

Girl-Led Action on Climate Change

For girls aged: 11-15

There is
no planet B



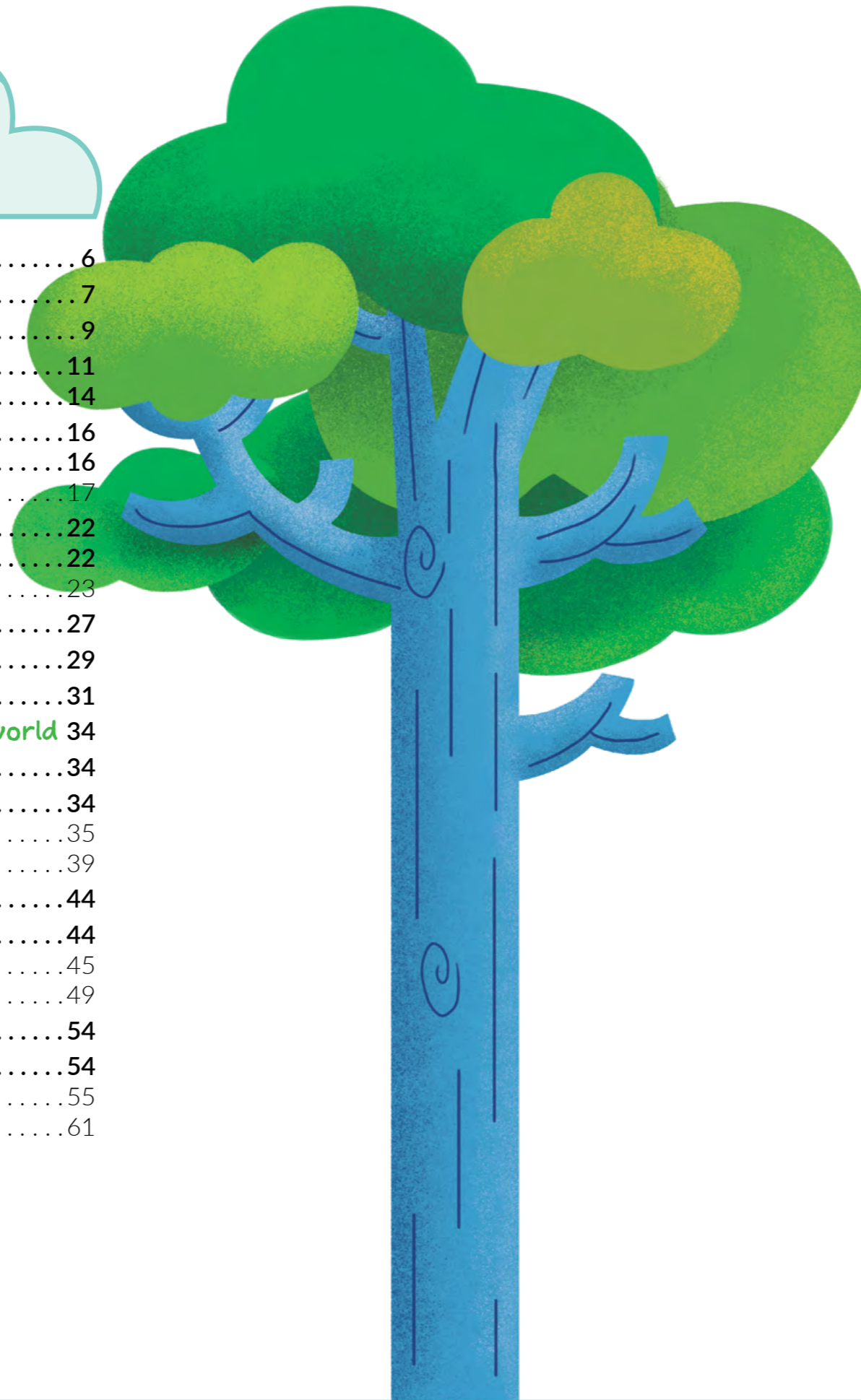
Food and Agriculture
Organization of the
United Nations



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 eight-nine hours to complete, plus time for taking the action developed in your action plan.

We recommend taking the time to complete the activities over **several weeks**, instead of over a few days. For example, you could do 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

Stage	Activity	Completed	Activity	Completed	Activity	Completed	
STAGE 1 See the bigger picture	What is climate change?	✓	Who is most affected by climate change?	✓	Climate action plan part 1	✓	
	The natural world Choose one of these topics, then complete one activity	Weather Animals and plants Water	✓ ✓ ✓	People Choose one of these topics, then complete one activity	Livelihoods Health Freedom	✓ ✓ ✓	Climate action plan part 2
	How to take action	✓	Share the knowledge Choose one activity out of two	✓ ✓	Climate action plan part 3	✓	
STAGE 3 Prepare to take action	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	60	✓
	Gender equality and me	Allies together	Play a game to understand different people's experience of climate change	60	✓
	Climate action plan, part 1			30	✓
Stage 2	Weather	Floods and droughts: Too wet or too dry?	Act out different disasters and use your imagination to prepare for them	90	✓
		Hurricanes: Be prepared!	Act out different disasters and play a game to understand why women are more at risk during natural disasters	90	✓
	Animals and plants	Land: Ricki the lizard	Build a human pyramid and explore the environment of a lizard to understand how climate change affects animals and plants	60	✓
		Marine: Ricki the parrot fish	Build a human pyramid and explore the environment of a parrot fish to understand how climate change affects animals and plants	60	✓
	Water	Fresh water crisis: Water competition	Use your negotiating skills to understand water competition and build a rainwater collection system.	90	✓
		Sea-level rise: Coastal monopoly	Solve a puzzle about water and play a game to understand coastal erosion.	90	✓
	The natural world				

	Section	Activity	Summary	Duration (min)	Suitable for online
Stage 2	Livelihoods	Farming song	Learn about climate-smart farming practices by creating a song and building your own composter.	90	✓
		The job race	Play a roleplay game to understand how climate change can affect people's lives and find out how our jobs can make it easier or harder to deal with climate change.	90	✓
	Health	Diseases: Swat the mosquito	Discover the link between diseases and climate change	90	✓
		Nutrition: Marketplace	Play a teamwork game to collect tokens and provide a healthy meal for your family.	90	✓
	Freedom	Education: Know your rights	Play games to explore how climate change and human rights are linked, and how climate and gender inequality affects your freedom and access to education.	90	✓
		Migration: Her climate journey	Create a story to discover how climate change and gender inequality can affect your rights and cause migration.	90	✓
	Climate action plan, part 2			30	✓
Stage 3	How to take action	Community reporting	While on a local walk, think about how to help your community adapt to climate change.	60	✓
	Share the knowledge	Empathy messaging	While on a local walk, think about how to help your community adapt to climate change.	30	✓
		Family chat	Play a roleplay game to start conversations on climate change.	40	✓
Climate action plan, part 3			30	✓	
It's time to celebrate!				70	✓



Survey BEFORE

Part 1

Are these statements about climate change true or false?

Read out these statements slowly to the group, repeating as necessary. They should write the question number on their paper, followed by their answer (T for true or F for false).

1. Climate is an event 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, creating 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. Countries in Africa, South America and Pacific Islands are less impacted by climate change because people living in these places are not responsible for climate change.
6. Black, Indigenous and People of Colour are impacted first and most strongly by climate change partly because their opinions and needs are often not taken into account in spaces where decisions are made.

Part 2

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

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:

- Y for yes
- M for more or less
- N for no

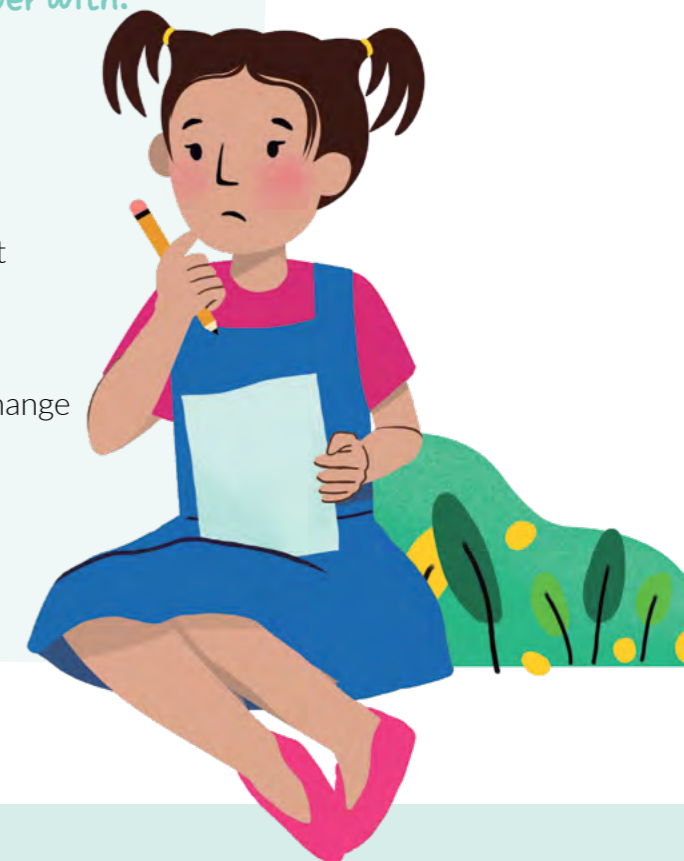
7. I understand how climate change is affecting my community.
8. I was interested in learning more about climate change even before finding out about the climate change activity pack.

9. I'm able to share my knowledge with others on the effects that climate change is having in my community.
10. I have started conversations on climate change topics and spoken about them with confidence.
11. I'm able to speak with confidence about some ways that climate change is affecting people and communities.
12. When talking about climate change, being a good listener is irrelevant because I will be doing most of the speaking.
13. There's nothing I can do to help my community adapt to climate change because my individual actions are too small.
14. I was eager to take action on climate change even before finding out about the climate change activity pack.
15. I know ways to help my community adapt to some climate change problems.
16. Girls and women don't need to help stop climate change because there are already powerful people doing this.
17. I have taken some kind of community action on climate change before.

For these last two questions, they should answer with:

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

18. How confident do you feel to talk to people about climate change?
Answer options: 1 = a little, 2 = medium, 3 = a lot
19. How important do you find the issue of climate change to your future?
Answer options: 1 = a little, 2 = medium, 3 = a lot





STAGE I



See the bigger picture

This stage of the badge is divided into **two topics** to help you understand what causes climate change and how it affects girls and women.

The activities in this stage will also answer the questions: **why is climate such a big issue and why should everyone care?**

What is climate change?

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



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



Read Maria's story and complete the activity to explore how 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.





Story time...



STAGE 1

What is climate change?

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

- Maria
- Narrator
- Farmer 1
- Farmer 2

Narrator: Maria was a Girl Guide. As a Girl Guide, she was a friend to all animals, always tried her best and did a good deed every day. She loved eating bananas and riding her bike. But the thing she loved most was exploring new places. She woke up one morning and could smell something sweet in the air ... it smelled like an adventure! After eating some tasty bananas for breakfast, she waved goodbye to her Dad who was busy cooking and jumped on to her bike to visit her Aunty Ana.

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

The first farmer said ...

Farmer 1: This ground is so hard and dry. The rainy season should have started already - it is late again.

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

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

Farmer 2: Global warming is everywhere!

Narrator:
Let's find out what climate change and global warming really means. Complete the activity and then read the next part of the story.





STAGE I

Cross the atmosphere

{suitable for online}*

SUMMARY

Play a game and write a play to understand how climate change works

PREPARATION

Print one copy of the Climate Vs Weather cards provided, and shuffle them all together

BONUS: Play this video right before the activity or send it to the girls to watch in advance. It's 20 minutes but it's great to watch as an extra to this activity to understand climate change and its effects: https://cutt.ly/glacc_video1

*Find how to adapt to online after the activity description

MATERIALS

- Chalk or yarn (optional)

IN THIS ACTIVITY YOU WILL

- Learn about global warming, climate change and the greenhouse effect
- Explore the difference between weather and climate

DURATION



60 MINUTES

Activity description

STEP 1

Play a warm up game (10 minutes)

1. Draw a **straight line** with chalk on the floor (you can also use an imaginary line).
2. All players stand on one side of the line. Pick one person to be the **keeper**. The keeper stands on the line, facing the rest of the players. The keeper can only move along on the line.
3. The goal is for players to **cross** from one side of the line to the other, **without being touched** by the keeper.
4. If the keeper catches you, you will **join the keeper** on the line for the next round.
5. Everyone who manages to cross, goes back to their starting position and plays another round. Play until everyone is a keeper.
6. Play **two or three rounds**, with a different person starting as the keeper.

STEP 2

Debrief the activity (15 minutes)

7. When was it **easier** to cross the line: when there was one keeper or many of them?
8. What effect did it have every time a **new keeper** joined? This game shows how the **greenhouse effect** works! Have you ever heard of the greenhouse effect? Read the **definition**.
9. Can you think of how the game we just played and the greenhouse effect are similar?
 - The **line** where the keepers move is like the **atmosphere** (the outer layer of the Earth)
 - The **keepers** are like **greenhouse gases**
 - The people trying to escape are like the **heat from the sun** trying to escape the Earth's atmosphere.

10. When we have **more greenhouse gases**, it's harder for the heat from the sun to escape, and therefore **the Earth gets warmer**.
11. **Humans** have altered the greenhouse effect and now it's bad for us! Do you know how?
 - Some things humans do, like using planes and cars or making new products, make a lot of **greenhouse gases**, eg CO₂ (carbon dioxide) and CH₄ (methane), as well as many others. The more greenhouse gases are in the atmosphere, the stronger greenhouse effect, and **warmer** the Earth gets.



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 (like wearing warm clothes). If we didn't have the greenhouse effect, the average temperature on Earth would be -18°C. Can you imagine how cold that is?! However, when too much of the sun's heat is trapped in this greenhouse effect, this is called global warming. It makes the average temperature of the Earth hotter, and causes more extreme weather and natural disasters.

STEP 3

Play a matching game about weather and climate (10 minutes)

12. We talk about global **warming** but in some places it's actually **cold**, e.g. in the Southern parts of South America where there's lots of snow in the winter (sometimes even more than before).
13. This is because global warming refers to the increase of the average temperature of the Earth over a **long period of time** - since the 1880s!
14. In order to understand global warming and climate change, we need to understand the difference between the weather and the climate.
15. Read the **definitions**, then look at the example **Weather Vs Climate card**. Create your own cards with facts about the weather and climate.
16. Create two teams. Read the cards out loud. The **fastest player** to correctly guess if it is weather or climate gets a point. The team with the most points at the end of the game wins.



Weather is a specific event – like a rainstorm or hot day – that happens over a few hours, days or weeks. When you look out your window, you can see what the weather is like. Is it rainy, sunny, hot or cold today?



Climate is more than a few days that are cold or hot. It describes the typical weather conditions in a place for a very long time – over 30 years or more.



Continued in the next page



ANSWERS

Weather cards:

- It's sunny today // This is weather because by looking out the window you can see what's happening today
- It's 20°C outside // This is the temperature right now and where you are.
- There was a flood in Nicaragua on Tuesday // This was one specific weather event that took place and disappeared, but isn't a regular pattern
- Hurricane Catarina (2004) is the only recorded South Atlantic hurricane in history // This was a specific weather event that happened and then stopped, but doesn't happen regularly or in a pattern

Climate cards:

- The North Pole ice cap is melting and disappearing // This is happening over a long period of time and we can only see this by studying it for years.
- Summers in Santiago de Chile are generally hot and humid // Summer and other seasons are a collection of the weather conditions which repeat over time and have been observed for decades.
- It will be hurricane season from June through November in the Caribbean // Hurricanes typically happen in that time in that area, every year, and we can predict them far ahead in time.
- The average temperature of the Earth is around 1°C warmer since 1880 // This is a temperature change in the whole world for over 140 years, and we can't just see it when we look outside the window!



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

STEP 4

Create a play (20 minutes)

17. In groups of four or five, create a **short play** to explain the link between the words we've learned today: **weather, climate, greenhouse effect, global warming** and **climate change**. Revisit the definition to help you.
18. Draw or write down a summary of your play so you remember what you have learned!

BRING IT HOME

Tell your family about the words you learned today and see if they know the difference between weather and climate.



Adapt it online:

Step 1 and 2: Replace these steps by the alternate activity below.

Step 4: Groups prepare their short play in breakout rooms then bring everyone back together to present.

Weather Vs Climate cards

It's sunny today

It's 20°C outside

There was a flood in Nicaragua on Tuesday

This was one, specific weather event that happened and then stopped, but doesn't happen regularly or in a pattern

Hurricane Catarina (2004) is the only recorded South Atlantic hurricane in history

This was an event that took place once, in a region where normally there aren't hurricanes, so it's a weather event

The large area of thick snow covering the land in the North Pole (ice cap) is slowly melting and disappearing

Summers in Santiago de Chile are generally hot and humid

It will be hurricane season from June to November in the Caribbean

The average temperature of the Earth is around 1°C warmer since 1880





Story time...

Who is most affected by climate change?

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

- Narrator
- Farmer 3
- Maria
- Cousin Sarah
- Aunty Ana

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

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

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

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

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

Maria: The effects are different in different places! In some places there is less rain but in others there are more hurricanes. And this is having consequences for everyone.

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

Aunt Ana: Climate change has consequences for everyone, but it is making life harder for some people more than others. People, like farmers or Indigenous Peoples, who rely a lot on nature to live are facing more problems. This is also the case for **women**, who are often in charge of collecting water and food, which becomes harder if wells and rivers dry up. When the Earth gets hotter, we are all in trouble, but **those who have little will have even less**. The good thing is, women and girls like you are very powerful, and they are taking action to change things!

Narrator:
What does Aunt Ana mean?
Complete the activity to find out.





STAGE I

Allies together

{suitable for online}*

SUMMARY

Play a game to understand different people's experience of climate change

IN THIS ACTIVITY YOU WILL

- Learn how climate change hurts some people more than others
- Find ways to support people who are most affected by climate change

MATERIALS

- Paper
- Pens

PREPARATION

You need a large space (indoors or outdoors) to play this game.

Come up with three different characteristics that could help you divide the group easily (for example, short or long hair/colour of clothing/glasses or not, etc.)

DURATION



60 MINUTES

*Find how to adapt to online after the activity description

Activity description

STEP 1

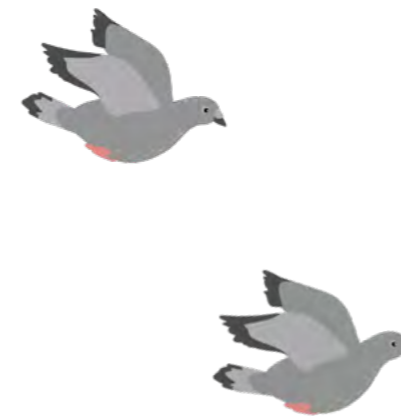
Play a game (30 minutes)

1. One person plays the role of "climate change", and the rest are **humans**, living on Earth.
2. "Climate change" stands facing a wall. All other players are standing in a line, ten metres behind "climate change". One at a time, each player takes a step forward (as big as they want), and asks, "Climate change, what is happening?"
3. "Climate change" can choose **one of three answers**:
 - "Nothing", where the player stays still
 - "Heatwave", where the player takes a small step back
 - "Hurricane", where the player takes two large steps back.
4. Keep up the pace - each player takes it in turns quickly. The first player to touch the wall wins the game.
5. You're now going to play new rounds of the game, but the player playing "climate change" will face the other players, and there will be a secret rule. As a group, try to guess what the secret rule is. The first person to guess correctly becomes "climate change".



Secret rules:

- **Round 2:** "Climate change" can't give the answer "nothing" to **any players in the left half** of the space.
- **Round 3:** Before you start, each player takes as many large steps back as they have the **letter A in their name**. Eg, someone named Ana would have to take two large steps back, but someone named Emily should stay where they are.
- **Rounds 4, 5, 6:** Invent new rules based on the characteristics you have chosen. For example: people with glasses take two steps forward before starting the game, or players wearing red always have hurricanes.



STEP 2

Debrief (20 minutes)

6. Who won the game?
7. Was it easy to guess the secret rules?
8. Do you think **real life** is more like the **first round of the game or the other ones?** Does everyone in the world experience climate change **equally**, or are some people more or less impacted by it?
 - Many countries in Africa, South America, Pacific Islands, etc are **more impacted** by climate change. The people living in these places are also the **least responsible** for climate change.
9. The **secret rules** gave some players more problems to overcome. This represents **problems caused by climate change**. In real life, **some areas in the world are more impacted by climate change**. Can you guess which places?
 - People that rely a lot on nature to live like small farmers or Indigenous Peoples have more problems when climate change causes hurricanes or tornadoes. Women also have more problems because they are often in charge of collecting water and food, which becomes harder if wells and rivers dry up.
10. Some people also experience more problems because of climate change **based on who they are: their identity**. Can you think of any examples of how where you are born, or who you are, can mean you **experience climate change differently?**
 - For example, a woman farmer would be more affected because she is both a farmer and a woman.
11. You played different rounds of the game with different unfair rules. Imagine what would happen if you played a round with **more than one unfair rule** at the same time. What would have happened?
12. This is what happens in real life. Some people face more difficulties linked to climate change because of their **identity** (the different 'groups' they belong to). Can you think of examples?
 - For example, a woman farmer would be more affected because she is both a farmer and a woman.



STEP 3

Change the rules (10 minutes)

13. In this game, you had to play by the rules. But are there ways you could have made the game **fairer**, so that everyone had the same chances of winning?

- For example, people without As in their name could help those who do by offering them their turn.

14. It is difficult to change the things that make the world unfair if we work alone. But, **together**, we have power to care for and support each other to make the world a fairer, more equal place. Come up with **three ways** you could help people who are most affected by climate change.

- For example, you could support campaigns created by Indigenous communities, help women and girls learn more about how climate change affects them, or help people who live in poverty to protect their houses against floods.

BRING IT HOME

Think of some people around you or in your community who are more affected by climate change because of their identity or where they live. Share your knowledge with them and do at least one of the actions you have chosen!



Adapt it online:

Step 1:

- Open a Google Sheet. Put every participant's name in column A.
- Ask all participants to join the spreadsheet and click on the cell that is on column L and on the row that has their name on it. You should be able to see all participants in column L in the spreadsheet.
- Play the game - participants move backwards or forwards in the spreadsheet, along their own row.
- Play a first round where "climate change" isn't looking at their screen, so they can't see where everyone is on the grid.
- For the next rounds with the unfair rules - be sure to send the secret instructions to the "climate change" player in a private message!





STAGE I

Climate action plan, part 1

{suitable for online}

SUMMARY

Complete the first part of your climate action plan and choose your topics for stage 2.

IN THIS ACTIVITY YOU WILL

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

MATERIALS

- A copy of the **climate action plan** (ideally one for each person - see page 129)
- Pencils

DURATION



30 MINUTES

PREPARATION

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

Activity description

STEP 1

What is climate change to you?

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

STEP 2

Complete the decision tree

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



Decision tree

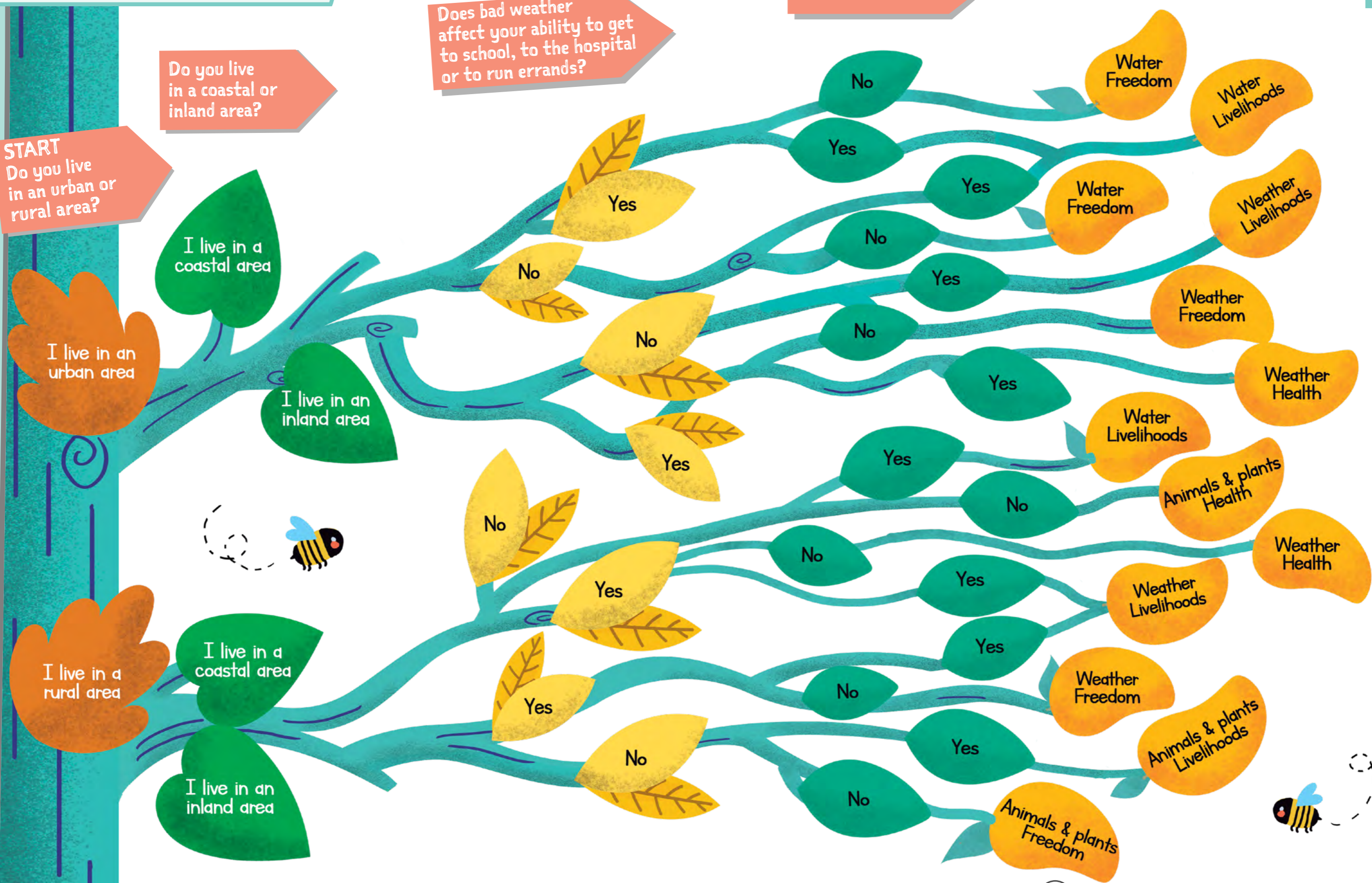
START
Do you live in an urban or rural area?

Do you live in a coastal or inland area?

Does bad weather affect your ability to get to school, to the hospital or to run errands?

Does anyone in your family farm or fish?

Recommended topics



STAGE 2



Explore the issues

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

change and reduce your impact on the environment.

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

The impact of climate change on the NATURAL WORLD



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

Weather

Climate change is making the weather more extreme and causing natural disasters.

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

- **Floods and droughts: Too wet or too dry?** – Act out different disasters and use your imagination to prepare for them
- **Hurricanes: Be prepared!** – Act out different disasters and play a game to understand why women are more at risk during natural disasters

Animals and plants

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

- **Land animals and plants: Ricki the lizard** – Build a human pyramid and explore the environment of a lizard to understand how climate change affects animals and plants
- **Marine animals and plants: Ricki the parrot fish** – Build a human pyramid and explore the environment of a parrot fish to understand how climate change affects animals and plants



Water

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

- **Fresh water crisis: Water competition** – Use your negotiating skills to understand water competition and build a rainwater collection system.
- **Sea-level rise: Coastal monopoly** – Solve a puzzle about water and play a game to understand coastal erosion.

The impact of climate change on PEOPLE



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

Livelihoods

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

- **Farming: Farming song** – Learn about climate-smart farming practices by creating a song and building your own composter.
- **Jobs: The job race** – Play a roleplay game to understand how climate change can affect people's lives and find out how our jobs can make it easier or harder to deal with climate change.



Health

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

- **Diseases: Swat the mosquito** – Discover the link between diseases and climate change
- **Nutrition: Marketplace** – Play a teamwork game to collect tokens and provide a healthy meal for your family.

Freedom

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

- **Education: Know your rights** – Play games to explore how climate change and human rights are linked, and how climate and gender inequality affects your freedom and access to education.
- **Migration: Her climate journey** – Create a story to discover how climate change and gender inequality can affect your rights and cause migration.





STAGE 2

Story time...

Weather

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

- Narrator
- Aunt Ana
- Maria

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

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

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

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

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

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

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

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

Aunt Ana: It does, but don't worry, there's a lot we can do to help!

Narrator:
Complete one activity from this topic to find out about extreme weather and what you can do to protect yourselves.





STAGE 2

Floods and droughts: Too wet or too dry? {suitable for online}*

SUMMARY

Act out different disasters and use your imagination to prepare for them

IN THIS ACTIVITY YOU WILL

- Identify different types of natural disasters and those most common in your area
- Learn how to prepare for floods and droughts

PREPARATION

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

Step 1: Read the list of natural disasters and be ready to define each one.

Step 4 and 6: Gather all your equipment in a large space. Alternatively, do this outdoors and ask participants to find natural building materials themselves (without disturbing nature).

***Find how to adapt to online after the activity description**

MATERIALS

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

DURATION



90 MINUTES

Activity description

STEP 1 Define natural disasters (5 minutes)

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



Natural disasters are natural events that cause great damage to homes, communities and the environment, as well as loss of life. Examples are hurricanes and tropical storms, droughts, floods and landslides, tornadoes, tsunamis, wildfires or ice storms.

STEP 2 Act out natural disasters (10 minutes)

Instructions for activity leader

3. Form teams of **four to five players**.
4. 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!".
5. Teams then look at each other and **guess** which disaster they are acting out.
6. 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.
7. Play a few rounds.

STEP 3 Debrief (15 minutes)

8. Was it **easy or hard**? Did you know all the types of natural disasters or did you have to be creative for some of them?
9. Do you know why climate change causes those changes to the weather? Climate change, and specifically the increase in the Earth's temperature, is changing the **water cycle** on Earth. This makes natural disasters more frequent and causes **extreme weather** to happen more often and be more severe. For example, it can cause unexpected and extreme rainfalls in a short period of time, or very long periods of drought.

10. Can you remember living through or hearing about any recent **climate-related extreme weather** like floods or droughts? How did it make you feel? *Be aware that some people might find this upsetting, so make sure the conversation is safe and sensitive.*

- What **damage** did this cause? Think about damage to people, buildings, things, plants and animals.
- How did people **react** during and after it happened? How did they feel? What did they do?

STEP 4 Define natural disasters (20 minutes)

11. Imagine you all live in a **town**. You've just heard that there is a storm coming and it will cause a **huge flood**. You only have 15 minutes to prepare for it and try to prevent the damage!
12. In four groups, use the **materials provided** to prevent the damage:
 - Group 1 has to protect the **people**.
 - Group 2 has to protect the **houses and other buildings**.
 - Group 3 has to protect the **fields and plants**.
 - Group 4 has to protect the **animals**.
13. After 15 minutes, present your creation to the rest of the group.





STEP 5

Debrief (5 minutes)

14. Was it **hard or easy** to find ideas to prevent the damage created by the flood?
15. What could have made it **easier**? Think about the time given, the materials, the building process, etc. What do you think could make preparing for floods easier **in real life**?
16. Did the four groups manage to **collaborate**? Did your plans all work together?

STEP 6

Prepare for a drought (20 minutes)

17. Well done for preventing the flood damage! But it is now very hot and a **drought** is coming (a long, hot period with no rain).
18. Be creative using the remaining material (if any) to prepare the people, buildings and houses, fields and crops and animals for the drought. You can't use anything you have built to prepare for the flood - there might be another flood in the future!
19. After 15 minutes, present your idea.

STEP 7

Debrief (15 minutes)

20. How did you **work together** this time? Was it easier or more difficult?
21. How was it to work with very few materials?
22. What have you learned that you could use **in real life** to help your family and your community prepare for floods and droughts? Come up with a list of at least **five things** that you could do to prepare for floods and droughts.
23. Girls and women have different experiences of natural disasters compared to boys and men. Men and women aren't treated equally in the world, **so extreme weather impacts women and girls the most**. For example, women and girls don't have as much information on how to prepare for a disaster, can't access public shelters, or are less likely to know how to swim.
24. It is especially important to **share your knowledge** on floods and droughts with the girls and women in your community to make sure they can stay as safe as possible during extreme weather.

BRING IT HOME

Share the five things you can do to prepare for floods and droughts with your family, and with girls and women around you.

Suggestions to help prepare for floods

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

Suggestions to help prepare for droughts

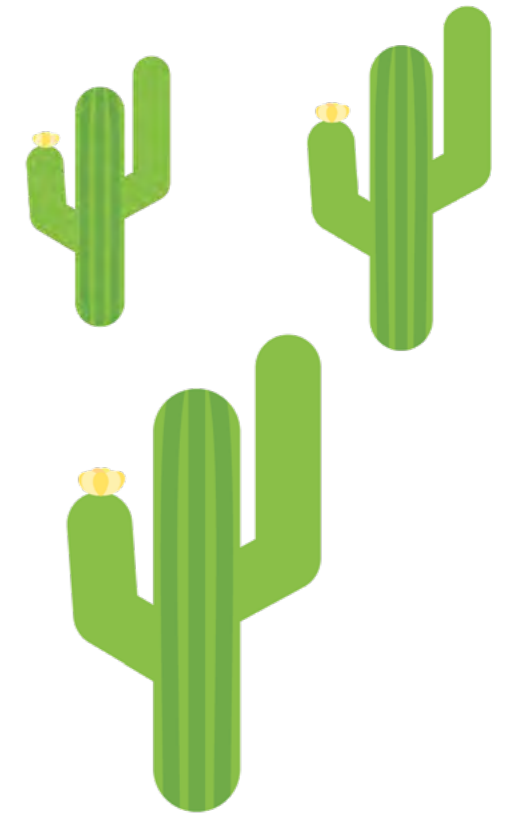
- Check for droughts warnings and let others know around you too
- Collect emergency water
- Install a rainwater collection system
- Reuse water wherever possible
- If you live in a area where droughts happen often, learn about crops and species that need less water to survive and encourage your community to grow them
- Attend or organise community meetings about water usage



Adapt it online:

Steps 4 and 6:

- Use an online tool to create a spinning wheel (like pickerwheel). Add categories of things you can find on you or in your house: food, clothes, tools; knowledge, technology, building materials, first aid, other, etc.
- Take it in turns to spin the wheel and think of one thing (that you own or could easily find) that would help you prepare for a natural disaster and protect people, houses, fields and animals.





STAGE 2

Hurricanes: Be prepared!

{suitable for online}*

SUMMARY

Act out different disasters and play a game to understand why women are more at risk during natural disasters.

IN THIS ACTIVITY YOU WILL

- Identify different types of natural disasters and those most common in your area
- Understand why women are more at risk during natural disasters

*Find how to adapt to online after the activity description

MATERIALS

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

DURATION



90 MINUTES

PREPARATION

Note for leaders: This activity could be upsetting for young people if they have lived through a traumatic natural disaster. Please consider their 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.
2. Have you ever heard of natural disasters happening in your country?



Natural disasters are natural events that cause great damage to homes, communities and the environment, as well as loss of life. For example, hurricanes and tropical storms, droughts, floods and landslides, tornadoes, tsunamis, wildfires or ice storms.

STEP 2

Act out natural disasters

(15 minutes)

Instructions for activity leader

3. Form teams of **four to five players**.
4. Call out different types of **natural disasters** using the list below, then give the group 10 seconds to show that disaster using only their **bodies** - count down from 10. When you reach zero, shout "Freeze!":

a. Tornado	f. Cyclone
b. Wildfire	g. Heat wave
c. Flood	h. Hurricane
d. Cold wave	i. Landslide
e. Drought	j. Blizzard
5. Give the teams a few seconds between each to look at what the others are doing. Continue to **keep up the pace** and make sure everyone is engaged and having fun!

STEP 3

Debrief and discuss natural disasters in your area

(15 minutes)

6. Was it **easy or hard**? Did you know all the types of natural disasters or did you have to be creative for some of them?
7. Do you know **why** climate change causes those changes to the weather? Climate change, and specifically the increase in the Earth's temperature, is changing the **water cycle** on Earth. This causes **extreme weather** and makes **natural disasters** more frequent. For example, it increases the likelihood and severity of storms.
8. Can you remember living through or hearing about any recent **climate-related natural disaster** like a hurricane or a cyclone? How did it make you feel? Be aware that some people might find this upsetting, so make sure the conversation is safe and sensitive.
 - What damage did this cause? Think about damage to people, buildings, things, plants and animals.
 - How did people react during and after it happened? How did they feel? What did they do?



STEP 4

Play a disaster management game (20 minutes)

Instructions for activity leader

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

9. Divide into **three** equal teams: A, B and C.

10. Explain **team A's instructions** (in secret):

- Where you're sitting down right now is your **house**. You can do whatever you want. Play a game you like, make a drawing, or just chat. It's your choice.

11. **Team B's instructions:**

- A **disaster** will strike in 15 minutes!
- You need to **prepare** for the disaster.
- If you're in your house when disaster strikes, you will be hurt.

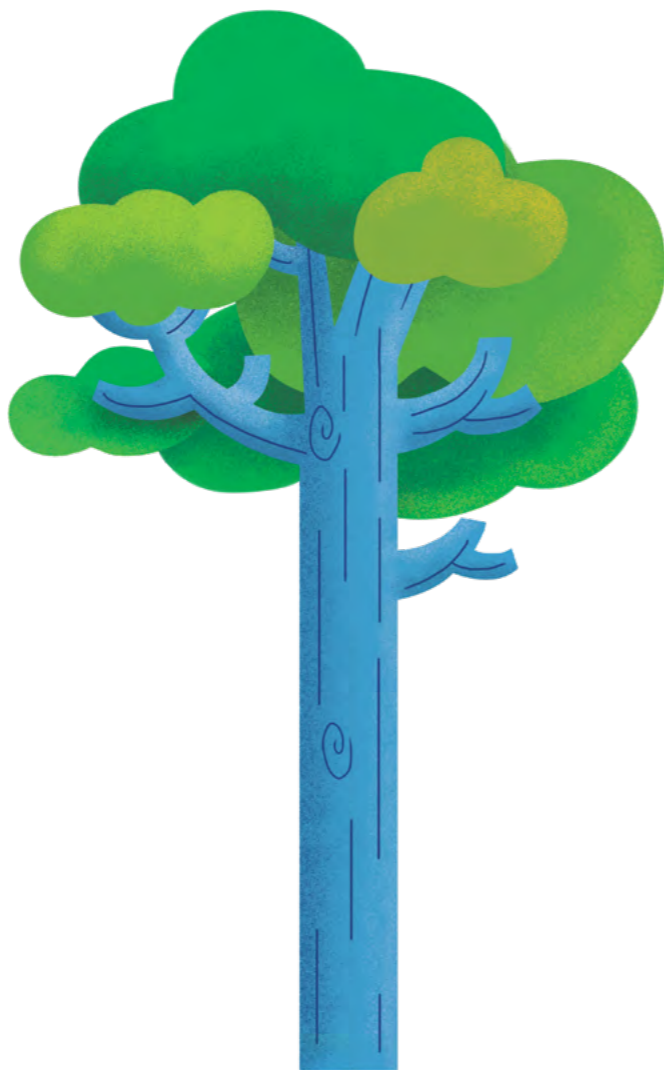
12. **Team C's instructions:**

- A **disaster** will strike in 15 minutes.
- To prepare for the disaster, each of you needs to have collected **three things**: one yellow, one blue and one red. If you can't find anything with these colours, you can create something with the pens and paper.
- You also need to create a **shelter** for your team. Your shelter needs to be far away from your house. To create it, you can draw it on a piece of paper, represent it with your collected things or build it with other materials you can find ... Be creative! When disaster strikes, you all need to be in your collective shelter, with your three things.

13. After 15 minutes, announce dramatically, "Climate change is making the weather more unpredictable and more extreme. Right now, you can see the sky becoming darker. The wind is changing. It is starting to rain. You can hear the storm. There it is ... a natural disaster!"

14. Announce that the game is now **over**:

- Anyone still in their house has been struck by disaster, and has **lost** the game.
- Anyone that doesn't have three things with them, one yellow, one red and one blue, wasn't properly prepared for the disaster, and has **lost** the game.
- Anyone not in a shelter far away from their house has been struck by disaster, and has **lost** the game.



STEP 5

Debrief (15 minutes)

15. Show the shelters and let each team explain what their instructions were.

16. Did anyone **not in team C** manage to win the game? Why?

17. In real life too, people experience natural disasters in different ways. Men and women aren't treated equally in the world, so natural disasters make women and girls' lives more difficult. For example, **women and girls don't have as much information about how to prepare** for a disaster or can't access public **shelters** (like group B). They also are less likely to know **when** a disaster might hit (like group A).

18. Have you ever heard of any cases in your **community** where women and girls don't have as much information? Why do you think that happens?

19. What can each of you do to help women and girls get the right information about these disasters, know when they are coming and prepare for them? As a group, come up with at least **three things** you could do.

STEP 6

Create the perfect shelter (20 minutes)

20. All together, design the **perfect shelter** to prepare for a natural disaster and stay safe.

BRING IT HOME

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



Adapt it online:

Deliver Step 4 using an online whiteboard like Miro or Jamboard. Before the meeting:

1. Draw an image or a plan of a house (within a town) on the board.
2. Copy the board to make one per group.

During the activity:

3. In breakout rooms, give teams their instructions **secretly**.

- **Team A's instructions:** You are in your house. You can do whatever you want. Play a game you like, make a drawing, or just chat. It's your choice.

- **Team B's instructions:** You are in your house, in your town. A **disaster** will strike in 15 minutes. You need to **prepare** for the disaster. If you're in your house when disaster strikes, you will be hurt.

- **Team C's instructions:** You are in your house, in your town. A **disaster** will strike in 15 minutes.

- » To prepare for the disaster, each of you needs to have collected **three things**: one yellow, one blue and one red. You can collect anything you have in your house (or where you are currently having the meeting) and need to be able to show it on screen. If you can't find anything with these colours, you can add images in the right colours to the online whiteboard.

- » You also need to create a **shelter** for your team. Your shelter needs to be far away from your house. To create it, you can draw it on the whiteboard or imagine it with your collected things...

Be creative! When disaster strikes, you need to have finished building your shelter and you each need your three things.





Story time...



STAGE 2

Animals and plants

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

- Narrator
- Maria
- Aunt Ana
- Cousin Sarah

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

Maria: The vegetables in your garden are beautiful. Imagine what amazing things grow in the forests or on the coast!

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

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

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

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

Aunt Ana: Yes, I agree. Weather is becoming more extreme. As the world becomes hotter, large surfaces of ice in the coldest places on Earth are melting. This means warmer seas and higher sea levels.

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

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

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

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

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

Aunt Ana: Exactly. We need to protect animals and plants, because they can also help us to fight climate change!

Narrator:

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





STAGE 2

Land Animal & Plants: Ricki the lizard

{suitable for online}*

SUMMARY

Build a human pyramid and explore the environment of a lizard to understand how climate change affects animals and plants

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

*Find how to adapt to online after the activity description

MATERIALS

- Step 6: Papers and coloured markers/pencils to draw

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 have **maximum two people**.
2. Each team has to discuss one of the following:
 - **Plants:** How do plants benefit humans? And how do humans benefit plants?
 - **Animal:** How do animals benefit humans? And how do humans benefit animals?
 - **Humans:** Think about all the plants and animals that humans use or connect with 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).



An **ecosystem** is a community of living things (animals, plants, etc.) that live and interact 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



How we benefit from biodiversity:

Medicine: Plants and animals help us to better understand diseases and learn how to cure them.

Food: We need different sources of food to be healthy. Can you imagine eating only potatoes forever and nothing else? We wouldn't be healthy then!



Protection from natural disasters: Having strong forests or different sources of food allows us to be more protected and better prepared in case of disasters like floods, hurricanes or droughts.

Clothes: We make our clothes from different plants and animal products.

Biodiversity gives us a lot of amazing things we take for granted! The variety of plants and animals and the roles they play in our communities, help create a network of food, energy, and clean water. For example, quinine, which is used to treat malaria, comes from the Cinchona tree which also provides homes for many butterflies.

STEP 2

Build a human pyramid to represent a healthy ecosystem (15 minutes)

If building a human pyramid is not safe and accessible in your context, check out the online adaptation of the activity!

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

STEP 3

Debrief (10 minutes)

10. What happened to the pyramid when we were **taking plants and animals away** from the ecosystem?
11. At some point it becomes impossible to build the pyramid. Do you think there is a similarity between this activity and 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

Act out scenarios (15 minutes)

13. Ricki is an anole **lizard** who is looking for a good spot to make a house. She requires a **large perch** on a tree, access to clean **water**, and at least **20 bugs** to eat a day.
14. Each team is given a different ecosystem **scenario** and will need to act out how Ricki finds a good spot to live.
15. Give each group a scenario **in secret**:
 - Scenario 1: Ricki lives on a small island with clean water and lots of bugs to eat and trees to live in.
 - Scenario 2: Ricki lives in a tree close to a village where a big company wants to cut down the edge of the forest to make new farming fields.
 - Scenario 3: Ricki lives in a tree in the centre of the village. The villagers wish to get rid of the bugs in the town centre.
16. Take 10 minutes to plan how you will **act out your scenario**. The other teams will need to guess what your scenario was!

Continued in the next page



17. When planning what to act out, think about:

- What happens to Ricki as she settles in her home?
- Is there enough **food** for Ricki?
- Is there enough **water**?
- Is Ricki's home **safe**?

18. After each team presents their scenario, the other teams read out their scenario and explain why they acted it out like they did.

STEP 5

Debrief the activity (15 minutes)

19. Was it easy or hard for Ricki to live in all three scenarios?
20. Were there some factors that made it harder for Ricki to get what she needed to survive?
21. How could these scenarios relate to **real life**?
22. When humans cut trees (to make space for farming or to build houses for example), there is less place for plants and animals to live. This causes some species to become **extinct** (disappear) because they no longer have a place to live, food to eat or water to drink.
23. **Water pollution** is a serious problem caused by human activity. It can come from plastics and waste, sewage being put in lakes and rivers, chemicals used by industries and agriculture etc. Water gets mixed with polluted water, which makes it unsafe to drink for humans and animals or to grow our food.
24. As deforestation increases, we lose our own protection from **floods**. Trees' roots keep the ground sturdy as floodwaters rise and without those trees, floods can be more dangerous as they drag the soil with them.

STEP 6

Draw a good ecosystem for Ricki (15 minutes)

25. Divide yourselves into teams again. Each team draws their own version of a **great ecosystem** for Ricki.
- Where is it?
 - What does it look like?
 - What can you see around?
 - What plants and other animals are there?
 - What other things are not there?
26. Show the drawings to the rest of the teams, explaining **why** the ecosystem is great for Ricki.
27. What can we do to protect ecosystems around us so we reduce biodiversity loss in plants and animals?
- 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?

BRING IT HOME

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

Adapt it online:

Steps 2 and 3:

- Turn on all your cameras, with everyone using gallery mode.
- Name a leader for the activity. The leader's goal is to create a collaborative image across the gallery with everyone on the screen: for example, everyone uses their arms to form a big heart, or spells out a word with their bodies. Only the leader will see the 'correct' image as people appear in different orders on gallery mode, so the rest of the group has to trust them!
- The leader says the name of a plant. They then name someone on screen. That person (person A) has to name something that eats grass (for example, a rabbit). The leader then tells them what to do with their bodies (for example "make an A" or "hold your hand above your head"). Person A names someone else on screen, and this person has to say the name of something that eats rabbits or grass, then the leader tells them what to do with their bodies. Continue until everyone has contributed to the food web and the leader has told everyone what to do.
- If players are running out of ideas, give them a hint.

- Once the food web is created, ask players to give examples of events that could damage the food chains (for example, building a highway, deforestation, over hunting/ over fishing...). For each example given, each person that names something this could damage has to stop doing what they were doing with their bodies, to show the damage done to the ecosystem.
- Have the leader take screenshots for each event, and see if you could still create the collaborative image.
- Debrief by asking players what they have learned, then show them [this video: https://cutt.ly/glacc_video2](https://cutt.ly/glacc_video2) explaining how animals and plants are connected, and how the reintroduction of one animal in a park had a great impact on the whole ecosystem.
- In small groups, relate this video to your local context. Can you imagine which animals or plants could have a great impact on your local ecosystems?

Step 4: Put participants in breakout rooms and give them their scenarios in the chat.





STAGE 2

Marine Animal & Plants: Ricki the parrot fish

{suitable for online}*

SUMMARY

Build a human pyramid and explore the environment of a parrot fish to understand how climate change affects animals and plants change affects animals and plants

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

*Find how to adapt to online after the activity description

MATERIALS

- Step 2: Ball of string
- Step 6: Papers and colored markers/pencils to draw

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 has to discuss one of the following:
 - **Plants:** How do plants impact our everyday lives?
 - **Animal:** How do animals impact our everyday lives?
 - **Humans:** Think about all the plants and animals that humans use or benefit from 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).



An **ecosystem** is a community of living things (animals, plants, etc.) that live and interact 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.



How we benefit from biodiversity:

Medicine: Plants and animals help us to better understand diseases and learn how to cure them.

Food: We need different sources of food to be healthy. Can you imagine eating only potatoes forever and nothing else? We wouldn't be healthy then!



Protection from natural disasters: Having strong forests or different sources of food allows us to be more protected and better prepared in case of disasters like floods, hurricanes or droughts.

Clothes: We make our clothes from different plants and animal products.

Biodiversity gives us a lot of amazing things we take for granted! The variety of plants and animals and the roles they play in our communities, help create a network of food, energy, and clean water. For example, quinine, which is used to treat malaria, comes from the Cinchona tree which also provides homes for many butterflies.

STEP 2

Build a web to understand how ecosystems work (15 minutes)

3. As a group, try to define the word **ecosystem**.
4. Form a circle. You are going to **create a web** to show how things connect in an ecosystem.
5. The first player holds the **string** in their hand and says the name of a **plant**, for example grass.
6. Hold onto the end of the string and throw the ball to someone else.
7. The second player says the name of an **animal** which eats this plant, a rabbit (eats grass) for example. Then the second player holds onto the string and throws the ball to another person. The third person says the name of an **animal** that eats rabbits **or** grass.
8. Continue the game so that the string weaves across the circle. If your participants are running out of ideas, give them a hint. and continue until the group produces a big and complex web. Try to create the longest chain!



STEP 3

Debrief (10 minutes)

9. What are some things, linked to climate change or not, that could **damage** the web? For each example given, cut the appropriate thread.
10. What happens when the threads are cut? What is the further impact?
11. How could you **repair** the damage to the ecosystem?
12. Show this video: https://cutt.ly/glacc_video2 explaining how animals and plants are connected, and how the reintroduction of one animal in a park had a great impact on the whole ecosystem.
13. In small groups, relate this video to your **local area**. Can you imagine which animals or plants could have a great impact on your local ecosystems?

STEP 4

Act out the scenarios (25 minutes)

14. Ricki is a parrot fish who is looking for a good spot to make a house. She requires corals that are healthy and big to eat, and access to clean water.
15. Each team is given a different ecosystem scenario and will need to act out how Ricki finds a good spot to live.
16. Give each group a scenario in secret:
 - **Scenario 1:** Ricki the parrot fish lives in a coral reef far from humans, with clean water and large corals to eat.
 - **Scenario 2:** Ricki the parrot fish lives on a coral reef in the heat of the summer. It's a very hot summer and the corals have bleached and died.
 - **Scenario 3:** Ricki the parrot fish lives on a coral reef near a port sea. Many tourists come and visit the reef and touch the coral causing it to die.



17. Take 10 minutes to plan how you will **act out** your scenario. The other teams will need to guess what your scenario was!
18. When planning, think about:
 - What happens to Ricki as she settles in her home?
 - Is there enough **food** for Ricki?
 - Is there enough **water**?
 - Is Ricki's home **safe**?

19. After each team presents their scenario, the other teams read out their scenario and explain why they acted it out like they did.

STEP 5

Debrief the activity (15 minutes)

20. Was it easy or hard for Ricki to live in all three scenarios?
21. Were there some factors that made it harder for Ricki to get what she needed to **survive**?
22. How could these scenarios relate to **real life**?
 - Climate change and ocean acidification cause corals to bleach and die. Corals provide food and shelter for marine life that live on coral reefs.
 - Water pollution is a serious problem caused by human activity. It can come from plastics and waste, sewage being put in lakes and rivers, chemicals used by industries and agriculture etc. Water gets mixed with polluted water, which makes it unsafe to drink for humans and animals or to grow our food.
 - Corals also provide barriers for hurricanes. As storms get bigger, coral reefs can protect coastal cities by breaking the waves which slows down the hurricanes.

STEP 6

Draw a good ecosystem for Ricki (15 minutes)

23. Divide yourselves into teams again. Each team draws their own version of a great ecosystem for Ricki.
 - Where is it?
 - What does it look like?
 - What can you see around?
 - What plants and other animals are there?
 - What other things are not there?
24. Show the drawings to the rest of the teams, explaining why the ecosystem is great for Ricki.
25. What can we do to protect ecosystems around us so we reduce loss of biodiversity amongst plants and animals?
 - 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?

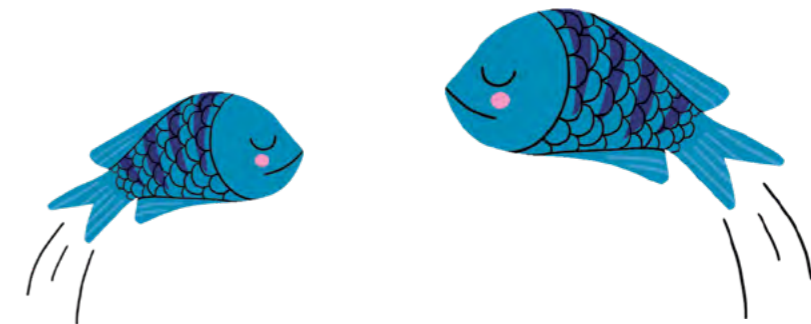
BRING IT HOME

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

Adapt it online:

Steps 2 and 3:

- Turn on all your cameras, with everyone using gallery mode.
 - Name a leader for the activity. The leader's goal is to create a collaborative image across the gallery with everyone on the screen: for example, everyone uses their arms to form a big heart, or spells out a word with their bodies. Only the leader will see the 'correct' image as people appear in different orders on gallery mode, so the rest of the group has to trust them!
 - The leader says the name of a plant. They then name someone on screen. That person (person A) has to name something that eats grass (for example, a rabbit). The leader then tells them what to do with their bodies (for example "make an A" or "hold your hand above your head"). Person A names someone else on screen, and this person has to say the name of something that eats rabbits or grass, then the leader tells them what to do with their bodies. Continue until everyone has contributed to the food web and the leader has told everyone what to do.
 - If players are running out of ideas, give them a hint.
- Once the food web is created, ask players to give examples of events that could damage the food chains (for example, building a highway, deforestation, over hunting/ over fishing...). For each example given, each person that names something this could damage has to stop doing what they were doing with their bodies, to show the damage done to the ecosystem.
 - Have the leader take screenshots for each event, and see if you could still create the collaborative image.
 - Debrief by asking players what they have learned, then show them https://cutt.ly/glacc_video2 explaining how animals and plants are connected, and how the reintroduction of one animal in a park had a great impact on the whole ecosystem.
 - In small groups, relate this video to your local context. Can you imagine which animals or plants could have a great impact on your local ecosystems?
- Step 4: Put participants in breakout rooms and give them their scenarios in the chat.





Story time...

Water



STAGE 2

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

- Aunt Ana
- Maria
- Cousin Sarah

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

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

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

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

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

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

Aunt Ana: It does, but some people are fighting for clean, safe water, and you can also help.

Narrator:

Complete one activity from this topic to see how water access is being threatened by climate change.





STAGE 2

Fresh water crisis: Water competition

SUMMARY

Use your negotiating skills to understand water security and build a rainwater collection system.

IN THIS ACTIVITY YOU WILL

- Learn how climate change causes water competition
- Learn why collecting rainwater can help you adapt to climate change, and how to do it

PREPARATION

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

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

MATERIALS

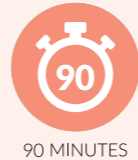
Step 1

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

Step 4

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

DURATION



90 MINUTES

Activity description

STEP 1

Play a negotiation game (20 minutes)

1. Divide **into four equal teams**. Your task is to produce water by making water droplets with the paper, pencils, scissors and templates provided, and taking them to the banker (the leader) as you go.
2. Each droplet represents a certain amount of water. A small droplet represents **five litres**, a medium one represents **15 litres** and a large one **30 litres**.
3. To be accepted by the banker, a droplet needs to be the **exact same size and shape** as the template, and needs to have **sharp edges** (cut with scissors).
4. Each group has a different number of resources. You're allowed to **negotiate** and swap resources with other groups.
5. Each group must nominate **one person** to negotiate and **one person** to bring all the droplets to the **banker**.
6. The banker decides whether to accept the droplets, and calculates the totals. The banker's decision is final.

Instructions for activity leader

7. Play the game for **15 minutes**.
8. In the last five minutes, tell the group that any new droplets become worth **double**.

STEP 2

Debrief (10 minutes)

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

Instructions for activity leader

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



STEP 3

Discuss water competition (15 minutes)

14. Have you ever heard about or experienced **competing with others for water**? Latin America and the Caribbean are rich in water but it is not evenly distributed. Competing for water can happen between people from the same villages, between cities and regions, etc. In cities, some areas might have unlimited access to clean and safe water while other poorer areas might not even have running water.
15. Can you think of reasons why **climate change** might make this worse?
16. Can you imagine how **women and girls' lives** are made more difficult by a lack of access to water? In areas without running water, women and girls are usually in charge of collecting water for the household. If there is less water available, it means they have to **travel further** to find water, or **queue** for a long time to access the water. This prevents them from doing other activities like studying, working or having fun.
17. What do you think we can do to **increase** access to water for everyone?



Climate change is making it harder to predict how much water will be available in many parts of the world. This is because climate change causes droughts, which means that there is **less surface water (rivers etc)** available for everyone. Climate change also causes **floods**, which can lead to **sewage overflowing and contaminating clean water with diseases, or polluted water being mixed with clean water**. Climate change also leads to **sea-levels rising**, which causes **saltwater to be carried into groundwater and makes it harder to turn into drinking water**.

STEP 4

Build a water collection system (30 minutes)

18. To **increase** access to water, we can find clever ways to **save water**. For example, we can **harvest** (collect and store) rainwater. This can be used for farming, for household use, and you could even filter it to make it safe to drink. Even if you have regular access to clean water, saving water is an easy way to help keep water for others who might need it more.
19. In **teams of three** or four, build a house with a system for collecting rainwater using any of the materials provided.
20. Once the teams are finished, **test** each of the houses. Sprinkle some droplets to imitate rain, or pour a small amount of water very slowly over the house (don't waste water!). Test if your construction looks **waterproof**, if the roof **collects** water and if your container is **big** enough.
21. The **winner** is the team that has built the best water collection system.

STEP 5

Debrief (15 minutes)

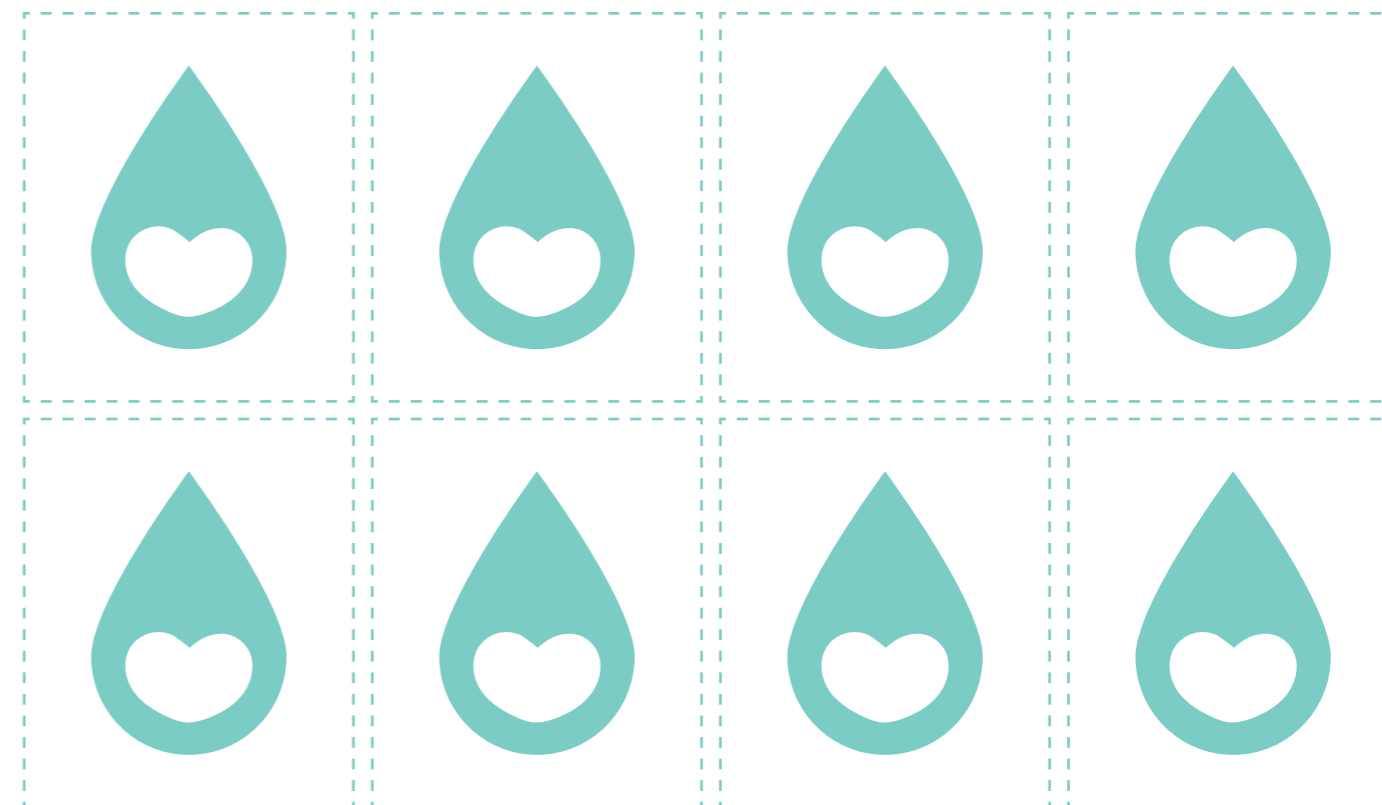
22. What made some designs better than others?
23. What could you use the collected water for?
24. How could you harvest rainwater in your community?
25. Could you build a water harvesting system in your house or in your school? Who would you need to speak to to install water collection systems?

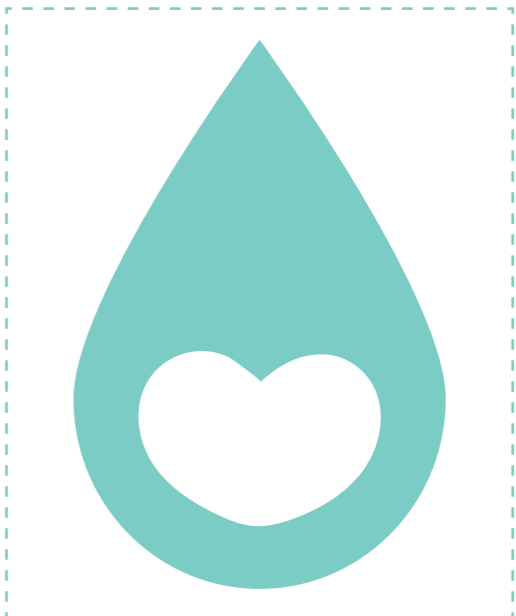
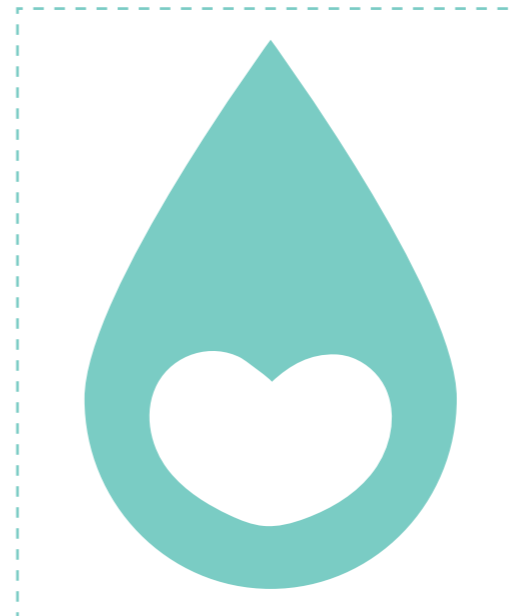
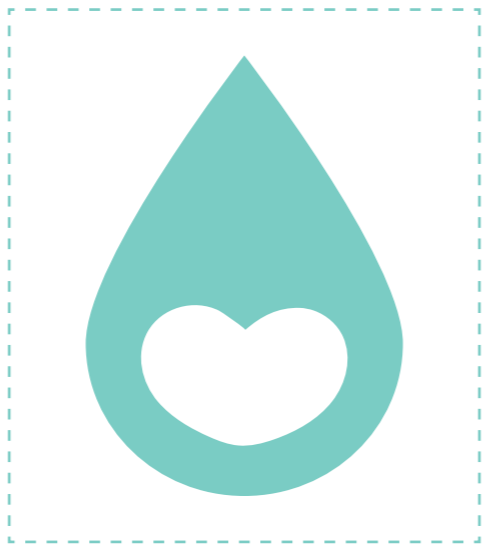
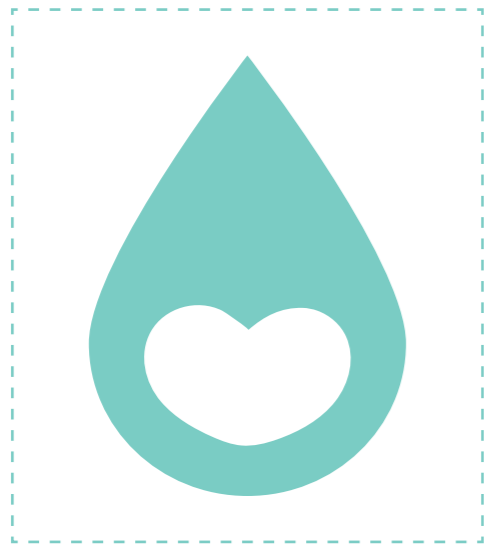
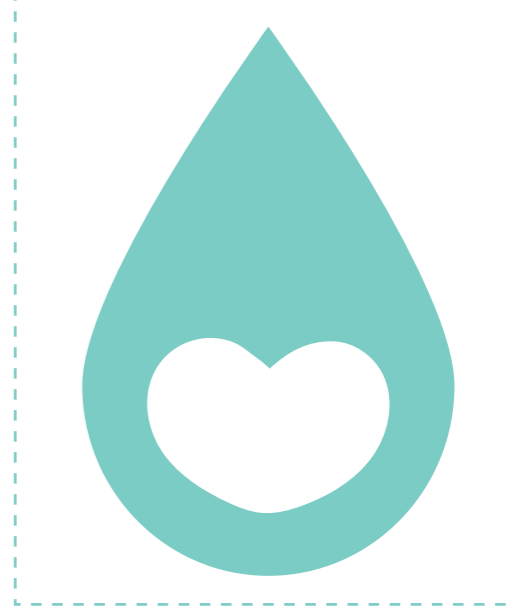
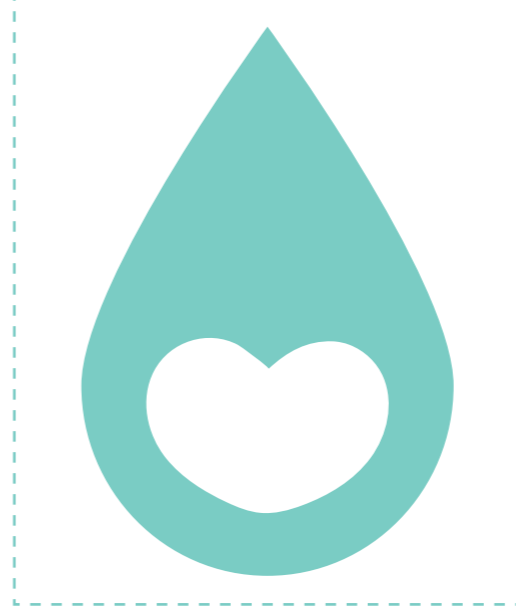
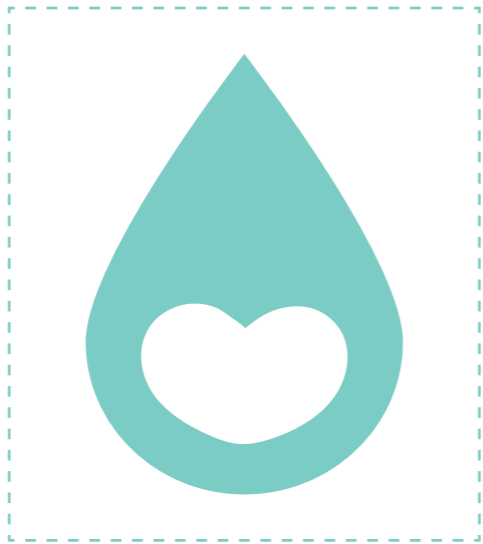
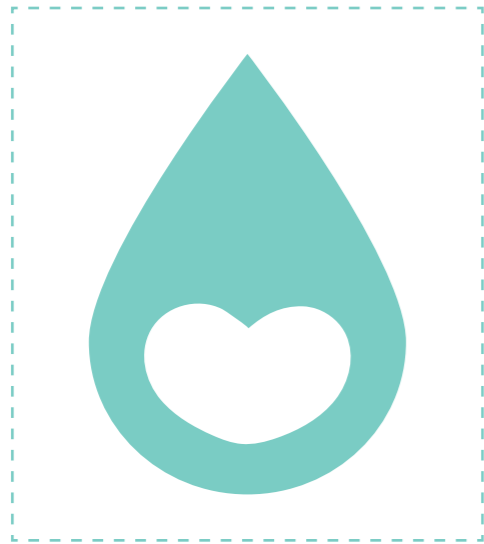
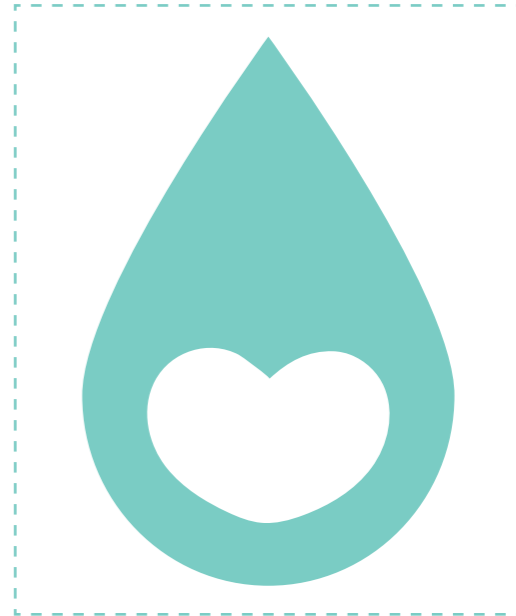
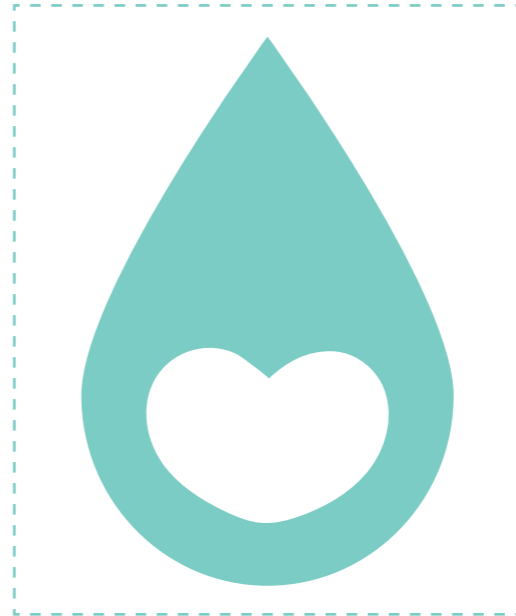
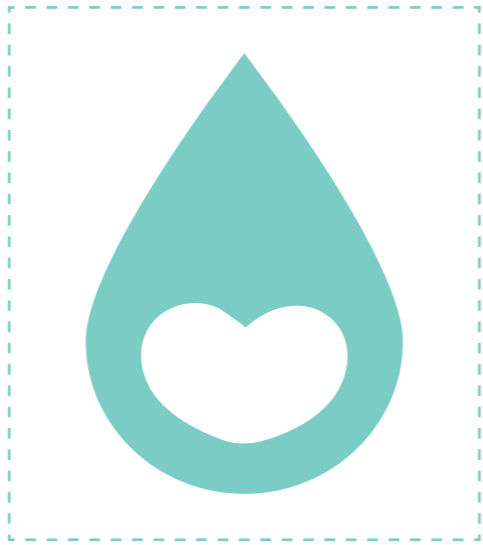
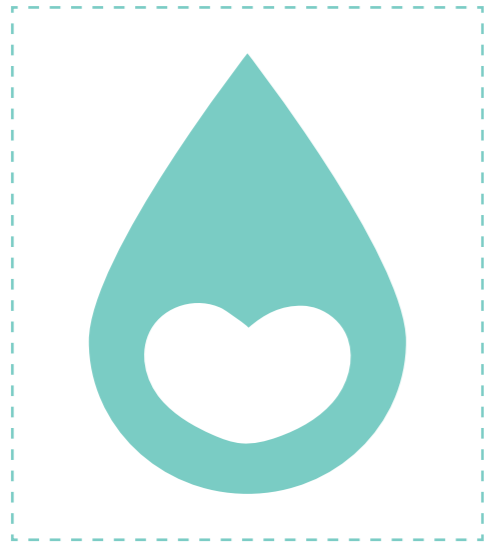


BRING IT HOME

Share what you learned with your family and teachers and convince them to try collecting rainwater!

Water competition cards







STAGE 2

Sea-level rise: Coastal monopoly

{suitable for online}*

SUMMARY

Solve a puzzle about water and play a game to understand coastal erosion.

MATERIALS

- Yarn, rope or chalk (optional)
- Large paper and pen

DURATION



90 MINUTES

IN THIS ACTIVITY YOU WILL

- Discover why climate change makes it harder to have enough clean water
- Use your problem-solving skills to prevent coastal erosion

PREPARATION

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

Step 3: Display the **game rules** (below) so players can see easily while playing. Print or copy the **game cards** (see resources). If your group is bigger than eight people, split into smaller groups and make one set of game cards per group. Create a **points tracker**, with one column per group.

Game rules (to display):

- Start the game with 20 points.
- On every turn, your group receives 10 resources.
- Any resources not used in one turn are kept for the next turn.
- Work together to decide how to spend your 10 resources, and earn points:
 - » **House** = costs six resources and earns 10 points
 - » **Hotel** = costs 15 resources and earns 30 points
 - » **Shield** = costs six resources and earns five points.

*Find how to adapt to online after the activity description



Activity description

STEP 1

Solve the puzzle (30 minutes)

1. In teams, try and solve the following **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 pollute 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

2. There are two solutions to the puzzle. Give every team some 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.

Continued in the next page

STEP 2

Debrief (15 minutes)

3. How **easy** was it to find the solution?
4. What were the **two things** that put Laura's water at risk?
5. How could this enigma relate to **real life**?
 - **Climate change** disturbs the weather. It causes **droughts** (long periods of hot and dry weather), and makes them longer and more intense. This means that there is less fresh, clean water available, and that people might need to compete with each other, with animals and with companies to have clean drinking water.
 - **Water pollution** is a serious problem caused by human activity. It can come from plastics and waste, sewage being put in lakes and rivers, chemicals used by industries and agriculture etc. As well as more frequent droughts, climate change also causes more frequent **floods**. Because of floods, water may overflow and clean water gets mixed with polluted water, which makes it unsafe for humans and animals to drink, and to use to grow food.
6. In Latin America and the Caribbean, around 77 million people do not have access to clean, safe water. What do you think you can do to **help** the situation?
7. In the enigma, Laura was in charge of bringing the water home. Around you, is it usually **girls** who are in charge of bringing the water home? Why do you think that is?
8. What else could Laura have been doing **instead** of spending time bringing the water, the groceries and the donkey home?



STEP 3

Play a game about rising sea-levels (30 minutes)

As the enigma showed us, climate change can make it more difficult to get fresh, clean water. But, it also makes other things more difficult too. Play a team game to find out about some of the other **water problems caused by climate change**.

- The goal of the game is to **win 100 points by working together**. If you drop down to **0 points, you lose**.
- Your group is a **town by the sea** (on the coast). Each turn, you receive **10 resources** which can be used to **build new things** in your town. When you build new things, you get **points**. You have to **decide together** as a team how to **spend** these resources.
- Shuffle the **game cards** (provided). Each card is a **wave of the ocean** that has the power to destroy your town.
- Groups start the game with **20 points - write this on the points tracker**. First, decide what to do with your 10 resources from the list below. Any resources not used this turn are **kept for next turn**.
 - Build a **house**: costs six resources, earns 10 points.
 - Build a **hotel**: costs 15 resources, earns 30 points.
 - Build a **shield**: costs six resources, earns five points. Shields protect you against waves from the ocean.
- Write your new points total on the **tracker**.
- Draw a card from the deck and follow the instructions. Some cards apply just to this turn, others last longer.
- Start a new turn by receiving **10 resources**. Decide how to spend your resources, and add up your points.
- Continue playing until you **reach 100 points** or the ocean wins by knocking you down to 0.
- Play the game at least twice!

STEP 4

Debrief (15 minutes)

- What did you **learn** in this game? Can you explain how climate change is causing **sea-levels to rise**, and why this is a **problem**?
 - Climate change is making sea-levels rise in different ways. As the temperature of the ocean becomes higher, the water takes up more space. Also, glaciers (huge pieces of slow-moving ice in the North and South Poles) are melting due to warmer temperatures, so there is more water in the ocean. This rise in sea-levels is causing **coastal erosion**.
- Read the information box on **coastal erosion**.
- Did you manage to **win** the first time? What about the next time? What made it **different**?
 - The first time, you didn't know what was coming. The more you played the game, the more information you had about the ocean and how to protect yourself against the waves and be better prepared. In real life, it's the same! Scientists are telling us how climate change is making sea-levels rise and creating **coastal erosion**. We need to listen to them to help protect towns by the sea!
- Did you work out how to **win** the game?
 - If you **built five shields**, your town would be protected against all waves and all events related to climate change. You need at least four shields to be completely protected from big waves, and another one to protect from the extra water that comes from glaciers melting. In real life, we can also protect our coasts by **building shields** made out of mangroves.



Coastal erosion is when beaches or the land by the sea are **worn away by wind and waves**. It makes beaches shorter and can damage cliffs and areas near the coast. **Coastal erosion is a natural process but climate change is causing coasts to wear away more quickly than they should. This is mainly because of rising sea-levels, and more frequent and severe hurricanes and tornadoes.**



BRING IT HOME

Share what you learned today with your family and at school.



Adapt it online:

Step 1: Display the puzzle on screen to help with understanding.

Step 3: Send the game rules on the chat or display them on screen.



Game cards

A small wave comes in.

If you don't have any shields, take away 10 points.

If you have at least one shield, your total stays the same.

A small wave comes in.

If you don't have any shields, take away 10 points.

If you have at least one shield, your total stays the same.

A small wave comes in.

If you don't have any shields, take away 10 points.

If you have at least one shield, your total stays the same.

A big wave comes in.

If you don't have any shields, take away 25 points.

If you have between 1 and 3 shields, take away 15 points.

If you have more than three shields, your total stays the same.

A big wave comes in.

If you don't have any shields, take away 25 points.

If you have between 1 and 3 shields, take away 15 points.

If you have more than three shields, your total stays the same.

A big wave comes in.

If you don't have any shields, take away 25 points.

If you have between 1 and 3 shields, take away 15 points.

If you have more than three shields, your total stays the same.

The sea is rising, which is destroying the natural environment of the coast.

Next turn, you only get half the number of resources.

Climate change is making the temperature of the ocean higher and it's taking up more space. This makes coastal erosion worse. Keep this card until you receive the next card - then take away double the points written on the card.

Climate change is making the temperature of the ocean higher and it's taking up more space. This makes coastal erosion worse. Keep this card until you receive the next card - then take away double the points written on the card.

Climate change is making glaciers melt (huge pieces of slow-moving ice in the North and South Poles), so there is more water in the ocean. This makes coastal erosion worse. From now on, you will need one more shield than written on the card to protect yourselves against waves.



Story time... Livelihoods



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

- Narrator
- Aunt Ana
- Cousin Sarah
- Maria

Narrator: Maria sat down in Aunt Ana's house to enjoy a delicious lunch.

Maria: Does climate change affect your job?

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

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

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

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

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

Aunt Ana: Exactly! It can be very harmful for people who work in agriculture, and especially for women, as they usually have smaller farms than men.

Maria: Women and girls are leaders too.

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



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





STAGE 2

Farming: Farming songs

{suitable for online}*

SUMMARY

Learn about climate-smart farming practices by creating a song and building your own composter.

IN THIS ACTIVITY YOU WILL

- Explore how different farming practices can help adapt to climate change
- Make your own mini-composter

*Find how to adapt to online after the activity description

MATERIALS

- None

PREPARATION

Step 2: Print or copy enough **farming practice cards** (provided) - enough for one card per team.

DURATION



90 MINUTES

Activity description

STEP 1

Learn about how climate change impacts farming (10 minutes)

1. Think back about what you have learned so far. Can you guess how farming is impacted by climate change?
 - Climate change causes more extreme weather and natural disasters. **Small farmers** face a lot of consequences of climate change because they depend on things like water, animals and plants that are vulnerable to natural disasters.
2. Large-scale farming can also make climate change worse. Can you guess how?
 - Farming on a large scale is responsible for a lot of chopping down trees (**deforestation**). It also damages the soil and makes it less healthy, which makes it more difficult to grow new plants and crops. So we need to find better ways to farm that protect the environment rather than harm it.

STEP 2

Create a song about positive farming practices (35 minutes)

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

STEP 3

Discuss actions you can take (5 minutes)

8. Large-scale farming can harm the environment, but **local farming** can help protect it. Local farming can help protect **biodiversity** (the variety of living things on Earth, including plants, animals and bacteria).
9. Can you think of ways you can help **protect biodiversity** around you? For example:
 - Composting fruit and vegetables to make soil richer
 - Starting a home garden
 - Buying local and seasonal fruit and vegetables
10. Make a plan to do one of these things, in your family, school or Guiding unit.



STEP 4

Learn about composting (5 minutes)

11. Many alternative farming methods are extremely easy to start, even if you're not a farmer! One example is **composting** - a way to reduce waste and to take care of the soil, plants and bugs that live in it.

Composting rules:

12. 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.
13. You can't compost plastic, metal, glass, dairy (butter, cheese etc), fat, meat or cooked food.
14. Compost ingredients hate being dry - when they are damp they have the moisture they need to thrive.
15. Compost ingredients hate being cold - they should be kept in a warm place so that the micro-organisms can transform the food into compost.



When we throw away things from plants or animals (organic waste) into big dumping grounds (landfills), it produces methane - one of the harmful greenhouse gases - as it breaks down (decomposes). This process increases global warming.

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



STEP 5

Make a composter (30 minutes)

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

STEP 6

Have a group discussion (5 minutes)

21. **How** do you think knowing how to compost could help someone to be more **prepared for climate change**?

BRING IT HOME

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



Adapt it online:

Step 5: Find a good video tutorial and ask participants to do this on their own time, under the supervision of an adult.



Farming practice cards

Mulching

What is it?

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

Benefits

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

Minimum tillage or zero-tillage

What is it?

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

Benefits

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



Crop rotation

What is it?

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

Benefits

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

Drip irrigation

What is it?

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

Benefits

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

Agroforestry

What is it?

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

Benefits

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

Water harvesting

What is it?

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

Benefits

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



STAGE 2

Jobs: The job race

{suitable for online}*

SUMMARY

Play a roleplay game to understand how climate change can affect people's lives and find out how our jobs can make it easier or harder to deal with climate change.

IN THIS ACTIVITY YOU WILL

- Discover how climate change makes people's lives more difficult, especially their jobs
- Explore how your job can help you be better prepared for climate change

MATERIALS

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

*Find how to adapt to online after the activity description

PREPARATION

This activity needs a large space.

Step 1: Print or copy the character cards (provided in the previous activity: Farming: Farming songs, page 73), enough for one per person. The group will split into teams of five - if the whole group is not a multiple of five you can add more villagers and fishermen/women.

Step 3: Spread out your tokens on one side of the space.

Step 4: Write up the token list but

DURATION



90 MINUTES

Activity description

STEP 1

Play a roleplay game (40 minutes)

1. Split into teams of five. Each team has **five different characters**: a CEO of a large farming company, a local politician, an Indigenous community leader, a villager and a fisherman/woman (see cards provided). If your group is not a multiple of five you can add more villagers and fishermen/women.
2. The aim is to achieve your character's goal, without revealing it to anyone.
3. Collect your **character card**, read it and keep it **secret** from your team.

Instructions for activity leader

4. Start the roleplay by announcing the following:

"Welcome to the town of Climateville. You are citizens of this town. Some of you have lived here all your lives and some of you might be new. You are all trying to live happy and fulfilling lives, and achieve your ambitions. Please introduce yourselves."

5. Give players five minutes to **introduce themselves**. They can invent a name and share their role in the town (the first line on their card).

6. Now, announce:

"Now that you know each other a bit better, let's find out why we are gathered here today. A large farming company is building a new farm in your local area, and this might affect all of your lives. You all can now try to complete your goals."

7. After teams have been playing for **15 minutes**, announce:

"The land around Climateville is being heavily damaged by climate change. Hurricanes and floods are becoming more and more frequent, and they are destroying both people's lives and the environment. This puts additional pressure on all of you to achieve your goal in a way that will protect people and nature."

8. Give players another 15 minutes to complete their goal.

STEP 2

Have a group discussion (15 minutes)

8. Did you manage to achieve your goal? Why or why not?
9. What was the situation at the end of the game? Did you manage to find a solution that was positive for people and the environment?
10. How might this roleplay relate to real life?
11. How does climate change affect people's livelihoods (jobs, income, food, hygiene, etc.)?
 - Climate change creates extreme weather and natural disasters that can destroy farms, crops, livestock. This means there's less food available for people and can affect farmers and shopkeepers' jobs.
 - Natural disasters can destroy buildings and schools. This can affect people's jobs and education.
 - There is less clean, fresh water available because of climate change. This can make it harder for people to have access to proper hygiene.

STEP 3

Explore a job of your choice (10 minutes)

12. You've just seen that climate change can make people's jobs more difficult. Now play a game to explore how.
13. You have 60 seconds to think of any job in the world and decide whether it's mostly done in an **urban or rural** setting.
14. Stand in a line in the middle of the space, facing the **tokens**.
15. Listen to the different statements and follow the instructions according to your job.



Instructions for activity leader

16. Read the statements:

- There's been a heavy storm. This has damaged the soil and new crops, so we will lose a good part of the harvest. **Take two steps back if this will affect you.**
- The storm means that many businesses are closed, and some buildings are damaged. **Take one step back if this will affect your job.**
- People are finding it very hard to get to the markets and buy food because the roads in rural areas are muddy. **Take two steps back if this will affect your jobs.**
- You have a fixed salary. **Take two steps forward if this applies to you.**
- You can move to another city very easily and do the same job. **Take one step forward if this applies to you.**
- You earn more money than most people in your country. **Take three steps forward if this applies to you.**
- Your job requires you to be able to read. **Take one step forward if this applies to you.**
- Your job is linked to science, technology, engineering or maths. **Take three steps forward if this applies to you.**



STEP 4

Spend your tokens (15 minutes)

17. Without moving, look at the **person next to you**. You both now have a **choice**: either become a pair and share everything between you. Or, continue working on your own and keep everything to yourself. Both of you must be in agreement. You have **30 seconds** to make a decision.
18. On the count of three, run from your current position to collect as many **tokens** as you can. In pairs (or on your own) count your tokens. You can now **spend** your tokens on different things to keep you safe and well. Using the list below, decide how you will spend your tokens.
19. Display the **token list**:
- One token = a house
 - One token = a meal for one person
 - Two tokens = primary education for your children
 - Three tokens = food to keep one person healthy
 - Three tokens = access to safe drinking water
 - Four tokens = protect yourself from illnesses and diseases
 - Five tokens = university education for your children
 - Eight tokens = a house in a safe location made from strong materials, and with safe water
 - 15 tokens = move to another country that has better infrastructure against climate change (you can only buy this if your job is in science, technology, engineering or maths.)

STEP 5

Debrief (10 minutes)

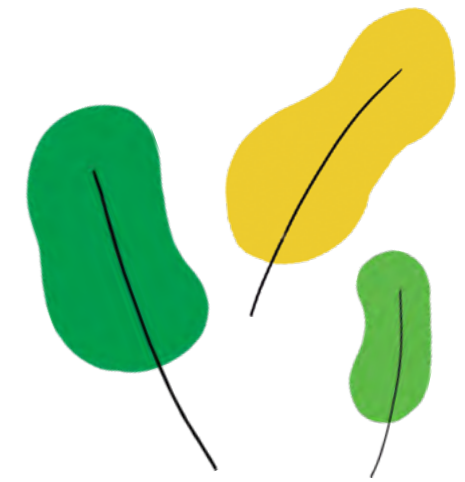
20. Was this game **fair**? What was the difference between those who became a pair and those who didn't?
21. How do you think this game relates to **real life**?
22. Do you know what **resilience** is (see the box provided)? If this was your real job, what could you do to make it more resilient to (more able to cope with) **climate change**?
23. How can our **jobs** help us be more resilient to climate change?



Resilience is the ability to bounce back when things go wrong. We can make all jobs more resilient to climate change if we're creative! For example, farmers can start producing crops that aren't damaged by extreme weather, or use sustainable farming techniques that protect animals and plants in the area.

BRING IT HOME

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



Adapt it online:

- Step 1: Put the teams in breakout rooms. Announce the events through the "broadcast message to all" function on Zoom, then go to each breakout room to ensure they have understood it.
- Step 3, 4 and 5:
- Open a Google Sheet. Put every participant's name in **column A**.
 - Ask all participants to join the spreadsheet and click on the cell that is on **column G** and on the row that has their name on it. You should be able to see all participants in column G in the spreadsheet.
 - Play the game - participants move backwards or forwards in the spreadsheet, along their own row.
 - Play a few rounds with different jobs so participants can see the effect of climate change on jobs.
 - Debrief the activity
 - » What have you learned?
 - » How do you think this game relates to real life?
 - » How could you make all of those jobs more resilient to climate change?
 - How can our jobs make us more resilient to climate change?





Story time...

Health

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

- Narrator
- Maria
- Aunt Ana
- Cousin Sarah

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

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

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

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

Aunt Ana: What do you think?

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

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

Aunt Ana: Yes, those are some of the things. There are lots more ways people's health and wellbeing can be impacted by climate change. We need to try and stay as healthy as we can, and continue fighting against climate change if we want to reduce the impact of it on our health.

Narrator:
Choose an activity from this topic to discover how our health can be affected by climate change.





STAGE 2

Diseases: Swat the mosquito

SUMMARY

Discover the link between diseases and climate change

IN THIS ACTIVITY YOU WILL

- Find out how climate change can cause health problems
- Discover ways to prevent diseases caused by climate change

MATERIALS

- Pens and paper

PREPARATION

Step 2: This game works best with at least 10 people, the larger the group the better.

Step 4: Cut up the six story pieces, fold and put them into a bowl.

DURATION



90 MINUTES

Activity description

STEP 1

Have a group discussion (10 minutes)

1. Some diseases are spread by mosquitoes. How many can you name?
2. Remind yourselves of what you have learned so far. How does climate change impact the **weather**?
3. Can you guess why those changes in the weather might have an impact on **diseases** 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).
 - **Super mosquitoes** (two people)
 - » Only come out during the rainy season - when the **weather** says 'storm'. When they touch a person, this person cannot rejoin the game.

- **Weather** (one person)
 - » Can say, "**Storm**" (which makes the super mosquitoes appear). They make sure that people who are touched by the super mosquitoes don't rejoin the game.
- **Doctor** (one person)
 - » Heals people who have been bitten by tapping them **three times** on the shoulder.
- **People** (all other players)
 - » Aim to get from one side of the room to the other, without being touched by a mosquito. If they get bitten, they **sit down** on the ground.

6. **People** stand on one side of the space. The game begins and everyone moves around: the **mosquitoes** chase the **people**, the **doctor** can heal **people**, the **weather** can say, "Storm" at any time (this makes the **super mosquitoes** appear!).
7. Play a few rounds and try to find new techniques to avoid the mosquitoes!

STEP 3

Debrief (10 minutes)

8. What made it **hard** for people to get to the other side of the space?
9. How could we **change the game** to make it easier for the people to win?
10. Did you find techniques to **avoid the mosquitoes?** What do you think you could do in real life to avoid mosquitoes or **protect yourselves** from them?

STEP 4

Create your code (35 minutes)

11. Divide into **six groups** with paper. Nominate someone from your group to pick a **story piece** from the bowl.
12. Read your piece of the story. In ten minutes, **draw a storyboard or a comic strip** (without words), to explain what is happening in your part of the story. Write the number of your story piece at the top.

13. After ten minutes, leave your comic strip and move to the left with some blank paper. Try to work out what their story piece was about. Write a sentence describing what you can see.
14. Every **three minutes**, move to another group and repeat. Continue until you have written a sentence for every part of the story.
15. As a group, take it in turns to read out your complete story.
16. Listen to your leader read out the original story.
17. Which group had the most **accurate** story?

Secret story

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

STEP 5

Debrief (10 minutes)

18. Can you sum up the **link** between climate change and diseases spread by mosquitoes?
19. What can you do to keep your **body healthy** so that it is able to fight off diseases?
 - Not everyone is able to keep their body healthy because they don't have access to healthy and varied food, clean water and health services.
 - Climate change makes getting these things more difficult. If you have time, discuss why.





STAGE 2

Marketplace

{suitable for online}*

SUMMARY

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

PREPARATION

Set up **three bases** around the space, each with a person holding one coloured set of tokens. These people will give out tokens when family members complete different challenges (see step 3).

*Find how to adapt to online after the activity description

MATERIALS

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

DURATION



90 MINUTES

IN THIS ACTIVITY YOU WILL

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

Activity description

STEP 1

Have a group discussion (15 minutes)

1. Remind yourselves of what you have learned so far. How does climate change impact the **weather, animals and plants**?
2. Good nutrition is when we eat a variety of foods from all the food groups, and in the right amounts. Can you guess what the link is between climate change and nutrition?
 - Climate change can damage **ecosystems**, which can cause animals and plants to die. This changes how much food is available for people, as well as the quality of the food. It makes it more difficult for people to have a healthy and balanced diet.

3. Why is good nutrition important?

- If we don't have good nutrition, we can become more vulnerable to diseases, and we can stay sicker for longer.

STEP 2

Have a group discussion (5 minutes)

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

STEP 3

Play the game (20 minutes)

5. The aim of the game is to gather enough tokens to provide a healthy balanced **meal** for everyone in your family. To make a balanced meal you need **one red token, two yellow tokens and three green tokens**.
6. To get a token you must complete a **challenge** at one of the three bases, then go back to your family. You can only carry **one** coloured token at a time.
7. Base challenges
 - Red = do five star jumps
 - Yellow = sing happy birthday five times
 - Green = hop on the spot five times.
8. The game will last for **ten minutes**. Each time the leader blows the whistle, everyone must freeze and listen to the instructions.
9. Count your tokens and sort into balanced meals. **How many meals** were you able to provide for your family?
10. After you've played a first round and know what will happen, play a second round.

Instructions for activity leader

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



STEP 4

Debrief the game (10 minutes)

12. How did you **feel** as more difficulties were introduced to the game?
13. Was your **score** better on the first or second game? Why?
14. What was the impact of the size of your family on your meals? Were you able to provide enough meals for your whole family?
15. During the game, did the people who were playing children and grandparents help provide more tokens? What effect would this have on people in **real life**? (Children miss school and elderly people are forced to work in their old age.)

STEP 5

Have small group discussions (10 minutes)

16. Climate change can cause people not to have **enough** or good enough **quality** food. But it is important to eat well so our bodies can stay healthy and strong.
17. In small groups, discuss what you can do in your **daily life** to stay healthy.

STEP 6

Learn about healthy food habits (30 minutes)

18. Learning healthy food habits is very important to
19. As a group, come up with a sign or gesture that represents **healthy choices**. This could be a noise, a gesture, a dance move, etc.
20. Come up with another sign that represents **unhealthy choices**.
21. Walk around the room at random. The leader reads out the statements provided.
22. Everyone decides individually whether it's healthy or unhealthy. If it's healthy, they do the sign for healthy choices. If it's unhealthy, they do the one for unhealthy choices.
23. Repeat for all the statements.
24. At the end, ask volunteers to invent their own healthy or unhealthy statements for the group to react to.

Statements to read:

- Drinking soda drinks often = Unhealthy
- Eating different foods for lunch very often = Healthy
- Eating cookies every day = Unhealthy
- Eating different fruits for breakfast during the week = Healthy
- Eating a balanced plate that contains all the food groups = Healthy
- Snacking on different fruits when I'm hungry = Healthy
- Buying chips after school every Monday = Unhealthy
- Eating only rice every day - Unhealthy
- Doing sport after school a few times a week = Healthy
- Preparing rice, beans, vegetables, fish and fruits with your family = Healthy
- Drinking 6-8 glasses of clean water every day = Healthy

More badge fun:

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



https://cutt.ly/glacc_gpn

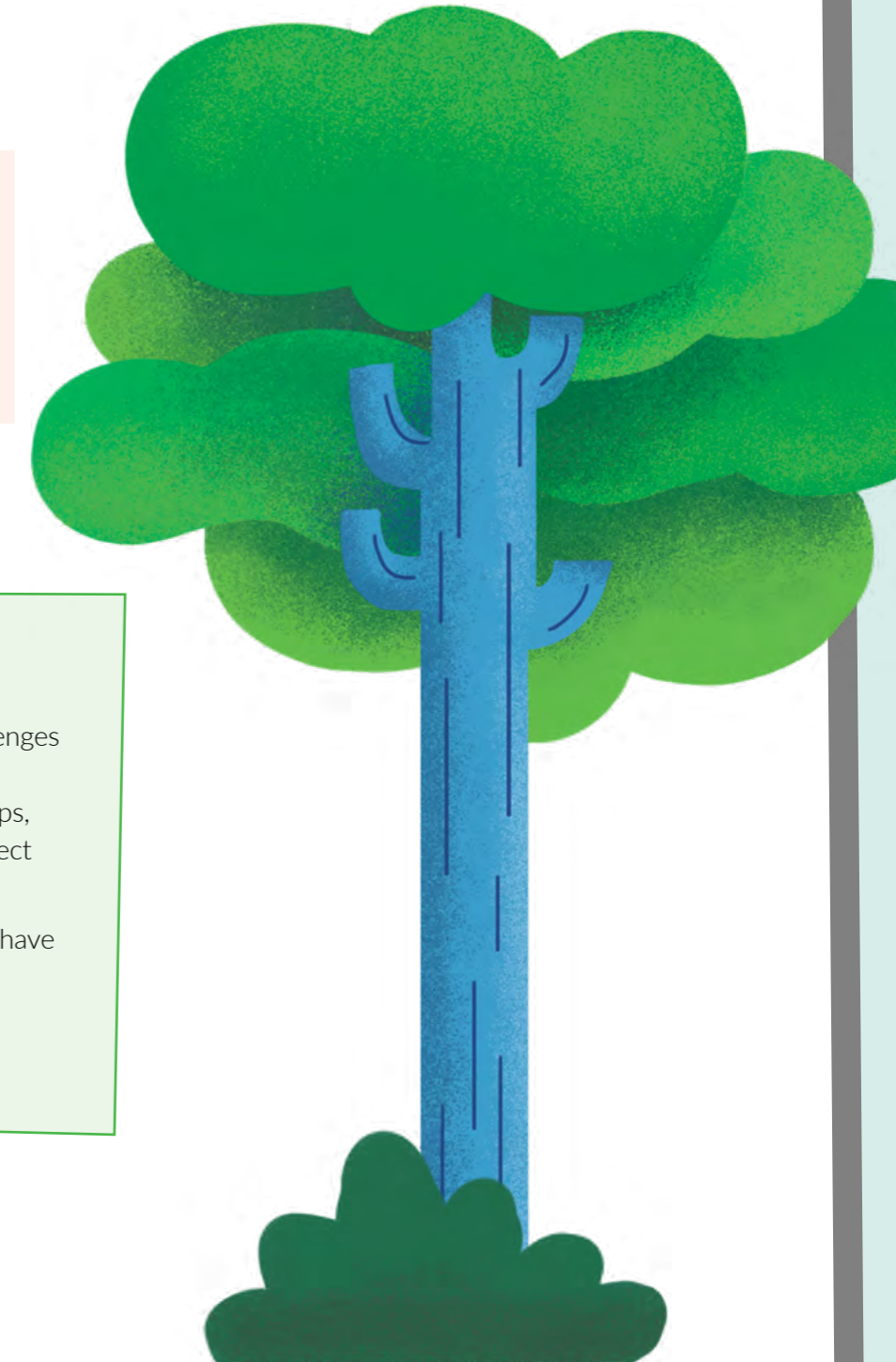
BRING IT HOME

Talk to your family about what you have learned today. Explain why good nutrition is important to stay healthy and start good food habits at home!

Adapt it online:

Step 3:

- Prepare by coming up with challenges that people can do at home: for example sing a song, do star jumps, dance in front of the screen, collect things of a certain colour, etc.
- Decide on how many times that have to do the challenge to earn their tokens.
- Decide on the difficulty levels.





Story time...

Freedom

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

- Narrator
- Maria
- Aunt Ana
- Cousin Sarah

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

Sarah: Maria, I can see that you are thinking hard.

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

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

Aunt Ana: It's sad and worrying to think about how vulnerable people are because of what is happening to the Earth.

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

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

Aunt Ana: Well, all of this! Climate change is making us all more vulnerable now and in the future. It can make us unsafe, impact our rights, what we're able to do and how we spend our time. Being aware of it and taking action against climate change will help us keep our rights to be safe, healthy, and happy.

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





STAGE 2

Know your rights

{suitable for online}*

SUMMARY

Play games to explore how climate change and human rights are linked, and how climate and gender inequality affects your freedom and access to education.

IN THIS ACTIVITY YOU WILL

- Learn about your rights as a child
- Discuss how climate change affects your rights
- Find out how climate change can restrict girls' freedom throughout their lives

MATERIALS

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

DURATION



90 MINUTES

PREPARATION

Step 1: Draw a path with 24 numbered squares on the ground outside (use chalk or a stick in the sand). Read the **obstacle statements** (provided - see box). If you're not using a die, cut six pieces of paper, number them from one to six and put them in a container.

Step 2: Cut up the **know your rights cards** and display them around your meeting space

*Find how to adapt to online after the activity description

Activity description

STEP 1

Play an obstacle game (30 minutes)

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

STEP 2

Debrief and discover what human rights are (30 minutes)

8. Were you **surprised** by some of the obstacles?
9. Do you know what **human rights** are?
 - Everyone has human rights, no matter where they come from, their age, religion, culture or other personal characteristics. Rights are things that every person needs to survive, to be treated fairly and to reach their full potential. Human rights are very important because they state what we need to live with dignity and be treated with respect.
10. Which freedoms and human rights were harmed by the **obstacles** in the game? Can you see how that also happens in real life?
11. Have you ever heard of the **United National Convention on the Rights of the Child**? Can you explain or guess what it is?
12. "The United Nations Convention on the Rights of the Child is an important agreement by countries who have promised to protect children's rights. The Convention on the Rights of the Child explains who children are, all their rights, and the responsibilities of governments. All the rights are connected, they are all equally important and they cannot be taken away from children."
13. Some of the Convention's promises about children's rights have been displayed around the meeting space. Move around to discover them all, and ask yourself:
 - Which of these rights could be more **difficult** for every child because of climate change?
 - Which of these rights can be used to help **fight** climate change?
14. If you can, take notes to remember your answers.
15. Finish when everyone has had a chance to look at all the promises.

STEP 3

Play a running game about climate change and human rights (15 minutes)

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



Rights affected by climate change

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

STEP 4

Debrief (10 minutes)

23. Were you **surprised** by any of the rights that you discovered today?
24. Did you notice **links** between different rights harmed by climate change? Did you think there were many?
25. Did you notice any links between the rights that could help you **fight climate change**? It is likely that a good number of them were around freedom of expression and education, as learning and expressing your opinions are some great ways to help prepare yourself and people around you for the consequences of climate change.
26. Think back to the obstacle game you played earlier. Did you notice that both climate change and **gender equality** were harming human rights? Can you summarise how?
 - Both women and children are more vulnerable to the consequences of climate change because their human rights are already harmed by the way they are treated unequally.
27. As a group, come up with **three ways** you can take action to **make life easier** for women and children dealing with the consequences of climate change.

BRING IT HOME

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

Adapt it online:

- Step 1: Show the obstacle course board on the screen and use a virtual dice roller to play (Google has one).
- Step 2: Find a good, educational video about the UNCRC - maybe your national institutions like the Ministry of Education have one! Otherwise, you can use this one: https://cutt.ly/glacc_video3
- Step 3: Players can show their agreement by raising their hand or using the reaction buttons on Zoom

Know your rights cards

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 have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.

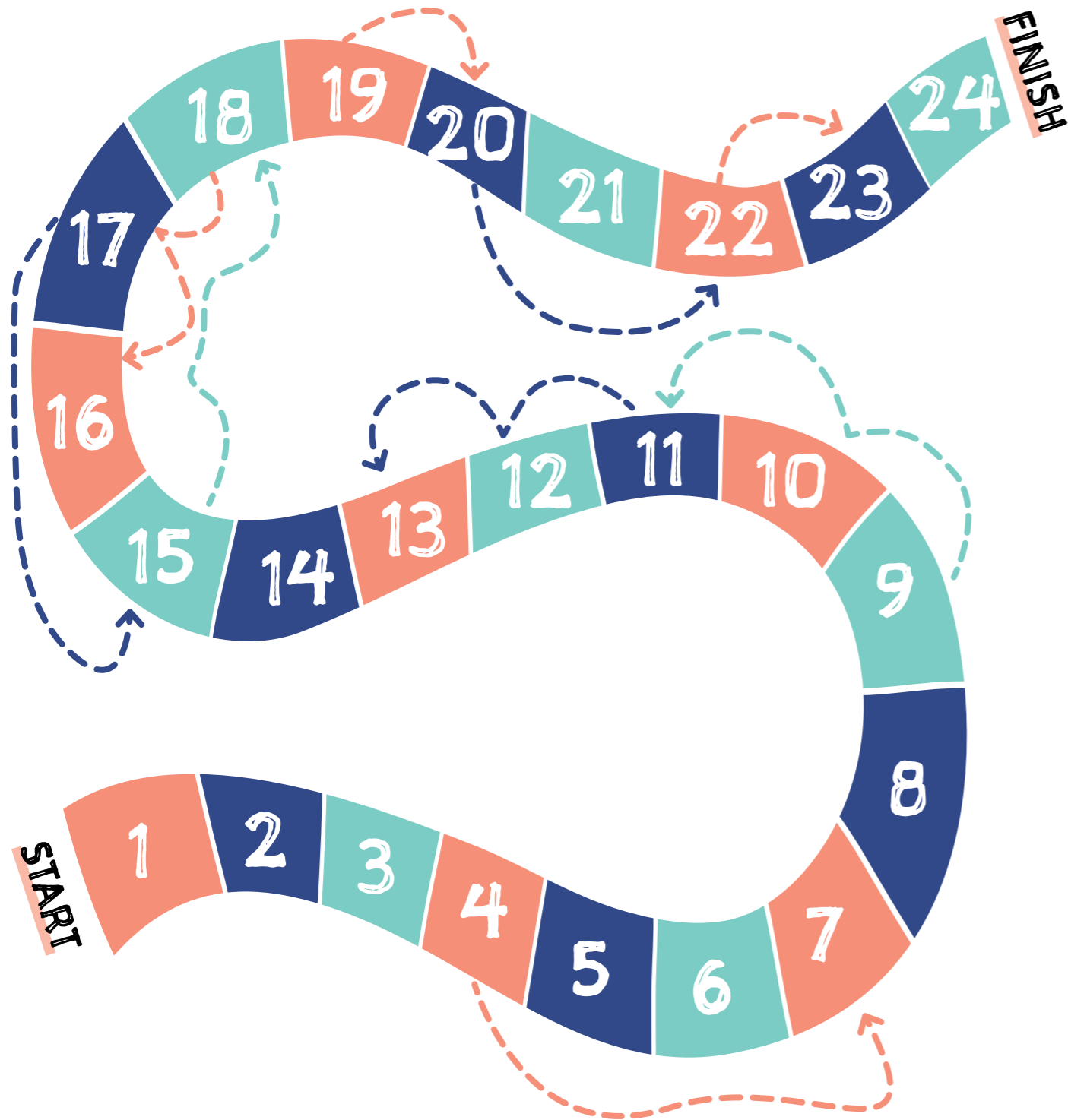


Freedom of thought and religion	Setting up or joining groups
Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.	Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people.
Access to information	Protection from violence
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.	Governments must protect children from violence, abuse and being neglected by anyone who looks after them.
Refugee children	Children with disabilities
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.	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	Social and economic help
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.	Governments should provide money or other support to help children from poor families.



Food, clothing, a safe home	Access to education
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.	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	Minority culture, language and religion
Children's education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people's rights, cultures and differences. It should help them to live peacefully and protect the environment.	Children have the right to use their own language, culture and religion – even if these are not shared by most people in the country where they live.
Protection from harmful work	Protection in war
Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly.	Children have the right to be protected during war. No child under 15 can join the army or take part in war.
Everyone must know children's rights	Rest, play, culture, arts
Governments should actively tell children and adults about this convention so that everyone knows about children's rights.	Every child has the right to rest, relax, play and to take part in cultural and creative activities.

Obstacles



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





STAGE 2

Migration: Her climate journey

{suitable for online}*

SUMMARY

Create a story to discover how climate change and gender inequality can affect your rights and cause migration.

IN THIS ACTIVITY YOU WILL

- Find out how climate change can reduce girls' freedom throughout their lives
- Learn why some people migrate (move) because of climate change and use your imagination to tell the story of a woman migrant

MATERIALS

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

PREPARATION

Draw a path with 24 numbered squares on the ground outside (use chalk or a stick in the sand). Read the **obstacle statements** (provided in the previous activity (Know your rights, page 96). If you're not using a die, cut six pieces of paper, number them from one to six and put them in a container.

DURATION



*Find how to adapt to online after the activity description

Activity description

STEP 1

Play an obstacle game (30 minutes)

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

STEP 2

Debrief (15 minutes)

8. Were you **surprised** by some of the obstacles?
9. Do you know what **human rights** are?
 - Everyone has human rights, no matter where they come from, their age, religion, culture or other personal characteristics. Rights are things that every person needs to survive, to be treated fairly and to reach their full potential. Human rights are very important because they state what we need to live with dignity and be treated with respect.
10. Which freedoms and human rights were harmed by the **obstacles** in the game? Can you see how that also happens **in real life**?



STEP 3

Write a story about a climate migrant (35 minutes)

11. Climate change makes people less free. It especially impacts women and girls, who might be forced to live a life they have not chosen. It can make some places in the world hard to live in and force people to move somewhere else - to other regions, countries or even continents. Can you guess why? Some reasons might be that there are more natural disasters like hurricanes, droughts and floods and it makes some regions dangerous to stay in. Those natural disasters and changes in the weather can also cause a lack of access to water and food.
12. You will now come up with a story about a woman from your community who is a **mother** and has to **move home** (migrate) because of climate change.
13. As a group, come up with the main characteristics of your character:
 - What is her **name and age**?
 - What is her **personality** like? List three things.
 - How many **children** does she have?
14. Divide into **three teams** (if you have a large group, you can make several sets of three teams, which will create several stories).
15. Each team will be focusing on one part of the character's **journey**:
 - Group one will focus on her **departure**
 - Group two will focus on her **journey**
 - Group three will focus on her **arrival**.
16. You have 20 minutes to come up with the story.
17. When everyone is done, each group tells their part so you can hear the complete story.



Instructions for activity leader

Visit each group and help them by asking these questions:

Group 1: The departure

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

Group 2: The journey

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

Group 3: The arrival

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

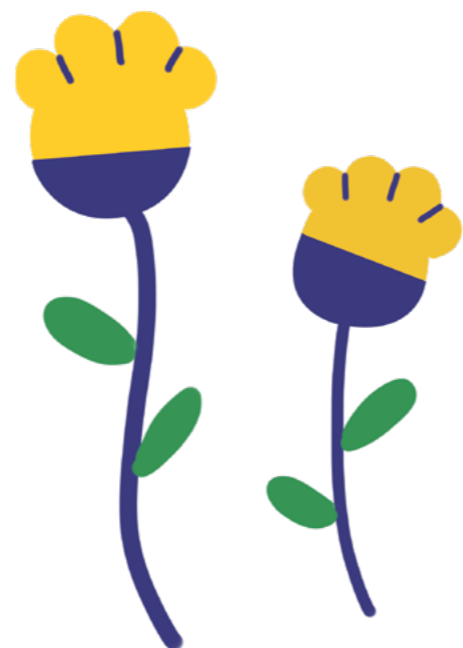


Discrimination is when someone treats you differently, unfairly, or worse because of who you are and reasons you can't change. This could be because of age, being disabled, your gender, marital status, where you live, your culture or ethnicity, and even the amount of money you have.

STEP 4

Debrief (10 minutes)

18. How **realistic** was your story?
19. In real life, how could her home be made **safe** for her to stay (so she wouldn't have to migrate)?
20. Have you heard of people who had to migrate because of climate change? Where were they from? In Latin America and the Caribbean, a lot of people who have to migrate because of climate change are Indigenous Peoples.
21. Groups that are **discriminated** against (see box) are more vulnerable to the consequences of climate change because their human rights are already harmed by **inequalities**.
22. As a group, come up with **three ways** your community can make life easier for groups that are more affected by the consequences of climate change like women and Indigenous Peoples.



Adapt it online:

Step 1: Show the obstacle course board on the screen and use a virtual dice roller to play (Google has one).

Step 2: Find a good, educational video about the UNCRC - maybe your national institutions like the Ministry of Education have one!

Otherwise, you can use this one:

https://cutt.ly/glacc_video3.

Step 3: Get your teams into breakout rooms and send them their instructions in the chat. Come back together to tell the whole story.



BRING IT HOME

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





STAGE 2

Climate action plan, part 2

{suitable for online}

SUMMARY

Complete the second part of your climate action plan.

MATERIALS

- Everyone's climate action plans
- Pencils

DURATION



20 MINUTES

IN THIS ACTIVITY YOU WILL

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

PREPARATION

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

Activity description

STEP 1

Reflect and select?

1. Divide into patrols. In your group, think about the journey that Maria went on throughout the story. What **surprised** you the most about climate change?
2. Play a game of word association. Choose someone in your group to read the questions below. When you hear each question, shout the first word that comes into your head as fast as you can:
 - What colour are bananas?
 - What is the weather like today?

- 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?
 4. Make a list of how this topic links to **climate change**.

STEP 2

Climate action plan

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





STAGE 3



Prepare to take action

The activities in this stage will help you to put everything you have learned into action. You'll find out about **community action and advocacy** to help you complete

this badge and share what you have learned with **two people** outside of your group.

How to take action

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



Read Maria's story and complete the activity

- **Community reporting** – While on a local walk, think about how to help your community adapt to climate change.

Share the knowledge

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



Read Maria's story and complete one of the two activities

- **Empathy messaging** – Put yourself in other people's shoes and persuade them to take climate action.
- **Family chat** – Play a roleplay game to start conversations on climate change.





Story time...

How to take action

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

- Narrator
- Maria
- Aunt Ana

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

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

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

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

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

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

Maria: What does being resilient mean?

Aunt Ana: Being resilient means being able to bounce back when things go wrong. And to be resilient we must reduce our human impact on the Earth – this is called **mitigation** – and we must prepare for the changes ahead – this is called **adaptation**. And I know you've got the power to do both!

Narrator:
Complete the activity to find out more about climate change and how to take action.





STAGE 3

Community reporting

{suitable for online}*

SUMMARY

While on a local walk, think about how to help your community adapt to climate change.

IN THIS ACTIVITY YOU WILL

- Share how climate change makes you feel
- Explore your community and ways it can respond to climate change

MATERIALS

- Camera/smartphone (optional)
- Paper and pens

PREPARATION

Choose some different places for teams to go on a walk, eg around your Girl Guides/Girl Scouts meeting place.

Read the section of the Leader's Guide about climate anxiety and creating a safe environment.

DURATION



60 MINUTES

*Find how to adapt to online after the activity description

Activity description

STEP 1

Share your feelings (10 minutes)

1. Thinking about all you've learned about climate change, its causes, and its consequences, how does it make you feel?
2. Take a pen and paper and create an emoji that shows how you feel after learning all these facts about climate change.
3. Share your emotion emojis with each other.

Instructions for activity leader

4. Look for **patterns** among the emotions shared. There may be a lot of negative emotions, like worry, powerlessness or anger. Take a moment to accept these emotions.
5. Make it clear that it is important to **share our feelings and concerns** with each other. It helps us understand our own feelings better, clear our mind, and helps other people to help us.
6. Explain that **negative emotions** related to climate change (**climate anxiety**) are common. But these emotions can help us to get motivated to take action and change the way things are!
7. Take time to recognise the **collective power** of all the people in the room. There are already many of you that are passionate about climate change and want to make a difference!



Climate anxiety is the negative emotions and constant fear of the effects of climate change. It can take different forms and have a big effect on how we feel. As a result of climate anxiety, some people might feel that taking action against climate change is pointless. But it is not too late to make a difference! Many emotions, even anxiety, can actually lead to positive action.

STEP 2

Explore your local community (30 minutes)

8. In teams of four or five, go on a walk in your community. Take a pen and paper to take **notes and sketches**, or use a camera or a phone that can take pictures.
9. As a group, your goal is to tell the **story of climate change** in your community by discussing and noting:
 - natural things you would like to **protect**, eg beautiful flowers
 - **sustainable** things that the community is doing, eg a water tank
 - things that need to **change**, eg rubbish on the ground or a clogged sewer
 - things that are **vulnerable** to climate change and could be improved/adapted, eg housing.
10. Remember to **share your emotions** while you are talking about your community. What makes you passionate about it? What makes you feel connected to it? Why do you care about it?

STEP 3

Debrief the walk (20 minutes)

11. Did you **agree** on what needed to change?
12. What ideas did you have to help the community **adapt** to climate change (ideas to reduce the harm caused by climate change and find new ways for people to live happily).
13. Who can you **share** your findings with?
14. Go back to your **emoji** from Step 1. Now that you have concrete ideas to help your community, would you change it, or create a new one to better express how you are feeling about climate change?

TAKE IT FURTHER

Why not share everything you've learned with others? Organise an **exhibition** with your findings. Invite your family, your friends and community leaders! Start a conversation about climate change in your community. Keep telling people how you feel about climate change! Sharing your emotions will help them see things from your perspective.

Continued in the next page

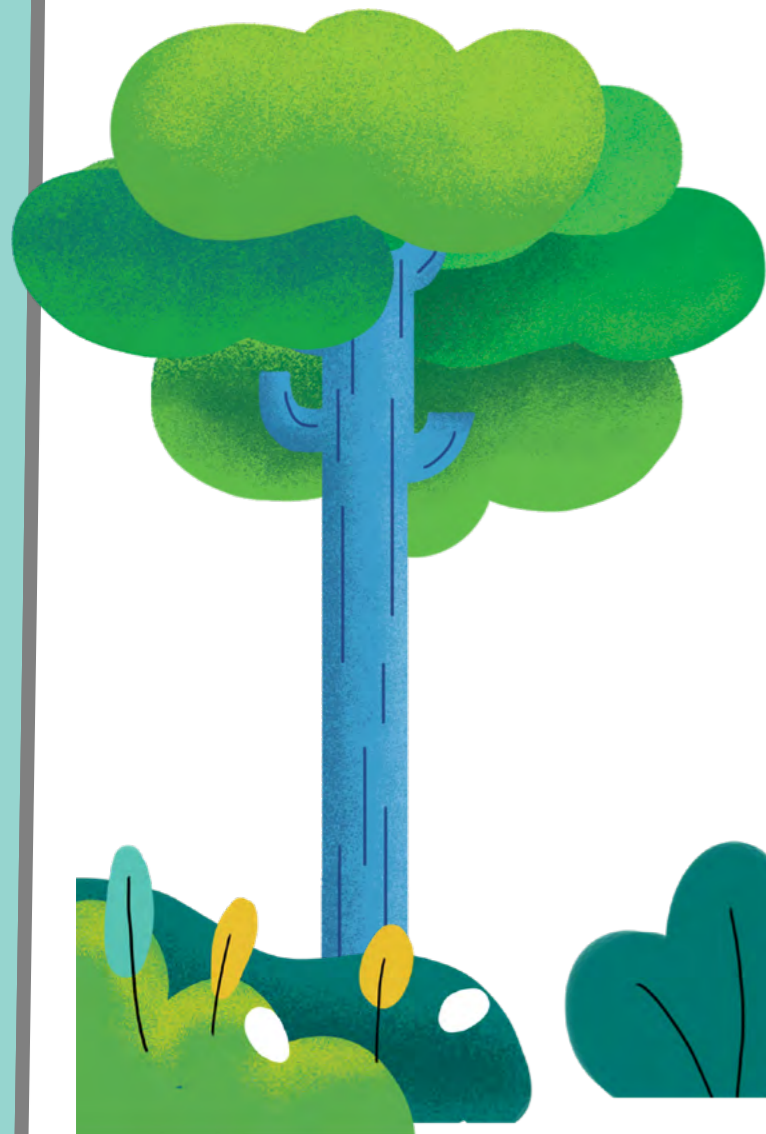




Adapt it online:

If you're unable to do the walk together, you have three options:

- Ask group members to prepare for the activity by going on a community walk (Step 2) in their own time (with a trusted adult) before your group meeting. You can then use the meeting time to deliver Steps 1 and 3, and even organise a virtual exhibition to take it further!
- Run the activity as planned, and adapt Step 2 by going on a virtual community walk. You can use interactive technology like Google Street View (this isn't available everywhere so check before your meeting!).
- Adapt Step 2 by asking group members to create a community map. This could be the block around your meeting space, their walk to school, the neighbourhood around their house, etc. If there is a space that everyone in the group knows, they can create a collective map, otherwise they can each create their own. They can then work together to tell the story of climate change in their community based on their maps.





STAGE 3

Story time...

Share the knowledge

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

- Narrator
- Maria

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

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

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

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





STAGE 3

Empathy messaging

{suitable for online}

SUMMARY

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

IN THIS ACTIVITY YOU WILL

- Practise your empathy skills
- Develop your persuasion skills

MATERIALS

- Paper and pens

PREPARATION

None.

DURATION



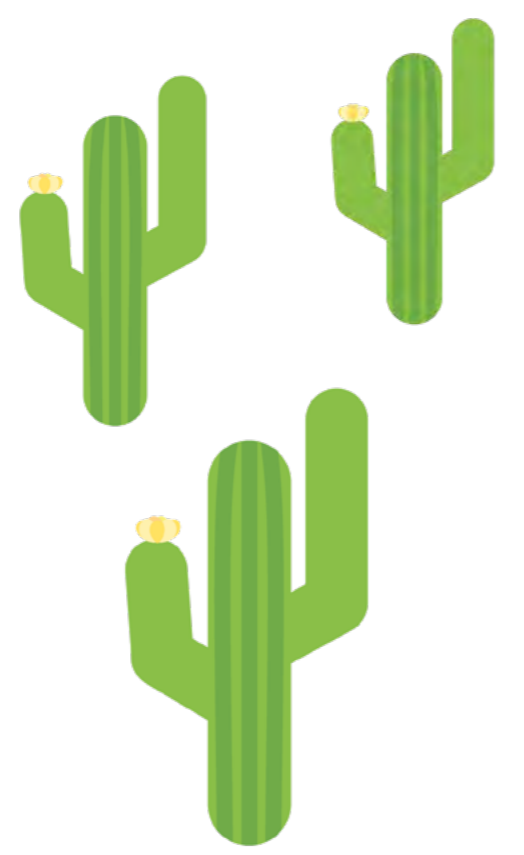
30 MINUTES

Activity description

STEP 1

Choose a climate change cause (5 minutes)

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



STEP 2

Create an empathy map (15 minutes)

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

Try and base your answers on information, rather than assumptions.

STEP 3

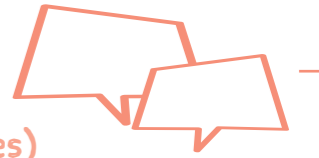
Adapt your message (5 minutes)

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

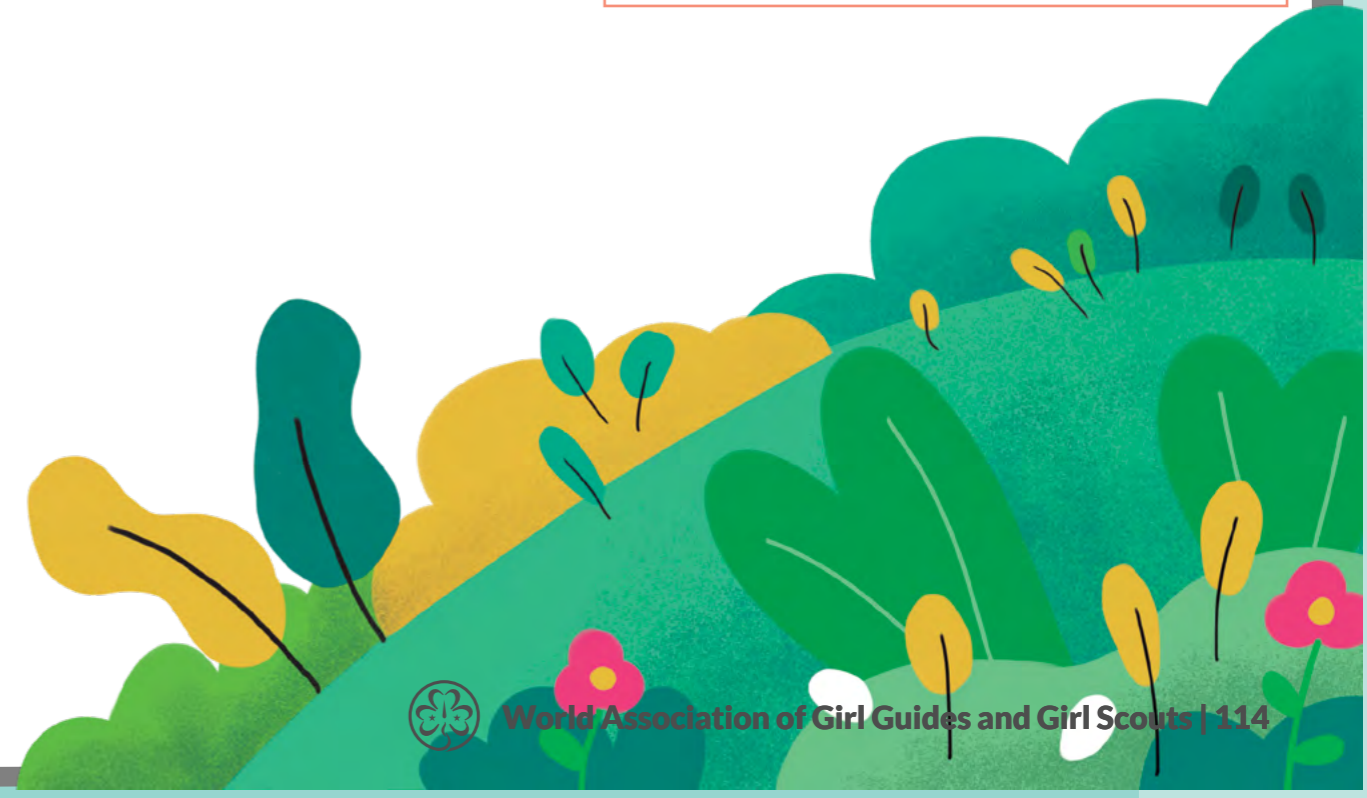
For example, if you have chosen a politician who thinks that environmental sustainability isn't a priority and does what they can to get re-elected, you could re-write your message to persuade them that taking action on this issue would make them more popular with a new group of people, who might vote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

STEP 4

Debrief (5 minutes)



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





STAGE 3

Family chat

{suitable for online}*

SUMMARY

Play a roleplay game to start conversations on climate change.

IN THIS ACTIVITY YOU WILL

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

MATERIALS

- None

PREPARATION

Prepare sets of **roleplay cards** (conversation starters and situations provided) by printing or copying onto pieces of paper. Create enough sets of cards for one set per group of four (pairs will share a set).

Read the "**Share the knowledge**" piece from the Leaders' Guide and display the profiles of the **global climate activists**.

DURATION



40 MINUTES

*Find how to adapt to online after the activity description

Activity description

STEP 1

Roleplay conversations about climate change (15 minutes)

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

Instructions for activity leader

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

STEP 2

Discuss how to have a meaningful conversation (15 minutes)

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

BRING IT HOME

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

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



Adapt it online:

Step 1: Put pairs in breakout rooms and send them their cards through the chat.

STEP 3

Prepare to start conversations about climate change (10 minutes)

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



CONVERSATION STARTERS

Roleplay cards

One set of cards =
conversation starters cards
and situation cards

What do you think we can do about climate change?

The planet is dying! And if we don't do anything about it, humans, plants and animals will all disappear!

How do you feel about climate change?

I'd like to talk about climate change with you. What do you know about it?

I've learned today that plastic is bad for the environment. We should never use plastic again.

I think it's important to talk about climate change, and I'd like to know what you think.

Why don't you care about climate change? We never talk about it!

I've learned something interesting about climate change today and I'd like to share it with you.

SITUATIONS

You are just about to get out of the house to go to work.

You are having a relaxing evening at home.

You are in the middle of cooking dinner.

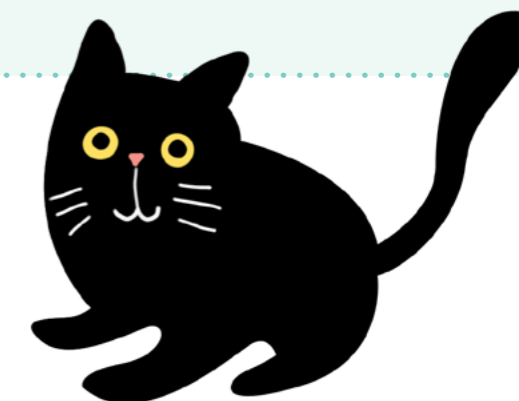
You are having a conversation about your day.

You are watching TV.

You are on a walk together.

You are at a family celebration with many people around.

You are trying to fix something that isn't working in the house.





STAGE 3

Climate action plan, part 3

{suitable for online}

DURATION



30 MINUTES

SUMMARY

Complete the final part of your climate action plan

MATERIALS

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

PREPARATION

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

IN THIS ACTIVITY YOU WILL

- Choose two people to share your climate change knowledge with
- Decide on three ways you can tell people about climate change

Activity description

STEP 1

Who can you reach?

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

STEP 2

What is your idea?

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

STEP 3

My climate promise

5. As it's always important to **lead by example**, think about one **extra action** you can do **yourself** that will help you adapt to or reduce climate change in your daily life. Turn this into a **promise** and add it to your climate action plan.
6. Set a date to complete your action. Use your plan to share your important message with the two chosen people in order to earn your Girl-led Action on Climate Change badge.



It's time to celebrate

{suitable for online}

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

PREPARATION

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

Invite people to attend! 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.

MATERIALS

- Papers and pens or pencils
- Everyone's copy of their complete climate action plan
- Girl-led Action on Climate Change badges and/or certificates

DURATION



70 MINUTES

Activity description

STEP 1

Think about what you have learned

1. **Congratulations!** You have been on an amazing journey to find out what climate change is, how it is changing our everyday lives and what you can do to make a difference. Now it is time to share your actions with your group.
2. Divide into **small groups** (try to work with people you do not usually talk to), and talk about:
 - **The challenges** you overcame
 - The most **interesting** part of your climate action plan
 - The advice you would give to a younger girl **completing** this programme.
3. Look at the **personal promise** you made at the end of your climate action plan. How have you kept this promise? How might you make sure you keep it in the future?

STEP 2

Answer a survey

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

Instructions for activity leader

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



Survey AFTER

Part 1

Are these statements about climate change true or false?

Read out these statements slowly to the group, repeating as necessary. They should write down the question number on their paper, followed by their answer.

1. Climate 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, creating 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 the same impact on everyone in every part of the world because it's happening everywhere in the world.
6. Some countries contribute more to climate change than others.



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 the question letter and number on their paper, followed by an answer (T for true or F for false).

	Topic	Questions related to this topic
The natural world		
WEATHER	Floods	A1. Climate change is changing the water cycle on Earth, making natural disasters more frequent. A2. Men and women aren't treated equally in the world, but extreme weather affects them in the same way.
	Hurricanes	B1. Climate change is changing the water cycle on Earth, making natural disasters more frequent. B2. Men and women aren't treated equally in the world, but natural disasters affect them in the same way.
ANIMALS AND PLANTS	Land animals and plants	C1. Biodiversity is the natural home or environment of an animal, plant or other living creature. C2. Actions to improve ecosystems around us help protect plants and animals from biodiversity loss.
	Marine animals and plants	D1. Biodiversity is the natural home or environment of an animal, plant or other living creature. D2. Climate change and ocean acidification cause corals to bleach and die.
WATER	Freshwater crisis	E1. Climate change causes more frequent floods which result in more clean water available. E2. Longer and more intense droughts, which are a consequence of climate change, result in less surface water available for everyone.
	Sea Level rise	F1. Climate change is making sea-levels rise as huge pieces of slow-moving ice in the North and South Poles are melting due to warmer temperatures on Earth. F2. It's a natural process that, nowadays, coastal erosion is happening quicker than it should.



People		
Livelihoods	Farming	G1. Large-scale farming can harm the environment, but local farming can help protect biodiversity. G2. Composting is when plastic is left in a pile to break down, mix together and become natural plant food.
	Jobs	H1. There is less clean, fresh water available because of climate change. H2. Sustainable farming techniques make people less resilient to climate change.
Health	Diseases	J1. Climate change is decreasing the spread of diseases by mosquitos. J2. There are techniques to avoid mosquitos and prevent vector-borne diseases.
	Nutrition	K1. Climate change helps people have a healthier and more balanced diet. K2. Being malnourished makes us more vulnerable to diseases, and it can increase the severity and duration of those diseases.
Freedom	Human rights	L1. Rights are things that every person needs to survive, to be treated fairly and to reach their full potential. L2. Men are more vulnerable to the consequences of climate change because their human rights are already harmed by the way they are treated unequally.
	Migration	M1. When people migrate to a different place, they may lose their right to have human rights. M2. Discrimination is when someone treats you differently, unfairly, or worse because of who you are.

Part 2

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

They should answer the following questions with:

- Y for yes
- M for more or less
- N for no

7. I understand how climate change is affecting my community.
8. I'm able to share my knowledge with others on the effects that climate change is having in my community.
9. In the period since the beginning of the climate change activity pack, I have started conversations on climate change topics and spoken about them with confidence.
10. I'm able to speak with confidence about some ways that climate change is affecting people and communities.
11. When talking about climate change, being a good listener is irrelevant because I will be doing most of the speaking.
12. It is especially important that I share my knowledge on floods and droughts with girls and women.
13. I feel more prepared to influence people about climate change compared to before taking part in this activity pack.
14. There's nothing I can do to help my community adapt to climate change because my individual actions are too small.
15. I know ways to help my community adapt to some climate change problems.
16. 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.
17. I have taken some kind of community action on climate change before.
18. I will take community action on climate change.



The next three questions should be answered with a number.

- 19. 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. Number 1-10
- 20. 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. Number 1-10
- 21. 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"

- 22. 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?
1 = a little, 2 = medium, 3 = a lot
- 23. How important do you find the issue of climate change to your future? Answer options:
1 = a little, 2 = medium, 3 = a lot
- 24. 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
- 25. Did you do the "Bring it home" tasks?
1 = a little, 2 = medium, 3 = a lot
- 26. How fun did you find the climate change activity pack?
1 = a little, 2 = medium, 3 = a lot

27. Would you like to tell us anything about your experience of the climate change activity pack?



Climate action plan template

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

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

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



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Girl-Led Action on Climate Change

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