

Girl-Led Action on Climate Change

Older Years Programme



I care about
the Earth!



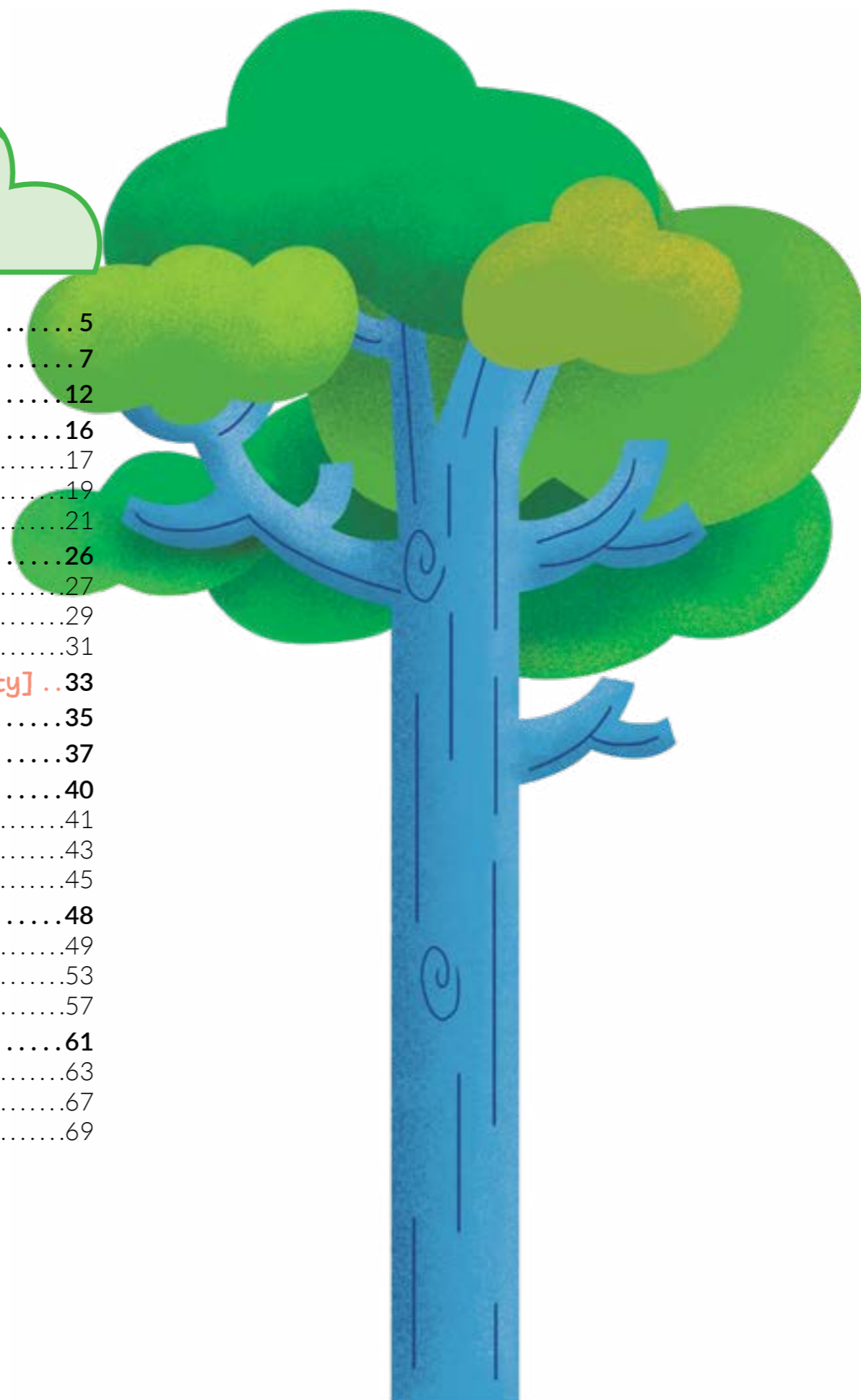
Food and Agriculture
Organization of the
United Nations



WORLD ASSOCIATION
OF GIRL GUIDES
AND GIRL SCOUTS

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Introduction

Climate change is the biggest challenge of our generation and poses a serious threat to our future. In many countries around the world, **girls and young women are overly affected by climate change and environmental damage.** This is because unequal systems means that girls and women in most countries:

- are more likely to live in **poverty**
- have less access to **basic human rights**
- face **regular violence** that worsens during times of instability, such as natural disasters.

Even though girls and women can and do play a vital role in responding to environmental damage and climate change, they are often **excluded from the conversation** and their participation in decision-making at all levels is limited. When people are not included in important decisions that affect their lives, it is harder for them to be part of the solutions.

To support girls to understand that they can be part of the solutions and should be at the centre of climate action, the World Association of Girl Guides and Girl Scouts (WAGGGS) has developed this curriculum as part of the Girl-led Action on Climate Change programme. This badge is designed to prepare you for and help you reduce the effects climate change will have on your life. And by doing this programme, we hope you are more prepared to take on leadership roles in your communities, and 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 Organisation of the United Nations (FAO) through the YUNGA partnership. A big thank you to all the FAO staff that offered their advice and expertise for this curriculum.

Who is this programme for?

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

You can use this curriculum if you are a Girl Guide or Girl Scout in the oldest Guide branch 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 **five activities** from each stage, to make **15 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 eight-nine 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 five 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

STAGE 1
See the bigger picture

What is climate change?

Choose two activities out of three



Gender equality and me

Choose two activities out of three



Climate action plan part 1

Complete this activity



STAGE 2
Explore the issues

The natural world

Choose one of these topics and choose two activities out of three

Weather

Animals and plants

Water



People

Choose one of these topics and choose two activities out of three

Livelihoods

Health

Freedom



Climate action plan part 2

Complete this activity



STAGE 3
Prepare to take action

How to take action

Choose two activities out of three



Share the knowledge

Choose two activities out of three



Climate action plan part 3

Complete this activity



Total number of activities to complete = 15

CELEBRATE!



Activities chart

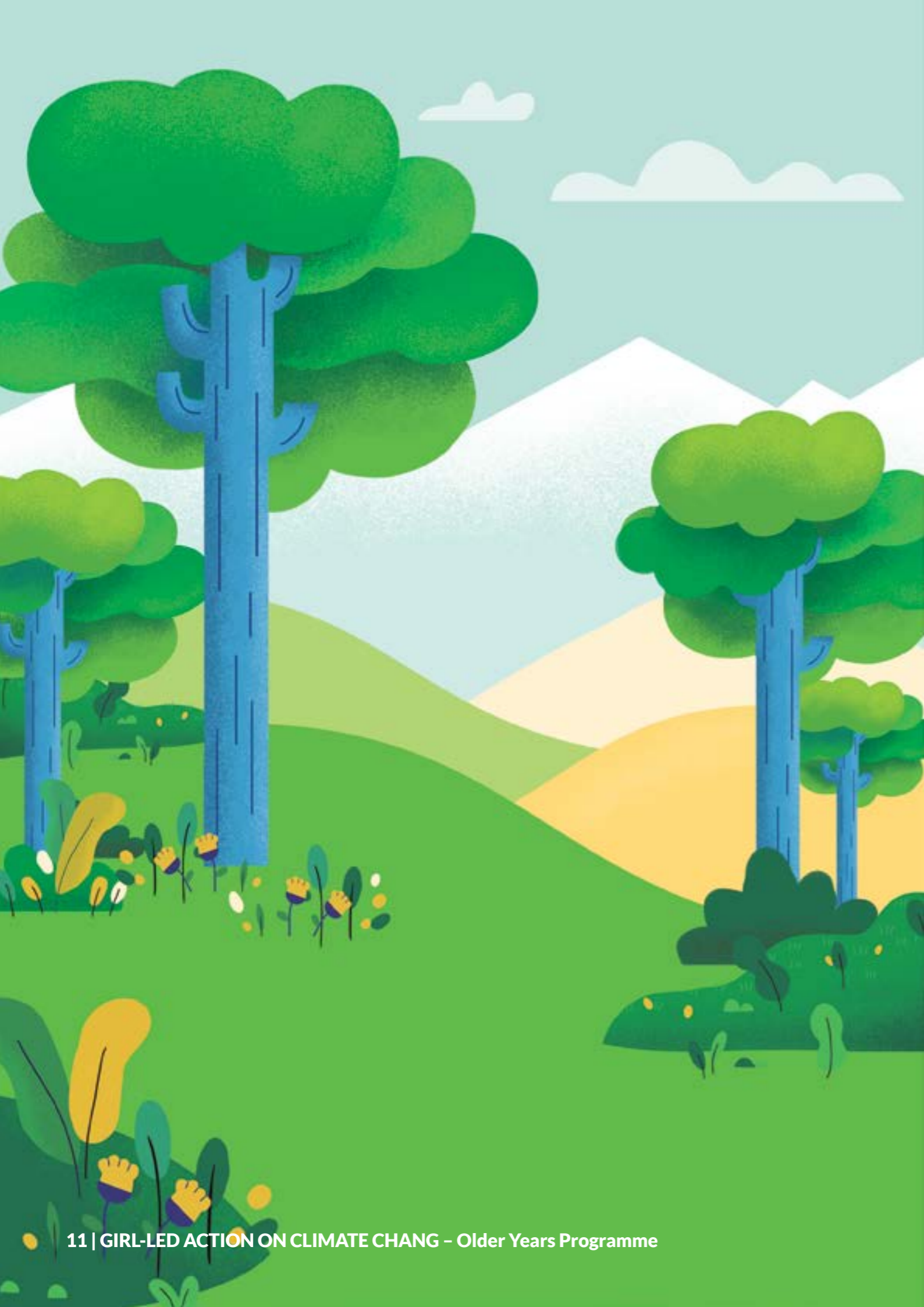


Choice is at the heart of the Girl-led Action on Climate Change badge. Use the chart below to help you choose activities at each stage. For ideas on how to make group decisions creatively, see page 10 of the Leader's Guide.

		Topic	Activity	Summary	Duration (min)	Suitable for online	
Stage 1	What is climate change?	Climate ladders	Play an active game while you explore climate change causes and effects		30		
		The banana thief	Solve a mystery to find out the difference between climate change fact and fiction.		20	✓	
		What is the Paris Agreement?	Learn about the Paris Agreement and convince others of its importance.		30	✓	
	Gender equality and me	Change the story	Design a new TV character to challenge gender stereotypes		40	✓	
		Talking bases	Discuss the role of women in your society and listen to others' opinions		30		
		Three-headed expert	Play an improvisation game to take action on climate change.		45	✓	
	Climate action plan, part 1				30	✓	
	Stage 2	Weather	Hurricane ready	Come up with ideas for disaster risk reduction.		40	
			A girl's story	Invent a girl's life story and discover how extreme weather affects her life.		40	✓
			Supercity	Create an indestructible city that could resist any natural disaster.		40	✓
Animals and plants		International day of biodiversity	Create a public service announcement to explain how climate change is putting animals and plants at risk.		40	✓	
		It's all in the leaves	Use leaves to identify different types of trees.		40		
		What should we plant?	Solve a puzzle to discover the benefits of diverse crops.		30	✓	
Water		Industry negotiations	Play a roleplay game to understand water resources management.		40		
		Who's the polluter?	Become a detective to understand the impact of water pollution and hold big water polluters to account.		30		
		The water mind map	Create a mind map with ideas to make water cleaner.		30	✓	

		Topic	Activity	Summary	Duration (min)	Suitable for online
Stage 2	Livelihoods		Guess my job	Use role play to help others guess your job.	30	
			My mini composter	Transform your food waste by building a mini composter.	45	
			Our land, our rights	Make a physical mind map on the link between laws and your rights.	45	
	Health		Policy power	Use your negotiation skills and persuade others to support you.	40	
			Water filter system	Create a mini water filtration system.	40	
			Disaster response committee	Step into the shoes of the fictional disaster response committee and solve a health crisis.	30	✓
	Freedom		Multiple forms of violence (only for ages 18+)	Discuss how climate change can impact violence against women and girls.	60	
			Consequences web	Explore the chain of consequences between climate change and human rights.	45	
			Win as much as you can	Discover the connection between climate change, conflict and instability.	40	✓
	Climate action plan, part 2				30	✓
Stage 3	How to take action		Adaptation juggle	Play a ball game to understand why climate change plans are important.	40	
			Ambition river	Create a journey to achieve your climate change ambitions.	40	✓
			Eco camp	Plan how to make your next camp more sustainable.	40	✓
	Share the knowledge		Climate sceptic fishbowl	Put yourself in other people's shoes and convince them to take climate action.	40	✓
			Eco advocates	Use roleplay to develop arguments defending climate change.	40	✓
			Climate chairs	Play an active game about collaboration.		
	Climate action plan, part 3				30	✓
It's time to celebrate!				70	✓	





STAGE 1



See the bigger picture

This stage of the badge is divided into two themes to help you understand what causes climate change and how it affects girls and women. The activities in this stage will also answer the questions: why is climate such a big issue and why should everyone feel concerned?

What is climate change?

Climate change is the impact humans are having on the climate (the average weather conditions over 30 years or more) that affects every living thing including you. The **actions of humans**, especially in 'Western countries', increase the amount of **greenhouse gases** in the Earth's atmosphere. This creates **global warming** which makes the average temperature of the Earth hotter, and causes more extreme weather and natural disasters. But there is something we all can do to ensure a **sustainable future**, where we share resources fairly between everyone on the planet, and make sure there's enough left for the generations coming after us.



Read Sophie's story and complete two out of three activities.

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

Gender equality and me

The power imbalance between men and women everywhere in the world means that, on average, **women and girls are more impacted by climate change**. But you have the power to reduce global warming, and influence your community, gatekeepers and policymakers to prepare for the effects and reduce it.



Read Sophie's story and complete two out of three activities.

- **Change the story** – Design a new TV character to challenge gender stereotypes.
- **Talking bases** – Discuss the role of women in your society and listen to others' opinions.
- **Three-headed expert** – Play an improvisation game to take action on climate change.

Climate action plan, part 1

Fill in the first part of your climate action plan.

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



Meet Sophie!

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



Story time...

What is climate change?

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

Africa Changed Forever: Experts Warn Humans Are Destroying The Earth

An international climate report has found that humans are damaging all life on Earth by changing the climate. The findings suggest that the global impact of greenhouse gases will only get worse.

The Intergovernmental Panel on Climate Changes (IPCC), sponsored by the United Nations, has released a damning report stating that, “climate change will undoubtedly present one of the most significant challenges the world has ever faced, and Africa may be the worst affected.” Human actions spew greenhouse gases into the atmosphere every minute. For decades, this has caused global temperatures to increase at an alarming rate.

The change in climate is the cause of receding glaciers, early blooming trees, persistent droughts, and a loss of wildlife (cont. page 4).

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



STAGE 1

Climate ladders

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

MATERIALS

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

PREPARATION

None.

DURATION



30 MINUTES

Activity description

STEP 1

Brainstorm climate change causes and effects

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



Climate change causes:
Actions by humans and nature that release harmful greenhouse gases (carbon dioxide (CO₂), methane, nitrous oxide and CFCs – chlorofluorocarbons), or stop us from trapping these gases in the atmosphere.



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

STEP 2

Play a game about climate change causes and effects

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

Instructions for the caller

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

STEP 3

Have a group discussion

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

BRING IT HOME

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





STAGE 1

The banana thief

{suitable for online}

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

MATERIALS

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

PREPARATION

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

DURATION



20 MINUTES

Activity description

STEP 1

Solve a mystery

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

The mystery:

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

The clues:

- a. Three bananas have been stolen
- b. Balu is allergic to bananas
- c. Kofi always has a banana for his lunch
- d. Mary always leaves her house at 10am every day
- e. Balu has a motorbike
- f. The thief rode away on a motorbike
- g. Balu visited the store in the morning

Answer:

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

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

STEP 2

False news

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

EXAMPLE SENTENCES

TRUE

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

TRUE

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

FALSE

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

STEP 3

Define misinformation

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

STEP 4

Reflect as a group

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



Four ways to check for facts:

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

More badge fun

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

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





STAGE 1

What is the Paris Agreement?

{suitable for online}

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

MATERIALS

- Pages 11 and 12 [UNICEF toolkit](#) or see Leader's Guide fact sheet

PREPARATION

Copy and cut out the Pitch cards provided.

DURATION



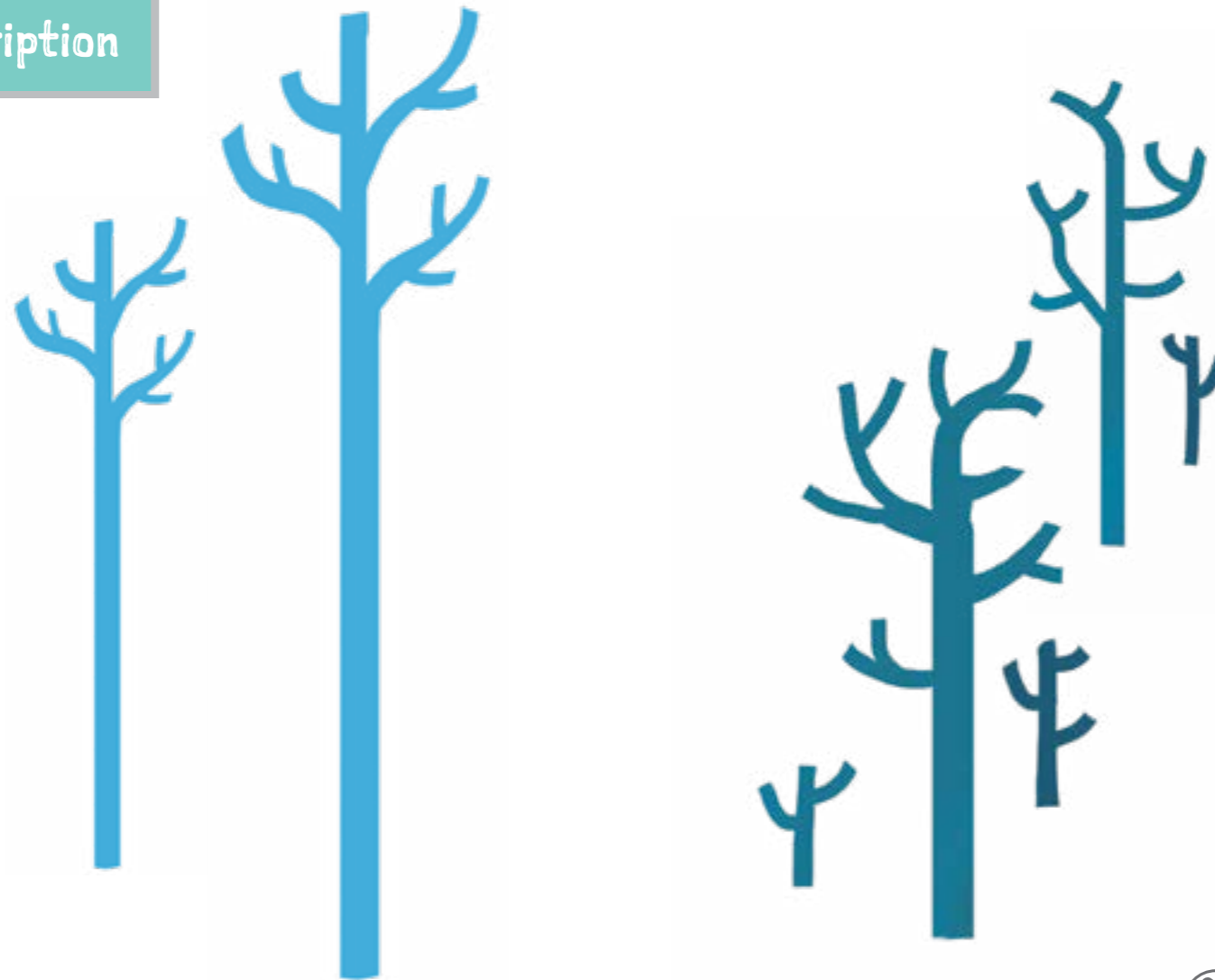
30 MINUTES

Activity description

STEP 1

What is climate change?

1. **Climate change** is the impact humans are having on the climate (the average weather conditions over 30 years or more) that affects every living thing including you. The **actions of humans**, especially in 'Western countries', increase the amount of **greenhouse gases** in the Earth's atmosphere. This creates **global warming** which makes the average temperature of the Earth hotter, and causes more extreme weather and natural disasters. There is something we all can do to ensure a **sustainable future**.
2. Have a look at the **fact sheet** 'What is climate change?' to review how greenhouse gases are increasing the Earth's average temperature.
3. What kind of **human actions** release harmful greenhouse gases? What **effect** do you think this has on our lives?



STEP 2

Find out what the Paris Agreement means

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

Its objectives are:

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

STEP 3

Give a pitch to others

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

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

BRING IT HOME

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



What is the Paris Agreement?

PITCH CARDS

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

- It sets ambitious targets for climate action around the world.
- It encourages each country to commit to limiting this century's average global temperature increase to no more than 2°C (and tries to limit the increase to only 1.5°C).
- It tries to support each country to prepare for climate change.
- It encourages countries to make a change so that they can continue to develop, but by using low-emission, climate-resilient models.

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

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

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

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

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

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

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

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





Story time...

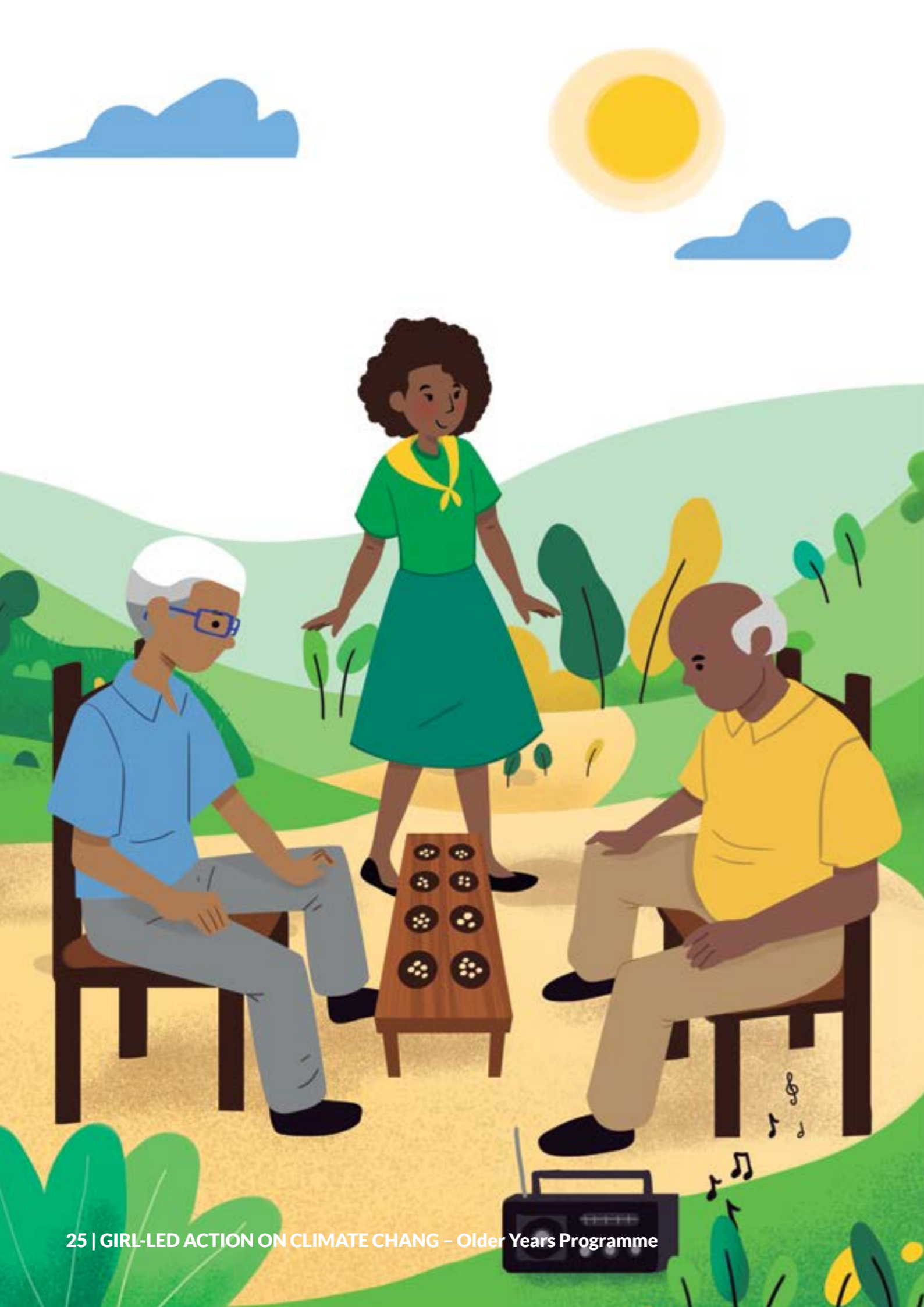
Gender equality and me

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

On her way to the bus station, she saw two old men playing with dice. They were always there, every morning, playing the same game and laughing with each other. A radio sat beside them. As she passed, Sophie heard the radio host introducing their next guest:

“The United Nations has said that we only have until **2030** to keep global temperatures within safe limits. We’ve all heard about how climate change can affect our lives, but have you heard that in Africa, women and girls are much more likely to be harmed by these terrible effects? Climate change affects society’s most vulnerable groups the most. Even though girls and women are not weaker than boys and men, they have less access to resources which puts them most at risk. Stay tuned to hear from our special guest **Vanessa Nakate, a Ugandan climate activist** who is not afraid to change the world!”

Vanessa Nakate is one of many young female climate activists in Africa. Complete two activities from this topic to find out how climate change affects you.





STAGE I

Change the story

{suitable for online}

SUMMARY

Design a new TV character to challenge gender stereotypes.

IN THIS ACTIVITY YOU WILL

- Explore how gender roles are portrayed in the media
- Describe how climate change affects girls

PREPARATION

If you are using video clips (optional), prepare to show these on the device(s).

For Step 1, prepare a list of popular TV characters that your group may know.

MATERIALS

- Large piece of paper or board
- Optional
 - * A device to watch video clips
 - * Video clips of girl characters in popular TV shows
 - * Video clips of boy characters in popular TV shows

DURATION



40 MINUTES

Activity description

STEP 1

Reflect on the boy and girl roles you see on TV

1. As a group, think of as many **girl characters in TV shows** as you can. Reflect on their storyline and who plays these characters. Describe their characteristics. (If possible, watch a TV clip to encourage ideas.)
Talk about:
 - How old are the people who play these roles?
 - How are the characters' storylines influenced by their gender?
2. Now name as many **boy characters in TV** shows as you can. Reflect on their storyline and characters as above. (If possible, watch a TV clip to encourage ideas.)
3. What **message** do you think these characters send to children who watch these shows all over the country?



STEP 2

Plan and pitch a new character for their favourite TV show

4. Divide into patrols, and prepare a **pitch**:
 - choose a TV show (of any genre) to **rewrite**
 - design a **new girl character** who is passionate about climate change
 - decide what **climate issue** she will tackle and show how this issue affects girls
 - think about how she'll **arrive** in the show, her **personality and her skills**
 - show how she is a **role model** for others.
5. Each patrol has **two minutes** to present their pitch to everyone else.
6. The audience then has **two minutes** to ask any questions about this new character.
7. Continue until everyone in the group has presented their character.

BRING IT HOME

Next time you're watching TV with friends and family, start a discussion about female characters in the show you're watching. Share what you have learned today, and how it makes you feel to see those characters on TV.





STAGE 1

Talking bases

SUMMARY

Discuss the role of women in your society and listen to others' opinions.

IN THIS ACTIVITY YOU WILL

- Develop your persuasion skills
- Talk about the role of women in your society

MATERIALS

- Large paper
- Smaller paper and pens

PREPARATION

For Step 1 you will need a space you can run in.

For Step 2, set out six bases with paper, pens and a different discussion question (provided).

DURATION



30 MINUTES

Activity description

STEP 1

Climate relay race

1. Divide into **patrols**, each with one **large piece of paper** on the opposite side of the space.
2. One person per patrol runs to the other side of the room and writes down an **effect** of climate change. They then run back and pass the pen to someone else in their patrol (like a relay race).
3. See how many effects you can come up with in **five minutes**. Which patrol had the most?



STEP 2



Discuss environmental impact

4. Groups of **three** join one of the six **bases**. Read the question and discuss.
5. **Write down** your ideas, thoughts or drawings about the questions on the paper.
6. After a few minutes, turn over the pieces of paper with your thoughts/ideas and move to another table.
7. At the next table, read the new question and use it to start a different discussion. After **two minutes**, turn over the pieces of paper from the previous group. Were these people thinking similarly to you? Did you see anything that made you think differently?
8. Continue to do this until you have visited at least **three bases**.

Base discussion questions: (one per base)

- Do you think women are represented enough in **politics**?
- How does being a **girl** make your life **easier or harder**?
- If you could do **one thing** that would help people see girls and women differently, what would it be?
- How are **young girls perceived** in your community?
- Do you think it's the **government's** job to change to encourage more women to become political leaders?

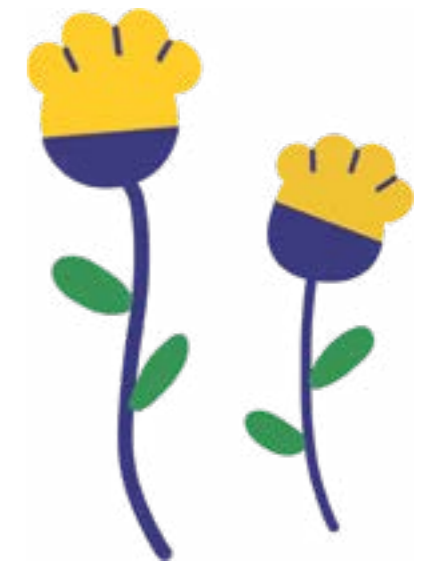
STEP 3

What about the climate?

9. Climate change affects the **most vulnerable groups** in society the most. Even though girls and women are not weaker than boys and men, they have less access to resources which puts them most at risk.
10. Look at the effects **list** you created in Step 1.
 - How may these effects impact **girls and women specifically**?
 - What do you think girls can do to protect the environment?

BRING IT HOME

Most people think that climate change doesn't discriminate - that it has the same impact on men/boys and women/girls. But we don't all have the same place in society, and climate change is worse for people who are more vulnerable. Share what you have learned today with at least one woman and one man that you know, so everyone is more informed and prepared for the consequences climate change can have on their lives.





STAGE 1

Three-headed expert {suitable for online}

SUMMARY

Play an improvisation game to take action on climate change.

IN THIS ACTIVITY YOU WILL

- Find out how to use traditional gender roles to take action
- Work together as a team

MATERIALS

- Small pieces of paper
- Pens
- Container

PREPARATION

None.

DURATION



45 MINUTES

Activity description

STEP 1

Brainstorm gender roles

1. As a group, define the expression “gender roles”.
2. In three minutes, write down as many **gender roles** as you can on different small pieces of paper.



WHAT ARE GENDER ROLES?

A “gender role” is a behaviour or characteristic that society traditionally considers to be ‘appropriate’ for people of a particular sex. These roles often determine the **traditional behaviours, values, responsibilities and tasks** that are assigned to men, women, boys and girls. For example, in many cultures, some jobs are traditionally considered to be “for men” and others “for women”.

STEP 2

Discuss gender roles

3. In small groups, **compare** the gender roles you have written down.
 - Do you agree that these are roles traditionally attributed to **men or women**?
 - Are there some common gender roles that most of you have written down?
 - Do you think gender roles are **fair**? Why or why not?
4. Gender roles can be **harmful**, because they create **inequalities** and make it harder for women and girls to achieve their dreams and be who they are. We should always **challenge** gender roles, and gender inequality in general.
5. This change towards a more equal world will take time. So therefore, girls and women can find ways to **use the responsibilities, behaviours and skills (gender roles)** that society expects of them, to make good in the world.

STEP 3

Play an improvisation game

6. **Collect** all the pieces of paper with women’s gender roles and put them in a container.
7. Choose **four volunteers** to play the improvisation game. (If your group is large, split into groups of 12 or so, then choose four volunteers, to give everyone a chance to participate).
8. One person will be playing a **TV or radio interviewer**, and the other three will be playing a “**three-headed expert**” (they are playing the same person!).
9. The **interviewer** takes a note from the container and reads it in their head.
10. Acting like a talk show presenter, announce the topic of the interview: “**How can women/ girls use this gender role to take action on climate change?**” Ask the “three headed experts” probing and provocative questions and interrupt them to get a precise answer.
11. The “**three-headed expert**” answers questions one word at a time, per person! This means that you have to stay focused on what each of the other players are saying, and improvise together to find your answer!
12. Play until you have answered well, or are struggling to continue (max. five minutes). Debrief by summarising one way that girls and women can **use their gender roles to take action on climate change**.
13. Play another round with other volunteers and another paper. Repeat as time allows.

EXAMPLE:

(A = interviewer; B, C and D = “three headed expert”)

- Player A picks a paper that reads: “women have to take care of children”
- Player A announces: “Good morning everyone, and welcome to The Breakfast Show! I’m your host, Nadia Presenter and today we have an international expert to talk about gender roles and climate change. In our culture, women are expected to take care of their children - this is their traditional ‘gender role’ that many people are challenging nowadays. So, until the world is more equal, I’d like to ask: **How can women use the fact that they are responsible for taking care of the next generation to also help take care of the Earth?**”
- Player B says: Thank
- C says: you
- D: very
- B: much
- C: I
- D: think
- B: that
- C: women
- D: and
- B: parents!
- C: can
- D: educate
- B: children
- ...etc





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.

IN THIS ACTIVITY YOU WILL

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

MATERIALS

- A copy of the **climate action plan** (ideally one for each person - see page 135)
- Pencils

DURATION



30 MINUTES

PREPARATION

You may want to re-read Sophie's stories before starting this activity, as well as the information on the cover page of stage one to remind you of the main information.

Activity description

STEP 1

What is climate change to you?

1. Think about all the things you have learned in this stage. Climate change can be a difficult concept to understand. Your task is to create a **simple way to explain climate change** to someone you know.
2. In patrols, **write a sentence** to explain what climate change is.
 - Write your answer in **part one** of your climate action plan.
3. How will you explain that the effects of climate change are often much **worse for girls and women?**
 - Add your answer to **part one** of your climate action plan.

STEP 2

Complete the decision tree

4. It's time to decide the **two topics** you will complete in stage two.
5. Read out the questions in the **decision tree**, **giving the two options** for each question.. The left side of the room represents option one, and the right side represents option two.
6. After each question, run to the side of the room you want to vote for. The corner with the most people wins.
7. Count to see which options have the most votes, then move on to the next question.
8. 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.

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

Yes, it has a big impact on my life

No, this has little or no impact on my life

Very easy

Not very easy

Not very easy

Very easy

Yes, it has a big impact on my life

No, this has little or no impact on my life

Very easy

Not very easy

Very easy

Not very easy

Yes, my family grows some of our food

No, my family does not grow any food

Yes, my family grows some of our food

No, my family does not grow any food

Yes, my family grows some of our food

No, my family does not grow any food

Yes, my family grows some of our food

No, my family does not grow any food

Yes, my family grows some of our food

No, my family does not grow any food

Yes, my family grows some of our food

No, my family does not grow any food

No, my family does not grow any food

Yes, my family grows some of our food

Weather Livelihoods

Weather Health

Weather Health

Water Livelihoods

Animals & Plants Livelihoods

Animals & Plants Health

Weather Livelihoods

Weather Health

Water Livelihoods

Animals & Plants Livelihoods

Animals & Plants Health

Water Freedom





STAGE 2

Explore the issues

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

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

The impact of climate change on the natural world



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

Weather

Climate change is making the weather more extreme and causing natural disasters. This is dangerous for the natural environment, causes death, destruction and displacement, and increases poverty. On average, this affects women and girls more.

- **Hurricane ready** – Come up with ideas for disaster risk reduction.
- **A girl's story** – Invent a girl's life story and discover how extreme weather affects her life.
- **Supercity** – Create an indestructible city that could resist any natural disaster.

Animals and plants

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

- **International day of biodiversity** – Create a public service announcement to explain how climate change is putting animals and plants at risk.
- **It's all in the leaves** – Use leaves to identify different types of trees.
- **What should we plant?** – Solve a puzzle to discover the benefits of diverse crops.

Water

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

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

The impact of climate change on people



Read Sophie's story and complete two activities from your chosen topic.

Livelihoods

Climate change puts people's food, water sources and jobs in danger. It increases **poverty**, especially for vulnerable populations like women and girls. Current and historic laws and practices have prevented women from having **equal rights over land**, which results in fewer women landowners across many African countries.

- **Guess my job** – Use role play to help others guess your job.
- **My mini composter** – Transform your food waste by building a mini composter.
- **Our land, our rights** – Make a physical mind map on the link between laws and your rights.

Health

Extreme weather increases the risks of **diseases** like malaria and cholera. Lack of access to clean water increases **malnutrition** and makes menstrual hygiene difficult. Public policy has the power to save people and protect people from the effects of climate change and reduce the impact this has on health.

- **Policy power** – Use your negotiation skills and persuade others to support you.
- **Water filter system** – Create a mini water filtration system.
- **Disaster response committee** – Step into the shoes of the fictional disaster response committee and solve a health crisis.

Freedom

Climate change restricts people's freedom. It especially impacts **women and girls**, who might be forced to live a life they have not chosen.

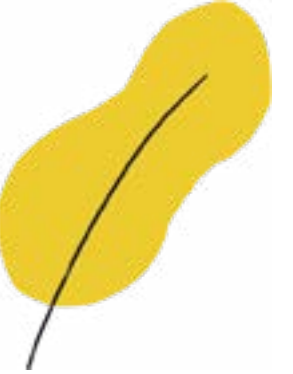
- **Multiple forms of violence (only for ages 18+)** – Discuss how climate change can impact violence against women and girls.
- **Consequences web** – Explore the chain of consequences between climate change and human rights.
- **Win as much as you can** – Discover the connection between climate change, conflict and instability.





STAGE 2

Story time... Weather



At the bus station, Sophie started thinking about how people in Africa, and all over the world, are raising awareness and protecting us all from the serious effects of climate change.

As she waited, she watched a video clip from a new nature documentary on her phone - all about our changing climate. Breathtaking images of blue oceans and shocking sights of burning wildfires flashed across her screen.

Over the contrasting images, the narrator announced ...

“By substantially increasing the temperature of the sea’s surface, climate change is causing more violent cyclones and storms on coastlines. This is causing higher wind speeds and heavier rainfall. Disaster prediction, preparedness and management become more challenging. Indeed, an increase in the temperature of tropical sea surfaces by 1°C increases wind speed by 11%. and the number of storms by 21%! NASA predicts that there may be 60% more global storms by the year 2100.”

Complete two activities from this topic to find out about how extreme weather, natural disasters and climate change are linked.





STAGE 2

Hurricane ready

SUMMARY

Come up with ideas for disaster risk reduction.

IN THIS ACTIVITY YOU WILL

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

MATERIALS

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

PREPARATION

Step two will need an activity leader.

DURATION



40 MINUTES

Activity description

STEP 1

Brainstorm disaster preparedness actions

1. The increase in the Earth's temperature is changing the **water cycle** on Earth. This causes **extreme weather** and makes **natural disasters** more frequent. Natural disasters are natural events that cause great material, economic or environmental damage, and loss of life.
2. As a group, brainstorm **natural disasters** you have heard of, eg hurricanes and tropical storms, floods and landslides, tornadoes, tsunamis, wildfires or ice storms.
3. It's important to prepare for natural disasters. Imagine a **hurricane** is coming, that it will hit in about a week.
4. In teams of **four to six** people, write down as many **actions** as you can take (at least eight) to **prepare** for the hurricane and limit the **damage**. Think about actions you can take as individuals, as families and as communities.
5. After five minutes, **count** your actions. Celebrate the team that came up with the highest!
6. Each team decides on its **eight most important actions** and writes each one on a separate **piece of paper**.
7. Your team now has a total of **20 priority points** to allocate between your eight actions, according to how important or useful these are for preparing for a disaster. The higher the points, the more important the action is. Allocate your points as you wish, as long as each action has **at least one** priority point. Write the number of priority points next to each action and **draw a circle** around it.

8. You also have **20 difficulty points** to allocate between all of your actions, according to how difficult these actions would be to do. Using the same process, distribute your points as you wish, as long as each action has **at least one** difficulty point. The higher the points, the more difficult the action is. Write the difficulty number next to the action and **draw a rectangle** around it.
9. Each action should now have a number in a circle and a number in a rectangle beside it. Place your eight pieces of paper on the ground.

Example of cards

Warn the community of the disaster risk

⑥ 5

Buy food and water in advance

⑤ 2

Install sandbags around my house

① 2

Prepare a team of volunteers to support the more vulnerable members of the community

④ 7

STEP 2

Play an active game

10. **All groups stand on one side of the space.**
11. Choose an **activity leader** for your team. You have **one minute** to 'complete' as many actions as possible as a group. To 'complete' an action, a group member chooses an action and runs to the other side of the space (and back) the same number of times as 5x your difficulty points, eg if your action has 5 difficulty points, you run 25 times. Several team members can run for different action cards at the same time. Be careful as lots of people may be running at the same time!
12. Once you have 'completed' your action and won that card, you hand the action card to your **group leader**.

13. After one minute, count your total cards - only the cards in your leader's hands count toward your team's total. Then, add up the total number of priority points that appear on these (won) cards.
14. The team with the **highest total** of priority action points at the end of the game wins!

STEP 3

Have a group discussion

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

BRING IT HOME

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

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





STAGE 2

A girl's story {suitable for online}

SUMMARY

Invent a girl's life story and discover how extreme weather affects her life.

IN THIS ACTIVITY YOU WILL

- Explore how climate change is impacting girls
- Practise your storytelling

MATERIALS

- None

DURATION



40 MINUTES

PREPARATION

This activity will need an activity leader.

Activity description

STEP 1

Play a storytelling game

1. As a group, define the term natural disaster. What type of **natural disaster** has your community experienced? See the box provided.
2. Split into **pairs**. Create the **profile of a girl** from your country. Think about her **name, where** she comes from, her family, **her dreams and ambitions**, her personal **qualities** etc.
3. You will now take it in turn to tell (narrate) the girls' **life story** in order, starting at her birth to the end of her life, from her point of view (talking as if you were her).
 - One of you in the pair will start by describing the moment she was born. Make it as **realistic, detailed** and **personal** as possible. You will have time to tell the whole life story, so don't go too fast!

- Every couple of minutes, the leader will announce that an **event** has happened to the girl. At this point, **switch narrators**, so the other partner continues the story but now describes the event, and how it **affects** the girl's life.
- Continue for about 10 minutes, switching every few minutes as the leader announces events.

Instructions for activity leader

4. Give pairs no more than **five minutes** to create their profile of the girl.
5. When announcing events (that interrupt the storytelling and swap narrators), use examples of extreme weather or natural disaster events that are **most likely to happen in your context**, eg heatwave, cold wave, tornado, landslide, rainfalls, tsunami, drought, blizzard, wildfire, flood, cyclone, hurricane etc.

6. To help with the storytelling, announce the event as if you were a **voiceover**, adding a few small details to inspire the group, eg "During that time, there was a severe drought. It lasted for months."
7. If you see pairs struggling, prompt them by asking:
 - Is the girl able to achieve her dreams and ambitions?
 - How is she **feeling**?
 - What is happening to her **friends and family**?
 - What are the **milestones** in her life and how do the events impact them?
 - How is her life story different from a **boy's story**?



Natural disasters

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

STEP 2

Debrief the stories

8. How did it feel having to **change** your story when the different events happened?
9. How did each **event** impact the girl's life in the different stories? Discuss the different **consequences** of the events.
10. Would the girl's life have been different if she had been a **boy**?

BRING IT HOME

Extreme weather and natural disasters caused by climate change affect all of our lives. It also affects girls and women disproportionately. But there are things we can do to limit the impact of those events on our lives. Learn more by researching what you and your community can do to prepare for natural disasters and share your findings with people around you!





STAGE 2

Supercity

SUMMARY

Create an indestructible city that could resist any natural disaster.

IN THIS ACTIVITY YOU WILL

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

MATERIALS

- Flipchart paper
- Pens and pencils

PREPARATION

Step two will need an activity leader.

Review the **Weather fact sheet** (see Leader's Guide) to understand the link between climate change and natural disasters.

DURATION



40 MINUTES

Activity description

STEP 1

Design a city that is resilient to natural disasters

1. **Natural disasters** are natural events that cause great material, economic or environmental damage and loss of life.
2. As a group, name as many types of natural disasters as you can, eg hurricanes and tropical storms, floods and landslides, tornadoes, tsunamis, wildfires or ice storms.
3. How would those disasters **affect people's lives**?
4. Climate change is making the weather more **extreme** and causing more frequent natural disasters, so we all need to be **prepared**. What does it mean to be prepared for disasters? Who needs to be prepared?
5. Use the box provided to define **disaster resilience**.

6. In patrols, **design an imaginary city** that would be perfectly resilient to natural disasters. Represent your city as you want (drawings, plans, map etc.) Be creative - it does not need to be realistic!

Instructions for activity leader

7. Support the group's designs using the box provided and by asking:
 - Think about all the **different types** of natural disasters (tornados, wildfires, floods, sea-level rise, cold waves, droughts, cyclones, heat waves, hurricanes, landslides, blizzards etc.). What are the different **features** that your city would need to become resilient to all these kinds of disasters?



- What are the different ways your city can be more resilient to disasters? You could **prevent** disasters, **prepare** for them, come up with ways of **warning** people about them etc.
 - Which people and **which parts** of the city most need to be resilient to disasters? Think about different groups of people, buildings, the economy and the labour market, public institutions and services like health etc. After about 20 minutes, each patrol has one minute to present their city and its special features to the rest of the group.
8. After 20 minutes, each patrol has **one minute to present their city** and its special features to the rest of the group.



Disaster resilience

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



Features of climate resilient cities:

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

STEP 2

Debrief the activity

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

BRING IT HOME

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





STAGE 2

Story time...

Animals and plants

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

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

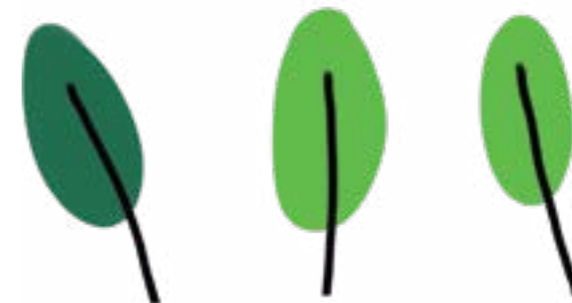
Her research told her that growing trees for palm oil (oil palms) was having a disastrous effect on the environment. It was also one example of how **biodiversity** was being damaged - just to make companies money! She checked the meaning of biodiversity: the variety of living things on Earth, including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

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

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

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

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





STAGE 2

International Day of Biodiversity

{suitable for online}

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

MATERIALS

- Storyboard template
- Paper and pens

PREPARATION

Have copies of the Animals and plants fact sheet ready.

DURATION



40 MINUTES

Activity description

STEP 1

What is biodiversity?

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



What is biodiversity?

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

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

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

STEP 2

Create a public service announcement

4. Divide into small teams. In your teams, identify a **problem caused by a loss of biodiversity**.
5. **Now think of a local solution** to solve or improve the issue. Write down your answers.
6. Create a **public service announcement** (to be aired on the International Day of Biodiversity) that tells people about your chosen problem, the solution and what they can do about it.
7. Your announcement should:
 - Be **60 seconds** or less
 - Sound **professional**
 - Be **emotive** and **engaging**
 - Highlight what the **problem** is
 - Highlight what the **solution** is
 - Tell people what you would like them to **do**.
8. To create your announcement, use the **storyboard template** (alternatively, work as a team to develop a roleplay).
 - For example, your first and second scenes could show the problem, eg the loss of animals' homes due to deforestation. The third and fourth scenes could show a solution, eg people using different, renewable, sources of energy instead of wood, therefore cutting down fewer trees. The fifth and sixth scenes could show what people can do, eg using different sources of energy then telling their friends, families and big companies to do the same.
9. Once completed, share this with the rest of your group.



Public service announcement

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

STEP 3

Have a group discussion

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

BRING IT HOME

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





STAGE 2

Storyboard template

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



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





STAGE 2

It's all in the leaves

SUMMARY

Use leaves to identify different types of trees.

IN THIS ACTIVITY YOU WILL

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

MATERIALS

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

PREPARATION

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

DURATION



40 MINUTES

Activity description

STEP 1

Identify the trees

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



STEP 2

Tree planting

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

For tree planting

- Trees are nice to look at
- They remove and store carbon dioxide (harmful greenhouse gas) from the atmosphere
- They slow heavy rain so reduce the risk of flooding
- They improve air quality
- They provide shade

Against tree planting

There are many benefits to tree planting, but if we focus on tree planting to reduce the effects of climate change, there can also be negative side effects:

- People think they can continue cutting trees down because they'll be 'replaced' by new ones
- A tree takes a long time to grow, so is not equal to the tree it replaces
- If trees are planted in the wrong places, when their roots expand they can damage pipes for water and sewage
- A new tree does not provide the same home for creatures etc as an old tree, for example in the rainforest
- Planting lots of the same tree can mean a lack of biodiversity and genetic variation, often referred to as monoculture.

STEP 3


Have a group discussion

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



Template tree identification chart



	[Image of leaves]	[Image of leaves]
Shea nut	Shea nut	[Name of tree]
<ul style="list-style-type: none"> The nuts are used to produce shea butter (cream) The husks of the seeds make a good fertiliser for soil The wet leaves can be used as soap for washing. 	[Benefits to people]	[Benefits to people]

[Image of leaves]	[Image of leaves]	[Image of leaves]
[Name of tree]	[Name of tree]	[Name of tree]
[Benefits to people]	[Benefits to people]	[Benefits to people]





STAGE 2

What should we plant?

{suitable for online}

SUMMARY

Solve a puzzle to discover the benefits of diverse crops.

IN THIS ACTIVITY YOU WILL

- Find out how climate change affects how people grow food
- Practice your problem-solving skills

MATERIALS

- Farm and crop cards (and answers)

PREPARATION

Display the farm and **crop cards** in the meeting space so everyone can easily read them. You could display them for each patrol to allow for small group discussions.

DURATION



30 MINUTES

Activity description

STEP 1

Match the crops to the farms

1. Looking at the displayed **farm and crop cards**, discuss how you could match the different crops to each farm, so that **each farm has three different types of crops**.



Climate resilience means changing and adapting what you do so you can deal with stresses caused by climate change. This means you will be better prepared for the future effects of climate change.

STEP 2

Have a group discussion

2. How do you think **extreme weather** and other climate change issues are making farming more difficult?
3. Which of the **crops** in the activity do you think would be better to grow in areas where climate change causes a lot of issues?
4. Why do you think farmers (Germaine, Priscille and Refloë) do or don't use **climate-resistant crops**? See box provided.
5. What could each of the farmers do to **prepare** for climate change?
6. If you were a farmer, which **crops** would you choose to plant?



Reasons for and against using climate-resilient crops:

- People aren't educated in them, or aren't used to using them
- Crops are not suitable for the local climate
- Crops may be very expensive or hard to find
- People don't have access to advice networks to help them
- People have little knowledge about climate change
- Crop may need specific farming tools that people don't have



BRING IT HOME

Research climate-resilient crops that would be suited to your local environment.



Farm and crop cards

Germaine's farm:

This is a small family farm. Germaine does not employ paid workers, but her family has been successful farmers for five generations. She is very confident and knowledgeable about caring for challenging crops.

Priscille's farm:

On Priscille's medium-sized farm, there are lots of paid workers. She also has connections to large distributors, who buy her crops. Because of these contracts she is able to get loans (borrow money) when needed and can use this to invest in more expensive crops.

Refiloe's farm:

Refiloe has a large farm and lots of space. She sells her produce locally when she has leftovers. She is responsible for earning the family's money and grows most of the food her family eats. She hires seasonal workers, but the dense soil means she struggles with farming.

Antarctic pineapple

This is a challenging crop to grow and needs an experienced farmer, but thrives in dry climates.



Ashy corn

These seeds are very expensive, but are also extremely adaptable - they can be frozen, dried, powdered or sold fresh.



Blanc peas

These peas are delicious, but need a lot of maintenance.



Fluffy beans

These tasty beans thrive in almost any environment including dense soil.



Long eared broccoli

Even though these can be very profitable, they do not last a long time and take up a lot of space when growing.



Orange cabbage

This low-maintenance crop is ideal for most weather.



Rainbow rice

The media has announced this is a new 'superfood' so lots of countries around the world want to buy it.



Sunshine carrots

There is a big local demand for these carrots as they are easy to grow and cheap to maintain.



Zebra onion

This inexpensive crop is very profitable and is a core ingredient in most local dishes.



Farm and crop cards answers

Option 1

Germaine's farm	Priscille's farm	Refiloe's farm
<ul style="list-style-type: none"> • Antarctic pineapple • Orange cabbage • Zebra onions 	<ul style="list-style-type: none"> • Ashy corn • Blanc peas • Rainbow rice 	<ul style="list-style-type: none"> • Fluffy beans • Long-eared broccoli • Sunshine carrots

Option 2

Germaine's farm	Priscille's farm	Refiloe's farm
<ul style="list-style-type: none"> • Antarctic pineapple • Blanc peas • Orange cabbage 	<ul style="list-style-type: none"> • Ashy corn • Long-eared broccoli • Rainbow rice 	<ul style="list-style-type: none"> • Fluffy beans • Sunshine carrots • Zebra onions





STAGE 2

Story time...

Water

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

www.AfricaAndClimateChange.org

Five things you may not know about water

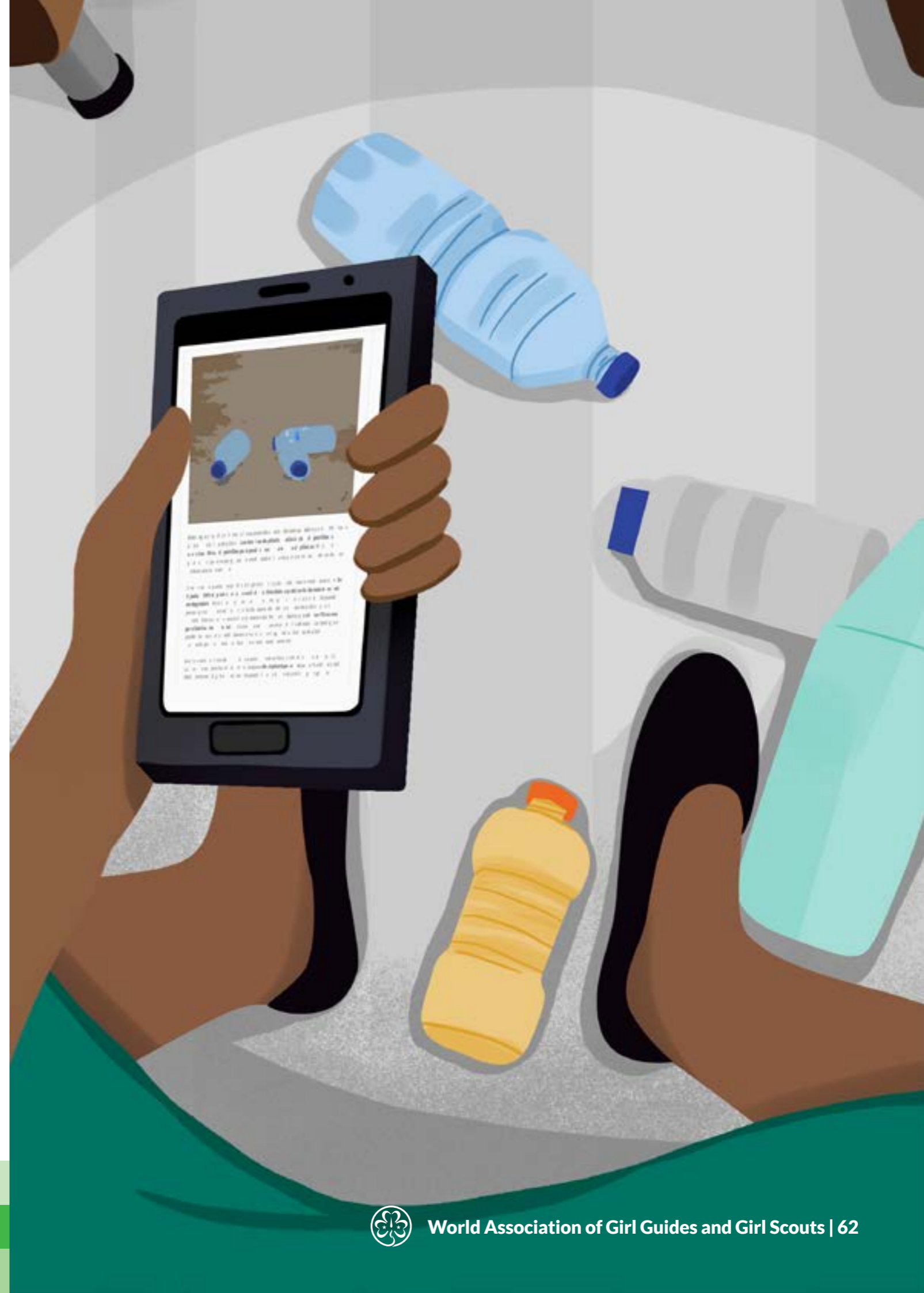
In sub-Saharan Africa, 40 billion (40,000,000,000!) hours are spent collecting water each year. With freshwater sources becoming even rarer due to climate change, this number is set to rise.

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

- Droughts reduce the amount of surface water available.
- Polar ice caps are melting, causing a significant rise in sea levels. This saltwater is carried into groundwater, so freshwater sources become undrinkable.
- Storms and extreme rainfall, combined with insufficient waste management, can cause sewage to overflow which pollutes water sources.

With more of the world competing for fresh water, people are demanding that the biggest water polluters are held to account ...

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





STAGE 2

Industry negotiations

SUMMARY

Play a roleplay game to understand water resources management.

IN THIS ACTIVITY YOU WILL

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

MATERIALS

- Character cards

PREPARATION

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

This game needs an activity leader.

DURATION



40 MINUTES

Activity description

STEP 1

Play a role-play game

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

Instructions for activity leader

4. Start the roleplay by announcing the following:
"Welcome to the town of Waterville. You are citizens of this town. Some of you have lived here all your lives and some of you might be new. You are all trying to live happy and fulfilling lives, and achieve your ambitions. Please introduce yourselves."
5. Give players one minute to **introduce themselves**. They can invent a name and share their role in the town (the first line on their card).

6. Now, announce:
*"Now that you know each other a bit better, let's find out why we are gathered here today. **A well-established business is building a factory in the region, and this might impact all of you. You all can now try to complete your missions.**"*
7. After teams have been playing for **10 minutes**, announce:
*"The region surrounding Waterville is being heavily impacted by climate change. Scientists are predicting that **droughts** will become more and more frequent, which means that the water from Waterville will need to be **shared with other villages** as well. This puts additional pressure on all of you, and makes achieving your objective even more important."*
8. Give players another **10 minutes** to complete their objective.

STEP 2

Have a group discussion

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

BRING IT HOME

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



Role-play cards



CHARACTER 1: YOU ARE A LOCAL FARMER.

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



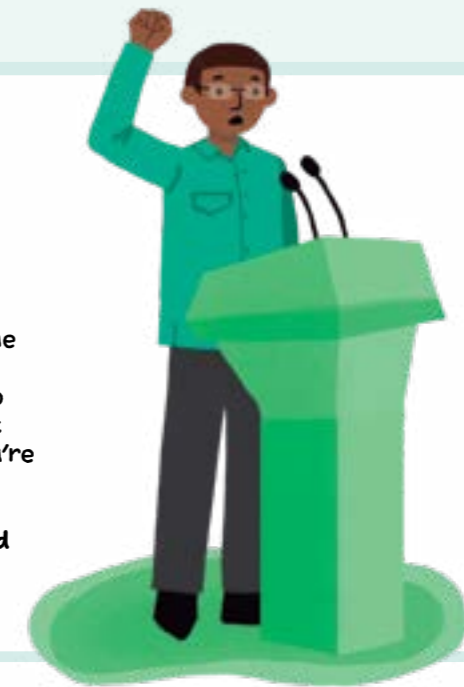
CHARACTER 2: YOU ARE THE CEO OF A WELL-ESTABLISHED BUSINESS.

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



CHARACTER 3: YOU ARE A LOCAL POLITICIAN.

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



CHARACTER 4: YOU ARE A WOMAN VILLAGER.

Climate change has made droughts more intense. You are worried about a lack of water and having to travel longer hours to collect water for your family. **Your goal is to convince the local farmer to organise together to protest the building of the factory.**





STAGE 2

Who's the polluter?

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

MATERIALS

None

PREPARATION

None.

DURATION



30 MINUTES

Activity description

STEP 1

Play a game

1. Sitting in a circle, designate the following three roles:
 - One person will be a **water quality investigator**. Ask them to leave the room now (they shouldn't know the identity of the polluting factory!).
 - One person will be a **polluting factory**.
2. Everyone else will be **water**.
3. **Water sources** are reducing because of climate change. In the regions most impacted by droughts, there is less freshwater available, and a lot of water is **contaminated** (polluted) and unsafe to drink or use. **Industries** (companies that manufacture things, like factories) cause a huge amount of **water pollution**. They dump their waste, including highly polluting chemicals, directly into water without proper treatment, which reduces clean water sources.

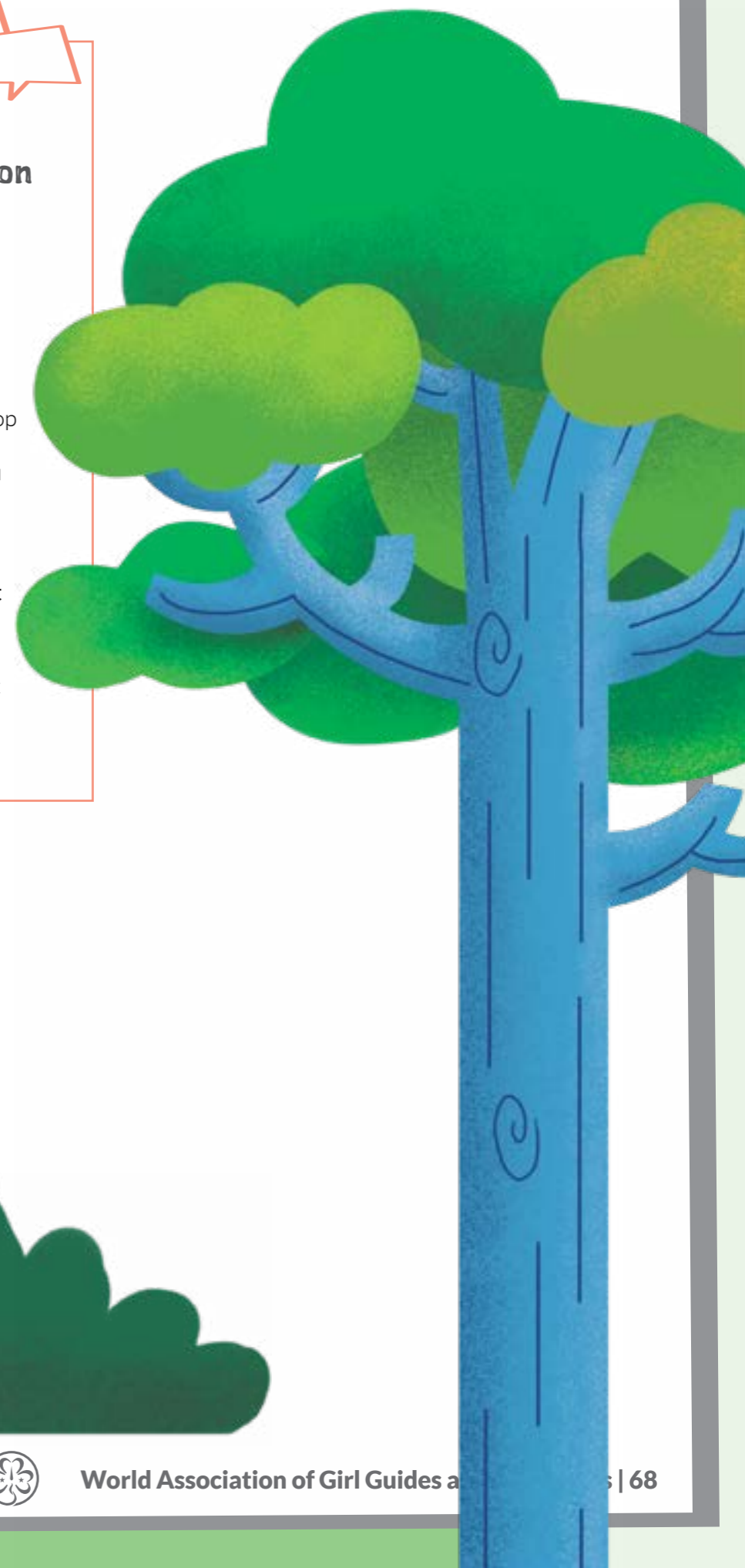
4. In the game, the **polluting factory** player can "contaminate" **water players** by making eye contact and winking (or blinking) at them. If you are winked at, **count silently to five** then lie on the floor or **leave** the circle.
5. The **water quality investigator** stands in the middle of the circle and tries to **identify** the polluting factory.
6. If the investigator discovers the polluting industry in **less than three guesses**, they win.
7. If the polluting industry **contaminates all the water before** the investigator guesses, they win.
8. Play a second round with the same rules, except you have **three investigators** trying to identify the polluting factory.



STEP 2

Debrief the activity and discuss how to take action against water pollution

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





STAGE 2

The water mind map

{suitable for online}

SUMMARY

Create a mind map with ideas to make water cleaner.

IN THIS ACTIVITY YOU WILL

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

MATERIALS

- Flipchart paper and pens

PREPARATION

None.

DURATION



30 MINUTES

Activity description

STEP 1

Discuss water pollution

1. How would you **define water pollution**?
Water pollution is the contamination (pollution) of water, usually as a result of human activity.
2. What **causes** water pollution?
Examples: Rapid urbanisation (development of cities) and high population densities (lots of people in certain areas), intensive use of fertilisers and pesticides in agriculture, oil pollution, damaging land, poor waste/wastewater management in people's homes and by industries.
3. What is the **impact** of water pollution?
Examples: Makes water toxic and undrinkable, contaminates the food chain, destroys ecosystems and biodiversity (the variety of living things on Earth, including plants, animals and bacteria), causes diseases and death.

4. Can you think of ways climate change affects **water availability**?
Climate change causes droughts, which means that there is less surface water available for everyone. It also leads to sea levels rising, which causes saltwater to be carried into groundwater and makes it harder to transform into drinking water. Climate change also causes **floods**, which can lead to sewage overflowing and contaminating clean water with diseases, or polluted water being mixed with clean water.
5. In the regions most affected by climate change, there is **less clean water available**. This makes it especially important to keep the remaining water clean, and take action against water pollution.

STEP 2

Create a mind map

6. In patrols, write "HOW TO STOP WATER POLLUTION" in capital letters, in a circle in the middle of a piece of **flipchart paper**.
7. **Draw a few lines** coming from that circle (at least five) - to be the sub-topics about water pollution. Along each line, write down an aspect of water pollution. At the far end of the line, write a way to help solve this problem. You can also draw some images to help you.
8. Draw **more lines** coming out of the sub-topics to refine your thinking. Do it for as long as you need until you come up with precise ideas for how water pollution could be solved.

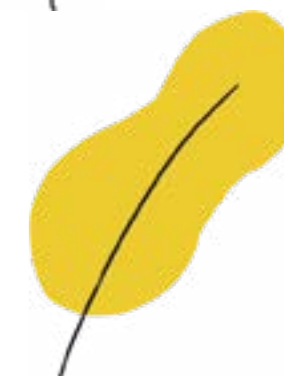
STEP 3

Debrief

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

BRING IT HOME

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





STAGE 2

Story time... Livelihoods

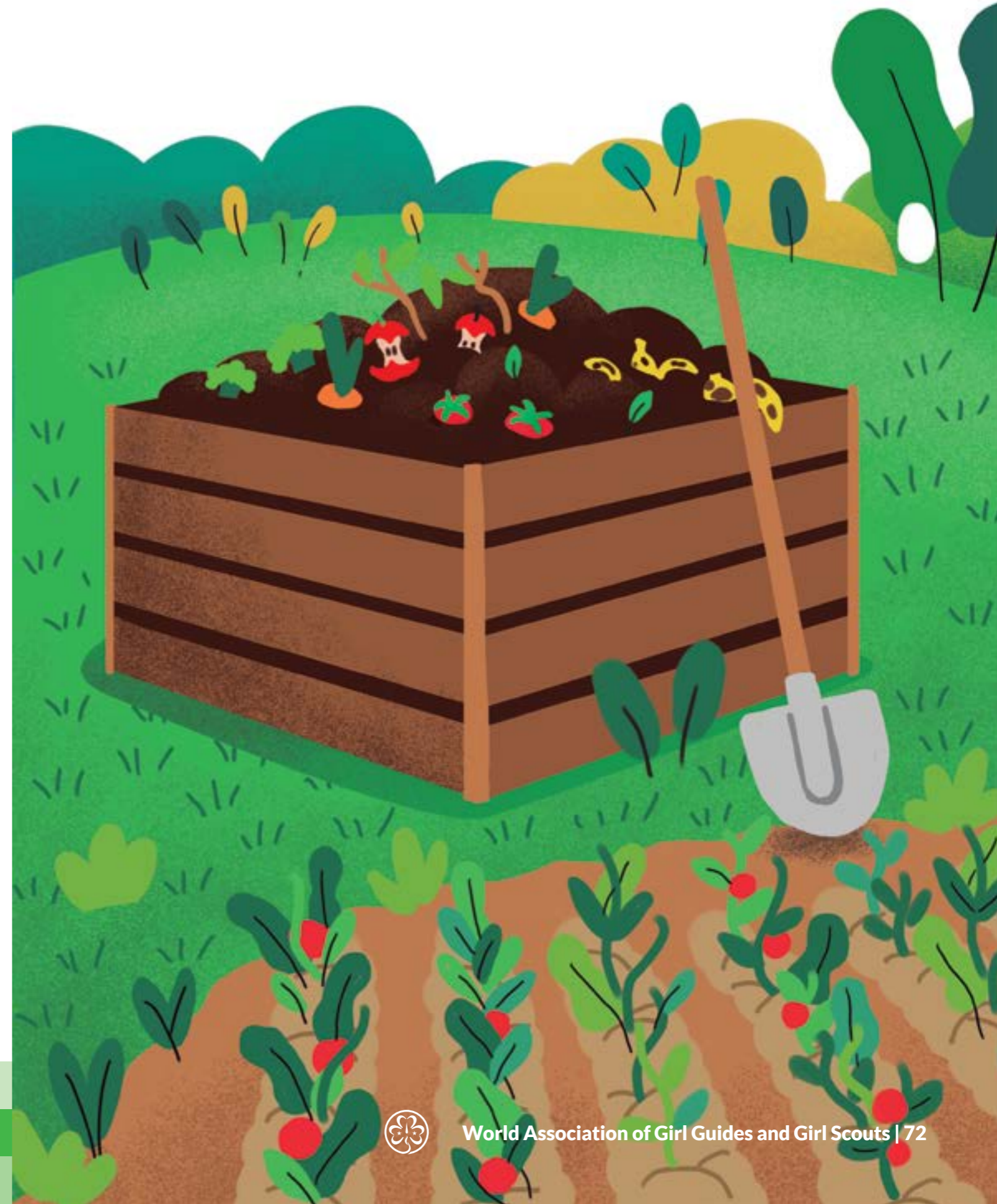
As the bus drove along, Sophie admired the colourful scenes of her hometown. Seeing women entrepreneurs selling their food and wares in the market in brightly coloured clothes always made her feel that there was so much opportunity here!

The bus pulled to an abrupt halt. The usual busy babble and joyful mood of the market was replaced by angry chanting, as a crowd of protesters crossed the street, stopping traffic. She saw signs saying things such as, 'Our work is your food', 'Climate change = Poverty' and 'Land rights for women'.

The bus driver made an announcement: apologising for the delay and letting everyone know that the farmers and food vendors in the market were protesting. Sophie wondered what the link was between climate change and poverty. She could imagine that in places where people were **more vulnerable to climate change**, more protection and support may be needed to ensure that they were still able to survive and thrive.

The woman sat behind her leant forward and said, "I have sympathy for them. Climate change is really making farming difficult for many reasons. I hope the government listens and takes action to help them adapt to these changes. On my farm, we have been introduced to climate-smart agriculture, like **composting** to help the soil stay healthy". Sophie looked at her in confusion. "Oh, composting is when you control the decomposition (breakdown) of uncooked fruit and vegetable scraps and other things like egg shells. This turns into compost, which you spread on your soil." Sophie nodded in understanding, imagining how many more ways there were for people to protect their income and livelihoods from climate change.

Complete two activities from this topic to explore how livelihoods and incomes are affected by climate change.





STAGE 2

Guess my job

SUMMARY

Use role play to help others guess your job.

IN THIS ACTIVITY YOU WILL

- Find out how jobs can be impacted by climate change
- Develop tools to prepare for climate change

MATERIALS

- None

DURATION



30 MINUTES

PREPARATION

Write up the three scenarios (provided) onto paper

Activity description



Climate resilience means changing and adapting what you do so that you can deal with stresses caused by climate change and be better prepared for future effects of climate change.

STEP 1

Create a song or poem

1. Divide into **three equal teams**. Each team member chooses a letter of the alphabet: A, B or C.
2. Find players in other teams who have the **same letter as you**.
3. Your new team chooses together one **job**. For example, all 'As' will be farmers, all 'Bs' will be doctors. Try to make your job as specific as possible, so that teams are very different.
4. Re-join your original teams and keep your job a **secret**.
5. Take **one scenario per team** and read it aloud.
6. Individually, think about the **effect** this scenario will have on your **job, and create a song or a poem** to explain this effect to others. Include some clues to help people to guess your job but remember you cannot say what your job is!
7. **Share** your song or poem with your team as they try to guess your job.



Scenarios

- People are choosing to eat less meat because of the impact that animal farming is having on the environment.
- Extreme weather has caused a lot of damage. People in your area need to move to different cities or countries to find work.
- New viruses are spreading among people. There is a nationwide lockdown and people must socially distance themselves. Those who do not are extremely likely to get sick.

STEP 2

Have a group discussion

8. How does each scenario link to climate change?
9. Which jobs were **most impacted** by the scenarios?
10. What can you do to prepare yourself to make your **future job more climate resilient**?
11. What can others do to **support** you in this?
12. How do your country's **policies** need to change to make jobs more resilient?





STAGE 2

My mini composter

SUMMARY

Transform your food waste by building a mini composter.

IN THIS ACTIVITY YOU WILL

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

MATERIALS

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

PREPARATION

None

DURATION



45 MINUTES

Activity description

STEP 1

Read the composting rules

1. 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.
2. You **can't compost** plastic, metal, glass, dairy (butter, cheese etc), fat, meat or cooked food.
3. Compost ingredients **hate being dry** - when they are damp they have the moisture they need to thrive.
4. Compost ingredients **hate being cold** - they should be kept in a warm place so that the micro-organisms can transform the food into compost.



Composting

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

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

STEP 2

Make a composter

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

STEP 3

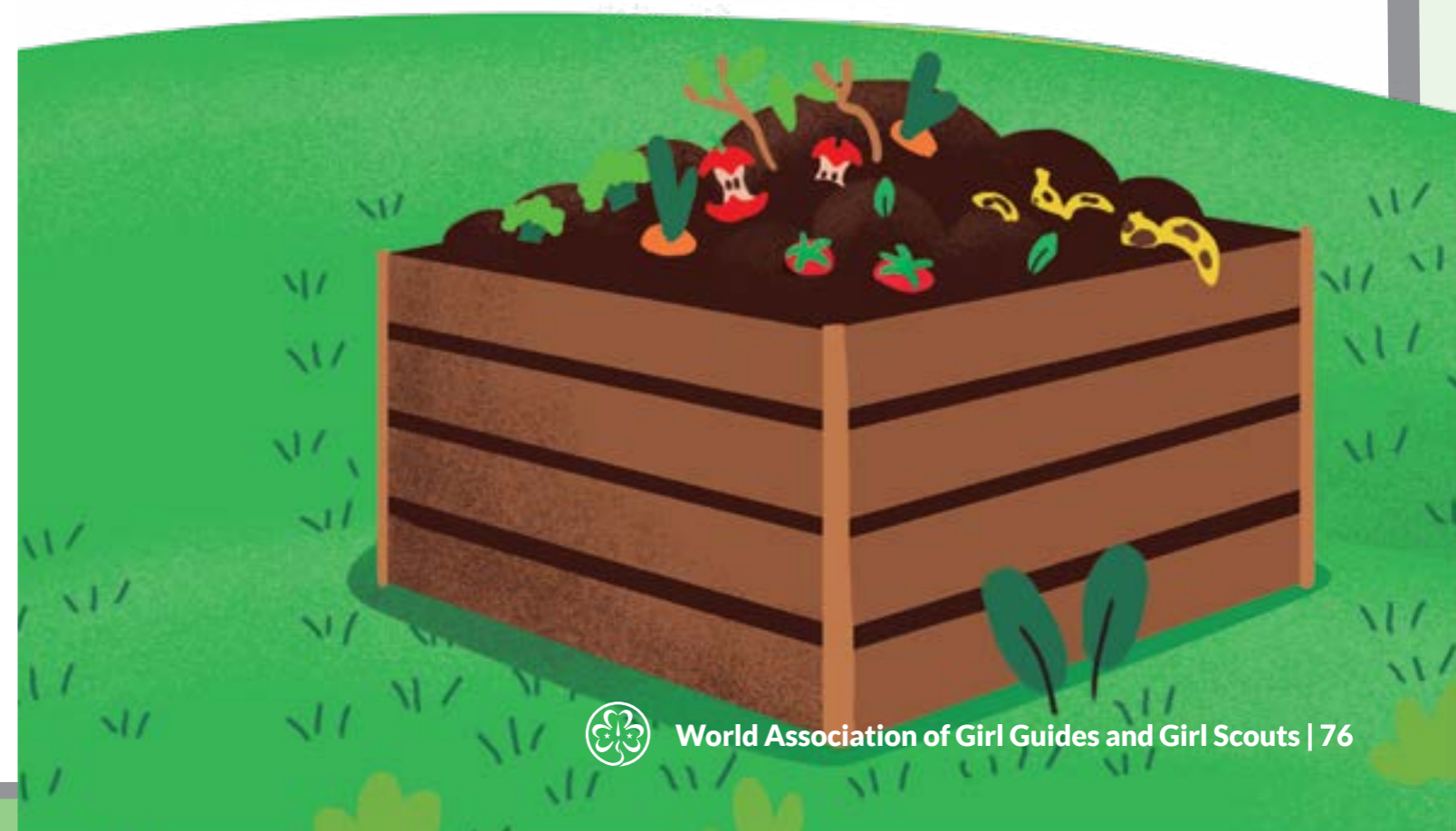
Have a group discussion

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

BRING IT HOME

Take your mini composter home and allow the food to turn into compost over about six weeks. Use it to start a conversation at home about what you usually do with food scraps. Could you use this composter in the long term?

Check on everyone's composter at the end of this badge.





STAGE 2

Our land, our rights

SUMMARY

Make a physical mind map to highlight the link between laws and your rights.

IN THIS ACTIVITY YOU WILL

- Identify why land rights are important
- Discover the connection between women's land rights and a reliable income

PREPARATION

This activity needs an even number of people. If you have an odd number in your group, assign one person to be the narrator.

Copy and cut out the policy and consequences cards provided then mix up.

MATERIALS

- Livelihoods fact sheet (see Leader's Guide)
- Policy and consequence cards
- Yarn
- Sticky tape
- Pieces of paper
- Pegs/paper clips

DURATION



45 MINUTES

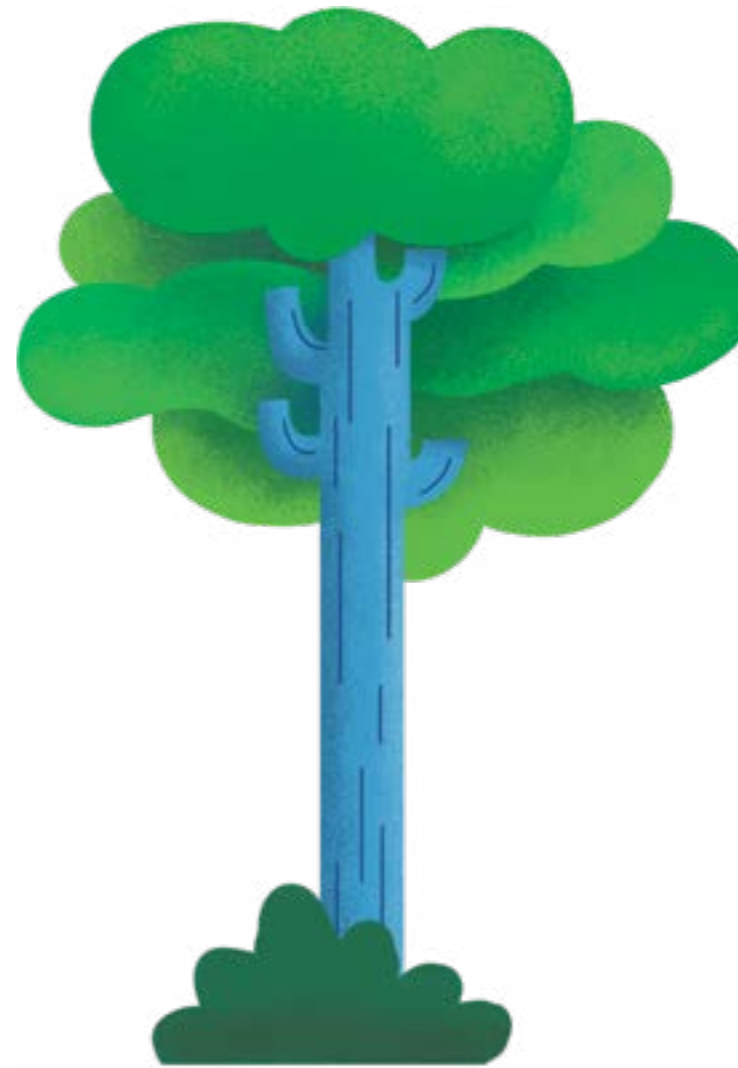
Activity description

STEP 1

Policy and consequence

1. Climate change increases the **poverty levels** of people who are already vulnerable. Can you imagine why? Refer to the fact sheet.
2. Globally, less than **15% of all landholders (people who own land) are women.** This makes them more vulnerable to the consequences of climate change. One of the reasons why there are so few women landholders is because, in many countries in the world, there are (or have been) **unfair policies (laws).**
3. Choose a **narrator.** The narrator says "Welcome to the fictional land of **Namboya.** Even though this country is not **real,** all of the policies and laws in this game are real and affect (or have affected) women somewhere in the world."

4. The narrator gives everyone a **card at random.** Cards with an "A" on show an **unfair policy.** Cards with a "B" on show a **consequence** of an unfair policy.
5. Read your card. Walk around the room and talk to people until you find someone that **matches your card** (so you **form a pair** with an unfair policy and its consequences).
6. Each A/B pair should **stick** their policy on one side of the room and the consequence on the other side.
7. Using a piece of **yarn,** link the policy and the consequence across the space.



STEP 2

Plan your action

8. **Discuss what you could do to change your unfair policy** so that the consequence does not happen. Write down your plan in steps on pieces of paper then use the **pegs** to hang these actions on the line in order. Think about:
 - Who do you need to **talk to** to change the policy?
 - Where will you get **support** from?
 - How will you **present** your case?
 - Who are the **decision-makers**?
 - **Why** should the decision-makers listen to you?
 - How will you get people in power to **care** about this issue?
 - How **long** do you think this will take?

STEP 3

Review

9. The narrator chooses a string of actions to read aloud. As a whole group, discuss what you think of these steps.
10. How do **land rights** help people become more **prepared for climate change**?

BRING IT HOME

Research land rights in your country. Make a plan to raise awareness of policies/laws that support female empowerment, or a plan to reform those that oppress it.

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





Policy cards

A: To get a bank loan, a woman must have her husband's legal permission.

A: Upon marriage, all lands in a woman's name become the property of her husband

A: If a woman is widowed (her husband dies), her land is passed on to the next adult male in her family.

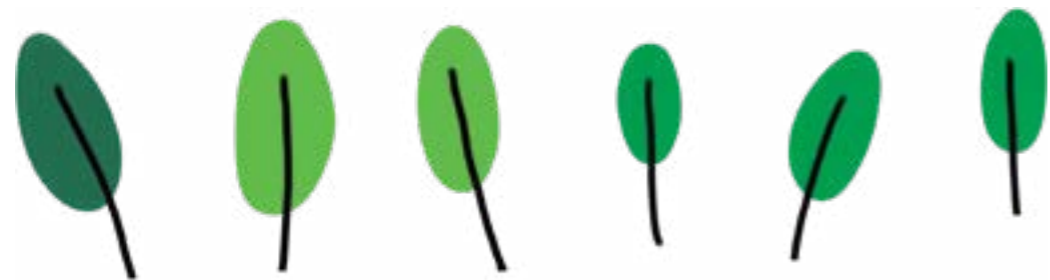
A: Women cannot pass their land on to their children if they are married to a foreigner.

A: The land a family owns can only be inherited by a male.

A: In cases of divorce the woman is not entitled to any land.

A: When a woman claims land she is entitled to, she is excluded from the community.

A: The male relative decides which areas of land a woman is given.



Consequences cards

B: Cannot afford to buy crops resistant to drought.

B: Women have less power over which crops to plant and when to harvest.

B: Women have more children so that they can have a male heir (successor).

B: Women lose their land and their livelihoods.

B: Girls do not inherit land and therefore find it harder to build wealth.

B: Women stay in marriages because their livelihoods depend on it.

B: Women do not claim land they are entitled to.

B: Women are given the least fertile land.





STAGE 2

Story time...

Health

As Sophie sat on the bus and watched the humble homes turn into large buildings, she noticed a billboard - a giant roadside advertisement:

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

Unsure of what this meant, Sophie looked for some trusted information online. She searched: 'World Health Organisation and climate change'. She already knew that natural disasters and extreme weather were made worse by climate change, but she learned that this could have a lot of consequences on health. Extreme weather made farming more difficult and caused food insecurity (people not having reliable access to adequate food) and malnutrition, and heatwaves increased the risk of heart diseases. Sea-level rise and changes in ecosystems also increased the risk of contamination by different diseases. She also discovered that when people didn't have clean water or access to nutritious food, it was even harder to stay healthy, which could make people even more unwell.

Complete two activities from this topic to uncover the link between health and climate change.

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





STAGE 2

Policy power

SUMMARY

Use your negotiation skills and persuade others to support you.

IN THIS ACTIVITY YOU WILL

- Play a negotiation game
- Explore the connection between climate change policy and health

MATERIALS

- None

PREPARATION

This is a roleplay detective game that needs a moderator. In order to moderate this game, you need to fully understand all of the rules so it's really important to review the whole activity before the moderator begins.

To play this game you need **at least seven players**. An odd number of players works best.

DURATION



40 MINUTES

Activity description

STEP 1

Play the game

1. The **moderator** selects characters as follows:
 - Sitting in a circle, ask everyone to **close their eyes**.
 - Stand in the middle and announce the name of one of the characters:
 - **Diseases** (two people)
 - **Public policy** (one person)
 - **Doctor** (one person)
 - Then, walk around the outside of the circle and tap the selected number of players on their shoulder, eg **tap** two people to become doctors. Do this **subtly** - players shouldn't be able to guess who you select!). **Repeat** this for all characters.
 - The rest of the players are **villagers**. Make sure to have one disease for every four players.
 - Players must keep their characters a **secret**.
2. The aim of the game is for **villagers** to try and win by killing all the diseases (and saving the village), or for **diseases** to win by staying in the game until there are equal numbers of villagers to diseases.
3. The game alternates between day and night.

4. **Starting at night**, the moderator stands in the middle (everyone has their eyes closed) and the night round continues as follows:
 - **Hunt:** The moderator wakes up the diseases by saying, "**Diseases, open your eyes. Choose someone to kill.**" The diseases **silently agree** on one person by signalling / pointing. The moderator needs to see who this is. When the diseases have agreed on a victim, the moderator says, "**Diseases, close your eyes.**"
 - **Save:** The moderator wakes up the **public policy** by saying, "**Public policy, open your eyes. Who would you like to save?**" The public policy selects any one person they'd like to keep alive - trying not to waste their chance on a disease! They **silently point** to who they want to save, confirming with the moderator. This chosen person (it could be the public policy themselves!) is **protected** if the diseases choose the same player to kill. The moderator now says: "**Public policy, close your eyes.**"
 - **Investigate:** The moderator wakes up the **doctor** by saying, "**Doctor, open your eyes. Pick someone to investigate.**" The doctor **silently points** at another player to find out their character in the game (they're mainly trying to find the diseases!). The moderator silently signs **thumbs up** if the doctor pointed at a **disease**, and **thumbs down** if it was a **villager**. The moderator now says: "**Doctor, close your eyes.**"
 - This is the **end of the night round**. At this stage, a person has been killed, and one person has been saved (maybe the same person!). The **doctor** also has information they can use to **help the village**.
5. Now, the **day round begins** (no longer than five minutes):
 - **Wake up:** The moderator says, "**It's daytime. Everybody open your eyes.**" They then announce who has been **killed (or saved)** last night (but doesn't reveal any of the characters). If someone was killed, that person is immediately out of the game and **does not reveal** their character. They can stay seated but cannot participate.
 - **Introductions:** On the first day, ask everyone to introduce themselves, eg "Hey, I'm Maria. I'm the baker here in town, and I'm a villager." **You may not want to give away your real identity** (if you're a special character you want to avoid being killed!) so you'll have to lie...
 - **Discussion:** Players try to work out who the **diseases** are - to remove them and save the village. **Can you work out who is telling the truth, or lying to survive?** Characters may choose to share information they've discovered or keep it a secret.
 - **Accusations:** To accuse a person of being a disease, at least **two players** need to agree on the accusation. The accused player then gets **30 seconds to defend themselves**.
 - **Voting:** A **vote** is held to decide whether or not to **remove a player**. A **majority vote** is needed to do so. If not, the village discussion continues until the end of five minutes.
 - The **day round ends** when a player is voted out, or the time limit has expired.
6. **Night** now begins again. **Repeat**. Characters who are killed can still be 'woken up' (in secret) to help hide their identities.



STEP 2

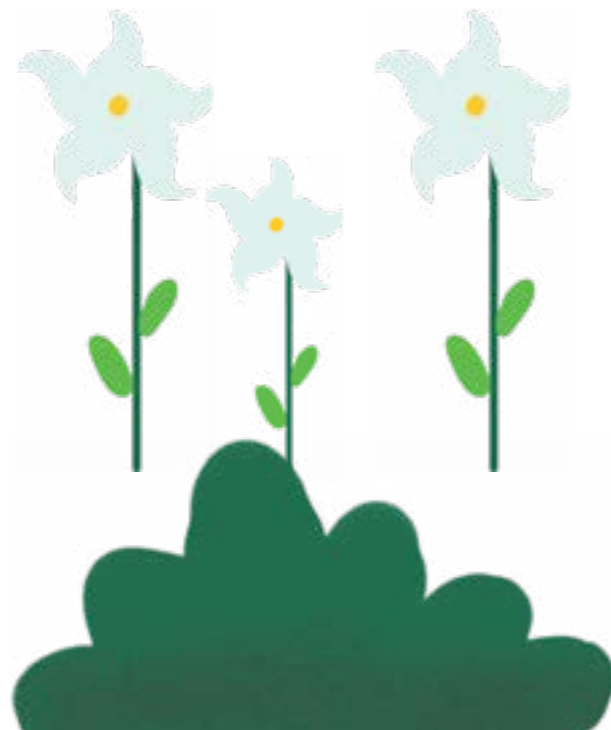
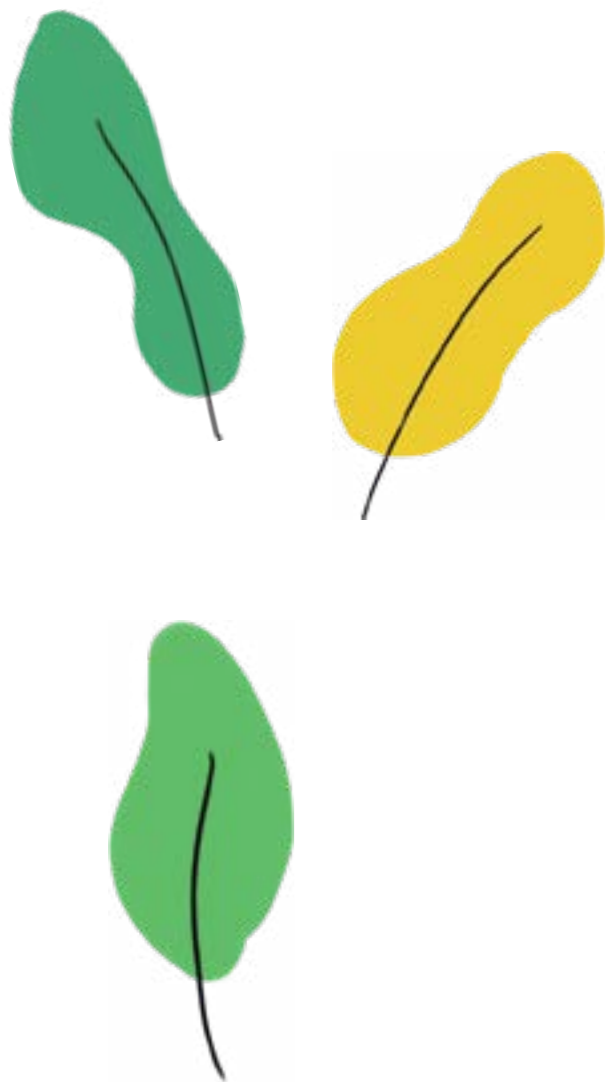
Have a group discussion

7. Use the following prompts to facilitate a discussion:
- What do you think **public policy** means?
 - How do you think public policies may work **for and against girls and women**?
 - If you could create one policy to **protect people from diseases** (especially those worsened by climate change) what would it be?



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

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





STAGE 2

Water filter system

SUMMARY

Create a mini water filtration system.

IN THIS ACTIVITY YOU WILL

- Find out how you can remove threats and hazards from water.
- Work together as a team

PREPARATION

Make sure you have read this activity and you have all materials needed before you begin.

MATERIALS

- Unclean water (ideally with visible mud or dirt inside)
- Long pieces of wood
- Rope
- Clean natural material such as: sand, rocks and charcoal
- Plastic water bottle (recycled)
- Three large pieces of clean cloth (recycled)
- Pot or bowl x2, and a way to boil your water

DURATION



40 MINUTES

Activity description

STEP 1

Have a group discussion

1. How do you think climate change affects access to **water**?
2. How do you think limited access to clean water can affect our **health**?

STEP 2

Create a mini water filtration system

3. **Bathing in contaminated (polluted) water** can cause health problems through illnesses and infections. These infections could harm our skin, eyes, ears and throats.
4. Learn how to **purify** water before using it to bathe, using a water filtration system. Note that you will still need to use an **additional method** to make it safer for bathing.

5. Build a **tripod** out of the three pieces of wood. Then, **tie each piece of clean cloth** to the tripod: one at the top, one in the middle and one underneath the middle to create **three layers** (each creates a mini 'bed'). Leave enough space underneath the bottom layer to put a pot or bowl.
6. Then, fill each layer/bed as follows:
 - Layer 1: Add **medium sized rocks**
 - Layer 2: **Add small rocks and sand**
 - Layer 3: **Add charcoal**
7. Put a **bowl** underneath your tripod (to catch the water that will filter through).
8. **Pour** your water through the top layer, and watch it **filter through the system**.
9. To make your water as **clean** as possible, pour it back through the filter a few times.
10. Now, **boil your water for 10 minutes**. This process will **kill most threats/hazards**: parasites, living organisms and bacteria in the water.

Please note that filtering water in nature will not purify it completely, and it may still not be safe for drinking!

11. Please note that filtering water in nature will not purify it completely, and it may still not be safe for drinking!

STEP 3

Review your creation

12. How **practical** do you think this filtration will be? **Where** do you think it will work best?
13. What would you **change** to make it more practical?

When creating this badge many young women told us in a survey that they have skin issues as a result of bathing in contaminated water. These skin issues affect their self-confidence and social lives.

BRING IT HOME

Now you know the impact of climate change on access to water, sanitation and health, share your knowledge with others. Could people in your community help purify water to reduce health issues?





STAGE 2

Disaster response committee

{suitable for online}

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

MATERIALS

- Case study
- Paper and pens

PREPARATION

Make a copy of the case study for each player.

DURATION



30 MINUTES

Activity description

STEP 1

Decide how to respond to a health crisis

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

STEP 2

Work as a team to respond to the health crisis

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

STEP 3

Create better policies

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

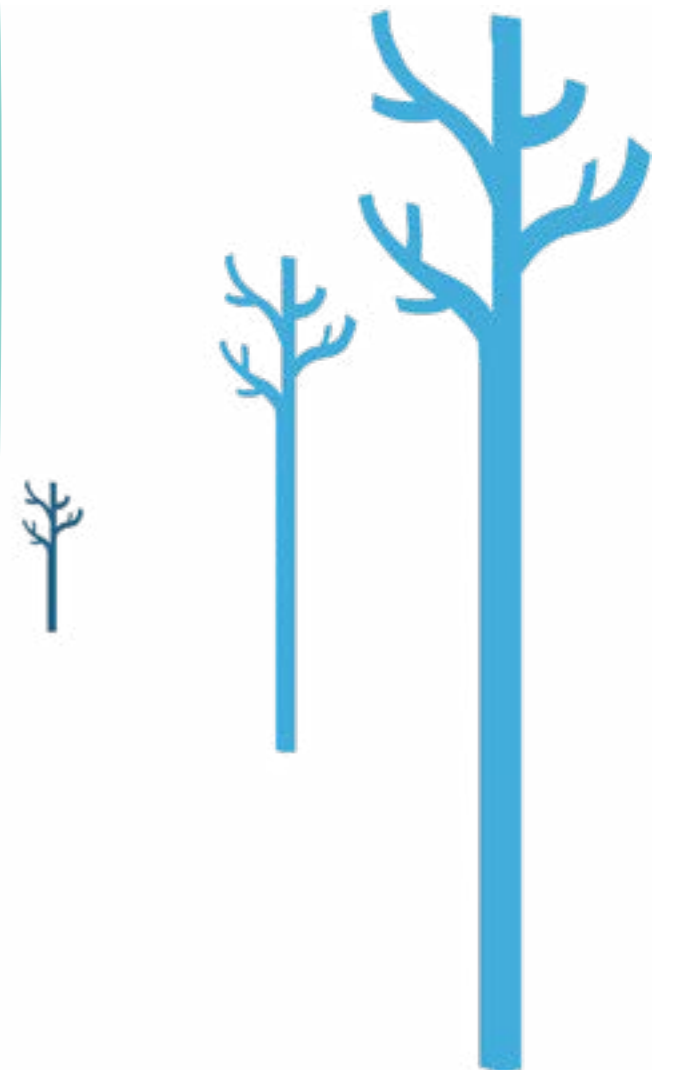


Public policy is the system of laws, regulations, actions and funding priorities of an institution, typically a government, in response to real-world problems. It has the power to save people and protect people from the effects of climate change and reduce the impact of national actions on the climate.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

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

BRING IT HOME

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





STAGE 2

Case study

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

The situation:

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

Resources available to you:

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



The different groups affected:

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

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

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

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

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

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

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





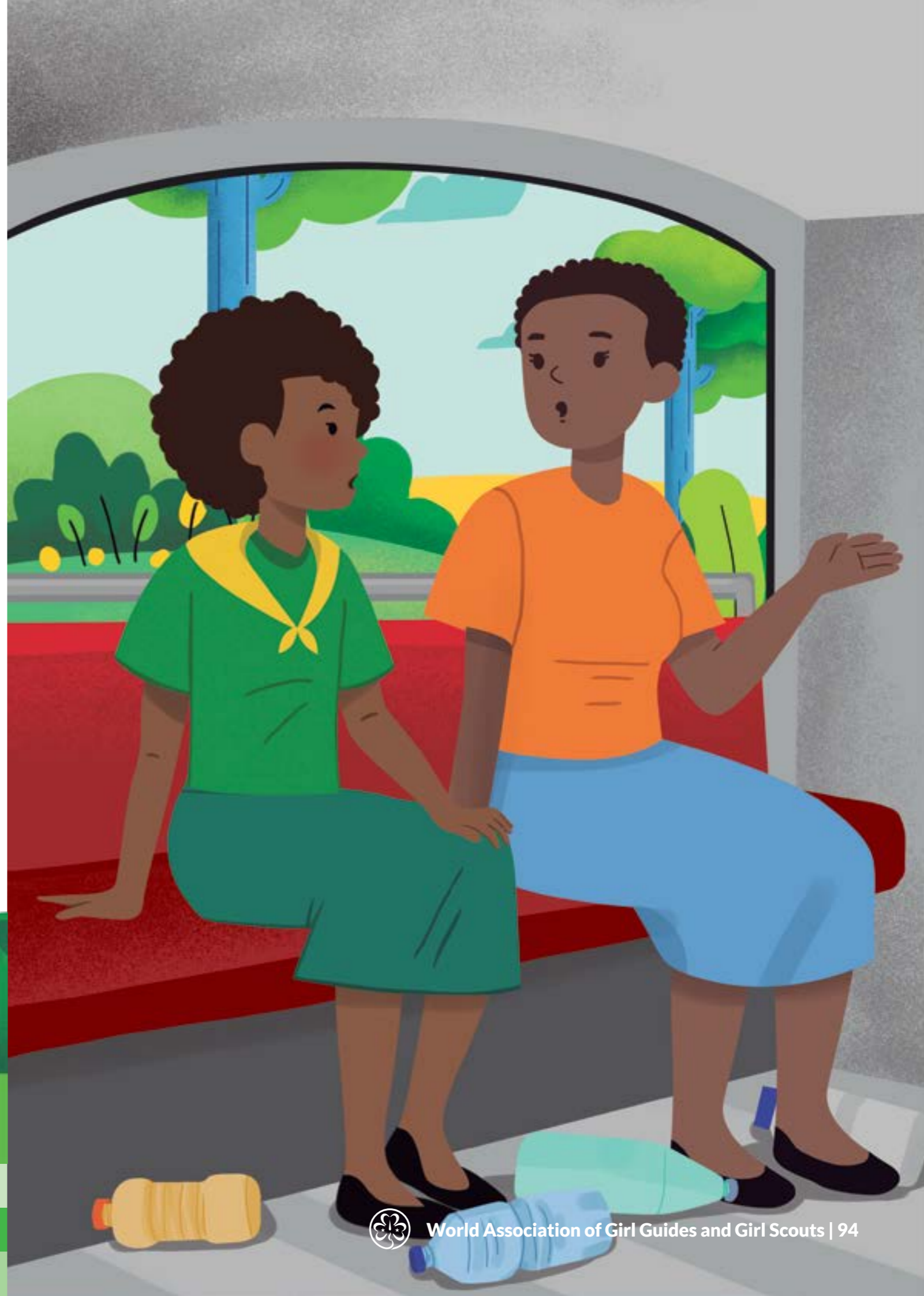
STAGE 2

Story time... Freedom

Sophie looked through the bus window at the passing scenes. She started to talk to the passenger sat beside her and found out that the woman was on her way to the airport. She was a teacher, joining her husband and family who had had to move after flooding destroyed their home. She had stayed back to try and sell her family farm, but it was recently affected by storms and the land was no longer very fertile.

The woman explained that **millions of people had been displaced** because their homes and livelihoods had been ruined. With little government support and less available jobs, people who could migrate were choosing to leave.

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





STAGE 2

Multiple forms of violence

(only for ages 18+)

SUMMARY

Discuss how climate change can impact violence against women and girls.

IN THIS ACTIVITY YOU WILL

- Explore how climate change impacts our lives
- Describe how climate change affects girls and women

MATERIALS

- Paper and pens

PREPARATION

This activity focuses on **violence against women** and girls. Decide if you, as a leader, feel comfortable with the topic. It should only be delivered with older ages 18+ (or those who have taken part in WAGGGS' programme Voices Against Violence), and might not be appropriate even in these settings. Please invite a co-facilitator to join you in this session and follow the information provided.

To better understand the link between climate change and gender-based violence, and help the group in their discussions, you might want to read this short article: <https://apolitical.co/solution-articles/en/why-climate-change-fuels-violence-against-women>

DURATION



60 MINUTES

Activity description

Before beginning, create a safe space with your group, setting guidelines together on how to share and handle difficult topics like this. Make sure everyone is informed, and **free to decide** not to take part if they don't want to.

Be aware that there might be **survivors of violence in your group**. Please follow your local **child protection policy**. Make sure that you are familiar with the procedures, including how to handle and report any **disclosures** from your group.

STEP 1

Discuss the links between gender-based violence and climate change

1. Use the box provided to define the term gender-based violence.
2. Then, name the **different types** of violence against **women and girls**.
3. After you have collected a number of ideas, create four teams. Each team will be focusing on one type of violence:
 - **Team 1:** Early and forced marriage
 - **Team 2:** Violence in public spaces (streets, paths, parks or squares)
 - **Team 3:** Domestic violence
 - **Team 4:** Sexual exploitation
4. You have **10 minutes** to discuss the situations or environments where women and girls are more **likely** to be victims of these types of violence, eg walking alone to collect water, or they do a job that makes them more vulnerable, or their parents lose income and they need to find money. Think about the link between circumstances like **poverty** and your team's type of violence.

It's vital to remember that survivors should never be blamed for the violence they suffer. When we consider the link between situations like poverty, and people's personal circumstances, it helps us to avoid 'victim-blaming'.

5. After 10 minutes, discuss how **climate change** can affect these circumstances. For example, how does climate change cause more poverty?
6. Make a **poster** to show your ideas.
7. Once everyone is ready, present your ideas in front of the others.



Gender-based violence

UN Women defines gender-based violence as: "harmful acts directed at an individual or a group of individuals based on their gender that results in, or is likely to result in, physical, sexual or mental harm or suffering to women and girls, including threats of such acts [...] whether occurring in public or in private life. It is rooted in gender inequality, the abuse of power and harmful gender norms."

STEP 2

Debrief the presentations

8. Were you **surprised** by any of the things you discussed?
9. Was the **link to climate change** easier to make between some topics than others? Why?
10. How could you **raise awareness** of the links between climate change and gender-based violence in your community?

The World Association of Girl Guides and Girl Scouts has a programme called **Voices Against Violence**. It engages girls, young women, boys, young men, adults, parents and the community in conversations about violence to address the root causes of violence against girls and set the groundwork for real social change. You can find some of their resources online.

<https://www.wagggs.org/en/what-we-do/stop-the-violence/get-involved/learn/>



You can also learn about why survivors are never to blame for the violence they experience through the activity pack created for 16 Days of Activism 2020: <https://www.wagggs.org/en/resources/16-days-activism-2020-materials/>





STAGE 2

Consequences web

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

MATERIALS

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

PREPARATION

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

DURATION



45 MINUTES

Activity description

STEP 1 Discuss human rights

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



Human rights

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



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

STEP 2

Play a game to understand how climate change can impact human rights

5. Form a **circle**. You are going to create a **web of the consequences of climate change**, to understand how it can **impact freedom and human rights**.
6. The first player holds the **ball of yarn/thread** in their hands and says, "climate change". They then hold onto the end of the yarn and **throw** the ball to another player, who must **catch** it.
7. This new player says a **consequence of climate change, eg flooding**. They then **hold on** to the thread and **throw** the ball to a third person.
8. This new person says a consequence linked to the previous person's, eg houses are destroyed. The next person might say, "People lose their right to safe housing".
9. Continue the game so that the thread weaves around the circle. The consequences should focus on **freedom or human rights**. Challenge yourselves to create the longest chain!

10. Play a few rounds. Once everyone is comfortable with the game and finds it easier to link climate change and human rights, add a new rule:

- Once a round finishes, **untangle** the web of consequences by **reversing the chain** of consequences! This time, explain **how you can take action** at each step of the chain - so everyone needs to remember what they said! So the last player to just play passes the ball of yarn back to the previous player, who says a solution or action they could take. For example, if the last person said, "loss of right to safe housing":
 - The previous person says: "To take action, we could make sure that no one lives in high-risk areas for flooding",
 - The other previous person then says, "To take action against housing being destroyed, build more resistant houses to flooding" etc.
11. Repeat until you arrive at the player who first said, "climate change". They should finish with an action we can take against climate change!

STEP 3 Discuss human rights

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

BRING IT HOME

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





STAGE 2

The United Nations Convention on the Rights of the Child

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



Name and nationality 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.	Protection from kidnapping 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.
Identity 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.	Respect for children’s views Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.
Keeping families together 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.	Sharing thoughts freely Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.
Contact with parents across countries 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.	Freedom of thought and religion Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.





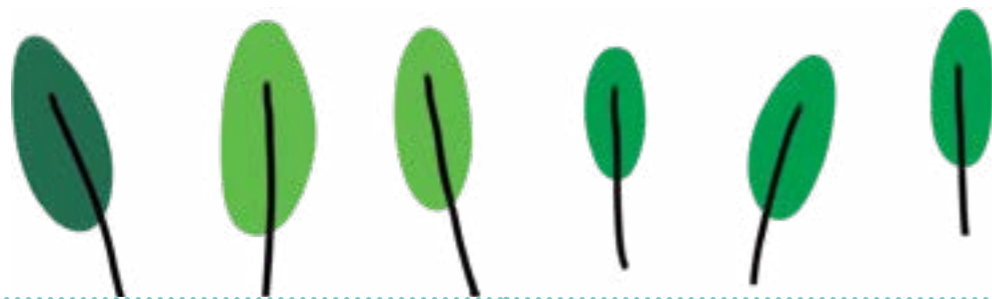
<p>Setting up or joining groups</p> <p>Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people.</p>	<p>Protection from violence</p> <p>Governments must protect children from violence, abuse and being neglected by anyone who looks after them.</p>
<p>Protection of privacy</p> <p>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.</p>	<p>Children without families</p> <p>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.</p>
<p>Access to information</p> <p>Children have the right to get information from the internet, radio, television, newspapers, books and other sources. Adults should make sure the information they are getting is not harmful. Governments should encourage the media to share information from lots of different sources, in languages that all children can understand.</p>	<p>Children who are adopted</p> <p>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.</p>
<p>Responsibility of parents</p> <p>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.</p>	<p>Refugee children</p> <p>Children who move from their home country to another country as refugees (because it was not safe for them to stay there) should get help and protection and have the same rights as children born in that country.</p>



<p>Children with disabilities</p> <p>Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.</p>
<p>Health, water, food, environment</p> <p>Children have the right to the best healthcare possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.</p>
<p>Review of a child's placement</p> <p>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.</p>
<p>Social and economic help</p> <p>Governments should provide money or other support to help children from poor families.</p>



<p>Food, clothing, a safe home</p> <p>Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this.</p>
<p>Access to education</p> <p>Every child has the right to an education. Primary education should be free. Secondary and higher education should be available to every child. Children should be encouraged to go to school to the highest level possible. Discipline in schools should respect children's rights and never use violence.</p>



Aims of education	Minority culture, language and religion
Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.	Children have the right to use their own language, culture and religion – even if these are not shared by most people in the country where they live.
Rest, play, culture, arts	Prevention of sale and trafficking
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.	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	Protection from exploitation
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.	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	Children in detention
Governments must protect children from taking, making, carrying or selling harmful drugs.	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	Protection in war
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.	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

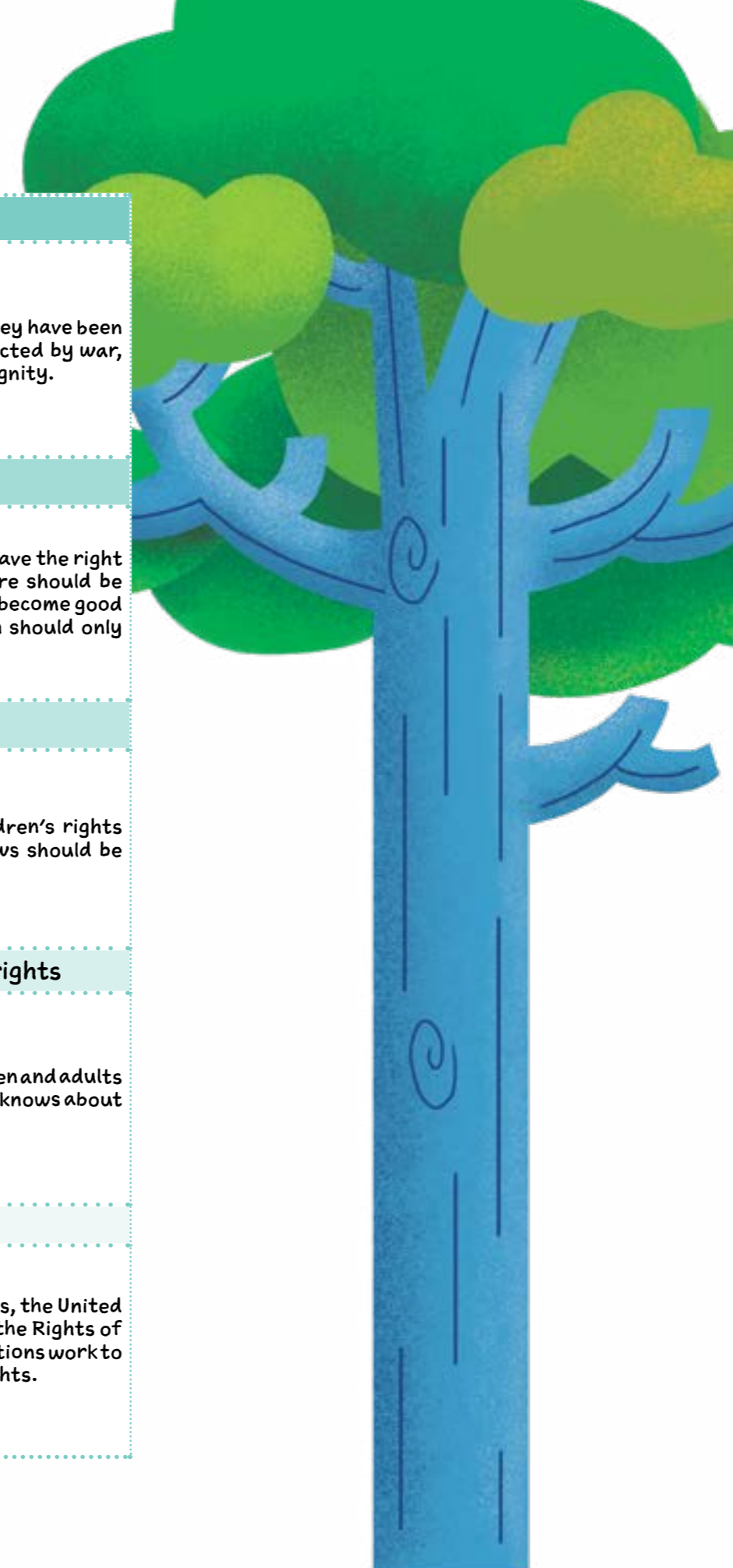
If the laws of a country protect children's rights better than this convention, those laws should be used.

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

Win as much as you can

{suitable for online}

SUMMARY

Discover the connection between climate change, conflict and instability.

IN THIS ACTIVITY YOU WILL

- Explore how climate change impacts our lives
- Practice your negotiation skills

MATERIALS

- Copies of the rewards table

PREPARATION

None.

DURATION



40 MINUTES

Activity description

STEP 1

Play a silent negotiation game

1. Divide into **four teams**. The goal of the game is to be the team that gains the **most resources**.
2. This game has **10 rounds**. In each round, the teams need to **choose X or Y**. Based on the **combination of letters** chosen by each team, everyone will **win or lose resources** ('points' - see rewards table). The following rules apply:
 - If all four teams choose **X**, then everyone loses points.
 - If all choose **Y**, everyone scores points.
 - If there is a **mixture** of Xs and Ys, those who played X get more points and those who played Y get fewer points.
3. Teams can talk within their teams but are **not allowed** to talk to other teams during the first eight rounds.
4. After round eight, one representative from each team is chosen to **negotiate** in the middle of the room. The results of the two remaining rounds are **doubled**.
5. **Add up** the scores to find the winning team.



STEP 2

Debrief the game

6. How did you **feel** playing the game?
7. What were the different **tactics or strategies** for playing the game?
8. Did **tensions** build up between certain teams? Were you playing with or against each other?
9. **Because of climate change**, some people or communities have to survive with fewer resources, or less regular resources. Having played this game, can you imagine how this could cause **conflicts** between people or communities?
10. What did this game highlight about **trust and cooperation**? How could this translate to **real-life** cooperation to adapt to climate change? What can you learn from this to reflect on your role in supporting others in your community who might be suffering the consequences of climate change more than you?



Rewards table

If teams choose...	...then they... (one resource = one point)
4X	Lose one resource each
1Y/3X	Ys loses three resources, Xs win one resource each
2Y 2X	Ys lose two resources each, Xs win two resources each
3Y/1X	Ys lose one resource each, X wins three resources
4Y	Win one resource each





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 two problems that are being made worse by climate change.

MATERIALS

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

DURATION



30 MINUTES

PREPARATION

You can complete this individually or as one big group. You may want to re-read 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. Divide into patrols. In your group, think about the journey that **Sophie** went on throughout the story. What **surprised** you the most about climate change?
2. Choose one **topic** below and list all the ways that this topic is **affected by climate change**:
 - Weather (*examples: droughts, bad storms, inconsistent weather, more frequent mudslides, snow in the wrong season*)
 - Animals and plants
 - Water
 - Livelihoods
 - Health
 - Freedom

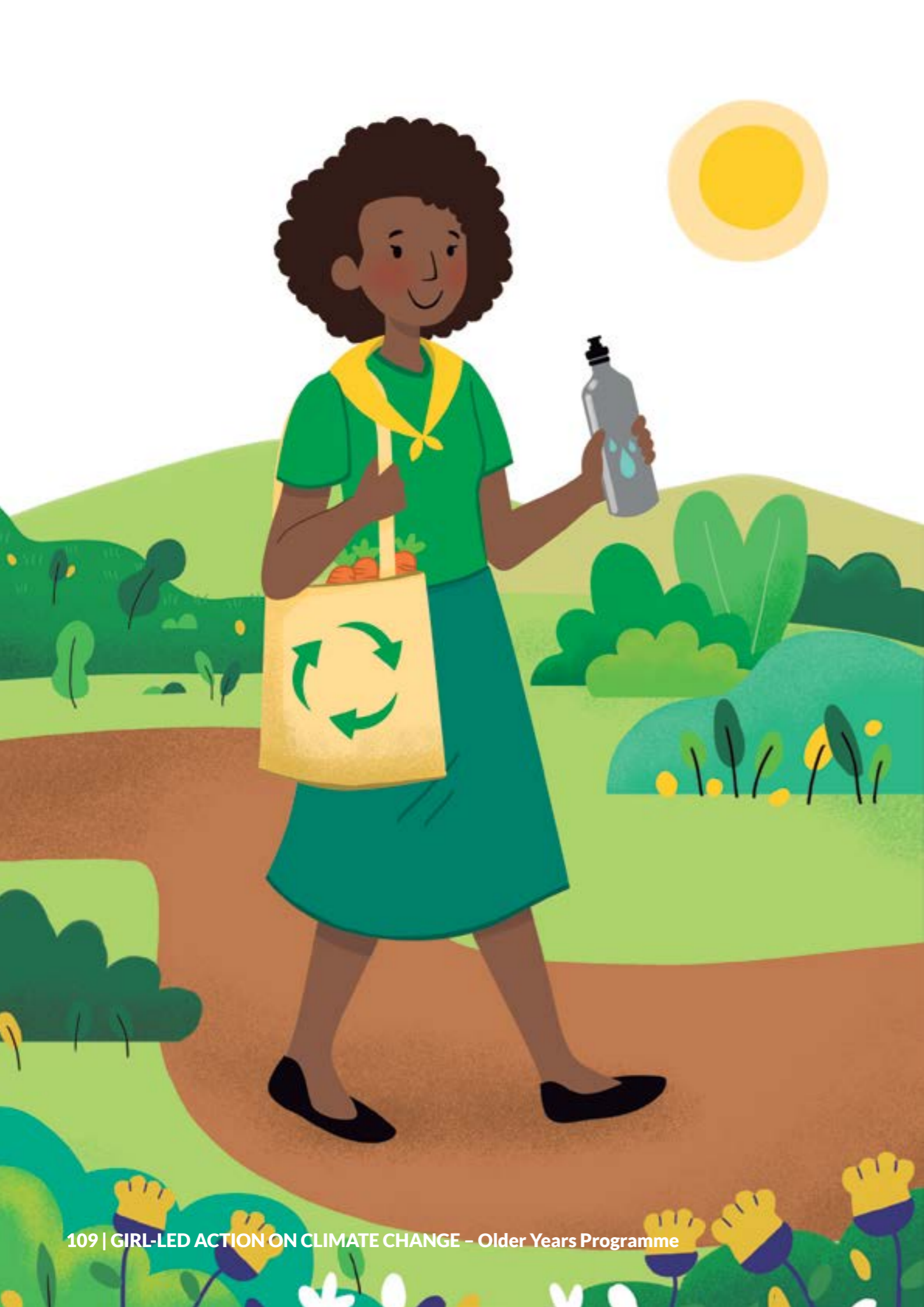
3. Review your list and cross off all the things that **do not impact your community**. Then, cross off all the things that **do not affect women and girls**.
4. Now it's time to **prioritise** your list. Put the things you think are the most serious or urgent at the top of your list.

STEP 2

Capture your climate change problems

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





STAGE 3

Prepare to take action

The activities in this stage will help you to put everything you have learned into action. You'll find out about community action and advocacy to help you complete this badge and share what you have learned with two people outside of your group.

How to take action

Climate change doesn't have to lead to a disaster: **we can all have an impact!** We can start more sustainable behaviours (like using resources such as water and food so that they are shared fairly between everyone on the planet, and we leave enough for the generations coming after us) and convince others to do the same. We can also share our knowledge to adapt to the consequences of climate change.

Share the knowledge

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



Read Sophie's story and complete two of these three activities.

- **Adaptation juggle** - Play a ball game to understand why climate change plans are important.
- **Ambition river** - Create a journey to achieve your climate change ambitions.
- **Eco camp** - Plan how to make your next camp more sustainable.



Read Sophie's story and complete two of these three activities.

- **Climate sceptics** - Use roleplay to develop arguments defending climate change.
- **Eco advocates** - Plan an advocacy campaign to include women and girls in climate policy.
- **Climate chairs** - Play an active game about collaboration.





STAGE 3

Story time...

How to take action

Sophie got off the bus and looked around her, feeling overwhelmed. Between the greenhouse gases that were increasing the Earth’s average temperature, the rising sea levels, and the effect of this on nature and people, there was so much to think about.

She remembered the radio clip she heard earlier with Vanessa Nakate, and searched online to find out more about the Ugandan climate activist. As she scrolled, she found this:

<https://www.UNEP.org/climateresponse>

Responding to climate change – top tips for everyday people

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

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

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



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





STAGE 3

Adaptation juggle

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

MATERIALS

- Three small, soft balls (yarn etc.)

DURATION



40 MINUTES

PREPARATION

None.

Activity description



STEP 1

Play a game

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

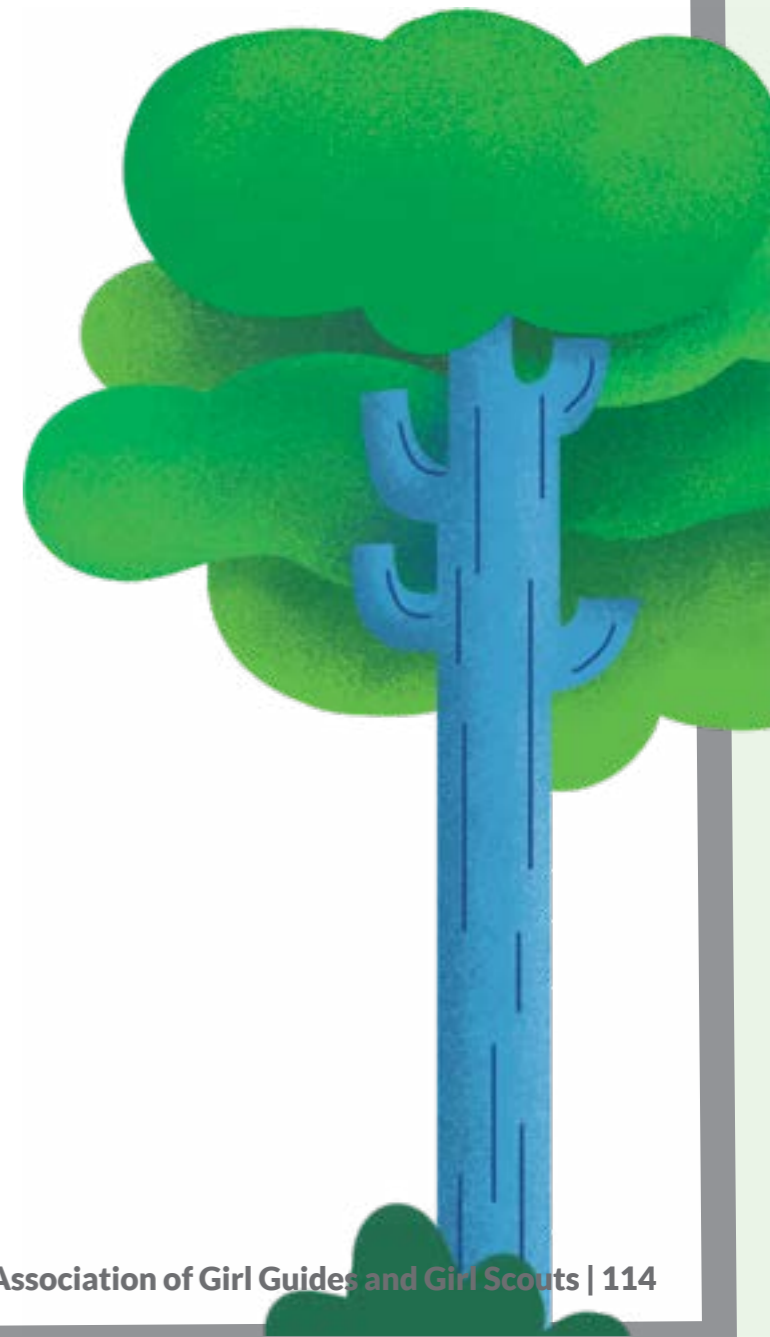
STEP 2

Have a group discussion

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

BRING IT HOME

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





STAGE 3

Ambition river

{suitable for online}

SUMMARY

Create a journey to achieve your climate change ambitions.

IN THIS ACTIVITY YOU WILL

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

MATERIALS

- Paper and pens

PREPARATION

None.

DURATION



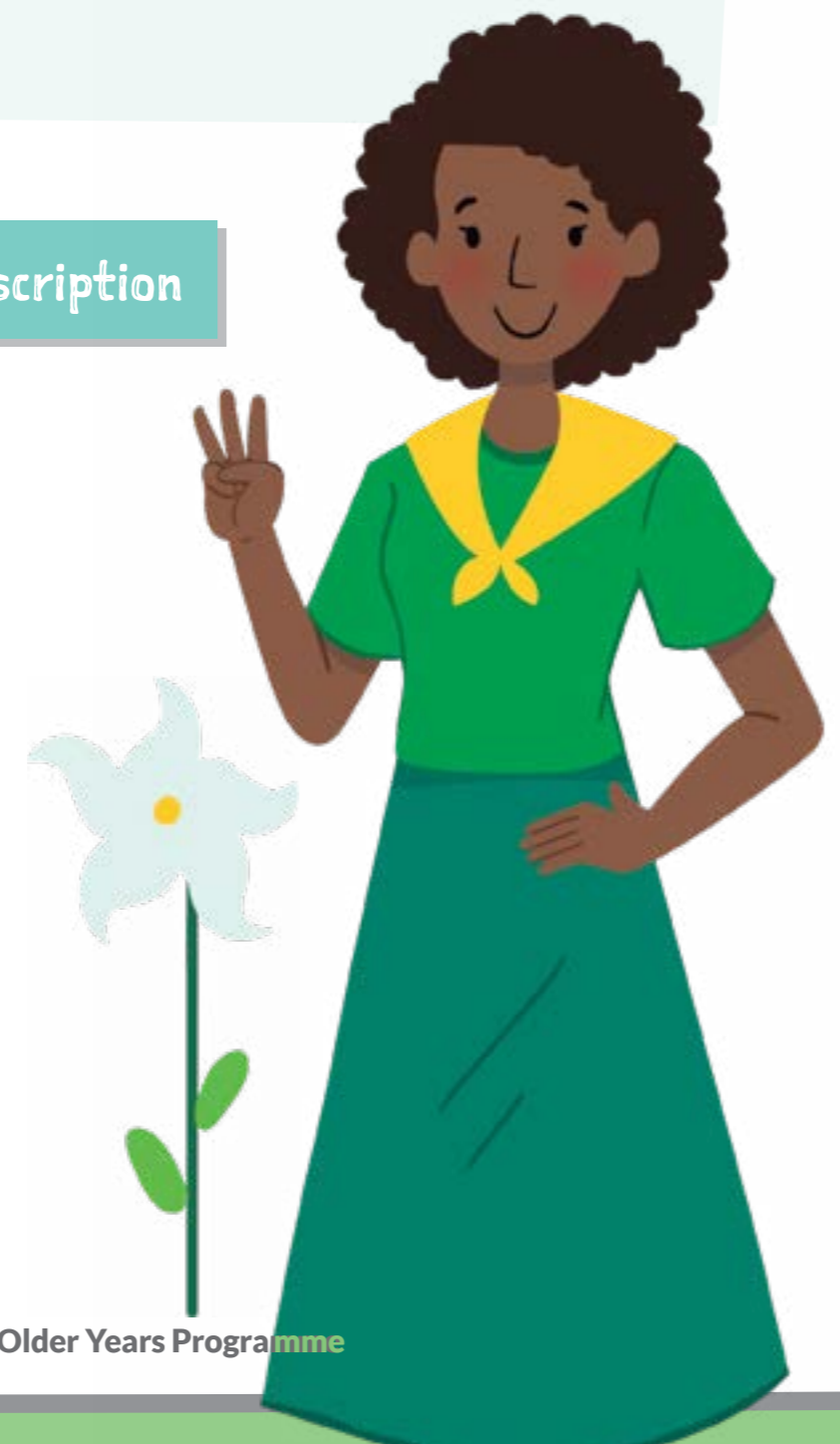
40 MINUTES

Activity description

STEP 1

Draw your personal ambitions

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



STEP 2

Identify obstacles related to climate change and gender

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

STEP 3

Identify actions to tackle climate change and gender expectations

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

BRING IT HOME

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





STAGE 3

Eco camp

{suitable for online}

SUMMARY

Plan how to make your next camp more sustainable.

IN THIS ACTIVITY YOU WILL

- Help your group become eco-champions
- Plan a camping trip

MATERIALS

- Coloured pens and paper
- An online or printed version (on recycled paper) of the Greener events for her world toolkit (optional)
<https://www.waggs.org/en/resources/greener-events-her-world/>

PREPARATION

none

DURATION



40 MINUTES

Activity description

STEP 1

Discuss what makes a quality camp

1. In patrols of four or five people, discuss what makes a **quality camp event**, writing the answers on paper:
 - What makes it **fun and exciting**?
 - What makes it a good **learning** experience?
 - What makes it memorable?
2. Take **three different coloured pens** and **underline** each answer in a different colour depending on whether they could have:
 - A **negative** impact on the environment
 - **No impact** on the environment
 - A **positive** impact on the environment

3. Debrief the answers that could be **negative** for the environment. Do they have to have a negative impact? Why are they **important** for a quality camp?
4. Most answers will be neutral for the environment so there is no reason for your next camp not to be **environmentally friendly/sustainable!**



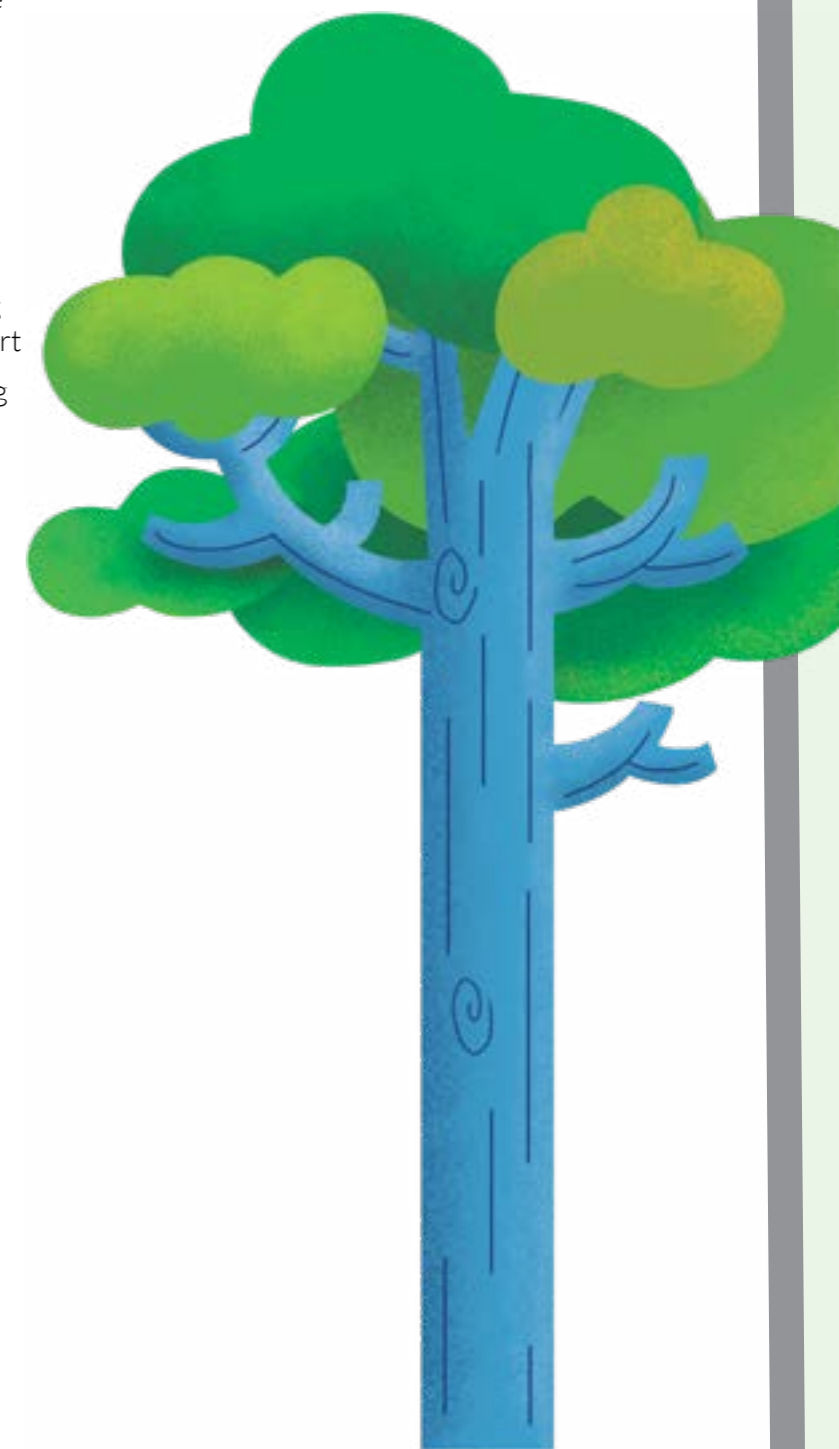
STEP 2

Plan for more sustainable camps

5. Still in patrols, think about the **negative impact** Girl Guide/Girl Scout camps could be having on the environment.
6. What would you need to **do differently** to make sure your next camp was **sustainable**? Think about elements such as:
 - **not disturbing nature and ecosystems**
 - **leaving no trace**
 - **reducing your carbon footprint** by eating sustainably and using sustainable transport
7. Thinking about what you have learned during the badge, could you use your camp to have a **positive impact** on the environment (in addition to reducing the negative impact of it)? This could be through **adaptation or mitigation actions**.
8. Make sure you make a note of all your ideas for when you plan your next camp!

BRING IT HOME

You could write a letter or hold a meeting with your association to share your ideas. Ask them to make all future camps sustainable and minimise their impact on the environment.





STAGE 3

Story time...

Share the knowledge

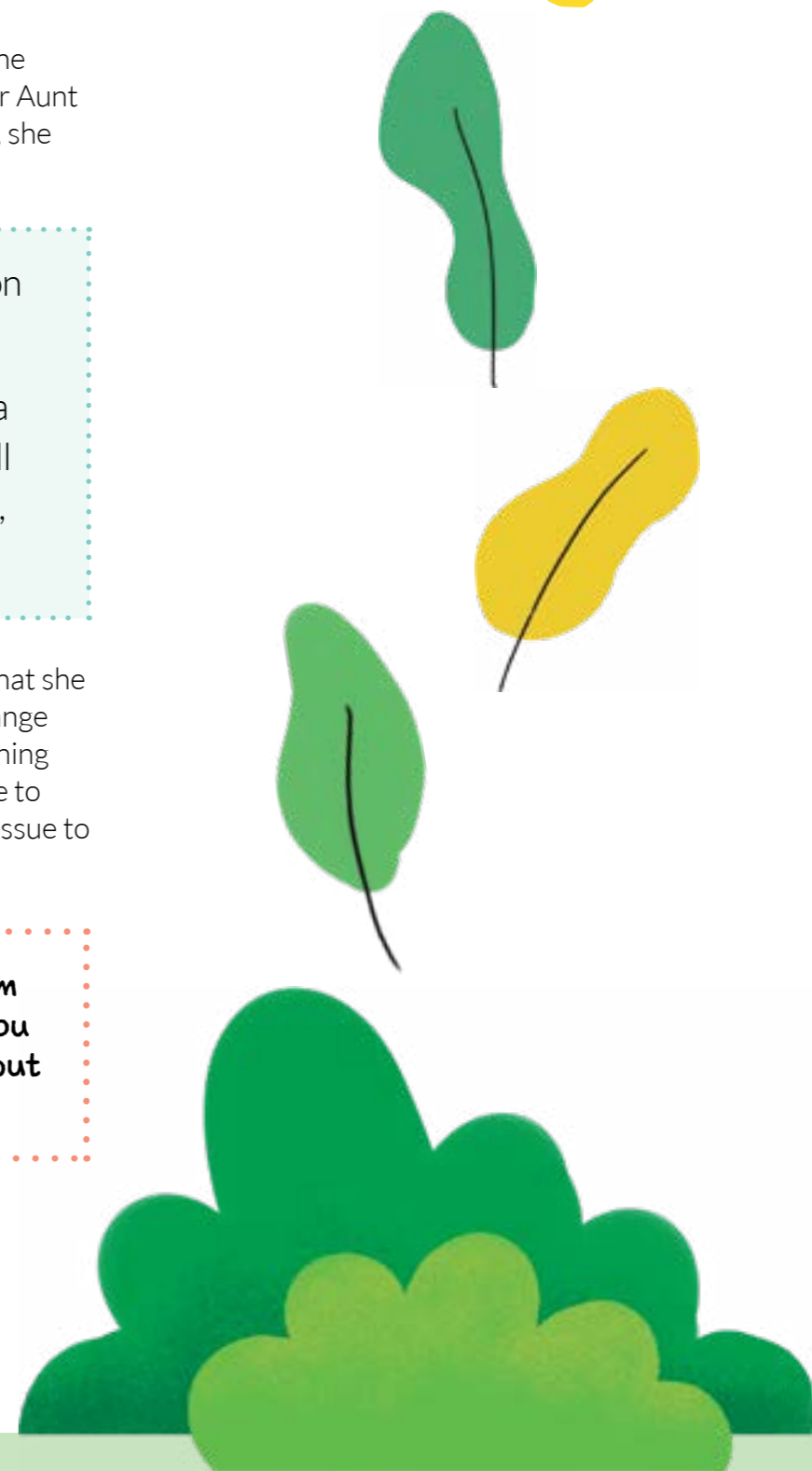
Sophie looked up and saw the sign for the café where she was heading to meet her Aunt Emma. As she walked through the door, she saw:

We are opening a new location and we want your help!

Share your experience with a friend - maybe that friend will tell another friend, and soon, everyone will know!

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

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





STAGE 3

Climate sceptics

{suitable for online}

SUMMARY

Use role-play to develop arguments defending climate change.

IN THIS ACTIVITY YOU WILL

- Develop your persuasion skills
- Prepare for climate change sceptics

MATERIALS

- Fact sheets in the Leader's Guide printed on recycled paper or shown on devices
- Paper and pens (optional)

PREPARATION

none

DURATION



40 MINUTES

Activity description

STEP 1

Prepare for the discussion

1. Each of us should take adaptation and mitigation actions to tackle climate change. But we have **more power together!** It's important to convince others that they can also take action on climate change and make a difference.
2. Individually, reflect on what you have learned during the badge. What have you learned that you could use to convince others that climate change is serious and we all need to take action? You can use the fact sheets around the meeting space to help you find arguments.

STEP 2

Have a fishbowl discussion

3. **Four people** form an inner circle - this is the fishbowl. The rest sit in an outer circle.
4. In the inner circle (the fishbowl), people will have a discussion. In the outer circle, the group will listen (and take notes if they want to).
5. People in the outer circle can take part in the discussion by tapping someone in the fishbowl on the **shoulder**, and taking their place in the inner circle.
6. In the inner circle, two people will play **climate sceptics** (people who don't believe climate change is real, or who don't understand why they should care), and two people will try to **convince** them that climate change is real, and that it's an emergency.
7. You should always have two of each in the inner circle, to make sure the discussion stays balanced.

Instructions for activity leader

8. To help the inner circle start the debate, you can ask the **climate sceptics** to explain why they don't believe in climate change.
9. Participants can join either side of the discussion at any time. They could play the climate sceptic, be tapped out of the circle and then rejoin the other side, to convince the new climate sceptics.
10. Encourage everyone to try to enter the inner circle **at least once**. You can also decide to swap debaters every couple of minutes to give everyone a chance to speak.
11. You can help facilitate the discussion by asking questions such as:
 - Do you believe that climate change is a consequence of **human activity**?
 - Are you **concerned** about climate change?
 - Do you think climate change should get **more/less attention** in the media?
 - Are you concerned about the quality of your **food, air, water**?
 - Have you made any **lifestyle changes** due to your views on climate change?
 - Do you think people need to **worry more or less** about climate change?

STEP 3

Debrief

12. How was it to play a **climate sceptic**?
13. How did it feel to try and **convince** someone with very different opinions and values?
14. What worked well and what didn't? Think about arguments, but also attitudes and behaviours.
15. What have you **learned** in the discussion that you would try in real life when talking to people who are not as passionate as you about climate change?

BRING IT HOME

Try your new arguments on people around you! Before your group's next meeting, try to convince two people you know that climate change is real and that we all need to take action.





STAGE 3

Eco advocates

{suitable for online}

DURATION



40 MINUTES

SUMMARY

Plan an advocacy campaign to include women and girls in climate policy.

MATERIALS

- Paper, pens, pencils
- Copy of the Share the knowledge fact sheet in the Leader's Guide
- Smartphone (optional)

PREPARATION

Prepare six stations, each with one of the question prompts written on paper (for in-person delivery).

IN THIS ACTIVITY YOU WILL

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

Activity description

STEP 1

Brainstorm women's and girls' inclusion in climate plans

1. Taking individual mitigation and adaptation actions for climate change is helpful, but we need to **work together** to make a bigger difference. Governments and corporations have more power than individuals to solve climate change. We need to **advocate** for immediate, large-scale climate action.
2. As a group, discuss why it's important to **include women and girls** in climate decisions and planning. Read out relevant statistics from the **Share the knowledge fact sheet** in the Leader's Guide to help the discussion.



Advocacy

In Girl Guiding and Girl Scouting, advocacy is influencing decision-makers to make decisions that will create an equal world where all girls can thrive.

Girl-led advocacy is when girls are the ones choosing the issues they want to advocate on, defining the change they want to see, and influencing the decision-makers they have identified to improve their lives and the lives of others.

STEP 2

Create an advocacy campaign

3. In patrols, move around the **six prepared stations**, answering the questions. This will help you develop a **campaign** to demand that women and girls are included in national climate change plans.
4. Spend five minutes at each station, and record your answers at each.
5. When you have visited all stations, spend five minutes collecting your ideas into a clear campaign plan.

BRING IT HOME

Run your campaign as an end-of-badge project! You could do it in your small groups, or you could choose your favourite campaign from the group and run it all together.

Station question prompts

1. What is the long-term **goal** of your campaign? Try to make it SMART (Specific, Measurable, Achievable, Relevant, Time-bound).
2. Who do you want to convince? Who has the **power** to change this issue?
3. What is your **message**?
 - What is the problem?
 - Why should people care?
 - What can people do about it?
4. How will you spread your campaign, eg social media or in person?
5. What is the **name** of your campaign? Try to find a catchy name, and a hashtag for online.
6. What **tone** should your campaign take, eg serious, funny, provocative, informative?





STAGE 3

Climate chairs

SUMMARY

Play an active game all about collaboration.

IN THIS ACTIVITY YOU WILL

- Identify why working together for climate action is important
- Work together as a team

MATERIALS

- About 20 chairs

PREPARATION

This game requires an activity leader.

DURATION



20 MINUTES

Activity description

STEP 1

Play a game to practise collaborating towards a higher goal

Instructions for activity leader

1. Split into **three teams**. Explain that this is a silent game - players cannot talk to each other.
2. Give each team one of the following instructions (teams keep it a secret from the other teams):

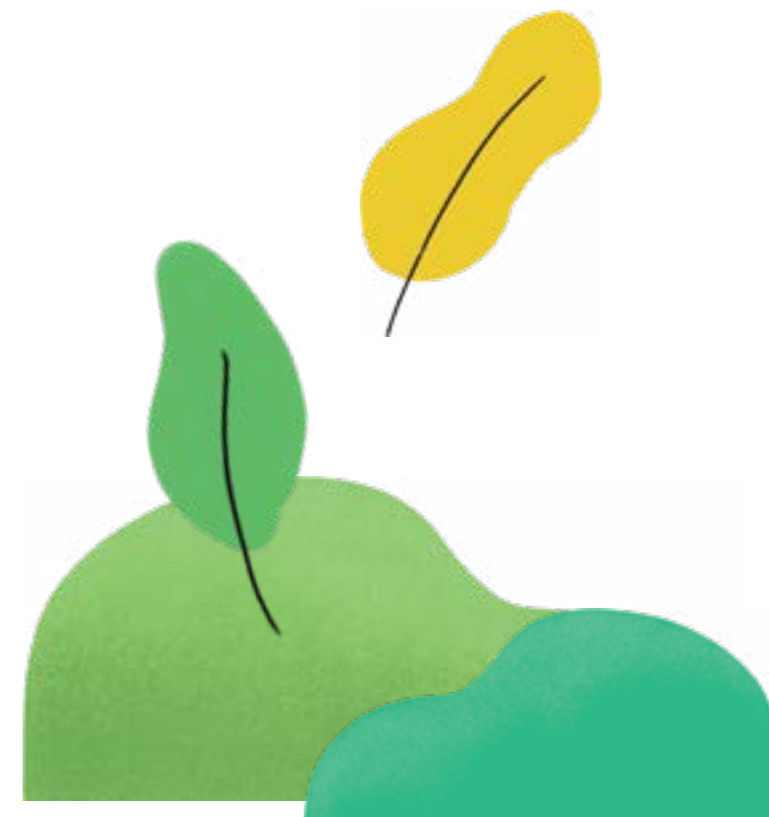
- Arrange all the chairs in the room in a **big circle**
 - Put all the chairs in the room **upside down**
 - Group all the chairs in the room into **pairs**
3. When each group has understood their instruction, start the game.
 4. You may notice that, at first, players are very focused on their own goal and try to move or steal chairs from other groups. After a while, teams should realise that they're not going to achieve their goal. Some people might start to work out other teams' goals and find a way (without speaking) to achieve all three goals at the same time.

5. If the group becomes stuck after a while, ask questions to prompt them to collaborate:
 - **Look** at what other people are doing.
 - Can you work out **their goal**?
 - Can you achieve your goal, and theirs, at the **same time**?
6. Once all teams have achieved their goal (where chairs are in a big circle, paired up and upside down), debrief the activity:
 - What happened? Did your task go the way you thought it would? If not, why not?
 - How did you find a **solution**? Did you change your behaviour?
 - What helped you **collaborate** even if you couldn't speak to each other?

STEP 2

Discuss collaboration for climate action

7. By taking part in this badge, you have the skills and knowledge to take climate action! Just like in the game, each of you might have slightly different goals and be doing different things, but you will all be taking action on climate change - this is your joint goal!
8. When we are too focused on our own goal or our own project, it can be hard to remember to **collaborate**. How can you make sure you always see collaboration as an opportunity for you and others?
9. How can you use all of the enthusiasm and passion about climate change in your group, and in the national and global sisterhood of Girl Guiding and Girl Scouting, to channel energy for **climate action**?





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 on three ways you can tell people about climate change

MATERIALS

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

DURATION



30 MINUTES

PREPARATION

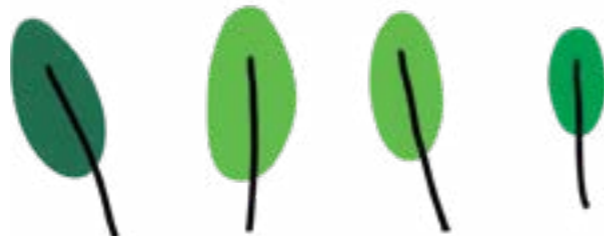
This part of the plan needs to be completed individually. You may want to re-read the stories and the information on the cover page of **stage three** to remind you of the main information.

Activity description

STEP 1

Who can you reach?

1. You now have lots of ideas about what you can do and how to share your climate change message. But first, you need to decide **who** to share your message with. Think of **two people** who are important to you. This could be people you see every day, or people who live far away.
2. Fill in **part three** of your climate action plan with the two people you are going to reach.



STEP 2

What is your idea?

3. You can share a message in a lot of ways! You can write a **letter**, **have a chat**, **make a poster**, **give a presentation**, **create a play** and do many other things. What will you do?
4. Think about what you are good at and choose your own way to tell your two people about climate change. Once you have your ideas, add them to your **climate action plan**.

STEP 3

My climate promise

5. It is great that you are ready to share your message with others. Remember that it's always important to **lead by example**.
6. Think about one **extra action** you can do yourself that will help you adapt to or reduce climate change in your daily life. Turn this into a **promise** and add it to your climate action plan.





STAGE 3

It's time to celebrate

{suitable for online}

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

MATERIALS

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

DURATION



70 MINUTES

PREPARATION

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

Invite people to attend your celebration! You can invite 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.
 - The **challenges** you overcame
 - The most **interesting** part of your change plan
 - The **advice** you would give to a younger girl completing this programme
2. Divide into **small groups** (try to work with people you do not usually talk to), and talk about:
 - The **challenges** you overcame
 - The most **interesting** part of your change plan
 - The **advice** you would give to a younger girl completing this programme
3. Look at the promise you made at the end of your climate action plan. How have you kept this promise? How might you make sure you keep it in the future?

STEP 2

Answer a survey

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

7. Make sure everyone is sitting comfortably in a space **on their own**, with a pen and paper.
8. Introduce how the survey works and emphasise that it's **not a test.**
9. 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.
10. Read out each question and the answer options slowly. The group writes the question number followed by their answer, without looking at others.
11. Explain that they can ask you if they don't understand the question, but you can't help with answers.
12. Collect all the papers at the end, keeping every paper safe.
13. Once all papers are collected, it's time to review the false statements. Using the survey corrections on pages **64-65 in the Leader's Guide**, reveal the answers. Don't change the group's survey answers.



STEP 3

Collect your badges

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

STEP 4

Celebration song

14. 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.





STAGE 3

Survey Part 1

Are these statements about climate change true or false?

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.

- 1) Greenhouse gases, that are naturally released by plants into the atmosphere, have caused global temperatures to increase at an alarming rate.
- 2) The causes of climate change are human actions that release greenhouse gases, or actions that stop us from capturing the gases in the atmosphere.
- 3) In Africa, boys and men are more likely to be impacted by the effects of climate change because they have less access to resources.
- 4) Climate change has the same impact on boys and girls because it's happening everywhere in the world.
- 5) Gender roles create inequalities and make it harder for women and girls to be who they are.

Read only the following statements on the topics that you completed during the badge: one within the theme of the Natural world and one within People.



Topic	Questions related to this topic
The Natural World	
Weather	6) The increase in the Earth's temperature is changing the water cycle on Earth, which makes natural disasters more frequent. 7) Natural disasters are natural events that cause damage to the environment. Because they're natural, there's nothing we can do to prepare for them.
Plants and animals	6) Ecosystems can be damaged by taking away just one species. 7) Planting a tree to replace every tree that is cut down will stop climate change.
Water	6) Climate change reduces the amount of water on Earth. 7) There is less clean water available in the regions most affected by climate change.
People	
Livelihoods	8) Composting is when plastic breaks down in a pile to become natural plant food. 9) In some places, climate change is closely linked to poverty and people are affected differently according to their jobs.
Health	8) Public policy has the power to reduce the impact of human actions on climate change. 9) Climate change only impacts the health of people when disasters happen.
Freedom	8) Climate change and human rights aren't linked because they're different things. 9) Millions of people have been displaced because of climate change.

10) Mitigation is how we prepare for the impact of climate change. Adaptation is how we reduce our impact on the Earth.

11) In Girl Guiding and Girl Scouting, advocacy is influencing decision-makers to make decisions that will create an equal world where all girls can thrive.





STAGE 3

Part 2

The following questions are about yourself and your experience with the badge. The following questions are about yourself and your experience with the badge.

Write down the question number, followed by the number that represents your answer.

12) On a scale of 1 to 10, how strong was your knowledge about adapting to climate change **before** the start of this badge?

Answer options: any number between one to 10, one for no knowledge at all and 10 for lots of knowledge.

13) On a scale of 1 to 10, how strong is your knowledge about adapting to climate change now, **after** you've finished this badge?

Answer options: any number between one to 10, one for no knowledge at all and 10 for lots of knowledge.

14) Have you used what you learned about climate change in this badge to make change in your life?

Answer options: 1. No 2. A little bit 3. Some of it 4. Yes, most of it

15) Have you shared some of what you learned about climate change in this badge with your family?

Answer options: 1. No 2. A little bit 3. Some of it 4. Yes, most of it

16) Did you do the "Bring it home" tasks?

Answer options: 1. No 2. A little bit 3. Some of it 4. Yes, most of it

How do you feel about the following statements? Answer 1 for Disagree, 2 for Partly agree and 3 for Completely agree.

17) My individual actions are too small to make any difference to climate change, so there's nothing I can do to help solve it.

18) I have made a promise for my daily life to help me prepare for climate change, or to reduce climate change

19) I feel better prepared to respond to the effects of climate change in my life.

20) I feel prepared to influence people to take action on climate change.

21) I have ideas of solutions for climate change problems in my community, city or country.

22) I will take action on climate change.

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

24) Lastly, would you like to tell us anything about your experience of taking this programme?



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Girl-Led Action on Climate Change

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