

Girl-Led Action on Climate Change

For girls aged: 16+



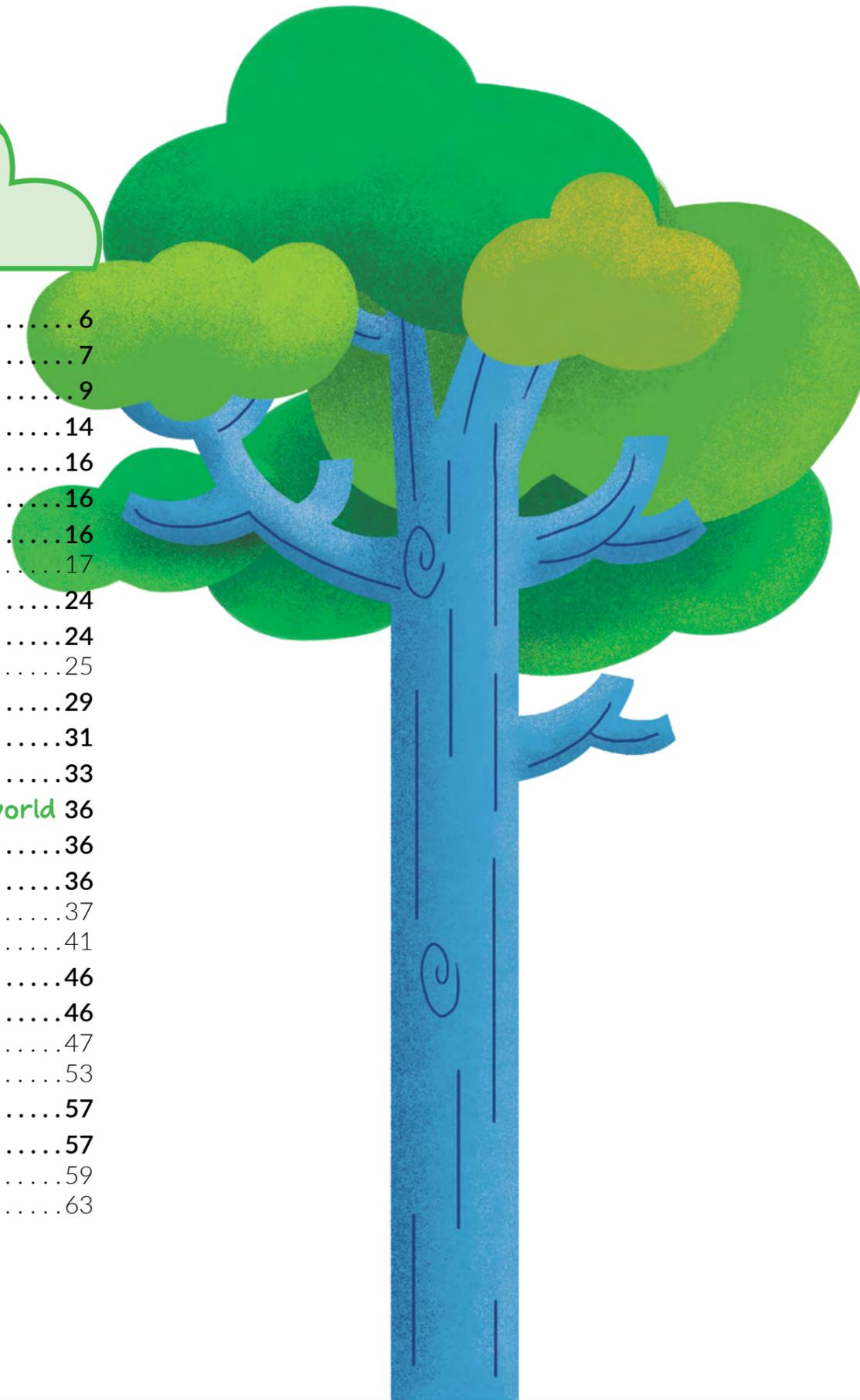
Food and Agriculture
Organization of the
United Nations



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

Total number of activities to complete = 10 + surveys





Activities chart

	Topic	Activity	Summary	Duration (min)	Suitable for online
Stage 1	What is climate change?	It's hot in here!	Play games to understand how climate change works	60	✓
	Gender equality and me	Unfair rules	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: Keep her safe	Invent a girl's story where extreme weather affects her life, then create a safer place for her to live.	90	✓
		Hurricanes: Us against disasters	Discover how extreme weather affects girls' lives and come up with ideas for disaster risk reduction.	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	90	✓
		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	90	
	Water	Fresh water crisis: Is there enough water?	Play a roleplay game to understand why climate change makes it harder to get enough clean water	90	✓
		Sea-level rise: Coastal monopoly	Play a game to understand coastal erosion.	90	✓

	Topic	Activity	Summary	Duration (min)	Suitable for online
Stage 2	Livelihoods	Farming: My mini composter	Discover the impact of climate change on farmers and explore new farming practices by building your own mini composter.	90	✓
		Guess my job	Create a song or poem to explore the impact of climate change on jobs.	90	✓
	Health	Diseases: The response committee	Step into the shoes of the fictional disaster response committee and solve a health crisis.	90	✓
		Nutrition: Policy power	Use your negotiation skills to persuade others to support you and create policies for better nutrition.	90	✓
	Freedom	Education: Climate obstacle course	Explore how climate change affects your rights and play a snakes and ladders game to discover how you can overcome this to become a climate activist.	90	✓
		Migration: Her climate journey	Explore the chain of consequences between climate change and human rights and explore climate migration by creating a story about a woman who must move because of climate change.	90	✓
Climate action plan, part 2				20	✓
Stage 3	How to take action	Ambition river	Create a journey to achieve your climate change ambitions.	60	✓
	Share the knowledge	Climate sceptics	Use roleplay to develop arguments supporting the urgency and reality of climate change.	30	✓
		Eco advocates	Plan an advocacy campaign to include women and girls in tackling climate change.	30	✓
	Climate action plan, part 3				30
It's time to celebrate!				70	✓





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 feel concerned?

What is climate change?

Climate change is the impact humans are having on the climate (the average weather conditions over 30 years or more) that affects every living thing including you. The **actions of humans**, especially in 'Western countries', increase the amount of **greenhouse gases** in the Earth's 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.



Meet Maria!

Meet Maria, a 15-year-old Girl Guide who loves the smell of tea (but not the way it tastes). When she was younger, she always thought she'd be a doctor, but the older she gets the more she wants to be an adventurer. She loves nothing more than exploring and discovering new things in everyday life.

Story time... What is climate change?

Join Maria on her journey across town to meet her favourite aunt – Aunt Ana – for lunch. As she stepped out of her home, a strong wind blew a piece of that day's newspaper across her feet:

Five things you need to know about the new IPCC report

The world's leading climate scientists, the IPCC (Intergovernmental Panel on Climate Change), just released their latest assessment on climate change. It explains its impacts, and how we can adapt to those impacts. The effects of the climate crisis are coming even harder and faster than expected. Here are the five key takeaways from their new report – and what you can do about it.

1. Climate risks are appearing faster and will get more severe, sooner
2. We are not prepared, even for the current impacts, and it's costing lives
3. More global warming brings more problems
4. We must restore nature and protect at least 30% of the Earth for it to protect us
5. This is the critical decade for securing a liveable, equitable and sustainable future

Are you ready to take action? Here are three things you can do about it.

1. Become a climate leader

We need to reduce fossil fuels emissions. We need to lead by example, individually, and as a community. Let's change our habits and convince our governments and industries to do the same.

2. Protect the Earth

Nature can help us tackle climate change. Let's protect land and marine areas, with full respect of Indigenous Peoples' and local communities' rights.

3. Defend forests

Big industrial agriculture is a threat to the Amazon and other forests. Let's rethink the way we eat, and convince companies to adopt climate-smart agriculture.

(cont. page 4)

Complete the activity to understand more about how climate change is changing our lives.



STAGE 1

It's hot in here!

{suitable for online}*

SUMMARY

Play games to understand how climate change works

PREPARATION

Step 4: Print one copy of the **Climate change causes, mitigations and effects cards**.

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

- A pile of loose clothes like tops/jumpers/coats
- A piece of string
- Scissors

DURATION



IN THIS ACTIVITY YOU WILL

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

Activity description

STEP 1

Play a game (10 minutes)

1. Choose one person to be the **Earth**, and another person to **lead** the activity. The "Earth" sits in front of the pile of clothes. Everyone else in the group should sit on the floor facing the activity leader.
2. Choose one **action** that the group is likely to do without realising, eg touching face, touching hair, stretching arms/legs, shaking head, crossing legs, laughing, saying 'um'. Tell the **Earth**, in secret, what your chosen action is. Every time someone in the group does this action, the Earth must put on another **layer of clothing**.
3. Ask the group to tell you about all the natural things they saw throughout their day (or something else to distract them).
4. When the Earth sees someone do the chosen action, they **announce** that they are putting on an item of clothing.
5. Ask the Earth how they are **feeling** three to four times throughout the activity.
6. Stop when (a) there are no clothes left, (b) the Earth cannot put on any more clothes or (c) the group guesses and stops doing their action.

STEP 2

Debrief the activity (15 minutes)

7. Can you guess what you are doing that is making the Earth put on more clothes?
8. Have you ever heard of the **greenhouse effect**? Read the definition.
9. Can you think of how the game relates to **real life**?
 - **Clothes** represent the greenhouse effect. The "Earth" started with a regular amount of clothes, to keep them at the right temperature.
 - The action by other players represents the **greenhouse gases** that humans emit all the time, through the energy they use, transportation or industries. Some greenhouse gases you might have heard of are CO₂ (carbon dioxide) and CH₄ (methane), but there are many others.
 - This made the "Earth" put on more clothes - like how greenhouse gases create too much greenhouse effect - which made the "Earth" too hot and uncomfortable. This is called **global warming**.
10. Now you know which action made the Earth put on more clothes, do you think it would be **easy to stop** doing this action?
11. The way humans have been living for decades has been having negative effects on the Earth and making it warmer: that is what we call **climate change**. We didn't know it back then, but now that we know what impact our actions have, we need to change our behaviour.



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 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!

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

STEP 3

Play a game about weather and climate (10 minutes)

12. We talk about "global **warming**" but it's cold in winter. Also, in the Southern parts of South America, we still get lots of snow in the winter, sometimes even more than before. So, why is that?
13. That 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. We need to understand the **difference between weather and climate** in order to understand global warming and climate change.
15. Read the weather and climate **definitions**, then look at the example **Weather Vs Climate statements below**. Create your own statements with facts about the weather and climate and give them to the leader.
16. Create **two teams**. A leader 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 VS CLIMATE CARDS

CARDS	ANSWERS
It's sunny today	Weather: By looking out your window you can see what the weather is like today
The North Pole ice cap is melting and disappearing	Climate: This is happening over a long period of time so we can only see this by studying it for years.
It will be hurricane season from June through November in the Caribbean	Climate: Hurricanes typically happen in that time, in that area, every year, and we can predict them far ahead in time.
It's 20°C outside	Weather: This is the temperature right now and where you are.
There was a flood in Nicaragua on Tuesday	Weather: This was a specific weather event that took place and disappeared, but isn't a regular pattern
Summers in Santiago de Chile are generally hot and humid	Climate: Summer and other seasons are a collection of the weather conditions which repeat over time and have been observed for decades.
Hurricane Catarina (2004) is the only recorded South Atlantic hurricane in history	Weather: This was an event that took place once in a region where normally there aren't hurricanes, so it's a weather event.
The average temperature of the Earth is around 1°C warmer since 1880	Climate: 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!



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 cold or hot days. It describes the typical weather conditions in a place over a very long time - over 30 years or more.



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.



Climate change mitigations are things we can do as a society to stop or reduce the release and creation of greenhouse gases.

STEP 4

Create your climate change map

(25 minutes)

- Climate change happens because of **human activity**.
- Read the **Climate change causes, effects and mitigation cards**. Create your own cards by adding the causes and effects you can think of!
- Using your **yarn and scissors**, create a **web** of linked causes and effects. More than one cause can connect to an effect. See example below:
 - Deforestation →
 - Flora (plants) and fauna (animals) have their habitats destroyed →
 - More extreme weather
- Now, add the **mitigation cards** to your web, connecting each one to a **cause**. Use your added cards to create a large web - the largest web wins!

BRING IT HOME

We can all have a positive impact on the Earth. Talk to your friends and family about the causes and effects of climate change, and convince them to research how they can take action.



Adapt it online:

Step 1: Ask the person who will play "Earth" to fetch clothes. Alternatively, start with an online scavenger hunt as an icebreaker, where you ask participants to go and fetch different colour clothes as fast as possible. Then choose one person to play the Earth and give them their instructions in a private message.

Step 4: Do this in small groups in breakout rooms. Instead of using yarn and scissors, create a mindmap together, either on an online whiteboard like Jamboard or choose one person to draw it on a piece of paper and send it in the chat to share with the group.



Activity cards

Cause	Mitigation	Effect
Deforestation – the cutting down of trees which absorb carbon dioxide.	Afforestation – the deliberate planting of trees on otherwise bare land.	Hotter temperatures that make wildfires start and spread more easily
Cause	Mitigation	Effect
Dumping waste in landfills which produces methane when it decomposes.	Producing less meat for consumption.	Flora (plants) and fauna (animals) have their habitats destroyed.

Cause	Mitigation	Effect
Burning fossil fuels like coal and petroleum to produce electricity and heat	Reduce waste by limiting over-consumption, recycling, and managing food systems better	More extreme weather which can destroy human dwellings.
Cause	Mitigation	Effect
Cows produce methane during digestion.	Use renewable energy and no energy source that produces carbon dioxide.	The ocean is warmer and rises





Story time...

Who is most affected by climate change?

Maria looked up at the sky and felt the sun warm her face. Even though it was a beautiful day, she felt troubled by the startling news that long-term human actions have caused significant damage to the Earth - and our future.

On her way to the bus station, she saw two old men playing with dice. They were always there, every morning, playing the same game and laughing with each other. A radio sat beside them. As she passed, Maria heard the radio host introducing their next guest:

“The United Nations has said that we only have until **2030** to keep global temperatures within safe limits. We’ve all heard about how climate change can affect our lives, but have you heard that in Latin America and the Caribbean, some groups like women and girls, or Indigenous communities, are much more likely to be harmed by these terrible effects? Climate change affects society’s most vulnerable groups the most. Even though girls and women are not weaker than boys and men, they have less access to resources which puts them most at risk. But women and youth are also at the forefront of climate action! They know they can make an impact, and they’re not afraid to change the world! Stay tuned to hear from our special guest **Sumak Helena Sirén Gualinga**, a climate activist from the Sarayaku Indigenous community in Ecuador!”



Sumak Helena Sirén Gualinga is one of many young female climate activists in Latin America and the Caribbean. Complete the activity to find out who is most affected by climate change.





STAGE I

Unfair rules

{suitable for online}*

SUMMARY

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

MATERIALS

- * Paper
- * Pens

DURATION



60 MINUTES

IN THIS ACTIVITY YOU WILL

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

PREPARATION

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

*Find how to adapt to online after the activity description

Activity description

STEP 1

Play a game (20 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 a step 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. Make sure the "climate change" player changes answers and keeps up the pace - each player takes it in turns quickly. The first player to **touch the wall** wins the game.
5. Play a **second round** of the game. The activity leader introduces **two new rules**:
 - Before you start, each player takes as many large steps back as they have the **letter A in their name**. So, someone named Ana would have to take two large steps back, but someone named Emily would stay where they are.
 - The person playing "climate change" now faces the other players (rather than facing the wall). **In secret**, tell them that they can't give the answer "nothing" to any **players** in the **left** half of the space.

STEP 2

Debrief the activity (20 minutes)

6. Do you think **real life** is more like the **first or second round** of the game? Does everyone in the world experience climate change **equally**, or are some people more or less impacted by it?
 - Both rules made the game **unfair**.
 - The **secret rule** gave the players in the left half of the space 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?
 - » Many countries in Africa, South America, Pacific Islands, etc are **more impacted** by climate change. It's important to note that the people living in these places are also the **least responsible** for climate change.
 - The other rule gave players more problems based on the number of As in their name. This represents the way that some people experience more climate change problems **based on who they are and/or where they are born: 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**?
 - » **Gender**: Women are more impacted than men by climate change. This is because everywhere in the world, women and girls are treated unfairly and don't have the same rights, responsibilities and opportunities as men and boys. For example, in some places women earn less money, are less likely to be able to read, spend more time doing work around the house or caring for people.
7. How did the **two new rules** impact who won the game? Did the players guess the "climate change" player's **secret rule**?
 - Both rules made the game **unfair**.
 - The **secret rule** gave the players in the left half of the space 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?
 - » Many countries in Africa, South America, Pacific Islands, etc are **more impacted** by climate change. It's important to note that the people living in these places are also the **least responsible** for climate change.
 - The other rule gave players more problems based on the number of As in their name. This represents the way that some people experience more climate change problems **based on who they are and/or where they are born: 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**?
 - » **Gender**: Women are more impacted than men by climate change. This is because everywhere in the world, women and girls are treated unfairly and don't have the same rights, responsibilities and opportunities as men and boys. For example, in some places women earn less money, are less likely to be able to read, spend more time doing work around the house or caring for people.

Women are also traditionally in charge of house tasks like collecting water and food, which becomes harder because of climate change as the wells and rivers dry up, for example.

- » **Race**: Black, Indigenous and People of Colour, are impacted first and most strongly by climate change. This is partly because of where they live - for example in the Amazon rainforest where cutting down trees and fires are destroying Indigenous communities' homes. It's also partly because historically (this is slowly changing!) these people have not been represented at climate conferences or summits where big decisions are made, so their opinions and needs have not been taken into account.
 - » **Culture**: People who work in farming, harvesting, fishing, etc. are especially at risk from extreme weather (caused by climate change) because it affects their ability to access or produce food.
8. **Our identity** is like a puzzle, made out of different pieces, that makes us who we are.
 9. **Can you name some of the pieces of the puzzle that make up someone's identity?** For example, **gender** (a girl or a boy, or another gender), **race** (the colour of our skin, our nationality or our ethnicity), **culture** (traditions and art etc), **age**, **disability**, **religion**. There's also **values**, **skills**, **personality** or things someone **likes**.
 10. On a piece of paper, draw at least five puzzle pieces that connect (see illustration). In each puzzle piece, write down a **different part of your identity** that you're happy to share with the group.
 11. Seeing all the different pieces of our identity fit together helps us appreciate how our experience of life might be different from other people's. Imagine how different other people's puzzle pieces are in this room, or in your community, or in another country!

Continued in the next page



STEP 3

Work together to change the world's rules (20 minutes)

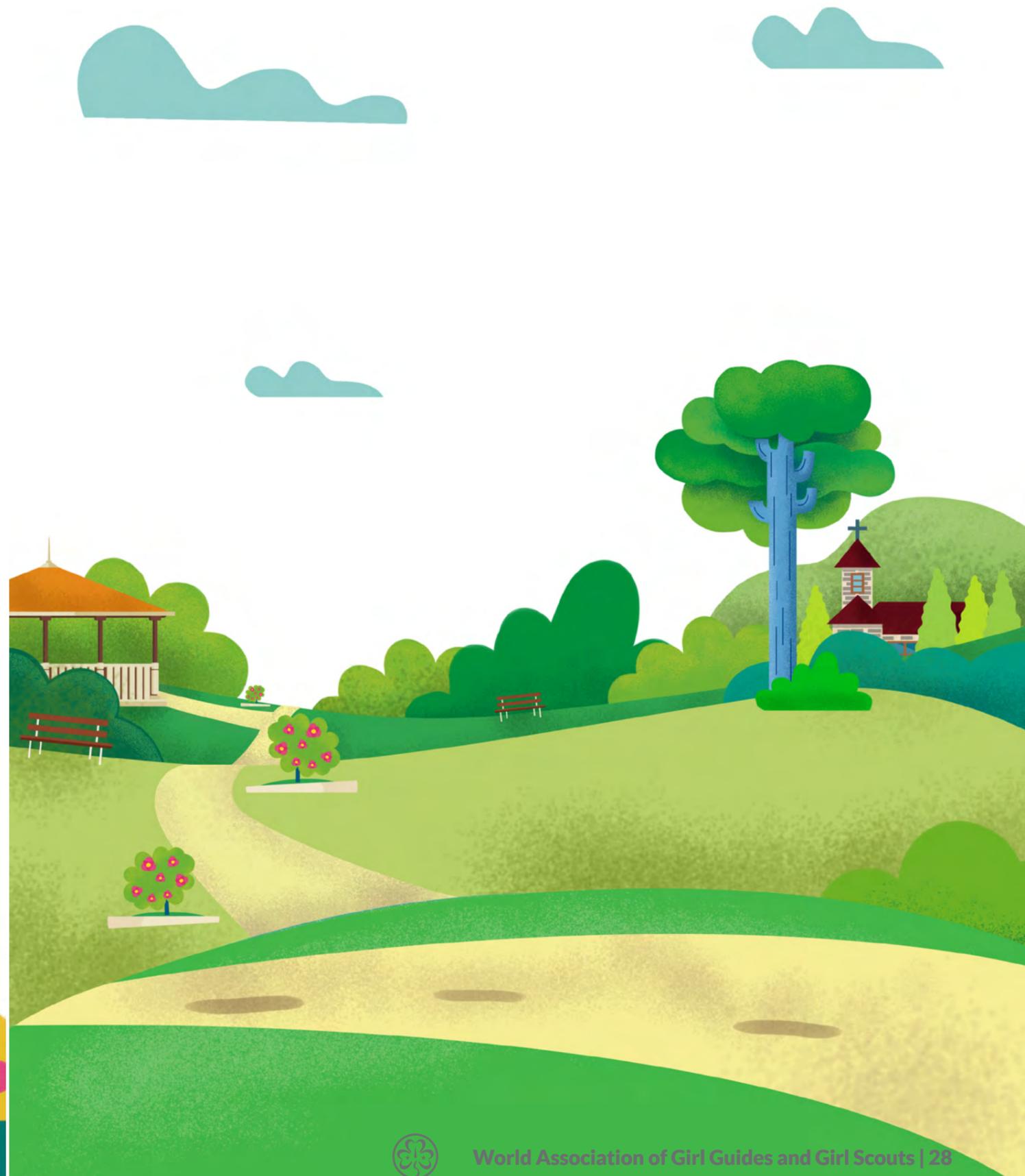
- 12. Think back to the game and its unfair rules. How could you **change the rules of the game** so that everyone has the **same chance** of winning? For example, people without As in their name could help those who do by offering them their turn.
- 13. In real life, it's difficult to make the world fairer when we work alone but **together** we have more power to care for and support each other to make the world a more equal place.
- 14. Share your identity puzzles with the group and look at all your identities together. As a group with multiple identities, there is so much you can do!
- 15. Together, list at least **three things** you can do, using your different identities, to support people who are more affected by climate change.

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:
- 1. Open a Google Sheet. Put every participant's name in column A.
 - 2. Ask all participants to get into 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.
 - 3. Play the game - participants can move backwards or forwards in the spreadsheet, along their own row.
 - 4. Play a first round where "climate change" isn't looking at their screen, so they can't see where everyone is on the grid.
 - 5. 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 two.

IN THIS ACTIVITY YOU WILL

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

MATERIALS

- A copy of the climate action plan (ideally one for each person - see page 123)
- 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. Think about all the things you have learned in this stage. Climate change can be a difficult concept to understand. Your task is to create a **simple way to explain climate change** to someone you know.
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 explain that the effects of climate change 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 that you will explore in stage two.





STAGE 2

Explore the issues

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

Weather

Climate change is making the weather more extreme and causing natural disasters. This is dangerous for the natural environment, causes death, destruction and displacement, and increases poverty. On average, **this affects women and girls more.**

- **Floods and droughts: Keep her safe** – Invent a girl's story where extreme weather affects her life, then create a safer place for her to live.
- **Hurricanes: Us against disasters** – Discover how extreme weather affects girls' lives and come up with ideas for disaster risk reduction.

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 an ecosystem 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, which impact the quality and availability of water.

- **Fresh water crisis: Is there enough water?** – Play a roleplay game to understand why climate change makes it harder to get enough clean water
- **Sea-level rise: Coastal monopoly** – Play a game to understand coastal erosion.

The impact of climate change on people



Read Maria's story and complete one of the two activities from your chosen topic.

Livelihoods

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

- **Farming: My mini composter** – Discover the impact of climate change on farmers and explore new farming practices by building your own mini composter.

- **Jobs: Guess my job** – Create a song or poem to explore the impact of climate change on jobs.

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.

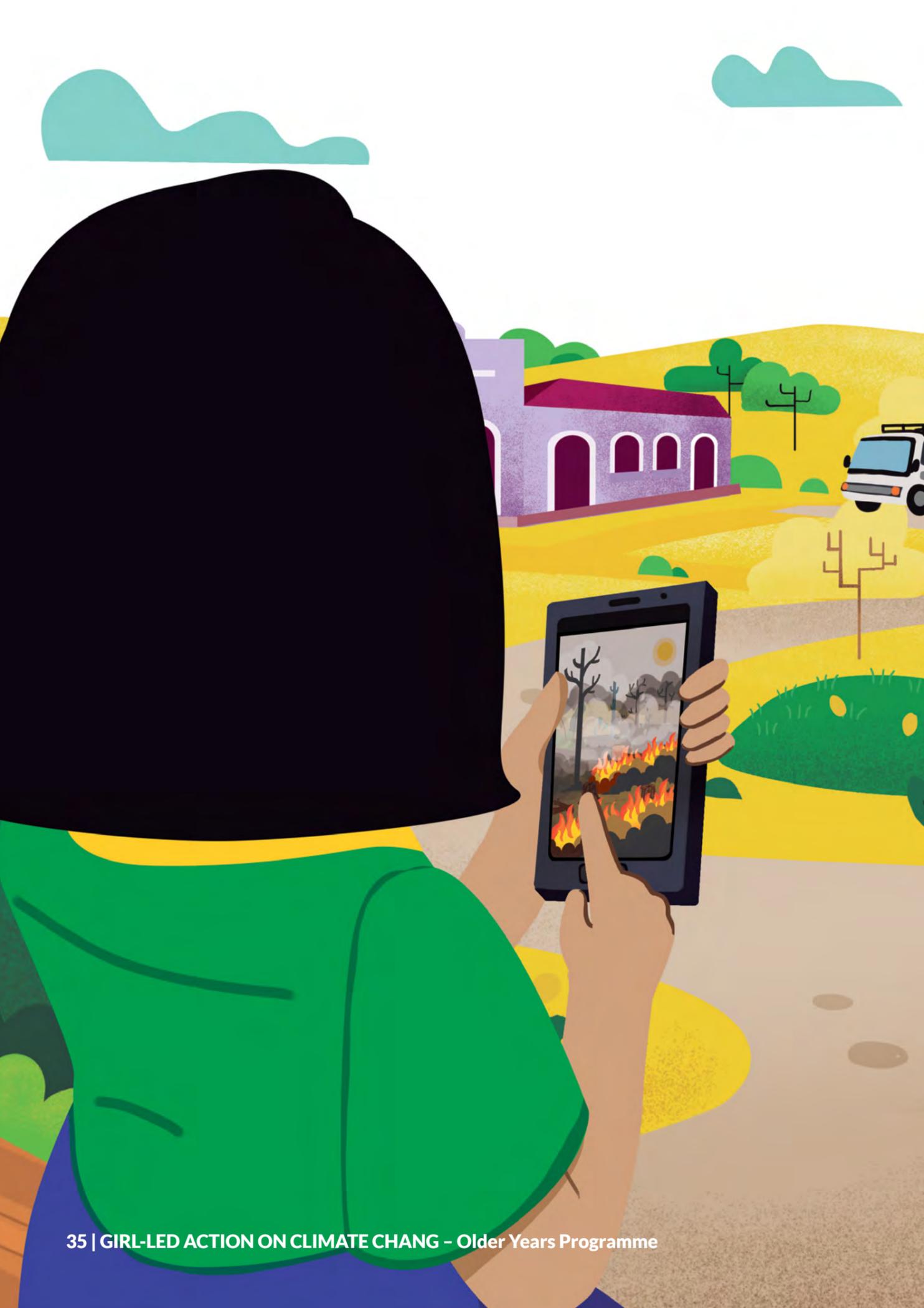
- **Vector-borne diseases: The response committee** – Step into the shoes of the fictional disaster response committee and solve a health crisis.
- **Nutrition: Policy power** – Use your negotiation skills to persuade others to support you and create policies for better nutrition.

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: Climate obstacle course** – Explore how climate change affects your rights and play a snakes and ladders game to discover how you can overcome this to become a climate activist.
- **Migration: Her climate journey** – Explore the chain of consequences between climate change and human rights and explore climate migration by creating a story about a woman who must move because of climate change.





STAGE 2

Story time...

Weather

At the bus station, Maria started thinking about how people in Latin America, the Caribbean, and all over the world, are raising awareness and protecting us all from the serious effects of climate change.

As she waited, she watched a video clip from a new nature documentary on her phone - all about our changing climate. Breathtaking images of blue oceans and shocking sights of burning wildfires flashed across her screen.

Over the contrasting images, the narrator announced ...

“By substantially increasing the temperature of the sea’s surface, climate change is causing more violent cyclones and storms on coastlines. This is causing higher wind speeds and heavier rainfall. Disaster prediction, preparedness and management become more challenging. Indeed, an increase in the temperature of tropical sea surfaces by 1°C increases wind speed by 11%. and the number of storms by 21%! NASA predicts that there may be 60% more global storms by the year 2100. But we can still prevent this from happening if we take action now!”

Complete one activity from this topic to find out about how extreme weather, natural disasters and climate change are linked.





STAGE 2

Floods and Droughts: Keep her safe

{suitable for online}*

SUMMARY

Invent a girl's story where extreme weather affects her life, then create a safer place for her to live.

IN THIS ACTIVITY YOU WILL

- Explore how climate change impacts girls
- Discover more about disaster resilience

*Find how to adapt to online after the activity description

MATERIALS

- Flipchart paper
- Pens and pencils

PREPARATION

- This activity will need an activity leader.
- Review the Weather fact sheet (see Leader's Guide) to understand the link between climate change and natural disasters.

DURATION



90 MINUTES

Activity description

STEP 1

Play a storytelling game (20 minutes)

1. As a group, define the term **natural disaster**. What type(s) of natural disaster has your community experienced? See the box provided.
2. Split into **pairs**. Spend five minutes creating the **profile of a girl** from your country. Think about her **name, where** she comes from, her family, her **dreams and ambitions**, her personal **qualities** etc.

3. Now take it in turns to tell the girls' **life story** from her point of view, starting at her birth until the end of her life.
 - One of you starts narrating the story by describing the moment she was born. Make it as **realistic, detailed** and **personal** as possible. You will have time to tell the whole life story, so don't go too fast!
 - Every few minutes, the leader will announce that an **event** has happened to the girl. At this point, **switch narrators**, so the other partner continues the story but now describes the event, how it **affects** the girl's life, and how she is able to bounce back.
 - Continue for about 10 minutes, switching every time the leader announces an event.

Instructions for activity leader

4. Announce extreme weather events every few minutes that interrupt the storytelling and cause pairs to swap the narrator role. Use examples of natural disasters that are **most likely to happen in your context**, eg heatwave, cold wave, tornado, landslide, rainfalls, tsunami, drought, blizzard, wildfire, flood, cyclone, hurricane etc.
5. To help with the storytelling, announce the event as if you were a **voiceover**, adding a few small details to inspire the group, eg "During that time, there was a severe drought. It lasted for months."
6. If you see pairs struggling, prompt them by asking:
 - Is the girl able to achieve her **dreams and ambitions**?
 - How is she **feeling**?
 - What is happening to her **friends and family**?
 - What are the **milestones** in her life and how do the events impact them?
 - How is her life story different from a **boy's story**?

STEP 2

Debrief (10 minutes)

7. How did it feel having to **change** your story when the different events happened?
8. How did each **event impact the girl's life** in the different stories? Discuss the different consequences of the events.
9. Would the girl's life have been different if she had been a **boy**?

STEP 3

Discover disaster resilience (5 minutes)

10. In your story, natural disasters had a big impact on the girl's life. Her life could have been very different if she lived in a community that was better **prepared for natural disasters**.
11. What does it mean to be **prepared** for disasters? **Who** needs to be prepared?
12. Use the box provided to define **disaster resilience**.



Natural disasters

The increase in the Earth's temperature is changing the **water cycle on Earth**. This causes **extreme weather and makes natural disasters more frequent**. **Natural disasters, such as hurricanes and tropical storms, floods and landslides, droughts, tornadoes, tsunamis, wildfires or ice storms, are natural events that cause a lot of damage and loss of life - to buildings, objects and the environment.**



Disaster resilience

When a community is disaster resilient, it means it's able to **adapt to and recover from disasters**. A community with high disaster resilience is well prepared for disasters, can warn its members beforehand, protect them during, and recover quickly afterwards (without making exceptional efforts). **Governments and communities can focus on disaster resilience in order to prepare for the increase of natural disasters caused by climate change.**



STEP 4

Design a climate-resilient place to live (45 minutes)

13. In patrols, design an imaginary place to live (a city, town or village) that would be perfectly resilient to natural disasters. Represent your place as you want (drawings, plans, map etc.). Be creative - it does not need to be realistic!

Instructions for activity leader

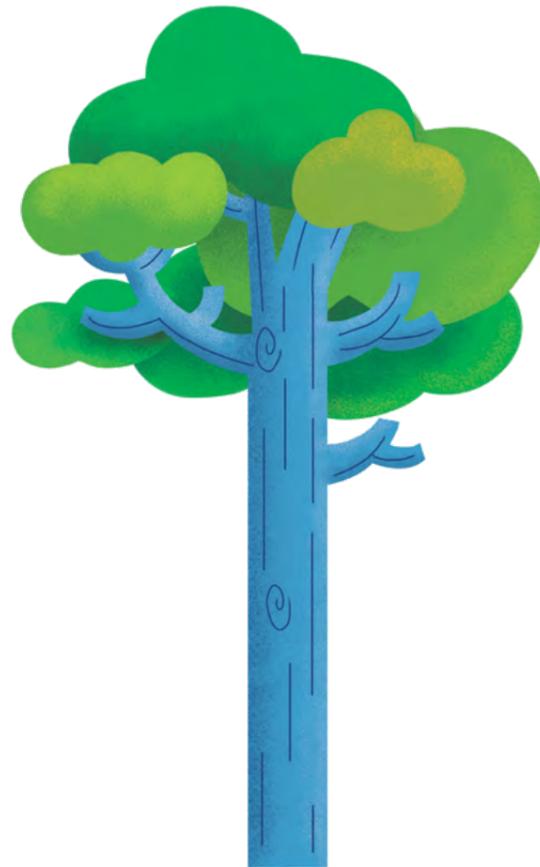
14. **Support** the group's designs using the box provided and by prompting them to:

- Think about all the **different types** of natural disasters (tornados, wildfires, floods, sea-level rise, cold waves, droughts, cyclones, heat waves, hurricanes, landslides, blizzards etc.). What are the different **features** that your place would need to become resilient to all these kinds of disasters?
- What are the different ways your place can be more resilient to disasters? You could **prevent** disasters, **prepare** for them, come up with ways of **warning** people about them etc.
- **Which people and which parts** of this place most need to be resilient to disasters? Think about different groups of people, buildings, jobs, public institutions and services like health etc.

15. After 20 minutes, give patrol **two minutes to present their place** and its special features to the rest of the group

Features of climate resilient places:

- Collecting rainwater to help prevent soil erosion so the place doesn't get flooded
- Not building near the coastline
- A good water system to make sure there is water stored for droughts
- Solid buildings to resist tornadoes
- Shelters all over the city to use in case of disaster
- Community centres to warn people of the risk and prepare for emergency response
- A big university to research disaster resilience and collect data to help predict events



STEP 5

Debrief the activity (10 minutes)

16. **How easy** was it to come up with ways to make the place resilient?
17. Did many patrols have the **same ideas** or not?
18. Which of your ideas could be **made or created in real life** where you live?
19. **Who** could you pitch any of these ideas to so they could make them happen?

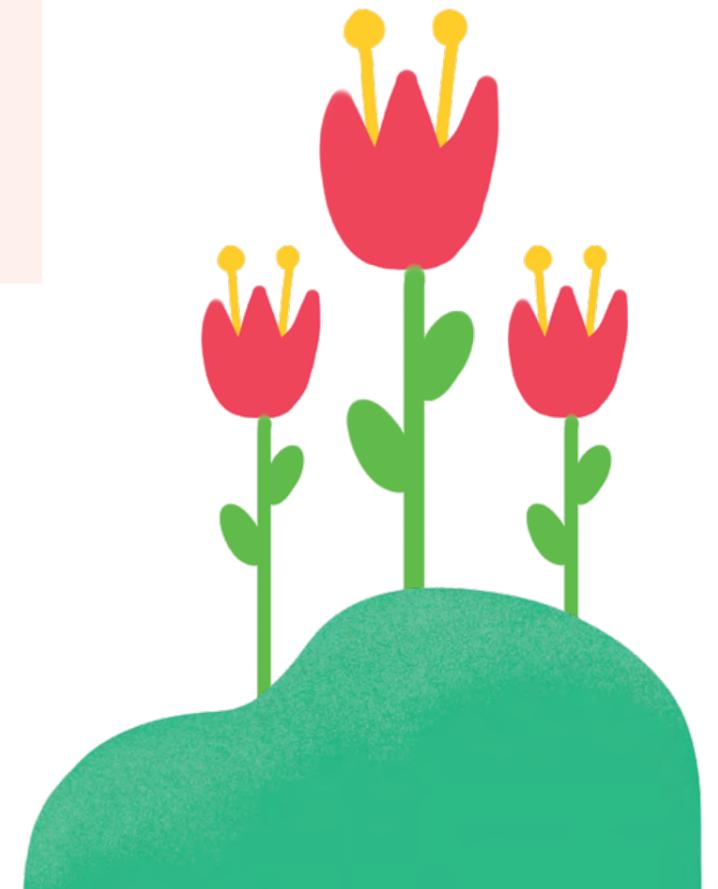
BRING IT HOME

Extreme weather and natural disasters caused by climate change affect all of our lives. They also affect girls and women more. But there are things we can do to limit the impact of those events on our lives. Learn more by researching what you and your community can do to prepare for natural disasters and share your findings with people around you!

Adapt it online:

Step 1: Put the pairs in breakout rooms. Announce the extreme weather events through the "broadcast message to all" function on Zoom.

Step 4: If the groups are confident, they could use an online drawing tool and/or the whiteboard function on Zoom. Otherwise, choose one person to draw or create the map on paper and share with the group in the chat.





STAGE 2

Hurricanes: Us against disasters

{suitable for online}*

SUMMARY

Discover how extreme weather affects girls' lives and come up with ideas for disaster risk reduction.

IN THIS ACTIVITY YOU WILL

- Explore how climate change is impacting girls
- Discover how you can reduce the risks of extreme weather

*Find how to adapt to online after the activity description

MATERIALS

- Pens
- One big piece of paper and eight small pieces of paper per group

DURATION



90 MINUTES

PREPARATION

This activity will need an activity leader.

Activity description

STEP 1

Play a storytelling game (20 minutes)

1. As a group, define the term **natural disaster**. What type of natural disaster has your community experienced? See the box provided.
2. Split into **pairs**. Spend five minutes creating the **profile of a girl** from your country. Think about her name, where she comes from, her family, her **dreams and ambitions**, her personal **qualities** etc.

3. Now take it in turns to tell the girls' **life story** from her point of view, starting at her birth until the end of her life.
 - One of you starts narrating the story by describing the moment she was born. Make it as **realistic, detailed** and **personal** as possible. You will have time to tell the whole life story, so don't go too fast!
 - Every few minutes, the leader will announce that an **event** has happened to the girl. At this point, **switch narrators**, so the other partner continues the story but now describes the event, and how it **affects** the girl's life.
 - Continue for about 10 minutes, switching every time the leader announces an event.

Instructions for activity leader

4. Give pairs **five minutes** to create their profile of the girl.
5. Announce extreme weather events every few minutes, interrupting the storytelling and causing pairs to swap the role of narrator. Use examples of natural disasters that are **most likely to happen in your context**, eg heatwave, cold wave, tornado, landslide, rainfalls, tsunamis, drought, blizzard, wildfire, flood, cyclone, hurricane etc.
6. To help with the storytelling, announce the event as if you were a **voiceover**, adding a few small details to inspire the group, eg "During that time, there was a severe drought. It lasted for months."
7. If you see pairs struggling, prompt them by asking:
 - Is the girl able to achieve her **dreams and ambitions**?
 - How is she **feeling**?
 - What is happening to her **friends and family**?
 - What are the **milestones** in her life and how do the events impact them?
 - How is her life story different from a **boy's story**?

STEP 2

Debrief (10 minutes)

8. How did it feel having to **change** your story when the different events happened?
9. How did each **event impact the girl's life** in the different stories? Discuss the different consequences of the events.
10. Would the girl's life have been different if she had been a **boy**?

STEP 3

Discover disaster resilience (5 minutes)

11. In your story, natural disasters had a big impact on the girl's life. Her life could have been very different if she lived in a community that was better **prepared for natural disasters**.
12. What does it mean to be **prepared** for disasters? **Who** needs to be prepared?
13. Use the box provided to define **disaster resilience**.



Disaster resilience

When a community is disaster resilient, it means it's able to adapt to and recover from disasters. A community with high disaster resilience is well prepared for disasters, can warn its members beforehand, protect them during, and recover quickly afterwards (without making exceptional efforts). Governments and communities can focus on disaster resilience in order to prepare for the increase of natural disasters caused by climate change.



Natural disasters

The increase in the Earth's temperature is changing the water cycle on Earth. This causes extreme weather and makes natural disasters more frequent. Natural disasters, such as hurricanes and tropical storms, floods and landslides, droughts, tornadoes, tsunamis, wildfires or ice storms, are natural events that cause a lot of damage and loss of life - to buildings, objects and the environment.

Continued in
the next page



STEP 4

Brainstorm hurricane preparedness actions (30 minutes)

- Imagine that in a week's time, a **hurricane** will hit the place where the girl in your story lives.
- In teams of **four to six** people, write down as many **actions** as you can take (at least eight) to **prepare** for the hurricane and limit the **damage**. Think about actions you can take as individuals, as families and as communities.
- After ten minutes, **count** your actions. Celebrate the team that came up with the highest!
- Each team decides on its **eight most important actions** and writes each one on a separate **piece of paper**.
- Your team now has a total of **20 priority points** to allocate between your eight actions, according to how important or useful these are for preparing for a disaster. The **higher** the points, the **more important** the action is. Allocate your points as you wish, as long as each action has **at least one** priority point. Write the number of priority points next to each action and **draw a circle** around it.
- You also have **20 difficulty points** to allocate between all of your actions, according to how difficult these actions would be to do. Using the same process, distribute your points as you wish, as long as each action has **at least one** difficulty point. The higher the points, the more difficult the action is. Write the difficulty number next to the action and **draw a rectangle** around it.
- Each action should now have a number in a circle and a number in a rectangle beside it. Place your eight pieces of paper on the ground.

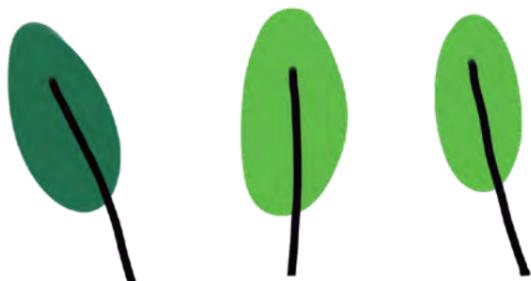
Example of cards



STEP 5

Play an active game (30 minutes)

- All groups stand on one side of the space.
- Choose an **activity leader** for your team. You have **five minutes** to 'complete' as many actions as possible as a group. To 'complete' an action, a group member chooses an action and runs to the other side of the space (and back) the same number of times as 5x your difficulty points, eg if your action has 5 difficulty points, you run 25 times. Several team members can run for different action cards at the same time. Be careful as lots of people may be running at the same time!



- Once you have 'completed' your action and won that card, you hand the action card to your **group leader**.
- After one minute, count your total cards - only the cards in your leader's hands count toward your team's total. Then, add up the total number of priority points that appear on these (won) cards.
- The team with the **highest total** of priority action points at the end of the game wins!

STEP 6

Have a group discussion (15 minutes)

- How did it **feel** playing the game?
- Were there any important actions that you did **not** complete? What would happen in **real life** if these actions were not done?
- What did you realise about how well prepared you are for disasters (in the game and in real life)?
- How can you **support your community** to be better prepared for disasters? Come up with at least three actions you can start doing.

BRING IT HOME

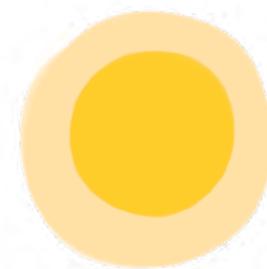
Share your preparation ideas with your family so you're all ready in case a disaster strikes.

THIS GAME WAS ADAPTED FROM A GAME BY THE IFRC CLIMATE CENTRE.



Adapt it online:

- Put pairs in breakout rooms and announce events through the "broadcast message to all" function on Zoom.
- Prepare by coming up with a thing that people can do at home: for example sing a song, do star jumps, dance in front of the screen, go fetch things from a certain colour, etc. Depending on what you choose, decide how many times they have to do it to "complete" an action.





STAGE 2

Story time...

Animals and plants

Maria arrived at the bus station and took a seat. She looked around her and tried to imagine what life was like here before people settled, built a town and, many years later, this bus station.

As she waited for her bus, she took a snack from her bag and glanced at the list of ingredients. She saw the name '**palm kernel oil**' and did a quick search on her phone to find out what it meant.

Her research told her that growing trees for palm oil (oil palms) was having a disastrous effect on the environment. It was also one example of how **biodiversity** was being damaged! She checked the meaning of biodiversity: the variety of living things on Earth, including plants, animals and bacteria.

She also learned that big areas of land were being cleared to grow palm trees - and that this **destroyed ecosystems**. Even the removal of **one species** could impact an entire ecosystem! Just to make sure, she checked the meaning of ecosystem: an area where plants, animals and other organisms, as well as weather and landscapes, work together to form a bubble of life.

She learned that damaging biodiversity and natural habitats was both **a cause and a consequence of climate change**.

But why isn't anyone doing anything about this? She researched further, and found out that actually, when people like her started voicing their concerns over the palm oil industry, a group was created for palm oil producers, consumers and environmental organisations to find solutions and produce more sustainable palm oil. It hasn't solved everything, but progress is being made!

The **palm oil industry** is just one example of how people are having a negative impact on **biodiversity**. But being aware of our impact is a first step - and by voicing our concerns and changing our habits we can change the way things are done and protect diversity, so we can better **adapt** to a changing climate.

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 an ecosystem 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 2: String
- Step 6: Papers and colored markers/pencils to draw

PREPARATION

A large space outdoors is needed for this activity.

DURATION



90 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 we use or benefit from plants in our everyday lives? How do plants benefit from us?
- **Animal:** How do we use or benefit from animals in our everyday lives? How do animals benefit from us?
- **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, plants, fungi and microorganisms in an ecosystem. The more animals and plants that live there, the more diverse an ecosystem is! All the different animals and plants work together to make their ecosystem a good home to live in.

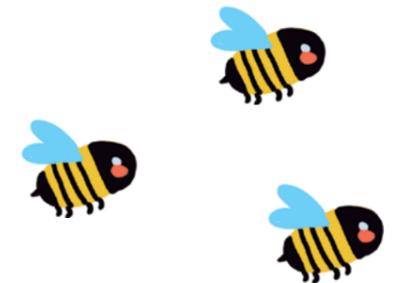
STEP 2 Build a web to understand how ecosystems work (15 minutes)

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 threads?
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

Find the best habitat (15 minutes)

- 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.
- Each team is given a different ecosystem **scenario** and they will need to decide how Ricki manages to find a good spot to live.
- Give each group a **secret scenario**:
 - 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 farm 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.
- Take 10 minutes to plan how Ricki can find a good home in your scenario.
- 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**?



STEP 5

Debrief the activity (15 minutes)

- Was it easy or hard for Ricki to live in all three scenarios?
- Were there some factors that made it harder for Ricki to get what she needed to survive?
- How could these scenarios relate to **real life**?
- 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.
- 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.
- 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

Create a public service announcement (25 minutes)

- Still in your teams, use the three different scenarios to explain why **loss of biodiversity is a problem for animals**.
- Now think of a **local solution** to solve or improve the issue. Write down your answers. Some examples:
 - 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.
 - Organise trash pickup events in dirty areas of our communities, so animals and plants can thrive.
- Create a **public service announcement** (like a radio broadcast - to be aired on the International Day of Biodiversity) that tells people about your chosen problem, the solution and what they can do about it.
- Your announcement should:
 - Be **60 seconds or less**
 - Sound **professional**
 - Be **emotive** and **engaging**
 - Highlight what the **problem** is
 - Highlight what the **solution** is
 - Tell people what you would like them to **do**.
- To create your announcement, use the storyboard template (alternatively, work as a team to develop a roleplay).
 - For example, your first and second scenes could show the problem, eg the loss of animals' homes due to deforestation. The third and fourth scenes could show a solution, eg people using different, renewable, sources of energy instead of wood, therefore cutting down fewer trees. The fifth and sixth scenes could show what people can do, eg using different sources of energy then telling their friends, families and big companies to do the same.
- Once completed, share this with the rest of your group.



Public service announcement

A public service announcement is a message shared through the media in the public's interest (often created by an official organisation). It is free to access and aims to raise public awareness about a specific issue, and often to change behaviour.

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:

Step 2:

- Turn on all your cameras, with everyone using gallery mode.
- Instead of creating a web, you will create a collaborative image with your bodies on the screen: for example, you will create a heart with your arms, or spell out a word with your bodies.
- Name a leader for the activity. (Note: People appear in different orders on screens, so only the leader will see the correct image, the rest of the group has to trust them!) Someone names a plant or animal, and the leader will tell each person what to do with their body (for example “make an A” or “hold your hand above your head”) to make the shape. Play until everyone has contributed to the web, the leader has told everyone what to do, and you have a complete image on the screen.
- 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.

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



Storyboard template

Scene 1: [Draw the scene]	Scene 2: [Draw the scene]	Scene 3: [Draw the scene]
[Explain what happens in the scene]	[Explain what happens in the scene]	[Explain what happens in the scene]
Scene 4: [Draw the scene]	Scene 5: [Draw the scene]	Scene 6: [Draw the scene]
[Explain what happens in the scene]	[Explain what happens in the scene]	[Explain what happens in the scene]





STAGE 2

Marine Animal & Plants: Ricki the parrot fish

SUMMARY

Build a human pyramid and explore the environment of a parrot fish 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 & plants in the region

MATERIALS

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

PREPARATION

A large space outdoors is needed for this activity.

DURATION



90 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 we use or benefit from plants in our everyday lives? How do plants benefit from us?
 - **Animal:** How do we use or benefit from animals in our everyday lives? How do animals benefit from us?
 - **Humans:** Think about all the plants and animals that humans 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, plants, fungi and microorganisms in an ecosystem. The more animals and plants that live there, the more diverse an ecosystem is! All the different animals and plants work together to make their ecosystem a good home to live in.

STEP 2

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

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, safely undo your pyramid.
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.

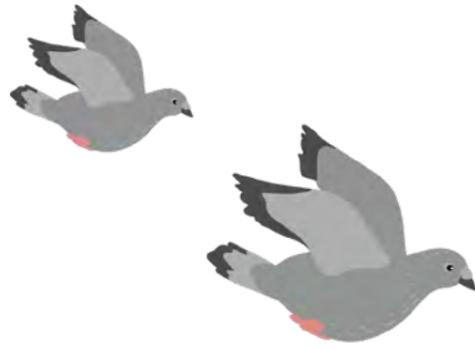


STEP 3

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 that we didn't have enough water and food or be protected against natural disasters?





STEP 4

Find the best habitat (15 minutes)

- 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**.
- Each team is given a different ecosystem scenario and they will need to decide how Ricki can find a good spot.
- Give each group a scenario in secret:
 - Scenario 1:** Ricki lives in a coral reef far from human activity with clean water and large corals to eat.
 - Scenario 2:** Ricki 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 lives on a coral reef near a port sea. Many tourists come and visit the reef and touch the coral, causing it to die.
- Take 10 minutes to plan how Ricki can find a good home in your scenario.
- 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**?

STEP 5

Debrief the activity (15 minutes)

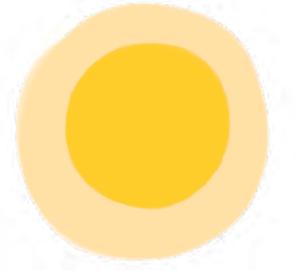
- Was it easy or hard for Ricki to live in all three scenarios?
- Were there some factors that made it harder for Ricki to get what she needed to survive?
- How could these scenarios relate to **real life**?
 - Climate change and ocean acidification cause **corals to bleach and die**. Corals are the food and shelter for many 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, slowing down the hurricanes.



STEP 6

Create a public service announcement (25 minutes)

- Still in your teams, draw on the three different scenarios to explain why **loss of biodiversity is a problem for marine animals**.
- Now think of a **local solution** to solve or improve the issue. Write down your answers. Some examples:
 - 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.
- Create a **public service announcement** (like a radio broadcast - to be aired on the International Day of Biodiversity) that tells people about your chosen problem, the solution and what they can do about it.
- Your announcement should:
 - Be **60 seconds or less**
 - Sound **professional**
 - Be **emotive** and **engaging**
 - Highlight what the **problem** is
 - Highlight what the **solution** is
 - Tell people what you would like them to **do**.
- To create your announcement, use the storyboard template (alternatively, work as a team to develop a roleplay).
 - For example, your first and second scenes could show the problem, eg the loss of animals' homes due to plastic pollution. The third and fourth scenes could show a solution, eg people cleaning coastal areas to reduce plastic pollution. The fifth and sixth scenes could show what people can do, eg reducing their waste then telling their friends, families and big companies to do the same.
- Once completed, share this with the rest of your group.



Public service announcement

A public service announcement is a message shared through the media in the public's interest (often created by an official organisation). It is free to access and aims to raise public awareness about a specific issue, and often to change behaviour.

BRING IT HOME

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





STAGE 2

Story time...

Water

As Maria sat on the bus, she took a drink from her water bottle and noticed all the plastic bottles around the bus. She searched online for news about water bottles and came across the following site:

www.LatinAmericaAndClimateChange.org

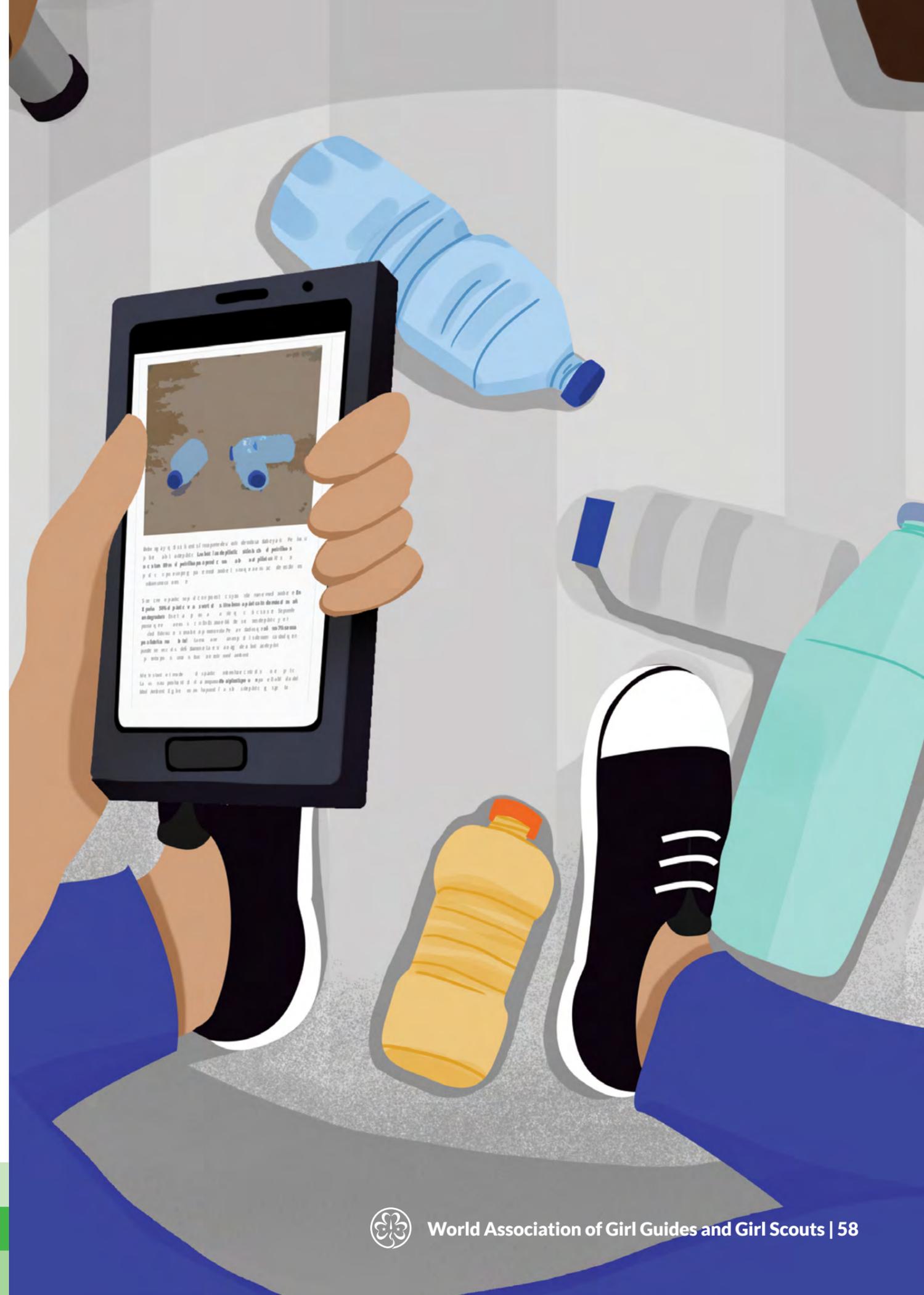
Five things you may not know about water

Latin America is the region with the most water sources in the world, however there are 36 million people - six times the total population of Nicaragua - who still lack access to drinking water. With freshwater sources becoming even rarer due to climate change, this number is set to rise.

- A big cause of insufficient water sources is the extreme weather resulting from the increase in the Earth's average temperature. This can appear in many ways:
- Droughts reduce the amount of surface water available.
- Polar ice caps are melting, causing a significant rise in sea levels. This saltwater is carried into groundwater, so freshwater sources become undrinkable.
- Storms and extreme rainfall, combined with insufficient waste management, can cause sewage to overflow which pollutes water sources.
- With more of the world competing for fresh water, people are demanding that the biggest water polluters are held to account.

Learn about the Latin American Clean Water initiative [here](#).

Develop ideas about how to take action, and explore the connection between water and climate change, by completing one activity from this topic.





STAGE 2

Fresh water crisis: Is there enough water?

{suitable for online}*

SUMMARY

Play a roleplay game to understand why climate change makes it harder to get enough clean water

IN THIS ACTIVITY YOU WILL

- Work together as a team
- Explore how climate change and pollution affect access to clean water

*Find how to adapt to online after the activity description

MATERIALS

- Paper and pens

PREPARATION

Print or copy the **character cards** provided, enough for one per person. The group will split into groups of four - if your group is not a multiple of four you can add more farmers and villagers.

DURATION



90 MINUTES

Activity description

STEP 1

What do we need water for? (10 minutes)

1. Gather together in a circle.
2. One after the other, name one way that we **use water**, eg cooking, cleaning, drinking, growing food for humans and animals, manufacturing things like clothing, technology etc, tourism (hotels etc), energy.
3. Anyone is out of the game if they can't think of anything for longer than two seconds or if they repeat what's already been said.
4. Move quickly around the circle and keep up the pace! The last player to survive wins.

STEP 2

What do we need water for? (10 minutes)

5. In teams of four or five, organise the list of ways we use water into different **categories**, eg in the house, farming, manufacturing, etc.
6. Think about what you have learned about **climate change** so far. Discuss how climate change might impact how much water is available for the different categories. For example, droughts will affect agriculture if crops can't get enough water, and hurricanes might cause household water to get contaminated by sewage.

STEP 3

Play a roleplay game (40 minutes)

7. Each team has **four different characters**: a farmer, a CEO, a local politician and a villager (see **cards** provided). If your team is not a multiple of four, add more farmers and villagers.
8. The aim is to **achieve your character's goal**, without revealing it to anyone.
9. Collect your **character card**, read it and keep it **secret** from your team.

Instructions for activity leader

10. Start the roleplay by announcing the following:
"Welcome to the town of Waterville. 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."
11. Give players one minute to **introduce themselves**. They can invent a name and share their role in the town (the first line on their card).
12. Now, announce:
"Now that you know each other a bit better, let's find out why we are gathered here today. A big business is building a factory in the region, and this might impact all of you. You can all now try to complete your goal."
13. After teams have been playing for **15 minutes**, announce:
"The region surrounding Waterville is being heavily impacted by climate change. Scientists are predicting that droughts will become more and more frequent, which means that Waterville water will need to be shared with other villages as well. This puts additional pressure on all of you, and makes achieving your goal even more important."
14. Give players another **15 minutes** to complete their goal.

STEP 4

Debrief (15 minutes)

15. Did you manage to **achieve** your goal? Why?
16. What was the **situation at the end** of the game? Did you find a **solution** to make sure everyone in the community gets enough water?
17. How might this roleplay relate to **real life**?
18. Think back to the link between climate change and water you discussed earlier. What do you now know about how climate change affects **access to water**?
19. Who in the game was **most affected** by a lack of access to clean water? Can you think of **other groups** that might be heavily affected?
 - Some communities (eg small-scale farmers, women and girls in remote villages or Indigenous People depend a lot on fresh water sources (such as rivers and wells) to drink, produce food and for hygiene (cleaning).





Fresh-water crisis

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.

BRING IT HOME

What can you do, as a citizen, to better support your community to manage water? Do some research and share your findings with people around you!



Adapt it online:

Step 1: Decide on the order of players and send the order in the chat. When someone loses, make them make a very visible sign (hands on head for example) so people know they're not playing anymore.

Step 3: 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 5

Discuss how you can take action (15 minutes)

20. Back in your teams, brainstorm actions you could take (at home or in your Guiding group) to increase access to clean, fresh water eg:

- Collect rainwater
- Build water filters
- Raise awareness in your community about getting enough water
- Research natural filtering systems (like plants, etc.)
- Advocate against water pollution.

21. Make a plan to start one of those actions!

ROLE-PLAYCARDS

Character 1: You are a local farmer.

You need water to grow your crops (to eat and to sell). The new factory is so close to your land that chemicals used in the factory might seep into the nearby river and pollute your source of water. As you know, floods caused by climate change might make this even worse as they will cause polluted water to mix with clean water.

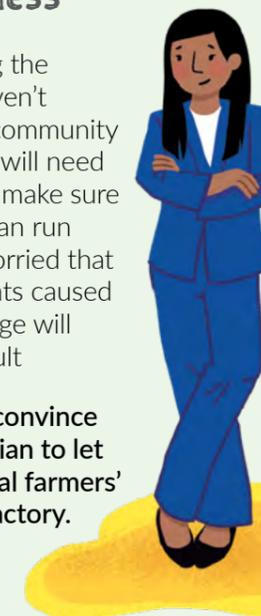
Your goal is to convince the CEO to guarantee that you will still have enough clean water to grow your crops.



Character 2: You are the CEO of a big business

You are building the factory. You haven't worked in this community before and you will need lots of water to make sure your business can run well. You are worried that the long droughts caused by climate change will make this difficult

Your goal is to convince the local politician to let you use the local farmers' water in your factory.



Character 3: You are a local politician.

Climate change is causing floods and droughts in your region, and this is affecting people's jobs and income, especially the farmers'. You want to support the CEO because the new factory will bring more jobs to the area, but there will be elections soon so you're also worried about your reputation.

Your goal is to convince the villager that this factory is a good opportunity for her.



Character 4: You are a woman villager.

Climate change is causing floods and droughts in your region, and this is affecting people's jobs and income, especially the farmers'. You want to support the CEO because the new factory will bring more jobs to the area, but there will be elections soon so you're also worried about your reputation.

Your goal is to convince the villager that this factory is a good opportunity for her.





STAGE 2

Sea-level rise: Coastal monopoly

{suitable for online}*

SUMMARY

Play a game to understand coastal erosion.

PREPARATION

Step 1: 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 **25 points**.
- On every turn, your group receives **20 resources**.
- Work together to decide how to **spend** your 20 resources, and earn points:
 - » **House** = costs six resources and earns 10 points
 - » **Hotel** = costs 15 resources and earns 25 points
 - » **Shield** = costs six resources and earns five points.

*Find how to adapt to online after the activity description

MATERIALS

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

Activity description

STEP 1

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

1. The goal of the game is to **win 100 points by working together**. If you drop down to **0 points**, you lose.

2. Your group is a **town by the sea** (on the coast). Each turn, you receive **20 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.

3. Shuffle the **game cards** (provided). Each card is a **wave of the ocean** that has the power to destroy your town.

4. Groups start the game with **25 points** - write this on the **points tracker**. First, decide what to do with your 20 resources from the list below. Any resources not used this turn are **lost**.

- Build a **house**: costs six resources, earns 10 points.
- Build a **hotel**: costs 15 resources, earns 25 points.
- Build a **shield**: costs six resources, earns five points. Shields protect you against waves from the ocean. For example, your team could build two houses and a shield, using 18 out of 20 resources, and earn 25 points. Or, they could build a hotel, using 15 out of 20 resources, and also earn 25 points.

5. Write your new points total on the **tracker**.

6. Draw a card from the deck and follow the instructions. Some cards apply just to this turn, others last longer.

7. **Start a new turn** by receiving 20 resources. Decide how to spend your resources, and add up your points.

8. Continue playing until you reach 100 points or the ocean wins by knocking you down to 0.

9. Play the game **at least twice!**

STEP 2

Debrief (15 minutes)

10. 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**.

11. Read the information box on **coastal erosion**.

12. 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!

13. 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.

STEP 3

Explore the consequences of coastal erosion (30 minutes)

- On a piece of paper, draw an area on the coast. Include everything you can think of: animals, plants, houses, buildings, people, etc.
- When the sea level rises it causes floods and lots of damage. It also causes the sea water to mix with the sources of freshwater. In turn, this means that the environment where animals and plants live near the coast will change.
- Circle all the parts of your drawing that might be in danger if the sea level rises.
- In small teams, compare your drawings. Where are the most vulnerable parts of your coastal areas?
- Discuss ways to create real-life shields to protect the vulnerable areas. Choose one idea and develop it to help protect fragile coastal areas, eg building shields from sandbags, planting mangroves.
- Present your idea to the rest of the group.

STEP 4

Learn about mangroves (15 minutes)

- One of the best ways to protect coastal areas is by learning from nature! Which of your ideas were inspired by nature?
- Some plants, like the mangrove, are natural shields that help protect against wind and waves. They also love living in saltwater, and their roots filter a lot of the salt so they also provide food and habitat for marine animals, and trap greenhouse gases. Mangroves are extremely helpful for protecting our coasts, but they are under threat because of deforestation, water pollution and new building projects.
- As a group, come up with three ideas to protect mangroves or plant new ones along the coast, e.g. learn about mangroves, speak to local organisations that protect mangroves, tell other people about the benefits of mangroves.

BRING IT HOME

Share what you learned today with your family and at school. Can you make your ideas happen and protect mangroves in your area?

Adapt it online:

Step 1: Send the game rules on the chat or display them on screen.

Game cards

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.

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.





STAGE 2

Story time... Livelihoods

As the bus drove along, Maria admired the colourful scenes of her hometown. Seeing women entrepreneurs selling their food and wares in the market in brightly coloured clothes always made her feel that there was so much opportunity here!

The bus pulled to an abrupt halt. The usual busy babble and joyful mood of the market was replaced by angry chanting, as a crowd of protesters crossed the street, stopping traffic. She saw signs saying things such as, 'Our work is your food', 'Climate change = Poverty' and 'Land rights for women'.

The bus driver made an announcement: apologising for the delay and letting everyone know that the farmers and food vendors in the market were protesting. Sophie wondered what the link was between climate change and poverty. She could imagine that in places where people **were more vulnerable to climate change**, more protection and support may be needed to ensure that they were still able to survive and thrive. and thrive.

The woman sat behind her leant forward and said, "I have sympathy for them. Climate change is really making farming difficult for many reasons. I hope the government listens and takes action to help them adapt to these changes. On my farm, we have been introduced to climate-smart agriculture, like **composting** to help the soil stay healthy". Maria looked at her in confusion. "Oh, composting is when you control the decomposition (breakdown) of uncooked fruit and vegetable scraps and other things like egg shells. This turns into compost, which you spread on your soil." Maria nodded in understanding, imagining how many more ways there were for people to protect their income and livelihoods from climate change.

Complete one activity from this topic to explore how livelihoods and incomes are affected by climate change.





STAGE 2

Farming: My mini composter

{suitable for online}*

SUMMARY

Discover the impact of climate change on farmers and explore new farming practices by building your own mini composter

IN THIS ACTIVITY YOU WILL

- Create your own fertiliser
- Find out why using your food waste is good for the environment

MATERIALS

- Pens and paper
- Sticky tape
- Water (preferably in a spray bottle)
- Big clear plastic bottle (recycled and clean)
- Some soil from a garden or forest

PREPARATION

None

DURATION



90 MINUTES

*Find how to adapt to online after the activity description

Activity description

STEP 1

Discuss the impacts of climate change (20 minutes)

1. What do we need to live a **full, happy life**? Eg good health, food, education, work, family, home, friendship/love, mental wellbeing, money, spirituality/beliefs/values, fun, community, etc.
2. In teams of four or five choose a few of the things we need and discuss how **climate change** could impact them.
3. Come back together as a group and share.

STEP 2

Explore the impact of climate change on the life of a farmer (25 minutes)

4. In the same groups, think about **the life of a woman farmer** who has a small piece of land and grows all the food for her family.
5. Imagine how **climate change** could affect the different aspects of her life. Think about the impact of droughts, floods or hurricanes on her food, money, health, water, etc.

6. How do you think she could **protect** herself against the consequences of climate change?
 - What can she **build** to protect her farm against natural disasters?
 - What **smart ways of farming** could she start that use less water?
 - How else can she **earn money** than from farming?
7. **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. Some **farming methods can help protect nature** so that plants and animals thrive, and reduce the effects of climate change. Do you know any **farming methods that can be used to protect the environment**?



Composting

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 3

Learn about composting (5 minutes)

8. 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:

9. 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.
10. You **can't compost** plastic, metal, glass, dairy (butter, cheese etc), fat, meat or cooked food.
11. Compost ingredients **hate being dry** - when they are damp they have the moisture they need to thrive.
12. Compost ingredients **hate being cold** - they should be kept in a warm place so that the micro-organisms can transform the food into compost.

Continued in the next page



STEP 4

Make a composter (30 minutes)

- Cut off the top of a plastic bottle a third of the way down from the lid. Keep both parts.
- 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.
- Spray** the top layer with water to keep it damp (remember compost loves to be moist!).
- Tape the **top of the bottle** back on so that it is sealed.
- 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 5

Have a group discussion (10 minutes)

- How** do you think knowing how to compost could help someone to be more **prepared for climate change**?
- What will you **use** your compost for?
- How **easy** will it be to compost in your daily lives?

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





STAGE 2

Guess my job

{suitable for online}*

SUMMARY

Create a song or a poem to explore the impact of climate change on jobs

IN THIS ACTIVITY YOU WILL

- Find out how jobs can be impacted by climate change
- Develop tools to prepare for climate change

*Find how to adapt to online after the activity description

MATERIALS

- None

DURATION



90 MINUTES

PREPARATION

Print or write up the three scenarios (provided) onto paper

Activity description



Resilience is the ability to bounce back when things go wrong. Climate resilience means changing and adapting what you do so that you can deal with stresses caused by climate change and be better prepared for its future effects.

STEP 1

Have a group discussion (30 minutes)

1. What do we need to live a **full, happy life**? Eg health, food, education, work, family, home, friendship/love, mental wellbeing, money, spirituality/beliefs/values, fun, community, etc.
2. In teams of four or five, choose a few of the things we need and discuss how **climate change** could have an impact on them.
3. Come back together as a group and share, focusing on **jobs**:
 - How could climate change impact someone's job?
 - Do you think climate change impacts all jobs, and impacts all jobs equally?

STEP 2

Create a song or poem (45 minutes)

4. Divide into **three equal teams**. Each team member chooses one letter of the alphabet: A, B or C.
5. Find players in other teams who have the **same letter as you**.
6. Your new team chooses together one **job**. For example, all 'As' will be farmers, all 'Bs' will be doctors. Try to make your job as specific as possible, so that teams are very different.
7. Re-join your original teams (with As, Bs and Cs) and keep your job a **secret**.
8. Each team takes **one scenario** and reads it aloud.
9. Individually, think about the **effect** this scenario could have on your **job, and create a song or a poem** to explain this effect to others. Include some clues to help people to guess your job but remember you cannot say what your job is!
10. **Share** your song or poem with your team as they try to **guess your job**.

Scenarios

- People are choosing to eat less meat because of the impact that animal farming is having on the environment.
- Extreme weather has caused a lot of damage to your community. People in your area need to move to different cities or countries to find work.
- New viruses are spreading among people. There is a nationwide lockdown and people must keep a distance from each other. Those who do not are extremely likely to get sick.

STEP 3

Have a group discussion (15 minutes)

11. How does each scenario **link to climate change**?
12. Which jobs were **most impacted** by the scenarios?
13. What can you do to prepare yourself to make your **future job more climate resilient**?
14. What can others do to **support** you in this?
15. How do your country's **laws** need to change to make jobs more resilient?



Adapt it online:

Step 2: Give participants their letters directly and ask them to put the letter in their names on screen to make it easy to identify them. Then put all the participants with the same letters in breakout rooms to decide their jobs. Come back together, then create new breakout rooms so each of them has one person with each letter. Send the scenarios to the teams in messages or explain it to them directly in the breakout room.





STAGE 2

Story time...

Health

As Maria sat on the bus and watched the humble homes turn into large buildings, she noticed a billboard - a giant roadside advertisement:

The climate around us is changing. Keep our planet healthy to keep our bodies healthy.

Unsure of what this meant, Sophie looked for some trusted information online. She searched: 'World Health Organisation and climate change'.

She already knew that natural disasters and extreme weather were made worse by climate change, but she learned that this could have a lot of consequences on health. Extreme weather made farming more difficult and caused food insecurity (people not having reliable access to adequate food) and malnutrition, and heatwaves increased the risk of heart diseases. Sea-level rise and changes in ecosystems also increased the risk of contamination by different diseases. She also discovered that when people didn't have clean water or access to nutritious food, it was even harder to stay healthy, which could make people even more unwell.

But she also learned that, if we take action now by reducing greenhouse gases emissions and protecting nature, we could continue protecting our health.

Choose an activity from this topic to uncover the link between health and climate change.

"The climate around us is changing. Keep our planet healthy to keep our bodies healthy."





STAGE 2

Diseases: The response committee

{suitable for online}*

SUMMARY

Step into the shoes of the fictional disaster response committee and solve a health crisis.

IN THIS ACTIVITY YOU WILL

- Explore the connection between health policies and climate change resilience
- Practise your negotiation skills

MATERIALS

- Case study
- Paper and pens

PREPARATION

Make a copy of the case study for each player.

DURATION



90 MINUTES

*Find how to adapt to online after the activity description

Activity description

STEP 1

Have a group discussion (15 minutes)

1. Have you ever heard of **vector**-borne diseases?
 - 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.
2. Can you name any vector-borne **diseases**? As a group, try to come up with as many as you can think of!
 - Examples include malaria, dengue fever, yellow fever, Zika virus, chikungunya, etc.

3. Remind yourselves of what you have learned so far. How does climate change impact the weather? Can you make the **link between climate change and vector-borne diseases**?
 - Insects like mosquitoes love warm, rainy and humid weather. They survive better and reproduce more in that type of environment. So the warmer the weather is, the more mosquitoes, and the higher the risk of vector-borne diseases!

STEP 2

Decide how to respond to a health crisis (10 minutes)

4. Read the **case study on your own**.
5. Decide what you want to do and how to divide the resources across the different groups in the city.

STEP 3

Work as a team to respond to the health crisis (25 minutes)

6. Now, form teams of three or five (groups should be an odd number).
7. Each team has another **15 minutes** to agree **together** on how to respond to the disaster. Where will your resources best be used? Think about the short-term and the long-term.
8. After 15 minutes, announce that there has been a **tornado** caused by climate change. It has destroyed unstable housing, and some of the hospitals. The city has to focus their financial resources on disaster reduction rather than this virus. Does that change your decision?
9. Take another 10 minutes to discuss.

STEP 4

Debrief the negotiations (10 minutes)

10. How did you make a **decision** as a group? Was it easy or hard?
11. What personal **morals and values** influenced your decisions? Did anything particular stand out to you?
12. What have you learned from each other in the process?

STEP 5

Create better policies (30 minutes)

13. Epidemics are difficult situations, and because of climate change, there is a risk of it happening more often. As a team, **create three policies** that would **protect** people against climate change-related health issues.
14. As a small team, **present** your policies to the rest of your group.
15. Do similar policies currently **exist** with your own city or country?



Public policy is the system of laws, regulations, actions and funding priorities of an institution, typically a government, in response to real-world problems. It has the power to save people and protect people from the effects of climate change and reduce the impact of national actions on the climate. Public policy literally decides life and death.

Examples of policies could include: creating good weather warning systems so people can prepare and be safe during heat or cold waves; increasing hospital capacity so health systems are ready for the increase in health issues due to climate change; creating awareness campaigns on climate-related health issues and how to protect ourselves from them.



BRING IT HOME

What could you do to raise awareness about the impact climate change is having on the health of your community, before disaster strikes? Share your knowledge with at least two people before your next group meeting.



Adapt it online:

Step 3: Put teams in breakout rooms and announce the tornado by coming in the breakout rooms to make sure they have understood it.

Case study

You are the disaster response committee. There is a health crisis in your city, and you have to decide what to do.

The situation:

- **An increase in deforestation** has changed biodiversity in the forest and created a new habitat for mosquitoes, fleas and ticks.
- Because of that, a new, **deadly virus** has infected people in your city.
- Everyone is getting very **sick**.
- **Extreme weather** caused by climate change has caused **flooding**, so many of the water sources in your city have become **polluted**.
- This makes **hygiene and sanitation** very difficult for the population, and in hospitals.

Resources available to you:

- Limited **clean water** reserves (3x clean water reserves)
- The first doses of the **vaccine** (2x cases of vaccines)
- **Emergency shelter** for some of the people (1x shelter)

The different groups affected:

The rural community: North of the city there is a rural village that is a self-contained community. Much of their land has been destroyed through deforestation – to make way for large farms. The city has made a lot of money by selling this land.

The large company: There is a huge international soda factory with a lot of power over politicians. The factory's actions have contributed heavily to air pollution and have released a lot of greenhouse gases into the atmosphere. 25% of all taxes come from this company. Without water they will have to stop production.

The poorest people: On the west side of the city most people are living below the poverty line and are factory workers. Their housing is not very stable. They usually have limited access to clean water. No one here has the virus yet.

The rich people: In the south of the city live the most influential people. Many people here are sick and they are willing to pay a lot of money to access the free vaccines.

The hospital: The hospital is trying to respond to the health crisis caused by the virus as well as the usual health issues. People from all over the city are in the hospital, but the biggest fatalities are among the poor people from the west of the city. The hospital would like to vaccinate all people that are being treated at the hospital and provide everyone with water.

Pregnant women: These women are worried as no one knows the impact the virus could have on their unborn children. The vaccine is safe for them to take, so some are suggesting that all pregnant women should be given the vaccine and a safe place to stay wherever they are from in the city.

Government officials: If the government gets sick from the virus or because of water-related issues, who will run the city? They have stable shelter because all of their homes are reinforced and can withstand the effects of the floods.





STAGE 2

Nutrition: Policy power

{suitable for online}*

SUMMARY

Use your negotiation skills to persuade others to support you and create policies for better nutrition.

IN THIS ACTIVITY YOU WILL

- Play a negotiation game
- Explore the connection between climate change policy and health

MATERIALS

- N/A

PREPARATION

This is a roleplay detective game that needs a moderator. In order to moderate this game, you need to fully understand all of the rules so it's really important to review the whole activity before the moderator begins.

To play this game you need **at least seven players**. An **odd number** of players works best.

DURATION



90 MINUTES

*Find how to adapt to online after the activity description

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. Malnutrition is when our bodies aren't getting the energy and/or nutrients they need). Can you guess what the link is between climate change and **malnutrition**?
 - Climate change can damage ecosystems, which can cause crops and livestock 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. Good nutrition is when we eat a variety of foods from all the food groups, and in the right amounts. Why is **good nutrition** important?
 - If we don't have good nutrition, we can become more vulnerable to infectious diseases, and these diseases can be more serious and last longer.



STEP 2

Play the game (30 minutes)

4. The **moderator** selects characters as follows:
 - Sitting in a circle, ask everyone to **close their eyes**.
 - Stand in the middle and announce the name of one of the characters:
 - » **Diseases** (two people)
 - » **Public policy** (one person)
 - » **Doctor** (one person)
 - Then, walk around the outside of the circle and tap the selected number of players on their shoulder, eg **tap** two people to become doctors. Do this **subtly** - players shouldn't be able to guess who you select!). **Repeat** this for all characters.
 - The rest of the players are villagers. Make sure to have one disease for every four players.
 - Players must keep their characters a secret.
5. The aim of the game is for **villagers** to try and win by killing all the **diseases** (and saving the village), or for diseases to win by staying in the game until there are equal numbers of villagers to diseases.
6. The game alternates between day and night.
7. **Starting at night**, the moderator stands in the middle (everyone has their eyes closed) and the night round continues as follows:
 - **Hunt:** The moderator wakes up the diseases by saying, "**Diseases, open your eyes. Choose someone to kill.**" The diseases **silently agree** on one person by signalling / pointing. The moderator needs to see who this is. When the diseases have agreed on a victim, the moderator says, "**Diseases, close your eyes.**"
 - **Save:** The moderator wakes up the **public policy** by saying, "**Public policy, open your eyes. Who would you like to save?**" The public policy selects any one person they'd like to keep alive - trying not to waste their chance on a disease! They **silently point** to who they want to save, confirming with the moderator. This chosen person (it could be the public policy themselves!) is **protected** if the diseases choose the same player to kill. The moderator now says: "**Public policy, close your eyes.**"

8. Now, the **day round** begins (no longer than five minutes):
 - **Wake up:** The moderator says, "**It's daytime. Everybody open your eyes.**" They then announce who has been **killed (or saved)** last night (but doesn't reveal any of the characters). If someone was killed, that person is immediately out of the game and **does not reveal** their character. They can stay seated but cannot participate.
 - **Introductions:** On the first day, ask everyone to introduce themselves, eg "Hey, I'm Sofia. I'm the baker here in town, and I'm a villager." **You may not want to give away your real identity** (if you're a special character you want to avoid being killed!) so you'll have to lie...
 - **Discussion:** Players try to work out who the **diseases** are - to remove them and save the village. **Can you work out who is telling the truth, or lying to survive?** Characters may choose to share information they've discovered or keep it a secret.
 - **Accusations:** To accuse a person of being a disease, at least **two players** need to agree on the accusation. The accused player then gets **30 seconds to defend themselves**.
 - **Voting:** A **vote** is held to decide whether or not to **remove a player**. A **majority vote** is needed to do so. If not, the village discussion continues until the end of five minutes.
 - The **day round ends** when a player is voted out, or the time limit has expired.
9. **Night** now begins again. **Repeat**. Characters who are killed can still be 'woken up' (in secret) to help hide their identities.



STEP 3

Have a group discussion (15 minutes)

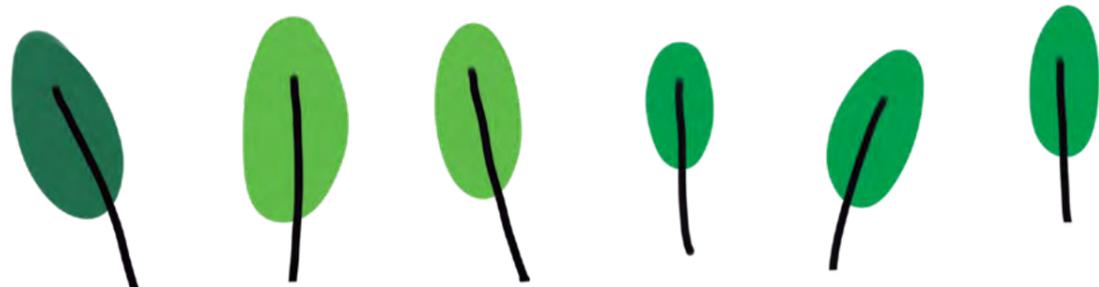
10. Who **won** the game and why?
11. Was it easy or hard to discover the diseases? How do you think that relates to **real life**?
12. What do you think **public policy** means? How can it help people protect themselves against diseases?



STEP 4

Create better policies (30 minutes)

13. Good nutrition is one of the ways people can protect themselves against diseases, so it is important that we try to keep a healthy, balanced diet. Public policy can also support that!
14. In small groups, **create three policies** that would **support** good nutrition, taking into account the context of climate change. One of these policies must be specifically targeted at women and girls. To help you, think about women and girls' specific nutritional needs (during periods or pregnancy for example) or about how they are specifically impacted by climate change (being more likely to be small farmers for example).
15. As a small team, **present** your policies to the rest of your group.
16. Do similar policies currently **exist** with your own city or country?



Public policy has the power to save people and protect people from the effects of climate change and reduce the impact of national actions on the climate. It is the system of **laws, regulations, actions and funding priorities** of an institution, typically a government, in response to real-world problems. Public policy literally decides life and death

Examples of policies to protect people from climate-related health issues could include: creating good **weather warning systems** so people can prepare and be safe during heat or cold waves; increasing **hospital capacity** so health systems are ready for the increase in health issues due to climate change; creating **awareness campaigns** on climate-related health issues and how to protect ourselves from them.

BRING IT HOME

Talk to your family about the impact of climate change on nutrition, and how nutrition can help us protect ourselves against climate change-related health issues. Come up with a meal plan together so you can keep a healthy and balanced diet!



Adapt it online:

Step 2: Give people their roles by sending them private messages on Zoom!





STAGE 2

Story time... Freedom

Maria looked through the bus window at the passing scenes. She started to talk to the passenger sitting beside her and found out that the woman was on her way to the airport. She was a teacher, joining her husband and family who had had to move after flooding destroyed their home. She had stayed back to try and sell her family farm, but it was recently affected by storms and the land was no longer very fertile.

The woman explained that millions of people had been displaced because their homes and livelihoods had been ruined. With little government support and less available jobs, people who could migrate were choosing to leave.

She explained that, even if she had to move away from her community, she still wanted to support it and had recently joined a group to support disaster prevention and preparedness to minimise climate migration.

Complete one activity from this topic to uncover ways our freedom and safety are compromised by climate change.





STAGE 2

Education: Climate obstacle course

{suitable for online}*

SUMMARY

Explore how climate change affects your rights and play a snakes and ladders game to discover how you can overcome this to become a climate activist.

PREPARATION

Step 1: Familiarise yourself with the United Nations Convention on the Rights of the Child. Display the convention for everyone to see.

Step 4: 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 advance. If you're not using a die, cut six pieces of paper, number them from one to six and put them in a container.

*Find how to adapt to online after the activity description

MATERIALS

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

DURATION



90 MINUTES

IN THIS ACTIVITY YOU WILL

- Explore how climate change impacts our lives
- Develop your critical thinking skills

Activity description

STEP 1

Discuss human rights (10 minutes)

1. As a group, define the term **human rights**. See box provided.
2. Can you name a **few examples** of human rights?
3. Has anyone heard of the **United Nations Convention on the Rights of the Child**?
4. Can you name a few examples of **children's rights**? Use the convention provided to learn more.



Human rights

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. These basic rights are based on shared values such as dignity, fairness, equality, respect and independence. These values are defined and protected by law.



The United Nations Convention on the Rights of the Child (UNCRC) is an important agreement by countries who have promised to protect children's rights. The Convention on the Rights of the Child defines what we mean by 'children', 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.

STEP 2

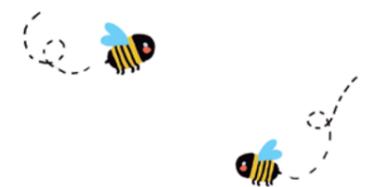
Play a game about climate change and human rights (30 minutes)

5. Form a **circle**. You are going to create a **web of the consequences of climate change** to understand how climate change can **impact people's freedom and human rights**.
6. The first player holds the **ball of yarn/thread** in their hands and says, "climate change". They then hold onto the end of the yarn and **throw** the ball to another player, who must **catch** it.
7. This new player says a **consequence of climate change, eg flooding**. They then **hold on** to the thread and **throw** the ball to a third person.
8. This new person says a **consequence** linked to the previous person's, eg houses are destroyed. The next person might say, "People lose their right to safe housing".
9. Continue the game so that the thread weaves around the circle. The consequences should focus on **freedom or human rights**. Challenge yourselves to create the longest chain!

10. Play a few rounds. Once everyone is comfortable with the game and finds it easier to link climate change and human rights, add a new rule:

- Once a round finishes, undo the web by **reversing the chain** of consequences! This time, say **how you can take action** at each step of the chain - so everyone needs to remember what they said! The last person who just played passes the ball of yarn back to the previous player, who says a solution or action they could take. For example, if the last person said, "loss of right to safe housing"
 - » The previous person says: "To take action, we could make sure that no one lives in high-risk areas for flooding",
 - » The other previous person then says, "To take action against housing being destroyed, build more resistant houses to flooding" etc.

11. **Repeat** until you arrive at the player who first said, "climate change". They should finish with an action we can take against climate change!



STEP 3

Have a group discussion (10 minutes)

- How **easy** was it to come up with the **consequences** of climate change?
- How **hard** was it to **reverse** the chain? Did you manage to come up with solutions at each step of the chain?
- Did any of your consequences mention the right to **education**? How can climate change harm children's right to education, especially for girls?

STEP 4

Play an obstacle game (30 minutes)

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

STEP 5

Debrief the game (10 minutes)

- Were you surprised by some of the **obstacles**?
- How is girls' education affected by **climate change and gender inequality at the same time**? In your teams, write a **simple message** that you can share with others to explain this easily.
- Think about the first game you played. You came up with a number of solutions to climate change and its consequences. Choose **one action that would help to protect girls' access to education and add it** to your message.
- Share your message with **five people** and try to convince them to take action to protect girl's access to education!



Adapt it online:

Step 1: Find an interesting, 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 2: Throw around an imaginary ball! Someone starts by forming their hands as if they're holding an invisible ball, and saying the name of the person they're about to "throw" the invisible ball to. Have everyone put their hands up to the camera if they haven't had the ball yet, so the remaining throwers know who to throw to. To reverse the chain of consequences, you can try throwing in the reverse order.

Step 4: Show the obstacle course board on the screen and use a virtual dice roller (Google has one).

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

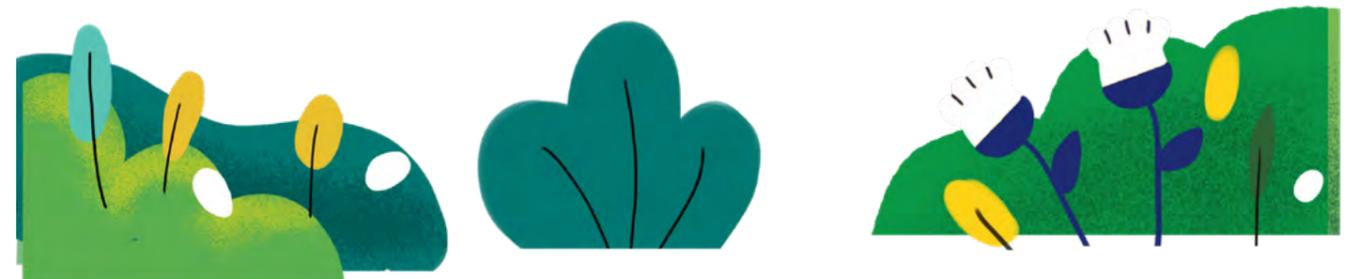
Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.



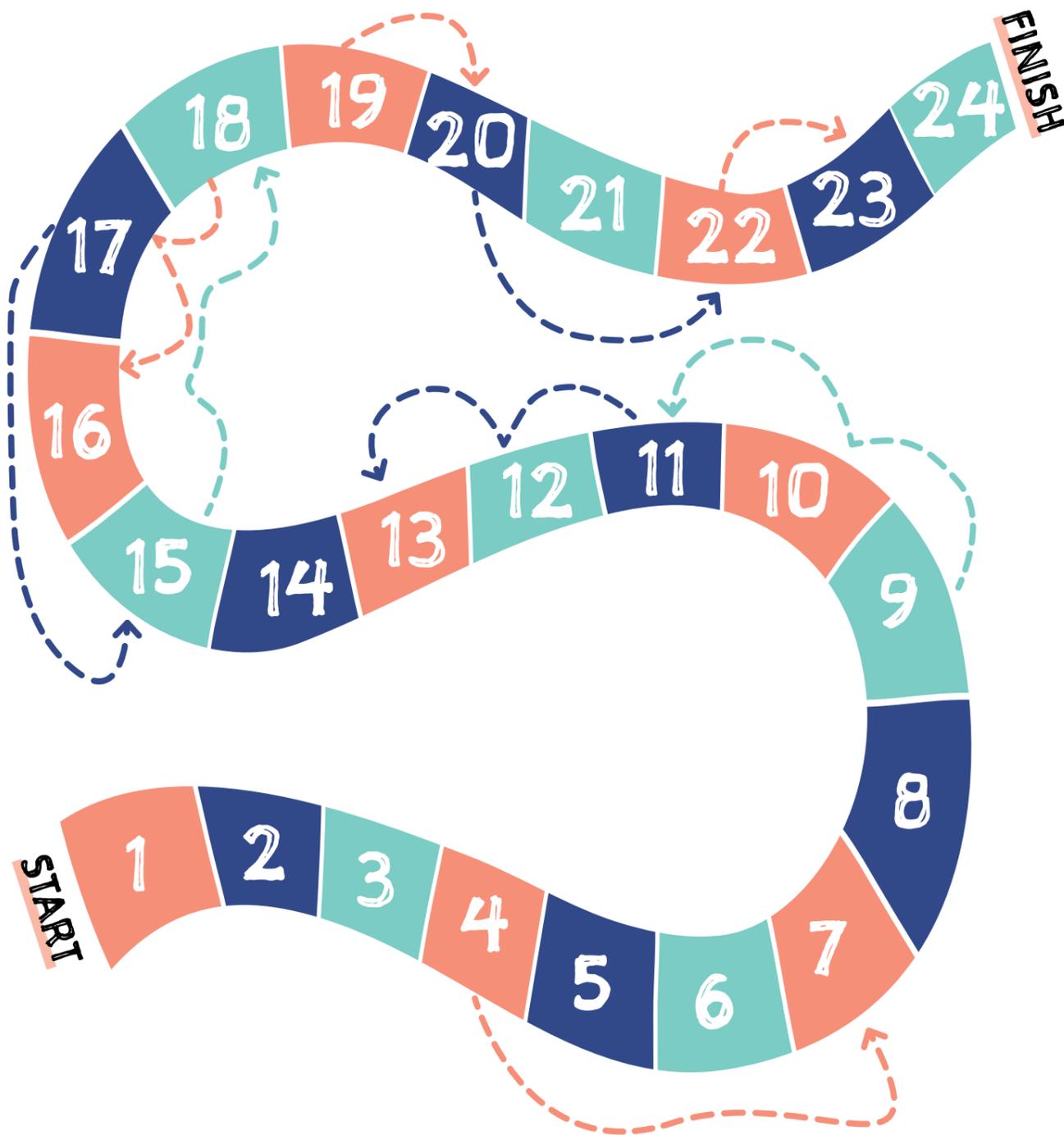


<p>Food, clothing, a safe home</p> <p>Children have the right to food, clothing and a safe place to live so they can develop in the best possible way. The government should help families and children who cannot afford this.</p>	<p>Access to education</p> <p>Every child has the right to an education. 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.</p>
<p>Aims of education</p> <p>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.</p>	<p>Minority culture, language and religion</p> <p>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.</p>
<p>Access to information</p> <p>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.</p>	<p>Children who are adopted</p> <p>When children are adopted, the most important thing is to do what is best for them. If a child cannot be properly looked after in their own country – for example by living with another family – then they might be adopted in another country.</p>

<p>Protection from harmful work</p> <p>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.</p>	<p>Protection in war</p> <p>Children have the right to be protected during war. No child under 15 can join the army or take part in war.</p>
<p>Everyone must know children's rights</p> <p>Governments should actively tell children and adults about this convention so that everyone knows about children's rights.</p>	<p>Aims of education</p> <p>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.</p>
<p>Minority culture, language and religion</p> <p>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.</p>	<p>Rest, play, culture, arts</p> <p>Every child has the right to rest, relax, play and to take part in cultural and creative activities.</p>



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. The sea-level rise has caused floods in your area which have 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 we can adapt to climate change. 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

Explore the chain of consequences between climate change and human rights and explore climate migration by creating a story about a woman who must move because of climate change.

PREPARATION

Step 1: Familiarise yourself with the United Nations Convention on the Rights of the Child (provided in the previous activity: Education: Climate obstacle course/page 90). Display the convention for everyone to see.

*Find how to adapt to online after the activity description

MATERIALS

- Long thread/yarn

DURATION



90 MINUTES

IN THIS ACTIVITY YOU WILL

- Explore how climate change impacts our lives
- Develop your critical thinking skills

Activity description

STEP 1 Discuss human rights (10 minutes)

1. As a group, define the term **human rights**. See box provided.
2. Can you name a **few examples** of human rights?
3. Has anyone heard of the **United Nations Convention on the Rights of the Child**?
4. Can you name a few examples of **children's rights**? Use the convention provided to learn more.



Human rights

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. These basic rights are based on shared values such as dignity, fairness, equality, respect and independence. These values are defined and protected by law.**



The United Nations Convention on the Rights of the Child (UNCRC) is an **important agreement by countries who have promised to protect children's rights. The Convention on the Rights of the Child defines what we mean by 'children', 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.**

STEP 2 Play a game about climate change and human rights (30 minutes)

5. Form a **circle**. You are going to create a **web of the consequences of climate change**, to understand how climate change can **impact people's freedom and human rights**.
6. The first player holds the **ball of yarn/thread** in their hands and says, "climate change". They then hold onto the end of the yarn and **throw** the ball to another player, who must **catch** it.
7. This new player says a **consequence of climate change, eg flooding**. They then **hold on** to the thread and **throw** the ball to a third person.
8. This new person says a consequence linked to the previous person's, eg houses are destroyed. The next person might say, "People lose their right to safe housing".
9. Continue the game so that the thread weaves around the circle. The consequences should focus on **freedom or human rights**. Challenge yourselves to create the longest chain!
10. Play a few rounds. Once everyone is comfortable with the game and finds it easier to link climate change and human rights, add a new rule:

- Once a round finishes, undo the web by **reversing the chain** of consequences! This time, explain **how you can take action** at each step of the chain - so everyone needs to remember what they said! The last person who just played passes the ball of yarn back to the previous player, who says a solution or action they could take. For example, if the last person said, "loss of right to safe housing":
 - » The previous person says: "To take action, we could make sure that no one lives in high-risk areas for flooding",
 - » The other previous person then says, "To take action against housing being destroyed, build more resistant houses to flooding" etc.
11. **Repeat** until you arrive at the player who first said, "climate change". They should finish with an action we can take against climate change!

STEP 3 Have a group discussion (10 minutes)

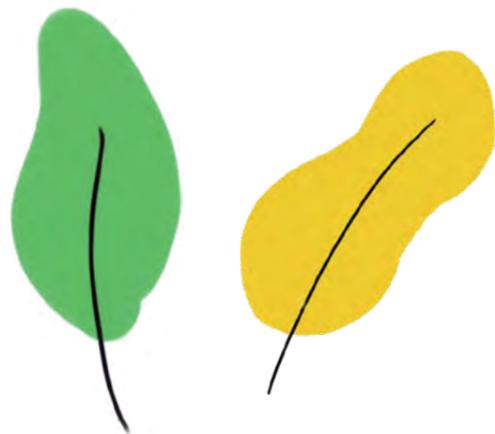
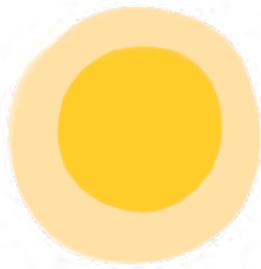
12. How **easy** was it to come up with the consequences of climate change?
13. How **hard** was it to **reverse** the chain? Did you manage to come up with solutions at each step of the chain?
14. Did anyone mention how things would be **worse for women and girls**?
 - Climate change makes people less free. It especially impacts women and girls, who might be forced to live a life they have not chosen.



STEP 4

Write a story about a climate migrant (30 minutes)

15. 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.
16. 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?
17. Divide into **three teams** (if you have a large group, you can make several sets of three teams, which will create several stories).
18. 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**.
19. You have 20 minutes to come up with the story.
20. 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?

STEP 5

Debrief (10 minutes)

21. How **realistic** was your story?
22. In real life, how could her home be made **safe** for her to stay (so she wouldn't have to migrate)?
23. 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.
24. 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**.
25. 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.



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.

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.



Adapt it online:

Step 1: Find an interesting, 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 2: Throw around an imaginary ball! Someone starts by forming their hands as if they're holding an invisible ball, and saying the name of the person they're about to "throw" the invisible ball to. Have everyone put their hands up to the camera if they haven't had the ball yet, so the remaining throwers know who to throw to. To reverse the chain of consequences, you can try throwing in the reverse order.

Step 4: Get your teams into breakout rooms and send them their instructions in the chat. Come back together to tell the whole story.





STAGE 2

Climate action plan, part 2

{suitable for online}

SUMMARY

Complete the second part of your climate action plan.

IN THIS ACTIVITY YOU WILL

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

MATERIALS

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

DURATION



20 MINUTES

PREPARATION

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

Activity description

STEP 1

Why is climate change harmful?

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. Choose one **topic** below and list all the ways that this topic is **affected by climate change**:
 - Weather (*examples: droughts, bad storms, inconsistent weather, more frequent mudslides, snow in the wrong season*)
 - Animals and plants
 - Water
 - Livelihoods
 - Freedom
3. Review your list and cross off all the things that **do not impact your community**. Then,

cross off all the things that **do not affect women and girls**.

4. Now it's time to **prioritise** your list. Put the things you think are the most serious or urgent at the top of your list.

STEP 2

Capture your climate change problems

5. Use your list to write a **message** to tell people about your climate change topic.
6. 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 lead to a disaster: **we can all have an impact!** We can start more sustainable behaviours (like using resources such as water and food so that they are shared fairly between everyone on the planet, and we leave enough for the generations coming after us) and convince others to do the same. We can also share our knowledge to adapt to the consequences of climate change.

Share the knowledge

Taking individual action on climate change is helpful but we need to **work together to make a bigger difference.** Governments and corporations have more power than individuals to solve climate change. We need to **advocate** (convince people to make decisions that will create a better world for everyone) for immediate, large-scale climate action. No one is too young to do advocacy.



Read Maria's story and complete the activity

- **Ambition river** - Create a journey to achieve your climate change ambitions.



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

- **Climate sceptics** - Use roleplay to develop arguments supporting the urgency and reality of climate change.
- **Eco advocates** - Plan an advocacy campaign to include women and girls in tackling climate change.





STAGE 3

Story time...

How to take action

Maria got off the bus and looked around her, feeling overwhelmed. Between the greenhouse gases that were increasing the Earth's average temperature, the rising sea levels, and the effect of this on nature and people, there was so much to think about.

She remembered the radio clip she heard earlier with Sumak Helena Sirén Gualinga, and searched online to find out more about the climate activist from Ecuador. As she scrolled, she found this:

<https://www.unep.org/news-and-stories/story/10-ways-you-can-help-fight-climate-crisis>

RESPONDING TO CLIMATE CHANGE - TOP TIPS FOR EVERYDAY PEOPLE

There are two main ways that humanity can effectively respond to the climate crisis: mitigation and adaptation. What's the difference?

Climate change mitigation refers to the action of reducing or preventing further greenhouse gases being released into the atmosphere.

Adaptation to climate change means finding ways to moderate or avoid climate change effects and prepare for its impact so people can live and prosper.

Find out ten ways you can help fight the climate crisis!



Complete the activity from this topic to reflect on how you can achieve your climate change ambitions.





STAGE 3

Ambition river

{suitable for online}*

SUMMARY

Create a journey to achieve your climate change ambitions.

IN THIS ACTIVITY YOU WILL

- Create some climate change goals
- Explore how gender inequality could affect you

PREPARATION

Before starting the activity, ask the group to go on a walk in the neighbourhood, either as a group or individually. During the walk, pay particular attention to:

- What you **love** about your community, what makes you happy to be part of it and what you would love to protect.
- How **climate change** is already impacting your community.
- What could be improved to make it easier for people to adapt to climate change.

Take pictures or notes to help you remember what you noticed.

(If you do the walk as part of the activity, it will last 90 minutes in total).

*Find how to adapt to online after the activity description

MATERIALS

- Paper and pens
- Camera/smartphone (optional)

DURATION



60 MINUTES

Activity description

STEP 1

Draw your personal ambitions

(15 minutes)

1. Once back in your meeting space, take a piece of paper and **draw yourself** in the **bottom left** corner of the page.
2. Reflect on your **ambitions** in life and choose **three goals**:
 - a **personal** goal
 - a **professional** goal
 - a goal to help your community **adapt to climate change**
You can choose one of the things you have noted down during your walk, or something else that you are passionate about.
3. Draw or write those ambitions on the **top right** corner of the piece of paper.

4. Now, draw a **river** that flows from the source (you) to the sea (the goals you want to achieve in the future). It represents your life journey.

STEP 2

Identify obstacles and lifebuoys

(15 minutes)

5. Think about everything you have learned about climate change. Identify some **consequences of climate change that you might encounter in your life**, eg more extreme weather. Draw them as stones in the river and label them with what they represent.
6. Now, think about your lives as **young women**. Society might expect you, as young women, to act, speak and behave in a certain way, and might try to discourage you from achieving your dreams. Draw these **gender expectations** as fallen trees along the edges of the river.
7. Think back to your **community** and what you love about it. Identify some things or people in your community that can **support you** or motivate you on the way. Draw them as **lifebuoys** in the river.
8. What have you been **feeling** while you've been learning about climate change, its consequences and what you can do to help, eg determined, angry, optimistic, sad, interested. Add your **emotions** to your drawing. It's for you to decide if they are obstacles, lifebuoys, or even something else!

STEP 3

Design your boat (30 minutes)

9. Design the **best boat possible** to navigate this river and reach the sea (your ambitions) using lifebuoys and avoiding obstacles. This could be an **action** you want to take, a **skill** you want to learn, a **project** you want to start (or all of the above!), that will help you overcome obstacles and come closer to achieving your ambitions for yourself and your community.
10. If you feel comfortable doing so, **share** your drawing with others and exchange ideas.

BRING IT HOME

Use the boat you have designed to start your personal project that will help you achieve your ambitions.



Adapt it online:

Make sure participants have the right material. You can show examples of drawings on screen.





We are opening a new location and we want your help!

Share your experience with a friend, and maybe that friend will tell another friend!

Soon everyone will know!



STAGE 3

Story time...

Share the knowledge

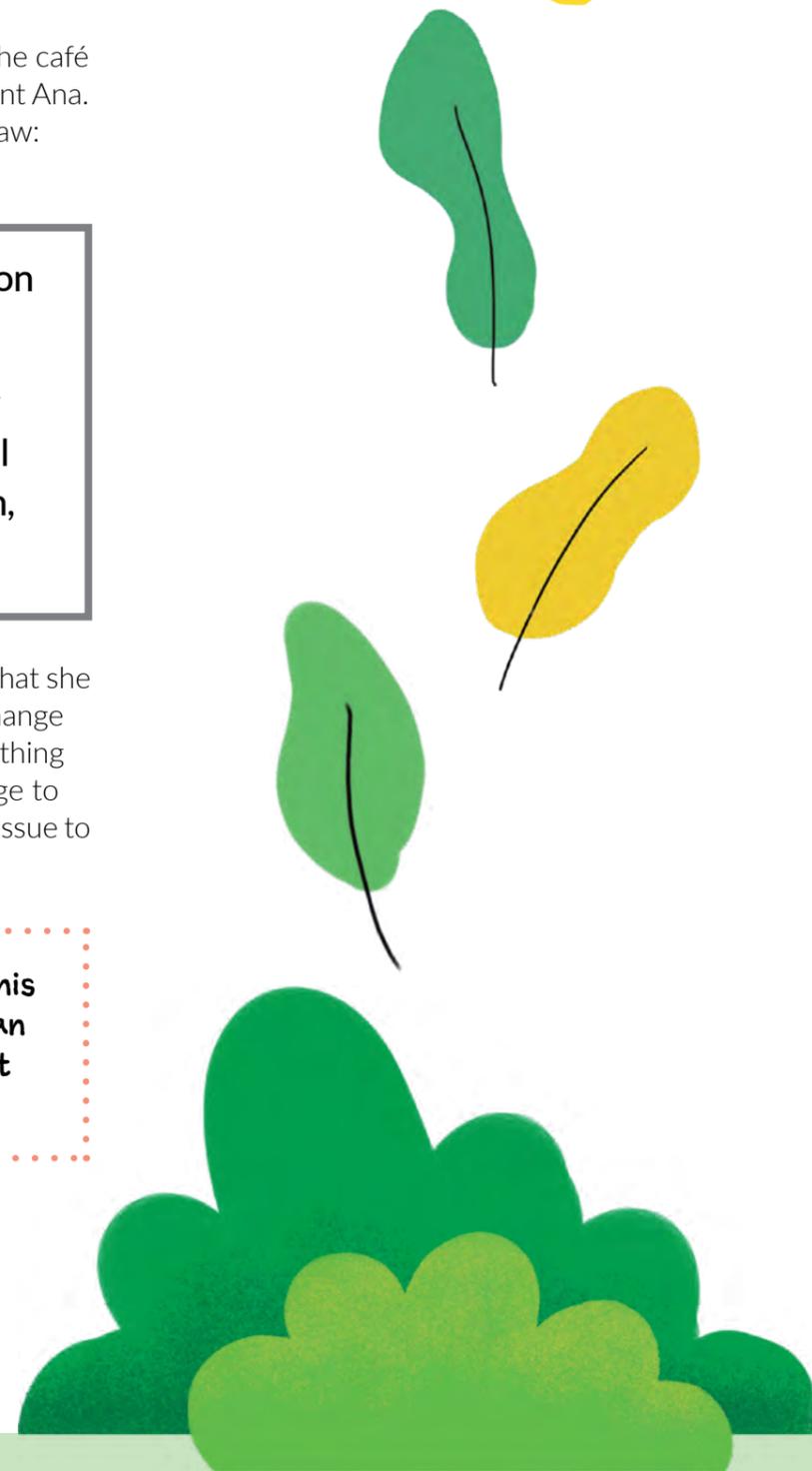
Maria looked up and saw the sign for the café where she was heading to meet her Aunt Ana. As she walked through the door, she saw:

We are opening a new location and we want your help!

Tell a friend about our new café - maybe that friend will tell another friend, and soon, everyone will know!

This gave her an idea. Why not share what she had seen and learned about climate change with someone she knows? After all, nothing would change if she kept her knowledge to herself. Climate change is too big of an issue to do nothing.

Complete one activity from this topic and find out how you can share your knowledge about climate change.





STAGE 3

Climate sceptics

{suitable for online}*

SUMMARY

Use roleplay to develop arguments supporting the urgency and reality of climate change.

IN THIS ACTIVITY YOU WILL

- Develop your persuasion skills
- Challenge people who don't believe in climate change

*Find how to adapt to online after the activity description

MATERIALS

- Paper and pens (optional)

PREPARATION

Print the fact sheets in the Leader's Guide and display around the space, or show them on devices

DURATION



30 MINUTES

Activity description

STEP 1

Prepare for the discussion

1. Every one of us should take action (adaptation as well as mitigation) to tackle climate change. But, **together** we have more power! To do this, we can talk to other people and **persuade them to take action on climate change**.
2. Individually, reflect on what you have learned during the badge. How could you use what you have learned to persuade others that climate change is serious and we all need to take action? Use the **fact sheets** displayed to help you.

STEP 2

Have a fishbowl discussion

3. Four people form an inner circle - this is the **fishbowl**. The rest sit in an **outer circle**.
4. The people in the inner circle (the fishbowl), will have a discussion. The people in the outer circle will listen (and take notes if they wish).
5. People in the outer circle can take part in the discussion by **tapping someone in the fishbowl on the shoulder** and taking their place in the inner circle.
6. In the inner circle, **two people will play climate sceptics** (people who don't believe climate change is real, or who don't understand why they should care), and **two people will try to persuade** them that climate change is real, and that it's an emergency.
7. You should always have **two of each** in the inner circle, to make sure the discussion stays **balanced**.

Instructions for activity leader

8. To help start the debate, ask the **climate sceptics** to explain why they don't believe in climate change.
9. Inner circle participants can **join either side of the discussion** at any time. They could play the climate sceptic, be tapped out of the circle and then rejoin the other side, to convince the new climate sceptics.
10. Encourage everyone to try to enter the inner circle **at least once**. You can also decide to swap debaters every couple of minutes to give everyone a chance to speak.
11. **Facilitate** the discussion by asking questions such as:
 - Is climate change a result of human actions?
 - Are you worried about climate change?
 - Do you think climate change should get more or less attention in the media?
 - How important is the quality of your food, air or water to you?
 - Have you made any lifestyle changes because of climate change?
 - Do you think people need to worry more or less about climate change?
 - Who is most responsible for climate change?

STEP 3

Debrief

12. How was it to play a **climate sceptic**?
13. How did it feel to try and persuade someone with **very different opinions and values**?
14. What **worked well** and what **didn't**? Think about arguments, but also attitudes and behaviours.
15. What have you learned in the discussion? When talking to people who are not as passionate as you about climate change, how could you apply this learning?

BRING IT HOME

Try your new arguments on people around you! Before your group's next meeting, try to persuade two people you know that climate change is real and that we all need to take action.



Adapt it online:

Step 2: Ask that only the four people debating (the fishbowl) put their cameras on. Anyone wishing to join the fishbowl can put their camera on and send the name of the person they're replacing in the chat. When someone is replaced, they turn their camera off.





STAGE 3

Eco advocates

{suitable for online}

SUMMARY

Plan an advocacy campaign to include women and girls tackling climate change.

MATERIALS

- Paper, pens, pencils
- Smartphone (optional)

DURATION



30 MINUTES

IN THIS ACTIVITY YOU WILL

- Find out what advocacy means
- Discover why everyone should be involved in climate action

PREPARATION

Copy the Share the Knowledge fact sheet in the Leader's Guide

Print and cut up the **People to influence and Campaigning methods** game cards (provided)

Activity description

STEP 1

Brainstorm how well women and girls are included in climate plans (10 minutes)

1. Every one of us should take action (adaptation as well as mitigation) to tackle climate change, but we're even more powerful when we work **together**. In fact, we need to **advocate** (persuade decision makers such as governments and businesses) to take large scale action because **they have more power to solve climate change**.
2. As a group, discuss why it's important for governments or companies to **include women and girls** in decisions and plans to tackle climate change. Read out relevant statistics from the **Share the knowledge fact sheet** in the Leader's Guide to help the discussion.



In Girl Guiding and Girl Scouting, **advocacy** is influencing decision-makers to make decisions that will create an equal world where all girls can thrive.

Campaigning is taking action to persuade or tell lots of people about an issue, for example asking the general public to contact their local leaders to tackle climate change.

STEP 2

Create a campaign (20 minutes)

3. What do **advocacy** and **campaigning** mean? Read the definition box. In Girl Guiding and Girl Scouting, we believe advocacy and campaigning should be **girl-led**. This means that girls are the ones **choosing the issues** they want to advocate on, **deciding what difference they want to make**, and **influencing the decision-makers** (leaders, politicians etc) they have chosen to improve their lives and the lives of others.
4. In small groups, write down **six climate change issues** on small pieces of paper and shuffle them. Shuffle also the **People to influence** and **Campaigning methods game cards**.
5. In turn, draw **one card from each pile** and read your cards out loud. In one minute, **invent an idea for a campaign**.
 - For example, if you have these three cards: **loss of biodiversity** (issue), **workplace** (people to influence) and **petitions** (method), your **campaign** could be to create a petition to try and convince your workplace to stop using single-use plastic to help reduce plastic pollution and preserve biodiversity.
6. **Repeat** until you have used all the cards.

7. As a group, choose your **favourite campaign** out of the six.
8. Discuss how you will communicate your campaign message - what type of language will you use? eg funny, serious, provocative, informative etc.
9. As a group, brainstorm a catchy **name** for your campaign and a hashtag for online.
10. Present your campaign idea to the rest of the group!

BRING IT HOME

Deliver your campaign at the end of the badge! You could do it in small groups, or you could choose your favourite campaign from the group and run it all together.



Adapt it online:

Step 2: Show the people to influence and campaigning methods on the screen or send them in the chat. Have groups use a random pick website to draw their issues, people and methods. Alternatively, send random numbers to each group as a way of drawing cards.

CLIMATE CHANGE ISSUES	PEOPLE TO INFLUENCE	CAMPAIGNING METHODS
	Government	Artistic expression (role plays, street performances, art shows, workshops etc.)
	Mayor	Direct action (stopping something happening by being present, eg standing in front of a building site, cutting down trees or going on strike in a workplace). This is usually a last resort.
	Girl Guide/Girl Scout Association	Petitions (written request made to decision makers, that people sign to show agreement), Letter-writing
	Parents	Protests and Marches
	Professionals (in a workplace)	Online campaigning (writing and sharing posts with relevant hashtags)
	School/University students	Public meetings where people come together to discuss and advocate on an issue





STAGE 3

Climate action plan, part 3

{suitable for online}

SUMMARY

Complete the final part of your climate action plan.

IN THIS ACTIVITY YOU WILL

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

MATERIALS

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

DURATION



30 MINUTES

PREPARATION

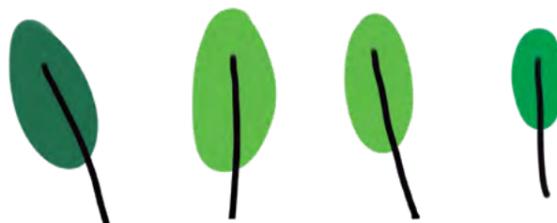
This part of the plan needs to be completed individually. You may want to re-read the stories and the information on the cover page of **stage three** to remind you of the main information.

Activity description

STEP 1

Who can you reach?

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



STEP 2

What is your idea?

3. You can share a message in a lot of ways! You can write a **letter**, **have a chat**, **make a poster**, **give a presentation**, **create a play** and do many other things. What will you do?
4. Think about **what you are good at** and 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.





STAGE 3

It's time to celebrate

{suitable for online}

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

MATERIALS

- Paper and pen or pencil
- Everyone's copy of their complete climate action plan
- Girl-led Action on Climate Change badges and/or certificates

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.

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 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.



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. Governments and communities cannot prepare for the increase of natural disasters because these events are caused by nature.
	Hurricanes	B1. Climate change is changing the water cycle on Earth, making natural disasters more frequent. B2. Governments and communities cannot prepare for the increase of natural disasters because these events are caused by nature.
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.

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.

People		
Livelihoods	Farming	G1. Composting is when plastic is left in a pile to break down, mix together and become natural plant food. G2. When we throw away things from plants or animals into big dumping grounds, it produces methane, one of the harmful greenhouse gases.
	Jobs	H1. Climate resilience is when we continue to do the same despite climate change. H2. Changing and adapting what you do can help you deal with stresses caused by climate change.
Health	Diseases	J1. Vector-borne disease are diseases that are passed from animals to people. J2. Public policy is the system of laws, regulations, actions and funding priorities of an institution, typically a government, and it has the power to reduce the impact of national actions on the climate.
	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. Human rights are the basic rights and freedoms that apply only to children and women. L2. Girls' education is affected by climate change and gender inequality at the same time.
	Migration	M1. Climate change makes people less free because when they migrate they may lose their right to have human rights. M2. Groups that are discriminated against are more vulnerable to the consequences of climate change because their human rights are already harmed by inequalities.



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?
Answer options: 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?
Answer options: 1 = a little, 2 = medium, 3 = a lot
25. Did you do the "Bring it home" tasks?
Answer options: 1 = a little, 2 = medium, 3 = a lot
26. How fun did you find the climate change activity pack?
Answer options: 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?



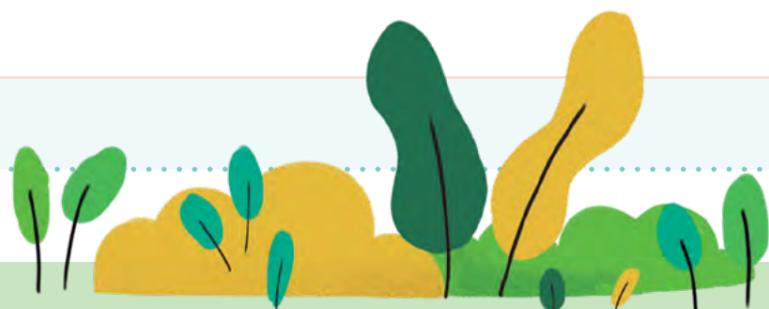
Climate action plan template

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 ...	



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
- GLACC national coordinators and their teams from all the MOs who worked together with their national teams to make this project a reality
- Anastasia Tikhonova from the Food and Agriculture Organization of the United Nations (FAO) through the YUNGA partnership
- The WAGGGS GLACC LAC Team: Jorge Sánchez Hernández who coordinated the project and Ana Leticia Matos who coordinated the M&E
- Lead volunteer Laura Marmolejo Réquiz who worked tirelessly on the translation, proofreading, and administration of the curriculum

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Made with  by volunteers and
passionate staff around the world

Girl-Led Action on Climate Change

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