BETTER WORLD PROGRAMME

CLIMATE CHANGE

Introduction:

The Better World – Climate Change programme is about the factors contributing to climate change, the impacts of climate change, the challenges in reducing its effects, and what you can do to help. The programme follows the Experience - Act - Share framework.

While the Earth's climate has changed naturally over very long time periods, humans are causing the climate to change through our intensive use of polluting energy sources, deforestation, and other behaviours. We can already see the effects of climate change; temperatures are rising, glaciers melting, and sea levels are rising. There is a lot that can be done to tackle climate change. From changing daily habits, to spreading awareness, every one of us has the power to make a difference. This programme will help you better understand why climate change matters and (hopefully) motivate you to take action and become a positive driver of change in your community. Use the *Background Information* supporting document to help you learn more about these issues and back up your learning by doing.

To complete this programme, you will learn about the causes, impacts, and solutions to climate change through undertaking activities that enable you to experience and appreciate these issues. These will help you identify where action is needed and plan a project that will help address at least one of these issues for your community. You will then complete your project, either on your own or in a team, and share what you have done with others.

Remember to Plan, Do, and Review as you work through each stage.

Contents:

ALIGNMENT WITH SDGs:

BETTER WORLD – CLIMATE CHANGE REQUIREMENTS

OVERVIEW

Complete four activities from Section 1 (Experience).

Complete a project based on one of those activities for Section 2 (Act).

Share your project and what you have learned for Section 3 (Share).

SECTION 1: EXPERIENCE

- Undertake **one** activity related to **each** of the following, to help you
  a) learn about what climate change is
  b) understand its causes
  c) understand its impacts and
  d) recognise some solutions.

These activities can be from the Activity Guide (page 4), or create your own.

SECTION 2: ACT

- Select one of the topics you have learned about that you would like to focus on in detail.
- Find out more about the problem, and research what (if any) solutions people are already working on to remedy it.
- Determine a goal that you would like to achieve around this issue.
- To achieve your goal, create a project you could complete that would help fix the problem you have identified. Use the Project Guide (page 18), or create your own.
- Plan the project. This includes researching, delegating responsibilities, working out a timeframe, working out what equipment is needed, determining what skills and people you need, using experts, and putting all the pieces in place to successfully do the project.
- Do your project. If it's a team activity, make sure everyone's involved and working as a team. Test out new skills, follow your plan, and have fun.

SECTION 3: SHARE

- Did you achieve your goal? Why/why not?
- Reflect on the impact of your project.
- Reflect on what you have learned. How do you feel about climate change now? Are you worried about it, excited about how you can make a difference, or just not interested?
- Choose a way to share your project and what you have learned with others as a way to spread the word and encourage participation. This should include explaining how the actions of others can accelerate or reduce climate change, or how they can prepare for and adapt to a changing climate.
- Share your project and service hours on scout.org

- Identify future actions that could take place in your local or global community and consider how you may continue to act on what you have learned.

Acknowledgements:

Thanks to the Youth and United Nations Global Alliance (YUNGA) Climate Change badge and BLAKE for their input into the activity guide.

CLIMATE CHANGE: ACTIVITY GUIDE

Note: K, C, S, V, and R refer to Keas, Cubs, Scouts, Venturers, and Rovers, and indicate which sections the activity is most suitable for. These are suggestions only.

A) LEARNING ABOUT CLIMATE CHANGE

These activities will help you UNDERSTAND what climate is and IDENTIFY the different ways in which our climate is vital for life on Earth.

- Spend a day creating your own learning materials on climate change. These can be posters, leaflets, articles, and even drawings and poems. Explain what climate change is, why it matters and why it's happening. Then distribute the materials to your local community, e.g. libraries, schools, businesses, council.
  K, C, S
- Play the 'Carbon Dioxide Game'. 1. Split the Scouts into two teams: A, the trees, and B, the carbon dioxide. 2. Ask the trees to find a place to 'grow' with plenty of space between the trees. The trees cannot move their legs, only their arms. 3. The carbon dioxide team are found floating around in the air. They can move quickly but they cannot see where they are running (blindfolded). 4. The Carbon Dioxides have to run around and the trees have to try and catch them. They are caught if a tree touches them. The carbon dioxide then becomes a tree. 5. Continue the game until nearly all the carbon dioxide is gone, then stop and announce that the humans have discovered this forest and want to chop it down. Cut 3/4 of the trees down. Due to high CO2, the crops will not grow, so the humans build a town there instead. Due to the cars and other emissions, half of the remaining trees turn to CO2. 6. Have a few 'Scouts' come along and plant more trees and end the game once the remaining CO2 are caught. Evaluation: 1. Discuss the game afterwards using the ideas below. In the game, what effect does the number of trees have on the number of carbon dioxide? This is what happens in real life. Halfway through the game, humans came along and chopped down lots of the trees. What effects did this have? What happened when more trees were planted?
  K, C
- Do the activity 'Food Chains and Chemicals'. 1. Introduce the idea of food chains and how chemicals have an impact upon them. 2. Present each Scout with a card, which depicts an item (grass, rabbit, fox, human etc – feel free to make your own). The Scouts must think about what their item would do, eat, and be eaten by. 3. The Scouts should look at the other players and find what item they would eat, until eventually, the Scouts are in new teams (one or two of each item, etc). This is to give the Scouts an idea of what they need to be doing in the next part. 4. The next activity is to begin the game. Let the plants run around the game area. Then let the plant eaters go out. The plant eaters will collect the players card. Then release the eaters of that animal and so on until everyone is playing. Once everyone is eaten or has eaten, call all

Scouts in. 5. Play the game again, but this time hand out a coloured tag (or an item that is different, to represent the chemicals). Give the chemicals to the plants and repeat the process. Evaluation: What began as a small amount of chemicals (1 for 1 as a plant) then became a lot for one human (at the top of the food chain). This is what happens in real life. Start a discussion around the involvement of chemicals and what side effects it has had on the food chain and health.
S

- Do a climate research project on where you live. What kind of area do you live in? Is it a big city or a small town? What is the main income of your community? What source of energy does your city or town use? What is the climate generally like? Talk to various community members, such as farmers, shopkeepers, and construction workers, and ask them how they think climate change might affect the area, and how this will affect them. See if your location is more likely to experience an extreme weather event, such as flooding, drought, fires, or severe storms. If it does, make a plan for how to act if such an event were to happen. Share your findings with your group.
  K, C, S, V, R
- What part of the world would you love to visit? What can you learn about that destination? How do the people there live? Is climate change a problem for them? Do people there use more, less, or a different kind of energy than people in your area? Create a travel guide with information and drawings and present your findings to your group.
  K, C, S
- Hold a number of interviews with family members, friends, or community members about how they think the Earth's climate contributes to the health and well-being of all life forms. You can pre-prepare some facts about the topic to share with them. Share your interview results with your group. Did people really know about the importance of climate in our life?
  K, C, S, V, R
- Talk to an older person you know, such as a grandparent or neighbour. Did they grow up in your area? Have they noticed any changes to the climate in the area since they were young? If yes, what kind of changes have they seen, and how has this impacted their life? Share your findings with your group.
  K, C, S, V, R
- What kind of crops are grown in your region? How does your climate affect the crops? Visit your local library, look online, and, if possible, talk to local farmers to get as much information as you can. Prepare a report, including images and facts about the kind of crops your area produces and the role climate plays in this. If your climate is not suitable for growing certain crops, explain why, and find out where that food item comes from. How is the climate there better suited to growing that particular crop?
  C, S, V, R

- Find out how climate is measured and what instruments are used. How does the data then get used to predict changes in climate? Set up a weather station, find out if you can support the local and national measurements. Many countries don't have the funds, technical staff, or other resources to make these measurements. How do you think this affects different people and communities? How does this make them more vulnerable to the impacts of extreme weather events?
  K, C, S, V, R
- Some parts of the Earth heat faster than others, due to different types of surfaces, colours, and other factors. Have you noticed a difference in air temperatures in sunny areas compared with shady areas? Do you think that water or land absorbs more heat? How do you think the colour of land influences how much heat is absorbed (e.g. ice, sand, or dark soil)? Find out through an experiment to see how different coloured soils and water absorb and retain heat. You will need a sunny area or a strong lamp, three pie pans (or plates), dark soil, light-coloured sand, water, three thermometers and a timer. Fill the pans to the same level: one with soil, one with sand and one with water. Put one thermometer into each. Place the pans or plates under a strong lamp or in the sun, and record the temperature each minute for ten minutes. Then put the pans into a shady area and record the temperatures each minute for another ten minutes. You can also experiment with wet soil, dry soil, grass clippings, or other types of coverings. Which surfaces in your area absorb the most amount of heat from the sun?
  S, V, R
- Investigate how houses, buildings, or public spaces might be affected by climate change. Learn about simple measures you can take to minimize vulnerability. For example: check if your house is at risk of a hazard. Is it well insulated or does it get very hot? Do you have a yard, garden, or land? How can it be landscaped to be more resilient to changes in climate or extreme weather events?
  S, V, R
- Evolutionary study. Choose a plant or animal species and research how it has evolved over generations to adapt to climatic conditions. What specific traits did it develop to survive? Gather as much detail as you can and prepare a report or give a sketch/presentation on your chosen species.
  C, S, V
- Play 'My Carbon Footprint'. 1. Place Question cards (see below) out in a circle, with the coloured Answer cards in the middle (one pile each of red, orange and green). 2. Each question has three green answers and one red and orange. When making the cards, think about the number of participants and what their likely answers will be. 3. Explain the activity: each participant moves around the circle answering the Questions and taking the corresponding coloured Answer card at each question. Once they have answered all the questions they find a space and lay out their answer cards to make a mat. 4. Once the Scouts have laid out their mat explain what it

means. The mat demonstrates their day to day energy use, which actually represents their day to day carbon footprint. The bigger your energy use, the bigger and redder your card mat is. Evaluation: 1. Once everyone has finished their mat, have a discussion using the ideas below. Who has the smallest, greenest mat and who has the biggest, reddest mat? What is the general energy usage/carbon footprint of your Scouts? What can you do as Scouts to reverse your carbon footprint? Would this be easy or hard? What is the group already doing to help the environment? On purpose or by accident? *Card Questions and Answers (use generic questions like these):* How do you get to School? Car (red), Bus/train (orange), Walk/bike (green). Do you switch off the lights when you leave? Always (G), sometimes (O), never (R). How often do you buy new things? More than once a week (R), once a week (O), once a month (G).

S, V, R

- Mark out an imaginary line with the signs 'Agree' and 'Disagree' at each end – it might stretch from one wall to another, or across a tennis court Ask the group to imagine a line from one side of the space to the other. Explain that you are going to read out some statements and they should stand somewhere along the imaginary line, in the place which best reflects their opinion on the statement. There are no 'wrong' or 'right' answers! Start with a practice statement: *Cats are better than dogs*. Some will stand at either end and the others will scatter along the line, depending on how they feel about cats and dogs. Now read out each of the following statements on climate change and allow them to think and choose a position. Encourage people in different positions to say a few words about their choice. *Climate change won't really affect people. Everyone in the world is equally responsible for climate change. Everyone will be impacted by climate change in the same way. We need to do more about climate change.* Did they change their mind after listening to the ideas from others? Climate change is having an impact on people right now. These impacts will be felt more strongly by those who are poorest and least responsible. What can they do to help combat climate change?
  K, C, S, V, R
- Do any other activity approved by your Youth Leadership Team or Kaiārahi.
  K, C, S, V, R

B) CAUSES OF CLIMATE CHANGE

These activities will help you UNDERSTAND the causes – both natural and human – of climate change and RECOGNIZE the impact that daily human activities have on our climate.

- Watch a documentary about climate change such as *An Inconvenient Truth* or *Chasing Ice*. Then discuss with others your impressions of the documentary. Do you agree or disagree with the information in it, and why? Whose points of view are represented in the film? Whose are not represented? What do you feel are the most important messages? What actions are recommended? Has the documentary persuaded you to follow up on its recommendations? Make an action plan and then carry it out.
  K, C, S, V, R
- Have you thought about how many light switches and electrical sockets you have at home? You may be surprised! An 'energy audit' can help you calculate how much energy your family uses at home and identify ways to reduce your energy use (many such audits are available online). Count all the light switches and electrical sockets in your house and then write or draw pictures to describe how electricity is used in your home, your school, your Scout meeting place, and in other locations e.g. hospitals. Discuss with your group. Did you think this much electricity was used every day? Keep a diary of all the ways energy is used on a daily basis in your home. Look for ways to reduce energy usage. For instance, do your siblings or other family members leave the lights on in empty rooms? Or do you leave appliances plugged in when not in use? How might you encourage everyone at home to save electricity? Perhaps, make some colourful light switch covers to remind people to switch off? Share energy-saving tips with your family, and collect some facts to convince them. After one week, compare notes with your friends. What did you change at home? What did they manage to change? Who was the most successful? Make a pledge to keep up these changes for a month and then review your efforts. Can you keep going for six months? A year? Forever? Do the same for your Scout meeting place, school, or other location.
  K, C, S, V, R
- SCOUTS New Zealand has a partnership with Litefoot. Register your Scout hall for a LiteClub audit, to track your environmental impact. Get involved in the review and learn about how to make your hall more energy efficient. Apply these learnings to your school and home as well.
  K, C, S, V, R
- Have you noticed which types of food you eat every day? No? It must be time for you and your group to keep a food journal! Everyone writes down what you each eat during a week. Then, add up all the meat you eat. Which types of meat are consumed the most? Research and explain how raising and eating livestock contributes to climate change. Finally, with your Kaiārahi, plan a low

emissions meal and cook it at your next camp/tramp. How does eating wisely help reduce global warming?
K, C, S, V, R

- Meat, especially red meat, is one of the biggest contributors to carbon emissions. Explore recipes that do not contain meat but still allow you to have a balanced, nutritious diet. For example, see if you can cook an alternative meal once a week which, instead of meat, contains legumes and pulses (which also contain protein). Organise a cooking challenge with your group to create the tastiest vegetarian (or low emissions) meal on your next Scout camp/tramp.
  K, C, S, V, R
- One of the biggest contributors to carbon emissions is food and food waste. Did you know that roughly one-third of the food produced for people to eat gets lost or wasted? Can you imagine how much energy that is wasting? In the United States of America alone, the energy equivalent of about 350 million barrels of petroleum a year could be saved by reducing food wastage. In New Zealand, approximately 20% of our carbon emissions come from food. Start noting how much food, if any, goes to waste in your house. Calculate how much energy, water and other resources were used to produce the wasted food. Keep a diary of your observations. Then talk to your family about how you can reduce waste. After a week, compare notes with your friends: Which food-saving ideas worked? Which ones didn't? You may wish to set up a compost to help best manage your food waste. Explore options for dealing with food waste for your next camp/tramp, or how to reduce it in the first place.
  K, C, S, V, R
- Do you have a local organisation who helps manage food waste in your area (e.g. distributes excess food from cafes, bakeries or supermarkets to those in need)? If so, try to arrange a visit. Investigate how much food waste there is and what solutions are in place to help mitigate it. Volunteer for the organisation for a day to find out more about how the process works. Share your findings with your group.
  K, C, S, V, R
- Your carbon footprint is the amount of greenhouse gas emissions produced from your activities (e.g. transportation, electricity, heating and cooling, and cooking and consumption of goods). Find out how big your own carbon footprint is, and explore ways you can reduce it – there are many online platforms that can help you with this.
  K, C, S, V, R
- Greenhouse Jar. Are you curious about how the greenhouse effect really works? You can do a simple experiment to see the effects of a greenhouse. For this experiment, you will need two small thermometers, a jar or other see-through container, a clock or watch, and a sun-lamp or a sunny place for the experiment. Place

both thermometers in a sunny area. Cover one of the thermometers with an upside-down jar. Every minute for ten minutes, record the temperature on both thermometers. Was there a difference in the temperatures inside the jar and outside of the jar? How is this similar to the greenhouse effect?
S, V, R

- Some people argue that climate change is a natural process and is not anthropogenic, which means it is not being caused by humans. Split into teams and pick a side on the climate debate to research the various arguments. Then come together as a group and hold a debate on the topic. Have an objective panel of judges, perhaps with your parents and leaders, who will decide which team was more convincing.
  S, V, R
- Did you know that different foods take different amounts of energy to produce? For example, it takes around 25 times more energy to produce one calorie of beef than to produce one calorie of corn for human consumption. Pick your favourite food and do some research to find out how much energy is used in its production. What type of energy is typically used in its production? Compare notes with the rest of the group. Whose favourite food is the most 'energy-hungry'? Prepare a list of all the foods in increasing order of their energy consumption. Do your findings make you want to change some eating habits? Plan a meal that does not require very much energy, such as cooking local vegetarian food with as few packaged and processed products as possible. Cook your meal with your group or on your own. Challenge yourself to try a new recipe or even make up your own recipe. Do you like the food that you prepared?
  S, V, R
- Do any other activity approved by your Youth Leadership Team or Kaiārahi.
  K, C, S, V, R

C) IMPACTS OF CLIMATE CHANGE

These will help you REALISE the main ways that climate change will affect natural ecosystems and UNDERSTAND how climate change will affect human health, safety and the economy.

- Draw a geographical map of the Earth, showing the oceans, seas, mountains, deserts, forests, ice caps, etc. Label each area with a list of the ways climate change will impact it. For example, Arctic ice will melt, and acid levels in the ocean will increase. Place the map in a prominent place in your hall.
  K, C, S
- Play Polar Bear Tag. Choose some participants to be polar bears and everyone else will be seals. Start with no safe zones for seals to escape. The more seals a polar bear tags the faster they can go home as they have already eaten enough. For the next round, introduce hula-hoops on the ground that can be safe zones for seals. Put out even more hula-hoops on the ground for the next round, and tell the polar bears to crawl, since they are tired and hungry. Once a polar bear goes three rounds with no food (no tagging of seals) they are out of the game as they will starve. With your Kaiārahi, research and explain how this is what climate change is doing to some animal species. Why is this happening?
  K, C
- What type of landscape is your favourite: beaches, mountains, deserts, plains or forests? Do some research about it. Is it already being affected by climate change and, if so, how? What about the plants and animals that live there? Visit a local landscape of interest and take some pictures or make a drawing. Put your notes and pictures together and present to your group.
  K, C, S
- Find out which animals are being most affected by climate change. Which of these animals is your favourite and why? Where does it live? How is climate change threatening it and what can be done to help it? Make a drawing of your chosen animal and explain what you learned about it.
  K, C
- In small teams, script a short play about a community whose members rely heavily on water for their livelihoods. Perhaps some of you raise poultry, while others grow vegetables? Lately, your village has been facing a water shortage because of climate change. How is it affecting your lives? What are some solutions? How can you get these problems and solutions across in an engaging performance? Invite your family and friends to a performance of each team's play.
  K, C, S
- Climate change both affects and is affected by forests. The functioning and composition of forests can change with temperature changes as little as 1°C. Compare how three different types of forests (such as mangrove, mountain, and boreal forests) will be

affected by climate change. How can each of them influence climate change? Create a card game that informs players about the importance of forests and their links to climate, e.g create cards, some with key parts of each type of forest on them and others with how each type may influence or be impacted by climate change. Mix up all the cards and get the Scouts to match them up.
S, V, R

- Scientists predict that by the year 2050, 50 million people could be forced to leave their homes and communities because of the effects of climate change. Where will most of these refugees come from and where will they go? What kinds of weather events will force them to leave home? Prepare a short documentary about the issue and screen it to your peers. See some ideas at: http://youtu.be/B7Dc-Nb-y9M and http://youtu.be/dW51esWhr04.
  S, V, R
- Do any other activity approved by your Youth Leadership Team or Kaiārahi.
  K, C, S, V, R

D) SOLUTIONS TO CLIMATE CHANGE

Be able to EXPLAIN the main solutions we have found to tackle climate change and KNOW what the international community is doing as a whole.

- Go on an 'energy diet' for two weeks. Create a plan to reduce your energy consumption at home, when moving from one place to another, and at school. Carry it out. How much energy does each action save? How does using less energy and fewer resources help protect biodiversity? Challenge your friends and family to try your plan.
  K, C, S, V, R
- Split into groups and have each group study a different recent climate-related disaster, e.g. flooding, hurricanes, or fire. Perhaps you were even there when it happened, and can remember the experience? What damage did the disaster cause, and how did people recover and rebuild after the event? Are steps being taken to prevent or prepare for such disasters in the future? What are your ideas for how to prepare for next time? Discuss your findings and ideas as a group. Is there anything in common between the different disasters? Were the recovery efforts different in different places? Why do you think this is the case?
  K, C, S, V, R
- Today we have cars that can run on electricity, which are much better for our environment. Dream up your own machine that does not harm or even protects the environment. What kind of fuel does it run on? Where do you get that fuel? What other special features does it have? Draw a picture of it and share your ideas in your class or group.
  K, C
- Track your transport use over a period of one week. Calculate the carbon emissions you create and plan to go at least a week using more sustainable transport methods (e.g. public transport, car pooling, biking, walking).
  K, C, S, V, R
- Organic farming helps our soil stay healthy and retain its ability to store carbon, which helps reduce climate change. Look out for organic and fair-trade products available in your local supermarkets or farmers' markets. Where did the products come from? Were they locally grown or imported from farmers overseas? What are the pros and cons of each situation? How might the production of these organic and fairtrade goods help the environment? Is there a significant price difference between these and non-organic products? Why is this the case? Put your findings together in the form of photos and graphics, and then present them to your group, and parents or other adults. Encourage them to buy more organic and fairly-traded goods, whenever possible.
  K, C, S

- Set up your own organic fruit and vegetable garden – not only are they delicious and fresh but they also have a low carbon footprint.
  C, S, V, R
- Check out the science and technology section of your local newspaper for the next few weeks. Is there any news about climate, energy-saving products, renewable energy, or energy efficiency in general? If the article is difficult to read, ask a parent or teacher to explain it to you. Write your own summary of the report and share it with your group. Let the story inspire you and your friends to come up with your own ideas and inventions to save energy.
  K, C, S
- Visit an energy company (or have a guest speaker visit you) to talk about renewable energy and what they are doing to help prevent climate change.
  S, V, R
- Learn about Parliament's Zero Carbon Bill and what it means for New Zealand

V, R

- Take part in a tree planting day to help offset your carbon emissions.

K, C, S, V, R

- Study how people around the world used to keep themselves and their homes cool or warm before we started using energy-hungry methods. If you look, there are some really clever ways! You can even conduct an interview with an elder family member or friend to learn about how they kept warm or cool in their houses in years gone by. What can we do in our homes to replicate what was done in the past? What do you think governments should do to make sure our houses and other buildings are more energy efficient?
  K, C, S, V, R
- Plant and look after a tree near home. Trees help to slow climate change because they absorb carbon dioxide during photosynthesis. Trees also provide shade, which helps keep streets and houses cooler in the summertime and reduces the need for air conditioning. If you get a fruit tree you get food from it as well.
  K, C, S, V, R
- Set up a meeting with a local official in your region's environmental ministry or agency. Ask them about their stance on the climate negotiations. What are the reasons behind their position, and which other parties or organisations agree with it? What else can they tell you about the negotiation process? Are they considering how young people feel about and will be affected by climate change? If not, you could help them by researching and sharing the perspectives of youth with them. (Make sure you have asked as many young people as possible though, as not everyone will think exactly the same as you.) Use your imagination to come up with solutions too – there are lots of things that young people could help with and teach adults how to do.
  K, C, S, V, R

- Houses, organisations and individuals can save energy, preserve natural resources and prevent greenhouse gas emissions by reducing, reusing and recycling. Review the 3 R's in your personal life and house or school and come up with an action plan for improvement.
  K, C, S, V, R
- Take part in a national campaign. For example, School Strike for Climate or Plastic Free July.
  K, C, S, V, R
- Lots of young people throughout the world spend an increasing amount of time each day using electronics, including mobile phones, computers, and televisions. How much time do you spend using electronics each day? For this challenge, set aside one hour each day after school where you promise to engage in activities that do not require electricity, such as going for a walk, playing a sport, reading a book, helping your parents or neighbours, dancing, or doing your homework. (Don't pick a time that's already electronics-free!) Make a chart for your one-month challenge, and write down what you did during your electronics-free hour each day. What was the hardest part of this challenge? What did you learn from your electronics-free challenge? Do you think you can continue after your challenge month is up or even increase the amount of time you don't use electronics per day?
  K, C, S, V, R
- "Green energy" is produced from renewable resources like water, wind, the sun, heat from the ground, and biomass. This type of energy is called renewable because it can be replenished in a short period of time. That means it comes from things that we can use over and over again. Green power production technologies have fewer environmental impacts than the use of nonrenewable energy sources, like the burning of fossil fuels, which releases a great amount of greenhouse gases into the Earth's atmosphere. Investigate a renewable energy source and present it to your group. Be creative! You could even prepare a small-scale model reproducing your renewable energy source.
  K, C, S, V, R
- Know your electricity consumption. Calculate your daily electricity usage and what appliances use that power. Design a graphic representation of the electricity usage, from maximum to minimum, in your daily routine. Discuss the various ways to reduce energy (LPG, electricity) consumption. How could simple actions, such as installing energy-efficient home lighting systems or understanding and following energy labelling, help home appliances work more efficiently and even reduce your expenditure?
  S, V, R
- Mock United Nations. Everyone in your group represents a different country, making sure to have a broad mix of developing countries, affluent countries, least developed countries, small island developing states, etc. Everyone researches their country for the particular issues it might be facing because of climate change.

Regroup and carry out your own 'UN negotiation' where each country argues for a particular action, based on its needs. Are some of you on opposite sides? How can you reach an agreement?
V, R

- Attend BLAKE Inspire (www.blakenz.org), or similar environmental leadership course, and on your return share with your group what you have learned.
  V
- What kind of government policies are there that aim to promote renewable energy or to decrease greenhouse gas emissions? Are there any policies, financial incentives, energy standards on products, or even education initiatives funded by the government? How can the policies be improved? Or what kinds of policies would you recommend? Discuss with your group to see what kinds of ideas you come up with together. Do you think that it is important to have policies that address climate change? Come up with reasons to support your answer as a group. Do any of these policies affect you personally? How?
  V, R
- Research some examples of ecotourism. How does this help in addressing climate change? Design your own ecotourism activity and test it on your friends and family. For example, you could lead a hike in your local area to explore your natural environment. Explain to participants how protecting the environment is crucial towards tackling climate change, e.g. soils and forests are huge carbon storehouses and the more they are damaged, the less able they are to store carbon.

V, R

- Ask your group to gather fallen wood for your campfire. Try to only gather fallen wood. Saw through pieces of various sizes and count the number of rings in each piece. Note how thick the pieces are, and how many rings they have – each year represents a year of growth. As you add these bits of wood to the fire, check how long it takes them to burn. Is this wood a sustainable source of energy? 'No' may be the first answer, because the pieces of wood are used up. However, the trees in the bush are still growing. You didn't damage the environment while collecting it, so the source will renew naturally. Next year there will be more fallen wood in the forest. Relate this to the burning of gas and oil to make electricity. It takes millions of years to make more oil and gas. We take more out of the environment than it can renew. Energy sources like wind, solar, and hydroelectric are sustainable because they aren't used up or destroyed during the process. For people in some countries wood is their only source of energy. What might happen when their supply of wood is used up?
  K, C
- Do any other activity approved by your Youth Leadership Team or Kaiārahi.

K, C, S, V, R

CLIMATE CHANGE: PROJECTS GUIDE

These projects will enable you to ORGANISE and participate in a community initiative to help protect our global climate, plus CONVINCE other people to join in solutions towards tackling climate change.

Note: It is vital to ensure that your project is going to achieve its intended outcome of benefiting others through a focus on community development. Being helpful, rather than just assuming helping through your service project. Use a partnership focus – find out what is needed and helpful to the community you are intending to support, and find out what is already happening that you could get involved with, before creating your project. To make significant change, partnerships and empowerment are key.

- Hold a Climate Action Day in your community. Get permission to use space in a public park or square for the event. Put up posters illustrating various climate-related facts and figures, as well as tangible actions people can take to play their part in reducing climate change. Have a 'pledge' wall, where people can use sticky notes to write down actions they will take to help fight climate change. Hold a climate quiz and have a prize for the most climate-savvy participant. Perhaps you can even include a tree planting ceremony! Take lots of pictures, make videos, and have a space in your school or library where you can share with others what you did on your Climate Action Day.
  K, C, S, V, R
- Within your group, have a contest to see who can make the most changes in their everyday life to be greener and more energy-efficient. See the individual actions for some ideas of steps you can take. Keep a checklist and compare notes at the end of one month to see who the winner is. Make sure the winner gets a prize!
  K, C, S, V, R
- Earth Hour is a global awareness event about climate change and energy consumption. It takes place each year on a Saturday in March. For Earth Hour, many people turn off their lights, and take part in activities that do not require electricity or other forms of energy. Is there an Earth Hour event taking place in your community? If so, join in the Earth Hour event, otherwise plan your own! If you choose to plan your own Earth Hour event, you can plan it on the day that Earth Hour is celebrated, or you may choose to celebrate Earth Hour on a day of your choice. You can find out more here: www.Earthhour.org.
  K, C, S, V, R
- Throw an Energy Efficient Party in your community that will demonstrate ways to save energy. From using food that consumes less energy, to using cups and plates that can be washed and reused, to using energy efficient light bulbs: make it the most energy-friendly party possible! Create little cards that explain how each item is in keeping with sustainable energy goals.
  K, C, S, V, R

- Organise and run a campaign to educate people about reducing their energy use and turning off light switches
  K, C, S, V, R
- Do some research on initiatives working to fight climate change and select one that inspires you. Once you have picked an initiative, set yourself a fund-raising goal and come up with a plan to raise this money in your local community (e.g. you could hold a bake sale, organize a 'run for climate' or even hold a climate-themed fair, with information booths, educational games, and other engaging features). Explain to the people you are encouraging donations from what their money will help to achieve – how will the environment benefit? How will other communities benefit? How will YOUR community benefit?
  K, C, S, V, R
- Put together a vegetarian or vegan recipe book and distribute it, to encourage people to eat more vegetarian meals (at least one per week).
  K, C, S, V, R
- Run an EnviroWeek campaign at Scouts or school to raise awareness for environmental challenges and encourage young people to take practical action on an issue of your choice.
  C, S, V, R
- Develop a plan for low-emissions transport for your fellow Scouts. Work out ways they can reduce their emissions in their travel to school, Scouts and other activities during the week, and put together a campaign to help encourage them to take up the plan.
  C, S, V, R
- Set up a sustainable waste management system in your school, Scout meeting place, or workplace.
  S, V, R
- Set up a sustainable solution for food waste in your community.
  S, V, R
- Spend a few hours each week for a couple of months helping a local conservation organisation, whether for forests, the ocean, biodiversity, or any other cause you care about which is affected by climate change.
  S, V, R
- Track the carbon emissions of your Scout hall, school, or home, and talk with your family, Scout Group, and/or school about the possibility of installing solar panels, a solar water heater, or even a wind turbine.
  S, V, R
- After undertaking a LiteClub audit, take the lead on putting the action plan into practice and introducing more sustainable practices into your Scout hall, school, or home.
  S, V, R
- Develop a sustainability policy for your Scout group (or Zone, Region, National). This could include transport (e.g. offsetting emissions), sustainable suppliers, waste management, water management, and more. Put this policy into place locally or for an

event.
V, R

- Do any other project approved by your Youth Leadership Team or Kaiārahi.
  K, C, S, V, R