

Youth-Led Action on Climate Change

Middle Years Programme (Europe)





Foreword

In April 2025 at WAGGGS World Centre, 'Our Chalet' in Switzerland, 29 participants from 17 different countries across the Europe Region came together to reflect on their role as Guides and Scouts in tackling the global issue of climate change. It was there that this programme began to take root. Through shared stories, discussions, and collaboration, we realised that climate change is not just a distant or individual issue. It is a collective challenge that affects us all. Yet, within that challenge lies an incredible opportunity: the power to build stronger, more connected communities that take meaningful action together.

Youth-Led Action on Climate Change (YLACC) builds on the Girl-Led Action on Climate Change programme, which has been created and implemented in different regions including Sub-Saharan Africa, Asia, Latin America, and the Caribbean. This version has been specifically tailored for a European and co-educational context. The purpose of YLACC is to empower young people to become leaders in their local communities by providing them with the knowledge, tools and confidence to take action and to advocate for meaningful change.

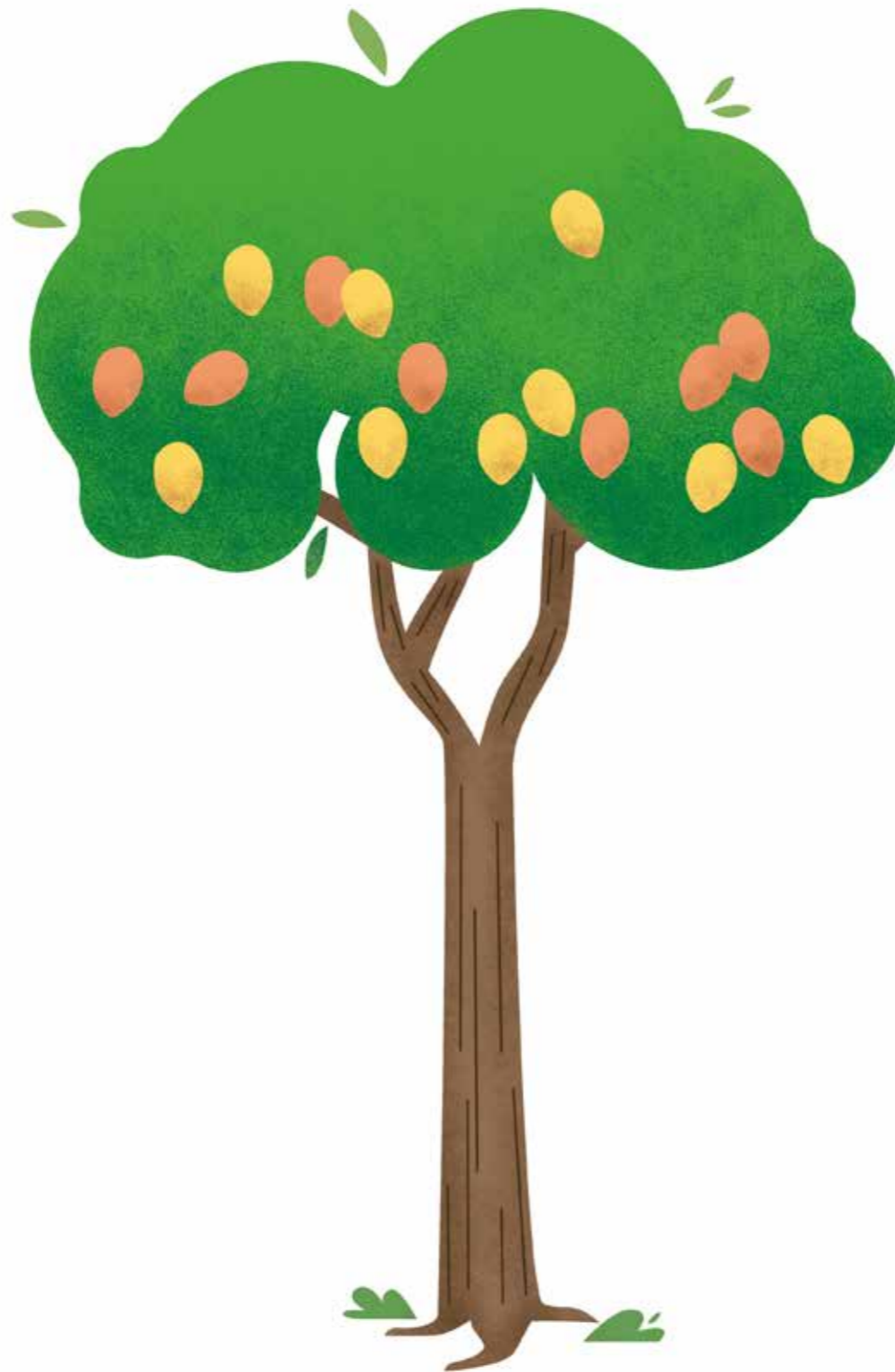
As members of a global movement, we recognise our privilege in Europe and our responsibility to promote equity, peace, and sustainable change- environmentally and socially. We acknowledge that climate change does not impact everyone equally and are committed to ensuring that everyone has the right to live in a healthy environment, and that on our collective journey toward climate justice, no one is left behind.

This programme is dedicated to our young people: they are not responsible for the past, yet they have the power and right to shape the future they want. It doesn't matter where we come from- climate change affects us all; but we are not powerless, nor are we alone. The scale of the problem can feel overwhelming at times, yet hope and action are always possible: we can always make a difference, especially if we do it together. Let's be the change we want to see in the world! We hope this programme can give you the tools, knowledge and confidence to take meaningful action with your unit and feel empowered as you contribute to a more sustainable and just future.

***Europe Region Environmental Working Group
World Association of Girl Guides & Girl Scouts***

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Introduction

Climate change is the biggest challenge of our time and is a serious threat to our future. Around the world, many young people are already being affected by rising temperatures, extreme weather events, and the destruction of the natural habitats that we depend on for our survival.

These changes don't impact everyone equally:

- Climate change often makes **existing inequalities worse** and also means that the countries and communities that have contributed the least to the climate crisis are the worst affected.
- In particular, the **power imbalance between men and women** means that girls and women are more impacted by climate change. This is due to unequal access to resources, education, decision-making power, and opportunities.

To empower young people to be part of the solutions, the World Association of Girl Guides and Girl Scouts (WAGGGS), Europe Region has developed this badge as part of the **Youth-Led Action on Climate Change (YLACC)** programme.

In this programme young people will understand the **causes and effects of climate change** and what **climate justice** means, and feel empowered to make changes in their daily lives to **mitigate and adapt to the effects of climate change**. Young people will develop their leadership skills to **take action** in their communities and develop the tools to **advocate for urgent climate action** and a more equal, sustainable and climate-resilient world.

Who is this curriculum for?

The activities in this programme have been developed for **Guide and Scout groups** in the Europe Region, to complete with their peers.

How to earn this badge

This badge is divided into **three stages**. To earn the badge, complete the before survey, **three activities** from each stage, and then the celebration activity to make 11 in total.

Stage 1: See the bigger picture

Stage one begins with a before 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 after 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 four weeks. This gives everyone time to digest and reflect on what they have learned and do the bring it home tasks.

If you want to go even deeper into the programme, you can do two activities under each theme, so five activities in each stage.



✓ = one completed activity

Before evaluation survey

STAGE 1
See the bigger picture

What is climate change?



Who is most affected by climate change?



Climate action plan part 1



Decision tree activity

The natural world

Choose one of these topics and then choose one activity out of the three options.

Extreme weather

Animals and plants

Water



People

Choose one of these topics and then choose one activity out of the three options.

Lifestyle

Health

Freedom



Climate action plan part 2



STAGE 2
Explore the issues

How to take action



Share the knowledge



Climate action plan part 3



STAGE 3
Prepare to take action

Let's Celebrate + After survey

Total number of activities to complete = 11 activities

Did you know:

After you have completed the 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 programme for a camp setting

Whilst the ideal way to do this programme is over a number of weeks in weekly Guide/ Scout meetings, you can also deliver the programme in a camp. Below is a suggested programme for a six-day camp.

DAY 1	Before survey
	1 activity from What is climate change?
DAY 2	1 activity from Who is most affected by climate change?
	Climate action plan, part 1
DAY 3	1 activity from a topic in Natural world
	1 activity from a topic in People
DAY 4	Climate action plan, part 2
	1 activity from How to take action
DAY 5	1 activity from Share the knowledge
	Climate action plan, part 3
DAY 6	Celebrate (including after survey)

Other ways to use the YLACC activity pack

Completing the full badge programme will give Guides and Scouts a comprehensive understanding of climate change and prepare them to take climate action. However, these activity packs can also be used to explore climate change issues, without committing to completing the full programme. Other ways to use the YLACC packs include:

- Choosing a topic your group is interested in (for example 'Water') and running activities from this topic in Guide/ Scout meetings- participants can take it further by doing the 'Bring it home' tasks individually to learn more.
- Running 'taster sessions' by doing activities from Stage 1 of the programme- if your group is interested, they can decide to continue and do the full programme!
- For older Guides/ Scouts, running stand-alone activities with others outside their Guide/ Scout meetings e.g. friends, family, school groups.
- If you're a Guide or Scout who isn't doing the programme with your group but would like to use these activity packs, you can complete some of the activities on your own. At the start of each activity, check the 'Suitable for' box to see which ones you can do individually.



Activities chart



Choice is at the heart of the Youth-led Action on Climate Change badge. Use the chart below to help you choose activities at each stage. For ideas on how to make group decisions creatively, see page 20 of the Leader's Guide.

		Section	Activity	Summary	Duration (min)
Stage 1	What is climate change?	Before Survey			15
		Climate zones	Use your acting skills in this fun weather game.	40	
		Nature observation walk	Find and observe a natural place near you.	40	
	Who is most affected by climate change?	Cause and effect	Discover the greenhouse effect and create a map of climate change causes and effects.	30	
		People, power and pollution	Play a game to understand the distribution of people, wealth and greenhouse gas emissions across the world.	30	
		Who is most vulnerable to climate change?	Put yourself in someone else's shoes to learn about how climate change can affect people's lives differently.	45	
		Missing voices	Use roleplay to explore whose voices are not heard in climate decisions.	45	
	Climate action plan, part 1 (includes decision tree)				30
	Stage 2	Extreme weather	Disasters: Freeze frame	Act out different disasters and learn how to identify them	30
			Floods: keep your feet dry	Build a structure to prepare for a flood.	30
Wildfires: Adventure escape			Play a running game to escape wildfires as different local animals.	45	
Animals and plants		Tree planting: Deforestation	Think about ways to reduce our impact on deforestation.	40	
		Ecosystem explorers	Enjoy discovering an outdoor space to understand how ecosystems work.	45	
		Land animals: The garden gecko	Build a human pyramid and explore the environment of a gecko to understand how climate change affects animals and plants.	60	
Water		Water access: Water competition	Use your negotiating skills to understand water competition and collaboration.	45	
		Sanitation: Rainwater collection	Build a rainwater collection system.	30	
		Virtual water: Water footprint	Play a mix and match game to discover virtual water.	30	

		Section	Activity	Summary	Duration (min)
Stage 2	People	Lifestyle	My food versus our planet	Discover how the food choices you make help reduce your carbon footprint.	45
			My mini composter	Transform your food waste by building a mini composter.	45
			Eco shields	Think of sustainable solutions through an active game of tag.	35
	Health	Eco detectives	Become eco detectives and investigate environmental crimes.	45	
		Soil erosion: Soil tester	Become a soil tester.	60	
		Mental health: Nature meditation	Create an ideas map to explore how climate change affects mental health and practise meditation.	45	
	Freedom	Migration: Her story	Create a story about a woman who must move because of climate change.	30	
		Human rights: Know your rights	Play a game to explore the connection between climate change and human rights.	45	
		Conflict: Chain reaction	Play a game to explore the domino effect of climate change and local conflicts.	45	
	Climate action plan, part 2.				30
Stage 3	How to take action	Climate action bingo	Play a game of bingo to explore what you can do to protect the planet.	20	
		Community reporting	Go on a local walk and see how climate change is changing your daily life.	40	
		Feelings map	Explore your feelings about climate change and think about your power to make a difference.	45	
	Share the knowledge	Empathy messaging	Put yourself in other people's shoes and convince them to take climate action.	30	
		Family chat	Play a roleplay game to start conversations on climate change.	30	
		Eco camp	Plan how to make your next camp more sustainable.	40	
Climate action plan, part 3				30	
IT'S TIME TO CELEBRATE (INCLUDES AFTER SURVEY)				70	



(Before) Survey

MATERIALS

- Papers and pens/pencils

PREPARATION

For this activity you will need to ensure that young people 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 explain to a friend or family member some ways that climate change is affecting people around the world?
3. Can you think of at least 2 ways in which people are differently or more severely affected by climate change because of factors such as whether you're a boy or girl, your race, where you live, or how much money you have? (remember to answer 'No', 'Maybe' or 'Yes', but you can write the three ways if you want to).
4. Do you have a clear understanding of how your lifestyle and daily choices can impact climate change?
5. Do you believe that you can influence your community, policy makers, governments and corporations to address climate change?
6. Have you ever started or been part of a climate change initiative to help fight climate change?

Activity:

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





STAGE 1



See the bigger picture

This stage of the badge is divided into two themes to help you understand what causes climate change and how it affects people differently. 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' (that includes Europe), 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 disasters. But there is something we all can do to ensure a sustainable future, where we share resources fairly between everyone on the planet, and make sure there's enough left for the generations coming after us.

Who is most affected by climate change?

Climate change affects every country and person differently. Global inequalities means that the countries that have contributed the least to the climate crisis are the worst affected. In addition, the power imbalance between men and women means that women are more impacted by climate change. But you have the power to reduce global warming, and influence your community, policy makers, governments and corporations to address climate justice.



Read Silvia's story and complete one of these three activities.

- **People, power and pollution** – Play a game to understand the distribution of people, wealth and greenhouse gas emissions across the world.
- **Who is most vulnerable to climate change** – Put yourself in someone else's shoes to learn about how climate change can affect people's lives differently.
- **Missing voices** – Use roleplay to explore whose voices are not heard in climate decisions.



Read Silvia's story and complete one of these three activities

- **Climate zones** – Use your acting skills in this fun weather game.
- **Nature observation walk** – Find and observe a natural place near you.
- **Cause and effect** – Discover the greenhouse effect and create a map of climate change causes and effects.

Climate action plan, part 1

Fill in the first part of your climate action plan.

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





Story time...



STAGE I

What is climate change?

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

- Narrator
- Shopkeeper
- Neighbour

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

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

As she cycled through the town square, she noticed two people standing outside the local shop, talking loudly. She slowed down to find out what was going on.

Shopkeeper: I can't believe how hot it's been this year! The heatwave ruined half of my deliveries- my fruit and vegetables spoiled before I could even sell them. Climate change is making our summers even hotter.

Neighbour: Oh, come on! It's normal- our country has always had hot summers. There's no proof it's climate change.

Shopkeeper: But the heatwaves are getting stronger and more frequent. Scientists have said climate change is making the weather more extreme.

Neighbour: Scientists make it sound worse than it is. The climate has always changed- it's normal.

Shopkeeper: Yes, the climate has always changed, but now the Earth is heating up faster than ever before. Human actions are affecting the climate dramatically- for example cars, factories and burning fossil fuels all contribute to global warming.

Narrator:

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





STAGE I

Climate zones

SUMMARY

Use your acting skills in this fun weather game.

IN THIS ACTIVITY YOU WILL

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

MATERIALS

- None

PREPARATION

This game needs an activity leader.

SUITABLE FOR

Groups

DURATION



40 MINUTES

Activity description

STEP 1

What's the weather? (5 minutes)

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



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

STEP 2

Play the climate zone game (20 minutes)

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



Instructions for activity leader

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

Actions for climate zones:

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



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

STEP 3

Discuss the game (10 minutes)

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



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

STEP 4

What does climate mean? (5 minutes)

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

Tips for online groups

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





STAGE I

Nature observation walk

SUMMARY

Find and observe a natural place near you.

IN THIS ACTIVITY YOU WILL

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

SUITABLE FOR

Groups and individuals

MATERIALS

- Paper and pens

PREPARATION

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

DURATION



40 MINUTES

Activity description

STEP 1

Explore the outdoors (20 minutes)

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



The greenhouse effect is the process that is making the Earth warmer and causing climate change:

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

STEP 2

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

Instructions for activity leader

- Read out the statement, then the definitions of causes, mitigations and effects below.
 - Ask the group to come up with their own examples (using the ones below as a prompt).
4. Nature and human actions release **greenhouse gases (GHGs)** into the atmosphere: carbon dioxide (CO₂), methane, nitrous oxide and CFCs (chlorofluorocarbons)..
 5. **Causes. The actions or things that release greenhouse gases, or stop us from capturing these gases in the atmosphere.**
Examples:
 - a. Deforestation – the cutting down of trees which absorb carbon dioxide.
 - b. Volcanoes that erupt and release carbon dioxide.
 - c. Cows produce methane, a greenhouse gas, when they digest their food, releasing it through burps and when they pass wind (fart).
 6. **Mitigations. Changes we can make or things we can do to reduce the release and creation of greenhouse gases.**
Examples:
 - a. Afforestation – planting trees on empty land.
 - b. Producing and eating less meat.
 - c. Composting food waste instead of dumping in landfills (waste in landfills produce methane when it decomposes).
 7. **Effects. Things that happen because of climate change and other human actions – and will continue to happen if we don't mitigate the causes.**
Examples:
 - a. Animals lose their homes when their habitats are destroyed for farming and through deforestation.
 - b. More extreme weather, which can destroy human homes and buildings.
 - c. Ice in the polar zones melting because of increasing global temperatures, causing rising sea levels.

STEP 3

Connect with the local environment (10 minutes)

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

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



BRING IT HOME

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

Tips for online groups

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





STAGE I

Cause and effect

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

SUITABLE FOR

Groups

MATERIALS

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

PREPARATION

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

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

DURATION



30 MINUTES

Activity description

STEP 1

Human greenhouse (20 minutes)

Instructions for activity leader

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

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

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

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

STEP 2

Create your climate change map (10 minutes)

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

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



The greenhouse effect is the process that is making the Earth warmer and causing climate change:

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



BRING IT HOME

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

Tips for online groups

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





STAGE I

Activity cards

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

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Deforestation – the cutting down of trees, which absorb carbon dioxide.	Afforestation – the deliberate planting of trees on otherwise bare land.	Sea levels rise.
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Cause	Mitigation	Effect
Burning fossil fuels such as coal, oil and gas for electricity, heat & transportation.	Eating less meat.	More extreme weather, which can destroy human dwellings.
Cause	Mitigation	Effect
Cows produce methane when they pass wind (fart).	Use renewable energy and no energy source that produces the most carbon dioxide.	Human homes and buildings are destroyed.





Story time...

Who is most affected by climate change?

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

- Narrator
- Silvia
- Cousin Luca
- Aunt Giulia

Narrator: The conversation outside the shop had given Silvia a lot to think about. The reality was that climate change was making life more unpredictable for people everywhere.

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

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

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

Luca: What do you mean Silvia? I have food and I see rain.

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

Aunt Giulia: It's true that here in Europe we can usually still buy food and stay safe from storms. But in many other countries, people don't have the same protection against climate change. Countries on small islands are losing their land to rising seas. Farmers in Africa and Asia are struggling when crops fail. And often, women and girls suffer the most because they already have fewer resources and less access to opportunities.

Narrator:
*What does Aunt Giulia mean?
Complete one activity from this
topic to find out.*





STAGE 1

People, power and pollution

SUMMARY

Play a game to understand the distribution of people, wealth and greenhouse gas emissions across the world.

IN THIS ACTIVITY YOU WILL

- Learn about the global inequalities around wealth and greenhouse gas emissions
- Understand how this can make some countries more vulnerable to climate change than others

SUITABLE FOR

Groups

MATERIALS

- 6 pieces of paper
- Tokens to represent greenhouse gas emissions e.g. matchsticks, bottle caps, used batteries- one per person
- Chairs for each participant

PREPARATION

Label the six pieces of paper for each continent- Africa, Asia, Europe, Latin America, North America, Oceania- and place them on the floor around the room.

DURATION



30 MINUTES

Activity description

STEP 1

Population (5 mins)

1. As a group form a circle- together the group represents the **8 billion people** on planet Earth.
2. Ask the group to think about the population of each of the continents labelled around the room and to divide themselves up accordingly, based on what they know.
3. Using the activity worksheet, tell the group the true distribution of population for the continents and ask them to re-position themselves as needed. Each person now represents the population on a particular continent.



STEP 2

Wealth (5 mins)

4. Now each person gets a chair and sits in their continent groups. All of the chairs combined represent the wealth of the world.
5. In their continent groups participants discuss how they think the chairs (wealth) of the world are distributed amongst all of the people in the world.
6. All together the group decides how to distribute the chairs- move the chairs accordingly whilst the participants stay in their continent groups.
7. Using the activity worksheet, tell the group the true distribution of wealth across the continents. Move the chairs as needed but ask all participants to be sitting on chairs in their continent groups.
8. In some continents some participants will have to share chairs, while in other continents, there will be more chairs than people.
9. Discuss with the group how it feels to have not enough/ more than enough chairs in their continent.

STEP 3

Greenhouse gas emissions (5 mins)

10. In their continents, participants discuss if each person in the world emits the same amount of greenhouse gases.
11. Discuss which continents release more emissions 'per capita' i.e. per person- which continents emit more/ less per capita?
12. Take out the chosen tokens (e.g. matchsticks, bottle caps) to represent the average amount of greenhouse gases emitted in a year.
13. Give each group the number of tokens that represents the corresponding percentage of greenhouse gas emissions of each continent (see activity worksheet)- ask each group to hold them up.

STEP 4

Debrief (15 mins)

14. Hold a group discussion:

- Are the greenhouse gas emissions the same with regards to the population and wealth of their continent?
- Looking at the distribution of wealth, which continents do you think are more vulnerable to climate change and why?
- Can you think of ways that wealthier nations can support poorer nations to deal with climate change?

Tips for online groups

- Use a collaborative whiteboard with a picture of a world map and different symbols i.e. people (population), coins (wealth) and cars (greenhouse gas emissions).
- Participants work together to drag the different symbols onto the map for each stage.

BRING IT HOME

Share one surprising thing you learnt in this activity about the link between greenhouse gas emissions, population, and wealth with a friend or family member.

This game was adapted from a lesson by the Office for Climate Education.





STAGE I

Activity worksheet

Continent	Population %	Number of participants per continent															
		Class with 15 participants	Class with 16 participants	Class with 17 participants	Class with 18 participants	Class with 19 participants	Class with 20 participants	Class with 21 participants	Class with 22 participants	Class with 23 participants	Class with 24 participants	Class with 25 participants	Class with 26 participants	Class with 27 participants	Class with 28 participants	Class with 29 participants	Class with 30 participants
Africa	17%	3	3	3	3	3	3	4	4	4	4	4	4	5	5	5	5
Asia	59%	9	9	10	11	11	12	12	13	14	14	15	16	16	17	18	18
Europe	10%	1	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3
Latin America	8%	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2
North America	5%	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2
Oceania	1%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	100%	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

Source: <https://www.worldometers.info/world-population/#region>



Continent	Wealth %	Number of "chairs" per continent															
		Class with 15 participants	Class with 16 participants	Class with 17 participants	Class with 18 participants	Class with 19 participants	Class with 20 participants	Class with 21 participants	Class with 22 participants	Class with 23 participants	Class with 24 participants	Class with 25 participants	Class with 26 participants	Class with 27 participants	Class with 28 participants	Class with 29 participants	Class with 30 participants
Africa	5%	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2
Asia	49%	7	8	8	9	10	10	10	11	11	12	12	13	13	14	14	15
Europe	21%	3	3	4	4	4	4	4	4	5	5	5	5	6	6	6	6
Latin America	7%	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	2
North America	17%	3	3	3	3	3	3	4	4	4	4	5	5	5	5	5	5
Oceania	1%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	100%	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

Source: <https://www.dsw.org/landerdatenbank/>

Continent	GHG Emissions %	Number of "tokens" per continent															
		Class with 15 participants	Class with 16 participants	Class with 17 participants	Class with 18 participants	Class with 19 participants	Class with 20 participants	Class with 21 participants	Class with 22 participants	Class with 23 participants	Class with 24 participants	Class with 25 participants	Class with 26 participants	Class with 27 participants	Class with 28 participants	Class with 29 participants	Class with 30 participants
Africa	4%	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Asia	49%	7	8	8	9	9	10	10	11	11	12	12	13	14	14	15	15
Europe	16%	2	2	3	3	3	3	3	3	4	4	4	4	4	5	5	5
Latin America	12%	2	2	2	2	2	2	3	3	3	3	3	3	3	3	4	4
North America	18%	3	3	3	3	4	4	4	4	4	4	5	5	5	5	5	5
Oceania	1%	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	100%	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

Source: Our world in Data, based on UN "global carbon project" and World Bank. <https://ourworldindata.org/co2-by-income-region>





STAGE 1

Who is most vulnerable to climate change?

SUMMARY

Put yourself in someone else's shoes to learn about how climate change can affect people's lives and freedoms differently.

IN THIS ACTIVITY YOU WILL

- Learn how climate change can affect you differently in different parts of the world
- Learn how gender inequalities affect girls and women differently in climate change
- Discover how you can use your advantages and privileges to support those more affected by climate change

MATERIALS

- Character profiles

PREPARATION

Print and cut 8 character profiles- one per group

SUITABLE FOR

Groups

DURATION



45 MINUTES

Activity description

STEP 1

Get into groups (10 mins)

1. Organise participants into **8 groups** and give one of the 8 character profiles per group.
2. Someone from each group reads aloud their **profile** to the larger group.
3. In their groups, ask participants to **stand altogether in a line** in the middle of the room.

STEP 2

Read the statements (15 mins)

4. Read the following statements- participants take steps **forwards or backwards** according to their profiles. Give a moment for groups to discuss before taking a step:
 - If you live on a small island nation vulnerable to sea- level rise, take three steps back.
 - If you have safe, reliable drinking water at home take two steps forward.

- If your family relies on the food they grow to survive take two steps back.
- If you think your home would have reliable electricity during extreme weather, take one step forward.
- If you are responsible for collecting firewood in your household, you will have to skip school to collect enough firewood for your family to cook with. If this affects you take two steps back.
- If you travel to school/ college by car, take one step forward.
- There is a flood in your country- if you think that your government will have the resources in place to deal with the flood and support those affected, take three steps forward. If not, take three steps back.



- If you think your family can afford air conditioning during a heatwave, take one step forward.
- There is a drought in your country. If you are responsible for collecting water in your household, you will have to walk longer distances to collect water. If this affects you take two steps back.
- There have now been several years of drought in your country. If you are responsible for collecting water in your household, you will now have to walk at night to collect water, to avoid large queues and water shortages. This increases your risk of sexual assault. If this affects you take two steps back.
- Take two steps forward if you think your gender is well-represented in politics in your country i.e. they make up at least 50% of **all** decision makers in government. If not, take two steps back.
- If your family can afford to buy enough food to feed your family take one step forward.
- There has been a terrible storm in your area that has damaged your home. If you think your family has enough financial resources and insurance to recover, take two steps forward. If not, take two steps back.

Tips for online groups

Assign each group a coloured cell in an Excel spreadsheet starting half way down the sheet. Groups move their cell up or down to take steps backwards or forwards.



STEP 3

Discuss (10 mins)

5. Discuss the following questions with the whole group:
 - Who in the game was **more protected** against the effects of climate change? Why?
 - Which everyday activities (like collecting water, cooking, farming) made some **players more vulnerable** to climate impacts?
 - If you could give your character one **new resource, skill, or policy** to protect them, what would it be and why?

STEP 4

Brainstorm (5 mins)

6. In your group, list all the ways you and your community are protected from the impacts of climate change- including any **advantages** you have, such as strong infrastructure, access to healthcare, savings, or government support during disasters.
7. Think about how you can use these protections to support people who are more affected by climate change. Together, come up with a list of **specific actions**- either at home or in your community- that you could take to help reduce these inequalities.

BRING IT HOME

Is there anything you learnt about global inequalities related to climate change that you didn't know before or that surprised you? Share your knowledge with your family and do **at least one** of the actions you came up with!





STAGE I

Character profiles

Maaïke – Netherlands

My name is Maaïke and I live in Amsterdam, the capital of the Netherlands. I'm 13 years old and I love cycling around the city. I like to go to the farmers market with my dad on Saturdays to buy local produce. This year we installed air conditioning in our apartment as the summers are getting hotter here. As Amsterdam is below sea level, we're very aware of flood risks, but the government has strong plans and resources to protect the city.



Nawi, Mozambique

My name is Nawi- I am 14 years old and I live in a rural village, in Nampula province in Mozambique. My family grows maize and cassava to eat, but in years of drought the harvest is not enough and we sometimes go hungry. I dream of becoming a doctor to help my community, but I don't often go to school to help my parents on the farm. Our house doesn't have electricity or running water and we use firewood to cook with and collect water from the borehole. Being a girl, I am the one in our household who collects the water and firewood. I am also the eldest and help to look after my three younger sisters and brother.



Zuba, Mozambique

My name is Zuba- I am 11 years old and I live in a rural village, in Nampula province in Mozambique. I love going to school even though the walk takes me a long time- my favourite subject is geography. I want to study hard because I know I am very lucky to go to school- I am the only boy in our family and my three sisters don't have time to go to school. When my parents have a good harvest, they can afford to buy my books and uniform, although lately the harvest has not been enough.



Mateo – Argentina

My name is Mateo and I live in Santa Fe, Argentina. I'm 11 years old and I love playing football with my friends. My dad works in a factory and my mum runs a small shop. We buy all our food from the market and have enough to eat, but when there's flooding in the city, my parents worry about damage to our shop. Often the government is unprepared to deal with flooding and other disasters. Luckily, we have some savings to help us recover. I love where I come from and when I grow up, I want to go into local politics to support my local community.





STAGE I

Character profiles

Hassan – Maldives

My name is Hassan- I'm 12 and I live on the island of Dhigurah in the Maldives. My favourite food is mangoes and papayas- I love going to the market to buy fresh fruit. My father has a small boat and takes tourists to see whale sharks, and my mother takes care of me and my siblings. Our island is only a couple of meters above the sea, so during storms and high tides the ocean sometimes floods the streets. If sea levels keep rising, my parents say we might have to move to the capital, Malé, or even another country, as we wouldn't have enough money to repair our home if it got damaged. We have electricity most of the time, but after storms it can take a while to restore. I want to become a marine biologist to help protect our reefs, which keep our island safe from big waves.



Elena – Spain

My name is Elena- I'm 13 and I live in a small village near Granada in southern Spain. My family grows olives and almonds on our land, although water is becoming scarce, and sometimes the local government enforces water bans. Both of my parents are teachers though, so we don't depend on the income from our land, and we buy most of our food from the supermarket. Summers here can be very hot, often reaching above 40°C. Last year there was a wildfire that destroyed some countryside near my house where I enjoyed going for walks, although the government responded quickly to stop the fire spreading. I live in a rural area with limited public transport, so my parents take me to school by car. When I grow older, I dream of becoming an environmental scientist to help protect our land and water.



Rina – Bangladesh

My name is Rina and I live in a rural village near the Sundarbans in Bangladesh. I'm 11 years old and my favourite subject is maths. Every morning, I wake up early to collect water for my family before school. My family grows some vegetables, but we mostly buy our food from the market. Although flooding happens often during the monsoon, the government does little to support our community and we often don't have electricity during heavy rains. I want to be an engineer to build better water systems for my community.



Daniel – USA

My name is Daniel and I live in Miami, USA. I'm 14 years old and in high school- my parents drive me to school every day. I like playing basketball and travelling to exciting places on family holidays. At school we've been learning about urban planning so that our city can better deal with hurricanes and rising sea levels. Sometimes storms cause power outages, but my family has insurance and enough savings to recover quickly.





STAGE I

Missing voices

SUMMARY

Use roleplay to explore whose voices are not heard in climate decisions.

IN THIS ACTIVITY YOU WILL

- Discover what climate justice means
- Find ways to include all voices in climate change decision-making

SUITABLE FOR

Groups

DURATION



45 MINUTES

MATERIALS

- None

PREPARATION

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

Activity description

STEP 1

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

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

Instructions for activity leader

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

STEP 2

Have a group discussion (15 minutes)

5. How did the group who were left out feel?
6. Did anyone notice and try to help? If not, give the group a chance to show their mime.
7. How would it feel if people never listened to your story or included your experience in decision-making?
8. When it comes to climate change, some voices are often left out of global climate discussions- for example youth, women and girls and people from countries in the Global South who are often facing the worst impacts.
9. **Climate justice** means making sure that everyone- no matter their age, gender, or where they live- gets a fair chance to be **heard and included** when decisions about climate change are made. It's about recognising that some people and countries are **affected much more than others**, so their voices and experiences need to be listened to the most.
10. What happens when the people most affected by climate change are not part of **decision-making**?
11. How might responses look different if:
 - Young people were included?
 - Women and girls were included?
 - Countries most affected by climate change were included?
12. Can you think of a way your **own community** is affected by climate change that might be ignored in global decisions?

STEP 3

Acting for fairness (10 mins)

13. In groups, brainstorm three ways to make sure **all voices are heard** (locally and globally).
14. Share back to the group. Examples could include supporting youth climate movements, listening to voices from climate-vulnerable countries, making sure women and girls are part of community discussions.
15. Now give an opportunity to the patrol that did not perform to show their mime.

Tips for online groups

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





STAGE 1

Climate action plan, part 1

*Mandatory

DURATION



30 MINUTES

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

SUITABLE FOR

Groups and individuals

MATERIALS

- A copy of the **climate change action plan** (ideally one for each person) - see page 144
- Pencils

PREPARATION

You may want to re-read Silvia'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 Guide or Scout has just arrived at your meeting. They've missed all the activities you completed about climate change. It's your job to let them know what climate change is.
2. In patrols, write a **sentence** to explain what climate change is. Write your answer in **part one** of your climate action plan.
3. How will you let them know that climate change affects people in different ways and that some people are more vulnerable to climate change than others? Add your answer to **part one** of your climate action plan.

Tips for online groups

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

STEP 2

Complete the decision tree

4. It's time to decide the **two topics** you will complete in stage two.
5. Read out the questions in the **decision tree**, **giving the three options** for each question. Allocate different areas of the meeting space for each option.
6. After each question, run to the area of the room you want to vote for. The corner with the most people wins.
7. Once you have answered all the questions, you will end up with the two exciting topics you will explore in stage two!



Decision tree

Recommended topics



STAGE I

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

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

What interests you most about climate change and the natural world? Choose one of these three options:

A. I want to learn more about how the weather is changing- for example more frequent floods, heatwaves or storms.

B. I love nature- animals, plants and ecosystems- and want to help protect biodiversity.

C. I care about how climate change affects our fresh water and how we can manage water more sustainably.

Extreme Weather

Animals and Plants

Water

Lifestyle

Health

Freedom

A. I'm curious about how our daily choices- what we eat, buy or wear- affect the planet.

B. I'm interested in how climate change affects people's physical and mental wellbeing.

C. I care about fairness and human rights and how climate change impacts different communities.

What interests you most about climate change and people? Choose one of these three options:



STAGE 2



Explore the issues

This stage of the badge is all about choice. Choose one topic under each theme to explore the impact of climate change on the natural world and on people. These

activities will also help you start to take action to reduce your impact on the environment and prepare for the effects of climate change.

The impact of climate change on the NATURAL WORLD



Read Silvia's story and complete one of these three activities from your chosen topic.

Extreme weather

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

Extreme weather can be fatal for plants, animals and people. It can also cause destruction, displacement, and increase poverty. Depending on where you live in the world, as well as factors like age, gender and financial status, can make you more vulnerable to extreme weather events.

- **Disasters: Freeze frame** – Act out different disasters and learn how to identify them.
- **Floods: Keep your feet dry** – Build a structure to prepare for a flood.
- **Wildfires: Adventure escape** – Play a running game to escape wildfires as different local animals.

Animals and plants

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

- **Tree planting: Deforestation** – Play an active running game to protect your forest from disappearing.
- **Ecosystem explorers** – Enjoy discovering an outdoor space to understand how ecosystems work.
- **Land animals: The garden gecko** – Build a human pyramid and explore the environment of a gecko to understand how climate change affects animals and plants.



Water

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

- **Water access: Water competition** – Use your negotiating skills to understand water competition and collaboration.
- **Sanitation: Rainwater collection** – Build a rainwater collection system.
- **Virtual water: Water footprint** – Play a mix and match game to discover virtual water.

The impact of climate change on PEOPLE



Read Silvia's story and complete two of these three activities from your chosen topic

Lifestyle

Our lifestyles can contribute to climate change through high consumption, energy use, and transport habits. However, changing how we live is one of the **fastest and most direct** ways to tackle climate change! What's more, encouraging lifestyle changes within our communities can have a big impact—many people are already concerned about climate change and open to **taking action**.

- **My food versus our planet** – Discover how the food choices you make help reduce your carbon footprint.
- **My mini composter** – Transform your food waste by building a mini composter.
- **Eco shields** – Think of sustainable solutions through an active game of tag.

Health

Human activity that leads to climate change also affects people's health through worsening air pollution, polluted water, and poor soil health leading to malnutrition. It also increases mental health issues such as climate anxiety and stress from climate-related events. Public policy has the power to save and protect people from the effects of climate change and reduce the impact this has on health.

- **Eco detectives** – Become eco detectives and investigate environmental crimes.
- **Soil erosion** – Become a soil tester.
- **Mental health: Nature meditation** – Create an ideas map to explore how climate change affects mental health and practise meditation.

Freedom

Climate change restricts people's freedom by undermining their fundamental human rights to life, health, food, water, and housing, among others. It worsens existing global inequalities, disproportionately affecting vulnerable populations, particularly girls and women.

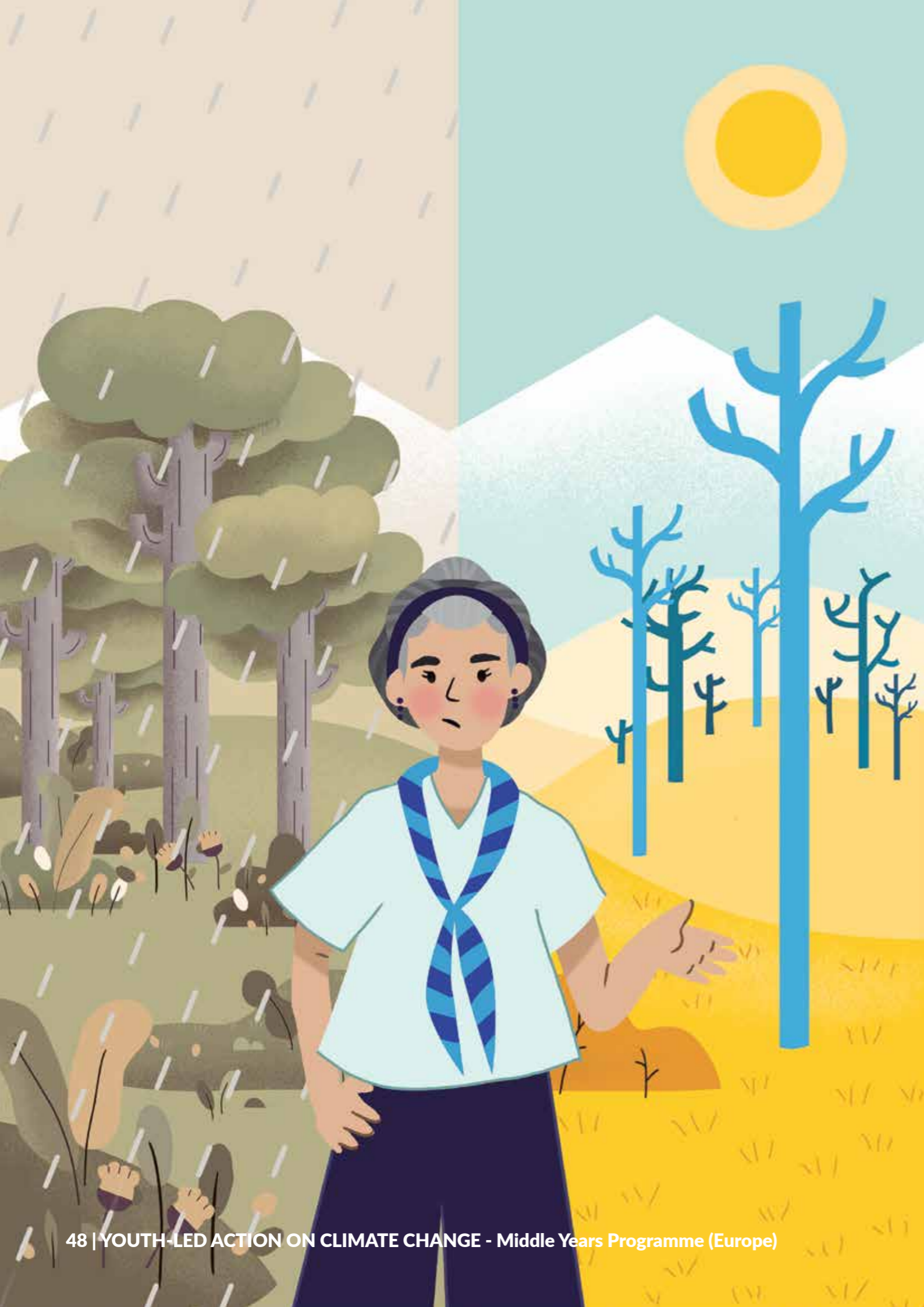
- **Migrant story: Her story** – Create a story about a woman who must move because of climate change.
- **Human rights: Know your rights** – Play a game to explore the connection between climate change and human rights.
- **Conflict: Chain reaction** – Play a game to explore the domino effect of climate change and local conflicts.

Climate action plan, Part 2

Fill in the second part of your climate action plan.

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





STAGE 2

Story time...

Extreme weather

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

- Narrator
- Aunt Giulia
- Silvia

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

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

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

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

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

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

Aunt Giulia: Each year it is getting harder and harder to grow my vegetables because the longer summer droughts wear away the soil. This type of weather is normal, but climate change is making it more **common and more extreme**.

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

Narrator:

Complete one activity from this topic to find out about extreme weather and what you can do to protect yourselves.





STAGE 2

Disasters: Freeze frame

SUMMARY

Act out different extreme weather events and learn how to identify them.

IN THIS ACTIVITY YOU WILL

- Learn to identify different types of extreme weather events
- Find out which extreme weather events are common in your area

MATERIALS

- None

PREPARATION

None

SUITABLE FOR

Groups

DURATION



30 MINUTES

Activity description

STEP 1

Define extreme weather events (5 minutes)

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



EXTREME WEATHER EVENTS are ones that cause great material, economic or environmental damage and loss of life. Their impact disturbs the functioning of communities and societies. This could include hurricanes and tropical storms, floods and landslides, tornadoes, tsunamis, droughts, wildfires or ice storms.

STEP 2

Show extreme weather events with your bodies (15 minutes)

Instructions for activity leader

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

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

STEP 3

Debrief the game (5 minutes)

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

STEP 4

Discuss extreme weather events in your area (5 minutes)

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

Tips for online groups

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





STAGE 2

Floods: Keep your feet dry

SUMMARY

Build a structure to prepare for a flood.

IN THIS ACTIVITY YOU WILL

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

SUITABLE FOR

Groups

MATERIALS

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

PREPARATION

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

DURATION



30 MINUTES

Activity description

STEP 1

Build a structure to adapt to floods (20 minutes)

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



STEP 2

Debrief the activity (10 minutes)

3. Was it **hard** or **easy** to build the structure?
4. What could have made it **easier**? Think about the time given, the equipment, the building process, etc.
5. Climate change, and specifically the increase in the Earth's temperature is changing the **water cycle** on Earth. This causes extreme weather and makes extreme weather events more frequent. Extreme weather events are ones that cause great material, economic or environmental damage and loss of life..

Suggestions to help prepare for floods

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



BRING IT HOME

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

Tips for online groups

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





STAGE 2

Wildfires: Adventure escape

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

PREPARATION

Mark the Game Area:

- Set up a large area with a start line and a finish line
- Create a winding path using tape
- Scatter cones along the path

This game needs a game lead.

MATERIALS

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

DURATION



45 MINUTES

SUITABLE FOR

Groups

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

STEP 2

Debrief the activity (10 minutes)

8. What challenge did your animal face?
9. Which animals were most at risk during the adventure escape?
10. How do you think some animals may adapt to survive in this environment?

STEP 3

Wildfires and climate change (10 minutes)

11. What have you learned about the impact of climate change on wildfires?
12. What are some ways that you can prevent wildfires in your area?
13. What are some ways that you can prepare for a wildfire?

CLIMATE CHANGE AND WILDFIRES

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

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

Suggestions to prevent wildfires

- Clear vegetation and debris around homes to reduce fuel for fire.
- Maintain firebreaks (gaps in vegetation that slow or stop fire spread).
- Avoid open flames or risky activities (like barbecues or burning waste) during hot, dry, or windy periods.
- Use fire-resistant plants and materials in landscaping and building design.
- Educate communities about fire risks and safe practices.

Suggestions to prepare for wildfires

- Create an evacuation plan with safe routes and meeting points.
- Keep emergency kits ready (water, food, first aid, masks, torches).
- Install and maintain water sources like rain tanks, reservoirs, or hydrants for firefighting.
- Have fire extinguishers and hoses accessible at home or on farms.
- Follow local alerts and early warning systems (apps, radio, SMS warnings).
- Practice evacuation drills in families and communities.
- Develop community fire brigades or volunteer groups in rural areas.

BRING IT HOME

What have you learned that you could use to help your family prevent or prepare for a wildfire? Come up with five things and share them with your family.

Tips for online groups

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





STAGE 2

Wildfires: Adventure escape

Continued

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** and it 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.
- 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.

Wildfires: Adventure escape

ANIMALS/INSECTS CARDS

ROBIN, bird

Ability: Fly High

Description: Robin can dart quickly over obstacles. Move ahead 3 steps if the word fire is mentioned in the event.

WOODPECKER, bird

Ability: Tree Hopper

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

GOLDEN EAGLE, bird

Ability: Soar Above

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

WILD BOAR

Ability: Trample Through

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

HARE

Ability: Speed Burst

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

BADGER

Ability: Burrow Defence

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

SQUIRREL

Ability: Agile Climber

Description: Squirrels 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.

ADDER

Ability: Quick Escape

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





STAGE 2

Wildfires: Adventure escape

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.





Story time...



STAGE 2

Animals and plants

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

- Narrator
- Silvia
- Cousin Luca
- Aunt Giulia

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

Silvia: The vegetables in your garden are beautiful. Imagine what amazing things grow in the forests or in the mountains!!

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

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

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

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

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

Luca: But if the water is in the sea, how does that affect the weather?

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

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

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

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

Narrator:

Explore how animals and plants are impacted by climate change. Complete one activity from this topic to find out more.





STAGE 2

Tree planting: Deforestation

SUMMARY

Play a running game to protect your forest from disappearing.

IN THIS ACTIVITY YOU WILL

- Learn about the link between deforestation and climate change
- Think about ways to reduce our impact on deforestation

SUITABLE FOR

Groups

MATERIALS

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

PREPARATION

This activity needs a large space for running around.

DURATION



40 MINUTES

Activity description



STEP 1

Think about deforestation (5 minutes)

1. As a group, think of all the reasons why deforestation happens- how is land that has trees and forests used instead? As a group, think of all the ways we use wood and why a person would cut down a tree. This can be noted down in small groups or one large group (see ideas below).

Reasons for deforestation:

- **Agricultural expansion:** Forests are cleared to make way for crops (like soy, palm oil, and corn) and for livestock grazing. Did you know that approximately **41% of global deforestation** is due to animal agriculture? This includes both grazing and crops grown to feed livestock.
- **Logging:** Trees are cut for timber, paper, and fuelwood. Unsustainable logging contributes heavily to forest loss.
- **Infrastructure development:** Roads, railways, and urban expansion.
- **Mining and extraction:** Forests are cleared for minerals, oil, and gas extraction, which also brings pollution and further degradation.



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

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

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

STEP 2

Play the game (25 minutes)

2. Play a game to understand how **cutting down trees** can make the **greenhouse effect worse**.
3. Divide into three groups:
 - (Group 1) The **loggers** = one group up to two people
 - (Group 2) The **forest** = approximately two thirds of the group
 - (Group 3) The **atmosphere** = the rest of the group.
4. The **atmosphere** (group 3) continuously throws the prepared balls - representing carbon dioxide CO² - as far as they can around the space. The **forest** (group 2) runs around to collect the balls.
5. When you hear the word 'logging' the **loggers** can 'cut' the trees in the forest for firewood for 30 seconds. They do this by tapping the forest players on the shoulders. The forest player gives their balls back to the atmosphere group, sits down and stops playing.
6. Each round represents five minutes of game play. Make a note of how many balls (CO²) were left in the atmosphere after each round.
 - Round 1: Say 'logging' twice.
 - Round 2: Say 'logging' four times.
 - Round 3: Say 'logging' eight times.
7. Continue playing until all the balls (CO²) have been collected or after five minutes.
8. The balls in the game represent one type of gas (CO²) that is making the Earth warmer. How do trees help stop this, and what was the effect of cutting them down (deforestation)?
 - Do you think the game was **fair**? Why?
 - What could you do next time to **win** the game and ensure that there are not too many 'balls' in the atmosphere?
 - What do you think people could do to **reduce** the amount of CO² in the atmosphere?
 - Apart from increasing the amount of CO² in the atmosphere, what effects do you think deforestation has on animals and ecosystems? See the information on palm oil on page 42 of the Leader Guide as an example

Instructions for activity leader

6. Each round represents five minutes of game play. Make a note of how many balls (CO²) were left in the atmosphere after each round.
 - Round 1: Say 'logging' twice.
 - Round 2: Say 'logging' four times.
 - Round 3: Say 'logging' eight times.
7. Continue playing until all the balls (CO²) have been collected or after five minutes.

STEP 3

Deforestation and the greenhouse effect (10 minutes)

8. The balls in the game represent one type of gas (CO²) that is making the Earth warmer. How do trees help stop this, and what was the effect of cutting them down (deforestation)?
 - Do you think the game was **fair**? Why?
 - What could you do next time to **win** the game and ensure that there are not too many 'balls' in the atmosphere?
 - What do you think people could do to **reduce** the amount of CO² in the atmosphere?
 - Apart from increasing the amount of CO² in the atmosphere, what effects do you think deforestation has on animals and ecosystems? See the information on palm oil on page 42 of the Leader Guide as an example





STAGE 2

Tree planting: Deforestation

Continued

BRING IT HOME

Talk to your family about deforestation and make a list of at least 3 items in your home that might come from a forest or contribute to deforestation e.g. paper, furniture, beef, palm-oil products. Think about alternatives and have a discussion: **Could you buy less, reuse, recycle, or choose products made in a more sustainable way?**



Tips for online groups

Step 2:

Round 1 Logging (5 minutes)

- Use breakout rooms to create three groups: Farmers, Forest, and Atmosphere.
- Group 1 (Loggers): Discuss the reasons for logging and the short-term benefits (e.g. economic gain, land for agriculture).
- Group 2 (Forest): Discuss the role of forests in absorbing CO² and maintaining the balance of greenhouse gases.
- Group 3 (Atmosphere): Discuss the greenhouse effect and how increased CO² levels from deforestation contribute to climate change.
- Each group discusses their role and initial thoughts on the impact of deforestation.
- **Prompt for Discussion:** What is your group's perspective on logging and its immediate effects?

Round 2 Increasing Logging (5 minutes)

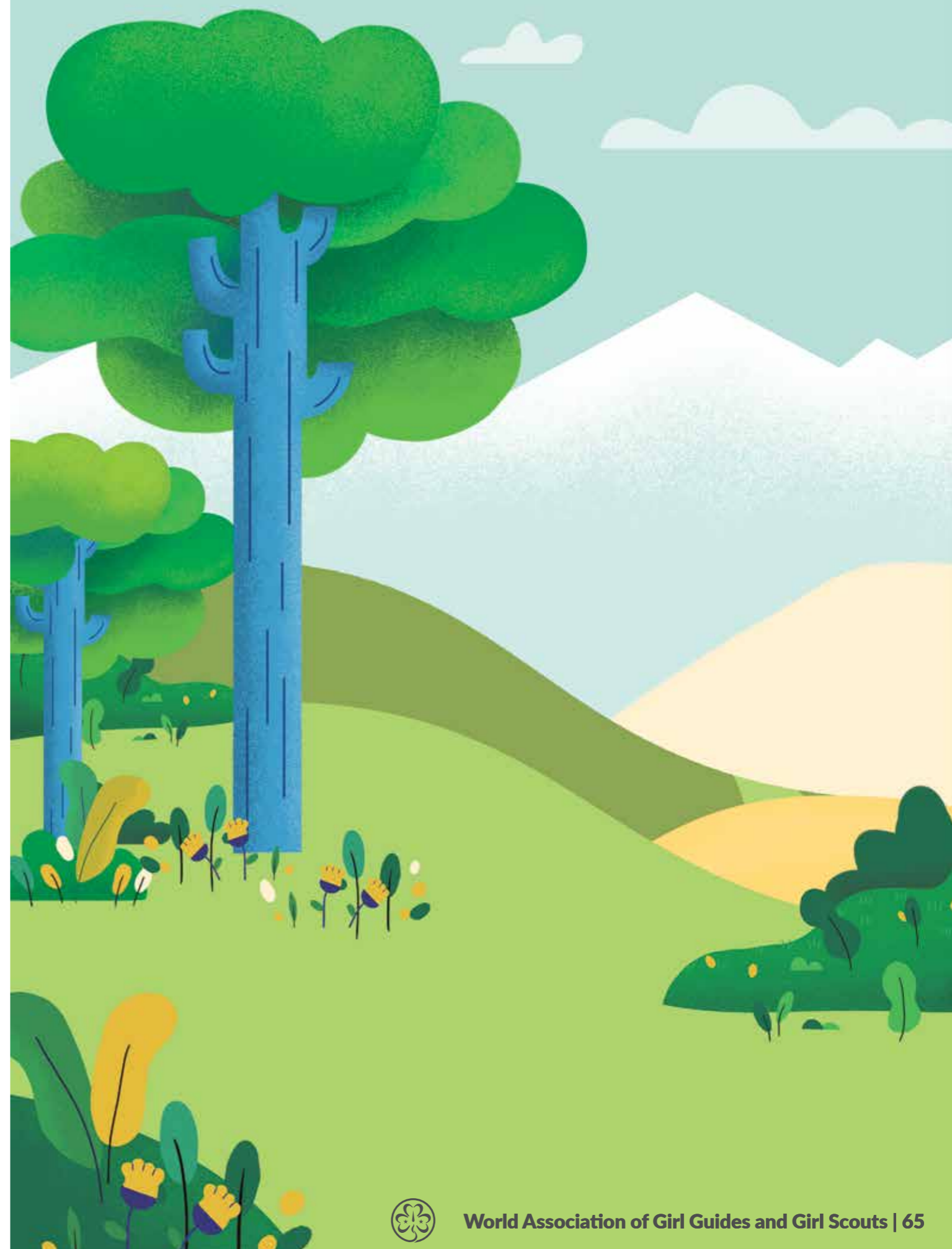
- Each group discusses the impact of increased logging.
- **Prompt for Discussion:** How does increased logging (more frequent logging events) affect your group's role and the overall environment?

Round 3 Increasing Logging (5 minutes)

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

Round 4 Group Sharing and debriefing (10 minutes)

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





STAGE 2

Ecosystem explorers

SUMMARY

Enjoy discovering an outdoor space to understand how ecosystems work.

IN THIS ACTIVITY YOU WILL

- Explore a natural space to find animals and plants and understand their role in the ecosystem
- Understand how climate change affects our ecosystems

SUITABLE FOR

Groups and individuals

MATERIALS

- Paper, pen and spoons for each group

DURATION



45 MINUTES

PREPARATION

Choose an accessible natural place to complete this activity- it could be a forest, meadow, a local park or somewhere where there is some greenery.

Research common animals/ plants in this area and adapt the list as needed.

Activity description

STEP 1

Scavenger hunt (30 minutes)

1. As a group define what is meant by the term **ecosystem**- you can use the definition in the Animals & Plants fact sheet in the Leader Guide to help you.
2. Divide the group into **patrols** giving each team a pen, paper and spoon (for digging in the soil). Ask each team to divide their paper into **two columns**. In the left-hand column, patrols write down the following list:
 - Ant
 - Worm
 - Tall tree (what kind?)
 - Wildflower (what kind?)

- Bee
- Ladybird
- Bird (what kind?)
- Decomposing leaves
- Spider
- Mushroom

NOTE: Depending on the location you choose you may wish to adapt this list to suit the environment and time of year. For example, particular birds, trees or animals/ plants commonly found in that environment e.g. frogs near ponds.



3. Teams have 25 minutes to explore the space and find each animal/ plant on the list, ticking it off when they see it. In the right-hand column, they should write **what function** that animal/ plant has in the ecosystem.
4. Remind participants to be mindful and respectful of the environment they are in-taking care not to harm the plants or animals they find.

STEP 2

Share and discuss (15 minutes)

5. Bring the group together to **share what they found**- you can use the example list to help the discussion.
6. Brainstorm ways that **climate change can impact ecosystems** (e.g. shifting flowering times, loss of pollinators, changes in rainfall affecting soil and decomposers). Think about the individual plants/ animals as well as other organisms in the ecosystem that might depend on them.
7. Now think about **our role as humans** in the ecosystem- what actions can we take to **support and protect** our ecosystems? e.g. planting pollinator-friendly flowers, reducing waste, conserving water

BRING IT HOME

Ask participants to look at the ecosystems around them e.g. at their school, in their garden, a park or a local natural space. Think of one personal action they could take to support that ecosystem. Why not make it a personal challenge for the next few weeks and report back at the end of the programme!

Tips for online groups

- Use photos or short videos of natural spaces instead of physical exploration and ask participants to spot different features and where they might find the animals/ plants on the list- give each patrol different environments to explore in breakout rooms.
- Alternatively, if participants have access to a natural space next to their home e.g. a garden, some greenery that they can access safely, give them 20 minutes to explore this space on their own and find the items on the list- they could take pictures on a phone to share with the rest of the group.

Plant/ animal	Role in the ecosystem
Ant	Breaks down organic matter, spreads seeds, and aerates soil
Worm	Decomposer- enriches and loosens soil by eating and recycling organic matter
Tall tree	Provides shelter, food, and oxygen
Wildflower	Provides nectar and pollen for bees, butterflies, and other pollinators
Bee	Pollinator- helps plants reproduce by carrying pollen
Ladybird	Predator- eats plant pests like aphids
Bird	Spreads seeds, eats insects (pest control), prey for larger animals
Decomposing leaves	Provide food and habitat for insects and fungi, returns nutrients to the soil
Spider	Predator- helps control insect populations and keep it in balance
Mushroom	Breaks down dead plants and animals, recycles nutrients back into soil





STAGE 2

Land animals: The garden gecko

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

SUITABLE FOR

Groups

MATERIALS

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

PREPARATION

A large space outdoors is needed for this activity.

DURATION



60 MINUTES

Activity description

STEP 1

Start a discussion about biodiversity (10 minutes)

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

STEP 2

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

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

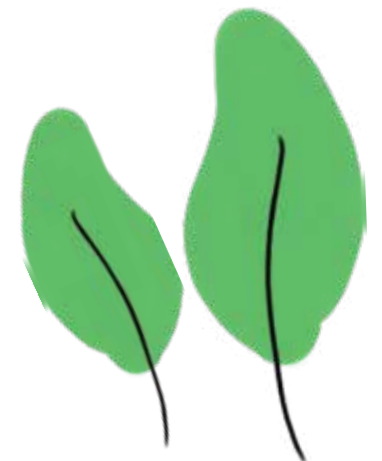
3. Mark a big circle on the floor. All the plants, animals and humans stand inside: this is now our ecosystem.
4. Work together to build the most solid three-level human pyramid you can.
5. Then, carefully climb down.
6. All players that represent humans now stand outside the circle.
7. Quickly play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

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

STEP 3

Debrief (10 minutes)

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



STEP 4

Act out scenarios (15 minutes)

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





STAGE 2

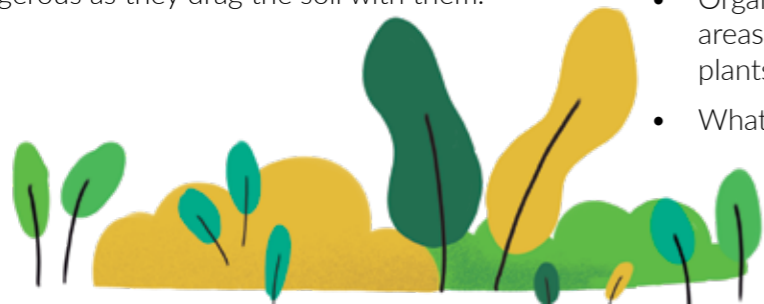
Land animals: The garden gecko

Continued

STEP 5

Debrief the activity (15 minutes)

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



STEP 6

Draw a good ecosystem for Tuktuk (15 minutes)

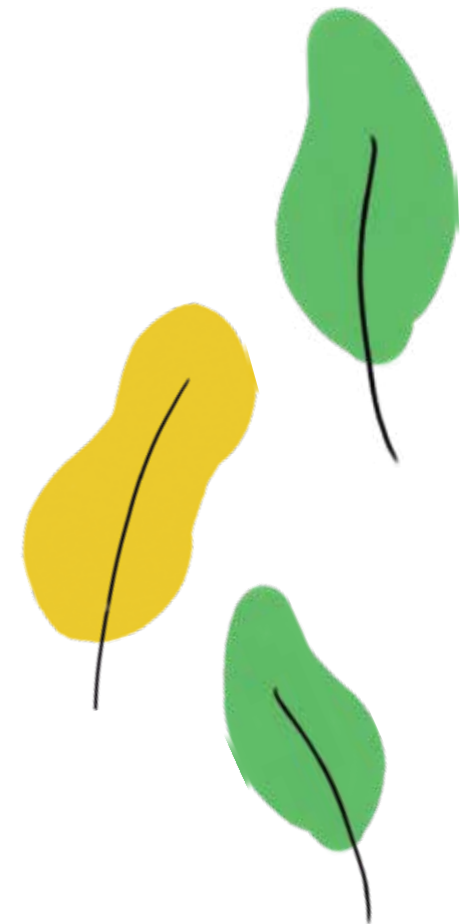
25. Divide yourselves into teams again. Each team draws their own version of a great ecosystem for Tuktuk.
 - Where is it?
 - What does it look like?
 - What can you see around?
 - What plants and other animals are there?
 - What other things are not there?
26. Show the drawings to the rest of the teams, explaining why the ecosystem is great for Tuktuk.
27. What can we do to protect ecosystems around us so we reduce biodiversity loss in plants and animals?
 - Plant flowers (that bees like) in your neighbourhood, so bees can get food and pollinate other flowers.
 - Plant different local vegetables so you, your family and your community can enjoy them. Even better if you do it as a school or patrol project!
 - Organise trash pickup events in dirty areas of our communities, so animals and plants can thrive.
 - What others can you think of?

Tips for online groups

Steps 2 and 3:

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

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





Story time...

Water



STAGE 2

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

- Silvia
- Cousin Luca
- Aunt Giulia

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

Luca: In many parts of the world people walk such a long way to get water. It's a pity we can't drink the salty sea water.

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

and extreme weather events can also cause an overflow of sewage (waste), which contaminates (pollutes) water.

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

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

Narrator:

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





STAGE 2

Water access: Water competition

DURATION



45 MINUTES

SUMMARY

Use your negotiating skills to understand water competition and collaboration.

IN THIS ACTIVITY YOU WILL

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

MATERIALS

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

SUITABLE FOR

Groups

PREPARATION

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

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

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

STEP 1

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

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

Activity description

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

Instructions for activity leader

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

STEP 2

Debrief the game (10 minutes)

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

Instructions for activity leader

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



STEP 3

Discuss water competition (10 minutes)

11. Have you heard of situations where people, regions or countries have competed for water?
12. Have you ever experienced water restrictions or drought warnings in your area?
13. Can you think of reasons why **climate change** might cause water competition? Climate change is making it harder to predict the availability of water in many parts of the world because it causes droughts, which means that there is **less surface water (rivers etc.)** available for everyone. Climate change also causes **floods**, which can lead to sewage overflowing and contaminating clean water with diseases, or **polluted water** being mixed with clean water. Climate change also leads to **sea-levels rising**, which causes saltwater to be carried into groundwater and makes it harder to turn into drinking water.
14. What role can individuals, local communities, or governments play to **collaborate** and make sure that everyone has enough water instead of competing?

Tips for online groups

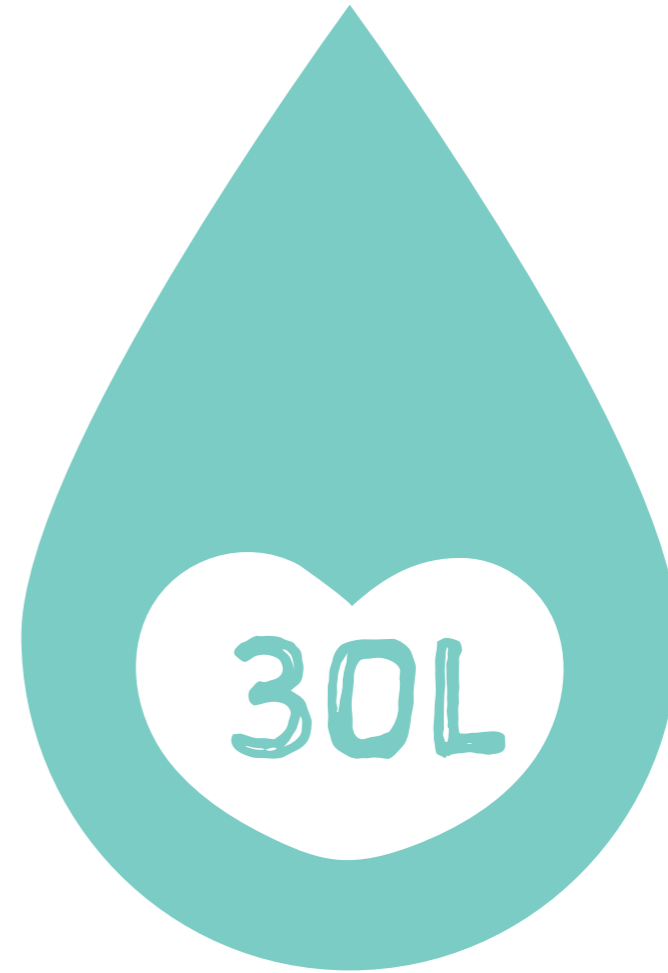
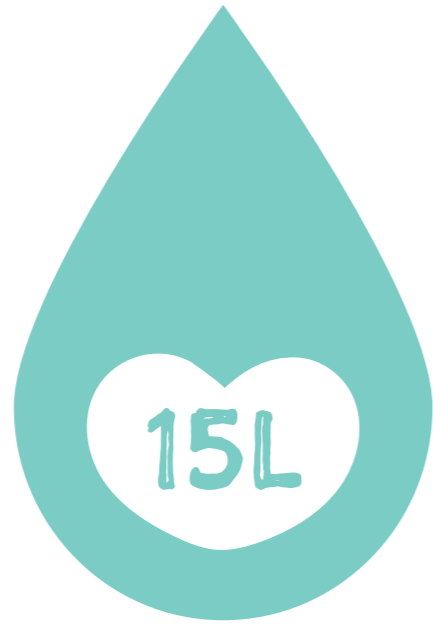
Step 1. To play the water competition game online, you will need to ensure that you have a platform that allows you to have breakout rooms and a facilitator (the banker) who can manage the game in the role of Banker. Each group will need to have a breakout group to work together. Also decide if you want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





STAGE 2

Water competition cards





STAGE 2

Sanitation: Rainwater collection

SUMMARY

Build a rainwater collection system.

IN THIS ACTIVITY YOU WILL

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

PREPARATION

Gather the materials - use recycled or old resources.

MATERIALS

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

DURATION



30 MINUTES

SUITABLE FOR

Groups and individuals

Activity description

STEP 1

Build a water collection system (20 minutes)

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

STEP 2

Debrief the activity (10 minutes)

5. What made some designs **better** than others?
6. What could you **use** the collected water for?
7. How could you harvest rainwater in your community? **Who** would you need to speak to, to install water collection systems in your community?

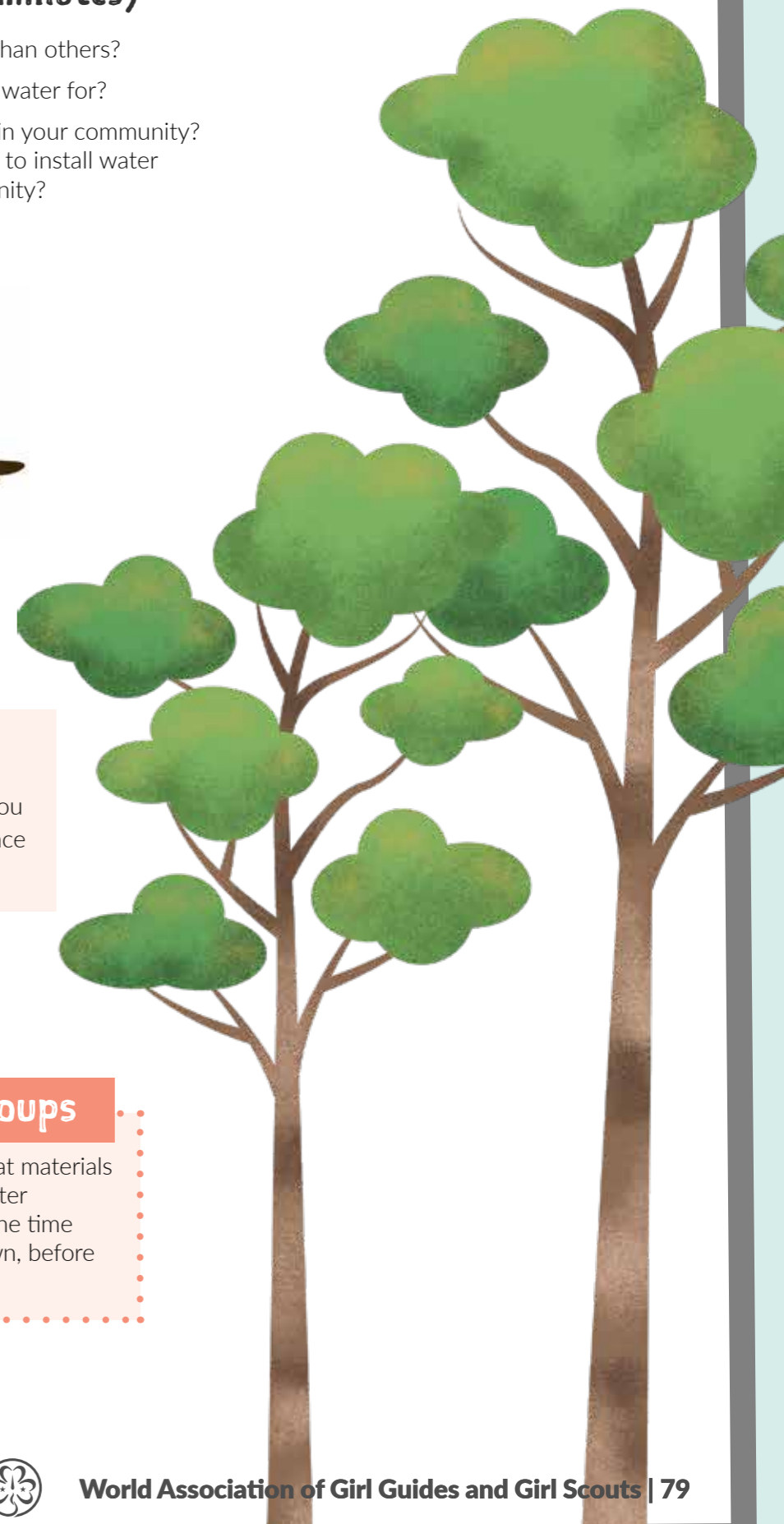


BRING IT HOME

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

Tips for online groups

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





STAGE 2

Virtual water: Water footprint

SUMMARY

Play a mix and match game to discover virtual water.

IN THIS ACTIVITY YOU WILL

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

SUITABLE FOR

Groups and individuals

MATERIALS

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

PREPARATION

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

DURATION



30 MINUTES

Activity description

STEP 1

Play a mix and match game

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

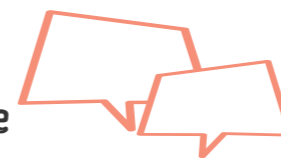


Answers:

- 1kg of beef: 15,415L
- 1kg of chicken: 4,325 L
- 1kg of pork: 5,988L
- 1kg of eggs: 3,265L
- 1L of milk: 1,020L
- 1kg of nuts: 9,063L
- 1kg of cereals: 1,644L
- 1kg of vegetables: 322L
- 1 T-shirt: 2,700L
- 100-word email generated by an AI chat bot: 1/2L
- 1kg of chocolate: 17,000L
- 1kg rice: 2,497L

STEP 2

Debrief the game



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

BRING IT HOME

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

Tips for online groups

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





STAGE 2

Water cards

4,325L

1/2L

5,988L

1,644L

9,063L

1,020L

2,497L

3,265L

17,000L

15,415L

322L

2,700L



1 T-shirt



100-word email generated by an AI chat bot.



1kg of chocolate



1kg of rice



1L of milk



1kg of nuts



1kg of cereals



1kg of vegetables



1kg of beef



1kg of chicken



1kg of pork



1kg of eggs





Story time...

Lifestyle

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

- Narrator
- Aunt Giulia
- Cousin Luca
- Silvia

Narrator: Silvia sat down in Aunt Giulia's house to enjoy a delicious lunch.

Silvia: How can we, as young people, live more sustainably?

Aunt Giulia: Lifestyle choices matter a lot. For example, swapping clothes with friends instead of always buying new ones helps reduce waste and saves resources.

Luca: That's true! But sometimes I wonder- does one person really make a difference?

Aunt Giulia: Absolutely! Every action counts, and when many people act together, the impact grows.

Silvia: What about food choices? I've heard this can have a big impact on how we can combat climate change.

Aunt Giulia: Yes- for example, eating seasonal food, plant-based meals and reducing food waste are powerful ways to lower our carbon footprint.

Luca: And what about the energy we use at home?

Aunt Giulia: Small changes help- like turning off unused lights, using energy-efficient appliances, and even installing solar panels.

Silvia: That's encouraging- these kinds of changes are easy to make in our daily lives.

Luca: What's more young people are creative! We can come up with new ways to reduce our environmental impact and take care of the planet.

Narrator:

Think about Luca's idea. Explore one activity from this topic to learn how everyday lifestyle choices can help us fight climate change and create a more sustainable future.





STAGE 2

My food versus our planet

SUMMARY

Discover how the food choices you make help reduce your carbon footprint.

IN THIS ACTIVITY YOU WILL

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

SUITABLE FOR

Groups and individuals

MATERIALS

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

DURATION



45 MINUTES

PREPARATION

- Prepare a set of **8-10 seasonal food cards** for your country (see the example food cards at the end of this activity). You should make at least two fruits/ vegetables cards per season, using foods the group knows well or eats often.
- Make a copy of the food cards per **patrol**, plus one for you as an 'answer sheet'. **Cut up** the cards and put each set in an **envelope**. Hide envelopes around the meeting place.

Activity description

STEP 1

Your carbon footprint (5 minutes)

1. Think about the activities you completed in stage one. Can you remember the effect of too much carbon dioxide (CO²) and other **greenhouse gases** on the Earth? Share your answer with your group.
2. Your **carbon footprint** is the total amount of greenhouse gases (e.g. CO² and methane) released into the atmosphere as a result of your daily activities- such as transportation, electricity use, food consumption, clothing, and other goods and services.

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

STEP 2

Play a matching game (15 minutes)

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



DID YOU KNOW?

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

STEP 3

Discuss (10 minutes)

6. Think about your **last shopping trip**. Can you remember what **vegetables and fruit** you saw? Were there labels showing whether the produce was local or came from another country?
7. What time of year is your favourite fruit or vegetable in season?
8. What are the benefits of buying seasonal fruit and vegetables?
 - For local farmers?
 - For reducing our carbon footprint?

STEP 4

Explore the impact of your food (10 minutes)

9. Draw your favourite meal and list the foods used to make it.
10. Choose one part of the dish and think of everything that goes into making it. Using that food, complete the food table below.





STAGE 2

My food versus our planet

Continued

STEP 5

My food impact (10 minutes)

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

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

More badge fun:

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

You can find the badge here: https://cutt.ly/glacc_gpn



Tips for online groups

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

Food table

E.g. My Meal is fried rice with Crispy Chicken

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

List A: All of my meal...

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

List B: Part of my meal...

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

Example food cards for Italy:

<p>Winter Fruits: oranges, kiwis</p> <p>Vegetables: cabbages, artichokes</p>	<p>Spring Fruits: cherries, apricots</p> <p>Vegetables: asparagus, peas</p>
<p>Summer Fruits: Melons, figs</p> <p>Vegetables: tomatoes, aubergines, courgettes</p>	<p>Autumn Fruits: grapes, apples, pears</p> <p>Vegetables: pumpkin, mushrooms</p>





STAGE 2

Farming: My mini composter

SUMMARY

Transform your food waste by building a mini composter.

IN THIS ACTIVITY YOU WILL

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

SUITABLE FOR

Groups and individuals

MATERIALS

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

PREPARATION

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

DURATION



45 MINUTES

Activity description

STEP 1

Read the composting rules (5 minutes)

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



Composting

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

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

STEP 2

Make a composter (35 minutes)

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

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

BRING IT HOME

Use your mini composter and allow the food to turn into compost over about six weeks. Use it to start a conversation at home about what you usually do with food scraps. Could you try using a compost bin at home or at school? Are there composting schemes in your local area that you could be part of? Check on everyone's composter at the end of this badge.

STEP 3

Have a group discussion (5 minutes)

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

Tips for online groups

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





STAGE 2

Eco Shields

SUMMARY

Think of sustainable solutions through an active game of tag.

IN THIS ACTIVITY YOU WILL

- Discover how everyday choices can affect the planet
- Use your creativity to come up with sustainable solutions to reduce your carbon footprint

MATERIALS

None

PREPARATION

None

SUITABLE FOR

Groups and individuals

DURATION



35 MINUTES

Activity description



STEP 1

Introducing key concepts (5 mins)

1. What is a carbon footprint and what does sustainability mean? Come up with definitions together- you can use the definition boxes to help you.



Carbon footprint

A carbon footprint is the total amount of greenhouse gases (like carbon dioxide) that are generated by our actions e.g. the food we eat, the way we travel and the goods we buy all have a carbon footprint.

Sustainability

Sustainability means living in a way that meets our needs (like food, water, energy, clothes and fun) without harming the planet. It's about using resources carefully and reducing greenhouse gas emissions that cause climate change, as well as protecting nature, so animals, plants and people can thrive.



STEP 2

Play a game of tag (20 mins)

2. Assign one person in the group as the 'carbon chaser.' Their aim is to tag other players and increase the carbon footprint.
3. At the beginning of the game, the leader reads out one of the **daily actions**.
4. The rest of the group avoids being tagged by the carbon chaser- if they are about to be tagged, they can put their hands in front of them like a shield and shout a **sustainable solution** related to the daily action that decreases the carbon footprint e.g. 'Buying a new outfit from a fast-fashion store'- players can shield themselves by shouting: 'Buy second-hand' or 'Organise a clothes swap.'
5. Players cannot repeat answers, so they need to **think creatively** to come up with lots of different solutions.
6. When the group cannot think of more solutions and someone is tagged, the leader calls out the next daily action. Play the game until all the daily actions have been read out.

List of daily actions:

- Going to school by car
- Eating a beefburger for lunch
- Buying a new outfit from a fast-fashion store
- Taking a flight for a short trip holiday
- Watching TikTok videos in your free time
- Eating a takeaway for dinner
- Buying a new game online using an at-home delivery service
- Throwing away headphones when they stop working
- Eating a mango flown in from far away
- Buying a bottle of water
- Upgrading your phone
- Throwing away leftovers from your meal
- Taking a long, hot shower every day
- Spending lots of money at home on energy bills

STEP 3

Debrief (10 mins)

- Do you already practice some of the sustainable solutions you came up with in the game in your daily life?
- Were there any solutions you hadn't thought of before but would like to try?
- How can more sustainable choices help fight climate change?
- Can you think of some other benefits of making sustainable choices beyond helping the planet? (e.g. saving money, keeping us healthy)

BRING IT HOME

Individually or as a group pick one of the sustainable solutions mentioned in the game to try- you could make it a group challenge for the rest of the programme!

Tips for online groups

- Instead of a game of tag, the leader calls out the daily actions and players have ten seconds to type a sustainable solution in the chat- Use a timer sound to keep the game active.
- For each daily action, award a point to the person with the most creative/ sustainable solution.





Story time...

Health



STAGE 2

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

- Narrator
- Silvia
- Cousin Luca
- Aunt Giulia

Narrator: As Silvia, Luca and Aunt Giulia ate lunch together, Silvia thought about everything she had learned so far.

Spend five minutes sharing with your group what you all remember about climate change.

Silvia: Aunt Giulia, as a doctor do you see lots of people with climate-related health problems?

Aunt Giulia: Yes, one big problem is air pollution. Hotter temperatures caused by climate change traps pollution in the air- for example from traffic in a big city. Children and older people are prone to asthma and other breathing problems.

Luca: I've heard that water pollution is also getting worse. Is that true?

Aunt Giulia: Exactly. Floods, rising sea levels, and storms can contaminate clean water with waste and chemicals. This means people can get sick from drinking dirty water or from diseases that spread in it.

Silvia: There's so many problems linked to climate change and our health, it makes me feel overwhelmed.

Luca: Me too- sometimes I feel scared and worried.

Aunt Giulia: These feelings are common- it's called eco-anxiety, and many young people today are experiencing it. However, we can learn how to turn these feelings of anxiety into positive action! Also, many of the things we can do to improve our health also help fight climate change. For example, eating food grown in healthy soil that uses nature-friendly farming methods gives us more nutrients, and that same soil captures more carbon, which helps reduce climate change.

Narrator:
Complete one activity from this topic to discover different ways our health can be affected by climate change.





STAGE 2

Eco Detectives

SUMMARY

Become eco detectives and investigate environmental crimes.

IN THIS ACTIVITY YOU WILL

- Learn about EU laws and policies and how they can be used to fight climate change and protect people's health
- Work together in teams to fight your case

SUITABLE FOR

Groups and individuals

MATERIALS

- Objects representing each crime scene
- Crime scene cards
- Paper & pens, copy of EU laws & policies from Health fact sheet in the Leader Guide- one for each group

DURATION



45 MINUTES

PREPARATION

Hide the objects with the corresponding crime scene cards around the meeting space.

As well as the EU laws & policies factsheet, you can also research national & regional laws where you live and create a local factsheet for participants to use.

Activity description

STEP 1

Set the scene (5 mins)

1. Introduce the activity: You are Eco Detectives- across Europe, environmental crimes are affecting our health and worsening climate change. Your job is to investigate and use EU laws to stop the offenders and protect people's health.
2. Split the group up into teams of 3-4 participants. Give each group a pen and paper and a copy of the Health Factsheet from the Leader Guide. Allow 5 minutes to read through the information.

STEP 2

Crime scene investigation (30 mins)

3. Around the room are objects hidden as clues to different 'crime scenes.' Participants should visit each of the six crime scenes, find the cards hidden underneath the object and write down which EU laws and policies apply to help fight the crime.
4. Here are some ideas of objects you could use for each crime scene:
 - **Polluted city:** Disposable mask, cotton cloth or cotton wool stained black to look like smog, mini speaker playing a loop of traffic noises
 - **Clothes factory:** Bottle filled with cloudy water, sign that says 'warning: do not drink', drawing of a dead fish
 - **Industrial livestock farm:** toy pig, straw, picture of a barn

- **Ancient woodland cleared:** twigs, leaves or small branches
- **Industrial maize farm:** dried corn kernels, tray of soil, picture of pesticide bottle
- **Seagrass meadows destroyed:** Shallow tray of water with grass in it to represent the seagrass meadows; shells; toy fish

STEP 3

Debrief (10 mins)

5. As a group discuss the following questions:
 - Were there any crimes where more than one law/ policy could apply? Which ones did you use the most?
 - How did the different crimes make climate change worse?
 - How do these laws and policies help protect our health?
 - Are there any things we can do in our local community to raise awareness and make sure these laws and policies are followed? (for example, writing to local politicians, creating a poster, making a social media video, presenting what you learnt at school)

BRING IT HOME

Pick one of your ideas to help raise awareness on EU laws & policies that help combat climate change and protect our health. You could do it individually or as a group as part of your Climate Action Plan in Stage 3.

Tips for online groups

- Use breakout rooms to create small groups.
- Use an interactive whiteboard to put picture clues in front of the crime scene cards (e.g. a cloud of smoke for the polluted city). In their small groups, participants move the pictures to 'reveal' the crime scene cards and discuss.

Crime scene cards

Polluted city

In this densely populated city, air pollution is a big problem- the local government does little to address the issue. Asthma rates are high and a study from the local university has shown that children's brain development is affected by the air pollution.

Clothes factory

It has been discovered that the factory has been dumping its chemical waste from dying clothes into the local river. People use this river for drinking water and fish are dying.

Industrial livestock farm

A big company has bought land to create a huge livestock farm keeping thousands of pigs in small spaces. Waste from the urine and poo is leaking into rivers and methane gas from the pigs adds to climate change.

Ancient woodland cleared

An ancient woodland is being cleared to build a luxury golf course. Wildlife like owls, bats, and insects are losing their homes whilst people nearby lose a green space that helps them relax and connect with nature. Trees that were hundreds of years old that used to capture carbon are cut down.

Industrial maize farm

A huge farm grows maize (corn) on the same land every year, using pesticides and chemical fertilisers, killing the local population of insects, such as pollinating bees. The soil has become degraded and lost many of its natural nutrients. When it rains, the chemicals wash off the fields into rivers and groundwater.

Seagrass meadows destroyed

A large hotel developer has destroyed seagrass meadows and coastal wetlands to make space for a tourist resort. These ecosystems act like natural shields, protecting coastal towns from flooding and storms. They also store huge amounts of carbon, helping to fight climate change.





STAGE 2

Soil erosion: Soil tester

SUMMARY

Become a soil tester.

IN THIS ACTIVITY YOU WILL

- Find out how to check for eroded and degraded soil
- Understand the link between soil fertility and our health

SUITABLE FOR

Groups and individuals

MATERIALS

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

DURATION



60 MINUTES

PREPARATION

Locate at least two sites in your community:

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

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

Activity description



STEP 1

Visit your soil sites

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

Observation

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

- **Plant growth:** Which soils contain more?
 - **Soil erosion:** What examples of do you see?
3. Complete a soil test, using the two soil samples you collected. Use the soil table to help you identify how fertile the soil is and give your soil one point for each item it checks in the 'fertile' column.

The soil test:

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

SOIL TABLE

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

STEP 2

Have a group discussion

4. Which soil sample do you think was the **most fertile**?
5. Soil is much more than the dirt beneath our feet- it is a rich and living ecosystem! Ask the group these **true/ false questions** to understand soil better- to make it more active you can make one side of the room true and the other side false, asking participants to answer by moving to the different sides of the room.

One teaspoon of soil has more organisms than people on Earth (that's 8 billion!) - True

It is estimated that more than half of all earth species live in the soil-- True

Every minute we lose the equivalent of 10 football pitches of fertile soil - False- this figure is even higher- around 30 football pitches

Soils store more carbon than the atmosphere, and all of the world's plants and forests combined - True

6. Soil degradation caused by unsustainable agricultural practices, deforestation and climate change is threatening the fertility of our soil and destroying the soil's ecosystem. What effect do you think soil fertility has on our **health**? (Depleted soils leads to less vitamins and minerals in our food; healthy soils act as a natural filter, removing contaminants from water bodies; depleted soils threaten our food security leading to malnutrition)

BRING IT HOME

Industrial agriculture that uses chemicals affects the soil's fertility, our health and exacerbates climate change. However, **organic farming methods** such as agroecology and permaculture help develop the nutrients in the soil and make it healthier. Research organic farming methods and share your learnings with your family, so you could make your garden or the natural areas around where you live healthier.

Tips for online groups

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





STAGE 2

Mental health: Nature meditation

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

SUITABLE FOR

Groups and individuals
Step 3 can be done individually.

MATERIALS

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

DURATION



45 MINUTES

PREPARATION

Have a space where you can stick your sticky notes. If possible, find a natural space outside to do the meditation exercise.

Activity description

STEP 1

Climate change effects? (15 minutes)

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

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

STEP 2

What's the connection? (15 minutes)

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

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

If you are unsure, see the example below.

Example

EFFECTS: Coastal erosion – reducing local industries

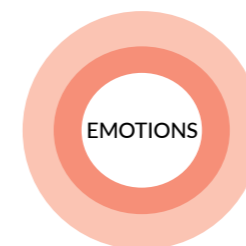


REASON: This may force a parent to move away from their family and community to find a new job. This could be stressful and make the parent feel lonely and isolated.



EMOTION: Hopeful, scared, lonely, stressed

Example of sticky notes wall



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

STEP 3

Healthy world, healthy mind (15 minutes)

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

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

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

Tips for online groups

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





STAGE 2

Meditation Cards

Grounding

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

Mindful Listening

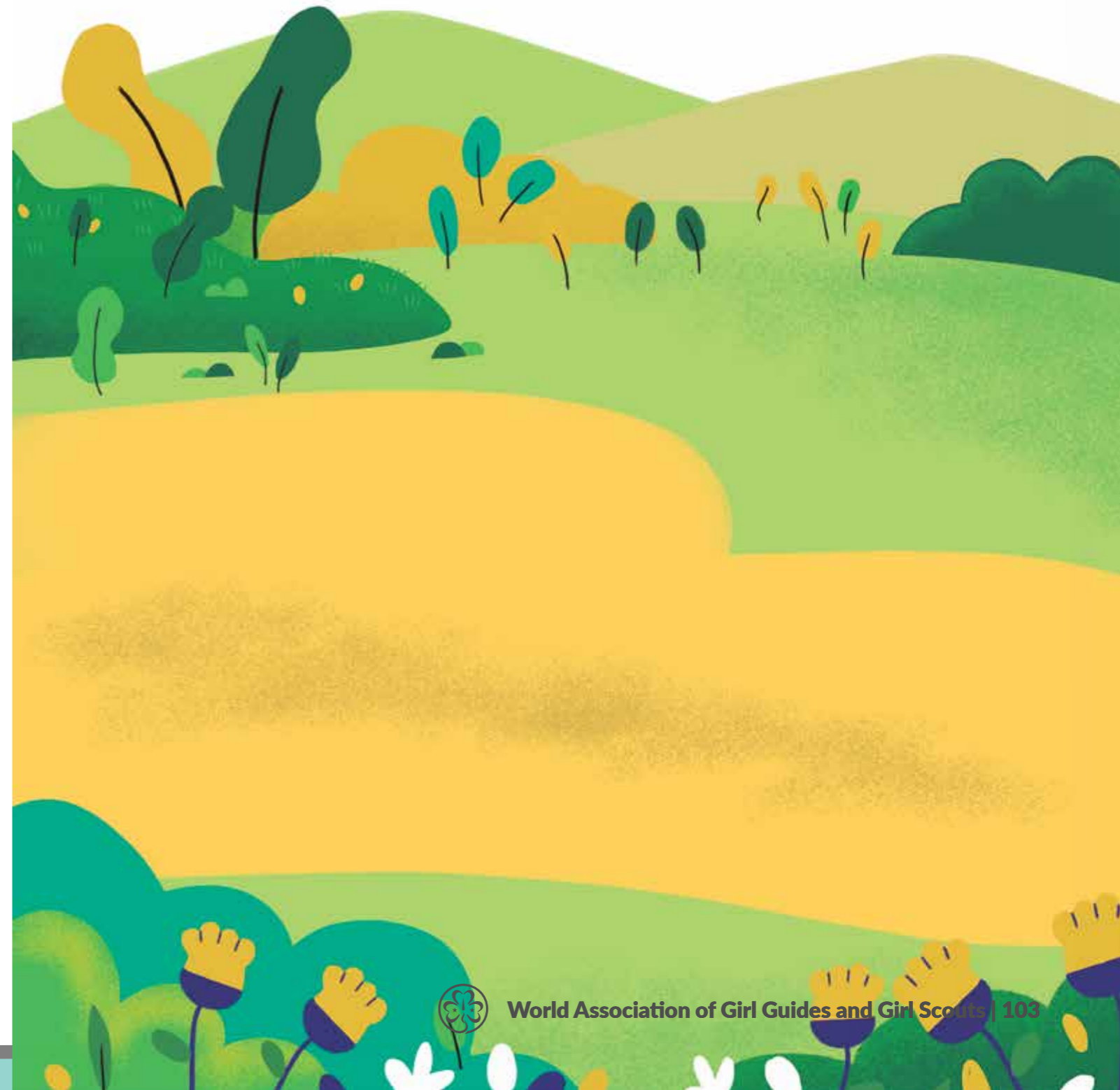
- Go for a walk to a quiet natural place (like a beach, park, woodland area, or lake).
- If you are not near a natural place, go to a quiet place and play an audio recording of nature sounds.
- Close your eyes and listen carefully to the sounds around you.
- What do you hear? Birds? Leaves rustling?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

Touch and Feel

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

Nature Observation

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





Story time...

Freedom

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

- Narrator
- Silvia
- Cousin Luca
- Aunt Giulia

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

Luca: I can see that Silvia is thinking hard.

Silvia: I was just wondering about people all over the world who don't have water nearby and have to travel very far to get it.

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

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

Luca: Do you mean vulnerable because of the weather? Or have less money?

Silvia: Or less good quality, healthy food? Or less access to drinking water?

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

Narrator:
Complete one activity from this topic and discover how our freedom is at risk because of climate change.





STAGE 2

Migration: Her story

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

MATERIALS

- Paper and pens (optional)

PREPARATION

This activity needs an activity leader.

SUITABLE FOR

Groups and individuals

DURATION



30 MINUTES

Activity description

STEP 1

Write a story about a climate migrant

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

Instructions for activity leader

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

Group 1: The departure

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

Group 2: The journey

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

Group 3: The arrival

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

STEP 2

Debrief the story

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

Tips for online groups

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





STAGE 2

Human rights: Know your rights

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

SUITABLE FOR

Groups

DURATION



45 MINUTES

MATERIALS

- Pens and paper

PREPARATION

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

Activity description

STEP 1

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

1. Do you know what human rights are?

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

2. Have you ever heard of the United National Convention on the Rights of the Child? Can you explain or guess what it is?

*“The United Nations Convention on the Rights of the Child is an **important agreement** by countries who have **promised to protect children’s rights**. The Convention on the Rights of the Child explains who children are, all their rights, and the responsibilities of governments. All the rights are connected, they are all equally important and they cannot be taken away from children.”*

3. Some of the Convention’s promises about children’s rights have been displayed around the meeting space. Move around to discover them all, and ask yourself:

- Which of these rights could be more **difficult** for every child because of **climate change**?
- Which of these rights can be used to help **fight climate change**?
- How might children’s rights be affected **differently** depending on where in the world you live? (for example, in countries that are **more vulnerable** to climate change)

4. If you can, take notes to remember your answers.
5. Finish when everyone has had a chance to look at all the promises.



STEP 2

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

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

Rights affected by climate change

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

Tips for online groups

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

STEP 3

Debrief the activity (10 minutes)

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

BRING IT HOME

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



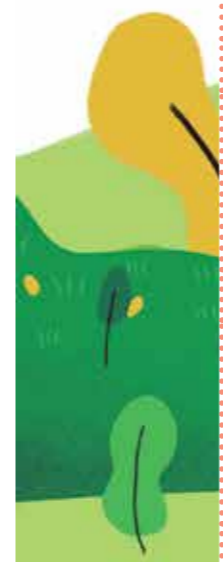
Know your rights cards

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

<p>No discrimination</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>Best interests of the child</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>Making rights real</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>Life survival and development</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>Respect for children's views</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>Sharing thoughts freely</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>Freedom of thought and religion</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. Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people. use this right.</p>	<p>Setting up or joining groups</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>Access to information</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>Protection from violence</p> <p>Governments must protect children from violence, abuse and being neglected by anyone who looks after them.</p>



<p>Refugee children</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>Children with disabilities</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>Health, water, food, environment</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>Social and economic help</p> <p>Governments should provide money or other support to help children from poor families.</p>
<p>Food, clothing, a safe home</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>Access to education</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>Aims of education</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>Minority culture, language and religion</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>Protection from harmful work</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>Protection in war</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>Everyone must know children's rights</p> <p>Governments should actively tell children and adults about this convention so that everyone knows about children's rights.</p>	<p>Rest, play, culture, arts</p> <p>Every child has the right to rest, relax, play and to take part in cultural and creative activities.</p>





STAGE 2

Conflict: Chain reaction

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

SUITABLE FOR

Groups and Individuals

MATERIALS

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

PREPARATION

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

DURATION



45 MINUTES

Activity description

STEP 1

Build a chain reaction (20 minutes)

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

STEP 2

Early interventions (15 minutes)

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

STEP 3

Debrief (10 minutes)

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

Key Takeaways:

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

Scenarios:

- Heatwaves and Public Health.
Start: For the 5th year in a row there has been a heatwave with the highest summer on record, with temperatures well above 40°C.
End: Hospitals are overcrowded with heatstroke patients, vulnerable people suffer, and tensions rise as water use is restricted.
- Rising Sea Levels and Coastal Erosion.
Start: Sea-levels continue to rise annually.
End: Competition for housing, jobs, and services, sparking conflicts and inflating prices in inner cities.
- Severe flooding in a city.
Start: Flash flooding cause rivers to overflow, flooding the city.
End: Tensions erupt into clashes in the city centre, erupting in a riot and looting. The city is more socially segregated than ever.
- Agriculture and food supply.
Start: Unpredictable weather and long droughts damage crops in many countries across Europe.
End: Food prices rise sharply, supermarkets limit some items, and protests break out in city centres.

Tips for online groups

Step 1: Ensure that one member of each group has access to a domino set. This participant should be the builder and the rest of the team should instruct them how to build the chain reaction.

Step 2: Share a digital copy of the chain reaction record sheet for each group to populate.

Step 3: Use breakout rooms to allow groups to pair up and debrief.





STAGE 2

Climate action plan, part 2

*Mandatory

DURATION



30 MINUTES

SUMMARY

Complete the second part of your climate action plan.

MATERIALS

- Everyone's climate action plans
- Pencils/pens

PREPARATION

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

IN THIS ACTIVITY YOU WILL

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

SUITABLE FOR

Groups and individuals

Activity description

STEP 1

Reflect and select?

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

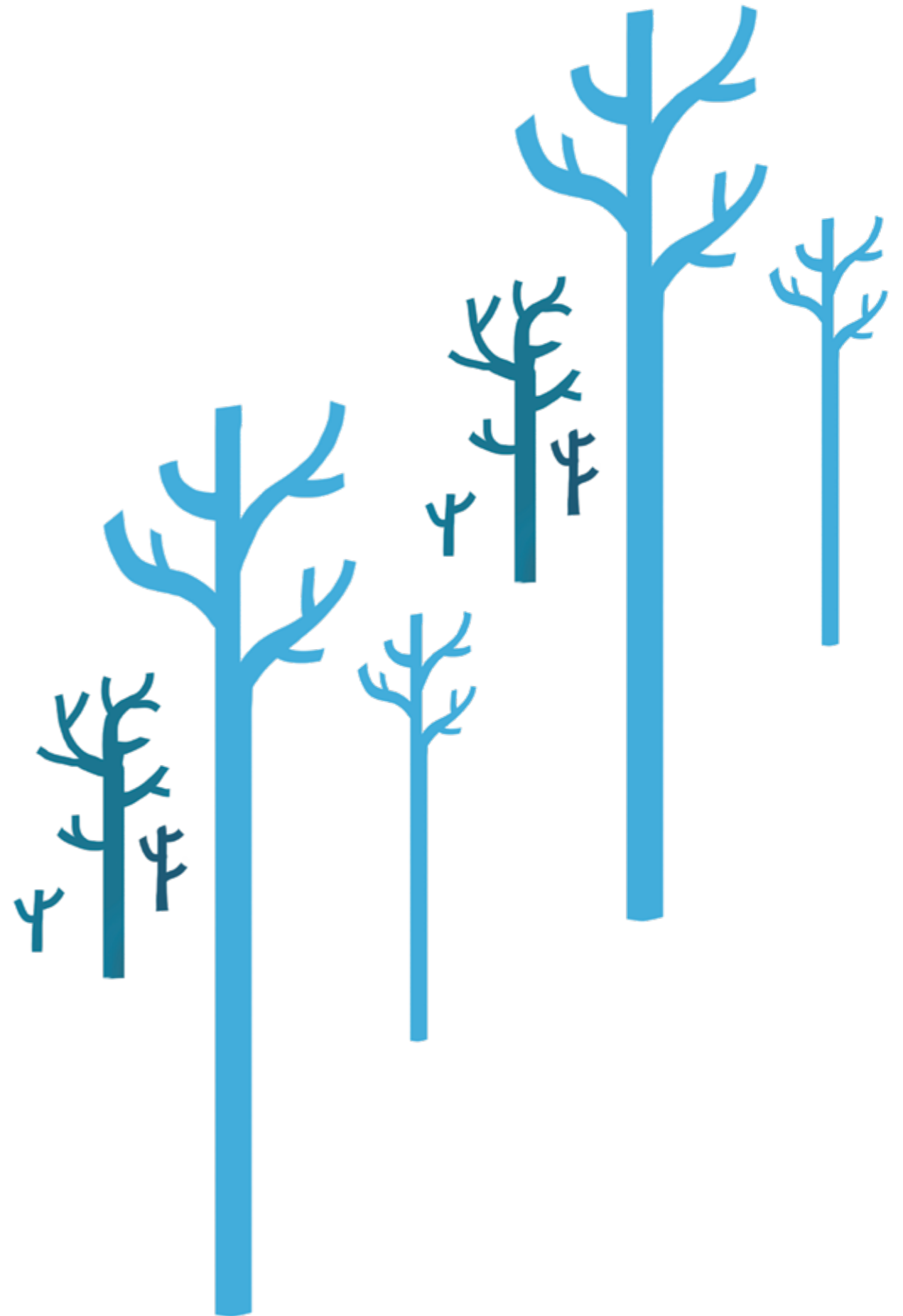
STEP 2

Climate action plans

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

Tips for online groups

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





STAGE 3



Prepare to take action

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

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

How to take action

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

Share the knowledge

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



Read Silvia's story and complete one of these three activities

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



Read Silvia's story and complete one of these three activities

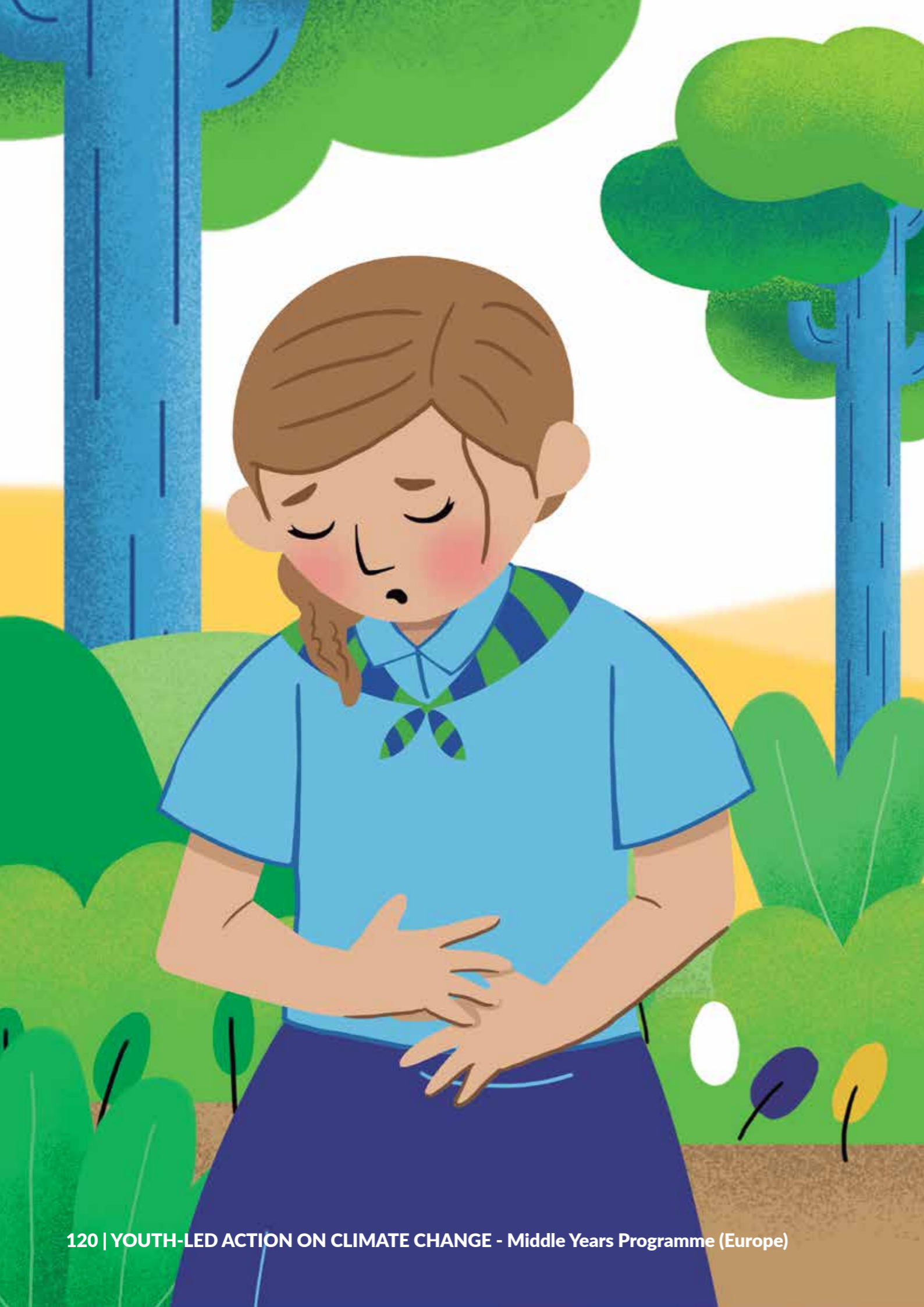
- **Empathy messaging** – Put yourself in other people's shoes and convince them to take climate action.
- **Family chat** – Play a roleplay game to start conversations on climate change.
- **Eco camp** – Plan how to make your next camp more sustainable.

Climate action plan, part 3

Fill in the final part of your climate action plan.

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





Story time...

STAGE 3

How to take action

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

- Narrator
- Silvia
- Aunt Giulia

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

She spotted a large smooth rock laying by a pond and sat down to have a rest. She felt like she had been on this adventure for weeks. Between the greenhouse gases that were causing the Earth's global temperature to rise and the effect of this on nature and people, there was so much to think about.

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

Aunt Giulia: Hello dear, how is the adventure going?

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

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

Silvia: What does being resilient mean?

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

Narrator:

Complete one activity from this topic to find out more about climate change and how to take action.





STAGE 3

Climate action bingo

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

SUITABLE FOR

Groups

MATERIALS

- Markers and flipchart or chalk

PREPARATION

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

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

DURATION



20 MINUTES

Activity description

STEP 1

Play a bingo game

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

STEP 2

Discuss the impact of different climate actions

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

STEP 3

Pledge to take action

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

BRING IT HOME

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

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

Tips for online groups

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

Climate action examples

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

1. Organise a rally at school to inform people about climate change
2. Stop using single-use plastic
3. Learn about which disasters could happen in your area and how to prepare for them
4. Plant a tree
5. Make your Guide/ Scout meetings more sustainable
6. Hold a meeting with community leaders about responding to climate change
7. Talk to a family member and get them to understand why climate change is an important issue
8. Walk/cycle instead of taking a car
9. Educate your family on how global inequalities means climate change affects some people more than others, especially in poorer or more vulnerable communities
10. Sign or create a petition about a climate change issue you're passionate about
11. Make a poster to convince the head teacher to make your school more sustainable
12. Shift your diet e.g. eat less meat; buy local, seasonal food that uses nature friendly farming
13. Reduce energy use at home e.g. by switching to LED lights
14. Convince a friend to help your climate efforts
15. Help your family start one of the climate actions you've learned about in Scouts and Guides
16. Write a letter or a social media post to policy makers (decision-makers like politicians) to get their attention on a specific climate change issue
17. Grow vegetables in spaces you have at home e.g. a windowsill, terrace or garden
18. Join a youth climate movement
19. Buy less- avoid fast fashion, buy second-hand & repair items
20. Install a water harvesting system in your home





STAGE 3

Community reporting

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

SUITABLE FOR

Groups and individuals

MATERIALS

- Camera/smartphone and/or
- Paper and pens

DURATION



40 MINUTES

PREPARATION

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

Activity description

STEP 1

Explore your local community

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

STEP 2

Debrief the walk

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

Take it further

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



Tips for online groups

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

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





STAGE 3

Feelings map

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

MATERIALS

- Paper and colouring pens

PREPARATION

None

SUITABLE FOR

Groups

DURATION



45 MINUTES

Activity description

STEP 1

Draw your feelings (15 minutes)

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

STEP 2

Share your feelings with others (10 minutes)

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

Instructions for activity leader

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

STEP 3

Feeling more positive (20 minutes)

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

Tips for online groups

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





Story time...



Share the knowledge

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

- Narrator
- Silvia

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

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

Silvia: Dad, I have so much to tell you.

Narrator :
Silvia is getting ready to tell her dad all about the climate crisis. Complete one activity from this topic and find out how to share what you have learned with others.





STAGE 3

Empathy messaging

SUMMARY

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

IN THIS ACTIVITY YOU WILL

- Practise your empathy skills
- Develop your persuasion skills

MATERIALS

- Paper and pens

PREPARATION

None

SUITABLE FOR

Groups and individuals

DURATION



30 MINUTES

Activity description

STEP 1

Reflect on a climate change cause you are passionate about

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

STEP 2

Create an empathy map

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

STEP 3

Adapt your message

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

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

STEP 4

Debrief

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



Tips for online groups

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





STAGE 3

Family chat

DURATION



30 MINUTES

SUMMARY

Play a roleplay game to start conversations on climate change.

IN THIS ACTIVITY YOU WILL

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

SUITABLE FOR

Groups and individuals

MATERIALS

- Role play cards

PREPARATION

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

Read **Fact Sheet Share the knowledge** page 58-61 of the Leader's Guide and display the profiles of the climate activists.

Activity description

Instructions for activity leader

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

STEP 1

Roleplay conversations about climate change

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

STEP 2

Discuss how to create the conditions for a meaningful conversation

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

STEP 3

Prepare to start conversations about climate change

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

BRING IT HOME

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

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

Tips for online groups

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





STAGE 3

Roleplay cards

One set of cards = conversation starters cards and situation cards

CONVERSATION STARTERS

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

SITUATIONS

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





STAGE 3

Eco Camp

DURATION



40 MINUTES

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

SUITABLE FOR

Groups and individuals

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** Guide/Scout 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

Climate action plan, part 3

*Mandatory

SUMMARY

Complete the final part of your climate action plan.

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

SUITABLE FOR

Groups and individuals

MATERIALS

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

DURATION



30 MINUTES

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 reduce climate change in your daily life. Turn this into a **promise** and add it to your climate action plan.

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

Tips for online group

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



It's time to celebrate

SUMMARY

Celebrate your achievement and receive your Youth-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

SUITABLE FOR

Groups

MATERIALS

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

PREPARATION

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

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

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

DURATION



70 MINUTES

Activity description

STEP 1

Think about what you have learned (20 minutes)

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

STEP 2

Answer a survey (20 minutes)

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

STEP 3

Collect your badges

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

STEP 4

Celebration song

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

Tips for online group

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



(After) Survey

MATERIALS

- Papers and pencils

PREPARATION

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

DURATION



20 MINUTES

IMPORTANT

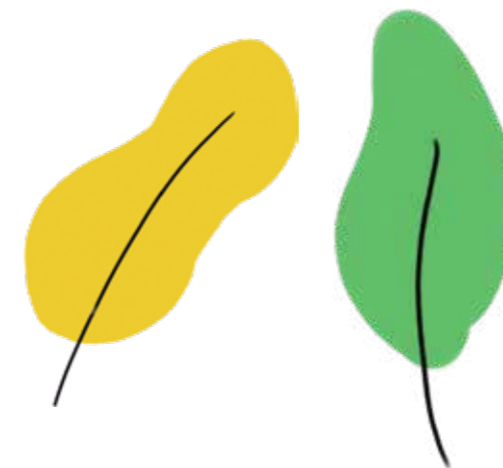
After the survey is complete, please collate the responses and share with the person responsible for the evaluation in your organisation.

PART 1 – YES, NO OR MAYBE?

1. Do you know how you and your community are affected by climate change?
2. Would you be able to explain to a friend or family member some ways that climate change is affecting people around the world?
3. Can you think of at least 3 ways in which people are differently or more severely affected by climate change because of factors such as whether you're a boy or girl, your race, where you live, or how much money you have? (remember to answer 'No', 'Maybe' or 'Yes', but you can write the three ways if you want to).
4. Do you have a clear understanding of how your lifestyle and daily choices can impact climate change?
5. Do you believe that you can influence your community, policy makers, governments and corporations to address climate change?
6. Have you started or been part of a climate change initiative to help fight climate change due to your participation in this badge?
7. Have you made at least two changes in your daily life to reduce the effects of climate change or help you prepare for climate change, because you participated in this badge?
8. Since you started this badge, has anyone close to you, such as a family member or friend, adopted a climate friendly behaviour because you influenced them?
9. Have you shared what you have learnt in this programme with at least 2 other people?

Activity:

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



Climate action plan [Full template]

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

Part one:	Draw a picture and write some words to explain climate change.
Part two:	Climate change causes the following problems
Climate change makes our lives harder because:	
Some people are more vulnerable to climate change than others. Three examples are:	

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



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Youth-Led Action on Climate Change

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