Girl-Led Action on Climate Change
For girls aged: 11-15

There is no planet B
Contents

Introduction ................................................................. 6
How to earn the badge .................................................. 7
Activities chart ............................................................ 9
Survey (before) ............................................................ 11
Stage 1: See the bigger picture ....................................... 14
What is climate change? ................................................ 16
Story time ................................................................. 16
Cross the atmosphere .................................................. 17
Who is most affected by climate change? ....................... 22
Story time ................................................................. 22
Allies together ............................................................ 23
Climate action plan, part 1 ............................................. 27
Decision tree .............................................................. 29
Stage 2: Explore the issues .............................................. 31
The impact of climate change on the natural world .......... 34
Weather ................................................................. 34
Story time ................................................................. 34
Floods and droughts: Too wet or too dry? ....................... 35
Hurricanes: Be prepared! .............................................. 39
Animals and plants ....................................................... 44
Story time ................................................................. 44
Land Animal & Plants: Ricki the lizard ......................... 45
Marine Animal & Plants: Ricki the parrot fish ................. 49
Water ...................................................................... 54
Story time ................................................................. 54
Fresh water crisis: Water competition ......................... 55
Sea-level rise: Coastal monopoly ................................... 61

The impact of climate change on people ....................... 68
Livelihoods ............................................................... 68
Story time ................................................................. 68
Farming song .............................................................. 69
Jobs: The job race .......................................................... 75
Health ................................................................. 80
Story time ................................................................. 80
Swat the mosquito ........................................................ 81
Nutrition: Marketplace .................................................. 83
Freedom ................................................................. 88
Story time ................................................................. 88
Education: Know your rights ......................................... 89
Migration: Her climate journey ....................................... 97
Climate action plan, part 2 ........................................... 101
Stage 3: Prepare to take action ...................................... 104
How to take action ...................................................... 106
Story time ................................................................. 106
Community reporting .................................................. 107
Share the knowledge .................................................... 112
Story time ................................................................. 112
Empathy messaging .................................................... 113
Family chat ............................................................... 115
Climate action plan, part 3 .......................................... 119
It’s time to celebrate ..................................................... 121
Survey (after) ............................................................. 123
Climate action plan template ........................................ 129
Acknowledgments ......................................................... 131
Climate change is the biggest challenge of our generation and poses a serious threat to our future. In many countries around the world, girls and young women are overly affected by climate change and environmental damage. This is because unequal systems mean that in most countries, girls and women:
• are more likely to live in poverty
• have less access to basic human rights
• face regular violence that worsens during times of instability, such as natural disasters.

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

To support girls to understand that they can be part of the solutions and should be at the centre of climate action, the World Association of Girl Guides and Girl Scouts 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.

Who is this curriculum for?

The activities in this programme have been developed for Girl Guides and Girl Scout groups in Latin America and the Caribbean to complete with their peers, specifically adapted for groups in Argentina, Brazil, Chile, Dominica, Mexico, Nicaragua, Panama, St Lucia and Trinidad & Tobago.

You can use this programme if you are a Girl Guide or Girl Scout in the Guide branch of your Association, or if you are the leader of one of those groups and wish to complete the programme.

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.
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:

- Complete one activity per stage
- Complete the surveys

STAGE 1
See the bigger picture

- Complete stage one
- Complete stage two
- Complete stage three

STAGE 2
Explore the issues

- The natural world
- People

STAGE 3
Prepare to take action

- How to take action
- Share the knowledge
- Climate action plan part 3

Total number of activities to complete = 10 + surveys
## Activities chart

<table>
<thead>
<tr>
<th>Section</th>
<th>Activity</th>
<th>Summary</th>
<th>Duration (min)</th>
<th>Suitable for online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 1</td>
<td>What is climate change?</td>
<td>Cross the atmosphere: Play games to understand how climate change works</td>
<td>60</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Gender equality and me</td>
<td>Allies together: Play a game to understand different people’s experience of climate change</td>
<td>60</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Climate action plan, part 1</td>
<td></td>
<td>30</td>
<td>✓</td>
</tr>
<tr>
<td>Stage 2</td>
<td>The natural world</td>
<td>Weather: Floods and droughts: Too wet or too dry? Act out different disasters and use your imagination to prepare for them</td>
<td>90</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hurricanes: Be prepared! Act out different disasters and play a game to understand why women are more at risk during natural disasters</td>
<td>90</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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</td>
<td>60</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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</td>
<td>60</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Water: Fresh water crisis: Water competition Use your negotiating skills to understand water competition and build a rainwater collection system.</td>
<td></td>
<td>90</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sea-level rise: Coastal monopoly Solve a puzzle about water and play a game to understand coastal erosion.</td>
<td>90</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Climate action plan, part 2</td>
<td></td>
<td>30</td>
<td>✓</td>
</tr>
<tr>
<td>Stage 3</td>
<td>How to take action</td>
<td>Community reporting: While on a local walk, think about how to help your community adapt to climate change.</td>
<td>60</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Share the knowledge</td>
<td>Empathy messaging: While on a local walk, think about how to help your community adapt to climate change.</td>
<td>30</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Family chat</td>
<td>Play a roleplay game to start conversations on climate change.</td>
<td>40</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Climate action plan, part 3</td>
<td></td>
<td>30</td>
<td>✓</td>
</tr>
</tbody>
</table>

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

Who is most affected by climate change?
Climate change doesn’t have the same consequences on everyone. Some areas in the world are more impacted than others, and climate change has worse consequences on people who are already more vulnerable because of existing inequalities. For example, the power imbalance between men and women means that, on average, women are more impacted by climate change. But you have the power to reduce global warming, and influence your community, decision makers, and policy makers to prepare for the effects and reduce it.

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 1
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.
Narrator: Let’s find out what climate change and global warming really means. Complete the activity and then read the next part of the story.

Story time...

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

- Maria
- Narrator
- Farmer 1
- Farmer 2

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

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

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

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

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

Farmer 2: Global warming is everywhere!

The first farmer said...
**SUMMARY**
Play a game and write a play to understand how climate change works

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

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

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

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

**STEP 2**
Debrief the activity
(15 minutes)
7. When was it easier to cross the line: when there was one keeper or many of them?
8. What effect did it have every time a new keeper joined? This game shows how the greenhouse effect works! Have you ever heard of the greenhouse effect? Read the definition.
9. Can you think of how the game we just played and the greenhouse effect are similar?
   - The line where the keepers move is like the atmosphere (the outer layer of the Earth)
   - The keepers are like greenhouse gases
   - The people trying to escape are like the heat from the sun trying to escape the Earth's atmosphere.

**STEP 3**
Play a matching game about weather and climate
(10 minutes)
10. When we have more greenhouse gases, it's harder for the heat from the sun to escape, and therefore the Earth gets warmer.
11. Humans have altered the greenhouse effect and now it's bad for us! Do you know how?
   - Some things humans do, like using planes and cars or making new products, make a lot of greenhouse gases, eg CO₂ (carbon dioxide) and CH₄ (methane), as well as many others. The more greenhouse gases are in the atmosphere, the stronger greenhouse effect, and warmer the Earth gets.
12. We talk about global warming but in some places it's actually cold, e.g. in the Southern parts of South America where there's lots of snow in the winter (sometimes even more than before).
13. This is because global warming refers to the increase of the average temperature of the Earth over a long period of time - since the 1860s!
14. In order to understand global warming and climate change, we need to understand the difference between the weather and the climate.
15. Read the definitions, then look at the example Weather Vs Climate card. Create your own cards with facts about the weather and climate.
16. Create two teams. Read the cards out loud. The fastest player to correctly guess if it is weather or climate gets a point. The team with the most points at the end of the game wins.

**The greenhouse effect is the process that makes and keeps the Earth warm.** Here’s how it works: the sun produces heat. Some of this heat is reflected by the outer layer of the Earth (the atmosphere) and bounces back into space. Some of it is trapped in the atmosphere and makes the Earth warmer and a comfortable place to live in (like wearing warm clothes). If we didn’t have the greenhouse effect, the average temperature on Earth would be -18ºC. Can you imagine how cold that is?! However, when too much of the sun’s heat is trapped in this greenhouse effect, this is called global warming. It makes the average temperature of the Earth hotter, and causes more extreme weather and natural disasters.

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

**Climate is more than a few days that are cold or hot. It describes the typical weather conditions in a place for a very long time – over 30 years or more.**
**Weather cards:**
- It’s sunny today // This is weather because by looking out the window you can see what’s happening today.
- It’s 20°C outside // This is the temperature right now and where you are.
- There was a flood in Nicaragua on Tuesday // This was one specific weather event that happened and disappeared, but isn’t a regular pattern.
- Hurricane Catarina (2004) is the only recorded South Atlantic hurricane in history // This was a specific weather event that happened and then stopped, but doesn’t happen regularly or in a pattern.

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

---

**STEP 4**

Create a play (20 minutes)

17. In groups of four or five, create a short play to explain the link between the words we’ve learned today: weather, climate, greenhouse effect, global warming, and climate change. Revisit the definition to help you.

18. Draw or write down a summary of your play so you remember what you have learned!

---

**BRING IT HOME**

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

---

**Adapt it online:**

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

Step 4: Groups prepare their short play in breakout rooms then bring everyone back together to present.
Narrator: What does Aunt Ana mean?
Complete the activity to find out.

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

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

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

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

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

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

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

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

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

STEP 1
Play a game (30 minutes)

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

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

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

Debrief (20 minutes)

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

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

IN THIS ACTIVITY YOU WILL
• Learn how climate change hurts some people more than others
• Find ways to support people who are most affected by climate change

MATERIALS
• Paper
• Pens

PREPARATION
You need a large space (indoors or outdoors) to play this game. Come up with three different characteristics that could help you divide the group easily (for example, short or long hair/colour of cloth -ing/glasses or not, etc.)

*Find how to adapt to online after the activity description
STEP 3
Change the rules (10 minutes)

13. In this game, you had to play by the rules. But are there ways you could have made the game fairer, so that everyone had the same chances of winning?
   - For example, people without As in their name could help those who do by offering them their turn.

14. It is difficult to change the things that make the world unfair if we work alone. But, together, we have power to care for and support each other to make the world a fairer, more equal place. Come up with three ways you could help people who are most affected by climate change.
   - For example, you could support campaigns created by Indigenous communities, help women and girls learn more about how climate change affects them, or help people who live in poverty to protect their houses against floods.

Adapt it online:

Step 1:
- Open a Google Sheet. Put every participant’s name in column A.
- Ask all participants to join the spreadsheet and click on the cell that is on column L and on the row that has their name on it. You should be able to see all participants in column L in the spreadsheet.
- Play the game - participants move backwards or forwards in the spreadsheet, along their own row.
- Play a first round where “climate change” isn’t looking at their screen, so they can’t see where everyone is on the grid.
- For the next rounds with the unfair rules - be sure to send the secret instructions to the “climate change” player in a private message!

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!
IN THIS ACTIVITY YOU WILL

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

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

IN THIS ACTIVITY YOU WILL

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

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.

STEP 1
What is climate change to you?

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

STEP 2
Complete the decision tree

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

- I live in a coastal area
  - No
  - Yes

- I live in an inland area
  - No
  - Yes

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

- No
- Yes

Does anyone in your family farm or fish?

- No
- Yes

Weather
- Freedom
- Livelihoods
- Health

Animals & plants
- Freedom
- Livelihoods

Recommended topics
Explore the issues

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

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

The impact of climate change on the NATURAL WORLD

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

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

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

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

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

The impact of climate change on PEOPLE

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

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

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

Health
Extreme weather increases the risks of diseases like malaria and cholera. Lack of access to clean water increases malnutrition and makes menstrual hygiene difficult.

Public policy has the power to save people and protect people from the effects of climate change and reduce the impact this has on health.

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

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

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

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

- Fresh water crisis: Water competition
  - Use your negotiating skills to understand water competition and build a rainwater collection system.
- Sea-level rise: Coastal monopoly
  - Solve a puzzle about water and play a game to understand coastal erosion.
Complete one activity from this topic to find out about extreme weather and what you can do to protect yourselves.

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

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

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

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

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

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

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

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

Aunt Ana: It does, but don’t worry, there’s a lot we can do to help!
IN THIS ACTIVITY YOU WILL

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

MATERIALS

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

Activity description

FLOODS AND DROUGHTS: TOO WET OR TOO DRY?

SUMMARY

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

IN THIS ACTIVITY YOU WILL

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

PREPARATION

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

Step 1: Read the list of natural disasters and be ready to define each one.
Step 4 and 6: Gather all your equipment in a large space. Alternatively, do this outdoors and ask participants to find natural building materials themselves (without disturbing nature).

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

STEP 1

Define natural disasters

(5 minutes)

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

STEP 2

Act out natural disasters

(10 minutes)

Instructions for activity leader

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

STEP 3

Debrief (15 minutes)

8. Was it easy or hard? Did you know all the types of natural disasters or did you have to be creative for some of them?
9. Do you know why climate change causes those changes to the weather? Climate change, and specifically the increase in the Earth’s temperature, is changing the water cycle on Earth. This makes natural disasters more frequent and causes extreme weather to happen more often and be more severe. For example, it can cause unexpected and extreme rainfall in a short period of time, or very long periods of drought.
10. Can you remember living through or hearing about any recent climate-related extreme weather like floods or droughts? How did it make you feel? Be aware that some people might find this upsetting, so make sure the conversation is safe and sensitive.

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

STEP 4

Define natural disasters

(20 minutes)

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

*Find how to adapt to online after the activity description*
Debrief (5 minutes)

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

Debrief (15 minutes)

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

Prepare for a drought (20 minutes)

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

STEP 7

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

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

BRING IT HOME

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

Adapt it online:

Steps 4 and 6:
- Use an online tool to create a spinning wheel (like pickerwheel). Add categories of things you can find on you or in your house: food, clothes, tools; knowledge, technology, building materials, first aid, other, etc.
- Take it in turns to spin the wheel and think of one thing (that you own or could easily find) that would help you prepare for a natural disaster and protect people, houses, fields and animals.
DURATION

IN THIS ACTIVITY YOU WILL
• Identify different types of natural disasters
• Understand why women are more at risk during natural disasters

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

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

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

Activity description

Hurricanes:
Be prepared!

{suitable for online}*

*Find how to adapt to online after the activity description

STEP 1
Define natural disasters
(10 minutes)
1. What are natural disasters? Come up with a definition together.
2. Have you ever heard of natural disasters happening in your country?

STEP 2
Act out natural disasters
(15 minutes)
3. Form teams of four to five players.
4. Call out different types of natural disasters using the list below, then give the group 10 seconds to show that disaster using only their bodies - count down from 10. When you reach zero, shout “Freeze!”:
   a. Tornado
   b. Wildfire
   c. Flood
   d. Cold wave
   e. Drought
   f. Cyclone
   g. Heat wave
   h. Hurricane
   i. Landslide
   j. Blizzard
5. Give the teams a few seconds between each to look at what the others are doing. Continue to keep up the pace and make sure everyone is engaged and having fun!

STEP 3
Debrief and discuss natural disasters in your area
(15 minutes)
6. Was it easy or hard? Did you know all the types of natural disasters or did you have to be creative for some of them?
7. Do you know why climate change causes those changes to the weather? Climate change, and specifically the increase in the Earth’s temperature, is changing the water cycle on Earth. This causes extreme weather and makes natural disasters more frequent. For example, it increases the likelihood and severity of storms.
8. Can you remember living through or hearing about any recent climate-related natural disaster like a hurricane or a cyclone? How did it make you feel? Be aware that some people might find this upsetting, so make sure the conversation is safe and sensitive.
   • What damage did this cause? Think about damage to people, buildings, things, plants and animals.
   • How did people react during and after it happened? How did they feel? What did they do?

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

World Association of Girl Guides and Girl Scouts | 40
STEP 4
Play a disaster management game (20 minutes)

Instructions for activity leader

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

9. Divide into three equal teams: A, B and C.
10. Explain team A’s instructions (in secret):
   • Where you’re sitting down right now is your house. You can do whatever you want. Play a game you like, make a drawing, or just chat. It’s your choice.

11. Team B’s instructions:
   • A disaster will strike in 15 minutes!
   • You need to prepare for the disaster.
   • If you’re in your house when disaster strikes, you will be hurt.

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

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

14. Announce that the game is now over:
   • Anyone still in their house has been struck by disaster, and has lost the game.
   • Anyone that doesn’t have three things with them, one yellow, one red and one blue, wasn’t properly prepared for the disaster, and has lost the game.
   • Anyone not in a shelter far away from their house has been struck by disaster, and has lost the game.

STEP 5
Debrief (15 minutes)

15. Show the shelters and let each team explain what their instructions were.
16. Did anyone not in team C manage to win the game? Why?
17. In real life too, people experience natural disasters in different ways. Men and women aren’t treated equally in the world, so natural disasters make women and girls’ lives more difficult. For example, women and girls don’t have as much information about how to prepare for a disaster or can’t access public shelters (like group B). They also are less likely to know when a disaster might hit (like group A).
18. Have you ever heard of any cases in your community where women and girls don’t have as much information? Why do you think that happens?
19. What can each of you do to help women and girls get the right information about these disasters, know when they are coming and prepare for them? As a group, come up with at least three things you could do.

STEP 6
Create the perfect shelter (20 minutes)

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

BRING IT HOME

Share what you learned today with as many women and girls as possible, to make sure they know what to do if a disaster strikes.
Narrator: If Maria ever had a problem, she knew that her Aunt Ana would probably have an answer or could point her in the right direction. As a doctor, she was always learning and finding solutions to different problems.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Narrator: Explore how animals and plants are impacted by climate change. Complete one activity from this topic to find out more.
Create three groups. One team is:
- Plants
- Animals
- Humans

Each team has to discuss one of the following:
- Explore what biodiversity and ecosystems are
- Find out why climate change makes it harder for animal and plants in the region

**Activity description**

**STEP 1**

Start a discussion about biodiversity (10 minutes)

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

**STEP 2**

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

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

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

**STEP 3**

Debrief (10 minutes)

10. What happened to the pyramid when we were taking plants and animals away from the ecosystem?
11. At some point it becomes impossible to build the pyramid. Do you think there is a similarity between this activity and our real ecosystems?
12. What would happen if we really did take away so many plants and animals so that we didn’t have enough water or food or be protected against natural disasters?

**STEP 4**

Act out scenarios (15 minutes)

13. Ricki is an anole **lizard** who is looking for a good spot to make a house. She requires a **large perch** on a tree, access to clean water, and at least **20 bugs** to eat a day.
14. Each team is given a different ecosystem **scenario** and will need to act out how Ricki finds a good spot to live.
15. Give each group a scenario in secret:
   - Scenario 1: Ricki lives on a small island with clean water and lots of bugs to eat and trees to live in.
   - Scenario 2: Ricki lives in a tree close to a village where a big company wants to cut down the tree to make new farming fields.
   - Scenario 3: Ricki lives in a tree in the centre of the village. The villagers wish to get rid of the bugs in the town centre.
16. Take 10 minutes to plan how you will act out your scenario. The other teams will need to guess what your scenario was!
STEP 5
Debrief the activity (15 minutes)

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

STEP 6
Draw a good ecosystem for Ricki (15 minutes)

25. Divide yourselves into teams again. Each team draws their own version of a great ecosystem for Ricki.
   • Where is it?
   • What does it look like?
   • What can you see around?
   • What plants and other animals are there?
   • What other things are not there?
26. Show the drawings to the rest of the teams, explaining why the ecosystem is great for Ricki.
27. What can we do to protect ecosystems around us so we reduce biodiversity loss in plants and animals?
   • Plant flowers (that bees like) in your neighbourhood, so bees can get food and pollinate other flowers.
   • Plant different local vegetables so you, your family and your community can enjoy them. Even better if you do it as a school or patrol project!
   • Organise trash pickup events in dirty areas of our communities, so animals and plants can thrive.
   • What others can you think of?

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

Adapt it online:

Steps 2 and 3:
• Turn on all your cameras, with everyone using gallery mode.
• Name a leader for the activity. The leader’s goal is to create a collaborative image across the gallery with everyone on the screen: for example, everyone uses their arms to form a big heart, or spells out a word with their bodies. Only the leader will see the ‘correct’ image as people appear in different orders on gallery mode, so the rest of the group has to trust them!
• The leader says the name of a plant. They then name someone on screen. That person (person A) has to name something that eats grass (for example, a rabbit). The leader then tells them what to do with their bodies (for example “make an A” or “hold your hand above your head”). Person A names someone else on screen, and this person has to say the name of something that eats rabbits or grass, then the leader tells them what to do with their bodies. Continue until everyone has contributed to the food web and the leader has told everyone what to do.
• If players are running out of ideas, give them a hint.
• Once the food web is created, ask players to give examples of events that could damage the food chains (for example, building a highway, deforestation, over hunting/over fishing…). For each example given, each person that names something this could damage has to stop doing what they were doing with their bodies, to show the damage done to the ecosystem.
• Have the leader take screenshots for each event, and see if you could still create the collaborative image.
• Debrief by asking players what they have learned, then show them this video: https://cutt.ly/glacc_video2 explaining how animals and plants are connected, and how the reintroduction of one animal in a park had a great impact on the whole ecosystem.
• In small groups, relate this video to your local context. Can you imagine which animals or plants could have a great impact on your local ecosystems?

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

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

**IN THIS ACTIVITY YOU WILL**
- Explore what biodiversity and ecosystems are.
- Find out why climate change makes it harder for animal and plants in the region.

**PREPARATION**

A large space outdoors is needed for this activity.

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

**DURATION**

60 MINUTES

---

**STEP 1**

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

1. Create three groups. One team is plants, one team is animals, and the third team is humans. The humans group should be maximum two people.
2. Each team has to discuss one of the following:
   - Plants: How do plants impact our everyday lives?
   - Animal: How do animals impact our everyday lives?
   - Humans: Think about all the plants and animals that humans use or benefit from every day (trees, fields, fish etc.) Try to list as many things as possible.

**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 thread and says the name of a plant, for example grass.
6. Hold onto the end of the string and throw the ball to another person.
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.
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.

**STEP 3**

**Debrief (10 minutes)**

9. What are some things, linked to climate change or not, that could damage the web? For each example given, cut the appropriate thread.
10. What happens when the threads are cut? What is the further impact?
11. How could you repair the damage to the ecosystem?
12. Show this video: [https://cutt.ly/glcccc_video2](https://cutt.ly/glcccc_video2) explaining how animals and plants are connected, and how the reintroduction of one animal in a park had a great impact on the whole ecosystem.
13. In small groups, relate this video to your local area. Can you imagine which animals or plants could have a great impact on your local ecosystems?

**STEP 4**

**Act out the scenarios (25 minutes)**

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

**How we benefit from biodiversity:**

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

**Food:** We need different sources of food to be healthy. Can you imagine eating only potatoes forever and nothing else? We wouldn’t be healthy then!
17. Take 10 minutes to plan how you will act out your scenario. The other teams will need to guess what your scenario was!

18. When planning, think about:
   - What happens to Ricki as she settles in her home?
   - Is there enough food for Ricki?
   - Is there enough water?
   - Is Ricki’s home safe?

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

**STEP 5**

Debrief the activity (15 minutes)

20. Was it easy or hard for Ricki to live in all three scenarios?

21. Were there some factors that made it harder for Ricki to get what she needed to survive?

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

23. Divide yourselves into teams again. Each team draws their own version of a great ecosystem for Ricki.
   - Where is it?
   - What does it look like?
   - What can you see around?
   - What plants and other animals are there?
   - What other things are not there?

24. Show the drawings to the rest of the teams, explaining why the ecosystem is great for Ricki.

25. What can we do to protect ecosystems around us so we reduce loss of biodiversity amongst plants and animals?
   - Tell others about keeping the seas clean and reducing single use plastics that end up in our seas and rivers.
   - Organise trash pickup events in dirty areas of our communities, so animals and plants can thrive.
   - Plant plants that can improve the ecosystem on the coasts (like mangroves).
   - Learn about which species are disappearing so we can protect them better.
   - What others can you think of?

**STEP 6**

Draw a good ecosystem for Ricki (15 minutes)

23. Divide yourselves into teams again. Each team draws their own version of a great ecosystem for Ricki.
   - What happens to Ricki as she settles in her home?
   - What happens to Ricki as she settles in her home?
   - 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?

24. Show the drawings to the rest of the teams, explaining why the ecosystem is great for Ricki.

25. What can we do to protect ecosystems around us so we reduce loss of biodiversity amongst plants and animals?
   - Tell others about keeping the seas clean and reducing single use plastics that end up in our seas and rivers.
   - Organise trash pickup events in dirty areas of our communities, so animals and plants can thrive.
   - Plant plants that can improve the ecosystem on the coasts (like mangroves).
   - Learn about which species are disappearing so we can protect them better.
   - What others can you think of?

**BRING IT HOME**

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

Adapt it online:

Steps 2 and 3:
   - Turn on all your cameras, with everyone using gallery mode.
   - Name a leader for the activity. The leader’s goal is to create a collaborative image across the gallery with everyone on the screen: for example, everyone uses their arms to form a big heart, or spells out a word with their bodies. Only the leader will see the ‘correct’ image as people appear in different orders on gallery mode, so the rest of the group has to trust them!
   - The leader says the name of a plant. They then name someone on screen. That person (person A) has to name something that eats grass (for example, a rabbit). The leader then tells them what to do with their bodies (for example “make an A” or “hold your hand above your head”). Person A names someone else on screen, and this person has to say the name of something that eats rabbits or grass, then the leader tells them what to do with their bodies. Continue until everyone has contributed to the food web and the leader has told everyone what to do.
   - If players are running out of ideas, give them a hint.

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

Step 4: Put participants in breakout rooms and give them their scenarios in the chat.
Narrator: Complete one activity from this topic to see how water access is being threatened by climate change.

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

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

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

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

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

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

Aunt Ana: It does, but some people are fighting for clean, safe water, and you can also help.
SUMMARY
Use your negotiating skills to understand water security and build a rainwater collection system.

IN THIS ACTIVITY YOU WILL
• Learn how climate change causes water competition
• Learn why collecting rainwater can help you adapt to climate change, and how to do it

PREPARATION
Print or draw the water droplet templates (provided) and prepare the following equipment for each team:
• Team 1: Lots of paper/newspaper, one pencil, one pair of scissors, four small droplet templates, two medium droplet templates
• Team 2: A small amount of paper, four pencils, two pairs of scissors, two small droplet templates, two large droplet templates
• Team 3: A few pieces of paper/newspapers, one pencil, one pair of scissors, two small droplet templates, three medium droplet templates, one large droplet template
• Team 4: A few pieces of paper/newspaper, two pencils, two pairs of scissors, one medium droplet templates, three large droplet templates.

MATERIALS
Step 1
• Old newspaper or used paper
• Scissors (x6)
• Pencils (x8)
• Small droplet template (x8)
• Medium droplet template (x6)
• Large droplet template (x6)

Step 4
• Cardboard boxes
• Foil
• Paper (use above)
• Recycled small containers or used plastic cups and bottles (don’t buy new ones just for this activity)
• Scissors (use above)
• Rubber bands/tape
• Pens and pencils (use above)

DURATION

STEP 1
Play a negotiation game
(20 minutes)

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

STEP 2
Debrief (10 minutes)

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

Instructions for activity leader

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

Instructions for activity leader

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

World Association of Girl Guides and Girl Scouts | 56

55 | GIRL-LED ACTION ON CLIMATE CHANGE – Middle Years Programme
Step 3
Discuss water competition (15 minutes)

14. Have you ever heard about or experienced competing with others for water? Latin America and the Caribbean are rich in water but it is not evenly distributed. Competing for water can happen between people from the same villages, between cities and regions, etc. In cities, some areas might have unlimited access to clean and safe water while other poorer areas might not even have running water.

15. Can you think of reasons why climate change might make this worse?

16. Can you imagine how women and girls’ lives are made more difficult by a lack of access to water? In areas without running water, women and girls are usually in charge of collecting water for the household. If there is less water available, it means they have to travel further to find water, or queue for a long time to access the water. This prevents them from doing other activities like studying, working or having fun.

17. What do you think we can do to increase access to water for everyone?

Step 4
Build a water collection system (30 minutes)

18. To increase access to water, we can find clever ways to save water. For example, we can harvest (collect and store) rainwater. This can be used for farming, for household use, and you could even filter it to make it safe to drink. Even if you have regular access to clean water, saving water is an easy way to help keep water for others who might need it more.

19. In teams of three or four, build a house with a system for collecting rainwater using any of the materials provided.

20. Once the teams are finished, test each of the houses. Sprinkle some droplets to imitate rain, or pour a small amount of water very slowly over the house (don’t waste water!). Test if your construction looks waterproof, if the roof collects water and if your container is big enough.

21. The winner is the team that has built the best water collection system.

Step 5
Debrief (15 minutes)

22. What made some designs better than others?

23. What could you use the collected water for?

24. How could you harvest rainwater in your community?

25. Could you build a water harvesting system in your house or in your school? Who would you need to speak to to install water collection systems?

Water competition cards

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.

Debrief (15 minutes)

22. What made some designs better than others?

23. What could you use the collected water for?

24. How could you harvest rainwater in your community?

25. Could you build a water harvesting system in your house or in your school? Who would you need to speak to to install water collection systems?

Share what you learned with your family and teachers and convince them to try collecting rainwater!
<table>
<thead>
<tr>
<th>Water Drops with Hearts</th>
<th>Water Drops with Hearts</th>
<th>Water Drops with Hearts</th>
<th>Water Drops with Hearts</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Water Drop 1" /></td>
<td><img src="image2.png" alt="Water Drop 2" /></td>
<td><img src="image3.png" alt="Water Drop 3" /></td>
<td><img src="image4.png" alt="Water Drop 4" /></td>
</tr>
<tr>
<td><img src="image5.png" alt="Water Drop 5" /></td>
<td><img src="image6.png" alt="Water Drop 6" /></td>
<td><img src="image7.png" alt="Water Drop 7" /></td>
<td><img src="image8.png" alt="Water Drop 8" /></td>
</tr>
<tr>
<td><img src="image9.png" alt="Water Drop 9" /></td>
<td><img src="image10.png" alt="Water Drop 10" /></td>
<td><img src="image11.png" alt="Water Drop 11" /></td>
<td><img src="image12.png" alt="Water Drop 12" /></td>
</tr>
</tbody>
</table>
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

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

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

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

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

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

DURATION
90 MINUTES

STEP 1
Solve the puzzle (30 minutes)
1. In teams, try and solve the following puzzle by acting out the different roles in the meeting space:
   • Laura needs to cross the river, with her bag of vegetables, a bucket of water and a donkey. She has a small boat which can only carry herself and one other thing.
   • She can’t:
     » leave the donkey and the bucket of water together because the donkey will drink the water.
     » leave the bucket of water and the bag of vegetables together because the vegetables have been grown using products that will pollute the water and make it undrinkable.
   • How can she cross the river and make sure there’s still a full bucket of clean water by the time she gets home?

2. There are two solutions to the puzzle. Give every team some time to solve it and offer tips if they are stuck:
   • Solution 1: Laura takes the water first, then the donkey. She takes the water with her again when she crosses back to the other side, leaves it there, then takes the bag of vegetables home. Finally, she goes back and brings the water home.
   • Solution 2: Laura takes the water first, then she takes the bag of vegetables home. She takes the water with her again when she crosses back to the other side. She then brings the donkey home. Finally, she goes back and brings the water home.

STEP 2
Debrief (15 minutes)
3. How easy was it to find the solution?
4. What were the two things that put Laura’s water at risk?
5. How could this enigma relate to real life?
   • Climate change disturbs the weather. It causes droughts (long periods of hot and dry weather), and makes them longer and more intense. This means that there is less fresh, clean water available, and that people might need to compete with each other, with animals and with companies to have clean drinking water.
   • Water pollution is a serious problem caused by human activity. It can come from plastics and waste, sewage being put in lakes and rivers, chemicals used by industries and agriculture etc. As well as more frequent droughts, climate change also causes more frequent floods. Because of floods, water may overflow and clean water gets mixed with polluted water, which makes it unsafe for humans and animals to drink, and to use to grow food.

6. In Latin America and the Caribbean, around 77 million people do not have access to clean, safe water. What do you think you can do to help the situation?
7. In the enigma, Laura was in charge of bringing the water home. Around you, is it usually girls who are in charge of bringing the water home? Why do you think that is?
8. What else could Laura have been doing instead of spending time bringing the water, the groceries and the donkey home?

*Find how to adapt to online after the activity description
STEP 3

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

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

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

10. Your group is a town by the sea (on the coast). Each turn, you receive 10 resources which can be used to build new things in your town. When you build new things, you get points. You have to decide together as a team how to spend these resources.

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

12. Groups start the game with 20 points - write this on the points tracker. First, decide what to do with your 10 resources from the list below. Any resources not used this turn are kept for next turn.

- Build a house: costs six resources, earns 10 points.
- Build a hotel: costs 15 resources, earns 30 points.
- Build a shield: costs six resources, earns five points. Shields protect you against waves from the ocean.

13. Write your new points total on the tracker.

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

15. Start a new turn by receiving 10 resources. Decide how to spend your resources, and add up your points.

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

17. Play the game at least twice!

STEP 4

Debrief (15 minutes)

18. 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.

19. Read the information box on coastal erosion.

20. 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!

21. 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: Display the puzzle on screen to help with understanding.

STEP 4: Send the game rules on the chat or display them on screen.

**BRING IT HOME**

Share what you learned today with your family and at school.
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 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.
Narrator: Find the answer to Sarah’s question. Complete one activity from this topic to see how climate change impacts people’s livelihoods and what can be done about it.

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

- Narrator
- Aunt Ana
- Cousin Sarah
- Maria

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

Maria: Does climate change affect your job?

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

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

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

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

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

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

Maria: Women and girls are leaders too.

Sarah: And resourceful! How can people adapt to climate change by changing the way they farm or helping their communities to rebuild after disasters?
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 1
Learn about how climate change impacts farming (10 minutes)

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

STEP 2
Create a song about positive farming practices (35 minutes)

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

STEP 3
Discuss actions you can take (5 minutes)

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

STEP 4
Learn about composting (5 minutes)

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

Composting rules:

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

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

A great alternative to this is composting. Composting is when organic waste (leaves, grass, fruit and vegetable scraps) is left in a pile or bin to break down, mix together and become natural plant food (fertiliser). It is a great way to reduce food waste by using it for a purpose and without producing a lot of methane. Worms and other living organisms love compost!
STEP 5
Make a composter (30 minutes)
16. Cut off the top of a plastic bottle a third of the way down from the lid. Keep both parts.
17. Fill the main part of the bottle with layers as follows:
   • Add a layer of soil from the forest or woods (to provide micro-organisms).
   • Then add a layer of compostable things (see composting rules).
   • Add another layer of soil.
   • Then another layer of compostable things.
   • Finally add some grass and leaves on top.
18. Spray the top layer with water to keep it damp (remember compost loves to be moist!).
19. Tape the top of the bottle back on so that it is sealed.
20. Mark where the top of the compost is now using a pen. Make a new mark each week, to see how it shrinks over time.

STEP 6
Have a group discussion (5 minutes)
21. How do you think knowing how to compost could help someone to be more prepared for climate change?
Mulching

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

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

Minimum tillage or zero-tillage

**What is it?**
Tillage is when you turn over the land by digging, stirring and overturning.

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

Crop rotation

**What is it?**
This means planting at least two different crops on the same land to make soil healthier.

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

Drip irrigation

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

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

Agroforestry

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

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

Water harvesting

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

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

IN THIS ACTIVITY YOU WILL

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

MATERIALS

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

1. Split into teams of five. Each team has five different characters: a CEO of a large farming company, a local politician, an Indigenous community leader, a villager and a fisherman/woman (see cards provided). If your group is not a multiple of five you can add more villagers and fishermen/women.

2. The aim is to achieve your character’s goal, without revealing it to anyone.

3. Collect your character card, read it and keep it secret from your team.

4. Start the roleplay by announcing the following: “Welcome to the town of Climateville. You are citizens of this town. Some of you have lived here all your lives and some of you might be new. You are all trying to live happy and fulfilling lives, and achieve your ambitions. Please introduce yourselves.”

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

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

7. After teams have been playing for 15 minutes, announce: “The land around Climateville is being heavily damaged by climate change. Hurricanes and floods are becoming more and more frequent, and they are destroying both people’s lives and the environment. This puts additional pressure on all of you to achieve your goal in a way that will protect people and nature.”

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

STEP 2

Have a group discussion (15 minutes)

8. Did you manage to achieve your goal? Why or why not?

9. What was the situation at the end of the game? Did you manage to find a solution that was positive for people and the environment?

10. How might this roleplay relate to real life?

11. How does climate change affect people’s livelihoods (jobs, income, food, hygiene, etc.)?

• Climate change creates extreme weather and natural disasters that can destroy farms, crops, livestock. This means there’s less food available for people and can affect farmers and shopkeepers’ jobs.

• Natural disasters can destroy buildings and schools. This can affect people’s jobs and education.

• There is less clean, fresh water available because of climate change. This can make it harder for people to have access to proper hygiene.

STEP 3

Explore a job of your choice (10 minutes)

12. You’ve just seen that climate change can make people’s jobs more difficult. Now play a game to explore how.

13. You have 60 seconds to think of any job in the world and decide whether it’s mostly done in an urban or rural setting.

14. Stand in a line in the middle of the space, facing the tokens.

15. Listen to the different statements and follow the instructions according to your job.

SUMMARY

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

PREPARATION

This activity needs a large space.

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

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

Step 4: Write up the token list but

Activity description

STEP 1

Play a roleplay game (40 minutes)

1. Split into teams of five. Each team has five different characters: a CEO of a large farming company, a local politician, an Indigenous community leader, a villager and a fisherman/woman (see cards provided). If your group is not a multiple of five you can add more villagers and fishermen/women.

2. The aim is to achieve your character’s goal, without revealing it to anyone.

3. Collect your character card, read it and keep it secret from your team.

4. Start the roleplay by announcing the following: “Welcome to the town of Climateville. You are citizens of this town. Some of you have lived here all your lives and some of you might be new. You are all trying to live happy and fulfilling lives, and achieve your ambitions. Please introduce yourselves.”

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

Instructions for activity leader

*Find how to adapt to online after the activity description

75 | GIRL-LED ACTION ON CLIMATE CHANGE – Middle Years Programme
Resilience is the ability to bounce back when things go wrong. We can make all jobs more resilient to climate change if we’re creative! For example, farmers can start producing crops that aren’t damaged by extreme weather, or use sustainable farming techniques that protect animals and plants in the area.

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

STEP 4
Spend your tokens (15 minutes)

17. Without moving, look at the person next to you. You both now have a choice: either become a pair and share everything between you. Or, continue working on your own and keep everything to yourself. Both of you must be in agreement. You have 30 seconds to make a decision.

18. On the count of three, run from your current position to collect as many tokens as you can. In pairs (or on your own) count your tokens. You can now spend your tokens on different things to keep you safe and well. Using the list below, decide how you will spend your tokens.

19. Display the token list:
- One token = a house
- One token = a meal for one person
- Two tokens = primary education for your children
- Three tokens = food to keep one person healthy
- Three tokens = access to safe drinking water
- Four tokens = protect yourself from illnesses and diseases
- Five tokens = university education for your children
- Eight tokens = a house in a safe location made from strong materials, and with safe water
- 15 tokens = move to another country that has better infrastructure against climate change (you can only buy this if your job is in science, technology, engineering or maths.)

STEP 5
Debrief (10 minutes)

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

Adapt it online:

Step 1: Put the teams in breakout rooms. Announce the events through the “broadcast message to all” function on Zoom, then go to each breakout room to ensure they have understood it.

Step 3, 4 and 5:
• Open a Google Sheet. Put every participant’s name in column A.
• Ask all participants to join the spreadsheet and click on the cell that is on column G and on the row that has their name on it. You should be able to see all participants in column G in the spreadsheet.
• Play the game - participants move backwards or forwards in the spreadsheet, along their own row.
• Play a few rounds with different jobs so participants can see the effect of climate change on jobs.
• Debrief the activity
  » What have you learned?
  » How do you think this game relates to real life?
  » How could you make all of those jobs more resilient to climate change?
  » How can our jobs make us more resilient to climate change?

Instructions for activity leader

16. Read the statements:
- There’s been a heavy storm. This has damaged the soil and new crops, so we will lose a good part of the harvest. Take two steps back if this will affect you.
- The storm means that many businesses are closed, and some buildings are damaged. Take one step back if this will affect your job.
- People are finding it very hard to get to the markets and buy food because the roads in rural areas are muddy. Take two steps back if this will affect your job.
- You have a fixed salary. Take two steps forward if this applies to you.
- You can move to another city very easily and do the same job. Take one step forward if this applies to you.
- You earn more money than most people in your country. Take three steps forward if this applies to you.
- Your job requires you to be able to read. Take one step forward if this applies to you.
- Your job is linked to science, technology, engineering or maths. Take three steps forward if this applies to you.
Narrator: As Maria, Sarah and Aunt Ana ate lunch together, Maria thought about everything she had learned so far. **Spend five minutes sharing with your group what you all remember about climate change.**

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

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

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

Aunt Ana: What do you think?

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

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

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

**Narrator:** Choose an activity from this topic to discover how our health can be affected by climate change.
Have a group discussion
(10 minutes)

1. Some diseases are spread by mosquitoes. How many can you name?
2. Remind yourselves of what you have learned so far. How does climate change impact the weather?
3. Can you guess why those changes in the weather might have an impact on diseases spread by mosquitoes?

Step 1

Activity description

Step 2

Play the game (20 minutes)

4. The aim of the game is for people to reach the other side of the space without being bitten by the mosquitoes! The mosquitoes will win if they ‘bite’ all the people before they reach the other side.
5. In groups of 10, divide into the following players (there should be one doctor per 10 players):
   - Mosquitoes (two people)
     » Aim to ‘bite’ as many people as possible (by touching them with a hand).
   - Super mosquitoes (two people)
     » Only come out during the rainy season - when the weather says ‘storm’. When they touch a person, this person cannot rejoin the game.
   - Weather (one person)
     » Can say, “Storm” (which makes the super mosquitoes appear). They make sure that people who are touched by the super mosquitoes don’t rejoin the game.
   - Doctor (one person)
     » Heals people who have been bitten by tapping them three times on the shoulder.
   - People (all other players)
     » Aim to get from one side of the room to the other, without being touched by a mosquito. If they get bitten, they sit down on the ground.
6. People stand on one side of the space. The game begins and everyone moves around: the mosquitoes chase the people, the doctor can heal people, the weather can say, “Storm” at any time (this makes the super mosquitoes appear).
7. Play a few rounds and try to find new techniques to avoid the mosquitoes!

Step 3

Debrief (10 minutes)

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

Step 4

Create your code (35 minutes)

11. Divide into six groups with paper. Nominate someone from your group to pick a story piece from the bowl.
12. Read your piece of the story. In ten minutes, draw a storyboard or a comic strip (without words), to explain what is happening in your part of the story. Write the number of your story piece at the top.
13. After ten minutes, leave your comic strip and move to the left with some blank paper. Try to work out what their story piece was about. Write a sentence describing what you can see.
14. Every three minutes, move to another group and repeat. Continue until you have written a sentence for every part of the story.
15. As a group, take it in turns to read out your complete story.
16. Listen to your leader read out the original story.
17. Which group had the most accurate story?

Secret story

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

Step 5

Debrief (10 minutes)

18. Can you sum up the link between climate change and diseases spread by mosquitoes?
19. What can you do to keep your body healthy so that it is able to fight off diseases?

- Not everyone is able to keep their body healthy because they don’t have access to healthy and varied food, clean water and health services.
- Climate change makes getting these things more difficult. If you have time, discuss why.
Instructions for activity leader

5. The aim of the game is to gather enough tokens to provide a healthy balanced meal for everyone in your family. To make a balanced meal you need one red token, two yellow tokens and three green tokens.

6. To get a token you must complete a challenge at one of the three bases, then go back to your family. You can only carry one coloured token at a time.

7. Base challenges
   • Red = do five star jumps
   • Yellow = sing happy birthday five times
   • Green = hop on the spot five times.

8. The game will last for ten minutes. Each time the leader blows the whistle, everyone must freeze and listen to the instructions.

9. Count your tokens and sort into balanced meals. How many meals were you able to provide for your family?

10. After you’ve played a first round and know what will happen, play a second round.

DURATION
IN THIS ACTIVITY YOU WILL
SUMMARY
MATERIALS
PREPARATION
STEP 1
Have a group discussion (15 minutes)
3. Why is good nutrition important?
   • If we don’t have good nutrition, we can become more vulnerable to diseases, and we can stay sicker for longer.

STEP 2
Have a group discussion (5 minutes)
4. Create ‘family’ teams of any size, and assign each person a different role: parents, children, aunts/uncles, grandparents.

STEP 3
Play the game (20 minutes)
11. Play the game for up to three minutes, then blow the whistle, read out a difficulty level then restart playing. Encourage the groups to earn enough tokens for their whole family.
   • Difficulty level one. There has been a bad harvest because there wasn’t enough rainfall. To get a green token you must now hop 20 times.
   • Difficulty level two. Due to soil degradation (wearing away) in this region, it is very hard to get red tokens, so they are now being brought in from another region. Do 10 star jumps to get a red token.
   • Difficulty level three. Around the world it has become very hard to get yellow tokens. Everyone wants to buy from this region because it has so many yellow tokens. There are now only five tokens left at the yellow base, because the rest will be sold abroad.
STEP 4
Debrief the game
(10 minutes)
12. How did you feel as more difficulties were introduced to the game?
13. Was your score better on the first or second game? Why?
14. What was the impact of the size of your family on your meals? Were you able to provide enough meals for your whole family?
15. During the game, did the people who were playing children and grandparents help provide more tokens? What effect would this have on people in real life? (Children miss school and elderly people are forced to work in their old age.)

STEP 5
Have small group discussions (10 minutes)
16. Climate change can cause people not to have enough or good enough quality food. But it is important to eat well so our bodies can stay healthy and strong.
17. In small groups, discuss what you can do in your daily life to stay healthy.

STEP 6
Learn about healthy food habits
(30 minutes)
18. Learning healthy food habits is very important to
19. As a group, come up with a sign or gesture that represents healthy choices. This could be a noise, a gesture, a dance move, etc.
20. Come up with another sign that represents unhealthy choices.
21. Walk around the room at random. The leader reads out the statements provided.
22. Everyone decides individually whether it’s healthy or unhealthy. If it’s healthy, they do the sign for healthy choices. If it’s unhealthy, they do the one for unhealthy choices.
23. Repeat for all the statements.
24. At the end, ask volunteers to invent their own healthy or unhealthy statements for the group to react to.

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

More badge fun:
Did you know that WAGGGS (The World Association of Girl Guides and Girl Scouts) has a challenge badge called Girl-Powered Nutrition all about eating a balanced diet? You can find the badge here: https://cutt.ly/glacc_gpn

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

Adapt it online:
Step 3:
- Prepare by coming up with challenges that people can do at home: for example sing a song, do star jumps, dance in front of the screen, collect things of a certain colour, etc.
- Decide on how many times that have to do the challenge to earn their tokens.
- Decide on the difficulty levels.
Narrator: As Maria finished her lunch with two of her favourite people, she drank a cool glass of water and thought about how water, climate change and health are all connected.

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

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

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

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

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

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

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

Narrator: Complete one activity from this topic and discover how our freedom is at risk because of climate change.
DURATION
IN THIS ACTIVITY YOU WILL
• Learn about your rights as a child
• Discuss how climate change affects your rights
• Find out how climate change can restrict girls’ freedom throughout their lives

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

1. Form teams of four to five players.
2. The aim of the game is to go on a journey to become a powerful climate change activist by square 24.
3. Each team takes turns to roll the die (or pick a paper from the container).
4. One person from the team moves forward that number of steps on the path.

5. When the team lands on a square, the leader reads out the corresponding number’s obstacle (provided).
6. Once the team has completed their turn, the next team rolls the die.
7. The first team to reach square 24 wins. They can then help the other teams so that everybody reaches the finish.

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

89 | GIRL-LED ACTION ON CLIMATE CHANGE – Middle Years Programme

World Association of Girl Guides and Girl Scouts | 90
BRING IT HOME

Many people don’t know that women and children are more affected by climate change than men and boys. With what you learned today, you can share everything you learn about climate change with your family and friends, and create group projects to make a difference!

Rights affected by climate change

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

Know your rights cards

The United Nations Convention on the Rights of the Child

[Source – UNICEF]

No discrimination
Best interests of the child

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.

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
Life survival and development

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

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
Sharing thoughts freely

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

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.

Adapt it online:

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

STEP 4

Debrief (10 minutes)

23. Were you surprised by any of the rights that you discovered today?
24. Did you notice links between different rights harmed by climate change? Did you think there were many?
25. Did you notice any links between the rights that could help you fight climate change? It is likely that a good number of them were around freedom of expression and education, as learning and expressing your opinions are some great ways to help prepare yourself and people around you for the consequences of climate change.
26. Think back to the obstacle game you played earlier. Did you notice that both climate change and gender equality were harming human rights? Can you summarise how?
• Both women and children are more vulnerable to the consequences of climate change because their human rights are already harmed by the way they are treated unequally.
27. As a group, come up with three ways you can take action to make life easier for women and children dealing with the consequences of climate change.
<table>
<thead>
<tr>
<th>Freedom of thought and religion</th>
<th>Setting up or joining groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Parents can guide children so that as they grow up, they learn to properly use this right.</td>
<td>Children can join or set up groups or organisations, and they can meet with others, as long as this does not harm other people.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Access to information</th>
<th>Protection from violence</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Governments must protect children from violence, abuse and being neglected by anyone who looks after them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Refugee children</th>
<th>Children with disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children who move from their home country to another country as refugees (because it was not safe for them to stay there) should get help and protection and have the same rights as children born in that country.</td>
<td>Every child with a disability should enjoy the best possible life in society. Governments should remove all obstacles for children with disabilities to become independent and to participate actively in the community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health, water, food, environment</th>
<th>Social and economic help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children have the right to the best healthcare possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.</td>
<td>Governments should provide money or other support to help children from poor families.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Food, clothing, a safe home</th>
<th>Access to education</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aims of education</th>
<th>Minority culture, language and religion</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Protection from harmful work</th>
<th>Protection in war</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Children have the right to be protected during war. No child under 15 can join the army or take part in war.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Everyone must know children's rights</th>
<th>Rest, play, culture, arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governments should actively tell children and adults about this convention so that everyone knows about children's rights.</td>
<td>Every child has the right to rest, relax, play and to take part in cultural and creative activities.</td>
</tr>
</tbody>
</table>
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.


5. You are going to school and playing with your friends. Nothing happens.

6. You’re in charge of getting water for your family. Because of droughts, you now have to travel further away and don’t have time to go to school or play. Skip a turn.

7. Your family has lost a lot of money due to a hurricane. They’re thinking about sending you to get married, even though you are young. Give them three reasons why forced early marriage is harmful to convince them not to do it. If you can’t find three reasons, go back three squares.

8. You really want to go to school and study but the extreme heat is making it hard for you to focus. Go back two squares.

9. You share your climate change knowledge with your family to help them become more resilient. Go forward two squares.

10. You are menstruating but do not have access to clean water so you are not leaving the house. Skip a turn.

11. You have completed your education. Go forward two squares.

12. The weather has been stable for a year. Nothing happens.

13. Frequent droughts have caused a water shortage in your region. Play rock paper scissors with the next team to decide who will be able to get clean water and live a normal life. If you win, you can play again. If the other team wins, they go next.

14. A flood has temporarily destroyed your house and you need to move out. Skip a turn.

15. You go and talk to community leaders about how people could better adapt to climate change. Go forward three squares.


17. There are new laws on climate change in your country, but the government hasn’t thought about – or asked – how women and girls are affected. To stay on your square, name three reasons why women should be involved in climate change conversations. If you can’t name three, go back two squares.

18. You try to convince local leaders to take action about climate change, but they don’t want to listen to you because you are a woman. Go back two squares.

19. You would like to take action on climate change but you’re not sure you are the right person to do it. Create a chant to give yourself confidence and move forward one square.

20. Your community wants to adapt to climate change. Name three ways they could do this. If you can’t, go back one square. If you can, move forward two squares.


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

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

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

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

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

DURATION
30 MINUTES

STEP 1
Play an obstacle game (30 minutes)
1. Form teams of four to five players.
2. The aim of the game is to go on a journey to become a powerful climate change activist by square 24.
3. Each team takes turns to roll the die (or pick a paper from the container).
4. One person from the team moves forward that number of steps on the path.
5. When the team lands on a square, the leader reads out the corresponding number’s obstacle (provided in the previous activity).
6. Once the team has completed their turn, the next team rolls the die.
7. The first team to reach square 24 wins. They can then help the other teams so that everybody reaches the finish.

STEP 2
Debrief (15 minutes)
8. Were you surprised by some of the obstacles?
9. Do you know what human rights are?
   • Everyone has human rights, no matter where they come from, their age, religion, culture or other personal characteristics. Rights are things that every person needs to survive, to be treated fairly and to reach their full potential. Human rights are very important because they state what we need to live with dignity and be treated with respect.
10. Which freedoms and human rights were harmed by the obstacles in the game? Can you see how that also happens in real life?

STEP 3
Write a story about a climate migrant (35 minutes)
11. Climate change makes people less free. It especially impacts women and girls, who might be forced to live a life they have not chosen. It can make some places in the world hard to live in and force people to move somewhere else - to other regions, countries or even continents. Can you guess why? Some reasons might be that there are more natural disasters like hurricanes, droughts and floods and it makes some regions dangerous to stay in. Those natural disasters and changes in the weather can also cause a lack of access to water and food.
12. You will now come up with a story about a woman from your community who is a mother and has to move home (migrate) because of climate change.
13. As a group, come up with the main characteristics of your character:
   • What is her name and age?
   • What is her personality like? List three things.
   • How many children does she have?
14. Divide into three teams (if you have a large group, you can make several sets of three teams, which will create several stories).
15. Each team will be focusing on one part of the character’s journey:
   • Group one will focus on her departure
   • Group two will focus on her journey
   • Group three will focus on her arrival.
16. You have 20 minutes to come up with the story.
17. When everyone is done, each group tells their part so you can hear the complete story.

*Find how to adapt to online after the activity description
Discrimination is when someone treats you differently, unfairly, or worse because of who you are and reasons you can’t change. This could be because of age, being disabled, your gender, marital status, where you live, your culture or ethnicity, and even the amount of money you have.

**STEP 4**

**Debrief (10 minutes)**

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

**Adapt it online:**

Step 1: Show the obstacle course board on the screen and use a virtual dice roller to play (Google has one).
Step 2: Find a good, educational video about the UNCRC - maybe your national institutions like the Ministry of Education have one! Otherwise, you can use this one: [https://cutt.ly/glacc_video3](https://cutt.ly/glacc_video3).
Step 3: Get your teams into breakout rooms and send them their instructions in the chat. Come back together to tell the whole story.

**BRING IT HOME**

Many people don’t know that discriminated groups are more affected by climate change. With what you learned today, you can change that! Share your learnings and ideas to help with your family and friends.
### Summary
Complete the second part of your climate action plan.

### Materials
- Everyone’s climate action plans
- Pencils

### Step 1: Reflect and select?
1. Divide into patrols. In your group, think about the journey that Maria went on throughout the story. What surprised you the most about climate change?
2. Play a game of word association. Choose someone in your group to read the questions below. When you hear each question, shout the first word that comes into your head as fast as you can:
   - What colour are bananas?
   - What is the weather like today?
3. Which topic did your group say?
4. Make a list of how this topic links to climate change.

### Step 2: Climate action plan
5. Use your list to write a message to tell people about your climate change topic. On part two of your climate action plan, start by describing how your topic makes life harder in general, then focus on its impact on girls.

### Activity description

<table>
<thead>
<tr>
<th>IN THIS ACTIVITY YOU WILL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review how climate change is changing the world around us</td>
</tr>
<tr>
<td>Identify two problems that are being made worse by climate change</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>You can complete this individually or as one big group. You may want to re-read the story and the information on the cover page of stage two to remind you of the main information.</td>
</tr>
</tbody>
</table>
How to take action

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

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

Share the knowledge

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

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

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.

Read Maria’s story and complete the activity

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

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

- **Empathy messaging** – Put yourself in other people’s shoes and persuade them to take climate action.
- **Family chat** – Play a roleplay game to start conversations on climate change.
Narrator: Maria closed her eyes and took a deep breath. There was a feeling growing in the pit of her stomach and a pressure rising in her chest. It was the same feeling she had when she was asked to suddenly stand up in front of the class and speak. The same feeling she had when she was on her bike at the top of a very steep hill.

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

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

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

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

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

Maria: What does being resilient mean?

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

Narrator: Complete the activity to find out more about climate change and how to take action.
STEP 1
Share your feelings (10 minutes)

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

STEP 2
Explore your local community (30 minutes)

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

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

- Ask group members to prepare for the activity by going on a community walk (Step 2) in their own time (with a trusted adult) before your group meeting. You can then use the meeting time to deliver Steps 1 and 3, and even organise a virtual exhibition to take it further!

- Run the activity as planned, and adapt Step 2 by going on a virtual community walk. You can use interactive technology like Google Street View (this isn’t available everywhere so check before your meeting!).

- Adapt Step 2 by asking group members to create a community map. This could be the block around your meeting space, their walk to school, the neighbourhood around their house, etc. If there is a space that everyone in the group knows, they can create a collective map, otherwise they can each create their own. They can then work together to tell the story of climate change in their community based on their maps.
Narrator: Maria is getting ready to tell her dad all about climate change. Complete one of the two activities from this topic and find out how to share what you have learned with others.

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

Share the knowledge

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

- Narrator
- Maria

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

Maria: Dad, I have so much to tell you.
IN THIS ACTIVITY YOU WILL
• Practise your empathy skills
• Develop your persuasion skills

MATERIALS
• Paper and pens

PREPARATION
None.

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

ACTIVITY CONTENT

STEP 1
Choose a climate change cause (5 minutes)
1. Think about what you have learned while taking part in the programme. If you could choose one cause to take action on, what would it be?
2. Think about a clear message in three parts:
   • What is your cause?
   • Why is it important?
   • What would you like people to do about it?

STEP 2
Create an empathy map (15 minutes)
3. Think about who you would like to influence. This should be someone who could make a big difference if they took action on this particular issue, such as a community leader, a policymaker, the headteacher at school, the CEO of an important company etc.
4. Take a piece of paper and draw four boxes:
   • In the top left corner, write “SAY”
   • In the top right corner, write “THINK”
   • In the bottom left corner, write “DO”
   • In the bottom right corner, write “FEEL”
5. Reflecting on the person you have chosen, write down what they say, what they think, what they do and what they feel. The objective is to try and put yourself in the person’s shoes, to understand them better.

STEP 3
Adapt your message (5 minutes)
8. Now that you understand the person you would like to influence a bit better, use this knowledge to adapt your message to this person.
   For example, if you have chosen a politician who thinks that environmental sustainability isn’t a priority and does what they can to get re-elected, you could re-write your message to persuade them that taking action on this issue would make them more popular with a new group of people, who might vote for them in the next election.

STEP 4
Debrief (5 minutes)
9. What have you learned from the activity?
10. Do you feel more prepared to influence people? And would you consider really trying to influence the person you had chosen? Why or why not?
11. How could you use the empathy map to convince more people to take action on climate change?
**Step 1**  
**Roleplay conversations about climate change (15 minutes)**

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

**Step 2**  
**Discuss how to have a meaningful conversation (15 minutes)**

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

**Step 3**  
**Prepare to start conversations about climate change (10 minutes)**

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

<table>
<thead>
<tr>
<th>You are just about to get out of the house to go to work.</th>
<th>You are having a relaxing evening at home.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are in the middle of cooking dinner.</td>
<td>You are having a conversation about your day.</td>
</tr>
<tr>
<td>You are watching TV.</td>
<td>You are on a walk together.</td>
</tr>
<tr>
<td>You are at a family celebration with many people around.</td>
<td>You are trying to fix something that isn’t working in the house.</td>
</tr>
</tbody>
</table>

### CONVERSATION STARTERS

| What do you think we can do about climate change? | The planet is dying! And if we don’t do anything about it, humans, plants and animals will all disappear! |
| How do you feel about climate change? | I’d like to talk about climate change with you. What do you know about it? |
| I’ve learned today that plastic is bad for the environment. We should never use plastic again. | I think it’s important to talk about climate change, and I’d like to know what you think. |
| Why don’t you care about climate change? We never talk about it! | I’ve learned something interesting about climate change today and I’d like to share it with you. |

### Roleplay cards

One set of cards = conversation starters cards and situation cards.
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

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 1
Who can you 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.
In this activity you will

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

Materials

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

Summary

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

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.

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.

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 3

Collect your badges

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.

DURATION

70 minutes

It’s time to celebrate

(Activity suitable for online)
1. Climate is an event that happens over a few hours, days or weeks, while weather describes the conditions in a place for a very long time.

2. Climate change is the impact humans are having on the average weather conditions over 30 years or more.

3. Forests produce greenhouse gases, creating global warming.

4. Global warming is the increase of the average temperature of the Earth over a long period of time caused by human activities.

5. Climate change has the same impact on everyone in every part of the world because it’s happening everywhere in the world.

6. Some countries contribute more to climate change than others.
7. I understand how climate change is affecting my community.

8. I’m able to share my knowledge with others on the effects that climate change is having in my community.

9. In the period since the beginning of the climate change activity pack, I have started conversations on climate change topics and spoken about them with confidence.

10. I’m able to speak with confidence about some ways that climate change is affecting people and communities.

11. When talking about climate change, being a good listener is irrelevant because I will be doing most of the speaking.

12. It is especially important that I share my knowledge on floods and droughts with girls and women.

13. I feel more prepared to influence people about climate change compared to before taking part in this activity pack.

14. There’s nothing I can do to help my community adapt to climate change because my individual actions are too small.

15. I know ways to help my community adapt to some climate change problems.

16. I have made a promise to do an action to help me adapt to or reduce climate change in my daily life and have kept this promise.

17. I have taken some kind of community action on climate change before.

18. I will take community action on climate change.
The next three questions should be answered with a number.

19. On a scale of one to 10, how strong was your knowledge on adapting to climate change before the start of this badge? **Answer options:** any number between one to 10, one for no knowledge at all and 10 for lots of knowledge. Number 1-10

20. On a scale of one to 10, how strong is your knowledge on adapting to climate change now, after you’ve finished this badge? **Answer options:** any number between one to 10, one for no knowledge at all and 10 for lots of knowledge. Number 1-10

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

For these last questions, they should answer with:

- 1 for “a little”
- 2 for “medium”
- 3 for “a lot”

22. Since you’ve started the climate change activity pack, have you used the knowledge you gained through the pack to change things in your life?
   
   1 = a little, 2 = medium, 3 = a lot

23. How important do you find the issue of climate change to your future? **Answer options:**
   
   1 = a little, 2 = medium, 3 = a lot

24. Have you shared some of what you have learned about climate change in this pack with your family?
   
   1 = a little, 2 = medium, 3 = a lot

25. Did you do the “Bring it home” tasks?
   
   1 = a little, 2 = medium, 3 = a lot

26. How fun did you find the climate change activity pack?
   
   1 = a little, 2 = medium, 3 = a lot

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

   __________________________________________________________

   __________________________________________________________
Part one: Describe climate change in a way you would explain to others.

Part two: Climate change causes the following problems:

<table>
<thead>
<tr>
<th>Climate change makes our lives harder because:</th>
</tr>
</thead>
</table>

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

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

DESIGNED BY:
Yolitzin Gómez Rodríguez, Khrystyna Lishchynska

FUNDED BY:
The Swedish Postcode Foundation

Made with ❤️ by volunteers and passionate staff around the world
Girl-Led Action on Climate Change

WORLD ASSOCIATION OF GIRL GUIDES AND GIRL SCOUTS

World Bureau, 12c Lyndhurst Road
London, NW3 5PQ United Kingdom
Telephone +44 (0)20 7794 1181
Email: wagggs@wagggs.org
Website: www.wagggs.org
Registered Charity No. 1159255 (England & Wales)

SOCIAL MEDIA

For global updates and opportunities follow @wagggsworld on Instagram, Facebook, and Twitter.