they improve the natural beauty of an area, this can in turn encourage people to appreciate nature.
- **Soil Health:** Trees can have a positive impact on soil quality, soil erosion reduces as the branches and leaves which fall off the tree nourishes the earth. Healthy soils can absorb more carbon dioxide (CO<sub>2</sub>) and improve harvests.
- **Absorbs carbon:** Trees absorb carbon dioxide (CO<sub>2</sub>) (harmful greenhouse gas) from the atmosphere and store it as carbon in their roots, trunks, branches and leaves.
- **Biodiversity:** They can provide habitats for plants, animals, and insects (over long periods of time) and in the long term can improve biodiversity.
- **Water management:** Trees absorb water through its roots which can slow the impact of heavy rain and reduce the risk of flooding.
- **Improve air quality:** Trees capture particulates from the air, and act as natural air filters. This can be very impactful in urban areas which often suffer from low air quality.
- **Regulate temperatures:** They provide shade and release water vapour into the air. This can help lower local temperatures, especially in towns and cities.

## Against tree planting

There are many benefits to tree planting, but if we focus on tree planting to reduce the effects of climate change, we may not consider the reasons against tree planting as a primary response: effects:

- **Bias priorities:** People may think they can continue cutting trees down because they'll be 'replaced' by new ones. An over reliance on tree planting may detract resources away from addressing the root causes of climate change
- **Long timeframe:** A tree takes a long time to grow, so is not equal to the tree it replaces.
- **Loss of ecosystems:** As a new tree takes time to grow, it cannot provide a home to the same creatures who lost their habitat. Also, transforming wetlands or other environments into woods or forests damages natural ecosystems.
- **Improper planting:** If trees are planted in the wrong places, when their roots expand, they can damage pipes for water and sewage.
- **Monoculture:** Planting lots of the same tree can mean a lack of biodiversity and genetic variation, often referred to as monoculture. Monocultures can be less resilient to pests and disease.
- **Water insecurity:** Not every region's water system benefits from tree planting. In some areas large scale tree planting may use high levels of water, putting more stress on those with limited access to water.



# Tree identification chart example: Trees in Benin



<p><b>Ebony</b> <i>Diospyros crassiflora</i></p>	<p><b>Shea</b> <i>Vitellaria paradoxa</i></p>
<ul style="list-style-type: none"> <li>• The wood is resistant to fungi, dry wood borers and termites.</li> </ul>	<ul style="list-style-type: none"> <li>• The nuts are used to produce shea butter</li> <li>• The husks of the seeds make a good mulch and fertilizer</li> <li>• The leaves, soaked in water, produce a good lather for washing</li> </ul>

<p><b>Kapok</b> <i>Ceiba pentandra</i></p>	<p><b>Senegal mahogany</b> <i>Khaya senegalensis</i></p>
<ul style="list-style-type: none"> <li>• Has lots of medicinal purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Young twigs are used as toothbrushes</li> <li>• The peeled stem or root are used as chew-sticks</li> <li>• Wood ashes are used for conserving millet seed.</li> </ul>





## STAGE 2

# Land animals: Lea the lizard

### SUMMARY

Build an ecosystem and explore the environment of a lizard 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

- String

### DURATION



### PREPARATION

A large space outdoors is needed for this activity.

## 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).



**An ecosystem is** a community of living things (animals, plants, etc.) that live and interact together in an environment.

**Biodiversity is** the variety of animals, plants, fungi and microorganisms in an ecosystem. **The more animals and plants that live there, the more diverse an ecosystem is! All the different animals and plants work together to make their ecosystem a good home to live in.**

## STEP 2

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

3. As a group, try to define the word ecosystem.
4. Form a circle. You are going to create a web to show how things connect in an ecosystem.
5. The first player holds the string in their hand and says the name of a plant, for example grass.
6. Hold onto the end of the string and throw the ball to someone else.
7. The second player says the name of an animal which eats this plant, a rabbit (eats grass) for example. Then the second player holds onto the string and throws the ball to another person. The

third person says the name of an animal that eats rabbits or grass.

8. Continue the game so that the string weaves across the circle. If your participants are running out of ideas, give them a hint and continue until the group produces a big and complex web. Try to create the longest chain!

## STEP 3

### Debrief (5minutes)

9. What are some things, linked to climate change or not, that could damage the web? For each example given, cut the appropriate thread.
10. What happens when the threads are cut? What is the further impact?
11. How could you repair the threads?
12. Show 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.
13. In small groups, relate this video to your local area. Can you imagine which animals or plants could have a great impact on your local ecosystems?

## STEP 4

### Find the best habitat (10 minutes)

14. Lea is an anole lizard 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.
15. Each team is given a different ecosystem scenario and they will need to decide how Lea manages to find a good spot to live.
16. Give each group a secret scenario:
  - **Scenario 1:** Lea lives on a small island with clean water and lots of bugs to eat and trees to live in.
  - **Scenario 2:** Lea lives in a tree close to a village where a big company wants to cut down the edge of the forest to make new farm fields.
  - **Scenario 3:** Lea lives in a tree in the centre of the village. The villagers wish to get rid of the bugs in the town centre.
17. Take 10 minutes to plan how Lea can find a good home in your scenario.
18. When planning, think about:
  - What happens to Lea as she settles in her home?
  - Is there enough food for Lea?
  - Is there enough water?
  - Is Lea's home safe?

## STEP 5

### Debrief the activity (5minutes)

19. Was it easy or hard for Lea to live in all three scenarios?
20. Were there some factors that made it harder for Lea 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.

## Tips for online groups

### Step 1

- Turn on all your cameras, with everyone using gallery mode.
- Instead of creating a web, you will create a collaborative image with your bodies on the screen: for example, you will create a heart with your arms, or spell out a word with your bodies.
- Name a leader for the activity. (Note: People appear in different orders on screens, so only the leader will see the correct image, the rest of the group has to trust them!) Someone names a plant or animal, and the leader will tell each person what to do with their body (for example "make an A" or "hold your hand above your head") to make the shape. Play until everyone has contributed to the web, the leader has told everyone what to do, and you have a complete image on the screen.
- 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/ overfishing...). 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.





## STAGE 2

# Ecosystems: Wildfire escape

### SUMMARY

Play a game to physically escape a natural disaster explore how ecosystems and impacts by wildfires.

### IN THIS ACTIVITY YOU WILL

- Explore how animals and insects adapt to survive wildfires
- Create a pitch to restore a damaged ecosystem

### 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



- 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 (15 minutes)

8. Divide into teams based on your animals (or animal with similarities) to debrief the game.

#### Debrief questions (discuss 2 of the following):

- What challenge did your animal face?
- How do you think some animals may adapt to survive in this environment?
- What have you learned about the impact of climate change on wildfires?
- What type of extreme weather increases the risk of wildfires?
- What can be done to reduce the impact of wildfires and protect animals and plants?
- Which animals were most at risk during the adventure escape?

## STEP 3

### The food chain (20 minutes)

9. Now that you know how wildlife can be damaged as a result of wildfires, it's time to explore the impact that this will have on the ecosystem.
10. Look at the animals that did not survive the wildfire in your game. Imagine that the animal populations in these groups have been severely reduced.
11. In your animal teams come up with three ways the ecosystem has been disrupted.  
Ideas:
  - Think about the food chain
  - Think of the loss of habitats
  - Think about how this in combination with other events (droughts), changing animal migration patterns etc will worsen the impacts.
  - Think about how people moving more inland (due to coastal challenges and human migration) may reduce wild spaces.
12. Share your findings with the group.

### 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.

An ecosystem is a community of living things (animals, plants, etc.) that live and interact together in an environment.

Biodiversity is the variety of animals, plants, fungi and microorganisms in an ecosystem. The more animals and plants that live there, the more diverse an ecosystem is! All the different animals and plants work together to make their ecosystem a good home to live in.

### 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.





STAGE 2

# Ecosystems: Wildfire escape

## ANIMALS/INSECTS CARDS

### PARROT, bird

**Ability:** Fly High

**Description:** Parrot can fly over obstacles. Move ahead 3 steps if the word fire is mentioned in the event.

### TOUCAN, bird

**Ability:** Tree Hopper

**Description:** Toucans can hop from tree to tree. Move ahead 2 steps if encountering an obstacle that only effects the ground.

### EAGLE, bird

**Ability:** Soar Above

**Description:** Eagles can soar above the flames. Move ahead 4 steps when encountering an obstacle (that does not mention a weather).

### ELEPHANT

**Ability:** Trample Through

**Description:** Elephants can trample through obstacles. Move ahead 2 steps if encountering a ground obstacle.

### CHEETAH

**Ability:** Speed Burst

**Description:** Cheetahs can sprint at incredible speeds. Move ahead 4 steps if the word fire is mentioned in the event.

### MEERKAT

**Ability:** Burrow Defence

**Description:** Meerkats can hide in their burrows. Skip the next fire-related challenge.

### MONKEY

**Ability:** Agile Climber

**Description:** Monkeys can climb trees quickly. Skip an obstacle by moving up one step.

### BUTTERFLY

**Ability:** Quick Flutter

**Description:** Butterflies can quickly flutter away. Move ahead 1 step if the word fire is mentioned in the event.

### SNAKE

**Ability:** Quick Escape

**Description:** King cobras can slither away quickly. Move ahead 3 steps if encountering a fire-related event.

## ESCAPE CARDS

Fly Away, move ahead 2 steps, but only if you are a bird.

Find a safe burrow. Skip the next challenge.

Shelter in a cave. Skip the next challenge.

Light rain falls, slowing the fire. Move ahead 1 step.

You've found shelter, you can skip the next 'event'.

Find shelter, skip the next challenge.

Run fast, move ahead 2 steps.

Climb a tree, move ahead 1 step and avoid any obstacles.

The wind changes direction. Move ahead 2 steps.

Emergency crews help you. Move ahead 3 steps.

Hide in thick underbrush. Skip your next turn but avoid any setbacks.

Hide in water, skip your next turn but avoid moving back.





## STAGE 2

# Story time...

## Water

As Maria sat on the bus, she took a drink from her water bottle and noticed all the plastic bottles around the bus. She searched online for news about water bottles and came across the following site:

### Some things you may not know about water

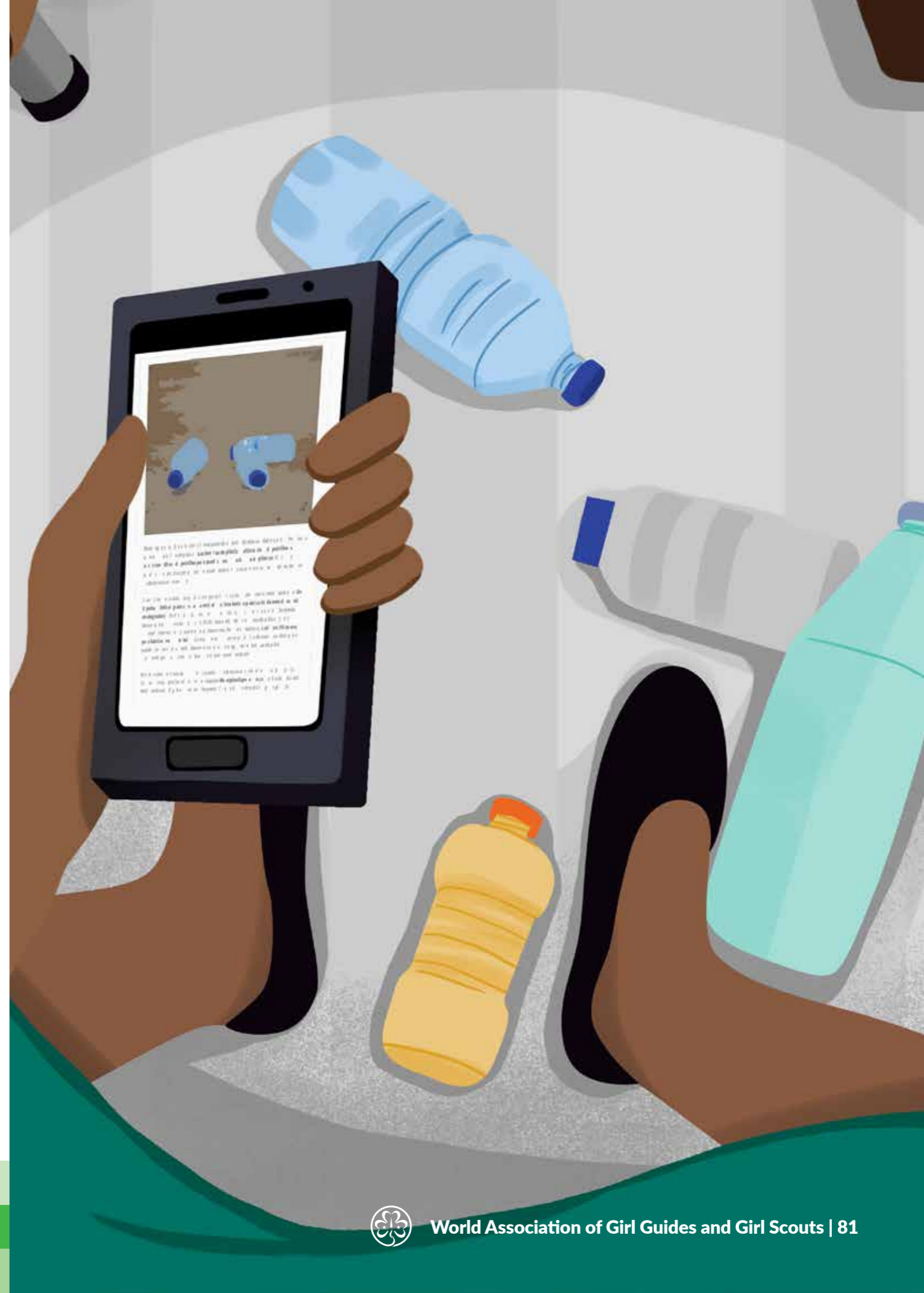
Across the Global South billions of hours are spent collecting water.

- In Sub-Saharan Africa, 40 billion (40,000,000,000!) hours are spent collecting water each year.
- In India 66.6 million (66,600,000) hours are spent collecting water in households without on-premises water each day.
- Latin America is the region with the most water sources in the world, however there are 36 million people - six times the total population of Nicaragua - who still lack access to drinking water. With freshwater sources becoming even rarer due to climate change, this number is set to rise.

A big cause of insufficient water sources is the extreme weather resulting from the increase in the Earth's average temperature. This can appear in many ways:

- Droughts reduce the amount of surface water available.
- Polar ice caps are melting, causing a significant rise in sea levels. This saltwater is carried into groundwater, so freshwater sources become undrinkable.
- Storms and extreme rainfall, combined with insufficient waste management, can cause sewage to overflow which pollutes water sources.
- With more of the world competing for fresh water, people are demanding that the biggest water polluters are held to account.

**Develop ideas about how to take action, and explore the connection between water and climate change, by completing two activities from this topic.**





## STAGE 2

# Water pollution: who's the polluter?

### SUMMARY

Become a detective to understand the impact of water pollution and hold big water polluters to account.

### IN THIS ACTIVITY YOU WILL

- Explore the impact of unsafe water sources
- Create ways to hold big water polluters accountable

### MATERIALS

None

### PREPARATION

None.

### DURATION



30 MINUTES

## Activity description

### STEP 1

#### Play a game (20 minutes)

1. Sitting in a circle, designate the following three roles:
  - One person will be a **water quality investigator**. Ask them to leave the room now (they shouldn't know the identity of the polluting factory!).
  - One person will be a **polluting factory**.
2. Everyone else will be **water**.
3. **Water sources** are reducing because of climate change. In the regions most impacted by droughts, there is less freshwater available, and a lot of water is **contaminated** (polluted) and unsafe to drink or use. **Industries** (companies that manufacture things, like factories) cause a huge amount of **water pollution**. They dump their waste, including highly polluting chemicals, directly into water without proper treatment, which reduces clean water sources.
4. In the game, the **polluting factory** player can "contaminate" **water players** by making a special action (eye contact and... winking, double blinking or even touching their nose, tuck their hair behind their ears). If you are 'contaminated', **count silently to five** then lie on the floor or **leave** the circle.
5. The **water quality investigator** stands in the middle of the circle and tries to **identify** the polluting factory.
6. If the investigator discovers the polluting industry in **less than three guesses**, they win.
7. If the polluting industry **contaminates all the water before** the investigator guesses, they win.
8. Play a second round with the same rules, except you have **three investigators** trying to identify the polluting factory.



### STEP 2

#### Debrief the activity (10 minutes)

9. Who **won** in each game? Which game was **easiest** for the investigators?
10. When you had more investigators paying attention and trying to identify the polluting factory to stop them, it was harder for the factory to contaminate water. How do you think this relates to **real life**?
11. How can you work together with your community to **hold decision-makers and industries to account** for their responsibility for water pollution?
12. As a group, come up with different **strategies** to convince the big polluters in your communities to protect water.

### Tips for online groups

#### Step 1

- For this game the private messaging function between participants should be turned on. One person should nominate two players, 1 = the water quality investigator and 2 = the polluting factory and tell them via private message.
- Player 2 can contaminate the water (all other players) by sending them a private message saying 'contaminated'.





## STAGE 2

# Pollution: The water mind map

### SUMMARY

Create a mind map with ideas to make water cleaner.

### IN THIS ACTIVITY YOU WILL

- Share ideas about how to respond to water pollution
- Develop your public speaking skills

### MATERIALS

- Flipchart paper and pens

### PREPARATION

None.

### DURATION



30 MINUTES

## Activity description

### STEP 1

#### Discuss water pollution (10 minutes)

1. How would you **define water pollution**?  
Water pollution is the contamination (pollution) of water, usually as a result of human activity.
2. What **causes** water pollution?  
**Examples:** Rapid urbanisation (development of cities) and high population densities (lots of people in certain areas), intensive use of fertilisers and pesticides in agriculture, oil pollution, damaging land, poor waste/wastewater management in people's homes and by industries.
3. What is the **impact** of water pollution?  
**Examples:** Makes water toxic and undrinkable, contaminates the food chain, destroys ecosystems and biodiversity (the variety of living things on Earth, including plants, animals and bacteria), causes diseases and death.

4. Can you think of ways climate change affects **water availability**?  
**Climate change causes droughts**, which means that there is less surface water available for everyone. It also leads to sea levels rising, which causes saltwater to be carried into groundwater and makes it harder to transform into drinking water. 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.
5. In the regions most affected by climate change, there is **less clean water available**. This makes it especially important to keep the remaining water clean, and take action against water pollution.

### STEP 2

#### Create a mind map (10 minutes)

6. In patrols, write "HOW TO STOP WATER POLLUTION\*" in capital letters, in a circle in the middle of a piece of **flipchart paper**.
7. **Draw a few lines** coming from the circle (at least five). At the start of the line write (a) a cause/contributing factor of water pollution. Along the line write (b) how this impacts water pollution. At the far end of the line, write (c) a way you could solve this problem. You can also draw some images to help you.
8. Draw **more lines** after this to refine your thinking. Do it for as long as you need until you come up with precise ideas and steps to solve the problem of water pollution.

*e.g. (a) Farmers using fertilizers and pesticides, (b) the runoff can contaminate water sources, (c) as a farmer I can use organic fertilizers which do not contain chemicals ---- I can research fertilizer/pesticide alternatives ---- I can start composting ---- I can talk to my family about alternative practices.*

\*if you need some help thinking of ideas, use the help cards to help get you started.

### STEP 3

#### Debrief (10 minutes)

9. **Present** some of your ideas to the group.
10. Would your ideas be **easy** to implement?
11. **Who** would you need help from to make these ideas a reality?



### BRING IT HOME

Try some of your ideas at home! Convince your family of the importance of stopping water pollution to fight climate change.

### Tips for online groups

#### Step 2

Use breakout rooms and an online whiteboard to work collaboratively on the mindmap.





**STAGE 2**

# The water mind map (help cards)

**A CAUSE OF WATER POLLUTION IS...**

Farmers using fertilizers and pesticides.

**HOW DOES THIS IMPACT WATER POLLUTION?**

Polluted runoff contaminated water.

Runoff (the portion of rainfall that is not absorbed into ground water or evaporated runs over the land and into streams) containing fertilizers and pesticides from the soil pollutes streams and other water sources.

**A CAUSE OF WATER POLLUTION IS...**

Reduced watersheds.

**HOW DOES THIS IMPACT WATER POLLUTION?**

Watersheds cannot filter pollutants from water.

Natural buffer zones such as wetlands and forests around water bodies, can filter pollutants and improve water quality. These are called watersheds. When watersheds are not protected or restored, the risk of water pollution increases.

**A CAUSE OF WATER POLLUTION IS...**

Lack of wastewater treatment.

**HOW DOES THIS IMPACT WATER POLLUTION?**

Human and animal waste can pollute bodies of water.

A lack of wastewater treatment facilitates means that human and animal waste can pollute water sources. If people use this contaminated water, they could be infected by disease-causing microorganisms.

**A CAUSE OF WATER POLLUTION IS...**

Littering.

**HOW DOES THIS IMPACT WATER POLLUTION?**

Litter physically contaminates water.

Litter can contaminate and physically block obstruct natural water flow. Blockages can lead to local flooding, erode the riverbanks, and negative impact water aquatic habitats.





## STAGE 2

# Fresh water: Industry negotiations

### SUMMARY

Play a roleplay game to understand water resources management.

### IN THIS ACTIVITY YOU WILL

- Work together as a team
- Explore the challenges of water management

### MATERIALS

- Character cards

### PREPARATION

Print or write the **character cards** provided, enough for one per person. The group will split into groups of four - if your group is not a multiple of four you can add more farmers and villagers.

This game needs an activity leader.

### DURATION



40 MINUTES

## Activity description

## STEP 1

### Play a role-play game (25 minutes)

1. Split into teams of four or five. Each team has **four different characters**: a farmer, a CEO, a local politician and a villager (see cards provided). If your group is not a multiple of four you can add more farmers and villagers.
2. The aim is to negotiate to achieve your character's goals, without revealing them to anyone.
3. Collect your **character card**, read it and keep it **secret** from your team.

### Instructions for activity leader

4. Start the roleplay by announcing the following:  
*"Welcome to the town of Waterville. You are citizens of this town. Some of you have lived here all your lives and some of you might be new. You are all trying to live happy and fulfilling lives, and achieve your ambitions. Please introduce yourselves."*
5. Give players one minute to **introduce themselves**. They can invent a name and share their role in the town (the first line on their card).
6. Now, announce:  
*"Now that you know each other a bit better, let's find out why we are gathered here today. **A well-established business is building a factory in the region, and this might impact all of you. You all can now try to complete your missions.**"*

7. After teams have been playing for **10 minutes**, announce:  
*"The region surrounding Waterville is being heavily impacted by climate change. Scientists are predicting that **droughts** will become more and more frequent, which means that the water from Waterville will need to be **shared with other villages** as well. This puts additional pressure on all of you, and makes achieving your objective even more important."*
8. Give players another **10 minutes** to complete their objective.

## Fresh-water crisis

Climate change is making it harder to predict how much water will be available in many parts of the world. This is because climate change 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.

## STEP 2

### Have a group discussion (15 minutes)

9. Did you manage to **achieve** your objective? Why or why not?
10. What was the **situation** at the end of the game? Did you manage to find a solution for the local management of water?
11. How might this roleplay relate to **real life**?
12. How will climate change affect **water management**?

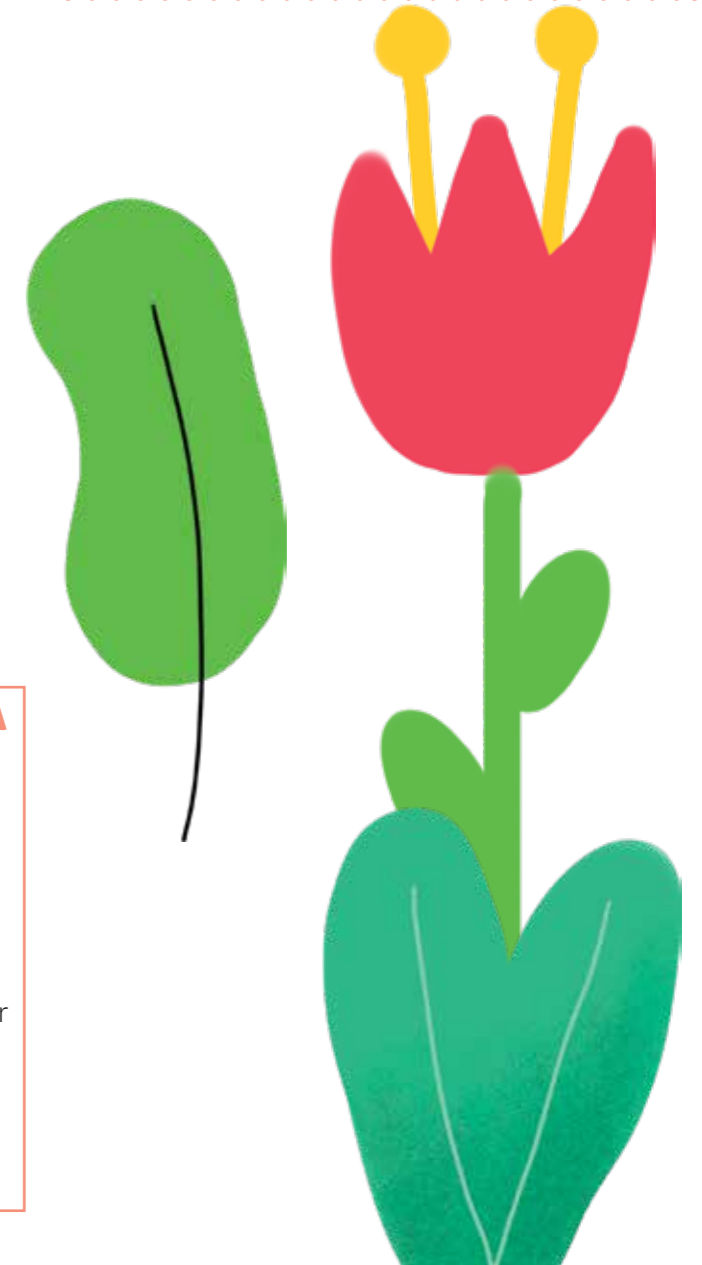
## BRING IT HOME

What can you do, as a citizen, to better support your community to manage water resources? Do some research and share your findings with people around you!

## Tips for online groups

### Step 1

Put the teams in breakout rooms. Announce the events to all breakout rooms, by visiting each breakout room in turn or by broadcasting a message to all rooms.



# Roleplay cards



## CHARACTER 1: YOU ARE A LOCAL FARMER.

You need access to water for your crops. The new factory is so close to your land which is worrying because you've heard that they might divert water and release chemicals into the nearby river. You know that floods caused by climate change might make this even worse as they will cause contaminated water to be mixed with clean water. **Your goal is to convince the CEO to give you a guarantee that you will still have access to clean water for your crops**



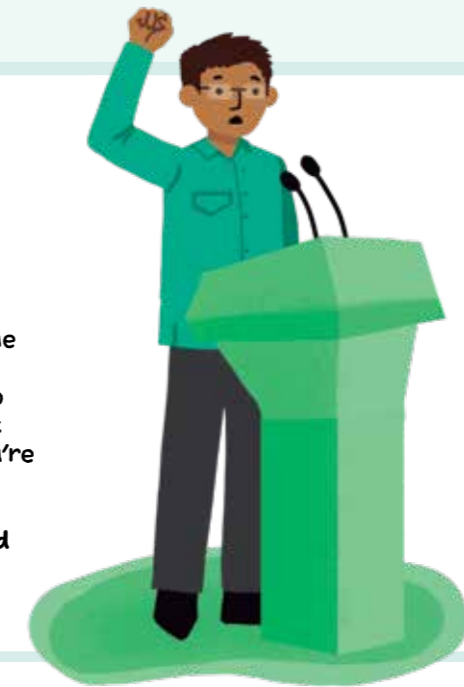
## CHARACTER 2: YOU ARE THE CEO OF A WELL-ESTABLISHED BUSINESS.

You are building a factory in a region where you haven't worked before, and you will need reliable water access to ensure your business can continue. You are worried that the long droughts caused by climate change will make this difficult. **Your goal is to convince the local politician to let you divert water from local farmers to your factory.**



## CHARACTER 3: YOU ARE A LOCAL POLITICIAN.

Climate change is causing floods and droughts in your region, and this is affecting people's jobs and income, especially the farmers'. The new factory is going to bring new economic activity to the region, so you want to support the CEO, but elections are coming soon and you're worried about your reputation. **Your goal is to convince the villager that this factory is a good opportunity for her.**



## CHARACTER 4: YOU ARE A WOMAN VILLAGER.

Climate change has made droughts more intense. You are worried about a lack of water and having to travel longer hours to collect water for your family. **Your goal is to convince the local farmer to organise together to protest the building of the factory.**





## STAGE 2

# Sea-level rise: Save your team

### SUMMARY

Solve an enigma and play a team building game to discover how sea-level rise can impact coastal, island and riverside communities.

### IN THIS ACTIVITY YOU WILL

- Find out how climate change is making our seas rise.
- Work as a team to keep your players safe.

### MATERIALS

- Yarn, rope or chalk (optional)
- Large pieces of cloth in different sizes

### DURATION



60 MINUTES

### PREPARATION

**Step 3:** Prepare a large piece of paper/cloth per small group. The pieces of paper should be big enough for four or five children to stand on them comfortably, without touching each other.

## Activity description

## STEP 1

### Solve the enigma (15 minutes)

1. Divide into teams of four or five players.
2. In teams, try and solve the following enigma. **How can Céline move all her supplies to the safer island, ensuring the water purifier remains undamaged and functional?**
  - Céline lives on a small island threatened by rising sea levels. She needs to move her critical supplies— a solar panel, a water purifier, and a goat—to a safer, higher island. She has a small raft that can only carry herself and one other item at a time.
  - She can't:
    - a. Leave the goat and the water purifier alone together because the goat will damage the water purifier.
    - b. Leave the water purifier and the solar panel alone together because it's windy and the filled water purifier could be knocked over and damage the solar panel.

See the answer on the next page.

## STEP 2

### Debrief (10 minutes)

3. How easy was it to find the solution?
4. What were the two things in the enigma that put Céline's water at risk?
5. How could this puzzle relate to real life?
  - In areas threatened by rising sea levels, such as coastal communities, people often need to relocate essential supplies and livestock to safer areas. This involves a lot of logistics and planning to make sure that critical resources (like clean water, food, and livestock) are moved without causing damage or loss

## STEP 3

### Play to staying together game (25 minutes)

6. Choose one person in each team to collect a piece of cloth.
7. Imagine you live in a coastal, island or riverside community. The gradually rising sea levels makes flooding more likely and means that in a few decades key parts of your community near the water are likely to be submerged underwater all year round.
8. Why do you think climate change is causing sea-levels to rise? Check the explanation to see if you are right.

### Game rule

9. Your piece of cloth is your land and the aim of the game is to stay together as a community but all remaining on your land – don't have to be connected or touching as long as everyone is on the land.
10. Each team must decide if they are a riverside community or an island/coastal community
11. Any team member who does not fit onto the cloth in the timeframe is out of the game.

**The melting of ice and the expansion of warmer water are key factors in rising sea levels.**  
The warming effect of climate change causes large ice sheets and glaciers in the polar regions to melt, adding more water to the oceans. On top of this, as the temperature of ocean water increases, the water expands, because warmer water takes up more space (thermal expansion), further increasing sea levels.

## Play the game

### Instructions for activity leader

- When teams have folded their piece of paper or cloth, countdown from 10 to give them time to work out how to stay on their piece
- 12. **Round 1:** Due to slow rising sea levels over the last few decades there is less space for people living near the coast/riverfront. **One person closest to the edge of the land must step off. Fold back the cloth to remove the space they were standing.**
- 13. **Round 2:** There's been a huge storm and flooding. **Fold your cloth in half – if you are a riverside community. Your team has 10 seconds to fit back onto the cloth.**
- 14. **Round 3:** Higher sea levels mean that waves can reach further inland, eroding the coastline more aggressively. This process can wash away beaches, cliffs, and other coastal features. **Fold your cloth back by one third – if you are a coastal/island community. Your team has 10 seconds to fit back onto the cloth.**
- 15. **Round 4:** Climate change increase the frequency and intensity of extreme weather, this can generate strong waves and storm surges, which can rapidly erode coastlines and damage infrastructure. **Fold your cloth in half. Your team has 10 seconds to fit back onto the cloth.**
- 16. **Round 5:** Sea levels continue to rise. **Fold your cloth back by two thirds. Your team has 10 seconds to fit back onto the cloth.**
- 17. **Round 6+:** Continue playing rounds until all teams have been eliminated.
- 18. Now think of things we can do to protect coastal, island or riverside communities or reduce the greenhouse effect (see stage one), which is making the sea levels rise. For each idea you come up with, unfold the cloth once, and invite displaced community members to return to the land.





## STAGE 2

# Sea-level rise: Save your team

Continued

## STEP 4

### Debrief (10 minutes)

19. How does this game relate to real life? Be aware that some people might be upset by the game, especially if they have experienced something similar
20. How do you think you can help?
21. One thing you can do to help is talk to people around you about sea-level rise. The more adults know this is an important issue, the more we can all take action!
22. You can also make sure people around you have access to clean water. At home or at school you could collect rainwater, store it and use it later.

### Tips for online groups

#### Step 3

- Before the meeting, ask everyone to bring a photo of themselves. Use a collaborative whiteboard and ask everyone to design and draw their community on the screen and then place their photos on the community's design. Once the community has been created the photos cannot be resized.
- Ask the game to ask each team to erase part of their land and ensure that all the photos can still fit on the land.



## ANSWERS TO THE ENIGMA

### Solution 1

1. **Céline takes the water purifier across the water first** and leaves it on the safer island.
  - On the safer island: Water purifier
  - On the threatened island: Solar panel, goat
2. **Céline returns alone** to the threatened island.
  - On the safer island: Water purifier
  - On the threatened island: Solar panel, goat, Céline
3. **Céline takes the goat across the water.**
  - On the safer island: Water purifier, goat
  - On the threatened island: Solar panel
4. **Céline takes the water purifier back to the threatened island.**
  - On the safer island: Goat
  - On the threatened island: Solar panel, water purifier, Céline
5. **Céline leaves the water purifier** and takes the solar panel across the water.
  - On the safer island: Goat, solar panel
  - On the threatened island: Water purifier
6. **Céline returns alone** to the threatened island.
  - On the safer island: Goat, solar panel
  - On the threatened island: Water purifier, Céline
7. **Céline takes the water purifier across the water one last time.**
  - On the safer island: Goat, solar panel, water purifier, Céline

### Solution 2

1. **Céline takes the water purifier across the water first** and leaves it on the safer island.
  - On the safer island: Water purifier
  - On the threatened island: Solar panel, goat
2. **Céline returns alone** to the threatened island.
  - On the safer island: Water purifier
  - On the threatened island: Solar panel, goat, Céline
3. **Céline takes the solar panel across the water.**
  - On the safer island: Water purifier, solar panel
  - On the threatened island: Goat
4. **Céline takes the water purifier back to the threatened island.**
  - On the safer island: Solar panel
  - On the threatened island: Water purifier, goat, Céline
5. **Céline leaves the water purifier** and takes the goat across the water.
  - On the safer island: Solar panel, goat
  - On the threatened island: Water purifier
6. **Céline returns alone** to the threatened island.
  - On the safer island: Solar panel, goat
  - On the threatened island: Water purifier, Céline
7. **Céline takes the water purifier across the water one last time.**
  - On the safer island: Solar panel, goat, water purifier, Céline





## STAGE 2

# Story time... Livelihoods

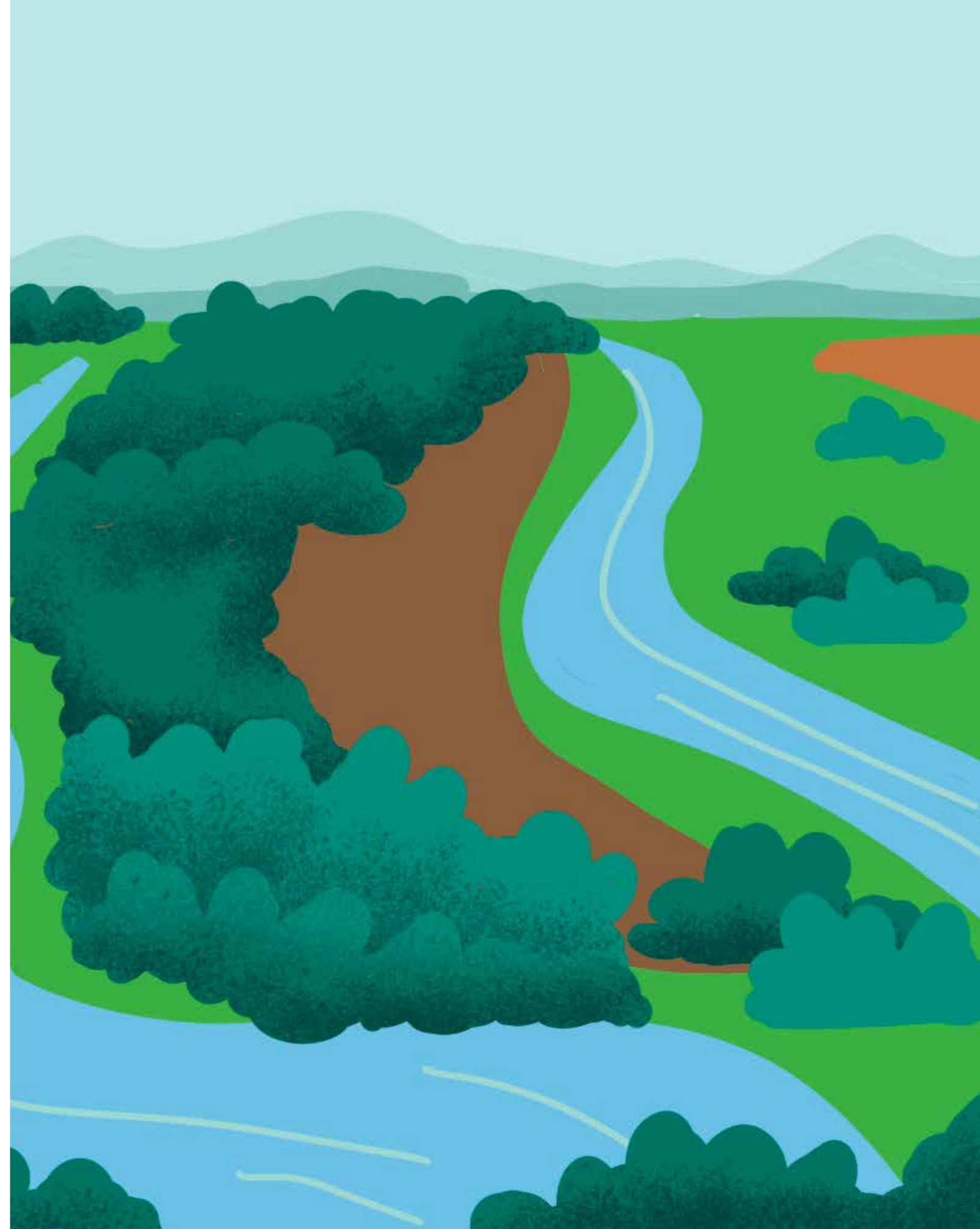
As the bus drove along, Maria admired the colourful scenes of her hometown. Seeing women entrepreneurs selling their food and wares in the market in brightly coloured clothes always made her feel that there was so much opportunity here!

The bus pulled to an abrupt halt. The usual busy babble and joyful mood of the market was replaced by angry chanting, as a crowd of protesters crossed the street, stopping traffic. She saw signs saying things such as, 'Our work is your food', 'Climate change = Poverty' and 'Land rights for women'.

The bus driver made an announcement: apologising for the delay and letting everyone know that the farmers and food vendors in the market were protesting. Maria wondered what the link was between climate change and poverty. She could imagine that in places where people were **more vulnerable to climate change**, more protection and support may be needed to ensure that they were still able to survive and thrive.

The woman sat behind her leant forward and said, "I have sympathy for them. Climate change is really making farming difficult for many reasons. I hope the government listens and takes action to help them adapt to these changes. On my farm, we have been introduced to climate-smart agriculture, like composting to help the soil stay healthy". Maria looked at her in confusion. "Oh, composting is when you control the decomposition (breakdown) of uncooked fruit and vegetable scraps and other things like egg shells. This turns into compost, which you spread on your soil." Maria nodded in understanding, imagining how many more ways there were for people to protect their income and livelihoods from climate change,

Complete two activities from this topic to explore how livelihoods and incomes are affected by climate change.





## STAGE 2

# Jobs: Guess my job

### SUMMARY

Use role play to help others guess your job.

### IN THIS ACTIVITY YOU WILL

- Find out how jobs can be impacted by climate change
- Develop tools to prepare for climate change

### MATERIALS

- N/A

### PREPARATION

Write up the three scenarios (provided) onto paper

### DURATION



30 MINUTES

## Activity description



Climate resilience means changing and adapting what you do so that you can deal with stresses caused by climate change and be better prepared for future effects of climate change.

## STEP 1

### Create a song or poem (20 minutes)

1. Divide into **three equal teams**. Each team member chooses a letter of the alphabet: A, B or C.
2. Find players in other teams who have the **same letter as you**.
3. Your new team chooses together one **job**. For example, all 'As' will be farmers, all 'Bs' will be doctors. Try to make your job as specific as possible, so that teams are very different.
4. Re-join your original teams and keep your job a **secret**.
5. Take **one scenario per team** and read it aloud.
6. Individually, think about the **effect** this scenario will have on your **job, and create a song or a poem** to explain this effect to others. Include some clues to help people to guess your job but remember you cannot say what your job is!
7. **Share** your song or poem with your team as they try to guess your job.



## Scenarios

- People are choosing to eat less meat because of the impact that animal farming is having on the environment.
- Extreme weather has caused a lot of damage. People in your area need to move to different cities or countries to find work.
- New viruses are spreading among people. There is a nationwide lockdown and people must socially distance themselves. Those who do not are extremely likely to get sick.

## Tips for online groups

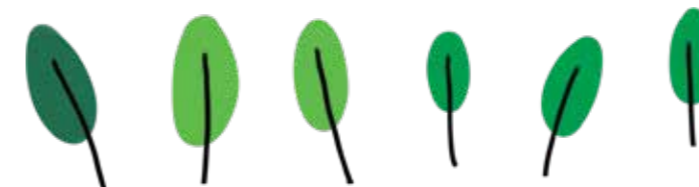
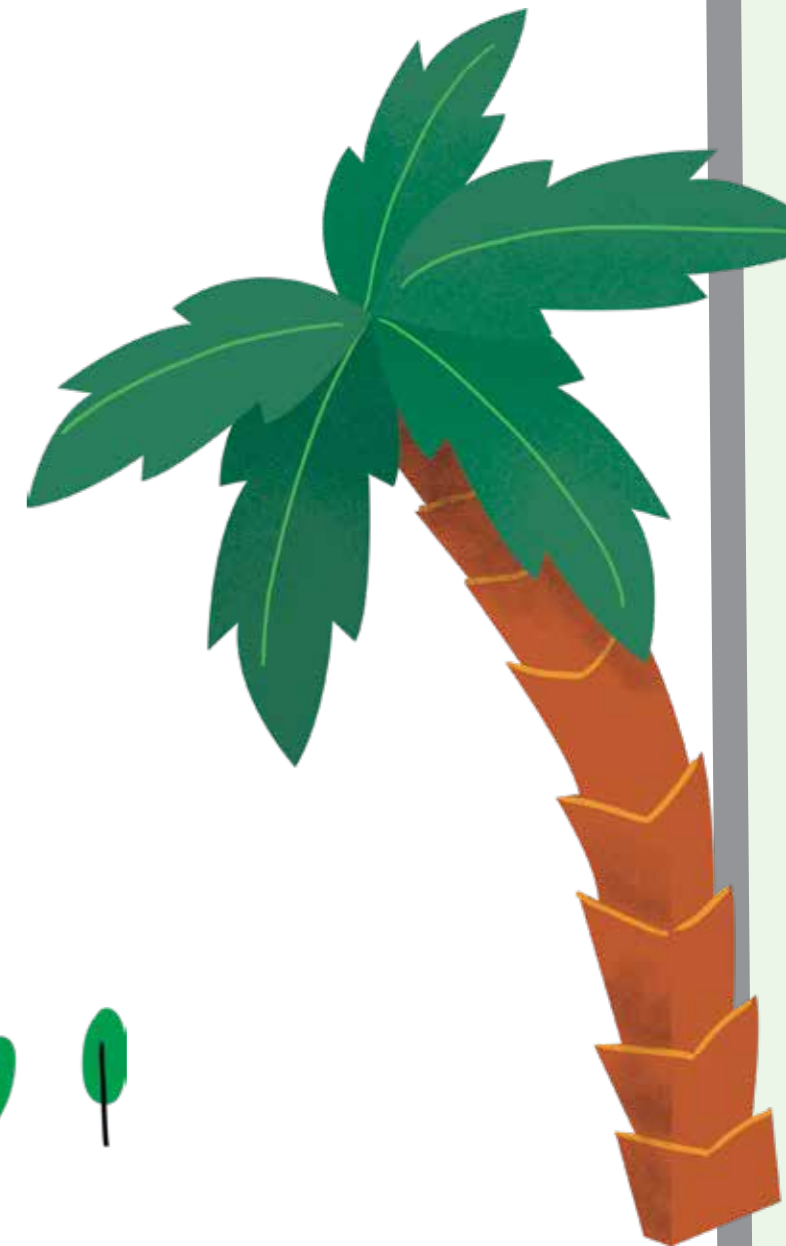
### Step 2

- Give participants their letters directly and ask them to put the letter in their names on screen to make it easy to identify them. Then put all the participants with the same letters in breakout rooms to decide their jobs. Come back together, then create new breakout rooms so each of them has one person with each letter.
- Send the scenarios to the teams in messages or explain it to them directly in the breakout room.

## STEP 2

### Have a group discussion (10 minutes)

8. How does each scenario link to climate change?
9. Which jobs were **most impacted** by the scenarios?
10. What can you do to prepare yourself to make your **future job more climate resilient**?
11. What can others do to **support** you in this?
12. How do your country's **policies** need to change to make jobs more resilient?





## STAGE 2

# Farming: What should we plant?

### SUMMARY

Solve a puzzle to discover the benefits of diverse crops.

### IN THIS ACTIVITY YOU WILL

- Find out how climate change affects how people grow food
- Practice your problem-solving skills

### MATERIALS

- Farm and crop cards (and answers)

### PREPARATION

Display the farm and **crop cards** in the meeting space so everyone can easily read them. You could display them for each patrol to allow for small group discussions.

### DURATION



30 MINUTES

## Activity description

### STEP 1

Match the crops to the farms (10 minutes)

1. Looking at the displayed **farm and crop cards**, discuss how you could match the different crops to each farm, so that **each farm has three different types of crops**.



**Climate resilience** means changing and adapting what you do so you can deal with stresses caused by climate change. This means you will be better prepared for the future effects of climate change.

### STEP 2

Have a group discussion (20 minutes)

2. How do you think **extreme weather** and other climate change issues are making farming more difficult?
3. Which of the **crops** in the activity do you think would be better to grow in areas where climate change causes a lot of issues?
4. Why do you think farmers (Germaine, Elsa and Refloë) do or don't use **climate-resistant crops**? See box provided.
5. What could each of the farmers do to **prepare** for climate change?
6. If you were a farmer, which **crops** would you choose to plant?



### Reasons for and against using climate-resilient crops:

- People aren't educated in them, or aren't used to using them
- Crops are not suitable for the local climate
- Crops may be very expensive or hard to find
- People don't have access to advice networks to help them
- People have little knowledge about climate change
- Crop may need specific farming tools that people don't have

### Take it further

Research climate-resilient crops that would be suited to your local environment.

### Tips for online groups

#### Step 1

Use breakout rooms and work in small groups. Have a digital version of the farm and crop cards available so that you can share this with each group.





STAGE 2

# Farm and crop cards

### Germaine's farm:

This is a small family farm. Germaine does not employ paid workers, but her family has been successful farmers for five generations. She is very confident and knowledgeable about caring for challenging crops.

### Elsa's farm:

On Elsa's medium-sized farm, there are lots of paid workers. She also has connections to large distributors, who buy her crops. Because of these contracts she is able to get loans (borrow money) when needed and can use this to invest in more expensive crops.

### Refiloe's farm:

Refiloe has a large farm and lots of space. She sells her produce locally when she has leftovers. She is responsible for earning the family's money and grows most of the food her family eats. She hires seasonal workers, but the dense soil means she struggles with farming.

### Antarctic pineapple

This is a challenging crop to grow and needs an experienced farmer, but thrives in dry climates.



### Ashy corn

These seeds are very expensive, but are also extremely adaptable - they can be frozen, dried, powdered or sold fresh.



### Blanc peas

These peas are delicious, but need a lot of maintenance.



### Fluffy beans

These tasty beans thrive in almost any environment including dense soil.



### Long eared broccoli

Even though these can be very profitable, they do not last a long time and take up a lot of space when growing.



### Orange cabbage

This low-maintenance crop is ideal for most weather.



### Rainbow rice

The media has announced this is a new 'superfood' so lots of countries around the world want to buy it.



### Sunshine carrots

There is a big local demand for these carrots as they are easy to grow and cheap to maintain.



### Zebra onion

This inexpensive crop is very profitable and is a core ingredient in most local dishes.



# Farm and crop cards answers

## Option 1

Germaine's farm	Elsa's farm	Refiloe's farm
<ul style="list-style-type: none"> <li>• Antarctic pineapple</li> <li>• Orange cabbage</li> <li>• Zebra onions</li> </ul>	<ul style="list-style-type: none"> <li>• Ashy corn</li> <li>• Blanc peas</li> <li>• Rainbow rice</li> </ul>	<ul style="list-style-type: none"> <li>• Fluffy beans</li> <li>• Long-eared broccoli</li> <li>• Sunshine carrots</li> </ul>

## Option 2

Germaine's farm	Elsa's farm	Refiloe's farm
<ul style="list-style-type: none"> <li>• Antarctic pineapple</li> <li>• Blanc peas</li> <li>• Orange cabbage</li> </ul>	<ul style="list-style-type: none"> <li>• Ashy corn</li> <li>• Long-eared broccoli</li> <li>• Rainbow rice</li> </ul>	<ul style="list-style-type: none"> <li>• Fluffy beans</li> <li>• Sunshine carrots</li> <li>• Zebra onions</li> </ul>





## STAGE 2

# STEM: Solutions for the future

### SUMMARY

Pick a STEM career and create a super plan to combat climate change. .

### IN THIS ACTIVITY YOU WILL

- Find out which soft skills are needed to land your dream STEM job
- Explore how STEM can combat climate change

### MATERIALS

- STEM career cards
- Climate change problem cards
- Pens and paper

### DURATION



45 MINUTES

### PREPARATION

Print and prepare the STEM career cards and the Climate Change problem cards

## Activity description

### Definition of STEM jobs

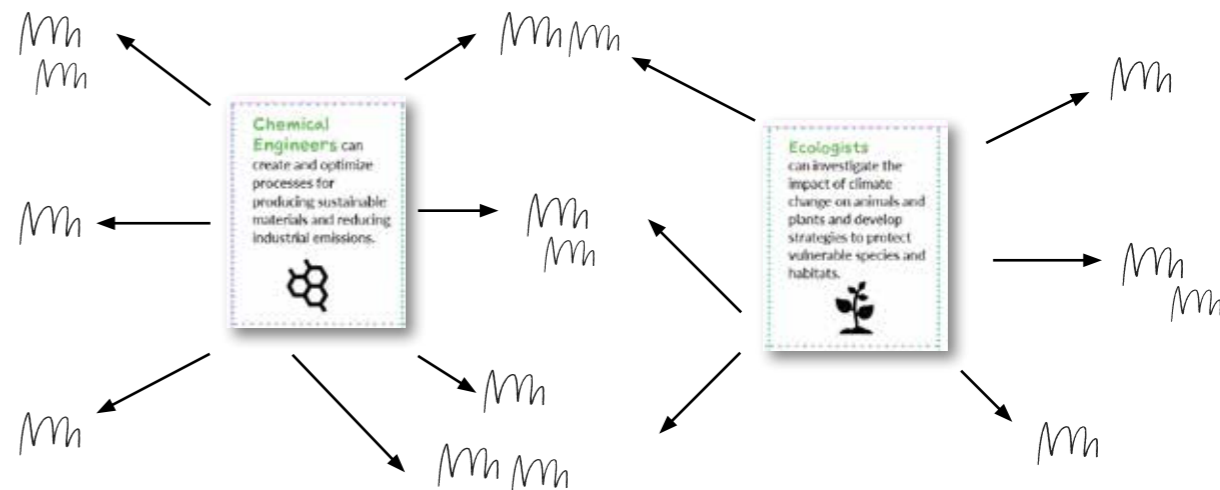
STEM jobs encompass careers in the fields of Science, Technology, Engineering, and Mathematics, where professionals apply their expertise to solve complex problems, innovate, and advance knowledge and technology. These roles are critical in addressing global challenges, such as climate change, healthcare, and sustainable development, by leveraging scientific principles and cutting-edge technologies.

## STEP 1

### Developing soft skills (15 minutes)

1. Divide into small groups.
2. In groups discuss one type of STEM career and how that role can help to combat climate change.
3. Now each group should choose two STEM career cards at random.
4. In 90 seconds, write down as many skills as possible that would help somebody to be great at those jobs.
5. Circle all the soft skills listed in your brainstorm (read the soft skills definition below for help).  
Examples of soft skills:

- **Teamwork:** collaborating effectively with different departments, companies or jobs.
- **Communication:** articulating ideas clearly and listening actively.
- **Problem-solving:** approaching challenges methodically and creatively.
- **Critical thinking:** analysing information and making informed decisions.



Soft skills are personal traits and interpersonal skills that help you interact effectively with others. They are important for working well in teams, solving problems, and communicating clearly. Soft skills help you work well with others and adapt to different situations, while hard skills are the specific abilities and knowledge you need to do particular tasks. Both types of skills are important for success in school, work, and daily life.

## STEP 2

### Your super solution (20 minutes)

6. Choose one of the Climate Change Problem cards at random.
7. As a group you develop a plan to address the problem – be as creative as you can.
8. Of your two STEM career cards, choose the career that works best to solve the problem. When making your plan think about:
  - how you'll work with others
  - how you'll solve the problem
  - the soft skills you'll need (in that career) to achieve your plan
  - how you'll communicate you'll present your plan to the rest of the group

## STEP 3

### It's time to vote (10 minutes)

9. Each team has 90 seconds to pitch their plan to the rest of the group.
10. After all of the pitches vote on the best plan (a team are not allowed to vote for themselves).
11. Now there is a winning pitch, think about how your unit could do something small to help solve that climate change problem. (This may be useful when you are planning how to take action).

### Tips for online groups

#### Step 1

Use breakout rooms and an online whiteboard to work collaboratively on the brainstorm.



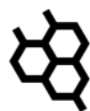


STAGE 2

# STEM cards

STEM Careers

**Chemical Engineers** can create and optimize processes for producing sustainable materials and reducing industrial emissions.



**Marine Biologists** can study the effects of climate change on ocean ecosystems and marine life, contributing to conservation efforts.



**Urban Planners** can design sustainable cities that reduce carbon footprints through efficient public transport and green building practices.



**Ecologists** can investigate the impact of climate change on animals and plants and develop strategies to protect vulnerable species and habitats.



**Technologists** can develop software and apps to monitor and reduce carbon footprints.



**Environmental scientists** can study climate change and develop ways to mitigate its effects



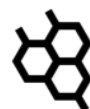
**Mathematicians** can create models to predict climate patterns and assess risks.



**Engineers** can design renewable energy solutions like wind turbines and solar panels.



**Chemical Engineers** can create and optimize processes for producing sustainable materials and reducing industrial emissions.



**Marine Biologists** can study the effects of climate change on ocean ecosystems and marine life, contributing to conservation efforts.



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## Climate change problems

Promote Public transportation	Improve Air Quality in Industrial Regions.	Mitigate Impact of Extreme Weather Events
Protect Forests from Deforestation	Protect a Coastal Community from Sea Level Rise	Reduce Waste and Increase Recycling:
Increase Energy Efficiency in Buildings	Increase Renewable Energy Use in Urban Areas	Promote Sustainable Agriculture
Reduce Heat Island Effect in Cities	Reduce Carbon Emissions in a School Zone	Enhance Water Conservation in Drought-Prone Areas





## STAGE 2

# Policy: Our land, our rights

### SUMMARY

Make a physical mind map to highlight the link between laws and your rights.

### IN THIS ACTIVITY YOU WILL

- Identify why land rights are important
- Discover the connection between women's land rights and a reliable income

### PREPARATION

This activity needs an even number of people. If you have an odd number in your group, assign one person to be the narrator.

Copy and cut out the policy and consequences cards provided then mix up.

### MATERIALS

- Livelihoods fact sheet (see Leader's Guide)
- Policy and consequence cards
- Yarn
- Sticky tape
- Pieces of paper
- Pegs/paper clips

### DURATION



50 MINUTES

### POLICY

A policy provides a clear path showing how things should be done. Policies help to ensure that decisions are consistent, and in line with the goals and values of the group, organisation or country. Think of them as the rules of the game that everyone (usually) agrees to follow. (Policies are not always fair, as sometimes one group benefit more than another because of bias or prejudice).

## Activity description

## STEP 1

### Policy and consequence (25 minutes)

1. Climate change increases the **poverty levels** of people who are already vulnerable. Can you imagine why? Refer to the fact sheet.
2. Globally, less than **15% of all landholders (people who own land) are women**. This makes them more vulnerable to the consequences of climate change. One of the reasons why there are so few women landholders is because, in many countries in the world, there are (or have been) **unfair policies (laws)**.
3. Choose a **narrator**. The narrator says "Welcome to the fictional land of **Namboya**. Even though this country is not real, all of the policies and laws in this game are **real** and affect (or have affected) women somewhere in the world."
4. The narrator gives everyone a **card at random**. Cards with an "A" show an **unfair policy**. Cards with a "B" show a **consequence** of an unfair policy.
5. Read your card. Walk around the room and talk to people until you find someone that **matches your card** (so you **form a pair** with an unfair policy and its consequences).
6. After 5 minutes ask everyone to freeze. Those with a 'A' card should read out their unfair policy, then those with a 'B' card should read their consequence.

## STEP 2

### Plan your action (15 minutes)

12. In the A/B matches, discuss what can be **done to change the unfair policy** so that the consequence does not happen. Write down your plan in steps on pieces of paper then use the **pegs** to hang these actions on the line in order. Think about one of the following:
  - Who do you need to **talk to** to change the policy?
  - Where will you get **support** from?
  - How will you **present** your case?
  - Who are the **decision-makers**?
  - **Why** should the decision-makers listen to you?
  - How will you get people in power to **care** about this issue?
  - How **long** do you think this will take?



## STEP 3

### Review (15 minutes)

13. The narrator chooses a string of actions to read aloud. As a whole group, discuss what you think of these steps.
14. How do **land rights** help people become more **prepared for climate change**?

### BRING IT HOME

Research land rights in your country. Make a plan to raise awareness of policies/laws that support female empowerment, or a plan to reform those that oppress it.

You will discover more about how to combat climate change in stage three.

### Tips for online groups

#### Step 1

Sharing a digital version of the cards with the group at the start of the activity (share one card with each person). Allow each person to read out their card before people try to find their pairs.





STAGE 2

# Policy cards

**A:** To get a bank loan, a woman must have her husband's legal permission.

**A:** Upon marriage, all lands in a woman's name become the property of her husband

**A:** If a woman is widowed (her husband dies), her land is passed on to the next adult male in her family.

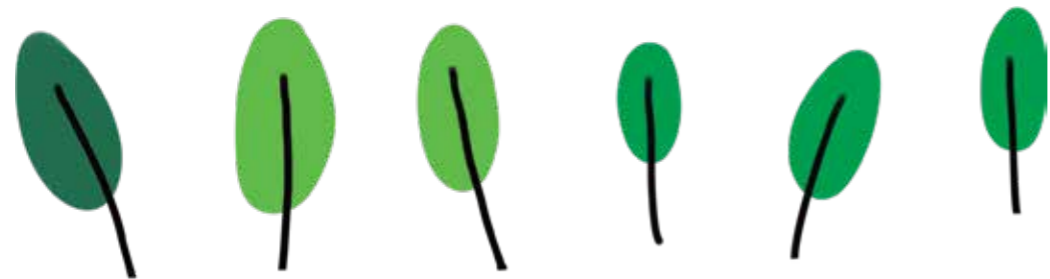
**A:** Women cannot pass their land on to their children if they are married to a foreigner.

**A:** The land a family owns can only be inherited by a male.

**A:** In cases of divorce the woman is not entitled to any land.

**A:** When a woman claims land she is entitled to, she is excluded from the community.

**A:** The male relative decides which areas of land a woman is given.



# Consequences cards

**B:** Cannot afford to buy crops resistant to drought.

**B:** Women have less power over which crops to plant and when to harvest.

**B:** Women have more children so that they can have a male heir (successor).

**B:** Women lose their land and their livelihoods.

**B:** Girls do not inherit land and therefore find it harder to build wealth.

**B:** Women stay in marriages because their livelihoods depend on it.

**B:** Women do not claim land they are entitled to.

**B:** Women are given the least fertile land.





## STAGE 2

# Story time...

## Health

As Maria sat on the bus and watched the humble homes turn into large buildings, she noticed a billboard - a giant roadside advertisement:

**The climate around us is changing. Keep our planet healthy to keep our bodies healthy.**

Unsure of what this meant, Maria looked for some trusted information online. She searched: 'World Health Organisation and climate change'. She already knew that natural disasters and extreme weather were made worse by climate change, but she learned that this could have a lot of consequences on health. Extreme weather made farming more difficult and caused food insecurity (people not having reliable access to adequate food) and malnutrition, and heatwaves increased the risk of heart diseases. Sea-level rise and changes in ecosystems also increased the risk of contamination by different diseases. She also discovered that when people didn't have clean water or access to nutritious food, it was even harder to stay healthy, which could make people even more unwell.

Complete two activities from this topic to uncover the link between health and climate change.



"The climate around us is changing. Keep our planet healthy to keep our bodies healthy."





## STAGE 2

# Diseases: The response committee

### SUMMARY

Step into the shoes of the fictional disaster response committee and solve a health crisis.

### IN THIS ACTIVITY YOU WILL

- Explore the connection between health policies and climate change resilience.
- Practice your negotiation skills

### MATERIALS

- Case study
- Paper and pens

### PREPARATION

Make a copy of the case study for each player.

### DURATION



45 MINUTES

## Activity description

### STEP 1

#### Decide how to respond to a health crisis (15 minutes)

1. You are a **disaster response committee**.
2. There is a **health crisis** in your city. You have **12 minutes** to decide what to do, and how to divide the resources across the different groups in the city.
3. Read the **case study on your own**.

### STEP 2

#### Work as a team to respond to the health crisis (15 minutes)

4. Now, form teams of three or five (groups should be an odd number).
5. Each team has another **12 minutes** to decide **together** how to respond to the disaster. Where will your resources best be used?
6. After the 12 minutes, answer the following questions:
  - How did you make a **decision** as a group?
  - What personal **morals and values** influence your decisions? Did anything particular stand out to you?

### STEP 3

#### Create better policies (15 minutes)

7. These first steps were probably a mess! What have you learned? As a team, **create three policies** that would **prevent** this from happening again.
8. As a small team, **present** your policies to the rest of your group.
9. Do similar policies currently **exist** with your own city or country?



**Public policy** is the system of laws, regulations, actions and funding priorities of an institution, typically a government, in response to real-world problems. It has the power to save people and protect people from the effects of climate change and reduce the impact of national actions on the climate. Public policy literally decides life and death.

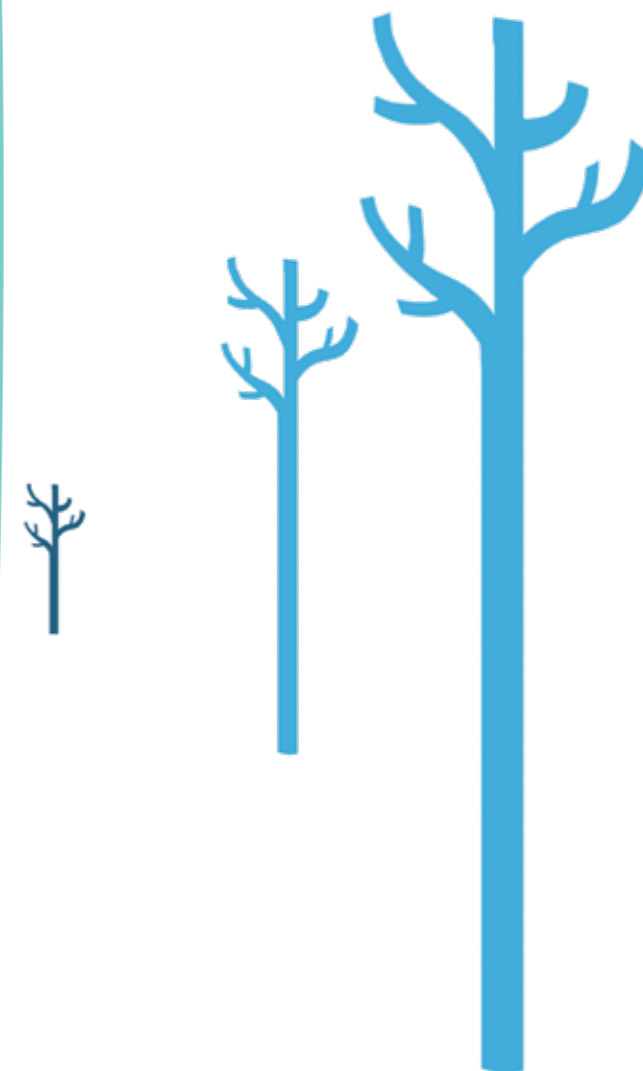
**Examples of policies could include:** creating good weather warning systems so people can prepare and be safe during heat or cold waves; increasing hospital capacity so health systems are ready for the increase in health issues due to climate change; creating awareness campaigns on climate-related health issues and how to protect ourselves from them.

### BRING IT HOME

What could you do to raise awareness about the impact climate change is having on the health of your community, before disaster strikes? Share your knowledge with at least two people before your next group meeting.

### Tips for online groups

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





## STAGE 2

# Case study

You are the disaster response committee. There is a health crisis in your city, and you have 12 minutes to decide what to do.

### The situation:

- **An increase in deforestation** has caused wildlife to leave the forest and come into closer contact with people. A **deadly virus** has passed from an animal to people in your city.
- Everyone is getting very **sick**.
- **Extreme weather** caused by climate change has caused **flooding**, so many of the water sources in your city have become **contaminated (polluted)**.

### Resources available to you:

- Limited **clean water** reserves (3x clean water reserves)
- The first doses of the **vaccine** (2x cases of vaccines)
- **Emergency shelter** for some of the people (1x shelter)



## The different groups affected:

**The rural community:** North of the city there is a rural village that is a self-contained community. Much of their land has been destroyed through deforestation – to make way for large farms. The city has made a lot of money by selling this land.

**The large company:** There is a huge international soda factory with a lot of power over politicians. The factory's actions have contributed heavily to air pollution and have released a lot of greenhouse gases into the atmosphere. 25% of all taxes come from this company. Without water they will have to stop production.

**The poorest people:** On the west side of the city most people are living below the poverty line and are factory workers. Their housing is not very stable. They usually have limited access to clean water. No one here has the virus yet.

**The rich people:** In the south of the city live the most influential people. Many people here are sick and they are willing to pay a lot of money to access the free vaccines.

**The hospital:** The hospital is trying to respond to the health crisis caused by the virus, as well as the usual health issues. People from all over the city are in the hospital, but the biggest fatalities are among the poor people from the west of the city. The hospital would like to vaccinate all people that are being treated at the hospital and provide everyone with water.

**Pregnant women:** These women are worried as no one knows the impact the virus could have on their unborn children. The vaccine is safe for them to take, so some are suggesting that all pregnant women should be given the vaccine and a safe place to stay wherever they are from in the city.

**Government officials:** If the government gets sick from the virus or because of water-related issues, who will run the city? They have stable shelter because all of their homes are reinforced and can withstand the effects of the floods.





## STAGE 2

# Sanitation: Water filter system

### SUMMARY

Create a mini water filtration system.

### IN THIS ACTIVITY YOU WILL

- Find out how you can remove threats and hazards from water.
- Work together as a team

### PREPARATION

Read this activity carefully and collect all materials before you begin.

### MATERIALS

- Unclean water (ideally with visible mud or dirt inside)
- Long pieces of wood
- Rope
- Clean natural material such as: sand, rocks and charcoal
- Plastic water bottle (recycled)
- Three large pieces of clean cloth (recycled)
- Pot or bowl x2, and a way to boil your water

### DURATION



45 MINUTES +

## Activity description

### STEP 1

Have a group discussion\* (10 minutes)

1. How do you think climate change affects access to **water**?
2. How do you think limited access to clean water can affect our **health**?

\*Guides and Scouts who completed this activity recommend that you read the Leaders Guide to help with the discussion.

### STEP 2

Create a mini water filtration system (30 minutes+)

3. **Bathing in contaminated (polluted) water** can cause health problems through illnesses and infections. These infections could harm our skin, eyes, ears and throats.
4. Learn how to **purify** water before using it to bathe, using a water filtration system. Note that you will still need to use an **additional method** to make the water safer for other uses.

5. Build a **tripod** out of the three pieces of wood. Then, **tie each piece of clean cloth** to the tripod: one at the top, one in the middle and one underneath the middle to create **three layers** (each creates a mini 'bed'). Leave enough space underneath the bottom layer to put a pot or bowl.
6. Then, fill each layer/bed as follows:
  - Layer 1: Add **medium sized rocks**
  - Layer 2: Add **small rocks and sand**
  - Layer 3: Add **charcoal**
7. Put a **bowl** underneath your tripod (to catch the water that will filter through).
8. **Pour** your water through the top layer, and watch it **filter through the system**.
9. To make your water as **clean** as possible, pour it back through the filter a few times.

Now, it's time to use an **additional method** to further purify the water. **Boil your water for 10 minutes**. This process will **kill most threats/hazards**: parasites, living organisms and bacteria in the water. **Please note that filtering water in nature will not purify it completely, and it may still not be safe for drinking!**

### STEP 3

Review your creation (5 minutes)

12. How **practical** do you think this filtration will be? **Where** do you think it will work best?
13. What would you **change** to make it more practical?

When creating this badge many young women told us in a survey that they have skin issues as a result of bathing in contaminated water. These skin issues affect their self-confidence and social lives.

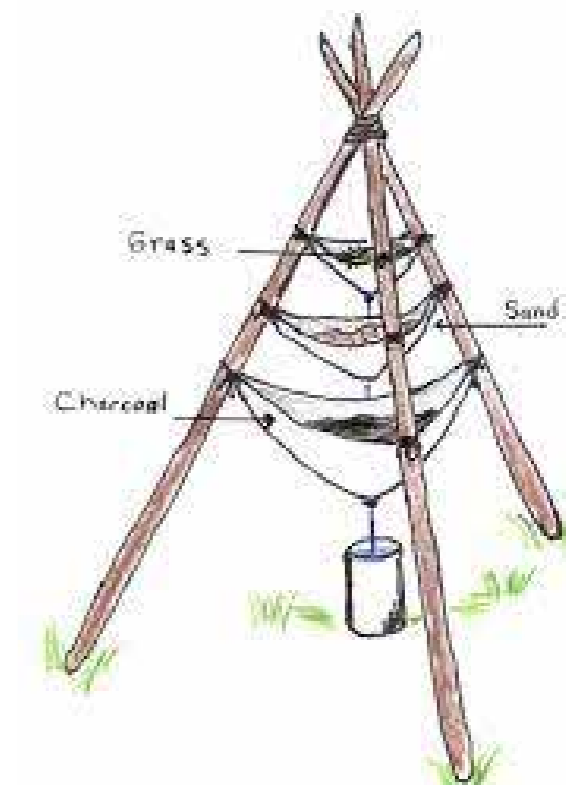
### BRING IT HOME

Now you know the impact of climate change on access to water, sanitation and health, share your knowledge with others. Could people in your community help purify water to reduce health issues?

### Tips for online groups

#### Step 2.

1. Give each person a checklist of the items they need to create their water filter.
2. Choose an instructor to guide everyone through the construction of their water filter together online.





## STAGE 2

# Nutrition: Policy power

### SUMMARY

Use your negotiation skills to persuade others to support you and create policies for better nutrition.

### IN THIS ACTIVITY YOU WILL

- Play a negotiation game
- Explore the connection between climate change policy and health

### MATERIALS

- N/A

### DURATION



60 MINUTES

### PREPARATION

This is a roleplay detective game that needs a moderator. In order to moderate this game, you need to fully understand all of the rules so it's really important to review the whole activity before the moderator begins.

To play this game you need at least seven players. An odd number of players works best.

## Activity description

## STEP 1

### Have a group discussion (5 minutes)

1. Remind yourselves of what you have learned so far. How does climate change impact the weather, animals and plants?
2. Malnutrition is when our bodies aren't getting the energy and/or nutrients they need). Can you guess what the link is between climate change and malnutrition?
  - Climate change can damage ecosystems, which can cause crops and livestock to die. This changes how much food is available for people, as well as the quality of the food. It makes it more difficult for people to have a healthy and balanced diet.
3. Good nutrition is when we eat a variety of foods from all the food groups, and in the right amounts. Why is good nutrition important?
  - If we don't have good nutrition, we can become more vulnerable to infectious diseases, and these diseases can be more serious and last longer.



## STEP 2 Play the game (30 minutes)

4. The **moderator** selects characters as follows:
  - Sitting in a circle, ask everyone to **close their eyes**.
  - Stand in the middle and announce the name of one of the characters:
    - **Diseases** (two people)
    - **Public policy** (one person)
    - **Doctor** (one person)
  - Then, walk around the outside of the circle and tap the selected number of players on their shoulder, eg **tap** two people to become doctors. Do this **subtly** - players shouldn't be able to guess who you select!). **Repeat** this for all characters.
  - The rest of the players are **villagers**. Make sure to have one disease for every four players.
  - Players must keep their characters a **secret**.
5. The aim of the game is for **villagers** to try and win by killing all the diseases (and saving the village), or for **diseases** to win by staying in the game until there are equal numbers of villagers to diseases.
6. The game alternates between day and night.
7. **Starting at night**, the moderator stands in the middle (everyone has their eyes closed) and the night round continues as follows:
  - **Hunt:** The moderator wakes up the diseases by saying, "**Diseases, open your eyes. Choose someone to kill.**" The diseases **silently agree** on one person by signalling / pointing. The moderator needs to see who this is. When the diseases have agreed on a victim, the moderator says, "**Diseases, close your eyes.**"
  - **Save:** The moderator wakes up the **public policy** by saying, "**Public policy, open your eyes. Who would you like to save?**" The public policy selects any one person they'd like to keep alive - trying not to waste their chance on a disease! They **silently point** to who they want to save, confirming with the moderator. This chosen person (it could be the public policy themselves!) is **protected** if the diseases choose the same player to kill. The moderator now says: "**Public policy, close your eyes.**"
  - **Investigate:** The moderator wakes up the **doctor** by saying, "**Doctor, open your eyes.**"
8. Now, the **day round begins** (no longer than five minutes):
  - **Wake up:** The moderator says, "**It's daytime. Everybody open your eyes.**" They then announce who has been **killed (or saved)** last night (but doesn't reveal any of the characters). If someone was killed, that person is immediately out of the game and **does not reveal** their character. They can stay seated but cannot participate.
  - **Introductions:** On the first day, ask everyone to introduce themselves, eg "Hey, I'm Maria. I'm the baker here in town, and I'm a villager." **You may not want to give away your real identity** (if you're a special character you want to avoid being killed!) so you'll have to lie...
  - **Discussion:** Players try to work out who the **diseases** are - to remove them and save the village. **Can you work out who is telling the truth, or lying to survive?** Characters may choose to share information they've discovered or keep it a secret.
  - **Accusations:** To accuse a person of being a disease, at least **two players** need to agree on the accusation. The accused player then gets **30 seconds to defend themselves**.
  - **Voting:** A **vote** is held to decide whether or not to **remove a player**. A **majority vote** is needed to do so. If not, the village discussion continues until the end of five minutes.
  - The **day round ends** when a player is voted out, or the time limit has expired.
9. **Night** now begins again. **Repeat.** Characters who are killed can still be 'woken up' (in secret) to help hide their identities.



## STEP 3

### Have a group discussion (5 minutes)

10. Who won the game and why?
11. Was it easy or hard to discover the diseases? How do you think that relates to real life?
12. What do you think public policy means? How can it help people protect themselves against diseases?

## STEP 4

### Create better policies (20 minutes)

13. Good nutrition is one of the ways people can protect themselves against diseases, so it is important that we try to keep a healthy, balanced diet. Public policy can also support that!
14. In small groups, **create three policies** that would **support** good nutrition, taking into account the context of climate change. One of these policies must be specifically targeted at women and girls. To help you, think about women and girls' specific nutritional needs (during periods or pregnancy for example) or about how they are specifically impacted by climate change (being more likely to be small farmers for example).
15. As a small team, **present** your policies to the rest of your group.
16. Do similar policies currently **exist** with your own city or country?

### BRING IT HOME

Talk to your family about the impact of climate change on nutrition, and how nutrition can help us protect ourselves against climate change-related health issues. Come up with a meal plan together so you can keep a healthy and balanced diet!



Public policy has the power to save people and protect people from the effects of climate change and reduce the impact of national actions on the climate. It is the system of **laws, regulations, actions and funding priorities of an institution, typically a government, in response to real-world problems. Public policy literally decides life and death.**

**Examples of policies to protect people from climate-related health issues could include: creating good weather warning systems so people can prepare and be safe during heat or cold waves; increasing hospital capacity so health systems are ready for the increase in health issues due to climate change; creating awareness campaigns on climate-related health issues and how to protect ourselves from them.**



### Tips for online groups

#### Step 2

Give people their roles by sending them private messages so that it remains a secret !





## STAGE 2

# Nutrition: Belt of health

### SUMMARY

Play a game to discover how staying healthy can help us fight climate change.

### IN THIS ACTIVITY YOU WILL

- Discover why good nutrition helps us respond to climate change
- Identify the foods that keep our bodies strong and healthy

### MATERIALS

- Paper
- Colouring pencils/pens
- Strips of newspaper
- Fabric to make belts for players
- A ball
- Whistle

### DURATION



60 MINUTES

### PREPARATION

Strips of newspaper (approx. 10cm x 60cm) - enough for 10 strips per player

## Activity description

## STEP 1

### Your favourite meal (20 minutes)

1. Draw your favourite meal, list all the ingredients needed to create it and the cooking method used.
2. Find a pair and swap meals. Now it's time to score the meals.
3. Everyone has one point for drawing their meal. You can get more points based on how healthy your meal is.
4. For every point, you also collect a strip of newspaper:
  - One more point if you have red meat or dairy (butter, cheese, yoghurt etc).
  - Two more points for each different fruit or vegetable
  - Two more points if you have carbohydrates (rice, bread).
  - Two more points if you have fish and poultry.
  - Three more points if you have lentils and beans.
5. Return the drawing back to its owner and collect your strips of newspaper.
6. Create a belt of health:
  - Make a belt to go round your waist from any fabric.
  - Tie your strips of newspaper to this belt.

## STEP 2

### Play a game (20 minutes)

7. The aim of the game is to score goals and be the team with the last player standing
8. Looking at the picture provided, decide where to place the goal for each team.
9. game starts with one person from each team standing in the middle of the space, arm's length apart. The leader gives the ball to one team (decide by tossing a coin or playing 'rock, paper, scissors').
10. Players try to get the ball into their goal by throwing it to their team members (like in a game of handball). There is no goalkeeper, so teams must be very fast and try to catch the ball when it is being thrown by the other team.
11. Players can steal the ball from the opposite team by taking one of their 'lives' from their belt of health. You can only take one life at a time. If you take someone's last life, they are out of the game.
12. If the ball falls on the ground, the leader will stop the game by blowing a whistle and everyone must freeze. The other team is given the ball and you must go back to the middle of the space to start again.



### More badge fun:

Did you know that WAGGGS has a badge called **Girl Powered Nutrition**, all about eating a balanced diet:

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

### Tips for online groups

#### Step 2

Play your favourite virtual game. The points earned in step 1 gives players more lives to stay in the game for longer.

## STEP 3

### Debrief the game (5 minutes)

13. How did the belt of health help players?
14. If you knew that the meal you drew at the beginning could help you win the game what would you have done differently?





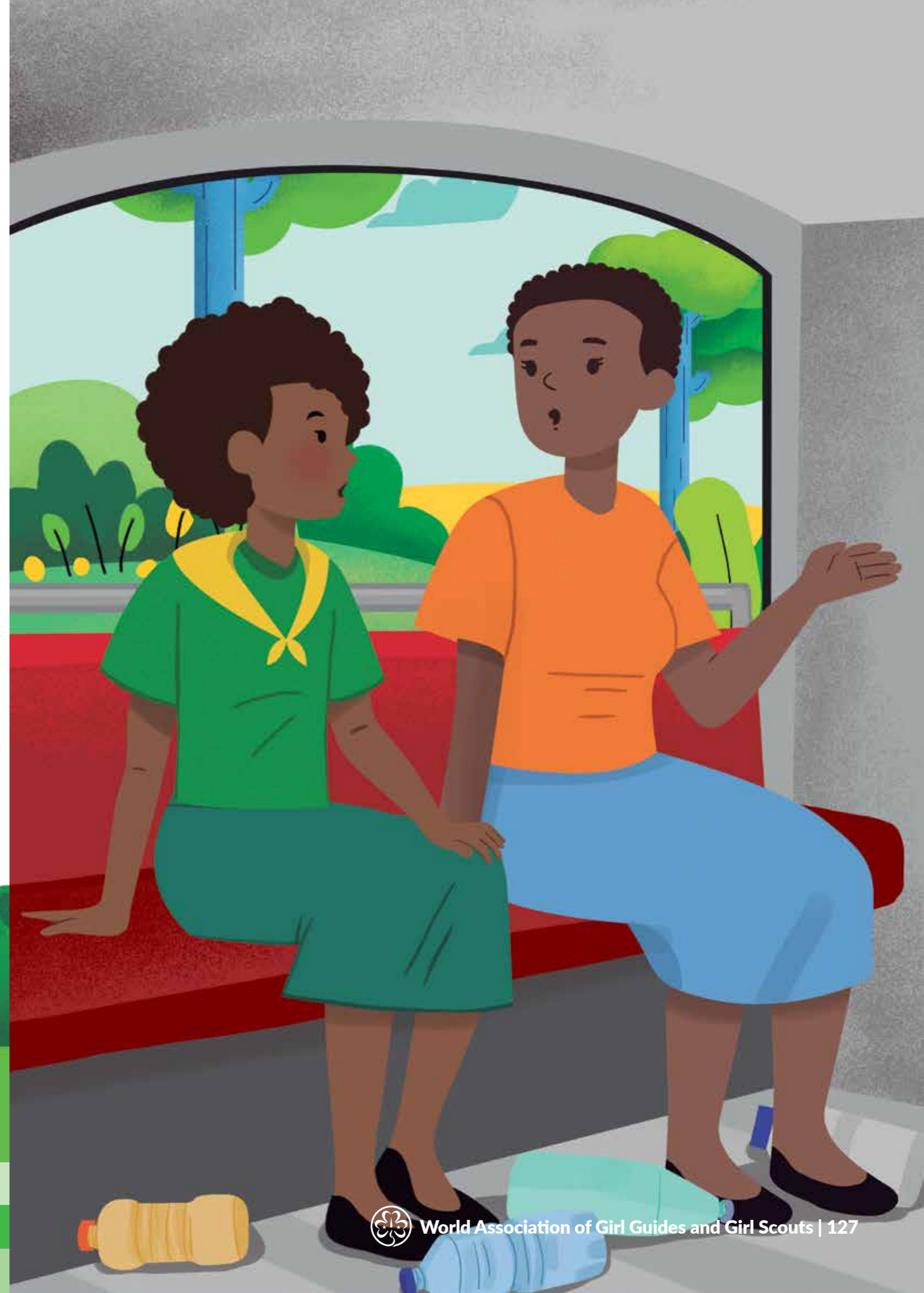
## STAGE 2

# Story time... Freedom

Maria looked through the bus window at the passing scenes. She started to talk to the passenger sat beside her and found out that the woman was on her way to the airport. She was a teacher, joining her husband and family who had had to move after flooding destroyed their home. She had stayed back to try and sell her family farm, but it was recently affected by storms and the land was no longer very fertile.

The woman explained that **millions of people had been displaced** because their homes and livelihoods had been ruined. With little government support and less available jobs, people who could migrate were choosing to leave.

Complete two activities from this topic to uncover ways our freedom and safety are compromised by climate change.





## STAGE 2

# Conflict: Win as much as you can

### SUMMARY

Discover the connection between climate change, conflict and instability.

### IN THIS ACTIVITY YOU WILL

- Explore how climate change impacts our lives
- Practice your negotiation skills

### MATERIALS

- Copies of the rewards table

### PREPARATION

N/A

### DURATION



40 MINUTES

## Activity description



## STEP 1

### Play a silent negotiation game (25 minutes)

1. Divide into **four teams**. The goal of the game is to be the team that gains the **most resources**.
2. This game has **10 rounds**. In each round, the teams need to **choose X or Y**. Based on the **combination of letters** chosen by each team, everyone will **win or lose resources** ('points' - see rewards table). The following rules apply:
  - If all four teams choose **X**, then everyone loses points.
  - If all choose **Y**, everyone scores points.
  - If there is a **mixture** of Xs and Ys, those who played X get more points and those who played Y get fewer points.
3. Teams can talk within their teams but are **not allowed** to talk to other teams during the first eight rounds.
4. After round eight, one representative from each team is chosen to **negotiate** in the middle of the room. The results of the two remaining rounds are **doubled**.
5. **Add up** the scores to find the winning team.



## STEP 2

### Debrief the game (15 minutes)

6. How did you **feel** playing the game?
7. What were the different **tactics or strategies** for playing the game?
8. Did **tensions** build up between certain teams? Were you playing with or against each other?
9. **Because of climate change**, some people or communities have to survive with fewer resources, or less regular resources. Having played this game, can you imagine how this could cause **conflicts** between people or communities?
10. What did this game highlight about **trust and cooperation**? How could this translate to **real-life** cooperation to adapt to climate change? What can you learn from this to reflect on your role in supporting others in your community who might be suffering the consequences of climate change more than you?

## Tips for online groups

### Step 2.

1. To play the silent negotiation game online, you will need to ensure that you have a platform that allows you to have breakout rooms and a facilitator who can manage the game as in a technical support role and help people who are trying to move to different breakout rooms.
2. Each of the four teams will need to have a breakout group to work together.



## Rewards table

If teams choose...	...then... (one resource = one point)
4 X	Lose one resource each
1 Y and 3 X	Y loses three resources, Xs win one resource each
2 Y and 2 X	Ys lose two resources each, Xs win two resources each
3 Y and 1 X	Ys lose one resource each, X wins three resources
4 Y	Win one resource each





## STAGE 2

# Education: climate obstacle course

### SUMMARY

Explore how climate change affects your rights and play a snakes and ladders game to discover how you can overcome this to become a climate activist.

### IN THIS ACTIVITY YOU WILL

- Explore how climate change impacts our lives
- Develop your critical thinking skills

### MATERIALS

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

### DURATION



40 MINUTES

### PREPARATION

**Step 1:** Draw a path with 24 numbered squares on the ground outside (use chalk or a stick in the sand). Read the obstacle statements (provided) in advance. If you're not using a die, cut six pieces of paper, number them from one to six and put them in a container.

## Activity description



## STEP 1

### Play an obstacle game (30 minutes)

1. Form teams of four to five players.
2. The aim is to go on a journey to become a **powerful climate change activist** by square 24 by **overcoming the obstacles** to the right to education.
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 team** rolls the die.
7. The first team to reach square 24 wins. They can then **help** the other teams so that everybody reaches the finish.

## STEP 2

### Debrief the game (10 minutes)

8. Were you surprised by some of the obstacles?
9. How is girls' education affected by climate change and gender inequality at the same time? In your teams, write a simple message that you can share with others to explain this easily.
10. Think about the first game you played. You came up with a number of solutions to climate change and its consequences. Choose one action that would help to protect girls' access to education and add it to your message.
11. Share your message with five people and try to convince them to take action to protect girl's access to education!

### Tips for online groups

#### Step 1.

Show the obstacle course board on the screen and use a virtual dice roller. Make digital token to keep track of where everyone is during the game.

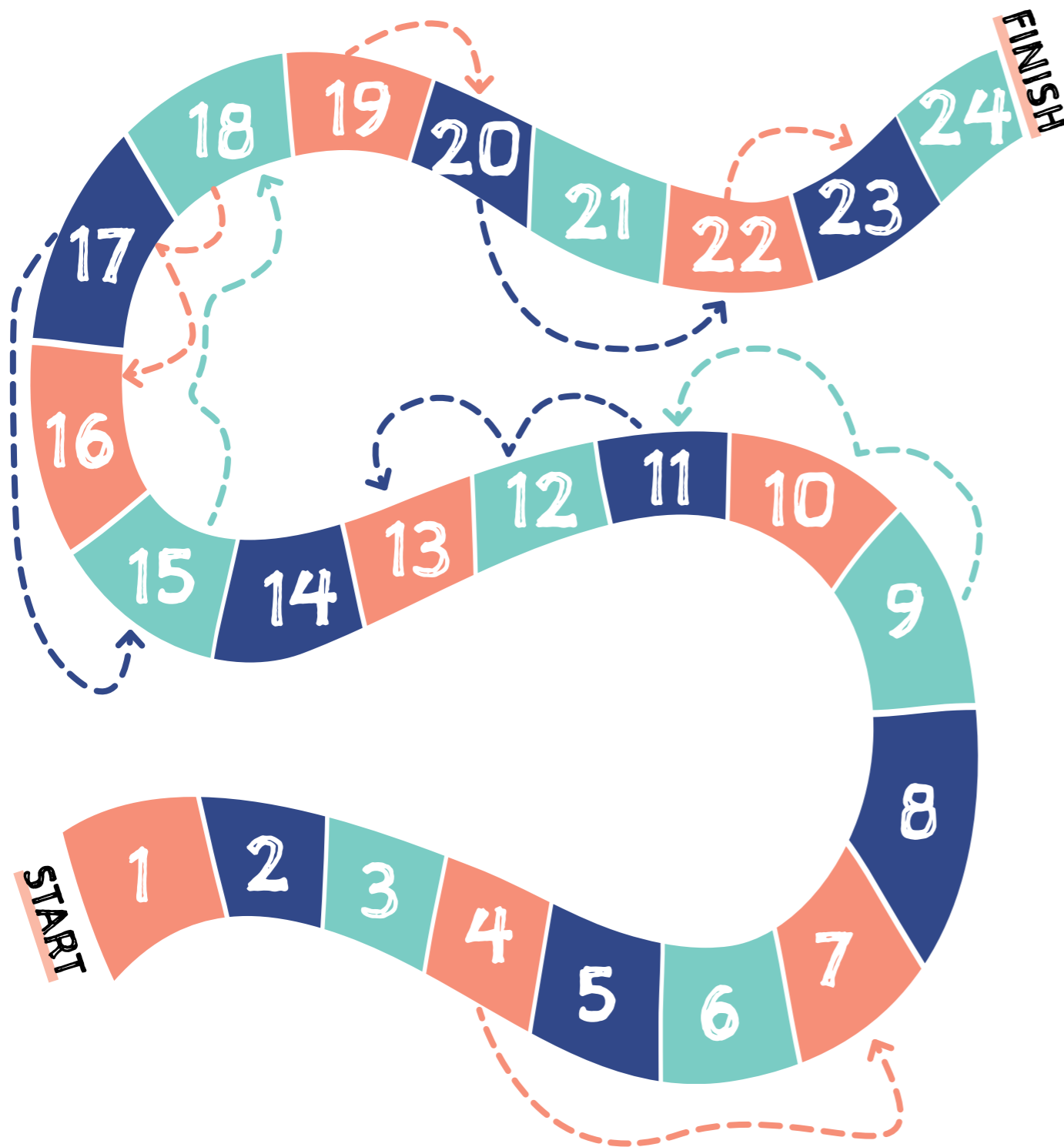




STAGE 2

# Obstacle course

{Continued}



- START.** This is your first day on Earth as a baby.
- 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.
- There has been a drought and your family has lost all their crops. You need to quit school to support them. Skip a turn.
- You learn about climate change in your Guide and Scout meetings. Go forward three squares.
- You are going to school and playing with your friends. Nothing happens.
- 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.
- 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.
- 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.
- You share your climate change knowledge with your family to help them become more resilient. Go forward two squares.
- 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.
- You have completed your education. Go forward two squares
- The weather has been stable for a year. Nothing happens.
- 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.
- A flood has temporarily destroyed your house and you need to move out. Skip a turn.
- You go and talk to community leaders about how people could better adapt to climate change. Go forward three squares.
- You have a stable job. Nothing happens
- 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.
- 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.
- 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.
- 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.
- You take a holiday. Nothing happens.
- 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.
- You drink unclean water and fall sick. Skip a turn.
- FINISH.** You are a powerful climate activist and you have contributed to important environmental changes in your country.





## STAGE 2

# Human rights: Consequences web

### SUMMARY

Explore the chain of consequences between climate change and human rights.

### IN THIS ACTIVITY YOU WILL

- Explore how climate change impacts our lives
- Develop your critical thinking skills

### MATERIALS

- Long thread/yarn
- The United Nations Convention on the Rights of the Child (UNCRC) handout

### PREPARATION

Familiarise yourself with the United Nations Convention on the Rights of the Child.

### DURATION



45 MINUTES

## Activity description



### Human rights

Human rights are the **basic rights and freedoms** that belong to every person in the world, from birth until death. They apply to everyone, regardless of where you are from, what you believe or how you choose to live your life. These basic rights are based on shared values such as dignity, fairness, equality, respect and independence. These values are defined and protected by law.

The United Nations Convention on the Rights of the Child (UNCRC) is an important agreement by countries who have promised to protect children's rights. The Convention on the Rights of the Child defines what we mean by 'children', 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.

## STEP 1 Discuss human rights (10 minutes)

1. As a group, define the term **human rights**. See box provided.
2. Can you name a **few examples** of human rights?
3. Has anyone heard of the **United Nations Convention on the Rights of the Child**?
4. Can you name a few examples of children's rights? You can use the convention to learn more.

## STEP 2

Play a game to understand how climate change can impact human rights (25 minutes)

5. Form a **circle**. You are going to create a **web of the consequences of climate change**, to understand how it can **impact freedom and human rights**.
6. The first player holds the **ball of yarn/thread** in their hands and says, "climate change". They then hold onto the end of the yarn and **throw** the ball to another player, who must **catch** it.
7. This new player says a **consequence of climate change, eg flooding**. They then **hold on** to the thread and **throw** the ball to a third person.
8. This new person says a consequence linked to the previous person's, eg houses are destroyed. The next person might say, "People lose their right to safe housing".
9. Continue the game so that the thread weaves around the circle. The consequences should focus on **freedom or human rights**. Challenge yourselves to create the longest chain!
10. Play a few rounds. Once everyone is comfortable with the game and finds it easier to link climate change and human rights, add a new rule:
  - a. Once a round finishes, **untangle** the web of consequences by **reversing the chain** of consequences! This time, explain **how you can take action** at each step of the chain - so everyone needs to remember what they said! So the last player to just play passes the ball of yarn back to the previous player, who says a solution or action they could take. For example, if the last person said, "loss of right to safe housing":
    - i. The previous person says: "To take action, we could make sure that no one lives in high-risk areas for flooding",
    - ii. The other previous person then says, "To take action against housing being destroyed, build more resistant houses to flooding" etc.
11. Repeat until you arrive at the player who first said, "climate change". They should finish with an action we can take against climate change!

## STEP 3

Have a group discussion (10 minutes)

12. How **easy** was it to come up with the consequences of climate change?
13. In your chains, did you mention some consequences that would be **worse for women and girls**?
14. How **hard** was it to reverse the chain? Did you manage to come up with solutions at each step of the chain?

### BRING IT HOME

All the ideas mentioned should have given you some thoughts of the different ways you and others can take action at different scales. Think about a solution you felt particularly passionate about, and how you could take action against it!

### Tips for online groups

#### Step 1.

Find an interesting, educational video about the UNCRC - maybe your national institutions like the Ministry of Education have one! Otherwise, you can use this one: [https://cutt.ly/glacc\\_video3](https://cutt.ly/glacc_video3).

#### Step 2.

Throw around an imaginary ball! Someone starts by forming their hands as if they're holding an invisible ball and saying the name of the person they're about to "throw" the invisible ball to. Have everyone put their hands up to the camera if they haven't had the ball yet, so the remaining throwers know who to throw to. To reverse the chain of consequences, you can try throwing in the reverse order.





## STAGE 2

# Know your cards

## The United Nations Convention on the Rights of the Child (UNICEF)

### Convention

<p><b>No discrimination</b></p> <p>All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.</p>	<p><b>Best interests of the child</b></p> <p>When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.</p>
<p><b>Making rights real</b></p> <p>Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this convention.</p>	<p><b>Life survival and development</b></p> <p>Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.</p>
<p><b>Respect for children's views</b></p> <p>Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.</p>	<p><b>Sharing thoughts freely</b></p> <p>Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.</p>
<p><b>Freedom of thought and religion</b></p> <p>Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.</p>	<p><b>Setting up or joining groups</b></p> <p>Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people.</p>
<p><b>Access to information</b></p> <p>Children have the right to get information from the internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.</p>	<p><b>Protection from violence</b></p> <p>Governments must protect children from violence, abuse and being neglected by anyone who looks after them.</p>

<p><b>Refugee children</b></p> <p>Children who move from their home country to another country as refugees (because it was not safe for them to stay there) should get help and protection and have the same rights as children born in that country.</p>	<p><b>Children with disabilities</b></p> <p>Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.</p>
<p><b>Health, water, food, environment</b></p> <p>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.</p>	<p><b>Social and economic help</b></p> <p>Governments should provide money or other support to help children from poor families.</p>
<p><b>Food, clothing, a safe home</b></p> <p>Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this.</p>	<p><b>Access to education</b></p> <p>Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.</p>
<p><b>Aims of education</b></p> <p>Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.</p>	<p><b>Minority culture, language and religion</b></p> <p>Children have the right to use their own language, culture and religion – even if these are not shared by most people in the country where they live.</p>
<p><b>Protection from harmful work</b></p> <p>Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly.</p>	<p><b>Protection in war</b></p> <p>Children have the right to be protected during war. No child under 15 can join the army or take part in war.</p>
<p><b>Everyone must know children's rights</b></p> <p>Governments should actively tell children and adults about this convention so that everyone knows about children's rights.</p>	<p><b>Rest, play, culture, arts</b></p> <p>Every child has the right to rest, relax, play and to take part in cultural and creative activities.</p>





## STAGE 2

# Multiple forms of violence

(only for ages 18+)

### SUMMARY

Discuss how climate change can impact violence against women and girls.

### IN THIS ACTIVITY YOU WILL

- Explore how climate change impacts our lives
- Describe how climate change affects girls and women

### MATERIALS

- Paper and pens

### PREPARATION

This activity focuses on **violence against women and girls**. Decide if you, as a leader, feel comfortable with the topic. It should only be delivered with older ages 18+, and might not be appropriate even in these settings. Please invite a co-facilitator to join you in this session and follow the information provided.

To better understand the link between climate change and gender-based violence, and help the group in their discussions, you might want to read this short article: <https://apolitical.co/solution-articles/en/why-climate-change-fuels-violence-against-women>

### DURATION



60 MINUTES

## Activity description

Before beginning, create a safe space with your group, setting guidelines together on how to share and handle difficult topics like this. Make sure everyone is informed, and **free to decide** not to take part if they don't want to.

Be aware that there might be **survivors of violence in your group**. Please follow your local **child protection policy**. Make sure that you are familiar with the procedures, including how to handle and report any **disclosures** from your group.

## STEP 1

### Discuss the links between gender-based violence and climate change (35 minutes)

1. Use the box provided to define the term gender-based violence.
2. Then, name the **different types** of violence against **women and girls**.
3. After you have collected a number of ideas, create four teams. Each team will be focusing on one type of violence:
  - a. **Team 1:** Early and forced marriage
  - b. **Team 2:** Violence in public spaces (streets, paths, parks or squares)
  - c. **Team 3:** Domestic violence
  - d. **Team 4:** Sexual exploitation
4. You have **10 minutes** to discuss the situations or environments where women and girls are more **likely** to be victims of these types of violence, eg walking alone to collect water, or they do a job that makes them more vulnerable, or their parents lose income and they need to find money. Think about the link between circumstances like **poverty** and your team's type of violence.

*It's vital to remember that survivors should never be blamed for the violence they suffer. When we consider the link between situations like poverty, and people's personal circumstances, it helps us to avoid 'victim-blaming'.*

5. After 10 minutes, discuss how **climate change** can affect these circumstances. For example, how does climate change cause more poverty?
6. Make a **poster** to show your ideas.
7. Once everyone is ready, present your ideas in front of the others.

**You can also learn about why survivors are never to blame for the violence they experience through the activity pack created for 16 Days of Activism 2020:**

<https://www.waggs.org/en/resources/16-days-activism-2020-materials/>



### Gender-based violence

UN Women defines gender-based violence as: "harmful acts directed at an individual or a group of individuals based on their gender that results in, or is likely to result in, physical, sexual or mental harm or suffering to women and girls, including threats of such acts [...] whether occurring in public or in private life. It is rooted in gender inequality, the abuse of power and harmful gender norms."

## STEP 2

### Debrief the pres (25 minutes)

8. Were you **surprised** by any of the things you discussed?
9. Was the **link to climate change** easier to make between some topics than others? Why?
10. How could you **raise awareness** of the links between climate change and gender-based violence in your community?

### Tips for online groups

#### Step 1.

- Ask the group to create digital posters.
- If people leave the meeting or look distressed check in on them to make sure they are okay, and please ensure you are following your organisation's safeguarding policy and procedures.
- End the unit meeting on a lighter game that everyone enjoys.





## STAGE 2

# Climate action plan, part 2

\*Mandatory

### SUMMARY

Complete the second part of your climate action plan.

### 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.

### MATERIALS

- Everyone's copy of the climate action plans
- Pencils

### DURATION



30 MINUTES

### PREPARATION

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

## 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:
  - What colour are bananas?
  - What is the weather like today?
  - How does climate change make you feel?
  - What do you enjoy the most about being a Guide or a Scout?
  - 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 **young people**.

### 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 have an impact!** We can start more sustainable behaviours (like using resources such as water and food so that they are shared fairly between everyone on the planet, and we leave enough for the generations coming after us) 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 on climate change is helpful but we need to **work together to make a bigger difference.** Governments and corporations have more power than individuals to solve climate change. We need to advocate (convince people to make decisions that will create a better world for everyone) for immediate, large-scale climate action. No one is too young to do advocacy.



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

- **Adaptation juggle** - Play a ball game to understand why climate change plans are important.
- **Ambition river** - Create a journey to achieve your climate change ambitions.
- **Eco camp** - Plan how to make your next camp more sustainable.
- **Eco camp** - Play a game to explore the power of collective action and its influence.



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

- **Climate sceptics** - Use roleplay to develop arguments defending climate change.
- **Climate chairs** - Play an active game about collaboration.
- **Eco advocates** - Plan an advocacy campaign to include women and girls in climate policy.
- **The climate influencers** - Create engaging social media videos to share information about climate change.





**STAGE 3**

# Story time...

## How to take action

Maria got off the bus and looked around her, feeling overwhelmed. Between the greenhouse gases that were increasing the Earth's average temperature, the rising sea levels, and the effect of this on nature and people, there was so much to think about.

She remembered the radio clip she heard earlier with Vanessa Nakate, and searched online to find out more about the Ugandan climate activist. As she scrolled, she found this:

### Responding to climate change – top tips for everyday people

There are two main ways that humanity can effectively respond to the climate crisis: mitigation and adaptation. What is the difference?

Climate change mitigation refers to the action of reducing or preventing further greenhouse gases being released into the atmosphere.

Adaptation to climate change means finding ways to moderate or avoid climate change effects and prepare for its impact so people can live and prosper.



Complete two activities from this topic to find out about climate change mitigation, adaptation and collective action.





### STAGE 3

# Adaptation juggle

## SUMMARY

Play a ball game to understand why climate change plans are important.

## IN THIS ACTIVITY YOU WILL

- Explore how climate change plans create stronger communities
- Find out what climate change mitigation and adaptation means

## MATERIALS

- Three small, soft balls (yarn etc.)

## PREPARATION

N/A

## DURATION



40 MINUTES

## Activity description



## STEP 1

### Play a game (25 minutes)

1. Form a circle. You are all people in the **community** who are trying to juggle different climate change issues as best you can. Your **goal** is to make sure you can cope with these things comfortably, and without feeling overwhelmed.
2. As a group, decide on the **top three climate issues** in your community. Each ball will represent one of these issues.
3. Throw the first ball to someone, while **calling out** one of the issues. Repeat, keeping the ball moving, by throwing it between community members. You can't drop the ball or keep it in your hands for more than a couple of seconds.
4. If you drop the ball, you have to reduce your mobility by placing **one arm behind your back**. If you drop a ball again, take a step back: you are temporarily out of the game.
5. Once everyone understands the game, start **introducing new balls**. To announce the new balls, call out another climate change issue. Wait until the game becomes chaotic and difficult, with balls being dropped and players stepping out of the game.
6. **Reset the game** and introduce a **new rule**: at any point, community members can bring back all players by calling out a **solution** that would help the community deal with the climate change issues. For example, if one of the issues is "frequent droughts", a player could call for "long-term water storage", so players who are out of the game can step back in, and those using one arm can use two.
7. Play the game, adding balls gradually. If solutions are called out frequently, most people should be able to stay in the game.

## STEP 2

### Have a group discussion (15 minutes)

8. Debrief the game:
  - a. How did it feel playing the game the first time compared to the second time?
  - b. How did it feel to be able to call out solutions?
  - c. How does this game link to the reality of climate change issues in your community?
9. Recap the **solutions** called out in the game and add a few more.
10. Are these solutions types of adaptation or mitigation? Use the definitions in Maria's story to help you.
11. Within your list, choose two of the following:
  - a. **"easy wins"** (things that could be implemented easily)
  - b. **"big wins"** (things that might be harder to implement but would have a huge impact).
12. In pairs, identify who has the **power** to make these "easy wins" and "big wins" happen. This could be yourselves or your families, community leaders, policy makers at the national level etc. Brainstorm how you could **persuade** those people to take action.

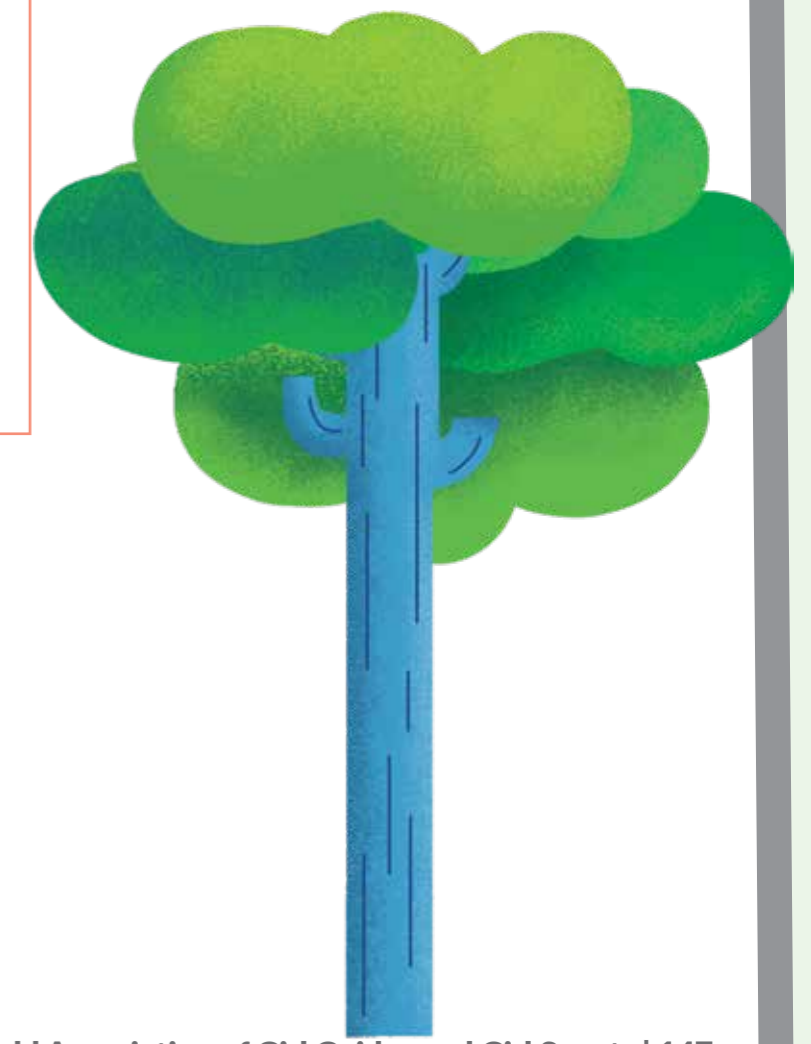
## BRING IT HOME

Why not try to achieve one of your easy wins? Convince the relevant people to take action!

## Tips for online groups

### Step 1.

Instead of throwing a ball, each person should have three small things to juggle (please choose items that do not break easily). When someone's name is called it's their turn to juggle if they drop one of their items before they have passed to the next person they are out of the game.





### STAGE 3

# Ambition river

#### SUMMARY

Create a journey to achieve your climate change ambitions.

#### IN THIS ACTIVITY YOU WILL

- Create some climate change goals
- Explore how gender inequality could affect you

#### MATERIALS

- Paper and pens

#### PREPARATION

N/A

#### DURATION



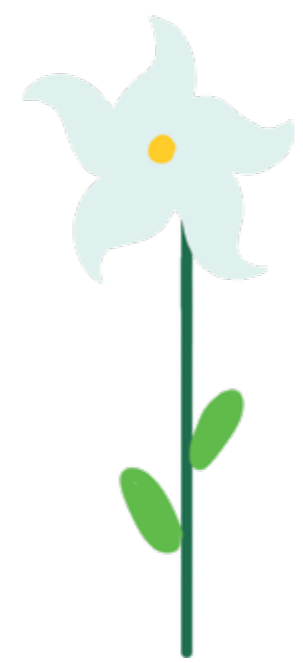
45 MINUTES

## Activity description

### STEP 1

#### Draw your personal ambitions (15 minutes)

1. Take a piece of paper. **Draw yourself** in a corner of the page.
2. Reflect on your ambitions in life and choose **three goals**. They could be professional objectives, personal anything that you would really like to achieve.
3. Take a few minutes to draw or write those ambitions on the opposite corner of the piece of paper.
4. Now, draw your life journey as a **river of experiences** that flows from the source (you) to the sea (the goals you want to achieve in the future).



### STEP 2

#### Identify obstacles related to climate change and gender (15 minutes)

5. Think back on everything you have learned about climate change.
6. Identify some **obstacles** that you might encounter, linked to climate change, eg more extreme weather. Draw them as **stones** in the river and **label** the obstacles.
7. Now, think about your lives as young people. Society and people around you might expect you, as young people, to act, speak and behave in a certain way because of your gender, and might try to discourage you from achieving your dreams. Draw these **gender expectations** as fallen trees along the edges of the river.

### STEP 3

#### Identify actions to tackle climate change and gender expectations (15 minutes)

8. Reflect on the different obstacles and gender expectations in your way.
9. Can you identify an **action, a skill or a project** that would help you avoid both a climate change obstacle and a gender expectation?
10. Draw this as a **boat** on the river. Is your boat an **adaptation or a mitigation** action? Use the definitions in Maria's story to help you.
11. **Make a plan** to take this action or learn this skill, so you are closer to achieving your ambitions.

#### BRING IT HOME

Have you ever thought of achieving your ambitions by doing a "green" job (a job that is creating a positive impact on the environment)? Research green jobs, regenerative farming practices and regenerative businesses to see if you would be interested in jobs that could help you fight climate change, poverty and gender inequalities.



#### Tips for online groups

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





### STAGE 3

# Eco camp

## SUMMARY

Plan how to make your next camp more sustainable.

## IN THIS ACTIVITY YOU WILL

- Help your group become eco-champions
- Plan a camping trip

## MATERIALS

- Coloured pens and paper

## PREPARATION

None

## DURATION



40 MINUTES

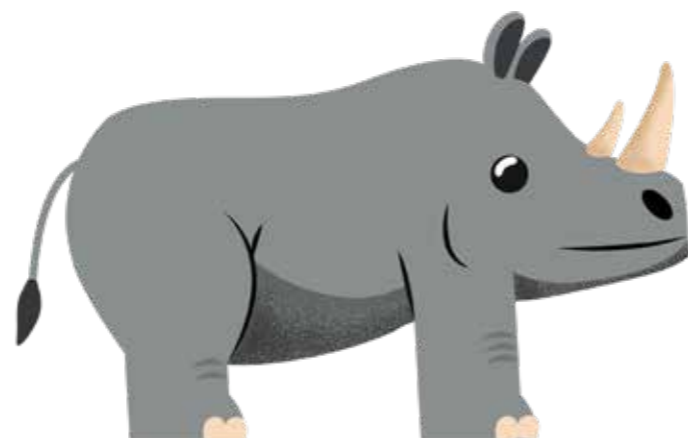
## Activity description

### STEP 1

#### Discuss what makes a quality camp (15 minutes)

1. In patrols of four or five people, discuss what makes a **quality camp event**, writing the answers on paper:
  - What makes it **fun and exciting**?
  - What makes it a good **learning** experience?
  - What makes it memorable?
2. Take **three different coloured pens** and **underline** each answer in a different colour depending on whether they could have:
  - A **negative** impact on the environment
  - **No impact** on the environment
  - A **positive** impact on the environment

3. Debrief the answers that could be **negative** for the environment. Do they have to have a negative impact? Why are they **important** for a quality camp?
4. Most answers will be neutral for the environment so there is no reason for your next camp not to be **environmentally friendly/sustainable!**



### STEP 2

#### Plan for more sustainable camps (15 minutes)

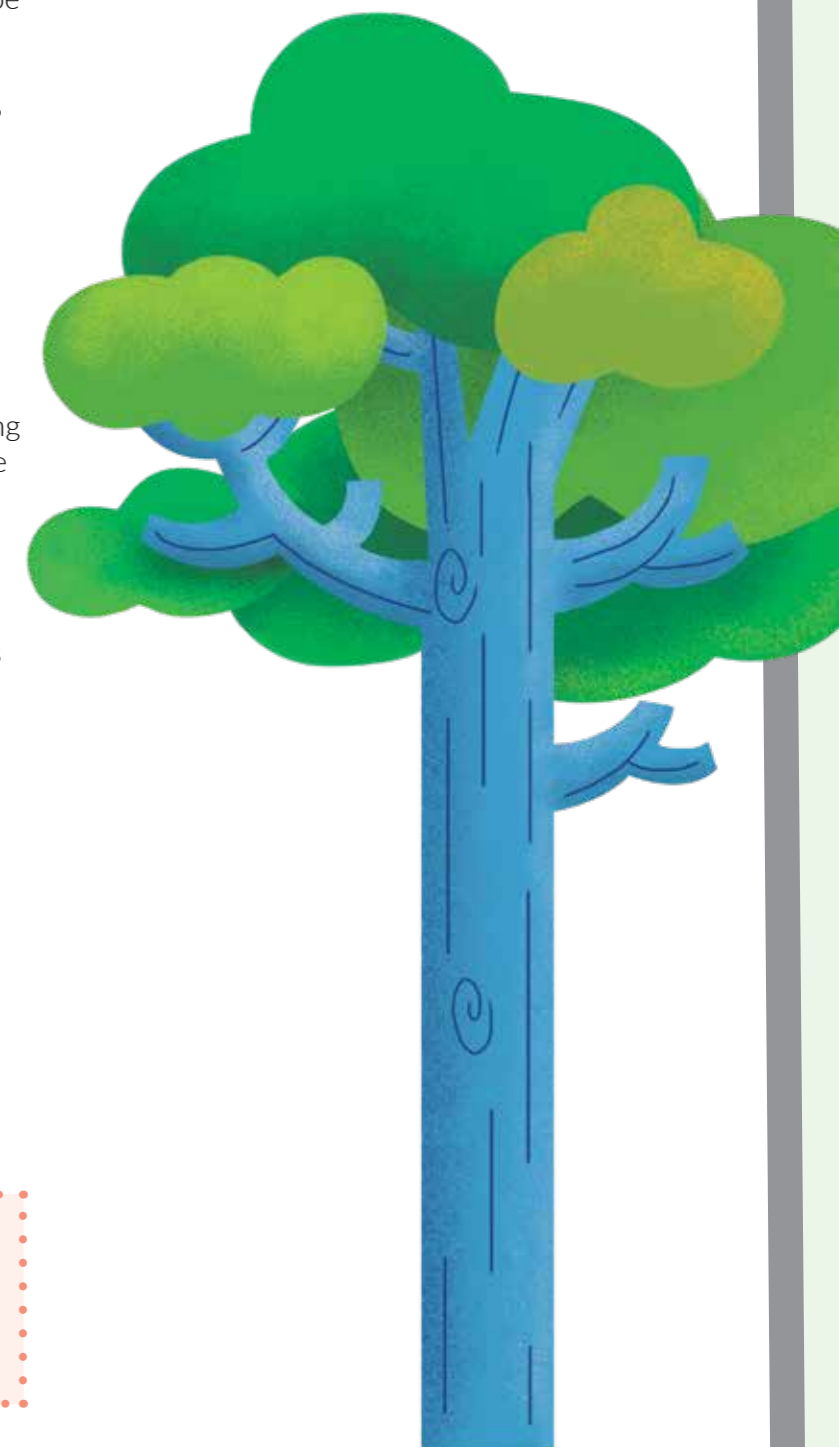
5. Still in patrols, think about the **negative impact** Guiding and Scouting camps could be having on the environment.
6. What would you need to **do differently** to make sure your next camp was **sustainable**? Think about elements such as:
  - **not disturbing nature and ecosystems**
  - **leaving no trace**
  - **reducing your carbon footprint** by eating sustainably and using sustainable transport
7. Thinking about what you have learned during the badge, could you use your camp to have a **positive impact** on the environment (in addition to reducing the negative impact of it)? This could be through **adaptation or mitigation actions**.
8. Make sure you make a note of all your ideas for when you plan your next camp!

#### BRING IT HOME

You could write a letter or hold a meeting with your association to share your ideas. Ask them to make all future camps sustainable and minimise their impact on the environment.

#### Tips for online groups

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





### STAGE 3

# Together we can

## SUMMARY

Play a game to explore the power of collective action and its influence.

## IN THIS ACTIVITY YOU WILL

- Understand the concept and power of collective action.
- Identify ways to put pressure of corporations who need to be more climate conscious.

## MATERIALS

- A container for each team
- Small items to fill the container (e.g., beans, beads, or buttons)
- Small scoops for each team

## PREPARATION

This game needs a timekeeper.

## DURATION



30 MINUTES

## Activity description

# STEP 1

## Collective action game (10 minutes)

1. Divide into teams of 3-4 members each.
2. Give each team a small cup or scoop and place the containers in the centre of the room.
3. The aim of the game is to **have one filled container** - using only the scoops.

**Collective action is when a group of people work together towards a common goal. When individuals combine their efforts, they can create a much larger impact than they could on their own.**

## Rules

4. Each team must equal distance from the containers.
5. Only one person from each team can run at a time.
6. Each player running could only carry one scoop from the starting point to the container. New line if the items spill, they must be picked up and collected from the ground. I'm put into the container. Before the next player runs.
7. Each round of the game is 90 seconds, with a 30-second break in between.
8. The timekeeper should read the instructions for each round and keep the time for the rounds and the breaks.

## Play the game

- Round 1: Teams work as quickly as possible to fill the container.
- Break 1: Discuss strategies to be more efficient in the next round (e.g., planning who goes next, encouraging each other)
- Round 2: Teams work as quickly as possible to fill the container.
- Break 2: Tell teams that they can pair up with another team to fill a container.
- Round 3: Teams work as quickly as possible to fill the container.
- Break 3: Read the aim of the game again, emphasise that the aim of the game is to have one filled container.

# STEP 2

## Debrief the game (5 minutes)

9. Which team filled the container the most, and what was their strategy?
10. would have happened if everybody worked together at the beginning to fill one container?
11. The combined effort of all teams working together filled the container much faster than any single team could have done alone. Is the power of collective action. Just like in this game, when people come together to work towards a common goal, they can achieve much more than they could individually. This is how collective action works in real life, especially when tackling big challenges like climate change.

## Tips for online groups

### Step 1:

Find a collaborative activity, like completing a digital puzzle for the group to work on in team, each round prompt the group to reflect on how they can work together to complete the puzzle faster.

# STEP 3

## Your collective action (15 minutes)

12. As a large group brainstorm the ways individuals and groups can influence large national and multi-national corporations to change harmful practices which contribute to climate change.
13. Group similar actions and see if you can identify any themes.
14. Choose one theme and one large corporation which is contributing to greenhouse gas emissions and discuss the following:
  - Describe the impact you might see if one person was to take this action.
  - Now describe the impact you might see if everyone in the group was to take this action.
  - Now describe the impact you might see if everyone in the group influenced two others to take the same action.
  - What might happen if there was a snowball effect, and each person went on to influence one or two more people.
15. Influencing people take individual action towards climate change and change their behaviours is incredibly impactful. It is also impactful to influence businesses. The largest global companies contribute as much to climate change than entire countries.
16. Make a note of the ideas that seem most interesting to you, so that you can add this the third part of your climate action plan.

## Ideas

- **Petitions:** Gathering signatures to demonstrate public support for a cause.
- **Social Media Campaigns:** Using platforms like Twitter, Instagram, and Facebook to raise awareness and pressure companies
- **Boycotts:** Refusing to buy products from companies that engage in harmful practices.
- **Public Awareness Events:** Organising events like marches, rallies, or informational sessions to educate and mobilise the public.





**STAGE 3**

**Story time...**

## Share the knowledge

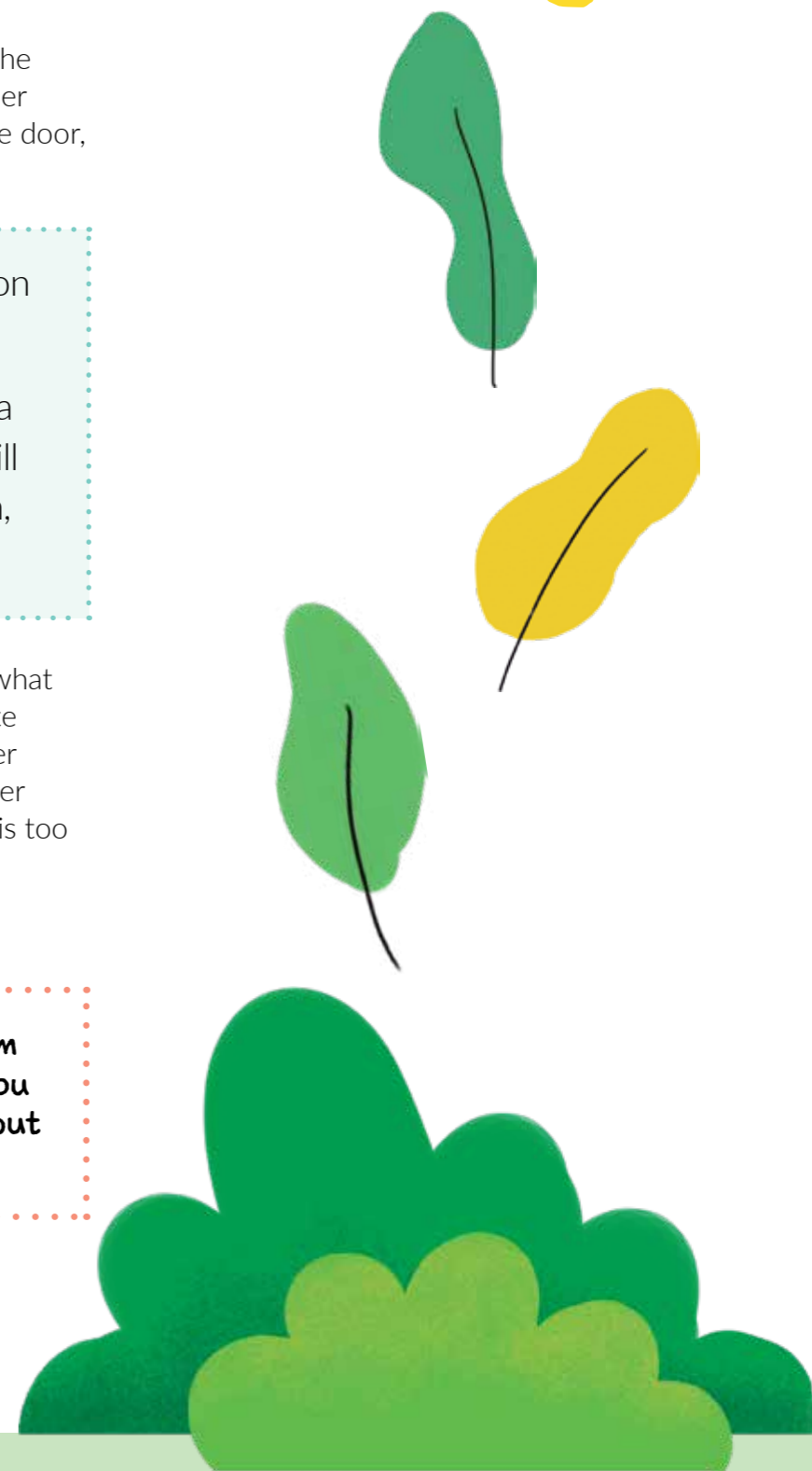
Maria looked up and saw the sign for the café where she was heading to meet her Aunt Emma. As she walked through the door, she saw:

We are opening a new location and we want your help!

Share your experience with a friend - maybe that friend will tell another friend, and soon, everyone will know!

This gave her an idea. Why not share what she had seen and learned about climate change with someone she knows? After all, nothing would change if she kept her knowledge to herself. Climate change is too big of an issue to do nothing.

**Complete two activities from this topic and find out how you can share your knowledge about climate change.**





### STAGE 3

# Climate sceptics

## SUMMARY

Use role-play 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)

## DURATION



40 MINUTES

## PREPARATION

Have the fact sheets from the leader's guide available for participants in the meeting room – either on devices or printed on recycled paper

## Activity description

### STEP 1

#### Prepare for the discussion (10 minutes)

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 (20 minutes)

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. Encourage 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?

## BRING IT HOME

Try your new arguments on people around you! Before your group's next meeting, try to convince two people you know that climate change is real and that we all need to take action.

### STEP 3

#### Debrief (10 minutes)

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

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





### STAGE 3

# Climate chairs

## SUMMARY

Play an active game all about collaboration.

## IN THIS ACTIVITY YOU WILL

- Identify why working together for climate action is important
- Work together as a team

## MATERIALS

- About 20 chairs

## PREPARATION

This game requires an activity leader.

## DURATION



20 MINUTES

## Activity description

## STEP 1

Play a game to practise collaborating towards a higher goal (10 minutes)

### Instructions for activity leader

1. Split into **three teams**. Explain that this is a **silent** game - players cannot talk to each other.
2. Give each team one of the following instructions ( teams keep it a **secret** from the other teams):

- a. Arrange all the chairs in the room in a **big circle**
  - b. Put all the chairs in the room **upside down**
  - c. Group all the chairs in the room into **pairs**
3. When each group has understood their instruction, start the game.
  4. You may notice that, at first, players are very focused on their own goal and try to move or steal chairs from other groups. After a while, teams should realise that they're not going to achieve their goal. Some people might start to work out other teams' goals and find a way (without speaking) to achieve all three goals at the same time.

5. If the group becomes stuck after a while, ask questions to prompt them to collaborate:
  - **Look** at what other people are doing.
  - Can you work out **their goal**?
  - Can you achieve your goal, and theirs, at the **same time**?
6. Once all teams have achieved their goal (where chairs are in a big circle, paired up and upside down), debrief the activity:
  - What happened? Did your task go the way you thought it would? If not, why not?
  - How did you find a **solution**? Did you change your behaviour?
  - What helped you **collaborate** even if you couldn't speak to each other?

## STEP 2

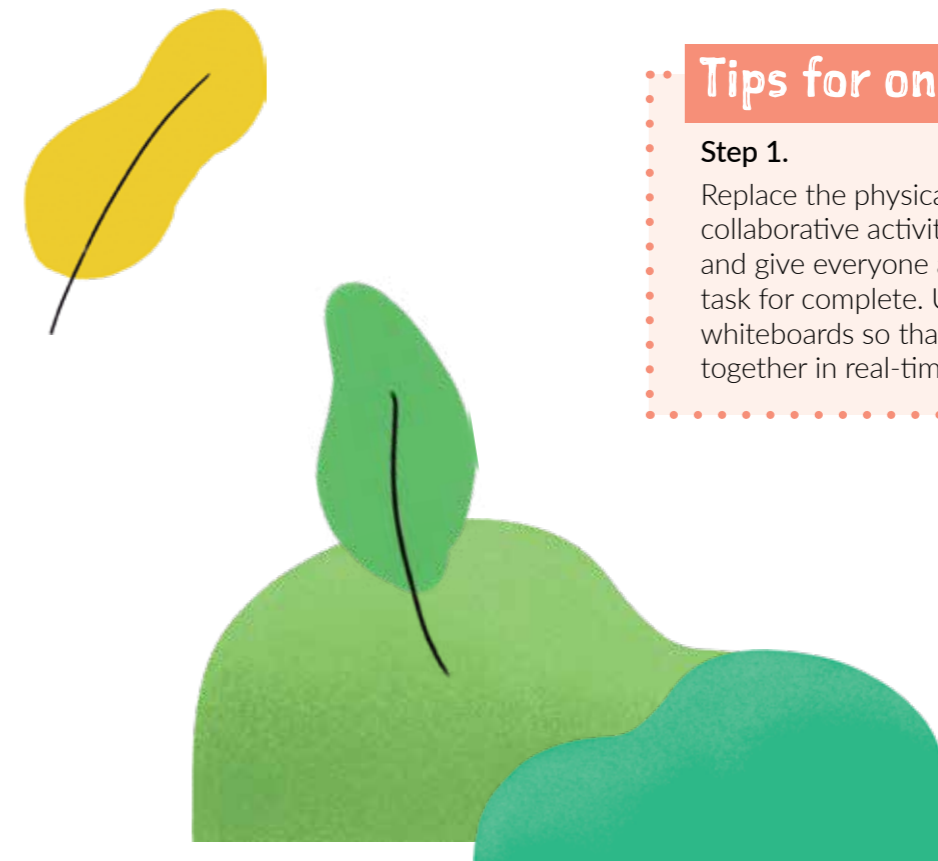
Discuss collaboration for climate action (10 minutes)

7. By taking part in this badge, you have the skills and knowledge to take climate action! Just like in the game, each of you might have slightly different goals and be doing different things, but you will all be taking action on climate change - this is your joint goal!
8. When we are too focused on our own goal or our own project, it can be hard to remember to **collaborate**. How can you make sure you always see collaboration as an opportunity for you and others?
9. How can you use all of the enthusiasm and passion about climate change in your group, and in the national and global community of Guiding and Scouting, to channel energy for **climate action**?

## Tips for online groups

### Step 1.

Replace the physical chairs with a collaborative activity like a digital puzzle, and give everyone a slightly different task for complete. Use a collaborative whiteboards so that everyone can work together in real-time.





### STAGE 3

# Eco advocates

## SUMMARY

Plan an advocacy campaign to include women and girls tackling climate change.

## MATERIALS

- Paper, pens, pencils
- Smartphone (optional)

## DURATION



30 MINUTES

## IN THIS ACTIVITY YOU WILL

- Find out what advocacy means
- Discover why everyone should be involved in climate action

## PREPARATION

- Copy the Share the Knowledge fact sheet in the Leader's Guide
- Print and prepare the People to influence and Campaigning methods game cards (provided)

## Activity description

# STEP 1

## STEP 1: Brainstorm how well women and girls are included in climate plans (10 minutes)

1. Every one of us should take action (adaptation as well as mitigation) to tackle climate change, but we're even more powerful when we work together. In fact, we need to advocate (persuade decision makers such as governments and businesses) to take large scale action because they have more power to solve climate change.
2. As a group, discuss why it's important for governments or companies to include women and girls in decisions and plans to tackle climate change. Read out relevant statistics from the Share the knowledge fact sheet in the Leader's Guide to help the discussion.



# STEP 2

## Create a campaign (20 minutes)

3. What do advocacy and campaigning mean? Read the definition box. In Girl Guiding and Girl Scouting, we believe advocacy and campaigning should be girl-led. This means that girls are the ones choosing the issues they want to advocate on, deciding what difference they want to make, and influencing the decision-makers (leaders, politicians etc) they have chosen to improve their lives and the lives of others.
4. In small groups, write down six climate change issues on small pieces of paper and shuffle them. Shuffle also the People to influence and Campaigning methods game cards.
5. In turn, draw one card from each pile and read your cards out loud. In one minute, invent an idea for a campaign.
  - For example, if you have these three cards: loss of biodiversity (issue), workplace (people to influence) and petitions (method), your campaign could be to create a petition to try and convince your workplace to stop using single-use plastic to help reduce plastic pollution and preserve biodiversity.
6. Repeat until you have used all the cards.
7. As a group, choose your favourite campaign out of the six.
8. Discuss how you will communicate your campaign message - what type of language will you use? e.g. funny, serious, provocative, informative etc.
9. As a group, brainstorm a catchy name for your campaign and a hashtag for online.
10. Present your campaign idea to the rest of the group!

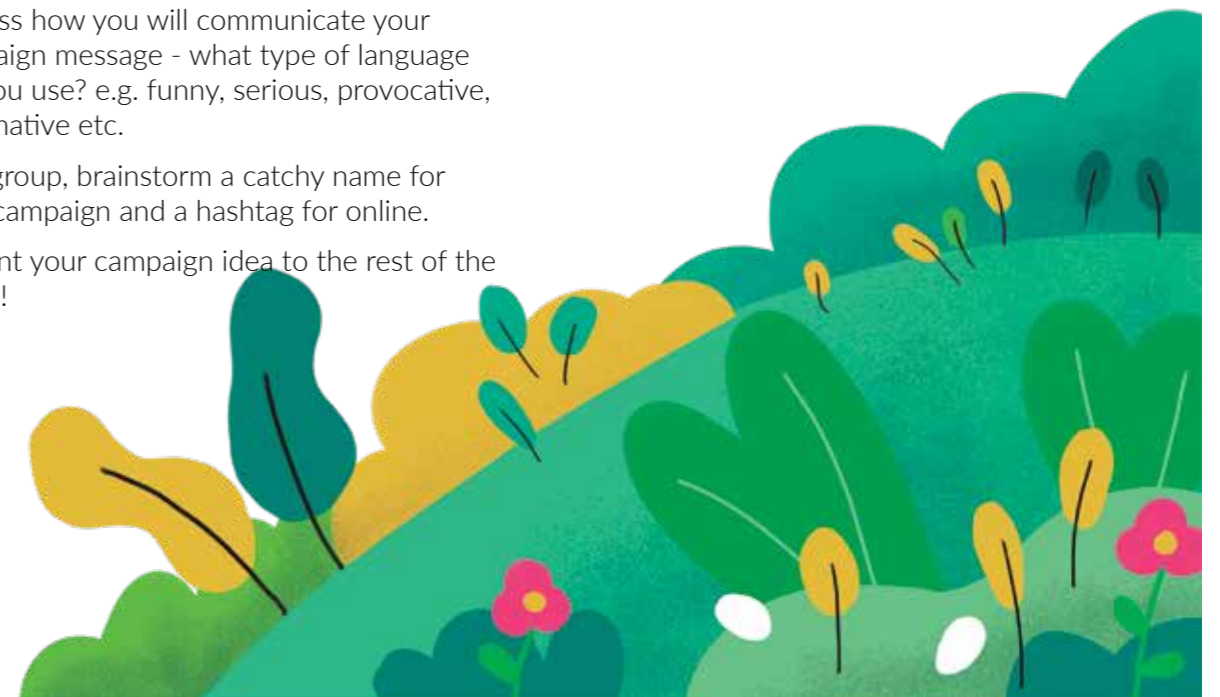
## BRING IT HOME

Deliver your campaign at the end of the badge! You could do it in small groups, or you could choose your favourite campaign from the group and run it all together.

## Tips for online groups

### Step 2.

Show the people to influence and campaigning methods on the screen or send them in the chat. Have groups use a random pick website to draw their issues, people and methods. Alternatively, send random numbers to each group as a way of drawing cards.





### STAGE 3

# The climate influencers

## SUMMARY

Create engaging social media videos to share information about climate change.

## MATERIALS

- Smartphones or tablets with social media apps installed
- Handout with tips for creating effective social media videos

## DURATION



40 MINUTES

## IN THIS ACTIVITY YOU WILL

- Learn how to communicate climate change information clearly and engagingly
- Understand the key elements of an effective social media video.

## PREPARATION

Check that there is internet access and enough devices for people to work in pairs to create their social media posts.

## Activity description

# STEP 1

## Positive influencers (5 minutes)

1. What environmental influencers have your heard of? This can be organisations, activists or individuals that you follow on social media.
  - What is the key message?
2. Think about the impactful climate change videos you've seen on social media. In pairs discuss what made those videos memorable or effective.
  - What visuals, music, and text has been used to engage viewers?
3. Look at a few examples of impactful videos:
  - What you identify the call to action? What is it?



# STEP 2

## Step 2: Posting for climate change (20 minutes)

3. In groups, build an infographic or create a video that conveys what people living your town/city would need to know about one of the following topics:
  - **adapting to extreme weather under climate change**
  - **the impact of climate change on animals and plants**
  - **how climate change impacts water sources**
  - **the impact on deforestation and reforestation has on climate change**
4. Create your infographic using an app your comfortable with like PowerPoint or a social media platform you use regularly. Or if you are making a video
5. In your pair take 10 minutes to discuss what should be the messages of the slides, and the remaining **10 minutes to design**. Remember to include your source in the infographic, so that it can be verified.

# STEP 3

## Showcase (15 minutes)

6. Present your infographics with the group and share some feedback with each other so that you can edit it before posting.
7. If you feel comfortable share your infographic on your own social media accounts.
8. Small actions, like creating and sharing a video, or an infographic can contribute to larger collective efforts to combat climate change.

## Tips for online groups

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

## Tips for creating effective social media videos

### Hook Your Audience:

- Start with a strong visual or intriguing question.
- Use a catchy phrase or surprising fact to grab attention.

### Communicate a Clear Message:

- Keep your message focused and concise.
- Use simple language and avoid jargon.

### Engage with Visuals and Sound:

- Use vibrant visuals, interesting angles, and quick cuts to maintain interest.
- Add music that matches the tone of your message.

### Include Text and Subtitles:

- Add text overlays to highlight key points.
- Use subtitles to make your video accessible to all viewers.

### End with a Call to Action:

- Encourage viewers to share your video, learn more, or take specific actions.
- Make your call to action clear and actionable.





### STAGE 3

# Climate action plan, part 3

\*Mandatory

## SUMMARY

Complete the final part of your climate action plan.

## MATERIALS

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

## DURATION



30 MINUTES

## 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

## PREPARATION

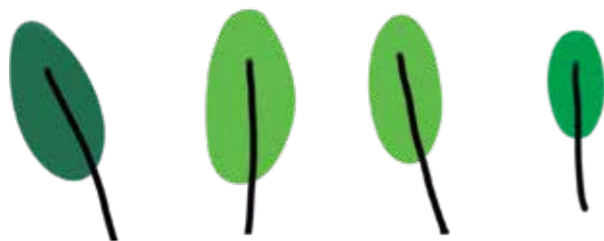
This part of the plan needs to be completed individually. You may want to re-read the stories and the information on the cover page of **stage three** to remind you of the main information.

## 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.



## Tips for online groups

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





STAGE 3

# 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

- Paper and pen or pencil
- Everyone's copy of their complete climate action plan
- The badges and/or certificates

## DURATION



45 MINUTES

## 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.

## 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.
2. Divide into **small groups** (try to work with people who are not in your patrol), and talk about:
  - The **best** part of completing your change plan.
  - What you might change next time.
  - Has it been **easy or hard** to complete your pledge?
3. Look at the **promise** you made 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

### Complete the closing survey

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.

See survey questions on page 134-135

## STEP 3

### Collect your badges

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

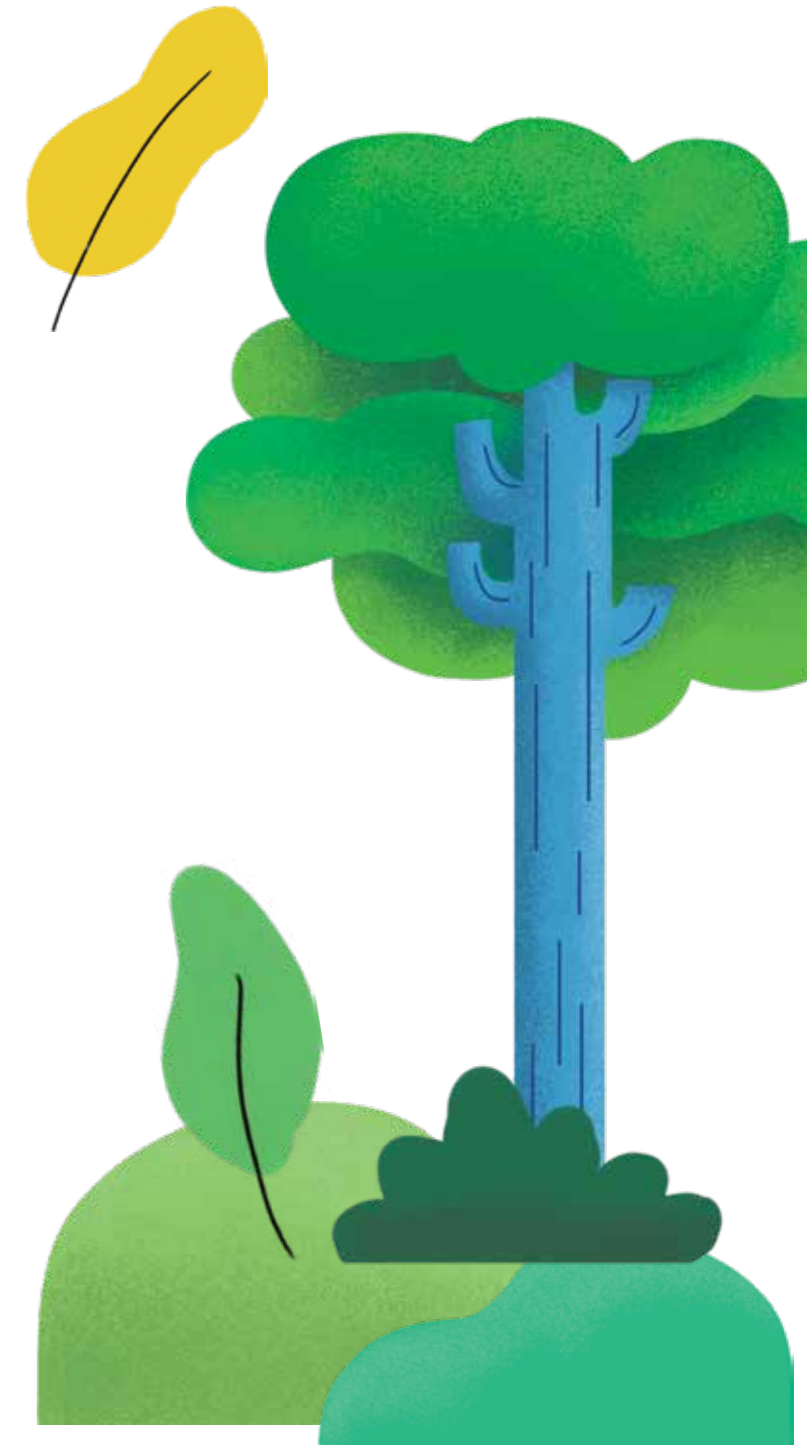
### Celebration song

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 groups

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?



# After Survey

## MATERIALS

- Papers and pens/pencils

## PREPARATION

For this activity you will need to ensure that everyone is 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.

- Slowly read the questions 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.



## 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 - TELL US WHAT YOU THINK

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).



# 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>Describe climate change in a way you would use to explain to others.</b>
<b>Part two:</b>	<b>Climate change causes the following problems:</b>
<p>Climate change makes our lives harder because:</p>   <p>Climate change makes our lives harder because:</p>   	



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



# Acknowledgments

We are extremely grateful for the AKO Foundation's generous financial support of the Girl-Led Action on Climate Change (GLACC) programme, which has enabled us to develop and roll out this curriculum. The Girl-Led Action for Climate Change (GLACC) Global South curriculum was developed with valuable contributions from the Girl Guides and Girl Scouts who participated in a series of co-creation workshops from across Africa Region, Western Hemisphere Region and Asia Pacific Region. Thank you for letting us know everything related to your needs, interests, and fears about climate change, and how it affects your daily life.

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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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