

Girl-Led Action on Climate Change

Middle Years Programme



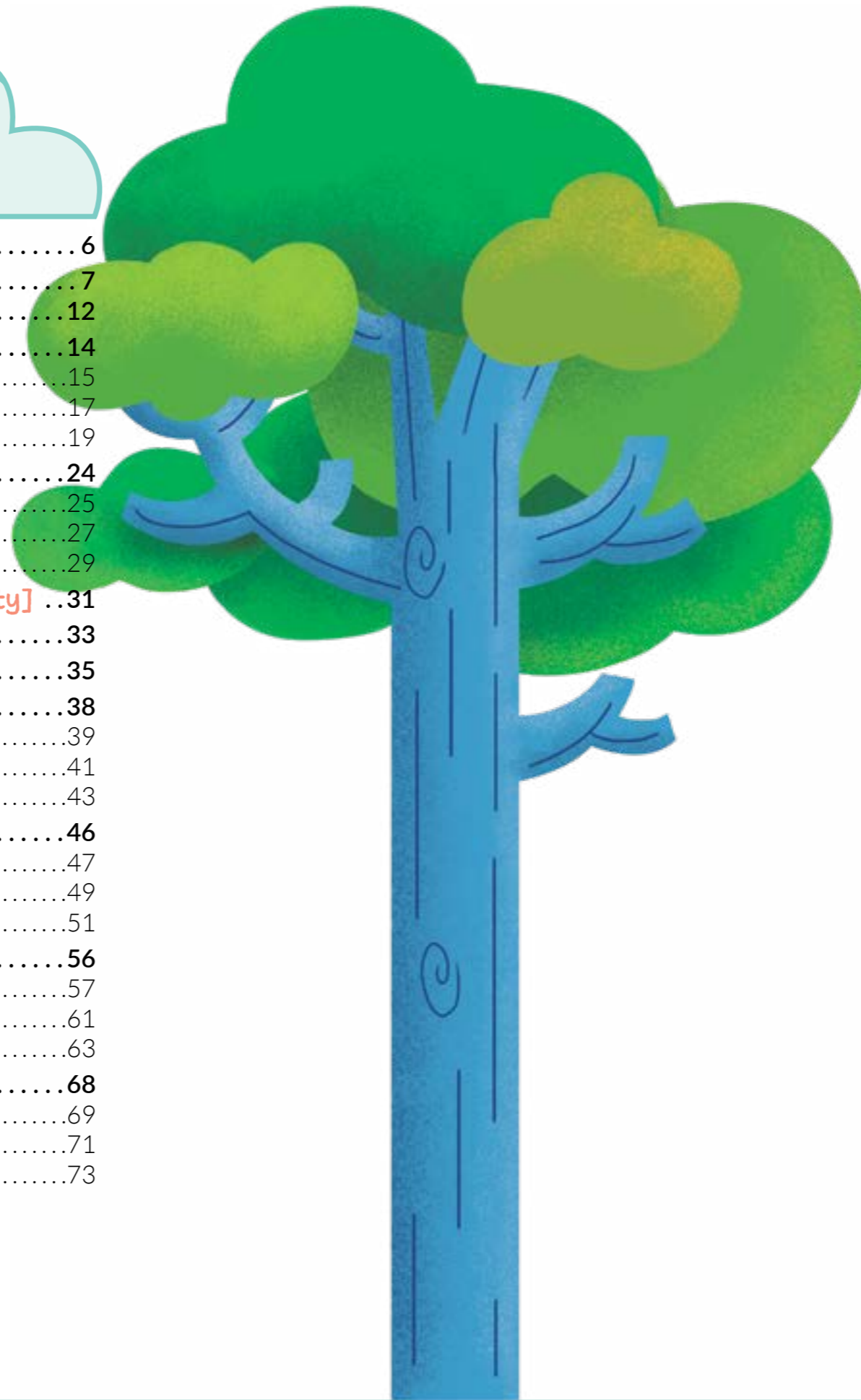
Food and Agriculture
Organization of the
United Nations



WORLD ASSOCIATION
OF GIRL GUIDES
AND GIRL SCOUTS

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Introduction

Climate change is the biggest challenge of our 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 in most countries, girls and women:

- 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 (GLACC) programme. This badge is designed to prepare you for and help you reduce the effects climate change will have on your life. By doing this programme, we hope you are more prepared to take on leadership roles in communities, to be part of the climate change solution.

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

Who is this curriculum for?

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

You can use this programme if you are a Girl Guide or Girl Scout in the 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

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

	Section	Activity	Summary	Duration (min)	Suitable for online
Stage 1	What is climate change?	Climate zones	Use your acting skills in this fun weather game	40	
		Nature observation walk	Find and observe a natural place near you	40	
		Cause and effect	Create a map of climate change causes and effects	30	✓
	Gender equality and me	Noughts and crosses	Play a teambuilding game to think about how climate change impacts you every day.	30	
		Allies together	Use roleplay to explore how unfair treatment affects our everyday lives.	40	
		Circle of power	Discover why different opinions can help us respond better to climate change.	30	✓
	Climate action plan, part 1			30	✓
Stage 2	Weather	Disasters freeze	Act out different disasters and learn how to identify them	30	
		Disaster preparedness	Play a game to understand why women are more vulnerable to natural disasters.	45	
		Keep your feet dry	Build a structure to prepare for a flood.	30	
	Animals and plants	Deforestation	Play a running game to protect your forest from disappearing	40	
		Changing seasons	Draw a picture to predict what your local area may look like in the future.	40	✓
		What's in season?	Discover new fruit and vegetables and learn when they're in season.	30	
	Water	Water competition	Use your negotiating skills to understand water competition and collaboration	45	
		Rainwater collection	Build a rainwater collection system.	30	✓
		Water footprint	Play a mix and match game to discover what virtual water is.	30	✓

	Section	Activity	Summary	Duration (min)	Suitable for online
Stage 2	Livelihoods	The job race	Find out how our income can make it easier or harder to deal with climate change	40	
		Soil tester	Become a soil tester	40	✓
		Farming methods	Create a song to teach others about different farming methods	30	✓
	Health	Marketplace	Play a teamwork game to collect tokens and provide a healthy meal for your family.	40	
		Healthy tales	Decode a story to understand the connection between health and climate change.	30	✓
		Handwashing station	Build a handwashing station to support menstrual hygiene management	40+	✓
	Freedom	Migrant story	Create a story about a woman who must move because of climate change.	30	✓
		Know your rights!	Play a game to explore the connection between climate change and human rights.	45	
		Obstacle course	Play a game and discover how climate and gender inequality affects your freedom.	40	
		Climate action plan, part 2			30
Stage 3	How to take action	Climate action bingo	Play a game of bingo to explore what you can do to protect the planet.	20	✓
		Community reporting	Go on a local walk and see how climate change is changing your daily life.	40	
		Solar oven	Make your own solar oven to explore how you can use renewable energy	40	
	Share the knowledge	Empathy messaging	Put yourself in other people's shoes and convince them to take climate action.	30	✓
		Family chat	Play a roleplay game to start conversations on climate change.	30	
		The ecotourist walk	Plan an ecotourist walk for your friends and family.	30	✓
	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 topics 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 layers surrounding our planet (the atmosphere). This creates **global warming** which makes the average temperature of the Earth hotter, and causes more extreme weather and 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 of these three activities.

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

Gender equality and me

The power imbalance between men and women means that on average women are more impacted by climate change. You have the power to reduce global warming, and influence your community, gatekeepers, and policy makers to prepare for the effects and reduce it.



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

- **Noughts and crosses** – Play a teambuilding game to think about how climate change impacts you every day.
- **Allies together** – Use roleplay to explore how unfair treatment affects our everyday lives.
- **Circle of power** – Discover why different opinions can help us respond better to 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.





Story time...



What is climate change?

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

- Narrator
- Farmer 1
- Farmer 2

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

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

Along the way, she saw a group of farmers. Two of them were arguing, so she slowed down to find out what was going on.

The first farmer said ...

Farmer 1: This ground is so hard and dry, the rainy season should have started already. It is late again.

Farmer 2: Ahh! This is climate change! Global warming is stopping the rain from coming.

Farmer 1: No! Global warming does not happen here, our country is always warm. Besides, doesn't global warming come from cars? There are not enough cars here to cause global warming.

Farmer 2: Global warming is everywhere!

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



STAGE I

Climate zones

SUMMARY

Use your acting skills in this fun weather game.

IN THIS ACTIVITY YOU WILL

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

MATERIALS

- None

PREPARATION

This game needs an activity leader.

DURATION



40 MINUTES

Activity description

STEP 1

What's the weather?

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



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

STEP 2

Play the climate zone game

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

Instructions for activity leader

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

Actions for climate zones:

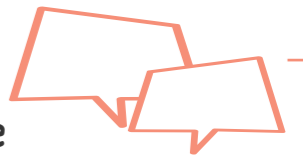
- **Polar:** *consistent cold temperatures throughout the year.* Rub your hands on your upper arms and pretend you are very cold.
- **Temperate/mild:** *mild annual temperatures.* Walk around leisurely, with your hands on your hips.
- **Tropical:** *constant warm temperatures.* Fan your face with your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



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

STEP 3

Discuss the game



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



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

STEP 4

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





STAGE 1

Nature observation walk

SUMMARY

Find and observe a natural place near you.

IN THIS ACTIVITY YOU WILL

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

MATERIALS

- Paper and pens

PREPARATION

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

Step two will need an activity leader.

DURATION



40 MINUTES

Activity description

STEP 1

Explore the outdoors

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

STEP 2

How is climate change affecting your local environment?

Instructions for activity leader

- Read out the statement, then the definitions of causes, mitigations and effects below. Ask the group to come up with their own examples (using the ones below as a prompt).
- 4. Nature and human actions release **greenhouse gases** into the atmosphere: carbon dioxide (t), methane, nitrous oxide and CFCs (chlorofluorocarbons).

5. **Causes.** The actions or things that release greenhouse gases, or stop us from capturing these gases in the atmosphere. Examples:
 - Deforestation – the cutting down of trees which absorb carbon dioxide.
 - Volcanoes that erupt and release carbon dioxide
 - Cows produce methane when they pass wind (fart)
6. **Mitigations.** Changes we can make or things we can do to reduce the release and creation of greenhouse gases. Examples:
 - Afforestation – planting trees on empty land.
 - Producing and eating less meat.
 - Not dumping waste in landfills because it produces methane when it decomposes.
7. **Effects.** Things that happen because of climate change and other human actions - and will continue to happen if we don't mitigate the causes. Examples:
 - Animals lose their homes when their habitats are destroyed for farming and through deforestation.
 - More extreme weather, which can destroy human homes and buildings.
 - Ice in the polar zones melting because of increasing global temperatures, causing rising sea levels.

STEP 3

Connect with the local environment

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

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

BRING IT HOME

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



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

* The sun produces heat.

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

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





STAGE 1

Cause and effect

{suitable for online}

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

MATERIALS

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

DURATION



30 MINUTES

PREPARATION

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

Step one will need an activity leader.

Activity description

STEP 1

Human greenhouse

Instructions for activity leader

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

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

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

STEP 2

Create your climate change map

11. When people talk about climate change, they mean the change in the Earth's weather and temperature over a long period of time. This change is happening much faster than it should because of **human activity**.
12. Read the climate change **causes and effects cards**.
13. Using your **yarn and scissors**, create a web of linked causes and effects. More than one cause can connect to an effect. See example below:
Deforestation → **Flora (plants) and fauna (animals) have their habitats destroyed** → **More extreme weather**
14. Read: *Climate change mitigations*: things we can do to stop or reduce the release and creation of greenhouse gases.
15. Now, add the **mitigation cards** to your web, connecting each one to a **cause**.

BRING IT HOME

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



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

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

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



CLIMATE CHANGE CAUSES.

The actions that release greenhouse gases or stop us from capturing the gases in the atmosphere.

CLIMATE CHANGE EFFECTS.

This is what happens because of climate change and other human actions.





STAGE I

Activity cards

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



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Cause	Mitigation	Effect
Volcanoes that erupt and release carbon dioxide.	Eating less meat.	More extreme weather, which can destroy human dwellings.
Cause	Mitigation	Effect
Cows produce methane when they pass wind (fart).	Use renewable energy and no energy source that produces the most carbon dioxide.	Human homes and buildings are destroyed.





STAGE I

Story time...

Gender equality and me

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

- Narrator
- Farmer 3
- Sophie
- Cousin Sarah
- Aunt Emma

Narrator: The farmers had given Sophie a lot to think about. The reality was that global warming is making farming more difficult.

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

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

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

Sarah: What do you mean Sophie? I have food and I see rain.

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

Aunt Emma: Did you know that most farmers in the country are women? When farming becomes difficult, they are the first ones to suffer. When the Earth gets hotter, we are all in trouble, and those who have little will have even less.

Narrator: What does Aunt Emma mean?

Narrator:
Complete two activities from
this topic to find out.





STAGE 1

Noughts and crosses

SUMMARY

Play a teambuilding game to think about how climate change impacts you every day.

IN THIS ACTIVITY YOU WILL

- Explore how climate change is impacting your life
- Work together as a team

MATERIALS

- Nine chairs

PREPARATION

Set up nine chairs in a three-by-three grid.

DURATION



30 MINUTES

Activity description

Instructions for activity leader

Use the fact sheets to help your group come up with effects!

STEP 1

Think of the effects of climate change

1. Divide into **two teams** (noughts and crosses) and each team nominates a **leader**.
2. Each team should write down as many climate change **effects** as they can. You need at least **nine**.



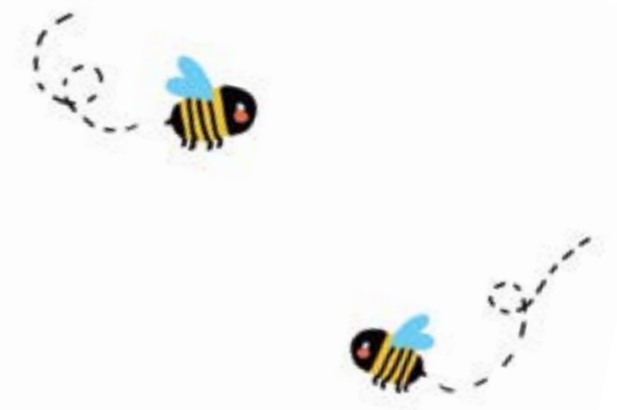
STEP 2

Play a game of human noughts and crosses

3. The 'crosses' team leader chooses a 'nought' and gives them a **climate change effect (from their list)** to think about. The chosen player must explain how this effect would **impact** either their lives or other girls in their community.
4. If the 'nought' answers, their team leader chooses a chair for the 'nought' player to sit on. When they sit down, they should make an 'O' sign with their hands. If the 'nought' can't think of an answer, they can't sit on a chair.
5. The team leaders make the final decision about where their player sits.
6. Now the 'nought' team leader chooses a player from the 'crosses' team and completes points 1-3.
7. Once each team has practised, the game should begin.
8. Teams should play until one team has **three players sitting in a vertical, horizontal or diagonal row**.
9. If all nine seats are filled without either team having three players in a row, it's a draw and no one gets a point. The game should then start again. Depending on how much time you have, you can play several games.

BRING IT HOME

Share what you learned today with girls/women and boys/men around you. It is important for girls to know why climate change is affecting them more than boys, but it is also important for boys to know that girls are more affected so they can find solutions to help!





STAGE 1

Allies together

SUMMARY

Use roleplay to explore how unfair treatment affects our everyday lives.

IN THIS ACTIVITY YOU WILL

- Discover what discrimination means
- Find ways to support girls and women who are being treated unfairly

MATERIALS

- None

PREPARATION

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

DURATION



40 MINUTES

Activity description

STEP 1

Create a mime about the effects of climate change

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

Instructions for activity leader

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

STEP 2

Have a group discussion

5. How did the group who were left out feel?
6. Did anyone notice and try to help? If not, give the group a chance to show their mime.
7. How would it make you feel if people didn't notice your contribution or allow you to participate?
8. **Unfair treatment (discrimination)** happens every day, especially for women and girls. We can help by being **allies**, supporting each other and speaking up to challenge this.



Discrimination is when someone treats you differently, unfairly, or worse because of who you are and reasons you can't change. This could be because of age, being disabled, your gender, marital status, where you live, your culture or ethnicity, and even the amount of money you have.

STEP 3

Learn to challenge

9. Think of a time you were treated unfairly. Does being treated that way make it **easier or harder** for you to take action on climate change?
10. What effect might this have on you in **five or 10 years**? How might that affect our ability to deal with climate change?

Tip: Think about the women farmers in Sophie's story. Do you think they are ever treated unfairly? How do you think this is affecting them and their ability to deal with climate change?

11. In patrols, come up with questions and phrases to challenge someone in your lives who has treated you unfairly (think about people with authority: parents, teachers etc).
12. Think of **three ways** you can be an **ally** (support a person or group) to someone who has been treated unfairly.





STAGE 1

Circle of power

{suitable for online}

SUMMARY

Discover why different opinions can help us respond better to climate change.

IN THIS ACTIVITY YOU WILL

- Reflect on your own **bias** (opinions and feelings)
- Explore why women and girls should be included in climate change response

MATERIALS

- Scrap paper
- Pens/pencils

PREPARATION

None.

DURATION



30 MINUTES

Activity description

STEP 1

Choose your Powerful 10

1. The leader reads out the following statements and asks everybody to write down the first person that comes to mind for **each** one (don't influence them!). The person they write down **cannot be a family member or a member of the group.**
 - a. this person is a **leader**
 - b. this person is very **strong**
 - c. this person is extremely **clever**
 - d. this person is very **charming**
 - e. this person has to make a lot of important **decisions**
 - f. this person has a lot of **influence** and people follow their instructions
 - g. the most **respected** person I know of
 - h. the most **powerful** person I can think of
 - i. the **richest** person
2. The leader says four characteristics of diversity such as **gender, age, race, religion or ethnicity in turn**. Everyone puts a tick next to the people on their list with whom they share this characteristic. For example, if the leader says 'gender', tick the people on your list who are the same gender as you. Repeat for each characteristic.

STEP 2

Have a group discussion

3. How many characteristics do you **share** with the people on your list?
4. What do the people on your list have in **common**?
5. Many people in power who make decisions about climate change share many things in common with each other but not the wider community; this makes it very difficult for other people's experiences to be taken into account.

STEP 3

Consider the impact

6. What do you think will happen if nobody like you is involved in making decisions about climate change? How will it impact you and people like you:
 - in your local community?
 - in your city?
 - in your country?
 - in the world?



STEP 4

Climate change and you

7. We know that climate change is affecting our everyday lives, and affects girls even more. Think about how climate change is affecting **your life**. What should be done about this?
8. Imagine that more women (in your local community, in your city, in your country, in the world) were involved in making decisions about how to deal with this issue. Do you think the response would be different? Why? How?

BRING IT HOME

Talk to women in your family about why it is important that they get involved in the response to climate change. If more women get involved, people in power will have to listen to them!





STAGE I

Climate action plan, part 1

*Mandatory

{suitable for online}

DURATION

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 change action plan** (ideally one for each person) - see page 127
- Pencils



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. Imagine that a new Girl Guide has just arrived at your meeting. She's missed all the activities you completed about climate change. It's your job to let her know what climate change is.
2. In patrols, write a **sentence** to explain what climate change is.
 - Write your answer in **part one** of your climate action plan.
3. How will you let her know that these changes 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 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

No, my family does not grow any food

Yes, my family grows some of our food

Yes, my family grows some of our 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 Health

Weather Livelihoods

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** under each theme to explore the impact of climate change on the **natural world** and on people. These activities will also help you start to take action to 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.

Extreme weather can be fatal for plants, animals and people. It can also cause destruction, displacement, and increase poverty. On average, this **affects women and girls more**.

- **Disasters freeze** – Act out different disasters and learn how to identify them.
- **Disaster preparedness** – Play a game to understand why women are more vulnerable to natural disasters.
- **Keep your feet dry** – Build a structure to prepare for a flood.

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.

- **Deforestation** – Play an active running game to protect your forest from disappearing.
- **Changing seasons** – Draw a picture to predict what your local area may look like in the future.
- **What's in season?** - Discover new fruit and vegetables and learn when they're in season.



Water

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

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

The impact of climate change on PEOPLE



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

Livelihoods

Climate change puts people's food, water sources and jobs in danger. It increases **poverty**, especially for vulnerable groups like women and girls.

- **The job race** – Find out how our income (money we earn) can make it easier or harder to deal with climate change.
- **Soil tester** – Become a soil tester.
- **Farming methods** – Create a song to teach others about different farming methods..

Health

Extreme weather increases the risks of diseases such as malaria and cholera. Lack of access to clean water increases malnutrition and makes menstrual hygiene difficult.

- **Marketplace** – Play a teamwork game to collect tokens and provide a healthy meal for your family.
- **Healthy tales** – Decode a story to understand the connection between health and climate change.
- **Hand-washing station** – Build a hand-washing station to support menstrual hygiene management.

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.

- **Migrant story** – Create a story about a woman who must move because of climate change.
- **Know your rights** – Play a game to explore the connection between climate change and human rights.
- **Obstacle course** – Play a game and discover how climate and gender inequality affects your freedom.





STAGE 2

Story time...

Weather

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

- Narrator
- Aunt Emma
- Sophie

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

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

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

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

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

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

Aunt Emma: Each year it is getting harder and harder to grow my vegetables because the storms and the more frequent droughts wear away the soil. These types of extreme weather are normal, but climate change is making them **more common and more extreme**.

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

Narrator:

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





STAGE 2

Disasters freeze

SUMMARY

Act out different disasters and learn how to identify them.

IN THIS ACTIVITY YOU WILL

- Learn to identify different types of natural disasters
- Find out what natural disasters are common in your area

MATERIALS

- None

PREPARATION

None.

DURATION



30 MINUTES

Activity description

STEP 1

Define natural disasters

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



NATURAL DISASTERS are natural events that cause great material, economic or environmental damage and loss of life. Their impact disturbs the functioning of communities and societies. This could include hurricanes and tropical storms, floods and landslides, tornadoes, tsunamis, wildfires or ice storms.

STEP 2

Show natural disasters with your bodies

Instructions for activity leader

3. Form teams of four to five players.
4. Call out different types of natural disasters using the list below, then give the group 10 seconds to show that disaster using only their **bodies** - count down from 10. When you reach zero, shout "Freeze!":
 - Tornado
 - Wildfire
 - Flood
 - Cold wave
 - Drought
 - Cyclone
 - Heat wave
 - Hurricane
 - Landslide
 - Blizzard
5. Give the teams a few seconds to look at what the others are doing. Continue to keep up the pace and make sure everyone is engaged and having fun

STEP 3

Debrief the game

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

STEP 4

Discuss natural disasters in your area

9. Climate change, and specifically the increase in the Earth's temperature, is changing the **water cycle** on Earth. This causes **extreme weather** and makes natural disasters more frequent. Natural disasters are natural events that cause great material, economic or environmental damage and loss of life.
10. Can you remember living through or hearing about any recent **climate-related disasters** like the ones you just acted out? Which ones? How did it make you feel? Be aware that some people might find this upsetting, so make sure the conversation is safe and sensitive.
 - What damage did the disaster cause?
 - How did people react during and after it happened?
 - Are there any **actions** taken to prevent or prepare for future disasters like this?
 - What are your ideas to **prepare** for next time?





STAGE 2

Disaster preparedness

SUMMARY

Play a game to understand why women are more vulnerable to natural disasters.

IN THIS ACTIVITY YOU WILL

- Understand why women are more vulnerable to natural disasters
- Discuss how you could help women and girls be more informed about natural disasters

MATERIALS

- Paper and pens/pencils of different colours

PREPARATION

This game needs an activity leader.

DURATION



45 MINUTES

Activity description

STEP 1

Play a disaster-management game

Instructions for activity leader

Each team will have different instructions on how to play the game, but they shouldn't know this, or any other teams' instructions. Teams should sit down far enough from each other that they can't hear what other teams are saying.

1. Divide into **three** equal teams: A, B and C.
 - Explain **team A's instructions** (in secret): Where you're sitting down right now is your **house**. You can do whatever you want. Play a game you like, make a drawing, or just chat. It's your choice.
2. **Team B's instructions:** a **disaster** will strike in 15 minutes.
 - You need to **prepare** for the disaster.
 - If you're in your house when disaster strikes, you will be hurt.
3. **Team C's instructions:** a **disaster** will strike in 15 minutes.
 - To prepare for the disaster, each of you needs to have collected **three things**: one yellow, one blue and one red. If you can't find anything with these colours, you can create something with the pens and paper.

- You also need to create a **shelter** for your team. Your shelter needs to be far away from your house. To create it, you can draw it on a piece of paper, represent it with your collected things or build it with other materials you can find ... Be creative! When disaster strikes, you all need to be in your collective shelter, with your three things.
4. After 15 minutes, announce dramatically, "Climate change is making the weather more unpredictable and more extreme. Right now, you can see the sky becoming darker. The wind is changing. It is starting to rain. You can hear the storm. There it is ... a natural disaster!"
 5. Announce that the game is now **over**:
 - Anyone still in their house has been struck by disaster, and has lost the game.
 - Anyone that doesn't have three things with them, one yellow, one red and one blue, wasn't properly prepared for the disaster, and has lost the game.
 - Anyone not in a shelter far away from their house has been struck by disaster, and has lost the game.

STEP 2

Debrief the game

6. Let each team explain what their instructions were.
7. How did each team feel during the 15 minutes leading up to the natural disaster? Be aware that some people might find this upsetting, so make sure the conversation is safe and sensitive.
8. Did anyone not in **team C** manage to win the game? Why?

STEP 3

Discuss women and girls' vulnerability to disasters area

9. As a group, define natural disasters. Natural disasters are natural events that cause great material, economic or environmental damage and loss of life.
10. Girls and boys, and women and men, **have different experiences** of natural disasters. Gender inequalities mean that natural disasters impact women and girls the most. For example, women and girls don't have as much **information about how to prepare** for a disaster or can't access public **shelters** (like group B). They also are less likely to know **when** a disaster might hit (like group A).
11. Have you ever heard of any cases in your **community** where women and girls don't have as much information? Why do you think that happens?
12. Climate change, and specifically the increase in the Earth's temperature, is changing the water cycle on Earth. This causes extreme weather and makes natural disasters more frequent.
13. What can each of you do to help women and girls get the right information about these disasters, know when they are coming and prepare for them? As a group, come up with at least **three things** you could do.

BRING IT HOME

Share what you learned today with as many women and girls as possible, to make sure they know what to do if a disaster strikes.





STAGE 2

Keep your feet dry

SUMMARY

Build a structure to prepare for a flood.

IN THIS ACTIVITY YOU WILL

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

MATERIALS

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

PREPARATION

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

DURATION



30 MINUTES

Activity description

STEP 1

Build a structure to adapt to floods

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



STEP 2

Debrief the activity

3. Was it **hard** or **easy** to build the structure?
4. What could have made it **easier**? Think about the time given, the equipment, the building process, etc.
5. Climate change, and specifically the increase in the Earth's temperature is changing the **water cycle** on Earth. This causes extreme weather and makes natural disasters more frequent. Natural disasters are natural events that cause great material, economic or environmental damage and loss of life.
6. Girls and boys, and women and men, **have different experiences** of natural disasters. Gender inequalities mean that natural disasters impact women and girls the most. For example, women and girls don't have as much **information on how to prepare** for a disaster or can't access public **shelters**.

Suggestions to help prepare for floods

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

BRING IT HOME

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





Story time...



STAGE 2

Animals and plants

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

- Narrator
- Sophie
- Aunt Emma
- Cousin Sarah

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

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

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

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

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

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

Aunt Emma: Yes, I agree. Weather is

becoming more extreme. As the world becomes hotter, large surfaces of ice in the coldest places on Earth are melting. This means warmer seas and higher sea levels.

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

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

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

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

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

Narrator:

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





STAGE 2

Deforestation

SUMMARY

Play a running game to protect your forest from disappearing.

IN THIS ACTIVITY YOU WILL

- Learn about the link between deforestation and climate change
- Find some alternatives to things commonly made from wood

MATERIALS

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

PREPARATION

This activity needs a large space for running around.

DURATION



40 MINUTES

Activity description

STEP 1

Describe the benefits of wood

1. As a group, think of all the ways we use **wood** and why a person would cut down a tree. This can be noted down in small groups or one large group (see ideas below).

Benefits of wood: to sell for and make money, for firewood, to make paper, to build furniture, to build homes, to clear land for new buildings, to clear land for farming, to drill or mine.



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

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

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

STEP 2

Play the game

2. Play a game to understand how **cutting down trees** can make the **greenhouse effect** worse.
3. Divide into three groups:
 - (Group 1) The **farmers** = one or up to two people
 - (Group 2) The **forest** = approximately two thirds of the group
 - (Group 3) The **atmosphere** = the rest of the group.
4. The **atmosphere** (group 3) continuously throws the prepared balls - representing carbon dioxide CO₂ - as far as they can around the space. The **forest** (group 2) runs around to collect the balls.
5. When you hear the word 'logging' the **farmers** can 'cut' the trees in the forest for firewood for 30 seconds. They do this by tapping the forest players on the shoulders. The forest player gives their balls back to the atmosphere group, sits down and stops playing.

Instructions for activity leader

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

STEP 3

Deforestation and the greenhouse effect

8. The balls in the game represent one type of gas (CO₂) that is making the Earth warmer. How do trees help stop this, and what was the effect of cutting them down (deforestation)?
 - Do you think the game was **fair**? Why?
 - What could you do next time to **t** the game and ensure that there are not too many 'balls' in the atmosphere?
 - What do you think people could do to **reduce** the amount of CO₂ in the atmosphere?
 - Come up with a way to explain **deforestation** to a friend who did not play the game.
 - We all benefit from the things that are made from wood. But if we use too many trees it has a long-term effect on the Earth. This becomes even worse when we don't replace them. Think about the **benefits** of wood you came up with at the beginning. Can you think of any **alternative materials** (that are not plastic) people could use instead?

BRING IT HOME

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





STAGE 2

Changing seasons

{suitable for online}

SUMMARY

Draw a picture to predict what your local area may look like in the future.

IN THIS ACTIVITY YOU WILL

- Find out how climate change can impact nature
- Explore how you can protect animals from the consequences of climate change

MATERIALS

- Paper and pens
- Fact sheet

PREPARATION

Find out how many seasons there are where you live and what they are

DURATION



40 MINUTES

Activity description

STEP 1

Create your prediction cards

1. How many **seasons** are there where you live?
2. Fold your paper into the number of seasons you have, eg into four sections if you have four seasons. On each section of the paper, write a different **season**. Look outside your window and **draw** what the view would look like in each season.
3. If there are four seasons where you live, think about **four different effects** of climate change (such as violent storms, droughts etc).
4. Turn your paper over and write one effect in each section. **Draw** how your view would change if that effect took place. If your area has four seasons, you will have four additional drawings. Think about what would happen to the **living creatures** (flora and fauna) in that scene and how this may affect local **people**.
5. **Cut** your piece of paper along your folded lines so you have separate pieces of paper with a season picture on both sides - these are your **prediction cards**.

STEP 2

Compare your predictions

6. Find a partner and compare your **prediction cards**. Choose one and each create a two-minute monologue (a speech - the more dramatic the better!) from the perspective of a different animal who lives/lived there to describe the scene. Think about how the **change** in nature would affect the animal. Would they still have everything they needed to survive?
7. Present your monologues to the group.

STEP 3

Find ways to protect nature from climate change

8. Read the definitions of biodiversity and ecosystems.
9. How might a thriving, biodiverse ecosystem **reduce** the impact of climate change?
10. What could you do to **protect** the habitat of the animal you chose for your monologue?

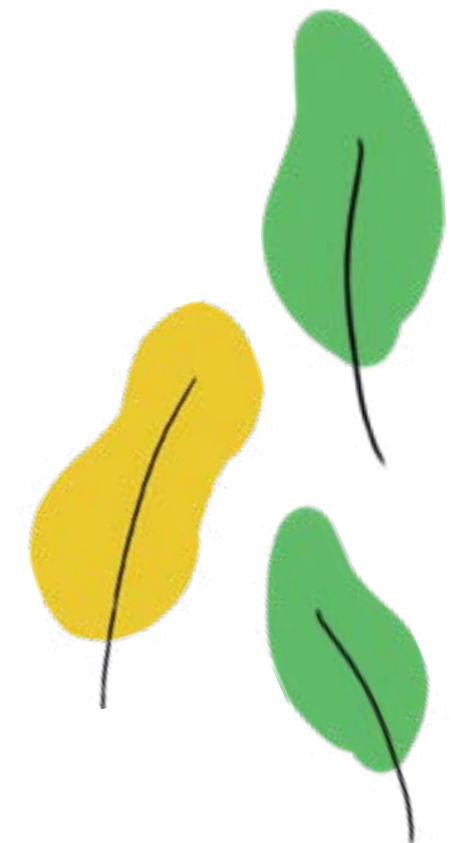


BIODIVERSITY is the variety of living things on Earth, including plants, animals and bacteria. While Earth's biodiversity is so rich that many species have yet to be discovered, many species are at risk of disappearing because of human activity and climate change.

AN ECOSYSTEM is an area where plants, animals and other organisms, as well as weather and landscapes, work together to form a bubble of life.

BRING IT HOME

Perform your monologue in front of family and friends and alert them to the effects of climate change on nature around you!





STAGE 2

What's in season?

SUMMARY

Discover new fruits and vegetables and learn when they're in season.

IN THIS ACTIVITY YOU WILL

- Discover how buying locally benefits local people and the climate
- Find out how changing what you eat can help fight climate change

MATERIALS

- Envelope per patrol

PREPARATION

Prepare a set of **8-10 seasonal food cards** for your country (see template provided). You should make at least two fruits and vegetables cards per season, using foods the group knows well or eats often.

Make a copy of the food cards per **patrol**, plus one for you as an 'answer sheet'. Cut up the cards and put each set in an **envelope**. Hide envelopes around the meeting place.

DURATION



30 MINUTES

Activity description

STEP 1

Your carbon footprint

1. Think about the activities you completed in stage one. Can you remember the effect of too much carbon dioxide (CO₂) and other **greenhouse gases** on the Earth? Share your answer with your group.
2. Your **carbon footprint** is the amount of CO₂ released into the air because of the energy you use on transportation, electricity, food, clothing and other goods.
3. **Changing the way you eat** is an easy way to **reduce** your carbon footprint, treat the Earth kindly and support farmers who are suffering from climate change.



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

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

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

STEP 2

Play a matching game

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



DID YOU KNOW?

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

STEP 3

Discuss

8. Think about your **last shopping trip**. Can you remember what **vegetables and fruit** you saw? Was there anything you don't normally see all year round, such as avocado or melon?
9. What time of year is your favourite fruit or vegetable in season?
10. What are the benefits of buying seasonal fruit and vegetables?
 - For local farmers?
 - For the environment?

More badge fun:

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

You can find the badge here:

https://cutt.ly/glacc_gpn



Template food cards

Create one card with the name of each season,
then a card per seasonal fruit and vegetable.



STAGE 2

[Name of season]	[Picture of a fruit]	[Picture of a vegetable]
[Name of season]	[Picture of a fruit]	[Picture of a vegetable]

[Picture of a fruit]	[Picture of a vegetable]
[Picture of a fruit]	[Picture of a vegetable]





Story time...

Water

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

- Sophie
- Aunt Emma
- Cousin Sarah

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

Sarah: So many people walk such a long way to get water. It's a pity we can't drink the salty sea water.

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

natural disasters can also cause an overflow of sewage (waste), which contaminates (pollutes) water.

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

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

Narrator:

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





STAGE 2

Water competition

SUMMARY

Use your negotiating skills to understand water competition and collaboration.

IN THIS ACTIVITY YOU WILL

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

MATERIALS

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

DURATION



45 MINUTES

PREPARATION

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

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

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

STEP 1

Play a negotiation game to understand water competition

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

Activity description

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

Instructions for activity leader

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

STEP 2

Debrief the game

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

Instructions for activity leader

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



STEP 3

Discuss water competition

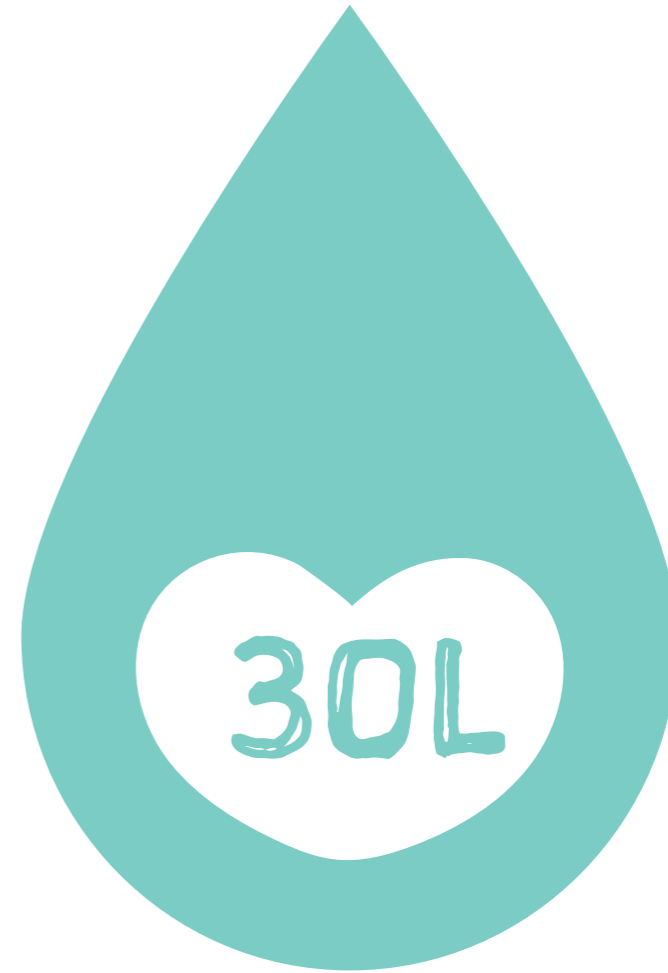
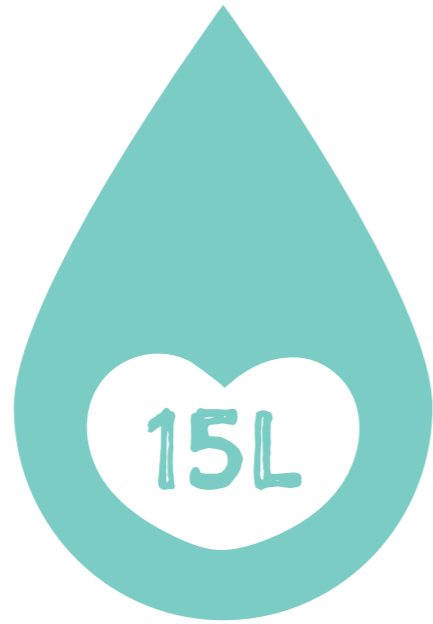
11. Have you ever heard about or experienced **competing with others for water**? Water competition can happen at different levels: between people from the same villages, between cities and regions etc.
12. Can you think of reasons why **climate change** might cause water competition? Climate change is making it harder to predict the availability of water in many parts of the world because it causes droughts, which means that there is **less surface water (rivers etc)** available for everyone. Climate change also causes **floods**, which can lead to sewage overflowing and contaminating clean water with diseases, or **polluted water** being mixed with clean water. Climate change also leads to **sea-levels rising**, which causes saltwater to be carried into groundwater and makes it harder to turn into drinking water.
13. Can you imagine the impact that water competition can have on **women and girls' lives**? Women and girls are usually in charge of collecting water for the household. If there is less water available, it means they have to **travel further** to find water, or **queue** for a long time to access the water. This prevents them from doing other activities like studying, working or having fun.
14. How can we support different people to **collaborate** and make sure that everyone has enough water instead of competing?





STAGE 2

Water competition cards





STAGE 2

Rainwater collection

{suitable for online}

SUMMARY

Build a rainwater collection system.

IN THIS ACTIVITY YOU WILL

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

PREPARATION

Gather the materials - use recycled or old resources.

MATERIALS

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

DURATION



30 MINUTES

Activity description

STEP 1

Build a water collection system

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

STEP 2

Debrief the activity

5. What made some designs **better** than others?
6. What could you **use** the collected water for?
7. Who is usually in charge of collecting water for your household? (Usually women.) If women could use rainwater instead of having to travel to collect water, what could they be doing **instead**?
8. How could you harvest rainwater in your community? **Who** would you need to speak to to install water collection systems in your community?

BRING IT HOME

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





STAGE 2

Water footprint

{suitable for online}

DURATION



30 MINUTES

SUMMARY

Play a mix and match game to discover virtual water

IN THIS ACTIVITY YOU WILL

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

MATERIALS

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

PREPARATION

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

Activity description

STEP 1

Play a mix and match game

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

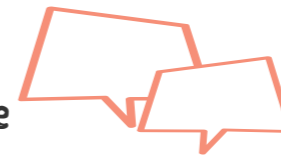


Answers:

- 1kg of beef: 15,415L
- 1kg of chicken: 4,325 L
- 1kg of pork: 5,988L
- 1kg of eggs: 3,265L
- 1L of milk: 1,020L
- 1kg of nuts: 9,063L
- 1kg of cereals: 1,644L
- 1kg of vegetables: 322L
- 1 T-shirt: 2,700L
- 1kg of cotton: 10,000L
- 1kg of chocolate: 17,000L
- 1kg rice: 2,497L

STEP 2

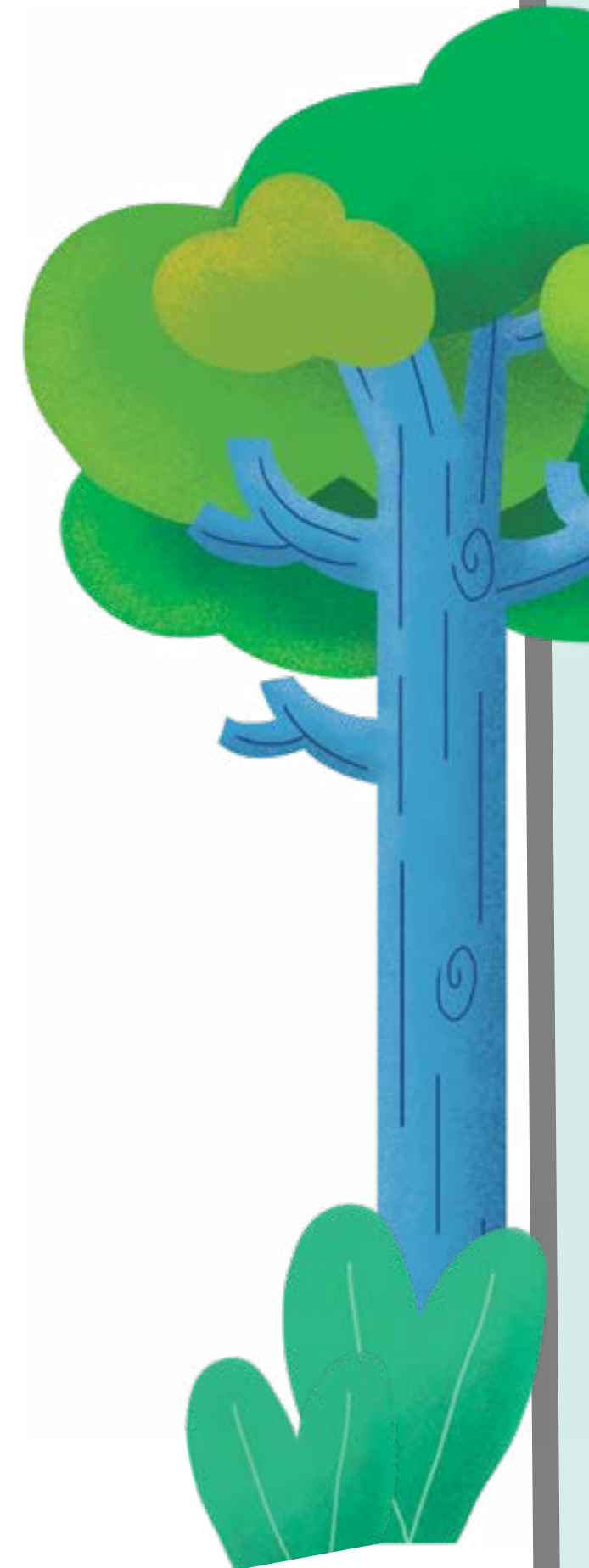
Debrief the game



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

BRING IT HOME

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





STAGE 2

Water cards

4,325L 10,000L

5,988L 1,644L

9,063L 1,020L

2,497L 3,265L

17,000L 15,415L

322L 2,700L



1 T-shirt



1kg of cotton



1kg of chocolate



1kg of rice



1L of milk



1kg of nuts



1kg of cereals



1kg of vegetables



1kg of beef



1kg of chicken



1kg of pork



1kg of eggs





Story time...

Livelihoods

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

- Narrator
- Aunt Emma
- Cousin Sarah
- Sophie



Narrator: Sophie sat down in Aunt Emma's house to enjoy a delicious lunch

Sophie: Does climate change affect your job?

Aunt Emma: As a doctor, I'm quite lucky that I can work anywhere in the country that I choose to move to. But people's health issues are often linked to climate change, and therefore could be stopped.

Sarah: How does climate change affect other people's jobs? It seems to be making everything else worse. Is it making people poorer?

Aunt Emma: In many ways yes, it is. For example, extreme weather caused by climate change can make it difficult for people to go to work and earn money.

Sarah: I can imagine that extreme weather would also destroy shops and offices.

Sophie: What about food? If climate change affects weather and water, it must also have an impact on agriculture and food production.

Aunt Emma: Exactly! It can be very harmful for people who work in agriculture, and especially for women, as most farmers in Africa are women.

Sophie: Women and girls are leaders too.

Sarah: And resourceful! How can people adapt to climate change by changing the way they farm or helping their communities to rebuild after disasters?

Narrator:
 Find the answer to Sarah's question.
 Complete two activities from this topic to see how climate change impacts people's livelihoods and what can be done about it.





STAGE 2

The job race

DURATION



40 MINUTES

SUMMARY

Find out how our income can make it easier or harder to deal with climate change.

IN THIS ACTIVITY YOU WILL

- Find out how climate change can have an impact on jobs
- Explore how to become more resilient to climate change through your job

MATERIALS

- Lots of small tokens, eg pebbles, coins or buttons

PREPARATION

This activity needs a large space. Before starting, spread out your tokens on one side of the space.

Write up the token list (see Step 3) but don't display it yet.

Activity description

STEP 1

1. You have 60 seconds to think of any job in the world and decide whether it's mostly done in an **urban or rural** setting.
2. Stand in a line in the middle of the space, facing the **tokens**.
3. Listen to the different statements and follow the instructions according to your job.

Instructions for activity leader

Read the statements:

- There's been a heavy storm. This has made the soil less rich, so it will be very hard to grow food this season. **Take two steps back if this will affect you.**
- The storm means that many businesses are closed, and some buildings are damaged. **Take**

one step back if this will affect your job.

- People are finding it very hard to get to the markets and buy food because the roads in rural areas are muddy. **Take two steps back if this will affect your jobs.**
- You have a fixed salary. **Take two steps forward if this applies to you.**
- You can move to another city very easily and do the same job. **Take one step forward if this applies to you.**
- You earn more money than most people in your country. **Take three steps forward if this applies to you.**
- Your job requires you to be able to read. **Take one step forward if this applies to you.**
- Your job is linked to science, technology, engineering or maths. **Take three steps forward if this applies to you.**

STEP 2

4. Without moving, look at the **person next to you**. You both now have a choice: either become a pair and share everything between you. Or, continue working on your own and keep everything to yourself. Both of you must be in agreement. You have **30 seconds** to make a decision.
5. On the count of three, run from your current position to collect as many **tokens** as you can.

STEP 3

6. In pairs (or on your own) count your tokens. You can now **spend** your tokens on different things to keep you safe and well. Using the list below, decide how you will spend your tokens.
7. Display the **token list**:
 - One token = a house
 - One token = a meal for one person
 - Two tokens = primary education for your children
 - Three tokens = food to keep one person healthy
 - Three tokens = access to safe drinking water
 - Four tokens = protect yourself from illnesses and diseases
 - Five tokens = university education for your children
 - Eight tokens = a house in a safe location made from strong materials, and with safe water
 - 15 tokens = move to another country that has better infrastructure against climate change (you can only buy this if your job is in science, technology, engineering or maths.)

STEP 4

8. Was this game **fair**?
9. How did you choose your job at the beginning?
10. Do you know what **resilience** is? If this was your real job, what could you do to make it more resilient to (more able to cope with) climate change?
11. How can the government (or people) help young people be more resilient to climate change?



Resilience is the ability to bounce back when things go wrong. We can make all jobs more resilient to climate change if we're creative! For example, farmers can start producing crops that resist extreme weather, or use sustainable farming techniques that protect animals and plants in the area.

BRING IT HOME

Research practical things that can be done to make jobs more resilient to climate change. Share your ideas with people around you.





STAGE 2

Soil tester

SUMMARY

Become a soil tester.

IN THIS ACTIVITY YOU WILL

- Find out how to check for eroded and degraded soil

MATERIALS

- Water

DURATION



40 MINUTES

PREPARATION

Locate at least two sites in your community:

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

Activity description

STEP 1

Visit your soil sites

1. Visit each site, taking notes of the following:
 - Take a handful of soil and describe the **texture** (fertile soil will typically feel less gritty than eroded (worn away) soil.)
 - Describe the differences in **colour**.
 - Pour over some **water** and observe how the moisture compares? (Fertile soils, because they have a more porous texture, usually keep in the moisture more effectively.)
 - Which soil has more little **creatures** living in it? (Typically, fertile soils.)
 - Which soils have more **decomposing organic matter** (from living things)? (Typically, fertile soils will have more decomposing leaves and plant materials.) Where did the organic matter come from?
 - Which soils contain more **plant growth**?
 - What examples of soil erosion do you see (eg exposed roots, pebbles)?

STEP 2

Have a group discussion

2. Why do you think people need to **fertilise fields used for agriculture** but not natural spaces like forests?
 - With industrial agriculture (large scale, modern farming), people continually remove crops (plants) from fields, which takes away nutrients from the field ecosystem (balance of life) over time, and have to be replaced. In natural forests, trees and plants die and shed leaves. This organic matter decays and the nutrients are able to be used by the plants.
3. What effect do you think **intensive farming** has on the environment and local people?
4. How might farming become harder as soil is worn away due to climate change?

BRING IT HOME

Industrial agriculture that uses chemicals is bad for the soil. However, **organic farming methods** such as agroecology and permaculture help develop the nutrients in the soil and make it healthier. Research organic farming methods and share your learnings with your family, so you could make your garden or the natural areas around where you live healthier.

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





STAGE 2

Farming methods

{suitable for online}

SUMMARY

Create a song to teach others how farming methods can improve biodiversity.

IN THIS ACTIVITY YOU WILL

- Learn about different farming practices
- Discuss how better biodiversity can help farming

MATERIALS

- Farming practice cards

PREPARATION

Print enough farming practice cards (provided) for enough for one per team.

DURATION



30 MINUTES

Activity description



BIODIVERSITY is the variety of living things on Earth, including plants, animals and bacteria. While Earth's biodiversity is so rich that many species have yet to be discovered, many species are at risk of disappearing because of human activity and climate change.

STEP 1

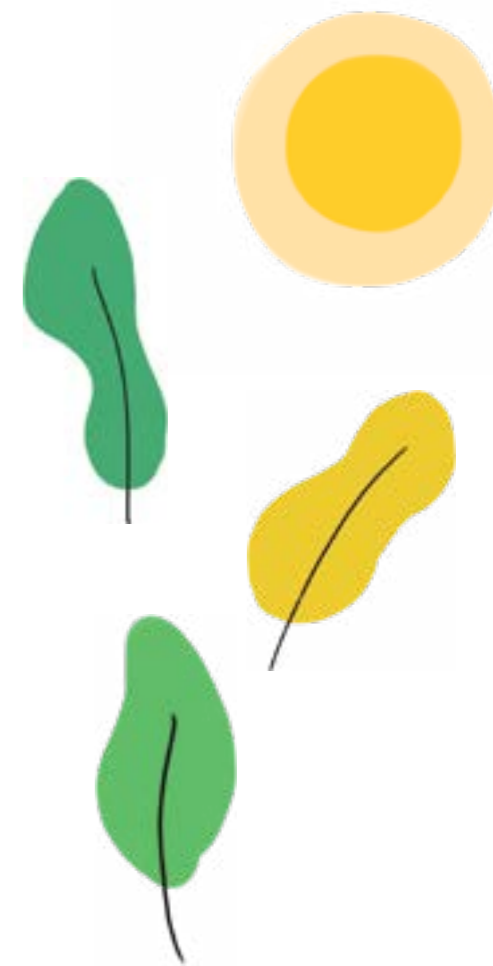
Different farming practices

1. As a group, make a list of as many different **farming practices** (things people do to improve farming produce) as you can.
2. Get into teams of three or four and pick a **practice card** at random. In your teams read the cards and develop a **song** to help explain this practice to the rest of your group.
3. Perform your songs for the whole group. Check to see if your farming practice is on the list from the beginning.
4. Rank the practices in terms of **easiest, most difficult, most affordable and most expensive**.
5. What do you think could be done to make it **easier** to use these practices?

STEP 2

Farming and biodiversity

6. Biodiversity is a great and natural way to **combat climate change**. Farming can help biodiversity thrive, and reduce the negative effects of climate change.
7. Which farming practices would most help **improve biodiversity**?
8. How might a loss in biodiversity affect **farmers**?
9. How do you think knowing different farming practices could help farmers cope with climate change?
10. **Add a verse** to your song to explain one of these things.



BRING IT HOME

Think about who you could share your song with. Perform the song for them and discuss what actions need to be taken to improve farming knowledge in your area.

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





STAGE 2

Farming practice cards

Mulching

What is it?

This is when a protective covering (sawdust, compost or paper) is spread over the land.

Benefits

- **Keeps water in the soil** (by reducing evaporation)
- **Reduces weed growth** (by keeping light from reaching the soil surface)
- Manages soil temperature

Minimum tillage or zero-tillage

What is it?

Tillage is when you turn over the land by digging, stirring and overturning.

Benefits

- The soil is **healthier** and more nutritious
- Roots grow better because the soil is **stronger**. This helps crops to grow faster
- **Keeps water in the soil** (as plants increase soil moisture)



Crop rotation

What is it?

This means planting at least two different crops on the same land to make soil healthier.

Benefits

- The soil is **healthier** and more nutritious
- **Keeps water in the soil** (as plant residues increase soil moisture)
- **Increases water available for plants**
- **Reduces the need for fertilisers and insecticides (chemicals)**

Drip irrigation

What is it?

This involves dripping water onto the soil very slowly through small pipes. Water and nutrients are given directly to the roots of the crops.

Benefits

- **Uses less water**
- **Gives crops the right amount of nutrients to grow well**
- **Farmers produce more**

Agroforestry

What is it?

Growing trees or plants and animals on the same piece of land. The trees and animals/plants work together, providing better results for farmers and nature. There are different methods of agroforestry.

Benefits

- **Can provide additional food for animals to eat**
- **Animal waste gives nutrients for the plants.**
- **The soil is healthier and more nutritious**
- **Keeps water in the soil**

Water harvesting

What is it?

Collecting and storing rainwater, so that it can be used for many different things.

Benefits

- **Reduces the cost of watering crops**
- **Cheap way to give animals drinking water**
- **Provides nutrients for the soil**





Story time...

Health



STAGE 2

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

- Narrator
- Sophie
- Aunt Emma
- Cousin Sarah

Narrator: As Sophie, Sarah and Aunt Emma ate lunch together, Sophie thought about everything she had learned so far. *Spend five minutes sharing with your group what you all remember about climate change.*

Sophie: Aunt Emma, as a doctor you see lots of people with climate-related health problems.

Aunt Emma: Yes, some diseases, such as malaria and dengue fever, spread much more easily in warm, humid and rainy climates. With climate change causing floods, hurricanes and warm weather, more people catch them than before. And in the towns and cities when the air is very dirty with greenhouse gases, that can also make people sick.

Sarah: What about when it is really hot, and harvests are bad?

Aunt Emma: What do you think?

Sophie: Well, when the harvests are bad and there is less food, people can't choose what they eat, and may not be able to have good nutrition to maintain a healthy body that is able to fight off diseases.

Sarah: And sometimes people may not even have enough food so they might get weak and that could also make them sick.

Aunt Emma: Yes, those are some of the things. But there are lots more ways people's health and wellbeing can be impacted by climate change.

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





STAGE 2

Marketplace

{suitable for online}

SUMMARY

Play a teamwork game to collect tokens and provide a healthy meal for your family.

PREPARATION

Set up three bases around the space, each with a person holding one coloured set of tokens. These people will give out tokens when family members complete different challenges (see step two).

This activity needs an activity leader.

MATERIALS

- Red, yellow and green tokens (enough for one of every colour per player).
- A whistle

DURATION



40 MINUTES

IN THIS ACTIVITY YOU WILL

- Learn about making a healthy meal
- Discuss how climate change can affect nutrition

Activity description

STEP 1

Prepare your groups

1. Create 'family' teams of any size, and assign each person a different role: parents, children, aunts/uncles, grandparents.



STEP 2

Play the game

2. The aim of the aim is to gather enough tokens to provide a healthy balanced **meal** for everyone in your family. To make a balanced meal you need **one red token, two yellow tokens and three green tokens.**
3. To get a token you must complete a **challenge** at one of the three bases, then go back to your family. You can only carry **one** coloured token at a time.
4. Base challenges
 - Red = do five star jumps
 - Yellow = sing happy birthday five times
 - Green = hop on the spot five times.
5. The game will last for **nine minutes.** Each time the leader blows the whistle, everyone must freeze and listen to the instructions.

Instructions for activity leader

6. Play the game for up to three minutes, then blow the **whistle**, read out a difficulty level then restart playing. Encourage the groups to earn enough tokens for their whole family.
 - **Difficulty level one.** There has been a bad harvest because there wasn't enough rainfall. To get a green token you must now hop **20 times.**
 - **Difficulty level two.** Due to soil degradation (wearing away) in this region, it is very hard to get red tokens, so they are now being brought in from another region. Do **10 star jumps** to get a red token.
 - **Difficulty level three.** Around the world it has become very hard to get yellow tokens. Everyone wants to buy from this region because it has so many yellow tokens. There are now **only five tokens left** at the yellow base, because the rest will be sold abroad.

BRING IT HOME

Talk to your family about what you have learned today. Explain why good nutrition is important to stay healthy and be ready for climate change-related health issues. As a family, research foods that you can eat that are good for the environment and decide how you could change your diet.

STEP 3

Debrief the game

7. Count your tokens and sort into balanced meals. **How many meals** were you able to provide for your family? Use the following prompts to facilitate a discussion:
 - How did you **feel** as more difficulties were introduced to the game?
 - Do you think it's **fair** on the people who had **larger families**?
8. How many families asked the **children/grandparents** to help provide more tokens? What effect would this have on people in **real life?** (Children miss school and elderly people are forced to work in their old age.)
9. Climate change causes the weather to get more **extreme.** This causes plants to die and loss of animals. As humans, we are dependent on the Earth's natural resources to gather and grow our food. What do you think could be done to make sure **everyone has enough food?**

More badge fun:

Did you know that **WAGGGS (The World Association of Girl Guides and Girl Scouts)** has a challenge badge called **Girl-Powered Nutrition** all about eating a balanced diet? You can find the badge here:

https://cutt.ly/glacc_gpn





STAGE 2

Healthy tales

DURATION



30 MINUTES

SUMMARY

Decode a story to understand the connection between health and climate change..

IN THIS ACTIVITY YOU WILL

- Find out how climate change can cause health problems
- Discover ways to keep your body healthy in the face of climate change

MATERIALS

- Pens and paper

PREPARATION

Cut up the six story pieces, fold and put them into a bowl.



STEP 2

Debrief

8. How does **nutrition** affect how we can respond to climate change?
9. What can you do to keep your body healthy so that it is able to fight off diseases? Not everyone is able to keep their body healthy because they don't have access to healthy and varied food, clean water and health services. Climate change makes getting these things more difficult.
10. What are your top tips for preventing diseases like ones carried by mosquitoes?
11. Where can you find **reliable** health information?

More badge fun:

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https://cutt.ly/glacc_gpn



Anything which gives a virus to another living organism is called a **disease vector**. For example, vector-borne disease can pass between insects, animals and people.

Activity description

STEP 1

Create your code

1. Divide into **six groups** with paper. Nominate someone from your group to pick a **story piece** from the bowl.
2. Read your piece of the story. In **five minutes**, draw a storyboard or a comic script (without words), to explain what is happening in your part of the story. Write the number of your story piece at the top.
3. After five minutes, leave your comic strip and move to the left with some blank paper. Try to work out what their story piece was about. Write a sentence describing what you can see.
4. Every **three minutes**, move to another group and repeat. Continue until you have written a sentence for every part of the story.

5. As a group, take it in turns to read out your complete story.
6. Listen to your leader read out the original story.
7. Which group had the most **accurate** story?

Secret story

- a. The sea rises, causing a change in weather.
- b. There is a huge storm.
- c. The mosquitoes come out because of the rain.
- d. The mosquitoes bite a lot of people.
- e. The people get very sick.
- f. The people who have a healthy diet recover better from the illness.





STAGE 2

Handwashing station

SUMMARY

Build a handwashing station to support menstrual hygiene management.

IN THIS ACTIVITY YOU WILL

- Discover how climate change can impact menstrual hygiene (periods)
- Build a handwashing station

MATERIALS

- Empty large plastic bottle (with a handle) - recycled
- A knife or scissors
- Water
- Old stockings
- A bar of soap (or ash)
- A thick twig
- Yarn
- Large paper
- Pens

DURATION



40 MINUTES

PREPARATION

Draw a big circle in the middle of a large piece of paper. Find an appropriate place to build the handwashing station, and check that you have enough water to fill the jug when the activity is complete.

Activity description

STEP 1

Let's talk about periods

1. Inside the circle, write down all the words you use (in any language) to refer to **menstruation (period)**.
2. Outside the circle, write all the things you need to **stay healthy and well** on your period.
3. How do you think the **consequences** of climate change could make it harder to stay healthy when menstruating?

- Not getting enough nutrients like iron (because we lose it during our period), not having enough **water** to stay clean and hygienic or to clean reusable menstrual products.

Instructions for activity leader

4. Use this as an opportunity to tackle some **myths** about periods. For support with this, you can refer to the **Rosie's World programme**.

STEP 2

Build a handwashing station

5. As a patrol you are going to build a **handwashing station** that is safe to use and easy to clean. Your handwashing station can either help to slow the spread of disease or help dispose of sanitary products. Build a handwashing station to help solve one of these issues.
6. In your patrols, discuss how to make a handwashing station with the material provided.
7. Once patrols have discussed, all groups come together and follow the **instructions**:
 - Use your knife/scissors to poke a small hole in the bottom of the plastic bottle, near the edge, opposite the handle. Make sure that the end of the twig can tightly fit into the hole. If after many uses, the hole widens, find a larger twig.
 - Tie the twig to the bottle/jug handle so that you don't lose the twig.
 - Put the soap down the foot of one leg of the stockings and tie the open end around the jug's handle. The soap should hang down past the jug.
 - Find a suitable place to set up your new handwashing station.
 - To use the handwashing station, fill up the bottle/jug with water.

BRING IT HOME

Handwashing stations are not just important for menstrual hygiene, but to prevent general hygiene and disease. Display your handwashing station in a place that would be useful to a lot of people and talk to them about why handwashing is an easy way to protect yourself from diseases.

The World Association of Girl Guides and Girl Scouts has a programme called **Rosie's World**. It is all about menstruation, how to take care of your body and be proud of your menstrual cycle.

<https://cutt.ly/glacc-mhm>

STEP 3

Review

8. How effective do you think this handwashing station will be? Where do you think it will work best? Eg near your home, in school, at your Guide meeting, on a Guide camp, near a public toilet?
9. Patrols draw a **design** that will help improve menstrual hygiene in your community. Make sure you include clear pictures and labels.
10. Once you have finished, present your designs to your group and share **feedback** about how you could improve this design and make it more practical.





Story time...

Freedom



STAGE 2

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

- Narrator
- Sophie
- Aunt Emma
- Cousin Sarah

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

Sarah: I can see that Sophie is thinking hard.

Sophie: I was just wondering about people who don't have water nearby and have to travel very far to get it.

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

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

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

Sophie: Or less good quality, healthy food? Or the dangers of walking alone to collect water?

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

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





STAGE 2

Migrant story

{suitable for online}

DURATION



30 MINUTES

SUMMARY

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

MATERIALS

- Paper and pens (optional)

PREPARATION

This activity needs an activity leader.

IN THIS ACTIVITY YOU WILL

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

Activity description

STEP 1

Write a story about a climate migrant

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

Instructions for activity leader

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

Group 1: The departure

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

Group 2: The journey

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

Group 3: The arrival

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

STEP 2

Debrief the story

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





STAGE 2

Know your rights

{suitable for online}

DURATION



45 MINUTES

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

MATERIALS

- Pens and paper

PREPARATION

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

Activity description

STEP 1

Discover the United Nations Convention on the Rights of the Child

1. Have you ever heard of the United National Convention on the Rights of the Child? Can you explain or guess what it is?
 - “The United Nations Convention on the Rights of the Child is an important **agreement** by countries who have **promised to protect children’s rights**. The Convention on the Rights of the Child explains who children are, all their rights, and the responsibilities of governments. All the rights are connected, they are all equally important and they cannot be taken away from children.”

2. All the Convention’s promises about children’s rights have been displayed around the meeting space. Move around to discover them all, and ask yourself:
 - Which of these rights could be more **difficult** for every child because of **climate change**?
 - Which of these rights can be used to help **fight climate change**?
3. If you can, take notes to remember your answers.
4. Finish when everyone has had a chance to look at all the promises.

STEP 2

Play a running game about the link between climate change and human rights

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

STEP 3

Debrief the activity

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

BRING IT HOME

The last right says that all adults and children should **know about this convention**. It is your government’s duty to make this convention known to everyone in the country, but you can help! Think about **two people** with whom you could share your learnings from today.

Rights affected by climate change

- Climate change reduces access to **clean water** and a loss of **biodiversity**. This can impact children’s rights to **health, water, food and a clean environment (right 24)**.
- Because of climate change, natural disasters are more frequent and more dangerous, which can impact on children’s rights to **food, clothing and a safe home (27)**.
- Because of gender inequalities, women and girls are more impacted by climate change than men and boys. The impact of floods, droughts and natural disasters on safety and water and food availability impacts **girls’ rights to education (28), rest, play, culture and arts (31), protection from harmful work (32) and protection from violence (19)**.
- But you can use your rights to help fight climate change! For example, children have the right to **access information (17), give their opinions freely and share what they learn (12, 13) and set up or join groups (15)** so you can share everything you learn about climate change with your family and friends, and create group projects to make a difference!



Know your rights cards

The United Nations Convention on the Rights of the Child

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



STAGE 2



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





Setting up or joining groups

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

Protection from violence

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

Protection of privacy

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

Children without families

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

Access to information

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

Children who are adopted

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

Responsibility of parents

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

Refugee children

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



Children with disabilities

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

Food, clothing, a safe home

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

Health, water, food, environment

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

Access to education

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

Review of a child's placement

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

Aims of education

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

Social and economic help

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

Minority culture, language and religion

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



Rest, play, culture, arts	Prevention of sale and trafficking
Every child has the right to rest, relax, play and to take part in cultural and creative activities.	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

Obstacle course

SUMMARY

Play a game and discover how climate and gender inequality affects your freedom.

IN THIS ACTIVITY YOU WILL

- Find out how climate change can restrict girls' freedom throughout their lives
- Find ways to make life easier for girls and women in the face of climate change

MATERIALS

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

DURATION



40 MINUTES

PREPARATION

Draw a path with 24 numbered squares on the ground outside (use chalk or a stick in the sand). Read the obstacles (provided).

If you're not using a die, cut six pieces of paper, number them from one to six and put them in a container.

Activity description

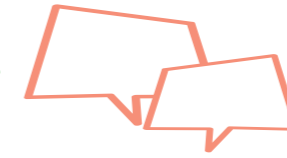
STEP 1

Play a game

1. Form teams of four to five players.
2. The aim of the game is to go on a journey to become a powerful climate change activist by square 24.
3. Each team takes turns to **roll the die** (or pick a paper from the container).
4. One person from the team moves forward that number of steps on the path.
5. When the team lands on a square, the leader reads out the corresponding number's **obstacle** (provided).
6. Once the team has completed their turn, the next group rolls the die.
7. The first group that reaches square 24 wins. They can then help the other teams so that everybody reaches the finish.

STEP 2

Debrief



8. Were you **surprised** by some of the obstacles?
9. Do you know what **human rights** are? Everyone has human rights, no matter where they come from, their age, religion, culture or other personal characteristics. Rights are things that every person needs to survive, to be treated fairly and to reach their full potential. Human rights are very important because they state what we need to live with dignity and be treated with respect.
10. Which freedoms and human rights were **harmed** by the obstacles in the game? Can you see how that also happens in real life?
11. As a group, come up with three ways you want to **take action** to make life easier for women and girls dealing with the consequences of climate change.

BRING IT HOME

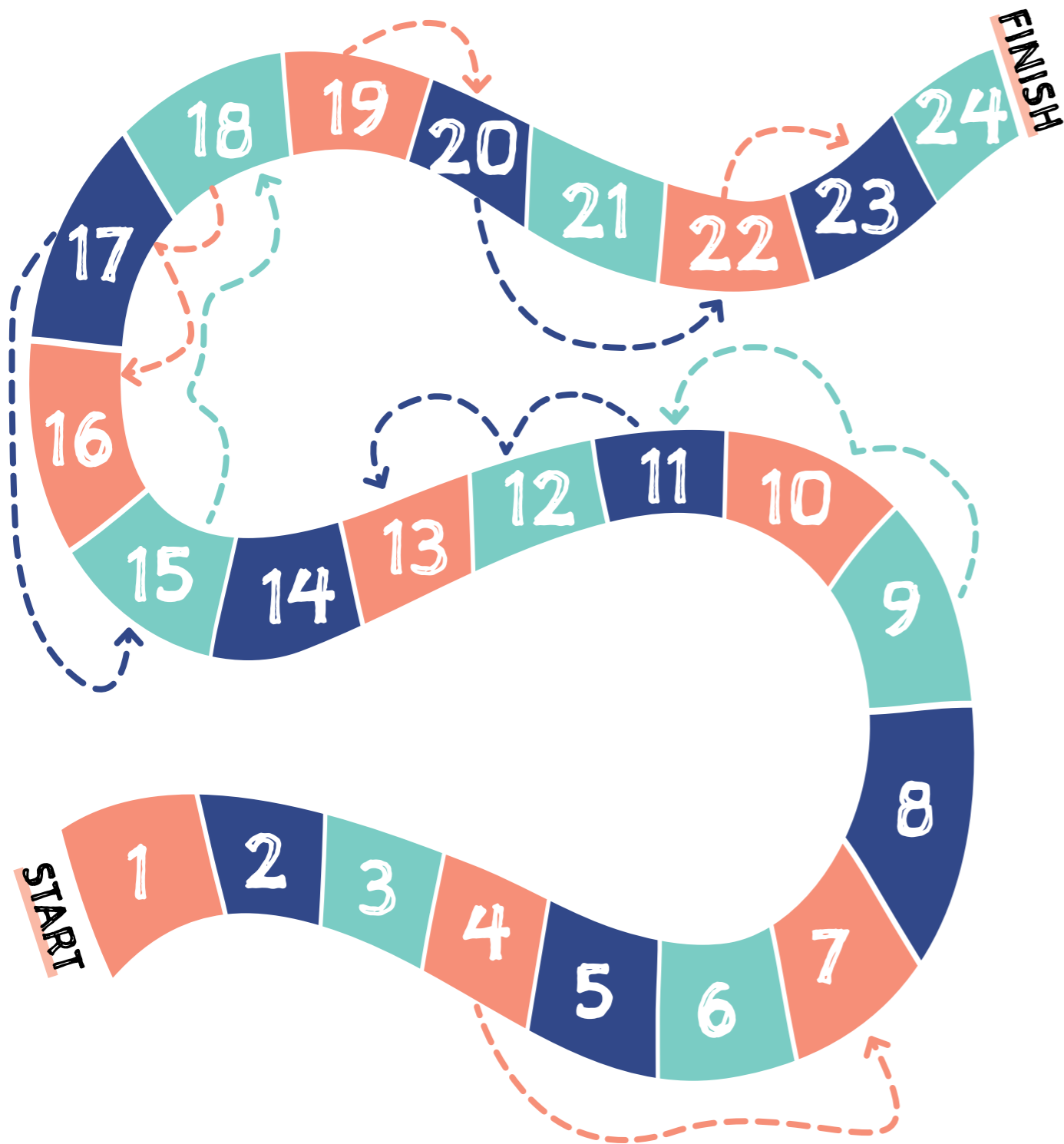
Many people don't know that women and girls are more affected by climate change than men and boys. With what you learned today, you can change that! Share your learnings and ideas to help with your family and friends.





STAGE 2

Obstacles



1. Start. This is your first day on Earth as a baby girl.
2. You have less time to study than your brother because you have to do household chores. Find five reasons that household chores should be shared equally between girls and boys. If you can't find five, go back three squares. If you can find five, go forward two squares.
3. There has been a drought and your family has lost all their crops. You need to quit school to support them. Skip a turn.
4. You learn about climate change in your Girl Guide/Girl Scout meetings. Go forward three squares.
5. You are going to school and playing with your friends. Nothing happens.
6. You're in charge of getting water for your family. Because of droughts, you now have to travel further away and don't have time to go to school or play. Skip a turn.
7. Your family has lost a lot of money due to a hurricane. They're thinking about sending you to get married, even though you are young. Give them three reasons why forced early marriage is harmful to convince them not to do it. If you can't find three reasons, go back three squares.
8. You really want to go to school and study but the extreme heat is making it hard for you to focus. Go back two squares.
9. You share your climate change knowledge with your family to help them become more resilient. Go forward two squares.
10. You are menstruating but do not have access to clean water so you are not leaving the house. Skip a turn.
11. You have completed your education. Go forward two squares.
12. The weather has been stable for a year. Nothing happens.
13. Frequent droughts have caused a water shortage in your region. Play rock paper scissors with the next team to decide who will be able to get clean water and live a normal life. If you win, you can play again. If the other team wins, they go next.
14. A flood has temporarily destroyed your house and you need to move out. Skip a turn.
15. You go and talk to community leaders about how people could better adapt to climate change. Go forward three squares.
16. You have a stable job. Nothing happens.
17. There are new laws on climate change in your country, but the government hasn't thought about - or asked - how women and girls are affected. To stay on your square, name three reasons why women should be involved in climate change conversations. If you can't name three, go back two squares.
18. You try to convince local leaders to take action about climate change, but they don't want to listen to you because you are a woman. Go back two squares.
19. You would like to take action on climate change but you're not sure you are the right person to do it. Create a chant to give yourself confidence and move forward one square.
20. Your community wants to adapt to climate change. Name three ways they could do this. If you can't, go back one square. If you can, move forward two squares.
21. You take a holiday. Nothing happens.
22. You want to educate children on the importance of taking action on climate change. Improvise a short song about climate change to move forward one square.
23. You drink unclean water and fall sick. Skip a turn.
24. Finish. You are a powerful climate activist and you have contributed to important environmental changes in your country.





STAGE 2

Climate action plan, part 2

*Mandatory

{suitable for online}

DURATION



30 MINUTES

SUMMARY

Complete the second part of your climate action plan.

MATERIALS

- Everyone's climate action plans
- Pencils

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

PREPARATION

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

Activity description

STEP 1

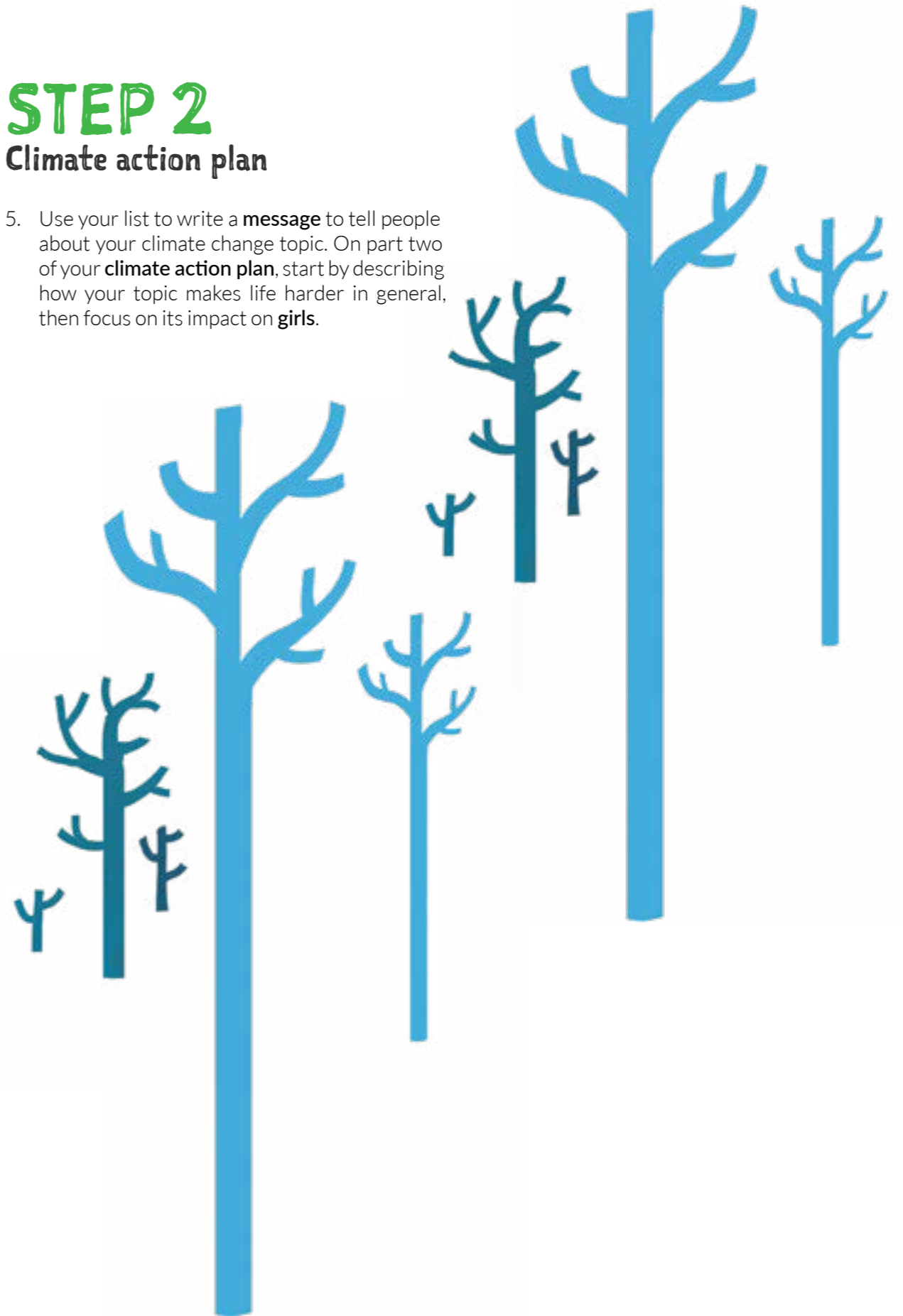
Reflect and select?

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. Play a game of word association. Choose someone in your group to read the questions below. When you hear each question, shout the first word that comes into your head as fast as you can:
 - What colour are bananas?
 - What is the weather like today?
 3. Which **topic** did your group say?
 4. Make a list of how this topic links to **climate change**.
- How does climate change make you feel?
 - What do you enjoy the most about Girl Guides?
 - Which topic from **stage two** did you like the most?

STEP 2

Climate action plan

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



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

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

- **Climate action bingo** – Play a game of bingo to explore what you can do to protect the planet.
- **Community reporting** – Go on a local walk and see how climate change is changing your daily life.
- **Solar oven** – Make your own solar oven to explore how you can use renewable energy.

Share the knowledge

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



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

- **Empathy messaging** – Put yourself in other people's shoes and convince them to take climate action.
- **Family chat** – Play a roleplay game to start conversations on climate change.
- **The ecotourist walk** – Plan an ecotourist walk for your friends and family.





Story time...

STAGE 3

How to take action

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

- Narrator
- Sophie
- Aunt Emma

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

She spotted a large smooth rock laying by a pond and sat down to have a rest. She felt like she had been on this adventure for weeks. Between the greenhouse gases that were causing the Earth's global temperature to rise and the effect of this on nature and people, there was so much to think about. The scariest part was how gender inequality was making the effects of climate change worse for her as a girl.

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

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

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

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

Sophie: What does being resilient mean?

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

Narrator:
Complete two activities from this topic to find out more about climate change and how to take action.



STAGE 3

Climate action bingo

{suitable for online}

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

MATERIALS

- Markers and flipchart or chalk

PREPARATION

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

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

DURATION



20 MINUTES

Activity description

STEP 1

Play a bingo game

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

STEP 2

Discuss the impact of different climate actions

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

STEP 3

Pledge to take action

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

BRING IT HOME

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

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

Climate action examples

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

1. Organise a rally at school to inform people about climate change
2. Stop using single-use plastic
3. Learn about climate change
4. Plant a tree
5. Make your Girl Guide/Girl Scout meetings more sustainable
6. Hold a meeting with community leaders about responding to climate change
7. Talk to a family member and get them to understand why climate change is an important issue
8. Walk/cycle instead of taking a car
9. Educate your family on the impact of climate change on girls
10. Sign or create a petition about a climate change issue you're passionate about
11. Make a poster to convince the head teacher to make your school more sustainable
12. Eat less meat
13. Research solutions to adapt to consequences of climate change
14. Convince a friend to help your climate efforts
15. Help your family start one of the climate actions you've learned about in Girl Guides/Girl Scouts
16. Write a letter or a social media post to policymakers (decision-makers like politicians) to get their attention on a specific climate change issue





STAGE 3

Community reporting

SUMMARY

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

MATERIALS

- Camera/smartphone and/or
- Paper and pens

DURATION



40 MINUTES

IN THIS ACTIVITY YOU WILL

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

PREPARATION

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

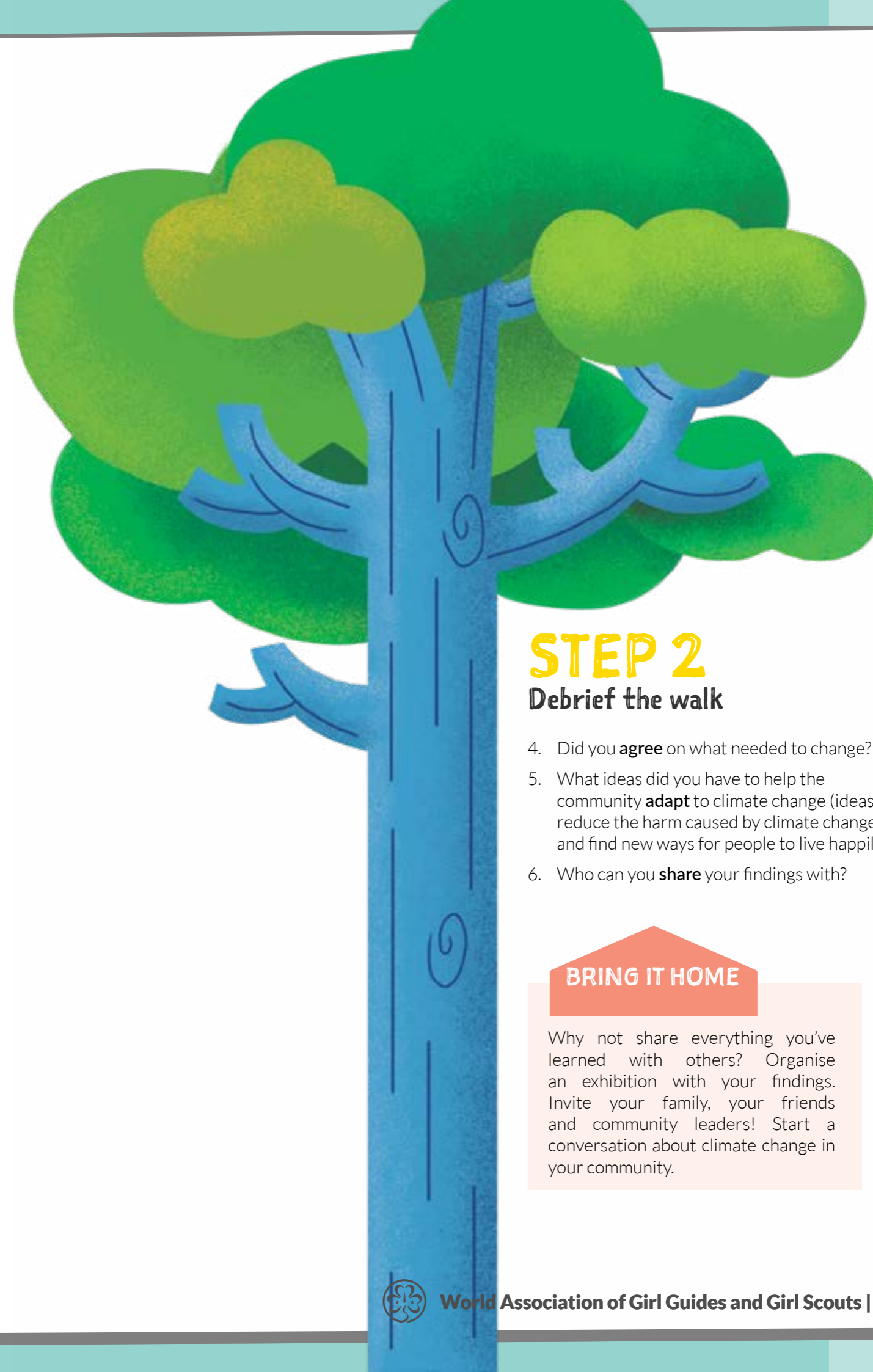
Activity description

STEP 1

Explore your local community

1. In teams of four or five, go on a walk in your community to gather information about it.
2. Take a pen and paper to take notes and sketches, or use a camera or a phone that can take pictures.
3. As a patrol, your goal is to tell the **story of climate change** in your community by discussing and noting:

- natural things you would like to **protect**, eg beautiful flowers
- **sustainable** things that the community is doing, eg a water tank
- things that need to **change**, eg rubbish on the ground
- things that are **vulnerable** to climate change and could be improved/adapted, eg housing.



STEP 2

Debrief the walk

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

BRING IT HOME

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





STAGE 3

Solar oven

SUMMARY

Make your own solar oven to explore how you can use renewable energy.

IN THIS ACTIVITY YOU WILL

- Build your own solar oven
- Discuss renewable sources of energy ('green' energy that nature can replace, like wind, water and sunshine)

MATERIALS

Recycled items only:

- A flat cardboard box (like a pizza box)
- Black thick paper
- Aluminium foil
- Thin plastic wrap
- Permanent marker
- Glue
- Tape
- Scissors
- Ruler
- String

DURATION



40 MINUTES

PREPARATION

Prepare a set of recycled materials (above) for each team.

Activity description

STEP 1 Make a solar oven

1. Have you heard of climate change **mitigation**? That means fighting climate change by reducing or preventing more greenhouse gases being released into the atmosphere. We don't have to use greenhouse gases for energy – there are other, more **renewable** sources; 'green' energy that nature can replace, like wind, water and **sunshine**.
2. You will be making an oven that you can use to cook food. You will use only recycled or basic materials, and your **oven** will use a completely **renewable or green energy**: the sun!

3. How to make your oven:
 - Line the inside bottom of the box with foil.
 - Cover the foil with black paper and tape the paper in place.
 - Put the box on the thin plastic and trace the outline of the box.
 - Remove the box and draw another outline 1/4 inch (0.5cm) inside the first outline and cut along the inside line.
 - Close the box cover and draw lines 1 inch (2.5 cm) from each side, making it a square on the box cover.
 - Cut along the lines on the front and sides – not the back, so you have a smaller cover than before, still attached to the back.
 - Open the cover and line the inside with foil.
 - Glue the foil in place.

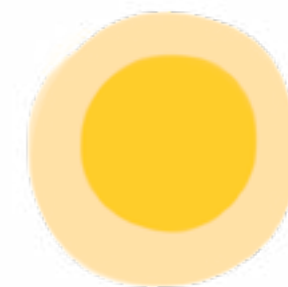
- Cover the foil with the cut plastic and tape it in place.
- All layers should be airtight and wrinkle-free.
- On the outside of the box cover, attach a string long enough to keep the flap open and let the sunshine in.
- Once you have the oven, all you need is the sun. Choose a spot that will get at least several hours of direct sun away from any strong wind.

STEP 2 Try cooking in your oven

4. You can use your oven to heat different kinds of food, but it takes a little practice. If you can, use a black pot in your oven because they absorb and retain the sun's heat better than light-coloured pans.
5. Try your oven by making one of the snacks you usually have on your camping trips, like pizzas or croissants!

STEP 3 Debrief the activity

6. How did it feel to create something from **scratch** that you can use to cook?
7. Your oven uses solar energy. Can you think of any ways you could use **solar energy** or other renewable energy in your daily life?
8. How could you change your family's cooking habits to make them more sustainable? Could you use more renewable cooking fuels?
9. What else could you build that would help you and your family to be more resilient to climate change?



BRING IT HOME

Share your learnings about renewable sources of energy with your family and convince them to start using them in your everyday life!

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





Story time...



STAGE 3

Share the knowledge

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

- Narrator
- Sophie

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

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

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

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





STAGE 3

Empathy messaging

{suitable for online}

SUMMARY

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

IN THIS ACTIVITY YOU WILL

- Practise your empathy skills
- Develop your persuasion skills

MATERIALS

- Paper and pens

PREPARATION

None.

DURATION



30 MINUTES

STEP 3

Adapt your message

- Now that you understand the person you would like to influence a bit better, use this knowledge to **adapt** your message to this person.

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

STEP 4

Debrief

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

Activity description

STEP 1

Reflect on a climate change cause you are passionate about

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

STEP 2

Create an empathy map

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





STAGE 3

Family chat

DURATION



30 MINUTES

SUMMARY

Play a roleplay game to start conversations on climate change.

IN THIS ACTIVITY YOU WILL

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

MATERIALS

- Role-play cards

PREPARATION

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

Read Fact sheet Share the knowledge (page 52-59) and display the profiles of the global climate activists.

Activity description

STEP 1

Roleplay conversations about climate change

1. Get into **pairs** (or threes). One person will be playing themselves, and the other(s) will be playing a family member.
2. Your leader will give you different cards (four conversation starters and four situations) to roleplay conversations about climate change in different ways.
3. Once a conversation comes to a natural end, draw a new card each and start again with a new conversation starter and a new situation.

Instructions for activity leader

4. Two pairs share a set of cards. Give those playing themselves half the **“conversation starters”** cards (four), and players playing family members half the **“situation”** cards (four), to make eight cards in total. Ask them not to look at the cards in advance.
5. The player playing themselves has to **start** the conversation with the sentence on their card. The player playing the family member has to **react** to the conversation as they think their family members would in the situation described on the card.
6. Give them time to act out several combinations.

STEP 2

Discuss how to create the conditions for a meaningful conversation

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

STEP 3

Prepare to start conversations about climate change

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

BRING IT HOME

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

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





STAGE 3

Roleplay cards

One set of cards = conversation starters cards and situation cards

CONVERSATION STARTERS

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

SITUATIONS

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





STAGE 3

The ecotourist walk

{suitable for online}

SUMMARY

Plan an ecotourist walk for your friends and family.

IN THIS ACTIVITY YOU WILL

- Learn how you can discover new places without harming the environment
- Plan a walk to raise awareness of climate change

MATERIALS

- Paper and pens

PREPARATION

None.

DURATION



30 MINUTES

Activity description

STEP 1

Define ecotourism

1. What is **ecotourism**?

Ecotourism is an environmentally responsible way to **travel and discover** new places. It focuses on appreciating **nature** and **cultural** experiences without harming the environment, and it inspires people to **protect** it.

2. As a group, brainstorm how ecotourism can work:

- How can you share **messages** about climate change while travelling or discovering new places?
- How can you help people **learn** something while in nature?
- How can you have a positive impact on the **environment** (cause no harm) while travelling or in nature?

STEP 2

Plan a walk to raise awareness of climate change

3. In patrols, plan an **ecotourism experience**. It could be a walk, a hike, a tour, a climb etc.
4. Your plan needs to answer all the questions brainstormed above.



If this is an idea you want to share with other people, add it to part three of your climate action plan. You can bring this activity home, by testing your ecotourism experience with your friends and families!





STAGE 3

Climate action plan, part 3

*Mandatory

{suitable for online}

SUMMARY

Complete the final part of your climate action plan

MATERIALS

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

DURATION



30 MINUTES

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

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.

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



It's time to celebrate

{suitable for online}

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

MATERIALS

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

PREPARATION

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

Invite people to attend your celebration! You can invite 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.

DURATION



70 MINUTES

Activity description

STEP 1

Think about what you have learned

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

STEP 2

Answer a survey

4. To help us understand your experience of this badge, will you help us by answering a **survey**? It is anonymous (we don't ask for your name).
5. Take a paper and a pencil / pen and write your initials, eg AM, and your birthday. 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 62-63 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

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



Climate action plan template

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

Part one:	Describe climate change in a way you would explain to others.
Part two:	Climate change causes the following problems
Climate change makes our lives harder because:	
This affects women and girls more because:	

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





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) Climate change is making some places drier, some hotter and other places colder.
- 2) The greenhouse effect is the process that is making the Earth warmer than it would naturally be, causing climate change.
- 3) Deforestation makes the Earth colder. This is because people are cutting down trees which absorb carbon dioxide (CO₂) and this is one of the gases linked to climate change.
- 4) Only governments can make changes to stop or reduce the release and creation of greenhouse gases (climate mitigation).
- 5) Girls and women are more impacted by climate change than boys and men.
- 6) Women don't need to help stop climate change because there are already powerful people doing this.

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	7) Climate change causes the same effects everywhere in the world. 8) Climate change makes it harder to grow vegetables because it results in worse storms and droughts.
Animals and plants	7) It's good that climate change causes heavier rains because rain makes crops grow. 8) The Earth's biodiversity is at risk of disappearing because of people's actions and climate change
Water	7) Climate change reduces the amount of water on Earth. 8) Climate change causes droughts, which means that there is less surface water (rivers etc) available for everyone.
People	
Livelihoods	9) Climate change makes it difficult for many people to work and earn money, making them poorer. 10) Men are affected more badly than women by the effect of climate change on agriculture (farming).
Health	9) Climate change doesn't impact people's nutrition (how well they eat) because people can simply decide what kind of food they eat. 10) Climate change makes it more difficult for people to access healthy and varied food, clean water and health services. This means more people have climate-related health problems.
Freedom	9) There is no link between climate change and human rights. 10) Climate change restricts people's freedoms, especially impacting women and girls, who might be forced down a path they have not chosen.

11) Mitigation is what we do to prepare for the changes resulting from climate change, and adaptation is when we reduce our impact on the Earth.





Part 2

The following questions are about everyone’s experience of the badge activities. Write down the question number, followed by the number that represents your answer.

12) On a scale of one to 10, how strong was your knowledge on 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 one to 10, how strong is your knowledge on 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 made changes in your life about climate change since you started this badge?

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 have learned about climate change 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 for the effects of climate change in my life.

20) When talking about climate change, I don’t need to be a good listener because I will be doing most of the speaking.

21) I feel ready to influence people to take action on climate change.

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

23) I will take action on climate change.

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

25) Lastly, would you like to tell us anything about your experience of this badge?



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Girl-Led Action on Climate Change

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