

Youth-Led Action on Climate Change

Younger Years Programme (Europe)



I care about
the earth!



Foreword

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

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

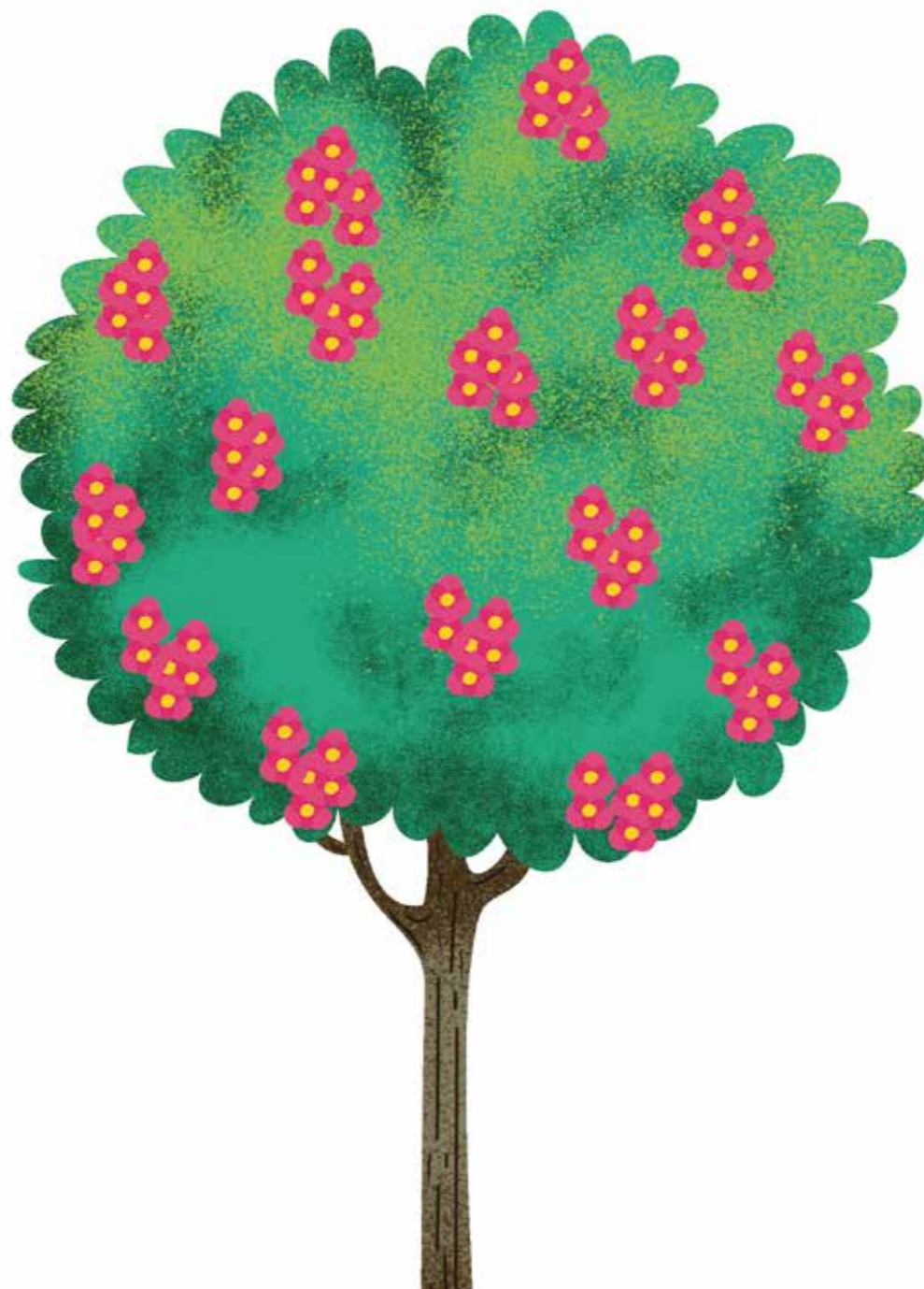
As members of a global movement, we recognise our privilege in Europe and our responsibility to promote equity, peace, and sustainable change- environmentally and socially. We acknowledge that climate change does not impact everyone equally and are committed to ensuring that everyone has the right to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

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

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

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Introduction

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

These changes don't impact everyone equally:

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

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

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

Who is this curriculum for?

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

How to earn this badge



This special badge has three parts. You can earn it by doing **11 fun activities**. Let's see what's inside!

Let's begin!

Stage 1: See the bigger picture

First, we'll ask some questions to get started. Then, you'll pick one activity from each theme: "What is climate change?" and "Who is most affected?" After that, you'll start planning how to help the planet!

Stage 2: Explore the issues

Here, you get to play a game to choose your next adventure! You'll pick from six topics about nature and people. You'll learn how climate change affects them. After you finish, you'll add more to your plan!

Exploring more!

Taking action!

Stage 3: Prepare to take Action

In this stage, you'll decide how to help. You can pick one activity from each theme: "How to take action" and "Share the knowledge". Then, you'll finish up your plan and answer some more questions to end.

The badge takes about seven hours, plus time for your plan. We suggest doing activities over a few weeks. Maybe three activities each week for four weeks. That way, you'll have time to learn and think about what you're doing!



✓ = one completed activity

(Before) survey

STAGE 1
See the bigger picture

What is climate change?



Who is most affected by climate change?



Climate action plan part 1



The natural world

Choose one of these topics and choose one activity out of three.

Extreme weather

Animals and plants

Water



People

Choose one of these topics and choose one activity out of three.

Lifestyle

Health

Freedom



Climate action plan part 2



STAGE 2
Explore the issues

STAGE 3
Prepare to take action

How to take action



Share the knowledge



Climate action plan part 3



Let's Celebrate + After evaluation survey

Total number of activities to complete = 11 activities

Did you know:

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



Example programme for a camp setting

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

DAY 1	Before survey
	1 activity from What is climate change?
DAY 2	1 activity from Who is most affected by climate change?
	Climate action plan, part 1
DAY 3	1 activity from a topic in Natural world theme
	1 activity from a topic in People theme
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)



Activities chart



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

	Section	Activity	Summary	Duration (minutes)
Stage 1	(Before) survey			15
	What is climate change?	What's the climate?	Use your miming skills to help others guess the climate zones.	30
		My interesting sight	Explore your local area and identify the impact of climate change on it.	30
		The greenhouse effect	Play a collecting game to understand how we are turning the Earth into a greenhouse.	30
	Who is most affected by climate change?	Around the world in a changing climate	Take a trip around the world to learn how climate change affects young people differently.	45
		Natural groups	Use your creative skills to understand how bias works.	40
		We're all in this together	Play a fairness game to understand why climate change is worse for some people than others.	45
	Climate action plan, part 1 - Complete the first part of your climate action plan and choose your topics for stage two.			30
	Decision tree			
	Stage 2	Extreme weather	Us against disasters	Play a game about how to help when a disaster strikes.
Weather sayings			Create a poem or song to recognise the signs of extreme weather.	30
Rising seas			Work together as a team and explore the dangers of sea-level rise.	40
Animals and plants		Deforestation: Where are all the trees?	Use roleplay to explore why people cut down trees and what you can do about it.	30
		Ecosystems: Habitat, water, food	Play a game about an animal's survival.	30
		Biodiversity: Bug hotel	Create a place to encourage biodiversity and protect mini-beasts.	40
Water		Virtual water	Play a mix and match game to discover virtual water.	30
		Hygiene: Idea poll	Create a way to make water clean and safe and convince others to choose your idea.	30
		Fresh water: Is there enough water?	Play a running game to discover why everyone having access to water is so important.	45

	Section	Activity	Summary	Duration (minutes)
Stage 2	Lifestyle	The journey of a t-shirt	Follow the life cycle of a t-shirt and explore the resources needed to make it, use it, and throw it away.	35
		Eating with the seasons	Play a running game to learn which fruits and vegetables are in season.	30
		My mini composter	Transform your food waste by building a mini composter.	45
	Health	Eco detectives	Become eco detectives and investigate environmental crimes.	40
		Soil explorers	Explore the soil with your senses and discover how it supports healthy food and a healthy planet.	35
		The tree meditation	Visit a natural place and practice a calming tree meditation.	20
	Freedom	Education: hopscotch	Play a game of hopscotch to understand the impact of climate change on people's education.	20
		Teamwork: Competitive chairs	Get competitive with a game of musical chairs.	30
		Human rights: The happiest place	Create the happiest place to live in.	40
Climate action plan, part 2 Complete the second part of your climate action plan.			30	
Stage 3	How to take action	Eco-saver	Complete as a team to understand what the word sustainability means.	30
		A feelings map	Get creative and draw your feelings about climate change.	30
		Yes let's, yes but!	Practise your drama skills with a 'call and response' game.	30
	Share the knowledge	Climate whispers	Write a powerful message about climate change.	30
		Nature drawing	Create a piece of art to tell others about climate change.	30
		Letter to the mayor	Write a letter to your community leaders to ask for climate action.	40
Climate action plan, part 3 Complete the final part of your climate action plan			30	
IT'S TIME TO CELEBRATE (& AFTER SURVEY) Celebrate your achievement and receive your Youth-led Action on Climate Change badges			65	



(Before) Survey

MATERIALS

- Papers and pencils

PREPARATION

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

DURATION



IMPORTANT

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

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

1. Do you understand what climate change is doing to people around you?
2. Do you know how climate change is affecting people around the world?
3. Can you think of at least 1 way that climate change affects people differently because of things like whether they're a boy or a girl, where they live in the world or how much money they have?
4. Do you know how your daily actions can impact climate change?
5. Do you believe that you can encourage people in power (e.g. a politician) to fight climate change?
6. Have you ever been part of an activity or group that helps fight climate change?



Activity:

- Slowly read out the questions below (1 – 6) to the group, repeating as necessary.
- Ask the Guides and Scouts to write their response on their pieces of paper clearly, so that you can collate the answers at the end.
- They should write the question number on their paper, followed by their answer (N for 'No', M for 'More or less', Y for 'Yes')
- Explain that as the survey is anonymous no one needs to write their name.





STAGE 1



See the bigger picture

This stage of the badge has **two topics** to help you understand what causes climate change and how it affects people differently. The activities in this stage will answer the questions: why is climate change such a big issue, and why should everyone care?

What is climate change?

Climate change is the impact humans are having on the climate which affects every living thing including you. The actions of humans over a long time are increasing the amount of **greenhouse gases** in the layers surrounding our planet (the atmosphere). This creates **global warming** which makes the Earth hotter and causes lots of new problems for animals, plants and humans. But we can all help make the Earth a better, healthier place!



Read Silvia's story and choose one activity out of three.

- **What's the climate?** - Use your miming skills to help others guess the climate zones.
- **My interesting sight** - Explore your local area and identify the impact of climate change on it.
- **The greenhouse effect** - Play a collecting game to understand how we are turning the Earth into a greenhouse.

Who is most affected by climate change?

Climate change affects everyone, but not in the same way, and people all over the world experience climate change differently. Also, girls and women can be affected more than boys and men. But you can help! You can make changes to reduce climate change, talk to others, and ask leaders to protect people and our planet fairly. Together we can take action!



Read Silvia's story and choose one activity out of three.

- **Around the world in a changing climate** - Take a trip around the world to learn how climate change affects young people differently.
- **Natural groups** - Use your creative skills to understand how bias works.
- **We're all in this together** - Play a fairness game to understand why climate change is worse for some people than others.



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 Girl Guide who's eight years old. She's just like us - always tries her best and does a good deed every day. But Silvia also has two superpowers! First, she can travel anywhere in the world by simply thinking really hard and spinning around three times. Second, she can talk to all animals, so she can better understand how to be a good friend to them.



Story time...

What is climate change?

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

- Narrator
- Worm 1
- Worm 2
- Silvia

Narrator: Under the bright, bright sun walked Silvia, a Girl Guide who lived in a small city. Silvia had woken up early this morning and smelt something sweet in the air - adventure! She could tell that her two special gifts were going to be very useful today... She had said goodbye to her Dad who was busy cooking and walked out into the world.

Suddenly, she heard a tiny noise coming from the ground. She looked closer and saw two little worms who were chatting! She stopped to listen...

Worm 1: I can't believe how hard and dry this ground is. It usually rains this time of year...

Worm 2: Yeah my grandparents say there's less rainfall every year. It's changed so much over their lifetime!

Worm 1: Stupid weather. But I'm sure it'll get better soon.

Worm 2: No, no - I'm not talking about the weather actually! I'm talking about the

climate. The climate is how much the average weather is changing over 30 years or more, whereas the weather changes every day - like having a rainstorm. The climate is changing because humans are making the Earth hotter. For example, the rain isn't coming when it's supposed to.

Worm 1: Hmm, we need the rainfall. And maybe other things are happening that we don't even know about. The thing is, if humans are making the Earth hotter, there's nothing us worms can do about it!

Silvia: [interrupting with excitement] I'm a human - maybe I can help!

Narrator:
Let's go on our own adventure to find out about the Earth getting hotter. Complete one activity in this topic, then read the next part of the story.



STAGE I

What's the climate?

DURATION



30 MINUTES

SUMMARY

Use your miming skills to help others guess the climate zones.

IN THIS ACTIVITY YOU WILL

- Find out the difference between climate and weather
- Discover the different climates zones around the world
- Describe how climate change could affect your daily life

MATERIALS

- Topic factsheet (see Leader's Guide)

PREPARATION

This activity needs a leader.

SUITABLE FOR

Groups

Activity description

Tip

You can help the participants develop leadership skills by explaining the rules and getting them to lead the game about weather and climate and the guessing game.

STEP 1

Play a miming game (10 minutes)

Instructions for activity leader

1. Ask everyone to look out the window. Explain that **weather** is what we experience day-to-day: the sun, rain or wind. It can change very quickly. Have you ever been surprised by the weather?
2. Clarify that **climate** is the usual weather for a specific area of the world over a long period of time (typically 30 years or more).

3. Introduce the five **climate zones** (according to the Köppen system):
 - **Polar:** Cold temperatures all year long
 - **Temperate/Mild:** Mild temperatures all year long with small variations
 - **Tropical:** Warm temperatures all year long
 - **Dry/Desert:** Not much rainfall
 - **Continental:** Hot summers and cold winters
4. Teach the group the different actions linked to each climate zone (see the box provided): name a climate zone, do the action and ask the group to copy.
5. Play a game about weather and climate
 - Everyone runs around the room (if there is space).
 - When the leader says a climate zone, everyone freezes and does the correct action.
 - Play for up to 10 minutes.

Actions for climate zones:

- Polar: Rub your hands on your upper arms and pretend you are very cold.
- Temperate/Mild: Walk around calmly, with your hands on your hips.
- Tropical: Fan your face with your hands and pretend that you are very hot.
- Dry/Desert: Stick your tongue out and pant, pretending that you are very thirsty.
- Continental: Alternate between fanning your face with your hands and shivering.

STEP 2

Have a group discussion (10 minutes)

6. Ask "which climate zone do you think our country is in?"
7. Describe the usual weather in each **season** in your country.
8. Explain, when weather patterns change in different climate zones, this is **climate change**. For example, some places are becoming drier, some are becoming hotter and others are becoming even colder. **Climate change** is the impact humans are having on the climate which affects every living thing including you. The actions of humans over a long time are increasing the amount of **greenhouse gases** in the layers surrounding our planet (the atmosphere). This creates **global warming** which makes the Earth hotter and causes extreme weather and lots of new problems for animals, plants and humans - including making it hard to get water, food and stay safe.
9. Ask 'What would your life be like if your normal weather and seasons became more extreme?'

STEP 3

Guess the weather (10 minutes)

Instructions for activity leader

10. Explain that the group will now guess which type of weather is the most common in different climate zones.
11. Play a guessing game:
 - The leader should name a type of **weather/weather event** e.g. drought, rainy season or blizzard
 - In response the group to show which **climate zone** the weather/weather event is common in by doing the related action.

EXAMPLES:

- **Blizzard** – (a severe snowstorm) common in the **polar and continental zones**
- **Drought** – (not enough rain for a long time), common in the **dry and temperate zones**
- **Rainy season** – (lots of rain) common in the **temperate, continental and tropical zones.**

Tips for online groups

Step 1

- Let the group know that they will need to have access to a window for this activity. If some people in the group will not have access to a window during the meeting you can skip this step.
- Check that everyone can join using a camera (such as a webcam or a camera on their phone or tablet) so that you can clearly see everyone acting out the climate zone. If some people are not able to switch on their camera or do not have access to a camera, you can also pair the climate zones with an emoji, and they can comment using the emoji in the chat.
- Skip this part of the game - 'Everyone runs around the room'.





STAGE I

My interesting sight

SUMMARY

Explore your local area and identify the impact of climate change on it.

IN THIS ACTIVITY YOU WILL

- Identify the causes and effects of climate change
- Start exploring climate change causes, effects and solutions in your community

SUITABLE FOR

Groups

MATERIALS

- Paper
- Pencils
- Camera (optional)

PREPARATION

The first part of this activity works best if it is completed outside.

If you are taking photos, do not take photos of people without their permission.

DURATION



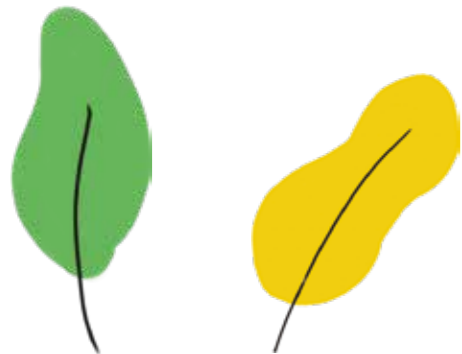
30 MINUTES

Activity description

STEP 1

Explore the outdoors (10 minutes)

1. Spend 10 minutes walking **outside** (or looking out of a window) in your local community or meeting place. Find something that you find interesting, such as a plant, an animal or a human-made object.
2. Capture your interesting thing by drawing a **picture** or taking a **photo**. on your walk.



STEP 2

Climate change causes and effects (15 minutes)

3. **Explain that climate change** is the impact humans are having on the climate which affects every living thing including you. The actions of humans over a long time are increasing the amount of **greenhouse gases** in the layers surrounding our planet (the atmosphere). These actions are things like burning rubbish and using gas for energy. This creates **global warming** which makes the Earth hotter and causes extreme weather and lots of new problems for animals, plants and humans - including making it hard to get water, food and stay safe. Some places are becoming drier, some are becoming hotter and others are becoming even colder.

4. Divide your room into **three** sections: left = **causes**, middle = **solutions**, right = **effects**.
 - **Causes:** The actions or things that release special (greenhouse) gases or stop us from trapping these gases in the atmosphere.
 - **Effects:** Things that happen because of climate change and other human actions.
 - **Solutions:** Things we can do to stop or reduce the special (greenhouse) gases being released.
5. Read the following statements. Everyone runs to the side of the room according to whether it's a **cause, solution or effect**:
 - Cutting down trees (trees trap special gases) → **cause**
 - Animals in forests losing their homes because there are fewer trees → **effect**
 - Planting trees and not cutting down trees → **solution**
 - Volcanoes erupting and releasing special gases into the atmosphere → **cause**
 - Having less rain in the rainy season → **effect**
 - Dumping waste in landfill sites (this produces gases when it rots) → **cause**
 - Not throwing away as much waste → **solution**
 - Having water restrictions because there is less fresh water → **effect**
 - Cars burning fuel like petrol (and therefore producing gases) → **cause**
 - Ice melting in the polar zones because it is getting warmer → **effect**
 - Cows farting and producing gas! → **cause**
 - Sea levels rising because the icebergs in the sea have melted → **effect**
 - Animals in the polar zones losing their homes → **effect**
 - The normal weather in different seasons changing → **effect**
 - Homes being destroyed because of more violent storms → **effect**

STEP 3

Have a group discussion

6. Divide into groups of two or three. Look at the picture you drew or took in step 1 and discuss the following:
 - Do you think your picture shows a **climate change cause, solution or effect**? Why? If none of these things, how do you think it could be affected by climate change?
 - Do you think the effects of climate change will make your **lives easier or harder**? How?

Tips for online groups

- Step 1:** Let your group know ahead of time that they will need to complete step 1 before the meeting with the support of a trusted adult. If your group can not complete this step, give them 10 minutes during the meeting to find something around them or outside the window to draw.
- Step 2:** Teach your group how to say 'cause', 'effect' and 'solution' in sign language and use this to sign the answers at the end of each statement. To play the game your group needs to have access to a camera, (such as a webcam or a camera on their phone or tablet) so that you can clearly see everyone acting out the answers. If some people are not able to switch on their camera or do not have access to a camera, you can also pair the answers with an emoji and they can comment the emoji in the chat.
- Step 3:** Divide your group into breakout rooms for the discussion. If this is not possible or if you have a small group have the discussion altogether in the main room.





STAGE 1

The greenhouse effect

SUMMARY

Play a collecting game to understand how we are turning the Earth into a greenhouse.

IN THIS ACTIVITY YOU WILL

- Find out what the greenhouse effect is
- Understand why the Earth is getting hotter each year

SUITABLE FOR

Groups

MATERIALS

- A very large piece of paper
- Glue
- Many small pieces of ripped up newspaper
- Whistle (optional)

PREPARATION

Scatter your ripped up pieces of newspaper around the space, making sure there is enough for everyone to collect. This activity works best in small groups.

You will need someone to blow the whistle.

DURATION



30 MINUTES

Activity description



STEP 1

What is the greenhouse effect? (20 minutes)

1. Sitting in a circle, one person comes to write the words 'our Earth' in the middle of a big piece of paper. They then say something they **love** about the Earth and rejoin the circle.
2. While this is happening, a different person starts collecting the pieces of **newspaper** very slowly.
3. When the **whistle** blows, the person collecting newspaper chooses someone else to join them and they both start walking a little faster. Continue until everyone is running around the room picking up pieces of paper and there is no paper left.

Come together to stick all their pieces of newspaper onto the large piece.

4. The newspaper pieces represent the blanket of special (greenhouse) **gases** around the Earth that has been created by hundreds of years of human actions. Everyday actions (like burning rubbish, using fuel like petrol to drive cars), are still adding lots of gases to the thick layer around the Earth which is making our planet hotter (like wearing too many clothes). This is called the **greenhouse effect** because the outer layer of the Earth (the atmosphere) traps the heat from the sun, like a greenhouse, making it harder for the heat to escape.
5. Describe how you feel when you get too **hot**. Imagine if your body temperature went up quickly and wouldn't come down.
6. The Earth is getting hotter because of human actions, and this is called **climate change**. As a group, describe what could happen (to you, plants and animals) if the Earth becomes too hot.

Tips for online groups

Step 1: Use a collaborative online whiteboard, with an image of the Earth in the middle. After everyone has shared something they love about the Earth, ask everyone to draw one thin line around the Earth each time the whistle is blown. (The lines replace the newspaper).

Step 2:

- Keep your arms in the air for 60 seconds instead of doing 10 start jumps
- Touch your head, then your toes 15 times instead of jumping up and down for 90 seconds

STEP 2

Can we undo our actions?

7. Each person completes one of the **challenges** below in order to remove a layer of gases (one piece of newspaper) from the picture:
 - Do 10 star jumps
 - Say the alphabet backwards
 - Sing happy birthday twice
 - Jump up and down for 90 seconds
 - Pretend you are a rabbit, dog or cat for 90 seconds
8. Afterwards, discuss:
 - What was harder: adding layers of paper or removing them?
 - What everyday actions do you think **increase** the greenhouse gases released into the Earth's atmosphere?
 - What do you think we could all do to slow down climate change, by **reducing** the amount of greenhouse gases released into the Earth's atmosphere?

BRING IT HOME

How could you tell someone about the greenhouse effect? Prepare a simple message to explain the greenhouse effect and share it with your family.



Story time...



STAGE 1

Who is most affected by climate change

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

- Narrator
- Worm
- Silvia

Narrator: Silvia thought about what the worms were discussing. She now knew that **climate change** meant that because the Earth is getting warmer there are a lot of new problems for animals, plants and humans. It was pretty surprising...

Just then, a new worm friend popped out of the ground by her feet!

Worm: I heard that you can talk to animals like us! I'm really worried because I see people struggling with climate change in different ways depending on where they live.

Silvia: What do you mean?

Worm: Well, in some countries, people are finding it harder to get water because of droughts. In others, there's too much water – floods are destroying homes and crops. And when the Earth keeps getting warmer, some places will also face new problems, like stronger heatwaves, wildfires, and changes to farming.

Silvia: Wow, I didn't know that! So climate change doesn't affect everyone in the same way?

Worm: Exactly. It depends on where you live. Some places are getting much hotter, others wetter, and some places will even face more storms. But no matter where people live, everyone will feel the changes in some way.

Narrator: This reminded Silvia of something she had heard before.

Silvia: My Aunty Giulia said that when the Earth gets hotter, we are all in trouble. She said that those who have **little** will have even **less**.

Worm: She's very, very wise indeed!

Narrator:
What do you think Aunty Giulia meant? Complete one activity from this topic to find out.





STAGE I

Around the world in a changing climate

SUMMARY

Take a trip around the world to learn how climate change affects young people differently.

IN THIS ACTIVITY YOU WILL

- Learn about how climate change affects young people in different ways
- Think about how factors like whether you're a boy or a girl, where you live and how much money you have impact you differently

MATERIALS

- Set of character cards

PREPARATION

Create different 'stations' to represent the different continents around the room with a character card in each one.

SUITABLE FOR

Groups and individuals

DURATION



45 MINUTES

Activity description

STEP 1

Set the scene (5 mins)

1. Ask the group: Do you think climate change can affect you differently depending on where you live in the world? Why/ why not?
2. Divide the group into patrols. Explain that in their groups they are going to take a trip around the world, meeting young people from different continents to find out how climate change affects them.



STEP 2

(30 mins)

3. In patrols, each group visits the different stations and reads the character cards. Once they answer the question in their groups they move onto the next station.
4. Move around the different groups to help facilitate the discussion and read out the character cards if needed.

STEP 3

Debrief (10 minutes)

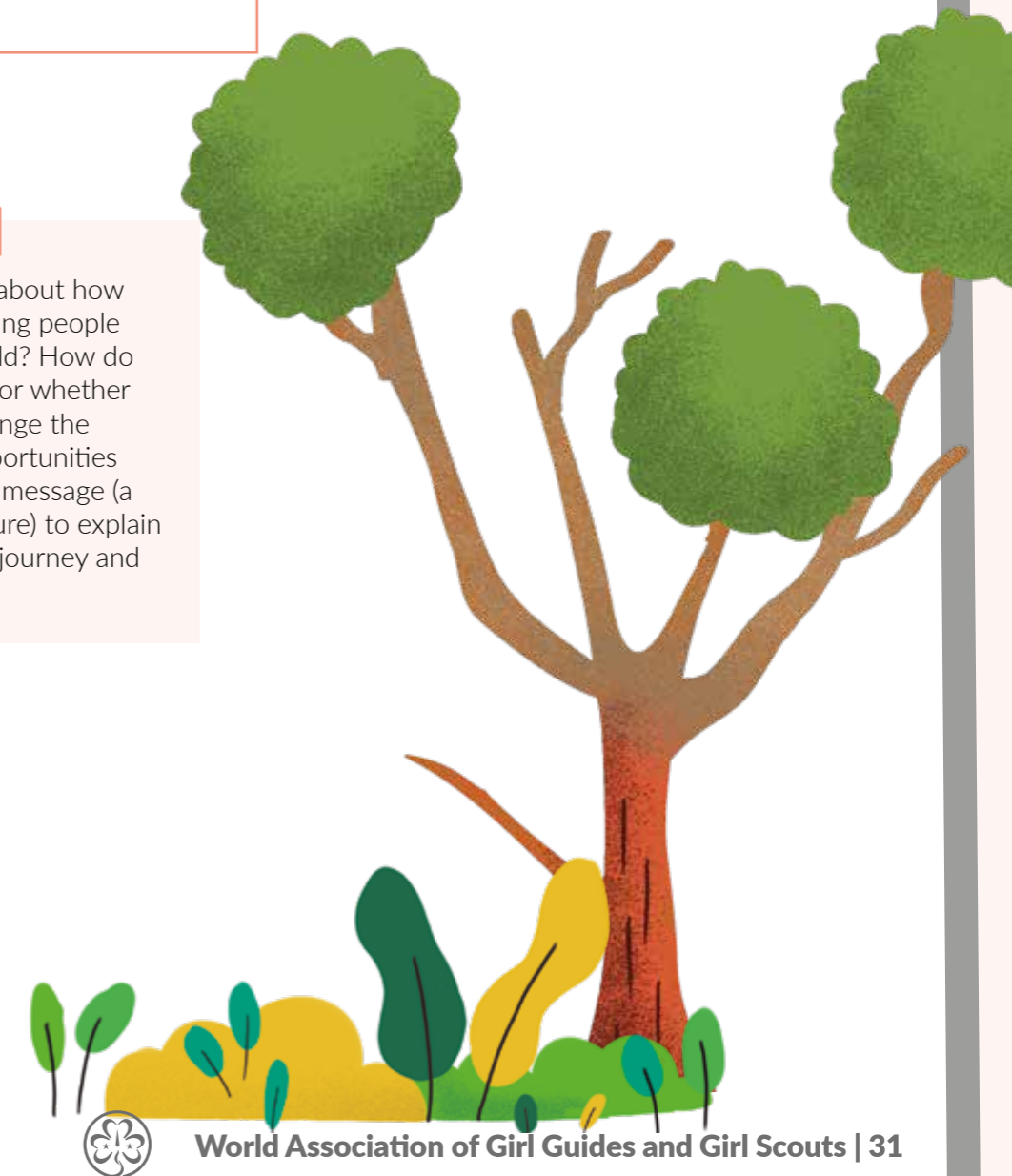
5. Bring everyone together for a group discussion:
 - Did you notice any similarities between your life and the lives of the young people you met on the journey?
 - Did you see any differences? Did anything surprise you about how climate change affects young people in other parts of the world?
 - In what ways do you think you might be more protected from climate change than some of the young people you met?
 - What are some ideas or changes that could help the young people you met be better prepared and protected from climate change?

Tips for online groups

- Screen-share a world map such as Google Maps and travel together by visiting each country on the map.
- You can keep the energy high by getting participants to stand up and spread their arms as if they were a bird flying to each new place.
- Read out the character cards and then use breakout rooms for smaller group discussions.

BRING IT HOME

What did you learn today about how climate change affects young people differently around the world? How do things like where you live, or whether you are a boy or a girl, change the kind of protection and opportunities you have? Prepare a short message (a sentence, drawing, or picture) to explain what you learned on your journey and share it with your family.





STAGE I

Character cards

Nikos, age 11 Greece, Europe

Climate change is making summers even hotter. Near Nikos' town there was a big wildfire last year, but fire trucks and helicopters arrived quickly to put it out and no-one was hurt.

If there was a wildfire near where you live, do you think you and your family could stay safe?



Lani, age 7 Fiji, Oceania

Lani lives on an island which is in danger because climate change is making the sea levels rise. Her family talks about moving to another place.

What would you miss most if you had to leave your home and move to a new place?



Maya, age 8 Philippines, Asia

Climate change is making storms more powerful. Last year a big typhoon damaged Maya's school, so she couldn't go to class for many weeks.

How would you feel if your school was closed for a long time after a storm?



Jack, age 8 USA, North America

In Jack's city, hurricanes sometimes damage houses which makes him worried. But his parents remind him that their house is strong and safe, and they have money to fix their home if it gets damaged.

What would you do to feel safe if there was a big storm?





STAGE I

Character cards

Rafael, age 9

Brazil, South America

Rafael lives next to the Amazon rainforest. Trees near where he lives are being cut down for logging, and he worries about the forest animals he loves. He also learnt at school that cutting down trees makes climate change worse.

Is there a natural place near where you live that you would want to protect if it was being destroyed?

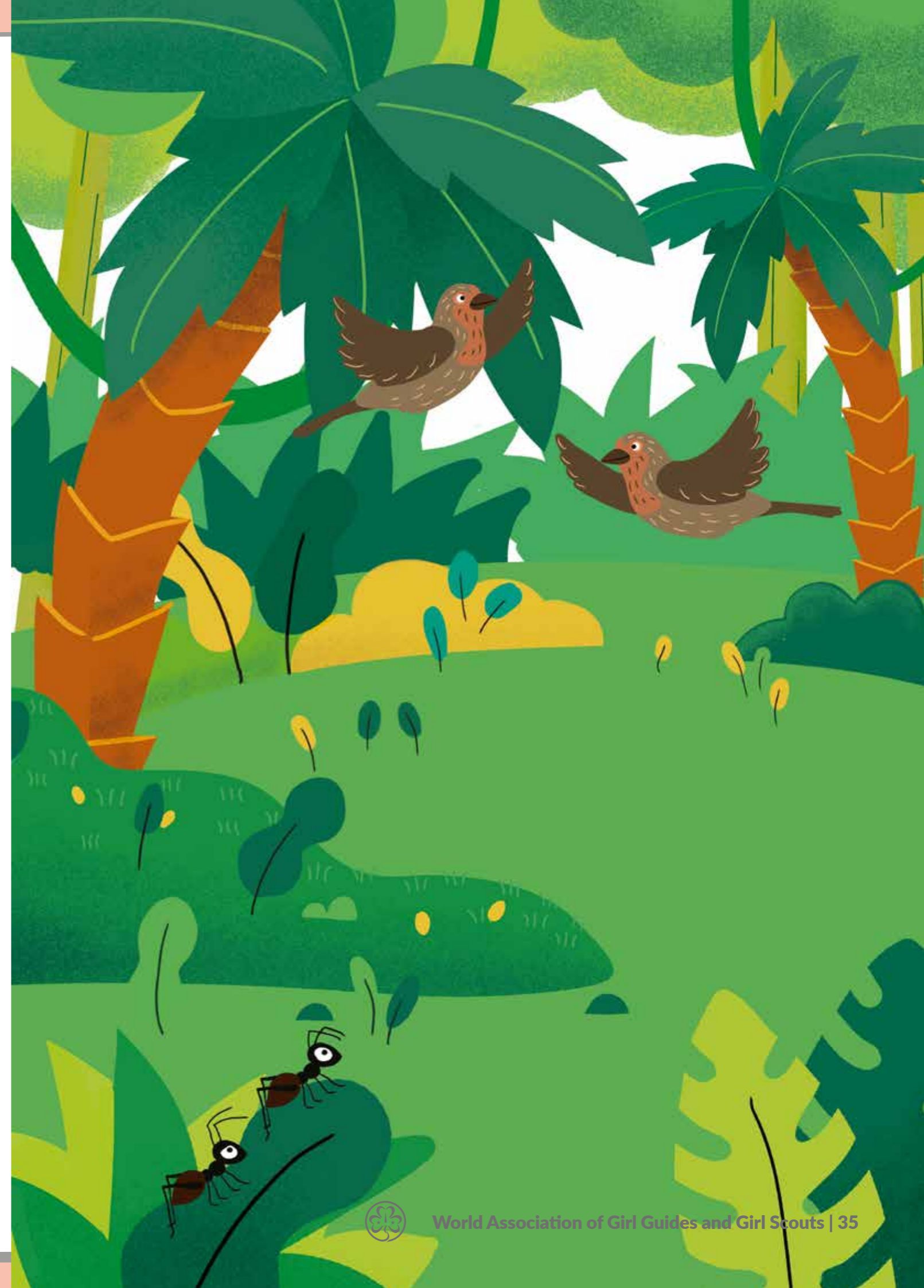


Amina, age 10

Kenya, Africa

Because of climate change, there is less rainfall in Amina's village. This means that she sometimes misses school as she has to walk longer distances to collect water. She thinks this is unfair as her brothers do not have to collect water.

How would it feel if you had to miss school to get water because you were a girl?





STAGE 1

Natural groups

SUMMARY

Use your creative skills to understand how bias works.

IN THIS ACTIVITY YOU WILL

- Explore what affinity bias means
- See how it is harder to solve problems when we don't work together

SUITABLE FOR

Groups

MATERIALS

- Scrap paper
- Pins
- Pens or pencils
- Coloured paper
- Scissors

DURATION



40 MINUTES

PREPARATION

Prepare **blank badges** for the whole group using the materials (they will decorate them). The badges should be a mix of colours, shapes, patterns and sizes, but make sure you have the same number of each type.

Activity description

STEP 1

Create a nature-themed badge (20 minutes)

1. Divide into groups of even numbers. Decide on one **nature design** for your badge: everyone must draw the same design.
 - **Design ideas:** Leaves, flowers, trees, bees, butterflies, spiders.
2. Wear your badge where others can clearly see it.



STEP 2

Play the badge game (10 minutes)

Instructions for activity leader

3. Move around the space in different ways: like a bird, jumping, walking backwards etc.
4. Get into small groups without talking. How are people organising themselves?
5. Break apart again and continue to move around the space, moving in different ways.
6. Repeat forming different groups until everyone has done it three times.

STEP 3

Debrief the game (10 minutes)

7. How did you decide on your groups?
8. Did anyone try to make a group of **different badges**?
9. In this game, the badges represent groups of **people**. Think of a group of important people (like community leaders or politicians) - do they tend to form groups with people who are **similar** to them, or **different**?
10. Think of a group of leaders who are all very **similar**, who are making important decisions about climate change. What impact does it have on their decisions that they're all similar people - what do they **miss out** on?
11. It's normal to be drawn to people who are similar, just like when we grouped together according to our badges. This is called **affinity bias** (see definition). But, when we don't mix with new and different people, we miss out on important things - just like missing out on some of the beautiful, natural badges! We can only protect all the different beautiful natural things in the world if a mix of people work together, with different opinions and passions. In the same way, we need to include everyone - not just people who are like us - when we take action to tackle climate change. For example, government leaders who make decisions are often men who don't include women and girls. They also often don't involve young people in decisions about climate change, even though their futures are in danger- we need to change that!



Affinity bias describes how we often prefer and trust people who are like us.

BRING IT HOME

What have you learned today about listening to people who are different to us? Why is it important to include different groups such as girls and women or young people when we make decisions about their lives? Prepare a simple message to explain what you have learned and share it with your family.

Tips for online groups

Step 1: Create set breakout rooms for each group to design their badge.

Step 2:

- To play the game everyone needs to have access to a camera, (such as a webcam or a camera on their phone or tablet) so that their badge is visible for everyone to see.
- In between moving into small groups, participants can roar like a lion, or pat their head and rub their stomach at the same time, until the leader calls out a number.
- Use breakout groups so that people can move into small groups. The leaders should give everyone a bit of time to move in and out of breakout rooms to decide on their small groups (e.g. 30 seconds). Once the groups have formed their groups the leaders should call everyone back to the main room. Repeat three times.





STAGE I

We're all in this together

SUMMARY

Play a fairness game to understand why climate change is worse for some people than others.

IN THIS ACTIVITY YOU WILL

- Play a game to understand what **privilege** means
- Have a chat about how climate change may affect people differently

SUITABLE FOR

Groups

MATERIALS

- Full cups of juice for 10% of the group
- Chairs for 10% of the group
- Two jugs/bottles of water
- Cups for the rest of the group
- (Use recycled items and avoid disposable plastic)

DURATION



45 MINUTES

PREPARATION

- This activity is great for groups that aren't familiar with **the idea of privilege**, and is suited to large meeting spaces. Find or make a small blank card for every player. Mark an X on 10% of the cards.
- Prepare cups of juice for 10% of the group and cups of water for the remaining 90%.

Activity description

? Privilege means a right or an advantage (that was not earned) given to some but not others.

STEP 1

Play a game about privilege (10 minutes)

Activity leader's instructions

1. Choose one person to lead a **running game** of their choice with the group for 10 minutes (for example Tag). During the game, give out the **cards** at random.

2. Once everyone has a card, invite those with an **X** on their card to sit on a **chair**. Observe what happens in the group. Try not to reveal what's happening.
3. Give everyone on the chairs the cups of **juice** and a **jug/bottle** of water. Give everyone else **empty cups** and a **jug** of water to share.
4. Observe the group to see if anyone shares. Do not influence the group.

STEP 2

Debrief the game (15 minutes)

5. How do you feel about **where** you're sitting?
6. How did you feel about the other group? Did you think it was **fair**?
7. Why do you think one group was given more?
8. As a young person, has there ever been a time where you have felt you were treated **unfairly**?
9. People with an **X** on their card (sitting on the chairs) had more advantages than those sitting on the floor. We call these advantages **privilege**. This game represents the different **privileges** that people have in life. The cards were given out at random, just like how some people are all born into a life full of advantages. Although people can't choose the life they're born into (if they're a boy or girl, if they have lots of money or not), we do have control over our **actions** and how we **support** each other.

STEP 3

Discuss privilege and climate change (20 minutes)

10. **Play a new game.**
 - Now, only people sitting on a chair, or who have drunk juice in the last 20 minutes, can **win** the game. You have one minute to try and win the game!
 - Before the game, did your group **share** what you had (limited juice and chairs)? Why or why not?
11. When you had to make a choice in the last game, did you try and win, or help others to win? Was it a **fair** game?
12. The last game represents how **climate change affects us all**, but the effects are worse for people with **less privilege**, for example women and girls, or people with less money. If everyone had shared their juice or chair before beginning the last game, everyone would have instantly won! In the same way, we can't wait to take action on climate change or it will be too late. We need to make sure people born with less privilege are being treated fairly and equally, so that climate change isn't worse for them. Together we can support each other.
 - Name a way climate change may impact **people with less privilege** (see ideas).



THE IMPACT OF CLIMATE CHANGE ON PEOPLE WITH LESS PRIVILEGE

- Climate change might cause some vegetables and animals to die. If this happens, privileged people (with a lot of money) can buy different types of food in shops, but people with **less privilege** can only eat what they grow or can afford, so don't have a choice about food or enough of it.
- When a **big flood or storm** happens, richer countries have resources to rescue people, give them food, and help them rebuild. Poorer countries might be less prepared, so people suffer more.
- Climate change means there is **less freshwater available**. In some parts of the world where people do not have running water in their homes, women and girls are usually in charge of collecting water for the family, so when there's less available it means they have to travel further to get it. However, people with more privilege, like men and boys who don't need to get water, aren't affected by it.

Tips for online groups

- **Step 1:** Ask one person to lead a game for several minutes, and then choose one feature that that game leader has, for example, long hair, a hair band, wearing a purple top. Then announce that everyone else who has that same feature is now going to get a special badge for doing well in that game.
- **Step 2:** Announce that the only people who can win the game are those who were going to get the special badge. Play another game and then complete the debrief.

BRING IT HOME

What have you learned today about privilege? How do you think factors like where you live or being born male or female makes a difference in the advantages you get? Prepare a simple message to explain what you have learned and share it with your family.





STAGE I

Climate action plan, part 1

*Mandatory

SUMMARY

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

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 per person - see page 130) -
- Pencils

DURATION



30 MINUTES

PREPARATION

You can complete this **individually or as one big group**. You may want to re-read **Silvia's stories** and 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? (15 minutes)

1. Imagine that a new Girl Guide has just arrived at your meeting and really wants to do something about climate change. But first, you need to let her know what climate change is!
2. As a group, write a **sentence** to help the Girl Guide understand climate change.
 - Write your answer and draw a picture in **part one** of your climate action plan.



STEP 2

Complete the decision tree (15 minutes)

3. It's time to decide the **two topics** you will complete in stage two.
4. Read out the questions in the **decision tree**, giving the three options for each question. **Stand up** for the option you prefer the most and **stay seated** for the other two options.. Count to see which options have the most votes then move on to the next question.
5. Once you have answered all the questions you will end up with the **two exciting topics** that 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

Recommended topics



STAGE I

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

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

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 – like why we get more floods, heatwaves and storms.

B. I love nature – animals, plants and all living things – and want to help protect them.

C. I care about our water and want to learn how to use it wisely and keep it clean.

Extreme Weather

Animals and Plants

Water

Lifestyle

Health

Freedom

A. I want to learn how our actions – like what we eat, buy, and wear can make a difference to the planet.

B. I want to know how climate change can affect our health.

C. I want to learn how climate change can affect people's freedom and how to make things fair for everyone.

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



STAGE 2



Explore the issues

This stage of the badge is all about choice. Choose **one topic** 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 protect the Earth and prepare for the effects of climate change. If you do not know which topics to choose, 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, choose one topic and complete one of its three activity options.

Extreme weather

Climate change is making the weather more extreme and causing disasters. This is dangerous for the world around us and it harms people too. Extreme weather events are ones that cause great damage and even loss of life.

- **Us against disasters** – Play a game about how to help when a natural disaster strikes.
- **Weather sayings** – Create a poem or song to recognise the signs of extreme weather.
- **Rising seas** – Work together as a team and explore the dangers of sea-level rise.

Animals and plants

Animals and Plants

Protecting nature can save the homes of many animals and reduce the harmful gases that are making Earth warmer. A balanced ecosystem gives us clean air, water and food. Trees and plants can help fight climate change by taking carbon dioxide from the air and storing it.

- **Deforestation: Where are all the trees?**
– Use roleplay to explore why people cut down trees and what you can do about it.
- **Ecosystems: Habitat, water, food** – Play a game about an animal's survival.
- **Biodiversity: Bug Hotel** – Create a place to encourage biodiversity and protect mini-beasts.

Water

Global warming (the increase in the Earth's temperature over time, caused by the actions of humans, e.g. by burning rubbish or using fuel like petrol to drive cars) causes floods and droughts. This can make it harder to get safe and clean water. All living things need water to survive, so when it is harder to get water, everything is in danger.

- **Virtual water** – Play a mix and match game to discover virtual water.
- **Hygiene: Ideas poll** – Create a way to make water clean and safe and convince others to choose your idea.
- **Fresh water: Is there enough water?**
– Play a running game to discover why everyone having access to water is so important.



The impact of climate change on people

Read Silvia's story, choose one topic and complete one of its three activity options.

Lifestyle

Our **everyday actions**- like what we eat, how we travel, and what we buy- can help or harm

the Earth. However, changing how we live is one of the **best ways to tackle climate change!** When we make smart choices, others will want to join us too. Our families, friends, and neighbours can get inspired too- and that helps the Earth even more!

- **The journey of a t-shirt** – Follow the life cycle of a t-shirt and explore the resources needed to make it, use it, and throw it away.
- **Eating with the seasons** – Play a running game to learn which fruits and vegetables are in season.
- **My mini composter** – Transform your food waste by building a mini composter.

Health

Human activity causes water, air and soil to become polluted and unclean and makes climate change worse. This is bad for our health and can make us sick. By learning about the impact of climate change on health, we can recognise possible threats and learn how to keep ourselves healthy.

- **Eco detectives** – Become eco detectives and investigate environmental crimes.
- **Soil explorers** – Explore the soil with your senses and discover how it supports healthy food and a healthy planet.
- **The tree meditation** – Visit a natural place and practice a calming tree meditation. .

Freedom

Climate change restricts people's freedom- by understanding our human rights, we can stand up for ourselves and young people all over the world, so that we can all have equal access to a healthy life and planet.

- **Education: hopscotch** – Play a game of hopscotch to understand the impact of climate change on people's education.
- **Teamwork: Competitive chairs** – Get competitive with a game of musical chairs.
- **Human rights: The happiest place** – Create the happiest place to live in.





STAGE 2

Story time...

Extreme weather

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

- Narrator
- Silvia
- Bird 1
- Bird 2
- Aunty Giulia

Narrator: Silvia closed her eyes, spun around three times and when she opened them, she was outside Aunty Giulia's house. Aunty Giulia was extremely clever - she knew lots and lots of things. Before knocking on the door, she looked up in the air and saw birds flying high in the sky.

Silvia: I wish I could grow wings and fly high like you. How's it going?

Narrator: Two tiny black birds swooped down next to her.

Bird 1: Oh, it's a beautiful sunny day but unfortunately life is complicated for us now. When I was a small chick, this time of the year was lovely and rainy, but now it is too hot and dry. When there is no rainfall for a long time, we call this a **drought**.

Bird 2: I've flown in the sky for many years, and I can see that climate change is causing the sky to change. Warm temperatures are even warmer, cold temperatures are even colder, rainfalls are even heavier, and droughts become even drier.

Silvia: But about the rain - it can't be so bad. Rain makes things grow!

Bird 1: Actually, too much is bad for plants, animals and even us birds - it makes it harder to find food and a place to live.

Bird 2: Yes, sometimes rainstorms destroy my home. Also, they happen at strange times when we aren't expecting them, so it is hard for me to prepare or build my home in a safe place. Some plants, animals or insects can't survive in their homes because it becomes too hot, too cold or even too rainy.

Narrator: Just then, Aunty Giulia arrived home for lunch. She always liked it when Silvia came to visit. She gave Silvia a big hug.

Aunty Giulia: Hello my dear! What adventures are you on today?

Silvia: I'm trying to find out about how climate change affects the weather - why it is changing so much and becoming more extreme.

Aunty Giulia: Oh, that is exciting. I can help you!

Narrator:
Aunty Giulia has lots of wise advice. Complete one activity from this topic to find out about extreme weather and what you can do to protect yourselves.





STAGE 2

Us against disasters

SUMMARY

Play a game about how to help when a disaster strikes.

IN THIS ACTIVITY YOU WILL

- Find out how to stay safe when a natural disaster hits
- Learn about the water cycle

MATERIALS

- None

PREPARATION

This activity requires a large space, preferably outdoors, and an activity leader.

SUITABLE FOR

Groups

DURATION



30 MINUTES

Activity description

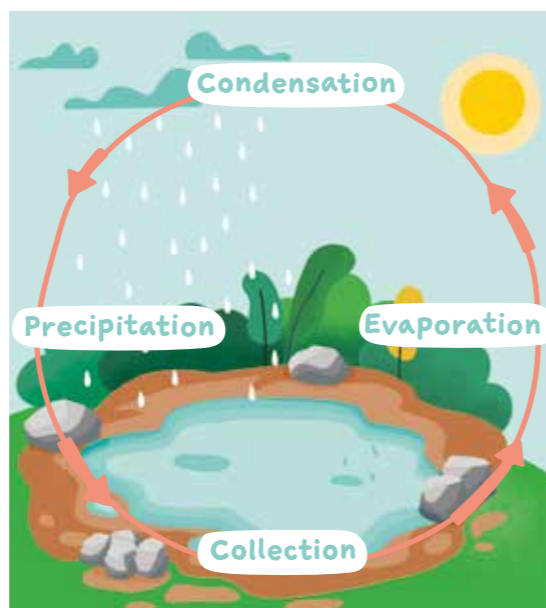
STEP 1

Learn about extreme weather events (5 minutes)

1. Climate change, and specifically the increase in the Earth's temperature, is changing our water cycle.
 - Do you know what the **water cycle** is? See the box provided.
 - Can you imagine how **climate change** impacts the water cycle?
2. Climate change disturbs the water cycle, which causes **extreme weather** and makes extreme weather events more frequent. Extreme weather events are events like wind storms, floods and landslides, tornadoes, tsunamis, wildfires or ice storms that cause a lot of damage and loss of life.
3. Have you ever heard of disasters and extreme weather events happening in your country?

THE WATER CYCLE

The water cycle is how water moves across the Earth.



1. The sun's **heat** makes water in the lakes, seas and oceans **evaporate** (turn into vapour).
2. This invisible vapour rises into the sky where the air is **colder**.
3. The colder air causes the vapour to turn into **droplets (rain)** and **clouds**.
4. When it rains, the water runs back into the lakes, seas and oceans, and the cycle starts again.

STEP 2

Play a running game (15 minutes)

Instructions for activity leader

4. Before starting the game, come up with two or three **saving actions** and practise them together. These are things you might do if you were facing an extreme weather event in real life. For example, climbing to a high place (mime climbing), signalling for help (mime waving a flag), calling a trusted adult (mime shouting), putting down sandbags (mime building a wall), or finding shelter (mime crouching with your arms above your head).
5. Per group of 5-10, everyone plays the role of **villagers**, except one person who plays an extreme weather event. For larger groups, add more extreme weather events.
6. The extreme weather event's goal is to catch all villagers by tapping them. **The villagers' goal** is to continue running and not get caught.
7. If villagers get caught, they have to stop running and grab onto something nearby like a wall, a stone, a tree or even the ground.
8. Villagers can rescue each other by tapping them, then miming a saving action. When the caught villager copies the saving action, they are free.
9. Play the game for about 15 minutes, or until the extreme weather event has captured all villagers.

STEP 3

Debrief the game

10. How did it **feel** being caught by the extreme weather event and waiting for the help of the villagers?
11. As a villager, you could play in two ways: **individually** (focus on escaping the extreme weather event) or **collaboratively** (trying to free the other villagers). How was each way helpful or unhelpful?
12. How can collaboration help in **real life**?
13. Make a list of things you can **do** to help when disasters happen.

More badge fun:

Did you know that YUNGA has a challenge badge all about Disaster Risk Reduction? You can find the badge here:

<http://www.fao.org/yunga/resources/challenge-badges/drr/en/>





STAGE 2

Us against disasters

Continued

Tips for online groups

Step 2:

- Participants will be playing a game of true or false using the disaster statements below.
- If you have a large group use breakout rooms.
- The leader will decide on two saving actions to use during the game. The first 'saving action' will be the symbol for 'true' and the second 'saving action' will be the symbol for 'false'. The leader must read aloud each disaster statement and participants must decide whether the statement is true or false, by signing the action for 'true' or 'false'.
- To play the game everyone needs to have access to a camera, (such as a webcam or a camera on their phone or tablet). If some participants are not able to switch on their camera or do not have access to a camera, you can pair 'true' and 'false' with an emoji and participants can comment the emoji in the chat.



Disaster statements:

1. Hurricanes only occur over cold ocean waters - **False**, hurricanes form over warm ocean waters.
2. Lightning is caused by the collision of ice particles within a cloud - **True**, the collision of ice particles in a thunderstorm can create electrical charges, leading to lightning.
3. Droughts are long periods of time with too much rainfall - **False**, droughts are long periods of time with little or no rainfall.
4. Floods only happen when rivers overflow - **False**. Floods can also be caused by heavy rainfall, storm surges, and melting snow.
5. The eye of a hurricane is the calmest part - **True**, the eye of a hurricane is typically calm with light winds and clear skies compared to the surrounding storm.
6. Wildfires are big fires that happen in nature, like in forests or grasslands - **True**, wildfires start when things like dry leaves, grass, or trees catch on fire. They can spread quickly and burn a lot of land.
7. A tornado is a large wave caused by an underwater earthquake or volcanic eruption, **False**. A tornado is a rapidly rotating column of air that extends from a thunderstorm to the ground. A large wave caused by an underwater earthquake is called a tsunami.
8. Wildfires can be started by lightning strikes - **True**, this is because the lightning is very hot and can make dry plants catch on fire.





STAGE 2

Weather sayings

SUMMARY

Create a poem or song to recognise the signs of extreme weather.

SUITABLE FOR

Groups and individuals

MATERIALS

- Pens and paper

PREPARATION

None

DURATION



30 MINUTES

Activity description

STEP 1

Discuss natural ways of predicting the weather (5 minutes)

1. People used to use nature to predict the weather - and some people still do!
2. Have you ever heard any **sayings** about the weather (for example: "Ring around the moon? Rain real soon.")?
3. Do you know of any tricks to predict the weather?

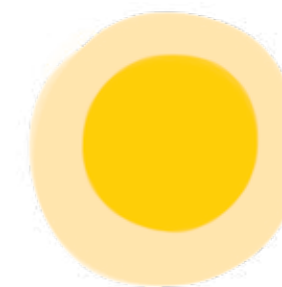


STEP 2

Create your own weather poem or song (15 minutes)

4. Read out or display the following **five facts** about the weather (from a trusted source):
 - **Fact 1: Clouds** are pushed around by wind. So if you notice the wind blowing in one direction but the clouds moving in a different direction, that means the weather is disturbed and there might be a storm coming.
 - **Fact 2:** We can all **smell** better when the weather is humid. So if you can smell normal things really strongly, this might be a sign of rainy weather coming up.
 - **Fact 3:** Humans can feel **low air pressure** (older people might feel pain in their joints), but animals feel the change in weather better than us. If they become agitated for no reason, it might be a sign of rain or storms coming.

- **Fact 4:** Spiders have a great sense of **humidity**. If you see them leave their web and hide, it might mean rain is coming.
 - **Fact 5:** If you see a **rainbow** in the morning, it means that it has rained in the west, and so the rain might be coming your way.
5. In patrols, create a catchy **song** or a **poem** to help remember the five facts above.
 6. Present your poem or song to the rest of the group.



STEP 3

Discuss weather forecasts and monitoring (10 minutes)

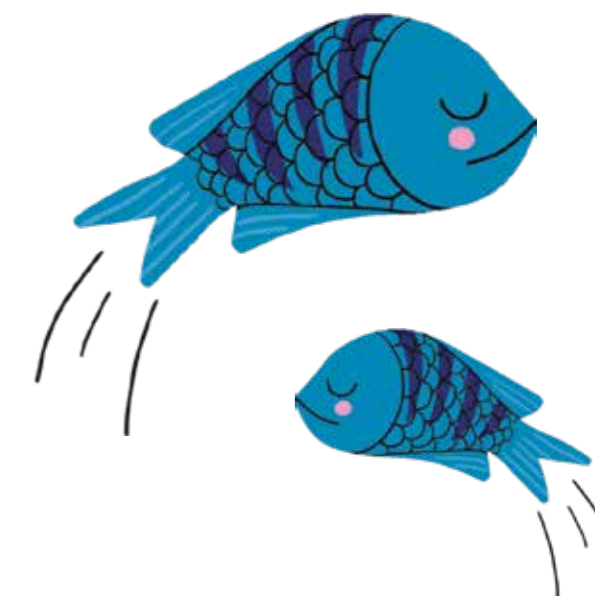
7. Climate change makes the weather more **extreme**. It makes warm temperatures warmer, cold temperatures colder, storms more dangerous, rainfalls heavier, droughts more intense etc.
8. Climate change is also causing more **extreme weather events**, which cause a lot of damage. This is bad for plants and animals, because it changes their environments and can make it harder for them to survive. It is also dangerous for people.
9. Why is it important to be able to **predict** the weather, especially in a world where climate change disturbs it?
10. It's important to get the **right information** on the weather, especially because climate change makes the weather more difficult to predict and more **dangerous**.
11. Where can you go to check the long-term **weather forecast** from a trusted source? For example, speak to community experts, check local radio and television stations, and the national Red Cross office.

BRING IT HOME

Ask older people what the weather was like when they were growing up. Compare it with the weather now, and share what you have learned about how climate change impacts the weather, and where to get a precise weather forecast.

Tips for online groups

- **Step 2:** Use breakout rooms to get into groups to create the catchy song or poem.





STAGE 2

Rising seas

SUMMARY

Work together as a team and explore the dangers of sea-level rise.

IN THIS ACTIVITY YOU WILL

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

SUITABLE FOR

Groups

MATERIALS

- Large pieces of used/recycled paper (flipchart paper, newspaper stuck together) or cloth

DURATION



40 MINUTES

PREPARATION

- Prepare a large piece of paper/cloth per small group. The pieces of paper should be big enough for four or five children to stand on them comfortably, without touching each other.
- Step one needs an activity leader.

Activity description

STEP 1

Work together as a team (20 minutes)

1. Divide into **teams** of four or five players.
2. Each team collects a large piece of paper or cloth and stands on it. Imagine that your paper or cloth is in a place near the **sea**.
3. Climate change is causing sea-levels to rise. Can you guess **why**?
4. Sea-level rise causes **floods** and damages near the sea. This means there is less space for people living near the sea. Step off the piece of paper and fold it in half.
5. Your whole team now has 10 seconds to step back on to the piece of paper.
6. What if the sea rises some more? Fold the paper again – can you all still fit?
7. Now think of things we can do to reduce **climate change** (see stage one), which is making the sea levels rise. For each idea you come up with, unfold the paper once.

Instructions for activity leader

1. When teams have folded their piece of paper or cloth, count down from 10 to give them time to work out how to stay on their piece.
2. Continue playing rounds until all teams have been eliminated.



Explaining the rise in sea-levels

The actions of humans are making the Earth warmer (climate change). Because of this, large sheets of ice (as big as whole cities!) in the North and South poles are melting. This adds water to the seas and causes the sea levels to rise. Also, as water droplets get warmer, they take up more space. So as climate change causes the sea to become warmer, all the droplets become bigger and make sea levels rise.

BRING IT HOME

Share what you learned with your family, and start a new habit that can help reduce climate change!

STEP 2

Debrief the game (20 minutes)

8. How did it feel to have less and less space?
9. How does this game relate to **real life**? - how might people be affected by having less land available, especially those on islands or in coastal areas?
10. Be aware that some people might be upset by the game, especially if they have experienced something similar in real life. Remind them that these changes will not happen from one day to the next, and lots of people are working hard to find solutions. It's also up to us to take action!
11. Who do you think should be **responsible** for reducing climate change? Why?

Tips for online groups

Step 1: This activity works best with a maximum of four groups in the meeting room. If you are a large group, use breakout rooms.

- Use a collaborative online whiteboard for this activity. Divide the whiteboard evenly and assign each group a specific area to draw.
- Instead of all standing on a piece of paper, teams must quickly draw a home on their assigned space of the collective whiteboard to represent the number of members in their teams.
- As the activity progresses, teams must divide their space in half and again draw a home to represent the number of members in their team within 10 seconds.





STAGE 2

Story time...

Animals and plants

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

- Narrator
- Silvia
- Ant 1
- Ant 2
- Bird 1
- Bird 2

Narrator: Silvia spun around three times and when she opened her eyes she was in a tropical forest! She could see the monkeys swinging from the high trees, hear the birds squawking and smell the fruity flavours in the air.

Silvia: Wow, this is paradise! All of the animals look so happy, and they all have a job to do. Even the little ants are busy at work.

Narrator: Two ants looked up at her.

Ant 1: We may be small, but we are mighty. We can lift really heavy things and we help keep the forest floor clean.

Ant 2: Every living thing is important, and we are all connected. We live in a community we call an ecosystem. This **ecosystem** helps the Earth stay **balanced** so that all living things can survive.

Silvia: I haven't heard this word before - thank you!

Ant 1: There's another important word you should know: **biodiversity**. This is when there are lots of different types of animals and plants living together in one place.

Narrator: Silvia looked up in the air and saw two birds that flew closer.

Bird 1: We hear that you're learning about our lives. We're sad because we can see that every year the number of trees is getting smaller and smaller. Sometimes our homes are destroyed so we can't stay.

Bird 2: I moved three times this year! It was terrible. We'd love to tell you more about the lives of animals and plants. Maybe you can help our forest and other natural places stay balanced and healthy, and help us keep our homes?

Narrator:
The birds have lots to share with you. Complete one activity from this topic to find out more about why plants and animals are important.





STAGE 2

Deforestation: Where are all the trees?

DURATION



30 MINUTES

SUMMARY

Use roleplay to explore why people cut down trees and what you can do about it.

IN THIS ACTIVITY YOU WILL

- Think about why people cut down trees
- Find out why protecting forests and woodland helps people and nature

MATERIALS

- Whistle

PREPARATION

This activity needs an activity leader.

SUITABLE FOR

Groups

Activity description

STEP 1

Why do people cut down trees? (10 minutes)

1. As a group, think of all the things that can be made from **wood**, and why a person would cut down a tree (see box provided).
2. Now think of all the **benefits of trees in forests or woodland** (see box).
3. Did you know trees can help **fight climate change**?
 - Trees take carbon dioxide (one of the harmful gases that make the Earth warmer) from the air and keep it in their leaves. At the same time, they produce oxygen. So they remove harmful gases and instead give us clean air for all of us to breathe.



Common things made from wood: paper, different types of furniture, homes/buildings.

Reasons people cut down trees: to sell wood (make money), for firewood, to make paper, to build furniture, to build homes, to clear land for new buildings, to clear land for farming, to drill or mine.



The benefits of trees:

- Produce oxygen that we need to breathe
- Keep carbon dioxide in their leaves
- Provide a home for animals and insects
- Reduce wind speed and cool the air
- Prevent areas from turning into desert
- Reduce noise (by deflecting or absorbing the sound waves!)
- Provide shade
- Provide medicine
- Improve the beauty of an area.

STEP 2

Play a game of tag (10 minutes)

4. Everyone in the group plays the role of trees in a forest, except two people who play the **people**.
5. The **people** run around and '**chop down**' the trees by catching the forest group. If you are caught, you must crouch on the floor and stay very still.
6. Everyone must stop when they hear the **whistle** (or the stop signal).
7. After most of the trees have been caught, stop playing the game.

More badge fun:



Did you know that YUNGA has a challenge badge all about biodiversity? You can find the badge here:

<http://www.fao.org/yunga/resources/challenge-badges/biodiversity/en/>

BRING IT HOME

Choose one action that you came up with to try at home. You can also do it as a group challenge and check in at the end of the programme to see how everyone is doing.

STEP 3

Debrief the game (10 minutes)

8. What would happen if the people keep chopping down trees until there are none left?
9. Who would **lose out** the most?
 - Everyone - nature would lose its habitat and people would lose out on all the benefits of trees.
10. Climate change is also one of the reasons there are fewer trees in the world. Can you imagine **why**?
 - Climate change is disturbing the weather, and causing floods, droughts, storms, or even causing the weather to be so hot that there are fires in forests. All of this is killing trees.
11. How would losing trees in your local area affect **your life**?
12. Agree on one way you (as an individual or as part of a group) can help **protect** trees and biodiversity.

Some examples include:

 - Use less paper: Write on both sides, recycle, or use scrap paper.
 - Plant a tree or care for one nearby: Water it, protect it, or learn about it.
 - Share what you learned: Tell family or friends why trees are important.
 - Eat less meat: Forests are often cleared to make space for farming animals or crops to feed animals. Choosing plant-based meals helps reduce pressure on forests.

Tips for online groups

Step 2:

- Use a collaborative online whiteboard.
- In this activity the 'trees' must continuously draw as many trees as they can on the whiteboard. The 'people' must 'chop down' as many trees as they can by erasing the drawing of the trees.
- The game ends when most of the trees have been 'cut down', or when the leader stops the game.





STAGE 2

Ecosystems: Habitat, water, food

SUMMARY

Play a game all about an animal's survival.

IN THIS ACTIVITY YOU WILL

- Discover three important parts of an animal's habitat
- Think about how climate change is affecting homes for people and animals

SUITABLE FOR

Groups

MATERIALS

- None

PREPARATION

This game works best if played in a large group.

DURATION



30 MINUTES

Activity description

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

STEP 1

What is a habitat? (5 minutes)

1. What do you think **habitat** means? See box provided.
2. What things are important to have in a habitat?



A habitat is the natural home or environment of an animal, plant or other living creature. In a habitat, it is important to have space, water, food and shelter.



STEP 2

Play the game (15 minutes)

Instructions for activity leader

1. Divide the group into two roles: a **third** of the group becomes **plant-eating animals** and everyone else becomes **habitats**.
2. Before starting, everyone practises the **signs** they will all need - call out the following and the group does the action:
 - Shelter = make a ^ (or hat) shape over your head
 - Water = hands on mouth
 - Food = hands on stomach
3. Ask the **animals** to choose a local plant-eating animal to become.

4. Animals and habitat groups **line up** on either side of the space, with their backs turned to one another. Then, play Round 1:

- On the count of three, everyone will show a **sign** (without turning!): each animal decides what it **needs** (shelter, water or food) and each habitat decides what it will **be** (shelter, water or food).
- On the next count of three, both groups **turn** to face each other (you cannot change your sign).
- When the leader says, "Find your habitat" each **animal** finds a matching **habitat** and brings this person back to the animal side. If an animal cannot find what it needs, it dies and becomes part of the **habitat group**. The more dramatic the death, the better!

5. Play **three rounds** in total:

- **Round 2: No food**
 - » **Secretly** tell the habitat group, "There is **no food left** for the animals because people have ruined the habitat." So the habitat group can **only** make the sign for **water and shelter**.
 - » Play a round, then say that all the hungry animals are dead because there is no food.
- **Round 3: No water**
 - » **Secretly** tell the habitat group, "There is **no more water** for animals to drink because people have polluted it." So the habitat group can **only** make the sign for **shelter**.
 - » Play another round, and then say that all the thirsty and hungry animals are dead because there is no food and no water.
- **Round 4: No shelter**
 - » **Secretly** tell the habitat group, "There is **no shelter** because people have dug up all the trees and plants." So the habitats sit down quietly - when the animals turn around, the habitats just smile and wave.
 - » All the animals die.

6. If all animals die before round four, stop playing the game and move on to step three (debrief).

STEP 3

Debrief the game (10 minutes)

7. Explain that this game shows what happens when we don't take care of **habitats**. If we cut down a tree or pollute a river, we are not just affecting that tree or river but also many other living things - they're all connected.
8. As animals, how did it make you **feel** when you couldn't find your habitat?
9. How do you think **climate change** is affecting wildlife's natural habitats? How do you think climate change is affecting habitats for **people**?
10. Climate change disturbs the **weather**. This means that some plants, animals or insects can't survive in their habitat because it becomes too hot, too cold, too rainy etc. Climate change also causes storms or forest fires, which can destroy habitats for wildlife. This is happening to animals every day, but it is also happening to **people**. If there are less plants and animals, it means there is less **food** for people. The storms caused by climate change can also destroy people's **houses**. Climate change affects the food we eat, the water we drink and the places we call home.

More badge fun:

Did you know that **YUNGA** has a challenge badge all about biodiversity? You can find the badge here:

<http://www.fao.org/yunga/resources/challenge-badges/biodiversity/en/>



Tips for online groups

- To play the game everyone needs to have access to a camera, (such as a webcam or a camera on their phone or tablet).
- If you are in a large group, use breakout rooms
- Once participants have been assigned their roles, on the count of three everyone must show their sign by completing the correct action.
- When the leader says, "Find your habitat" each animal takes it in turns to quickly call out the name of a person with a matching habitat. That person moves onto the animal side. If an animal cannot find what it needs, it dies and becomes part of the habitat group. The more dramatic the death, the better!
- For rounds 2,3,4, move the animals to a breakout room or waiting room and explain the commands to the habitat group for each round.





STAGE 2

Biodiversity: Bug Hotel

SUMMARY

Create a place to encourage biodiversity and protect mini-beasts.

IN THIS ACTIVITY YOU WILL

- Understand why biodiversity is important
- Make a place that helps different types of nature live together

PREPARATION

Choose a suitable site where the ground is level and firm. Keep the site away from vegetable beds and in a place that will not be disturbed.

Step two will need adult support and supervision to lift heavy objects etc.

MATERIALS

- String
- Pens or pencils
- Coloured pens or pencils
- A4 paper
- Natural materials (for example leaves, twigs, feathers)
- Clean, recycled items
- Wooden pallets
- Bricks
- Old groundsheet or tiles
- Tools

DURATION



40 MINUTES

SUITABLE FOR

Groups and individuals

Activity description

STEP 1

Explain why biodiversity is important (10 minutes)

1. What does **biodiversity** mean? Why is it important? See the box provided.
2. Climate change disturbs the **weather**. This means that some plants, animals or insects can't survive in the place where they used to live anymore because it becomes too hot, too cold, too rainy etc. But we can all help protect biodiversity to keep our planet happy and healthy. Today, we will help protect bugs by creating a hotel where they can stay.



What is biodiversity?

Biodiversity is the variety of life on Earth: plants, animals, the creatures that are too small to see, and also the places where these things live. Having lots of different types of life on Earth is very important: it helps all of us stay healthy, nourished and happy. It is thanks to biodiversity that we have oxygen and clean water! We need to protect it to control climate change.

STEP 2

Build a bug hotel (30 minutes)

There are four stages to building a bug hotel where small creatures and insects can feel safe and comfortable.

3. **Create a garden** surrounded by nectar-rich flowers – essential food for butterflies, bees and other insects that help flowers bloom.
4. **[This step needs an adult to help!] Build the basic structure.** You will need a strong, stable framework that is no more than a metre high. Start by laying some bricks on the ground as sturdy corners. Leave some spaces in between the bricks – try creating an H-shape. Add three or four layers of wooden pallets on top of your bricks. If you leave larger openings, you're more likely to attract small creatures.
5. **Fill the gaps.** The idea is to provide all sorts of different holes, tunnels and beds. Include:
 - dead wood and loose bark for creepy crawlies such as beetles, centipedes and spiders.
 - holes and small tubes (made out of bamboo, reeds and drilled logs - not plastic) for bees.
 - larger holes with stones and tiles, which provide the cool, damp conditions frogs and toads like.
 - dry leaves, sticks or straw for ladybirds, and other beetles and bugs.
 - dry leaves - like a natural forest floor.
6. **Add a 'roof'.** When you think your hotel is tall enough and your stack is stable, put a roof on it to keep it relatively dry. Use old roof tiles or some old planks. You could even give it a 'green' or 'brown' roof by putting a bit of rubble or gritty soil on top. Only plants that love dry conditions would be able to live on the top.



TIP

Mark the site of your hotel on a map so you can revisit it easily.

BRING IT HOME

Revisit your bug hotel as you progress through this badge. Record any bugs you find around your hotel. Bring your family and friends to your bug hotel and share your knowledge of biodiversity with them.

More badge fun:



Did you know that YUNGA has a challenge badge all about biodiversity? You can find the badge here:

<http://www.fao.org/yunga/resources/challenge-badges/biodiversity/en/>

Tips for online groups

Step 2:

- Let your group know ahead of time that they will be building a bug hotel and notify them of the materials needed and that they will need the support of a trusted adult.
- Ensure that a leader can make the bug hotel 'live' during the unit meeting and encourage everyone to follow along from wherever they are joining.
- Remind participants that they will need to find an appropriate place to leave their bugs hotel so that this can be enjoyed by the local bugs.



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

- Narrator
- Fish 1
- Fish 2
- Silvia

Narrator: Silvia looked around her, in wonder.

Silvia: Wow! I am learning so many new things on this adventure!

Narrator: She couldn't wait to see where she'd be next. She closed her eyes tight and spun around three times. When she opened them again, she was by a beautiful lake! She looked up and she could see the sun high in the sky. The lake was a bit muddy so she couldn't see all of its amazing animals inside. As she was peering into the lake, two fish jumped out of the water, wiggled their tails and flapped their fins.

Fish 1: Hello there. I hear you're a friend to all of us.

Silvia: Hi! Yes, but I'm quite worried about you, and us. I heard that the Earth is getting hotter and this means there may be less water to drink. The thing is, I see lots of water here!

Fish 1: What you can't see is how big this lake used to be. It was more than three times the size. It would take us all day to swim across the lake, but now it only takes us one hour.

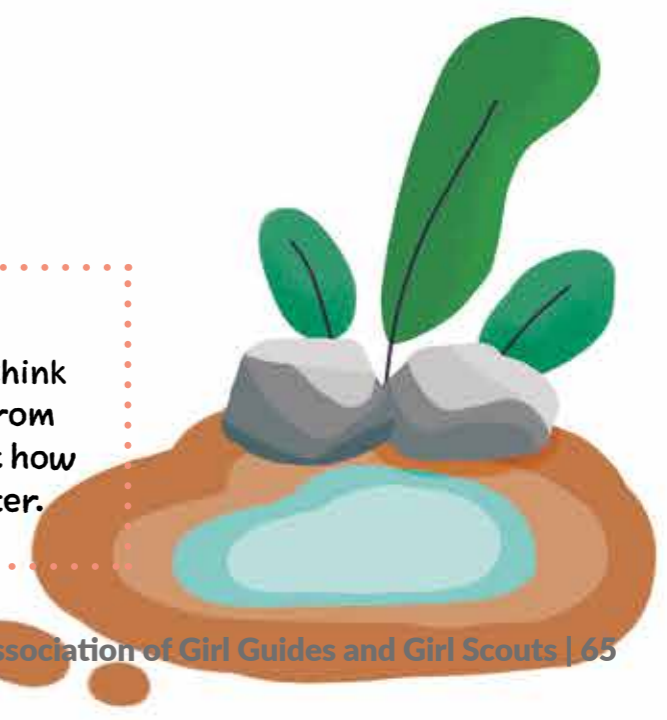
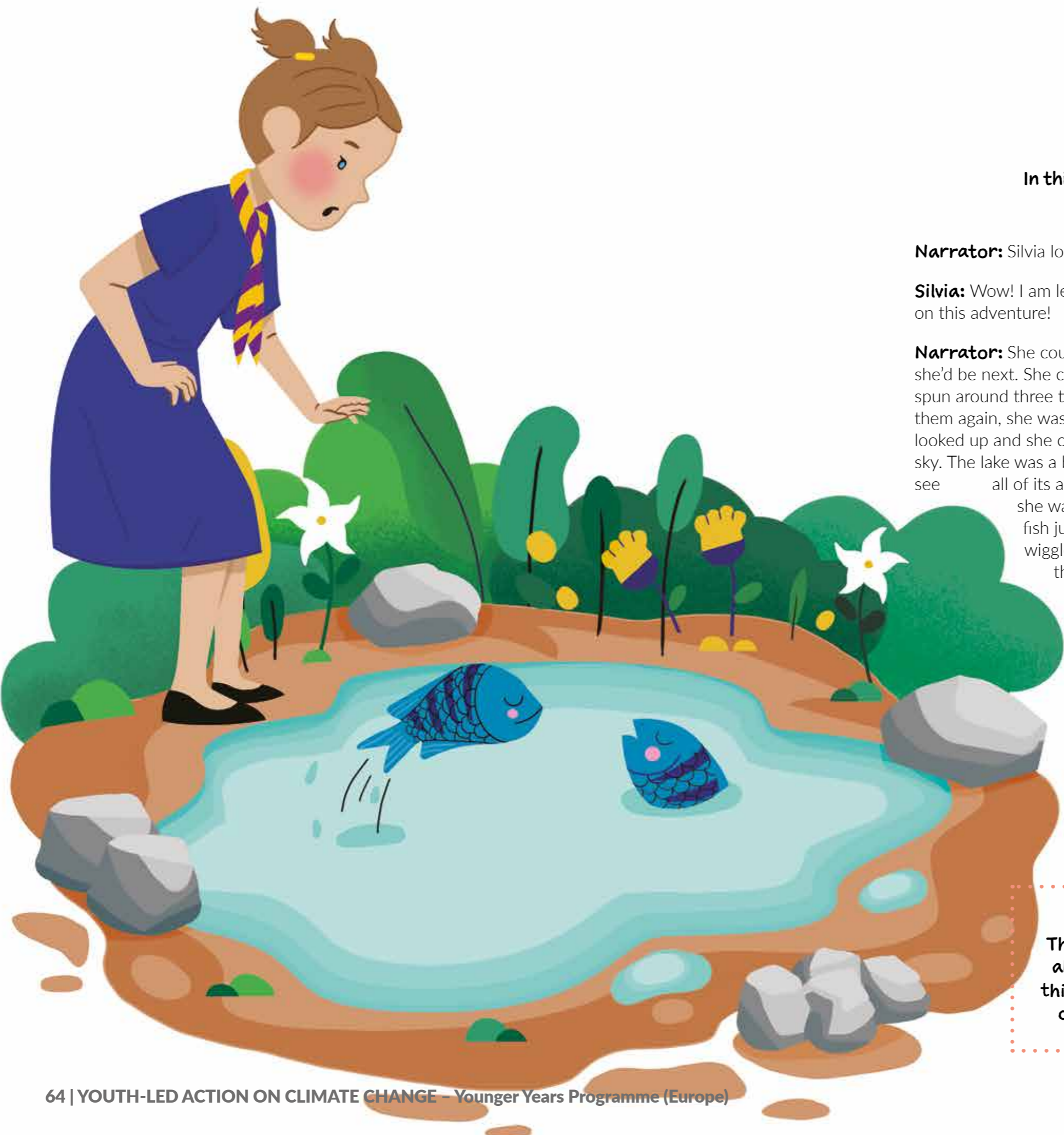
Fish 2: I think it's because more **humans** are now coming to our lake. They take our water to drink, even when they live far away. On top of this, more animals come to our lake to have their lunch, and the **droughts** are longer (the times when there is no rain for a long period).

Fish 1: Humans used to collect the rainwater that falls from the sky, but they are not doing that any more.

Fish 2: Come with us, we have something to show you. The size of the lake isn't only affecting animals like us, it also affects people.

Narrator:

The fish have given you a lot to think about. Complete one activity from this topic to find out more about how climate change affects our water.





STAGE 2

Virtual water

SUMMARY

Play a mix and match game to discover **virtual water**

IN THIS ACTIVITY YOU WILL

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

SUITABLE FOR

Groups and individuals

MATERIALS

- Mix and match cards

PREPARATION

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

DURATION



30 MINUTES

Activity description

STEP 1

Play a mix and match game

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



Answers:

1 bathtub = 100 litres of water

- 1kg beef: 150 bathtubs
- 1kg chicken: 40 bathtubs
- 1kg pork: 60 bathtubs
- 1kg eggs: 30 bathtubs
- 1L milk: 10 bathtubs
- 1kg cereals: 15 bathtubs
- 1kg vegetables: 3 bathtubs
- 1 t-shirt: 25 bathtubs
- 1kg chocolate: 170 bathtubs
- 1kg rice: 25 bathtubs

STEP 2

Debrief the game

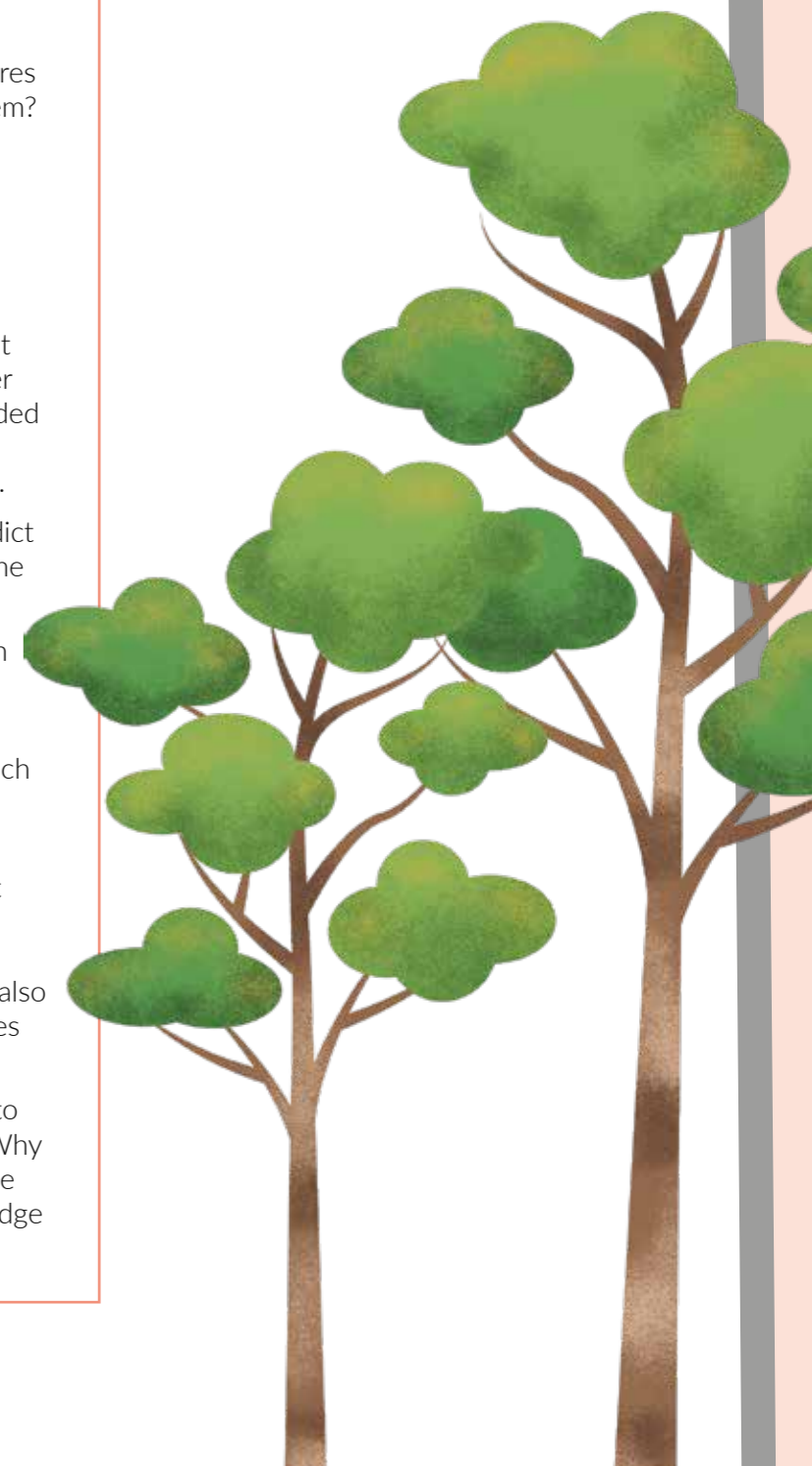
3. Was it **easy or hard** to guess how many litres of water were needed to produce each item? Which ones **surprised** you most?
4. What do you think **virtual water** is?
 - Virtual water is the **hidden water** used to make the food and products we use every day. Take rice as an example: we use boiling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

BRING IT HOME

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

Tips for online groups

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















STAGE 2

Water cards

Water consumption

150 bathtubs	10 bathtubs
60 bathtubs	30 bathtubs
3 bathtubs	40 bathtubs
15 bathtubs	25 bathtubs
170 bathtubs	25 bathtubs

Items

		
1 T-shirt	1kg of chocolate	1kg of rice
		
1L of milk	1kg of cereals	1kg of vegetables
		
1kg of beef	1kg of chicken	1kg of pork
		
1kg of eggs		





STAGE 2

Hygiene: Ideas poll

SUMMARY

Create a way to make water clean and safe and convince others to choose your idea.

IN THIS ACTIVITY YOU WILL

- Design a way to solve water pollution in your area
- Practise how to convince others

SUITABLE FOR

Groups

DURATION



30 MINUTES

MATERIALS

- Pens and paper
- Tokens for the voting

PREPARATION

None

Activity description



STEP 1

Discuss clean water (15 minutes)

1. What is **clean water**?
2. How are **climate change** and access to clean water linked?
 - Climate change disturbs weather. It causes droughts, and makes them longer and more intense. This means that there is less water available, and that people might need to compete with each other, with animals and with industries that use water to get access to clean drinking water.
 - **Water pollution** (water becoming dirty and harmful because of human activity) is a serious problem. It can come from plastics and waste, sewage being put in lakes and rivers, chemicals used by

industries and agriculture etc. As well as more frequent droughts, climate change also causes more frequent floods. Because of floods, water may overflow and clean water gets mixed with polluted water, which makes it unsafe to drink for humans and animals, and unsafe to use to grow our food.

3. In the world, **one out of three people** do not have access to safe drinking water. What consequences do you think that has?

STEP 2

Come up with a creative solution (10 minutes)

Instructions for the activity leader

4. Give each patrol one of the following **problems** (more than one group can have the same problem):
 - Humans are putting lots of **plastic** in the water (food wrappers, drink bottles, bags, straws, takeaway boxes), which makes our water unsafe to drink for humans and animals.
 - Factories and agriculture are putting lots of **chemicals** in the water that cause serious diseases and kill animals and plants.
 - Big fishing boats are putting **oil** in the ocean that kills fishes and plants, and dirties the water.
 - When there are floods, **viruses and bacteria** (that we can't see) spill out and make us sick. This is because the floods fill the sewage systems that carry our waste.
5. In patrols, come up with a **creative solution to solve a water pollution problem**. Use your imagination to make sure that all of our water can always stay **clean**. Your solutions don't need to be realistic.
6. When you have your solution, each patrol has two minutes to **present** their idea to the rest of the group. They need to be as convincing as possible as there will be a vote at the end!
7. Once everyone has presented, each person puts a **token** in front of the patrol that has convinced them the most. Patrols cannot vote for their own ideas.
8. The patrol with the most tokens **wins!**

STEP 3

Debrief (5 minutes)

9. Which team **won**?
10. What made their idea most **convincing**?
11. How could their idea be used in **real life**?

More badge fun:

Did you know the United Nations Environment Programme (UNEP) has a challenge badge all about plastic pollution? You can find the badge here:

<https://www.waggs.org/en/what-we-do/plastic-tide-turners-challenge>



Tips for online groups

Step 2:

- Use breakout rooms so groups can discuss their creative solution to solving a water pollution problem.
- When voting for the most convincing team, participants should write the number of the team they are voting for in the chat.





STAGE 2

Fresh water: Is there enough water?

SUMMARY

Play a running game to discover why everyone having access to water is so important.

IN THIS ACTIVITY YOU WILL

- Find out why climate change makes it harder for everyone to have enough water
- Work as a team to achieve a goal

SUITABLE FOR

Groups

MATERIALS

- None

PREPARATION

None

DURATION



45 MINUTES

Activity description



STEP 1

Start a discussion about why water is important (5 minutes)

1. Create **three teams**. One team is **water**, one team is **people** and the third team is **nature**. If your three teams are not equal in size, the water group should be the smallest.
2. Each team has **five minutes** to discuss one of the following:
 - **Water:** What do we need water for in our **everyday lives**? Try to list as many things as possible. Think about more 'hidden' things that you can't directly see (i.e. things that may need water to live, to be built or produced.)
 - **People:** Think about everything that **people** need water for. Try to list as many things as possible.
 - **Nature:** Think about all the **living things** that need water to survive (animals, trees, fields, fish etc). Each person chooses one of these things to become.



Ways we use water:

- Drinking
- Cleaning (ourselves and things)
- Cooking
- Toilet
- Laundry
- Watering plants
- For animals

It also takes a lot of 'hidden' water to produce the food we eat, the energy we use and the things that we buy. For example, it takes 2,700L of water to make one T-shirt!

STEP 2

Play a running game about water (20 minutes)

3. The **nature** and **people** teams sit down in a circle together. The **water** team stands outside the circle.
4. As a group, choose a short **song** related to water (or the weather).
5. While everyone is singing the song, players in the circle (people and nature groups) close their eyes. The **water** players walk around the circle and **tap** one person on the head each.
6. By the end of the song, anyone who wasn't tapped on the head stands up and **leaves** the circle. Everyone else stays in the circle.
7. Those who left the circle can rejoin by **chasing** a water player, tapping them and shouting, "water". Only the first player to tap and shout, "water" can rejoin the circle; all other people and nature players still standing are eliminated. The water player who was tapped first is also eliminated.
8. Play again until there is only one player left in the circle or all water has been eliminated. The last player(s) in the circle win(s)!

STEP 3

Debrief the game

9. Who **won** the game: people, living things? Which things?
10. Thinking back to the discussion from the beginning, could your community survive if only these winner(s) had water? For example, if the winners of the game were a person and a field, discuss whether your community could survive with only one person/family and one field having access to water.
11. Take time to share pre-game reflections and discuss everything that we all need water for.

BRING IT HOME

Why is it important that everyone has water? How is climate change making this difficult? Prepare a message about this issue and share it with your family.

STEP 4

Discuss the impact of not having access to clean water (10 minutes)

12. Have you or anyone you know ever been in a situation where you didn't have enough water?
13. Climate change is making **droughts** more frequent, which means there is less water available. It is also causing floods, which make water dirty and unsafe to drink or use for agriculture.
14. We all need to think about how this is going to affect us. How does the idea of not having enough water make you **feel**? What impact will this have on you, your family and friends, your community?
15. Share your thoughts and reflections if you want to.

More badge fun:

Did you know **YUNGA** has a challenge badge all about water? You can find the badge here:

<http://www.fao.org/yunga/resources/challenge-badges/water/en/>



Tips for online groups

Step 1:

- Use breakout rooms to create teams for Water, People and Nature. If the group is uneven, assign fewer participants to Water.

Step 2:

- Play a short water-related song or sound clip (rain sounds, a water-themed song).
- While the song plays, Water team members privately message one participant each (instead of tapping heads).
- When the music stops, those who didn't receive a message are "out of the circle."
- The first "out" player who types "Water" in the chat gets to rejoin. The water player who messaged them is eliminated.
- Play again until there is only one player left or all water has been eliminated.





Story time... Lifestyle

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

- Narrator
- Silvia
- Dog
- Mouse 1
- Mouse 2

Narrator: Silvia took a deep breath and looked around her. She saw all of the beautiful plants and the wonderful sky, and heard the sounds of nature. It would be terrible if all of this was to change! What is even more terrible is that humans are the ones who are ruining our amazing world.

Silvia: What can I do about all of this?

Narrator: Just then, a small dog and two mice stopped by her side.

Dog: I've lived with people my whole life - I have an idea! Why don't you tell humans how their lifestyles can help fight climate change? If they change little things they do every day, together they could make a big difference.

Silvia: What do you mean?

Mouse 1: For example- what we eat, how we travel, and what we buy- can help or harm the Earth. Our everyday choices can help us live more sustainably.

Silvia: Hmm, and what does living sustainably mean?

Mouse 2: Living sustainably means using only what we need and making decisions that will help the Earth; for example, not buying food wrapped in plastic, not wasting food or buying second-hand clothes instead of new ones. This means people, animals, and plants can all live well now and in the future.

Silvia: I have to learn more but I'm going to need your help.

Narrator:

Think about what you have learned so far. Can you name some of the ways you can make smart choices to help fight climate change? Complete one activity from this topic to find out about how making small changes in our daily lives can make a big difference!





STAGE 2

The journey of a t-shirt

SUMMARY

Follow the life cycle of a t-shirt and explore the resources needed to make it, use it, and throw it away.

IN THIS ACTIVITY YOU WILL

- Understand the life cycle of the things we buy and their impact on the environment
- Come up with creative ways to reduce our climate change impact from everyday items

MATERIALS

- T-shirt life cycle stages
- Symbols

PREPARATION

Cut out the t-shirt life cycle stages and 3 sets of symbols

SUITABLE FOR

Groups

DURATION



35 MINUTES

Activity description

STEP 1

Set the scene (5 minutes)

1. Ask participants to have a look at the labels of their clothes- Have you ever wondered how your clothes are made and where your clothes came from before you owned them?
2. Explain that they are going to follow the journey of a t-shirt and understand all of the things needed to make and use it.



STEP 1

Story building (20 minutes)

3. Place the t-shirt life cycle cards on the floor and invite participants to arrange them in the correct order and ask them to describe what is happening at each stage.
4. Next introduce the different symbols:
 - Energy (lightbulb)
 - Greenhouse gas (GHG) emissions (cloud)
 - Water (droplet)
 - Chemicals (chemical bottle)
 - Transport (truck)
 - Land (field)
5. Ask participants to think about which resources are used at every step. Invite participants to place the symbols next to

each stage and prompt them to think about 'hidden' resources that they may not have thought about:

- Cotton is grown (Land, water, chemicals such as pesticides to grow cotton, energy from tractors, GHG emissions)
- Cotton transformed into a t-shirt in a factory (Energy to work the factory machines, GHG emissions, chemicals & water to dye the cotton)
- T-shirt shipped to another country (Transport, GHG emissions)
- T-shirt displayed in a shop (Energy to run the shop, GHG emissions)
- Person buys and wears the t-shirt (Energy & water to wash the t-shirt, GHG emissions)
- T-shirt thrown away to landfill (Land, GHG emissions- as products decompose, they release gases such as methane)



BRING IT HOME

Pick one of the ideas you came up with to try at home. You could even make it a challenge with your Guide/ Scout group to try for the rest of the programme!

STEP 3

Debrief (10 minutes)

6. Hold a group discussion:
 - What surprised you most about the journey of a t-shirt?
 - Which parts of the t-shirt's journey make greenhouse gases that add to climate change?
 - Were there other parts of the journey that could be harmful to the environment? (e.g. water pollution from chemical dyes, pesticides that could kill pollinators like bees)
 - Are there other items that we use every day that you think also have a long journey, like the t-shirt?
7. The things we use every day can add to climate change, but the good news is that we can make smart choices to help the environment! Brainstorm some ideas for how we can use less, create less waste, and take better care of the things we buy. Some ideas include:
 - Buying second-hand
 - Buying less
 - Repairing items
 - Hosting a clothes or toy swap
 - Recycling items e.g. donating to a shop
 - Buying things that are made in a nature-friendly way e.g. organic cotton that doesn't use pesticides

Tips for online groups

- Use an interactive whiteboard to put the t-shirt stages in the correct order.
- For the resources, create icons that participants can drag and drop, or ask participants to draw them next to each stage.

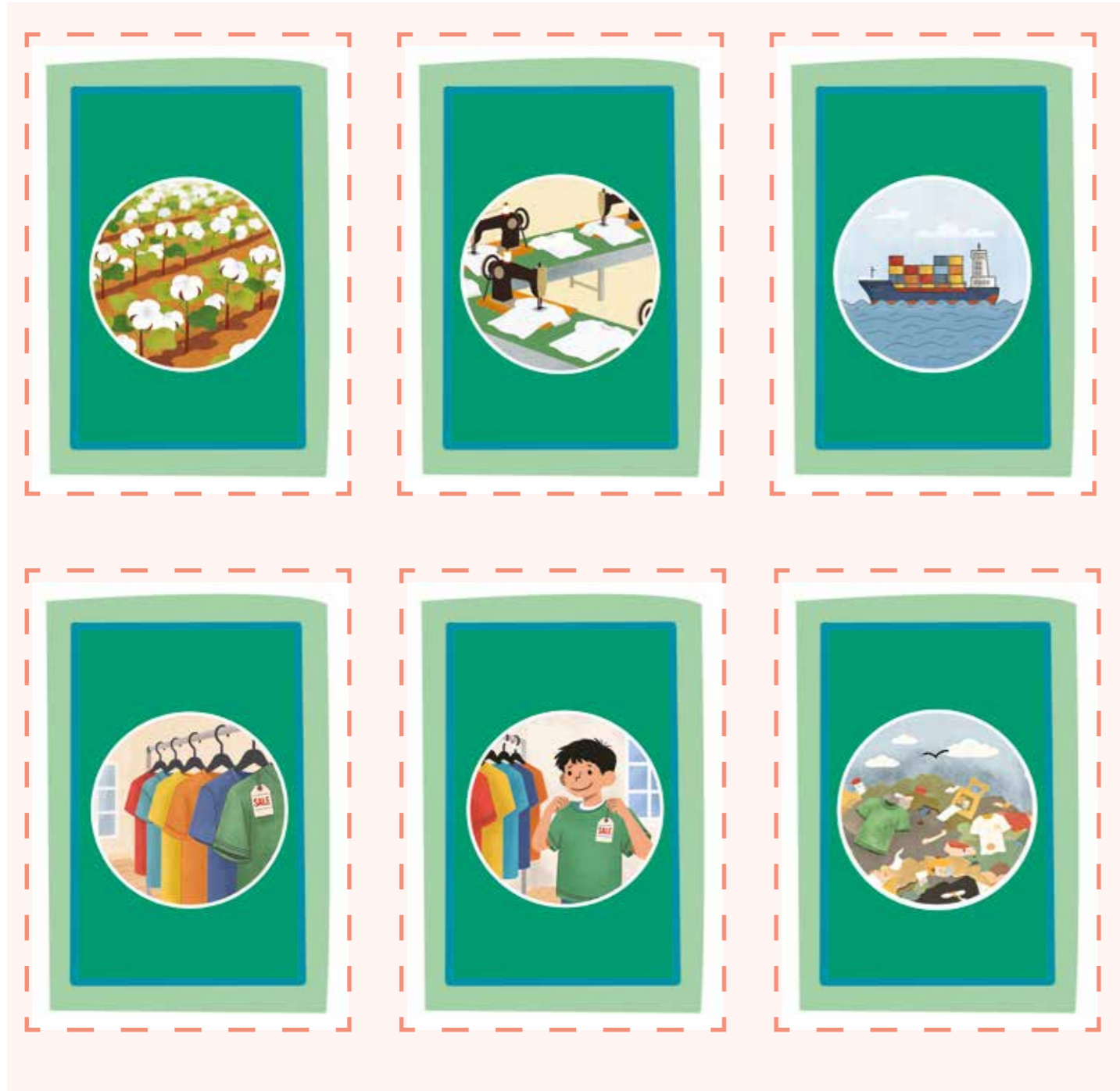




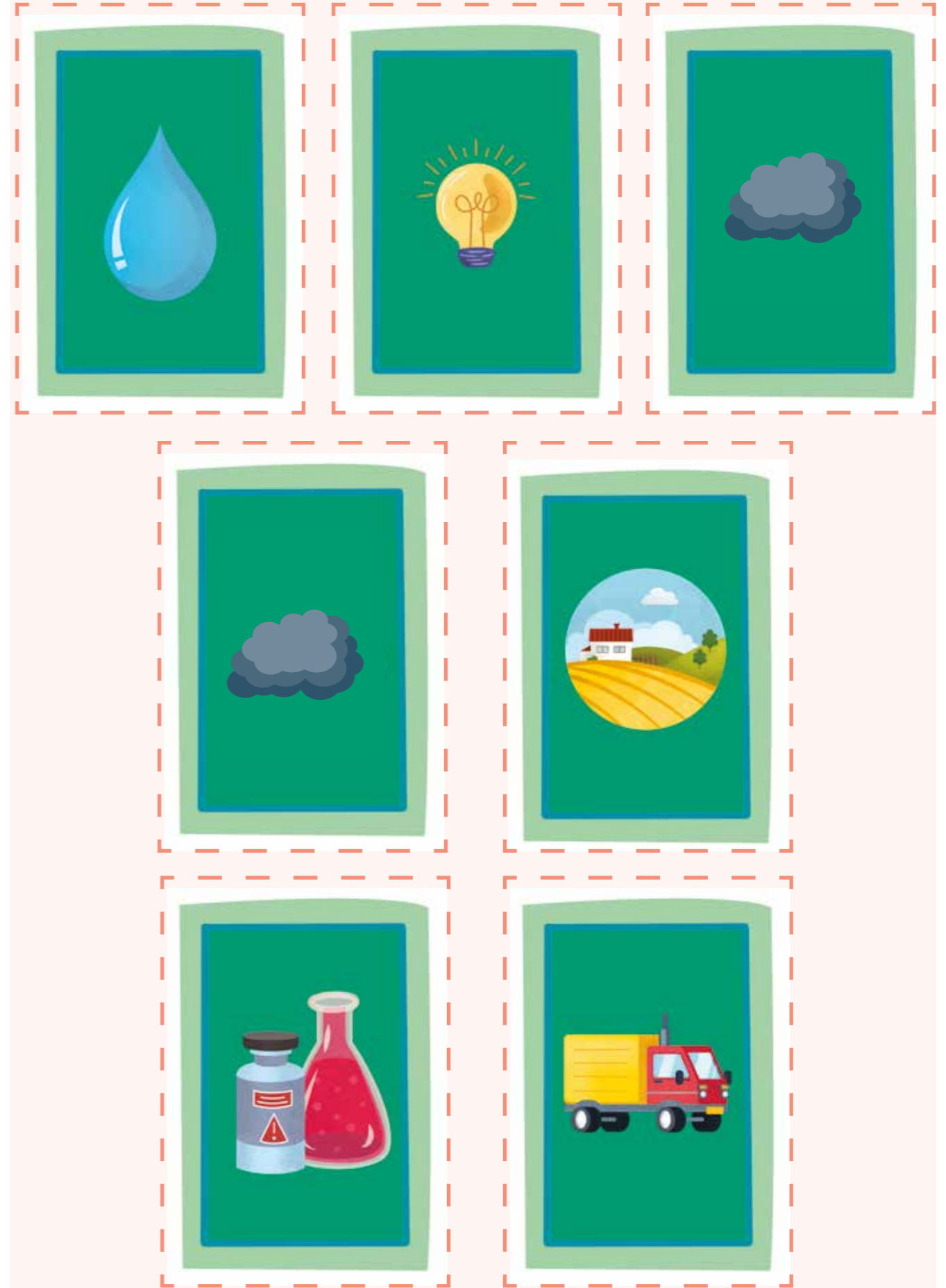
STAGE 2

The journey of a t-shirt

T-shirt life cycle stages



Symbols





STAGE 2

Eating with the seasons

SUMMARY

Play a running game to learn which fruits and vegetables are in season.

IN THIS ACTIVITY YOU WILL

- Discover what eating seasonally means and how this can help reduce climate change
- Find out which fruits and vegetables are grown in each season

SUITABLE FOR

Groups

MATERIALS

- Signs for the four seasons- winter, spring, summer, autumn
- List of fruits/ vegetables

DURATION



30 MINUTES

PREPARATION

Create a list of 15-16 fruits/ vegetables from the different seasons in your region. (See the example list for ideas.)

Activity description

STEP 1

Introduce the topic (5 mins)

1. Ask the group: What does 'eating seasonally' mean? You can use the definition box to help you.
2. Divide the group into three teams.



'Eating seasonally' means eating food such as fruits and vegetables during the time of year when they are naturally grown in your local region. (Use a couple of examples for your local context e.g. strawberries in summer)



STEP 2

Play a running game (15 mins)

3. Ask participants to get in a line in their three teams on one side of the room. On the other side of the room place the signs for the four seasons on the floor, well-spaced out.
4. Explain that they are going to play a running game to learn which fruits and vegetables come into season in the area where they live.
5. Call out the name of a fruit or vegetable- one participant from each team has to run to the season they think it is harvested in. The first person to run to the correct season wins a point for their team.
6. Repeat with all of the fruits and vegetables, with participants taking turns in each team.

Example list based on fruits & vegetables in Italy

- Aubergines (summer)
- Asparagus (spring)
- Kiwis (winter)
- Pumpkin (autumn)
- Apricots (spring)
- Tomatoes (summer)
- Cabbages (winter)
- Apples (autumn)
- Pears (autumn)
- Peas (spring)
- Courgettes (summer)
- Grapes (autumn)
- Melon (summer)
- Oranges (winter)
- Mushrooms (autumn)
- Cherries (spring)

STEP 3

Debrief (10 minutes)

1. Have a group discussion:
 - Do you think all of the fruit and vegetables we see in the supermarket are in season or do they come from other countries?
 - How do you think eating local, seasonal food instead of food that comes from far away helps reduce climate change? (Food that is shipped/ transported from other countries uses fuel and energy for **transportation and refrigeration**. Eating seasonally is a great way to **reduce** the amount of **greenhouse gases** released into the atmosphere.)
 - Make a list of your favourite fruits and vegetables and when they are in season- take your list home to put somewhere visible like on your fridge!

BRING IT HOME

Share your list of seasonal fruits & vegetables with your family. The next time you go food shopping look at the labels of the fruits and vegetables you see and where they come from. Find out what is local and in season and what comes from far away. Can you fill your shopping basket with food that's local and in season?

Tips for online groups

Instead of a running game in teams, participants play individually, typing their answers in the chat or using emojis for each season e.g. snowflake (winter), flower (spring), sun (summer), red leaf (autumn). The first person to type the correct answer wins a point.





STAGE 2

My mini composter

SUMMARY

Transform your food waste by building a mini composter.

IN THIS ACTIVITY YOU WILL

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

SUITABLE FOR

Groups and individuals

MATERIALS

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

DURATION



45 MINUTES

PREPARATION

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

Activity description

STEP 1

Read the composting rules (5 minutes)

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



Composting

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

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

STEP 2

Make a composter (35 minutes)

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

Your daily life and everyday actions could make a huge difference to your local ecosystem. This is one way that we can improve the ecosystems in our local area – by ensure that we are helping to improve soil health

BRING IT HOME

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

STEP 3

Have a group discussion (5 minutes)

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

Tips for online groups

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





Story time...

Health

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

- Narrator
- Silvia
- Golden eagle

Silvia: Wow, there are so many things to learn! I didn't know climate change could be so interesting.

Narrator: As she spoke, a golden eagle with beautiful plumage came and sat beside her.

Golden eagle: All of the animals are talking about your climate change adventure! You are so clever and brave!

Silvia: I'm a Girl Guide! A Guide's duty is to be useful and to help others.



Golden eagle: Come with me, I have a place that you will find very interesting. Can I pick you up?

Silvia: Yes! I've always wanted to fly.



Narrator: The golden eagle picked her up and flew higher and higher. Silvia saw the trees far below swaying in the gentle wind. Before she knew it, she was getting closer to the ground.

Silvia: I know that place! This is where I go when I am sick, and my Aunty Giulia works there.

Golden eagle: Yes this is the clinic, where doctors and nurses work. I'm bringing you here to find out how your health is actually linked to the climate.

Silvia: How so?

Golden eagle: For example, in towns and cities the air can get polluted, and this dirty air can make people sick.

Narrator:
Explore how health and climate change are linked by completing one activity from this topic.





STAGE 2

Eco Detectives

SUMMARY

Become eco detectives and investigate environmental crimes.

IN THIS ACTIVITY YOU WILL

- Work together in teams to find environmental crimes and think about ways to protect our health and the planet

SUITABLE FOR

Groups and individuals

MATERIALS

- Paper and pens for each group
- Crime scene cards

PREPARATION

Cut out the crime scene cards and hide them around the meeting space.

DURATION



40 MINUTES

Activity description

STEP 1

Set the scene (5 mins)

1. Introduce the activity: You are eco detectives- your job is to investigate environmental crimes that are affecting our health and damaging the environment.
2. Split the group up into teams of 3- 4 participants and give each group a pen and paper.

STEP 2

Crime scene investigation (25 minutes)

3. Participants search for four crime scene cards hidden around the space. Once they find a card, look at the picture and note down:
 - What crime is happening and how does it affect our health and the environment?
 - What can be done to protect people and the planet?
4. After they have finished writing down their findings, participants put the clue back in its hiding place.

STEP 3

Debrief (10 mins)

5. After finding all of the clue cards, bring everyone back together. Each team shares one crime they investigated, explains what's happening and suggests solutions.
6. Ask the group:
 - Have you seen or heard of any of these environmental crimes happening in your local area or region?
 - Have you seen any solutions to help tackle these environmental problems?

BRING IT HOME

Did any of the environmental issues you learnt about stand out and inspire you to do more? Make a note of them to explore further in the Take Action part of the badge.

Tips for online groups

- Use an interactive whiteboard to hide the crime scene cards behind different shapes- participants move the shapes to reveal the cards.
- Use **breakout rooms** to form teams and work in small groups.

Crime scene cards



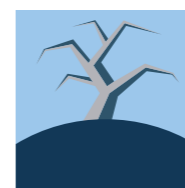
Case 1: Air pollution

Air pollution, especially in cities can cause health problems with our lungs, such as asthma. Hotter temperatures caused by climate change, means that dirty air or 'smog' gets trapped and makes air pollution worse.



Case 2: River pollution from a factory

A factory is dumping its chemical waste into the local river. Water pollution affects drinking water as well as the river ecosystem, killing fish and wildlife. Climate change is making fresh water less available, so it's more important than ever to protect our water sources.



Case 3: Deforestation

Deforestation increases climate change: trees take carbon dioxide (one of the greenhouse gases that make the Earth warmer) from the air and keep it in their leaves. At the same time, they produce oxygen. So if we remove trees, we are reducing the clean air we breathe. Deforestation also destroys animal homes and green spaces that humans need to relax and connect with nature.



Case 4: Heavy pesticide use

Industrial farms often use pesticides which are highly toxic. Pesticides disrupt ecosystems and our ability to grow healthy crops- for example by killing bees, which means crops can no longer be pollinated. Pesticides damage the soil and its ability to store carbon. They are also harmful for humans if they get into our food or drinking water.





STAGE 2

Soil explorers

SUMMARY

Explore the soil with your senses and discover how it supports healthy food and a healthy planet.

IN THIS ACTIVITY YOU WILL

- Look closely at soil to discover the life inside it
- Find out how soil helps grow nutritious food and protects the planet
- Brainstorm ways to keep our soils healthy

SUITABLE FOR

Groups and individuals

MATERIALS

- Magnifying glass (optional)
- Spoons or trowels for digging

PREPARATION

Choose a place with healthy soil where participants can dig freely, for example a forest. You could even choose to visit a garden or a food growing project that uses organic methods to care for the soil! Alternatively take soil samples & trays and bring them to your meeting space.

DURATION



35 MINUTES

Activity description

STEP 1

What is in our soil? (5 minutes)

1. Start the activity by asking the group these true/ false questions to understand soil better. Make one side of the room true and the other side false- participants answer by moving to the different sides of the meeting space.

One teaspoon of soil has more organisms than people on Earth

True- that's more than 8 billion!

More than half of all Earth species live in the soil

True

If a farmer has lots of water and sunlight for her crops, she doesn't need a healthy soil to grow healthy food

False- Healthy soils grow more nutritious food because they are full of vitamins and minerals.

Healthy soil can help fight climate change

True- Soils help store carbon from the atmosphere

STEP 2

Explore the soil (20 minutes)

2. In groups of twos or threes, ask participants to dig up a sample of soil and explore the following:

Touch: what does it feel like? Healthy soil is crumbly, soft and moist.

Smell: What does it smell like? Healthy soil smells earthy- like a forest after rain.

See: What can you see in the soil? Spend time looking at the soil and digging to see what you can find- use a magnifying glass if you have one. Can you see roots, insects, worms or bits of leaves? Make a note of all of the creatures and things you see.

BRING IT HOME

Research a local food-growing project (like a community garden, school garden, or local farm) that helps take care of the soil and tell your family about it. Can you go and visit and see what methods they use?

Tips for online groups

- Before the meeting, ask participants to collect a healthy soil sample e.g. from a forest or garden that uses organic methods.
- For the True/ False statements you could ask participants to sit down/ stand up to keep it active.

STEP 3

Brainstorm (10 minutes)

3. Ask the groups to feedback on their findings.
4. Soil is much more than the dirt beneath our feet- it is alive! It's full of tiny creatures, worms, roots, and fungi. These living things work together to help grow healthy plants. We can also keep ourselves healthy by eating food grown in healthy soil. Nature-friendly farming and organic growing methods not only give us nutritious food, but keep the planet healthy too!
5. Imagine you are a farmer. What things would you do to keep your soil healthy? In small groups brainstorm ideas and then feedback altogether. Some ideas include:
 - **Composting:** turning food scraps and garden waste into soil food.
 - **Planting trees or hedges around the farm:** gives homes to insects and animals that can help the soil and roots help hold the soil together.
 - **Not using chemicals:** chemicals like weed killers and pesticides hurt soil life
 - **Keeping the soil covered:** with grass cuttings, dead leaves or hay- this is called 'mulching.' It protects the soil so that it doesn't dry out or erode in heavy winds and rains.
 - **Planting different kinds of crops:** not always the same plant in the same spot, so the soil doesn't get tired.





STAGE 2

The tree meditation

SUMMARY

Visit a natural place and practice a calming tree meditation.

IN THIS ACTIVITY YOU WILL

- Connect with nature as a way to deal with worries about climate change
- Discover the benefits of trees not only for the environment but to support mental health

SUITABLE FOR

Groups and individuals

MATERIALS

- No materials are needed for this activity.

PREPARATION

Choose a quiet, natural area with trees for this activity, like a park or forest.

DURATION



20 MINUTES

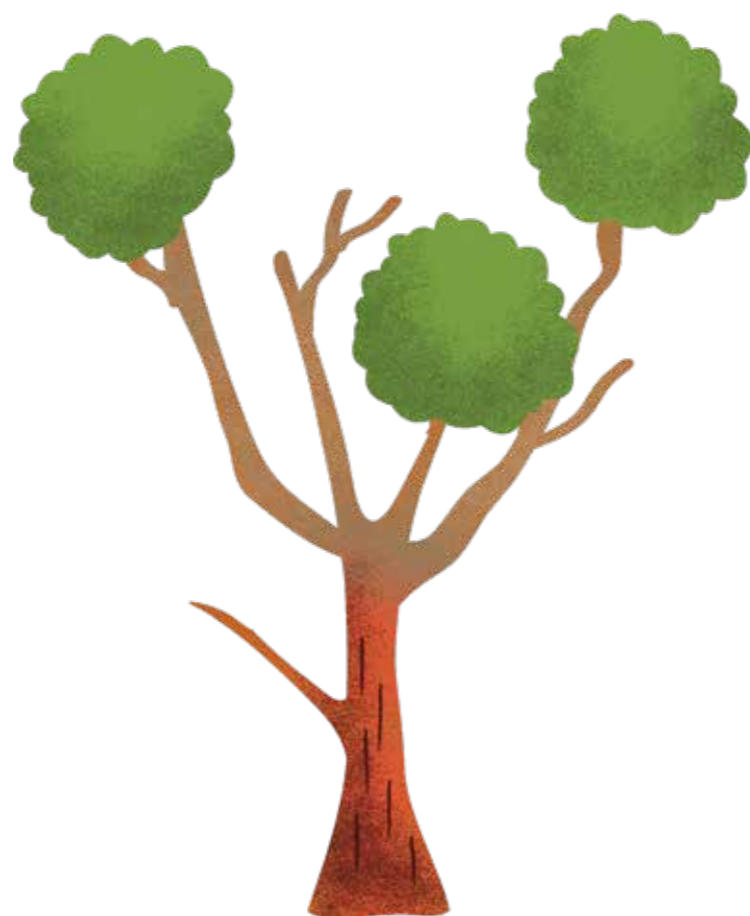
Activity description

STEP 1

Think about trees (5 minutes)

1. Sit down in the space you are in and observe the trees around you. What benefits do these trees bring to us and the environment? Some ideas include:
 - produce oxygen that we need to breathe
 - provide a home for animals and insects
 - provide shade
 - reduce noise (by deflecting or absorbing the sound waves!)
 - improve the beauty of an area
2. Did you know trees can help **fight climate change**?

Trees take carbon dioxide (one of the greenhouse gases that make the Earth warmer) from the air and keep it in their leaves. At the same time, they produce oxygen. So, they remove greenhouse gases and instead give us clean air for all of us to breathe.



STEP 2

Meditation (10 minutes)

3. Invite participants to walk quietly around the area and choose a tree that 'feels friendly.'
4. Spend a couple of minutes observing the tree- ask participants to look at its roots, trunk, branches and leaves. What do they notice that's unique about their chosen tree?
5. Ask participants to place their arms around or their hands on the tree and close their eyes. Make sure they are in a comfortable position- they can be sitting or standing with their body leaning against the tree.
6. *Feel the bark touching your hands. Is it smooth or rough?* Spend a few moments focussing on the different sensations from the tree.
7. *'Take a deep breath in. Imagine you are breathing in fresh air from the tree's leaves. Now breathe out, and imagine you are giving the tree a gift of your breath. You and the tree are helping each other.'* Repeat this slowly with the group for a few rounds taking slow, deep breaths.
8. *'Sometimes climate change can make us feel worried or sad. If you have any worries about the Earth, imagine you are whispering them into the tree's trunk. The tree is strong enough to hold your worries, so you don't have to carry them all by yourself.'* Take a few moments here encouraging participants to continue breathing slowly and deeply.
9. *Now, imagine the tree sending you a gift back- a warm energy or gentle strength flowing from its trunk into your hands. This energy is a reminder that the Earth is alive, healing, and that you can help in little ways.'*
10. Take a few more moments encouraging participants to continue breathing slowly and deeply and then ask everyone to open their eyes.



STEP 3

Closing (5 minutes)

11. Ask participants how they feel- did they feel any new sensations in their body or emotions during the meditation?
12. Did the tree feel strong and steady? Remind them that the trees have been standing there a long time- through sunshine, storms and seasons.
13. Remember the tree is always here. Any time you feel worried about the Earth, you can hug or place your hands on a tree, take a few breaths, and feel safe and calm.

Tips for online groups

- Invite participants to bring a twig/ leaf/ flower from their favourite tree- start the activity with participants explaining why they chose this tree.
- Before starting the meditation allow participants time to observe their twig/ leaf/ flower and then focus on sensations as they hold it during the guided meditation.

BRING IT HOME

Think about a tree that you like near where you live that you see often- for example one that you pass on your way to school. This can be your special tree! When you go past it, hug or place your hands and take three long, slow breaths.





STAGE 2

Story time...

Freedom

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

- Narrator
- Cat 1
- Cat 2
- Cat 3
- Silvia

Silvia: There are so many things to learn! I wonder exactly how else climate change is affecting our lives and the world around us?

Narrator: She heard a loud purring. Sat behind her was the fluffiest cat!

Cat 1: You must be the famous Silvia! I have a place I'd like to take you.

Silvia: Let's go! I love adventures and am here to learn.

Narrator: Silvia held the cat, spun around three times and opened her eyes to see a long, long road. Everything looked different- she realised she was in a country far, far away. Two cats strutted towards her.

Cat 2: Hello Silvia, it's lovely to meet you. We've heard so much about you!

Cat 3: You're now standing on the water road. Many people travel along it to collect water.

Silvia: That's so interesting. I'm lucky that I have water in my house so I don't need to travel far to get water. If I had to walk along this long road every day, I think I would be late for school and it would stop me from doing other things. It's also pretty scary here...

Cat 1: Don't worry, we'll keep you safe.

Narrator:
The cats want to help you discover how climate change affects people's freedom. Complete one activity from this topic.





STAGE 2

Education: Hopscotch

SUMMARY

Play a game of hopscotch to understand the impact of climate change on people's education.

IN THIS ACTIVITY YOU WILL

- Discover how climate change affects children's education across the world.
- Understand how girls can be more at risk of missing school.

SUITABLE FOR

Groups and individuals

MATERIALS

- Chalk
- A token (pebble, bottle cap, etc)

DURATION



20 MINUTES

PREPARATION

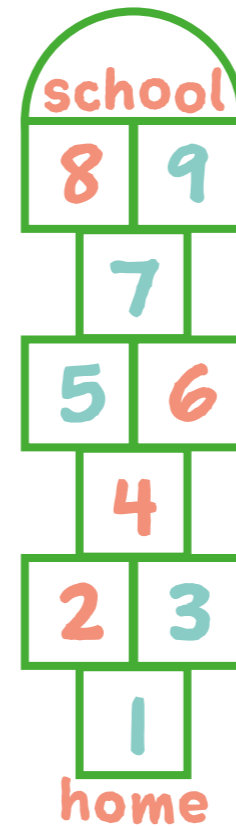
Draw a hopscotch pattern on the ground (see drawing provided). Below number 1, write "home", and write "school" instead of number 10 at the top.

Activity description

STEP 1

Play a game of hopscotch (15 minutes)

1. Everyone stands around the hopscotch. One person begins by throwing the **token** onto **square one**. If the token lands exactly within the lines, the leader reads out an **obstacle to education** for young people around the world (see list provided) that they might face on their journey to school because of climate change. If the token bounces out or lands on a line, the player loses their turn, and passes the token to the next person.
2. Players hop (one foot only!) in each square from "home" to "school", **avoiding** the **obstacle** (the square you have your token on). You can only have more than one foot on the ground at the same time when there are two squares right next to each other (2 and 3, 5 and 6, 8 and 9).
3. If you step on a line, hop on the wrong square or step out of the square, you can't get to "school", so **lose your turn**.
4. When you get to "school", turn around and hop your way back "home" in reverse order, picking up the **token** on the way back and sharing a solution to the obstacle.
 - For example, if the obstacle is that your school was too hot during a heatwave, solutions could include planting more trees for shade or improving ventilation.
5. When you are "home", give your token to the next player who tries to throw their token on **square two**.
6. Play until everyone has their turn and all obstacles have been read.



STEP 2

Debrief the game (5 minutes)

7. What have you learned about **climate change and education**?
8. How did climate change **affect young people differently** across the world?
9. Which of the obstacles to education were specific to **girls**?
10. How did it make you feel to find **solutions** to all those obstacles?

Tips for online groups

Step 1:

- Ask all participants to draw their hopscotch (ideally on A4-sized paper) and find two small tokens for the game. The tokens should be two different colours.
- The first token should be thrown directly into square 1 as explained in the instructions.
- Participants should choose to play with even numbers or odd numbers – divide players into two groups based on this.
- Each group should play at least 5 rounds. Players with even numbers should try

to get their second token into squares in the following order: 2, 4, 6, 8 and 'school'. Players with odd numbers should try to get their second token into squares in the following order: 3, 5, 7, 9 and 'school'.

- Play in groups, by asking the 'even' players to take their turn to throw their token and show when they landed (if they have access to a webcam) then ask the 'odd' players to take their turn. Each turn equals one round.
- Continue to play each round until one 'even' player and one 'odd' player makes it to 'school'.

Obstacles to education

- **You are a boy from Czech Republic, Europe:** Heavy rains and flash floods have damaged the roads to your school. The bus can't get through, and you have to stay home for several days.
- **You are a girl from Sudan, Africa:** Because of climate change, your family's crops are not producing as much as before. You have to quit school and work to support your family, whilst your brothers stay in school.
- **You are a boy from Croatia, Europe:** There is a heatwave and you're struggling to sleep at night, so you're too tired to focus at school.
- **You are a girl from Bolivia, South America:** Because of climate change, some of the water you drank was dirty and made you sick, so you can't go to school.
- **You are a girl from Denmark, Europe:** Because of climate change, extreme weather means that a sudden snowstorm has closed your school for several days.
- **You are a boy from Jamaica, Caribbean:** Climate change has caused storms which have cut off electricity in your house. You can't study in the evening and are not ready for tomorrow's lessons.
- **You are a girl from Portugal, Europe:** After a large wildfire near your town, many families had to evacuate. Your school is being used as a shelter for people who lost their homes and is temporarily closed.
- **You are a boy from Poland, Europe:** The air pollution in your city is making you sick and you can't go to school.
- **You are a girl from Pakistan, Asia:** You're in charge of collecting water for the family. Climate change has caused droughts in your region and you have to travel further away to collect water. It makes you very tired and you sometimes have to miss school.





STAGE 2

Teamwork: Competitive chairs

SUMMARY

Get competitive with a game of musical chairs.

IN THIS ACTIVITY YOU WILL

- Explore how climate change could lead to big disagreements between people
- Think about how we could help people who are most affected by climate change

SUITABLE FOR

Groups

MATERIALS

- Chairs (one less than the number of players)
- Music/sounds related to weather

PREPARATION

Arrange the chairs in a circle, facing outwards.

DURATION



30 MINUTES

Activity description

STEP 1

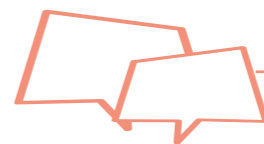
Play a game of musical chairs (20 minutes)

Instructions for activity leader

1. Climate change causes droughts and floods. Because of this, there isn't enough fresh water and crops don't produce enough fruit and vegetables, so there is less food and water available for everyone.
2. The chairs represent things people need to **live**, such as food and water. The **aim** of the game is to be the person sitting on the last chair - you therefore have enough food and water to live.
3. Play music or sounds of **weather** to represent climate change.
4. While the music is playing, players **walk** around the chair circle. When the music stops, everyone quickly tries to **sit** on a chair. One player will be left standing.
5. Start the music again. All players (including the one left standing) walk around the chair circle. Remove **one chair**.
6. When the music stops, everyone tries to sit on a chair again. This time, two players will be left standing.
7. Continue removing chairs until there is only one chair left and all players are competing for it. The player sitting in the **last chair** has won the game!



STEP 2

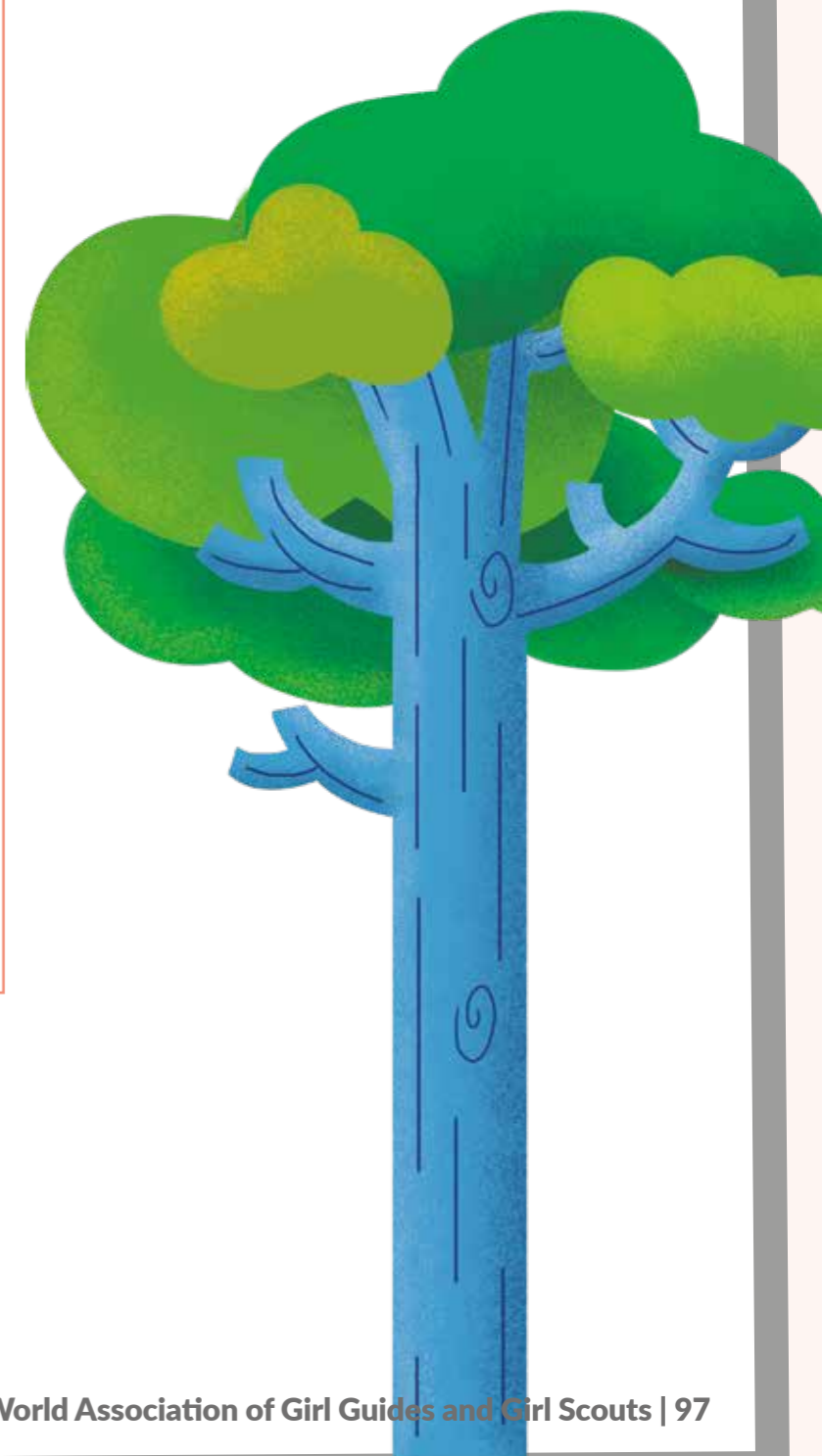


Debrief the game (10 minutes)

8. Was the game **easy or hard**?
9. How did it feel **not sitting** on a chair?
10. How did the **winner** win the game? Were they quicker? More competitive? Closer to the chair?
11. How does the game link to **real life**?
 - When people don't have enough to eat or drink (chairs in the game), it might be because they are unlucky and aren't in the right place at the right time. It doesn't mean they aren't taking care of themselves.
12. How were players **behaving** during the game? Do you think that behaviour happens in real life when there is **not enough food and water** for everyone?
13. **Conflict** can happen when climate change causes crops and animals to die and makes water unclean, so there are less of these things for everyone to stay happy and healthy. Although climate change doesn't cause conflict directly, it might cause people to **compete**, and people or communities might fight each other to have more of these things.
14. Instead of fighting each other, we should try and **help** each other. How could you help people who do not have enough food or water?
 - For example, we could we could reduce food waste and share extra food through community programmes. We could also keep rainwater and use it when there are droughts.

Tips for online groups

- Step 1:** Play the music and when the music stops all players must freeze. Any player still moving after the music has stopped is out of the game.





STAGE 2

Human rights: The happiest place

SUMMARY

Create the happiest place to live in.

IN THIS ACTIVITY YOU WILL

- Understand what human rights mean
- Find out how your human rights are being affected

SUITABLE FOR

Groups and individuals

MATERIALS

- Pens and paper
- Flipchart or a black/whiteboard
- The United Nations Convention on the Rights of the Child (UNCRC)

PREPARATION

Familiarise yourself with the UN Convention on the Rights of the Child.

If possible, display the UNCRC articles in your meeting space, so everyone can learn more about them in their own time.

DURATION



40 MINUTES

Activity description

STEP 1

Create your happy place (10 minutes)

1. On your own, draw or write a description of your **happiest place to live**. If you are from a city, create the happiest city. If you are from a village, create the happiest village.
2. For this city/village to be the happiest place, you need to make sure all its **people** are happy. What would this place **need** to make sure everyone is happy?
3. Once everyone is finished, share some of the features of your happiest places. Do they have things in common? Make a list of **common** features on flipchart or a board.



STEP 2

Learn about human rights (15 minutes)

4. We all have the **right to be happy**. Almost every country in the world has promised to protect children's right to be happy by signing an agreement called the **United Nations Convention on the Rights of the Child (UNCRC)**.
5. Point out some examples of how features of their happy places link to different **articles of the UNCRC**. For example:
 - "playing all the time" could link to article 31 "right to play"
 - "lots of cake" could link to article 27 "right to food"
 - "no one is ever sick" could link to article 24 "right to healthcare"
6. Write the **number** of every article next to each feature on the list.

BRING IT HOME

Everyone should know about children's rights! Share your knowledge on human rights and climate change with two people before your next meeting!

STEP 3

Discuss climate change and human rights (15 minutes)

7. Are you **surprised** by some of those rights?
8. Using everything you've learned so far, how do you think **climate change** might affect your rights?
 - For example: Climate change is causing **droughts**, which means there is less water for everyone to drink and this causes **health issues**. There is also less water for crops, which means there isn't enough **food** for everyone and your family is losing **money**. Because of that, you have to help by **working** and don't have enough time to **play**.
9. How do you think being a **girl** affects human rights?
 - For example: Girls might face discrimination by being told some sports or careers (like football or engineering) are 'for boys'. Girls also might feel uncomfortable to ask questions about periods and how you should deal with them.

Tips for online groups

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





STAGE 2

The United Nations Convention on the Rights of the Child

{Source - UNICEF}

Definition of a child	
A child is any person under the age of 18.	
[A] No discrimination	[B] Best interests of the child
All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.	When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.
[C] Making rights real	[D] Life survival and development
Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this convention.	Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.
[E] Respect for children's views	[F] Sharing thoughts freely
Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.	Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people.
[G] Refugee children	[H] Children with disabilities
Children who move from their home country to another country as refugees (because it was not safe for them to stay there) should get help and protection and have the same rights as children born in that country.	Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.

[I] Health, water, food, environment	[J] Social and economic help
Children have the right to the best healthcare possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.	Governments should provide money or other support to help children from poor families.
[K] Food, clothing, a safe home	[L] Access to education
Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this.	Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.
[M] Aims of education	[N] Minority culture, language and religion
Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.	Children have the right to use their own language, culture and religion – even if these are not shared by most people in the country where they live.
[O] Rest, play, culture, arts	[P] Protection from harmful work
Every child has the right to rest, relax, play and to take part in cultural and creative activities.	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.
[Q] Protection in war	[R] Everyone must know children's rights
Children have the right to be protected during war. No child under 15 can join the army or take part in war.	Governments should actively tell children and adults about this convention so that everyone knows about children's rights.
[S] Freedom of thought and religion	[T] Setting up or joining groups
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.	Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people.
[U] Access to information	[V] Protection from violence
Children have the right to get information from the internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.	Governments must protect children from violence, abuse and being neglected by anyone who looks after them.





STAGE 2

Climate action plan, part 2

*Mandatory

SUMMARY

Complete the second part of your climate action plan.

IN THIS ACTIVITY YOU WILL

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

SUITABLE FOR

Groups and individuals

MATERIALS

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

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.

DURATION



30 MINUTES

Activity description

STEP 1

Why is climate change harmful? (15 minutes)

1. Silvia has been on quite a journey! Let's help her and her animal friends remember all the interesting things they have discovered on their adventure so far.
2. Make a circle. Choose one person to be **Silvia** - they sit in the centre.
3. Silvia should walk up to someone sitting in the circle and say, "**Tell me something I don't know ...**" The person chosen should reply with a climate change problem: "**Oh my goodness, did you know that...** [one reason why climate change is bad for people]?".
4. Silvia should then walk up to another person and say, "**Oh tell me more**". The next person should continue the sentence and say another reason that is **connected**.
5. Continue this until the group cannot think of anything to say. Then, choose another person to be Silvia.

Silvia: Tell me something I don't know

Person 1: Oh my goodness, did you know that **when the Earth gets too hot there will be less rain?**

Silvia: [to person 2]: Oh no, tell me more!

Person 2: Oh my goodness, did you know that **when there is less rain, there will be less food and plants to harvest?**

Silvia: [to person 3]: Oh no, tell me more!

Person 3: Oh my goodness, did you know that **when there is less harvest, food is very expensive?**

STEP 2

Record your climate change problems (15 minutes)

6. Use the problems you have shared to complete **part two** of your climate action plan.
7. Now think about how these problems might be **worse for some people** than for others; for example, depending on where they live, how much money they have, or whether they are a boy or a girl. Write your thoughts on your climate change plan.

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 will 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

Just because climate change is already happening, it doesn't mean we can't do anything about it. We can still change the ending of the story of climate change. **We can change our actions** so that they are more friendly for the Earth and get others to do the same. **Sustainability** means making sure that when we use things like energy, food and water, we think about how much it will leave for other people too. We can share what we know so that we are ready for the changes that are coming.



Read Silvia's story and choose one activity to complete.

- **Eco saver** – Compete as a team to understand what the word sustainability means.
- **A feelings map** – Get creative and draw your feelings about climate change.
- **Yes let's, yes but!** – Practise your drama skills with a 'call and response' game.

Share the knowledge

Changing our everyday actions to be kinder to our Earth is helpful, but to make a really big difference we need to work together. Our country leaders and big businesses are able to do more than one person to solve climate change. We need to convince these important people to make big changes to the way they work now, to make climate change better. We can help by advocating. **Advocacy** is trying to convince people to make decisions that will create a better world for everyone. No-one is too young to do advocacy!



Read Silvia's story and choose one activity to complete.

- **Climate whispers** – Write a powerful message about climate change.
- **Nature drawing** – Create a piece of art to tell others about climate change.
- **Letter to the mayor** – Write a letter to your community leaders to ask for climate action.





STAGE 3

Story time...

How to take action

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

- Narrator
- Silvia
- Frog 1
- Frog 2

Narrator: With all this adventure, Silvia's eyes were becoming very heavy. She saw a large, smooth rock by a pond and sat down to have a rest. There was so much to think about! The Earth was getting hotter because too many gases were forming a blanket around the Earth, and it was affecting nature and humans. It felt like too much to take in.

What worried her most was that some people around the world were already suffering more than others from the changing climate - especially those living in places where it's harder to get clean water, food, or safe homes when big storms or floods happen.

Frog 1: We didn't mean to scare you. We saw you crying and wanted to check that you were OK.

Silvia: Thank you. I'm just so scared and worried about the Earth. I'm scared about what will happen to us all - humans, plants and animals - if it gets too hot.

Frog 2: Well, you humans are very clever; you have all the tools you need to make things better. Climate change is putting a lot of people at risk, but remember that there are also a lot of people like you who care about the planet.

Narrator: Silvia still looked worried.

Silvia: But I'm just one person - what can I really do? If I do things like using different types of energy and composting my fruit and vegetables, will that really make a difference?

Frog 1: I know - it can seem like these are very small things. Think about your individual actions a bit like your tears dropping into the pond: one drop can't fill a pond, but together lots of drops can make something amazing!

Frog 2: Think about what you can do with other people - as a **group!**

Narrator:
Silvia is feeling worried because there's so much to do and she's not sure where to start. Complete one activity from this topic to learn about the different ways to tackle climate change.





STAGE 3

Eco-saver

SUMMARY

Compete as a team to understand what the word sustainability means.

IN THIS ACTIVITY YOU WILL

- Find out what sustainability means
- Discover the actions we can take to keep the Earth happy

MATERIALS

- Chalk

SUITABLE FOR

Groups and individuals

PREPARATION

Make sure you have a wide-open space (outside) where you can draw on the ground using chalk.

Sustainability means taking and using what we need to live well (e.g. food and water), while making sure that people in the future will also be able to do the same. Lots of things we use will eventually run out, (food and water are not endless) so we must replace them. We must also share them fairly between everyone, and think about the people, and Earth, of the future.

DURATION



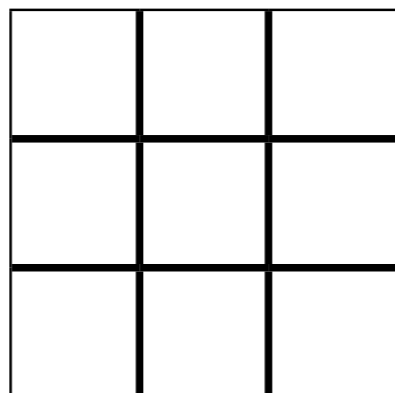
30 MINUTES

Activity description

STEP 1

Create your game board (10 minutes)

1. Split everyone equally into two teams, team A and team B. Both groups should be given a pack of chalk. Give different instructions to both groups (ensure the other group does not hear).
2. **Instructions for group A:** draw a large square (the biggest you can), then divide the square into 9 smaller squares by drawing two horizontal lines and 2 vertical lines so it looks like the square above. Do this as fast as you can.
3. **Instructions for group B:** draw a square (just big enough for everyone in your group to fit), then divide the square into 9 smaller squares by drawing two horizontal lines and 2 vertical lines so it looks like the square above. Be careful- you can go as slow as you want to.



4. Debrief the activity

Ask the following questions:

- Who broke the most pieces of chalk group A or group B?
 - Who had the most chalk remaining at the end? Why do you think this was?
5. Explain: When you use the chalk really fast, they run out quicker, and we won't have any left to draw with later. But if you use them carefully, one at a time, and make sure not to break them, the chalk will last a lot longer, and you can keep having fun with them. There is not an unlimited amount of chalk, just like there is not an unlimited number of things on Earth (things we need to live well).

STEP 2

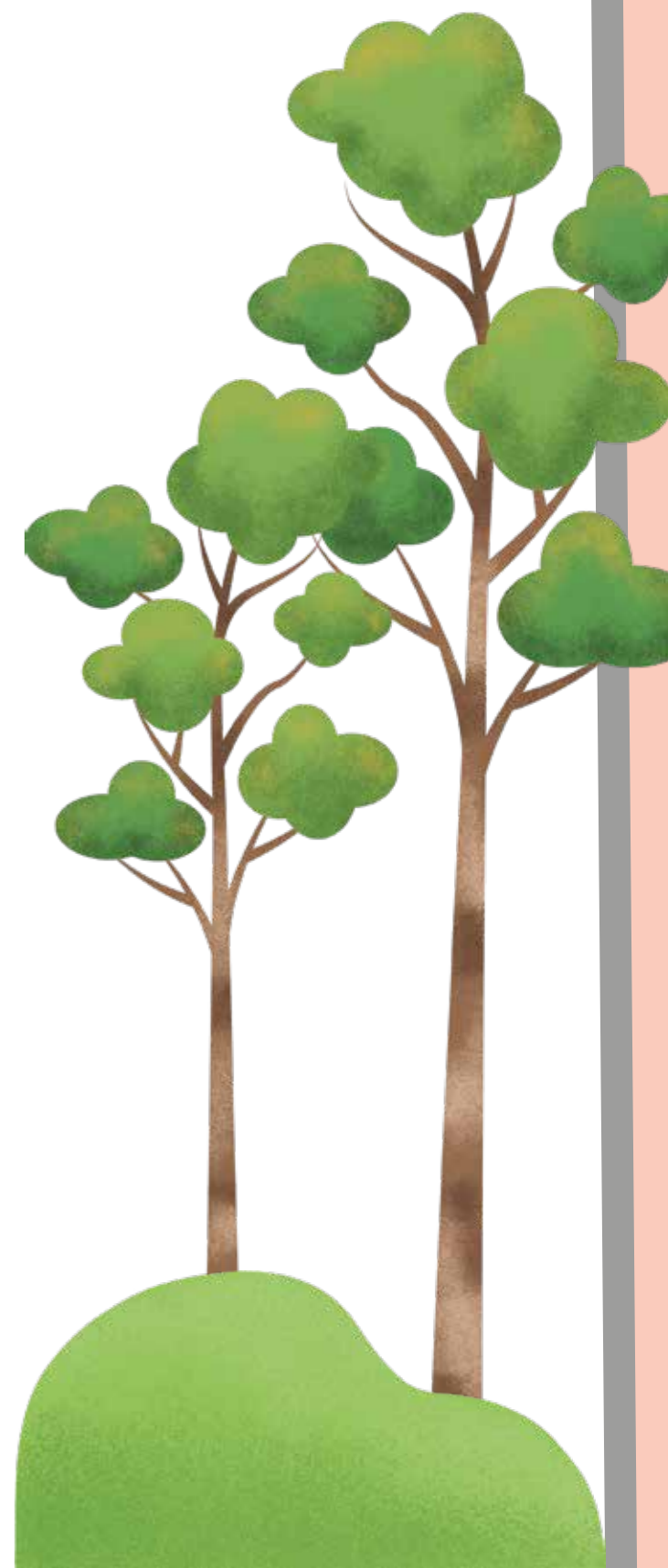
Sustainable and unsustainable actions (10 minutes)

Instructions for activity leader

6. Read out ten of the actions below. If the group thinks the action is sustainable, they should respond by jumping up and down. If the group thinks the action isn't sustainable, they should respond by standing still.
7. Read the reason after the group has responded and let them know if the action was sustainable or unsustainable.

TIP

For each action, the group should ask themselves: "Can the Earth survive if we do this action forever?" If the answer is no, the action is probably not sustainable for the Earth.





STAGE 3

Eco-saver

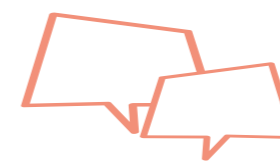
{Continued}

Action list

* = unsustainable action ^ = sustainable action

Action	Reason
*Using Plastic Bags:	Plastic bags don't break down easily and can harm animals when they end up in oceans, lakes or rivers.
*Littering:	Throwing rubbish on the ground can harm animals' habitats (the places they live).
^Being a Nature Explorer:	Spending time outdoors and learning about plants and animals to appreciate nature.
^Walk or Cycle:	Greenhouse gases are released when we drive or ride in a car. Walking or cycling instead means that these gases are not released.
*Not recycling/reusing materials:	When we don't recycle or reuse materials like (paper, plastic, and glass) it takes more energy to make new things.
^Eating a more plant-based diet:	Eating a more plant-based diet instead of a meat-heavy diet reduces greenhouse gases.
*Driving Short Distances:	Driving instead of walking or biking for short trips creates pollution.
^Use Public Transportation:	Taking the bus or train helps cut down on air pollution.
Wasting Food:	Throwing away food that we don't eat uses up resources and creates greenhouse gases.
^Use Natural Light:	Open curtains during the day to use sunlight instead of electric lights.
*Using Too Much Heat or Air Conditioning:	Keeping the house too warm or too cool uses lots of energy.
^Planting Trees:	Trees help absorb carbon dioxide; when people cut them down without replanting, it makes climate change worse.
*Using Too Much Paper:	Using too much paper means cutting down more trees.
*Not Turning Off Electronics:	Leaving gadgets on when we're not using them wastes energy.
^Eating seasonal food	This means we buy food locally according to what's in season, reducing greenhouse gases from food that is shipped or flown from far away.

STEP 3



Make a sustainable pledge (10 minutes)

8. **Share** your ideas with the other team, making a list if you like.
9. Take a few minutes to reflect on all the ideas. Choose one unsustainable thing to stop doing and **one sustainable thing to start doing**.
10. **Pledge** to start doing these two actions, to live a more sustainable life.

BRING IT HOME

Write down your pledge and share it with your family. Also, tell a friend in your group about your pledge. Check in at the beginning of every group meeting, to make sure you are both staying true to your pledges.

Tips for online groups

Step 1: Skip this step.





STAGE 3

A feelings map

SUMMARY

Get creative and draw your feelings about climate change.

IN THIS ACTIVITY YOU WILL

- Learn how to use sad feelings to make change in the world
- Get creative and develop your drawing skills

SUITABLE FOR

Groups

MATERIALS

- Paper and colouring pens

PREPARATION

None

DURATION



30 MINUTES

Activity description

STEP 1

Draw your feelings about climate change (10 minutes)

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



STEP 2

Share your feelings with others (10 minutes)

5. If you want to, share your feelings with the group.

Instructions for activity leader

6. Look for **patterns** among the emotions shared. There may be a lot of negative emotions, for example feeling scared for the future, or angry that climate change is impacting nature.
7. Make it clear that it is important to share our feelings with other people. It helps us understand our own feelings better, helps clear our mind, helps others understand us better and lets people know how to help us.

BRING IT HOME

Share your feelings about climate change with your family. Explain to them why you think climate change is important and how they can help you feel better by taking action in a positive way!

STEP 3

Feeling more positive (10 minutes)

8. Find the negative feeling that is taking up the **most space** on your paper.
 - a. What could **help** you to make this feeling take up **less space**?
 - b. What could you **do** to feel less sad about this? Think about what often makes you feel better.
9. Some of you might feel scared, or like you have no power over **climate change**. Help each other think about different ways that you can use these sad feelings as energy to **take climate action**:
 - a. Make changes to your daily life to protect the environment
 - b. Make changes to the way you live so that you are less affected by climate change
 - c. Share your climate change knowledge with people who can make big changes
 - d. Find ways to protect your family against climate change
 - e. Convince your family to live in a more sustainable way
10. Every time you feel sad or scared about climate change, **talk to someone** about it. It will also help if you take one of these actions to "be prepared" for the future!

Tips for online groups

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





STAGE 3

Yes let's, yes but!

DURATION



30 MINUTES

SUMMARY

Practise your drama skills with a 'call and response' game.

IN THIS ACTIVITY YOU WILL

- Come up with ideas to take action on climate change
- Plan ways to be more eco-friendly

SUITABLE FOR

Groups

MATERIALS

- Pen and paper (optional)

PREPARATION

This activity needs an activity leader.

Activity description

STEP 1

Play a game (20 minutes)

ROUND 1:

1. Split into **two teams: A and B**. Each team sits in a circle.
2. Each team works together to plan the **most exciting party ever!** To do this, one person will start by saying, "I want to plan a super fun party!"
3. The next person then adds to their ideas, but do this differently in each team:
 - In team A, the next person adds to the party planning ideas by starting their sentence with, "Yes, but..."
 - In team B, the next person adds to the ideas by saying, "Yes, let's..."

4. Take it in turns to add ideas to the party planning, being as creative as you like! See ideas provided.
5. After a **few minutes**, stop the game. Teams come together to debrief:
 - How did it go? Ask teams to share how their conversations **felt**.
 - How were the two conversations **different**?
 - What did each conversation **achieve**?

ROUND 2

6. Now, play again but with a different topic: **helping families to take action on climate change**.
7. Teams also switch sentence starters so that:
 - Team A is now saying, "Yes, let's..."
 - Team B starts with: "Yes, but..."

Round 1: Team A example

Person 1: I want to plan a super fun party!
Person 2: **Yes, but** we should only play pop music.
Person 3: **Yes, but** people can only wear blue.

Round 1: Team B example

Person 1: I want to plan a super fun party!
Person 2: **Yes, let's** invite everyone in the community!
Person 3: **Yes, let's** make a big cake to share!

Round 2: Team A example

Person 1: I want to help my family take action on climate change!
Person 2: **Yes, let's** start by explaining climate change to them.
Person 3: **Yes, let's** show them how to use less energy.

Round 2: Team B example

Person 1: I want to help my family take action on climate change!
Person 2: **Yes, but** actually we should be protecting animals.
Person 3: **Yes, but** we can't protect all animals at the same time!



STEP 2

Debrief the game (10 minutes)

8. Ask each team:
 - a. What **climate action ideas** did you come up with?
 - b. Was it **easy** to come up with a lot of different ideas?
 - c. Are there any ideas that you could do **yourself**, or would like help to do?
 - d. In real life, how **useful** are the two ways of sharing ideas (yes, let's and yes, but)?

BRING IT HOME

Think about all the actions you talked about today. Could you start some of them at home? Prepare a list of ideas you can share with your family and start at home!

Tips for online groups

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





STAGE 3

Story time...

Share the knowledge

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

- Narrator
- Silvia

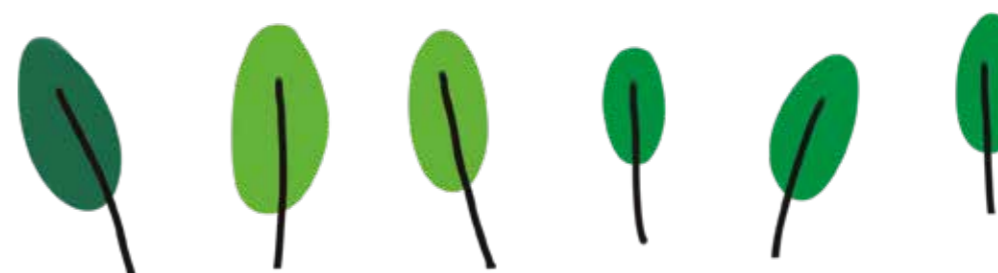
Narrator: Silvia spun around three times and closed her eyes tight. When she opened them, she smelt the familiar aroma of Dad's cooking. She was back home and it felt great. She was so hungry!

Silvia looked out the window and couldn't believe her eyes. Her home was surrounded by all the animals she had met on her adventure: from the birds to the tiny ants. How lucky she was to have so many new friends! Each one had helped her to understand a different part of the crisis we're facing: the climate crisis.

Silvia: I've learned that **talking to other people about climate change** is one of the most important things I can do. I'm going to follow these animals' examples and get started!



Narrator:
Complete one activity from this topic and learn about how powerful we are when we work together.





STAGE 3

Climate whispers

SUMMARY

Write a powerful message about climate change.

IN THIS ACTIVITY YOU WILL

- Practise convincing people
- Write a strong message about climate change

SUITABLE FOR

Groups

MATERIALS

- Everyone's copy of their climate action plan

PREPARATION

None

DURATION



30 MINUTES

Activity description

STEP 1

Play a whispering game (20 minutes)

1. Form a circle and choose one player to start the game. This person **whispers** a message about climate change to the person next to them. This next person has to remember it and whisper it to the next player. Repeat until everyone has whispered.
2. At the end, the last player says the message they just heard out loud. The first and last people **compare** how different the message is from the beginning.

Instructions for activity leader

3. Whisper this complicated message in the first player's ear, making sure no one else can hear. Speak clearly and slowly, but don't repeat the message:
 - "If the global temperature of the Earth increases by 2°C, it will make extreme heat 2.6 times worse for the global population than if it increases by 1.5°C. We need to change our behaviour to help slow down climate change."

4. Players may look confused but that's ok! They are not allowed to take notes.
5. When the last person has said the message out loud to the group, debrief by asking:
 - a. How **different** is the final message from the beginning one?
 - b. How easy was it to **remember** the message and pass it on?
 - c. What could have made the message **easier** to remember?
6. Repeat the same game. This time, the first player whispers **their own message about climate change**, using their climate action plan to help. Prompt them to think about how to make messages **clear, simple and easy to remember**, based on the previous game.
7. When the last player has heard the message, ask them to share it out loud. Debrief:
 - a. How **different** is their message to the beginning one?
 - b. Was it **easier or harder** this time around, and why?
 - c. What makes a message **easy to understand and remember**?

STEP 2

Create your own message on climate change (10 minutes)

8. Look at what you have already written on your climate action plan.
9. Using what you just learned about creating strong messages, think of a **message you want to tell people about climate change**. Write it in **part three** of your action plan in a way that people will understand and remember!
10. Once everyone is ready, share with the person next to you. If time allows, you can discuss each message in your pairs and try to make it even easier to understand and remember.

Tips for online groups

Step 1: To make it even more secret, put two people into a breakout room, so that they can pass the message onto the next person.

BRING IT HOME

Through your climate action plan, you will share your messages with **two people**. Think of extra people you could share your messages with. This could be your friends, family, community members, teachers etc.

Share your message with as many people as possible before your next meeting. You can ask them to help you make your message clearer so you are ready for the next activity!





STAGE 3

Nature drawing

SUMMARY

Create a piece of art to tell others about climate change.

IN THIS ACTIVITY YOU WILL

- Connect with nature
- Share what you have learned with others

SUITABLE FOR

Groups and individuals

MATERIALS

- Paper, pens and pencils

PREPARATION

None

DURATION



30 MINUTES

Activity description

STEP 1

Connect with nature and be creative (20 minutes)

1. Go **outside** with paper and pencils. Find some nature like trees, plants, animals etc.
2. Choose the one beautiful, **natural thing** that you most want to **protect**.
3. Create a **piece of art** about this natural thing - a drawing, a poem, a song etc.



Instructions for activity leader

4. Give groups 20 minutes to create. While they're working, encourage the group to reflect:
 - **Why** do they want to protect this natural thing?
 - What makes it so **special** to you?

STEP 2

Use your art to educate others (10 minutes)

5. Once everyone has finished, come together to share with others. Reflect together:
 - How does it **feel**, seeing all of this art and learning about why other people are **passionate** about protecting nature?
 - How can you use art to **inspire** other people to protect the environment?



BRING IT HOME

Share your art with at least one person who you know before the next group meeting. Explain why protecting nature is important to you.

Through your climate action plan, you will share your messages with **two people**. Think of all the different types of art you could use to share your message.

Tips for online groups

Step 1: Let participants know that they will need to complete this step before the meeting.





STAGE 3

Letter to the mayor

SUMMARY

Write a letter to your community leaders to ask for climate action.

IN THIS ACTIVITY YOU WILL

- Practise your writing skills
- Learn how to persuade someone to listen

SUITABLE FOR

Groups and individuals

MATERIALS

- Paper and pens

PREPARATION

This activity requires an activity leader.

Prepare a **template** for the letter (you can adapt the example provided).

Come up with a list of **community leaders** who are involved in climate change.

DURATION



40 MINUTES

Activity description

STEP 1

Decide on an issue to take action on (10 minutes)

1. Split into patrols (as many patrols as you have leaders available). Think about everything you have **learned about climate change** so far. Discuss:
 - a. What do you really **care** about?
 - b. What would you like to **change** in your community to better **protect** the Earth?
 - c. What would you like to **change** in your community to help **prepare** for the effects of climate change?
2. Come back together to choose which of these issues you would most like to do something about. Use your climate action plan if it helps. If it's hard to decide, try **voting**.
3. Now choose a **community leader** who could help with your issue. They might be someone in your neighbourhood, the director of the school, the mayor of the town etc. Choose the best person to tackle this climate change issue (your leader can help!).
4. To get ready to contact this person, you need to have a clear **message**.

STEP 2

Craft your advocacy message (20 minutes)

5. Together, reply to each of the following questions in a couple of sentences, noting down your answers:
 - a. What is the **issue** you want to talk about?
 - b. **Why** is that issue a problem?
 - c. What is your **goal**? What do you want the leader to do? What is your **solution** to the climate issue?
6. Use your answers to write a **letter to the community leader** to share your message and your demands. You can use the template provided.
7. Once your letter is ready, everyone in the group adds their name, age and signature to the letter.



What is advocacy?

Advocacy is trying to convince people (in powerful positions) to make decisions that will create a better world for everyone. In Guiding and Scouting, we believe that young people everywhere should be able to share their opinions and ideas with people who have the power to make change. We also believe no-one is too young to do advocacy! Every child has the right to have their opinions listened to. And as you grow up, you will learn new things and new ways to do advocacy.

STEP 3

Debrief (10 minutes)

8. How does it make you **feel** that the community leader will be reading your letter?
9. What are you hoping to **achieve** with this letter?
10. Are there **other people** you would like to contact in the future?
11. The community leader might be very busy and not be able to reply or take the action you have asked for. That does not mean that you should stop trying! You can get more people involved, and share your messages with other community leaders. The most important thing is that you are doing your best to protect the Earth.
12. After the meeting, **send or give the letter to the community leader!**

LETTER TEMPLATE

[Address to your leader] Dear Mayor Leaderton,

[Introduce yourselves] We are the Pine Forest Girl Guides from Climateville. We want to demand action on a serious topic. We are learning about climate change, and with your help, we could improve our community.

[Explain your climate issue] We have noticed that there is a lot of traffic, especially near our Guide Hall and the town centre. Many people drive even for short trips, creating lots of fumes that make the air dirty.

[Explain why your issue is a problem] This is a problem because air pollution harms people's health, especially children. It also increases greenhouse gases that make the planet hotter and cause extreme weather.

[Explain your goal] We believe that breathing clean air is something everyone should be able to enjoy, and we can all act together to reduce air pollution and protect the Earth.

[Explain your solution] We call on you to help us by encouraging people to walk, cycle, or take public transport instead of driving short distances. We also ask that the town puts more bike lanes and adds more trees along busy roads to help clean the air. We understand that climate change is only one of the issues you need to focus on, but the Earth cannot wait!

Many thanks in advance for your consideration.

Sincerely,
[Your names] Pine Forest Girl Guides

Tips for online groups

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





STAGE 3

Climate action plan, part 3

*Mandatory

SUMMARY

Complete the final part of your climate action plan.

IN THIS ACTIVITY YOU WILL

- Choose two people to share your climate change knowledge with
- Decide how you will tell people about climate change

SUITABLE FOR

Groups and individuals

MATERIALS

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

DURATION



30 MINUTES

PREPARATION

This part of the plan needs to be completed individually. You may want to re-read Silvia's 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 the top box of **part three** of your climate action plan with the **two people** you are going to speak or write to.

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

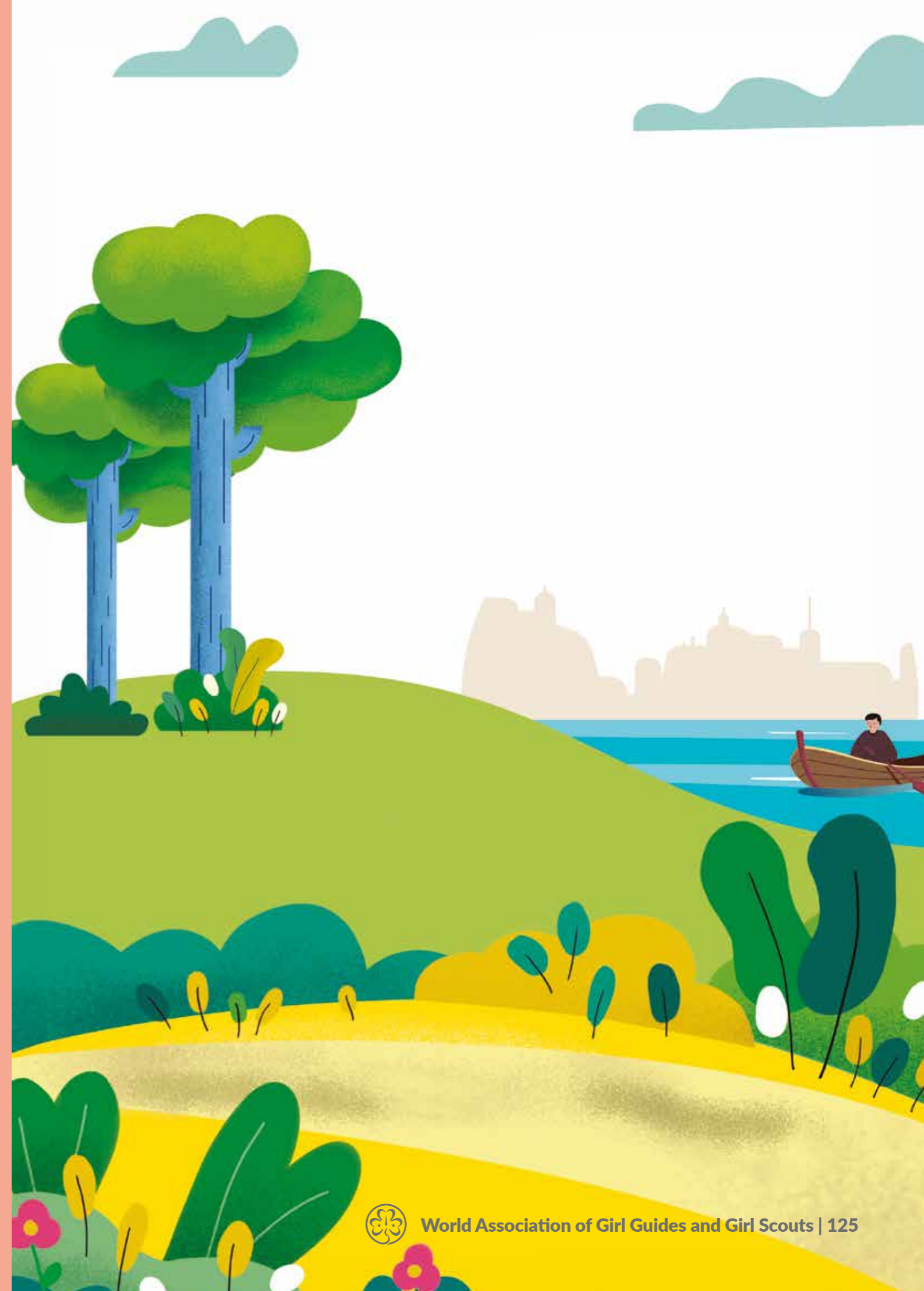
My climate promise

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. How will you keep your Girl Guide promise and help protect our Earth? Think about **one extra action** you can do yourself. This might be something you can change in your daily life that will reduce the harmful gases that are making the Earth warmer or help you get ready for the effects of climate change.
7. Turn this into a **promise** and add it to the final part of 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.



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 and individuals

MATERIALS

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

DURATION



65 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 (25 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

Answer a survey (20 minutes)

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

STEP 3

Collect your badges (10 minutes)

7. When your leader calls your name, walk to the centre of the circle, salute and say:
 - a. Your climate **promise**
 - b. The **two people** you spoke to about climate change
 - c. 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 (10 minutes)

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

Tips for online groups

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



(After) Survey

MATERIALS

- Papers and pencils

IMPORTANT

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

PREPARATION

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

DURATION



20 MINUTES

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

1. Do you understand what climate change is doing to people around you?
2. Do you know how climate change is affecting people around the world?
3. Can you think of at least 1 way that climate change affects people differently because of things like whether they're a boy or a girl, where they live in the world or how much money they have?
4. Do you know how your daily actions can impact climate change?
5. Do you believe that you can encourage people in power (e.g. a politician) to fight climate change?
6. Have you been part of an activity or group that helps fight climate change because you took part in this badge?
7. Have you changed the way you do things in your life to become more climate friendly, because of something you learned in this badge?
8. Since you started this badge, has anyone close to you, such as a family member or friend, started doing something climate friendly because of you?
9. Have you shared what you have learnt in this programme with at least 2 other people?

- 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.



Climate action plan (full template)

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

Part one:	Draw a picture and write some words to explain what climate change is.
Part two:	Climate causes the following problems:
<p>How does climate change affect the world around us?</p> <p>How does climate change affect people?</p> <p>How might climate change be worse for some people than for others; for example, depending on where they live, how much money they have, or whether they are a boy or a girl?</p>	

Part three:	Who are you going to talk to about climate change?
-------------	--

I am going to tell _____ and _____ about climate change.

How are you going to tell them?

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



Acknowledgments

We are grateful for the European Youth Foundation's generous financial support, which has enabled us to develop this curriculum. The Youth-Led Action for Climate Change (YLACC) Europe curriculum was developed with valuable contributions from the European Environmental Working Group as well as Guides and Scouts across the Europe Region. Thank you for letting us know everything related to your needs, interests, and fears about climate change, and how it affects your daily life.

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Special thanks to the dedicated volunteers of the WAGGGS Europe Environmental working group: Joel Kruse, Silvia Zampato, Justyna Piwowar, Mirta Cimmino, Giada Sannino, Karen Jones, Lexie Massie and Marie Morris Kehlet.

This edition of the Youth-led Action on Climate Change programme was adapted for Europe Region based on the Girl-Led Action on Climate Change programme in Sub-Saharan Africa, Asia, Latin America and the Caribbean.

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