

# Girl-Led Action on Climate Change

Leader's Guide

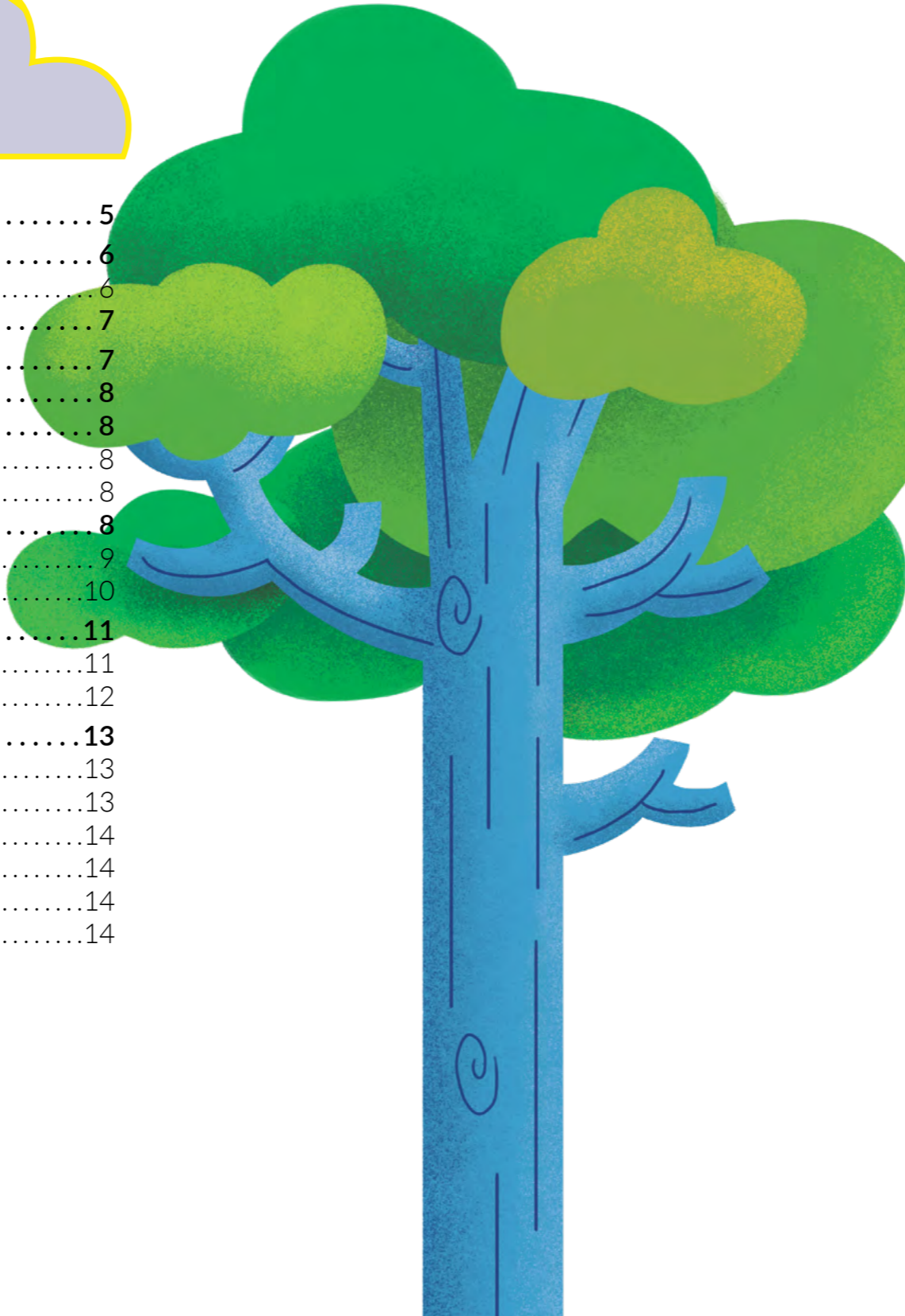


Food and Agriculture  
Organization of the  
United Nations



WORLD ASSOCIATION  
OF GIRL GUIDES  
AND GIRL SCOUTS





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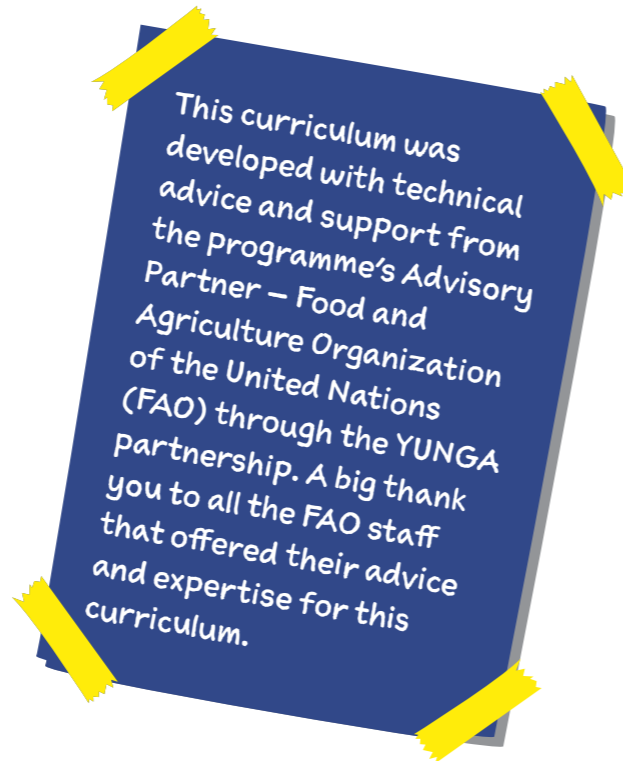
# Introduction

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

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

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

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



## Who is this badge for?

The activities in this curriculum have been developed for Girl Guides and Girl Scout groups in Latin America and the Caribbean.

You can use this leader's guide if you're the leader of a Girl Guide/Girl Scout group interested in completing the programme. It will help you with facts about Climate Change that will make it easier to deliver the programme.

# Educational framework

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

## Curriculum impact

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

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

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

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

### Change communities by supporting girls to:

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

### Change societies by supporting girls to:

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



# Online Safety Tips

To help stay safe when facilitating activities online we should

- Keep up to date with safety features of the online platform you use (i.e., age required to use the platform)
- Use passwords & only allow access to participants you know
- Do not record, share media, or contact details without permission (and only if necessary)
- Inform parents or caregivers of your online activities
- Ensure leaders are named and identifiable (i.e., with uniform)
- Set ground rules for participation and ask for feedback on their experience
- Plan how to respond if someone becomes upset during your activities and how to act on any safety or welfare concerns

For more guidance and up to date information visit <https://campfire.waggs.org/digitalsafety>

# Badge contents

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

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

<p><b>Survey</b></p>  <p><b>STAGE 1</b> See the bigger picture</p>	<p>Do a survey before the programme to assess the knowledge of the girls.</p> <p>This stage introduces what climate change is and why girls should care.</p> <p><b>Activity 1:</b> What is climate change?</p> <p><b>Activity 2:</b> Who is most affected by climate change?</p> <p><b>Climate Action Plan:</b> Part one</p>
 <p><b>STAGE 2</b> Explore the issues</p>	<p>This stage is divided into modules, so every group can choose which topics they want to explore more in depth. The climate action plan activity helps the group decide which topics may be most relevant to your local context.</p> <p><b>The natural world</b></p> <p><b>Activity 1:</b> Choose one activity from one of the topics below:</p> <ul style="list-style-type: none"> <li>• Weather</li> <li>• Animals and plants</li> <li>• Water</li> </ul> <p><b>People</b></p> <p><b>Activity 2:</b> Choose one activity from one of the topics below:</p> <ul style="list-style-type: none"> <li>• Livelihoods</li> <li>• Health</li> <li>• Freedom</li> </ul> <p><b>Climate Action Plan:</b> Part two</p>
 <p><b>STAGE 3</b> Prepare to take action</p>	<p>This stage prepares girls to take climate action in their communities and in their own lives. It has a focus on adapting to climate change and changing behaviours to reduce the harmful practices that encourage climate change.</p> <p><b>Activity 1:</b> How to take action</p> <p><b>Activity 2:</b> Share the knowledge (choose one of the two activities inside)</p> <p><b>Climate Action Plan:</b> Part three</p> <p><b>Activity 3:</b> It's time to celebrate + Survey</p>

To find out how to earn the badge, refer to the programme booklet.



## Age groups

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

It is for you to decide which age group would best suit your group. We would advise for the youngest branches (~7-10 years old) to complete the "Younger Years" programme, the "Guide" branch (~11-15 years old) to complete the "Middle Years" programme, and the older branches (16+ years old) to complete the "Older Years" programme.



## Sections structure

### Fact sheets

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

### Narrative

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

### Activities

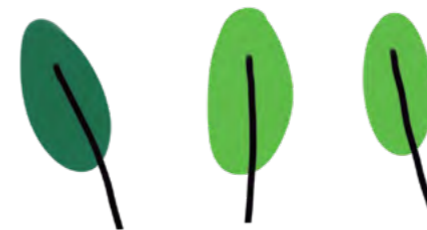
The activities are designed so that girls can review the summary and learning objectives and choose which activity they would like to do.

### Climate action plan

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

### Celebration session

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



# Girls' choices

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

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

adult. Encourage the girls to lead themselves wherever possible!

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

## Selecting activities

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

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

### Adapt it

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



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

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

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



## Arranging into groups

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

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

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

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



# Using the WAGGGS educational approach

## Learn more about climate change

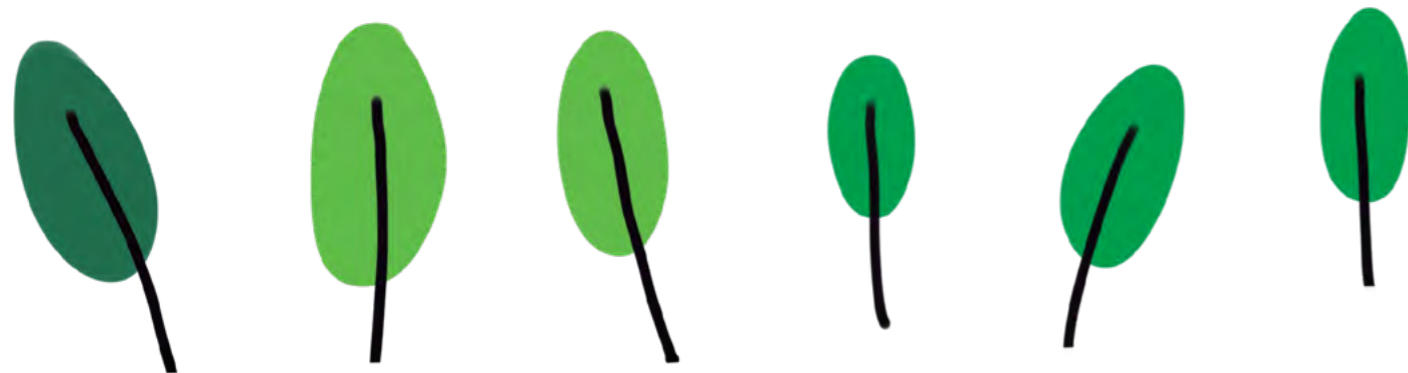
This curriculum has been developed to be easy to deliver, even with minimal knowledge of climate change. You should be able to deliver activities just by reading them through and familiarising yourself with them. Useful definitions, facts and explanations have been built in the debrief and discussion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

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

## Create a safe and supporting environment

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

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



## Give space to share



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

## Research precise information



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

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

## Be part of the solution



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

## It's a collective effort



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



## Educational approach

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

### Learning by doing

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



### Learning in small groups

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



### My path, my pace

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



### Connecting with others

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



### Connecting with the world

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



## Leadership practice

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

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



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



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



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



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



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



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

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

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

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

# Section fact sheets



This series of fact sheets has been designed to give leaders and older girls information, facts and definitions relevant for each section. These have not been designed to be read all in one go, as each fact sheet gives information about a particular section.

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



# What is climate change?

? Weather is a specific event—like a rainstorm or hot day—that happens over a few hours, days or weeks. Climate is the average weather conditions in a place over 30 years or more.  
Reference: [NASA, Climate Kids](#)

? “Climate change” means a change of climate which is caused directly or indirectly by human activity that changes the composition of the atmosphere and which is in addition to natural climate variability observed over similar time periods.  
Reference: [United Nations Framework Convention on Climate Change](#)

## How does the greenhouse effect work

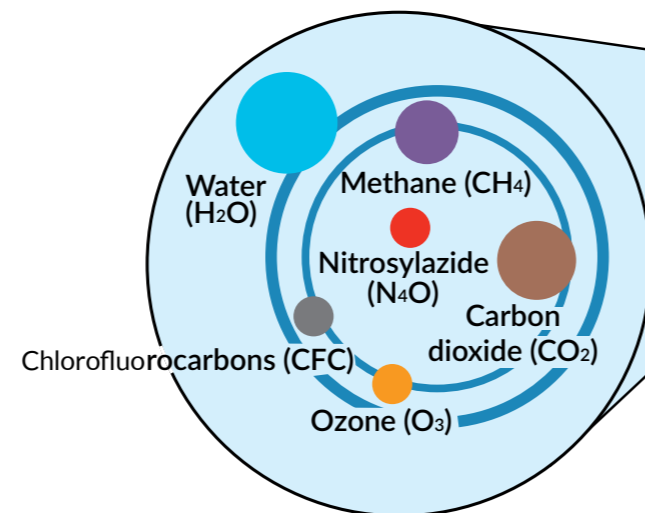
1. The sun produces heat
2. Some of it is reflected by the Earth and atmosphere
3. Some of it is trapped in the atmosphere and makes the Earth warmer and a comfortable place to live in
4. Human activity has accelerated the greenhouse effect, making Earth warmer than it would naturally be

## What human activities cause a concentration of greenhouse gases

5. Electricity and heat production (25%)
6. Agriculture, forestry and other land use (24%)
7. Industry (21%)
8. Transport (14%)
9. Buildings (6.4%)
10. Other energy (9.6%)

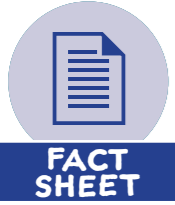
## And the consequences this has

- Polar ice caps melting
- Sea-level rise
- Rainfalls/storms/hurricanes
- Droughts/heatwaves/fires



The greenhouse effect and human activity

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



# What is climate change?

## ? The Paris Agreement

The Paris Agreement is an international treaty on global climate action, signed in 2015 in Paris. It holds accountable all 195 countries who signed it to:

- take ambitious action on climate change
- adapt to the effects of climate change
- ensure support for developing countries

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



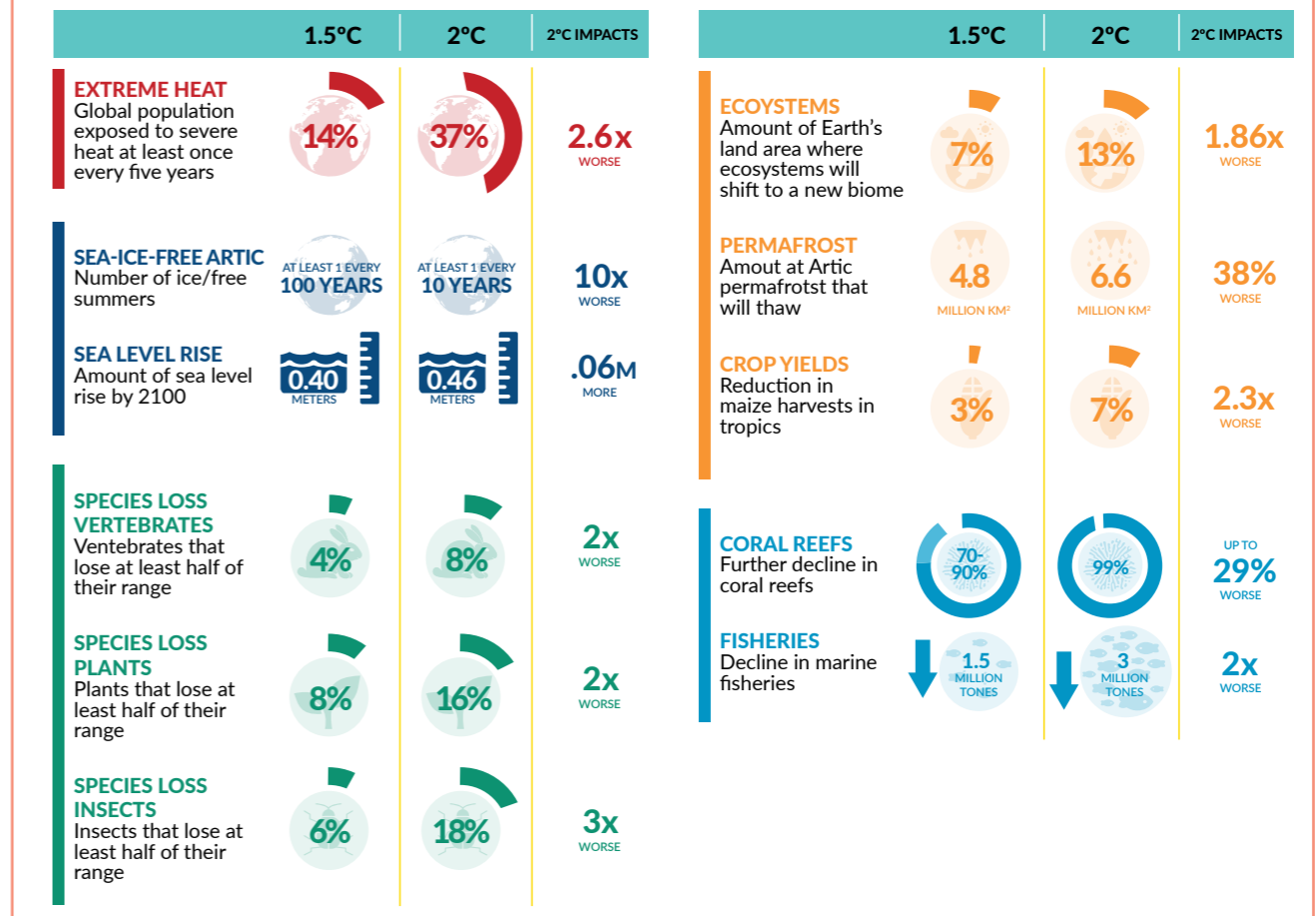
## ? Global warming

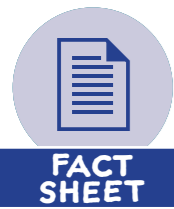
Because climate change is caused by human activity (especially industrial activity), we measure it by comparing how much the Earth's climate has been heating up since the pre-industrial period (1850-1900).

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

Reference: *IPCC's report on Global warming of 1.5°C*

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





# Who is most affected by climate change?



## What is gender equality?

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

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



## Gender equality in the world

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

Yet, direct and indirect discrimination against women and girls still exists everywhere in the world.

**Women earn 23% less** than men globally.

**Globally, women are just 13%** of agricultural land holders.

**Two thirds of illiterate** adults in the world are women.

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

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

**Women only occupy 24%** of parliamentary seats.



**FACT SHEET**

## Gender equality in Latin America and the Caribbean



In the past three decades LAC has made substantial progress in gender equality and has the second highest score on the 2022 SDG Gender index amongst the five regions covered. The region has reached gender parity in primary school, lengthened women's life expectancy and increased female workforce participation. However the progress has been stagnant since 2015. progress on Gender equality has been hindered by factors including; poverty, inequality, corruption, crime and violence and the Covid-19 pandemic.

- By 2020, work force female participation was 53% which is still lower than the 26% participation by males.
- Women in LAC only holds 15% of management positions and account for only 14% company ownership.
- Child marriage in LAC has not declined in the past 25 years and remains at 25%, the region also is rated the second highest in teenage pregnancy.
- Only 30% of the rural population that owns land are women.
- 6 of LAC countries (Argentina, Brazil, Bolivia, El Salvador, Mexico and Peru) account for 81% GBV cases globally making the region the highest globally.
- There are more women than men in poor households

Latin America and the Caribbean is significantly doing better than other regions in other areas:

- Globally, female participation in politics (elected in national parliaments) is higher in LAC than in other regions.
- More women than men complete secondary education, however their access to formal employment is limited and they earn lower salaries than their male counterparts.

The Covid-19 pandemic seems to have affected the progress on Gender equality negatively:

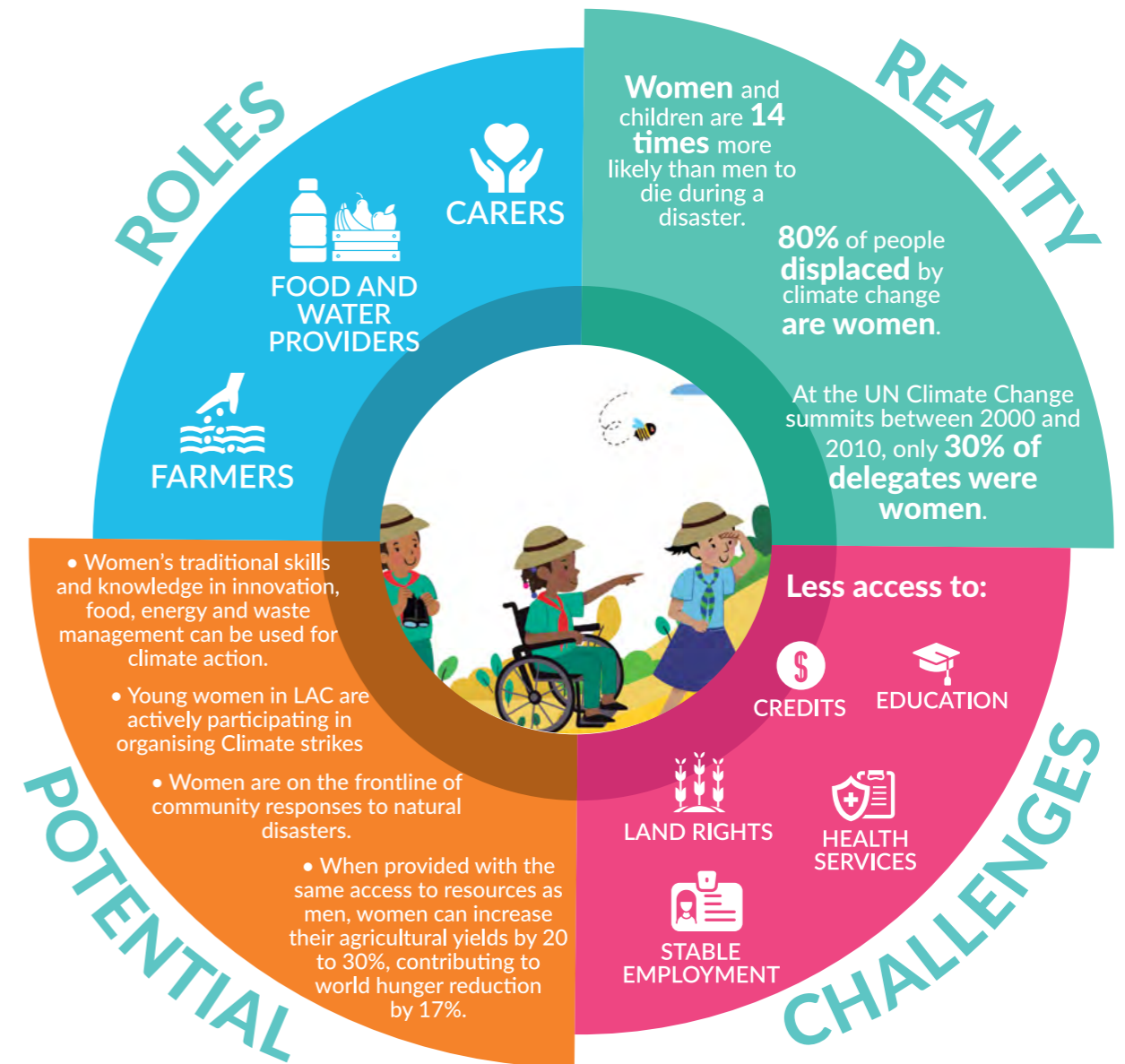
- Domestic violence cases and femicides are reported to have increased during the pandemic as most countries ordered lockdowns across the countries
- Women in LAC occupy jobs in some of the most hit industries, 56% lost their jobs either temporarily or permanently.
- Women and girls' unpaid domestic work has increased across the region post the pandemic.

Globally, since the beginning of the COVID-19 crisis, there has been:

- an increase in violence against women and girls
- an increase in child marriage due to loss of income and school closures
- a decrease in access to health services such as maternal health care, especially in adolescent girls, or HIV testing and medication
- an increase in girls' and women's unpaid care and domestic

## Impact of climate change on women and girls

Unfavourable cultural norms in LAC often discourage women from acquiring life-saving skills such as swimming





FACT SHEET

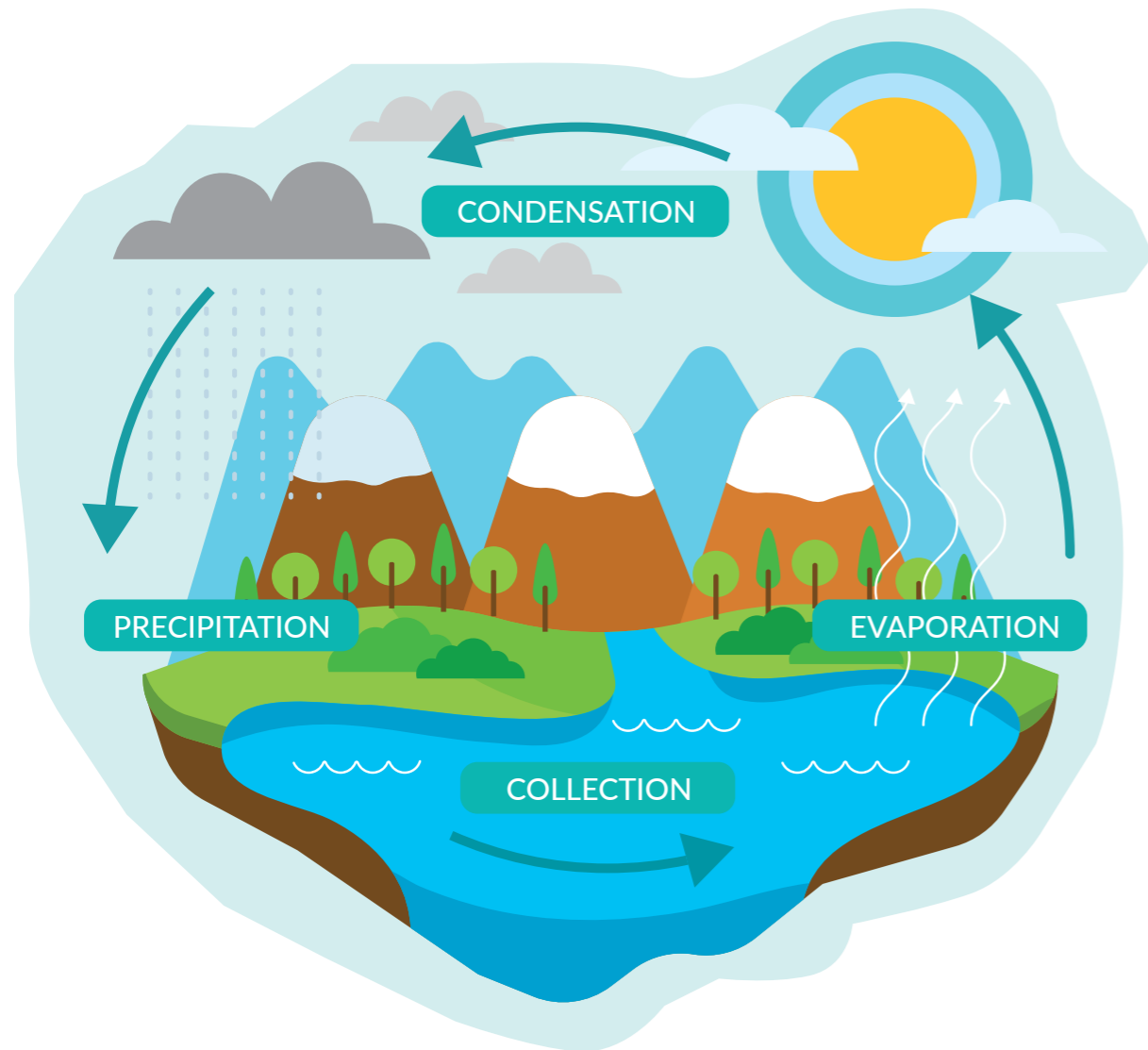
# Weather

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



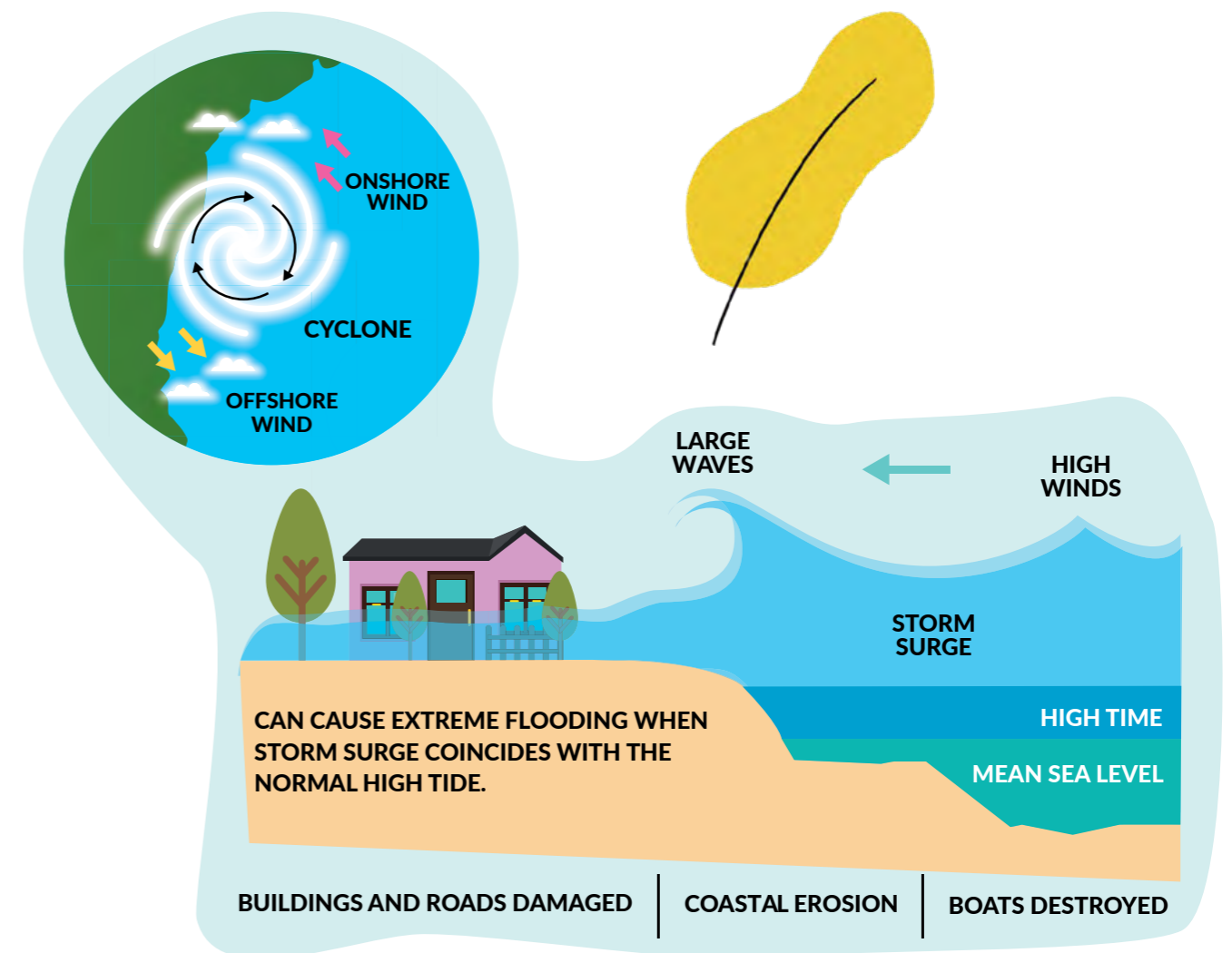
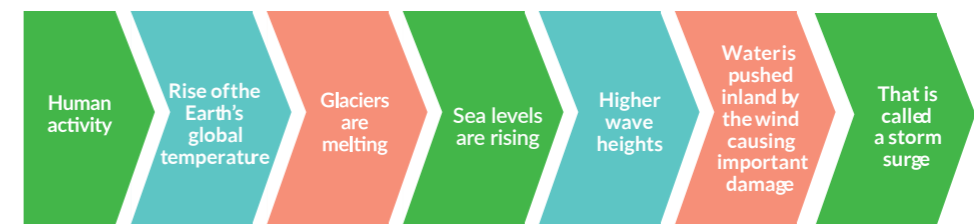
## What is the water cycle?

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



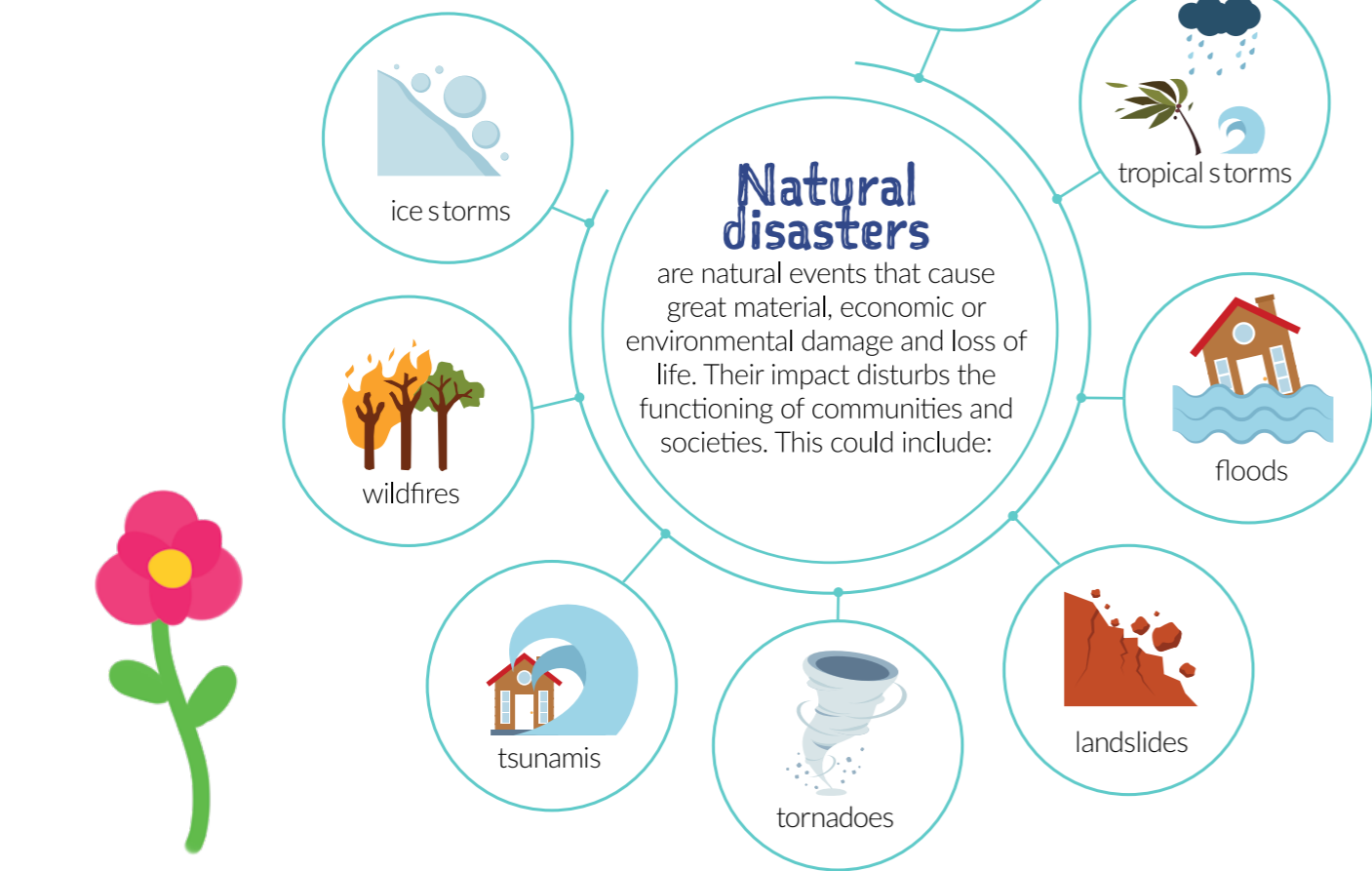
The increase in the air and water temperatures changes the water cycle, and leads to rising sea levels, more dangerous storms and higher wind speeds, more intense and prolonged droughts and wildfire seasons, heavier precipitation and flooding.

## Climate change makes storms more dangerous





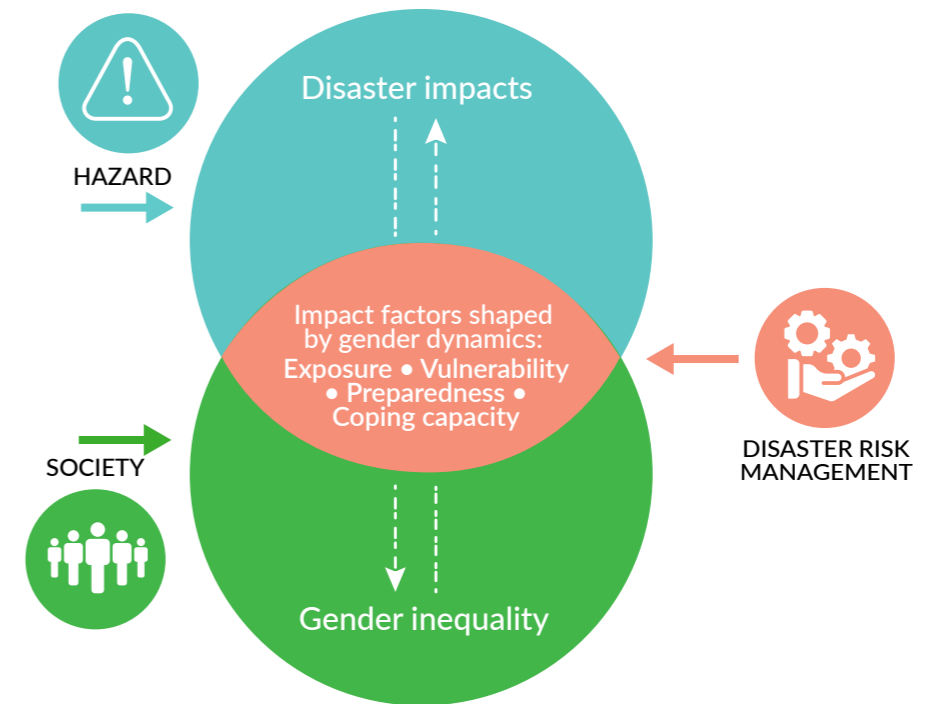
### FACT SHEET



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

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

### How gender dynamics link with natural disasters impact



### Women's role in disaster management

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



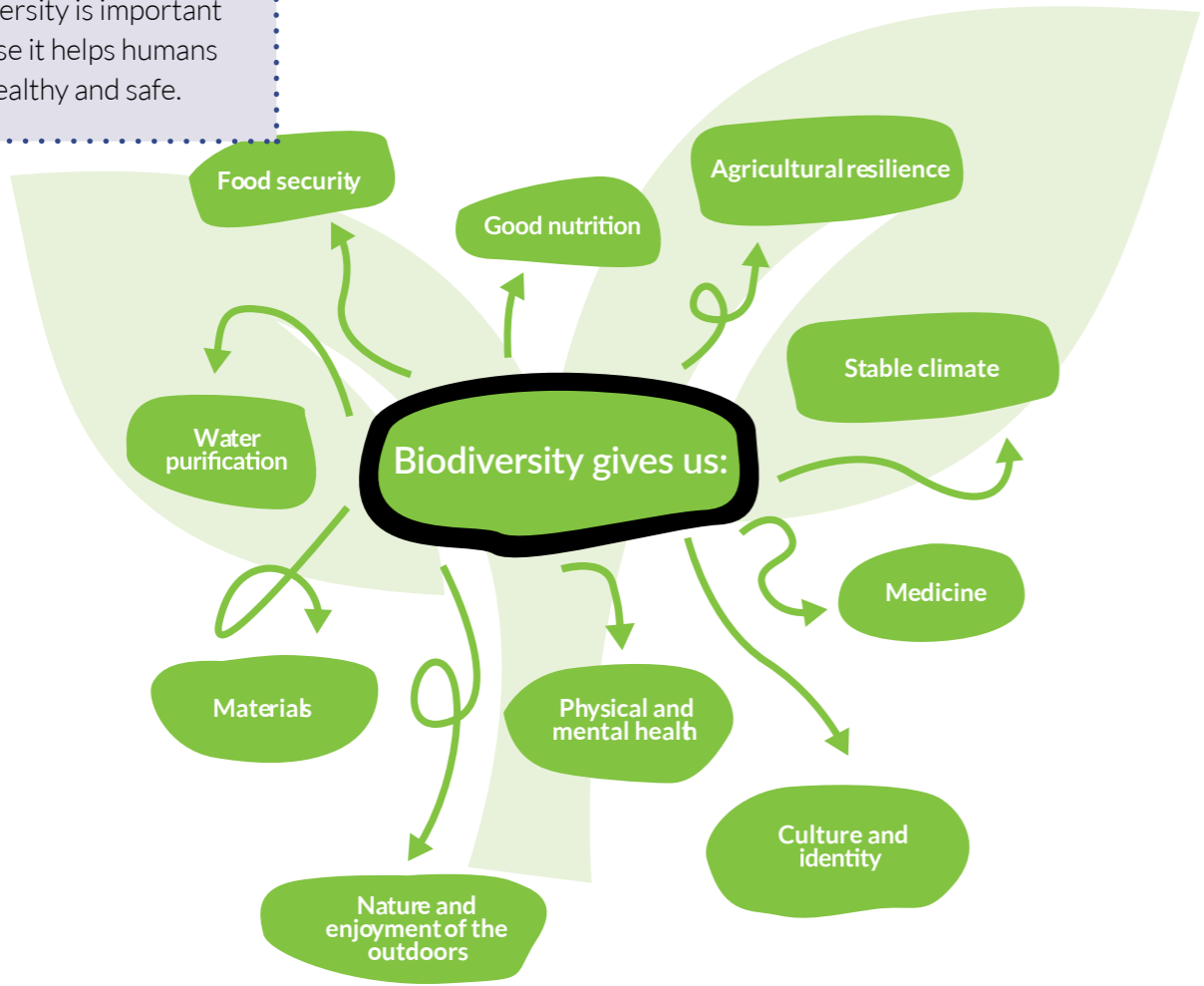


# Animals and plants

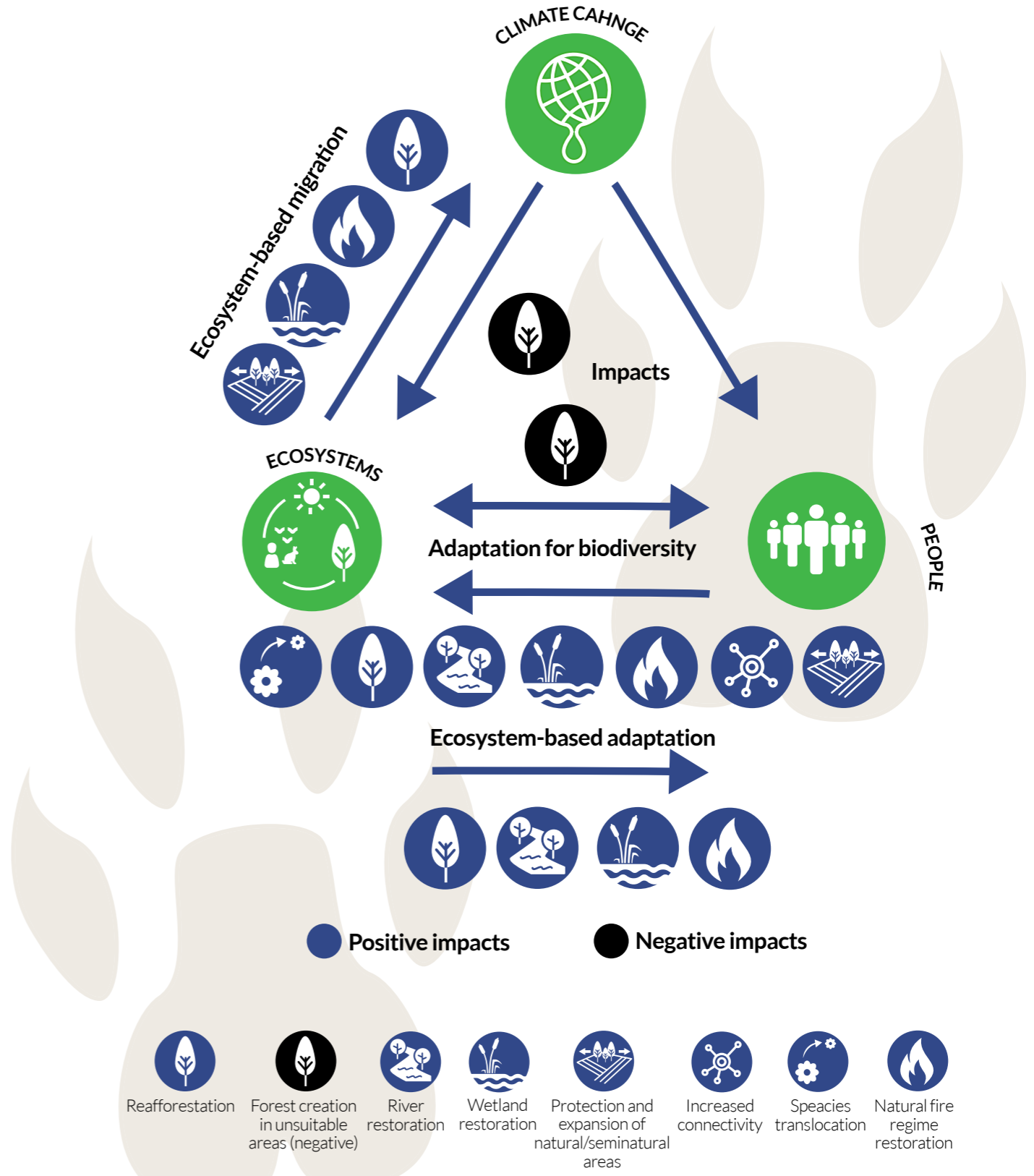
**Biodiversity** refers to the variety of living species on Earth, including plants, animals, bacteria, and fungi. While Earth's biodiversity is so rich that many species have yet to be discovered, many species are being threatened with extinction due to human activities, putting the Earth's magnificent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

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

Biodiversity is important because it helps humans stay healthy and safe.



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





## Biodiversity and ecosystems in Latin America and the Caribbean

Pollution and biodiversity loss through overexploitation is a major threat to marine ecosystems in LAC, **70-90 %** of coral reefs are reported to have died off in three of the caribbean countries.

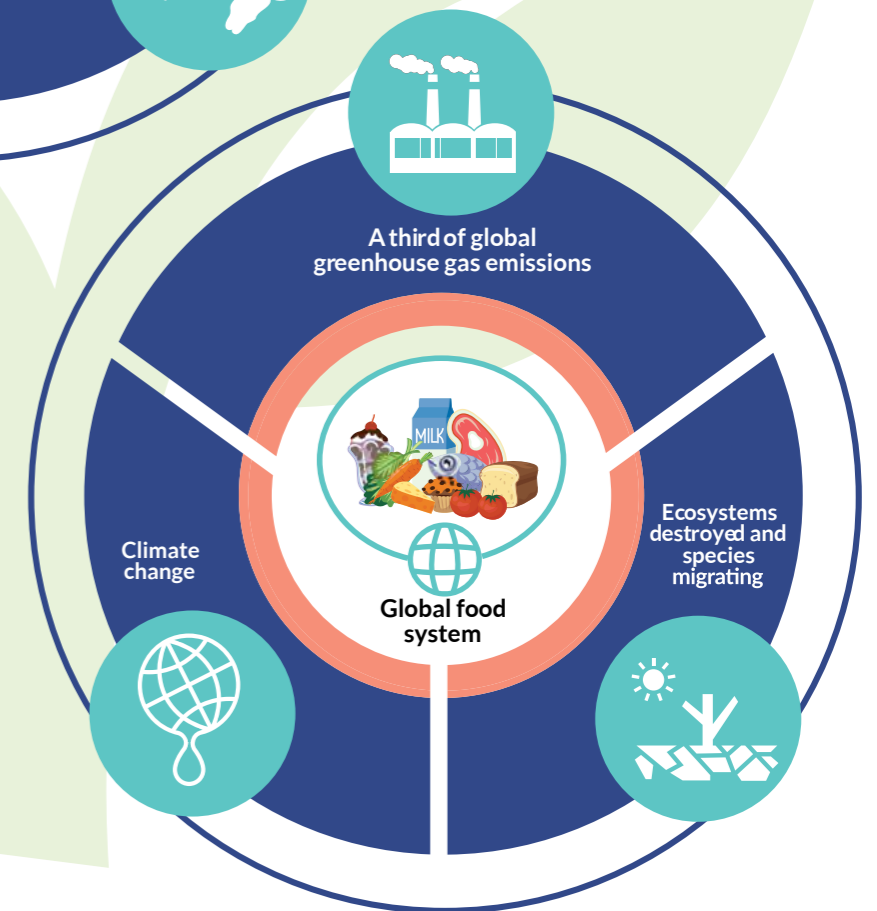
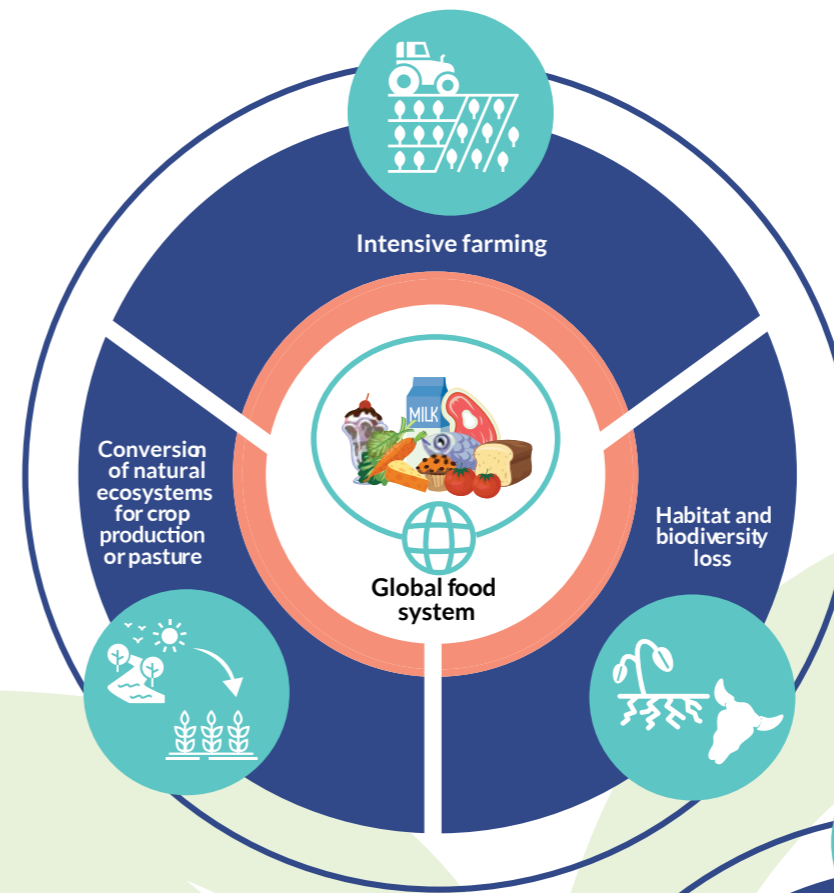


Latin America has the second highest forest area loss in the world in the period 2010-2020, with a loss of **2.6 million hectares** per year.

LAC has the highest loss of biodiversity globally at **94%** with fish, amphibians and reptiles seeing the most declines.



## Food affects biodiversity and climate change





## FACT SHEET



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

## How to protect biodiversity



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

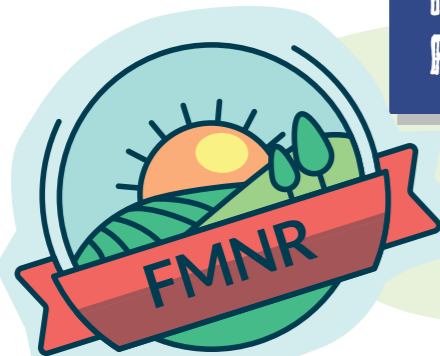


2. Protect land from exploitation to protect natural ecosystems, and restore ecosystems on agricultural land to increase biodiversity.



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

## Farmer-Managed Natural Regeneration (FMNR)



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

More info here:

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





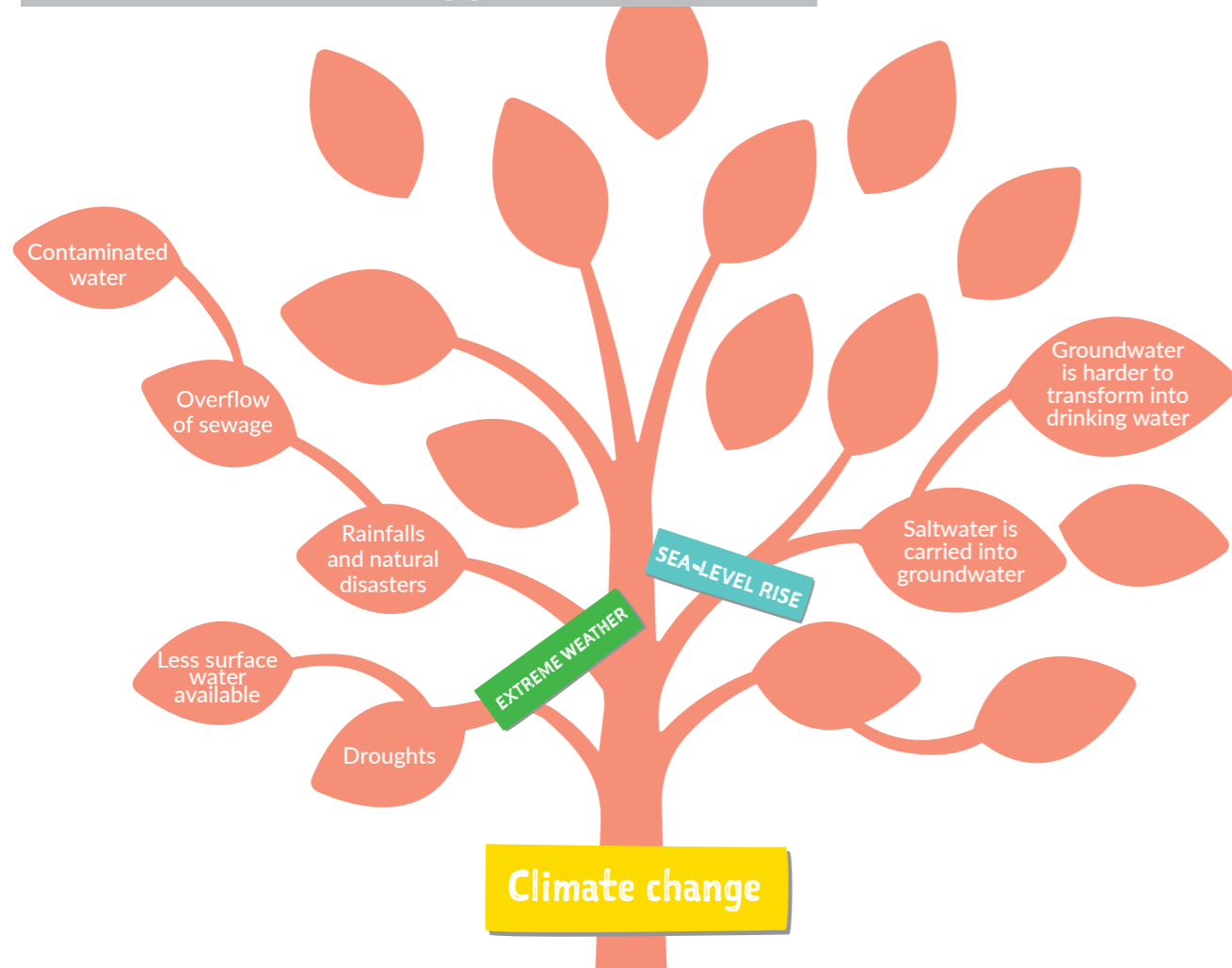
FACT SHEET

# Water

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

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

## Climate change affects safe drinking water supplies



## Access to clean water in the world



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



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



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



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



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

## Access to clean water in Latin America and the Caribbean



Only **74.29%** of the region's population has access to safe drinking water

## Water action

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

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

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





FACT SHEET

# Livelihoods

Extreme weather and natural disasters destroy assets and livelihoods.

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

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

## Climate change, agriculture and poverty



## Women's land rights

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

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



Better land rights for women lead to:



## Latin America and the Caribbean:



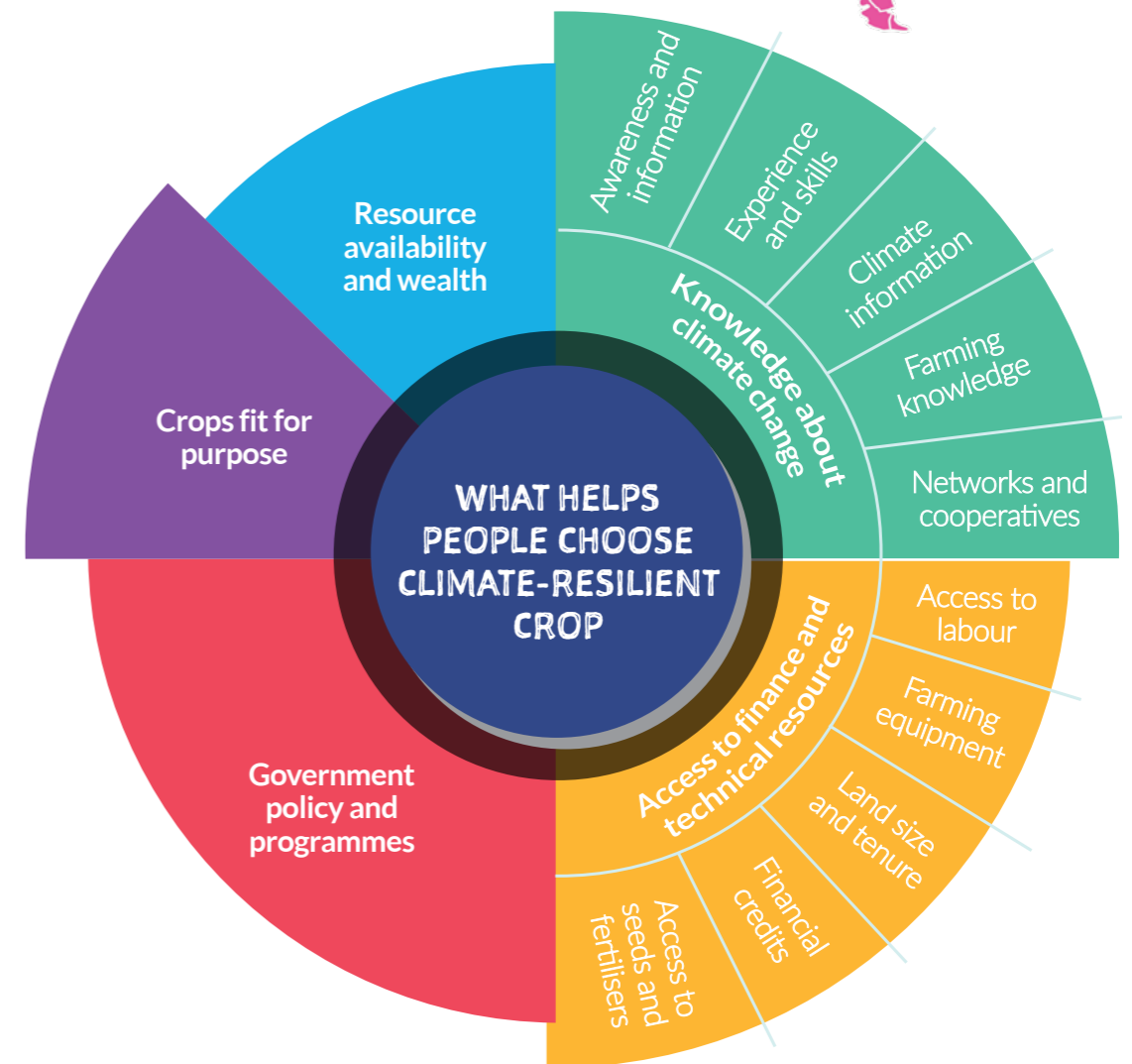
Agricultural production particularly, maize and bean production is projected to experience a **20% decline by 2050.**

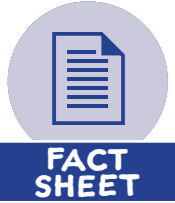


Women are major actors in Agricultural production and account for **43%** of the rural agricultural labour force.



**Only 30%** of women in Latin America are agricultural land owners and not more than 5% of them have access to technical assistance.



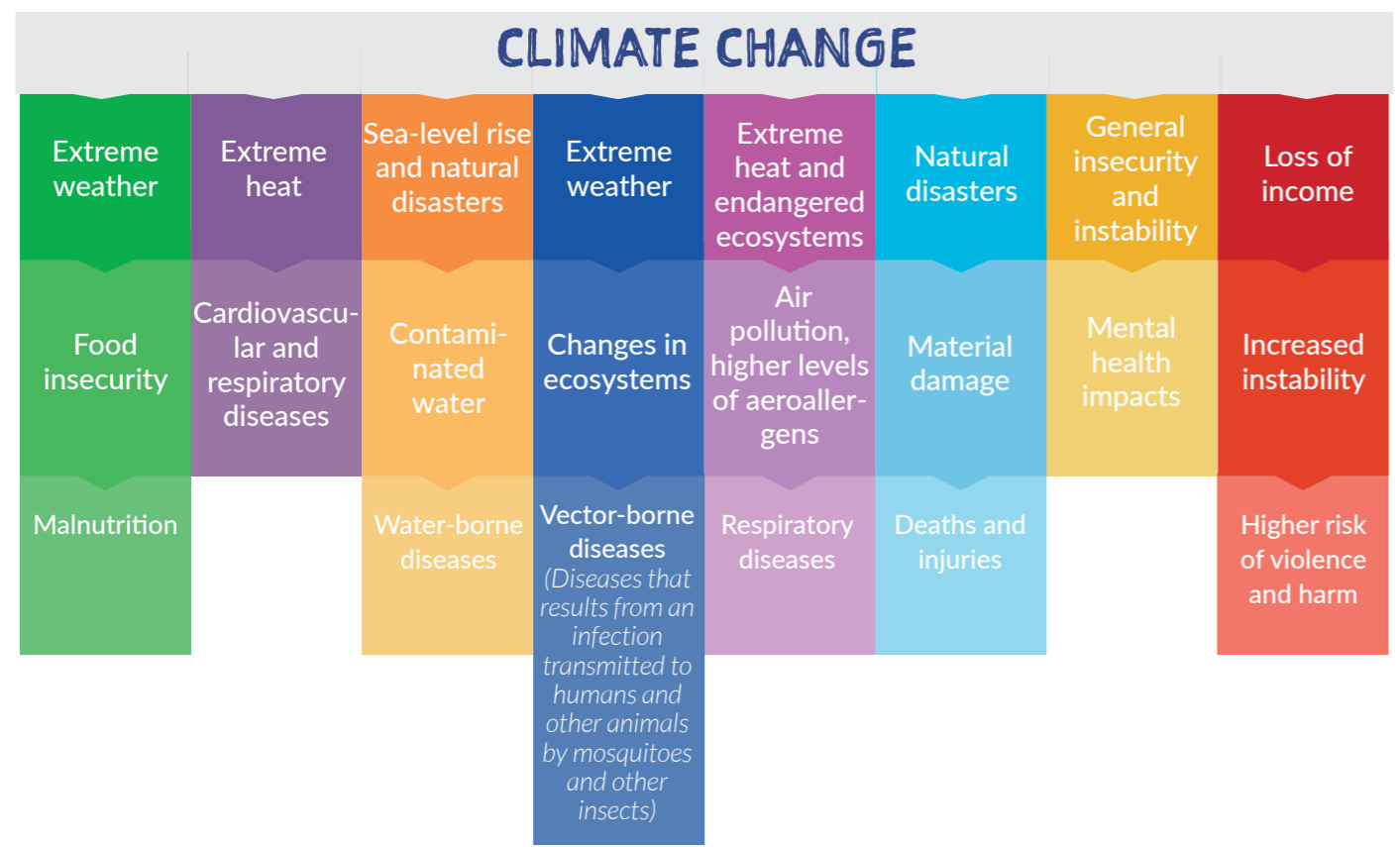


# Health

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

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

## The impact of climate change on health



## Climate change, gender and health



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



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



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



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

## Health and climate change adaptation and mitigation


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



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


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

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



**Physical activity**  
Walking and cycling:

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



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

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



FACT SHEET

# Freedom

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

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



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



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

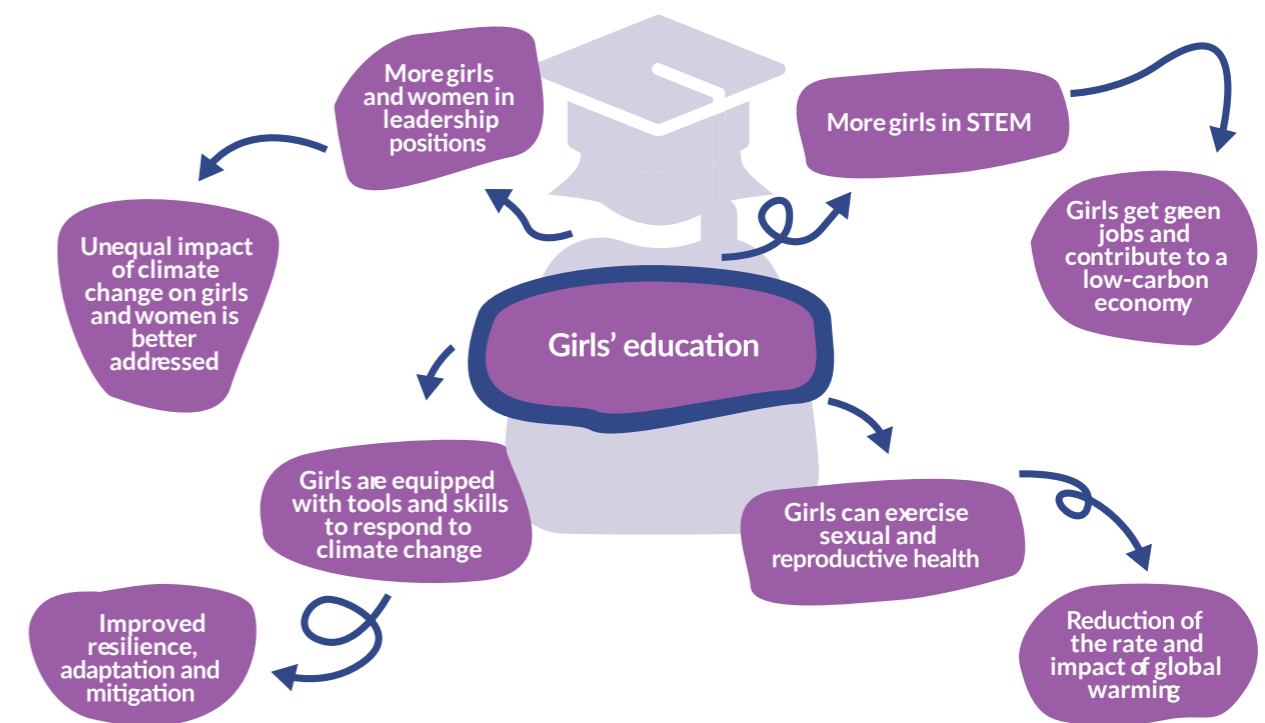


Experts estimate that climate has influenced between **3% and 20%** of armed conflict risk over the last century.



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

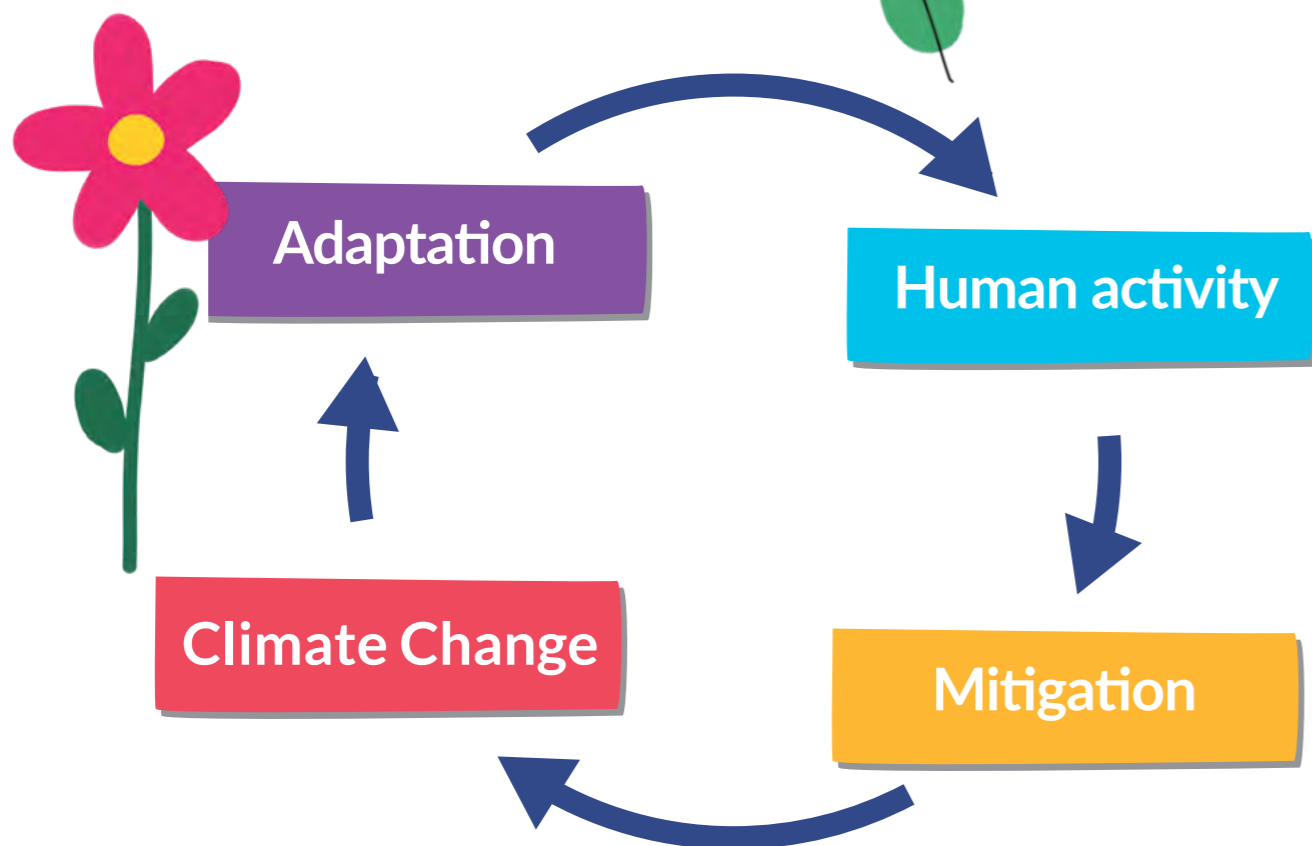
## Girls' education is a solution to climate change



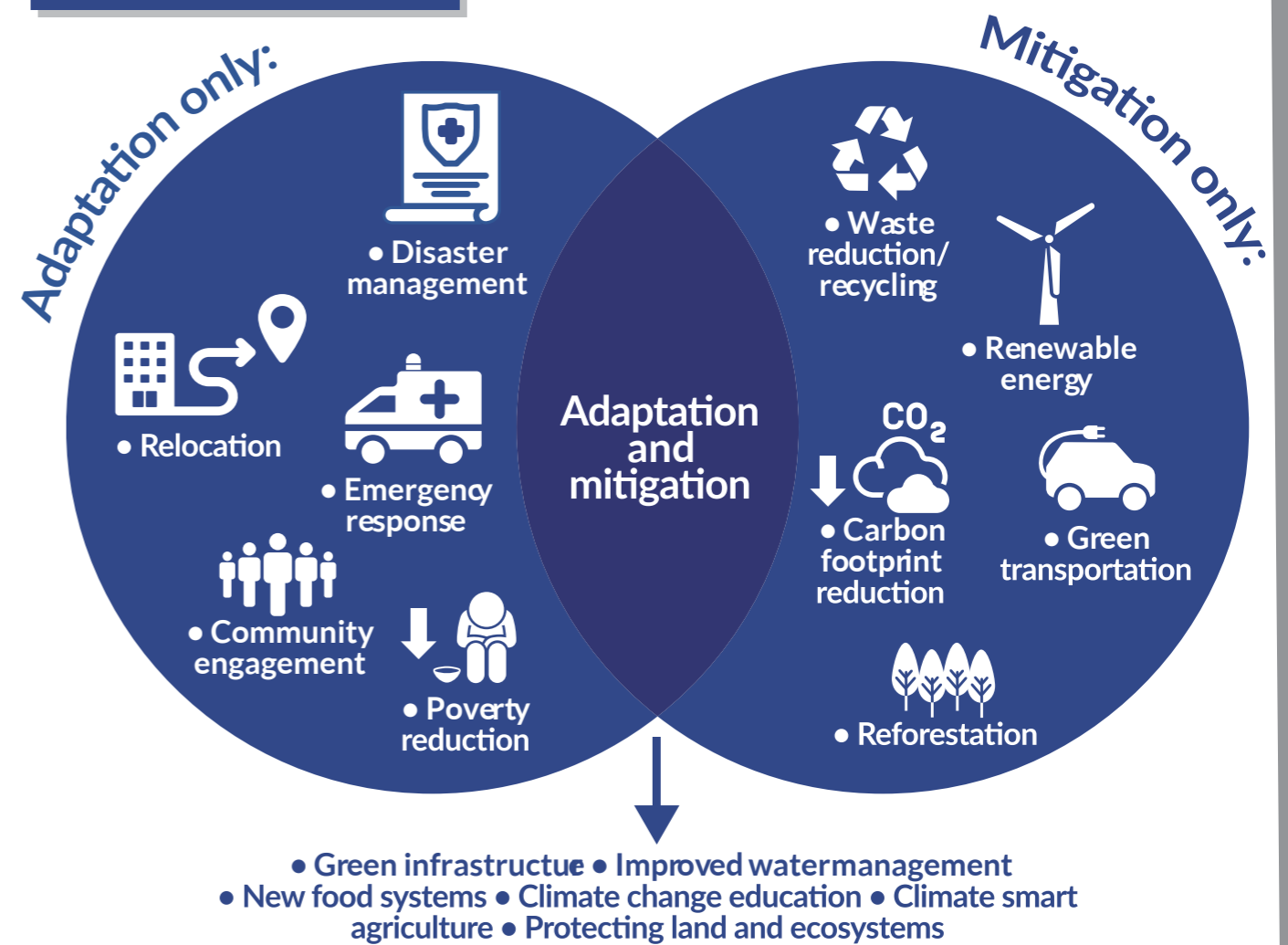
# How to take action

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

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

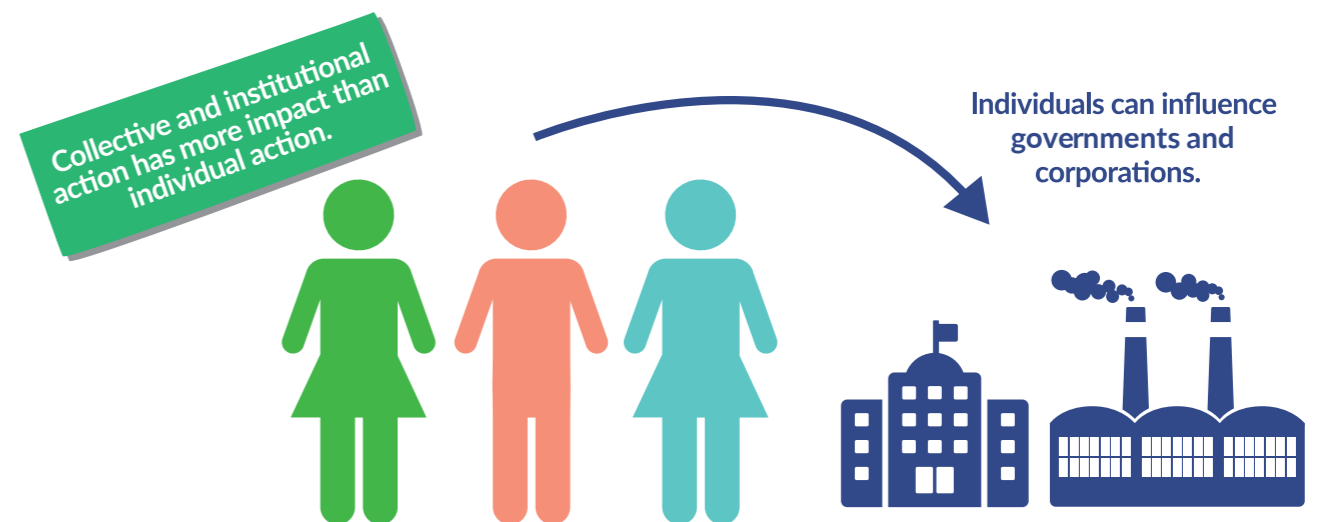


## Climate resilience



## Individual vs. collective action

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







FACT SHEET

# Share the knowledge

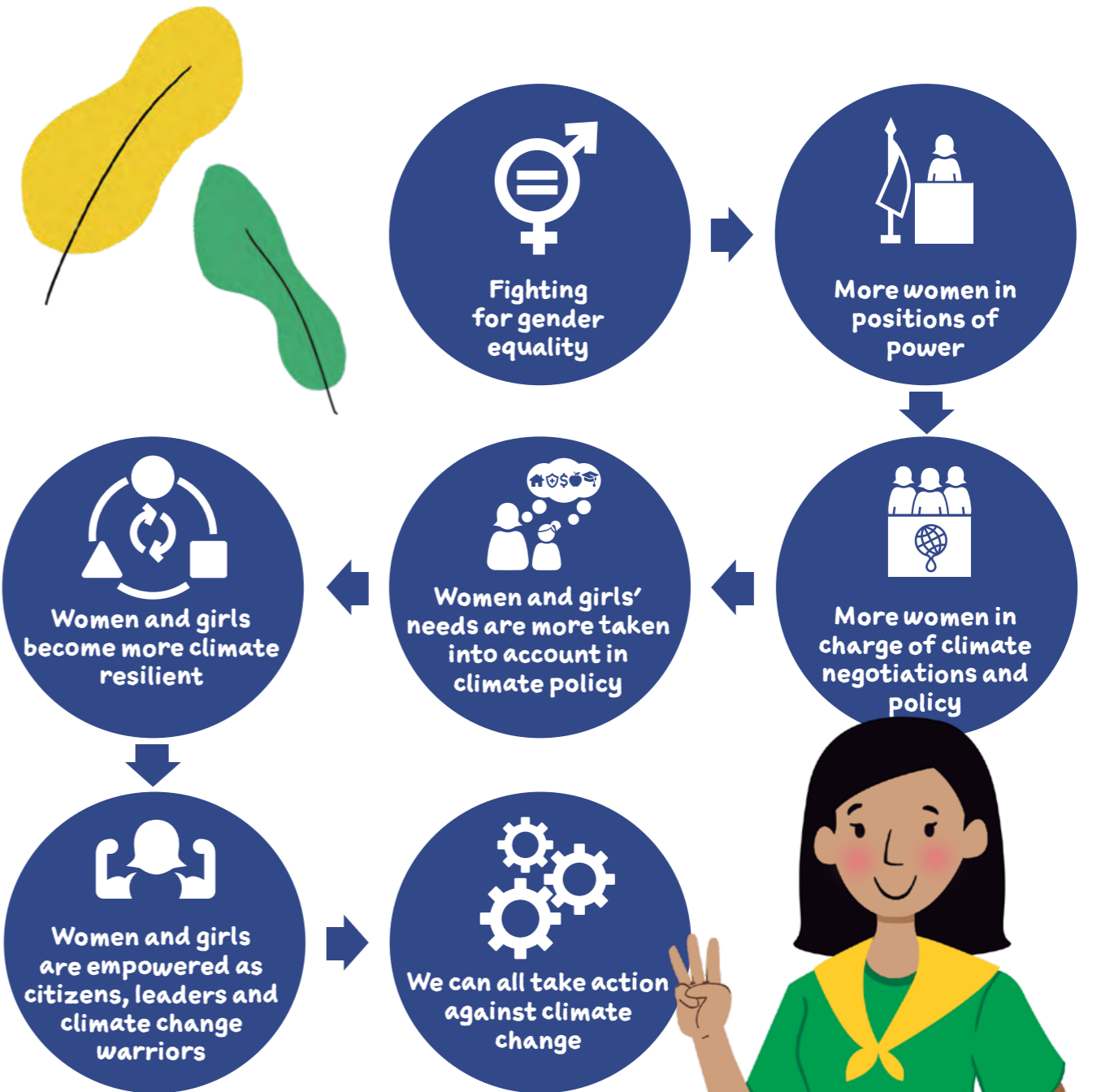
## Sustainable Development Goals

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



## The power of women and girls in climate action

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





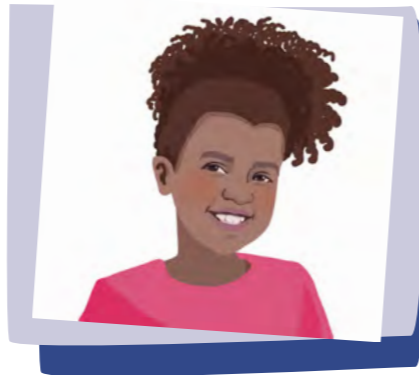
## Meet 10 young climate activists around the world

(Five are Girl Guides and five are not)

### Africa region

#### Ellyanne Chlystun-Githae Wanjiku, Kenya

Ellyanne started taking climate action at only 4 years old by planting trees. She founded Children with Nature, the only organisation in Africa led by youth and children working specifically on influencing the young to protect the environment. At 9, she had already been behind the planting of 250,000 trees in Kenya.



#### Tinashe Precious Kadzirange, Zimbabwe

Tinashe is part of the Youth Exchange South-South (YESS) movement. She is the Advocacy Task Force Head for Zimbabwe Girl Guides Association. She is very passionate about climate change and has been very involved in the World Environment Day Celebrations.



### Europe region

#### Greta Thunberg, Sweden

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



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

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



### Western hemisphere

#### Sumak Helena Sirén Gualinga, Ecuador

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



#### Cassandra Walcott, Barbados, HSS 2019 alumna

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



### Asia-Pacific region

#### Licypriya Kangujam, India

Licypriya started campaigning for climate action at age 7. She spent a week outside the Indian Parliament House to get the attention of the Prime Minister and ask to pass a climate change law in India. She is also a strong advocate for climate-change education and has succeeded in making climate lessons part of the school curriculums in the region of Gujarat.



#### Rayya Naseem, Maldives, HSS 2019 alumna

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





**FACT SHEET**

## Arab region

### Kehkashan Basu, UAE

Kehkashan started taking action for climate at age 8, when she started planting trees and organising young people to recycle. At 12, she founded the Green Hope Foundation, with the goal of teaching and implementing the SDGs through workshops and grassroots action.

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

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





FACT SHEET

# It's time to celebrate

{Survey answers}

## YOUNGER YEARS

Corrections of false statements from the curriculum survey:

**Q1. NO:** 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.

### Why is it not true?

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

**Q3. NO:** Forests produce greenhouse gases, which create global warming.

### Why is it false?

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.

**Q6. NO:** Boys and men are more impacted by climate change than girls and women.

### Why is it false?

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. Girls in developing countries suffer the most from climate change consequences.

## WEATHER

**B. NO:** Climate change is making the weather warmer everywhere in the world.

### Why is it not true?

Climate change changes the water cycle, and this also changes the weather. It can cause natural disasters, but also make the weather more extreme. It makes warm temperatures warmer, cold temperatures colder, storms more dangerous, rain heavier, droughts more intense etc.

## ANIMALS AND PLANTS

**C/D. NO:** Biodiversity is the natural home or environment of an animal, plant or other living creature.

### Why is it not true?

Habitat is the natural home or environment of an animal, plant or other living creature. Biodiversity is when there are lots of different types of animals and plants living together in one place.

## LIVELIHOODS

**G. NO:** Composting is when plastic is left in a pile to break down, mix together and become natural plant food.

### Why is it not true?

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's time to celebrate

{Survey answers}

## MIDDLE YEARS

Corrections of false statements from the curriculum survey:

**Q1. FALSE:** 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.

### Why is it false?

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

**Q3. FALSE:** Forests produce greenhouse gases, creating global warming.

### Why is it false?

Trees absorb large amounts of CO<sub>2</sub>, a gas that makes the Earth warmer, so the more trees we have, the more CO<sub>2</sub> they can absorb. Trees can help lower global warming.

**Q5. FALSE:** Climate change has the same impact on everyone in every part of the world because it's happening everywhere in the world.

### Why is it false?

Climate change causes different effects in different parts of the world, such as heat and cold waves, periods of no rain or too much rain (droughts and floods), but it also affects people differently, where girls in developing countries take the biggest toll.

## WEATHER

**A2/B2. FALSE:** Men and women aren't treated equally in the world, but extreme weather affects them in the same way.

### Why is it false?

Men and women aren't treated equally in the world, so natural disasters make women and girls' lives more difficult. Climate changes affects girls and women disproportionately, because of the kind of work that girls and women take care of historically (e.g. fetching water, taking care of the land or finding food).

## ANIMALS AND PLANTS

**C1/D1. FALSE:** Biodiversity is the natural home or environment of an animal, plant or other living creature.

### Why is it false?

Habitat is the natural home or environment of an animal, plant or other living creature. Biodiversity is when there are lots of different types of animals and plants living together in one place.



## WATER

**E1. FALSE:** Climate change causes more frequent floods which result in more clean water available.

### Why is it false?

Climate change causes floods, which can lead to sewage overflowing and contaminating clean water with diseases, or polluted water being mixed with clean water, become natural plant food (fertiliser).

**F2 FALSE:** It's a natural process that, nowadays, coastal erosion is happening quicker than it should.

### Why is it false?

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.

## LIVELIHOODS

**G2. FALSE:** Composting is when plastic is left in a pile to break down, mix together and become natural plant food.

### Why is it false?

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

**H2. FALSE:** Sustainable farming techniques make people less resilient to climate change.

### Why is it false?

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.

## HEALTH

**J1. FALSE:** Climate change is decreasing the spread of diseases by mosquitos.

### Why is it false?

Mosquitos that infect humans with disease increase with rising temperatures or increased rainfall, which are effects of climate change in different parts of the world, therefore increasing the spread of diseases by mosquitos.

**K1. FALSE:** Climate change helps people have a healthier and more balanced diet.

### Why is it false?

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.

## FREEDOM

**L2. FALSE:** Men are more vulnerable to the consequences of climate change because their human rights are already harmed by the way they are treated unequally.

### Why is it false?

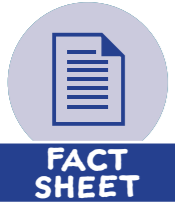
Both women and children are more vulnerable to the consequences of climate change because their human rights are already harmed by the way they are treated unequally.

**M1. FALSE:** When people migrate to a different place, they may lose their right to have human rights.

### Why is it false?

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.





# It's time to celebrate

{Survey answers}

## OLDER YEARS

Corrections of false statements from the curriculum survey:

**Q1. FALSE:** 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.

### Why is it false?

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

**Q3. FALSE:** Forests produce greenhouse gases, creating global warming.

### Why is it false?

Trees absorb large amounts of CO<sub>2</sub>, a gas that makes the Earth warmer, so the more trees we have, the more CO<sub>2</sub> they can absorb. Trees can help lower global warming.

**Q5. FALSE:** 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.

### Why is it false?

Many countries in Africa, South America, Pacific Islands, etc are more impacted by climate change, even if the people living in these places are also the least responsible for climate change.

## WEATHER

**A2/B2. FALSE:** Governments and communities cannot prepare for the increase of natural disasters because these events are caused by nature.

### Why is it false?

Governments and communities that focus on disaster resilience can better prepare for the increase of natural disasters caused by climate change.

## ANIMALS AND PLANTS

**CI/DI. FALSE:** Biodiversity is the natural home or environment of an animal, plant or other living creature.

### Why is it false?

Habitat is the natural home or environment of an animal, plant or other living creature. Biodiversity is when there are lots of different types of animals and plants living together in one place.



## WATER

**E1. FALSE:** Climate change causes more frequent floods which result in more clean water available.

### Why is it false?

Climate change causes floods, which can lead to sewage overflowing and contaminating clean water with diseases, or polluted water being mixed with clean water.

**F2. FALSE:** It's a natural process that, nowadays, coastal erosion is happening quicker than it should.

### Why is it false?

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.

## LIVELIHOODS

**G1. FALSE:** Composting is when plastic is left in a pile to break down, mix together and become natural plant food.

### Why is it false?

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

**HI. FALSE:** Climate resilience is when we continue to do the same despite climate change.

### Why is it false?

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.

## HEALTH

**J1. FALSE:** Vector-borne disease are diseases that are passed from animals to people.

### Why is it false?

Anything which gives a virus to another living organism is called a disease vector. For example, vector-borne disease can be passed to animals and people by insects like mosquitoes, ticks and fleas.

**K1. FALSE:** Climate change helps people have a healthier and more balanced diet.

### Why is it false?

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.

## FREEDOM

**LI. FALSE:** Human rights are the basic rights and freedoms that apply only to children and women.

### Why is it false?

Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. They apply to everyone, regardless of where you are from, what you believe or how you choose to live your life.

**MI. FALSE:** When people migrate to a different place, they may lose their right to have human rights.

### Why is it false?

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.



# Acknowledgments

The Girl-Led Action for Climate Change (GLACC) Latin America and the Caribbean curriculum was co-created with valuable contributions from:

- 27 co-creators, 11-21 years old girls from Argentina, Brazil, Chile, Dominica, Mexico, Nicaragua, Panama, St. Lucia, and Trinidad and Tobago who told us everything related to their needs, interests, and fears about climate change, how it affects them, and other girls in their country, and how they want to learn about it
- 300+ girls, their leaders, and the Young and Emerging Evaluators from Argentina, Chile, Mexico, and Trinidad and Tobago who participated in and coordinated the pilot process to get us feedback to improve the activities
- The GLACC national coordinators and their teams from all the member organization who worked together with their national teams to make this project a reality
- The staff of Food and Agriculture Organization of the United Nations (FAO) through the YUNGA partnership who contributed, and a special shoutout to Anastasia Tikhonova.
- The WAGGGS GLACC LAC Team: Jorge Sánchez Hernández who coordinated the programme and Ana Leticia Matos who coordinated the evaluation.
- Lead volunteer Laura Marmolejo Réquíz who worked tirelessly on the translation, proofreading, and administration of the curriculum

## WRITTEN AND EDITED BY:

Elsa Cardona, Jorge Sánchez Hernández with the support of Josephine Davies and content previously written by Ayowunmi Nuga for the Sub-Saharan version of GLACC that has been adapted for LAC.

## DESIGNED BY:

Yolitzin Gómez Rodríguez, Khrystyna Lishchynska

## FUNDED BY:

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Made with  by volunteers and passionate staff around the world



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# Girl-Led action on Climate Change

## WORLD ASSOCIATION OF GIRL GUIDES AND GIRL SCOUTS

World Bureau, 12c Lyndhurst Road  
London, NW3 5PQ United Kingdom  
Telephone +44 (0)20 7794 1181

Email: [waggggs@waggggs.org](mailto:waggggs@waggggs.org)

Website: [www.waggggs.org](http://www.waggggs.org)

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