

Girl-Led Action on Climate Change

Leader's Guide (Global south)



Food and Agriculture
Organization of the
United Nations



WORLD ASSOCIATION
OF GIRL GUIDES
AND GIRL SCOUTS



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 most¹.

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.

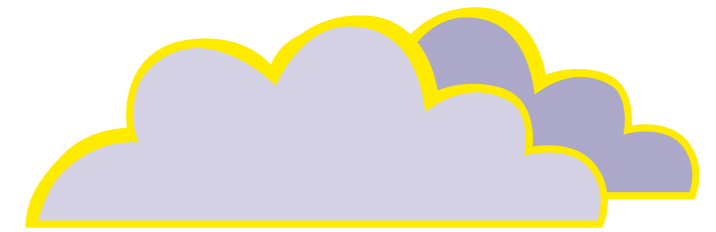
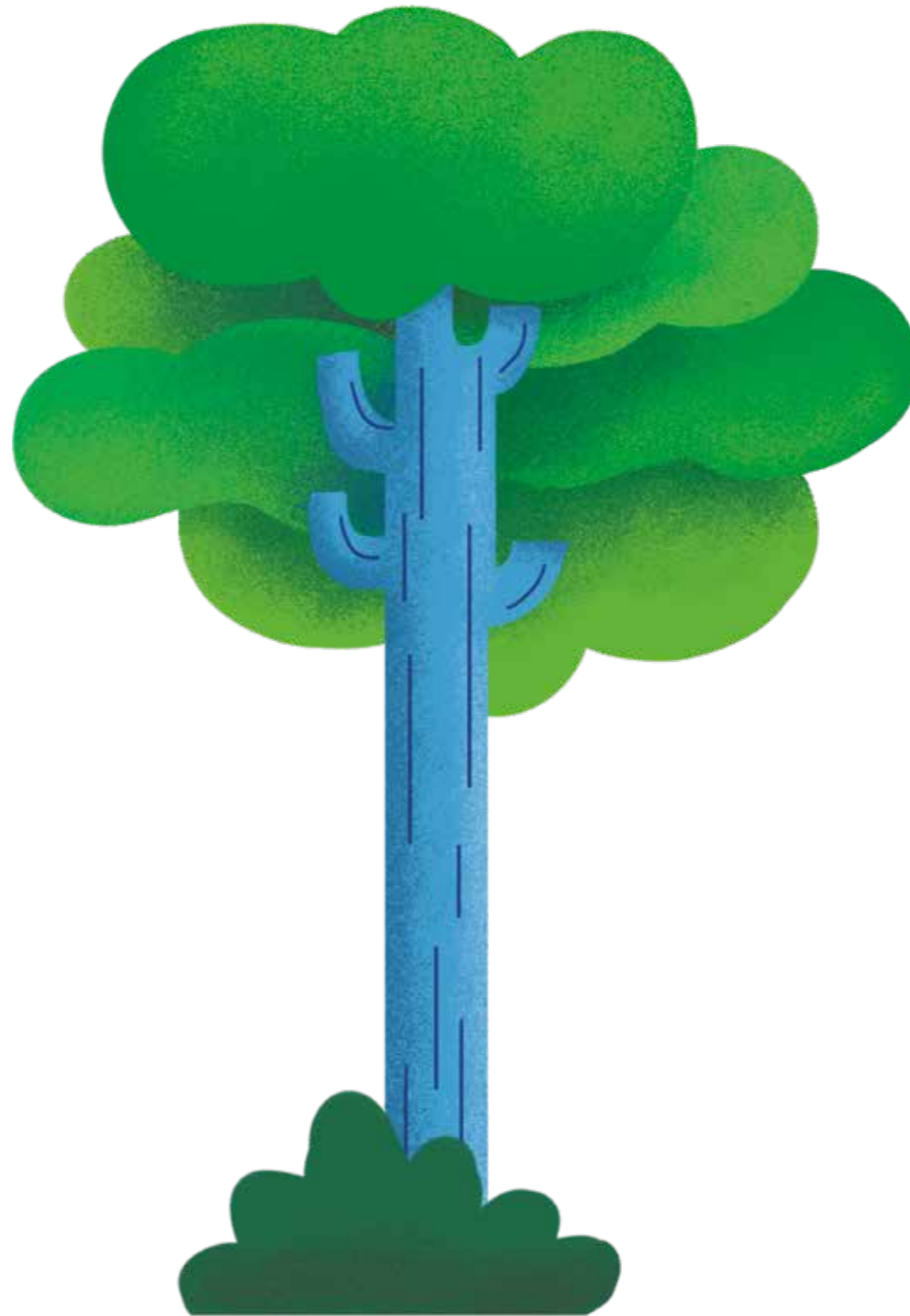
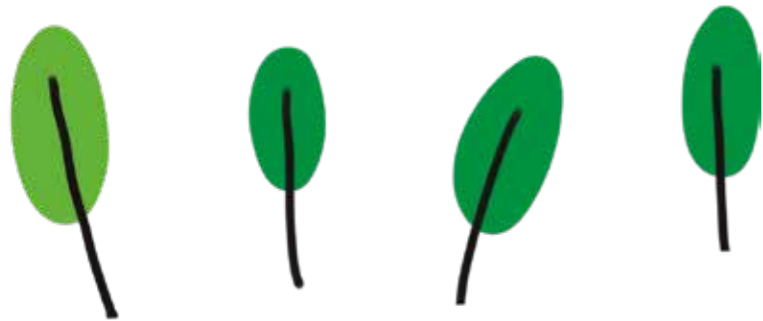
Most of all, I hope you have fun.

Candela Gonzalez
Chair of the World Board of the World Association of Girl Guides and Girl Scouts.

¹GLACC 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 across the Global South are disproportionately affected by environmental damage and climate change.**

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 and young women to understand that they can be part of the solutions and should be at the centre of climate action, the World Association of Girl Guides and Girl Scouts (WAGGGS) has developed this curriculum as part of the Girl-led Action on Climate Change (GLACC) programme.

This badge is designed to prepare you for and help you reduce the effects climate change will have on your life and the lives of girls and women across the Global South. By completing this badge, we hope you are more prepared to take on leadership roles in communities, to be part of the climate change solution.

This programme was designed and co-created with young women from Sub-Saharan Africa, the Asia-Pacific, Latin America and the Caribbean. This was an intentional decision as many of the youth-focused climate actions resources – even though marked as generic or ‘global’ – were designed for or by young people living in the Global North. If you are from a Member Organisation in the Global North, this programme is unlikely to suit your context or be relevant for the issues and challenges facing girls and young women in your country.



Educational framework

Climate change has a devastating impact on the planet, **girls and young women are disproportionately affected by environmental damage, but** we know that they have the power to make a difference! This curriculum creates a safe and supportive space for them to develop new life skills, learn about climate change, and become more resilient. They can use their knowledge and skills by taking adaptation and mitigation actions, speaking out and raising awareness of climate change, with a gender-conscious approach.

Curriculum impact

A key goal of the curriculum is to contextualise the climate crisis. It presents a clear and honest narrative that highlights the relevance of climate change, and its fundamental role in worsening inequalities worldwide. Girls and young women will be encouraged to shape their behaviours in response to climate change, and to take conscious action through adaptation and mitigation approaches.

By taking part in this programme, we can:

Change the lives of girls and young women by supporting them to:

- Gain knowledge on how gender issues and climate change issues intersect.
- Develop the tools to continuously research the impact of climate change on their community.
- Develop the values, attitudes, and behaviours of an environmental changemaker.
- Develop their problem-solving skills.
- Find creative and personal ways to adapt to climate change impacts on their lives

Change communities by supporting girls and young women to:

- Increase awareness within their community about climate change and what they can do about it.
- Inspire others to take climate action by sharing their knowledge and skills with people around them.
- Reflect on the specific impact of climate change on girls and women and make a habit of taking gender into account when analysing local and global issues.
- Take practical adaptation and mitigation action in their families and communities.

Change societies by supporting girls and young women to:

- Promote climate action.
- Challenge gender inequalities in climate action and beyond.
- Increase girls and women's participation in environmental decision-making.
- Run projects and campaigns for climate action at local, national

How to earn the badge



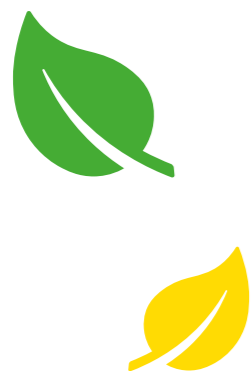
This badge programme is arranged into three stages and each stage has two sections.

Younger Years should complete 11 activities to complete the programme. It should take 6-8 hours to complete all activities within the programme. See pages 10-11 of the Younger Years Programme for full information.

Middle Years and **Older Years** should complete 17 activities to complete the programme. It should take about 8-10 hours to complete all activities within the programme. See pages 10-11 of the Middle and Older Years Programme for full information.

We give a guideline to the length of the programme, but the time it takes your group to complete the programme will may be longer if you and your group decide to spend time summarising what took place at the previous unit meeting.

Even though you can complete this programme over one or two days, we recommend that you complete up to two activities each week, so that everyone has time to reflect on what they have learnt. Check the time icon on each activity to check that it suits the time available in your unit meeting.



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		
The natural world <i>Choose one of these topics and choose two activities out of three</i>	People <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

Take action

At the end of the GLACC curriculum, your group has the chance to share their learnings about climate change by planning and implementing a Take Action project. We want to spread the message that we all need to raise awareness, speak out and take action on climate change! To gain the GLACC badge, each participant's Take Action project should:

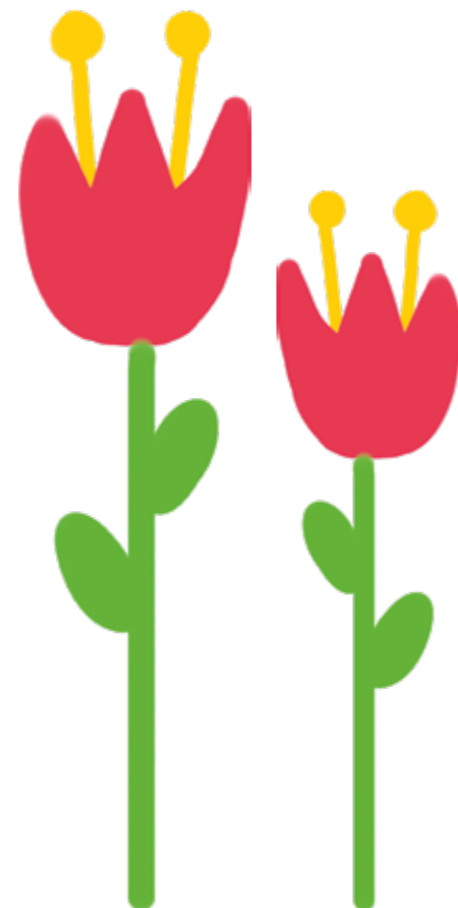
- Reach out to two other people their age who haven't taken part in GLACC.
- Give a meaningful insight into what the group has learned.
- Encourage participants to become climate action leaders, share what they have learned about climate change and raise awareness of different ways to take action with their peers and communities.
- Be hands on and fun.



Age groups

The curriculum is divided into three age groups. There are separate badge programmes suited to each age group. This leader's guide accompanies all three badge programmes.

You can choose to complete activities from the programme of an earlier age group, if you and your group decide that this would work best, but we do not recommend completing activities from a higher age group.



Sections structure

Fact sheets

At the end of this guide are a series of fact sheets to give you relevant information, facts and definitions for each section. You can use this to understand the subjects, these have been designed to be read by the leaders and the older years.



Narrative

The programme is told through the story of Maria a Girl Guide on her way to visit her Aunt, on her journey she learns about different elements of climate change. For the narrative you will need to select characters to read the various sections, for younger and middle years, or one narrator for the older years.



Activities

The activities are designed so that the participants can review the summary and choose which activity they would like to do. **They need to complete one or two activities from each section to earn the badge.**



Girl-led decisions

The programme has been designed so that girls and young women – as the participants of the programme can self-lead. The programme’s topical nature allows them to choose the issues most relevant to them and develop a deeper understanding through self-selected activities.

There are notes throughout the activities that say ‘instructions for leaders’ this can be the patrol leader, another Guide or an adult. Encourage participants to lead themselves wherever possible.

As a leader it’s crucial to look for ways to involve participants in decision-making, so every member of the group can take part and share. This will help build skills needed in the final stage of the programme and in the exciting opportunities to follow. Use the following ideas to help promote youth-led decision-making throughout the programme.

Selecting activities

Tops or tails | Suitable for Younger and Middle Years | 5 minutes

This activity is suitable for in-person and online meetings

Use this method to help participants choose activity options. Name one option ‘tops’ and the other ‘tails’. Ask the participants to stand up and vote by putting their hands either on their heads (tops) or on their hips (tails). Count the votes and announce the winning choice.

Adapt it

- Make it a secret vote by asking everyone to close their eyes, so they will be less influenced by their friends.
- Ask everyone to clap or stamp when you read out their favourite idea. The idea with the loudest response wins. Take it further If you have space on the wall at your unit, add a poster which lists the different options that were agreed on. You can then tick these off when they’re done to help show them that their decisions matter.

Voting | Suitable for all ages | 10 minutes

This activity is suitable for in-person and online meetings

You will need: Voting tokens (beans, pebbles, beads, etc.), bottles

Voting is a very simple method of choosing which activity to complete or which topic to do next. Label bottles with the available choices. Ask participants to vote by putting their tokens into the bottle. The bottle with the most tokens wins.

Arranging into groups

Quick response | Suitable for Middle and Older | 5 minutes

This activity is suitable for in-person meetings

The participants move around the space following the instructions of the leader. For example, “stride like a peacock”, “walk like a tiger”. Call out a number, the participants should get into groups of that number. Play this a few times and end by calling out the number of the required group size.

Things in common | Suitable for all ages | 5 minutes

This activity is suitable for in-person meetings

This works very well when needing to divide the group into random teams. Ask participants to get into teams of a particular number, but everyone in the team must have something in common. For example, they are wearing the same colour socks, they all had the same breakfast. Play this a few times and end by calling out the number of the required group size.

Things in common (online version) | Suitable for Guides, Scouts, Rangers and Rovers | 10 minutes

This activity is suitable for online meetings

You will need: A video conferencing tool with breakout room capability (e.g., Zoom)

Open several breakout rooms and ensure the setting is open so that participants can self-select their breakout rooms. Ask everyone to get into teams of a particular number, but everyone in the team must have something in common. Give participants 1-2 minutes to look at everyone’s screens and identify potential group members. For example, they are wearing the same colour top, they all had the same breakfast. Allow participants 3-4 minutes in breakout rooms to confirm they share the common trait. Repeat the process with different common traits. End with a dynamic grouping: “Form groups of 6 (or the group number needed) based on any common trait of your choice.”



Virtual Voting | Suitable for all ages | 10 minutes

This activity is suitable for online meetings

You will need: Online voting tool (e.g. Google forms, Poll Everywhere, Mentimeter, Zoom Polling)

Create a form and add a question for the choices, using multiple-choice or checkboxes for participants to select from. Copy and share the link for the form with the group via the meeting chat.



Using the WAGGGS educational approach

Learn more about climate change

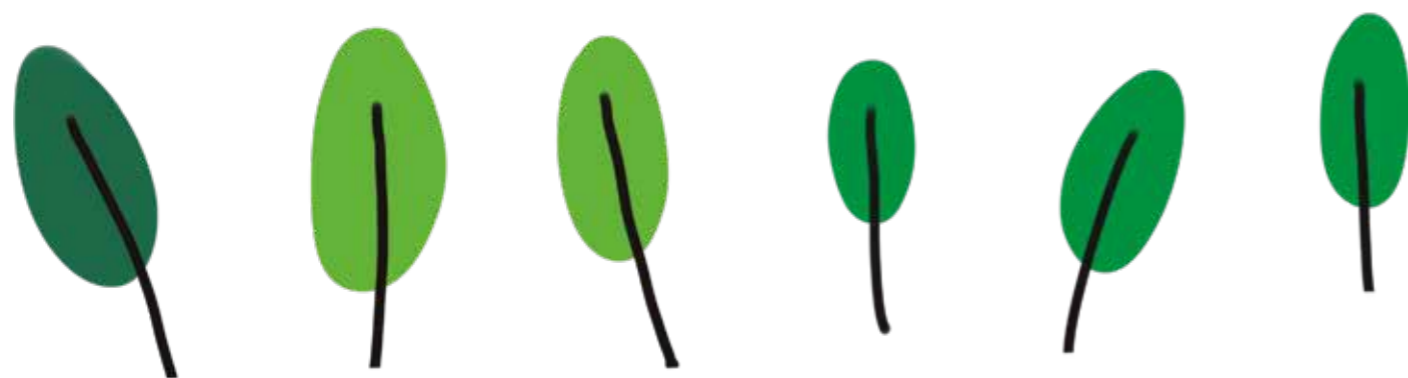
This curriculum has been developed to be easy to deliver, even with minimal knowledge of climate change. You should be able to deliver activities just by reading them through and familiarising yourself with them. Useful definitions, facts and explanations have been built in the debrief and discussion parts of the activities. You can find additional information on the fact sheets to develop your climate change knowledge and feel more confident in facilitating activities.

To deepen your understanding of climate change, you can use the “Background information” section of the [YUNGA Challenge badge on Climate Change](#).

Create a safe and supportive environment

The threats of climate change are a concerning topic for everyone, and climate anxiety (negative emotions associated with the perception of climate change) is becoming a common feeling, especially among girls and young women. When learning about climate change, participants may feel worried about the impact of climate change on their future, helpless against the present consequences, and may also feel that they're not heard by people who have the power to change things.

While this curriculum doesn't shy away from explaining the urgency of the situation, it is important that these difficult conversations happen in a safe environment that protects everyone's wellbeing.



Give space to share



Learning about climate change, especially in areas that are very vulnerable to its consequences, can be upsetting. If participants are expressing or showing signs of anxiety, give them the space to share their concerns, and acknowledge their emotions..

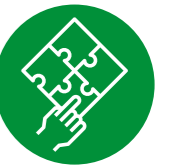
Research precise information



Climate change is a reality, and we are already living with its consequences. But feeling worried about it might mean that some girls and young women keep thinking about the worst possible scenario.

This curriculum encourages girls and young women to explore and be realistic about the consequences of climate change in their daily lives. Support them to research and use accurate information! It will help them gain perspective and envisage climate change as a part of their lives, rather than an impending catastrophe.

Be part of the solution



Working together towards solutions can help girls and young women feel empowered. This curriculum gives participants the tools to become environmental leaders and changemakers, in their lives, in their families and in their communities. Activities support participants to explore what they can do, whatever their age or experience, to change their behaviours to protect the environment, and adapt to the consequences of climate change. Help them focus on how they can take action - it is a great way to make sure they stay motivated and hopeful.

It's a collective effort



Through the curriculum, participants will take action and share their ideas with others. Nurture this collective space, so they feel supported in their efforts, and optimistic that they are not alone in this fight. There are many other girls and young women like them who are passionate about making a difference! Some activities also allow them to share their knowledge and find strategies to influence others, outside of their Girl Guiding and Girl Scouting group to take action. Make space during the programme for participants to share their experiences influencing others, and realise the collective impact they are having.

Educational approach

This curriculum uses a non-formal educational approach to make activities accessible, usable and engaging for participants. By using the Girl Guide and Girl Scout educational method and leadership model, this curriculum provides spaces for participants to direct their own learning and develop the behaviours to make sustainable change.

Learning by doing

People learn best when they feel involved in the learning. Learning by doing enables participants to connect their experiences to their own lives and empowers them to act. That's why this curriculum promotes learning in a hands-on way through interactive games, challenges, experiments, roleplays and discussions. Activities support participants to solve problems, develop their own ideas, apply their knowledge on climate change and practise the skills they need to become environmental changemakers.



Learning in small groups

Many girls and young women feel more engaged in the learning when it takes place in small groups. They can learn a lot from each other and have more fun with their peers. The activities in this curriculum support peer learning through negotiation, collaborative problem-solving, small group decision-making and supporting each other.



My path, my pace

People learn in different ways. This curriculum uses a range of varied activities to engage with different learning styles. Participants can choose which topics and activities they want to engage with, based on their interests, needs and learning styles. The curriculum also creates spaces for participants to contribute to the activities in different ways, and to celebrate their achievements throughout the curriculum.



Connecting with others

This curriculum encourages participants to connect with each other, their peers but also their families and communities, to better understand the impact of climate change as well as explore possible ways of taking action in their everyday life. Participants are encouraged to learn from people different from them, empathise with others and connect with people around them to ask questions and share their learnings.



Connecting with the world

Climate change is a global issue that affects the world around us in many different ways. This curriculum makes space for participants to learn from their environment, connect with nature and engage with their local communities. By completing GLACC, participants will get a chance to explore and better understand the world around them so they can take action to protect it, and become active global citizens.



Learn more about the Girl Guide and Girl Scout educational method here:
<https://shorturl.at/16zJA>

Leadership practice

To become environmental change makers ready to tackle challenges in their lives, in their communities and in the wider world, girls need to develop their confidence and see themselves as leaders. This curriculum is designed to give girls of all ages space to consciously practise leadership using [Girl Guide and Girl Scout leadership model](#). By using the six leadership mindsets throughout the curriculum, they will develop the values, attitudes, and behaviours they need to become leaders for climate action.



This curriculum supports young members to use their **reflective mindset** through individual and collective reflection about their impact on the environment, their strengths, and the skills and behaviours they want to work on to take action on climate change.



It encourages the use of the **collaborative mindset** through collective games and challenges, where Guides have to be team players, support each other and use people's different strengths to work together against climate change.



Activities encourage **worldly leadership** by giving young members space to reflect on how climate change is a crucial part of their context, and to challenge themselves to take different perspectives and experiences into account when exploring climate change adaptation and mitigation solutions.



Developing a **creative and critical thinking mindset** is crucial to solving the climate crisis. Through the activities, participants have opportunities to understand climate change through analysing information and doing research, and to develop their imagination, take informed risks and come up with innovative solutions to deal with the consequences of climate change.



This curriculum takes a unique perspective on climate change by supporting participants to develop their **gender equality mindset** and explore how girls and women are disproportionately affected by climate change and why. They are encouraged to challenge gender expectations and reflect on how they can overcome gender barriers to leadership in the journey as environmental changemakers.



The main objective of this programme is to equip participants with the tools to take **responsible action** on climate change. By learning about climate change, they can change their behaviours to protect the environment, support their families and communities to take action, and mobilise others for climate action.

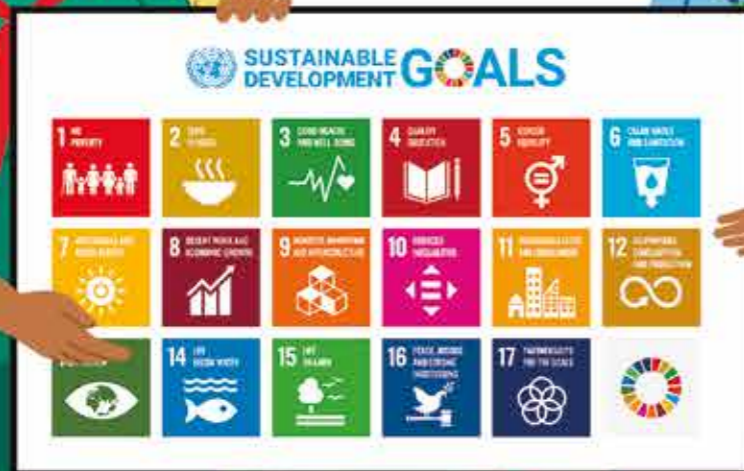
Learn more about the Girl Guide and Girl Scout leadership model here:
<https://cutt.ly/YrLHHIPR>

Section fact sheets



These fact sheets are designed to give leaders and older participants information, facts and definitions relevant for each section. These have not been designed to be read all in one go, as each fact sheet gives information about a particular section.

You can read through a section's fact sheet to prepare for the activities in that section or keep them close during the activities to feel confident that you have enough climate change knowledge to answer participants' questions and support discussions.





What is climate change?



WEATHER DEFINITION

Weather is a specific event – like a rainstorm or hot day – that happens over a few hours, days or weeks. Climate is the average weather conditions in a place over 30 years or more.



CLIMATE CHANGE DEFINITION

Climate change means a change of climate caused directly or indirectly by human activity that alters the composition of the atmosphere and which is in addition to natural climate variability observed over similar time periods.

The greenhouse effect and human activity

Infographics that show how the greenhouse effect works:

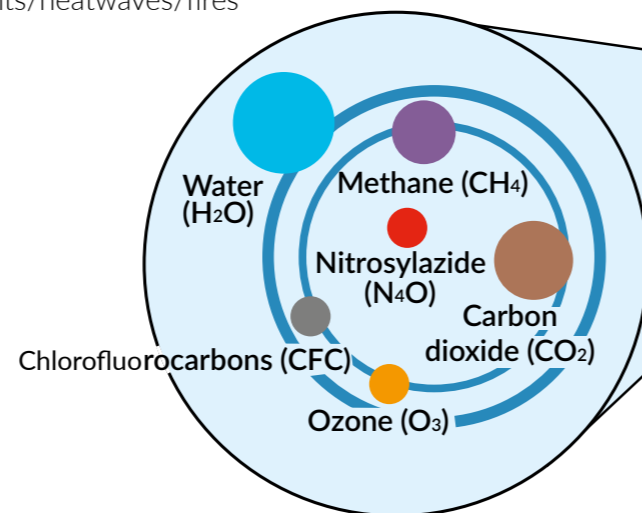
1. The sun produces heat
2. Some of it is reflected by the Earth and atmosphere
3. Some of it is trapped in the atmosphere and makes the Earth warmer and a comfortable place to live on
4. Human activity has accelerated the greenhouse effect, making Earth warmer than it would naturally be.

What human activities cause a concentration of greenhouse gases

1. Electricity and heat production (25%)
2. Agriculture, forestry and other land use (24%)
3. Industry (21%)
4. Transport (14%)
5. Buildings (6.4%)
6. Other energy (9.6%)

And the consequences this has

- Polar ice caps melting
- Sea levels rising
- Rainfalls/storms/hurricanes
- Droughts/heatwaves/fires



Greenhouse gases

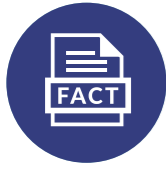
Causes ●
Consequences ●

The greenhouse effect and human activity



Human activity increases the concentration of GHG in the atmosphere maximising global warming.





What is climate change?

The Paris Agreement



The Paris Agreement is an international treaty on global climate action, signed in 2015 in Paris. It holds accountable all 195 countries who signed it to:

- Take ambitious action on climate change
- Adapt to the effects of climate change
- Ensure support for developing countries.

Through the Paris Agreement, countries have agreed to limit this century's average global temperature increase to no more than 2°C, and to pursue additional efforts to limit the increase to 1.5°C.



GLOBAL WARMING

Because climate change is caused by human activity (especially industrial activity), we measure it by comparing how much the Earth's climate has been heating up since the pre-industrial period (1850-1900).

We have already seen a rise in more than 1°C since that period and the consequences are huge. Countries all over the world have agreed to keep this global warming well below 2°C, while aiming for 1.5°C. This is what scientists predict the difference will be between a 1.5°C and 2°C temperature rise.

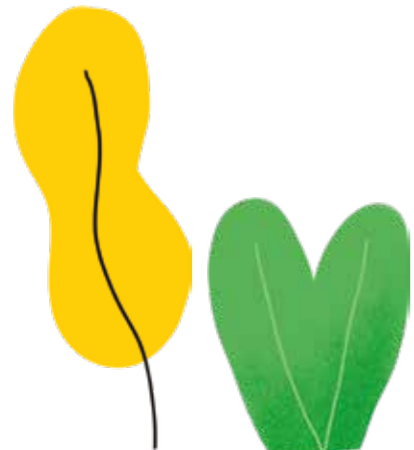
HALF A DEGREE OF WARMING MAKES A BIG DIFFERENCE: EXPLAINING IPCC'S 1.5°C SPECIAL REPORT

	1.5°C2	°C	2°C IMPACTS	1.5°C	2°C	2°C IMPACTS
EXTREME HEAT Global population exposed to severe heat at least once every five years	14%	37%	2.6x WORSE			
SEA-ICE-FREE ARTIC Number of ice/free summers	AT LEAST 1 EVERY 100 YEARS	AT LEAST 1 EVERY 10 YEARS	10x WORSE			
SEA LEVEL RISE Amount of sea level rise by 2100	0.40 METERS	0.46 METERS	.06M MORE			
SPECIES LOSS VERTEBRATES Vertebrates that lose at least half of their range	4%	8%	2x WORSE			
SPECIES LOSS PLANTS Plants that lose at least half of their range	8%	16%	2x WORSE			
SPECIES LOSS INSECTS Insects that lose at least half of their range	6%	18%	3x WORSE			
ECOSYSTEMS Amount of Earth's land area where ecosystems will shift to a new biome	7%	13%	1.86x WORSE			
PERMAFROST Amount of Arctic permafrost that will thaw	4.8 MILLION KM ²	6.6 MILLION KM ²	38% WORSE			
CROP YIELDS Reduction in maize harvests in tropics	3%	7%	2.3x WORSE			
CORAL REEFS Further decline in coral reefs	70-90%	99%	UP TO 29% WORSE			
FISHERIES Decline in marine fisheries	1.5 MILLION TONES	3 MILLION TONES	2x WORSE			





Who is most affected by climate change?



What is gender equality?

“Gender equality, or equality between women and men refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women’s and men’s rights, responsibilities and opportunities will not depend on whether they are born male or female.” (UN Women)

Discrimination against women and girls takes different forms in different parts of the world, but no country in the world has achieved gender equality.



Gender equality in the world

The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) is the main treaty on women’s human rights. It has been adopted in 1979 and has been ratified by 189 countries, which means those countries are legally-bound to eliminate all forms of discrimination against women and girls.

Yet, direct and indirect discrimination against women and girls still exists everywhere in the world.

- Women earn 23% less than men globally.
- Globally, women are just 13 per cent of agricultural land holders.
- Two thirds of illiterate adults in the world are women.
- Women spend 3 times as many hours doing unpaid domestic and care work as men each day.
- 1 of 3 women worldwide has experienced physical or sexual violence - mostly by an intimate partner.
- Women only occupy 24% of parliamentary seats worldwide.

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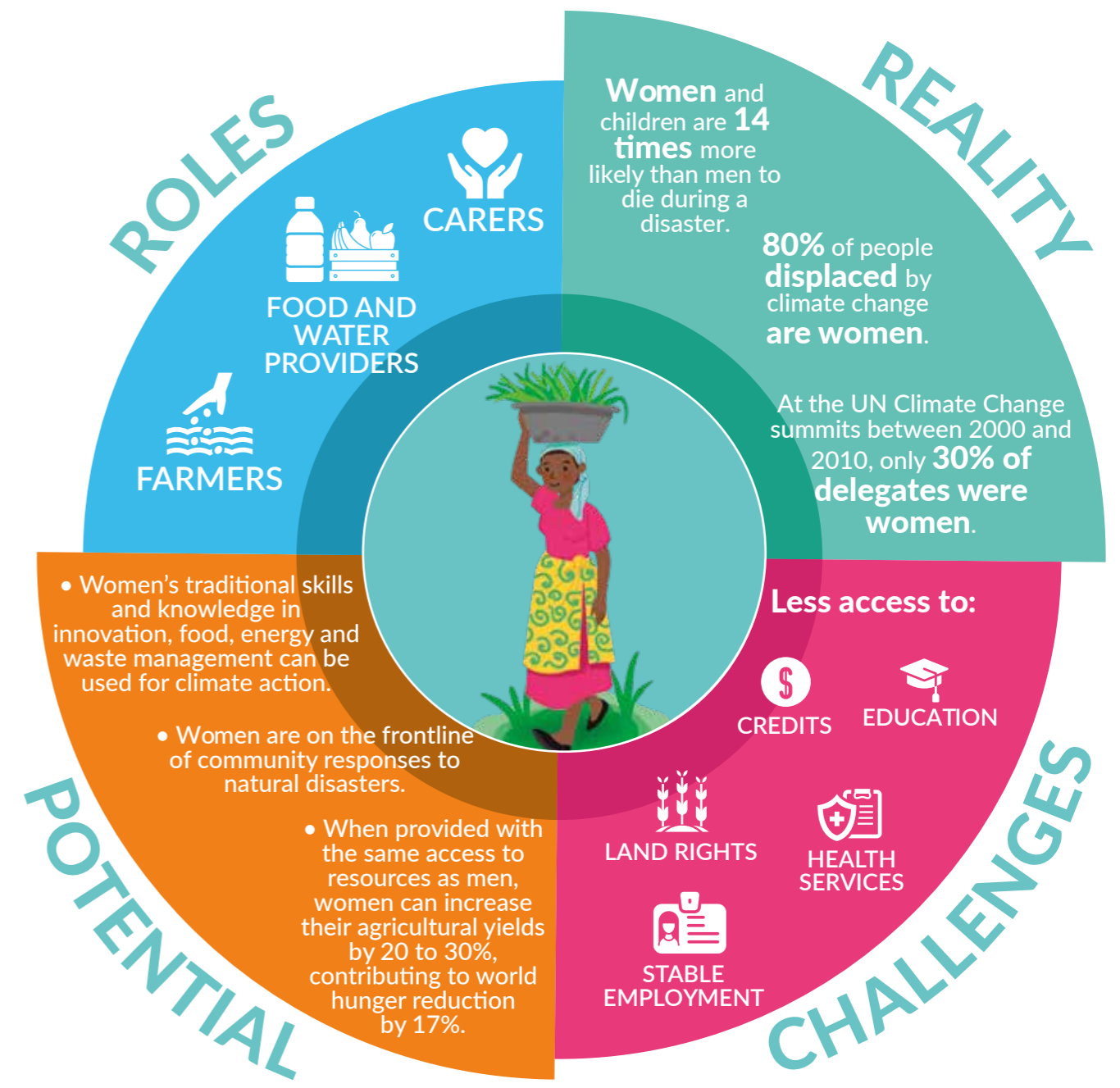
1 in 3 women worldwide has experienced physical or sexual violence - mostly by an intimate partner.

Women only occupy 24% of parliamentary seats.





Impact of climate change on women and girls



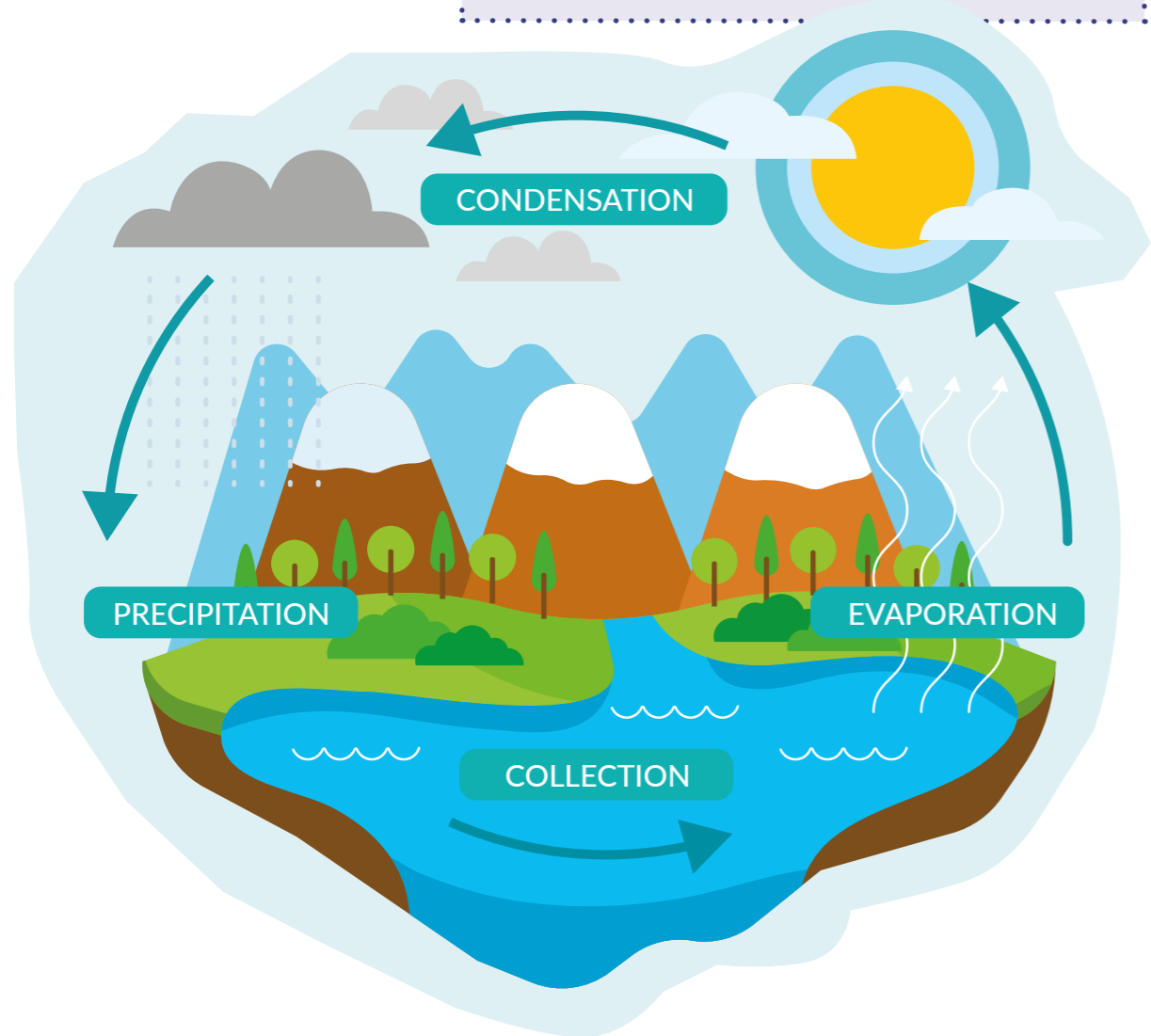


Weather

Climate change impacts the water cycle on Earth. This causes extreme weather and natural disasters.

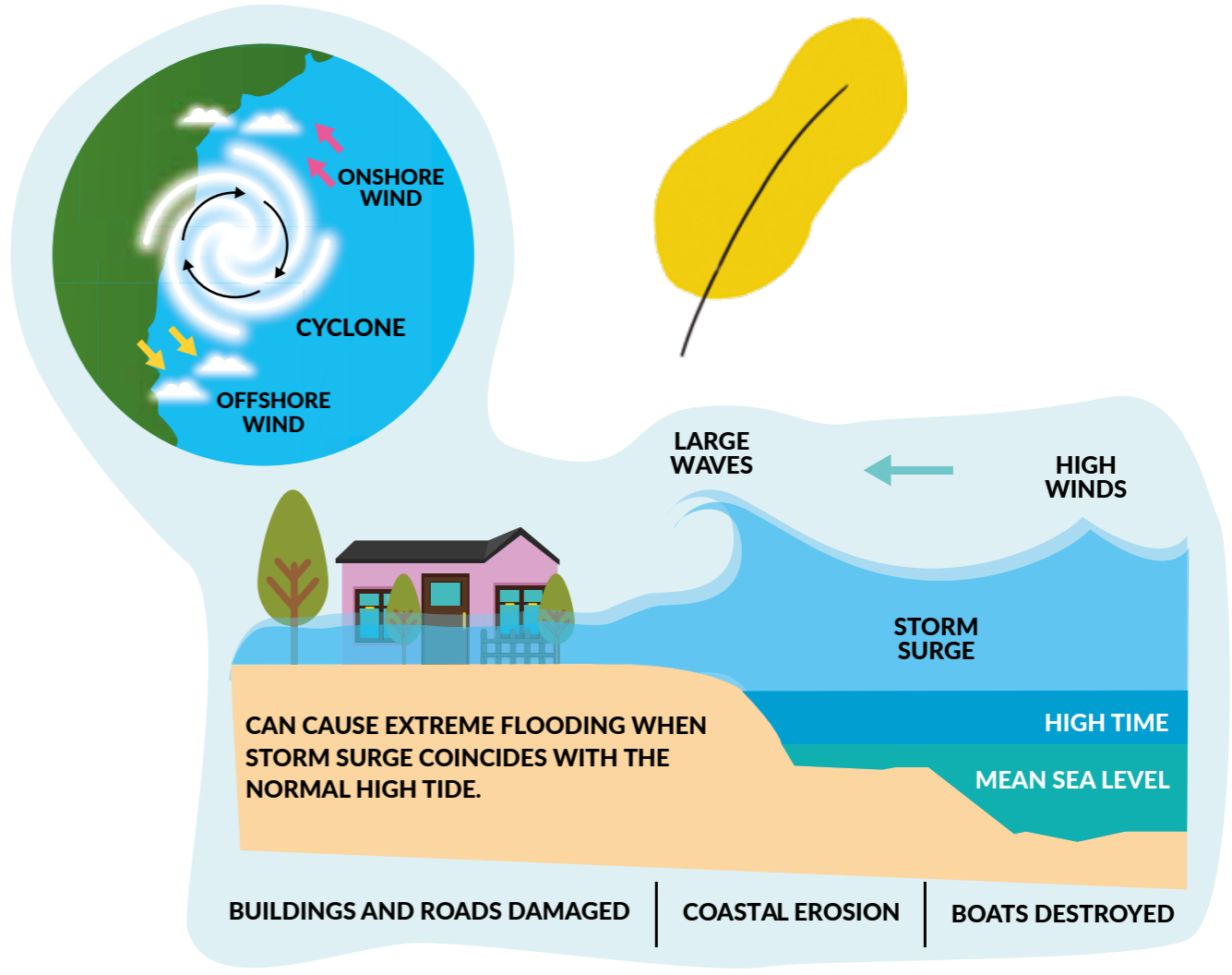
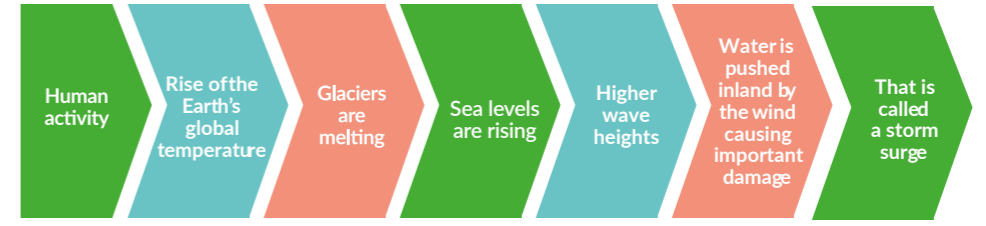
What is the water cycle?

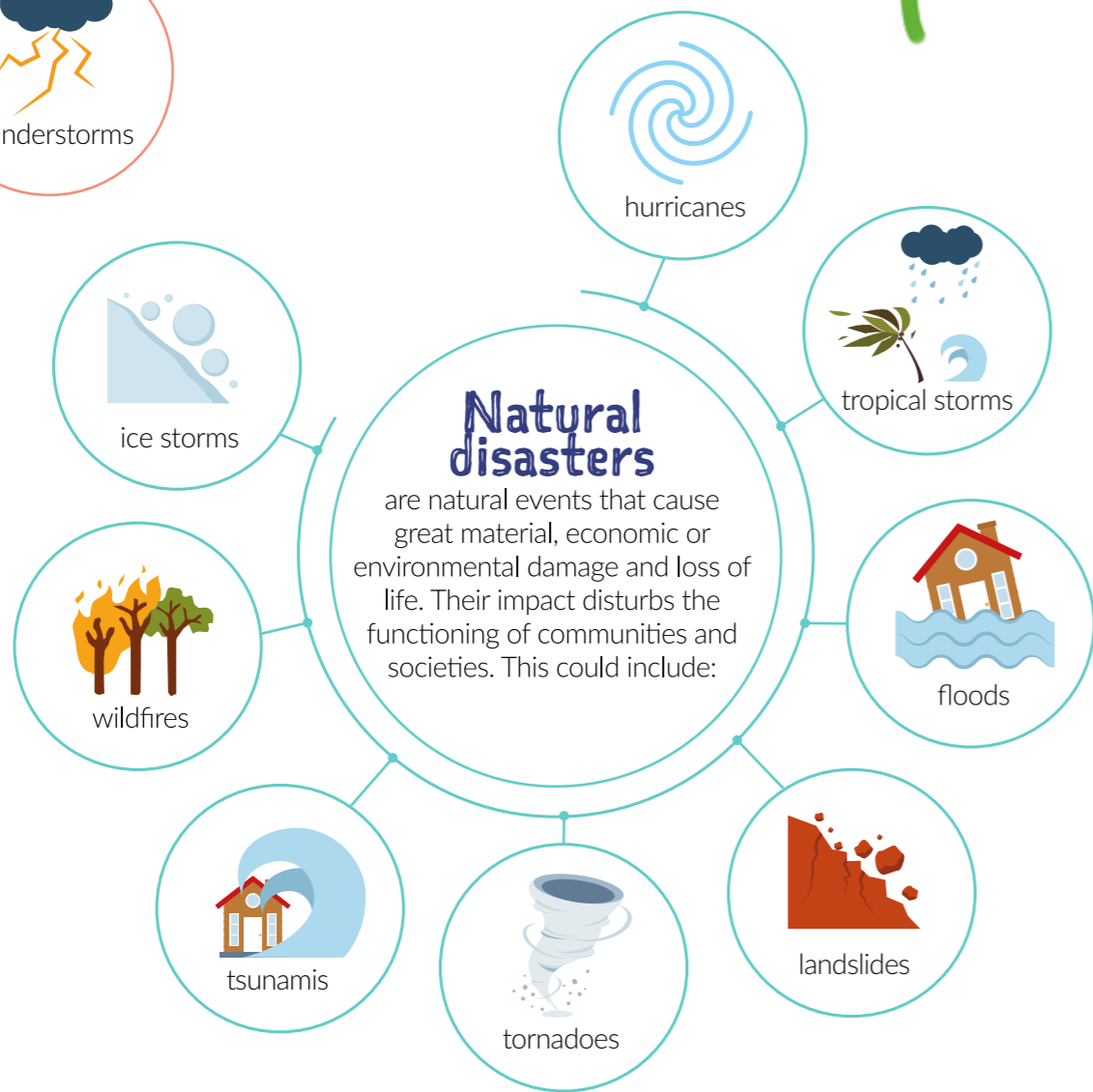
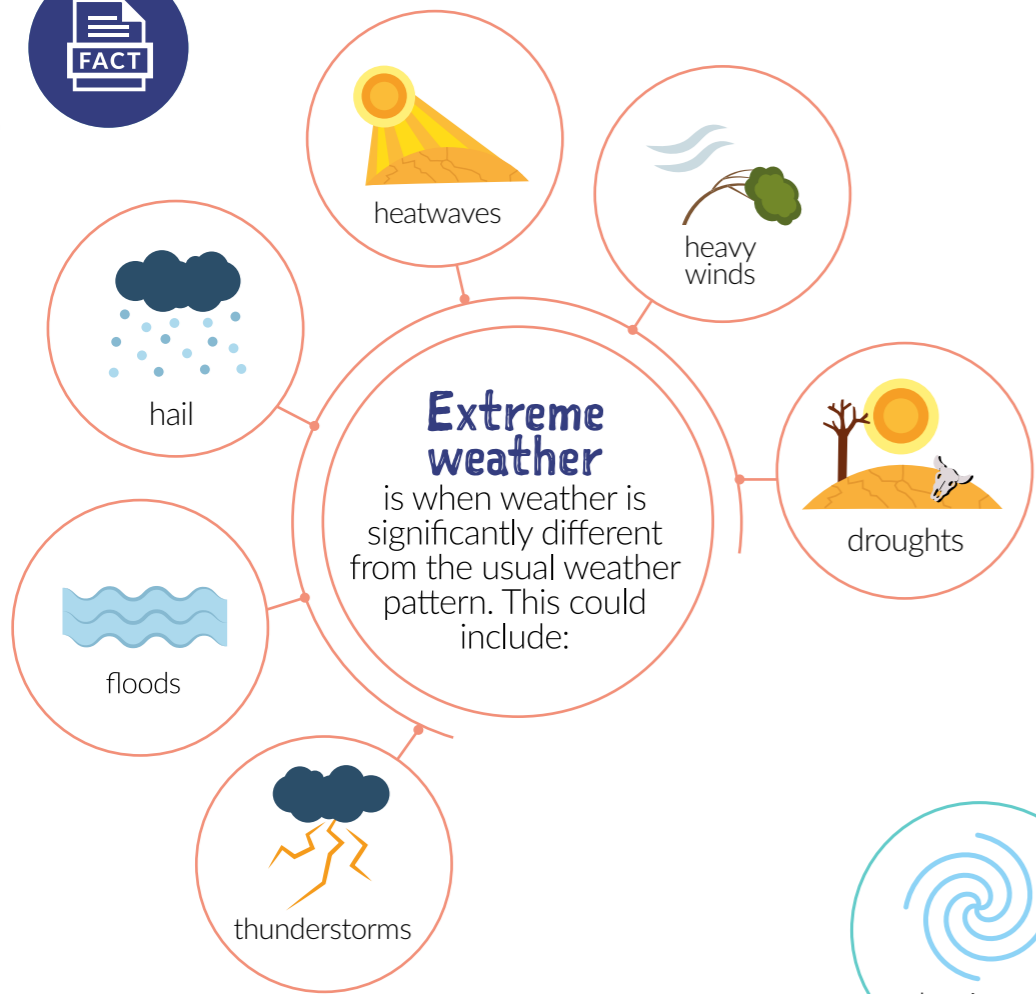
The sun evaporates water from the oceans into water vapour. This invisible vapour rises into the atmosphere, where the air is colder. The colder air causes water vapour to condense into water droplets (rain) and clouds.



The increase in air and water temperatures changes the water cycle, and leads to rising sea levels, more dangerous storms and higher wind speeds, more intense and prolonged droughts and wildfire seasons, heavier precipitation and flooding.

Climate change makes storms more dangerous

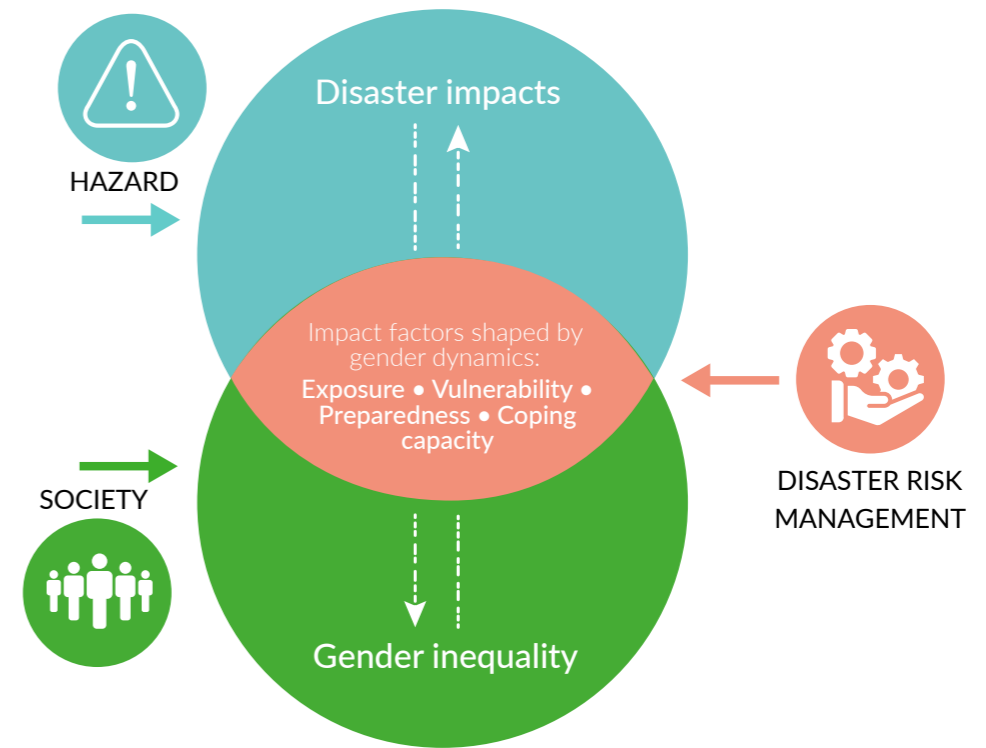




The number of climate-related disasters has **tripled** in the last 30 years.

Between 2006 and 2016, the rate of global sea-level rise was **2.5 times faster** than it was for almost all of the 20th century.

How gender dynamics link with natural disasters impact



Source:
<https://www.oxfam.org/en/5-natural-disasters-beg-climate-action>

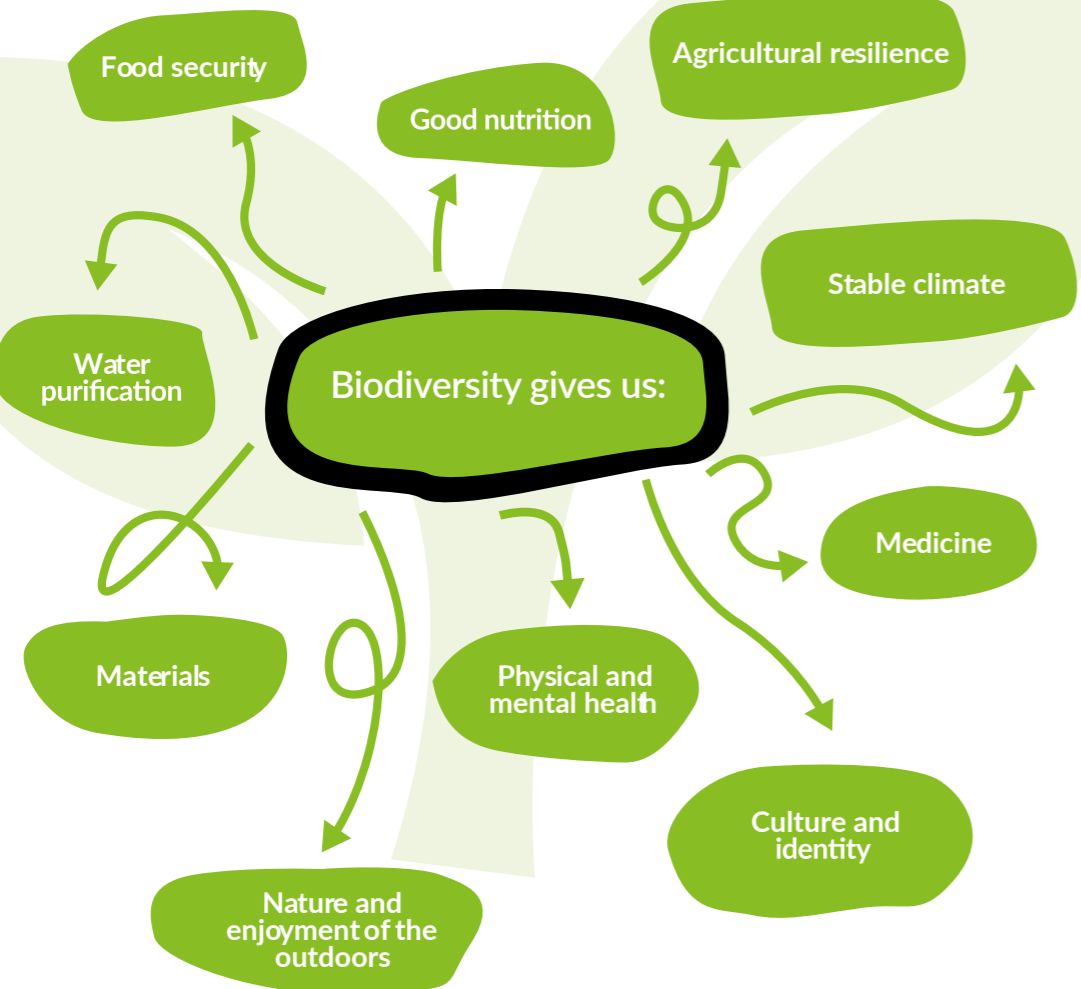


Animals and plants

Biodiversity refers to the variety of living species on Earth, including plants, animals, bacteria, and fungi. While Earth's biodiversity is so rich that many species have yet to be discovered, many species are being threatened with extinction due to human activities, putting the Earth's magnificent biodiversity at risk.

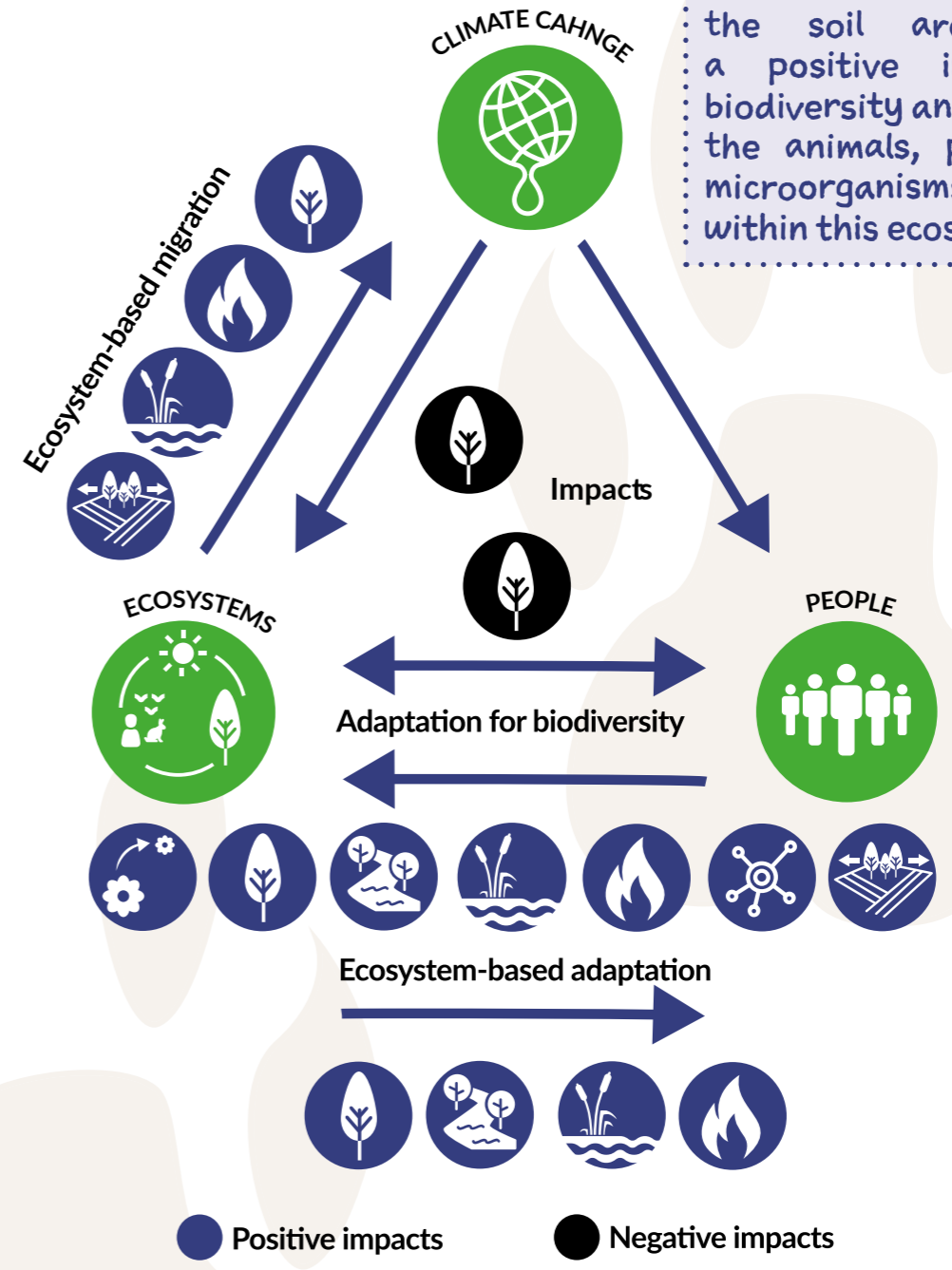
An **ecosystem** is a geographic area where plants, animals and other organisms, as well as weather and landscapes, work together to form a bubble of life.

Biodiversity is important because it helps humans stay healthy and safe.



Human activity and climate change impact ecosystems, but biodiversity can help us mitigate climate change and adapt to it too!

Soils is the world's most biodiverse habitat, but it can also be taken for granted. More than half of the world's species live in the soil. Nurturing the soil around has a positive impact of biodiversity and supports the animals, plants and microorganisms which live within this ecosystem.

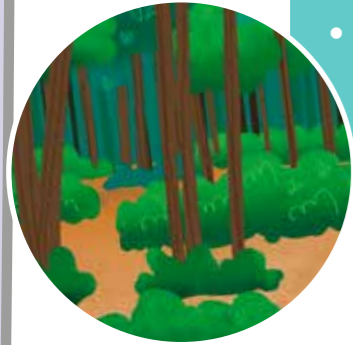


- Reafforestation
- Forest creation in unsuitable areas (negative)
- River restoration
- Wetland restoration
- Protection and expansion of natural/seminatural areas
- Increased connectivity
- Species translocation
- Natural fire regime restoration



Biodiversity and ecosystems in sub-Saharan Africa

- Africa had the highest net loss of forest area in the world between 2010–2020, with a loss of 3.94 million hectares per year
- Wood fuel represents over 90 percent of all wood harvested in Africa.
- A study in Tanzania showed that forests have an important role in agriculture as the natural habitats of wild pollinators. Agricultural productivity was higher when the crops were located next to a forest.



Biodiversity and ecosystems in Asia and the Pacific

- Asia showed the largest net gain in forest area in the period 2010-2020.
- India is one of the top countries with the largest forest areas in the world.
- The Asia-Pacific region is experiencing a severe biodiversity crisis, with the potential loss of up to 42% of species in Southeast Asia by the end of the century.
- An approach in **Western Ghats of India**, has encouraged local communities, including Mahadev Koli tribal people, to harvest and sell the fruits of instead of harvesting the trees for fuelwoods. This is an example of how local people can reap the benefits of sustainable farming – using the **FairWild standard**.

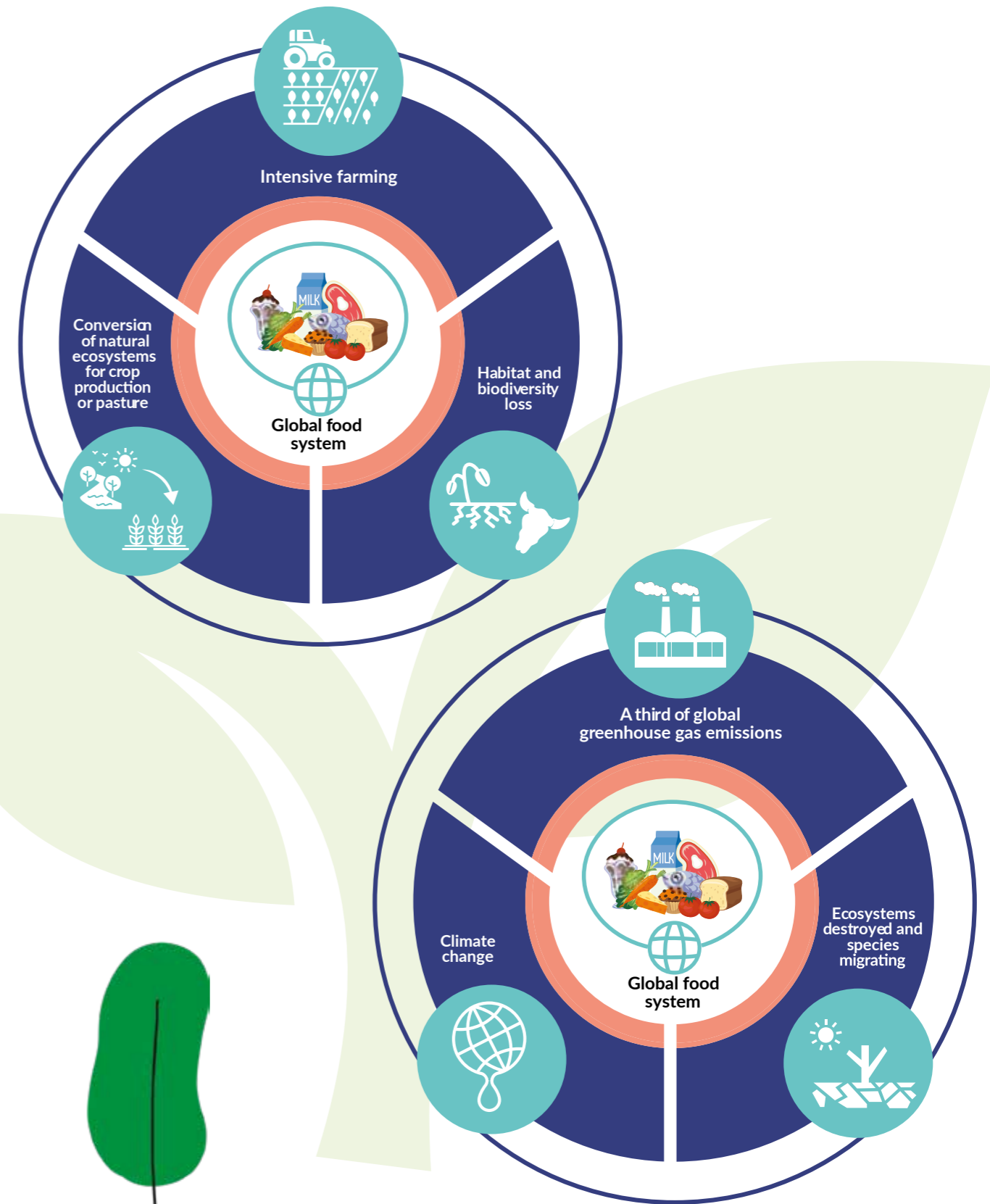


Biodiversity and ecosystems in Latin America and the Caribbean

- Pollution and biodiversity loss through overexploitation is a major threat to marine ecosystems LAC. 70-90% of coral reefs are reported to have died off in three Caribbean countries.
- Latin America has the second highest forest are loss in the world in the period 2010 - 2020, with the loss of 2.6 million hectares per year.
- LAC has the highest loss of biodiversity globally at 94% with fish, amphibians and reptiles being the most declines.



Food affects biodiversity and climate change





Some products are specifically harmful to the environment. For example, **palm oil** is a common cooking ingredient in many parts of the world. Because it is widely used, it has encouraged more cultivation, leading to deforestation to make space for oil-palm culture. **193** endangered and vulnerable species in the world have palm oil production as one of their main threats, including chimpanzees, orangutans and African forest elephants.

How to protect biodiversity



1. Change the way we eat. Shifting to a plant-based diet will reduce the disproportionate impact of animal farming on biodiversity, and reducing food waste will reduce pressure on resources and land.

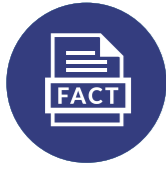


2. Protect land from exploitation to help natural ecosystems, and restore ecosystems on agricultural land to increase biodiversity.



3. Farm in a way that is kinder to nature and biodiversity, by reducing the use of harmful products and farming diverse cultures (increasing agro diversity).



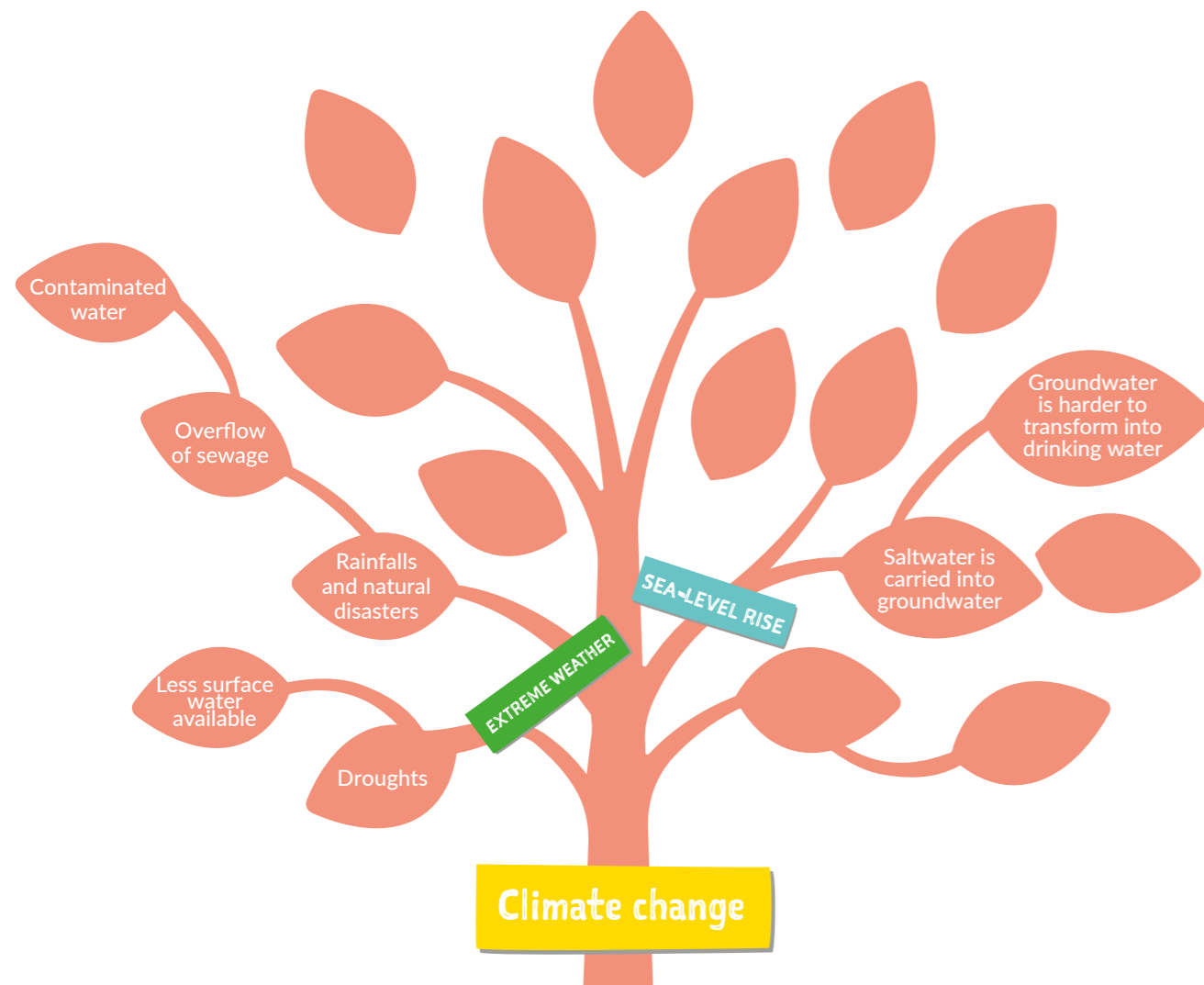


Water

Water is essential not only to health, but also to poverty reduction, food security, peace and human rights, ecosystems and education. Yet, many countries face growing challenges linked to water scarcity, water pollution, degraded water related ecosystems and cooperation over transboundary water basins.

Climate change is making water availability less predictable in many regions in the world because of droughts, as well as water contamination caused by floods.

Climate change affects safe drinking water supplies



Access to clean water in the world



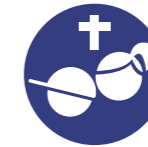
In the world, **3 in 10** people lack access to safely managed drinking water.



Water scarcity affects more than **40 per cent** of the global population and is projected to rise.



More than **80 per cent** of wastewater resulting from human activities is discharged into rivers or sea without any pollution removal.



Each year, almost **1,000 children** die due to preventable water and sanitation-related diarrheal diseases.



Women and girls are responsible for water collection in **80 per cent** of households that don't have access to water on-site.





Livelihoods

Extreme weather and natural disasters destroy assets and livelihoods.

For example, floods affect poor slum dwellers and droughts affect crops and poor farmers.

Poor people, and especially women, have fewer resources and receive less support from family, community, the financial systems and social safety nets making it hard to prevent, cope and adapt.

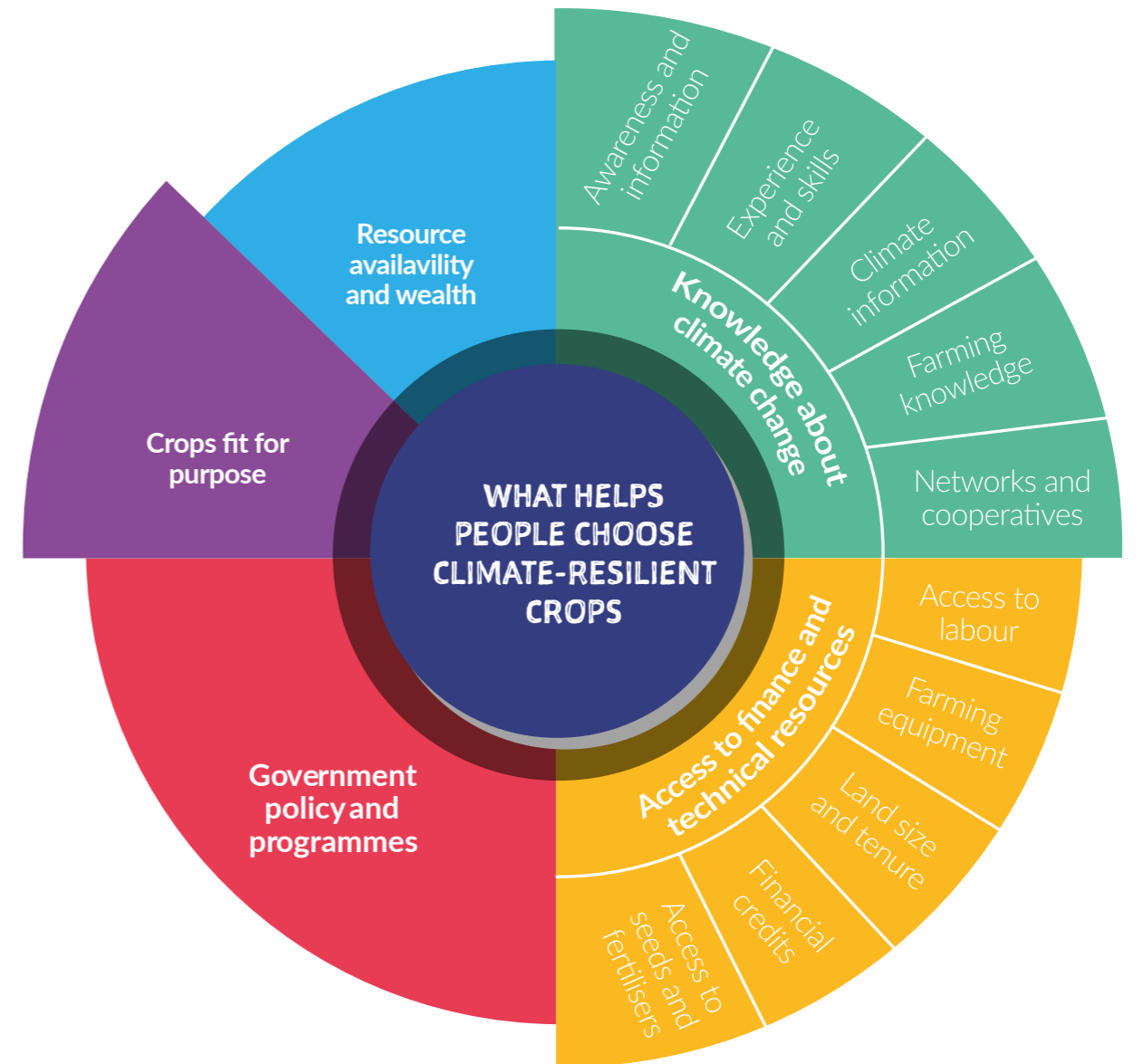
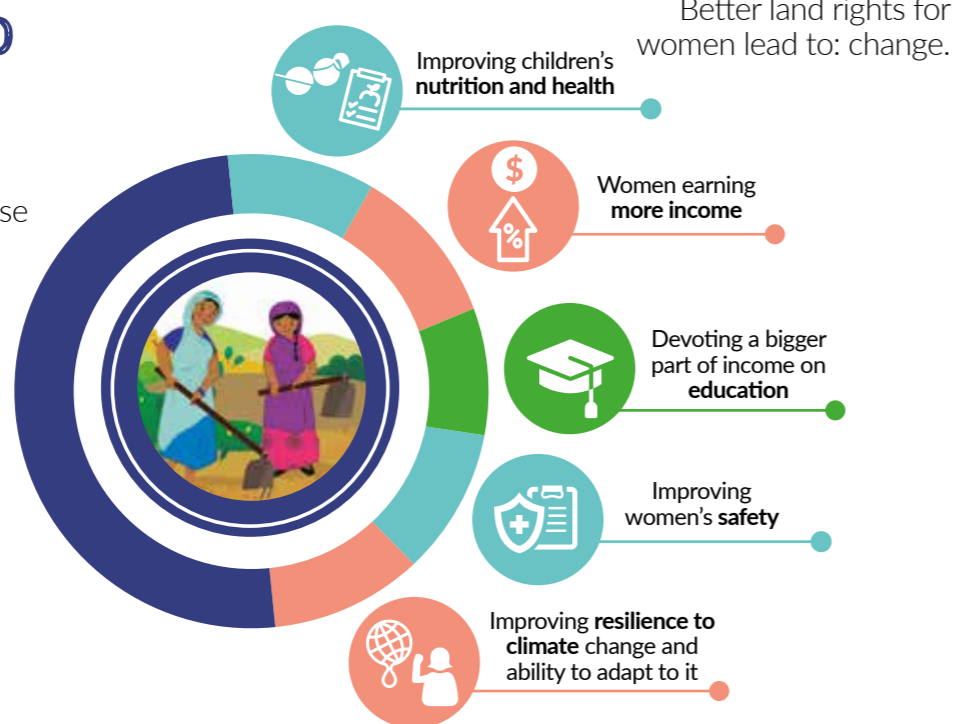
Climate change, agriculture and poverty



WOMEN'S LAND RIGHTS

Women's land rights are a human right - and they increase women's resilience to climate change.

Globally, less than 15 percent of all landholders are women.



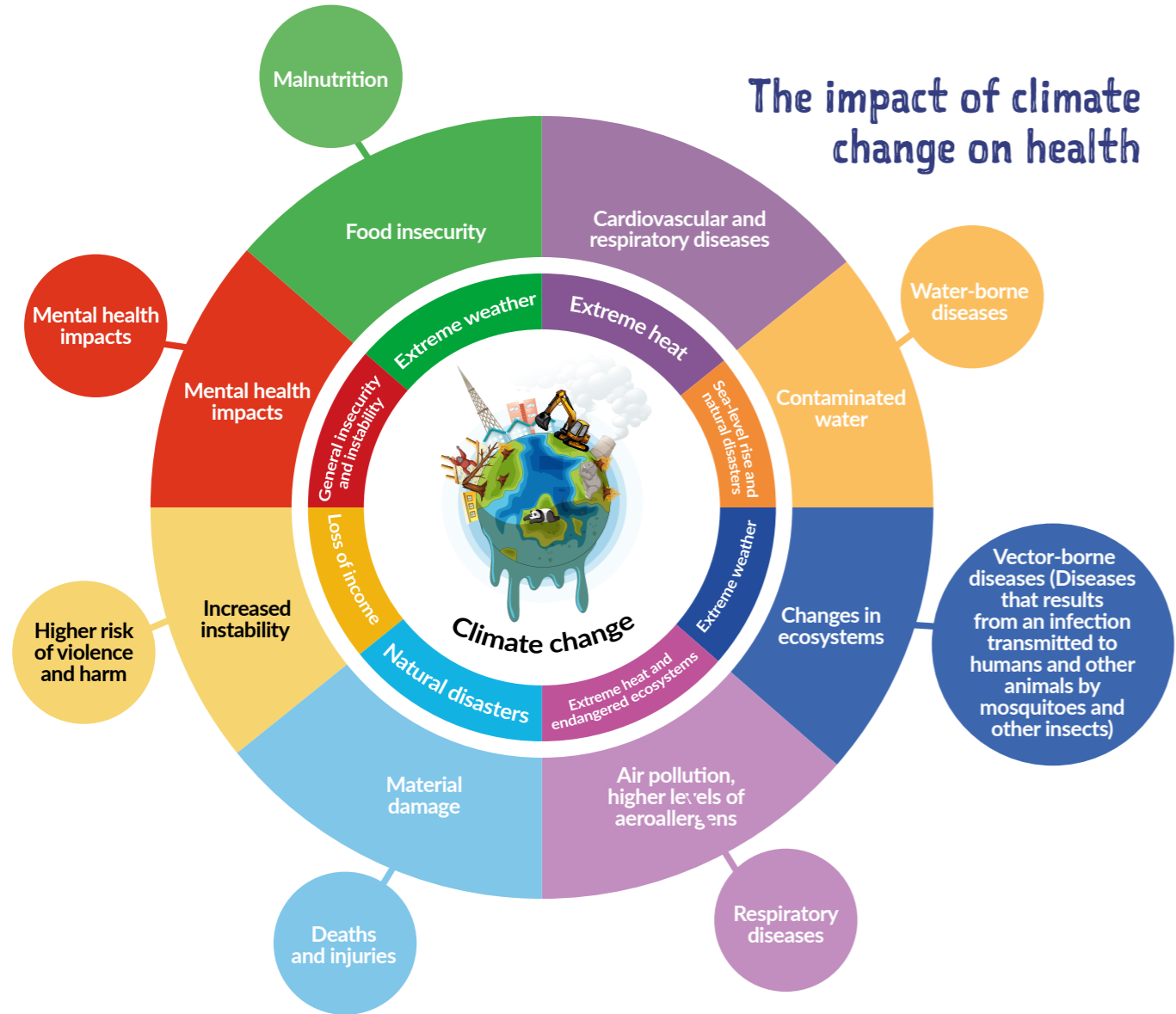


Health

Climate change severely affects human health through its consequences on air, water, food and safety.

Between 2030 and 2050, climate change is expected to cause approximately **250,000 additional deaths** per year, from malnutrition, malaria, diarrhoea and heat stress.

The impact of climate change on health



Climate change, gender and health



Disruption to health services during natural disasters affects girls and women's **access to important health services** such as sexual and reproductive health, and healthcare during pregnancy and birth.



Heatwaves and a lack of access to clean water for proper **menstrual hygiene** can cause bacteria and infections.



Malnutrition impacts girls more seriously because of their nutritional needs when they are menstruating, pregnant or young mothers.



Women represent the majority of those who **take care of the sick** (in families and healthcare services) which puts them at greater risk.





Freedom

How climate change impact girls' rights, freedom and safety

Climate change affects girls' chances to enjoy their rights, to take the lead in their own lives, and to choose their own paths.



More than **20 million** people a year are forced from their homes by climate change.



If current trends continue, by 2025 climate change will be a contributing factor in preventing at least **12.5 million** girls from completing their education each year.

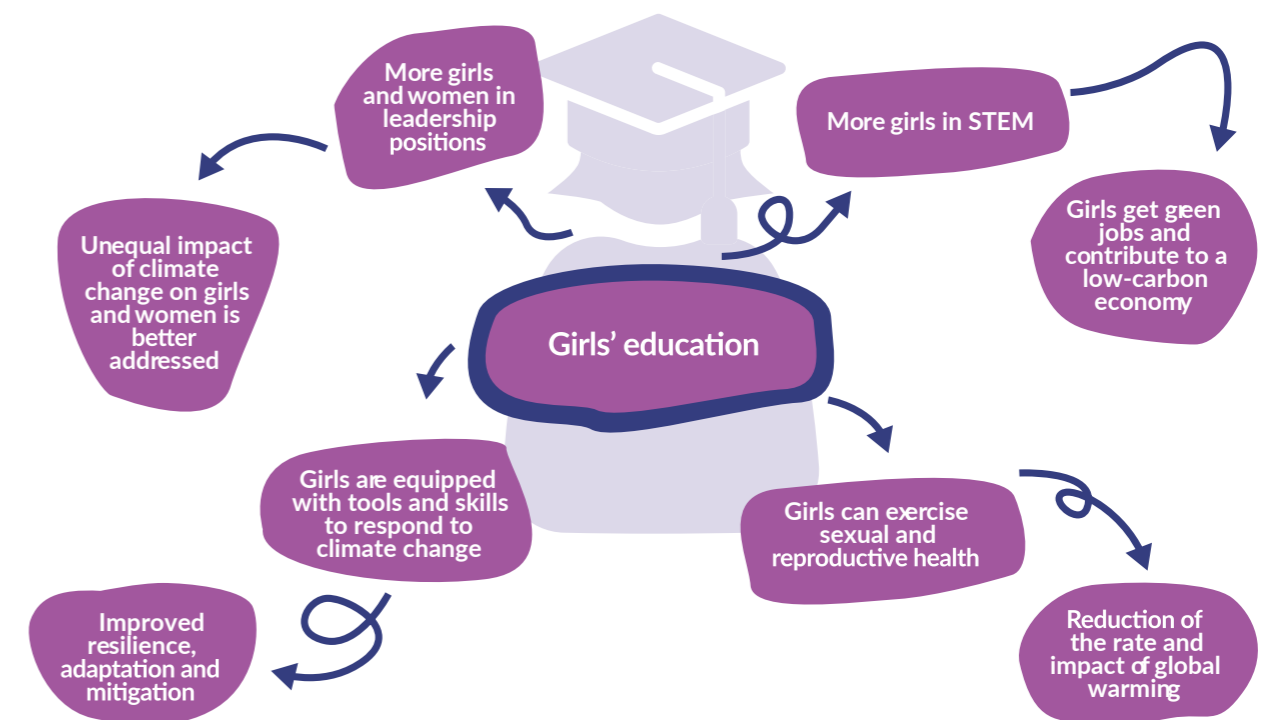


Experts estimate that climate has influenced between **3%** and **20%** of armed conflict risk over the last century.



If we reach the goals of the Paris Agreement and 2°C global warming, the influence of climate on conflict would rise to a **13%** chance.

Girls' education is a solution to climate change

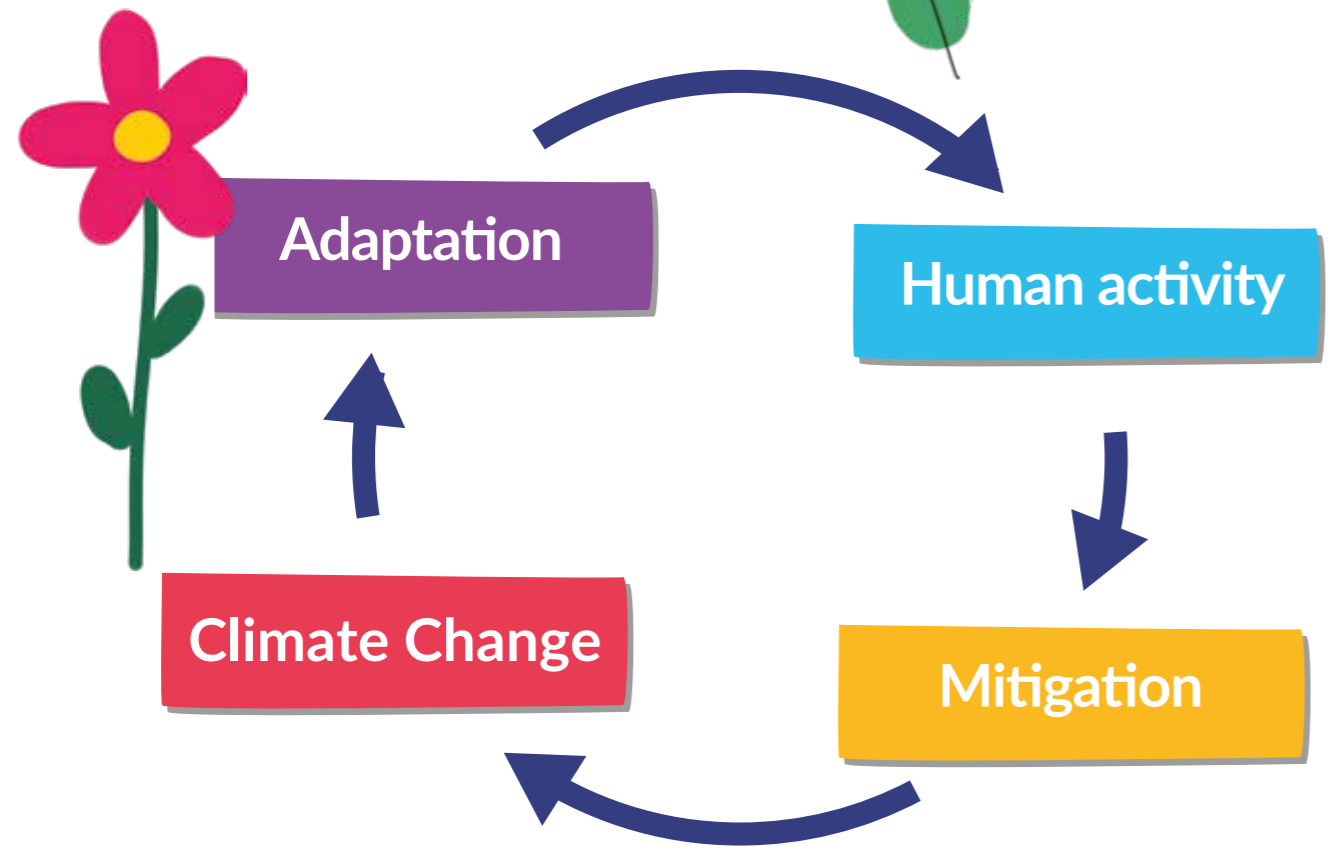




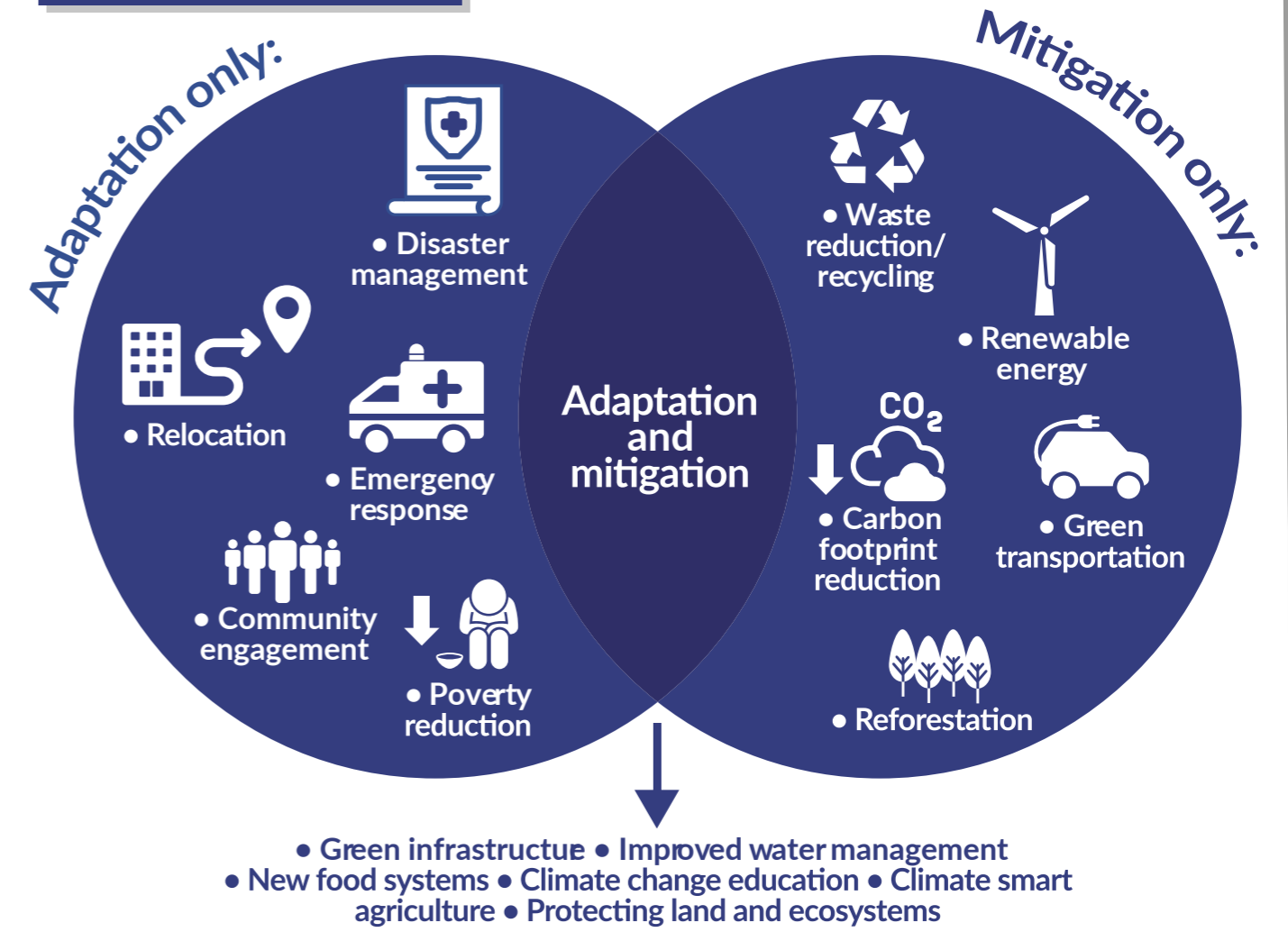
How to take action

CLIMATE CHANGE MITIGATION refers to the action of reducing or preventing further greenhouse gases being released into the atmosphere.

ADAPTATION TO CLIMATE CHANGE seeks to moderate or avoid harm of changes in climate and find new solutions for people to live and prosper under their new climatic conditions.

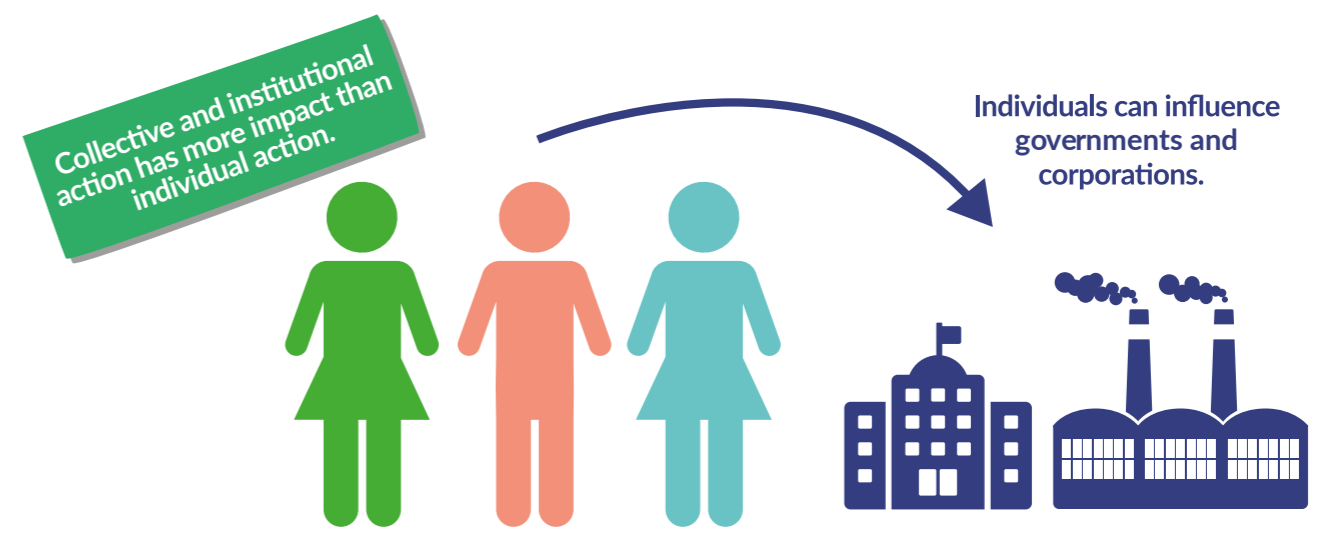


Climate resilience



Individual vs. collective action

We can all take action for climate change. We can lead more sustainable lives and adapt to the consequences of climate change. But governments and corporations have more power than individuals to solve climate change. We all need to work together to make a big difference.





Share the knowledge

SUSTAINABLE DEVELOPMENT GOALS

The SDGs are a set of universal goals to help combat the urgent environmental, political and economic challenges facing our world. SDG 13 focuses on climate action - but all 17 SDGs can help towards climate justice and environmental sustainability. You can use the SDG targets and all the information online to convince other people that climate action is essential and urgent!

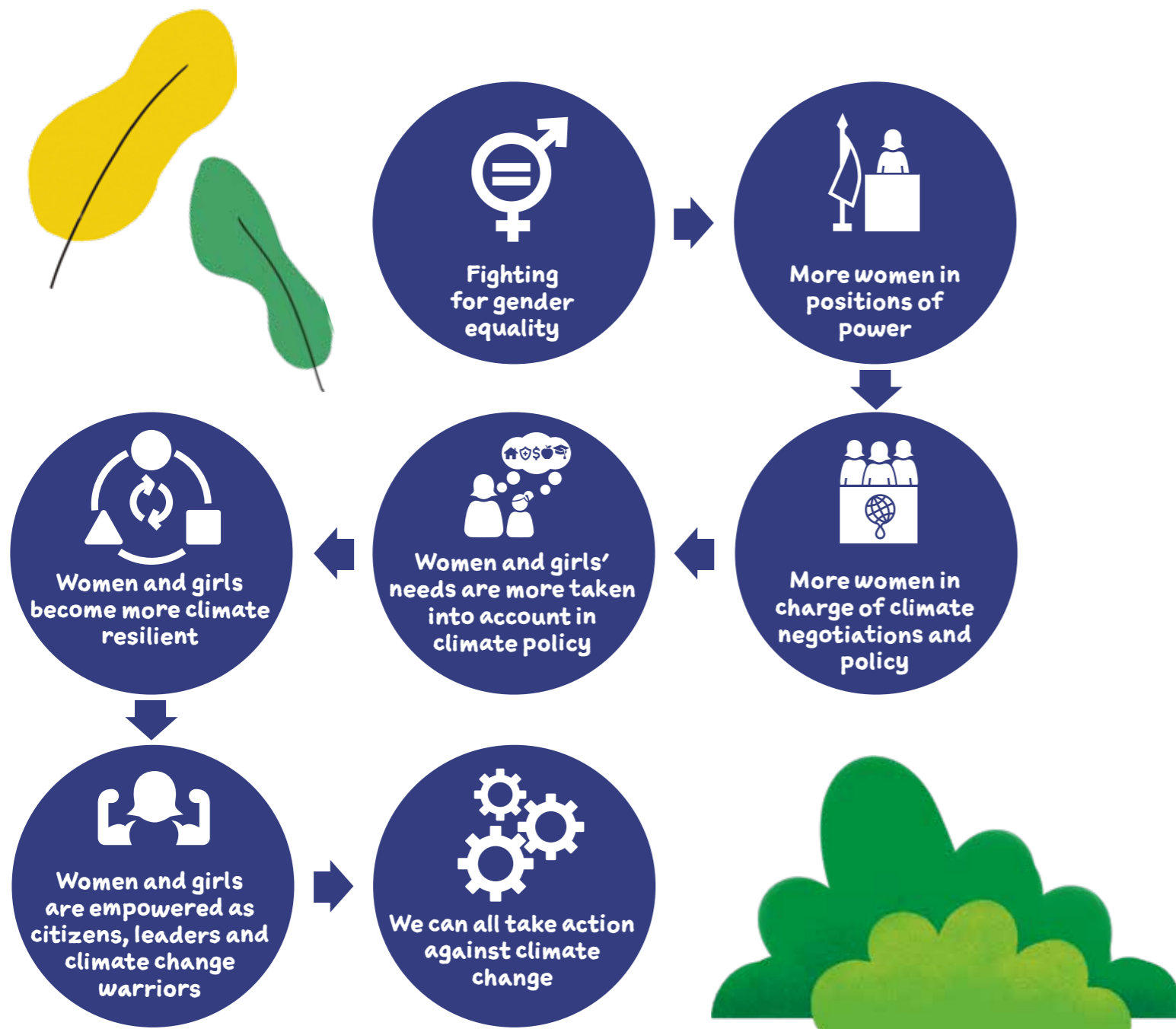




Share the knowledge

THE POWER OF WOMEN AND GIRLS IN CLIMATE ACTION

- As of 2015, only 12% of national environmental ministries are headed by women
- Women represent on average only 30% of national and global climate negotiation bodies



Meet 6 young climate activists around the world Girl Guide Activists

Girl Guide Activists

Sarah-Anna Awad, Austria

Sarah-Anna is a WAGGGS Advocacy Champion. She became a climate activist to prevent glaciers from melting, which is already causing huge issues in her country. She is committed to action on the SDGs in Austria and worldwide and is a global climate activist. She has spoken out at global events like the UN Commission on the Status of Women 2019 and UN Youth Climate Summit.



Cassandra Walcott, Barbados

Cassandra is passionate about protecting sea life. She got the idea for her project while attending the Helen Storrow Seminar 2019. She is removing excess seaweed from the beaches in Barbados – which is killing sea life and creating odour pollution – and using it to create fertiliser. Cassandra is passionate about protecting sea life. She got the idea for her project while attending the Helen Storrow Seminar 2019. She is removing excess seaweed from the beaches in Barbados who are killing sea life and creating odour pollution and using it to create fertiliser.



Eya Ben Soltana, Tunisia

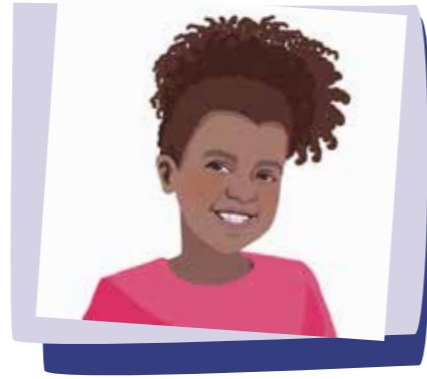
Eya was inspired to take action on access to water and sanitation after attending the Helen Storrow Seminar in 2018. With friends, she started a project to bring clean, safe water to schools in remote villages in Tunisia.



Global activists

Ellyanne Chlystun Githae Wanjiku, Kenya

Ellyanne started taking climate action at only 4 years old by planting trees. She founded Children with Nature, the only organisation in Africa led by youth and children working specifically on influencing the young to protect the environment. At 9, she had already been behind the planting of 250,000 trees in Kenya.



Kehkashan Basu, UAE

Kehkashan started taking action for climate at age 8, when she started planting trees and organising young people to recycle. At 12, she founded the Green Hope Foundation, with the goal of teaching and implementing the SDGs through workshops and grassroots action.



Disha Ravi, India

A member of the international climate movement Fridays for Future, Disha has been vocal about climate justice and has organized several climate strikes in India. She also works on issues related to agricultural policies and indigenous rights.



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 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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Ayowunmi Nuga

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

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Girl-Led action on Climate Change

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