

# Girl-Led Action on Climate Change

For girls aged 7-10



Food and Agriculture  
Organization of the  
United Nations

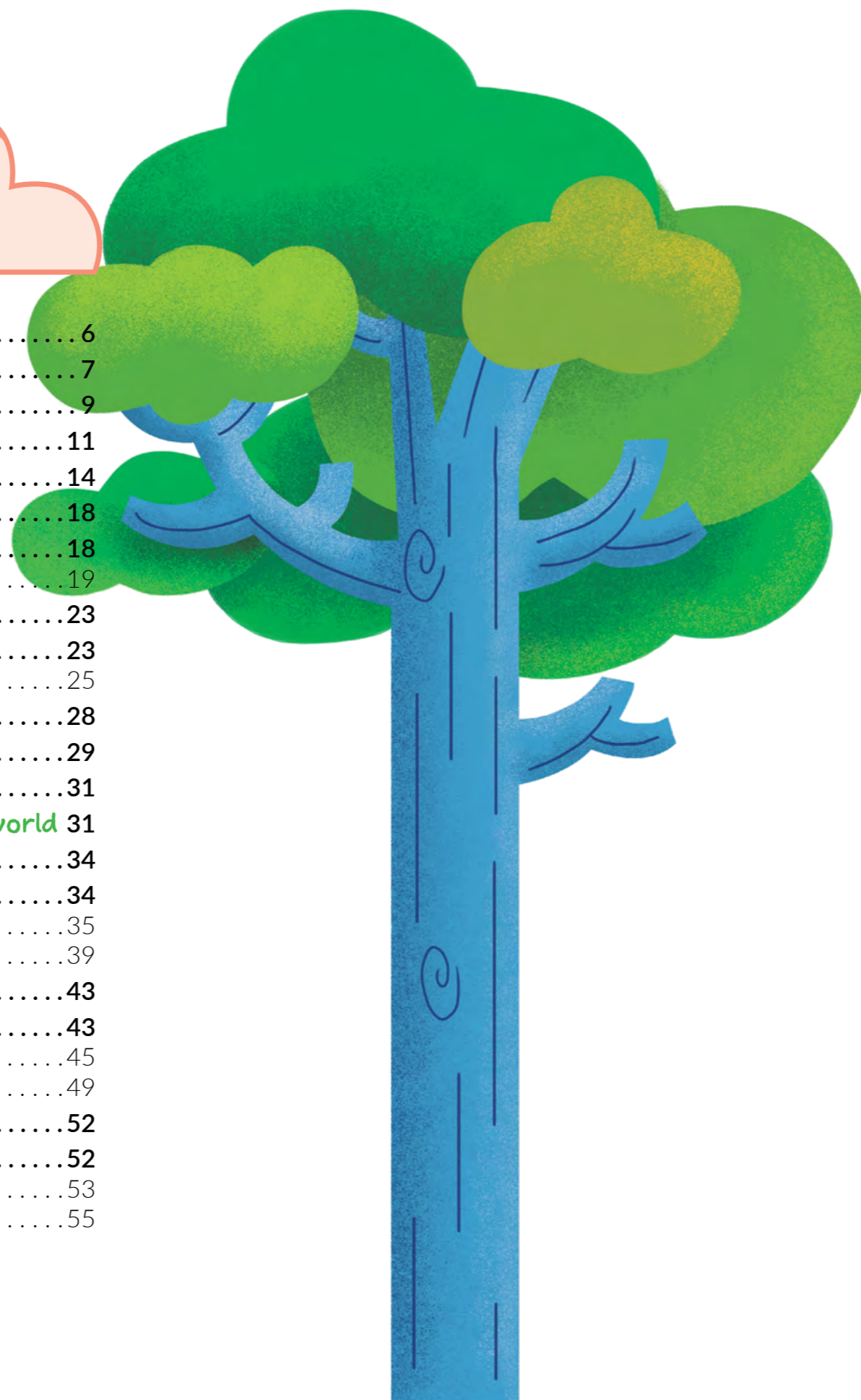


WORLD ASSOCIATION  
OF GIRL GUIDES  
AND GIRL SCOUTS



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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 has developed this curriculum as part of the Girl-led Action on Climate Change (GLACC) programme, funded by the Swedish Postcode Foundation. Thanks for this partnership, 12,000 girls in Latin America and the Caribbean will get to learn about climate change and how to adapt to its effects.

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 support from the programme's Technical 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 Latin America and the Caribbean** to complete with their peers, specifically adapted for groups in Argentina, Brazil, Chile, Dominica, Mexico, Nicaragua, Panama, St Lucia and Trinidad & Tobago.

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, you must **complete 10 activities and the surveys**.

Stage 1 is the basis for the curriculum and contains the pre-survey, two activities to understand what climate change is and how it affects different people around the world, and the first part of the climate action plan.

In each stage you should complete two main 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, and how to adapt to the effects of climate change in those topics. The badge should take about six-seven hours to complete, plus time for taking the action developed in your action plan.

We recommend taking the time to complete the activities over **several weeks**, instead of over a few days. For example, you could do one or two activities **each week** over five or eight 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:

✓ = one completed activity

 <b>STAGE 1</b> See the bigger picture	What is climate change?	Who is most affected by climate change?	Climate action plan part 1
	✓	✓	✓
 <b>STAGE 2</b> Explore the issues	<b>The natural world</b> Choose one of these topics, then complete one activity	<b>People</b> Choose one of these topics, then complete one activity	Climate action plan part 2
	Weather Animals and plants Water ✓	Livelihoods Health Freedom ✓	✓
 <b>STAGE 3</b> Prepare to take action	How to take action	Share the knowledge	Climate action plan part 3
	✓	Choose one activity out of two ✓	✓
	Let's Celebrate + Survey	✓	

Total number of activities to complete = 10 + surveys





# Activities chart

	Section	Activity	Summary	Duration (min)	Suitable for online
Stage 1	What is climate change?	Cross the atmosphere	Play games to understand how climate change works	45	
	Who is most affected by climate change?	We're all in this together	Play a fairness game to understand why climate change is worse for some people than others.	45	
	Climate action plan, part 1			30	✓
Stage 2	Weather	Floods and droughts: Your imaginary place	Act out different disasters and use your imagination to prepare for floods and droughts	60	✓
		Hurricanes: Rescue mission	Play a game to understand how to help when a hurricane strikes.	60	
	Animals and plants	Land: Habitat, water, food	Build a human pyramid and explore the perfect habitat for an animal.	60	
		Marine: Ricki the parrot fish	Use role play to explore why people cut down trees and what you can do about it.	60	
	Water	Fresh water crisis: Is there enough water?	Play a running game to discover how climate change makes it harder for everyone to get clean water.	60	
		Sea-level-rise: Keep your feet dry	Explore the consequences of sea-level rise.	60	

	Section	Activity	Summary	Duration (min)	Suitable for online
Stage 2	Livelihoods	Farming tales	Play a storytelling game to understand how climate change affects farmers and discover how farming can be good for the Earth	60	✓
		The job lottery	Play a storytelling game to understand how climate change can affect people's jobs and money, and invent a new 'green' job for the future	60	✓
	Health	Diseases: Swat the mosquito	Practise your running skills and try to escape the biting mosquitoes.	50	
		Nutrition: Nutrition dodgeball	Play a game to discover how staying healthy can help us fight climate change.	60	
	Freedom	Education: Education hopscotch	Create the happiest place to live in and play a game of hopscotch to explore how climate change can affect your rights and access to education.	45	
		Migration: Climate chairs	Create the happiest place to live in and play a game of musical chairs to explore how climate change can affect people's human rights such as where they live.	60	
	Climate action plan, part 2			30	✓
Stage 3	How to take action	A feelings map	Explore your feelings about climate change and think about your power to make a difference	45	✓
	Share the knowledge	Nature drawing	Create a piece of art to tell others about climate change.	30	✓
		Letter to the mayor	Write a letter to your community leaders to ask for climate action.	30	
	Climate action plan, part 3			30	✓
It's time to celebrate!				70	✓

# Survey BEFORE

## Part 1

Are these statements about climate change true?

Read out these statements slowly to the group, repeating as necessary. They should write down the question number on their paper, followed by an answer of Yes or No.

1. Climate is an event that happens over a few hours, days or weeks, while weather describes the conditions in a place for a very long time.
2. Climate change is the impact humans are having on the average weather conditions over 30 years or more.
3. Forests produce greenhouse gases and create global warming.
4. Global warming is the increase of the average temperature of the Earth over a long period of time caused by human activities.
5. Climate Change has worse effects on some people than in others.
6. Boys and men are more impacted by climate change than girls and women.



## Part 2

From now on, we would like to hear about their experience with climate change.

They should answer the following questions with Yes or No.

7. I'm able to speak with confidence about some ways that climate change is affecting people and communities. **Yes or No**
8. I know ways to help my community adapt to some climate change problems. **Yes or No**
9. My individual actions on climate change can make a difference. **Yes or No**
10. I have taken some kind of community action on climate change before. **Yes or No**

For these last two questions, they should answer with:

- 1 for "a little"
- 2 for "medium"
- 3 for "a lot"

11. How important do you find the issue of climate change to your future?  
**1 = a little, 2 = medium, 3 = a lot**
12. Do you understand what climate change is doing to people around you?  
**1 = a little, 2 = medium, 3 = a lot**
13. How confident do you feel to talk to people about climate change?  
**1 = a little, 2 = medium, 3 = a lot**
14. Are you inspired to learn about climate change?  
**1 = a little, 2 = medium, 3 = a lot**
15. Are you inspired to take community action on climate change?  
**1 = a little, 2 = medium, 3 = a lot**





## STAGE I



# See the bigger picture

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

### What is climate change?

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



Read Maria's story and do the activity to understand what climate change is.



Read Maria's story and do the activity to understand why people have different experiences of climate change.



### Climate action plan, part I

Fill in the first part of your climate action plan.

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





# Meet Maria!

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





# Story time...

## What is climate change?

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

- Narrator
- Worm 1
- Worm 2
- Maria

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

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

**Worm 1:** I can't believe how hard and dry this ground is. We really need the rainy season to start...

**Worm 2:** Yeah my grandparents say the rains are getting later and later every year. It's changed so much over their lifetime!

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

**Worm 2:** No, no - I'm not talking about the weather actually! I'm talking about the **climate**. The climate is how much the average weather is changing over 30 years or more, whereas the weather changes every day - like having a rainstorm. The climate is changing because humans are making the Earth hotter. For example, the rain isn't coming when it's supposed to.

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

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

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





## STAGE I

# Cross the atmosphere

### SUMMARY

Play games to understand how climate change works

### IN THIS ACTIVITY YOU WILL

- Learn about the greenhouse effect
- Explore the difference between weather and climate

### MATERIALS

- Card set printed or drawn on separate papers
- Chalk or yarn (optional)

### PREPARATION

Print one copy of card set (or a few if your group is bigger)

### DURATION



45 MINUTES

## Activity description

### STEP 1

#### Learn about the greenhouse effect (10 minutes)

1. Use the definition box to learn about the greenhouse effect and greenhouse gases.

### STEP 2

#### Play a game to understand the greenhouse effect (15 minutes)

2. Draw a **straight line** with chalk on the floor (you can also use an imaginary line).
3. All players stand on one side of the line. Pick one person to be the **keeper**. The keeper will stand on the line, facing the rest of the players and can only move on the line.



4. The **goal** is for players to cross from one side to the other without being touched by the keeper.
5. If the keeper catches you, you will **join the keeper** on the line for the next round.
6. Everyone who managed to cross goes back to where they started and plays another round. Play until everyone is a keeper.
7. Play two or three games with a different person starting as the keeper.



The **greenhouse effect** is the process that makes and keeps the Earth warm.

Here's how it works: 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 (it's like wearing warm clothes). If we didn't have the greenhouse effect, the average temperature on Earth would be  $-18^{\circ}\text{C}$ . Can you imagine how cold that is?!

The result of too much greenhouse effect is what we call **global warming**, which makes the average temperature of the Earth hotter, and causes more extreme weather and natural disasters.

### STEP 3

#### Debrief the activity (10 minutes)

8. This game shows how the **greenhouse effect** works! Can you see how?
  - The **line** where the keepers move is the atmosphere
  - The **keepers** are greenhouse gases
  - The **people** escaping the Earth past the atmosphere are heat from the sun.
  - When we have more greenhouse gases, it's harder for the heat from the sun to escape, and therefore the Earth gets warmer.
9. **Humans** have changed the greenhouse effect and it's becoming really serious. Can you explain how?
  - Some things humans do, like transporting goods or people by plane and car, or making new products, release a lot of greenhouse gases. Some greenhouse gases you might have heard of are CO<sub>2</sub> (carbon dioxide) and CH<sub>4</sub> (methane), but there are many others. The more greenhouse gases are in the atmosphere, the greater the greenhouse effect.





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 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.

### BRING IT HOME

Explain to your family how the greenhouse effect works!

## STEP 4

### Bring it all together (10 minutes)

10. Can you sum up how climate change works? To help you, put the four climate change cards in order.
11. Sum up what you have learned in one sentence.

#### Answer

*Human actions cause too much greenhouse effect, which causes global warming, which causes more extreme weather (hurricanes, floods, etc.).*



## Climate change cards





STAGE I

## Story time...

# Who is most affected by climate change?

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

- Narrator
- Worm
- Maria

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

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

**Worm:** I heard that you can talk to animals like us! I'm really worried because I see so many girls and women passing me by everyday collecting the water for their family. It's always their job to do it and I don't think that's fair.

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

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

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

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

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

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

**Worm:** She's very, very wise indeed! But I've seen many girls around here, and they're all very brave. I'm sure you can help.

**Narrator:**  
What do you think Aunty Ana meant? Complete the activity to find out.





## STAGE I

# We're all in this together

### SUMMARY

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

### IN THIS ACTIVITY YOU WILL

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

### MATERIALS

Use recycled items and avoid disposable plastic:

- Full cups of juice for 10% of the group
- Chairs for 10% of the group
- Two jugs/bottles of water
- Cups for the rest of the group

### DURATION



45 MINUTES

### PREPARATION

- Find or make a small blank card for every player. Mark an X on 10% of the cards.
- Prepare cups of juice for 10% of the group and cups of water for the remaining 90%.

## Activity description

## STEP 1

### Play a game about privilege (10 minutes)

#### Instructions for activity leader

1. Choose one person to lead a **running game** of their choice for five minutes. During the game, give out the **cards** at random.
2. Once everyone has a card, give those with an **X** on their card the **cups of juice** and a **jug/bottle of water**. Give everyone else empty cups and a jug of water to share.

3. Observe the group to see if anyone shares. Do not influence the group.
4. Then announce that people with at least one letter "I" in their name have the choice to sit on a chair or sit on the ground. People who don't have an "I" in their names are forbidden to sit on the chairs.
5. Observe what happens in the group. but try not to reveal what's happening.

## STEP 2

### Debrief and discuss climate change (15 minutes)

6. Do you think it is **fair** that some people are drinking juice and some are not? How is that making you feel? Did anyone share their juice?
7. How do you feel about being able to sit on a chair or not? This is an unfair rule based on your name, which is part of who you are - you were born with it.
8. People with an X on their card and people with the letter "I" in their names had more **advantages** than those sitting on the floor. We call these advantages **privilege**. This game represents the different **privileges** that people have in life. Although people can't choose the life they're born into (eg if they're a boy or girl, if they have lots of money or not), we do have control over our **actions** and how we **support** each other.
9. As a **girl**, has there ever been a time where you have felt you were treated unfairly? Discuss what happened and how it made you **feel**. Did it make it **harder** for you to achieve the same things as boys around you?
  - For example, your parents might always ask you to do house chores, but not your brother. If your brother does do the chores, he might get congratulated because it's a 'special occasion'. You need to work much harder to be congratulated because your parents expect you to do house chores.
10. Climate change has **worse** effects on people who have less privilege in life. Why do you think this is? People with less privilege are already treated unfairly in life, so they have to **work harder to protect themselves against the effects of climate change**.
  - For example, climate change can cause big storms. Someone very rich that lives in a big, solid house made from bricks or stone with many different rooms will be sheltered during a storm. Someone less rich that lives in a small wooden house might have more issues staying safe from the storm.



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

## STEP 3

### Play a new game about privilege and climate change (20 minutes)

11. Play a new version of the game where the goal is to prepare for climate change. There are no cards this time but the rule is that **only people sitting in a chair, OR who have drunk juice in the last 20 minutes**, will be prepared for climate change and win.
12. You have one minute to try and win!
13. After one minute, observe who is prepared for climate change (by either sitting on a chair or has drunk juice recently). How many of you won - all of you? Why??
14. How could we make sure that **everyone** wins?
  - **Share** the remaining juice (if there was any left).
  - People who had already drunk juice could **give up** their seats to others
  - Several people could sit on the **same chair**.



15. Discuss:

- For those of you who had **advantages from the first game** (juice or a chair), did you decide to help others win the game? Why?
- For **without advantages**, did you try to **persuade** others to help you win? How did it go?
- Before the game, did you **share** what you already had (limited juice and chairs)? Why? Did learning about **privilege** after the first game make you think about helping others in the second?

16. This game is like real life: some people are better prepared for climate change from birth, because of their privilege. Other people have to **work harder** to be prepared. But we can all **work together and support each other** to be better prepared.

17. Now that you have learned about privilege, try to think about how you can help people with less privilege to be better prepared for the effects of climate change! The aim is for **us all to be winners**.

### BRING IT HOME

What have you learned today about privilege and climate change? How do you think being born a girl or a boy makes a difference in the advantages you get in life? Prepare a simple message to explain what you have learned and share it with your family.

### Examples of the impact of climate change on less privileged people

- Climate change might cause crops (eg vegetables) and animals to die. If so, privileged people (those with lots of money) can survive by buying different food in shops. However, people with less privilege can only eat what they grow or can afford, so they don't have the choice to find food elsewhere.
- Climate change means there is less freshwater available. Women and girls (who have less privilege) are usually in charge of collecting water for the family, so when there's less available they have to travel further to get it. However, people with more privilege, like men and boys who don't need to get water, aren't so affected by it.



# Climate action plan, part 1

{suitable for online}



STAGE 1

### SUMMARY

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

### MATERIALS

- A copy of the **climate action plan** (ideally one per person - see page 103)
- Pencils



30 MINUTES

### DURATION

### IN THIS ACTIVITY YOU WILL

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

### PREPARATION

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

## Activity description

### STEP 1

#### What is climate change to you?

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



### STEP 2

#### Complete the decision tree

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







## STAGE 2



# Explore the issues

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

If you do not know which topics to choose, use the **decision tree** at the end of stage one to help you.

## The impact of climate change on the natural world



Read Maria's story, choose one topic and complete one of its two activity options.

### Weather

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

- **Floods and droughts: Your imaginary place** – Act out different disasters and use your imagination to prepare for floods and droughts.
- **Hurricanes: Rescue mission** – Play a game to understand how to help when a hurricane strikes.

### Animals and plants

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

- **Land: Habitat, water, food** – Play a game all about an animal's survival.
- **Marine: Ricki the parrot fish** – Build a human pyramid and explore the perfect habitat for an animal.

### Water

Climate change 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.

- **Fresh water crisis: Is there enough water?** – Play a running game to discover how climate change makes it harder for everyone to get clean water.
- **Sea-level-rise: Keep your feet dry** – Explore the consequences of sea-level rise.

## The impact of climate change on people



Read Maria's story, choose one topic and complete one of its two activity options.

### Livelihoods

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

- **Farming tales** – Play a storytelling game to understand how climate change affects farmers and discover how farming can be good for the Earth.
- **The job lottery** – Play a storytelling game to understand how climate change can affect people's jobs and money, and invent a new 'green' job for the future.

### Health

Extreme weather increases the risks of **diseases** like malaria and cholera. When we don't get enough clean water, people are less likely to be able to get enough healthy food. Public policy has the power to save people and protect people from the effects of climate change and reduce the impact this has on health.

- **Diseases: Swat the mosquito** – Practise your running skills and try to escape the biting mosquitoes.
- **Nutrition: Nutrition dodgeball** – Play a teamwork game to collect tokens and provide a healthy meal for your family

### Freedom

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

- **Migration: Climate chairs** – Create the happiest place to live in and play a game of musical chairs to explore how climate change can affect people's human rights such as where they live.
- **Education: Education hopscotch** – Create the happiest place to live in and play a game of hopscotch to explore how climate change can affect your rights and access to education.





STAGE 2

Story time...

## Weather

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

- Narrator
- Maria
- Bird 1
- Bird 2
- Aunty Ana

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

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

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

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

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

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

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

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

**Narrator:** Just then, Aunty Ana arrived home for lunch. She gave Maria a big hug.

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

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

**Aunty Ana:** Oh, that is exciting. Learning about climate change is important; because it helps us be better prepared for it.

**Narrator:**

**Aunty Ana has lots of wise advice. Complete one activity from this topic to find out about extreme weather and how you can help.**





## STAGE 2

# Floods and droughts: Your imaginary place

{suitable for online}

### SUMMARY

Act out different disasters and use your imagination to prepare for floods and droughts

### IN THIS ACTIVITY YOU WILL

- Learn to identify different types of natural disasters
- Find out which natural disasters are common in your area
- Learn how to prepare for floods and droughts in your area

### MATERIALS

- Paper, pens and coloured pencils

### DURATION



60 MINUTES

### PREPARATION

*Note for leaders:* This activity could be upsetting for children if they have lived through a traumatic natural disaster. Please consider children's wellbeing when facilitating this activity and consider choosing another activity if it feels more appropriate.

## Activity description

## STEP 1

### Define natural disasters (10 minutes)

1. What are natural disasters? Come up with a **definition** together, including some examples.
2. Have you ever heard of natural disasters happening **in your country**?
3. Climate change causes changes to the **weather**. It makes natural disasters happen more often, and makes them worse. **Why** do you think this is?
  - Climate change changes the **water cycle**, and this changes the weather. It can cause natural disasters, but also make the weather more **extreme**. It makes warm temperatures warmer, cold temperatures colder, storms more dangerous, rain heavier, droughts more intense etc.



Natural disasters are events caused by nature that cause a lot of damage and loss of life. They can be **hurricanes** (large, swirling storms with winds faster than a cheetah!), **floods and landslides** (when the ground moves or slips down), **tornadoes** (nature's most violent storm - a tunnel or column of winds), **tsunamis** (giant waves in the sea caused by earthquakes or volcanoes), **wildfires** (uncontrolled fire often in rural areas), **droughts** (no rain for a long time so the land is very dry) or **ice storms** (freezing rain forms ice in thick layers).

## STEP 2

### Show natural disasters with your bodies (15 minutes)

#### Instructions for activity leader

4. Form teams of four to five players.
5. Each team has 10 seconds to act out a different natural disaster using only their bodies (no voices). Count down from 10 - when you reach zero, shout "Freeze!".
6. Teams then have time to look at each other and guess which disaster they are acting out.
7. If teams are struggling to think of disasters, you can give them examples: tornado, wildfire, flood, cold wave, drought, cyclone, heat wave, hurricane, landslide, blizzard.
8. Play a few rounds.



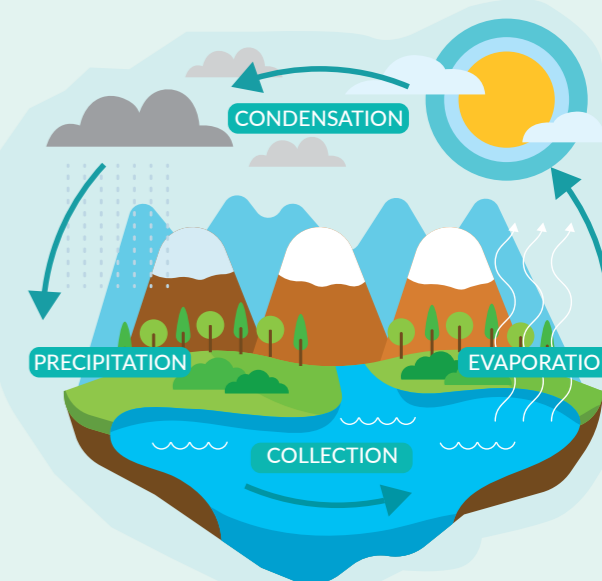
## STEP 3

### Debrief (10 minutes)

9. What did you learn?
10. If a disaster like this happened, what would you need to be prepared for it? Think about objects, but also skills, knowledge and attitudes!



The water cycle is how water moves across the Earth.



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



## STEP 4

### Protect places from flooding (20 minutes)

11. Draw an **imaginary place** where people could live: a house, town or farm.
12. Add the **people, animals and plants** that live in this place.
13. Split into **two groups**:
  - **Group 1:** Imagine that there is a storm coming and it will cause a huge **flood**. You need to prepare your imaginary place for the damage! Add anything you can think of to your drawing that would help **protect** this place from the water getting everywhere and damaging it. Think about the people, the houses, the animals and the plants!
  - **Group 2:** Imagine it is very hot and it looks like there will be a long **drought** that you need to prepare for. Add anything to your drawing that could **help** the houses, people, animals and plants during this long period of time when it is very hot and there is not much water to drink or use.
14. **Present** your drawings to the other group.



## STEP 5

### Debrief (5 minutes)

15. How **easy was it** to find ideas to protect your place from the flood or drought?
16. Which of your ideas could be used in **real life**?
17. Come up with a list of **three things** that you could do to prepare for floods and droughts.

### BRING IT HOME

Share the three things you can do to prepare for floods and droughts with your family.

### Ideas to prepare for floods

- Find out who can tell you if a flood is coming, then let others know too
- Prepare an emergency kit with food and water, first aid, torches, a radio etc
- Protect your house from water using sandbags
- Turn off power when you leave your house
- Shut and lock windows and doors
- Move important things and documents to higher places
- Protect your house as well as the animals and plants
- Learn to swim, and teach others too

### Suggestions to help prepare for droughts

- Find out who can tell you when a drought is coming, then let others know too
- Keep water that you can use in case of emergency
- Find ways to keep rainwater
- Reuse water wherever possible
- Learn about animals and plants that need less water to survive and let others know





## STAGE 2

# Hurricanes: Rescue mission

### SUMMARY

Act out different disasters and play a game to help when a hurricane strikes.

### IN THIS ACTIVITY YOU WILL

- Learn to identify different types of natural disasters
- Find out which natural disasters are common in your area
- Find out how to stay safe when a natural disaster hits

### MATERIALS

- none

### PREPARATION

- This activity requires a large space, preferably outdoors.
- *Note for leaders:* This activity could be upsetting for children if they have lived through a traumatic natural disaster. Please consider children's wellbeing when facilitating this activity and consider choosing another activity if it feels more appropriate.

### DURATION



60 MINUTES

## Activity description

## STEP 1

### Define natural disasters (10 minutes)

1. What are natural disasters? Come up with a **definition** together, including some examples.
2. Have you ever heard of natural disasters happening **in your country**?
3. Climate change causes changes to the **weather**. It makes natural disasters happen more often, and makes them worse. **Why** do you think this is?
  - Climate change changes the **water cycle**, and this changes the weather. It can cause natural disasters, but also make the weather more **extreme**. It makes warm temperatures warmer, cold temperatures colder, storms more dangerous, rain heavier, droughts more intense etc.



Natural disasters are events caused by nature that cause a lot of damage and loss of life. They can be **hurricanes** (large, swirling storms with winds faster than a cheetah!), **floods and landslides** (when the ground moves or slips down), **tornadoes** (nature's most violent storm - a tunnel or column of winds), **tsunamis** (giant waves in the sea caused by earthquakes or volcanoes), **wildfires** (uncontrolled fire often in rural areas), **droughts** (no rain for a long time so the land is very dry) or **ice storms** (freezing rain forms ice in thick layers).

## STEP 2

### Show natural disasters with your bodies (15 minutes)

#### Instructions for activity leader

4. Form teams of **four to five** players.
5. Each team has 10 seconds to **act out a different natural disaster using only their bodies** (no voices). Count down from 10 - when you reach zero, shout "Freeze!".
6. Teams then look at each other and **guess** which disaster they are acting out.
7. If teams are struggling to think of disasters, you can give them examples: tornado, wildfire, flood, cold wave, drought, cyclone, heat wave, hurricane, landslide, blizzard.
8. Play a few rounds.

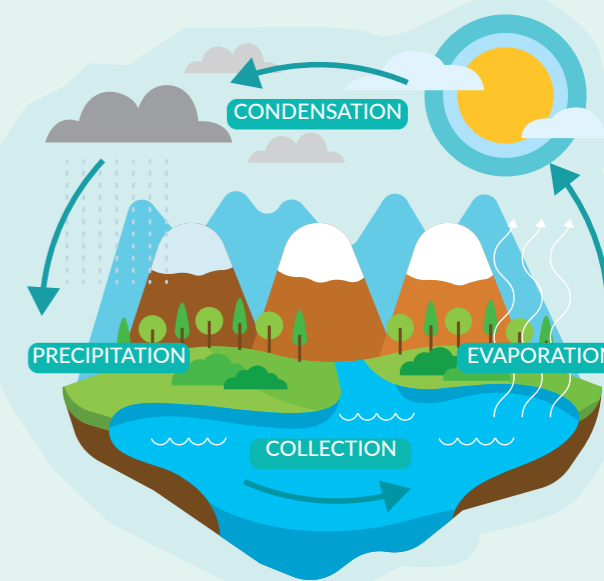
## STEP 3

### Debrief (10 minutes)

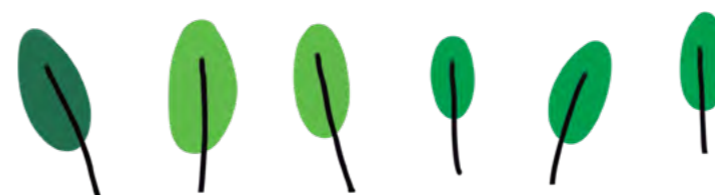
9. What did you learn?
10. If a disaster like this happened, what would you need to be prepared for it? Think about objects, but also skills, knowledge and attitudes!



The water cycle is how water moves across the Earth.



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



## STEP 4

Play a game about how to help during hurricanes (20 minutes)

### Instructions for activity leader

11. Before starting, think of two or three **actions (mimes)** you can do with your bodies if you needed help **from a hurricane**, for example, climbing to a high place (mime climbing), signalling for help (mime waving a flag), calling a trusted adult (mime shouting), putting down sandbags (mime building a wall), or finding shelter (mime crouching with your arms above your head). **Practise** the actions together.
12. Split into groups of 5-10. Per group, everyone plays the role of **villagers**, except one person who plays a **hurricane**. For larger groups, add more natural disasters.
13. The **hurricane's goal** is to catch all villagers by tapping them. The **villagers' goal** is to continue running and not get caught.
14. If villagers get caught, they have to stop running and grab onto something nearby like a wall, a stone, a tree or even the ground.
15. Villagers can rescue each other by tapping them, then miming a **saving action** (see above). When the caught villager copies the saving action, they are free.
16. Play the game for about 15 minutes, or until the hurricane has captured all villagers.

## STEP 5

Debrief (5 minutes)

17. What did you learn?
18. As a villager, you could play in two ways: **individually** (focus on escaping the hurricane) or **collaboratively** (trying to free the other villagers). How was each way helpful or unhelpful?
19. How can **collaboration** help in real life?
20. Make a list of things you can **do** to help when hurricanes happen.

### More badge fun:

Did you know that **YUNGA** has a challenge badge all about **Disaster Risk Reduction?**

You can find the badge here:

[https://cutt.ly/glacc\\_disaster](https://cutt.ly/glacc_disaster)





# Story time...

## Animals and plants

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

- Narrator
- Maria
- Ant 1
- Ant 2
- Bird 1
- Bird 2

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

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

**Narrator:** Two ants looked up at her.

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

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

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

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

**Narrator:** Maria looked up in the air and saw two yellow birds that flew closer.

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

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

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





## STAGE 2

# Land animals and plants: Habitat, water, food

### SUMMARY

Play a game all about an animal's survival.

### IN THIS ACTIVITY YOU WILL

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

### MATERIALS

- Paper and pens

### PREPARATION

This game works best if played in a large group.

### DURATION



60 MINUTES

## Activity description

## STEP 1

### What is a habitat? (10 minutes)

1. What do you think **habitat** means? See box provided.
2. What do living things need in a habitat?
3. Climate change disturbs the **weather**. This means that some plants, animals or insects can't survive in their habitat because it becomes too hot, too cold, too rainy etc. Climate change also causes storms or forest fires, which can destroy habitats for wildlife. This is happening to animals every day, but it is also happening to **people**. If there are less plants and animals, it means there is less **food** for people. The storms caused by climate change can also destroy people's **houses**. Climate change affects the food we eat, the water we drink and the places we call home.



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



## STEP 2

### Play the game (20 minutes)

#### Instructions for activity leader

4. Divide the group into two roles: a **third** of the group becomes **plant-eating animals** and everyone else becomes **habitats**.
5. Before starting, everyone practises the **signs** they will all need - call out the following and the group does the action:
  - Shelter = make a ^ (or hat) shape over your head
  - Water = make waves with your arms
  - Food = hands on stomach
6. Ask the **animals** to choose a local plant-eating animal to become for the game.
7. Animals and habitat groups **line up** on either side of the space, with their backs turned to one another. Then, play Round 1:
  - On the count of three, everyone will show a **sign** (without turning!): each animal decides what it **needs** (shelter, water or food) and each habitat decides what it will **be** (shelter, water or food).
  - On the next count of three, both groups **turn** to face each other (you cannot change your sign).
  - When the leader says, "Find your habitat" each **animal** finds a **matching habitat** doing the same sign, and brings this person back to the animal side. If an animal cannot find what it needs, it gets sick and becomes part of the **habitat group**. The more dramatic the sickness, the better!
8. Play **three rounds** in total:
  - **Round 2:** No food
    - » **Secretly** tell the habitat group, "There is **no food left** for the animals because people have ruined the habitat." So the habitat group can **only** make the sign for **water and shelter**.
    - » Play a round, then say that all the hungry animals are sick because there is no food.
  - **Round 3:** No water
    - » **Secretly** tell the habitat group, "There is **no more water** for animals to drink because people have polluted it." So the habitat group can **only** make the sign for **shelter**.
    - » Play another round, and then say that all the thirsty and hungry animals are sick because there is no food and no water.
  - **Round 4:** No shelter
    - » **Secretly** tell the habitat group, "There is **no shelter** because people have dug up all the trees and plants." So the habitats sit down quietly - when the animals turn around, the habitats just smile and wave.
    - » All the animals get sick.
9. If all animals get sick before round four, stop playing the game and move on to step three (debrief).





## STEP 3

### Debrief (10 minutes)

10. How does this game relate to real life?

- It shows what happens when we don't take care of habitats. If we cut down a tree or pollute a river, we are not just affecting that tree or river but also many other living things, so animals get sick - they're all connected.

11. How do you think climate change is affecting animals and people's natural habitats?

### BRING IT HOME

Share what you have learned at home and at school and start some of your ideas to protect animals and plants.

## STEP 4

### Draw a good habitat (20 minutes)

12. Think about an **animal** that lives in nature and draw it on a piece of paper.

13. Draw the **best habitat** for your animal - think about the food, shelter and water your animal needs and pay special attention to the places that might be disturbed by climate change.

14. What can we do to look after **ecosystems** around us so plants and animals are protected?

- Plant flowers (that bees like) in your neighbourhood, so bees can get food and pollinate other flowers.
- Plant different local vegetables so you, your family and your community can enjoy them. Even better if you do it as a school or patrol project!
- Organise trash pickup events in dirty areas of our communities, so animals and plants can thrive.
- What others can you think of?





## STAGE 2

# Marine animals and plants: Human pyramid

### SUMMARY

Build a human pyramid and explore the perfect habitat for an animal

### IN THIS ACTIVITY YOU WILL

- Explore what biodiversity and ecosystems are
- Find out why climate change makes it harder for animal and plants in the region

### MATERIALS

- None

### PREPARATION

A large space outdoors is needed for this activity.

### DURATION



60 MINUTES

## Activity description

## STEP 1

### Start a discussion about biodiversity (10 minutes)

1. Create three groups. One team is **plants**, one team is **animals**, and the third team is **humans**. The **humans group** should be maximum two people.
2. Each team discusses one of the following:
  - **Plants:** How do plants help us in our everyday lives?
  - **Animal:** How do animals help us in our everyday lives?
  - **Humans:** Think about all the plants and animals that humans use every day (trees, fields, fish etc).
  - Try to list as many things as possible. Think about more 'hidden' things that you can't directly see (like medicine that comes from plants, plants that feed animals that help us, forests where we walk and play or animal products we use in our lives).

3. Climate change disturbs the **weather**. This means that some plants, animals or insects can't survive in their **ecosystems** because it becomes too hot, too cold, too rainy etc. Climate change also causes storms or forest fires, which can destroy ecosystems for animals that live in the wild.



**An ecosystem is a community of living things (animals, plants, etc.) that live together in an environment.**

**Biodiversity is the variety of animals and plants in an ecosystem. The more animals and plants that live there, the more diverse an ecosystem is! All the different animals and plants work together to make their ecosystem a good home to live in.**

## STEP 2

### Start a discussion about biodiversity (10 minutes)

4. Mark a big **circle** on the floor. All the plants, animals and humans stand inside: this is now our **ecosystem**.
5. Work together to build the most solid **three-level human pyramid** you can.
6. Then, carefully climb down.
7. All players that represent **humans** now stand **outside** the circle.
8. Quickly play a 30-second game of **tag** where the players representing humans are the ones chasing the others. If you are tagged, **sit outside** of the ecosystem.
9. After your game of tag, try to **rebuild** your human pyramid without the plants and animals that are sitting outside the ecosystem.
10. Continue this cycle of pyramid building and tag until you can no longer build a three-level human pyramid.

## STEP 3

### Debrief (10 minutes)

11. What did you learn? How does this activity link to our **real ecosystems**?
12. What would happen if we really did take away so many plants and animals so that we didn't have enough water and food or be protected against natural disasters?



## STEP 4

### Create the perfect marine ecosystem (25 minutes)

13. Think about an **animal that lives in the sea** and draw it on a piece of paper.
14. Draw the best **habitat** for your animal - think about the food, shelter and water your animal needs and pay special attention to the places that might be disturbed by climate change.
15. What can we do to keep or improve **ecosystems in the sea** so plants and animals are protected?
  - Tell others about keeping the seas clean and reducing single-use plastics that end up in our seas and rivers
  - Organise trash pickup events in dirty areas of our communities, so animals and plants can thrive
  - Plant plants that can improve the ecosystem on the coasts (like mangroves)
  - Learn about which species are disappearing so we can protect them better
  - What others can you think of?

### BRING IT HOME

Share what you have learned at home and at school and start some of your ideas to protect biodiversity.





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

- Narrator
- Fish 1
- Fish 2
- Maria

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

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

**Narrator:** She couldn't wait to see where she'd be next. She closed her eyes right and spun around three times. When she opened them again, she was by a beautiful lake! She looked up and she could see the sun high in the sky. The lake was a bit muddy so she couldn't see all of its amazing animals inside.

As she was peering into the lake, two fish jumped out of the water, wiggled their tails and flapped their fins.

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

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

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

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

**Fish 1:** Humans used to collect the rainwater that falls from the sky as well as from the lake but the weather has changed so much that it isn't possible anymore.

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

**Narrator:**

The fish can help you understand how climate change affects water. Complete one activity from this topic to find out.





## STAGE 2

# Fresh water crisis: Is there enough water?

### SUMMARY

Play a running game to discover how climate change makes it harder for everyone to get clean water.

### IN THIS ACTIVITY YOU WILL

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

### MATERIALS

- Yarn, rope or chalk (optional)

### PREPARATION

Step 4 (optional): Using the yarn/rope/chalk, represent a river with two banks in your meeting space.

### DURATION



60 MINUTES

## Activity description

## STEP 1

### Learn how climate change can impact water (10 minutes)

1. Recap what climate change means.
2. Can you guess how it could impact **water**?
  - **Climate change** changes the **weather**. It causes **droughts**, and makes them longer and more intense. This means that there is **less clean water available**, and that people and animals might need to compete with each other to have enough clean drinking water.
  - As well as more frequent **droughts**, climate change also causes more frequent **floods**. Because of floods, water may overflow and clean water gets mixed with polluted water, which makes it unsafe to drink for humans and animals, and unsafe to use to grow our food. **Water pollution** is a serious problem caused by humans. It can come from plastic objects and waste, dirty water being put in lakes and rivers, chemicals used by companies and farming etc.

## STEP 2

### Create a song about water (15 minutes)

3. Together, make up a short song or a chant about clean drinking water.

## STEP 3

### Discuss why water is important (10 minutes)

4. Create **three teams**. One team is **water**, one team is **people** and the third team is **nature**. If your three teams are not equal in size, the water group should be the smallest.

5. Each team has to discuss one of the following:

- **Water:** What do we need water for in our **everyday lives**? Try to list as many things as possible. Think about more 'hidden' things that you can't directly see (i.e things that may need water to live, to be built or produced.)
- **People:** Think about everything that **people** need water for. Try to list as many things as possible.
- **Nature:** Think about all the **living things** that need water to survive (animals, trees, fields, fish etc). Each person in this team chooses one living thing to become for the game.



### Ways we use water:

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

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

## STEP 4

### Play a running game about water (20 minutes)

6. The **nature** and **people** teams sit down in a circle together. The water team stands outside the circle.
7. Sing your song. While everyone is singing the song, players in the circle (people and nature groups) close their eyes. The **water** players walk around the circle and **tap** one person on the head each.
8. By the end of the song, anyone who wasn't tapped on the head stands up and **leaves** the circle. Everyone else stays in the circle.

9. Those who left the circle can rejoin by **chasing** a water player, tapping them and shouting, "WATER". Only the first player to tap and shout, "Water" can rejoin the circle; all other people and nature players still standing are eliminated. The water player who was tapped first is also 'out'.
10. Play again until there is only one player left in the circle or all water people are 'out'. The last player(s) in the circle win(s)!

## STEP 5

### Debrief (5 minutes)

11. What did you learn?
12. Who **won** the game: people, living things? Which things? How could this relate to real life?
13. Have you ever heard of people not having **enough water** or the water was not **clean** to drink?
14. What do you think you can do to make sure you have enough clean water?

### BRING IT HOME

Share what you have learned at home and at school!



### More badge fun:

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

[https://cutt.ly/glacc\\_water](https://cutt.ly/glacc_water)





## STAGE 2

# Sea-level-rise: Keep your feet dry

### SUMMARY

Solve an enigma to discover how climate change makes it harder for everyone to get clean water and explore the dangers of sea-level rise.

### IN THIS ACTIVITY YOU WILL

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

### MATERIALS

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

### PREPARATION

Step 1 (optional): Using the yarn/rope/chalk, represent a river with two banks in your meeting space.

Step 3: Prepare a large piece of paper/cloth per small group. The pieces of paper should be big enough for four or five children to stand on them comfortably, without touching each other.

### DURATION



60 MINUTES

## Activity description

## STEP 1

### Solve the enigma (20 minutes)

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

### Instructions for activity leader

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

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

## STEP 2

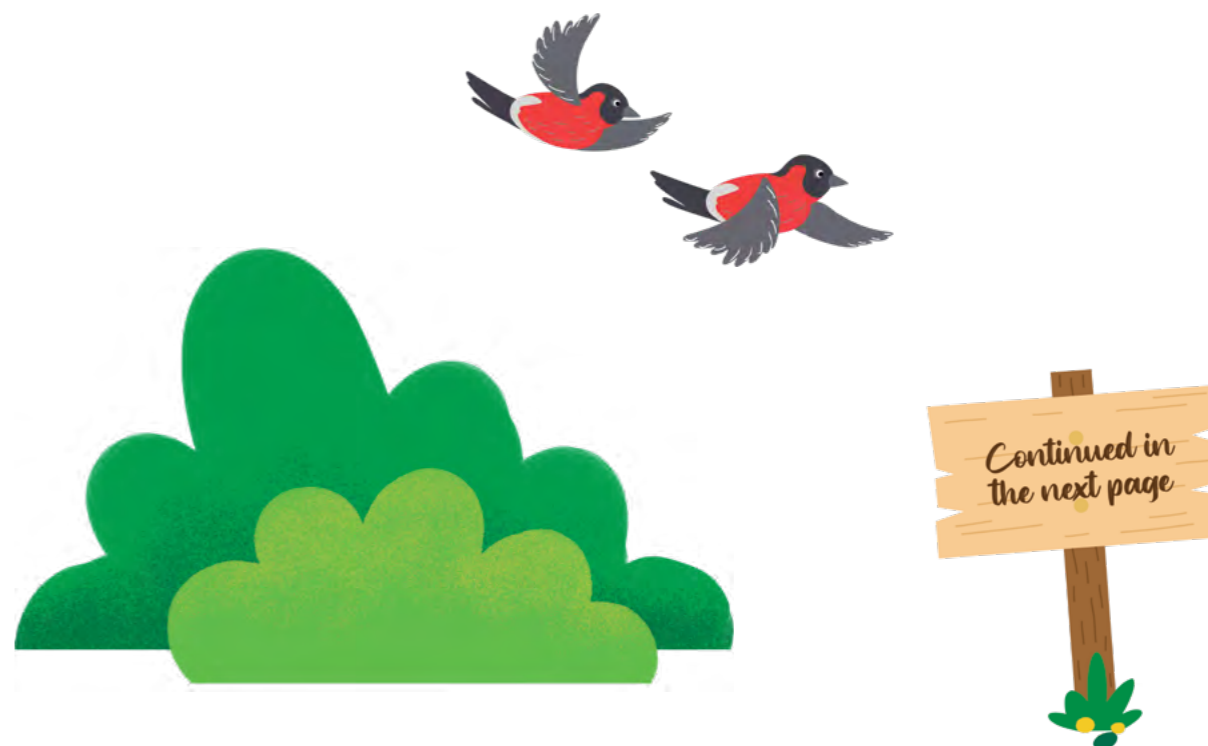
### Debrief (10 minutes)

2. How **easy** was it to find the solution?
3. What were the **two things** in the enigma that put Laura's water at risk?
4. How could this puzzle relate to **real life**?
  - **Climate change** changes the **weather**. It causes **droughts**, and makes them longer and more intense. This means that there is **less water available**, and that people might need to compete with each other, with animals and with companies to have enough clean drinking water.
  - **Water pollution** is a serious problem caused by humans. It can come from plastic objects and waste, dirty water being put in lakes and rivers, chemicals used by companies and farming etc. As well as more frequent **droughts**, climate change also causes more frequent **floods**. Because of floods, water may overflow and clean water gets mixed with polluted water, which makes it unsafe to drink for humans and animals, and unsafe to use to grow our food.

## STEP 3

### Work together to understand sea-level rise (20 minutes)

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



### Instructions for activity leader

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



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

## STEP 4

### Debrief (10 minutes)

- How does this game relate to **real life**?  
Be aware that some people might be upset by the game, especially if they have experienced something similar in real life. Remind them that these changes will not happen from one day to the next, and lots of people are working hard to find solutions. It's also up to us to take action!
- How do you think you can **help**?
  - One thing you can do to help is talk to people around you about sea-level rise. The more adults know this is an important issue, the more we can all take action!
  - You can also make sure people around you have access to clean water. At home or at school you could collect rainwater, store it and use it later.



### BRING IT HOME

Share what you learned with your family and at school about access to clean water and sea-level rise.





## Story time...

# Livelihood

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

- Narrator
- Maria
- Dog
- Mouse 1
- Mouse 2

**Narrator:** Maria took a deep breath and looked around her. She saw all of the beautiful plants and the wonderful sky, and heard the sounds of nature. It would be terrible if all of this was to change because of what people are doing!

**Maria:** What can I do about all of this?

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

**Dog:** I've lived with people my whole life - I have an idea! Why don't you tell humans about how climate change is affecting their own lives? Maybe then, they would work together to stop it getting worse.

**Mouse 1:** When the weather is really extreme, it is hard for people to go to work and earn money. For example, when there is a big storm, some people cannot go to work because it is not safe. I love running around the house when no humans are home, but they are home more often than when my grandparents were around.

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

**Mouse 2:** The humans in my home are farmers, and they actually work more because it is harder for them to grow food.

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

**Narrator:**

Think about what you have learned so far. Can you name some of the ways climate change is affecting your lives?

Complete one activity from this topic to find out about how jobs are affected by climate change.





## STAGE 2

# Farming tales

{suitable for online}

### SUMMARY

Play a storytelling game to understand how climate change affects farmers and discover how farming can be good for the Earth

### IN THIS ACTIVITY YOU WILL

- Discover how climate change impacts farmers' jobs
- Learn about a way to farm that is good for the environment

### MATERIALS

- Pens and paper

### PREPARATION

None.

### DURATION



60 MINUTES



## STEP 3

### Discover composting (5 minutes)

- Climate change has an impact on farmers and their lives. But there are **special ways to farm** that farmers can use to help protect the environment!
- These ways are better for the soil, produce healthy food for people and make the soil a better place for all living things that use it. These special ways of farming also produce fewer gases that are making the Earth hotter. One of these ways of farming is called **composting**. And you can do it at home!

### 10. Read the **rules for composting**:

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



**Composting is when organic waste (leaves, grass, fruit and vegetable scraps) is left in a pile (or bin) to break down, mix together and become natural plant food.**

## STEP 2

### Debrief (10 minutes)

- What did you learn when making up the story?
- How was it to **change** your story when the drought happened?
- Can you explain how climate change had an effect on the farmer's life?
  - Climate changes the **weather** and makes it more **extreme**. It causes storms, fires, droughts and floods, and this can **damage soil** and harm plants and animals that the farmer is farming.
- How do you think you could **support** farmers in your community?

## Activity description

## STEP 1

### Play a storytelling game (20 minutes)

- Sit in a circle. Together, you will make up the story of a **woman farmer**, one sentence at a time.
- Your story needs a beginning, a middle and an end. The first person starts with their **one sentence**, then the person to their left says the next sentence.
- In the middle of your story, there is a very long **drought** (this means that it hasn't rained in a very long time, and there isn't much water available). How does this affect your farmer?

### Instructions for activity leader

Here are some prompts in case the group struggles to create the story.

- **What** does your farmer grow or look after?
- **Where** is her farm? What does it look like?
- Does she have a **family**?
- What does a **day in her life** look like?
- How does she **feel**?
- How is her life **different from the life of a man** farmer?
- How can she change her farming when the **drought** happens?





## STEP 4

Play a game to learn how to compost (20 minutes)

11. Divide into **two teams**: A and B, with pens and paper.
12. One person from **team A** will write down **one food or shopping-related item**. They will then have **one minute** to describe this item to their team, without using the name of the item.
13. If the team guesses the correct answer, they get **one point**. The team then has to say whether this item **can or can't be composted**.
14. If the team does not guess in time, team B can try to win the point by guessing. If neither team guesses the item, the person describing shows everyone the written answer and no one wins the point.
15. It's now **team B's turn** - they follow the steps above.
16. Continue to play, swapping teams each time.

## STEP 5

Have a group discussion (5 minutes)

17. If you composted and used it for plant food, what would you choose to grow?
18. Did you know that across the Earth, we are losing a lot of rich soil every year - about 30 football pitches every minute! Having rich soil is very important. Could you start composting at home or at school to help keep the soil rich in your community?

### BRING IT HOME

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



### More badge fun:

Did you know that **YUNGA** has a challenge badge all about soils?

You can find the badge here:

[https://cutt.ly/glacc\\_soils](https://cutt.ly/glacc_soils)





## STAGE 2

# The job lottery

{suitable for online}

### SUMMARY

Play a storytelling game to understand how climate change can affect people's jobs and money, and invent a new 'green' job for the future.

### IN THIS ACTIVITY YOU WILL

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

### MATERIALS

- Paper
- Pen/pencil
- Coloured pencils

### PREPARATION

None.

### DURATION



60 MINUTES

## Activity description

## STEP 1

### Play a storytelling game (20 minutes)

1. Sit in a circle. Together, make up the story of a **woman farmer**, one sentence at a time.
2. Your story needs a beginning, a middle and an end. The first person starts with their **one sentence**, then the person to their left says the next sentence.
3. In the middle of your story, there is a very long **drought** (this means that it hasn't rained in a very long time, and there isn't much water available). How does this affect your farmer?

### Instructions for activity leader

Here are some prompts in case the group struggles to create the story.

- **What** does your farmer grow or look after?
- **Where** is her farm? What does it look like?
- Does she have a **family**?
- What does a **day in her life** look like?
- How does she **feel**?
- How is her life **different from the life of a man** farmer?
- How can she change her farming when the **drought** happens?

## STEP 2

### Debrief (10 minutes)

4. What did you learn when making up the story?
5. Can you explain how climate change had an effect on the farmer's life?
  - Climate changes the **weather** and makes it more **extreme**. It causes storms, fires, droughts and floods, and this can **damage soil** and harm plants and animals that the farmer is farming.
6. How do you think you could support farmers in your community?

## STEP 3

### Jobs at risk (5 minutes)

7. What **job** do you think you will do when you grow up? **Write and draw** this job on your piece of paper.
8. Draw a **flower** if your job uses the **land, plants or animals** (growing/selling food, restaurant, farming).
9. Draw a **sun** if your job would be affected by the **weather** (storms, floods, lack of water).



### Climate change and job losses

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

## STEP 4

### Act it out (20 minutes)

10. Form a **circle**. Fold your piece of paper and put it in the middle of the circle.
11. Choose a paper at random and **act it out** for the rest of your group to guess.
12. After the job has been guessed, briefly discuss how **climate change could affect that job**. Use the flower and sun drawings to help you! You can add flowers and suns to pieces of paper if needed.
13. Repeat a few times.

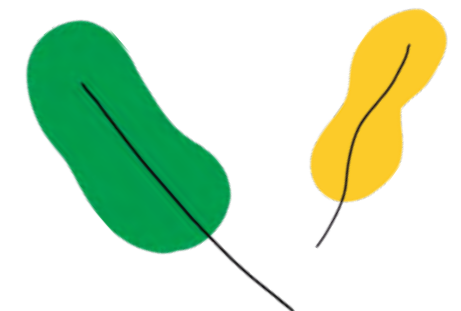
## STEP 5

### Job opportunities (5 minutes)

14. Jobs can also **help us cope with climate change**. They can help us **protect** ourselves against the effects of climate change, or **prepare** for them. Some jobs can also be good for the Earth by protecting the environment, or finding smart ideas to help stop pollution.
15. Think about the jobs you have acted out. How could they help you **prepare** for climate change, and/or be good for the Earth?

### BRING IT HOME

Talk to your family and school about the jobs you are interested in. Maybe you can learn more about them together!





STAGE 2

# Story time...

## Health

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

- Narrator
- Maria
- Big yellow bird
- Big white bird

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

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

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

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

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

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



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

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

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

**Big white bird:** For example, in climates where it's warm, humid and rainy, some diseases spread much more easily - such as malaria and dengue fever. Also, in the towns and cities the air is often very dirty, and this dirty air can make people sick. Thankfully, there are people like your aunt Ana and you, who try to do something to reduce climate change.

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





## STAGE 2

# Diseases: Swat the mosquito

### SUMMARY

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

### IN THIS ACTIVITY YOU WILL

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

### MATERIALS

- None

### PREPARATION

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

### DURATION



50 MINUTES

## Activity description

### STEP 1

#### Have a group discussion (5 minutes)

1. Remind yourselves of what you have learned so far. How does climate change impact the **weather**?
2. Climate change is making some places more humid, warm and rainy. **Mosquitoes** love that kind of weather - they grow and multiply.
3. Some mosquitoes are quite dangerous for humans because they spread **diseases**. Do you know of any disease that is spread by mosquitoes?

### STEP 2

#### Play the game (20 minutes)

4. The aim of the game is for **people** to reach the other side of the space without **being bitten by the mosquitoes!** The mosquitoes will win if they 'bite' all the people before they reach the other side.
5. In groups of 10, divide into the following players (there should be one doctor per 10 players):
  - **Mosquitoes** (two people)
    - » Aim to '**bite**' as many people as possible (by touching them with a hand). When the activity leader says "storm", they become super mosquitoes, and if they touch a person, this person cannot rejoin the game.

- **Doctor** (one person)
    - \* Heals people who have been bitten by tapping them **three times** on the shoulder.
  - **People** (all other players)
    - \* Aim to get from one side of the room to the other, without being touched by a mosquito. If they get bitten, they **sit down** on the ground.
6. **People** stand on one side of the space. The game begins and everyone moves around: the **mosquitoes** chase the **people** and the **doctor** can heal **people**.
  7. Whenever the activity leader says, "**Storm**", mosquitoes transform into super mosquitoes. Make sure that people who are touched by the super mosquitoes don't rejoin the game!
  8. Play several rounds - some with more mosquitoes, some with more doctors.

### STEP 4

#### Play more rounds (10 minutes)

13. Play a few other rounds of the game using your new rules and see if the people manage to resist the mosquito bites!

### BRING IT HOME

Talk to your family about the link between climate change and mosquitoes. Together, use some of the ideas you came up with to protect yourselves from mosquito bites.

### STEP 3

#### Have a group discussion (15 minutes)

9. What made it **hard** for people to get to the other side of the space?
10. Which rounds were easier or more difficult to win?
11. In real life, what can people do to **protect themselves** from mosquitoes?
12. As a group, come up with **new rules** for the game to represent people **protecting themselves** against mosquitoes. For example, people could put their hands on their hands to represent using a mosquito net.





## STAGE 2

# Nutrition dodgeball

### SUMMARY

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

### MATERIALS

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

### IN THIS ACTIVITY YOU WILL

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

### DURATION



60 MINUTES

### PREPARATION

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

## Activity description

## STEP 1

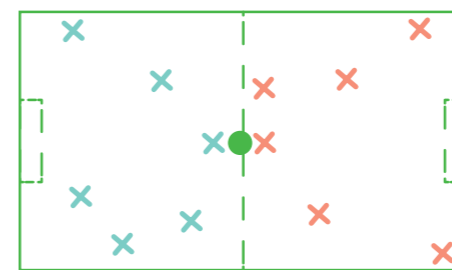
### Draw a meal (20 minutes)

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

## STEP 2

### Play a game (20 minutes)

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



### More badge fun:

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

[https://cutt.ly/glacc\\_gpn](https://cutt.ly/glacc_gpn)



## STEP 3

### Debrief the game (5 minutes)

11. How did the **belt of health** help players?
12. If you knew that the meal you drew at the beginning could help you win the game, what would you have done **differently**?

## STEP 4

### Change your drawing (15 minutes)

13. In real life, like in the game, **eating healthy meals** is important. Climate change and pollution can make us sick. Eating healthy food can help us **protect** ourselves against diseases!
14. Remind yourselves of what you have learned so far. How does climate change impact **animals and plants**? How do you think this impacts what people can eat?
  - Climate change can cause animals and plants to die, which changes how much food is available for people. This makes it more difficult for people to have a healthy and balanced diet.
15. Take the drawing you made in Step 1. Change it into a healthy, balanced meal that would help keep you healthy and strong.

### BRING IT HOME

Talk to your family about the importance of good nutrition. Try to come up with healthy and tasty meals together!





STAGE 2

# Story time...

## Freedom

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

- Narrator
- Cat 1
- Cat 2
- Cat 3
- Maria

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

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

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

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

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

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

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

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

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

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

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





## STAGE 2

# Migration: Climate chairs

### SUMMARY

Create the happiest place to live in and play a game of musical chairs to explore how climate change can affect people's human rights such as where they live

### IN THIS ACTIVITY YOU WILL

- Understand what human rights are
- Find out how your human rights are being affected by climate change

### PREPARATION

Step 1: Familiarise yourself with the UN Convention on the Rights of the Child (see resource provided).

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

Step 2: Arrange the chairs in two circles, facing outwards.

### MATERIALS

- Pens and paper
- Flipchart or a black/whiteboard (optional for steps 1-2)
- Chairs (one less than the number of players)
- Music/sounds related to weather

### DURATION



60 MINUTES

## Activity description

### STEP 1

#### Create your happiest place (20 minutes)

1. What would be the **happiest place** in the world? In small groups, come up with a list of things that would make somewhere a place where everyone is happy. You can draw or write your list if it helps you remember.

### STEP 2

#### Learn about human rights (10 minutes)

2. We all have the **right to be happy**. Almost every country in the world has promised to protect children's right to be happy by signing an agreement called the **United Nations Convention on the Rights of the Child (UNCRC)**.

3. Point out some examples of how features of their happy places link to different **articles of the UNCRC**. For example:
  - "playing all the time" could link to article 31 "right to play"
  - "lots of cake" could link to article 27 "right to food"
  - "no one is ever sick" could link to article 24 "right to healthcare".
4. Write the **number** of every article next to each feature on the list.
5. Using everything you've learned so far, how do you think **climate change might affect your rights**?
  - For example: Climate change is causing **droughts** which means, there is **less water** for everyone to drink and this causes **health issues**. There is also less water for growing vegetables, which means there isn't enough **food** for everyone and your family is losing **money**. Because of that, you have to help by **working** and don't have enough time to **play**.

### STEP 3

#### Play a game of musical chairs (20 minutes)

#### Instructions for activity leader

6. Split the group into **two equal-sized teams**. The two circles of chairs represent **two villages**. Each team represents the people living in one of the villages (the circles).
7. **Climate change causes droughts and floods**. Because of this, there isn't enough fresh water and fruit and vegetables don't grow well, so there is less food and water available for everyone.
8. The **chairs** represent things people need to **live**, such as food and water. The **aim** of the game is to be the person sitting on the last chair - you therefore have enough food and water to live.

9. Play music or **sounds of weather** to represent climate change.
10. While the music is playing, players **walk** around the chair circle. When the music stops, everyone quickly tries to **sit** on a chair. One player will be left standing.
11. Start the music again. All players (including the one left standing) walk around the chair circle. Remove **one chair**.
12. When the music stops, everyone tries to sit on a chair again. This time, two players will be left standing. Continue removing chairs one at a time for a few rounds.
13. About halfway through the game, announce that there has been a **climate emergency** in one of the villages and remove half of the remaining chairs in one of the circles. The other village isn't hit, so you continue removing one chair at a time. In case players haven't figured out that they can move between the two villages, let them know that it is a possibility.
14. Continue removing chairs until there is only one chair left in the whole game and all players are competing for it. The player sitting in the **last chair** has won the game!

### STEP 4

#### Debrief (10 minutes)

15. What did you learn?
16. How does the game link to **real life**?
  - When people don't have enough to eat or drink (or chairs in the game), it might be because they are unlucky and aren't in the right place at the right time.
  - When there is an emergency, or many resources are destroyed, people might have no choice but to move away from their home to go somewhere where they will have more resources and more opportunities, somewhere where they will be happier.
17. Which human rights are harmed when people have less food and water, or when they have to move away from their home to find a happier place?





## STAGE 2

# Education hopscotch

### SUMMARY

Create the happiest place to live in and play a game of hopscotch to explore how climate change can affect your rights and access to education

### IN THIS ACTIVITY YOU WILL

- Understand what human rights are
- Find out how your human rights are being affected by climate change
- Understand the impact of climate change on access to education

### PREPARATION

Step 2: Familiarise yourself with the UN Convention on the Rights of the Child (see resource provided). If possible, display the child-friendly version of the UNCRC in your meeting space, so everyone can learn more about them in their own time.

Step 4: Draw a numbered hopscotch pattern on the ground (see drawing provided). Instead of the number 10, write “happiest place”.

### MATERIALS

- Pens and paper
- Flipchart or a black/whiteboard
- Chalk
- A token (pebble, bottle cap, etc)

### DURATION



45 MINUTES

## Activity description

## STEP 1

### Create your happy place (15 minutes)

1. On your own, draw or write a description of your **happiest place to live**. If you are from a city, create the happiest city. If you are from a village, create the happiest village.
2. For this city/village to be the happiest place, you need to make sure all its **people** are happy. What would this place **need** to make sure everyone is happy?

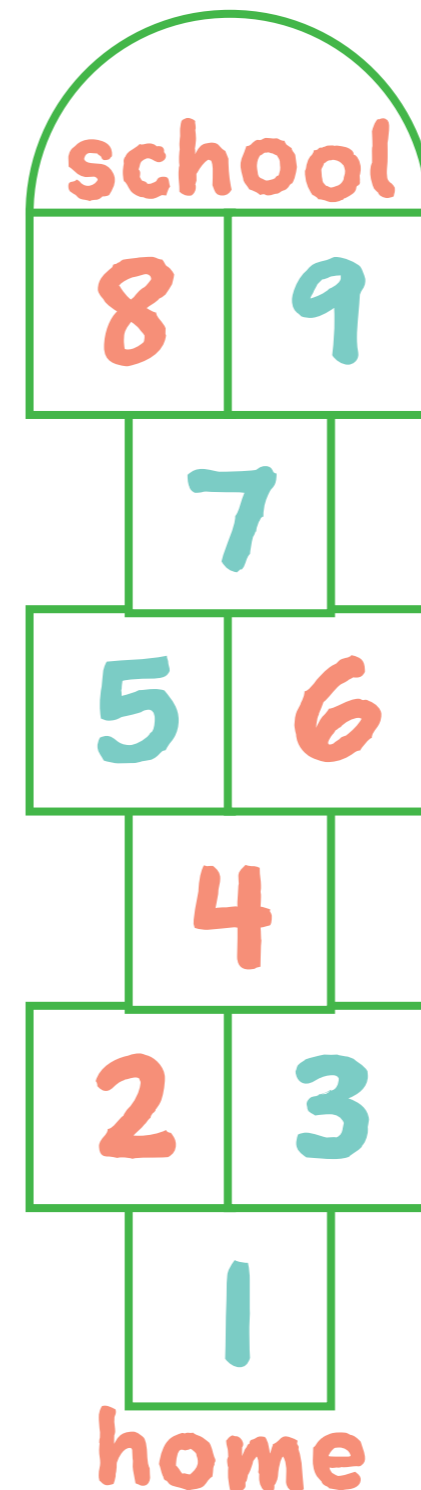
## STEP 2

### Learn about human rights (10 minutes)

3. Once everyone is finished, share some of your happiest places. Do they have things in **common**? Make a list of common things on flipchart or a board.
4. We all have the **right to be happy**. Almost every country in the world has promised to protect children’s right to be happy by signing an agreement called the **United Nations Convention on the Rights of the Child (UNCRC)**.

5. If displayed, point out some examples of how features of their happy places link to different **articles of the UNCRC**. For example:

- “playing all the time” could link to article 31 “right to play”
- “lots of cake” could link to article 27 “right to food”
- “no one is ever sick” could link to article 24 “right to healthcare”.



## STEP 3

### Play a game of hopscotch (20 minutes)

6. Climate change can make it harder to have our human rights and freedom. Discover how with a game of **hopscotch!**
7. Everyone stands around the hopscotch. One person begins by throwing the **token** onto **square one**. If the token lands exactly within the lines, the leader reads out an **obstacle** (see list provided) that you might face because of climate change. If the token bounces out or lands on a line, the player loses their turn, and passes the token to the next person.
8. Players **hop** (one foot only!) in each square, up to the “happiest place”, **avoiding the obstacle** (the square you have your token on). You can only have more than one foot on the ground at the same time when there are two squares right next to each other (two and three, five and six, eight and nine).
9. If you step on a line, hop on the wrong square or step out of the square, you can’t go to your happiest place so you **lose your turn**.
10. When you get to “**happiest place**”, turn around and hop your way back in reverse order, picking up the **token** on the way back.
11. When you are “home”, come up as a group with a solution to the obstacle that you have faced. It doesn’t have to be realistic!
  - For example, if the obstacle is that the water is making you sick, you could find ways to **clean the water**.
12. Once the group has found a solution, give your token to the next player who tries to to throw their token on **square two**.
13. Play until everyone has their turn and all obstacles have been read.
14. Once you are finished, as a group, choose the **three best solutions** that you could share with your family or at school.





## Obstacles to education

- Climate change has caused **heavy rain** so the road outside your home has been damaged. You have to take a longer way to school and it makes you very tired.
- The **air pollution** is making you sick.
- Because of climate change, the weather has been really **hot** for a long time, and it makes it hard for you to focus in school.
- Because of climate change, your family's **vegetable farm** is dying. Your family is worried that they won't have enough to eat.
- You're in charge of collecting water for the family. Climate change has caused **droughts** in your region so you have to travel further away to collect water so you don't have time to go play with your friends anymore.
- Climate change has caused **storms** which have destroyed the place where your Girl Guides meetings usually take place.
- Climate change has caused **floods** in your area. You have to help take care of your community by doing hard work like cleaning your neighbourhood.
- Because of climate change, some of the **water** you drank was dirty and made you sick.
- Climate change has caused storms which have **cut off electricity** in your house. You can't do your research for your school report due tomorrow.

### BRING IT HOME

Everyone should know about children's rights! Share your knowledge on human rights and how climate change is harming them with at least two people.



## The United Nations Convention on the Rights of the Child

{Source - UNICEF}

### No discrimination

All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.

### Best interests of the child

When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.

### Making rights real

Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this convention.

### Life survival and development

Every child has the right to be alive. Governments must make sure that children survive and develop in the best possible way.

### Respect for children's views

Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.

### Sharing thoughts freely

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

### 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.

### 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.

### Social and economic help

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

### 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.

### 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.

### 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.

### 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

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

### Protection from harmful work

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

### Protection in war

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

### Everyone must know children's rights

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

### Freedom of thought and religion

Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.

### 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.

### 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.

### Protection from violence

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





## STAGE 2

# Climate action plan, part 2

{suitable for online}

### SUMMARY

Complete the second part of your climate action plan.

### IN THIS ACTIVITY YOU WILL

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

### MATERIALS

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

### DURATION



30 MINUTES

### PREPARATION

You can complete this individually or as one big group. You may want to re-read Maria's 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 your favourite topic

1. Maria has been on quite a journey! Let's help her and her animal friends remember all the interesting things they have discovered on their adventure so far. Discuss the activities you have done, which one you liked the most and why.
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?
  - 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?
3. Which **topic** did your group say? Does it match with the activity you preferred?
4. Decide on your favourite topic and make a list of how this topic links to **climate change**.

## STEP 2

### Capture your climate change problems

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 will find out about **community action and advocacy** to help you complete this badge and share what you have learned with **two people** outside of your group.

### How to take action

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



**Read Maria's story and complete the activity.**

- **A feelings map** – Explore your feelings about climate change and think about your power to make a difference

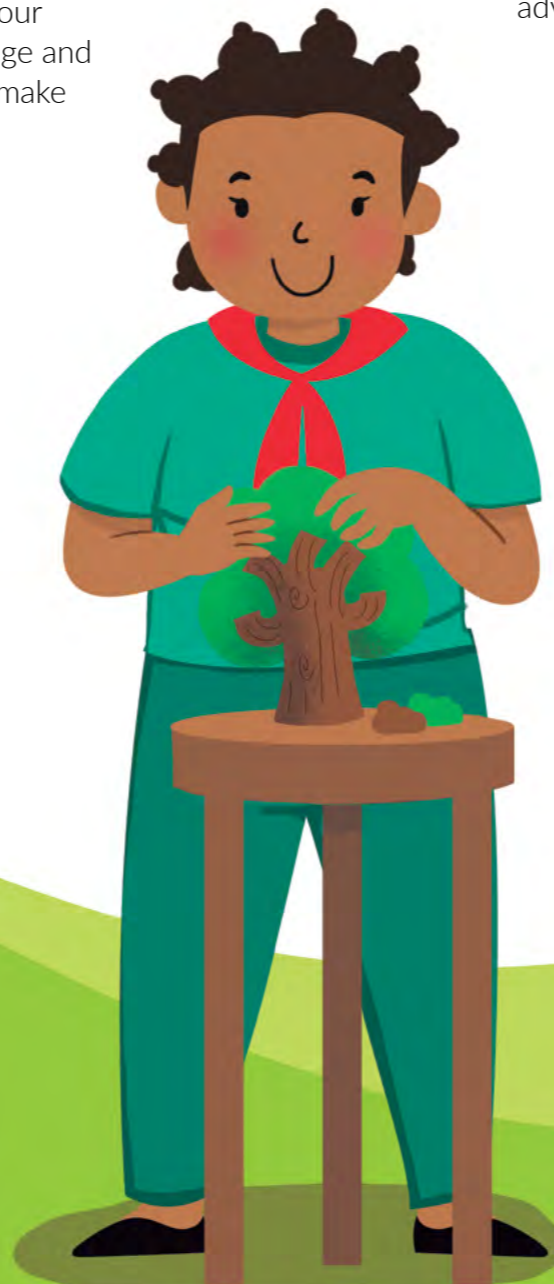
### Share the knowledge

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



**Read Maria's story and choose one activity to complete.**

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





**STAGE 3**

# Story time...

## How to take action

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

- Narrator
- Maria
- Frog 1
- Frog 2

**Narrator:** With all this adventure, Maria's eyes were becoming very heavy. She saw a large, smooth rock by a pond and sat down to have a rest. There was so much to think about! The Earth was getting hotter because too many gases were forming a blanket around the Earth, and it was affecting nature and humans. It felt like too much to take in. What worried her most was that despite being strong, smart and brave, girls just like her were going to suffer especially from the effects of climate change.

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

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

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

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

**Narrator:** Maria still looked worried.

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

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

**Frog 2:** Think about what you can do with other people - as a **group!** Remember that lots of other people are doing things too, and this all adds together - this is how we change the world!

**Narrator:**  
There's so much to do and Maria is not sure where to start. Complete the activity to learn about the different ways to tackle climate change.





## STAGE 3

# A feelings map

{suitable for online}

### SUMMARY

Explore your feelings about climate change and think about your power to make a difference

### IN THIS ACTIVITY YOU WILL

- Identify your feelings about climate change
- Explore how you can make a change in the world

### MATERIALS

- Paper and colouring pens

### PREPARATION

None.

### DURATION



45 MINUTES

## Activity description

### STEP 1

#### Draw your feelings (15 minutes)

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

### STEP 2

#### Share your feelings with others (10 minutes)

5. If you want to, **share** your feelings with the group.
  - What could help you feel better when you have negative feelings?
  - What helps you feel positive?



### Instructions for activity leader

6. Look for **patterns** among the emotions shared. There may be a lot of negative emotions, for example feeling scared for the future, or angry that climate change is impacting nature.
7. Make it clear that it is important to share our feelings with other people. It helps us understand our own feelings better, helps clear our mind, helps others understand us better and lets people know how to help us.
8. Explain that negative emotions related to climate change are common. But these emotions can help us to get motivated to take action and change the way things are!

12. Continue until everyone has shared and is standing in a **long line**. If some people are struggling to join the line, **help** them!
13. When you're finished, collect all the different ways you have found to take action against climate change. You can find ways to help that are **specific to you** and your qualities, and if you put all your qualities together, you can really make a difference to help people around you!
14. Before you finish, take a moment to celebrate your strength as a group of girls with so many amazing qualities and ideas. Together, you are powerful!
15. Look back at your feelings from earlier. How do you feel now that you know what you can do to help? Every time you feel sad or scared about climate change, **talk to someone** about it. It will also help if you take one of these actions to "be prepared" for the future that you have discussed!

### STEP 3

#### Feeling more positive (20 minutes)

9. In Girl Guiding and Girl Scouting, we believe that **every girl has the power** to change things in her own way! So let's think about ways we can all **make a difference**.
10. **Start the game:** one person says their **name** and **one thing they like** about themselves (but not about how they look). For example, "I'm Ana, and I'm a good friend."
11. Anyone who can think of how this quality can help stop climate change **raises their hand**. The first person to reach repeats what has been said and **explains how this quality can help stop climate change, followed by** their name and one thing they like about themselves.
  - For example, "Ana is a good friend. When climate change causes more storms, she can make sure that her friends know about it and are prepared. I'm Maria and I am good at sports."

### BRING IT HOME

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





STAGE 3

## Story time...

# Share the knowledge

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

- Narrator
- Maria

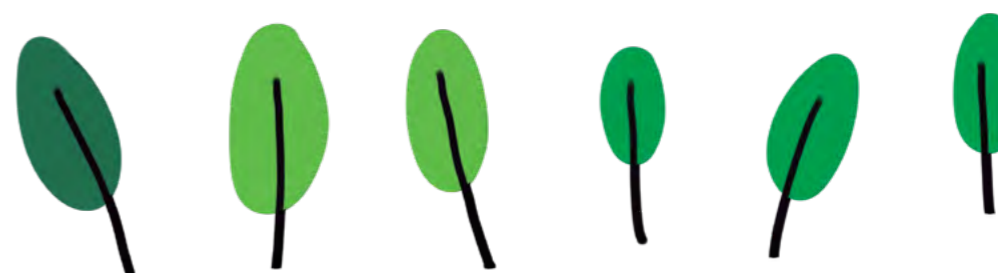
**Narrator:** Maria spun around three times and closed her eyes tight. When she opened them, she smelt the familiar aroma of Dad's cooking. She was back home and it felt great. She was so hungry!

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

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



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





### STAGE 3

# Nature drawing

{suitable for online}

## SUMMARY

Create a piece of art to tell other people about climate change.

## IN THIS ACTIVITY YOU WILL

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

## MATERIALS

- Paper, pens and pencils

## PREPARATION

None.

## DURATION



30 MINUTES

## Activity description

# STEP 1

## Connect with nature and be creative (20 minutes)

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

### Instructions for activity leader

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

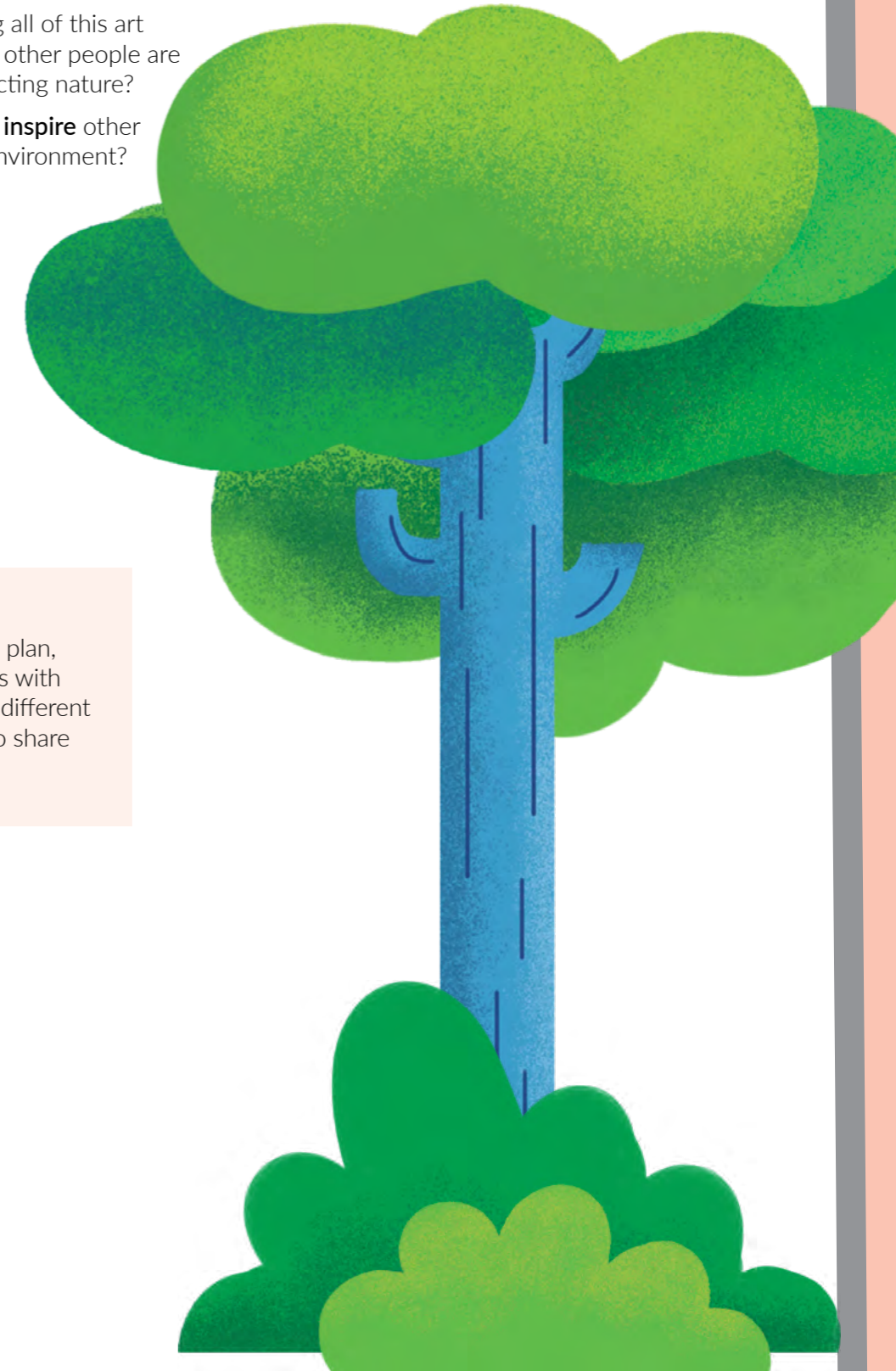
# STEP 2

## Use your art to educate others (10 minutes)

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

## BRING IT HOME

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





### STAGE 3

# Letter to the mayor

{suitable for online}

## SUMMARY

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

## IN THIS ACTIVITY YOU WILL

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

## MATERIALS

- Paper and pens

## PREPARATION

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

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

## DURATION



30 MINUTES



### What is advocacy?

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



## STEP 3

### Debrief (5 minutes)

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

## Activity description

### STEP 1

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

1. Think about everything you have **learned about climate change** so far. What do you really care about? What would you like to **change** in your community to better **protect** the Earth or prepare for the effects of climate change?
2. As a group, **choose one issue** you would most like to do something about. If it's hard to decide, try **voting**.
3. Now choose a **community leader** who could help with your issue. They might be the director of the school, the mayor of the town etc. Choose the best person to tackle this climate change issue (your Guide/Scout leader can help!).

### STEP 2

#### Craft your advocacy message (15 minutes)

4. To get ready to contact this person, you need to have a clear **message**.
  - What is the **issue** you want to talk about?
  - What is your **solution** to the climate issue?
5. Note down your answers.
6. Use your answers to write a **letter to the community leader** to share your message and your demands. You can use the template provided if you want to.
7. Once your letter is ready, everyone in the group adds their name, age and signature to the letter.





## LETTER TEMPLATE

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

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

**[Explain your climate issue]** We have noticed that on the South Climateville beach near our Guide Hall, there is a lot of littering. We have found cigarette butts, food containers, broken glass and plastic bags.

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

We understand that climate change is only one of the issues you need to focus on, but the Earth cannot wait!

Many thanks in advance for your consideration.

Sincerely,

**[Your names]** Acacia Girl Guides



### STAGE 3

## Climate action plan, part 3

{suitable for online}

### SUMMARY

Complete the final part of your climate action plan.

### IN THIS ACTIVITY YOU WILL

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

### MATERIALS

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

### DURATION



30 MINUTES

### PREPARATION

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

## Activity description

### STEP 1

#### Who can you reach?

1. You now have lots of ideas about what you can do and how to share your climate change message. But first, you need to decide **who** to share your message with. Think of **two people** who are very important to you - people you see everyday or who live far away.
2. Fill in the top box of **part three** of your climate action plan with the **two people** you are going to speak or write to.

### STEP 2

#### What is your idea?

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

### STEP 3

#### Who can you reach?

5. It is great that you are ready to share your message with others. Remember that it's always important to **lead by example**.
6. How will you keep your Girl Guide promise and help protect our Earth? Think about **one extra action** you can do yourself. This might help you get ready for the effects of climate change, or be something you can change in your daily life that will reduce the harmful gases that are making the Earth warmer.
7. Turn this into a **promise** and add it to the final part of your **climate action plan**.

**NOW YOUR PLAN IS COMPLETE, SET A DATE AND USE YOUR PLAN TO SHARE YOUR IMPORTANT MESSAGE WITH YOUR TWO PEOPLE TO EARN YOUR BADGE.**



# It's time to celebrate

{suitable for online}

## SUMMARY

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

## MATERIALS

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

## DURATION



70 MINUTES

## IN THIS ACTIVITY YOU WILL

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

## PREPARATION

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

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

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

## Activity description

### STEP 1

#### Think about what you have learned

1. Congratulations! You have been on an amazing journey to find out what climate change is, how it is changing our everyday lives and what you can do to make a difference. Now it is time to share your actions with your group.

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

### STEP 2

#### Answer a survey

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

#### Instructions for activity leader

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 **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

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





STAGE 3

# Survey AFTER

## Part 1

### Are these statements about climate change true?

Read out these statements slowly to the group, repeating as necessary. They should write down the question number on their paper, followed by an answer of Yes or No.

1. Climate happens over a few hours, days or weeks, while weather describes the conditions in a place for a very long time.
2. Climate change is the impact humans are having on the average weather conditions over 30 years or more.
3. Forests produce greenhouse gases, which create global warming.
4. Global warming is the increase of the average temperature of the Earth over a long period of time.
5. Climate Change has worse effects on some people than in others.
6. Boys and men are more impacted by climate change than girls and women.



The statements below refer to the optional section of the pack. Choose a maximum of two topics that you completed with your unit and read only the statements on those topics. They should write down the question letter on their paper, followed by an answer of Yes or No.

	Topic	Questions related to this topic
<b>The natural world</b>		
<b>WEATHER</b>	<b>Floods</b>	A. Natural disasters, such as floods and droughts, are events caused by nature that cause a lot of damage and loss of life.
	<b>Hurricanes</b>	B. Climate change is making the weather warmer everywhere in the world.
<b>ANIMALS AND PLANTS</b>	<b>Land animals and plants</b>	C. Biodiversity is the natural home or environment of an animal, plant or other living creature.
	<b>Marine animals and plants</b>	D. Biodiversity is the natural home or environment of an animal, plant or other living creature.
<b>WATER</b>	<b>Freshwater crisis</b>	E. Climate change results in less clean water available.
	<b>Sea Level rise</b>	F. Sea levels are rising because large sheets of ice are melting as result of climate change.
<b>People</b>		
<b>Livelihoods</b>	<b>Farming</b>	G. Composting is when plastic is left in a pile to break down, mix together and become natural plant food.
	<b>Jobs</b>	H. People may have to leave their jobs in towns and cities because of extreme weather.
<b>Health</b>	<b>Vector Borne Diseases</b>	I. Climate change is making some places better for mosquitoes grow and multiply.
	<b>Nutrition</b>	J. Climate change can change how much food is available for people.
<b>Freedom</b>	<b>Human rights</b>	K. Climate change can make it harder to have our human rights and freedom.
	<b>Migration</b>	L. When there is an emergency, or many resources are destroyed, people might have no choice but to move away from their homes.



## Part 2

From now on, we would like to hear about their experience with climate change.

They should answer the following questions with Yes or No.

7. I'm able to share my knowledge about climate change with others. **Yes or No**
8. I feel more prepared to influence people about climate change compared to before I took part in this activity pack. **Yes or No**
9. I know ways to help my community adapt to some climate change problems. **Yes or No**
10. My individual actions on climate change can make a difference. **Yes or No**
11. I have taken some kind of community action on climate change before. **Yes or No**
12. I have made a promise to do an action to help me adapt to or reduce climate change in my daily life and have kept this promise. **Yes or No**
13. I will take community action on climate change. **Yes or No**

The next three questions should be answered with a number.

14. 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.
15. 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.
16. With how many people, outside of your immediate family, have you shared what you have learned about climate change?  
**Answer:** number

For these last questions, they should answer with:

- 1 for "a little"
- 2 for "medium"
- 3 for "a lot"

17. How important do you find the issue of climate change to your future?  
**Answer options: 1 = a little, 2 = medium, 3 = a lot**
18. Do you understand what climate change is doing to people around you?  
**Answer options: 1 = a little, 2 = medium, 3 = a lot**
19. Since you've started the climate change activity pack, have you used the knowledge you gained through the pack to change things in your life?  
**Answer options: 1 = a little, 2 = medium, 3 = a lot**
20. Have you shared some of what you have learned about climate change in this pack with your family?  
**1 = a little, 2 = medium, 3 = a lot**
21. Did you do the "Bring it home" tasks?  
**Answer options: 1 = a little, 2 = medium, 3 = a lot**
22. How confident do you feel to talk to people about climate change?  
**Answer options: 1 = a little, 2 = medium, 3 = a lot**
23. Did you find the climate change activity pack fun?  
**Answer options: 1 = a little, 2 = medium, 3 = a lot**



# Climate action plan template

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

<b>Part one:</b>	<b>Draw a picture and write some words to explain what climate change is.</b>
<b>Part two:</b>	<b>Climate causes the following problems:</b>
Climate change makes our lives harder because:	
This affects women and girls more because:	

<b>Part three:</b>	<b>Who are you going to talk to about climate change?</b>
I am going to tell _____ and _____ about climate change.	
<b>How are you going to tell them?</b>	
I could:	
Idea 1:	
Idea 2:	
Idea 3:	
<b>I care about climate change, so I promise to ...</b>	

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# Girl-Led Action on Climate Change

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