Youth-Led Action on Climate Change

Older Years (Europe)

EYF
european youth foundation
fonds européen pour la jeunesse

WORLD ASSOCIATION OF GIRL GUIDES AND GIRL SCOUTS

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.

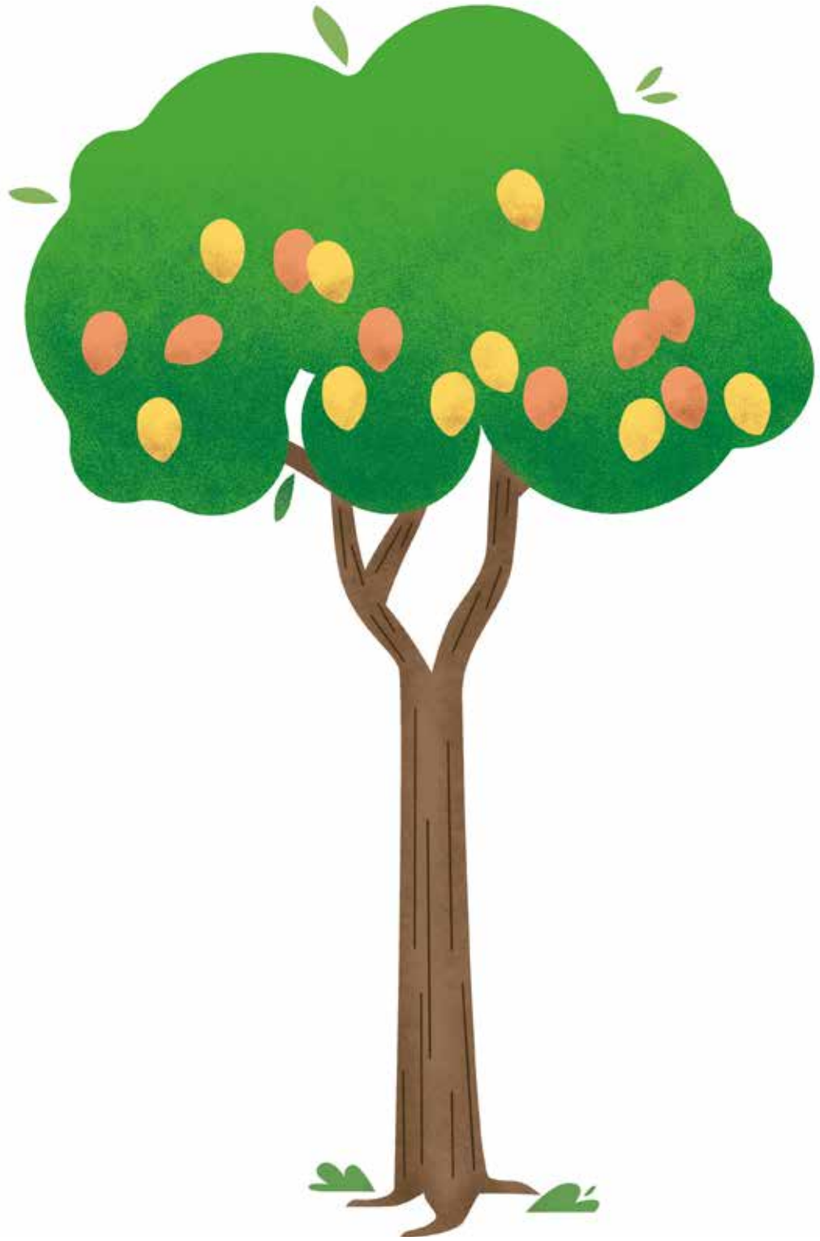
Youth-Led Action on Climate Change (YLACC) builds on the Girl-Led Action on Climate Change programme, which has been created and implemented in different regions including Sub-Saharan Africa, Asia, Latin America, and the Caribbean. This version has been specifically tailored for a European and co-educational 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

Contents



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:

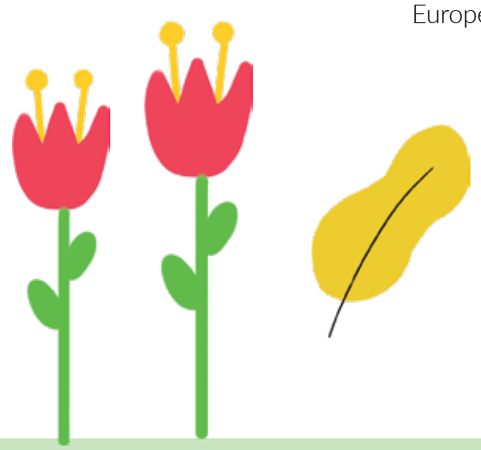
- Climate change often makes **existing inequalities worse** and also means that the countries and communities that have contributed the least to the climate crisis are the worst affected.
- In particular, the **power imbalance between men and women** means that girls and women are more impacted by climate 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

STAGE 2
Explore the issues

The natural world	People
Choose one of these topics and then choose one activity out of the three options.	*Choose one of these topics and then choose one activity out of the three options.*
Extreme weather	Lifestyle
Animals and plants	Health
Water	Freedom
☐☐	☐☐

- Climate action plan *part 2* ☐

STAGE 3
Prepare to take action

- How to take action ☐☐
- Share the knowledge ☐☐
- Climate action plan *part 3* ☐

Let's Celebrate + After survey

Total number of activities to complete = 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 few 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 activi-ties at each stage. For ideas on how to make group decisions creatively, see page 20 of the Leader's Guide.

		Section	Activity	Summary	Duration (minutes)
		Before Survey			15
Stage 1		**What is climate change?**	The apple thief	Solve a mystery to find out the difference between climate change fact and fiction.	20
			Climate ladders	Play an active game while you explore climate change causes and effects.	30
			What is the Paris Agreement?	Learn about the Paris Agreement and convince others of its importance.	30
		Who is most affected by climate change?	People, power and pollution	Play a game to understand the distribution of people, wealth and greenhouse gas emissions across the world.	30
			Climate negotiations	Roleplay different nations to simulate negotiations under the Paris Agreement and explore issues of climate justice.	60
			Unfair rules	Play a game to understand different people's experience of climate change	60
		Climate action plan, part 1 (includes decision tree)			30
Stage 2	The Natural world	**Extreme weather**	Disaster stories	Discuss different disaster scenarios across the world.	60
			Disaster resilience: Supercity	Create an indestructible city that could resist any extreme weather event.	40
			Storms: Be prepared!	Come up with ideas for disaster risk reduction.	45
		Animals and plants	Biodiversity: Creating news	Create a public service announcement for a news programme to explain how climate change is putting animals and plants at risk	40
			Reforestation: It's all in the leaves	Use leaves to identify different types of trees and their uses.	40
			Land animals: Lea the lizard	Build an ecosystem and explore the environment of a lizard to understand how climate change affects animals and plants.	45
		Water	Water sources: Who's the polluter?	Become a detective to understand the impact of water pollution and hold big water polluters to account.	30
			Pollution: The water mind map	Create a mind map with ideas to make water cleaner.	30
			Freshwater: Industry negotiations	Play a roleplay game to understand water resources management..	40

		Section	Activity	Summary	Duration (minutes)
Stage 2	People	**Lifestyle**	A day in the life	Recreate a typical day and explore the carbon footprint and sustainability of everyday actions.	60
			The hidden cost of stuff	Work as a group to explore the links between advertising, consumerism and climate change.	45
			Happiness + climate: our country's future	Use the Gross National Happiness Index to create success in your country.	40
		Health	Diseases: Disaster response committee –	Step into the shoes of the fictional disaster response committee and solve a health crisis.	45
			The future of farming	Play a board game to discover the differences between industrialised and sustainable farming.	40
			Mental health: Nature meditation	Create an ideas map to explore how climate change affects mental health and practise meditation.	45
		Freedom	Human rights: Consequences web	Explore the chain of consequences between climate change and human rights.	45
			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 and freedoms differently.	40
			Life inside the doughnut	An interactive game to explore how policies and actions impact people's needs and the planet.	35
		Climate action plan, part 2			30
Stage 3		**How to take action**	Adaptation juggle	Play a ball game to understand why climate change plans are important.	40
			Ambition river	Create a journey to achieve your climate change ambitions.	45
			Together we can	Play a game to explore the power of collective action and its influence.	30
		Share the knowledge	Climate chairs	Play an active game about collaboration and discover other organisations working for climate action.	35
			Youth climate hearing	Simulate a climate hearing to advocate for the climate issues you are most passionate about.	60
			Eco advocates	Plan an advocacy campaign to include young people in tackling climate change.	30
		Climate action plan, part 3			30
It's time to celebrate (includes after survey)					65

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

15

15 MINUTES

IMPORTANT

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

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.

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

1. Do you know how you and your community are affected by climate change?
2. Would you be able to speak with confidence to a friend or a relative about some ways that climate change is affecting people 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 gender, race, geographic location or socioeconomic status? (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?

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 Earth's 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.

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

- **The apple thief** – Solve a mystery to find out the difference between climate change fact and fiction.
- **Climate ladders** – Play an active game while you explore climate change causes and effects.
- **What is the Paris Agreement?** – Learn about the Paris Agreement and convince others of its importance.

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 girls and 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 out of three activities

- **People, power and pollution**- Play a game to understand the distribution of people, wealth and greenhouse gas emissions across the world.
- **Climate negotiation**s- Roleplay different nations to simulate negotiations under the Paris Agreement and explore issues of climate justice.
- **Unfair rules**- Play a game to understand different people's experience of climate change.

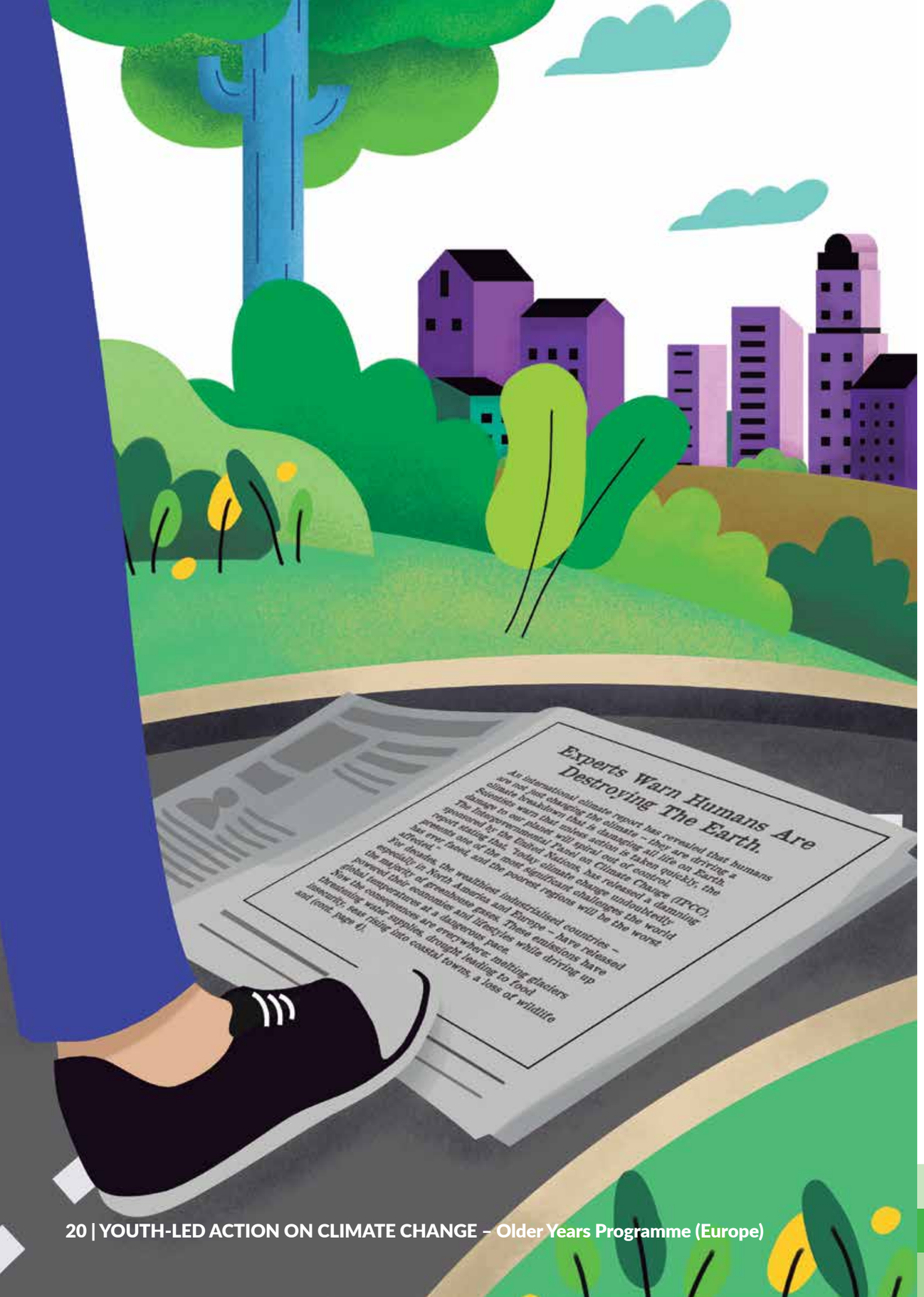
Climate action plan, part 1

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.

Meet Silvia !

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



Story time...

What is climate change?

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

Experts Warn Humans Are Destroying The Earth

An international climate report has revealed that humans are not just changing the climate – they are driving a climate breakdown that is damaging all life on Earth. Scientists warn that unless action is taken quickly, the damage to our planet will spiral out of control.

The Intergovernmental Panel on Climate Change (IPCC), sponsored by the United Nations, has released a damning report stating that, "today climate change undoubtedly presents one of the most significant challenges the world has ever faced, and the poorest regions will be the worst affected."

For decades, the wealthiest industrialised countries – especially in North America and Europe – have released the majority of greenhouse gases. These emissions have powered their economies and lifestyles while driving up global temperatures at a dangerous pace.

Now the consequences are everywhere: melting glaciers threatening water supplies, drought leading to food insecurity, seas rising into coastal towns, a loss of wildlife and (cont. page 4).

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

STAGE 1

The apple thief

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

SUITABLE FOR

Groups

MATERIALS

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

DURATION

20 MINUTES

PREPARATION

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

Activity description

STEP 1

Solve a mystery

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

The mystery:

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

The clues:

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

Answer:

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

a. Three apples have been stolen = **Speculation** (we don't know yet - they might just be lost!)
b. Aina is allergic to apples = **Fact** (it can be proven)
c. Leo always has an apple for his lunch = **Speculation** ('always' means a habit but not fact!)
d. Maria always leaves her house at 10am every day = **Speculation** ('always' is a habit!)
e. Aina has a motorbike = **Fact** (it can be proven)
f. The thief rode away on a motorbike = **Opinion/ Speculation** (Mary's opinion, not proven)
g. Aina visited the store in the morning = **Fact** (can be proven)

STEP 2

False news

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

EXAMPLE SENTENCES

TRUE

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

TRUE

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

FALSE

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

STEP 3

Define misinformation

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

STEP 4

Reflect as a group

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

Four ways to check for facts:

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

More badge fun

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

https://www.wagggs.org/en/resources/surf-smart-20/

Tips for online groups

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

STAGE 1

Climate ladders

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

SUITABLE FOR

Groups

MATERIALS

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

PREPARATION

None.

DURATION

30

30 MINUTES

Activity description

STEP 1

Brainstorm climate change causes and effects (10 minutes)

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

Climate change causes:
Actions by humans and nature that release harmful greenhouse gases (carbon dioxide (CO_2), methane, nitrous oxide and CFCs – chlorofluorocarbons), or stop us from trapping these gases in the atmosphere.

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

STEP 2

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

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

Instructions for the leader/caller

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

STEP 3

Have a group discussion (10 minutes)

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

BRING IT HOME

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

Tips for online groups

Step 2

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

STAGE 1

What is the Paris Agreement?

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SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

SUITABLE FOR

Groups

MATERIALS

- UNICEF toolkit: https://www.unicef.org/lac/en/reports/paris-agreement-young-people
- What is climate change fact sheet

DURATION

30

30 MINUTES

PREPARATION

Copy and cut out the pitch cards provided.

Activity description

STEP 1

What is climate change? (10 minutes)

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

Climate change is the impact humans are having on the climate (the average weather conditions over 30 years or more) that affects every living thing including you. The **actions of humans,** especially in 'Western countries' (that includes Europe), increase the amount of **greenhouse gases** in the Earth's atmosphere. This creates **global warming** which makes the average temperature of the Earth hotter, and causes more extreme weather and disasters. There is something we all can do to ensure a **sustainable future.**

STEP 2

Find out what the Paris Agreement means (10 minutes)

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

Its objectives are:

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

NOTE: At the current rates of global carbon emissions, we will already reach a 1.5°C much earlier than expected. A report by the World Meteorological Organization published in 2025 predicts that there is a 70% chance that 5-year average warming for 2025-2029 will be more than 1.5 °C[1]

STEP 3

Give a pitch to others 10 minutes)

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

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

[1]https://wmo.int/files/wmo-global-annual-decadal-climate-update-2025-2029

BRING IT HOME

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

Tips for online groups

Step 3

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

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

STAGE 1

What is the Paris Agreement?

PITCH CARDS

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

- It sets ambitious targets for climate action around the world.
- It encourages each country to commit to limiting this century's average global temperature increase to no more than 2°C (and tries to limit the increase to only 1.5°C).
- It tries to support each country to prepare for climate change.
- It encourages countries to make a change so that they can continue to develop, but by using low-emission, climate-resilient models.
- It acknowledges that industrialised nations, for example countries in Europe, have contributed the most to historical greenhouse gas emissions and should commit to drastic emission reduction targets.

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

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

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

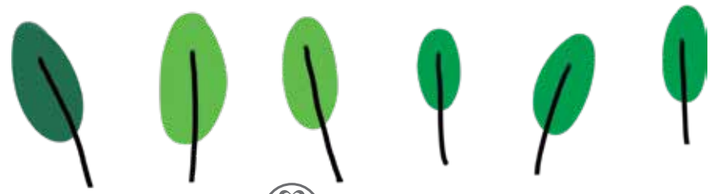
- **Action**: All measures adopted should be reflected in national climate change plans (nationally determined contributions, or NDCs). The contributions should be highly ambitious, so that the objectives of the agreement are met, and realistic for each country.
- **Collaboration**: It suggests that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

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

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

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

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



Story time...

STAGE I

Who is most affected by climate change?

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

On her way to the bus station, she saw two old men playing cards. They were always there, every morning, playing the same game and laughing with each other. A radio sat beside them. As she passed, Silvia heard the radio host introducing their next guests: “The United Nations has warned that we only have until 2030 to keep global temperatures within safe limits. But climate justice reminds us that this crisis is not only about the environment- it’s about fairness and human rights. Climate change makes already vulnerable groups even more at risk. For example, in many parts of Africa and Asia, women and girls are more likely to suffer because they often carry the responsibility of collecting food, water, and fuel. When droughts, floods, or crop failures happen, they face greater hardship, despite contributing the least to the problem.

But they are not alone. Around the world, activists are fighting for climate justice- demanding that those most responsible for the crisis take greater action, and that those most affected get the support they need. Stay tuned to hear from our panel of special guests who are not afraid to change the world. We’ll be joined by Vanessa Nakate from Uganda, Sumak Helena Sirén Gualinga from the Sarayaku Indigenous community in Ecuador, Disha Ravi from India and Anuna de Wever from Belgium.

Vanessa, Sumak, Disha and Anuna are some of the many young female global climate activists. Complete one activity from this topic to find out how climate change affects people all over the world.

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
- okens to represent greenhouse gas emissions e.g. matchsticks, bottle caps, used batteries- one per person
- Chairs for each participant

DURATION

30

30 MINUTES

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

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?
    - How does looking at emissions per-capita change what's fair?
    - Looking at the distribution of wealth, which continents do you think are more vulnerable to climate change and why?
    - What are some ways that wealthier nations can support poorer nations to deal with climate change?
    - What will happen if more and more people around the world adopt the lifestyle of people in Europe and North America?

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	3	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

Climate negotiations

SUMMARY

Roleplay different nations to simulate negotiations under the Paris Agreement and explore issues of climate justice.

IN THIS ACTIVITY YOU WILL

- Learn about different countries' climate situations, priorities and challenges under the Paris Agreement
- Use your debating skills to negotiate with other countries on reaching climate targets

MATERIALS

- Timer
- Country profiles

PREPARATION

Set up tables and chairs in a circular formation. You can also create signs/ flags for each group and countries.

SUITABLE FOR

Groups

DURATION

60 MINUTES

Activity description

STEP 1

COP & the Paris Agreement (5 mins)

1. Explain that **COP (Conference of Parties)** is the annual meeting where countries that are part of the UN Climate Change Convention come together to negotiate actions and agreements to address **global climate change**. From the 2015 COP came the **Paris Agreement**-an agreement that holds 195 of the world's governments to account over their greenhouse gas emissions.
   Its objectives are:
   - To limit the global temperature rise this century to 2°C, and improve efforts to limit the increase even further, to **1.5°C**.
   - To increase countries' ability to **adapt** to the adverse impacts of climate change.
   - To achieve **low carbon economic development**.
2. It is the **year 2025**- ten years since the historic Paris Agreement. We are going to role-play climate negotiations at COP, where each country will present its **challenges, priorities, and demands** as they work together to find global climate solutions.
3. Divide participants into four groups:
   - **Highly industrialised nations** e.g. USA, EU
   - **Growing economies e.g. Brazil, China, India**
   - **Small island nations** e.g. Kiribati, Barbados
   - **Climate vulnerable nations** e.g. Chad, Bolivia, Nepal

STEP 2

Opening statements (20 minutes)

4. Hand out the **country profiles** for each group, giving them 20 minutes to read through the information and write an opening statement outlining:
   - What **climate risks** their countries are experiencing
   - What **challenges** they have faced under the Paris Agreement
5. Each group has **three minutes** to present their statement- use a timer to keep to time. Each country within the group should speak and be represented.

STEP 3

Negotiation Round (20 minutes)

6. In the negotiation round the four different groups **can raise their hand** to request the floor, with the facilitator granting turns. Ensure that each group is given the **opportunity to speak**- each intervention should last maximum **two minutes** to ensure equal voices, without interruption.
7. As a group discuss the following questions:
   - Who should take more **responsibility** for reducing emissions?
   - How should **financial support** be shared?
   - What about **losses and damages** from climate impacts?
   - What **support is needed** to be able to reach the Paris Agreement's targets going forward?
8. Write up the conclusions from each question.

Tips for online groups

- Participants prepare their opening statement in breakout rooms.
- During the debate groups use the raised hand icons to speak.

STEP 4

Present the Conclusions (5 mins)

9. The activity leader reads out the conclusions from each of the four negotiation **questions**.
10. Ask the group 'Do we have an agreement?' Each group votes: YES, NO, or YES BUT (agree with conditions)
11. If there's disagreement, groups have two minutes to suggest last changes to get everyone on board.

STEP 5

Reflection (10 mins)

12. As a group discuss the following:
    - Was it easy or difficult to **agree**? Why?
    - Which groups felt like they had the **least power** in the negotiations? Why?
    - What would you like to see **world leaders do differently** in real climate talks?
    - What's one **solution or idea** from the debate that makes you feel optimistic about tackling climate change?

BRING IT HOME

Each country in the Paris Agreement has a Nationally Determined Contributions (NDCs) - its own **climate action plan** with set goals. Research your own country's NDCs and think about:

- Is your country on track- could it do more to help mitigate the effects of climate change?
- How could your country do more to help countries that are most vulnerable to climate change?

STAGE 1

Country Profiles

GROUP 1: Highly Industrialised Nations

European Union (EU)

Economic status:
High-income, highly industrialised

Historical emissions:
Very high – over 150 years of fossil fuel use e.g. coal, oil, natural gas

Climate risks:
Heatwaves, flooding from heavy rains, sea-level rise in coastal areas

Challenges since Paris 2015:

- Slower-than-expected transition in some member states due to economic and political constraints
- Energy security issues, especially during global crises, slowing decarbonisation
- Pressure to maintain global competitiveness and continue economic growth while funding green initiatives

Priorities in negotiations:

- Lead in reducing emissions, but expect other large emitters (like the US, China) to also commit
- Convince the USA to rejoin the Paris Agreement
- Maintain leadership in renewable technology and green finance
- Provide some financial support to vulnerable countries, but want accountability for how it's spent

Talking points:

"We face domestic challenges in balancing energy, jobs, and climate goals."

"Our European Green Deal aims to achieve climate neutrality by 2050 and supports the transition to a sustainable economy."

"Industrialised countries should lead, but big emerging economies must step up too."

GROUP 1: Highly Industrialised Nations

USA, North America

Economic status:
High-income, largest economy in the world

Historical emissions:
The highest in history- major contributor to global warming

Climate risks:
Hurricanes, wildfires, droughts, flooding from sea-level rise

Challenges since Paris 2015:

- The USA has been inconsistent- it withdrew from the Paris Agreement in 2017, rejoined in 2021 and left again in August 2025- other countries would like them to rejoin
- Reliance on fossil fuels remains high in some states, with uneven adoption of renewable energy
- Political divisions make long-term climate planning difficult, affecting the US's credibility in global negotiations

Priorities in negotiations:

- Resist rejoining- the priority is to protect the US economy and jobs above climate targets
- Maintain voluntary commitments rather than legally binding targets
- Keep climate targets flexible

Talking points:

"We shouldn't be bound by rules that disadvantage the US compared to developing nations."

"The US will focus on energy independence and economic growth while pursuing clean energy on our own terms."

"Countries need to be able to deal with their own climate crisis at home and not depend on others."

STAGE 1

Country Profiles

GROUP 2: Growing Economies

Brazil, South America

Economic status:
Upper-middle income, growing economy

Historical emissions:
Moderate, but currently a large emitter due to deforestation and industry

Climate risks:
Amazon deforestation, droughts, flooding, biodiversity loss

Challenges since Paris 2015:

- Deforestation rates have risen significantly since 2015
- Limited international funding and technical support slowed forest protection
- Balancing development, poverty reduction, and environmental protection remained difficult

Priorities in negotiations:

- Can only reduce deforestation with financial and technical support
- Balance environmental protection with economic growth and poverty reduction
- Push for developed countries to take bigger, faster action

Talking points:

"We can't protect the Amazon without global support – it's the planet's lungs."

"We are still developing and need to lift millions out of poverty – climate justice means sharing resources."

"Historical polluters like the EU and US must take more responsibility."

GROUP 2: Growing Economies

China, Asia

Economic status:
Upper-middle income, world's largest current emitter

Historical emissions:
Lower historically than US, huge growth in past 30 years

Climate risks:
Flooding, typhoons, heatwaves, droughts

Challenges since Paris 2015:

- Reliance on coal remains high in some regions
- Industrial emissions reduction has been uneven
- Global pressure to act faster while maintaining economic growth

Priorities in negotiations:

- Gradual coal reduction
- Avoid strict early cuts that hinder growth
- Recognition that although it is the world's largest current emitter, many consumer goods, electronics, clothing and machinery are exported to the EU/ US. On paper, these emissions count toward China's total emissions, but if measured by consumption, the EU and USA's carbon footprints would be significantly higher.

Talking points:

"We have invested in renewables, yet fossil dependence is hard to overcome."

"The most industrialised countries must lead in emissions cuts first."

"Climate emissions per country need to take into account imported emissions from consumer goods- the EU and US should recognise this in their targets."

STAGE 1

Country Profiles

GROUP 2: Growing Economies

India, Asia

Economic status:
Lower-middle income, rapidly developing economy

Historical emissions:
Low historically, but rising quickly due to industrial growth

Climate risks:
Heatwaves, water scarcity & droughts, monsoon shifts, flooding

Challenges since Paris 2015:

- Energy demand grew faster than renewable deployment
- Funding from industrialised countries has hindered adaptation and clean energy transition
- Pressure to limit emissions while supporting millions out of poverty

Priorities in negotiations:

- Industrialisation and infrastructure development is the priority to help millions of people out of poverty
- Ensure rich countries provide financial and technical support for renewable energy
- Resist emission cuts that limit economic growth

Talking points:

"We have 1.4 billion people- we can't sacrifice their development."

"The rich world got rich burning fossil fuels- now it's our turn, but we can do it greener with your help."

"Climate justice means different responsibilities for different countries."

GROUP 3: Small Island Nations

Kiribati, Oceania

Economic status:
One of the least developed countries in the Pacific; small fishing-based economy

Historical emissions:
Extremely low

Climate risks:
Rising sea levels, freshwater contamination, stronger storms, droughts

Challenges since Paris 2015:

- Sea-level rise accelerating faster than expected
- Limited access to finance and technology for adaptation
- Relocation planning and disaster preparedness remain urgent

Priorities in negotiations:

- Urgent emissions reductions worldwide- we need to act faster and keep to 1.5°C target
- Secure funding for adaptation and relocation
- Legal commitments to the Paris Agreement rather than voluntary commitments are needed for survival

Talking points:

"We contribute almost nothing to global emissions, yet we face the greatest risks. We are at the frontline of climate impacts."

"Rising seas threaten our homes, drinking water, and food supply."

"Immediate action and guaranteed support are essential for our survival- delays are deadly."

STAGE 1

Country Profiles

GROUP 3: Small Island Nations

Barbados, Caribbean

Economic status:
Upper-middle-income country; economy relies heavily on tourism and international business

Historical emissions:
Low

Climate risks:
Hurricanes and tropical storms damaging infrastructure, coastal erosion, flooding, water scarcity & droughts

Challenges since Paris 2015:

- Hurricane recovery remains costly and slow
- Coastal infrastructure vulnerable to erosion and storms
- Financing for adaptation and resilience limited

Priorities in negotiations:

- Major emitters to take responsibility and provide financial support- need funding for loss and damage and resilient infrastructure
- Maintain the 1.5°C target
- Recognition of the unique challenges small island nations face

Talking points:

"Storms have repeatedly set back our economy and communities."

"Adaptation funding remains insufficient despite growing threats."

"Global cooperation is needed to ensure our survival and sustainable development."

GROUP 4: Climate Vulnerable Nations

Chad, Africa

Economic status:
Low-income, one of the least developed countries in the world

Historical emissions:
Extremely low – minimal industry and energy use

Climate risks:
Severe drought, desertification, food and water insecurity, internal displacement of population

Challenges since Paris 2015:

- Extreme droughts and crop failures worsened
- Insufficient international support for adaptation
- Food insecurity remains critical

Priorities in negotiations:

- A clearer system is needed where rich countries provide predictable, long-term funding for climate adaptation
- Recognition that climate change is already causing humanitarian crises in Chad- countries with the highest emissions need to act now.
- Support is needed to help adapt agriculture to changing conditions

Talking points:

"Our people are starving, lakes are shrinking, lands turning to desert."

"We did nothing to cause this, yet suffer the most."

"Climate justice must protect the most vulnerable first."

STAGE 1

Country Profiles

GROUP 4: Climate Vulnerable Nations

Bolivia, South America

Economic status:
Developing country; economy relies on mining, agriculture, and natural gas exports

Historical emissions:
Low compared to industrialised nations

Climate risks:
Droughts affecting agriculture, glacial melt threatening water supply, floods, and landslides

Challenges since Paris 2015:

- Water scarcity worsened due to glacial retreat
- Agriculture and rural communities face repeated climate shocks
- Adaptation funding limited and slow to reach communities

Priorities in negotiations:

- Support for climate adaptation in vulnerable rural and indigenous communities
- Funding is needed for water management, agriculture resilience, and disaster preparedness
- Fair treatment in global agreements recognizing low historical emissions but high vulnerability

Talking points:

"Our farmers and communities are already suffering from climate impacts- keeping warming to 1.5°C is critical."

"We demand funding to help our country adapt to climate change and protect livelihoods."

"We contribute very little to this crisis but are highly vulnerable."

GROUP 4: Climate Vulnerable Nations

Nepal, Asia

Economic status:
Low income; economy relies on agriculture and tourism

Historical emissions:
Very low; minimal contribution to global emissions

Climate risks:
Glacial lake outburst floods, landslides, droughts, and extreme rainfall events

Challenges since Paris 2015:

- Disaster risk worsened due to glacial lake growth
- Infrastructure and water management remain fragile
- Limited financial and technical support for adaptation

Priorities in negotiations:

- Financial and technical support for disaster risk reduction and climate adaptation
- Better international cooperation for protecting water resources and mountain ecosystems
- Funding in building resilient infrastructure in vulnerable regions

Talking points:

"Our communities are already experiencing life-threatening floods and landslides due to climate change."

"Global support is crucial for us to adapt and protect lives, livelihoods, and ecosystems."

"We face unique challenges as a mountainous region and a developing nation- we need industrialised nations that have contributed the most to this crisis to step up now."

STAGE 1

Unfair rules

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

MATERIALS

- Paper
- Pens

DURATION

60 MINUTES

SUITABLE FOR

Groups

PREPARATION

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

Activity description

STEP 1

Play a game (20 minutes)

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

STEP 2

Debrief the activity (20 minutes)

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

   "Many countries in Africa, South America, Asia, the Pacific Islands etc., are more impacted by climate change. It's important to note that the people living in these places are also the least responsible for climate change."
   - The other rule gave players more problems based on the number of A's in their name. This represents the way that some people experience more climate change problems based on who they are and/or where they are born: their identity. Can you think of any examples of how where you are born, or who you are, can mean you experience climate change differently?

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

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

STAGE I

Unfair rules

Continued

STEP 3

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

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

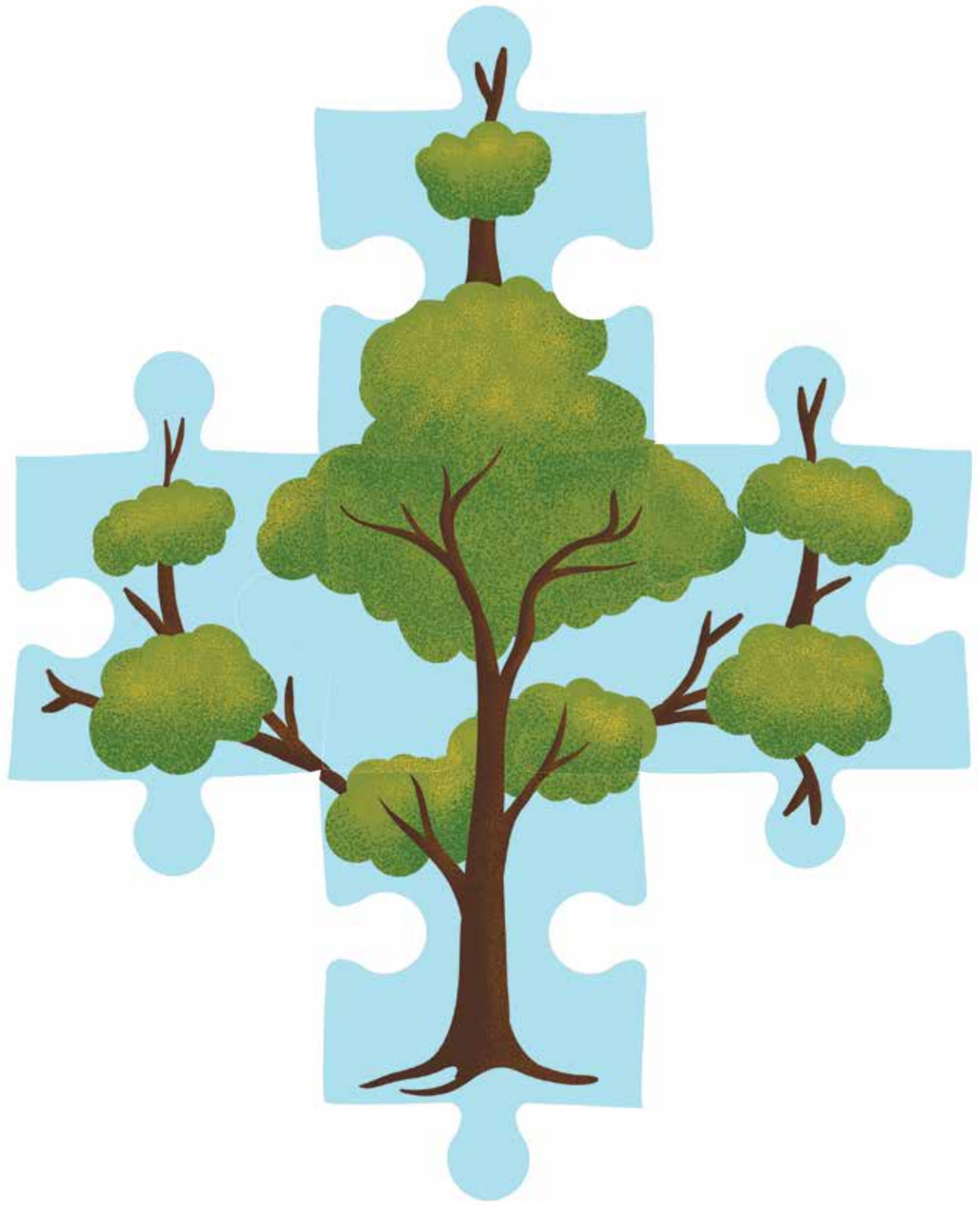
Tips for online groups

Step 1

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

BRING IT HOME

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



STAGE 1

Climate action plan, part 1

*Mandatory

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

SUITABLE FOR

Groups and individuals

MATERIALS

- A copy of the **climate action plan** (ideally one for each person - see page 170)
- Pencils

DURATION

30

30 MINUTES

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 Girl Guide has just arrived at your meeting. She's missed all the activities you completed about climate change. It's your job to let her know what climate change is.
2. In patrols, write a **sentence** to explain what climate change is. Write your answer in **part one** of your climate action plan.
3. How will you let her know that climate change affects people in different ways and that some people are more vulnerable to climate change than others? How can climate justice address these inequalities? Add your answer to **part one** of your climate action plan.

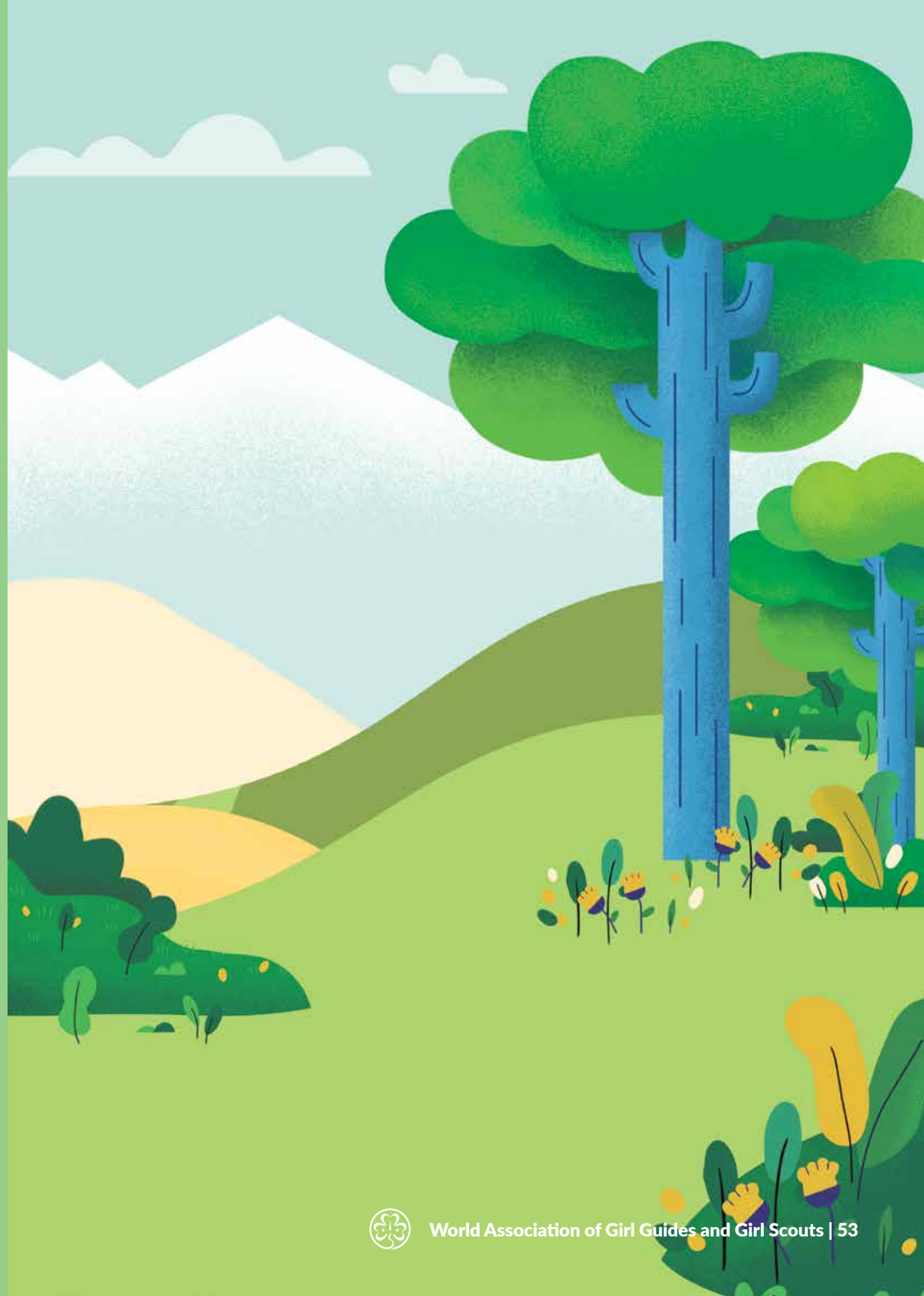
STEP 2

Complete the decision tree

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

Tips for online groups

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



Decision tree

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.

Recommended topics

STAGE I

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 frequentfloods, heatwaves or storms. → **Extreme Weather**
- B. I love nature- animals, plants and ecosystems- and want to help protect biodiversity. → **Animals and Plants**
- C. I care about how climate change affects our fresh water and how we can manage water more sustainably. → **Water**

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

- A. I'm curious about how our daily choices- what we eat, buy or wear- affect the planet. → **Lifestyle**
- B. I'm interested in how climate change affects people's physical and mental wellbeing. → **Health**
- C. I care about fairness and human rights and how climate change impacts different communities. → **Freedom**

STAGE 2

Explore the issues

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

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

The impact of climate change on the natural world

Read 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**. This is dangerous for the natural environment, causes death, destruction and displacement, and increases 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.

- **Disaster stories –** Discuss different disaster scenarios across the world.
- **Disaster resilience: Supercity –** Create an indestructible city that could resist any extreme weather event.
- **Storms: Be prepared! –** Come up with ideas for disaster risk reduction.

Animals and plants

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

- **Biodiversity: Creating news** – Create a public service announcement for a news programme to explain how climate change is putting animals and plants at risk.
- **Reforestation: It's all in the leaves** – Use leaves to identify different types of trees and their uses.
- **Land animals: Lea the lizard** – Build an ecosystem and explore the environment of a lizard to understand how climate change affects animals and plants.

Water

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

- **Water sources: Who's the polluter? –** Become a detective to understand the impact of water pollution and hold big water polluters to account.
- **Pollution: The water mind map –** Create a mind map with ideas to make water cleaner.
- **Freshwater: Industry negotiations** – Play a roleplay game to understand water resources management.

The impact of climate change on people

Read Silvia's story and complete one 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**.

- **A day in the life** – Recreate a typical day and explore the carbon footprint and sustainability of everyday actions.
- **The hidden cost of stuff** – Work as a group to explore the links between advertising, consumerism and climate change.
- **Happiness + climate: our country's future** – Use the Gross Happiness Index to create success in your country.

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.

- **Diseases: The Response Committee** – Step into the shoes of the fictional disaster response committee and solve a health crisis.
- **The future of farming** – Play a board game to discover the differences between industrialised and sustainable farming.
- **Mental health: Nature meditation** – Create an ideas map to explore how climate change affects mental health and practise meditation.

Freedom

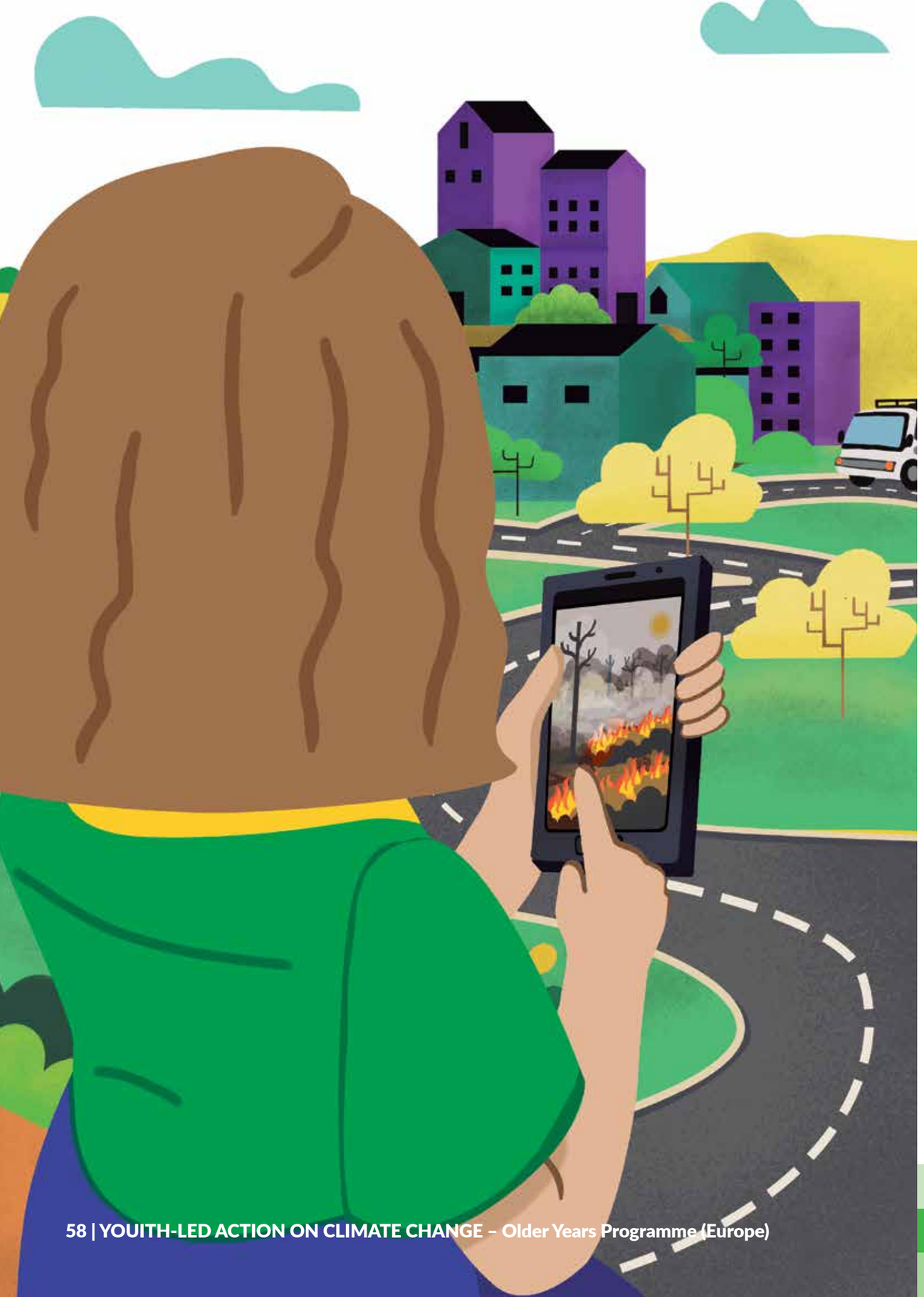
Climate change restricts people's freedom by undermining their fundamental **human rights** to life, health, food, water, and housing, among others. It worsens existing **global inequalities**, disproportionately affecting vulnerable populations, particularly girls and women.

- **Human rights: consequences web** – Explore the chain of consequences between climate change and human rights.
- **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 and freedoms differently.
- **Life inside the doughnut** – An interactive game to explore how policies and actions impact people's needs and the planet.

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

At the bus station, Silvia thought about how people in Europe, and all over the world are raising awareness and protecting all of us from the serious effects of climate change. While she waited, she watched a video clip from a new nature documentary on her phone- breathtaking images of blue oceans and shocking sights of scorched forests and rushing floods flashed across her screen.

Over the contrasting images, the narrator announced...

"Climate change is making disasters more frequent and severe- from damaging floods and prolonged droughts to raging wildfires, blistering heatwaves, and powerful storms. Higher global temperatures disrupt weather patterns, intensifying the water cycle and fuelling more extreme events. The World Meteorological Organization estimates that each degree of global warming raises the amount of extreme daily rainfall by about 7%, increasing the intensity of heavy rainfall events. As ecosystems and communities struggle to adapt, disaster prediction, preparedness, and management become more challenging."

Complete one activity from this topic to find out about how extreme weather, disasters and climate change are linked.

STAGE 2

Disasters Stories

SUMMARY

Discuss different disaster scenarios across the world.

IN THIS ACTIVITY YOU WILL

- Explore how disasters impact people in different ways
- Practise your storytelling

SUITABLE FOR

Groups and individuals

MATERIALS

- Set of cards for each pair/ trio- character profile, location and extreme weather event

DURATION

60

60 MINUTES

PREPARATION

Cut out a set of cards for each pair/trio.

Activity description

STEP 1

Setting the scene (10 minutes)

1. As a group, define the term **extreme weather event**. Has your community experienced any extreme weather events? See the box provided.
2. Split into pairs or trios and give each group a **character profile** and a **location card**.
3. After reading through the character profile and location card, ask the groups to add some details to their character in their location to **paint a picture** of who they are. You can use prompts like:

   What's their name?

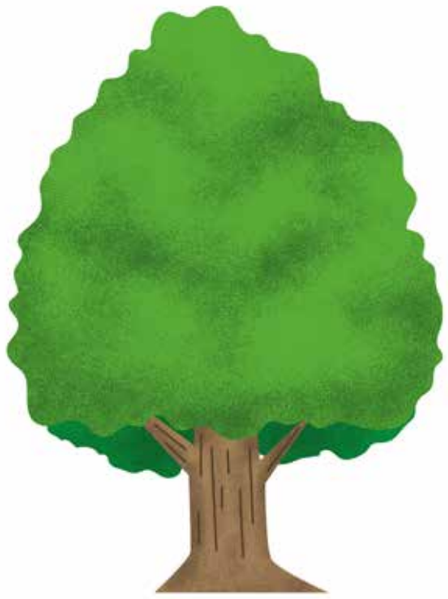
   What are their dreams/ aspirations?

   What's their family situation?

   Whereabouts in the city/ town/ village do they live?

   What's their financial situation?

   What's their daily life like?



STEP 2

Play a storytelling game (40 minutes)

4. In the middle of the room lay out the different **extreme weather event cards**.
5. Ask one person from each group to pick an extreme weather event that could happen in their given location.
6. Imagine the extreme weather event you picked has happened to your character in that location. Use these prompts to **create a story** about how it affects them:

   What happens when the disaster strikes?

   What happens after the disaster – how do they recover? What problems do they encounter?

   Is the person able to achieve their dreams/ ambitions?

   How do different traits affect them? e.g. age, gender, financial status
7. After discussing for 10- 15 minutes ask groups to **switch** either character profile cards or location cards. Repeat the game 2-3 times, changing at least character profile and location cards once.

Extreme weather events

The increase in the Earth's temperature is changing the **water cycle** on Earth. This makes extreme weather events more frequent. **Extreme weather events** are ones that cause great material, economic or environmental damage and loss of life. This could include hurricanes and tropical storms, floods and landslides, tornadoes, tsunamis, droughts, wildfires or ice storms.

STEP 3

Debrief the game (10 minutes)

1. How did extreme weather events play out differently in different countries?
2. Which factors (age, gender, location, wealth, community ties) made your characters most vulnerable to the disaster?
3. How did your character's dreams or daily life change after the disaster?
4. How does the idea of climate justice help us think about fairness between countries and communities?

BRING IT HOME

Extreme weather events caused by climate change affect all of us and certain factors like where we live, our socio-economic status, age and gender can all have different impacts. But there are things we can do to limit the impact of those events on our lives. Learn more by researching what you and your community can do to prepare for extreme weather events and share your findings with people around you!

Tips for online groups

Use breakout rooms for the different groups to discuss in their pairs/ trios.

STAGE 2

Cards

Character profiles

87-year-old man - retired farmer with health problems

45-year-old mother of three - works part-time, main caregiver

45-year-old father of three - works full-time, less at home

25-year-old migrant man - recently moved, limited language skills

STAGE 2

Cards

Character profiles

25-year-old migrant woman - recently moved, limited language skills

17-year-old boy - in school, dreams of going to university

17-year-old girl - in school, dreams of going to university

6-year-old girl- primary school student, loves sports

STAGE 2

Cards

Extreme weather events

Flood (from heavy rainfall or coastal flooding

Heatwave

Wildfire

Drought

Landslide

Heavy storm (Strong winds, rain, damage to buildings)

STAGE 2

Cards

Location profiles

Rural Nsanje, Malawi

Common hazards: Seasonal flooding from the Shire River, droughts in dry months, occasional strong storms..

Services: Limited healthcare and schools; most people rely on small-scale farming. Roads can become impassable during floods..

Government Response: Early warning systems exist but are limited in rural areas. Emergency aid often comes from NGOs and international donors. Local authorities help with evacuation, but resources are scarce..

Vulnerability: Children, women, and the elderly are most affected. Floods destroy crops and homes, causing food insecurity. Women often bear extra burdens for caring for family and managing household water and food.

Jutland region, coastal Denmark

Common hazards: Increasing storm surges, sea level rise, and coastal flooding. Winters bring occasional blizzards.

Services: High-quality healthcare, well-maintained infrastructure, flood defences in some areas.

Government Response: Strong emergency management with early warning systems, coastal protection projects, and community-level preparedness drills.

Vulnerability: Generally low compared to other coastal areas across the world, but fishing communities and elderly in rural coastal towns may face evacuation challenges.

STAGE 2

Cards

Location profiles

Ljubljana city, Slovenia

Common hazards: River flooding from the Ljubljanica River, occasional heatwaves, and urban storms. Landslides can occur in surrounding hills.

Services: Excellent healthcare, schools, roads, public transport, and emergency services. Flood defences exist along major rivers, and the city has well-established evacuation plans.

Government Response: Strong municipal and national disaster management systems, early warning systems, and coordination with EU disaster relief funds. City authorities run drills and public awareness campaigns.

Vulnerability: Generally low, but elderly residents, low-income households, and people in floodplain neighbourhoods are more at risk during extreme events.

Chocó, Colombia

Common hazards: Heavy rainfall causing floods and landslides, occasional strong storms. Deforestation worsens landslide risk.

Services: Limited healthcare and education infrastructure; many remote communities are accessible only by river or poor roads.

Government Response: Local authorities and national disaster agencies provide emergency support, but response is slow and resources are limited. NGOs often fill gaps in relief and recovery.

Vulnerability: Children, women, elderly, and indigenous communities are most affected. Floods destroy homes and crops, disrupt schooling, and increase risk of disease.

STAGE 2

Cards

Location profiles

Urban Mumbai, India

Common hazards: Monsoon flooding and heavy storms, worsened by poor drainage.

Services: Modern hospitals and financial services exist, but slums face overcrowding, poor sanitation, weak housing.

Government Response: Authorities send rescue boats and relief camps, but response uneven. Wealthy recover quickly; people living in slums wait longer for help.

Vulnerability: Migrant workers, women, and children in informal settlements suffer most.

Ahr Valley, Germany

Common hazards: Flash floods and landslides after heavy rainfall.

Services: Strong healthcare, emergency services, and good road networks.

Government Response: Well-funded national and local disaster response teams, including early warning systems. Insurance and rebuilding funds are available but unequal.

Vulnerability: Elderly or disabled people and low-income families struggle most with evacuation and rebuilding

STAGE 2

Cards

Location profiles

Rural Crete, island in Greece

Common hazards: Frequent summer heatwaves, droughts, and wildfires.

Services: Small local clinics, limited public transport, and reliance on family networks.

Government Response: Fire brigades and civil protection services exist, but rural villages can be isolated during disasters. Evacuations are sometimes slow. EU support is available for recovery.

Vulnerability: Elderly populations and farmers with water-dependent crops are most at risk.

Rural Haiti, Caribbean

Common hazards: Hurricanes and landslides.

Services: Few hospitals or schools; roads often destroyed by disasters..

Government Response: Very limited state capacity; heavily reliant on NGOs and foreign aid. Relief often delayed.

Vulnerability: Almost everyone is affected; unsafe shelters, deepening poverty and children face school closures.

STAGE 2

Cards

Location profiles

Here is a blank card to design your own location card for the area where your Guide/ Scout group is- include this in the game!

Location

Common hazards:

Services:

Government Response:

Vulnerability:

Fill in the different headings and include an image or drawing.

Here is a blank card to design your own location card for the area where your Guide/ Scout group is- include this in the game!

Location

Common hazards:

Services:

Government Response:

Vulnerability:

Fill in the different headings and include an image or drawing.

STAGE 2

Disaster resilience: Supercity

SUMMARY

Create an indestructible city that can resist any extreme weather event.

IN THIS ACTIVITY YOU WILL

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

SUITABLE FOR

Groups and individuals

DURATION

40 MINUTES

MATERIALS

- Flipchart paper
- Pens and pencils

PREPARATION

Step two will need an activity leader.

Review the **Extreme weather fact sheet** (see Leader's Guide) to understand the link between climate change and extreme weather events.

Activity description

STEP 1

Design a resilient city (30 minutes)

1. **Extreme weather events** are ones that cause great material, economic or environmental damage and loss of life.
2. As a group, name as many types of **extreme weather events** as you can e.g. floods, landslides, wildfires, storms, droughts, tornadoes, tsunamis or ice storms.
3. How would those disasters **affect people's lives**?
4. Climate change is making the weather more **extreme** and causing more frequent natural disasters, so we all need to be **prepared**. What does it mean to be prepared for disasters? Who needs to be prepared?
5. As a group create a definition for **disaster resilience**. Afterwards read the definition in the box on the next page.
6. In patrols**, design an imaginary** city that would be perfectly resilient to extreme weather events and disasters. Represent your city as you want (drawings, plans, map etc.) Be creative - it does not need to be realistic!

Instructions for activity leader

7. **Help** each patrol to design their city by asking:
   a. Think about all the **different types** of natural disasters (tornados, wildfires, floods, sea-level rise, cold waves, droughts, cyclones, heat waves, hurricanes, landslides, blizzards etc.). What are the different **features** that your city would need to become resilient to all these kinds of disasters?
   b. What are the different ways your city can be more resilient to disasters? You could **prevent** disasters, **prepare** for them, come up with ways of **warning** people about them etc.
   c. Which people and **which parts** of the city most need to be resilient to disasters? Think about different groups of people, buildings, the economy (the amount of money in the city), jobs, public institutions and services like health etc.
4. After 20 minutes, each patrol has **one minute to present their city** and its special features to the rest of the group.

Features of climate resilient cities:

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

Disaster resilience

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

STEP 2

Debrief the activity (10 minutes)

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

BRING IT HOME

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

Tips for online groups

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

STAGE 2

Storms: Be prepared

SUMMARY

Come up with ideas for disaster risk reduction.

IN THIS ACTIVITY YOU WILL

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

SUITABLE FOR

Groups

DURATION

45 MINUTES

MATERIALS

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

PREPARATION

Step two will need an activity leader.

Activity description

STEP 1

Brainstorm disaster preparedness actions (10 minutes)

1. The increase in the Earth's temperature is changing the **water cycle** on Earth. This causes **extreme weather** and makes **disasters** more frequent. **Extreme weather events** are ones that cause great material, economic or environmental damage, and loss of life.
2. As a group, brainstorm **extreme weather events** you have heard of, e.g. wildfires, storms, floods, landslides, droughts, tornadoes, tsunamis or ice storms.
3. It's important to prepare for extreme weather events. Imagine a **huge storm** is coming, with predicted windspeeds of 160 km/h, that will hit in about a week. (Adaptation note: you can choose this scenario, or change if there is another scenario that is more likely to happen in your area e.g. flood, wildfire)
4. In teams of **four to six** people, write down as many **actions** as you can take (at least eight) to **prepare** for the storm and limit the **damage**. Think about actions you can take as individuals, as families and as communities.
5. After five minutes, **count** your actions. Celebrate the team that came up with the highest!
6. Each team decides on its **eight most important actions** and writes each one on a separate **piece of paper.**
7. Your team now has a total of **20 priority points** to allocate between your eight actions, according to how important or useful these are for preparing for a disaster. The higher the points, the more important the action is. Allocate your points as you wish, as long as each action has **at least one** priority point. Write the number of priority points next to each action and **draw a circle** around it.
8. You also have **20 difficulty points** to allocate between all of your actions, according to how difficult these actions would be to do. Using the same process, distribute your points as you wish, as long as each action has **at least one** difficulty point. The higher the points, the more difficult the action is. Write the difficulty number next to the action and **draw a rectangle** around it.
9. Each action should now have a number in a circle and a number in a rectangle beside it. Place your eight pieces of paper on the ground.

Example of cards

Warn the community of the disaster risk ⑥ [5]	Buy food and water in advance ⑤ [2]
Disconnect utilities ② [1]	Prepare a team of volunteers to support the more vulnerable members of the community ④ [7]

STEP 2

Play an active game (20 minutes)

10. **All groups stand on one side of the space.**
11. Choose an **activity leader** for your team. You have **one minute** to 'complete' as many actions as possible as a group. To 'complete' an action, a group member chooses an action and runs to the other side of the space (and back) the same number of times as 5x your difficulty points, eg if your action has 5 difficulty points, you run 25 times. Several team members can run for different action cards at the same time. Be careful as lots of people may be running at the same time!
12. Once you have 'completed' your action and won that card, you hand the action card to your **group leader.**
13. After one minute, count your total cards - only the cards in your leader's hands count toward your team's total. Then, add up the total number of priority points that appear on these (won) cards.
14. The team with the **highest total** of priority action points at the end of the game wins!

STEP 3

Have a group discussion (10 minutes)

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

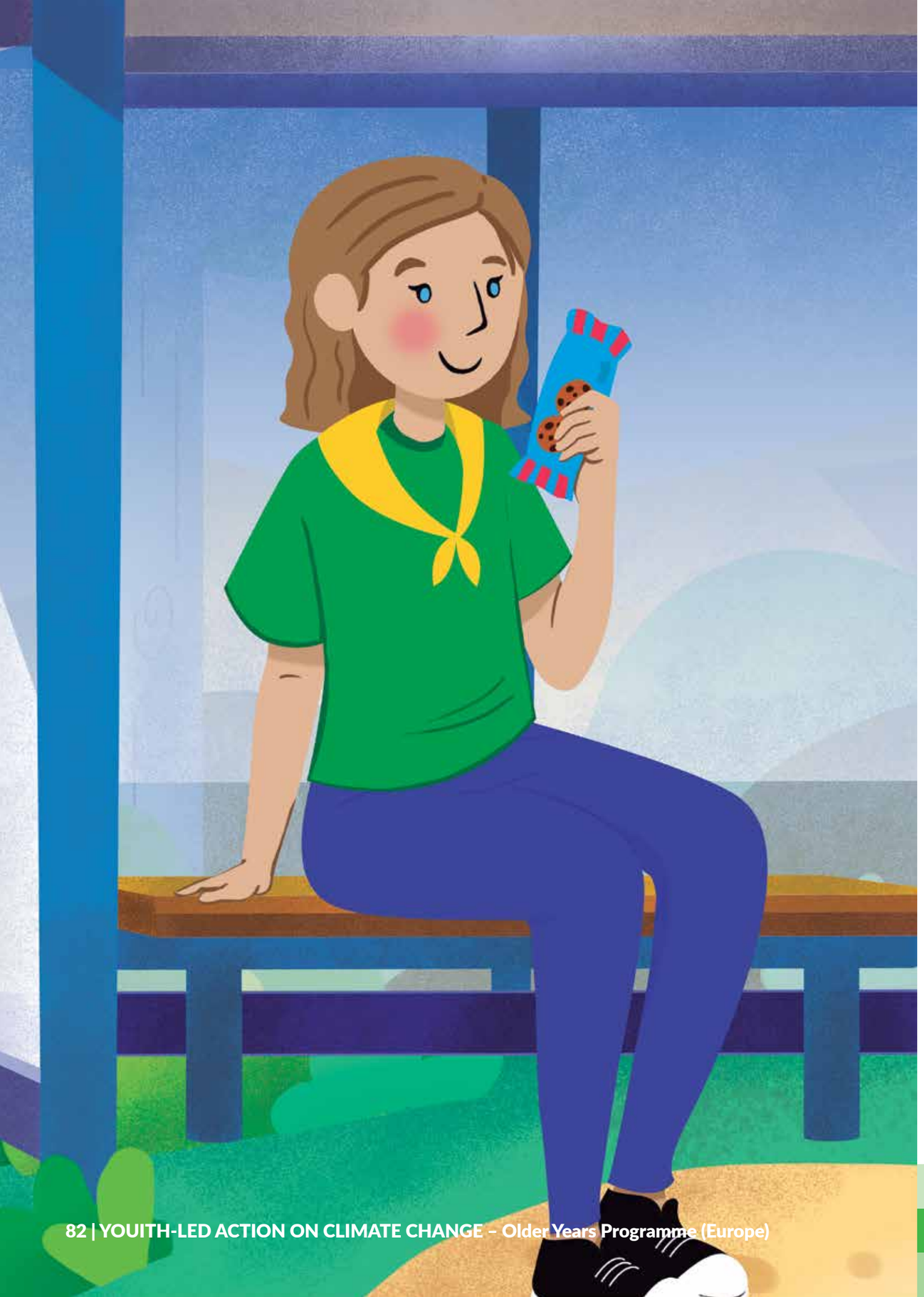
Tips for online groups

Step 2
Prepare by coming up with a thing that people can do at home: for example sing a song, do star jumps, dance in front of the screen, go fetch things from a certain colour, etc. Depending on what you choose, decide how many times they have to do it to "complete" an action.

BRING IT HOME

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

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



STAGE 2

Story time...

Animals and plants

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

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

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

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

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

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

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

STAGE 2

Biodiversity: Creating news

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

SUITABLE FOR

Groups and individuals

MATERIALS

- Storyboard template
- Paper and pens

DURATION

40 MINUTES

PREPARATION

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

Activity description

STEP 1

Define biodiversity (10 minutes)

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

What is biodiversity?

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

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

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

Public service announcement

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

STEP 2

Create a public service announcement (20 minutes)

4. Divide into small teams. In your teams, identify a **problem caused by a loss of biodiversity**.
5. **Now think of a local solution** to solve or improve the issue. Write down your answers.
6. Create a **public service announcement** (to be aired on the International Day of Biodiversity) that tells people about your chosen problem, the solution and what they can do about it.
7. Your announcement should:
   a. Be **60 seconds** or less
   b. Sound **professional**
   c. Be **emotive** and **engaging**
   d. Highlight what the **problem** is
   e. Highlight what the **solution** is
   f. Tell people what you would like them to **do**.
8. To create your announcement, use the storyboard template (alternatively, work as a team to develop a roleplay).

   For example, your first and second scenes could show the problem e.g. forests being cleared for livestock farming, leading to loss of animals' homes and increased greenhouse gas emissions. The third and fourth scenes could show a solution e.g. people eating less meat, which reduces the need for deforestation. The fifth and sixth scenes could show what people can do e.g. adopting a plant-based diet themselves and encouraging their friends, families, and even businesses to do the same.
9. Once completed, share this with the rest of your group.

STEP 3

Have a group discussion

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

BRING IT HOME

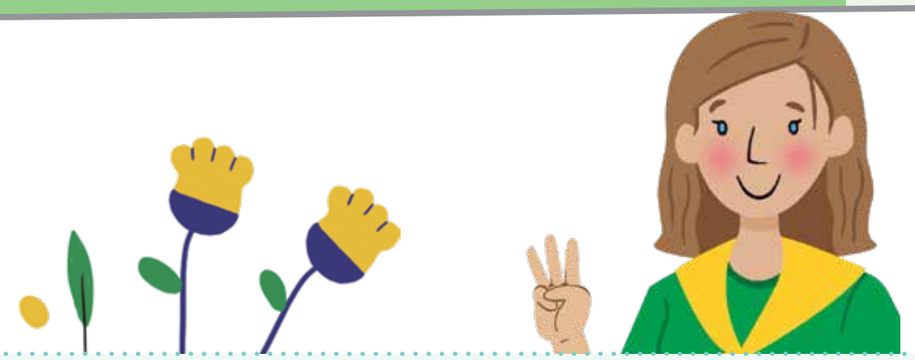
Bring your public service announcement to life! Use your storyboard to record your public service announcement on a phone, and edit this into a 60-second video. Share this with friends and family or on social media to explain the risks of biodiversity loss.

Tips for online groups

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

STAGE 2

Storyboard template



Scene 1:	Scene 2:	Scene 3:
[Draw the scene]	[Draw the scene]	[Draw the scene]
[Explain what happens in the scene]	[Explain what happens in the scene]	[Explain what happens in the scene]
Scene 4:	**Scene 5:**	**Scene 6:**
[Draw the scene]	[Draw the scene]	[Draw the scene]
[Explain what happens in the scene]	[Explain what happens in the scene]	[Explain what happens in the scene]

Scene 1:	Scene 2:	Scene 3:
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[Explain what happens in the scene]	[Explain what happens in the scene]	[Explain what happens in the scene]
Scene 4:	**Scene 5:**	**Scene 6:**
[Draw the scene]	[Draw the scene]	[Draw the scene]
[Explain what happens in the scene]	[Explain what happens in the scene]	[Explain what happens in the scene]

STAGE 2

Reforestation: it's all in the leaves

ADAPTATION RECOMMENDED

SUMMARY

Use leaves to identify different types of trees and their uses.

IN THIS ACTIVITY YOU WILL

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

SUITABLE FOR

Groups and individuals

MATERIALS

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

DURATION

40 MINUTES

PREPARATION

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

Activity description

STEP 1

Identify the trees (15 minutes)

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

STEP 2

Tree planting (15 minutes)

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

STEP 3

Have a group discussion (10 minutes)

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

Tips for online groups

Step 1

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

For tree planting

- **Beautification**: Trees are nice to look at, they improve the natural beauty of an area, this can in turn encourage people to appreciate nature.
- **Soil Health:** Trees can have a positive impact on soil quality, soil erosion reduces as the branches and leaves which fall off the tree nourishes the earth. Healthy soils can absorb more carbon dioxide (CO2) and improve harvests.
- **Absorbs carbon**: Trees absorb carbon dioxide (CO2) (harmful greenhouse gas) from the atmosphere and store it as carbon in their roots, trunks, branches and leaves.
- **Biodiversity**: They can provide habitats for plants, animals, and insects (over long periods of time) and in the long term can improve biodiversity.
- **Water management**: Trees absorb water through its roots which can slow the impact of heavy rain and reduce the risk of flooding.
- **Improve air quality:** Trees capture particulars from the air, and act as natural air filters. This can be very impactful in urban areas which often suffer from low air quality.
- **Regulate temperatures**: They provide shade and release water vapour into the air. This can help lower local temperatures, especially in towns and cities.

Against tree planting

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

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

Tree identification chart example: Trees in Europe

Oak
Quercus spp.

Benefits in the ecosystem
Supports hundreds of insect and bird species, enhancing biodiversity.

Uses
Used for furniture, flooring, barrels, and construction. Acorns historically fed livestock; some cultures use them for flour.

European Beech
Fagus sylvatica

Benefits in the ecosystem
Provides dense shade, helps prevent soil erosion, and supports wildlife.

Uses
Used for furniture, flooring, tools, and firewood. Beech nuts are also edible.

Pine
Pinus sylvestris

Benefits in the ecosystem
Stabilises soil, provides habitat for birds and insects.

Uses
Used in construction, paper, and furniture. Pine needles and resin have antiseptic and medicinal uses. .

Silver Birch
Betula pendula

Benefits in the ecosystem
Pioneer species that enrich soil for other plants; supports insects and fungi

Uses
Used for furniture, plywood, and firewood. Sap can be consumed as a sweet drink and leaves used in herbal medicine.

Norway Spruce
Picea abies

Benefits in the ecosystem
Provides shelter for wildlife; stabilises soil in mountainous areas.

Uses
Used for construction, musical instruments, paper and decoration as Christmas trees! Resin is used in varnishes and traditional medicine.

Common Ash
Fraxinus excelsior

Benefits in the ecosystem
Supports pollinators, insects, and fungi; provides shade

Uses
Tough and flexible; used for tool handles, sports equipment, furniture, and flooring.

European Linden / Lime
Tree (Tilia spp.)

Benefits in the ecosystem
Attracts bees and pollinators; enhances biodiversity.

Uses
Used for musical instruments and furniture. Flowers are used to make herbal tea with calming properties.

Chestnut
(Castanea sativa)

Benefits in the ecosystem
Nuts feed wildlife; trees support fungi and insects.

Uses
Used for furniture, barrels, and construction. Edible chestnuts are nutritious and used in cooking and baking.

STAGE 2

Land animals: Lea the lizard

SUMMARY

Build an ecosystem and explore the environment of a lizard to understand how climate change affects animals and plants.

IN THIS ACTIVITY YOU WILL

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

MATERIALS

- String

PREPARATION

A large space outdoors is needed for this activity.

SUITABLE FOR

Groups

DURATION

45 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).

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

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

STEP 2

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

3. As a group, try to define the word ecosystem.
4. Form a circle. You are going to create a web to show how things connect in an ecosystem.
5. The first player holds the string in their hand and says the name of a plant, for example grass.
6. Hold onto the end of the string and throw the ball to someone else.
7. The second player says the name of an animal which eats this plant, a rabbit (eats grass) for example. Then the second player holds onto the string and throws the ball to another person. The third person says the name of an animal that eats rabbits or grass.
8. Continue the game so that the string weaves across the circle. If your participants are running out of ideas, give them a hint and continue until the group produces a big and complex web. Try to create the longest chain!

STEP 3

Debrief (5minutes)

9. What are some things, linked to climate change or not, that could damage the web? For each example given, cut the appropriate thread.
10. What happens when the threads are cut? What is the further impact?
11. How could you repair the threads?
12. Show this video: https://cutt.ly/glacc_video2 explaining how animals and plants are connected, and how the reintroduction of one animal in a park had a great impact on the whole ecosystem.
13. In small groups, relate this video to your local area. Can you imagine which animals or plants could have a great impact on your local ecosystems?

STEP 4

Find the best habitat (10 minutes)

14. Lea is a European green lizard who is looking for a good spot to make a house. She requires a large perch on a tree, access to clean water, and at least 20 bugs to eat a day.
15. Each team is given a different ecosystem scenario and they will need to decide how Lea manages to find a good spot to live.
16. Give each group a secret scenario:
    - **Scenario** 1: Lea lives on a small island with clean water and lots of bugs to eat and bushy, dense vegetation to live in.
    - **Scenario 2**: Lea lives in dense vegetation close to a village where a big company wants to cut down the edge of the forest to make new fields for livestock farming.
    - **Scenario 3**: Lea lives in a bush in the centre of the village. The villagers wish to get rid of the bugs in the town centre.
17. Take 10 minutes to plan how Lea can find a good home in your scenario.
18. When planning, think about:
    - What happens to Lea as she settles in her home?
    - Is there enough food for Lea?
    - Is there enough water?
    - Is Lea's home safe?

STEP 5

Debrief the activity (5minutes)

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

Tips for online groups

Step 1

- Turn on all your cameras, with everyone using gallery mode.
- Instead of creating a web, you will create a collaborative image with your bodies on the screen: for example, you will create a heart with your arms, or spell out a word with your bodies.
- Name a leader for the activity. (Note: People appear in different orders on screens, so only the leader will see the correct image, the rest of the group has to trust them!) Someone names a plant or animal, and the leader will tell each person what to do with their body (for example "make an A" or "hold your hand above your head") to make the shape. Play until everyone has contributed to the web, the leader has told everyone what to do, and you have a complete image on the screen.
- Once the food web is created, ask players to give examples of events that could damage the food chains (for example, building a highway, deforestation, over hunting/ overfishing...). For each example given, each person that names something this could damage has to stop doing what they were doing with their bodies, to show the damage done to the ecosystem.Have the leader take screenshots for each event, and see if you could still create the collaborative image.

STAGE 2

Story time...

Water

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

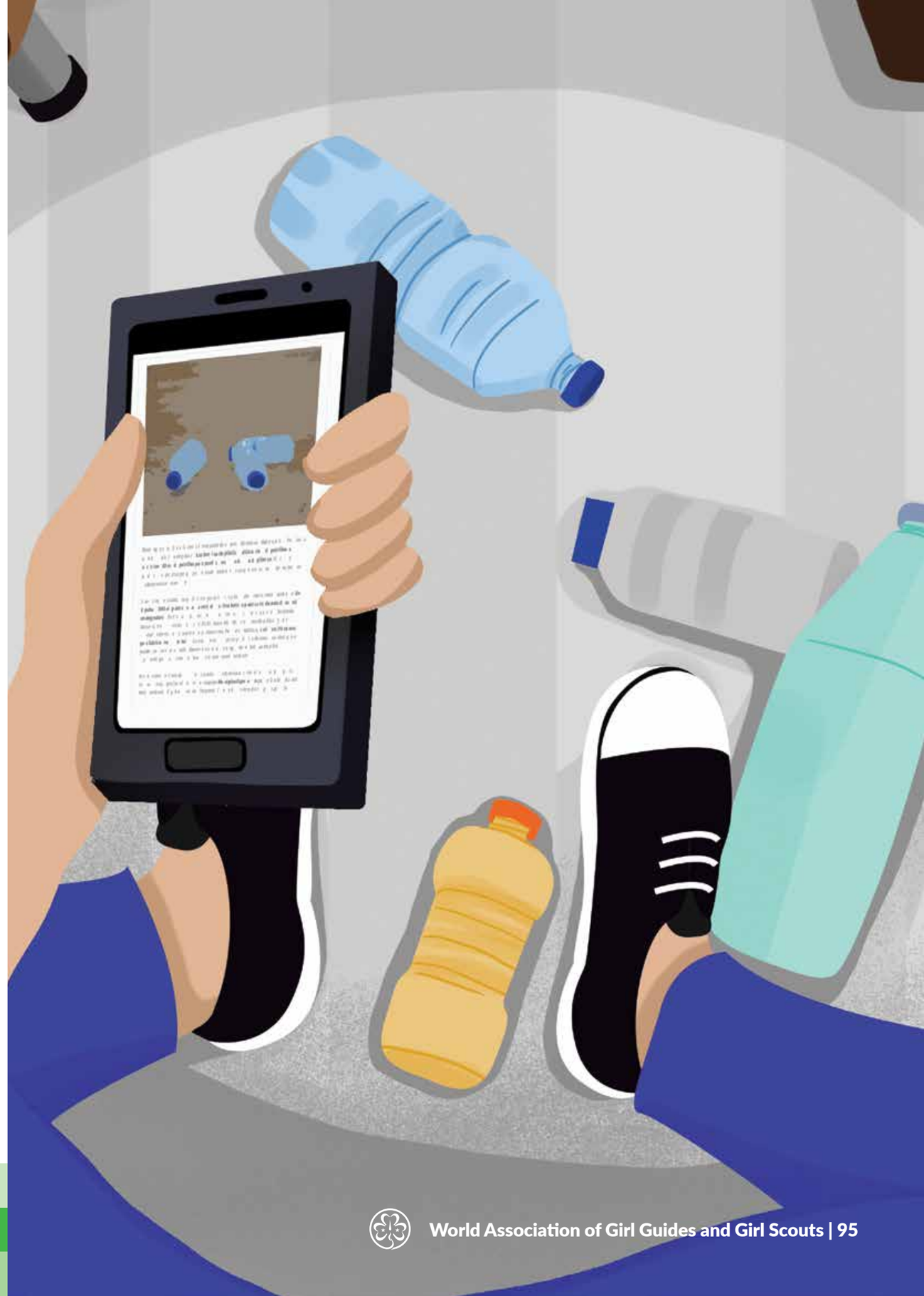
Some things you may not know about water

- The European Environment Agency reports that around 30% of Europe's population is affected by water stress every year, and up to 70% in areas with seasonal summer stress.
- In Sub-Saharan Africa, 40 billion (40,000,000,000!) hours are spent collecting water each year.
- By 2050, over 50% of the global population could face water shortages for at least one month per year, according to projections from the Food and Agriculture Organization (FAO)

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

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

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



STAGE 2

Water sources: who's the polluter?

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

MATERIALS

None

PREPARATION

None.

SUITABLE FOR

Groups

DURATION

30 MINUTES

Activity description

STEP 1

Play a game (20 minutes)

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

STEP 2

Debrief the activity (10 minutes)

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

Tips for online groups

Step 1

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

BRING IT HOME

Think about your own community: where does your water come from- are there local rivers, lakes, or water sources near you? What risks might it face from pollution? Are there local industries that could be polluting water? Research clean-up projects, campaigns, or organisations that are protecting water in your area that you could support or join.

STAGE 2

Pollution: The water mind map

SUMMARY

Create a mind map with ideas to make water cleaner.

IN THIS ACTIVITY YOU WILL

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

MATERIALS

- Flipchart paper and pens

PREPARATION

None.

DURATION

30 MINUTES

SUITABLE FOR

Groups and and individuals

Activity description

STEP 1

Discuss water pollution (10 minutes)

1. How would you **define water pollution**? Water pollution is the contamination (pollution) of water, usually as a result of human activity.
2. What **causes** water pollution? ***Examples***: *Rapid urbanisation (development of cities) and high population densities (lots of people in certain areas), intensive use of fertilisers and pesticides in agriculture, oil pollution, damaging land, poor waste/wastewater management in people's homes and by industries.*
3. What is the **impact** of water pollution? ***Examples***: *Makes water toxic and undrinkable, contaminates the food chain, destroys ecosystems and biodiversity (the variety of living things on Earth, including plants, animals and bacteria), causes diseases and death.*
4. Can you think of ways climate change affects **water availability**? ***Climate change causes droughts,*** *which means that there is less surface water available for everyone. It also leads to sea levels rising, which causes saltwater to be carried into groundwater and makes it harder to transform into drinking water. Climate change also causes* ***floods****, which can lead to sewage overflowing and contaminating clean water with diseases, or polluted water being mixed with clean water.*
5. In the regions most affected by climate change, there is **less clean water available**. This makes it especially important to keep the remaining water clean, and take action against water pollution.

STEP 2

Create a mind map (10 minutes)

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

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

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

STEP 3

Debrief (10 minutes)

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

BRING IT HOME

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

Tips for online groups

Step 2

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

STAGE 2

The water mind map (help cards)

A CAUSE OF WATER POLLUTION IS...
Farmers using fertilizers and pesticides.

HOW DOES THIS IMPACT WATER POLLUTION?
Polluted runoff contaminated water.

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

A CAUSE OF WATER POLLUTION IS...
Reduced watersheds.

HOW DOES THIS IMPACT WATER POLLUTION?
Watersheds cannot filter pollutants from water.

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

A CAUSE OF WATER POLLUTION IS...
Lack of wastewater treatment.

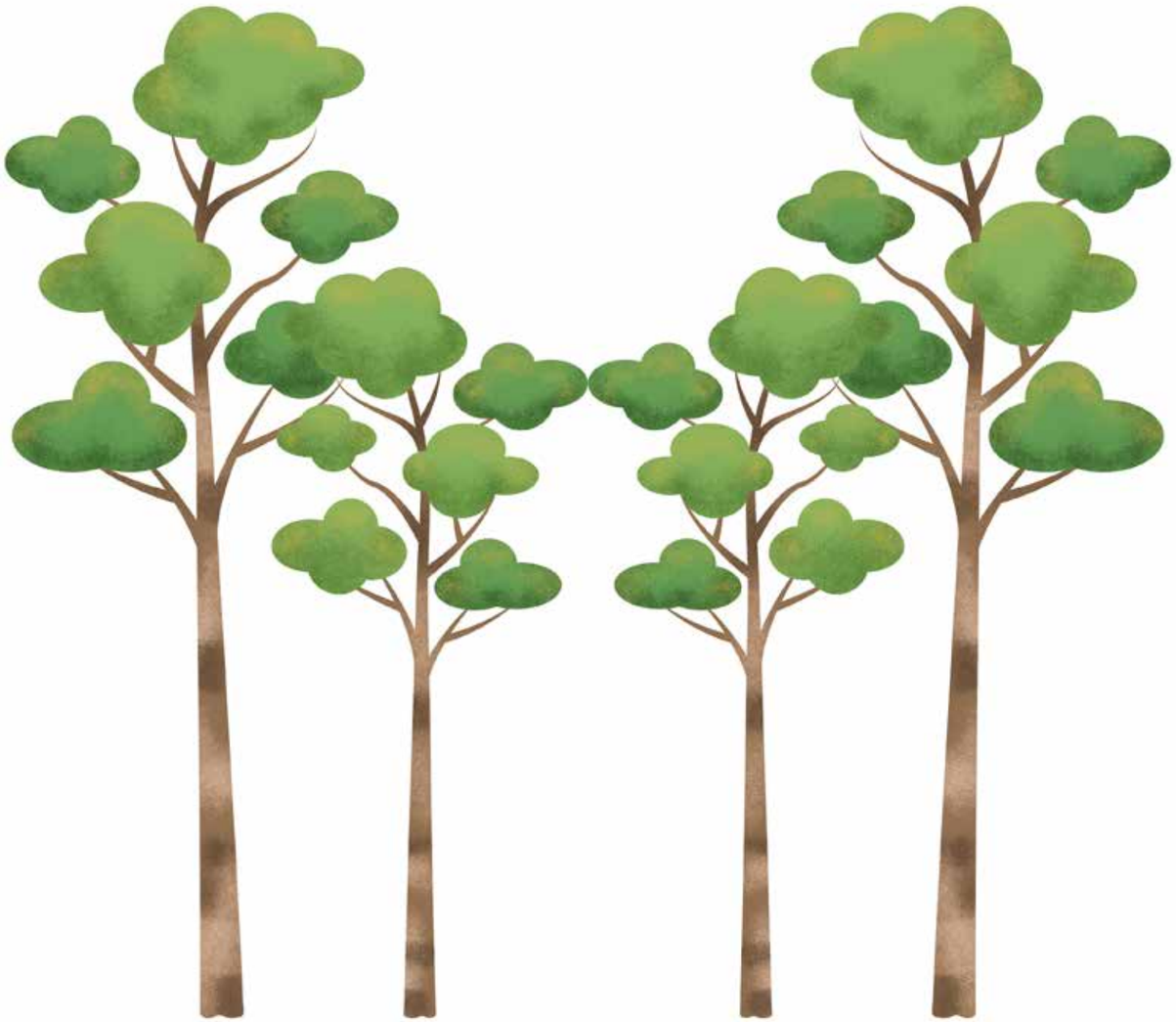
HOW DOES THIS IMPACT WATER POLLUTION?
Human and animal waste can pollute bodies of water.

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

A CAUSE OF WATER POLLUTION IS...
Littering.

HOW DOES THIS IMPACT WATER POLLUTION?
Litter physically contaminates water.

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



STAGE 2

Fresh water: Industry negotiations

SUMMARY

Play a roleplay game to understand water resources management.

IN THIS ACTIVITY YOU WILL

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

SUITABLE FOR

Groups

MATERIALS

- Character cards

DURATION

40 MINUTES

PREPARATION

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

This game needs an activity leader.

Activity description

STEP 1

Play a role-play game (25 minutes)

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

Instructions for activity leader

4. Start the roleplay by announcing the following:
   "Welcome to the town of Waterville. You are citizens of this town. Some of you have lived here all your lives and some of you might be new. You are all trying to live happy and fulfilling lives, and achieve your ambitions. Please introduce yourselves."
5. Give players one minute to **introduce themselves.** They can invent a name and share their role in the town (the first line on their card).
6. Now, announce:
   "Now that you know each other a bit better, let's find out why we are gathered here today. A well-established business is building a factory in the region, and this might impact all of you. You all can now try to complete your missions."
7. After teams have been playing for **10 minutes,** announce:
   *"The region surrounding Waterville is being heavily impacted by climate change. Scientists are predicting that **droughts** will become more and more frequent, which means that the water from Waterville will need to be **shared with other villages** as well. This puts additional pressure on all of you, and makes achieving your objective even more important."*
8. Give players another **10 minutes** to complete their objective.

Fresh-water crisis

Climate change is making it harder to predict how much water will be available in many parts of the world. This is because climate change causes droughts, which means that there is less surface water (rivers, etc) available for everyone. Climate change also causes floods, which can lead to sewage overflowing and contaminating clean water with diseases, or polluted water being mixed with clean water. Climate change also leads to sea-levels rising, which causes saltwater to be carried into groundwater and makes it harder to turn into drinking water.

STEP 2

Have a group discussion (15 minutes)

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

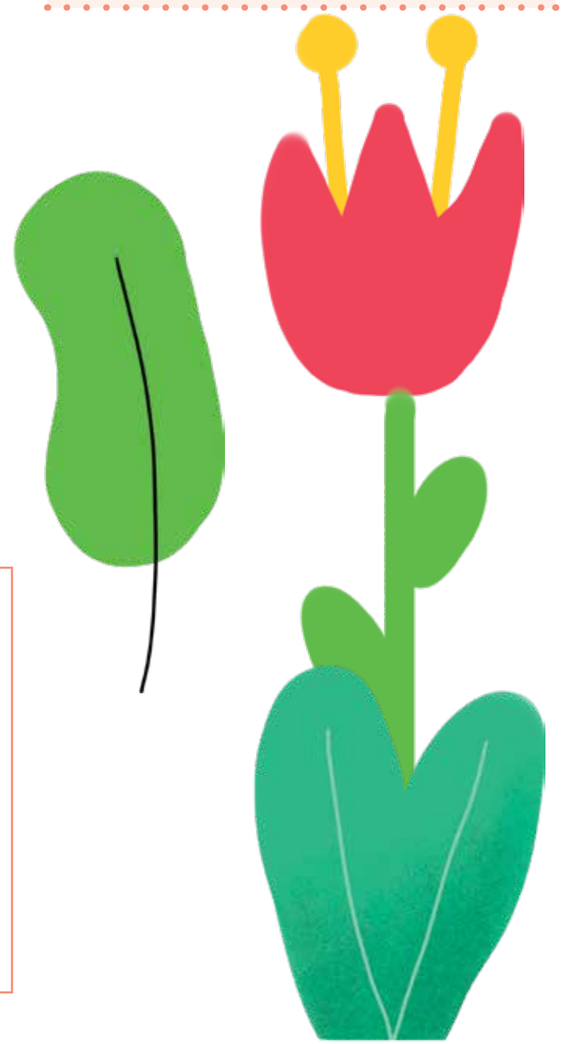
BRING IT HOME

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

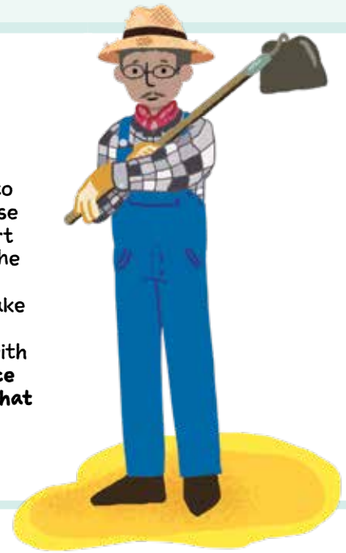
Tips for online groups

Step 1

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



Roleplay cards



CHARACTER 1: YOU ARE A LOCAL FARMER.

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

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

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

CHARACTER 3: YOU ARE A LOCAL POLITICIAN.

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

CHARACTER 4: YOU ARE A LOCAL RESIDENT.

Climate change has caused droughts and water shortages in your area. You are concerned about the impact of a new factory on local rivers and drinking water. **Your goal is to convince the local farmer to organise together to protest the building of the factory.**

STAGE 2

Story time...

Lifestyle

As the bus drove along, Silvia admired the colourful scenes of her city. Cafés spilled onto the pavements, cyclists zoomed past, children played in the park and students sat reading on benches under the shade of the magnolia trees.

Suddenly, the bus pulled to a halt. Silvia saw a group of students blocking the main road in the shopping district holding banners that read: “No to fast fashion!” “Consumerism = climate crisis” and “Buy less, live more!”

The woman sitting behind her leaned forward and said, “You know, when I was younger, life felt simpler. We mended our clothes instead of throwing them away, and we didn’t feel the constant pressure from advertising and social media telling us we needed the latest technology or fashion. Now, so much of what we consume comes from far away, and making, transporting, and disposing of all these products adds to pollution and greenhouse gases.”

Silvia nodded thoughtfully. “So our buying habits and waste can end up harming the planet?”

The woman smiled. “Exactly. Our daily choices- what we buy, how we travel, even what we eat- affect the climate. But small changes, like reducing waste, eating seasonal food and thinking critically about advertising, can make a big difference.”

Silvia sighed. “Sometimes it seems so hard to lead a sustainable life, even when you want to make the right choices.”

“You’re absolutely right!” the woman answered. “It’s also up to governments and businesses to change their policies and practices to make it easier for us to live more sustainably- like banning plastic packaging in supermarkets for example. We need to put pressure on them to put the planet first.”

Complete one activity from this topic to explore how changing our lifestyle can help combat climate change.

STAGE 2

A day in the life

SUMMARY

Recreate a typical day and explore the carbon footprint and sustainability of everyday actions.

IN THIS ACTIVITY YOU WILL

- Understand your carbon footprint in everyday actions
- Work with your group to brainstorm more sustainable personal choices
- Imagine how governments, businesses, and communities could help make these choices easier

MATERIALS

- Blank cards for each group; two different colour sticky notes

DURATION

60 MINUTES

PREPARATION

None

SUITABLE FOR

Groups

Activity description

STEP 1

A day in the life (20 minutes)

1. What is a **carbon footprint** and what does a **sustainable lifestyle** mean? Come up with definitions together- you can use the definition boxes to help you.
2. Divide into small groups of 4- 5 people. Pick one person in the group to be interviewed by **'A day in the life.'** This person should recount a day in their life, recounting all of the things they do in a typical day, from the moment they wake up to going to bed.
3. The rest of the group are the **interviewers**. For each action they should ask as many questions as possible to understand the **carbon footprint and sustainability** of each action e.g. if the interviewee says: *'I have breakfast'* the interviewers could ask: *'What did you have for breakfast?' 'What packaging was used in your breakfast items?' 'Where did you buy it from?' 'How was the food grown?' 'Where does the food waste go?'*
4. One person in the group acts as the **recorder**. They have a set of **blank cards**. Each time an action is described they write it on a card, including **as many details as possible** from the questions e.g. I had a banana for breakfast:
   - Comes from Costa Rica
   - Bought from the supermarket- not organic
   - Came in plastic packaging
   - Skin put in the compost bin
5. As the actions are recorded, the group places the cards on the **floor in a line**, creating a pathway of the day's actions.
6. Interviewers walk with the interviewee **down the path** as it's being created, asking their questions.

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, the goods we buy all have a carbon footprint.

Sustainable lifestyles
A sustainable lifestyle means living in a way that **meets our needs** today (like food, water, energy, clothes, and fun) **without harming the planet** or making it harder for **future generations** to meet their needs. 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

Relay- personal changes (10 minutes)

7. Groups now **swap pathways** with another group.
8. For each action card on the floor, the group takes it in turn to read out loud the action and think of a way that person could **change their action** to **reduce** their carbon footprint and/ or make it **more sustainable** e.g. *'I take the car to school'* could be changed to *'I take the bus to school'* or *'I cycle to school'*.
9. Group members run to the other side of the room, and grab a **sticky note** in one colour, writing their idea down and then running back to **place it next to the card**.
10. Make this a **relay race** with only one person running at a time.

BRING IT HOME

1. Choose **one small change** you could make for the next **four weeks** to reduce your carbon footprint- write it down or share it with your group. You could make it a group challenge, and revisit how you did at the end of the programme.
2. Think of **one action** you'd like to see from companies or governments in your community that would help make sustainable choices easier for everyone. Why not share these actions on **social media,** tagging relevant decision makers!

STEP 3

Systemic changes walkabout (15 minutes)

11. Swap pathways again with another group.
12. This time, instead of running the group does a **walk-and-talk**. As they walk along the day paths, stop at each action and think about systemic solutions- ways that their **governments (local or national), decision makers and businesses** could help that person reduce their carbon footprint & make their actions more sustainable e.g. *'I eat a snack wrapped in plastic'* could be supported by *'supermarkets reduce their use of plastic.'*
13. Add sticky notes next to the actions in a different colour.

STEP 4

Gallery Walk & Debrief (15 mins)

14. Everyone walks around the room looking at the different "day paths" with their original actions, personal changes and systemic changes.
15. Ask the group the following questions:
    - Which actions had the biggest carbon footprint/ were least sustainable?
    - Were there any actions that were already quite sustainable? What made them so?
    - Which small personal changes could make a big difference in reducing your daily carbon footprint?
    - What kinds of changes would need to come from governments, companies, or communities to make these choices easier and more sustainable?

Tips for online groups

Use breakout rooms for the small groups and a collaborative whiteboard to create the different pathways for groups to add to at each stage.

STAGE 2

The hidden cost of stuff

SUMMARY

Work as a group to explore the links between advertising, consumerism and climate change.

IN THIS ACTIVITY YOU WILL

- Recognise the hidden environmental costs of everyday items
- Understand the link between consumerism and climate change
- Strengthen teamwork and problem-solving skills to make conscious consumer choices

MATERIALS

- Paper and pen per group

PREPARATION

None

SUITABLE FOR

Groups and individuals

DURATION

45

45 MINUTES

Activity description

STEP 1

Brainstorm (10 mins)

1. In small groups **make a list** of all of the adverts that you have seen in the past month as well as things that you have bought or been tempted to buy. Think about all of the **different places** you see these adverts (e.g. social media, billboards, TV, bus stops, shop windows etc.) and the **messaging** behind these adverts (e.g. it will bring you happiness, it will make you popular.)
2. As a group come up with a definition for **consumerism**-you can use the definition box to help you.
3. **Modern societies** encourage consumerism, however often we are not told that the production of these goods and services can be **damaging** to the Earth, and a **key driver of climate change**.

Consumerism is the belief that buying and owning more goods and services will make people happier and give them a better life. It's also the way modern economies, especially in 'Western' countries like in Europe, encourage us to keep spending money and replacing things, even when we may not really need them.

STEP 2

Discover the true cost (20 mins)

4. Ask each group to write down the following list of items and **rank them** from least to most damaging to the planet. Remind them to think about all of the factors- not just the carbon footprint, but other implications on the **planet's resources** needed to produce them.
   - Pair of jeans
   - Smartphone
   - Beef burger
   - 100-word email generated by an AI chat-bot
   - Synthetic t-shirt (fast fashion)
   - Bar of chocolate
   - Average WhatsApp group chat per week
   - Pair of trainers
   - Plastic water bottle
   - Laptop
5. Once they have made their choices discuss the group rankings, and reveal the information in the fact sheet.
6. Explain that it's actually very hard to rank these items because they all have different kinds of **environmental impacts!** For example: land use, water consumption, greenhouse gas emissions, soil damage, biodiversity loss, deforestation, damage caused by mining and waste production. However, **becoming aware** of all these different kinds of environmental impacts can help us make better **consumer choices.**

STEP 3

Debrief (15 mins)

7. Ask the following questions to the group:
   - Were there any items that had hidden costs you didn't know about?
   - Now you know the true costs of certain items, does it make you think about how you buy things?
   - How do adverts make us think that we need things?
   - Are we aware of how often we are being sold to? (Think of the list you made in Step 1.)
   - How do you think consumerism is driving climate change?
8. In their groups make a list of ways that they could change their consumption habits and influence others to do so too e.g. organising a clothes swap, not using single-use plastic. Think about what effect their actions could have on the environment and climate change.

BRING IT HOME

Each group commits to trying out one of the ideas they came up with- they could make it a group challenge for the rest of the programme!

Tips for online groups

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

Fact sheet

Pair of jeans: 7,000 litres of water to produce; cotton farming linked to pesticides and soil damage.

Smartphone: 70+ different materials mined; average 55–95 kg CO_2 to produce; often replaced quickly.

Beef burger: 2.5–3.5 kg CO_2 per burger; requires large amounts of land and water, which can have an impact on plants, animals & biodiversity loss

100-word email generated by an AI chat-bot: 519ml bottle of water- water is used to cool the equipment in data centres

Synthetic t-shirt (fast fashion): 2,700 litres of water; because it's made cheaply it's often worn only a few times before disposal in landfill, microplastics released in water systems when washed

Bar of chocolate: 3,400 litres of water per bar; cocoa farming linked to deforestation.

Average WhatsApp group chat per week: 2.35 kg CO_2; mostly from photos, videos and data centres.

Pair of trainers: 14 kg CO_2 to make; materials often non-recyclable.

Plastic water bottle: 82 g CO_2 per bottle; often ends up as waste; energy-intensive to recycle.

Laptop: 200–400 kg CO_2 to make; mining of rare earth metals has high environmental impact.

STAGE 2

Happiness + climate: Designing our country's future

SUMMARY

Use the Gross National Happiness Index to create success in your country

IN THIS ACTIVITY YOU WILL

- Learn about the difference between Gross Domestic Product (GDP) and Gross National Happiness (GNH)
- Use your creativity to imagine a society based on happiness and climate resilience

MATERIALS

- Paper and pen for each group

PREPARATION

Write up the nine GNH categories for groups to see.

SUITABLE FOR

Groups and individuals

DURATION

40 MINUTES

Activity description

STEP 1

Introducing concepts (15 minutes)

1. Ask the group: If you were measuring a **country's success,** what would you measure? Write down the group's answers (e.g. health, employment rates etc.)
2. Explain that most countries today measure success with **GDP- Gross Domestic Product**. This measures all the money a country makes from the **goods and services** produced in a year. Success is measured by an **increase** in GDP: for example building more cars, people consuming more-these things mean that GDP goes up.
3. What does GDP **not take into account** about a country's success?
4. How might GDP boost a country's economy but **contribute to climate change**?
5. **Bhutan**, a country in the Himalayas in Asia, decided to measure its countries' success on happiness & well-being, creating the **Gross National Happiness Index (GNH).** It is based on nine categories:
   - Psychological well-being
   - Health
   - Time use
   - Education
   - Cultural resiliency and diversity
   - Good governance
   - Community vitality
   - Ecological diversity and resilience
   - Living standards
6. How can the GNH categories encourage people to make **lifestyle choices** that improve both **happiness and climate resilience**? For example, community vitality could mean sharing resources during a disaster, and time use could mean spending more time in nature.

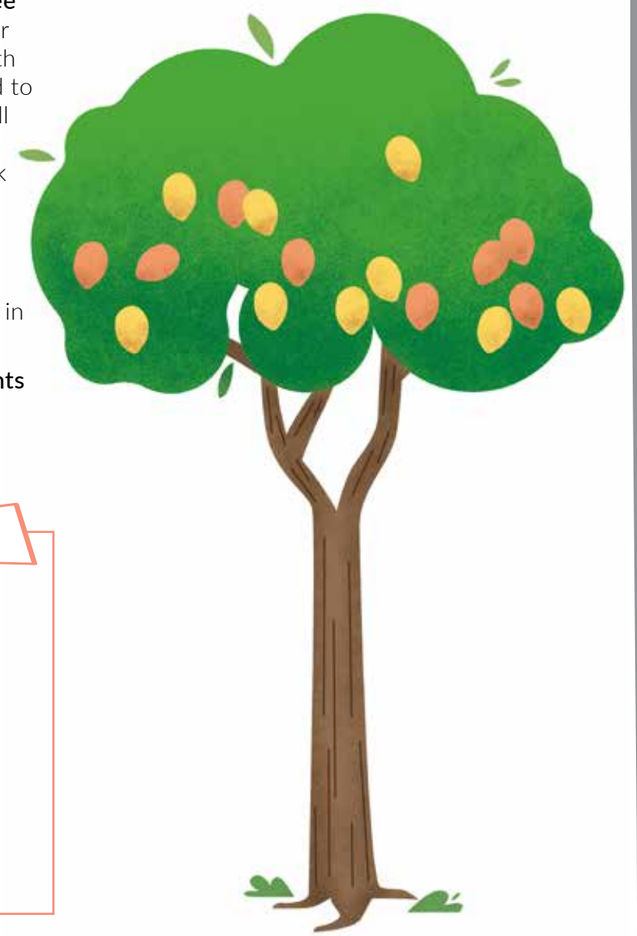
STEP 2

Create your own country's happiness (25 minutes)

7. Your country is concerned about the **impacts of climate change** and the **wellbeing** of its population and so has decided to adopt the Gross National Happiness Index.
8. In small groups you will **form a committee** to help measure your country's GNH. For each of the nine categories, come up with **two- three indicators** that could be used to measure your country's happiness as well as climate resilience.
   For example good governance could look like:

   - Strong policies that protect the environment

   - Equal representation of men & women in government
9. After 15 minutes each committee **presents its ideas** to the rest of the group.



STEP 3

Debrief

10. Hold a group discussion:
    - If our country adopted the GNH index, how do you think this could help us lead happier lives?
    - How do you think it would help us mitigate the effects of climate change and make us more **climate resilient**?

Tips for online groups

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

BRING IT HOME

Many people have heard about GDP but not about the Gross National Happiness Index! Share this concept with two other people and tell them your ideas for creating a happier and more climate resilient society.

STAGE 2

Story time...

Health

As Silvia sat on the bus driving towards the outskirts of the city, she noticed a billboard - a giant roadside advertisement:

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

Unsure of what this meant, Silvia looked for some trusted information online. She searched: 'World Health Organisation and climate change'. She already knew that disasters and extreme weather were made worse by climate change, but she learned that this could have a lot of consequences on health. Extreme weather made farming more difficult and caused food insecurity (people not having reliable access to adequate food) and malnutrition, and heatwaves increased the risk of heart diseases. Sea-level rise and changes in ecosystems also increased the risk of contamination by different diseases. She also discovered that climate anxiety was becoming more common in younger people, with feelings of fear, worry and sadness affecting their mental health.

Complete one activity from this topic to uncover the link between health and climate change.

STAGE 2

Diseases: The response committee

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

MATERIALS

- Case study
- Paper and pens

PREPARATION

Make a copy of the case study for each player.

SUITABLE FOR

Groups and individuals

DURATION

45 MINUTES

Activity description

STEP 1

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

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

STEP 2

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

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

STEP 3

Create better policies (15 minutes)

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

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

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

BRING IT HOME

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

Tips for online groups

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

STAGE 2

Case study

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

The situation:

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

Resources available to you:

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

The different groups affected:

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

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

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

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

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

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

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

STAGE 2

The future of farming

SUMMARY

Play a board game to discover the differences between industrialised and sustainable farming.

IN THIS ACTIVITY YOU WILL

- Learn about different farming methods and which is more sustainable
- Reflect how different ways of farming can affect our health and the planet's health

SUITABLE FOR

Groups

MATERIALS

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

DURATION

40 MINUTES

PREPARATION

Draw a path with 35 numbered squares on the ground outside (use chalk or a stick to mark the ground). If you're not using a dice, cut six pieces of paper, number them from one to six and put them in a container.

Activity description

STEP 1

Form teams (5 mins)

1. Form two teams: **Mega Growers** and **Soil Collective.** Give each team their bio and ask them to read it aloud to the rest of the group.

Mega Growers

We are a large industrial farm. We use lots of heavy machinery to regularly till the soil and chemical fertilisers which boosts our yields in the short term by adding concentrated nutrients to the soil. After using chemical fertilisers, we noticed we had a lot of problems with pests so we spray our crops with pesticides too. There's some soil erosion but for now we're still getting good yields, and government subsidies support our business. This means we can sell our produce at a low price in bulk to large chain supermarkets.

Soil Collective

We are an organic community farm. Our goal is to care for the land and work in harmony with nature to grow our crops, as well as provide a community space to promote wellbeing. We create a beneficial space for wildlife and focus on creating a sustainable environment where we can grow nutritious food for generations to come. Over the past few years, we've focused on improving the fertility of our soil using cover crops instead of chemical fertilisers. Our business is struggling as government subsidies don't currently support small scale organic farms, and the cost of production is higher, meaning we sell our produce at a higher price than a conventional supermarket.

STEP 2

Play the game (20 mins)

2. Each team takes turns to **roll the dice** (or pick a paper from the container).
3. One person from the team moves **forward** that number of steps on the path.
4. However, the two teams have different rules of play:

Megagrowers

- For the first 3 turns, they move double the dice roll
- After the third turn, they must draw a problem card every time they roll.

Soil collective

- Always move exactly the dice roll
- Every time they land on a multiple of 3, they draw a resilience card.

5. The aim is to continue to produce food for your farm in the **long term**- the first farm to reach the **last square** wins.

STEP 3

Debrief (15 mins)

6. Hold a group discussion:
   - Which farm looked strong at first and which farm stayed healthy over time?
   - What does this teach us about caring for soil, water and nature?
   - How can the effects of industrialised farming affect our health?
   - How can sustainable agriculture help combat climate change?

10. In small groups brainstorm ways that you can support more sustainable, nature-friendly farming as a way to improve health and combat climate change. (Some ideas: buy organic, local and seasonal produce, research veg-box schemes, buy food at farmers' markets instead of supermarkets, grow your own food, join a community farm, join campaigns that are lobbying the government to support sustainable, nature-friendly farming)

BRING IT HOME

Choose one of the ideas you came up with in your small groups to try at home- talk to your family members to try it with you!

Tips for online groups

Step 1.

Draw a board on the screen and use a virtual dice roller. Make digital tokens to keep track of the teams during the game.

STAGE 2

Problem Cards

Large-scale tilling with heavy machinery has exposed the soil to erosion, stripping away the nutrient-rich topsoil- **skip two turns.**.	Heavy pesticide use has killed the bees needed to pollinate your crops- **move back 3 spaces.**
There is a protest from local residents; the river has become heavily polluted with chemical fertiliser from your farm- **move back 2 spaces.** ..	Growing the same crop repeatedly without rotating crops (monocropping) has created a nutrient imbalance in the soil- **skip a turn.**.
There is a week of heavy rainfall that increases soil erosion- **move back I space.**	Chemical fertilisers have killed many beneficial microorganisms in the soil- **skip a turn.**
Heavy tilling releases carbon from the soil into the atmosphere, adding to climate change- **skip a turn.**	One of your farmers falls ill; she has a respiratory illness caused by repetitive use of pesticides- **move back 2 spaces.**

Resilience Cards

Your use of compost boosts fertility in your soil – **take another turn.**	There is a heavy rainfall however your use of cover crops prevents erosion- move ahead I space.
Biodiversity on the farm attracts pollinators- move ahead 2 spaces.	•Your focus on soil fertility leads to more nutritious crops full of vitamins and minerals- move ahead 3 spaces.
Your soil stores carbon through composting, planting trees and using cover crops, helping fight climate change- take another turn.	Your inclusion of space for wildlife on the farm through trees, hedgerows and ponds increases the population of insects, amphibians and birds which keeps the population of pests in balance- double the number on your next roll.
A newspaper writes about your farm as a leader in sustainable farming, leading to a boost in customers- move ahead 2 spaces.	Your farm is a space where people gather, learn to grow food and enjoy being outdoors. This strengthens the local community- move ahead 3 spaces.

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)
- 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, 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 learnt 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

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.

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**.

STAGE 2

Meditation Cards

Grounding

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

Mindful Listening

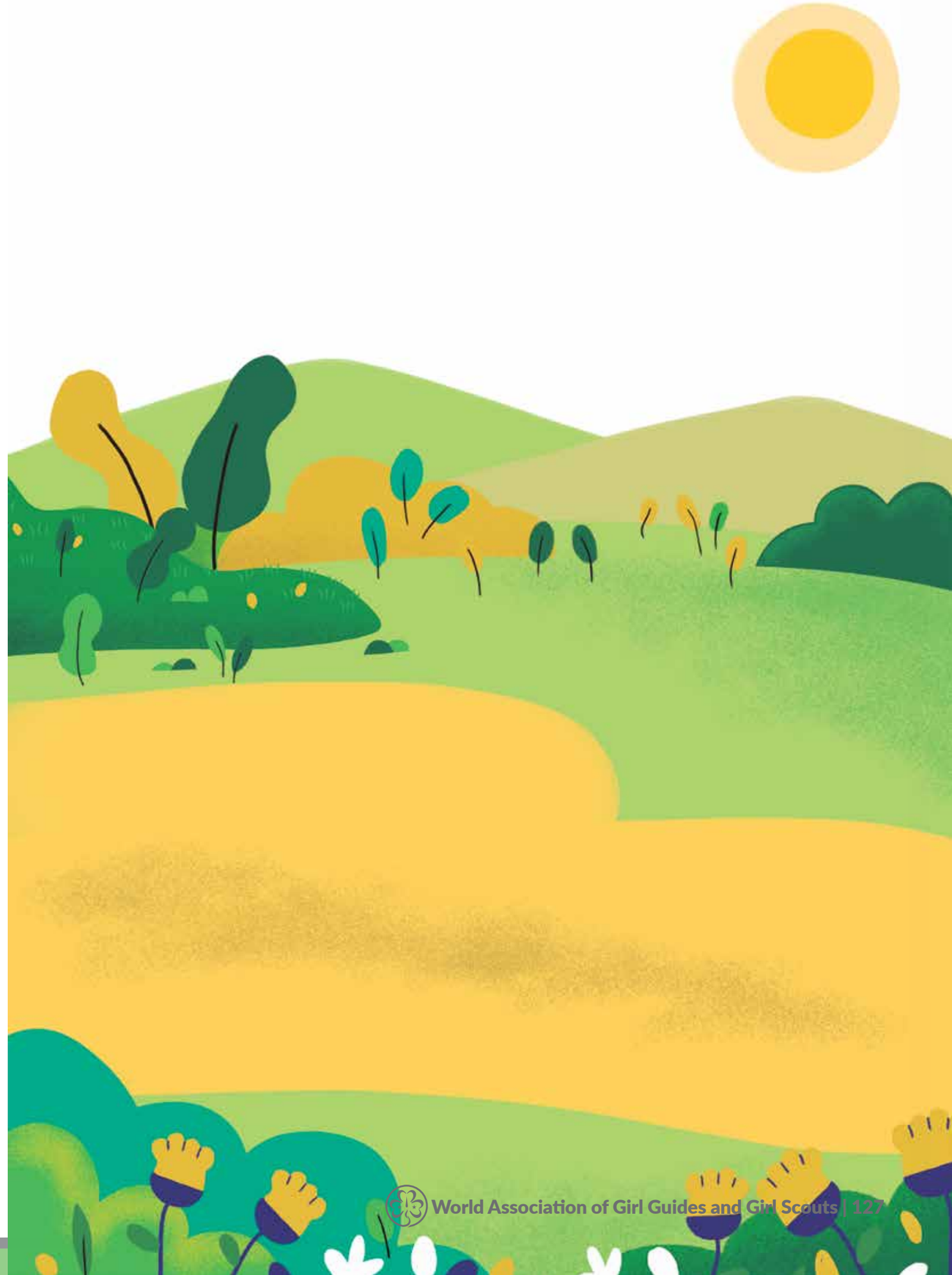
- Go for a walk to a quiet natural place (like a beach, park, woodland area, or lake).
- If you are not near a natural place, go to a quiet place and play an audio recording of nature sounds.
- Close your eyes and listen carefully to the sounds around you.
- What do you hear? Birds? Leaves rustling?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

Touch and Feel

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

Nature Observation

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



STAGE 2

Story time...

Freedom

Silvia looked through the bus window at the passing scenes. The man beside her asked for directions- he wasn't from the city but from another part of the country. He told her he and his wife had recently moved after floods destroyed their home, including a small vineyard. Several months' worth of rain had fallen in just a few days, leaving their town underwater and their land unusable.

The government was doing the best that it could to support communities and help rebuild homes. However, many people who could leave were moving elsewhere in search of employment.

As the bus rolled on, Silvia thought about how climate change was beginning to affect people's basic needs- like housing and jobs. It no longer felt like a distant problem; it was happening here, and now.

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

STAGE 2

Human rights: Consequences web

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

SUITABLE FOR

Groups

MATERIALS

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

DURATION

45 MINUTES

PREPARATION

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

Activity description

STEP 1

Discuss human rights (10 minutes)

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

Human rights

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

The United Nations Convention on the Rights of the Child (UNCRC) is an **important agreement by countries** who have promised to protect children's rights. The Convention on the Rights of the Child defines what we mean by 'children', all their rights, and the responsibilities of governments. All the rights are **connected;** they are all **equally important** and they cannot be **taken away** from children.

STEP 2

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

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

STEP 3

Have a group discussion (10 minutes)

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

BRING IT HOME

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

Tips for online groups

Step 1.

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

Step 2.

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

STAGE 2

Know your Rights cards

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

No discrimination

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.

Best interests of the child

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.

Making rights real

Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this convention.

Life survival and development

Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.

Respect for children's views

Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.

Sharing thoughts freely

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.

Freedom of thought and religion

Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.

Setting up or joining groups

Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people.

Access to information

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.

Protection from violence

Governments must protect children from violence, abuse and being neglected by anyone who looks after them.

Refugee children

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.

Children with disabilities

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.

Health, water, food, environment

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.

Social and economic help

Governments should provide money or other support to help children from poor families.

Food, clothing, a safe home

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.

Access to education

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.

Aims of education

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.

Minority culture, language and religion

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.

Protection from harmful work

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.

Protection in war

Children have the right to be protected during war. No child under 15 can join the army or take part in war.

Everyone must know children's rights

Governments should actively tell children and adults about this convention so that everyone knows about children's rights.

Rest, play, culture, arts

Every child has the right to rest, relax, play and to take part in cultural and creative activities.

STAGE 2

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

DURATION

40 MINUTES

SUITABLE FOR

Groups

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, in order 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?
   - How did the activity highlight **existing inequalities** (such as income, gender, or location)?
   - How might a lack of women in political **decision-making** affect how climate change impacts are addressed in your community?
   - 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 or privileges** you have, such as strong infrastructure, access to healthcare, savings, or government support during disasters.
7. Think about how you can use these protections and privileges 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 2

Character profiles

Maaike – Netherlands

My name is Maaike and I live in Amsterdam, the capital of the Netherlands. I'm 18 years old and I love cycling around the city and cooking. I like to go to the farmers market with my dad on Saturdays to buy organic, 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 17 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 14 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 16 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 extreme weather events. 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 2

Character profiles

Hassan – Maldives

My name is Hassan- I'm 15 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 14 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 13 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 love travelling and playing basketball. I'm 19 and currently studying at college- I'm really interested in urban planning because I want to help design cities that 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. Last year my parents bought me a car, so I use that to go to college and get around, but I enjoy cycling when the weather is nice.

STAGE 2

Life inside the doughnut

SUMMARY

An interactive game to explore how policies and actions impact people's needs and the planet.

IN THIS ACTIVITY YOU WILL

- Understand the balance between meeting everyone's basic needs and respecting planetary limits
- Use your critical thinking skills to think about fairness and policies that can help create a sustainable society

SUITABLE FOR

Groups

MATERIALS

- String/ chalk
- Pieces of paper & marker pen

DURATION

35 MINUTES

PREPARATION

Using string or chalk, draw a large doughnut shape on the ground, with an inner ring and outer ring. The doughnut should be big enough for everyone to stand inside.

If you would like to further understand Doughnut Economics watch this Ted Talk (*click the subtitles for different languages)*: www.ted.com/talks/kate_raworth_a_healthy_economy_should_be_designed_to_thrive_not_grow

Activity description

STEP 1

Creating the doughnut (10 mins)

1. Ask the group what are **human's basic needs** to live happy and healthy lives- you can think about human rights to help you. Write these ideas on different pieces of paper and place them **inside the doughnut**, making sure the following are covered: *water, food, healthcare, education, income & work, housing, networks, energy, peace & justice, political voice, social equity, gender equality*.
2. This middle space i.e. the doughnut, represents the **safe and just space**. The inner ring of the doughnut represents the **social foundation** and the outer ring represents the **ecological ceiling**. If we move inside the inner ring of the doughnut, people's **basic needs aren't being met.** If we move outside the doughnut in the outer ring, we're **overshooting the Earth's limits**. We want to stay inside the doughnut- where everyone's needs are met without harming the planet.

3. What does overshooting the Earth's limits mean- can you give some examples? Write these ideas on different pieces of paper and place them on the outer ring of the doughnut, covering the following: *climate change, ocean acidification, chemical pollution, loss of fresh water, biodiversity loss, air pollution, o-zone layer depletion, deforestation/ loss of habitats, overuse of chemical fertilisers.*

STEP 2

Life inside & outside the doughnut (15 mins)

4. Read the following scenarios, asking participants to stand somewhere on the doughnut:
   - **Balanced**- inside the doughnut: everyone's needs are met and we stay within the Earth's limits
   - **Inner ring-** social needs not met: not everyone's basic needs are fulfilled
   - **Outer ring**- planetary stress: we are overshooting the Earth's limits
5. For each scenario ask participants to **explain why** they stood where they did- some scenarios may cross both the inner circle (social needs) and outer circle (ecological ceiling).

Scenarios

- The government provides free school meals for children from low-income families
- A fast fashion clothing store opens in town
- The city invests in new bike lanes instead of highways
- Water pipes in poorer neighbourhoods are not repaired, leaving residents with unsafe drinking water
- A new coal power station is built to meet energy needs
- The community sets up a local farmers' market
- A tech company designs phones that can easily be repaired
- Job opportunities are concentrated in big cities; rural youth can't find work
- The government sells land for intensive meat farming in the region
- The local neighbourhood sets up a community composting scheme
- The local council cuts down a park to build a shopping centre
- A community sports centre closes, leaving no safe place for young people to gather
- Refugees are excluded from accessing local schools and healthcare
- A supermarket introduces plastic-free packaging
- The government subsidises cheap flights but not bus and train travel
- National wages are frozen while prices rise- many people struggle to cover rent and food
- A new oil drilling project is approved by the government

STEP 3

Debrief (10 mins)

6. Hold a group discussion:
   - Did you see links between social needs (inner ring) and environmental limits (outer ring)?
   - Do you think everyone has the same freedom to meet their basic needs- like access to food, water, housing, or education? Why or why not?
   - Who is most affected when we cross the ecological ceiling?
   - Do you think some of these scenarios are happening in our own community or country?
   - If you could design one new policy for your town to 'stay inside the doughnut', what would it be?

BRING IT HOME

Did you know that cities in Europe like Amsterdam, Barcelona, Berlin, Brussels, Copenhagen, and Leeds are already using Doughnut Economics to shape how they run their communities? Choose a city that has adopted the Doughnut model and research a real policy or project they've introduced that helps combat climate change and ensures people's freedom and needs are met (for example improving cycling infrastructure). Could a similar policy work where you live? What would need to change for it to succeed?

Tips for online groups

Use an interactive whiteboard to draw the doughnut and ask participants to type into the chat where they would be for each scenario (outer ring, middle, inner ring).

STAGE 2

Climate action plan, part 2

*Mandatory

SUMMARY

Complete the second part of your climate action plan.

IN THIS ACTIVITY YOU WILL

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

SUITABLE FOR

Groups and individuals

MATERIALS

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

DURATION

30 MINUTES

PREPARATION

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

Activity description

STEP 1

Reflect and select?

1. Divide into patrols. In your group, think about the journey that **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.**

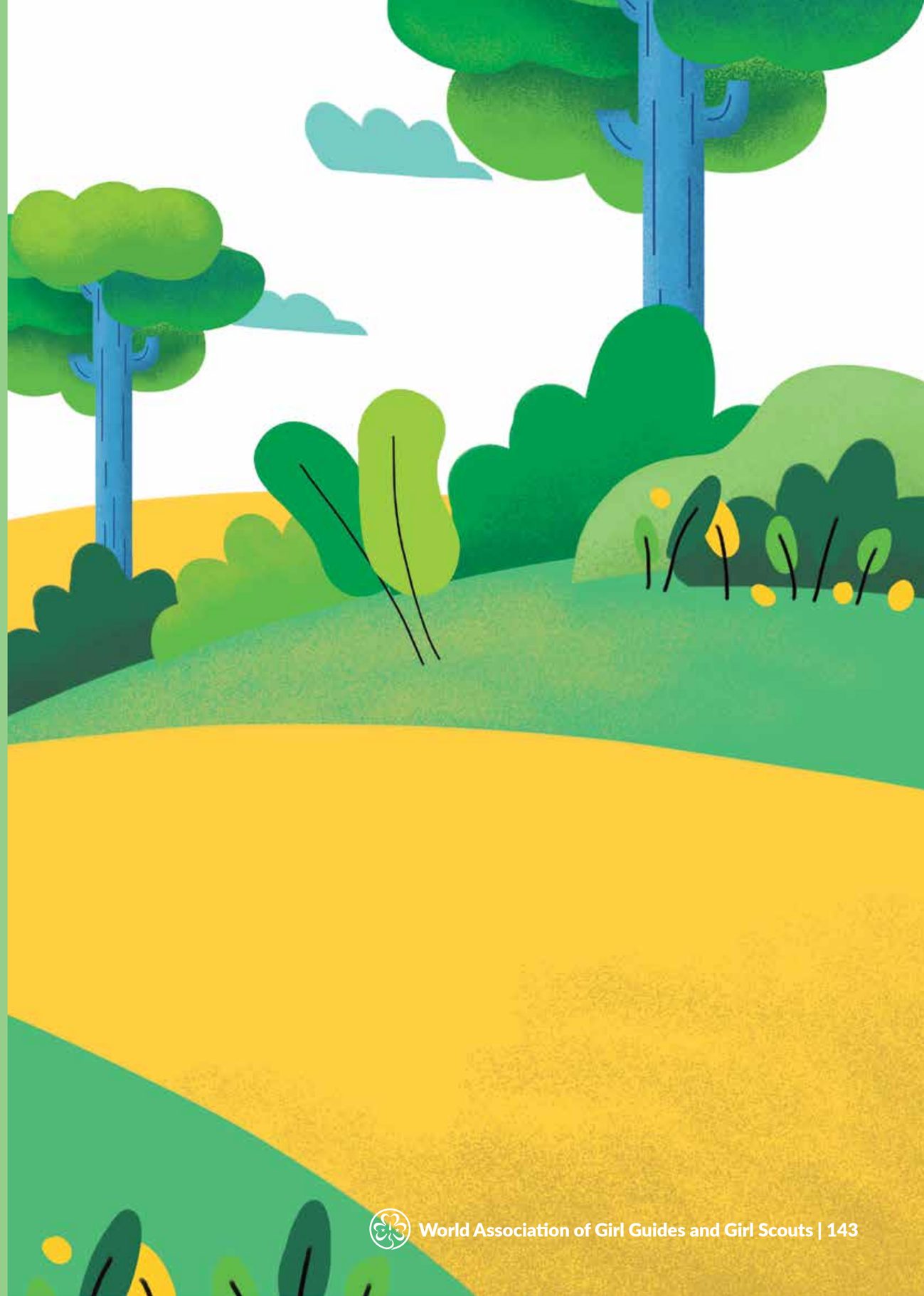
STEP 2

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 have an impact!** We can start more sustainable behaviours (like using resources such as water and energy so that they are shared fairly between everyone on the planet, and we leave enough for the generations coming after us) and convince others to do the same. We can also share our knowledge to mitigate and adapt to the consequences of climate change.

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

- **Adaptation juggle** - Play a ball game to understand why climate change plans are important.
- **Ambition river** - Create a journey to achieve your climate change ambitions.
- **Together we can** - Play a game to explore the power of collective action and its influence.

Share the knowledge

Taking individual action on climate change is helpful but we need to **work together to make a bigger difference.** Governments and corporations have more power than individuals to solve climate change. We need to advocate (convince people to make decisions that will create a better world for everyone) for immediate, large-scale climate action. No one is too young to do advocacy.

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

- **Climate chairs** – Play an active game about collaboration and discover other organisations working for climate action. .
- **Youth climate hearing** – Simulate a climate hearing to advocate for the climate issues you are most passionate about.
- **Eco advocates** – Plan an advocacy campaign to include young people in tackling climate change.

STAGE 3

Story time...

How to take action

Silvia got off the bus and looked around her, feeling overwhelmed. Between the greenhouse gases that were increasing the Earth's average temperature, the rise in extreme weather events, and the effect of this on nature and people, there was so much to think about.

She remembered the radio clip she heard earlier with Anuna de Wever, and searched online to find out more about the Belgian climate activist. As she scrolled, she found this:

Responding to climate change – top tips for everyday people

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

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

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

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

STAGE 3

Adaptation juggle

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

MATERIALS

- Three small, soft balls (e.g. yarn)

DURATION

40 MINUTES

PREPARATION

None

SUITABLE FOR

Groups

Activity description

STEP 1

Play a game (25 minutes)

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

STEP 2

Have a group discussion (15 minutes)

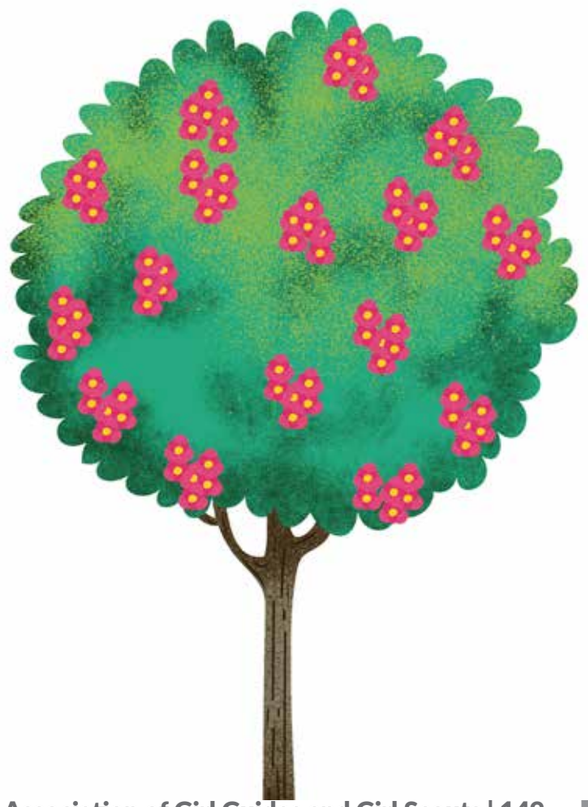
8. Debrief the game:
   a. How did it feel playing the game the first time compared to the second time?
   b. How did it feel to be able to call out solutions?
   c. How does this game link to the reality of climate change issues in your community?
9. Recap the **solutions** called out in the game and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

BRING IT HOME

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

Tips for online groups

Step 1.
Instead of throwing a ball, each person should have three small things to juggle (please choose items that do not break easily). When someone's name is called it's their turn to juggle if they drop one of their items before they have passed to the next person they are out of the game.



STAGE 3

Ambition river

SUMMARY

Create a journey to achieve your climate change ambitions.

IN THIS ACTIVITY YOU WILL

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

MATERIALS

- Paper and pens

PREPARATION

None

SUITABLE FOR

Groups and individuals

DURATION

45 MINUTES

Activity description

STEP 1

Draw your personal ambitions (15 minutes)

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

STEP 2

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

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

STEP 3

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

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

BRING IT HOME

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

Tips for online groups

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

STAGE 3

Together we can

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

SUITABLE FOR

Groups

MATERIALS

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

PREPARATION

This game needs a timekeeper.

DURATION

30

30 MINUTES

Activity description

STEP 1

Collective action game (10 minutes)

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

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

Rules

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

Play the game

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

STEP 2

Debrief the game (5 minutes)

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

Tips for online groups

Step 1:
Find a collaborative activity, like completing a digital puzzle for the group to work on in a team. Each round prompt the group to reflect on how they can work together to complete the puzzle faster..

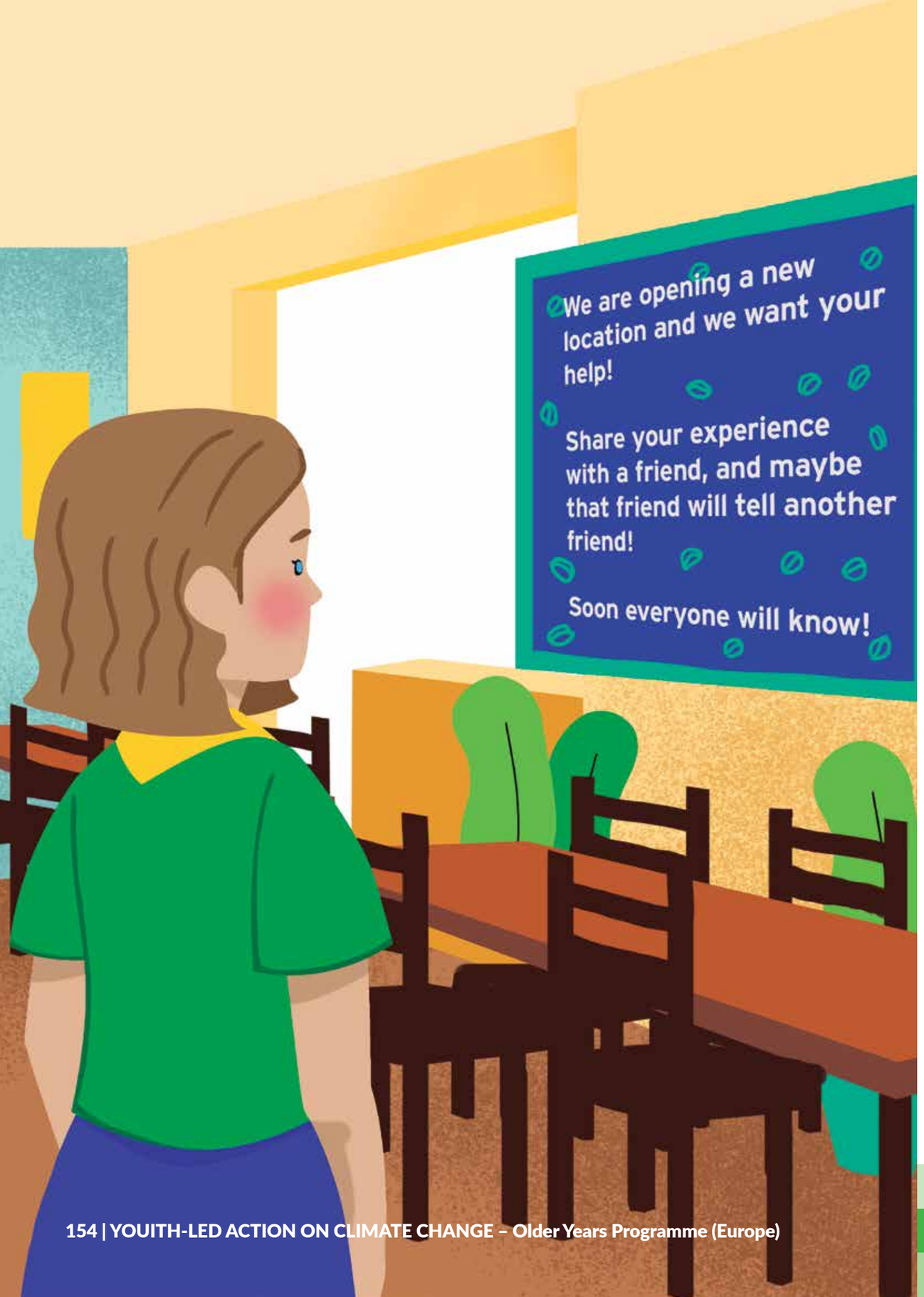
STEP 3

Your collective action (15 minutes)

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

Ideas

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



STAGE 3

Story time...

Share the knowledge

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

> We are opening a new location and we want your help!
>
> Share your experience with a friend - maybe that friend will tell another friend, and soon, everyone will know!

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

Complete one activity from this topic and find out how you can share your knowledge about climate change.

STAGE 3

Climate chairs

SUMMARY

Play an active game about collaboration and discover other organisations working for climate action.

IN THIS ACTIVITY YOU WILL

- Identify why working together for climate action is important
- Work together as a team
- Research like-minded organisations

SUITABLE FOR

Groups

MATERIALS

- About 20 chairs
- Phones/ tablets for research
- Paper & pens for each group

DURATION

35 MINUTES

PREPARATION

This game requires an activity leader.

Activity description

STEP 1

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

Instructions for activity leader

1. Split into **three teams**. Explain that this is a **silent** game - players cannot talk to each other.
2. Give each team one of the following instructions (teams keep it a **secret** from the other teams):
   a. Arrange all the chairs in the room in a **big circle**
   b. Put all the chairs in the room **upside down**
   c. Group all the chairs in the room into **pairs**
3. When each group has understood their instruction, start the game.
4. You may notice that, at first, players are very focused on their own goal and try to move or steal chairs from other groups. After a while, teams should realise that they're not going to achieve their goal. Some people might start to work out other teams' goals and find a way (without speaking) to achieve all three goals at the same time.
5. If the group becomes stuck after a while, ask questions to prompt them to collaborate:
   - **Look** at what other people are doing.
   - Can you work out **their goal?**
   - Can you achieve your goal, and theirs, at the **same time?**
6. Once all teams have achieved their goal (where chairs are in a big circle, paired up and upside down), debrief the activity:
   - What happened? Did your task go the way you thought it would? If not, why not?
   - How did you find a **solution**? Did you change your behaviour?
   - What helped you **collaborate** even if you couldn't speak to each other?
7. By taking part in this badge, you have the skills and knowledge to take climate action! Just like in the game, each of you might have slightly different goals and be doing different things, but you will all be taking action on climate change - this is your joint goal!

STEP 2

Research opportunities for collaboration (25 minutes)

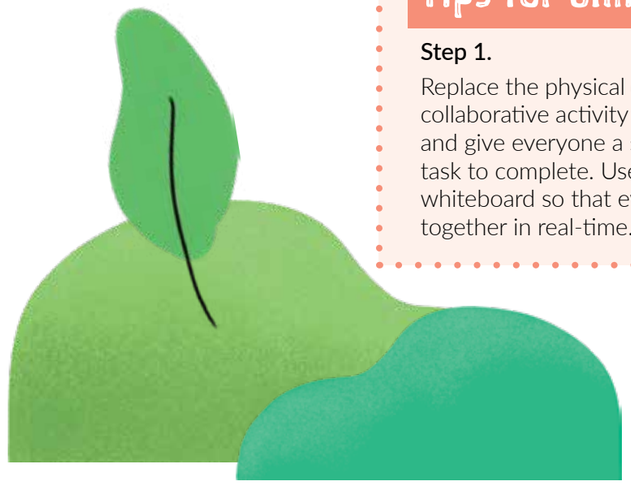
8. Collaborating with other organisations can help us take climate action. In small groups research **different organisations** that your Guide/ Scout group may be interested in collaborating with after completing the programme. Write your findings in the form of a poster/ mind map. You can divide groups into the following categories:
   - Global organisations/ campaigns
   - National organisations/ campaigns
   - Local organisations/ campaigns

   Think about what climate change issues you are passionate about and research related organisations e.g. if you are interested in food security, research food growing projects, community gardens or urban farms in your area. You can also use the list of organisations and campaigns on page 61 in the Leader Guide to help you.
9. Ask each group to share their findings and put their posters up in your meeting space for everyone to get ideas from and be inspired.

Tips for online groups

Step 1.

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



STAGE 3

Youth climate hearing

SUMMARY

Simulate a climate hearing to advocate for the climate issues you are most passionate about.

IN THIS ACTIVITY YOU WILL

- Use your advocacy skills to call for climate action
- Explore EU climate laws and policies to back your case

SUITABLE FOR

Groups

MATERIALS

- Paper and pen for each group
- Mobile phones/ tablets for internet research
- Share the Knowledge fact sheet

DURATION

60 MINUTES

PREPARATION

Print copies of the following for each group:

- Share the Knowledge fact sheet on page 56-61 of the Leader Guide
- EU laws & policies for each group- taken from the Health fact sheet on page 49-50 of the Leader Guide.

Activity description

STEP 1

Defining the top issues (5 mins)

1. Reflect and brainstorm the different climate change issues the group has learnt about during the programme- write them down. From this list vote on **3- 4 issues** that the group is most passionate about.
2. Once you have your top issues, participants to get into small groups, according to the issue they most want to **take action on**- ideally groups should be evenly numbered.

STEP 2

Group preparation (25 minutes)

3. Introduce the activity: "Welcome to the Youth Climate Hearing. Today youth advocates will present their cases for **stronger climate action**. Each team will connect their issue to EU climate laws and policies, and try to convince a panel of decision-makers to prioritise their cause."
4. Each group has 20 minutes to prepare their case to present to the rest of the group. They then have **5 minutes** to present their case using the following format:

   Opening statement: What the issue is and why it matters. Identify the **decision makers** they are targeting (e.g. local/ national politicians, Members of European Parliament, businesses, corporations etc.)

   Evidence: How EU climate laws and policies back up their cause- give each group a copy of the Share the Knowledge fact sheet and the EU laws & policies table from the Health fact sheet. Encourage them to use the links in the factsheet to do further research online.

   Call to action: One key change they would like to see in their community/ country relating to their issue.

STEP 3

Youth climate hearing (25 minutes)

5. Each group presents their case to the rest of the group who act as the **decision maker panel**. The activity leader should use the timer to ensure the groups stick to time.
6. After each presentation, the decision-maker panel can ask **1- 2 follow up questions.**

STEP 4

Debrief (5 minutes))

7. Hold a group discussion:
   - What makes an advocacy message powerful?
   - How did it feel to use EU laws and policies as evidence for your case?
   - How can you use these advocacy skills in real life? (e.g. writing letters to decision-makers, petitions, meetings, campaigns)

BRING IT HOME

Why not use the arguments in your case to target a decision maker? Individually or as a group, identify one thing you could do to call for climate action. Some ideas could include:

- Write a letter/email to your local politician citing EU laws & policies
- Launch a small awareness campaign in your school/ community
- Start a petition or social media initiative on your topic

Tips for online groups

Use breakout rooms for small groups to prepare and bring everyone back together for the climate hearing.

STAGE 3

Eco advocates

SUMMARY

Plan an advocacy campaign to include young people in tackling climate change.

MATERIALS

- Paper, pens, pencils
- Smartphone (optional)

DURATION

30 MINUTES

IN THIS ACTIVITY YOU WILL

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

PREPARATION

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

SUITABLE FOR

Groups and individuals

Activity description

STEP 1

Brainstorm how well young people are included in climate plans (10 minutes)

1. Every one of us should take action (mitigation as well as adaptation) to tackle climate change, but we're even more powerful when we work together. In fact, we need to advocate (persuade decision makers such as governments and businesses) to take large scale action because they have more power to solve climate change.
2. As a group, discuss why it's important for governments or companies to include young people in decisions and plans to tackle climate change.

STEP 2

Create a campaign (20 minutes)

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

BRING IT HOME

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

Tips for online groups

Step 2.

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

STAGE 3

Eco advocates

People to influence cards

Local politician / councillor	Journalist
Member of European parliament	Business / company leader
Workplace / school	Friends / family

Campaigning methods cards

Start a petition	Creative action e.g. street theatre / art piece
Social media campaign	Letter writing
Community action with an advocacy message	Meeting with a decision maker

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

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 groups

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

STAGE 3

It's time to celebrate

SUMMARY

Celebrate your achievement and receive your 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

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

DURATION

45

45 MINUTES

PREPARATION

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

Invite people to attend your celebration! You can invite **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.

Activity description

STEP 1

Think about what you have learned (20 minutes)

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

STEP 2

Complete the after survey

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

See survey questions on the next page.

Tips for online groups

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

STEP 3

Collect your badges

When your leader calls your name, walk to the centre of the circle, salute and say:

- Your climate **promise**
- The **two people** you spoke to about climate change
- What you have **learned** so far (this can be something you learned while completing the badge, while carrying out your climate action badge or while keeping your climate promise.)

STEP 4

Celebration song

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

After Survey

MATERIALS

- Papers and pens/pencils

PREPARATION

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

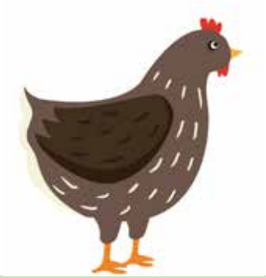
DURATION

20 MINUTES

IMPORTANT

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

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



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

1. Do you know how you and your community are affected by climate change?
2. Would you be able to speak with confidence to a friend or a relative about some ways that climate change is affecting people 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 gender, race, geographic location or socioeconomic status? (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 adopted at least two new behaviours or lifestyle choices 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?

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:	Describe climate change in a way you would use to explain to others.

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

1. Idea 1:

2. Idea 2:

3. Idea 3:

I care about climate change, so I promise to ...

Acknowledgments

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