

# Girl-Led Action on Climate Change

Younger Years Programme



Food and Agriculture  
Organization of the  
United Nations

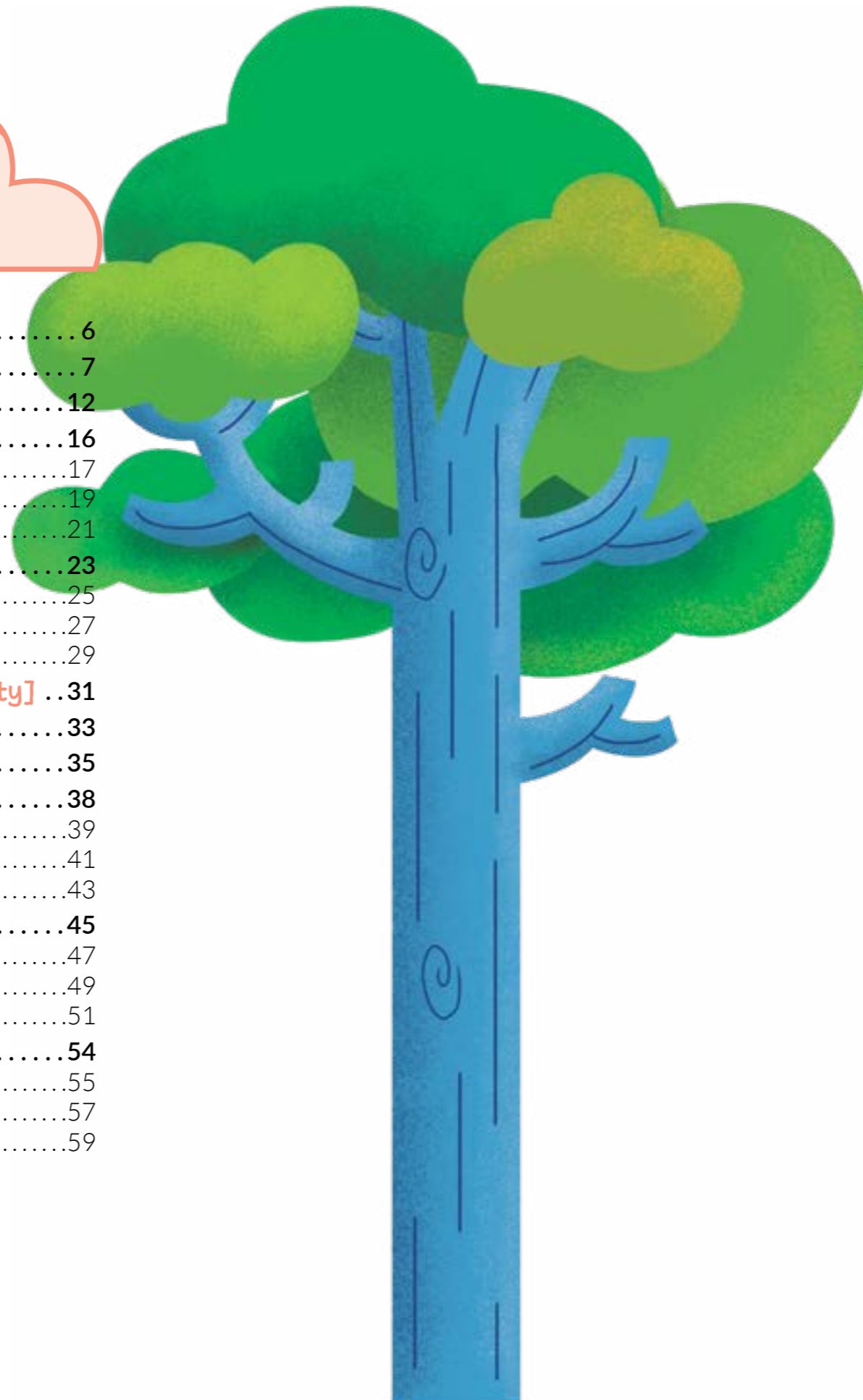


WORLD ASSOCIATION  
OF GIRL GUIDES  
AND GIRL SCOUTS



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# Introduction

Climate change is the biggest challenge of our time and is a serious threat to our future. In many places around the world, **girls and young women are overly affected by climate change and environmental damage.**

Unfortunately, this is because in most countries, girls and women:

- are more likely to live in **poverty**
- have less access to **basic human rights**
- face **regular violence** that is made worse in difficult times, such as natural disasters.

Even though girls and women can and do play a very important role in fixing the harm caused by environmental damage and climate change, they are often not included when important decisions are being made. When people are **not included** in important decisions that affect their lives, it is harder for them to be part of the solutions.

To support girls to understand that they can be part of the solutions, the World Association of Girl Guides and Girl Scouts (WAGGGS) has developed this badge as part of the Girl-led Action on Climate Change (GLACC) programme. This badge is designed to prepare you for, and help you to reduce, the effects climate change will have on your life. By doing this programme, we hope you are more prepared to take on leadership roles in your communities, to be part of the climate change solution.

This curriculum was developed with technical advice and support from the programme's Advisory Partner – Food and Agriculture Organization of the United Nations (FAO) through the YUNGA partnership. A big thank you to all the FAO staff who offered their advice and expertise for this curriculum.

## Who is this curriculum for?

The activities in this programme have been developed for **Girl Guide and Girl Scout groups in sub-Saharan Africa** to complete with their peers, specifically adapted for groups in Benin, Lesotho and Tanzania.

You can use this programme if you are a Girl Guide or Girl Scout in one of the younger branches of your Association, or if you are the leader of one of those groups and wish to complete the programme.

# How to earn the badge



This badge is divided into **three stages**. To earn the badge, complete **three activities** from each stage, to make **nine in total**. Each stage has two main themes offering a choice of activities, plus a compulsory **climate action plan** that you build on throughout the badge.

**Stage two** has a choice of six topics under two themes: the **Natural world** and **People**. By choosing one topic under each theme, you will learn about the impact of climate change on different environments. The badge should take about seven hours to complete, plus time for taking the action developed in your action plan.

We recommend taking the time to complete the activities over **several weeks**, instead of over a few days. For example, you could do three activities each week, over three weeks. This gives everyone time to digest and reflect on what they have learned.



## HOW TO EARN YOUR GIRL-LED ACTION ON CLIMATE CHANGE BADGE:

✓ = number of activities to complete

 <b>STAGE 1</b> See the bigger picture	<b>What is climate change?</b> Choose one activity out of three [✓] [ ] [ ]	<b>Gender equality and me</b> Choose one activity out of three [✓] [ ] [ ]	<b>Climate action plan part 1</b> Complete this activity [✓]
	<b>The natural world</b> Choose one of these topics and Choose one activity out of three. Weather Animals and plants Water [✓] [ ] [ ]	<b>People</b> Choose one of these topics and Choose one activity out of three. Livelihoods Health Freedom [✓] [ ] [ ]	<b>Climate action plan part 2</b> Complete this activity [✓]
	<b>STAGE 3</b> Prepare to take action	<b>How to take action</b> Choose one activity out of three [✓] [ ] [ ]	<b>Share the knowledge</b> Choose one activity out of three [✓] [ ] [ ]

Total number of activities to complete = 9

**CELEBRATE!**





# Activities chart



Choice is at the heart of the Girl-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 10 of the Leader's Guide.

	Section	Activity	Summary	Duration (min)	Suitable for online	
Stage 1	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		
	Gender equality and me	We're all in this together	Play a fairness game to understand why climate change is worse for some people than others.	45		
		Natural groups	Use your creative skills to understand how bias works.	40		
		Powerful chain	Celebrate your skills and use your strengths to become a climate hero.	20		
		<b>Climate action plan, part 1</b>			30	✓
	Stage 2	Weather	Us against disasters	Play a game about how to help when a natural disaster strikes.	30	
			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.	20	
Animals and plants		Bug hotel	Create a place to encourage biodiversity and protect mini beasts.	40		
		Where are all the trees?	Use role play to explore why people cut down trees and what you can do about it.	30		
		Habitat, water, food	Play a game about an animal's survival.	30		
Water		Is there enough water?	Play a running game to discover why everyone having access to water is so important.	40		
		Water enigma	Solve an enigma and reflect on access to water resources.	30	✓	
		Idea poll	Create a way to make water clean and safe and convince others to choose your idea.	30	✓	

	Section	Activity	Summary	Duration (min)	Suitable for online
Stage 2	Livelihoods	Not in my compost	Play a guessing game to recognise things that can and cannot be composted.	20	✓
		My dream farm	Use your creative skills to design a climate-smart farm.	20	✓
		The job lottery	Invent a new 'green' job for the future.	20	✓
	Health	Swat the mosquito	Practise your running skills and try to escape the biting mosquitoes.	30	
		A balanced meal	Play a game to discover how staying healthy can help us fight climate change.	30	
		Under the surface	Find out what could make us sick in lakes and rivers.	30	
	Freedom	Education hopscotch	Play a game of hopscotch to understand the impact of climate change on access to education.	20	
		Competitive chairs	Get competitive with a game of musical chairs.	30	
		The happiest place	Create the happiest place to live in.	30	✓
	<b>Climate action plan, part 2</b>				30
Stage 3	How to take action	Sustainable chase	Play a running game 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	Craft a powerful message on 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.	30	✓
	<b>Climate action plan, part 3</b>				30
<b>It's time to celebrate!</b>				30	✓





## 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 girls and women. 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 Sophie'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 Earth into a greenhouse.

### Gender equality and me

Men and women are not always treated the same. This is not fair, and it means that when bad things happen because of climate change, it is **worse for women and girls**. You can help make this better by changing the minds of your community and the people who make important decisions, so that we are all ready to tackle climate change. Together we can take action!



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

- **We're all in this together** - Play a fairness game to understand why climate change is worse for some people than others.
- **Natural groups** - Use your creative skills to understand how bias works.
- **Powerful chain** - Celebrate your skills and use your strengths to become a climate hero.



### 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 Sophie!

Meet Sophie, 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 Sophie 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
- Sophie

**Narrator:** Under the bright, bright sun walked Sophie, a Girl Guide who lived in a small town. Sophie 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. We really need the rainy season to start...

**Worm 2:** Yeah my grandparents say the rains are getting later and later 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 those rains to start. 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!

**Sophie:** [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 1

# 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.

## Activity description

## STEP 1

### Play a miming game

#### 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. Play a game about weather and climate.
5. Teach the group the different **actions** linked to each climate zone (see the list provided): name a climate zone, do the action and ask the group to copy.
6. Everyone runs around the room. When you say a climate zone, everyone freezes and **does the correct action**. Play for five 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

### Guess the weather

#### Instructions for activity leader

7. As a group, guess which type of weather is the most common in different climate zones. Name a type of **weather**, eg drought, rainy season or blizzard, and ask the group to show which **climate zone** it's 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.

## STEP 3

### Have a group discussion

8. Which climate zone do you think **your country** is in?
9. Describe the usual weather in each **season** in your country.
10. 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 even jobs.
11. What would your life be like if your normal weather and seasons became more extreme?







## STAGE I

# My interesting sight {suitable for online}

### 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

### MATERIALS

- Paper
- Pencils
- (Optional) a camera

### 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

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. On your walk, capture your interesting thing by drawing a **picture** or taking a **photo**.

## STEP 2

### Climate change causes and effects

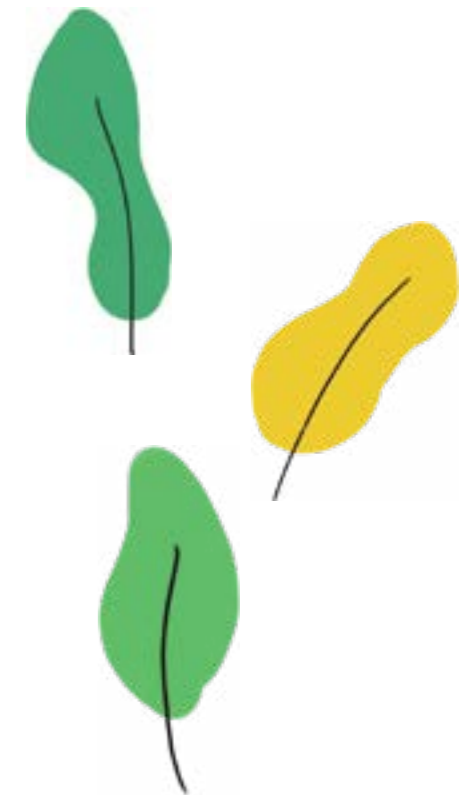
3. **Climate change** is the impact humans are having on the climate which affects every living thing including you. The actions of humans over a long time are increasing the amount of **greenhouse gases** in the layers surrounding our planet (the atmosphere). These actions are things like burning rubbish 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 even jobs. 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.
  - **Solutions:** Things we can do to stop or reduce the special (greenhouse) gases being released.
  - **Effects:** Things that happen because of climate change and other human actions.
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**
  - People travelling further to collect 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?





## 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

### 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?

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

5. 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.
6. Describe how you feel when you get too **hot**. Imagine if your body temperature went up quickly and wouldn't come down.
7. 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.
9. 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.

## STEP 2

### Can we undo our actions?

8. 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.





## Story time...



STAGE 1

# Gender equality and me

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

- Narrator
- Worm
- Sophie

**Narrator:** Sophie 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 so many girls and women passing me by everyday collecting the water for their family. It's always their job to do it and I don't think that's fair.

**Sophie:** I totally agree. Thanks for telling me.

**Worm:** It's the same in many countries. And now that the Earth keeps getting warmer because of climate change, there's less freshwater available for us to use and drink. Also, this means more people get sick and get diseases.

**Sophie:** Wow I didn't know that! There must be something I can do.

**Worm:** There are lots of things you can do, but one of the most important things you can do is **learn**. For us worms, climate change makes the ground very hard and dry, but it will also affect humans - just like you. In fact, it will affect **girls and women** just like you much more than boys and men who don't usually have to collect water.

**Narrator:** This reminded Sophie of something she had heard before.

**Sophie:** My Aunty Emma 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 Emma meant? Complete one activity from this topic to find out.





## STAGE I

# We're all in this together

### DURATION



45 MINUTES

### SUMMARY

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

### 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)

### PREPARATION

- This activity is great for groups that aren't familiar with **gender equality and 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%.

### IN THIS ACTIVITY YOU WILL

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

## Activity description

## STEP 1

### Play a game about privilege

#### Instructions for activity leader

1. Choose one person to lead a **running game** of their choice with the group for 10 minutes. 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. but 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

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 girl, 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.



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

## STEP 3

### Discuss privilege and climate change

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!
11. Before the game, did your group **share** what you had (limited juice and chairs)? Why or why not?
12. 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?

13. 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. 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 women and girls (born with less privilege) are being treated fairly and equally to men and boys, so that climate change isn't worse for them. Together we can support each other!
14. 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.
- Climate change means there is less freshwater available. Women and girls are usually in charge of getting 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.

### BRING IT HOME

What have you learned today about privilege? How do you think 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

# 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.

### 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

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

#### 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

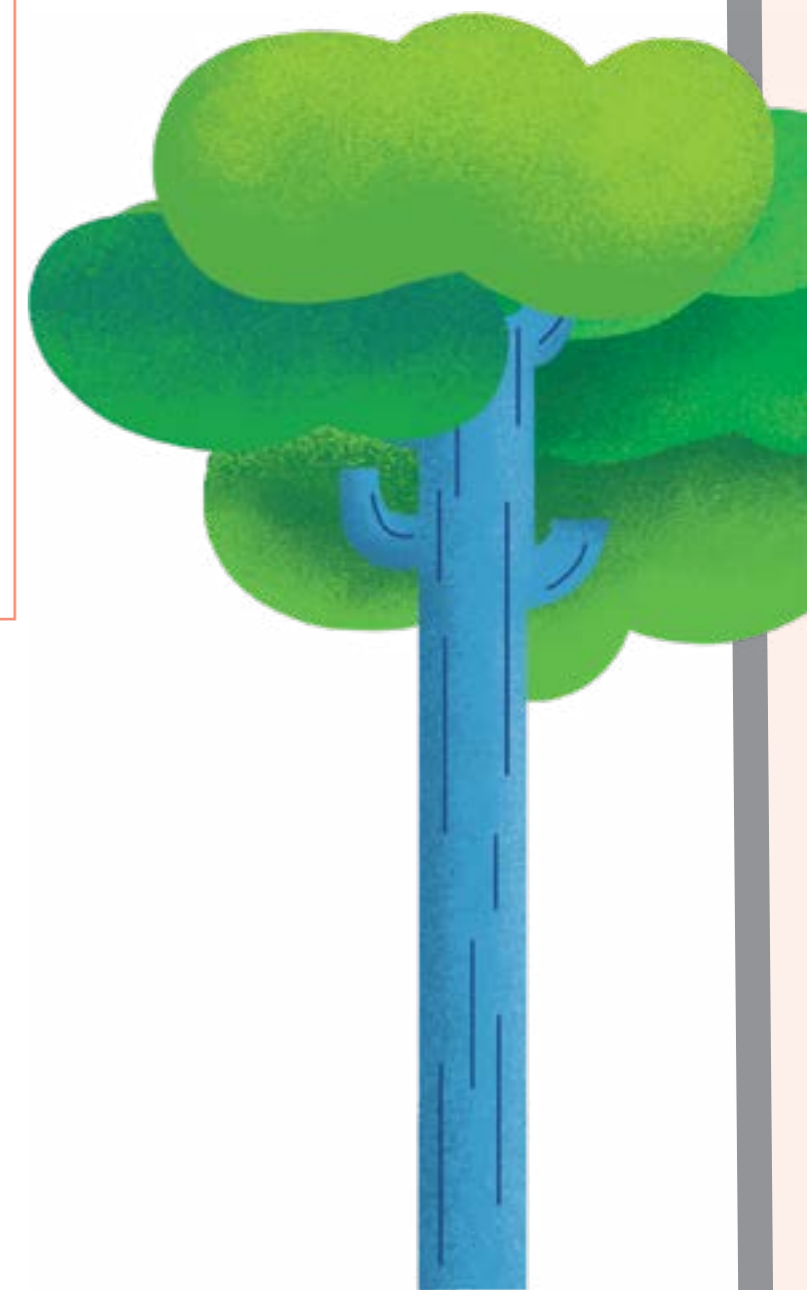
7. How did you decide on your groups?
8. Did anyone try to make a group of **different badges**?
9. In this game, the badges represent **important people**, like leaders. Think of some important people - do they tend to form groups with people who are **similar** to them, or **different**?
10. Think 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. Government leaders who make decisions are often men who don't include women and girls - 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 girls and women when we make decisions about their lives? Prepare a simple message to explain what you have learned and share it with your family.





## STAGE I

# Powerful chain

### SUMMARY

Celebrate your skills and use your strengths to become a climate hero.

### IN THIS ACTIVITY YOU WILL

- Think about your unique skills.
- See how climate change may affect girls.

### MATERIALS

- Paper and pens

### PREPARATION

This activity is great for groups that have low self-confidence or feel limited by gender inequalities.

### DURATION



20 MINUTES

## Activity description

## STEP 1

### Celebrate yourself as a girl

1. As a **girl**, have you been told you can't do things or can't be a certain way?
2. In Girl Guiding and Girl Scouting, we believe that **every girl** should be able to be herself, learn new things and do what she wants – as long as she's still living by her promise! Today, you will explore everything that girls can be and how this can be helpful to protect the **Earth**.
3. Start the game: one person says their **name** and **two things they like** about themselves (not about how they look). For example, "I'm Bupe, I can climb trees and I am a good friend."
4. Anyone who likes one of the same things about **themselves** races to take Bupe's hand. The first person to reach her says their name, repeats the thing they have in common, then adds a new thing about themselves. For example, "I'm Aisha, I'm also a good friend and I am curious."
5. Continue until everyone has shared and is standing in a long line.
6. Take a moment to **celebrate** your strength as a group of girls with so many amazing qualities!

## STEP 2

### Become a climate hero

7. Think about the two things you shared with everyone. How and when are those qualities **useful** in life?
8. How can you use them to help **protect the Earth**? For example, your curiosity could help you find out about how to protect animals, or being a good friend means you can help them to learn about climate change.
9. On a piece of paper, **draw** the things you can do to help protect the planet, thanks to your strengths.



### BRING IT HOME

If you sometimes feel like you can't do things you want to because you are a girl, prepare a simple message to explain this to your family. Then share your drawing with them to explain how you can use your unique qualities to protect the planet!







## STAGE I

# Climate action plan, part 1

\*Mandatory

{suitable for online}

### SUMMARY

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

### MATERIALS

- A copy of the climate action plan (ideally one per person - see page 115)
- Pencils

### DURATION



30 MINUTES

### IN THIS ACTIVITY YOU WILL

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

### PREPARATION

You can complete this **individually or as one big group**. You may want to re-read **Sophie'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?

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

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 two options for each question. **Stand up if you agree** with option one and **sit down** for option two. 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.





# Decision tree

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

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



STAGE 1

**START:**  
Where do you live?

Q2 Does bad weather stop you from going shopping, to school or the hospital?

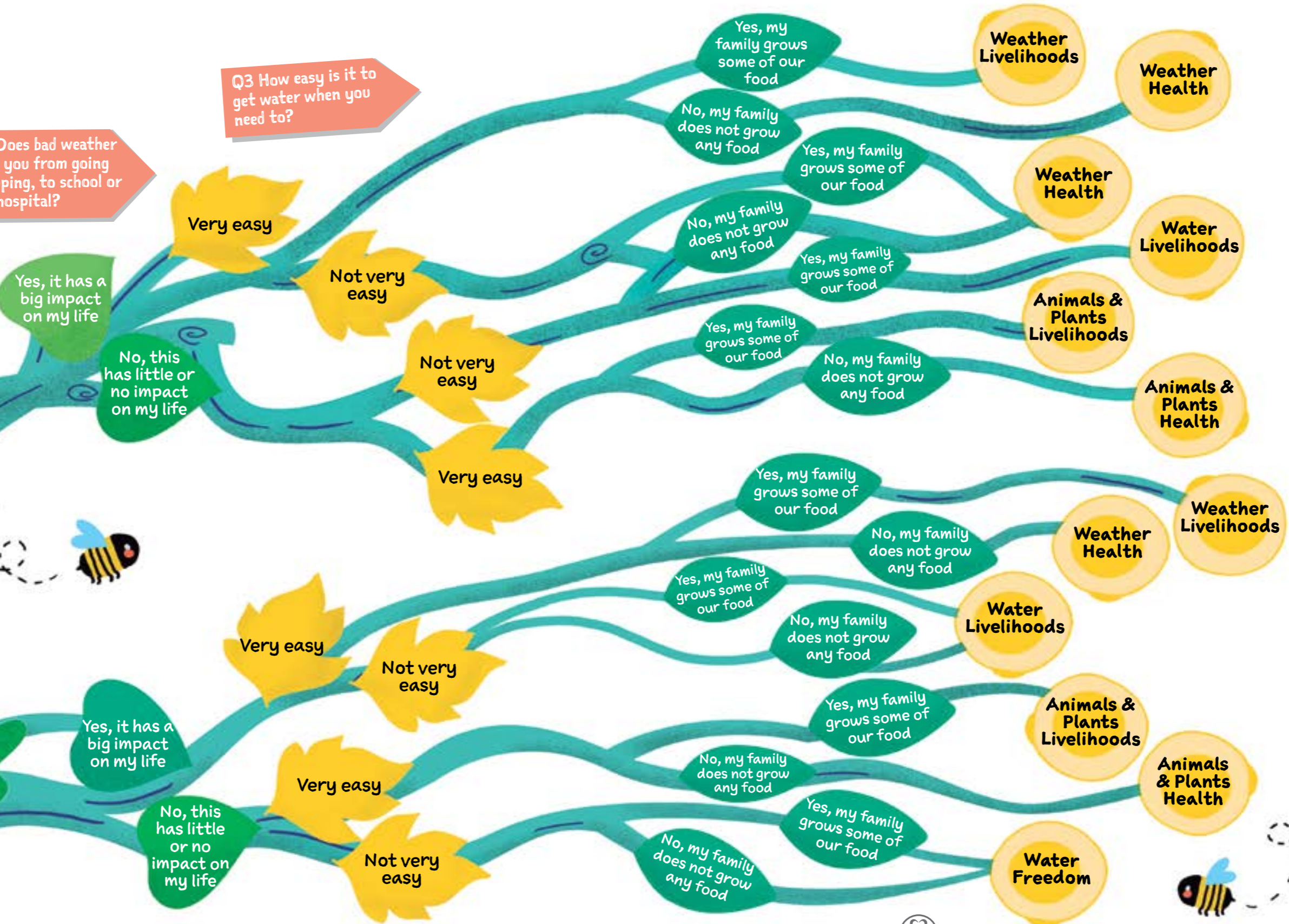
Q3 How easy is it to get water when you need to?

Q4 Do you grow any of your own food?

**Recommended topics**

I live in an urban area

I live in a rural area





## STAGE 2



# Explore the issues

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

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

### Weather

Climate change is making the weather more extreme and causing natural disasters. This is dangerous for the world around us and it harms people too. Natural disasters are strong weather events 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

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, food and more stable jobs. Trees and plants can help fight climate change by taking carbon dioxide from the air and storing it.

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

### Water

Global warming (the increase in the Earth's temperature over time, caused by the actions of humans, eg 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.

- **Is there enough water?** – Play a running game to discover why everyone having access to water is so important.
- **Water enigma** – Solve an enigma and reflect on access to water resources.
- **Idea poll** – Create a way to make water clean and safe and convince others to choose your idea.

## The impact of climate change on people



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

### Livelihoods

Climate change puts people's food, water sources and jobs in danger. It makes people poorer and this is worse for women and girls.

- **Not in my compost** – Play a guessing game to recognise things that can and cannot be composted.
- **My dream farm** – Use your creative skills to design a climate-smart farm.
- **The job lottery** – Invent a new 'green' job for the future.

### Health

Extreme weather and pollution make people more likely to get sick. When we don't have clean water or access to nutritious food, it is even harder to stay healthy and clean, which can make us even more sick. We all need to keep our bodies healthy to be more resilient; women and girls especially need a balanced diet because they need more healthy food when they have their periods (menstruate) and if they are pregnant when they're older.

- **Swat the mosquito** – Practise your running skills and try to escape the biting mosquitoes.
- **A balanced meal** – Play a game to discover how staying healthy can help us fight climate change.
- **Under the surface** – Find out what could make us sick in lakes and rivers.

### Freedom

Climate change restricts people's freedom. For some women and girls, they may have fewer choices in their future. But we can work together to change this.

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







## STAGE 2

# Story time...

## Weather

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

- Narrator
- Sophie
- Bird 1
- Bird 2
- Aunty Emma

**Narrator:** Sophie closed her eyes, spun around three times and when she opened them, she was outside Aunty Emma's house. Aunty Emma 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.

**Sophie:** 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.

**Sophie:** 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 rain storms 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 Emma arrived home for lunch. She gave Sophie a big hug.

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

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

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

**Narrator:**  
Aunty Emma 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 natural 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.

### DURATION



30 MINUTES

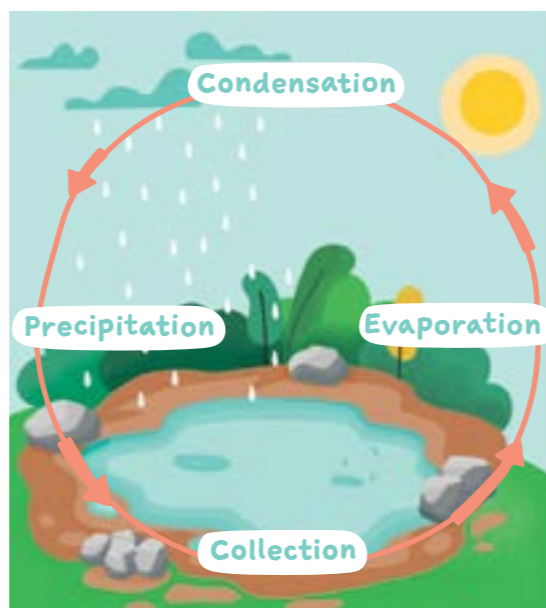
## Activity description

## STEP 1

### Learn about natural disasters

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 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 **natural disasters** more frequent. Natural disasters are events like hurricanes and tropical 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 natural disasters happening in your country?

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

#### 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 a natural disaster 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 a **natural disaster**. For larger groups, add more natural disasters.
6. The **natural disaster'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 natural disaster has captured all villagers.

## STEP 3

### Debrief the game

10. How did it **feel** being caught by the natural disaster and waiting for the help of the villagers?
11. As a villager, you could play in two ways: **individually** (focus on escaping the natural disaster) 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 natural 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

# Weather sayings

{suitable for online}

### SUMMARY

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

### MATERIALS

- Pens and paper

### PREPARATION

None.

### DURATION



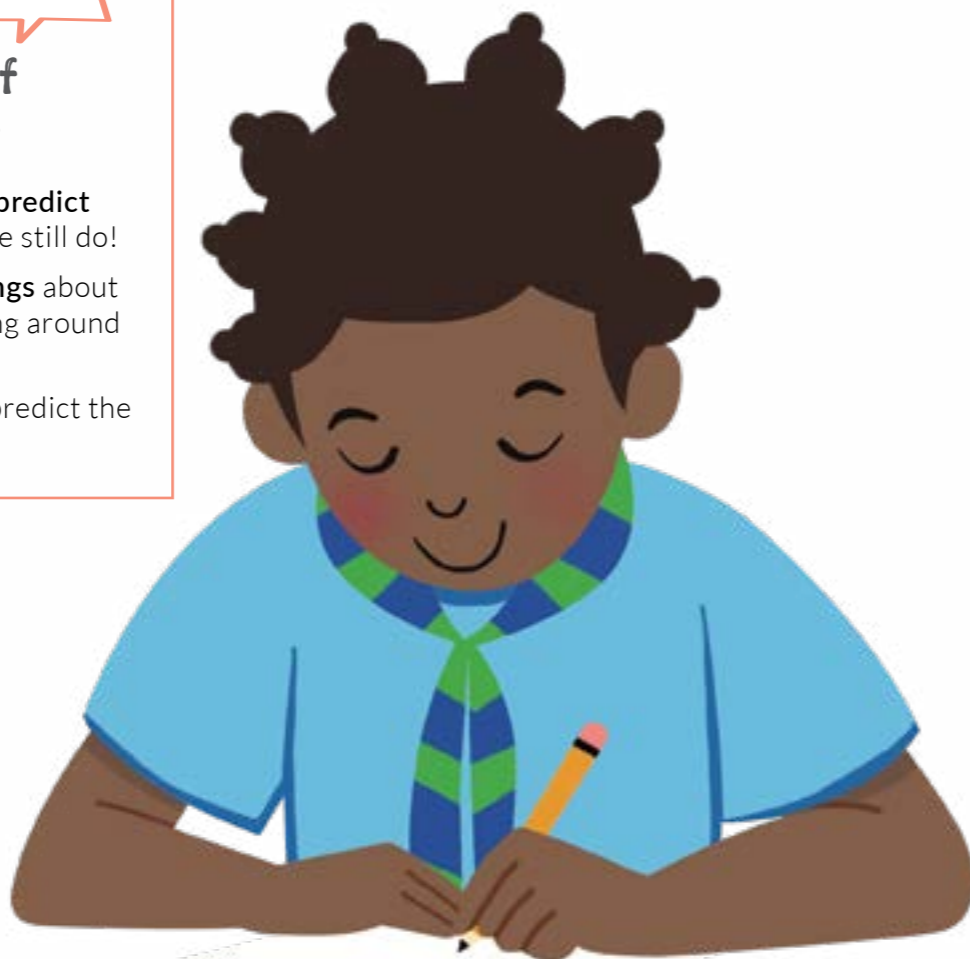
30 MINUTES

## Activity description

### STEP 1

#### Discuss natural ways of predicting the weather

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

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

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 **natural disasters**, 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.







## 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.

### MATERIALS

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

### DURATION



20 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

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 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 the **greenhouse effect** (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

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



#### Explaining sea-levels rise

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

1. How did it feel to have less and less **space**?
2. 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?
3. 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!
4. Who do you think should be **responsible** for reducing the greenhouse effect and climate change? Why?







STAGE 2

# Story time...

## Animals and plants

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

- Narrator
- Sophie
- Ant 1
- Ant 2
- Bird 1
- Bird 2

**Narrator:** Sophie 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.

**Sophie:** 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.

**Sophie:** 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:** Sophie looked up in the air and saw two yellow 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

# 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

## Activity description

## STEP 1

### Explain why biodiversity is important

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 any more 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.



**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

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 ends, 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/>





## STAGE 2

# Where are all the trees?

### 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

### DURATION



30 MINUTES

### PREPARATION

Be aware that some people might feel uncomfortable in this activity if their family is involved in cutting down trees. Avoid blaming people involved in tree cutting, focusing more on how to take action against deforestation.

This activity needs an activity leader.

## Activity description

## STEP 1

### Why do people cut down trees?

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.

**Also:** balls, nail varnish, toothpaste, makeup, paints, bath towels, disinfecting wipes!

**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

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.

## STEP 3

### Debrief the game

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.

### BRING IT HOME

People need firewood to live their daily lives and that is fine. But there are **other sources of energy** you can use to cook at home, and there are ways to collect firewood that are less harmful to forests and woodlands. Talk to people around you about ways to collect firewood that allow forests to quickly regrow. Have a look at the **Leaders' Guide factsheet** to find out more.

### 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/>







## STAGE 2

# 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

### MATERIALS

- None

### PREPARATION

This game works best if played in a large group.

### DURATION



30 MINUTES

## Activity description

### STEP 1

#### What is a habitat?

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



**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

#### 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.

### STEP 3

#### Debrief the game

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.

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

#### 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/>



# Water

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

- Narrator
- Fish 1
- Fish 2
- Sophie

**Narrator:** Sophie looked around her in wonder.

**Sophie:** 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 right 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.

**Sophie:** 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!

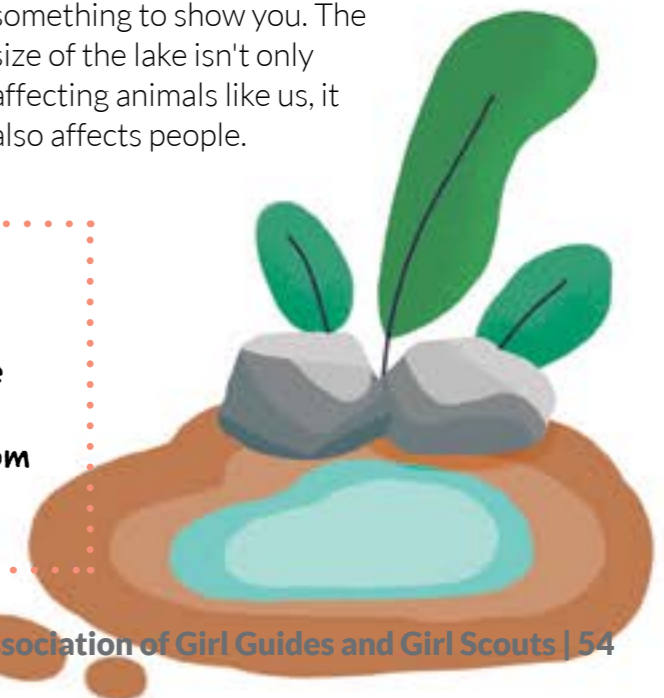
**Fish 1:** What you can't see is how big this lake used to be. It was more than three times the size. It would take us all day to swim across the lake, but now it only takes us one hour.

**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 instead, 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 can help you understand how climate change affects water. Complete one activity from this topic to find out.







## STAGE 2

# 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

### MATERIALS

- None

### PREPARATION

None

### DURATION



40 MINUTES

## Activity description

### STEP 1

#### Start a discussion about why water is important

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, field, 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 scarcity

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.

### STEP 4

#### Discuss the impact of not having access to clean water

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.

### 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.



#### 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/>





## STAGE 2

# Water enigma

{suitable for online}

### SUMMARY

Solve an enigma and reflect on access to water resources.

### IN THIS ACTIVITY YOU WILL

- Discover why climate change makes it harder for everyone to have enough clean water
- Practise your problem-solving skills

### MATERIALS

- Yarn, rope or chalk

### PREPARATION

This activity might be challenging for children under eight.

Using the yarn/rope/chalk, represent a river with two banks in your meeting space.

### DURATION



30 MINUTES

## Activity description

## STEP 1

### Solve the enigma

1. In patrols, try and solve the following **enigma** (puzzle) by acting out the different roles in the meeting space:
  - **Sophie** needs to cross the river, with her bag of **vegetables**, a bucket of **water** and a **donkey**. She has a small boat which can **only carry herself and one other thing**.
  - She **can't**:
    - \* leave the donkey and the bucket of water together because the donkey will drink the water.
    - \* leave the bucket of water and the bag of vegetables together because the vegetables have been grown using products that will dirty the water and make it undrinkable.
  - How can she **cross the river** and make sure there's still a full bucket of clean water by the time she gets home?

### Instructions for activity leader

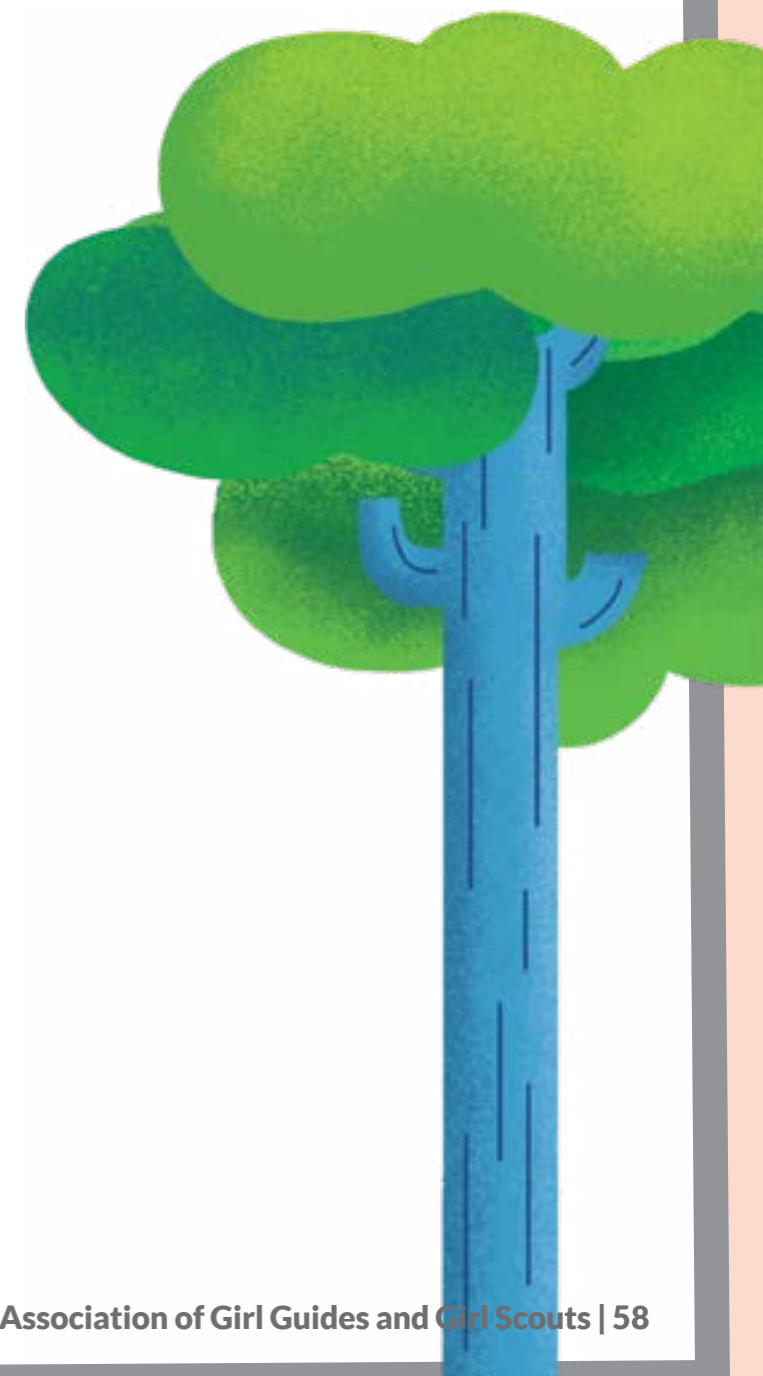
There are two solutions to the enigma. Give every group time to solve it and offer tips if they are stuck:

- **Solution 1:** Sophie takes the water first, then the donkey. She takes the water with her again when she crosses back to the other side, leaves it there, then takes the bag of vegetables home. Finally, she goes back and brings the water home.
- **Solution 2:** Sophie takes the water first, then she takes the bag of vegetables home. She takes the water with her again when she crosses back to the other side. She then brings the donkey home. Finally, she goes back and brings the water home.

## STEP 2

### Debrief the activity

2. Was it **easy or hard** to find the solution?
3. What were the **two things** in the enigma that put Sophie's water at risk?
4. How could this puzzle relate to **real life**?
  - Climate change disturbs the 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 is a serious problem caused by human activity. It can come from plastics and waste, sewage being put in lakes and rivers, chemicals used by industries and agriculture etc. 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.
5. Have you ever heard of or been in a situation where you didn't have **enough water** or the water was not **clean** to drink? What do you think you can do to make sure you have enough clean water?
6. In the enigma, Sophie was in charge of bringing the water home. Around you, is it usually **girls** who are in charge of bringing the water home? Why do you think that is?
7. What else could Sophie have been doing **instead** of spending time bringing the water, the groceries and the donkey home?







## STAGE 2

# Idea poll

{suitable for online}

### 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

### MATERIALS

- Pens and paper
- Tokens for the voting

### PREPARATION

None.

### DURATION



30 MINUTES

## Activity description

## STEP 1

### Discuss clean water

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 solution

#### Instructions for 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

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>





## Story time...

# Livelihood



STAGE 2

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

- Narrator
- Sophie
- Dog
- Mouse 1
- Mouse 2

**Narrator:** Sophie 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.

**Sophie:** 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 about how climate change is affecting their own lives? Maybe then, they would work together to stop it getting worse.

**Mouse 1:** When the weather is really extreme, it is hard for people to go to work and earn money. I love running around the house when no humans are home, but they are home more often than when my grandparents were around.

**Mouse 2:** The humans in my home are farmers, and they work less because there are fewer crops (plants) to harvest now. When there is a big storm, some people cannot go to work because it is not safe.

**Sophie:** So does everyone stay at home when the weather is extreme?

**Dog:** Not everyone. It is mostly women, because they are usually the people who are farming or working in the markets.

**Sophie:** 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 climate change is affecting your lives? Complete one activity from this topic to find out about how income (money you earn) and jobs are affected by climate change.







## STAGE 2

# Not in my compost

{suitable for online}

### SUMMARY

Play a guessing game to recognise things that can and cannot be composted.

### IN THIS ACTIVITY YOU WILL

- Learn a form of organic farming.
- Find out the rules of composting.

### MATERIALS

- Pens and paper

### PREPARATION

None.

### DURATION



30 MINUTES

## Activity description

## STEP 1

### Soil and compost

1. **Climate change** disturbs the weather and makes it more extreme. It causes storms, fires, droughts and floods, and this can damage soils. Can you name some things that may need **soil** for their life?
2. When soil is **damaged**, it is an issue for everyone who farms for their food or job. Farmers might lose money because their crops are not producing enough vegetables, or their animals are dying. But there are **special ways to farm** that are better for the soil, produce healthy food for people and make the soil a better place for all living things that use it. These special ways of farming can also produce less of the gases that are making the Earth hotter. Using natural plant food such as **compost** is a type of this special farming.



**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.



## STEP 2

### Read the composting rules

#### 3. Read the rules for composting:

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

7. If the team does not guess in time, team B can try to win the point by guessing. If neither team guesses the item, the person describing shows everyone the written answer and no one wins the point.
8. It's now team B's turn - they follow the steps above.
9. Continue to play, swapping teams each time.

## STEP 3

### Have a group discussion

10. If you composted and used it for plant food, what would you choose to **grow**?
11. How could composting help people to make more **money**?
12. Did you know that across the Earth, we are losing a lot of rich soil every year - about 30 football pitches every minute! Discuss why having rich soil is so important.

### BRING IT HOME

Where does your food waste go at home? Share your learnings with your family and start composting at home!

**If you really liked this activity, you can find out more about how to help create a better home for all living things by completing activities in the Animals and plants topic.**

## STEP 3

### How to compost

4. Divide into **two teams**: A and B, with pens and paper.
5. One person from **team A** will write down **one food or shopping-related item**. They will then have **one minute** to describe this item to their team, without using the name of the item.
6. If the team guesses the correct answer, they get **one point**. The team then has to say whether this item **can or can't be composted**.



### More badge fun:

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

<https://www.fao.org/yunga/resources/challenge-badges/soils/en/>





## STAGE 2

# My dream farm

{suitable for online}

### SUMMARY

Use your creative skills to design a climate-smart farm.

### IN THIS ACTIVITY YOU WILL

- Find out about a new farming technique called agroforestry
- Plan how to use agroforestry

### MATERIALS

- Paper
- Colouring pencils

### PREPARATION

None.

### DURATION



30 MINUTES

## Activity description

## STEP 1

### Discover agroforestry

1. Climate change disturbs the weather and makes it more **extreme**. It causes storms, fires, droughts and floods, and this can **damage soil**.
2. Can you name some things that may need **soil** for their life?
3. Why is soil being damaged bad for **people**?
4. When soil is damaged, it is an **issue** for everyone who farms for their food or job. Farmers might lose money because their crops are not producing enough vegetables, or their animals are dying. But there are **special ways to farm** that are better for the soil, produce healthy food for people and make the soil a better place for all living things that use it. These special ways of farming can also produce less of the gases that are making the Earth hotter. One of these ways of farming is called **agroforestry**.



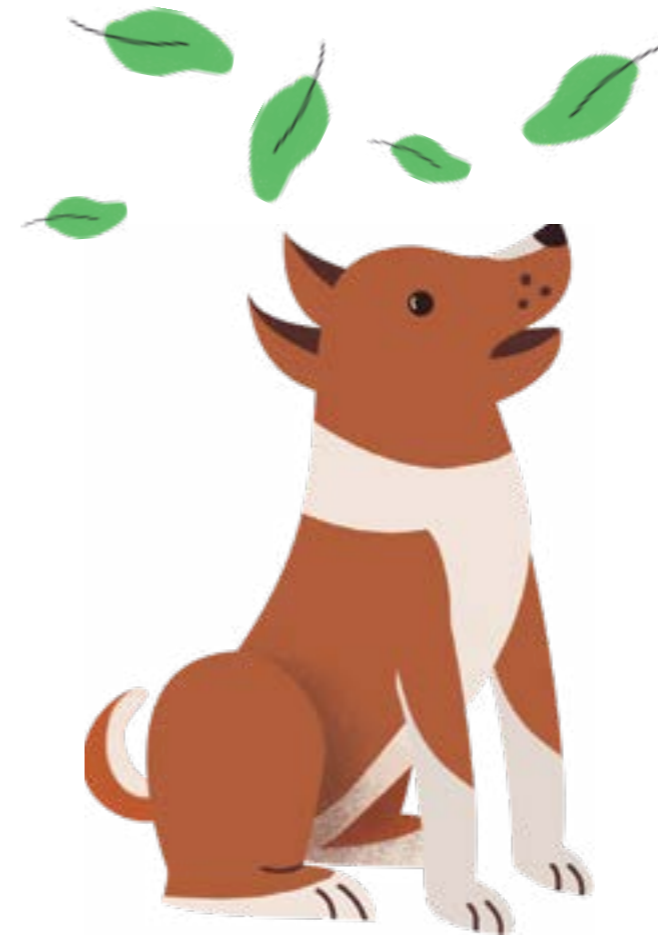
**Agroforestry** is when you grow trees and rear animals (and/or grow crops) on the same piece of land. This is one way of being climate-smart: the trees and animals/crops work together, producing better results for farmers and nature.

Another way to be climate-smart 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.

## STEP 2

### Design an agroforestry farm

5. There are different ways to do **agroforestry** (growing trees and animals - and/or growing crops - on the same piece of land), such as:
  - Animals live under trees - the animals help make the soil rich, while the trees shelter the animals and give them food.
  - Crops (plants for food) grow beneath trees, often in rows.
  - Planting one or more rows of trees and/or plants to shelter all the crops, animals and people from hot and cold weather.
6. **Draw your very own farm that uses agroforestry.** If your family farms, you could draw their farm to include one of the tips above. Try to have as many different plants and animals as possible in your farm!



## STEP 3

### Explore the benefits

7. Share your farm design with your group. Together name as many **benefits** as possible of agroforestry.



### Benefits of agroforestry

- It can balance out the bad gases (carbon dioxide - a greenhouse gas) caused by farming.
- The tree roots can keep the soil stable and healthy.
- The falling leaves add food (nutrients) that are good for the soil.
- The creatures and animals that live in the trees will provide food (nutrients) for the soil with their waste and their bodies.
- Leaves from trees help keep the soil moist so the crops need less water.
- When branches and leaves form layers and shade, it stops the soil from getting too dry and makes the air and soil surface cooler.
- Having lots of trees can provide sustainable firewood, because you can use the fallen branches.
- Some trees can provide medicine.
- Fruits from the trees can be sold or eaten.
- Shrubs can be used for animal food.







## STAGE 2

# The job lottery

{suitable for online}

### SUMMARY

Invent a new 'green' job for the future.

### IN THIS ACTIVITY YOU WILL

- Find out if your ideal job will still exist in the future
- Explore how climate change can make it harder for people to find work

### MATERIALS

- Paper
- Pen/pencil
- Yellow, blue, red pen/pencil

### PREPARATION

None.

### DURATION



30 MINUTES

## Activity description

## STEP 1

### Jobs at risk

1. What **job** do you think you will do when you grow up? **Write and draw** this job on your piece of paper.
2. Add a **yellow star** if your job uses the land (growing/selling food, restaurant, farming).
3. Add a **blue star** if your job would be affected by the weather (storms, floods, lack of water).
4. Add a **red star** if you need more than a secondary education for your job (needs university or higher education).



### Climate change and job losses

- In towns and cities, extreme weather (lots of rain or heat) may mean that people's homes are damaged or destroyed, so they have to move to different places and leave their jobs. Extreme weather can also damage work buildings, roads and transport hubs.
- In the countryside, extreme weather can damage crops, which affects people who grow and sell food.

## STEP 2

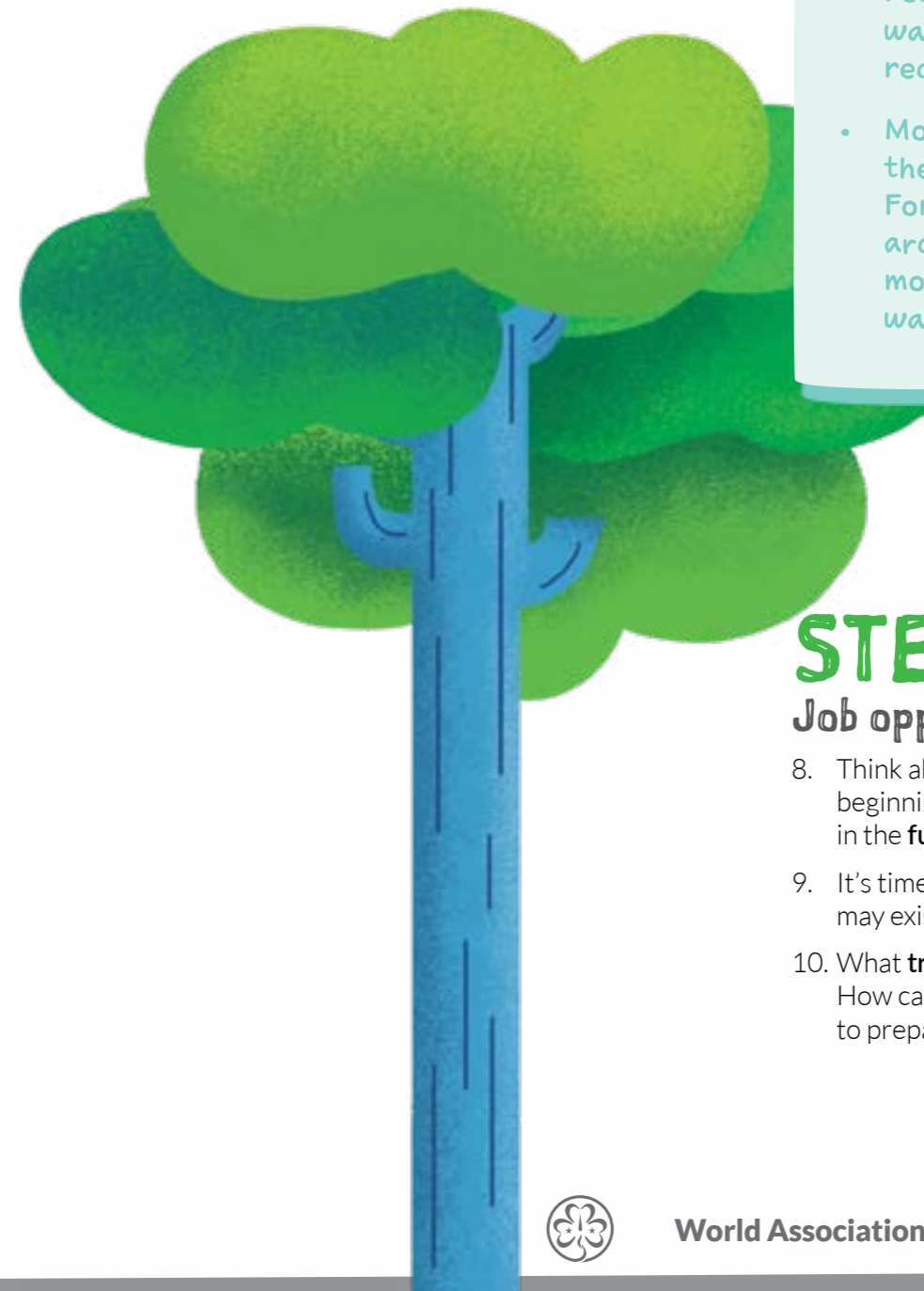
### Act it out

5. Form a **circle**. Fold your piece of paper and put it in the middle of the circle.
6. Choose a paper at random and **act it out** for the rest of your group to guess. After the job has been guessed, briefly discuss **how climate change could affect that job**.
7. Repeat a few times.



Jobs will be affected in different ways if we use less fossil fuels, eg:

- More people will demand that their actions (what they buy etc) are good for the Earth, so new 'green' jobs will be created to enable this.
- Some jobs that are bad for the Earth and cause lots of pollution will disappear.
- Some jobs will change to become 'greener'. For example, jobs collecting waste will become jobs in recycling.
- Most jobs will change so that they are better for the Earth. For example, plumbers and architects may have to work in more environmentally-friendly ways.



## STEP 3

### Job opportunities

8. Think about the job you chose at the beginning. Do you think this job will still exist in the **future**?
9. It's time to invent! Draw an image of a **job** that may exist in the future.
10. What **training** may you need to do this job? How can you learn **skills** now that will help you to prepare to do this job?





STAGE 2

# Story time...

## Health

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

- Narrator
- Sophie
- Big yellow bird
- Big white bird

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

**Narrator:** As she spoke, two big birds with giant beaks came and sat beside her.

**Big yellow bird:** All of the animals are talking about your climate change adventure! You are so clever and brave!

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

**Big white bird:** Come with me, I have a place that you will find very interesting. Can I pick you up?

**Sophie:** Yes! I've always wanted to fly.



**Narrator:** The bird picked her up and flew high above the trees. She saw the monkeys swinging from branch to branch. Before she knew it, she was getting closer and closer to the ground.

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

**Big yellow bird:** 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.

**Big white bird:** For example, in climates

where it's warm, humid and rainy, some diseases spread much more easily - such as malaria and dengue fever. Also, in the towns and cities the air is often very dirty, 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

# Swat the mosquito

### SUMMARY

Practise your running skills and try to escape the biting mosquitoes.

### IN THIS ACTIVITY YOU WILL

- Find out how extreme weather could make people sicker
- Work as a team to help your group win

### MATERIALS

- None

### DURATION



30 MINUTES

### PREPARATION

This game works best with at least 10 people, the larger the group the better.

## Activity description

### STEP 1

#### Play the game

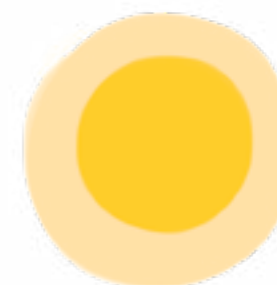
1. The aim of the game is for **people** to reach the other side of the space without **being bitten by the mosquitoes!** The mosquitoes will win if they 'bite' all the people before they reach the other side.
2. In groups of 10, divide into the following players (there should be one doctor per 10 players):
  - **Mosquitoes** (two people)
    - \* Aim to **'bite'** as many people as possible (by touching them with a hand).
  - **Super mosquitoes** (two people)
    - \* Only come out during the rainy season - when the **weather** says 'storm'. When they touch a person, this person cannot rejoin the game.

- **Weather** (one person)
    - \* Can say, "**Storm**" (which makes the super mosquitoes appear). They make sure that people who are touched by the super mosquitoes don't rejoin the game.
  - **Doctor** (one person)
    - \* Heals people who have been bitten by tapping them **three times** on the shoulder.
  - **People** (all other players)
    - \* Aim to get from one side of the room to the other, without being touched by a mosquito. If they get bitten, they **sit down** on the ground.
3. **People** stand on one side of the space. The game begins and everyone moves around: the **mosquitoes** chase the **people**, the **doctor** can heal **people**, the **weather** can say, "Storm" at any time (this makes the **super mosquitoes** appear!).

### STEP 2

#### Have a group discussion

4. What made it **hard** for people to get to the other side of the space?
5. How could we **change the game** to make it easier for the people to win?
6. Climate change is making some places more humid, warm and rainy. This means there are more mosquitoes which spread more diseases. What can people do to **protect themselves** from mosquitoes?





## STAGE 2

# A balanced meal

### SUMMARY

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

### MATERIALS

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

### DURATION



50 MINUTES

### IN THIS ACTIVITY YOU WILL

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

### PREPARATION

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

## Activity description

## STEP 1

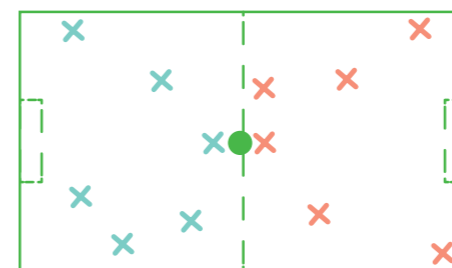
### Draw a meal

1. Sit in a circle. Draw your **favourite meal** and show this to the person on your left.
2. You all now have **one point**. You can get more points based on how **healthy** your meal is. For every point, you also collect a strip of newspaper:
  - One more point if you have **red meat or dairy** (butter, cheese, yoghurt etc).
  - Two more points for each different **fruit or vegetable**
  - Two more points if you have **carbohydrates** (cassava, yam, rice, bread).
  - Two more points if you have **fish and poultry**. These proteins are better for the environment and produce less harmful gases when they are growing.
  - Three more points if you have **lentils and beans**. These proteins are even better for the environment and produce even less harmful gases when they are growing.
3. Create a **belt of health**:
  - Make a belt to go round your waist from any fabric.
  - Tie your strips of newspaper to this belt.

## STEP 2

### Play a game

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



### More badge fun:

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

[www.waggs.org/en/what-we-do/girl-powered-nutrition/](http://www.waggs.org/en/what-we-do/girl-powered-nutrition/)



## STEP 3

### Have a group discussion

10. **Resilience** is the ability to bounce back when things go wrong. What made **players** in the game more resilient?
11. If you knew that the meal you drew at the beginning gave you more resilience, would you have chosen **differently**?
12. Did the team with the **most resilience** (lives) win the game? Or was it an even match?
13. We need to keep our bodies healthy, especially to be more resilient to **climate change and pollution** that can make us sick. Climate change can also cause crops and livestock (animals) to die, and affect how much food is available for people. This makes it more difficult for people to have a healthy and balanced diet. It's therefore very important to learn about **nutrition** and how to eat well. **Women and girls especially** need a balanced diet because they need more healthy food when they have their periods and if they are pregnant when they're older.
14. Name **three ways** we can stay healthy to make our bodies more resilient.
15. **Changing the way we eat is also a way we can help reduce climate change.** Remind yourselves of the sources of **protein** that were good for the environment (especially lentils and beans!), so you can convince your family to eat more of those! This is a form of **adaptation** - a way to help us change our normal behaviours so that climate change has a smaller effect on our lives.

### BRING IT HOME

Talk to your family about how to change the food you eat to make it more environmentally-friendly and make yourselves more resilient to health issues caused by climate change.







## STAGE 2

# Under the surface

### SUMMARY

Find out what could make us sick in lakes and rivers.

### IN THIS ACTIVITY YOU WILL

- Identify things that may make water unsafe to drink
- Make a plan to find safe water sources

### MATERIALS

- Two very large pieces of paper (big enough for everyone to draw on)

### PREPARATION

Check that the paper is large enough for everyone to draw on. If it is not, divide the group into patrols or smaller teams so that each group can work together and draw on the paper.

### DURATION



30 MINUTES

## Activity description

# STEP 1

## Find the water hazards

1. **Sophie** wants to drink some water from the lake. But before she does, she needs to check if it is safe. As a group, draw the lake on your first piece of paper and all the things inside the lake that could make her sick (the **health hazards**), eg:
  - Rubbish (pollutes the water)
  - Insects (make you sick or itchy)
  - Dirty water from sewage (caused by floods) and bacteria (create diseases that will make your stomach sick)
  - Seaweed (blue-green algae) can also make people and animals very sick.
2. Go around in turn and share one health hazard within your lake.
3. Think about everything you've learned. How do you think **climate change** can make these issues worse?
  - The temperature of the lake gets warmer because the Earth is getting hotter. So, insects, seaweed and bacteria grow and multiply and they create more diseases. There are also more floods because of climate change, so dirty and clean water get mixed which is dangerous for humans and animals.



4. What do you think Sophie and her community can **do** to stop getting sick from the lake water? **Write** your ideas around your drawing, eg:
  - **Cleaning** the water with a filtering system
  - Taking care of **waste** so it doesn't get into the water
  - **Protecting** the lake by building around the edge to stop dirty water going into it when there are floods
  - Growing **plants** that clean the water naturally all around the lake.
5. These ideas you have come up with are a form of **adaptation** - a way to change our normal behaviours so climate change has a smaller effect on our lives.

# STEP 2

## Find the solutions

6. Sophie needed to use the lake because there was nowhere else to get water nearby. Why is it sometimes **hard to find water**?
7. Thinking back to what you learned earlier about climate change and its effect on water, on the second piece of paper draw all the **reasons** why it's hard for Sophie to find water, eg:
  - All the other lakes have dried up
  - There has been less rain so Sophie cannot collect rainwater
  - She does not have running water in her house
  - There is not a nearby well or pump
  - Other water sources are being used for farming or other things.
8. Go around in turn and share one reason.
9. What do you think Sophie and her community can do about this? Write a list of **actions** around your drawing.





STAGE 2

# Story time...

## Freedom

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

- Narrator
- Cat 1
- Cat 2
- Cat 3
- Sophie

**Narrator:** Sophie breathed deeply, smiled and looked around her.

**Sophie:** 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 Sophie! I have a place I'd like to take you.

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

**Narrator:** Sophie held the cat, spun around three times and opened her eyes to see a long, long road. Two cats strutted towards her.

**Cat 2:** Hello Sophie, 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.

**Sophie:** 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

### DURATION



20 MINUTES

### 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 puts some people's education at risk.
- Understand how girls are at more risk of missing school.

### MATERIALS

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

### 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.

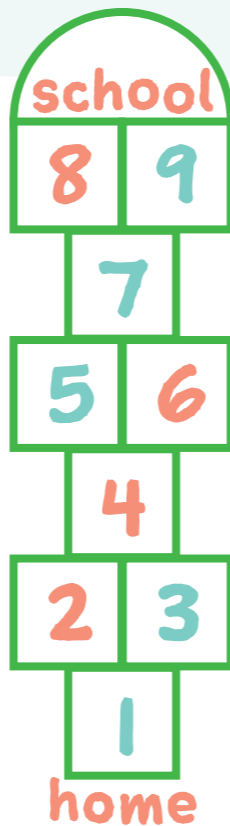
## Activity description

## STEP 1

### Play a game of hopscotch

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** (see list provided) that you might face on your 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 the water from the well is making you sick, solutions could be to cover the top of the well to protect the water, or to use a small amount of chlorine solution to clean the water.
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.



## Obstacles to education

- Climate change has caused heavy rain so the path to school has been damaged - you're not sure how to get there.
- The air pollution is making you sick and you can't go to school.
- Because of climate change, the weather has been really hot for a long time, and it makes it hard for you to focus in school.
- 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.
- 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.
- Climate change has caused storms which have destroyed your school.
- Climate change has caused floods in your area. You have to help take care of your community so have to miss school.
- Because of climate change, some of the water you drank was dirty and made you sick, so you can't go to school.
- 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.



## STEP 2

### Debrief the game

1. What have you learned about **climate change and education**?
2. Which of the obstacles to education are specific to **girls**?
3. How did it make you feel to find **solutions** to all those obstacles?





## STAGE 2

# 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

### 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

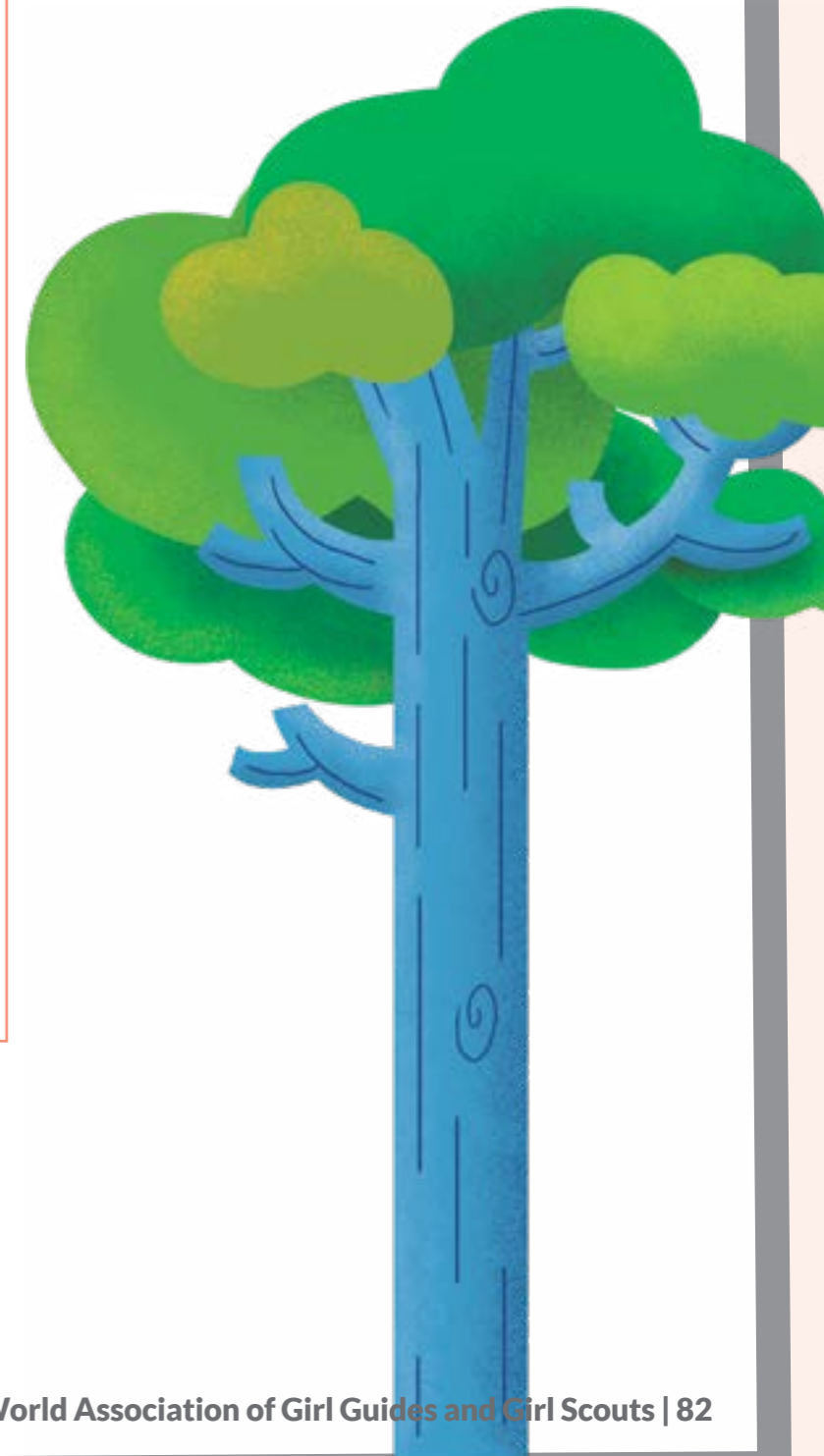
#### Instructions for activity leader

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

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 grow plants, food and animals that can survive even when the weather is very hot/very cold/very rainy/very dry. We could also keep rainwater and use it when there are droughts.







## STAGE 2

# The happiest place

{suitable for online}

### 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

### 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



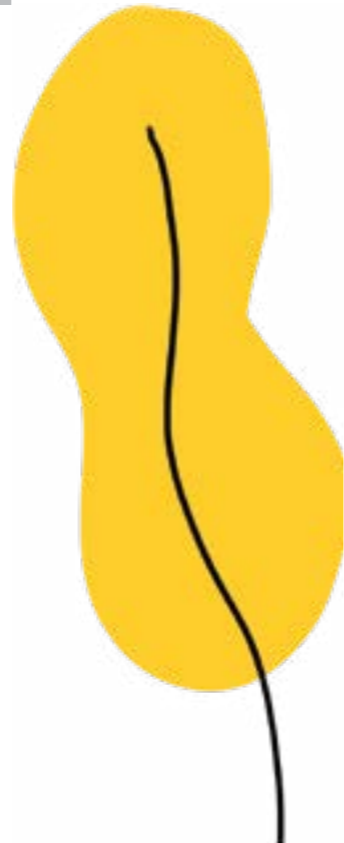
40 MINUTES

## Activity description

## STEP 1

### Create your happy place

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

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.



## STEP 3

### Discuss climate change and human rights

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 your human rights?
  - For example: Girls often have to do household chores so might have **less time to play**. Girls also might feel uncomfortable to ask questions about periods and how you should deal with them.

### BRING IT HOME

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





STAGE 2

# The United Nations Convention on the Rights of the Child

<p><b>Definition of a child</b></p> <p>A child is any person under the age of 18.</p>	<p><b>Making rights real</b></p> <p>Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this convention.</p>
<p><b>No discrimination</b></p> <p>All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.</p>	<p><b>Family guidance as children develop</b></p> <p>Governments should let families and communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow, the less guidance they will need.</p>
<p><b>Best interests of the child</b></p> <p>When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.</p>	<p><b>Life survival and development</b></p> <p>Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.</p>

<p><b>Name and nationality</b></p> <p>Children must be registered when they are born and given a name which is officially recognised by the government. Children must have a nationality (belong to a country). Whenever possible, children should know their parents and be looked after by them.</p>	<p><b>Keeping families together</b></p> <p>Children should not be separated from their parents unless they are not being properly looked after – for example, if a parent hurts or does not take care of a child. Children whose parents don't live together should stay in contact with both parents unless this might harm the child.</p>
<p><b>Identity</b></p> <p>Children have the right to their own identity – an official record of who they are which includes their name, nationality and family relations. No one should take this away from them, but if this happens, governments must help children to quickly get their identity back.</p>	<p><b>Contact with parents across countries</b></p> <p>If a child lives in a different country than their parents, governments must let the child and parents travel so that they can stay in contact and be together.</p>
<p><b>Protection from kidnapping</b></p> <p>Governments must stop children being taken out of the country when this is against the law – for example, being kidnapped by someone or held abroad by a parent when the other parent does not agree.</p>	
<p><b>Sharing thoughts freely</b></p> <p>Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.</p>	
<p><b>Freedom of thought and religion</b></p> <p>Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.</p>	







## STAGE 2



### Setting up or joining groups

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

### Protection from violence

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

### Protection of privacy

Every child has the right to privacy. The law must protect children's privacy, family, home, communications and reputation (or good name) from any attack.

### Children without families

Every child who cannot be looked after by their own family has the right to be looked after properly by people who respect the child's religion, culture, language and other aspects of their life.

### Access to information

Children have the right to get information from the internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.

### Children who are adopted

When children are adopted, the most important thing is to do what is best for them. If a child cannot be properly looked after in their own country – for example by living with another family – then they might be adopted in another country.

### Responsibility of parents

Parents are the main people responsible for bringing up a child. When the child does not have any parents, another adult will have this responsibility and they are called a "guardian". Parents and guardians should always consider what is best for that child. Governments should help them. Where a child has both parents, both of them should be responsible for bringing up the child.

### Refugee children

Children who move from their home country to another country as refugees (because it was not safe for them to stay there) should get help and protection and have the same rights as children born in that country.

### Children with disabilities

Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.

### Food, clothing and a safe home

Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this.

### Health, water, food and environment

Children have the right to the best healthcare possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.

### Access to education

Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.

### Review of a child's placement

Every child who has been placed somewhere away from home – for their care, protection or health – should have their situation checked regularly to see if everything is going well and if this is still the best place for the child to be.

### Aims of education

Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.

### Social and economic help

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

### Minority culture, language and religion

Children have the right to use their own language, culture and religion – even if these are not shared by most people in the country where they live.





## STAGE 2



### Rest, play, culture and arts

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

### Prevention of sale and trafficking

Governments must make sure that children are not kidnapped or sold, or taken to other countries or places to be exploited (taken advantage of).

### Protection from harmful work

Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly.

### Protection from exploitation

Children have the right to be protected from all other kinds of exploitation (being taken advantage of), even if these are not specifically mentioned in this convention.

### Protection from harmful drugs

Governments must protect children from taking, making, carrying or selling harmful drugs.

### Children in detention

Children who are accused of breaking the law should not be killed, tortured, treated cruelly, put in prison for ever, or put in prison with adults. Prison should always be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family.

### Protection from sexual abuse

The government should protect children from sexual exploitation (being taken advantage of) and sexual abuse, including by people forcing children to have sex for money, or making sexual pictures or films of them.

### Protection in war

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

### Recovery and reintegration

Children have the right to get help if they have been hurt, neglected, treated badly or affected by war, so they can get back their health and dignity.

### Children who break the law

Children accused of breaking the law have the right to legal help and fair treatment. There should be lots of solutions to help these children become good members of their communities. Prison should only be the last choice.

### Best law for children applies

If the laws of a country protect children's rights better than this convention, those laws should be used.

### Everyone must know children's rights

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

### How the Convention works

These articles explain how governments, the United Nations – including the Committee on the Rights of Child and UNICEF – and other organisations work to make sure all children enjoy all their rights.







## STAGE 2

# Climate action plan, part 2

\*Mandatory

{suitable for online}

### 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.

### MATERIALS

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

### DURATION



30 MINUTES

### PREPARATION

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

## Activity description

### STEP 1

#### Why is climate change harmful?

1. Sophie 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 **Sophie** - they sit in the centre.
3. **Sophie** 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. Sophie 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 Sophie.

#### For example:

**Sophie:** 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?**

**Sophie:** [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?**

**Sophie:** [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

#### Capture your climate change problems

6. Use the problems you have shared to complete **part two** of your climate action plan.
7. Now think about how these problems may be **extra hard for girls and women**. Write your thoughts on your climate change plan.



## 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 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 Sophie's story and choose one activity to complete

- **Sustainable chase** – Play a running game to understand what the word sustainability means.
- **A feelings map** – Get creative and draw your feelings about climate change.
- **Yes let's, yes but!** – Get creative and draw your feelings about climate change.

### 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 Sophie'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
- Sophie
- Frog 1
- Frog 2

**Narrator:** With all this adventure, Sophie'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 despite being strong, smart and brave, girls just like her were going to suffer especially from the effects of climate change.

As she worried, her stomach started to feel wobbly. A tear fell slowly down her cheek into the pond beside her. Suddenly two frogs jumped out!

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

**Sophie:** 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:** Sophie still looked worried.

**Sophie:** 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. I prefer to 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**! Remember that lots of other people are doing things too, and this all adds together - this is how we change the world! the change will come from.

**Narrator:**  
**Sophie 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

# Sustainable chase

## DURATION



60 MINUTES

### SUMMARY

Play a running game to understand what the word sustainability means.

### MATERIALS

- Two pots
- Four tokens per person: this could be pieces of card, pebbles etc
- Something to mark circles (chalk, yarn etc)
- Paper and pens (optional)

### IN THIS ACTIVITY YOU WILL

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

### PREPARATION

This activity works best outside in a large area. Mark two large circles as far apart as possible. Mark one the **starting circle** and the other the **finishing circle**. Place **two pots** in the finishing circle, one marked **green** and one marked **brown**.

## Activity description

## STEP 1

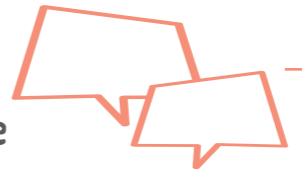
### Play a game

1. Organise **three teams**: two equally sized groups (the **green team** and the **brown team**) and a smaller team of **chasers**.
2. The leader stands near the starting circle holding the tokens. The **green and brown teams** stand in the starting circle, each holding one prepared **token**.
3. The **chasers** stand spread out in the space between the two circles.
4. When the leader says, "Go", the **green and brown teams** try to run to put their token in their team's pot in the finishing circle, without being caught. They then return to the starting circle, collect another token and run again. They can only carry one token at a time.
5. The **chasers'** aim is to catch players. If they catch a **green team member**, they take them back to the starting circle so the green member can try again. If they catch a **brown team member**, their token is taken away and they become a **chaser**. Over time, the brown team will lose its members while the green team keeps running.
6. The game ends when all **brown team members** have become chasers. **Count** all the tokens.



## STEP 2

### Debrief the game



7. Who **won** the game?
8. Which team found it **easier**, and why?
9. The green team were able to win more easily because they had more chances, or 'lives'. The brown team ran out of players quickly. We could therefore say that the green team is more **sustainable**.
10. Use the box provided to learn what sustainability means.



**Sustainability** - means taking and using what we need to live well (eg 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 - eg food and water are not endless. We have to share them fairly between everyone, and think about the people, and Earth, of the future.

## STEP 3

### Sustainable and unsustainable actions

#### Instructions for activity leader

11. Divide into the same teams again, this time with the **chasers split equally** between the two teams.
12. Each team has a few minutes to list different sustainable and unsustainable things humans do, depending on their task below. For each action, the group should ask themselves: "**Can the Earth survive if we do this action forever?**" For example, "Can the Earth survive if we **use plastic bags forever?**"

People often use plastic bags once, then throw them away. The problem is that nature can't break down plastic so the bags stay, taking up place on Earth for millions of years. Plastic is designed to last a long time, so we shouldn't use it for things we only need once or twice! **Plastic bags aren't sustainable**, but **fabric ones** are because we can use them for a long time without harming the Earth.

- Brown team = list as many human actions that aren't sustainable, eg using plastic bags, drinks bottles, food packaging.
- Green team = list as many human actions that are sustainable (they might already be doing some of them!), eg saving water and electricity, reusing or fixing things rather than buying new ones, and making new things out of recycled materials (like a bird feeder from a plastic bottle, or mat from weaving plastic bags).

## STEP 4

### Make a sustainable pledge

13. **Share** your ideas with the other team, making a list if you like.
14. Take a few minutes to reflect on all the ideas. Choose **one unsustainable thing to stop doing** and **one sustainable thing to start doing**.
15. **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.







### STAGE 3

# A feelings map

{suitable for online}

#### DURATION



30 MINUTES

#### 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.

#### MATERIALS

- Paper and colouring pens

#### PREPARATION

None.

## Activity description

### STEP 1

#### Draw your feelings about climate change

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

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.



### STEP 3

#### Feeling more positive

8. Find the negative feeling that is taking up the **most space** on your paper.
  - What could **help** you to make this feeling take up **less space**?
  - 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**:
  - Make changes to your daily life to protect the environment
  - Make changes to the way you live so that you are less affected by climate change
  - Share your climate change knowledge with people who can make big changes
  - Find ways to protect your family against climate change
  - 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!

#### 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!





### STAGE 3

# Yes let's, yes but!

{suitable for online}

### DURATION



30 MINUTES

### SUMMARY

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

### IN THIS ACTIVITY YOU WILL

- Come up with ideas to adapt to climate change.
- Plan ways to be more eco-friendly.

### MATERIALS

- Pen and paper (optional)

### PREPARATION

This activity needs an activity leader.

## Activity description

# STEP 1

## Play a game

### 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: **protecting families from climate change**.
7. Teams also switch sentence starters so that:
  - Team A is now saying, "**Yes, let's...**"
  - Team B starts with: "**Yes, but...**"

## EXAMPLE:

### Round 1: Team A

*Person 1:* I want to plan a super fun party!

*Person 2:* **Yes, but** we should only play pop music.

*Person 3:* **Yes, but** we can't protect all animals at the same time.

### Round 1: Team B

*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

*Person 1:* I want to protect my family from climate change!

*Person 2:* **Yes, let's** start by explaining climate change to them.

*Person 3:* **Yes, let's** show them how to change the way they farm.

### Round 2: Team B

*Person 1:* I want to protect my family from 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

8. Ask each team:

- What **climate action ideas** did you come up with?
- Was it **easy** to come up with a lot of different ideas?
- Are there any ideas that you could do **yourself**, or would like help to do?
- 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!







STAGE 3

## Story time...

# Share the knowledge

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

- Narrator
- Sophie

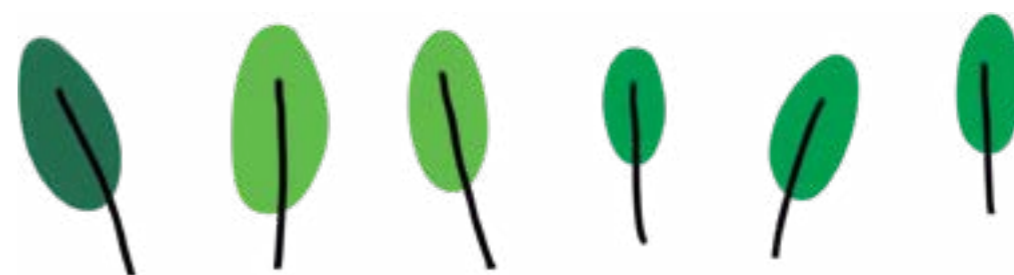
**Narrator:** Sophie spun around three times and closed her eyes tight. When she opened them, she smelt the familiar aroma of Dad's cooking. She was back home and it felt great. She was so hungry!

**Sophie:** 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!

Sophie 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 big yellow 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**.



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





# 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

## MATERIALS

- Everyone's copy of their climate action plan

## PREPARATION

None.

## DURATION



30 MINUTES

## Activity description

### STEP 1

#### Play a whispering game

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:
  - How **different** is the final message from the beginning one?
  - How easy was it to **remember** the message and pass it on?
  - 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:
  - How **different** is their message to the beginning one?
  - Was it **easier or harder** this time around, and why?
  - What makes a message **easy to understand and remember**?

### STEP 2

#### Create your own message on climate change

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.

#### 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 {suitable for online}

## 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

## MATERIALS

- Paper, pens and pencils

## PREPARATION

None.

## DURATION



30 MINUTES

## Activity description

# STEP 1

## Connect with nature and be creative

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. While they're creating, help them to reflect:
  - **Why** do they want to protect this natural thing?
  - What makes it **special** for them?



# STEP 2

## Use your art to educate others

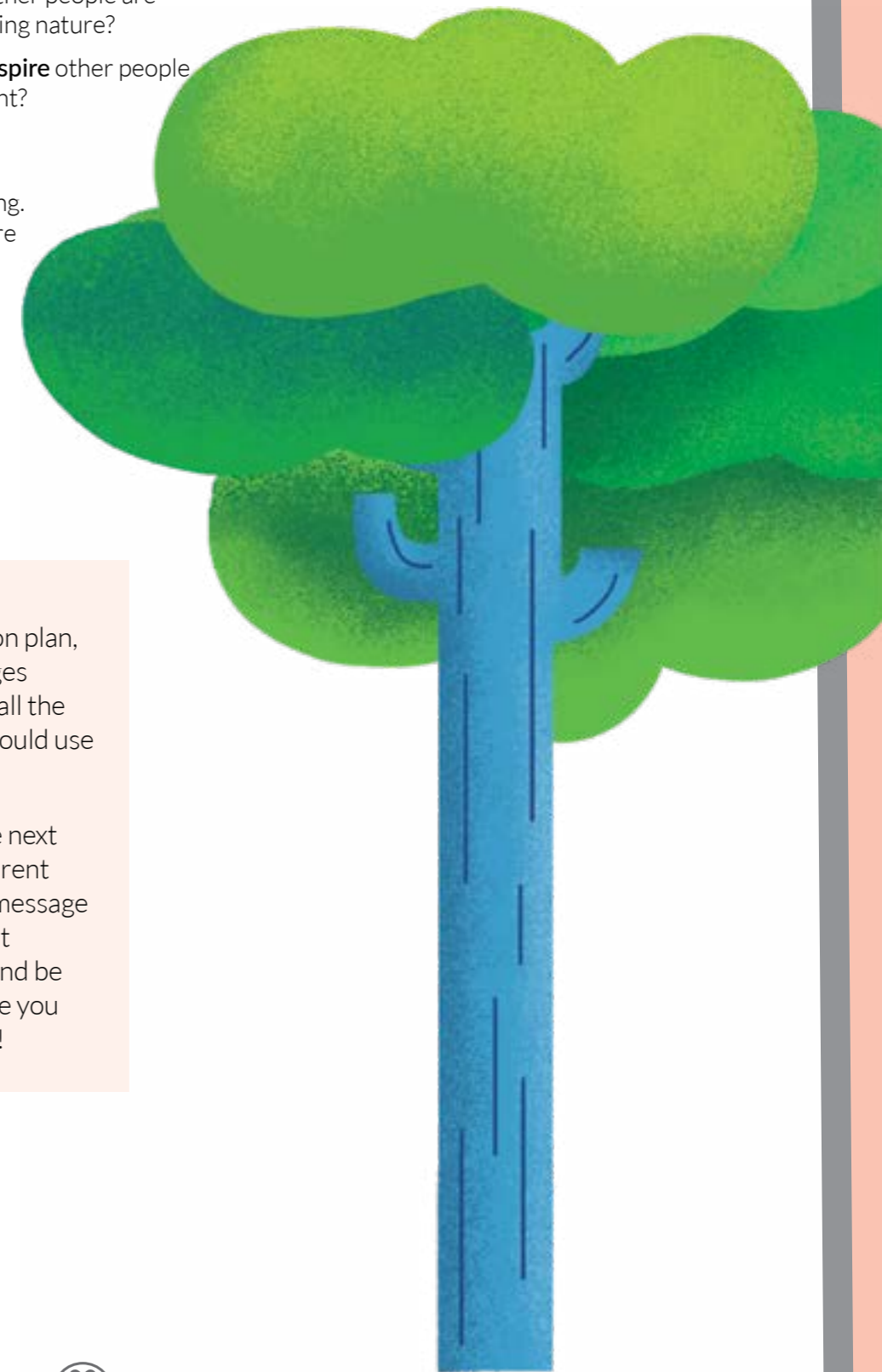
5. Once everyone has finished, come together to share with others. Reflect together:
  - How does it **feel**, seeing all of this art and learning about why other people are **passionate** about protecting nature?
  - How can you use art to **inspire** other people to protect the environment?
6. Share your art with at least one person who you know before the next group meeting. Explain why protecting nature is important to you.



## BRING IT HOME

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.

If you have time before the next meeting, try to create different types of art to share your message with people, so you can test them on different people and be prepared to choose the one you prefer for the next activity!





### STAGE 3

# Letter to the mayor

{suitable for online}

## 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

## 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

1. Split into patrols (as many patrols as you have leaders available). Think about everything you have **learned about climate change** so far. Discuss:
  - What do you really **care** about?
  - What would you like to **change** in your community to better **protect** the Earth?
  - 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 the head of the village, 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

5. Together, reply to each of the following questions in a couple of sentences, noting down your answers:
  - What is the **issue** you want to talk about?
  - **Why** is that issue a problem?
  - 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.

### STEP 2

#### Debrief

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!**



#### What is advocacy?

Advocacy is trying to convince people to make decisions that will create a better world for everyone. In Girl Guiding and Girl Scouting, we believe that girls 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







## LETTER TEMPLATE

### STAGE 3

**[Address to your leader]** Dear Mayor Leaderton,

**[Introduce yourselves]** We are the Acacia Girl Guides from South 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 on the South Climateville beach near our Guide Hall, there is a lot of littering. We have found cigarette butts, food containers, broken glass and plastic bags.

**[Explain why your issue is a problem]** This is a problem because litter and plastic waste take a very long time to break down, and they pollute the environment around us. Animals could eat the rubbish and get sick, it is bad for the plants, and it poisons the water.

**[Explain your goal]** We believe that we can all act together to avoid littering in our town, protect the Earth and make it a nicer place for us to live in.

**[Explain your solution]** We call on you to help us protect the environment by buying bins and placing a sign on the beach to remind people to be responsible with their rubbish.

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]** Acacia Girl Guides



### STAGE 3

## Climate action plan, part 3

\*Mandatory

{suitable for online}

### 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

### 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 Sophie'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 very important to you - people you see everyday or 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 could **write a letter, have a chat, make a poster, give a presentation, create a play** or 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 idea, add this to the second box of your **climate action plan**.

### STEP 3

#### Who can you reach?

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 help you get ready for the effects of climate change, or be something you can change in your daily life that will reduce the harmful gases that are making the Earth warmer.
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.**



# It's time to celebrate

{suitable for online}

## SUMMARY

Celebrate your achievement and receive your Girl-led Action on Climate Change badges.

## MATERIALS

- Papers and pencils
- A copy of your complete climate action plan
- The badges and/or certificates

## DURATION



70 MINUTES

## IN THIS ACTIVITY YOU WILL

- Share your climate action project with your unit
- Recognise the amazing things you have achieved

## 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 watch your celebration! You can invite your **community leader, parents, family** or other people who have helped you along the way.

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

## Activity description

## STEP 1

### Think about what you have learned

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 of three or four. As a small group, talk about:
  - The best part of completing your change plan.
  - What you might do differently next time.
  - Has it been easy or hard to complete your pledge?
3. Look at the promise you wrote at the end of your climate action plan. How have you kept this promise? How might you make sure you keep it in the future?



## STEP 2

### Answer a survey

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.

### Instructions for activity leader

5. Make sure everyone is sitting comfortably in a space on their **own**, with a pen and paper.
6. Introduce how the survey works and emphasise that it's **not a test**.
7. Explain how you and the World Association of Girl Guides and Girl Scouts will use their data (to evaluate the badge). By completing the survey, they are **consenting** to take part.
8. **Read out** each question and the answer options slowly. The group writes the question number followed by their answer, without looking at others.
9. Explain that they can ask you if they don't understand the question, but you can't help with answers.
10. Collect all the papers at the end, keeping every paper **safe**.
11. Once all papers are collected, it's time to review the **false statements**. Using the survey corrections on pages 60-61 in the Leader's Guide, reveal the answers. Don't change the group's survey answers.

## STEP 3

### Collect your badges

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

## STEP 4

### Celebration song

13. 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.





# Climate action plan template

Are these statements about climate change true? Answer yes if the statement is true, and no if the statement is not true.

Part one:

Draw a picture and write some words to explain what climate change is.

Part two:

Climate causes the following problems:

How does climate change affect the world around us?

How does climate change affect people?

How is this worse for women and girls?

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 ...





STAGE 3

# Survey

## Part 1

Are these statements about climate change true? Answer yes or no.

Read out these statements slowly to the group, repeating as necessary. They should write down the question number on their paper, followed by their answer: yes or no.

- 1) The Earth's temperature is getting hotter every year.
- 2) The climate changes every day, but the weather is over a long period of time.
- 3) Climate change is the impact humans are having on the climate which is making some places drier, some hotter and other places colder.
- 4) Climate change makes more people sick, and girls and women suffer more.
- 5) Climate change causes there to be less clean water available, and boys are affected worse by this than girls.



Read only the statements on the topics that you completed during the badge: one within the theme of the natural world and one within people.

Topic	Statements related to the topic
<b>The Natural World</b>	
<b>Weather</b>	6) Natural disasters are strong weather events that cause great damage and loss of life, and these are happening more often because of climate change. 7) Climate change causes drought (when there is no rainfall for a long time) everywhere in the world.
<b>Animals and plants</b>	6) Trees take oxygen from the air and release harmful gases that make the Earth warmer. 7) Some plants, animals and insects can no longer survive in their habitat because it has become too hot, too cold, too rainy or too dry as a result of climate change.
<b>Water</b>	6) Climate change reduces the amount of water on the Earth. 7) Climate change causes more floods, which often make clean water dirty and unsafe to drink.
<b>People</b>	
<b>Livelihoods</b>	8) Climate change makes it easier for people to have a healthy and balanced diet. 9) Adaptation is when people change their behaviour so climate change has a smaller impact on their lives.
<b>Health</b>	8) Climate change makes it easier for people to have a healthy and balanced diet. 9) Adaptation is when people change their behaviour so climate change has a smaller impact on their lives.
<b>Freedom</b>	8) Girls are at the same risk of missing out on their education as boys due to climate change, because climate change affects boys and girls the same. 9) Climate change causes there to be less of the things that we need to enjoy a happy life. This can lead to people competing for these things.

- 10) Unsustainable actions are when humans take and use what they want (eg food and water), without making sure that people in the future will also be able to do the same.
- 11) Advocacy is when adults try to convince people in powerful positions to create a better world for everyone. Children can't do this.







**STAGE 3**

## Part 2

The following questions are about everyone's experience of the badge activities. Are these statements about yourself true or false?

Write down the question number on your paper, followed by your answer: true or false.

12) I have made a promise in my daily life to help me prepare for climate change, or to reduce the effects of climate change.

13) I have used my knowledge about climate change from this badge to change things in my life or in the lives of others.

14) I have shared with my family some of what I have learned about climate change from this badge.

15) I know ways to help solve climate change problems in my community, city or country.

16) I will take action on climate change.



## Part 3

Did you do the "Bring it home" task for the following modules? Answer yes or no.

\*Remind girls of the "Bring it home" tasks for the activities they chose in these topics.

17) For the topic: **Gender equality and me?**

18) For the topic: **How to take action?**

## Part 4

### Sharing your learning

19) With how many people, outside of your immediate family, have you shared what you learned about climate change?

20) Would you like to tell us anything about your experience of this badge?



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# Girl-Led Action on Climate Change

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