

# Girl-Led Action on Climate Change

Leader's Guide

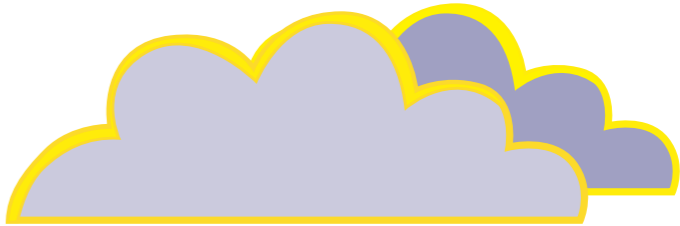


Food and Agriculture  
Organization of the  
United Nations



WORLD ASSOCIATION  
OF GIRL GUIDES  
AND GIRL SCOUTS





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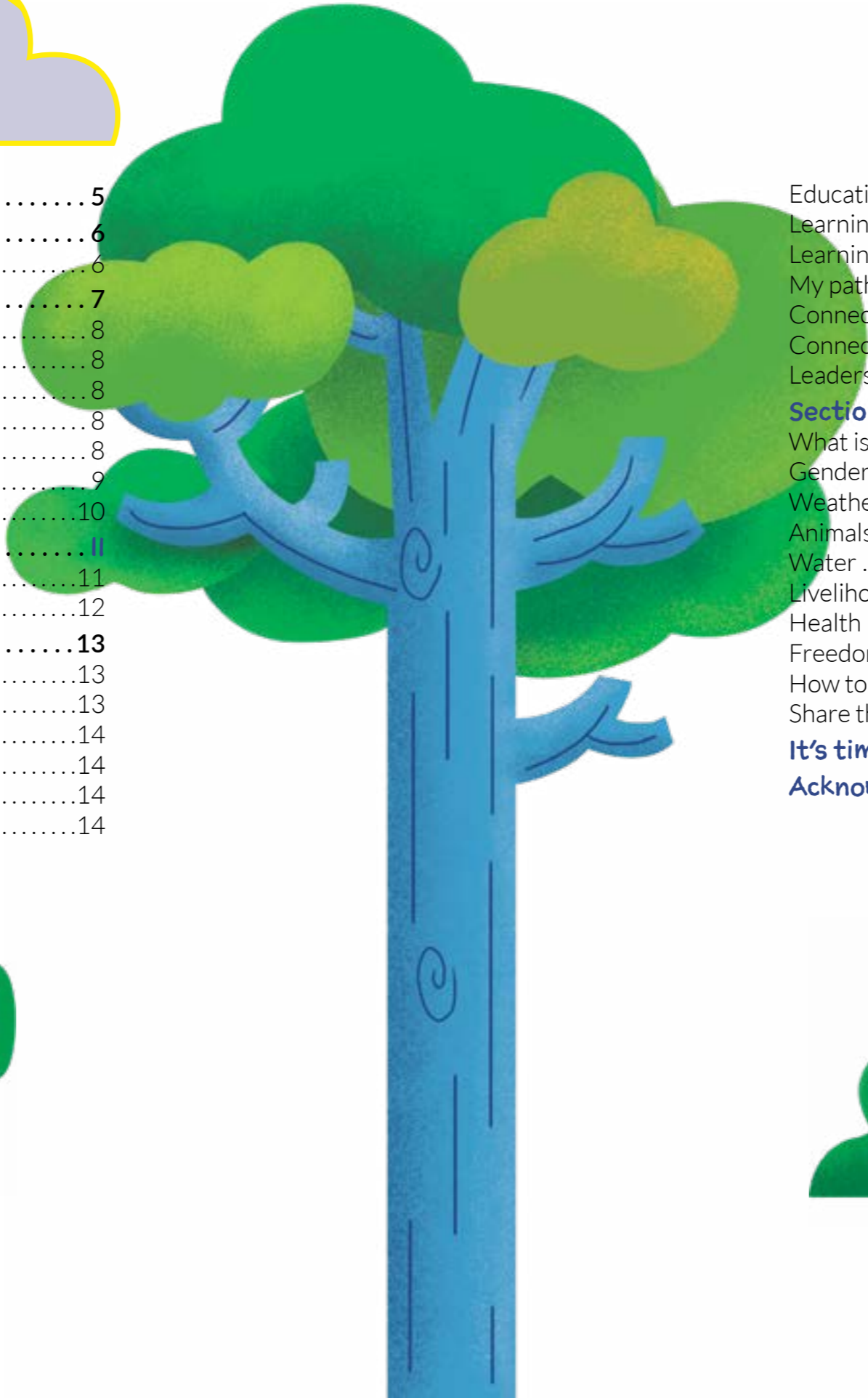
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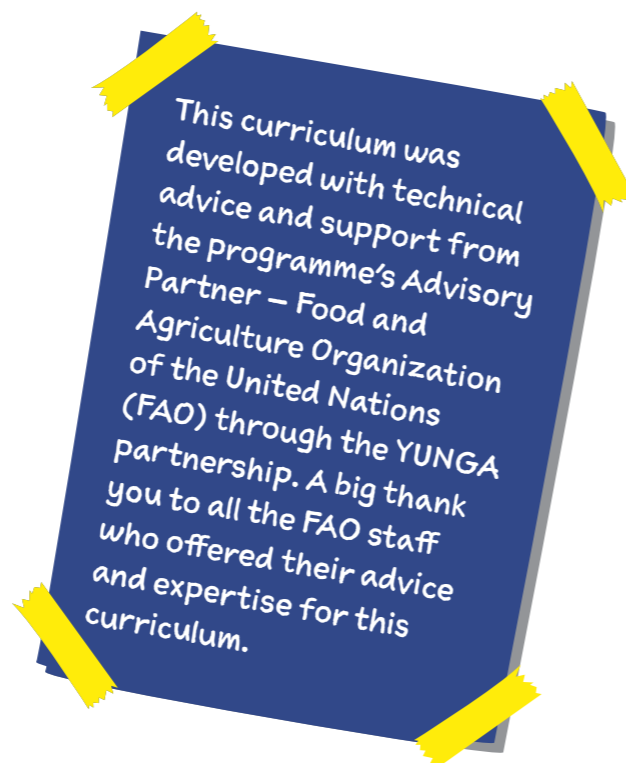
# Introduction

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



## Who is this badge for?

The activities in this programme have been developed for Girl Guides and Girl Scout groups in sub-Saharan Africa, specifically Benin, Lesotho and Tanzania. Once piloted in these countries, it will be shared more widely to ensure all Girl Guiding and Girl Scouting Member Organisations interested in tackling climate change can take advantage of the programme and adapt it to their own context.

You can use this leader's guide if you're the leader of a Girl Guide/Girl Scout group interested in completing the programme.

# Educational framework

Climate change is destroying the planet, and girls are severely and disproportionately impacted by it. But we know they also have the power to make a difference! This badge creates a safe and supportive space for Girl Guides and Girl Scouts to develop new life skills, learn about climate change and become more resilient to it. They can then use their knowledge, skills and passion to reduce the effects of climate change, adapt to it, speak out and raise awareness – all while consciously considering the specific impact of climate change on women and girls. As leaders, it is your role to help them realise this.

## Curriculum impact

A key goal of this curriculum is to contextualise the climate crisis. It presents a clear and honest narrative that highlights the relevance of climate change, and its fundamental role in worsening inequalities worldwide. Girl Guides and Girl Scouts will be encouraged to shape their behaviours in response to climate change, and take conscious action.

## By taking part in this programme, we can:

### Change girls' lives by supporting them to:

- Develop their understanding of the climate change issues most relevant to their lives
- Research the impact of climate change on their communities
- Develop the values, attitudes and behaviours of an environmental changemaker
- Develop their problem-solving skills
- Find creative and personal ways of becoming more resilient to climate change.

### Change communities by supporting girls to:

- Inspire others to take climate action
- Reflect on the specific impact of climate change on girls and women
- Take practical action to reduce the effects of climate change and adapt to it.

### Change society by supporting girls to:

- Promote climate action
- Challenge gender inequalities in climate action and beyond
- Increase girls' and women's participation in environmental decision-making
- Run projects and campaigns for climate action at a local, national or global level.



# Badge contents



This programme was created so it would be relevant to a wide variety of lived experiences. Girls are encouraged to choose topics and activities that best relate to their lives and concerns.

This badge programme is divided into three stages. Each stage has two main sections with activities to choose from, and ends with a compulsory climate action plan activity.



## STAGE 1

### See the bigger picture

Section 1: What is climate change?

Section 2: Gender equality and me.

Summary activity: Climate action plan, part one.



## STAGE 2

### Explore the issues

This stage is divided into modules, so every group can choose which topics they want to explore in more depth. The climate action plan activity helps the group decide which topics may be most relevant to their local context.

#### The impact of climate change on the natural world

Choose one of the topics below.

- Weather
- Animals and plants
- Water

#### The impact of climate change on people

Choose one of the topics below.

- Livelihoods
- Health
- Freedom

Summary activity: Climate action plan, part two.



## STAGE 3

### Prepare to take action

This stage prepares girls to take climate action in their communities and in their own lives. It has a focus on adapting to climate change and changing behaviours to reduce the harmful practices that encourage climate change.

Section 1: How to take action.

Section 2: Share the knowledge.

Summary activity: Climate action plan, part three.

To find out how to earn the badge, refer to the programme booklet, as the number of activities needed to complete the programme differs between age groups.

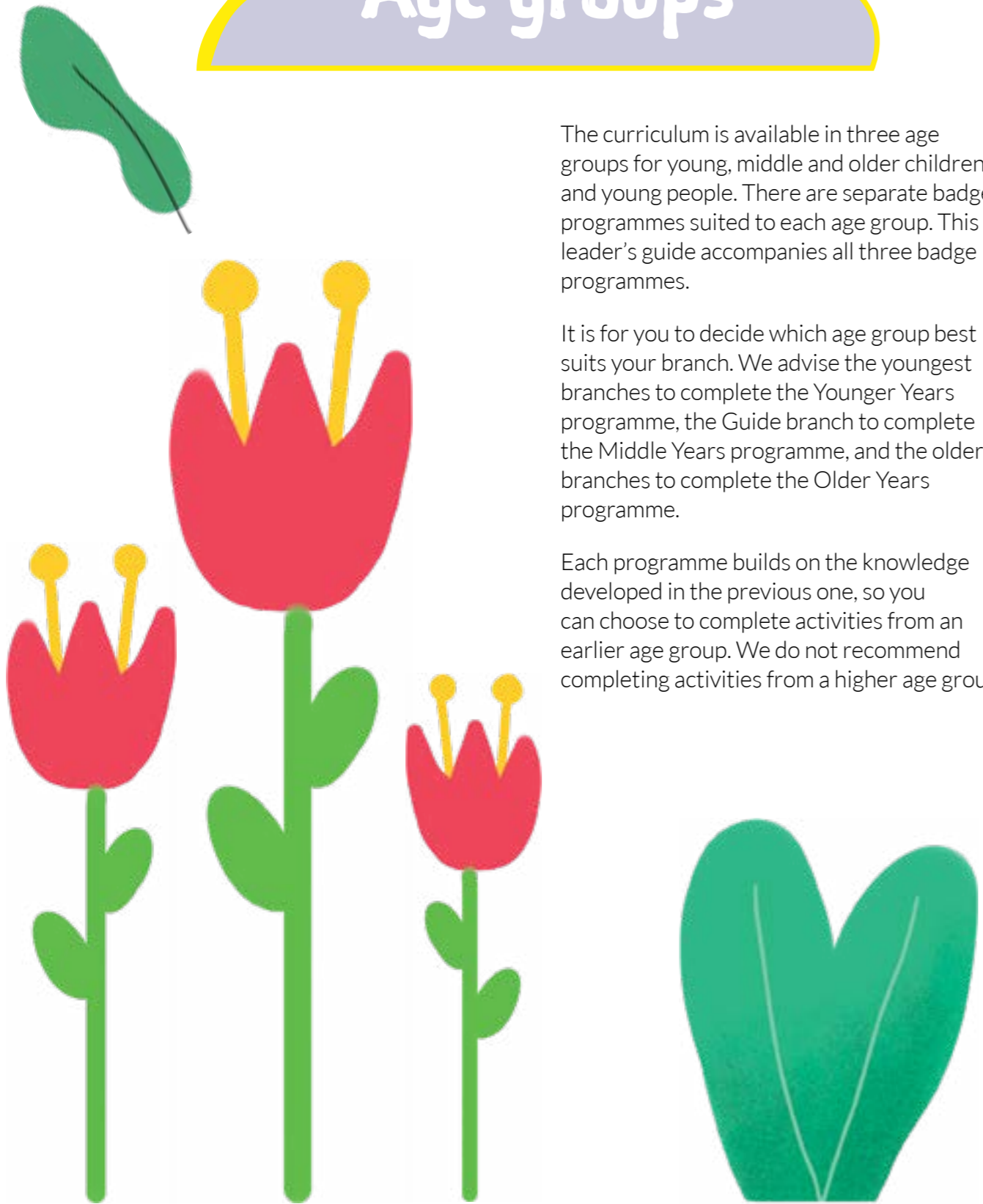


## Age groups

The curriculum is available in three age groups for young, middle and older children and young people. There are separate badge programmes suited to each age group. This leader's guide accompanies all three badge programmes.

It is for you to decide which age group best suits your branch. We advise the youngest branches to complete the Younger Years programme, the Guide branch to complete the Middle Years programme, and the older branches to complete the Older Years programme.

Each programme builds on the knowledge developed in the previous one, so you can choose to complete activities from an earlier age group. We do not recommend completing activities from a higher age group.



## Sections structure

### Fact sheets

At the end of this guide are a series of fact sheets to give you relevant information and definitions for each section; you can use this to understand the subjects. These have been designed to be read by the leaders and the older years.

### Narrative

The programme is told through the story of a Girl Guide on her way to visit her aunt. On her journey she learns about different elements of climate change. You will need to select characters to read the various parts, for younger and middle years, or one narrator for the older years.

### Activities

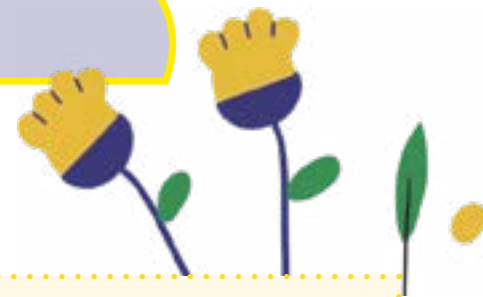
The activities are designed so that girls can review the summary and learning objectives and choose which activity they would like to do. Younger years need to complete one activity from each section to earn the badge, while middle and older years need to complete two from each section.

### Climate action plan

At the end of each stage, girls have to complete part of their climate action plan. By the time they finish stage 3, they will have a complete action plan and be ready to share their climate knowledge with two people, and take action in their own lives. Once they have shared their climate message with two people and pledged to take action, they can earn their Girl-Led Action on Climate Change badge.

### Celebration session

At the end of the programme, you will find an "It's time to celebrate" activity. This is an optional session to celebrate the achievement of girls who have completed the programme, reflect on their learning journey and award them their badges and/or certificates.



# Girls' choices

The programme has been designed so that it can be led by girls. The design of the programme gives them the opportunity to choose the issues most relevant to them and develop an understanding of climate change in their context through self-selected activities.

There are notes throughout the activities that say "instructions for activity leader": this can be the patrol leader, another girl or an

adult. Encourage the girls to lead themselves whenever possible!

As a leader, it's crucial to look for ways to involve the girls in decision-making, so every member of the unit can take part and share. This will help build the skills needed in the final stage of the programme and in the exciting opportunities to come. Use the following ideas to help promote decision-making and Girl-Led guiding throughout the programme.

## Arranging into groups

**Quick response | Suitable for younger and middle years | 5 minutes**

The girls move around the space following the direction of the leader. For example, walk like a zebra, flap like a pelican. Call out a number, girls get into groups of that number. Play this a few times and end by calling out the number of the required group size.

**Things in common | Suitable for all ages | 5 minutes**

This works very well when you need to divide a group into random teams. Ask everyone to get into teams of a particular number, but everyone in the team must have something in common. For example, they are wearing the same colour socks or they had the same breakfast. Play this a few times and end by calling out the number of the required group size.



## Selecting activities

**Tops or tails | Suitable for younger and middle years | 5 minutes**

Use this method to help girls choose activity options. Name one option 'tops' and the other 'tails'. Ask the girls to stand up and vote by putting their hands either on their heads (tops) or on their hips (tails). Count the votes and announce the winning choice.

### Adapt it

- Make it a secret vote by asking everyone to close their eyes, so girls will be less influenced by their friends.
- Ask girls to clap or stamp when you read out their favourite idea. The idea with the loudest response wins.
- If you have space on the wall at your unit, add a poster that lists the different options that were agreed on. You can then tick these off when they're done to help show the girls their decisions matter.

**Voting | Suitable for all ages | 10 minutes**

**You will need:** Voting tokens (beans, pebbles, beads, etc.), bottles

Voting is a very simple method of choosing which activity to complete or which topic to do next. Label bottles with the available choices. Ask everyone to vote by putting their tokens into the bottle. The bottle with the most tokens wins.



# Using the WAGGGS educational approach

## Learn more about climate change

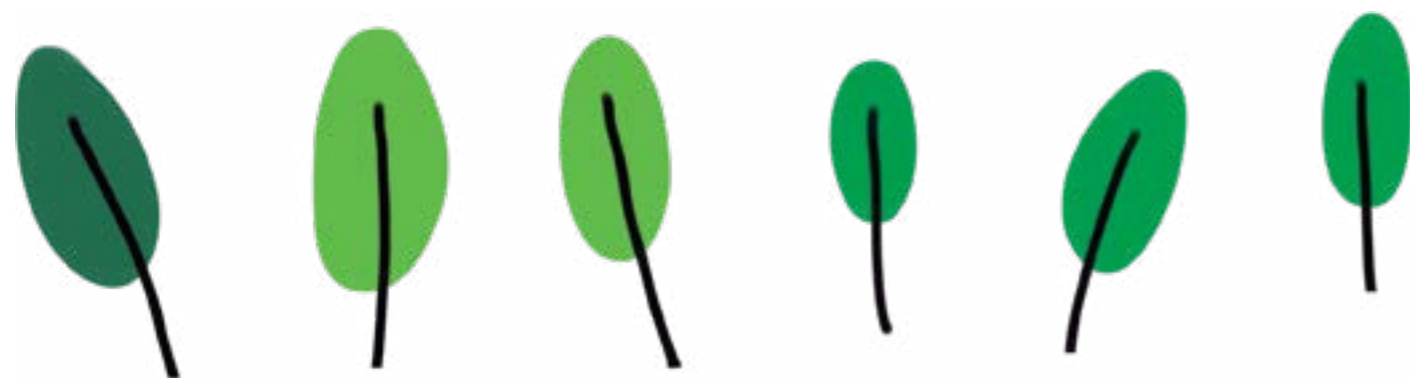
This curriculum has been developed to be easy to deliver, even with minimal knowledge of climate change. You should be able to deliver activities just by reading them through and familiarising yourself with them. Useful definitions, facts and explanations have been built into the debrief and discussion parts of the activities. You can find additional information on the fact sheets to develop your climate change knowledge and feel more confident in facilitating activities.

To deepen your understanding of climate change, you can use the background information section of the YUNGA Challenge badge on climate change: <http://www.fao.org/3/i5216e/i5216e.pdf>. Please note that reading this additional resource is not a requirement.

## Create a safe and supportive environment

The threats of climate change are a concern for everyone, and climate anxiety (negative emotions associated with climate change) is becoming a common feeling, especially among young people. When learning about climate change, girls can feel worried about its impact on their future, helpless against the present consequences, and that they're not heard by people who have the power to change things.

While this programme doesn't shy away from explaining the urgency of the situation, it is important that these difficult conversations happen in a safe environment that protects the girls' wellbeing.



## Give space to share



Learning about climate change, especially in areas that are very vulnerable to its consequences, can be upsetting. If girls are expressing or showing signs of anxiety, give them the space to share their concerns, and acknowledge their emotions.

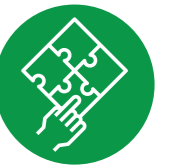
## Research precise information



Climate change is a reality, and we are already living with its consequences. But feeling worried about it might mean that some girls keep thinking about the worst-possible scenario.

This badge encourages girls to explore and be realistic about the consequences of climate change in their daily lives. Support them to research and use accurate information! It will help them gain perspective and envisage climate change as part of their lives, rather than an impending catastrophe. Avoid shocking and depressing content as much as possible and maintain a positive tone while you're explaining facts.

## Be part of the solution



Working together towards solutions can help young people feel empowered. This curriculum gives girls the tools to become environmental leaders and changemakers, in their lives, in their families and in their communities. Activities support girls to explore what they can do, whatever their age or experience, to change their behaviours to protect the environment, and adapt to the consequences of climate change. Help them focus on how they can take action – it is a great way to make sure they stay motivated and hopeful.

## It's a collective effort



Through the curriculum, girls will take action and share their ideas with others. Nurture this collective space, so they feel supported in their efforts, and optimistic that they are not alone in this fight. There are many other young people like them who are passionate about making a difference! Some activities also allow girls to share their knowledge and help influence others, outside of their Girl Guiding and Girl Scouting group, to take action. Make space for girls to share their experiences influencing others, and realise the collective impact they are having.



## Educational approach

This curriculum uses a non-formal educational approach to make activities accessible and engaging for young people. By using the Girl Guide and Girl Scout educational method and leadership model, this curriculum provides spaces for Guides to direct their own learning and develop the behaviours to make sustainable change.

### Learning by doing

People learn best when they feel involved. Learning by doing enables participants to connect their experiences to their own lives and empowers them to act. That's why this curriculum promotes learning in a hands-on way through interactive games, challenges, experiments, role plays and discussions. Activities support Guides to solve problems, develop their own ideas, apply their knowledge on climate change and practise the skills they need to become environmental changemakers.



### Learning in small groups

Many young people feel more engaged in learning when it takes place in small groups. They take a lot from each other, and have more fun with their peers. The activities in this curriculum support peer learning through negotiation, collaborative problem-solving, small group decision-making and supporting each other.



### My path, my pace

People learn in different ways. This curriculum uses a range of varied activities to engage with different learning styles. Guides can choose which topics and activities they want to engage with, based on their interests, needs and learning styles. The curriculum also creates spaces for Guides to contribute to activities in different ways, and to celebrate their achievements throughout.



### Connecting with others

This curriculum encourages its participants to connect with each other, their peers, but also with their families and communities, to better understand the impact of climate change and explore ways of taking action in their everyday life. Guides are encouraged to learn from people different from them, empathise with others and connect with people around them to ask questions and share their learning.



### Connecting with the world

Climate change is a global issue that affects the world around us in many different ways. This curriculum makes space for Guides to learn from their environment, connect with nature and engage with their local communities. By completing the programme, Guides will get a chance to explore and better understand the world around them so they can take action to protect it, and become active global citizens.



## Leadership practice

To become environmental changemakers ready to tackle challenges in their lives, their communities and the wider world, girls need to develop their confidence and see themselves as leaders. This curriculum gives girls of all ages space to consciously practise leadership using the [Girl Guide and Girl Scout leadership model](#). By using the six leadership mindsets throughout, they will develop the values, attitudes and behaviours they need to become leaders for climate action.

This curriculum supports girls to use their **reflective mindset** through individual and collective reflection about their impact on the environment, their strengths, and the skills and behaviours they want to work on to take action on climate change.



It encourages the use of the **collaborative mindset** through collective games and challenges, where girls have to be team players, support each other and use people's different strengths to work together against climate change.



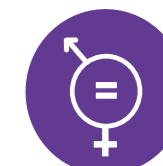
Activities encourage **worldly leadership** by giving girls space to reflect on how climate change is a crucial part of their context, and to challenge themselves to take different experiences into account when exploring climate change solutions.



Developing a **creative and critical thinking mindset** is crucial to solving the climate crisis. Through the activities, girls have opportunities to understand climate change through analysing information and doing research, and to develop their imagination, take informed risks and come up with innovative solutions to deal with the consequences of climate change.



This curriculum takes a unique perspective on climate change by supporting girls to develop their **gender equality mindset** and explore how girls and women are disproportionately affected by climate change and why. They are encouraged to challenge gender expectations and reflect on how they can overcome gender barriers to leadership in the journey as environmental changemakers.



The main objective of this programme is to equip girls with the tools to take **responsible action** on climate change. By learning about climate change, they can alter their behaviours to protect the environment, support their families and communities to take action, and mobilise others for climate action.



Learn more about the Girl Guide and Girl Scout educational method here:

<https://www.waggs.org/en/what-we-do/Learn/prepared-learn-prepared-lead/our-non-formal-educational-method>

Learn more about the Girl Guide and Girl Scout leadership model here:

<https://www.waggs.org/en/resources/girl-guide-and-girl-scout-leadership-model-summary>



# Section fact sheets



This series of fact sheets is designed to give leaders and older girls information, facts and definitions relevant for each section. These are designed to be read all in one go, as each fact sheet gives information about a particular section.

You can read through a section's fact sheet to prepare for the activities in that section or keep them close during the activities to feel confident that you have enough climate change knowledge to answer girls' questions and support discussions.





# What is climate change?



## WEATHER DEFINITION

Weather is a specific event – like a rainstorm or hot day – that happens over a few hours, days or weeks. Climate is the average weather conditions in a place over 30 years or more.



## CLIMATE CHANGE DEFINITION

Climate change means a change of climate caused directly or indirectly by human activity that alters the composition of the atmosphere and which is in addition to natural climate variability observed over similar time periods.

## The greenhouse effect and human activity

Infographics that show how the greenhouse effect works:

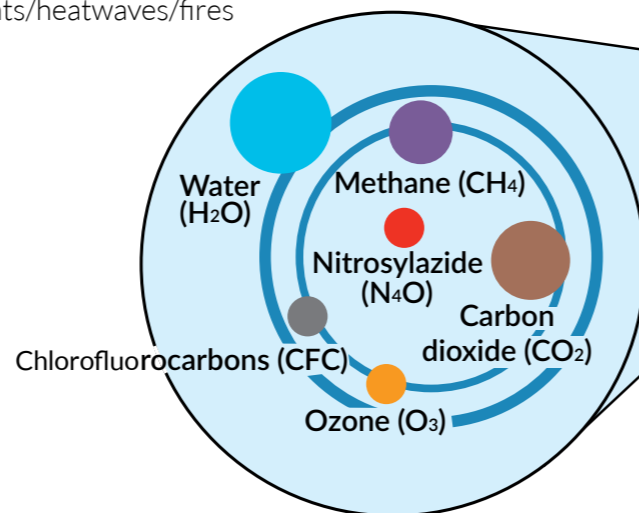
1. The sun produces heat
2. Some of it is reflected by the Earth and atmosphere
3. Some of it is trapped in the atmosphere and makes the Earth warmer and a comfortable place to live on
4. Human activity has accelerated the greenhouse effect, making Earth warmer than it would naturally be.

## What human activities cause a concentration of greenhouse gases

1. Electricity and heat production (25%)
2. Agriculture, forestry and other land use (24%)
3. Industry (21%)
4. Transport (14%)
5. Buildings (6.4%)
6. Other energy (9.6%)

## And the consequences this has

- Polar ice caps melting
- Sea levels rising
- Rainfalls/storms/hurricanes
- Droughts/heatwaves/fires



Greenhouse gases

Causes ●  
Consequences ●

## The greenhouse effect and human activity



Human activity increases the concentration of GHG in the atmosphere maximising global warming.



# What is climate change?

## The Paris Agreement



The Paris Agreement is an international treaty on global climate action, adopted in Paris in 2015. It holds accountable the 194 states and European Union that signed it to:

- Take ambitious action on climate change
- Adapt to the effects of climate change
- Ensure support for developing countries.

Through the Paris Agreement, countries have agreed to limit this century's average global temperature increase to no more than 2°C, and to pursue additional efforts to limit the increase to 1.5°C.



## GLOBAL WARMING

Because climate change is caused by human activity (especially industrial activity), we measure it by comparing how much the Earth's climate has been heating up since the pre-industrial period (1850-1900).

We have already seen a rise in more than 1°C since that period and the consequences are huge. Countries all over the world have agreed to keep this global warming well below 2°C, while aiming for 1.5°C. This is what scientists predict the difference will be between a 1.5°C and 2°C temperature rise.

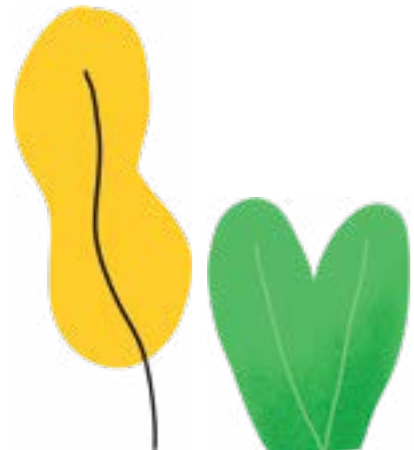
### HALF A DEGREE OF WARMING MAKES A BIG DIFFERENCE: EXPLAINING IPCC'S 1.5°C SPECIAL REPORT

	1.5°C	2°C	2°C IM PACTS		1.5°C	2°C	2°C IM PACTS
<b>EXTREME HEAT</b> Global population exposed to severe heat at least once every five years	14%	37%	2.6x WORSE	<b>ECOSYSTEMS</b> Amount of Earth's land area where ecosystems will shift to a new biome	7%	13%	1.86x WORSE
<b>SEA-ICE-FREE ARCTIC</b> Number of ice-free summers	AT LEAST 1 EVERY 100 YEARS	AT LEAST 1 EVERY 10 YEARS	10x WORSE	<b>PERMAFROST</b> Amount of Arctic permafrost that will thaw	4.8 MILLION KM <sup>2</sup>	6.6 MILLION KM <sup>2</sup>	38% WORSE
<b>SEA LEVEL RISE</b> Amount of sea level rise by 2100	0.40 METERS	0.46 METERS	.06M MORE	<b>CROP YIELDS</b> Reduction in maize harvests in tropics	3%	7%	2.3x WORSE
<b>SPECIES LOSS VERTEBRATES</b> Vertebrates that lose at least half of their range	4%	8%	2x WORSE	<b>CORAL REEFS</b> Further decline in coral reefs	70-90%	99%	UP TO 29% WORSE
<b>SPECIES LOSS PLANTS</b> Plants that lose at least half of their range	8%	16%	2x WORSE	<b>FISHERIES</b> Decline in marine fisheries	1.5 MILLION TONES	3 MILLION TONES	2x WORSE
<b>SPECIES LOSS INSECTS</b> Insects that lose at least half of their range	6%	18%	3x WORSE				





# Gender equality and me



## What is gender equality?

“Gender equality, or equality between women and men, refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women’s and men’s rights, responsibilities and opportunities will not depend on whether they are born male or female.” (UN Women)

Discrimination against women and girls takes different forms in different parts of the world, but no country in the world has achieved gender equality.



## Gender equality in the world

The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) is the main treaty on women’s human rights. It was adopted in 1979 and has been ratified by 189 countries, which means those countries are legally-bound to eliminate all forms of discrimination against women and girls.

And yet direct and indirect discrimination against women and girls still exists everywhere in the world:


- Women earn 23% less than men globally.
- Globally, women are just 13% of agricultural land holders.
- Two-thirds of illiterate adults in the world are women.
- Women spend three times as many hours doing unpaid domestic and care work as men each day.
- One in three women worldwide have experienced physical or sexual violence – mostly by an intimate partner.
- Women only occupy 24% of parliamentary seats worldwide.



Women earn 23% less than men globally.



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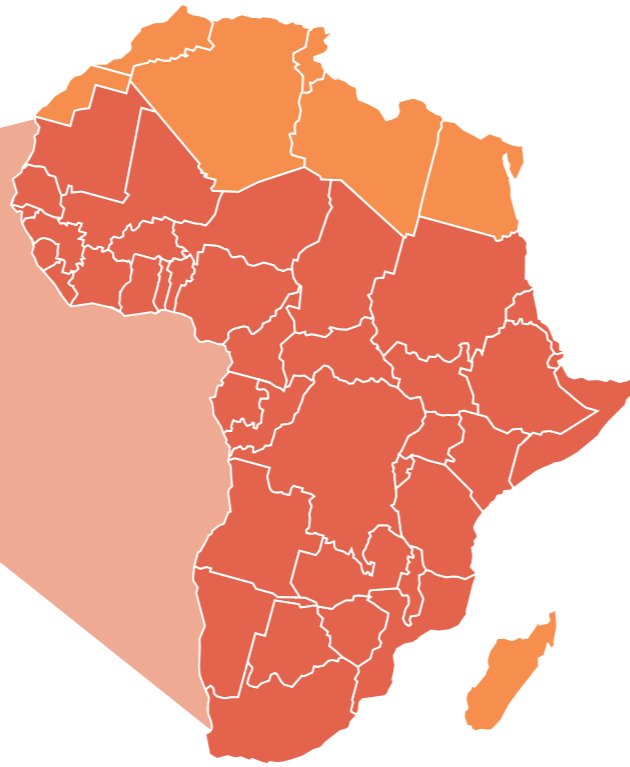
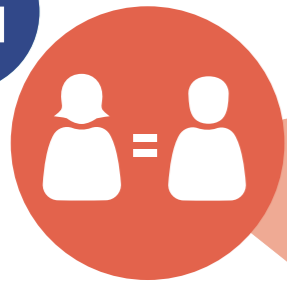
Women spend 3 times as many hours doing unpaid domestic and care work as men each day.



1 in 3 women worldwide has experienced physical or sexual violence - mostly by an intimate partner.



Women only occupy 24% of parliamentary seats.



## Gender equality in sub-Saharan Africa

Sub-Saharan Africa is the lowest-ranking region in terms of gender equality, as measured by the SDG Gender Index. Some areas remain critical:

- **Child marriage remains high, with 35%** of young women married before the age of 18.
- **22% of women** aged 15-49 have been subjected to **physical or sexual violence** by a partner in the previous 12 months.
- **8 in 10 female workers** in the region are in **vulnerable employment**.
- More than **49 million girls are out** of primary and secondary **school** in the region.
- **80% of the women** ages 15 to 24 who **have HIV** globally live in sub-Saharan Africa.

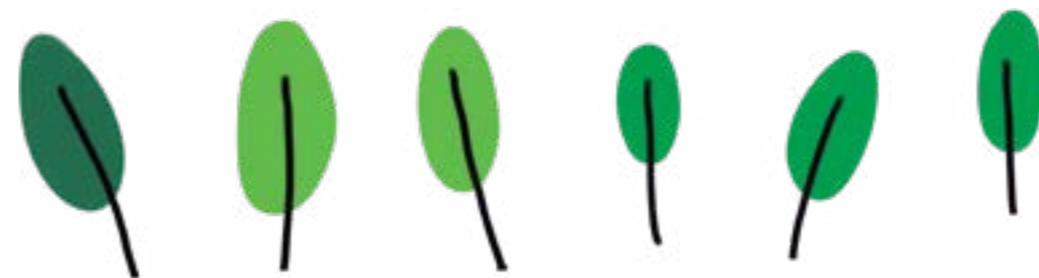
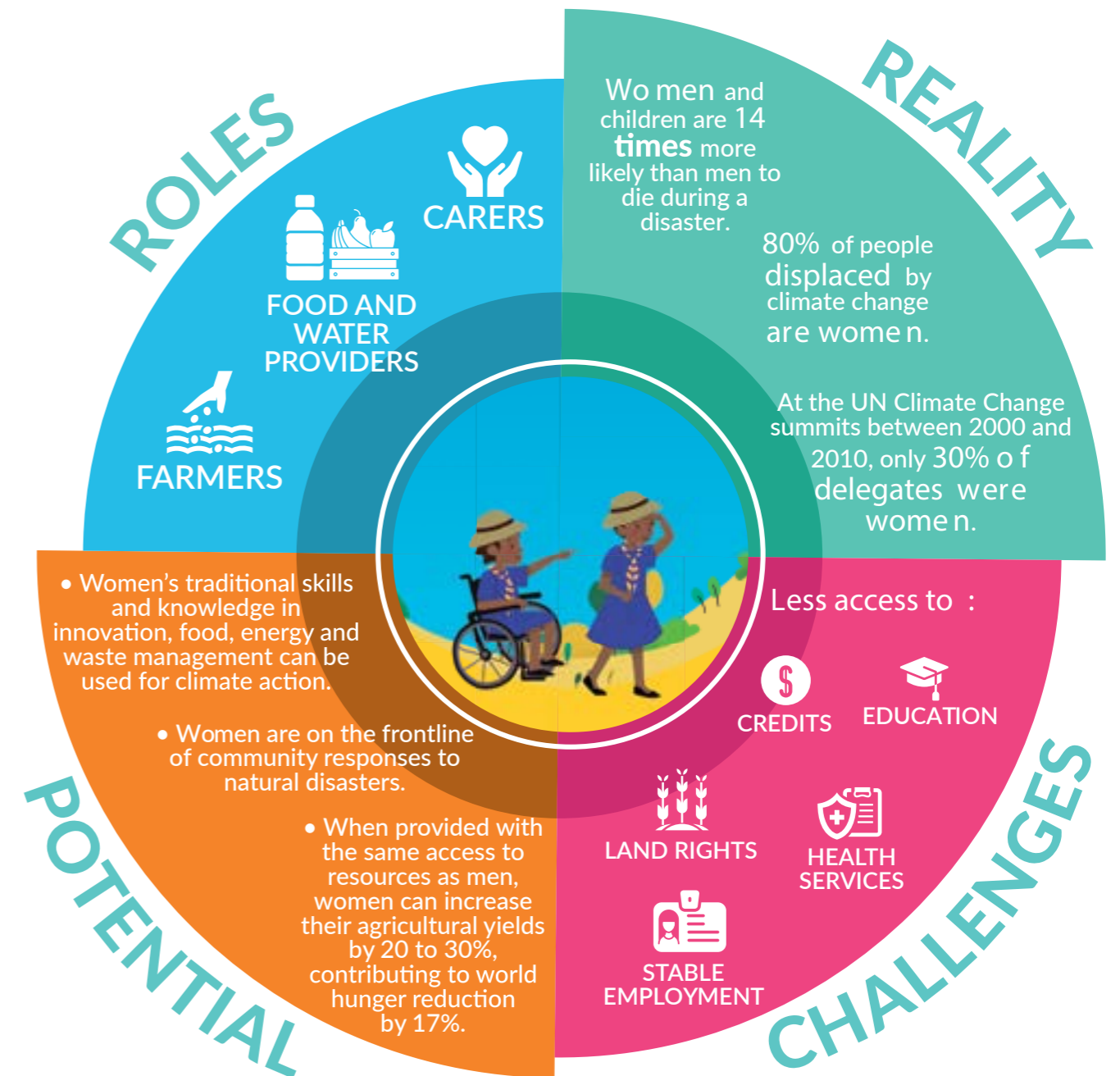
In some other areas, sub-Saharan Africa performs well compared to other regions:

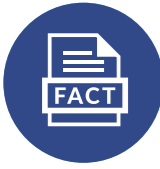
- **Sub-Saharan Africa has the highest share of women in the workforce in the world** (but a majority of them are in informal employment).
- **Four out of the top 10** countries in the world in terms of women in parliament are sub-Saharan African countries (Rwanda, Namibia, South Africa and Senegal).
- **Most sub-Saharan African countries use gender budgeting** (taking into account gender when deciding on the use of public resources) to promote gender equality and advance women's and girls' rights

The Covid-19 crisis is expected to reverse some of the progress made:

- In sub-Saharan Africa, the number of **women and girls living in extremely poor** households is expected to increase from 249 million to **283 million** between 2021 and 2030.
- Globally, since the beginning of the Covid-19 crisis, there has been:
  - ☑ **an increase in violence** against women and girls
  - ☑ **an increase in child marriage** due to loss of income and school closures
  - ☑ **a decrease in access to health services** such as maternal healthcare, especially in adolescent girls, or HIV testing and medication
  - ☑ **an increase in girls' and women's unpaid care** and domestic work

## Impact of climate change on women and girls



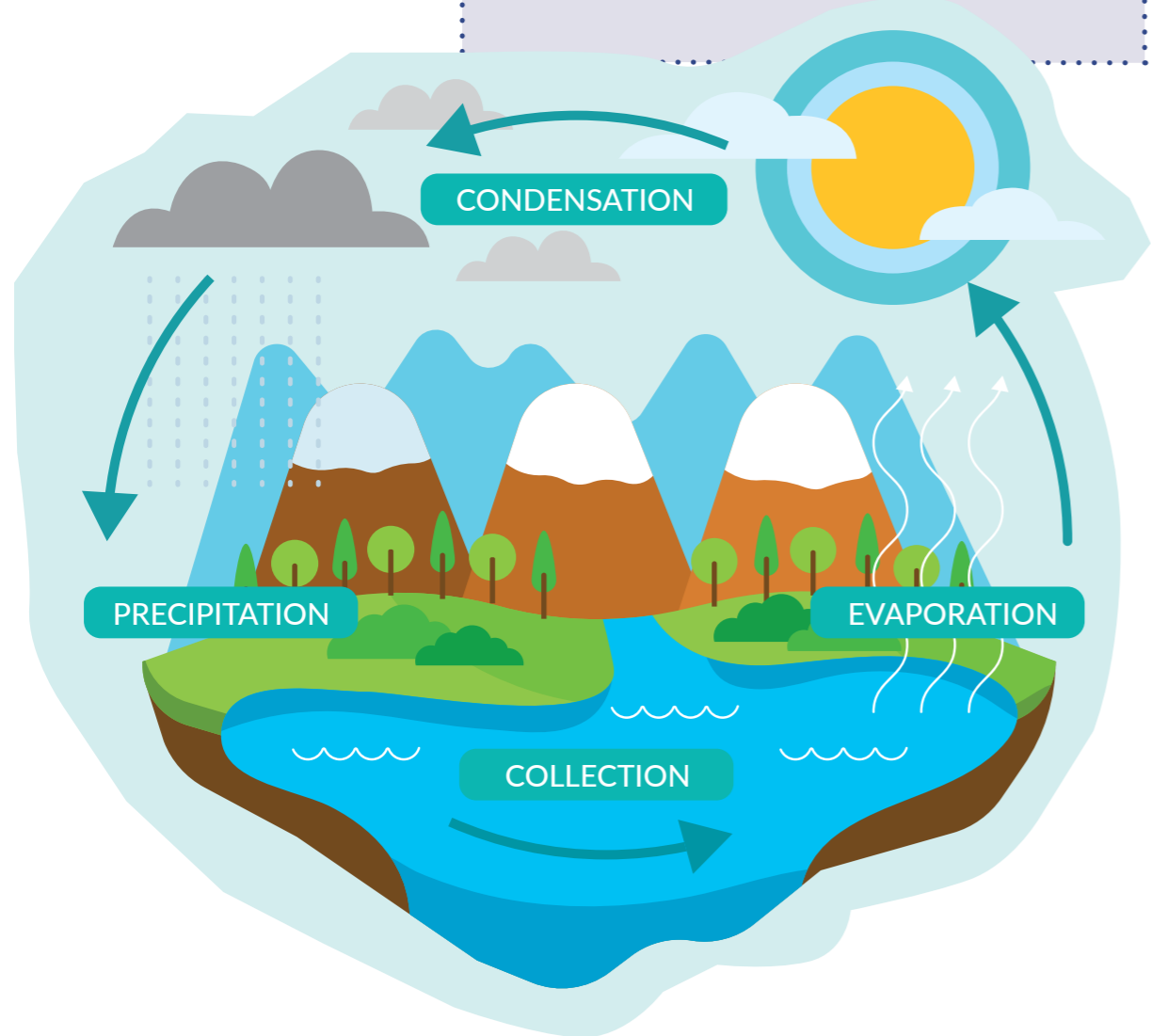


# Weather

Climate change impacts the water cycle on Earth. This causes extreme weather and natural disasters.

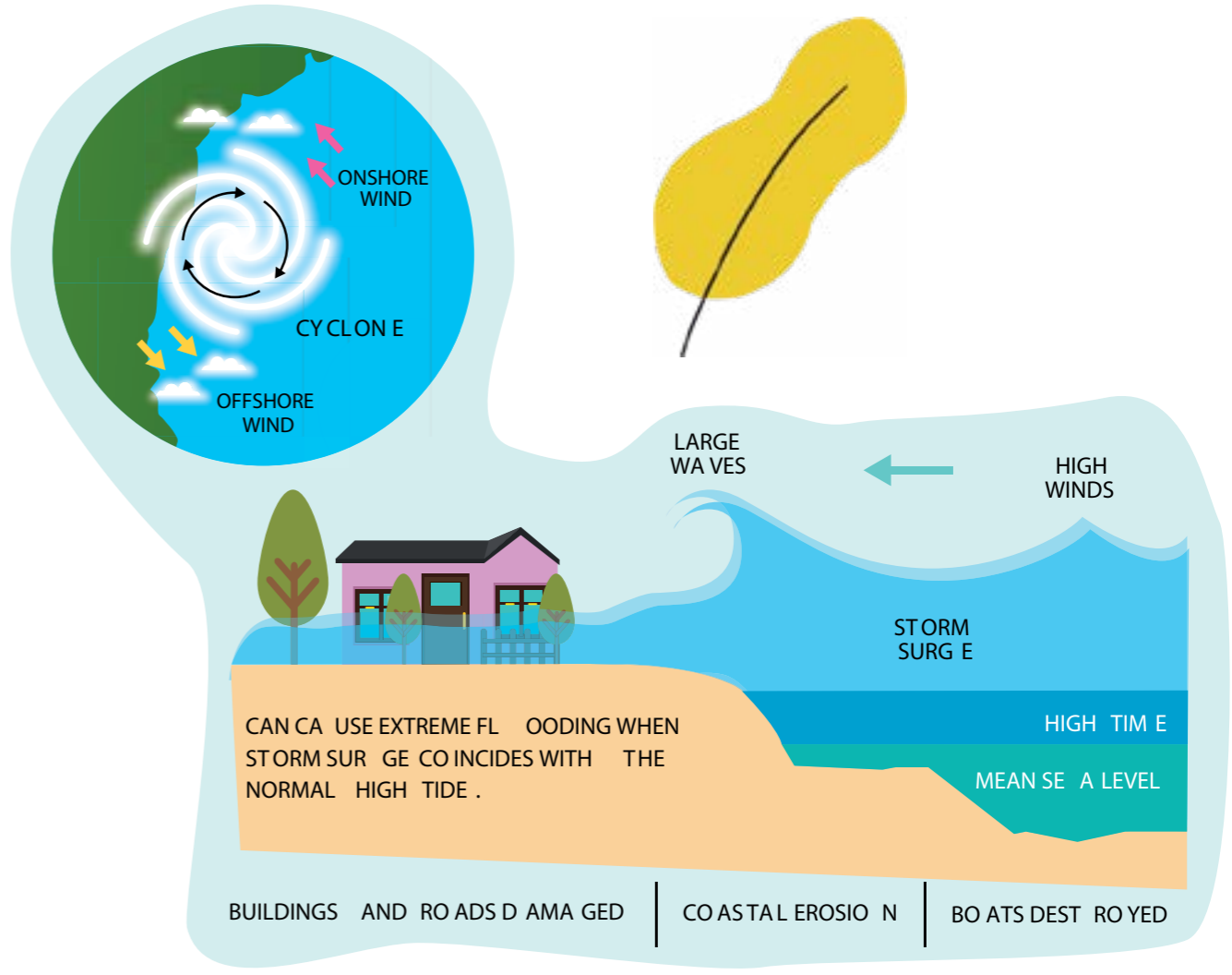
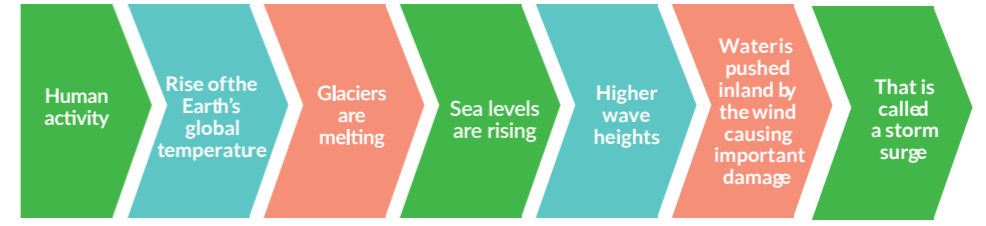
## What is the water cycle?

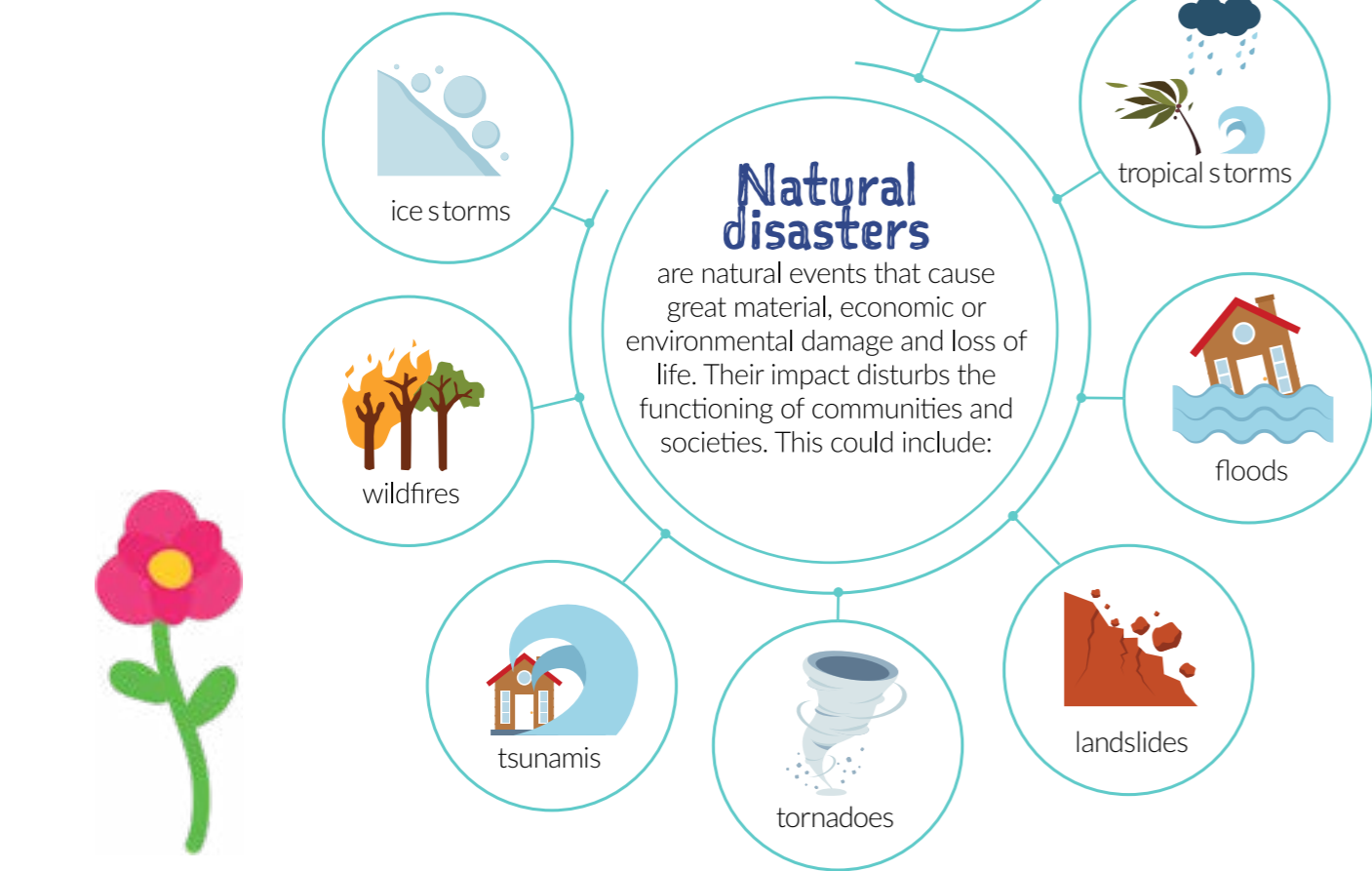
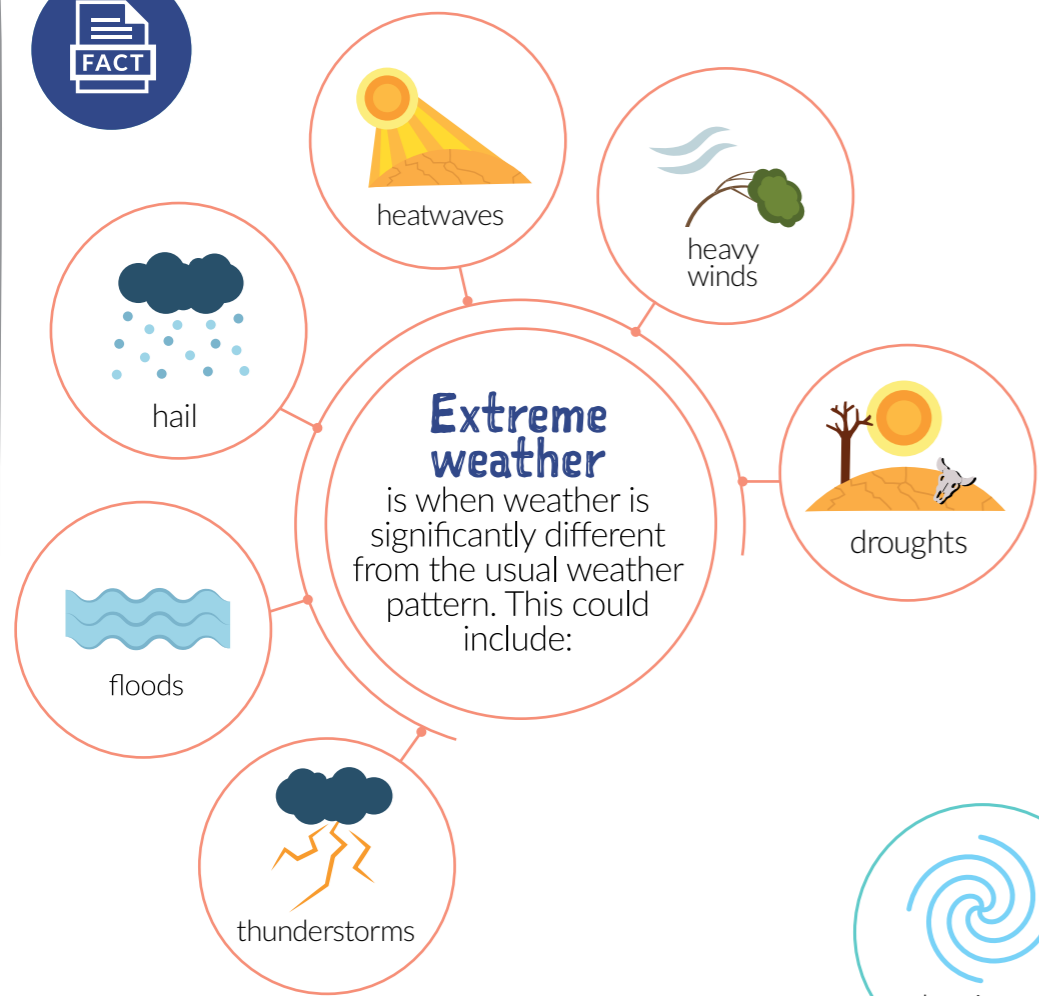
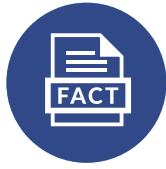
The sun evaporates water from the oceans into water vapour. This invisible vapour rises into the atmosphere, where the air is colder. The colder air causes water vapour to condense into water droplets (rain) and clouds.



The increase in air and water temperatures changes the water cycle, and leads to rising sea levels, more dangerous storms and higher wind speeds, more intense and prolonged droughts and wildfire seasons, heavier precipitation and flooding.

## Climate change makes storms more dangerous



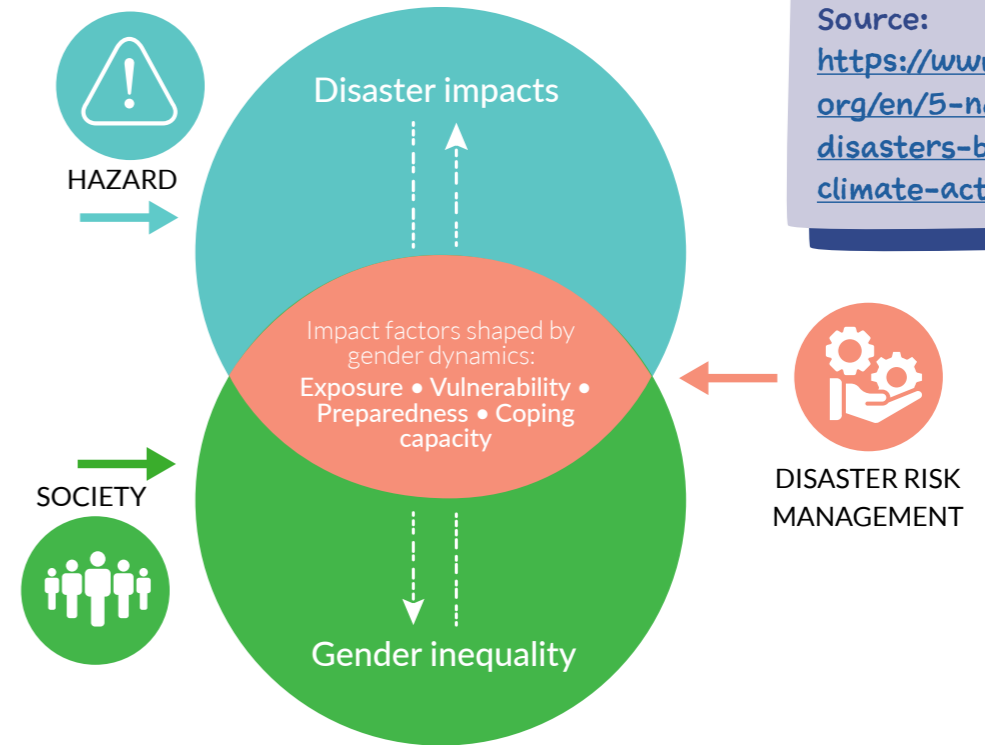


The number of climate-related disasters has **tripled** in the last 30 years.

Between 2006 and 2016, the rate of global sea-level rise was **2.5 times faster** than it was for almost all of the 20th century.

Currently **more than 70%** of all natural disasters in **Tanzania** are climate change related and are linked to recurrent droughts and floods.

### How gender dynamics link with natural disasters impact



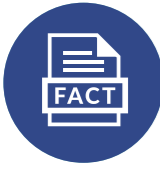
Source: <https://www.oxfam.org/en/5-natural-disasters-beg-climate-action>

### Women's role in disaster management

- Women are often **first responders** when disasters happen, and take care of their families and communities.
- Including women in disaster planning and making sure they have access to information makes them more **resilient** and helps reduce gender stereotypes
- Increasing women's involvement in disaster recovery spaces such as shelters and camps helps decrease violence and make these spaces **safer for everyone**.



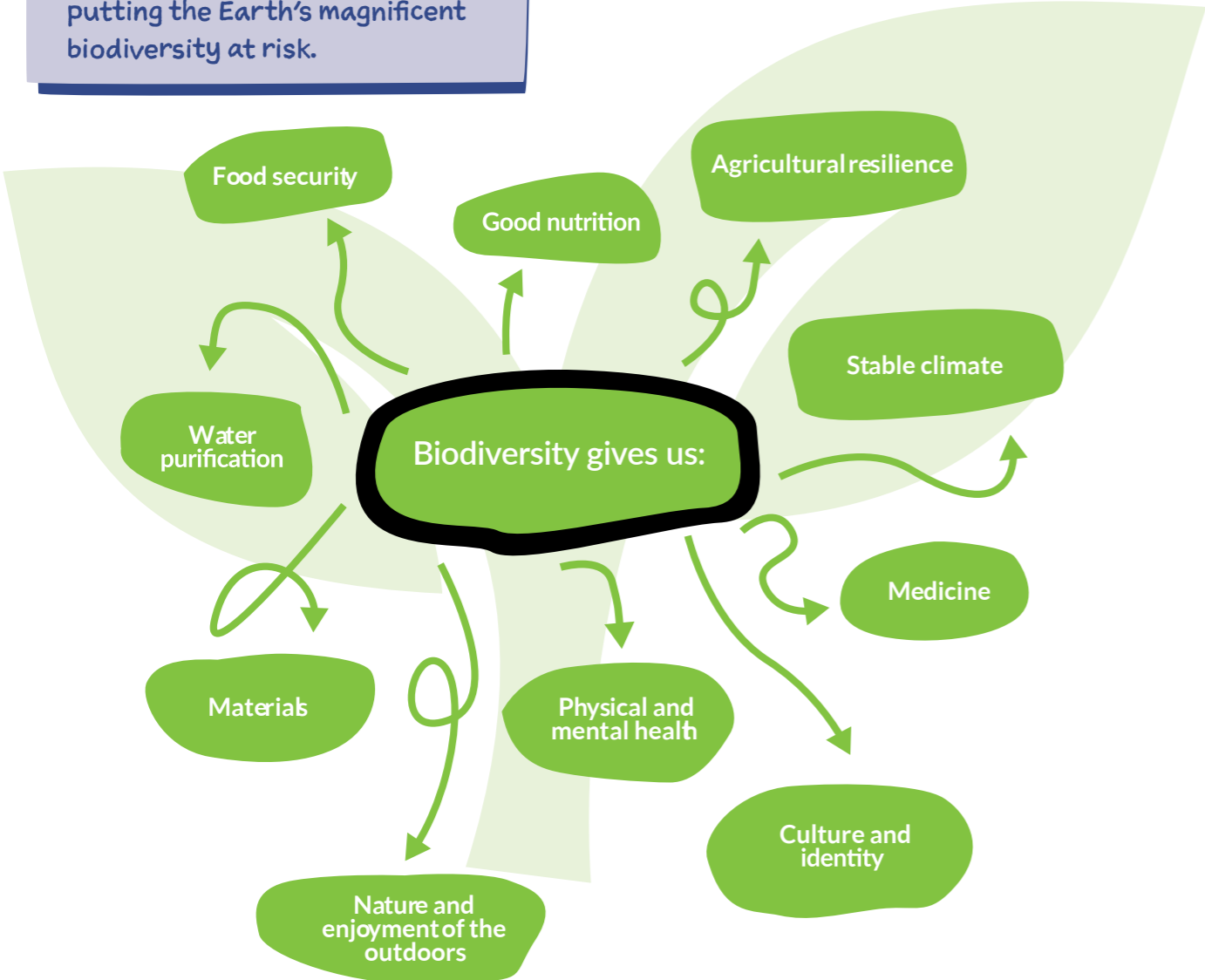




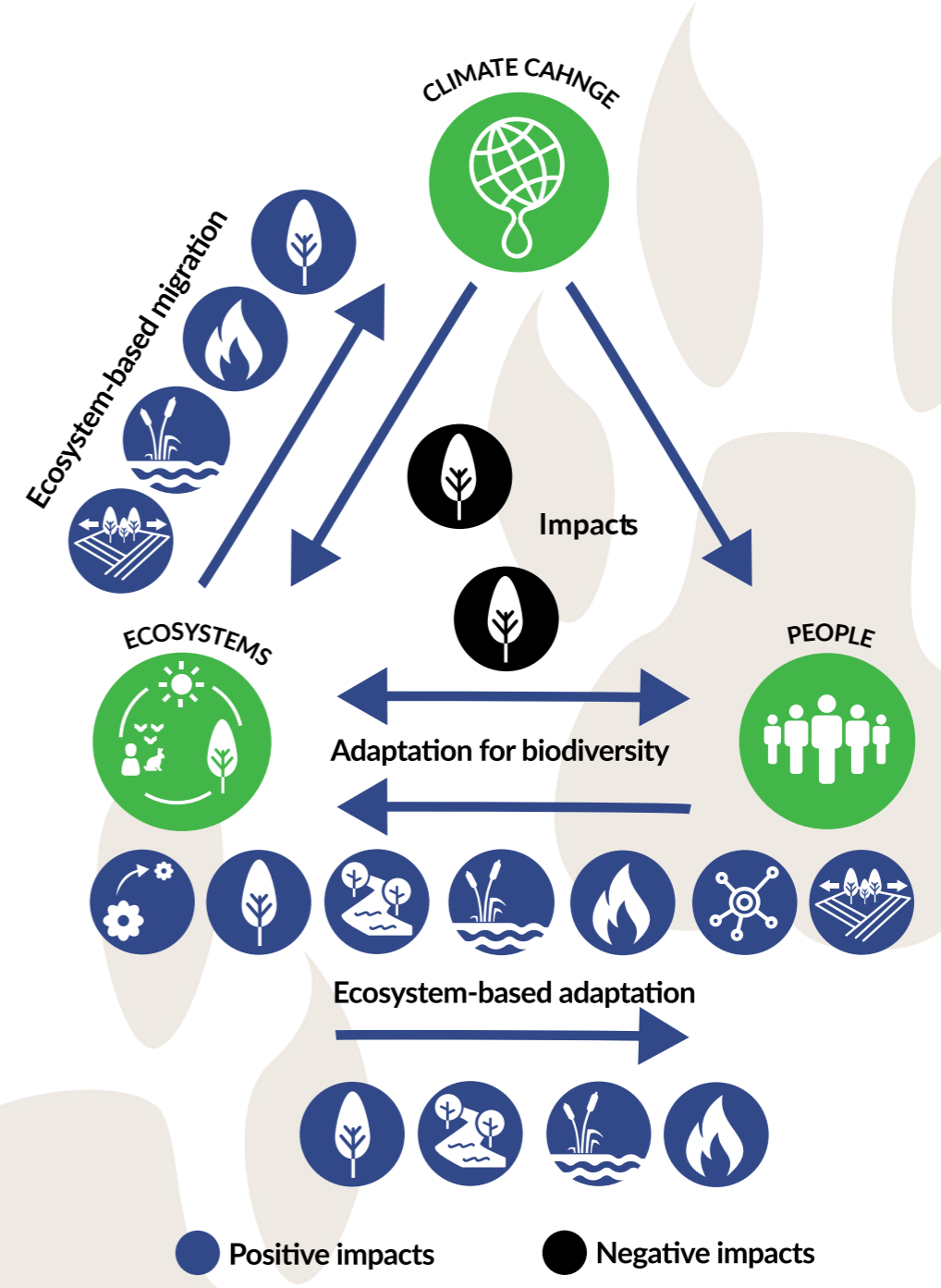
# Animals and plants

**Biodiversity** refers to the variety of living species on Earth, including plants, animals, bacteria and fungi. While Earth's biodiversity is so rich that many species have yet to be discovered, lots of species are being threatened with extinction due to human activities, putting the Earth's magnificent biodiversity at risk.

An **ecosystem** is a geographic area where plants, animals and other organisms, as well as weather and landscapes, work together to form a bubble of life.



Human activity and climate change impact ecosystems, but biodiversity can help us mitigate climate change and adapt to it too!



- Reafforestation
- Forest creation in unsuitable areas (negative)
- River restoration
- Wetland restoration
- Protection and expansion of natural/seminatural areas
- Increased connectivity
- Species translocation
- Natural fire regime restoration



## Biodiversity and ecosystems in sub-Saharan Africa

Africa had the highest net loss of forest area in the world between 2010-2020, with a loss of **3.94m hectares per year**



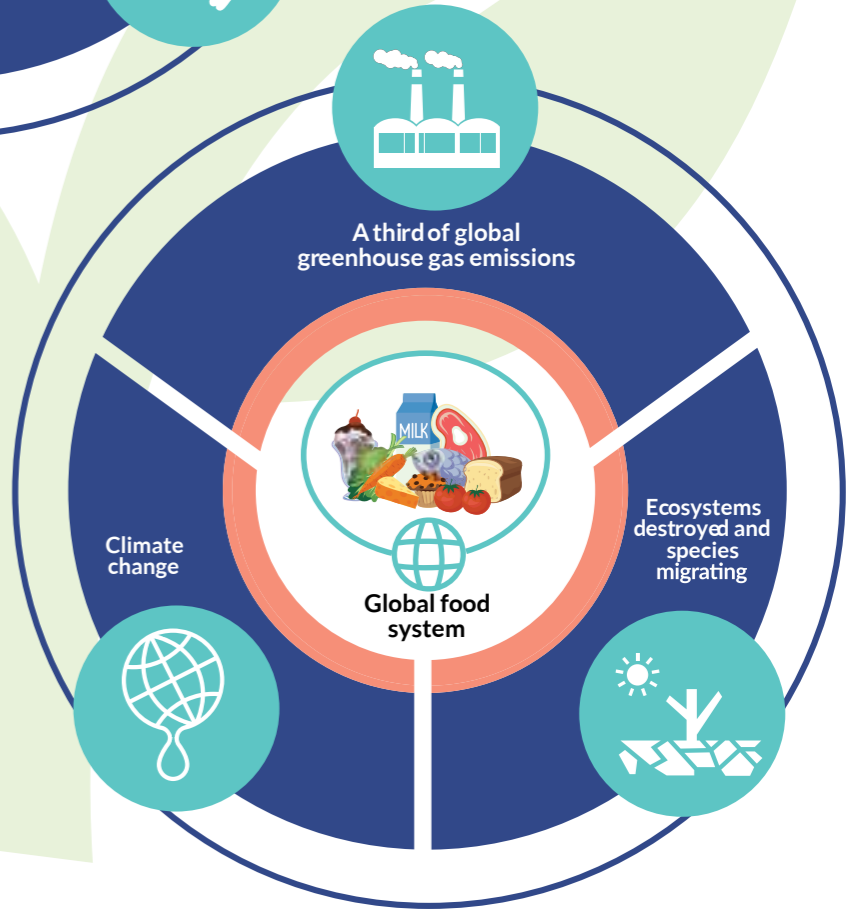
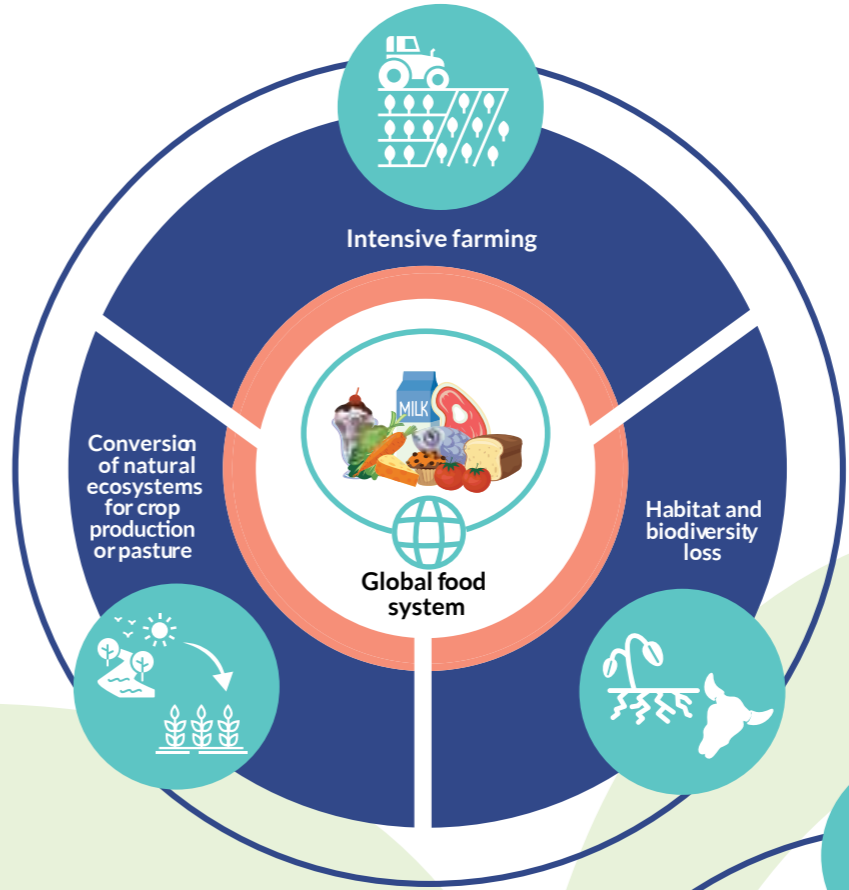
Wood fuel represents over **90%** of all wood harvested in Africa.



A study in Tanzania showed that **forests have an important role in agriculture** as the natural habitats of wild pollinators. Agricultural productivity was higher when the crops were by a forest.



## Food affects biodiversity and climate change





Some products are specifically harmful to the environment. For example, **palm oil** is a common cooking ingredient in many parts of the world. Because it is widely used, it has encouraged more cultivation, leading to deforestation to make space for oil-palm culture. **193** endangered and vulnerable species in the world have palm oil production as one of their main threats, including chimpanzees, orangutans and African forest elephants.

## How to protect biodiversity



1. Change the way we eat. Shifting to a plant-based diet will reduce the disproportionate impact of animal farming on biodiversity, and reducing food waste will reduce pressure on resources and land.

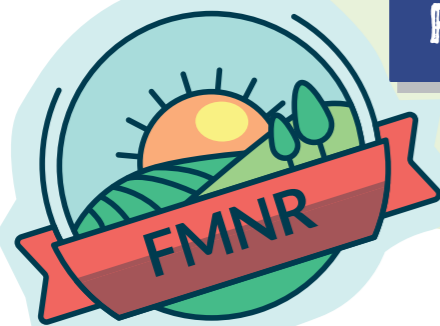


2. Protect land from exploitation to help natural ecosystems, and restore ecosystems on agricultural land to increase biodiversity.



3. Farm in a way that is kinder to nature and biodiversity, by reducing the use of harmful products and farming diverse cultures (increasing agro diversity).

## Farmer-Managed Natural Regeneration (FMNR)

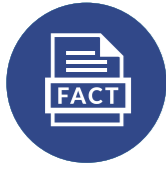


FMNR is a way to increase food production, wood production and climate resilience. Farmers can protect forests/woodland areas and encourage the growth of trees that naturally grow in their fields.

More info here:

<https://sustainabledevelopment.un.org/partnership/?p=30735>





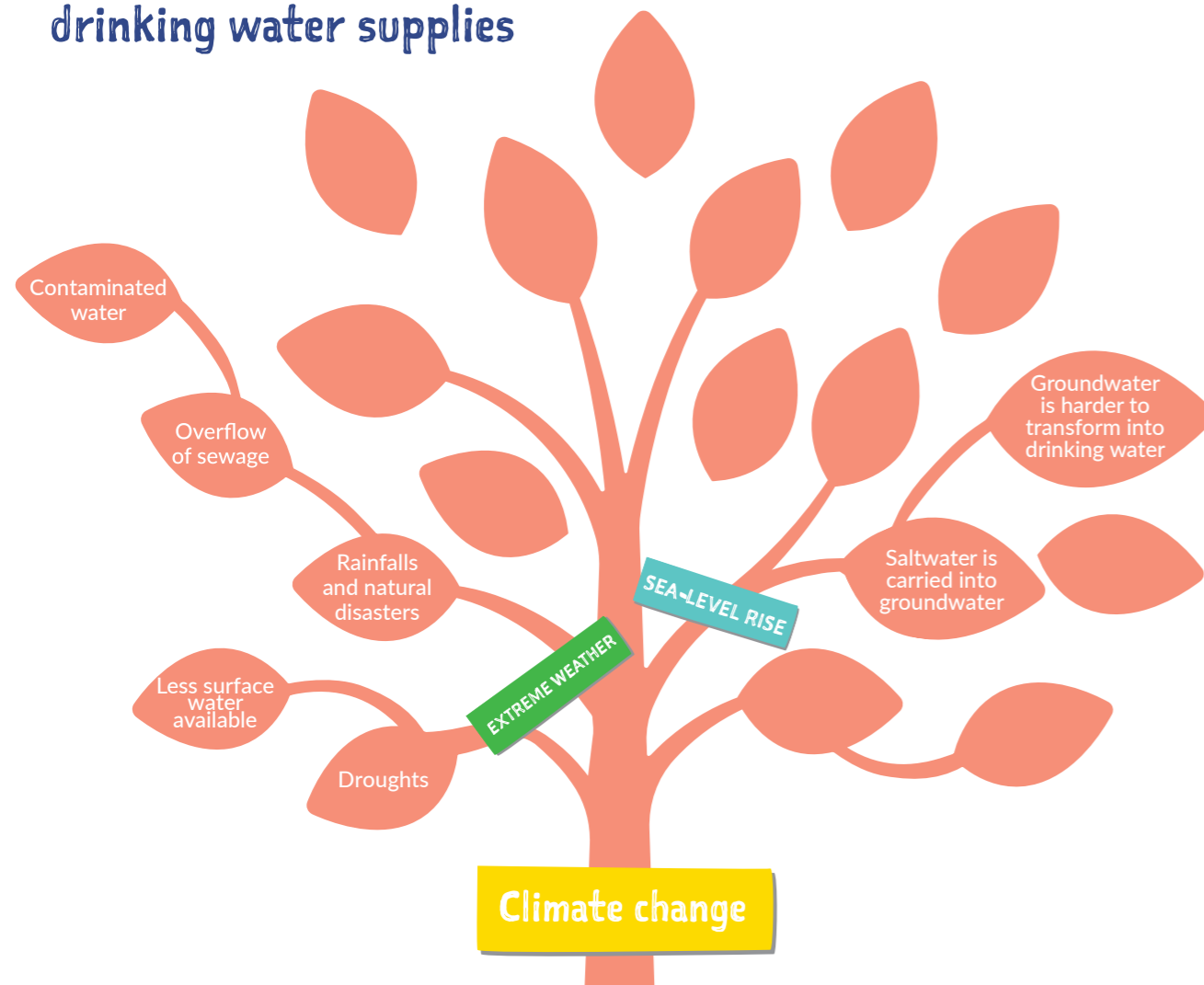
# Water

Water is essential not only to health, but poverty reduction, food security, peace and human rights, ecosystems and education. Yet many countries face growing challenges linked to water scarcity, water pollution, degraded water-related

ecosystems and cooperation over transboundary water basins.

Climate change is making water availability less predictable in many regions because of droughts, as well as water contamination caused by floods.

## Climate change affects safe drinking water supplies



## Access to clean water in the world



In the world, **3 in 10** people lack access to safely managed drinking water.



Water scarcity affects more than **40%** of the global population and is projected to rise.



More than **80%** of wastewater resulting from human activities is discharged into rivers or sea without any pollution removal.



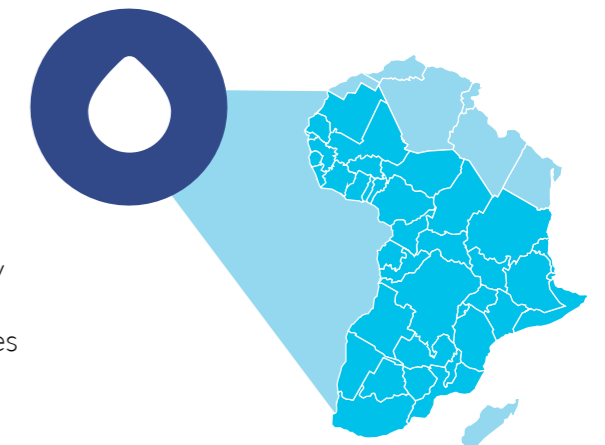
Each year, almost **1,000 children** die due to preventable water and sanitation-related diarrheal diseases.



Women and girls are responsible for water collection in **80%** of households that don't have access to water on-site.

## Access to clean water in sub-Saharan Africa

- In sub-Saharan Africa, 40 billion hours are spent collecting water each year.
- Two-thirds of sub-Saharan Africa rely mostly or completely on water from the surface of lands (lakes, rivers, wetlands etc). That water is often highly polluted and unsafe to drink.
- Only 27% of the population in sub-Saharan Africa uses a safely managed drinking water service.



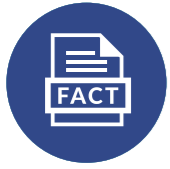
### Water action

2018-2028 has been declared the Water Action Decade by the United Nations. The Decade's action plan is to facilitate access to knowledge about water, and to encourage people to speak up and influence decision-makers.

They are also encouraging people to celebrate Water Day (22 March) and World Toilet Day (19 November) to raise awareness of the water and sanitation crises.

Learn more on the Decade's website: <https://wateractiondecade.org>





# Livelihoods

Extreme weather and natural disasters destroy assets and livelihoods.

For example, floods affect poor slum dwellers and droughts affect crops and poor farmers.

Poor people, especially women, have fewer resources and receive less support from family, community, the financial systems and social safety nets, making it hard to prevent, cope and adapt.

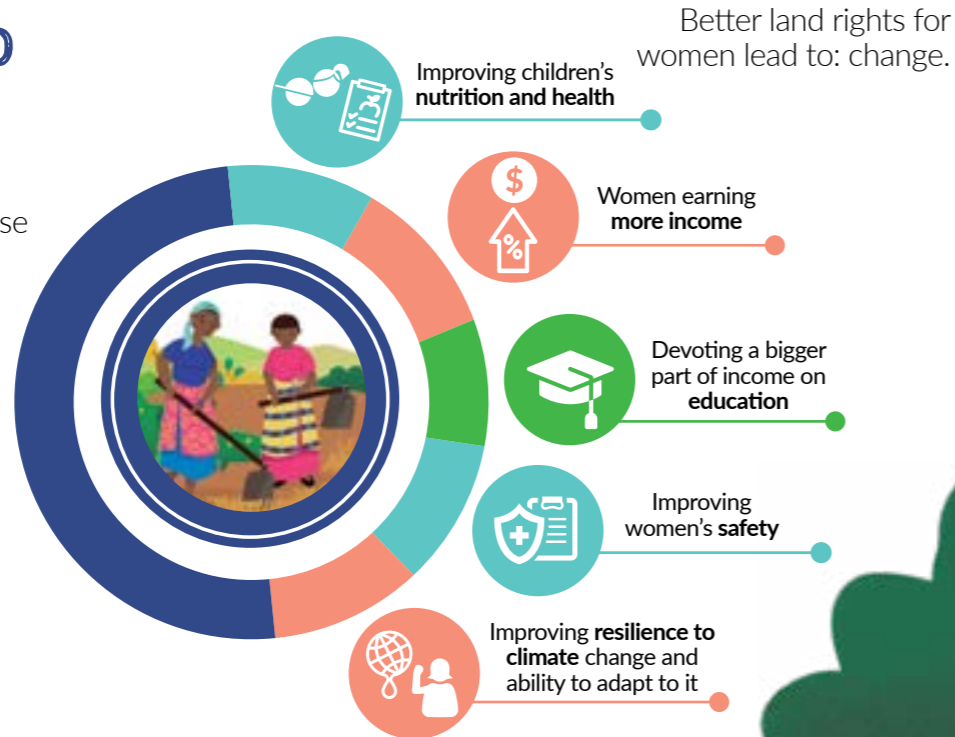
## Climate change, agriculture and poverty



## WOMEN'S LAND RIGHTS

Women's land rights are a human right - and they increase women's resilience to climate change.

Globally, less than 15 percent of all landholders are women.



## In sub-Saharan Africa



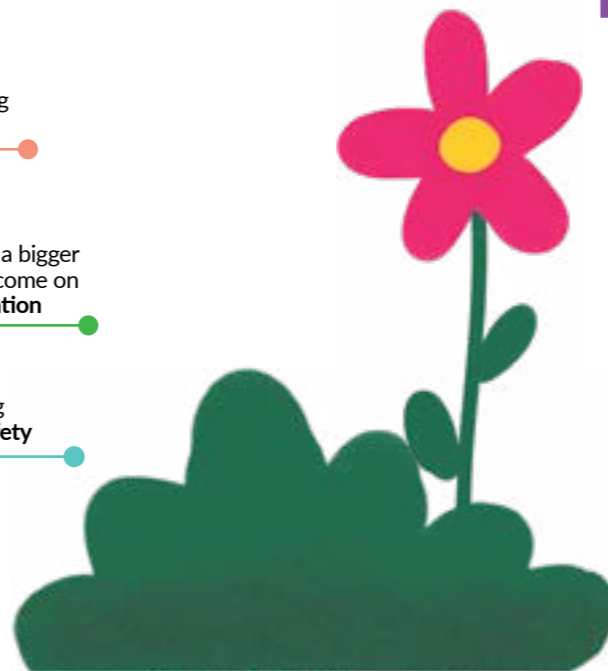
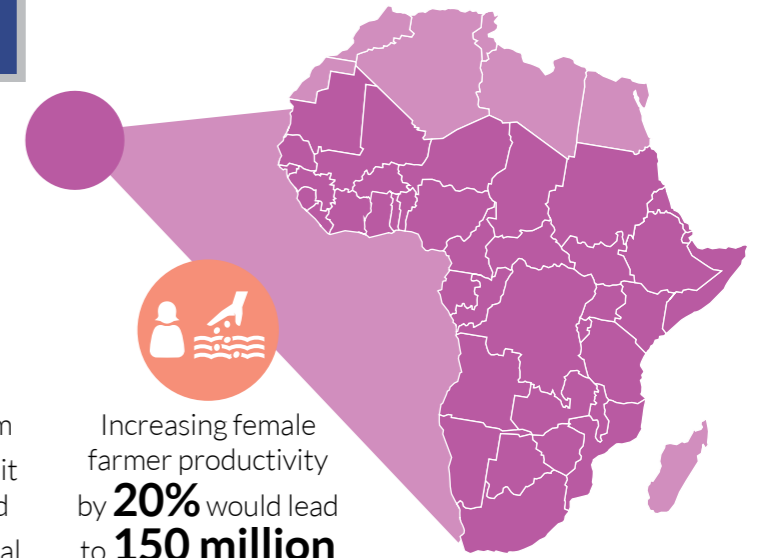
**Only 15%** of agricultural land owners in sub-Saharan Africa are women.

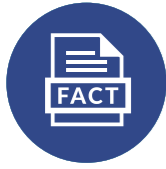


Women benefit from **10%** of small credit to small farmers and less than **1%** of total credit for agriculture



Increasing female farmer productivity by **20%** would lead to **150 million** fewer hungry people



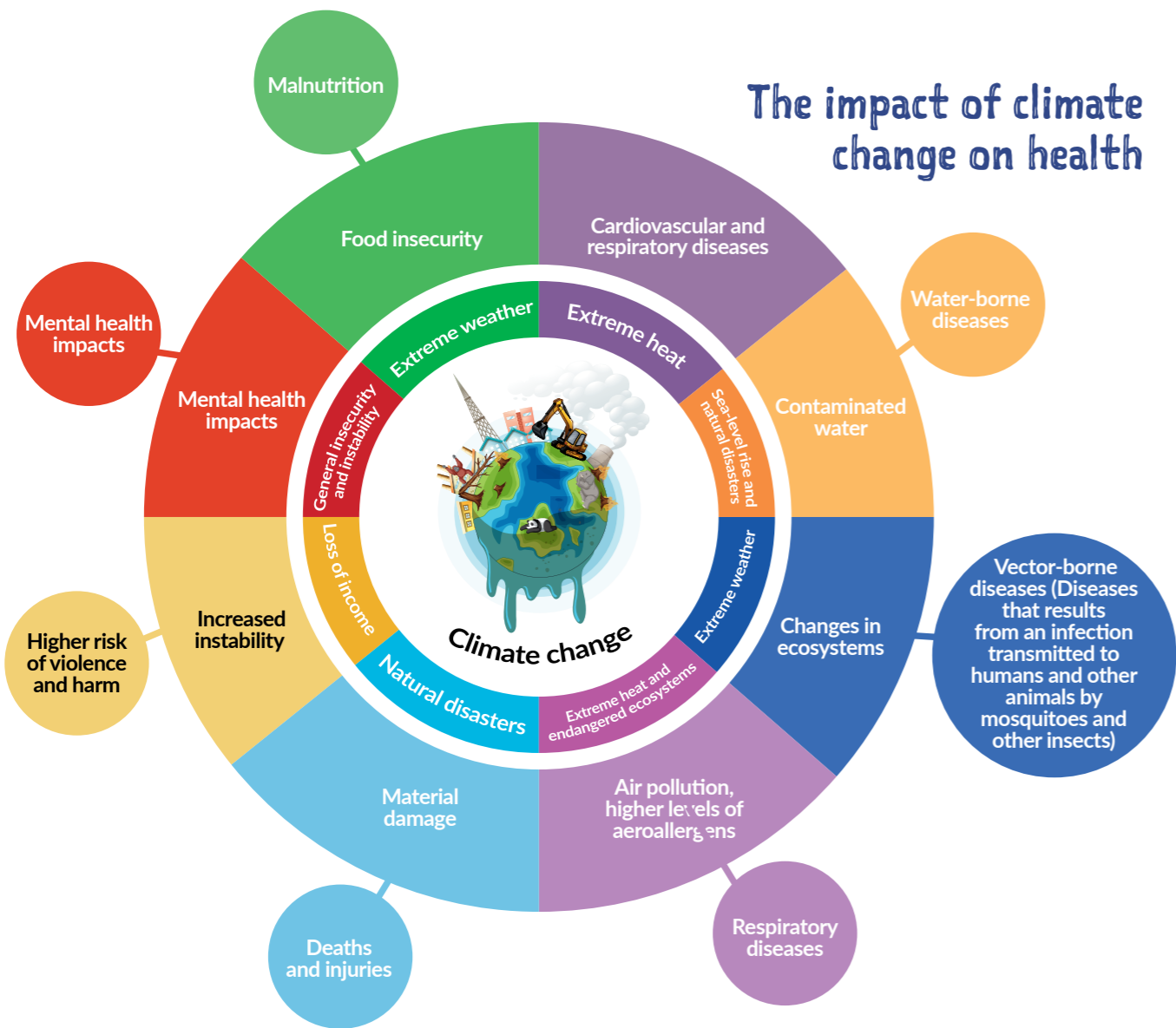


# Health

Climate change severely affects human health through its consequences on air, water, food and safety.

Between 2030 and 2050, climate change is expected to cause approximately **250,000 additional deaths** per year, from malnutrition, malaria, diarrhoea and heat stress.

## The impact of climate change on health



## Climate change, gender and health



Disruption to health services during natural disasters affects girls and women's **access to important health services** such as sexual and reproductive health, and healthcare during pregnancy and birth.



Heatwaves and a lack of access to clean water for proper **menstrual hygiene** can cause bacteria and infections.



**Malnutrition** impacts girls more seriously because of their nutritional needs when they are menstruating, pregnant or young mothers.



Women represent the majority of those who **take care of the sick** (in families and healthcare services) which puts them at greater risk.

## Health and climate change adaptation and mitigation

There are several ways to boost our health that we can use to be more resilient to climate-related health issues. Often, these also help with climate change mitigation.

**Nutrition**  
A balanced diet of fresh, local food:

- Decreases the risk of cardiovascular diseases and cancer
- Leads to less greenhouse gas emissions and deforestation through decreased meat consumption and the use of local, sustainable farming practices.

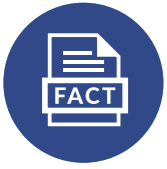
Want to learn more about nutrition? Download WAGGGS' Girl Powered Nutrition Programme! <https://www.waggggs.org/en/what-we-do/girl-powered-nutrition>

**Physical activity**  
Walking and cycling::

- Strengthen the heart, boost general physical health and improve mental health
- Are green means of transportation that don't harm the planet

**Renewable energies**  
Reducing the use of fossil fuels by using renewable energies::

- Reduces air pollution that can cause respiratory diseases
- Reduces greenhouse gas emissions and helps protect the planet



# Freedom

## How climate change impacts girls' rights, freedom and safety

Climate change affects girls' chances to enjoy their rights, to take the lead in their own lives, and to choose their own paths.



More than **20 million** people a year are forced from their homes by climate change.



If current trends continue, by 2025 climate change will be a contributing factor in preventing at least **12.5 million** girls from completing their education each year.

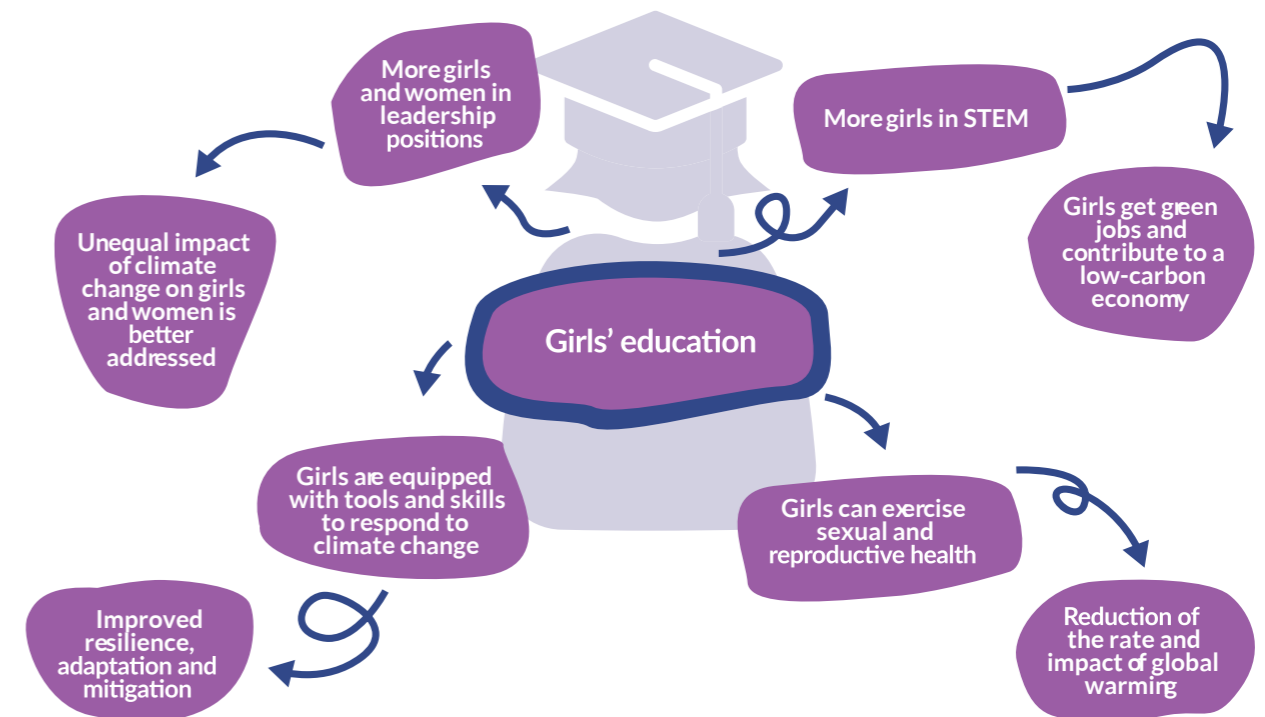


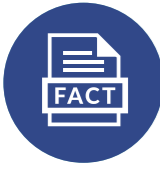
Experts estimate that climate has influenced between **3%** and **20%** of armed conflict risk over the last century.



If we reach the goals of the Paris Agreement and 2°C global warming, the influence of climate on conflict would rise to a **13%** chance.

## Girls' education is a solution to climate change

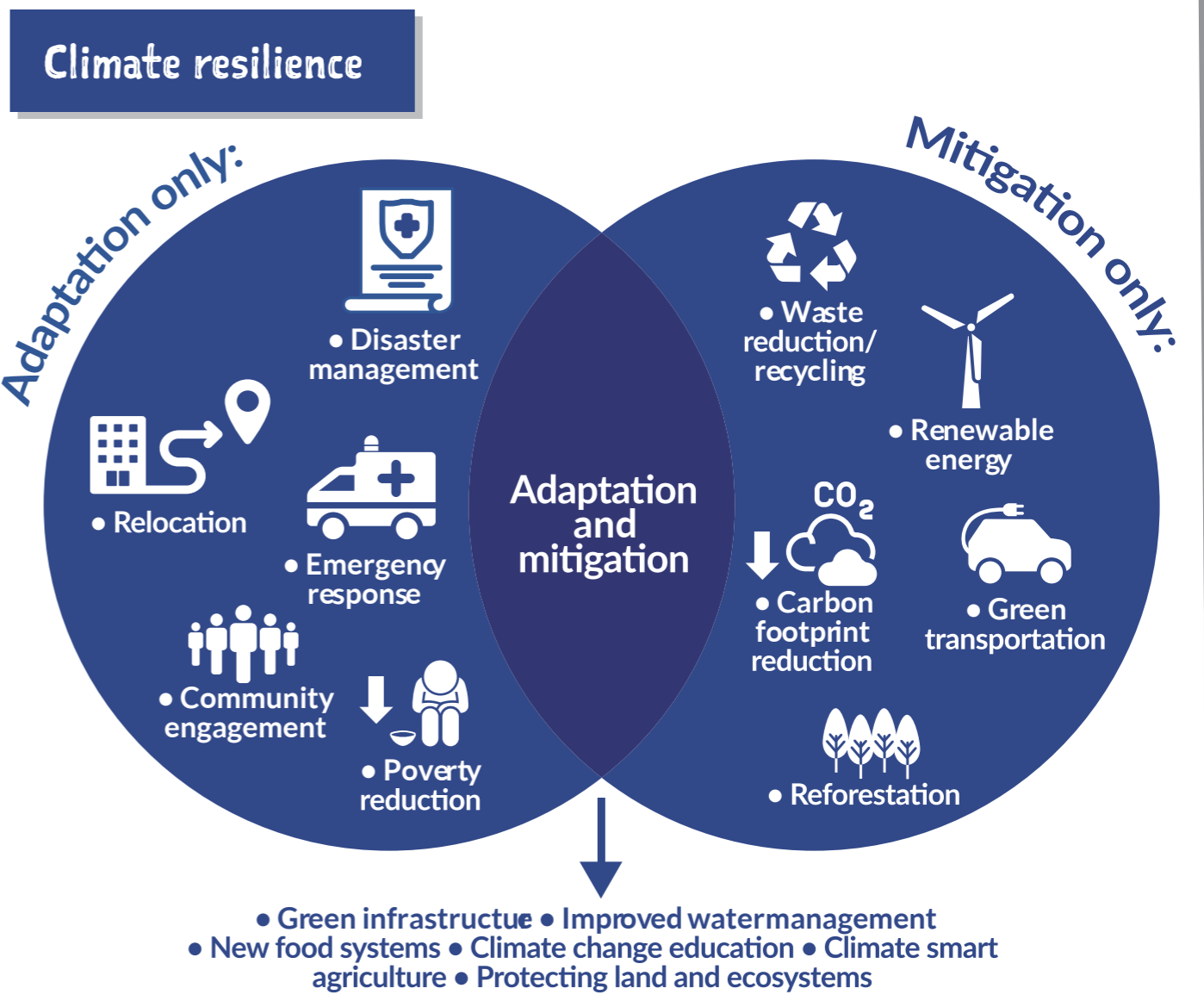
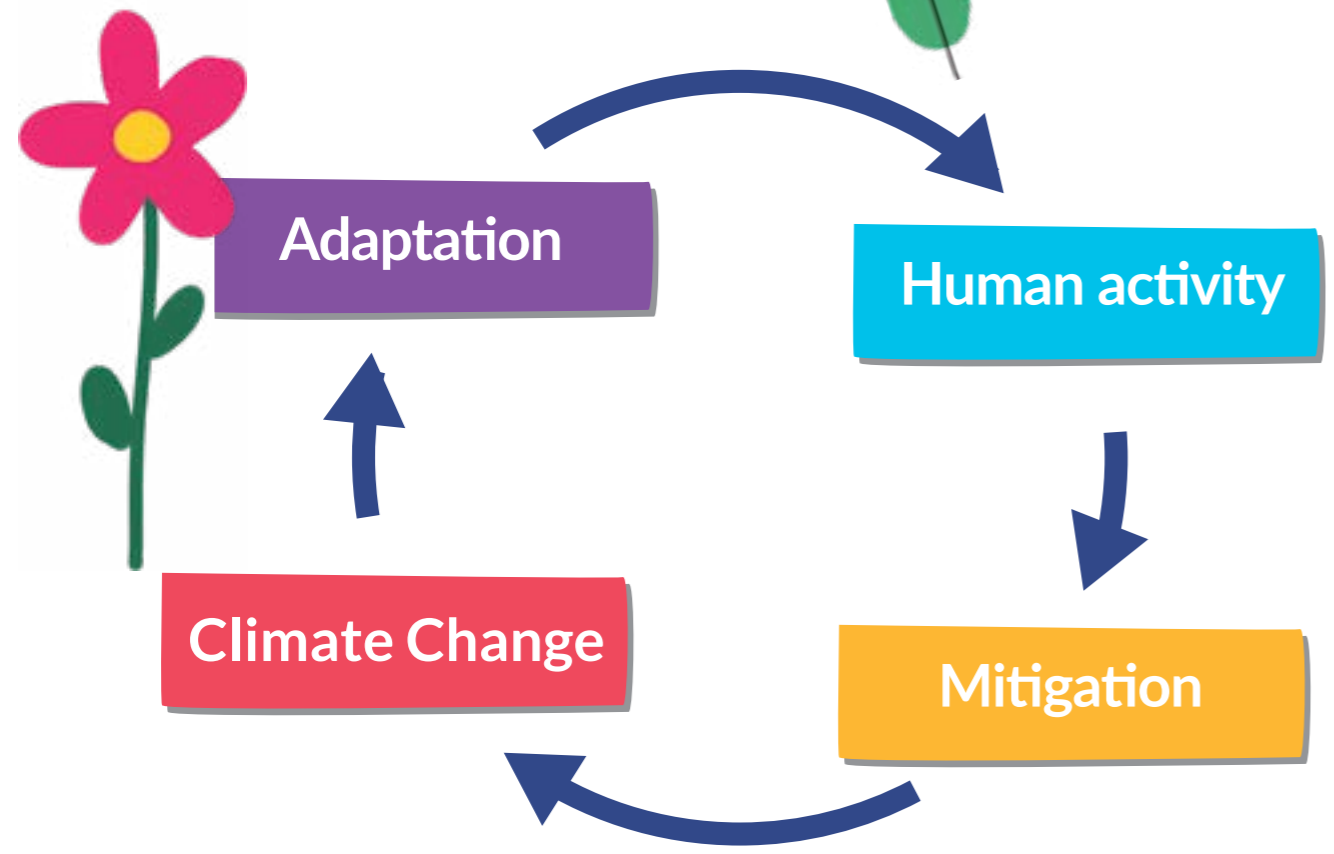




# How to take action

**CLIMATE CHANGE MITIGATION** refers to the action of reducing or preventing further greenhouse gases being released into the atmosphere.

**ADAPTATION TO CLIMATE CHANGE** seeks to moderate or avoid harm of changes in climate and find new solutions for people to live and prosper under their new climatic conditions.

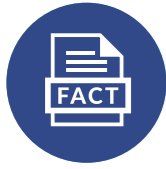


## Individual vs. collective action

We can all take action for climate change. We can lead more sustainable lives and adapt to the consequences of climate change. But governments and corporations have more power than individuals to solve climate change. We need to influence them to take the right decisions, so we can make a big difference.







# Benin's nationally determined contribution under the Paris Agreement

(Specific fact sheet for Benin)

This is not an exhaustive list of targets. Find more information at:

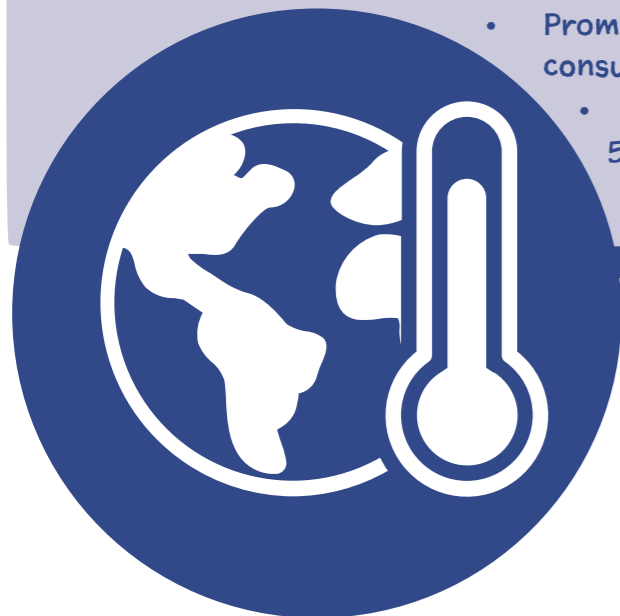
[https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Benin%20First/CDN\\_BENIN\\_VERSION\\_ANGLAISE.pdf](https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Benin%20First/CDN_BENIN_VERSION_ANGLAISE.pdf)

## Climate change mitigation



### Mitigation targets: reduction of greenhouse gas emissions by 16% by 2030:

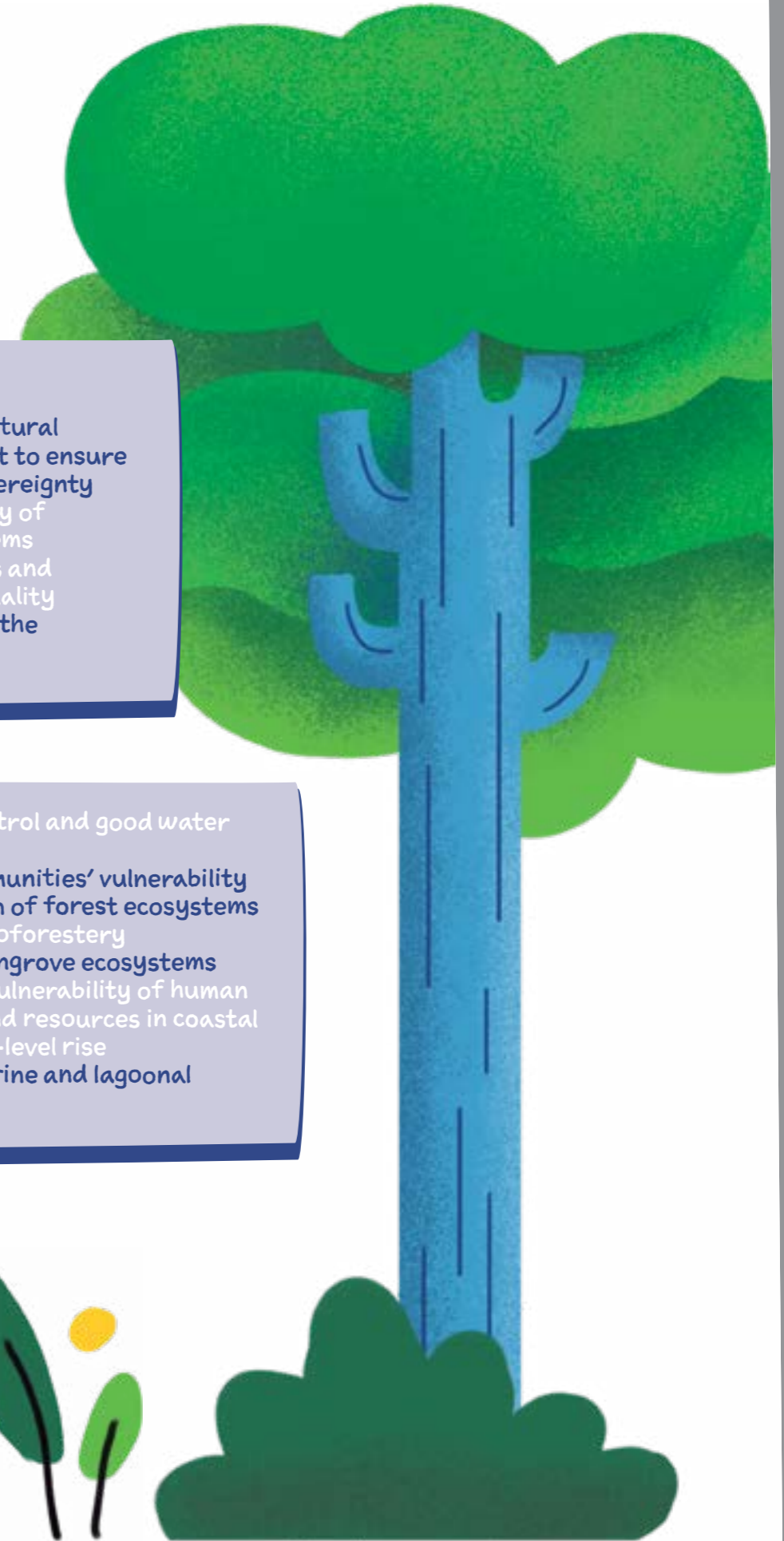
- Promoting improved farming techniques
- Promoting soil fertility management techniques
- Promoting irrigation schemes
- Developing use of natural gas and renewable energies
- Increasing households' access to electric lighting in place of kerosene lighting
- Enhancing actions for an efficient use of electric power in all sectors
  - Promoting low wood energy-consuming technologies
    - Promoting substitution of firewood consumption with butane gas
    - Reducing deforestation rate by 5,000 ha/year and developing 5,000 ha of planted forests per year.



### Adaptation targets:

- Improving Benin's agricultural performance, to enable it to ensure food and nutritional sovereignty
- Reducing the vulnerability of natural and human systems to water stresses, floods and degradation of water quality
- Enhancing knowledge of the climate system

- Promoting control and good water management
- Reducing communities' vulnerability to degradation of forest ecosystems
- Promoting agroforestry
- Developing mangrove ecosystems
- Reducing the vulnerability of human settlements and resources in coastal regions to sea-level rise
- Protecting marine and lagoonal ecosystems.





# Tanzania's nationally determined contribution under the Paris Agreement

(Specific fact sheet for Tanzania)

This is not an exhaustive list of targets. Find more information at:

[https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/United%20Republic%20of%20Tanzania%20First%20NDC/TANZANIA\\_NDC\\_SUBMISSION\\_30%20JULY%202021.pdf](https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/United%20Republic%20of%20Tanzania%20First%20NDC/TANZANIA_NDC_SUBMISSION_30%20JULY%202021.pdf)

## Climate change mitigation



### Mitigation targets: reduction of greenhouse gas emissions between 10-20% by 2030:

- Energy diversification
- Promotion of renewable energy such as geothermal, wind, solar and renewable biomass
- Expanding the use of natural gas
- Promoting rural electrification
- Waste to energy programmes
  - Participatory forest management
  - Forest conservation and tree-planting initiatives
  - Low-emission transport systems and investments in air, rail, marine and road infrastructures

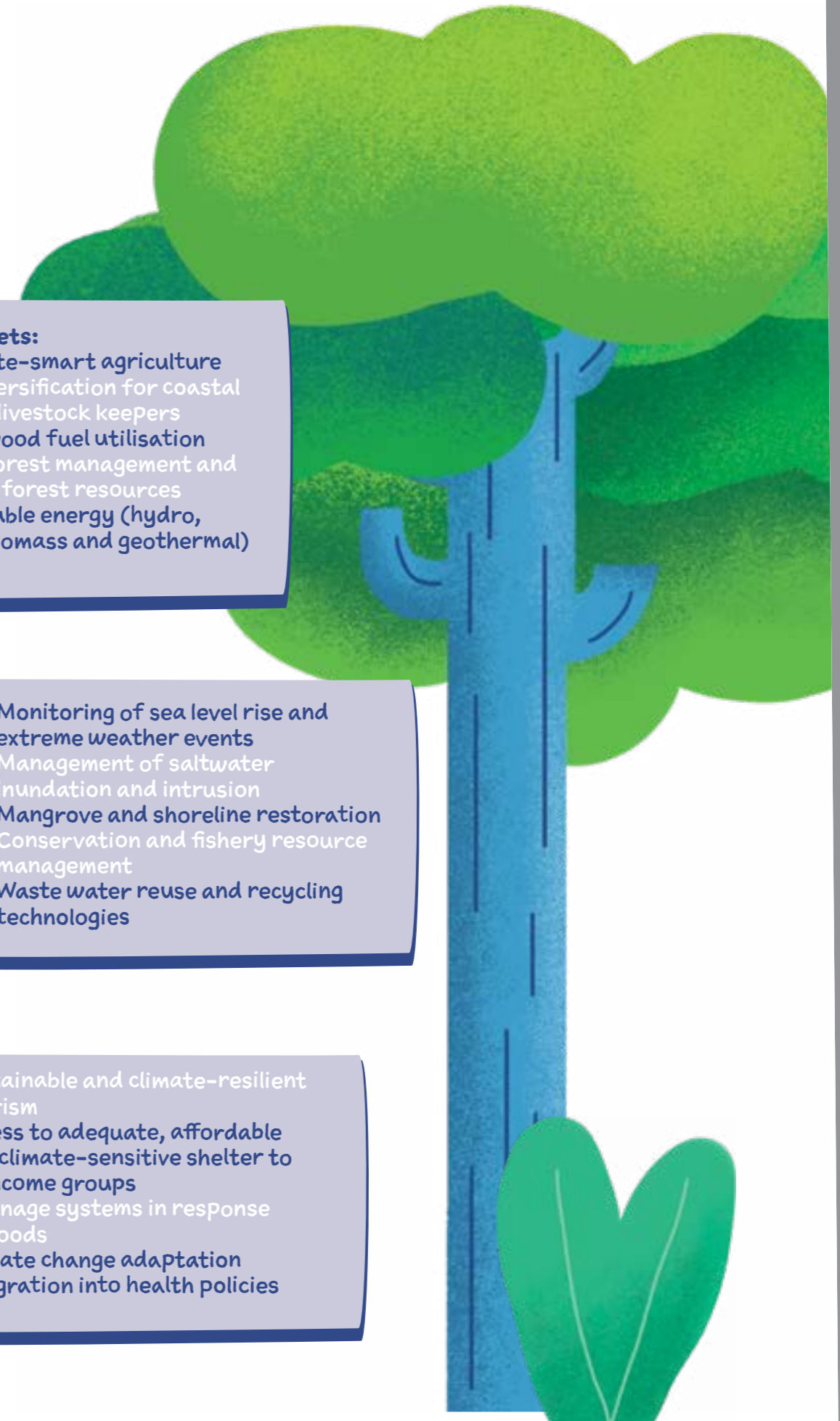


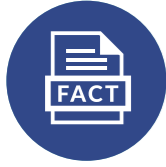
### Adaptation targets:

- Develop climate-smart agriculture
- Livelihood diversification for coastal communities, livestock keepers
- Efficiency in wood fuel utilisation
- Sustainable forest management and protection of forest resources
- Use of renewable energy (hydro, solar, wind, biomass and geothermal)

- Monitoring of sea level rise and extreme weather events
- Management of saltwater inundation and intrusion
- Mangrove and shoreline restoration
- Conservation and fishery resource management
- Waste water reuse and recycling technologies

- Sustainable and climate-resilient tourism
- Access to adequate, affordable and climate-sensitive shelter to all income groups
- Drainage systems in response to floods
- Climate change adaptation integration into health policies





# Lesotho's nationally determined contribution under the Paris Agreement

(Specific fact sheet for Lesotho)

This is not an exhaustive list of targets. Find more information at:

[https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Lesotho First/Lesotho First NDC.pdf](https://www4.unfccc.int/sites/ndcstaging/PublishedDocuments/Lesotho%20First/Lesotho%20First%20NDC.pdf)

## Climate change mitigation



### Mitigation targets: reduction of greenhouse gas emissions by at least 10% by 2030:

- Improving crop and livestock production practices
- Protecting and re-establishing forests
- Expanding electric power generation from renewable energy
- Improving access to modern and energy efficient technologies in transport, industry and construction sectors
- Carry out information dissemination campaigns aimed at reducing emissions from fuel consumption
  - Develop information and education materials on energy efficiency in the transport sector
  - Reduction in the use of paraffin (kerosene) for heating to reach 5%
    - To disseminate efficient cook-stoves to reach a penetration rate of 30%
    - To progressively reduce the use of wood for heating to 10%
    - To disseminate Solar Home Systems to reach 15% of the population without electricity

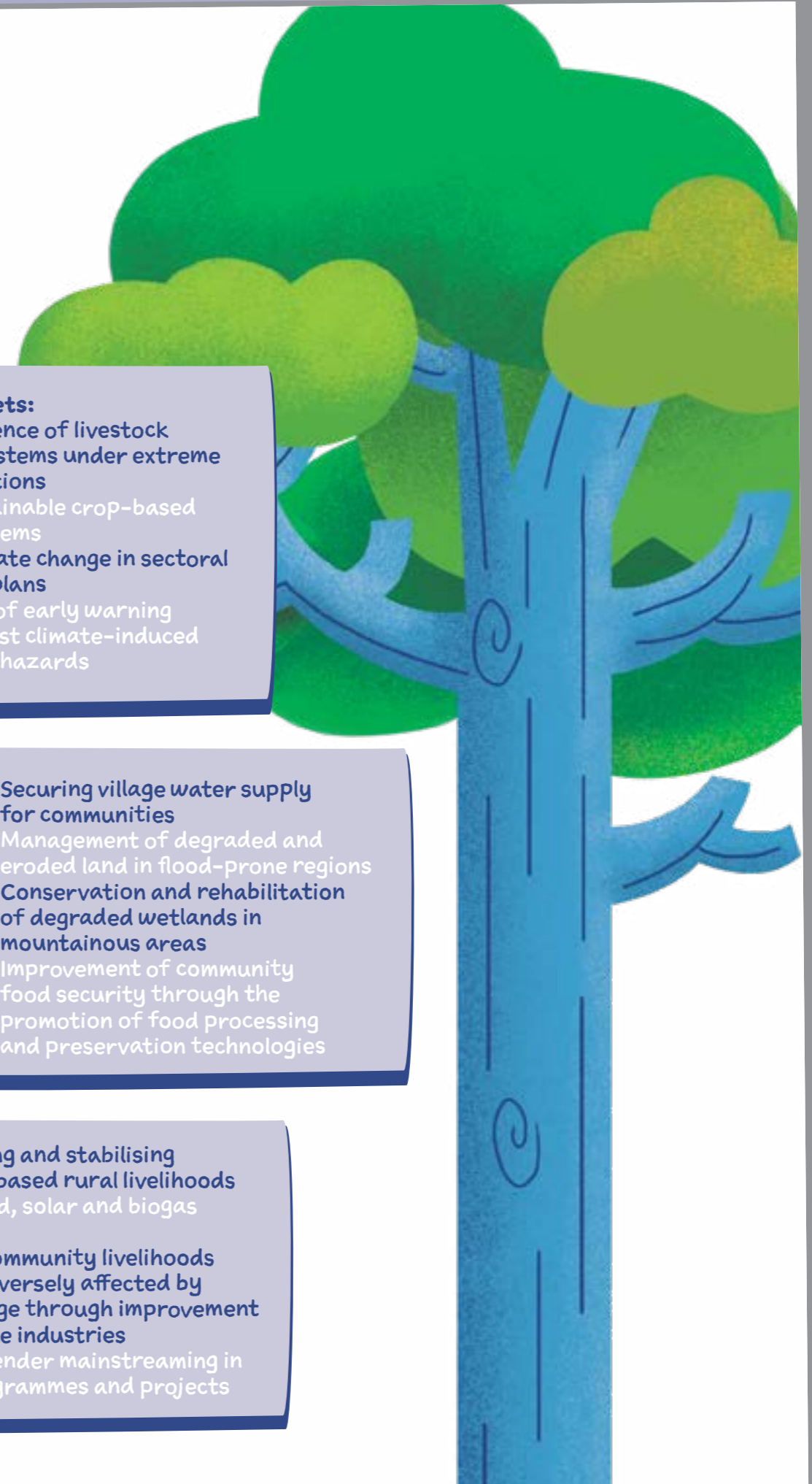


### Adaptation targets:

- Improve resilience of livestock production systems under extreme climatic conditions
- Promote sustainable crop-based livelihood systems
- Integrate climate change in sectoral development plans
- Improvement of early warning systems against climate-induced disasters and hazards

- Securing village water supply for communities
- Management of degraded and eroded land in flood-prone regions
- Conservation and rehabilitation of degraded wetlands in mountainous areas
- Improvement of community food security through the promotion of food processing and preservation technologies

- Strengthening and stabilising ecotourism-based rural livelihoods
- Promote wind, solar and biogas energy use
- Stabilising community livelihoods which are adversely affected by climate change through improvement of small-scale industries
- Promoting gender mainstreaming in policies, programmes and projects





# Share the knowledge

## SUSTAINABLE DEVELOPMENT GOALS

- SDGs are a set of universal goals to help combat the urgent environmental, political and economic challenges facing our world. SDG 13 focuses on climate action – but all 17 SDGs can help towards climate justice and environmental sustainability. You can use the SDG targets and all the information online to convince other people that climate action is essential and urgent!



## National government system



Before you begin to advocate, you have to identify the people you need to influence: the decision-makers who have power and responsibility in relation to the issue you want to tackle. Understanding your national and local governance system is key to identifying the right person to aim your advocacy at.

# BENIN

## Gouvernance au niveau national

- Les lois au plan national sont votées par l'Assemblée Nationale, et sont initiées soit par un député, soit par le gouvernement, soit par un citoyen. Le Président de la République peut prendre un décret qui a force de loi après consultation du conseil des ministres.

## Gouvernance au niveau local

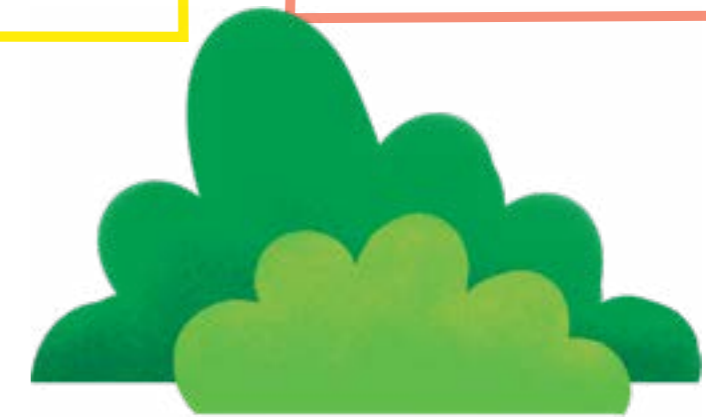
- Le préfet représente l'autorité gouvernementale dans la ville ou commune. Une commune regroupe plusieurs arrondissements.
- Le conseil d'arrondissement a à sa tête le maire et des adjoint.e.s, élus par la population de la commune. Le maire peut prendre des décisions sous forme de décrets.
- Le conseil communal a à sa tête le chef d'arrondissement. La commune élabore et adopte un Plan de Développement Communal (PDC), en vue d'assurer les meilleures conditions de vie à l'ensemble de la population
- Les collectivités locales ont à leur tête le chef du village. Elles sont portées par la population, qui s'organise et se concerta, et le poids des leaders (sages, chefs villages, responsables d'organisations paysannes, autres élus locaux, etc) est primordial.



## The power of women and girls in climate action

As of 2015, **only 12%** of national environmental ministries **are headed by women**

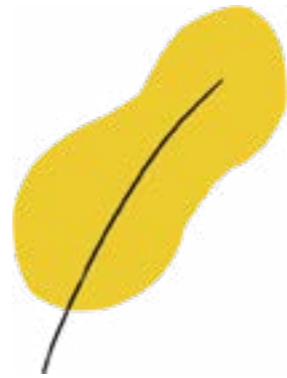
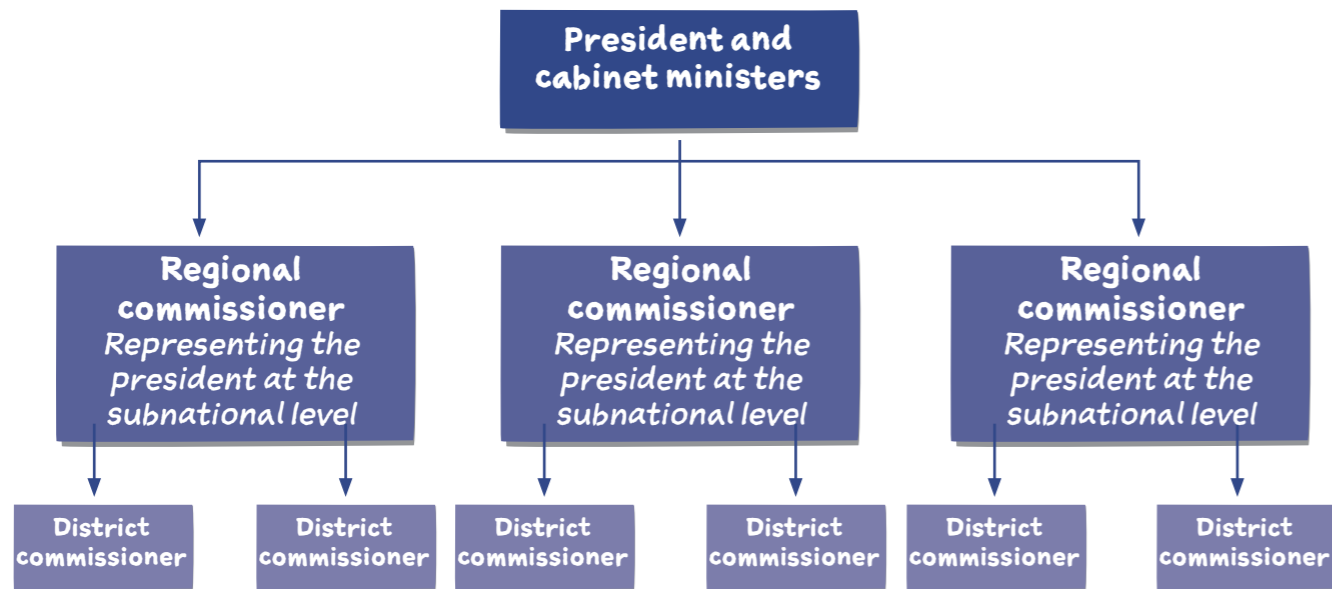
Women represent on average **only 30%** of national and global climate negotiation bodies





# TANZANIA

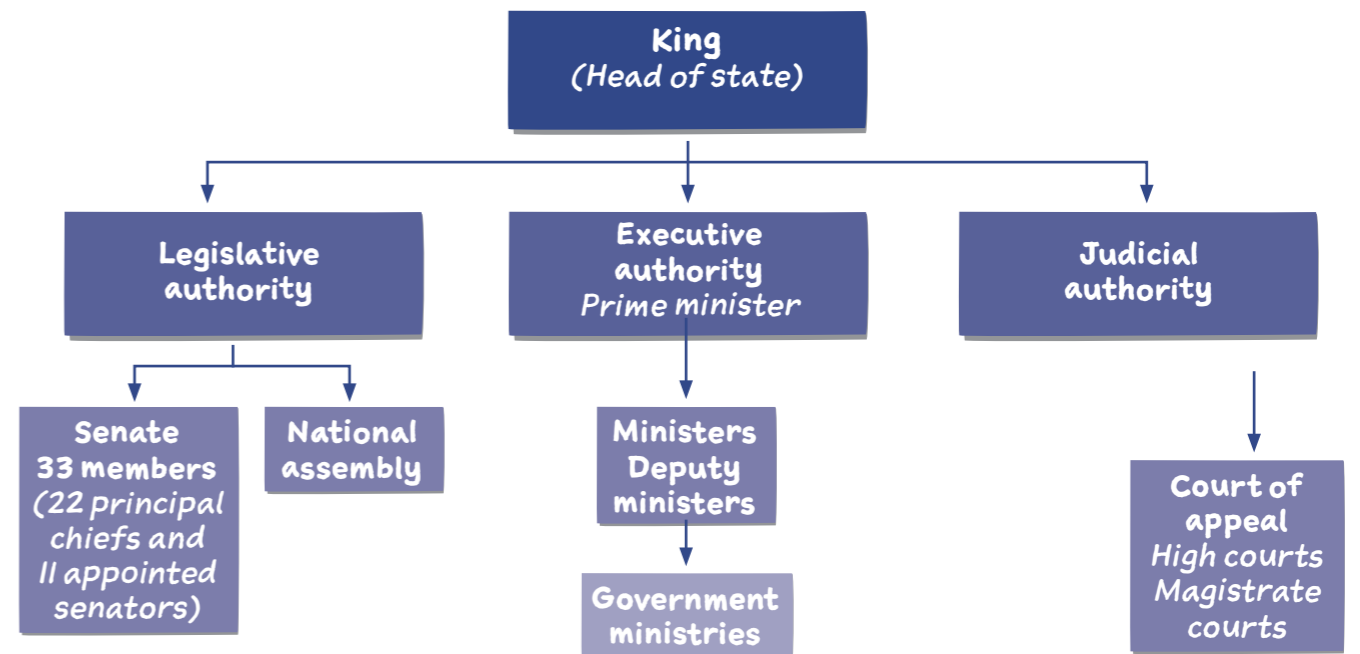
## The government structure



# LESOTHO

Lesotho is a constitutional monarchy with the king as the head of state and the prime minister as the head of government.

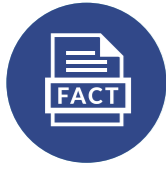
## The government structure



The Lesotho Senate is the upper chamber of the parliament of Lesotho, which along with the National Assembly of Lesotho – the lower chamber – comprises the legislature of Lesotho. Under local governance, we have area chiefs under the different principal chiefs, the area

chiefs have village headmen under them and oversee the overall community leadership. We also have community councils under the local governance, the councils are further divided into electoral divisions led by elected councillors who oversee community developments and are members of the different political parties.

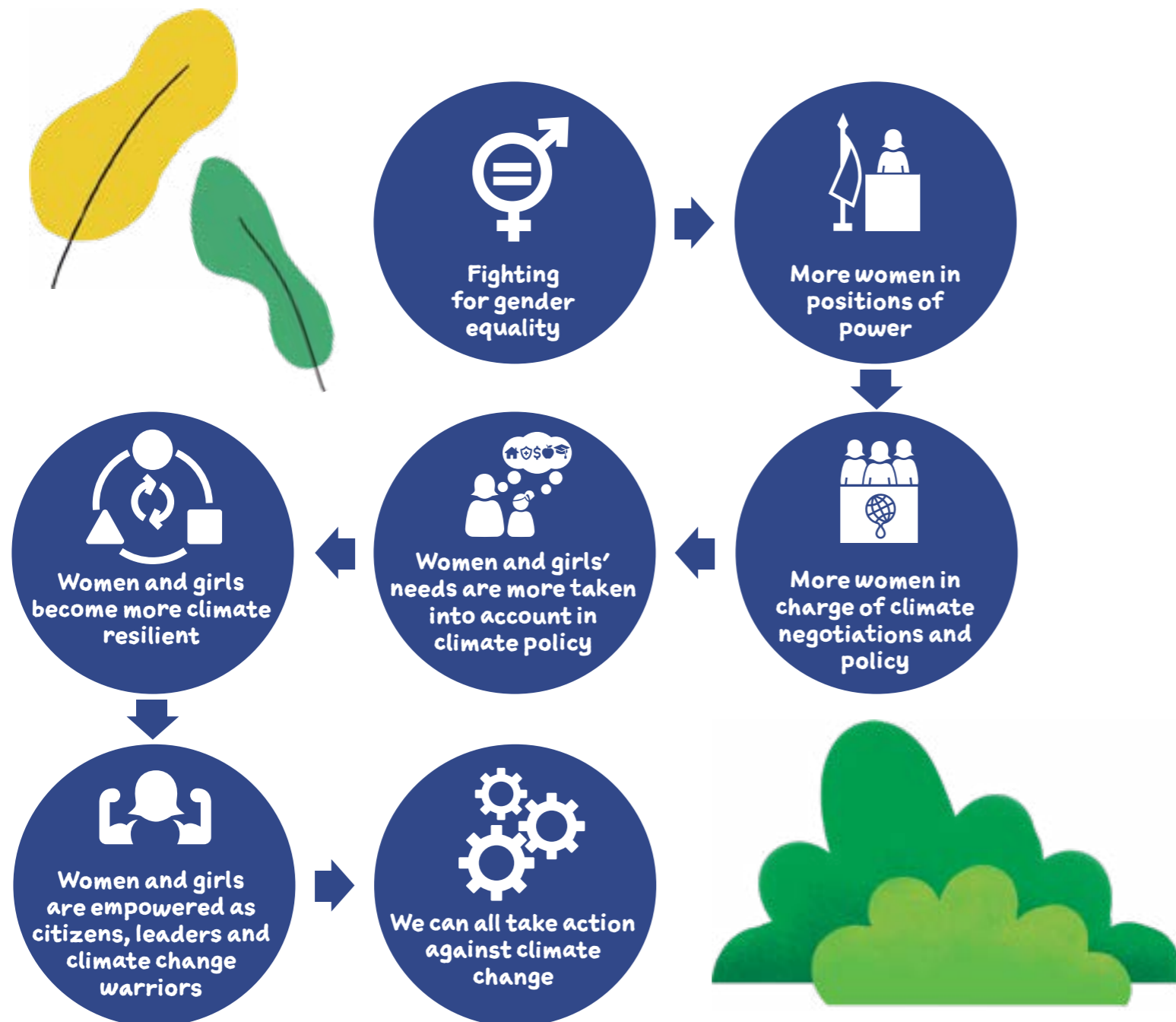




# Share the knowledge

## THE POWER OF WOMEN AND GIRLS IN CLIMATE ACTION

- As of 2015, only 12% of national environmental ministries are headed by women
- Women represent on average only 30% of national and global climate negotiation bodies



## Meet 10 young climate activists around the world

*(Five are Girl Guides and five are not)*

### Africa region

#### Ellyanne Chlystun-Githae Wanjiku, Kenya

Ellyanne started taking climate action at only four years old by planting trees. She founded Children with Nature, the only organisation in Africa led by youth and children working specifically on influencing the young to protect the environment. At nine, she had already been behind the planting of 250,000 trees in Kenya.



#### Tinashe Precious Kadzirange, Zimbabwe

Tinashe is part of the Youth Exchange South to South (YESS) movement. She is the advocacy task force head for the Girl Guides Association of Zimbabwe. She is passionate about climate change and has been very involved in the World Environment Day celebrations.



### Europe region

#### Greta Thunberg, Sweden

At 15, Greta started a school strike outside the Swedish parliament to ask for a reduction in carbon emissions. Her actions sparked an international movement called Fridays for Future, where pupils around the world go on school strike to demand that political leaders take action to prevent climate change.



#### Sarah-Anna Awad, Austria, advocacy champion

Sarah-Anna is a WAGGGS advocacy champion. She became a climate activist to prevent glaciers from melting, which is already causing huge issues in her country. She is committed to action on the SDGs in Austria and worldwide and is a global climate activist. She has spoken out at global events such as the UN Commission on the Status of Women 2019 and the UN Youth Climate Summit.



## Western hemisphere

### Sumak Helena Sirén Gualinga, Ecuador

Helena grew up in the Sarayaku indigenous community, where she witnessed the effects of climate change and environmental degradation on the Amazon first-hand. She amplifies the voice of her community by speaking out against oil extraction in indigenous land. Together with 150 young people from all over the world, she started the Polluters Out campaign, a youth-led mobilisation against the influence of fossil fuel corporations on the world.

### Cassandra Walcott, Barbados, HSS 2019 alumna

Cassandra is passionate about protecting sea life. She got the idea for her project while attending the Helen Storrow Seminar 2019. She is removing excess seaweed from the beaches in Barbados – which is killing sea life and creating odour pollution – and using it to create fertiliser.



## Asia-Pacific region

### Licypriya Kangujam, India

Licypriya started campaigning for climate action at age seven. She spent a week outside the Indian parliament house to get the attention of the prime minister and ask to pass a climate change law in India. She is also a strong advocate for climate change education and has succeeded in making climate lessons part of the school curriculum in the region of Gujarat.

### Rayya Naseem, Maldives, HSS 2019 alumna

Rayya created Keep the Scene Clean, an environmental project about keeping the streets of Maldives clean, after attending the Helen Storrow Seminar at Our Chalet in 2019. She is also living a zero-waste lifestyle and hopes to inspire others to do the same.



## Arab region

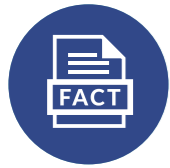
### Kehkashan Basu, UAE

Kehkashan started taking action for climate at age eight, when she started planting trees and organising young people to recycle. At 12, she founded the Green Hope Foundation, with the goal of teaching and implementing the SDGs through workshops and grassroots action.

### Eya Ben Soltana, Tunisia, HSS 2018 alumna

Eya was inspired to take action on access to water and sanitation after attending the Helen Storrow Seminar in 2018. With friends, she started a project to bring clean, safe water to schools in remote villages in Tunisia.





# It's time to celebrate

{Survey corrections}

## Corrections of statements from the curriculum survey that are not true

### YOUNGER YEARS

**Not true: 2)** The climate changes every day, but the weather is over a long period of time.

#### Why is it not true?

Weather is a specific event – like a rainstorm or hot day – that happens over a few hours, days or weeks. Climate is the average weather conditions in a place over 30 years or more.

**Not true: 5)** Climate change results in less clean water available, and boys are affected worse by this than girls.

#### Why is it not true?

There is indeed less clean water available because of climate change, but girls are more affected by that than boys. For example, women and girls are usually in charge of getting water for the family, so they have to travel further to get water.

## WEATHER

**Not true: 7)** Climate change causes drought (when there is no rainfall for a long time) everywhere in the world.

#### Why is it not true?

Climate change causes drought in some parts of the world, while in other parts, it causes rainfall to become heavier.



## PLANTS AND ANIMALS

**Not true: 6)** Trees take oxygen from the air and release harmful gases that make the Earth warmer.

#### Why is it not true?

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

## WATER

**Not true: 6)** Climate change reduces the amount of water on the Earth.

#### Why is it not true?

Climate change does not change the amount of water on the planet. It is making droughts more frequent, which means that there is less water available in some places. It also causes floods, which make water dirty and unsafe to drink or use for agriculture.

## LIVELIHOODS

**Not true: 9)** Composting is when plastic, metal, glass, dairy, fat, meat or cooked food is left in a pile to break down and become plant food.

#### Why is it not true?

Composting is when someone controls the decomposition (breakdown) of natural waste, such as vegetable scraps and skins, old tea bags and coffee, scraps of paper, leaves and flowers. Things you can't compost are plastic, metal, glass, dairy, fat, meat or cooked food.

## HEALTH

**Not true: 8)** Climate change makes it easier for people to have a healthy and balanced diet.

#### Why is it not true?

Climate change can cause crops and livestock to die, affecting how much food is available for people. This makes it more difficult for people to have a healthy and balanced diet.

## FREEDOM

**Not true: 8)** Girls are at the same risk of missing out on their education as boys due to climate change, because climate change affects boys and girls the same.

#### Why is it not true?

Girls are at more risk of missing out on their education due to climate change than boys. This is because girls are more affected by some of the consequences of climate change and face some obstacles to education that boys don't face.



**Not true: 11)** Advocacy is when adults try to convince people in powerful positions to create a better world for everyone. Children can't do this.

#### Why is it not true?

Children can also do advocacy. We believe that no one is too young to do advocacy.







# It's time to celebrate

{Survey corrections}

## Corrections of false statements from the curriculum survey

### MIDDLE YEARS

**False:** 3) Deforestation makes the Earth colder. This is because people are cutting down trees which absorb carbon dioxide (CO<sub>2</sub>) and this is one of the gases linked to climate change.

#### Why is it false?

Deforestation is one of the causes of climate change and the increase in temperature of the Earth. This is because the trees absorb carbon dioxide (CO<sub>2</sub>), a gas that makes the Earth warmer.



## WEATHER

**False:** 7) Climate change causes the same effects everywhere in the world.

#### Why is it false?

Climate change causes different effects in different parts of the world, such as heat and cold waves, periods of no rain or too much rain (droughts and floods).



**False:** 4) Only governments can make changes to stop or reduce the release and creation of greenhouse gases (climate mitigation).

#### Why is it false?

All of us can make to stop or reduce the release and creation of greenhouse gases.

**False:** 6) Women don't need to help stop climate change because there are already powerful people doing this.

#### Why is it false?

Only by getting involved in the response to climate change will women ensure that their views are represented.

## PLANTS AND ANIMALS

**False:** 7) It's good that climate change causes heavier rains because rain makes crops grow.

#### Why is it false?

Plants and animals may find it hard to adapt to heavier rainfall resulting from climate change. Plants may die out, affecting the habitats and food sources of lots of creatures, not just animals.

## WATER

**False:** 7) Climate change reduces the amount of water on Earth.

#### Why is it false?

Climate change is making water availability less predictable in many parts of the world because it causes droughts, which means there is less surface water available for everyone. The amount of water on Earth does not change.

## LIVELIHOODS

**False:** 10) Men are affected more badly than women by the effect of climate change on agriculture (farming).

Climate change's negative impact on agriculture affects women more badly than men as most farmers in Africa are women.

## HEALTH

**False:** 9) Climate change doesn't impact people's nutrition (how well they eat) because people can simply decide what kind of food they eat.

#### Why is it false?

Climate change may result in bad harvests and people may not be able to get the right nutrition. Climate change also affects people's jobs and as a result it can affect their access to a balanced and healthy diet.



## FREEDOM

**False:** 9) There is no link between climate change and human rights.

#### Why is it false?

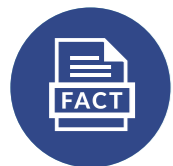
Human rights are affected by climate change in many ways. For example, climate change restricts people's freedom and may force them to a path they have not chosen, resulting in the violation of their human rights. Also, certain rights can be used to help fight climate change. Therefore, these two are closely related.

**False:** 11) Mitigation is how we prepare for the impact of climate change. Adaptation is how we reduce our impact on the Earth.

#### Why is it false?

Adaptation to climate change means to diminish or avoid the harm caused by climate change and find new solutions for people to live and succeed in their new climatic conditions. Mitigation means reducing or preventing further greenhouse gases from being released into the atmosphere, so as to reduce our impact on the Earth.





# It's time to celebrate

{Survey corrections}

## Corrections of false statements from the curriculum survey

### OLDER YEARS

**False:** 1) Greenhouse gases, that are naturally released by plants into the atmosphere, have caused global temperatures to increase at an alarming rate.

#### Why is it false?

Human actions spew greenhouse gases into the atmosphere causing temperatures on Earth to increase at an alarming rate.

**False:** 3) In Africa, boys and men are more likely to be impacted by the effects of climate change because they have less access to resources.

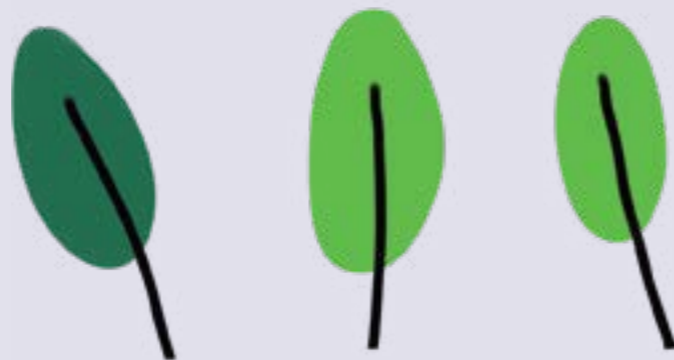
#### Why is it false?

Women and girls are more likely to feel the brunt of climate change because they have less access to resources and because of power inequalities.

**False:** 4) Climate change has the same impact on boys and girls because it's happening everywhere in the world.

#### Why is it false?

Climate change affects the most vulnerable groups in society the most. Even though girls and women are not weaker than boys and men, they have less access to resources, which puts them most at risk.



### WEATHER

**False:** 7) Natural disasters are natural events that cause damage to the environment. Because they're natural, there's nothing we can do to prepare for them.

#### Why is it false?

It is possible to prepare for natural disasters. Disaster resilience is a key aspect that communities and governments can focus on to prepare for the increase of natural disasters caused by climate change.

### PLANTS AND ANIMALS

**False:** 7) Planting a tree to replace every tree that is cut down will stop climate change.

#### Why is it false?

Even though there are many benefits to tree planting, this action will not stop climate change. There can also be negative side effects of focusing primarily on tree planting as a response to climate change.

### WATER

**False:** 6) Climate change reduces the amount of water on Earth.

#### Why is it false?

Climate change is making water availability less predictable in many parts of the world because it causes droughts, which means that there is less surface water available for everyone. The amount of water on Earth does not change.

### LIVELIHOODS

**False:** 8) Composting is when plastic breaks down in a pile to become natural plant food

#### Why is it false?

Composting is when organic waste (leaves, grass, fruit and vegetable scraps) is left in a pile (or bin) to break down, mix together and become natural plant food (fertiliser). Plastic cannot be composted.

### FREEDOM

**False:** 8) Climate change and human rights aren't linked because they're different things.

#### Why is it false?

Human rights are affected by climate change in many ways and are closely related. For example, climate change restricts people's freedom and may force them on to a path they have not chosen, often resulting in the violation of their human rights. Also, certain rights can be used to help fight climate change.

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

#### Why is it false?

Adaptation to climate change means to diminish or avoid the harm caused by climate change and find new solutions for people to live and succeed under their new conditions, so as to prepare for the changes resulting from climate change. Mitigation means reducing or preventing further greenhouse gases from being released into the atmosphere, so as to reduce our impact on the Earth.



### HEALTH

**False:** 9) Climate change only impacts the health of people when disasters happen.

#### Why is it false?

Climate change affects people's health in many ways that do not involve disasters, such as: extreme weather makes farming more difficult and causes food insecurity and malnutrition, heatwaves increase the risk of cardiovascular diseases, and sea-level rise and changes in ecosystems increase the risk of contamination by different diseases.



# Acknowledgments

The Girl-Led Action on Climate Change curriculum was co-created with the valuable contributions from:

- Co-creation teams of girls, young women and leaders from Benin, Lesotho and Tanzania
- Girl Guide groups that participated in pilot testing
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# Girl-Led action on Climate Change

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