



# RESILIENT FUTURES

YOUNG PEOPLE, THE  
CLIMATE CRISIS  
AND SEXUAL AND  
REPRODUCTIVE  
HEALTH AND RIGHTS



FACILITATOR'S GUIDE

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## INTRODUCTION TO THE MODULE

### Why a module on climate change and sexual and reproductive health and rights?

Climate change is one of the most important global issues of our lifetime. Nothing is untouched by climate change, including sexual and reproductive health and rights. Climate change is having the most substantial impact on those least responsible for global emissions. Extreme weather events are causing humanitarian crises, disrupting health services and increasing mortality and morbidity, while changing weather patterns can exacerbate vulnerability and increase inequality. Women and girls are hit harder than men and boys and in some of the most stigmatized yet fundamental areas of life. Climate change is linked to worsening maternal and neonatal health and can increase rates of child marriage and gender-based violence. Providing young people with knowledge about climate change and how it relates to health is part of empowering and equipping them to be active in the response that climate change requires.

### Purpose

This workshop explains climate change and how it links to gender and sexual and reproductive health and rights. It encourages young people to think about the natural world and how their health and well-being are connected to the environment around them. Young people will learn about some of the impacts of climate change on their rights and their health and on the health of women and girls more generally. The workshop aims to empower young people by making them more aware of the world around them and what is happening to the environment and by generating ideas and the motivation to take action locally and beyond.

### Goals of the workshop

The goals of teaching young people about climate change and sexual and reproductive health and rights are:

- To enable young people to understand what climate change is, at a basic level, and how it impacts health, including sexual and reproductive health and rights
- To encourage young people to think about how climate change has an impact on all parts of their lives and what they can do to minimize the harm caused by climate change
- To encourage young people to think about the different levels of change that can help them mitigate and adapt to the effects of climate change, including how to live healthily and protect their own sexual and reproductive health and rights
- To encourage young people to see that being able to plan for their future is tied to their ability to live healthily and safely in the world and to being able to have control over their bodies and to decide if and when they will have children and how many.

## Learning objectives of the workshop

By the end of this workshop participants should be able to:

- Describe climate change and some of the impacts it is having on the planet
- Explain the interdependence of earth systems and human health
- Describe the linkages between climate change, gender, and sexual and reproductive health and rights
- Feel empowered to take action to protect the environment.

## Background information on climate change and sexual and reproductive health and rights

Table 1: Summary of the key intersections between climate change and sexual and reproductive health and rights (SRHR)

Key intersection	Effects
<b>Access to essential services</b>	Climate change can have direct and indirect effects on limiting access to essential sexual and reproductive health (SRH) services. Extreme weather events can disrupt health facilities and infrastructure and medical supply chains. Reduced access to skilled birth attendants and emergency obstetric care, as well as to contraception and safe abortion services, can result in increases in maternal mortality and morbidity and in increases in sexually transmitted infections and unintended pregnancies. The effects of climate-related shocks on household economic resources can indirectly limit access to SRH services. When families' resources are running low and they are required to pay for health services, women and girls may be the last to receive support. For groups already facing intersecting barriers to their ability to access high-quality SRH services, climate change may increase this difficulty, further contributing to their vulnerability.
<b>Maternal and neonatal health</b>	The role of heat and air pollution in maternal and neonatal health is being rapidly established, and the effects include higher rates of miscarriage and preterm birth and poorer neonatal outcomes. <sup>1,2</sup> Increased poverty and food insecurity driven by climate-related loss of livelihoods will also increase maternal mortality. Global heating affects the patterns of vector-borne diseases, such as malaria, with negative outcomes such as maternal illness and low birth weights. <sup>3</sup> Access to fresh and clean water has implications for maternal health care and is required for safe births and pregnancies. The negative impacts of drinking salinized water on pregnancy outcomes have also been documented. <sup>4</sup>



Table 1: Continued

Key intersection	Effects
<b>Gender-based violence</b>	The stress, scarcity of resources and humanitarian crises brought on by climate change increase rates of gender-based violence (GBV). <sup>5,6</sup> GBV, child, early and forced marriage, and trafficking of human beings have been reported to increase following disasters and extreme weather events. <sup>7,8</sup> When women and girls need to travel greater distances to gather basic necessities, such as water and firewood, they can also be at increased risk of physical and sexual violence. <sup>9</sup> The stress put on livelihoods because of disruptions in access to natural resources can also result in violence. Women who are environmental defenders have also been assaulted, raped and killed while defending environmental commons. <sup>10,11</sup>
<b>Early, forced and child marriage</b>	Pressure on families due to floods, droughts, disasters and other climate impacts can also result in early, forced and child marriage, <sup>12,13</sup> . In circumstances where there are not enough resources to support the family, marriage can be seen as a way to reduce pressure and secure resources for the family or the child. In humanitarian settings after extreme weather events or disasters, marriage can be seen as a way of protecting girls from sexual violence. <sup>14</sup> Early and child marriage is sometimes linked with female genital mutilation and other harmful practices. <sup>15,16</sup>
<b>The impacts of pollutants and toxins on SRHR</b>	The combination of the climate crisis and the related environmental and pollution crises has further impacts on SRHR. Pollutants and toxins impact the food and water systems necessary for human health and reduce their ability to maintain safe and sanitary conditions to support life. Toxins can affect the endocrine system, disrupting fertility. <sup>17</sup> Changes in the use of fertilizers and pesticides without proper training or protection can also have adverse health effects, including impacts on reproductive health. <sup>18</sup>
<b>HIV</b>	Reduced access to health services, including impacts on supply chains, can interfere with adherence to treatment for and management of HIV infection, while reductions in food security can compromise the nutrition status needed for the proper functioning of medication and to maintain good health. <sup>19,20</sup> Climate-related events may also create situations where people are at greater risk of contracting HIV; for example, young women aged 15–24 in areas affected by drought were more likely to have earlier first-time sex and transactional sex and were less likely to stay in school than young women in other areas. <sup>21</sup> This, coupled with reduced access to reproductive health supplies, such as condoms, makes HIV transmission more likely.
<b>Sexual orientation, gender identity and sex characteristics</b>	People with diverse sexual orientations, gender identities and sex characteristics, such as lesbian, gay, transgender and intersex individuals, may be at increased risk of poor outcomes due to climate change. <sup>22</sup> This is as a result of their pre-existing social marginalization and legal status and the lack of recognition of their specific health and social needs in service provision, such as disaster preparedness. <sup>23</sup>

Table 1: Continued

Key intersection	Effects
<b>Population dynamics</b>	Aspects of population dynamics, including urbanization and population growth, have been described as a driver of climate change by the Intergovernmental Panel on Climate Change and as a driver affecting the health of the planet by the United Nations Environment Programme <i>Global Environment Outlook 6</i> (GEO-6) report, <sup>24,25</sup> which describes “unequal access to education and lack of empowerment of women, as well as women’s lack of access to SRH services contributing to high birth rates’ (GEO-6, p. 9). A large unmet need for contraception remains a global challenge, and access to voluntary rights-based family planning services is an important component of achieving SRHR. Bodily autonomy and human rights are a cornerstone of resilient communities. Recognizing the impact of climate change on SRHR is essential for ensuring just responses and building resilience and the capacity to adapt to intensifying threats and impacts. Wealthy and more consumptive nations are most responsible for climate emissions, and the burden of mitigating climate change and providing support for adaptation should reflect this. Linkages between population growth and climate change should be treated with considerable scepticism and SRHR defended in its own right. <sup>26</sup>

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## IMPLEMENTING THE WORKSHOP

### Overview of workshop and sample programmes

This workshop includes 11 sessions, the detailed plans for which are provided in part 2. This workshop is intended to be delivered to groups of 25–30 young people, aged 10–20 years. The sessions will take about 10 hours to complete.

#### Resilient Futures: Young people, the climate crisis and sexual and reproductive health and rights

Session no.	Session name	Time
Session 1	Welcome and programme introduction	60 minutes
Session 2	What is the weather? What is the climate?	45 minutes
Session 3	Understanding climate change	30 minutes
Session 4	Causes and effects of climate change	45 minutes
Session 5	Me, my environment, my community	60 minutes
Session 6	Community nature walk	60 minutes
Session 7	Climate change, power and gender	60 minutes
Session 8	What do trees have to do with our sexual and reproductive health and rights?	60 minutes
Session 9	Resilient me, resilient futures	45 minutes
Session 10	We are part of the solution	60 minutes
Session 11	Conversation circle, commitment and closure	60 minutes
		<b>9 hours 45 minutes</b>

## Sample programmes

For maximum learning and impact, the programme should be delivered in short sessions over time, for example one session of one or two hours a week. This approach allows young people to absorb, understand, think about and apply a manageable amount of content at one time. If this is not possible, it can be delivered over the course of 1.5 to 2 days

### Sample programme for multi-session workshop

Session no.	Session title	Time
Session 1	Welcome and programme introduction	60 minutes
	What is the weather? What is the climate?	45 minutes
		<b>1 hour 45 minutes</b>
Session 2	Understanding climate change	30 minutes
	Causes and effects of climate change	45 minutes
	Me, my environment, my community	60 minutes
		<b>2 hours 15 minutes</b>
Session 3	Community nature walk	60 minutes
	Climate change, power and gender	60 minutes
		<b>2 hours</b>
Session 4	What do trees have to do with our sexual and reproductive health and rights?	60 minutes
	Resilient me, resilient futures	45 minutes
		<b>1 hour 45 minutes</b>
Session 5	We are part of the solution	60 minutes
	Conversation circle, commitment and closure	60 minutes
		<b>2 hours</b>

**Sample programme for 1.5-day workshop**

Schedule	Session title	Time
<b>Day 1</b>		
0900-1000	Welcome and programme introduction	60 minutes
1000-1045	What is the weather? What is the climate?	45 minutes
1045-1115	Tea break	
1115-1145	Understanding climate change	30 minutes
1145-1230	Causes and effects of climate change	45 minutes
1230-1330	Lunch	
1330-1430	Community Nature Walk	60 minutes
1430-1530	Me, my environment, my community	60 minutes
1530-1545	Tea break	
1545-1645	Climate change, power and gender	60 minutes
1645-1700	Closing remarks	
<b>Day 2</b>		
0900-1000	What do trees have to do with our sexual and reproductive health and rights?	60 minutes
1000-1045	Resilient me, resilient futures	45 minutes
1045-1100	Tea break	
1100-12:00	We are part of the solution	60 minutes
1200-1300	Conversation circle, commitment and closure	60 minutes

## Preparing to run the workshop

Make sure you have organized everything using the workshop checklist below.

### Workshop checklist

Venues checked and booked	
Participants identified and know where to go	
Familiarized with venue - know where power sources, light switches and toilets are and what materials and equipment are available	
Can find the caretaker if needed	
Materials purchased	
Sessions assigned to facilitators and reviewed	
Photocopies made and organized by session	
Support materials and equipment prepared, checked and functioning	
Seating arranged appropriately	
Adaptors and extension cords made available	
Registration forms and name tags prepared	
Participant packets put together (notebook, pen, programme, etc.)	

## Supplies needed

### Supplies for the trainer

- Flipchart paper
- Flipchart stand
- A4 paper
- Whiteboard
- Markers of different colours
- Reusable adhesive, such as Prestik or Bostik, or sticky tape
- Scissors
- Bowl, box or other container
- Pens and pencils
- Name tags for participants
- Ball of string or yarn
- Projector and laptop to play video (or link to share with participants)
- Small prize (optional)

### Supplies for participants (one per trainee and a few extras)

- Folders
- Notebooks
- Pens

## Documents needed

- Facilitator's guide for each facilitator
- Photocopies of worksheets and handouts for each participant
- Registration form
- Daily sign-in sheets
- Training programme for each participant
- Evaluation form
- Pre- and post-programme tests for each participant
- Signed certificates
- One-sided printouts, with page numbers, of all extra materials needed for session activities (available at: <https://esaro.unfpa.org/en/publications/resilient-futures-young-people-climate-crisis-and-sexual-and-reproductive-health-and>)

## Methodology and facilitating the workshop

**Methodology:** The manual uses interactive, participatory activities to help young people to gain new information and skills, to explore and evaluate their ideas, values and attitudes and to come to their own conclusions. The methods are focused on helping the participants to learn from sharing their collective knowledge and to discover new knowledge, understanding, attitudes and skills through critical thinking and active engagement with the content. The young people who are your participants are not empty vessels to be filled with knowledge by you – they already know and have experienced a lot. Find out what they know and let them share it! Challenge them to think critically for themselves.

**Note:** The manual intentionally does not use PowerPoint presentations or lecturing, as these are not effective approaches to teaching and learning.

**Facilitators:** The facilitators play an important role and directly affect the success of any educational programme, including this one. You are their guide through the learning process. Facilitators should be people who:

- Are well informed about climate change, gender and rights, sexual and reproductive health, and advocacy and activism skills
- Are comfortable discussing topics related to sexuality
- Are non-judgemental
- Really enjoy working with and care about young people
- Respect the views of young people, even if these views are very different from their own
- Believe that young people can make good decisions for themselves
- Have good group facilitation and communication skills
- Have a sense of humour!

Facilitators should feel free to spontaneously explore issues as they arise, depending on the needs of their groups.



**Facilitating learning:** Your role as facilitator is to:

- Monitor and manage the group to make sure that everyone is participating actively
- Keep discussions on track to achieve the objectives of the sessions and activities in a timely way
- Clarify points, make corrections when necessary, and add missing points to discussions and conclusions to make sure that the correct facts are given
- Assess participants' acquisition of knowledge and skills
- Help participants learn to think for themselves and to make their own good decisions: do not lecture participants, tell them what to do in their personal lives or tell them what the "best choice" is.

**A facilitator should:**

- ✓ Build on participants' experience and knowledge
- ✓ Be sensitive to what is happening in the group
- ✓ Deal with problems in the group
- ✓ Encourage participation
- ✓ Use language appropriate to the participants
- ✓ Keep the group on the topic
- ✓ Be a good listener
- ✓ Be aware of all the members of the group
- ✓ Be enthusiastic
- ✓ Prepare for the activities in advance
- ✓ Be empathetic
- ✓ Have a sense of humour
- ✓ Act responsibly
- ✓ Help the group stick to its ground rules
- ✓ Control the dynamics of the group to ensure maximum learning

**A facilitator should not:**

- × Dominate the group
- × Talk at length
- × Tell participants what they should do in their personal lives
- × Intimidate people
- × Take sides
- × Jump to conclusions
- × Be prejudiced or biased
- × See themselves as the expert
- × Put participants on the spot
- × Engage in a long dialogue with one participant
- × Lose their temper with a participant
- × Facilitate if they are uncomfortable with the topic
- × Criticise the participants
- × Allow one or more participants to dominate

### Tips for teaching young people about climate change and sexual and reproductive health and rights

- This workshop is structured to build knowledge about climate change sequentially, which takes the learner on a journey enabling them to think critically about how the global issue of climate change affects them individually and their community.

- The workshop does not explain everything about climate change but provides selected foundational information to build knowledge and to support positive attitudes towards and critical thinking about the links between climate change and sexual and reproductive health and rights as they relate to young people's futures.
- Climate change is a global phenomenon that affects everyone on earth. Sometimes it may feel too big and beyond our control, but it is important to focus on what individual actions we can take to influence change. This may be individually making changes in our daily lives to join forces with others to put pressure on those who have the power to bring about change, such as our leaders. The messages to learners should make them feel able to make changes and to understand where power may lie.





## SESSION 1: WELCOME AND PROGRAMME INTRODUCTION

Icebreakers adapted from US National Science Foundation, *Discover Earth: Hands on Science Activities. Activity 3: Icebreaker Activities* ([https://www.lpi.usra.edu/education/explore/discoverEarth/activities/Activity3\\_Packet.pdf](https://www.lpi.usra.edu/education/explore/discoverEarth/activities/Activity3_Packet.pdf)).



### Purpose

- To introduce the facilitator(s) to the participants
- To introduce the participants to each other and to the facilitator(s)
- To review the programme
- To gather information about what the participants know at the beginning of the programme to be able to evaluate what they learned from it at the end
- To establish ground rules with participants that set out behavioural expectations
- To introduce the theme of the workshop
- To allow participants to start to get to know each other, to relax and have fun, and to begin creating a friendly, open environment for the workshop.

### Learning objectives

By the end of the session, participants will:

- Have begun to get to know each other
- Have started to feel more comfortable with each other.



### Time

60 minutes



### Materials

Flipchart, markers, sticky tape, A4 paper and, for the water game, a ball or object that can be thrown between participants and, for Web of Life, a ball of string or yarn. (If not available, ask the group to imagine a string weaving their responses together like a spider's web.)



### Preparation

- Make a copy of the agenda for each participant and put it in the packet they get when they register.
- Make a copy of the pre-programme test for each participant.
- Decide if you want the participants to put their name or an identification number or symbol on their pre-test.
- Decide which icebreaker you want to use: water game or Web of Life.

**Note to facilitator:** Participants pick up on your energy and enthusiasm, so you need to bring them with you when you are facilitating!

## Steps

### Part 1: Welcome, introduction and programme overview (20 minutes)

1. Welcome the participants to the workshop.
2. Tell participants that the facilitators will introduce themselves first so that they know something about who you are and what your backgrounds are. All facilitators should introduce themselves and share information about their personal and professional lives and their training. Include the following information, as relevant:
  - Where you grew up or where you are from
  - What your educational background is
  - What other work you do
  - What training you have received and what experience you have working with young people
  - What you like to do in your free time or one thing most people do not know about you.

**Note to facilitator:** Do **not** introduce yourself in only one or two short sentences. You are setting an example for the participants to encourage them to be open and share with the group, so it is important that you share openly.

3. Now tell the participants that they will introduce themselves. Write these points on a piece of flipchart paper as you explain that you want them to include the following in their introduction:
  - Their name and what they want to be called (If you like, you can ask participants to give themselves a nickname or an alliterative name, for example Mischievous Mary or Jolly John.)
  - Their age
  - Where they are from
  - What they are doing these days (school, work, looking for a job)
  - Their favourite thing about nature and the natural world
  - Why they came to this workshop.

As the participants introduce themselves, make sure that they cover all the points – if you do this for the first few participants, the others will probably address all the points, but you should still pay attention.

4. Explain the following:
  - This workshop is about climate change and sexual and reproductive health and rights for young people.
  - It aims to give you an understanding of climate change and how it can affect all parts of your lives, including your sexual and reproductive health and rights.

- You will learn about things such as how climate change happens, what effects it has on the climate and how those affect people, including their sexual and reproductive health.
5. Ask participants to take their agendas out or pass them round. Briefly review the programme, including the times of the sessions, the length of the sessions and breaks, and any other relevant information about the workshop and how it will run.
  6. Share your excitement about facilitating the programme, having them as participants, and the interesting and fun activities you will do together. Encourage them to participate actively and to ask any questions they have during the sessions.

### Part 2: Pre-programme test (20 minutes)

7. Tell the participants that they are going to take a short pre-programme test, explaining that:
  - Although it is called a “test”, it is nothing for them to worry about.
  - The purpose of the test is to allow us facilitators to see how well you are learning so that we know if we need to change anything during the workshop.

Tell the participants whether they should write their name, an identification number or a symbol on their pre-test. If it is a symbol or number, tell them to make a note of it so that they will remember it, because they will need it again at the end of the programme.

8. Pass out the pre-programme tests and tell them that they should read each question and circle their answer. When they have finished, they should raise their hand and you will come and pick up their paper.

**Note to facilitator:** Do not allow participants to discuss the questions with or copy each other. If they do, remind them that they will not be judged on their scores, so they should just write their own answers so that you will know what is working and not working in the programme.

9. When everyone has finished, thank them.

### Part 3: Agreeing ground rules (5 minutes)

10. Explain to the group that establishing a group contract together creates an environment where the most learning and participation can take place. We want to develop a set of rules that will guide the way we behave during the sessions that we all can agree to follow.
11. Label a piece of flipchart paper “Ground Rules” or “Group Contract”. Then ask the group what rules and agreements they want to set out for how they will behave during the sessions. These should be things that encourage everyone to participate freely and to keep order.

12. Record their ideas on the flipchart paper.

Examples of common rules are:

- No side-talking. Only one person talks at a time.\*\*\*
- Respect differences of opinion/Respect each other.\*\*\*
- Listen to each other with respect.\*\*\* Do not dominate conversations.
- No texting or playing on mobile phones.\*\*\* If you have an emergency, go outside to use your phone.
- Be on time.
- Express your own opinions and feelings, not those of others.
- Express yourself honestly.
- You have a right to pass; no one is obliged to talk or respond to a question.
- You can tell others about what you learned, but don't repeat any personal information that was shared in confidence.

Establish a rule for handling mobile phones during sessions – turned off, turned to silent, collected at the door, etc. – and what the consequences will be if the rule is not followed. Be sure to enforce the rule.

**Note to facilitator:** \*\*\*Starred rules are important for the facilitator to use later if participants become disruptive. If the participants do not come up with these rules, suggest them and ask if they agree.

13. Ask the participants:

- Do you all agree to follow these ground rules (or this group contract)?
- Are there any items listed that we need to talk about?

Discuss any issues on which not all group members agree.

14. Post the list of ground rules (or group contract) where it is visible and can be referred to easily during any session but is not in the way.
15. Tell the participants that **everyone is responsible** for ensuring that we follow these rules, not just the trainer or facilitator. If someone is breaking the contract, the others should feel free to say loudly, "Ground rules!" Tell them that you will do this as well and remember to refer to the ground rules as often as needed, especially in the early sessions so that following them becomes a habit.

#### Part 4: Icebreaker: Water game or Web of Life (10 minutes)

##### Water game

16. Ask participants to stand in a circle.
17. Give them the following instructions:
- I will toss the ball (or other object) to one person.
  - The person with the ball will first say their name and then state one way that they use water in their daily life and one place where they find water. Try to think of a use for water that has not yet been mentioned if you can.



- Then toss the ball (or other object) to another person, who should also give their name and state one way that they use water and one place where they find it, and so on.

Ask if they have any questions, and then start by tossing the ball to one of the participants.

18. Stop once everyone has had a chance or when the group is running out of new ideas on water.
19. To conclude the icebreaker, ask the participants:
  - How important is water to life? Why do you think so? (Answer: Water is vital to life on earth, for humans, plants and animals.)
  - Where is most of the earth's water found? (Answer: 97 per cent is found in the oceans.)
  - In one day, how many hours do you think all the women on earth spend fetching water for their families? (Answer: 200 million hours every day!)
  - What is the most common substance found on earth? (Answer: Water!)

**Note to facilitator.** Allow the participants three to five guesses before sharing the answer to the second and third questions.

### Web of Life

16. Ask participants to stand in a circle and tell them that this activity is called the Web of Life.
17. Give them the following instructions:
  - I will give one participant this ball of string or yarn. They will hold on to the end.
  - Say your name and then name an animal we find in our local environment, for example a cow or goat.
  - Then toss the ball of string or yarn to another person.
  - That person says their name and then names something upon which the life of the animal depends. It could be something general, such as water, land or sunlight, or something more specific, such as a specific type of food or a smaller animal.
  - They will then toss the ball of string or yarn to someone else, who will also give their own name and then name something the animal depends on, and so on.

Ask if they have any questions, and then start by giving the ball of string or yarn to one of the participants. Make sure they hold on to the end.

**Note to facilitator:** As the string or yarn gets passed around, a web should develop that demonstrates the interconnectedness of the natural world.

18. Stop once everyone has had a chance or when the group is running out of new ideas on what the animal is dependent on.

19. To conclude the icebreaker, ask the participants:

- What did you notice by doing this activity? What did it make you think about?
- Why do you think it is called the Web of Life?
- What are some of the non-living elements that living things, such as people or animals or plants, interact with? (Answers include soil, water, heat, sunlight and air.)
- How important are these non-living elements to living things? (Answer: They are essential for their survival.)
- How many animals do you think are now threatened with extinction? (Answer: About 1 million.)
- What are some of the causes of animals becoming extinct? (Answers include changes in how we use the land and the sea, destruction of the places where they live, e.g. the forest, climate change and pollution.)

**Note to facilitator:** Allow the participants three to five guesses before sharing the answer to the fifth question.

#### Part 5: Group name (5 minutes)

20. Tell the participants that the last thing you want them to do in the session is to decide on a name for their group. Allow them to suggest names and make a list of their ideas on a piece of flipchart paper. Ask them to pick two favourites. Tally up their preferences and settle on the name they all like best or allow them to come to a quick consensus using another method.

**Note to facilitator:** Use the group name frequently when referring to the group to develop a sense of group identity and belonging. You can also ask the participants to develop a group clap and/or slogan or symbol in their own time and to present them at the beginning of your next meeting.

## SESSION 2: WHAT IS THE WEATHER? WHAT IS THE CLIMATE?

Adapted from Thought Box, *Changing Climates Years 9–13* (<https://www.thoughtboxededucation.com/climatecurriculum>), Trócaire, *Climate Change, Climate Justice: Toolkit for Youth Groups* ([https://www.trocaire.org/sites/default/files/education\\_youth\\_lent\\_resources\\_2017\\_for\\_web\\_lent\\_2020.pdf](https://www.trocaire.org/sites/default/files/education_youth_lent_resources_2017_for_web_lent_2020.pdf)), IFMSA, *Training Manual: Climate & Health* (<https://ifmsa.org/wp-content/uploads/2017/03/Final-IFMSA-Climate-and-health-training-Manual-2016.pdf>) and UNESCO, *Climate change in the classroom: UNESCO course for secondary teachers on climate change education for sustainable development* (<https://unesdoc.unesco.org/ark:/48223/pf0000219752>).



### Purpose

To define climate change and begin considering some local climate change impacts.

### Learning objectives

By the end of this session, participants will be able to:

- Distinguish between weather and climate
- List at least two impacts of climate change on the place where they live.



### Time

45 minutes



### Materials

Flipchart, coloured markers, sticky tape and scissors or Bostik or Prestik.



### Preparation

- On a piece of flipchart paper, write the word “WEATHER” at the top in capital letters and list the following questions below it:
  - What is the weather like today?
  - How has the weather been this year?
  - Have you noticed any changes in the weather recently?
- Write or print “Weather” and “Climate” in large letters on one piece of paper each.



### Steps

#### Part 1: Introduction (2 minutes)

1. Ask the group the following:
  - Have you ever heard of climate change before? What have you heard?
  - What is climate change?

Briefly allow participants to give their ideas and provide affirming feedback to correct answers without getting into a discussion or definition.

**Note to facilitator:** This should take no more than one or two minutes.

2. Tell participants that, before getting more deeply into climate change, they are going to discuss the weather and climate where they live.

### Part 2: What is the weather? (25 minutes)

3. Divide the participants into small groups of about five. Post the questions you prepared on the sheet titled "WEATHER." Provide a piece of flipchart paper and some markers to each small group. Give the participants the following instructions:
  - Discuss these questions (point to the paper you posted and ask three participants to each read one of the questions):
    - What is the weather like today?
    - How has the weather been this year?
    - Have you noticed any changes in the weather recently?
  - Then draw the kinds of weather you experience where you live during each season.
4. After about seven minutes, or when they have finished, ask all the groups to post their drawings. Then ask for one group to volunteer to present their drawing and discussion. After they have finished, ask the other groups if they have anything to add or have any different responses.

**Note to facilitator:** Do not have all groups present as it will be too repetitive.

5. To help participants link the weather to their daily lives, ask the participants in their small groups to discuss the following:
  - How does different weather affect you and your activities? For example, what is the difference in your activities during the wet season compared with the dry season?
  - How do the different weather patterns affect you and the world around you?
  - How does the weather affect food, animals and your daily activities?
6. After five minutes or when they have finished, call their attention back to the front. Ask one group to share their responses to the first question they discussed. Then ask the other groups if they have anything to add. Do the same for the second and third questions, asking different groups to share first each time.
7. Ask the whole group the following questions:
  - What will the weather be like in [name of month two months in the future]?
  - How do you know that? (Possible answers: Because in [month], the weather is usually like that. It's like that every year.)

- So, you know that because the weather is usually like that. It is the usual pattern of the weather, right? What do we call the usual pattern of weather in a place? (Answer: The climate.)
- How would you describe the climate here?
- What is the difference between weather and climate?

Pick up on their responses to come up with definitions similar to the following and write them on flipchart paper:

- Weather is the short-term or day-to-day differences in the atmosphere, including humidity or dryness, rain, wind and daily temperature.
- Climate is the usual weather conditions in an area in general or over a long period.

Explain the following:

- The climate is the normal weather pattern for a particular area or the average pattern of weather conditions.
- Climates are specific to geographical regions.

**Note to facilitator:** See “Information for the facilitator: Climate zones” below for some information that may help inform the discussion.

### Part 3: Weather or climate (10 minutes)

8. Post the two signs you made – “WEATHER” and “CLIMATE” – in different places, where there is room for participants to stand, preferably opposite each other.
9. Ask the participants to stand and come to the centre of the room. Give them the following instructions:
  - I will read a sentence.
  - Decide whether it is about the weather or the climate.
  - Go and stand under the sign that shows your answer (point to the two signs you posted).
  - I will ask you to explain why you think that is the answer and then we will find out whether you are right or not.

Ask them if they have any questions.

10. Read the following sentences and follow the instructions above. If the groups' answers are different, ask at least one person from each group for a response to explain why they chose that answer before revealing the correct answer. In that case, provide additional information if necessary to clarify the reason for the answer to ensure that they understand the difference. You can also ask other participants to explain.
  - It is usually cold and rainy here in July and August. (Answer: Climate.)
  - It was raining just an hour ago and now the sun is shining. (Answer: Weather.)
  - It's so hot right now! We are having a heat wave. (Answer: Weather.)

- The average temperature during the rainy season is about 18 degrees. (Answer: Climate.)
- It normally does not get cold enough to snow here. (Answer: Climate.)
- I heard it might snow tomorrow. (Answer: Weather.)
- I've noticed that it does not rain as much during the wet season as it used to when I was a child. (Answer: Climate.)

#### Part 4: Introduction to climate change (8 minutes)

11. Pick up on the last sentence and ask:

- Can the climate change?
- What does "climate change" mean?

Using the participants' responses, come up with a definition similar to the following:

- **Climate change** is when there are significant or abnormal changes in the long-term average weather patterns.

Explain that climate change can be limited to particular regions or apply to the earth as a whole. It means that weather patterns are less predictable.

12. Ask the participants:

- Thinking back to your discussion about how the weather affects your daily lives, how might changes in the climate affect the things that you do every day?

Probing questions:

- For example, if it rains a lot less or a lot more, how would that affect your daily life and that of your family?
- How would it affect your food and what you eat?
- What about your transport?
- What about your access to services?
- How can it affect what you need to stay healthy?

13. Conclude by asking the participants what they learned from the session. Add any of the following key messages that they do not mention:

- Weather and climate are different but relate to each other.
- Climate change describes changes in earth systems, and it means that we see long-term changes in weather patterns.
- Climatic changes have an impact on how we live and organize our daily lives.
- Climate change has impacts on our health and well-being and makes the future less predictable.



#### Linking sentence

In the next session, you will learn how climate change happens, and how human activities create it, and start to consider how climate change impacts our health and ability to live a healthy and safe life.

## Information for the facilitator: Weather versus climate

Weather	Climate
<ul style="list-style-type: none"> <li><input type="checkbox"/> Weather can change hour by hour and day by day.</li> <li><input type="checkbox"/> Weather is the day-to-day variations in the atmosphere.</li> <li><input type="checkbox"/> Weather includes elements such as wind, rain and the temperature day to day.</li> <li><input type="checkbox"/> Weather might not cover a large geographical area. It can be sunny where you live but not where your friend lives, even if you are in the same city or region.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Climate is the average weather pattern in a particular place over time – usually a period of years.</li> <li><input type="checkbox"/> Climate describes a range of weather that is normal for a part of the world.</li> <li><input type="checkbox"/> Changes in climate describe variations in patterns over time.</li> <li><input type="checkbox"/> Climate usually refers to a substantial geographical area such as a country or a region.</li> </ul>

### Key points

- Weather and climate relate to each other but are not the same thing.
- Weather describes day-to-day variations in the climate. The climate is a system and the weather happens inside the system.
- Weather happens over a short timescale. Climate is the big picture: it is about patterns over time.

### Climate zones

- Tropical climate zones are hot and humid and where you find rainforests. They are warm for most of the year.
- Arctic, polar or tundra regions have climates that are cold most of the time.
- Temperate climates have mild weather and milder summers and winters than non-temperate climates, i.e., tropical, continental, dry or polar.
- Arid or dry climate zones have deserts.
- Continental climates have distinct summers and long, cold winters.
- Mediterranean climates are hot and dry in the summer and cold and wet in the winter.

Southern Africa has semi-tropical, temperate and arid climate zones. Eastern Africa has tropical and temperate climate zones, but these are influenced by the high elevations, which bring the temperatures down.

### Climate change

Climate change refers to significant or abnormal changes in long-term average weather patterns. This can take place in particular regions or across the earth as a whole. We humans are changing the climate with our activities. Climate change means that the earth's systems and weather patterns are less predictable. This can mean more droughts or more rain and sometimes more storms and events such as cyclones. This has impacts on our everyday lives and our ability to stay healthy and safe.

## SESSION 3: UNDERSTANDING CLIMATE CHANGE

Adapted from Thought Box, *Changing Climates Years 9–13*, (<https://www.thoughtboxeducation.com/climatecurriculum>), Trócaire, *Climate Change, Climate Justice: Toolkit for Youth Groups* ([https://www.trocaire.org/sites/default/files/education\\_youth\\_lent\\_resources\\_2017\\_for\\_web\\_lent\\_2020.pdf](https://www.trocaire.org/sites/default/files/education_youth_lent_resources_2017_for_web_lent_2020.pdf)), IFMSA, *Training Manual: Climate & Health* (<https://ifmsa.org/wp-content/uploads/2017/03/Final-IFMSA-Climate-and-health-training-Manual-2016.pdf>) and UNESCO, *Climate change in the classroom: UNESCO course for secondary teachers on climate change education for sustainable development* (<https://unesdoc.unesco.org/ark:/48223/pf0000219752>).

### Purpose

To understand how climate change happens and the human role in its acceleration.

### Learning objectives

By the end of this session, participants will be able to:

- Provide a basic explanation of how climate change happens
- Explain the meaning of global warming
- Explain the role of using or burning fossil fuels and of greenhouse gases in producing climate change
- Describe the human role in climate change.

### Time

30 minutes

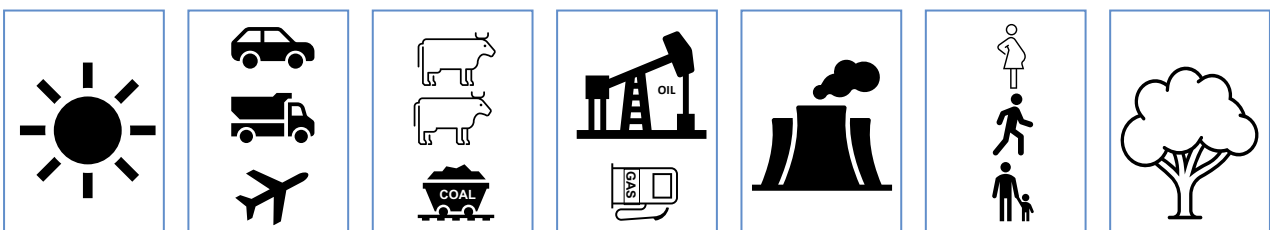
### Materials needed

Flipchart, marker pens, sticky tape and scissors or Bostik or Prestik.

### Preparation

**Note to facilitator:** A Word file is available, called “Resilient Futures. Young people, the climate crisis, sexual and reproductive health and rights: Extra materials”, which contains ready-to-print images that you can tape to your flipchart paper to make the picture described below.

- Make a picture on a piece of flipchart paper that looks like the one below (see “Facilitator resource: Sample picture”). You can print and cut out the pictures from the additional materials file to assist you.







- Print out the following and cut away any excess paper:
- One large arrow with "HEAT" written on it
  - One piece of paper with "OXYGEN" written on it, about an eighth of a sheet of paper in size)
  - One piece of paper with "CARBON DIOXIDE" written on it, about an eighth of a sheet of paper in size)
  - Two arrows with "OXYGEN" written on them
  - Five small pieces of paper with "CO<sub>2</sub>" written on them
  - Nine arrows with "CO<sub>2</sub>" written on them.

## ▶ Steps

### Part 1: Introduction to climate change (2 minutes)

1. Tell participants that in this session they are going to discuss the causes and effects of climate change.
2. Ask the participants if they are familiar with climate change and what they know about it.

**Note to facilitator:** Take a few responses, but do not get into a long discussion at this point.

Pick up on their responses and reinforce that climate change is changing the conditions of life on earth and is something that is affecting all of us.

### Part 2: The functioning of the earth's ecosystem (28 minutes)

3. Post the picture that you prepared above. Hand out the pieces of paper and arrows you prepared among the participants.

**Note to facilitator:** Ask the participants all the questions in this section to find out what they know. If none of the participants know the answer, then explain it to them.

4. Ask the following questions:
  - What is the function of the sun? (Point to the sun.)

Probing questions:

- What happens when you sit in the sunshine?
- What happens to the earth when the sun shines on it?

(Answer: The sun warms the earth with its rays. It makes life on earth possible.)

Ask a participant with an arrow that has "heat" written on it, to come up and post the arrow pointing from the sun to the earth.

- The earth is surrounded by the atmosphere. (Point to the atmosphere.) What is the atmosphere made up of?

Probing question: The atmosphere is made of air. What is air made of?

(Answer: It is made up of gases – such as nitrogen, oxygen, carbon dioxide, hydrogen.)

Ask participants with a "carbon dioxide" sign and an "oxygen" sign to come up and post those signs in the atmosphere.

- The atmosphere is like a natural blanket for the earth. What do blankets do? What is their purpose? (Answer: They keep you warm.)
- How do blankets keep you warm? (Answer: They hold the heat your body releases close to it. They trap the heat of your body.)
- So, what do you think the atmosphere "blanket" is doing for the earth? (It is trapping some of the heat from the sun and keeping the earth warm.)

5. Explain the following:

- We said before that the atmosphere or air is made up of gases (point to the signs for oxygen and carbon dioxide).
- Some of these gases are called greenhouse gases.
- They let sunlight pass through, and they form the "blanket" that prevents heat from leaving the atmosphere.
- One important greenhouse gas is called carbon dioxide or CO<sub>2</sub> for short.
- Greenhouse gases can be found in different natural resources.

6. Ask the following questions:

- Which natural resources shown in the picture take in carbon dioxide and turn it into oxygen? (Answer: Trees and plants.)

Ask the two participants with arrows with "oxygen" written on them to come and post them on the picture to show that trees release oxygen into the air.

- Looking at this picture, which of the natural resources shown do you think store carbon dioxide or other greenhouse gases? (Answers: Trees and plants, ocean, coal, gas, oil.)

As they name the items that store carbon dioxide, ask participants with the "CO<sub>2</sub>" signs (not arrows) to come up and stick them on the picture of the item or just below it.

- Which of these natural resources are called fossil fuels? (Answer: Coal, oil and natural gas.)
- What do we use these natural resources for? (Possible answers: Making electricity and heat, manufacturing, transport (driving, flying), cooking.)
- Point to the things on the picture with the "CO<sub>2</sub>" labels. What do you think happens when we use or burn these things, such as the fossil fuels (coal, gas and oil)?

Probing questions:

- What do those things store? (Answer: Carbon dioxide or CO<sub>2</sub>.)
- So, if you burn them and destroy these things, what happens to the carbon dioxide? (Answer: It is released into the air or atmosphere.)

(Answer: When we burn fossil fuels, the carbon dioxide stored in them is released into the atmosphere.)

Ask three participants with arrows that have "CO<sub>2</sub>" written on them to come and post them on the picture to indicate those items that release carbon dioxide into the air when burned.

- Over the past 150 years in particular, people have been using more and more fossil fuels (oil, coal and natural gas). What is the result? (Answer: More and more carbon dioxide is released into the atmosphere.)

Ask six more participants with "CO<sub>2</sub>" arrows to come and post them on the picture to show those items releasing more carbon dioxide into the air – two for each item.

And now ask:

- Looking at the picture now, what do you notice?

Probing questions:

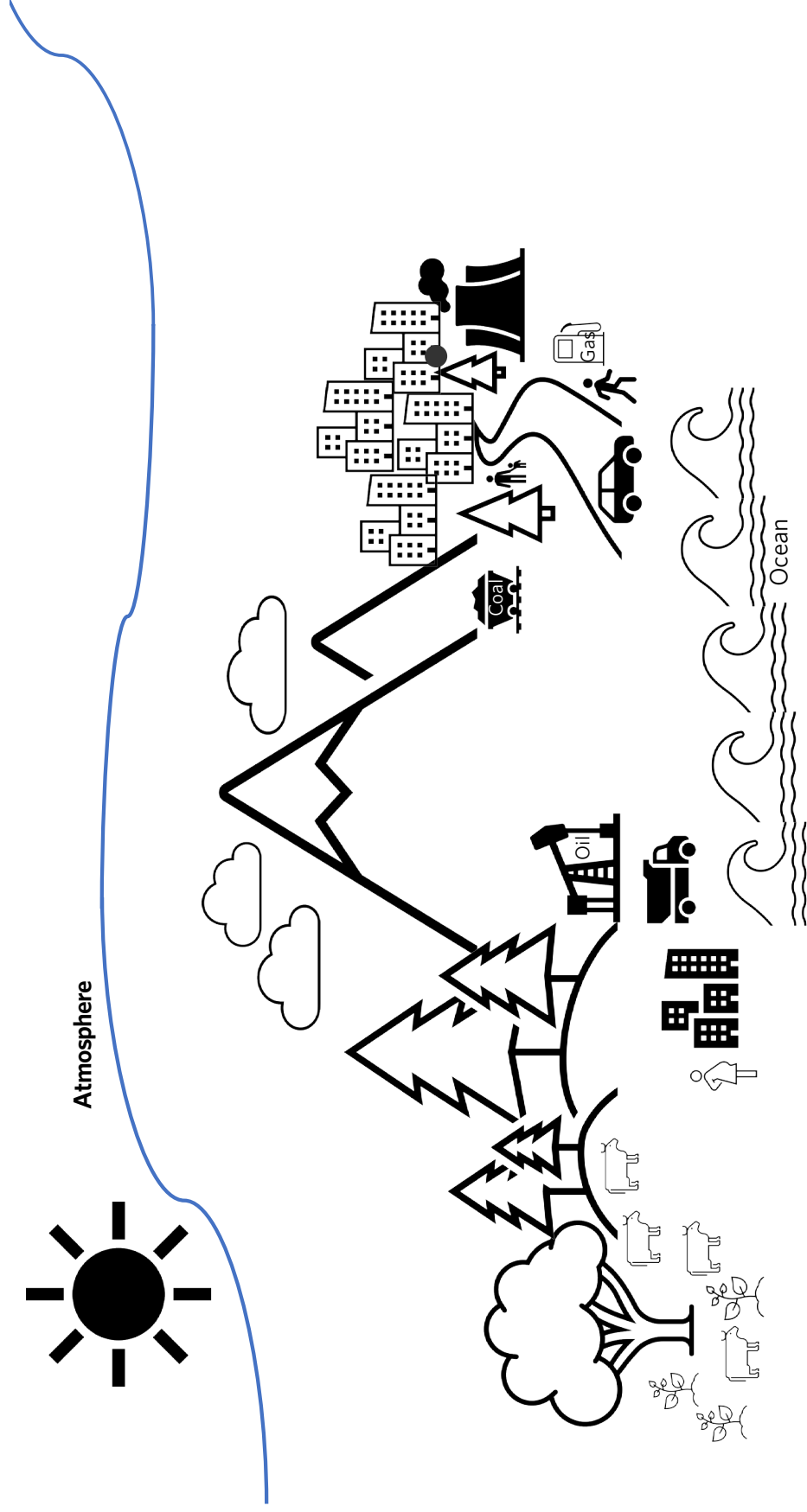
- How much oxygen is being released into the atmosphere?
- How much carbon dioxide is being released? (Answer: A lot more carbon dioxide than oxygen is being released.)
- What will happen if we cut down the trees? (Answer: Even less oxygen will be released.)
- Why is all this carbon dioxide being released? (Answer: Because people are using or burning more and more fossil fuels, e.g. by driving, flying, manufacturing things, using heat and electricity.)
- When carbon dioxide is released it makes the blanket of the atmosphere thicker (point to the atmosphere). Imagine you are wrapped in a blanket and you feel comfortable. If more blankets are added on top of you, what will happen? (Answer: You will get too hot. You will start to sweat and feel uncomfortable.)
- If you cannot take the blankets off, what will happen to your body? (Answer: Eventually you will overheat, and your body will stop functioning properly and you will die.)

- So, as we said, when greenhouse gases such as carbon dioxide are released, they are making the earth's atmosphere blanket thicker and thicker. What do you think is happening to the earth? (Answer: It is getting hotter and hotter.)
- What do you think is happening to the earth's systems as it gets hotter and hotter? (Answer: The earth's systems are starting to struggle.)

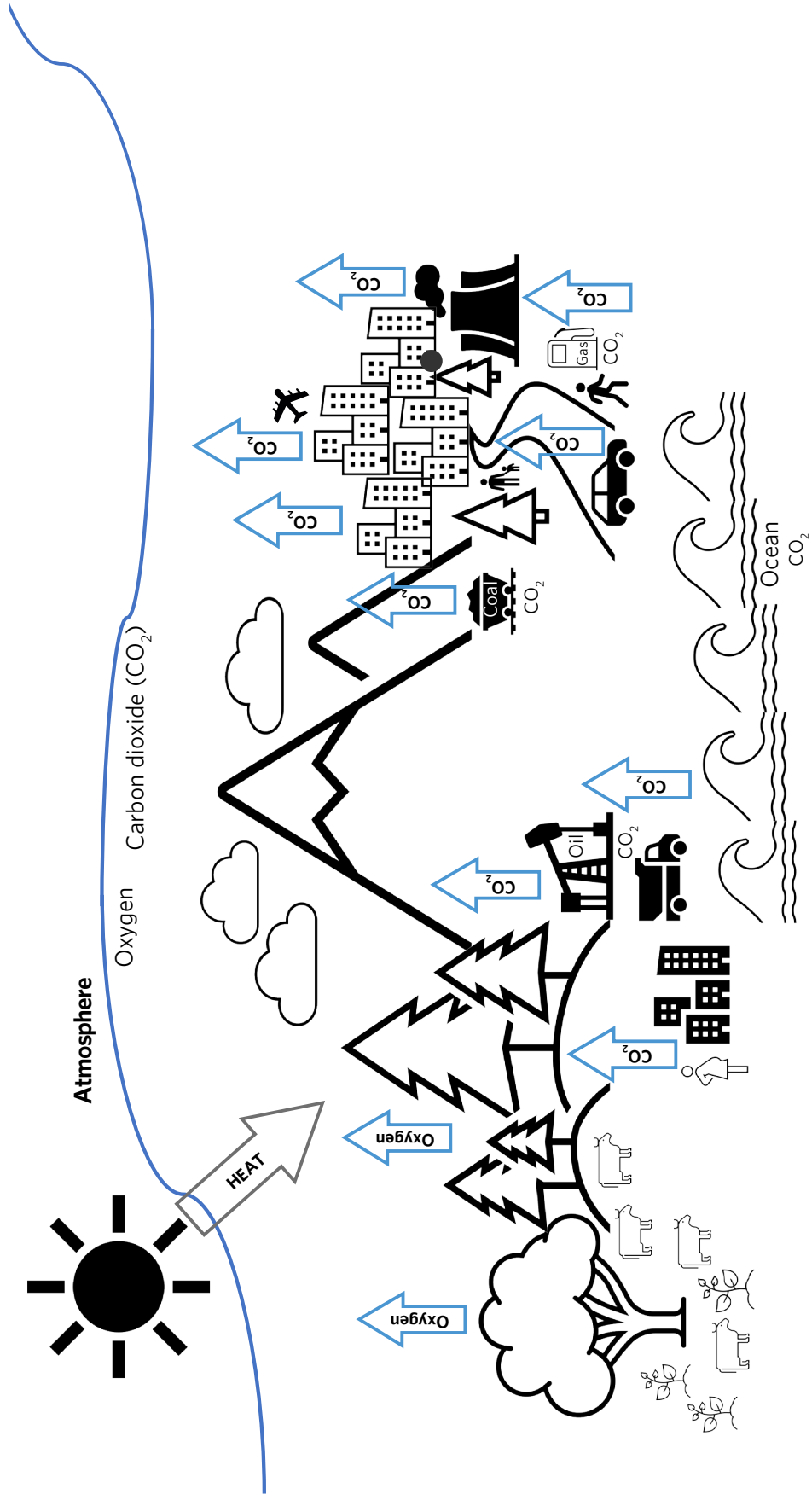
Tell participants that this is what we call **global warming**.

7. Ask the participants what they learned from the session. Add any of the following points that they do not mention or reiterate them as needed:
  - As human beings use more and more resources, more and more carbon dioxide is released into the atmosphere.
  - This carbon dioxide is making the atmosphere, thicker, which makes the earth warmer. This is what is called global warming.
  - The earth is getting so warm that natural systems are becoming disrupted and changing our climate.
8. Ask the participants if they have questions about what you have been talking about.

Facilitator resource: Sample picture showing how greenhouse gases cause global warming



Facilitator answer key: Greenhouse gases and global warming picture



## SESSION 4: CAUSES AND EFFECTS OF CLIMATE CHANGE



### Purpose

To review the causes of climate change and to understand its effects.

### Learning objectives

By the end of this session, participants will be able to:

- List at least five things that are causing global warming and climate change
- Explain at least five effects of climate change.



### Time

45 minutes



### Materials

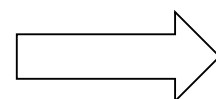
Flipchart, marker pens, sticky tape and scissors or Bostik or Prestik.



### Preparation

**Note to facilitator:** A Word file is available, called “Resilient Futures. Young people, the climate crisis, sexual and reproductive health and rights: Extra materials”, which contains ready-to-print images that you can tape to your flipchart paper to make the picture described below.

- On one sheet of paper each, write in large letters or print out signs reading “CAUSES” and “EFFECTS” and keep them separate.
- On one sheet of paper each, write or print out the following items in large letters, mix them up, divide them into six sets of four papers and clip each set together, labelled “Causes” (24 papers): Greenhouse gases; Global warming; CLIMATE CHANGE; Land use; Burning fossil fuels (write in larger or darker letters if possible); Deforestation; Livestock; Fertilizer; Burning fields; Making electricity and heat; Transport; Manufacturing; Logging, clear cutting; Cutting down trees; Habitat destruction; More extreme weather events; Hurricanes; Heat waves, higher temperatures; Drought; Floods; Wildfires; Glacial retreat, ice sheet melting; Sea level rise; Higher ocean temperatures.
- On separate pieces of paper, draw or print five large arrows. Keep them separate.
- During this session, participants will construct the chart shown in the “Facilitator answer key: Causes and effects of climate change” (except for the final column on the right) on the wall using the papers you prepared in preparation steps 1-3. Clear a sufficiently large space on the wall or on a window to be able to post all the papers so that the chart of causes and effects is clear.



- Before the session begins, put up the papers “Causes” and “Effects” with an arrow in between them high up on the space on the wall that you will use.

## Steps

### Part 1: Causes of climate change (30 minutes)

1. Tell participants that in this session they will look at both the causes and the effects of climate change.
2. Divide the participants into six groups and give each group a set of the papers you prepared (four mixed papers for each group). Show them the “CAUSES” and “EFFECTS” signs you posted on the wall. Then give them the following instructions:
  - Decide if your papers show a cause or an effect of climate change.
  - Put them up on the wall under the sign “CAUSES” if you think they are a cause and under the sign “EFFECTS”, if you think they are an effect.
3. Once all papers have been put up, go through all those posted under “CAUSES”, asking the participants, “Does everyone agree that this is a cause of climate change?” Discuss, and correct them as needed using the facilitator answer key “Causes and effects of climate change” as your guide. Do not worry about whether the papers are correctly organized at this point.
4. Then go through the papers posted under “EFFECTS” in the same way, asking, “Does everyone agree that this is an effect of climate change?” Discuss, and correct the participants as needed.
5. When all the causes are correctly posted under “CAUSES”, tell the participants that these causes fall into three groups. Tell them that three of the signs (or papers) are the names of the three categories and the others are examples. Ask them to discuss and identify the three categories.
6. Once they have selected their answers, tell them which ones are correct. (Answer: Land use, Burning fossil fuels and Deforestation.) If any are incorrect, put them back with the others and ask the participants to identify the correct category. If they are not able to do so quickly, tell them the answer.
7. Put the three correct answers (Land use, Burning fossil fuels and Deforestation) up under the sign “CAUSES”, leaving enough space under each one to post the examples. Make sure that all participants understand what “deforestation” is by asking if someone can explain the term. Using their answers, reiterate that deforestation is when a large area of trees or a forest is cut down and cleared.
8. Now tell the participants that the remaining papers are all examples that fit into one of the categories. Ask them the following questions:
  - Who remembers what the main fossil fuels are? (Answer: Coal, oil and gas.)
  - Which of these belongs to the category “Burning fossil fuels”? Discuss as needed and agree. Have the participants put the correct answers under that sign. (Answers: Making electricity and heat; Transport; Manufacturing.)



- Which of these belongs to the category “Land use”? Discuss as needed and agree. Have the participants put the correct answers under that sign. (Answers: Livestock; Fertilizer; Burning fields.)

**Note to facilitator:** Clearing trees for farming goes under deforestation.

- What are the remaining ones and where do they belong? (Answer: Logging, clear cutting; Cutting down trees. They belong under “Deforestation”.)
- What is the difference between logging and clear cutting and cutting down trees? (Answer: Logging and clear cutting are done by companies and often destroy whole forests. Cutting down trees is when only a few trees are cut down.)
- Which of these three groups is the biggest cause of climate change? (Answer: Burning fossil fuels.) Add an asterisk (\*) to those items with a marker.

## Part 2: Effects of climate change on the environment and discussion (15 minutes)

9. Tell the participants that now you will look at the effects. Tell them to take the following three effect cards “Global warming”, “Increase in greenhouse gases” and “CLIMATE CHANGE” off the wall. Ask them what order they should go in and have them arrange them using the arrows to show that “Increase in greenhouse gases” leads to “Global warming”, which leads to “CLIMATE CHANGE”. The arrows show how the causes lead to a chain of effects.
10. Explain that there are five things that belong to the category “More extreme weather events” and ask what they are. (Answer: Hurricanes; Heat waves, higher temperatures; Drought; Floods; Wildfires.)
11. Tell the participants to group those five things under the sign “More extreme weather events”. And organize the other items in a neat row from top to bottom with space between them.
12. Now ask the following questions:
  - How is climate change caused by human beings? Answers include:
    - People are burning fossil fuels that release carbon dioxide into the atmosphere. This is the main cause of the increase in greenhouse gases and of global warming.
    - Those in charge of the logging industry are cutting the forests.
    - The way people use and consume resources is causing climate change.
  - Not everyone contributes to climate change in the same way. Which countries are most responsible for the increase in burning fossil fuels? (Answer: High-income or wealthy nations are the most responsible for the burning of fossil fuels that release greenhouse gases.)

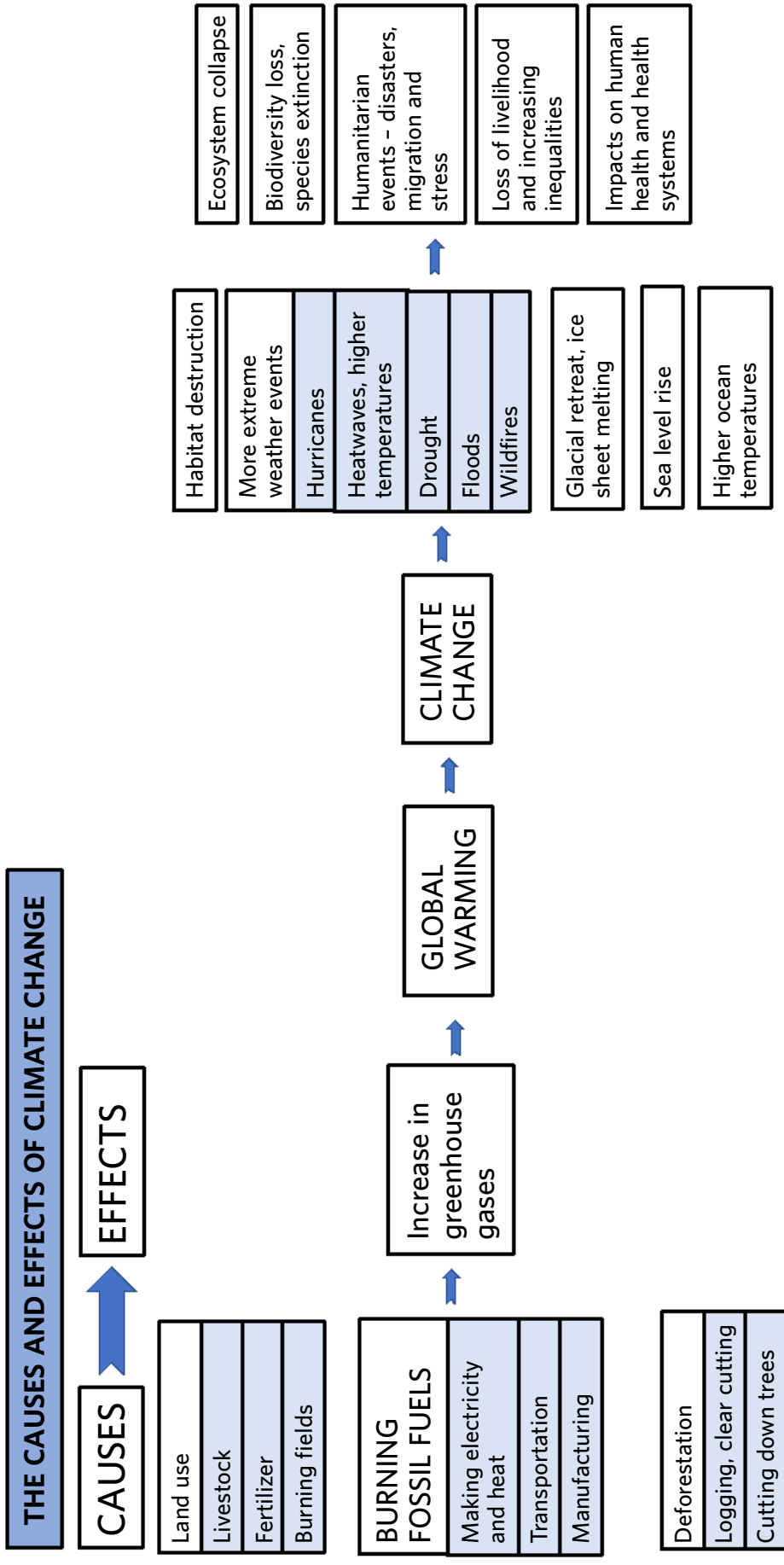
Explain that the richest 10 per cent of the global population is responsible for 52 per cent of all emissions, and the richest 1 per cent contributes 15 per cent of emissions!

- Do you think individuals or corporations are most responsible? (Answer: Corporations are most responsible.)
- Looking at these effects of climate change, what are some of the impacts they can have on people?

**Note to facilitator:** This question is to get participants to start thinking and not intended to be a full exploration as this is the topic of several sessions that follow.

- Who is most affected by climate change? (Answer: Climate change is hitting those least responsible for climate change the hardest. People in the low-income countries are hardest hit.)
13. Ask the participants what are the main things they learned from this session. Add any of the following key messages that they do not mention:
- Climate change affects everyone.
  - The major cause of climate change is human behaviour.
  - Wealthy nations are most responsible for the increase in greenhouse gases that are causing climate change because of the amount of things they produce and consume.
  - The impacts are hitting hardest in some of the nations least responsible for climate change.

Facilitator answer key: Causes and effects of climate change



## Information for the facilitator: Causes and effects of climate change

### How climate change is happening

Life on earth is possible because of the heat from the sun. The sun warms the earth with its rays. Some of the light, heat and radiation that the sun provides is trapped in our atmosphere by a kind of natural “blanket”. The atmosphere is made up of gases, which surround the planet and make life possible. These gases trap some of the heat from the sun, keeping the planet warm. One of the gases in the atmosphere is carbon dioxide or CO<sub>2</sub> for short. It is one of the most important gases, and it plays a significant role in keeping the planet warm. Carbon dioxide can be found all over the planet; we even exhale it as we breathe. It is stored in trees and mangroves, in the soil and in the ocean. As human beings use more and more natural resources the carbon that is stored in them is released into the atmosphere. This means that there is more carbon dioxide in the atmosphere and that the blanket of gases that keeps the planet warm is getting thicker and warmer. More gases are being trapped in the atmosphere. The earth is getting so warm that natural systems are becoming disrupted and changing our climate.

### What are fossil fuels?

Fossil fuels are natural resources found on earth that can be used for energy. This energy is in the form of carbon and hydrogen. Fossil fuels are burned as a source of energy. Coal, oil and gas are examples of fossil fuels that produce a lot of energy and release a lot of carbon into the atmosphere. We use fossil fuels to make cars run and planes fly, to turn on the lights and to power our phones and computers.

### How do humans beings contribute to climate change?

Human activities are the major cause of climate change. Burning fossil fuels releases carbon dioxide into the atmosphere. These greenhouse gas emissions are the major cause of global heating. It is human behaviour and patterns of production and consumption that are causing climate impacts.

### Not everyone contributes to climate change in the same way

Wealthy nations are the most responsible for the emissions that cause climate change. They are the major emitters of greenhouse gases. The richest 10 per cent of the global population is responsible for 52 per cent of all emissions, and the richest 1 per cent contribute a full 15 per cent of emissions. Unfortunately, climate change is hitting those least responsible for it hardest. These are also the populations with the least resources to respond and protect themselves from further shocks and impacts. Wealthy nations have a responsibility to support countries with fewer resources in responding to this global crisis.

## References

Oxfam International (2020). "Carbon emissions of richest 1 percent more than double the emissions of the poorest half of humanity". Available at: <https://www.oxfam.org/en/press-releases/carbon-emissions-richest-1-percent-more-double-emissions-poorest-half-humanity>. Accessed 31 March 2022.

## SESSION 5: ME, MY ENVIRONMENT AND MY COMMUNITY

Adapted from Thought Box, *Changing Climates Years 9-13* (<https://www.thoughtboxeducation.com/climatecurriculum>), Trócaire, *Climate Change, Climate Justice: Toolkit for Youth Groups* ([https://www.trocaire.org/sites/default/files/education\\_youth\\_lent\\_resources\\_2017\\_for\\_web\\_lent\\_2020.pdf](https://www.trocaire.org/sites/default/files/education_youth_lent_resources_2017_for_web_lent_2020.pdf)), IFMSA, *Training Manual: Climate & Health* (<https://ifmsa.org/wp-content/uploads/2017/03/Final-IFMSA-Climate-and-health-training-Manual-2016.pdf>) and UNESCO, *Climate change in the classroom: UNESCO course for secondary teachers on climate change education for sustainable development* (<https://unesdoc.unesco.org/ark:/48223/pf0000219752>).



### Purpose

To have participants think through the consequences of climate change events for people and communities.

### Learning objectives

By the end of this session, participants will be able to:

- List some of the ways climate change impacts humans
- Describe how changes in the environment can lead to a chain of events that affect human health and well-being.



### Time

60 minutes



### Materials

Flipchart, marker pens, sticky tape and scissors or Bostik or Prestik.



### Preparation

- The people used in this session (in step 3) are a farmer, a pregnant woman and a young person. They can be changed to suit the context, for example a fisher instead of a farmer. If you change them, make sure to identify the answers to the changes that they would experience in a flood or drought.
- Print or write the following in large letters on a piece of paper "Effects on humans".
- Make a copy of the handout "Causes and effects of climate change" for each participant.

## Steps

### Part 1: Farmer, pregnant woman and young person (15 minutes)

1. Introduce the session by telling the participants that they will now look at how the climate changes they discussed in the last session can affect people.
2. Divide them into three groups (if you have a large number of participants, divide them into six groups – ideally the groups should not include more than six people). Give each group some flipchart paper and markers.
3. Assign one of the following people to each group: a farmer, a pregnant woman or a young person. Ask the groups to draw a simple picture of their person on a piece of flipchart paper.
4. Then tell them to brainstorm answers to the following questions (write the questions on a piece of flipchart paper for their reference):
  - What activities does this person do? How do they spend their time?
  - What role do they play in the community?
  - How do they rely on the natural environment?
  - What do they need to be healthy?

Tell them to think about the people they know in their own community and to write their responses on a piece of flipchart paper.

### Part 2: What if ...? Then what ...? (35 minutes)

5. After about 10 minutes or when they have finished, tell the participants that you are now going to give them some events that are happening because of climate change. Give them the following instructions:
  - Discuss how this event would affect the person immediately and how their life might change over the long term.
  - For each immediate effect, discuss what would happen next by asking, “And then what?”. Keep asking yourselves, “And then what?” and recording all the possible effects or consequences. For example, if the person would lose their job, then ask, “And then what?”. They have no salary and no money. “And then what?”. They can’t buy food. “And then what?”. They leave their home in search of work, and so on.
  - Think about the person’s daily activities, work or schooling, shelter, food, family and relationships, physical and mental health and safety.

**Note to facilitator:** Write the words in the last point above on the flipchart paper.

- Write your answers on a new piece of flipchart paper to present them to the group.

Ask if there are any questions.

6. Tell the groups that the first climate change event is a massive flood. Circulate while they are working to make sure that they are on track and to guide them as needed. Make sure they are discussing the chain of effects by asking, "And then what?".
7. After about eight minutes or when they are done, tell them that the next climate change event is a drought – there is no rain one year. What will happen to their person?
8. After about eight minutes or when they are done, have each group present their group work. After each presentation, ask the other groups:

- What questions do you have for the group about their presentation?
- Do you have any possible effects to add?

Use the "Facilitator answer key: Impact of floods and drought on humans".

9. After all the presentations, discuss the following questions:
  - Which of the effects for flooding are the same for everyone?
  - Which of the effects of drought are the same for everyone?
  - How do these types of events affect women differently from men?

### Part 3: How climate change affects humans (10 minutes)

10. Go back to the chart on the wall from Session 4 and put up the sign "Effects on humans" on the far right side to create a new column. Give the participants some blank paper and markers. Ask the participants:

- What effects of climate change on humans have we just discussed?

For each answer that is correct, ask a participant to write it in large capital letters on a piece of A4 paper with a marker pen and put it up under the "Effects on humans" sign.

11. Pass out the handout "Causes and effects of climate change". To conclude, ask participants what they learned from this session. Add any of the following key messages that they do not mention:
  - Climate change causes extreme weather events, droughts, sea level rise and melting ice caps, and these have many effects on human beings.
  - Some of the effects on people include loss of work, loss of home and belongings, migration, displacement, conflict, injury and/or death, stress and poor mental health, loss of crops, food scarcity, malnutrition and starvation, individual and community violence, loss of access to health and other services, poor health, lack of care during pregnancy and childbirth, increase in miscarriage rates, and poor maternal and infant outcomes.
  - The effects of climate change are greatest in the groups of people who lack power in society or are marginalized, including women.



## Facilitator answer key: Impact of floods and drought on humans

### Possible effects of flooding on people

#### On a farmer

- Crop damage or crop loss ⇒ loss of income ⇒ poverty
- Livestock become sick ⇒ die or drown
- Soil erosion or damage ⇒ affects future crops
- Roads flooded and damaged ⇒ cannot sell products

#### On a pregnant woman

- Cannot reach health services ⇒ missed antenatal care and/or home delivery
- Inadequate food ⇒ malnutrition
- Family stress ⇒ violence
- Displacement, chaos ⇒ violence

#### On a young person

- Schools close ⇒ loss of education
- Distress, boredom ⇒ mental health issues

#### On everyone

- Injury
- Drowning
- Contaminated water ⇒ illness, diarrhoea, dehydration
- No electricity
- Businesses and shops closed
- Home damaged or lost ⇒ cost of repairs
- Home lost ⇒ homelessness ⇒ migration
- Transport infrastructure disrupted and/or damaged

### Possible effects of drought on people

#### On a farmer

- Crop damage or crop loss ⇒ loss of income ⇒ poverty
- Livestock become sick ⇒ die ⇒ loss of income ⇒ poverty

#### On a pregnant woman

- Malnutrition ⇒ miscarriage
- Water source dries up ⇒ further to go for water
- Displacement, migration, homelessness ⇒ violence

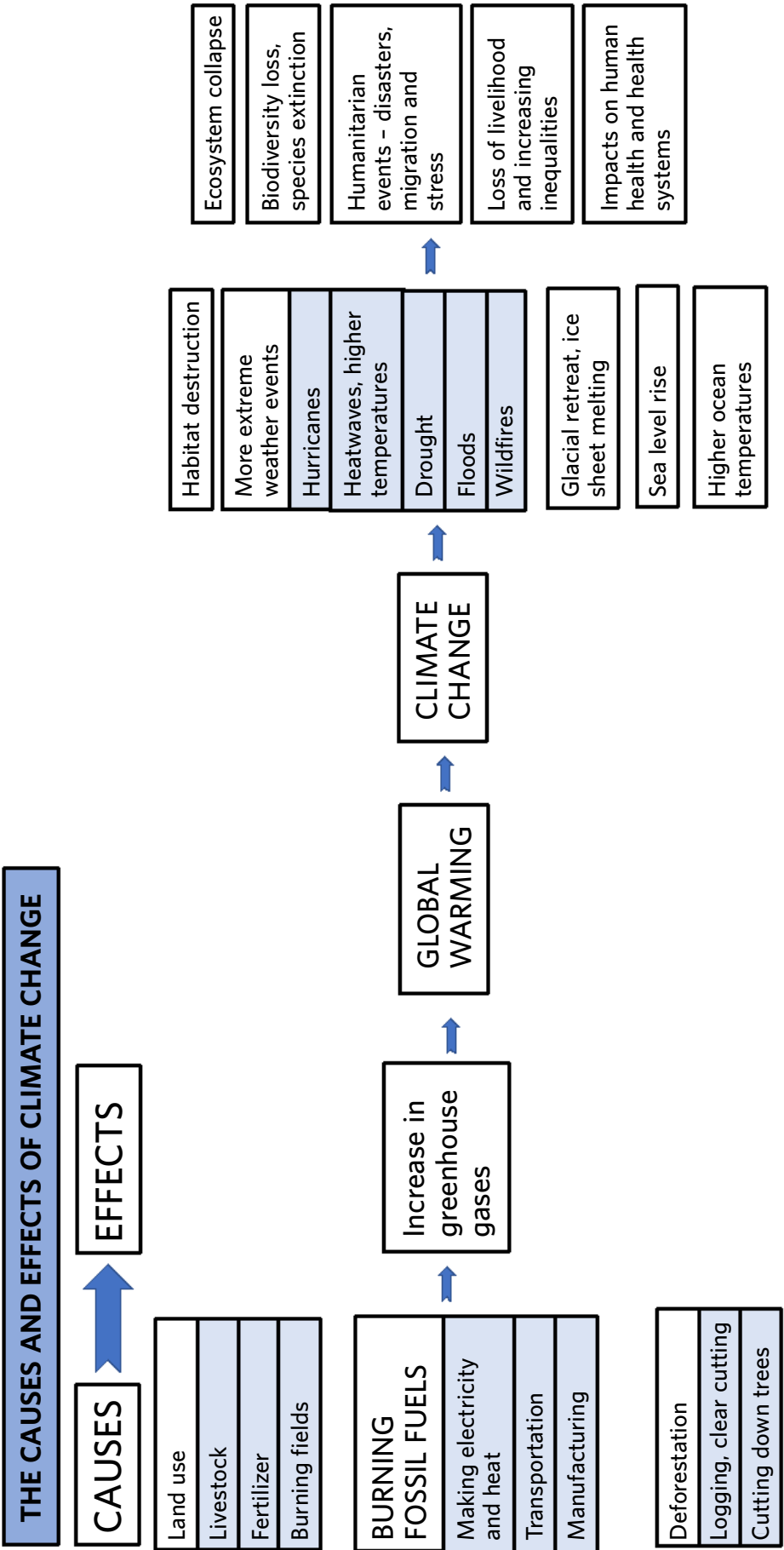
#### On a young person

- Migration ⇒ loss or end of education ⇒ child or early marriage
- Family poverty ⇒ stop schooling ⇒ child or early marriage, human trafficking

#### On everyone

- Lack of (clean) water ⇒ decrease in hygiene and sanitary conditions ⇒ illness
- Lack of food (food insecurity) ⇒ hunger ⇒ malnutrition ⇒ starvation
- Migration ⇒ homelessness, joblessness

Handout: Causes and effects of climate change



## SESSION 6: COMMUNITY NATURE WALK

### Purpose

To consider how human life is reliant on the natural world and make the connection between livelihoods, health and climate change and to get participants moving around and interacting.

### Learning objectives

By the end of the session, participants will be able to:

- Make the link between some of the ideas from the earlier sessions with their community and setting
- Describe the ways people are using natural resources in the community and how they are essential for a functioning society.

### Time

60 minutes

### Materials

None

### Preparation

- Before the session get to know the area and identify a good place to take the participants on a walk that will take about 30 minutes. The place should be one in which there are both people and elements of the natural world, such as plants, food, animals, gardens or farms. Ideally, there will be a place towards the end where the participants can sit down and make notes. Make sure that the area where you will walk is safe. If the area is far from the training venue, you will need to arrange for transport, and this will add to the time the activity takes.
- Arrange for another adult to go on the walk with you. This can be a co-facilitator or another responsible adult. One adult should walk in front and one at the back of the group, making sure that all the participants are ahead of them.
- Make a copy of the worksheet for each participant.

## Steps

### Part 1: Introduction and preparation (5 minutes)

1. Introduce the session by telling the participants that they will be going on a walk in the local area to see what they can observe.
2. Pass out the worksheet and give the following instructions:
  - Your job is to pretend that you are a researcher. You have some questions you want to answer.
  - The questions are on the worksheet.
    - Who are the people you see? Can you describe them?
    - How are the people you see using natural resources such as plants, water, land and other elements of our ecosystem?
    - What behaviours or activities do you see that are harmful to the environment?
    - How do you think what you have observed links to or affects people's health and well-being? Did you see anything that would make them healthier or that would harm their health?

**Note to facilitator:** Ask several participants to read the questions out loud.

- You should make notes on the worksheet or in your notebook.
3. Tell the participants to get ready. Remind them to bring a pen and something stiff to lean on if they plan to write on the worksheet. Also ask them to stay together as a group, as you do not want to lose anyone.

### Part 2: Nature walk (40 minutes)

4. Go for the walk. Stop for about five minutes at an appropriate point in the walk to allow the participants to take some notes.

### Part 3: Discussion (15 minutes)

5. When you are back at the workshop venue, go through the worksheet questions, one by one, asking participants for their observations.
  - Who did you see on the walk? What were they like?
  - How were the people you saw using natural resources such as plants, water and land or other natural resources?
  - What did you see them doing that could harm the environment?
  - How do you think what you have observed links to or affects people's health and well-being? Did you see anything that would make them healthier or that would harm their health?
6. Ask the following questions to bring out the key points:
  - Which people are reliant on the natural environment? Why? (Answer: Everyone is reliant on the natural environment because we all need it for our food, shelter and even just breathing.)

- What do people rely on natural resources for? (Answer: For food, livelihoods, fuel, heating and cooling, transport, light and power, shelter, clothing, roads and making goods of all kinds. Everything humans make comes somehow from natural resources.)
  - Are all people equally reliant on the same natural resources? Can you give some examples of people who are more reliant on natural resources? (Answer: No, some people are more reliant on particular natural resources than others, including for their daily money and food source. For example, farmers are more reliant on sunlight, water and soil than people who earn money in an office and buy their food at the market. A woman living in a village is more reliant on fuel that she has to gather from her environment than a woman living in an apartment in a city.)
  - How well do you think people are protecting the ecosystem and natural resources? Why? (Answers: Not very well for the most part. Many things we do are harmful to the environment and reduce our natural resources. Some of the positive things people are doing are using only what they need, looking after the natural environment and planting things to grow, such as trees.)
  - In your opinion, do we need to protect the ecosystem and natural resources? Why or why not? (Answer: Yes, we do need to protect the ecosystem and natural resources in order to survive, for life itself to continue and to ensure our health and well-being.)
7. To conclude, ask participants what they learned from this session. Add any of the following key messages that they do not mention:
- Humans depend on natural resources for food, money, shelter, fuel, and so on.
  - All of our lives depend on the natural world and its resources, but some people are more reliant on particular natural resources than others, including for their daily money and food.
  - Because we are all dependent on these resources, we need to look after them.
  - Many common human activities and behaviours are harmful to the environment and to our health and well-being.
  - We need to protect ecosystems and natural resources to ensure our health and well-being.



### Linking sentence

Seeing how people's lives are connected to the natural resources around us can help us to see the links between a changing climate and our sexual and reproductive health and rights.

## Participant worksheet: Community nature walk notes

### Instructions

The group is going to go for a walk in the area. During the walk, pretend that you are a researcher. You have some questions you want to answer, which are written below. Make notes below on in your notebook.

### Research questions

1. Who are the people you see? Can you describe them?
2. How are the people you see using natural resources such as plants, water, land and other elements of our ecosystem?
3. What behaviours or activities do you see that are harmful to the environment?
4. How do you think that what you have observed links to or affects people's health and well-being? Did you see anything that would make them healthier or that would harm their health?

Any other observations:

## SESSION 7: CLIMATE CHANGE, POWER AND GENDER

### Purpose

To deepen understanding of climate change, intersectionality, and gender and sexual and reproductive health and rights.<sup>1</sup>

### Learning objectives

By the end of this session, participants will be able to:

- Explain the link between climate change, gender and sexual and reproductive health and rights
- Describe some of the specific impacts of climate change and how they relate to gender.

### Time

60 minutes

### Materials

Flipchart, marker pens, sticky tape and scissors or Bostik or Prestik.

### Preparation

- Make a chart on a piece of flipchart paper that looks like this:

Context	Most power	Least power
Family		
School		
Community		
Country		
World		

- Draw the social identity wheel on a piece of flipchart paper (see “Facilitator resource: The social identity wheel” on page 53).
- Make a copy of the worksheet “Tell her story!” for each participant.

<sup>1</sup> Intersectionality is the complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism and classism) combine, overlap or intersect, especially in the experiences of marginalized individuals or groups.

## Steps

### Part 1: Introduction to power and identity (10 minutes)

1. Introduce the session by telling participants that in this session they will look at how power affects the way that people experience the impacts of climate change.
2. Put up the chart you prepared. Ask the group who holds the most power in these different contexts:
  - The family
  - The school
  - The community
  - The country
  - The world.

Write their answers in the chart.

Then ask the participants who holds the least power in each context and write their answers in the chart.

3. Now ask them:
  - What do you notice about who holds the most and the least power?
  - What do you think about it?
4. Now ask:
  - Can you name some different characteristics of individuals and groups that affect their power in society? (Possible answers: gender, sex, age, (dis)ability, sexual orientation, race, ethnicity, tribe, body size, social class, religious status, nation of origin.)

**Note to facilitator:** Write their answers on a piece of flipchart paper.

Post the social identity wheel you prepared. Then ask:

- How do people's identities and social positions combine to give them more or less power in the world?

Probing question: For example, if a woman is wealthy or a man is poor, how do their sex and class affect their social positions? And what about the social position of a woman who is poor? (Answer: The components of a person's identity interact. Each one affects the amount of power they have in society, giving them more or less power, depending on how society views those groups. The effects of multiple forms of discrimination are combined for marginalized individuals or groups. If a woman is wealthy, her power increases, according to society. If a man is poor, his power decreases, according to society. A poor woman has even less power than a poor man, so she is doubly marginalized and discriminated against.)



## Part 2: Telling women's stories (50 minutes)

5. Divide the participants into groups of no more than five people each. Hand out the worksheet "Tell her story!". Assign each group to one of the stories: Meri, Binta or Yolanda. Tell them to read their character's situation and answer the questions. Tell them that they have 20 minutes. Ask them if they have any questions. Circulate while they are working to make sure that they are on track and to provide any guidance they need.
6. After 20 minutes call their attention back to the front. Ask for a group to volunteer to present its story and answers. After each group has presented, ask the following questions:
  - What were the main things that happened to [Meri/Binta/Yolanda] in this story?
  - What are some other things that could have happened?
  - What differences were obvious to you when the character was male instead of female?
  - And if she was [disabled/wealthy/a single parent], what was different then?

**Note to facilitator:** Have at least one group with each story present. If you have time, all the groups can present. If you are short of time, you can have the other groups that worked on the same story describe briefly how their story differed instead of asking the second question above.

7. After the presentations, ask the participants:
  - Based on the stories you told, who is most affected by the effects of climate change?  
 Probing question: How are people with different social positions and identities impacted differently? (Answer: Those with less power are most affected: women, children, the poor, those with disabilities.)
  - What effects did climate change have on the sexual and reproductive health of the girls and women in your stories? (Answer: This will depend on their stories, but it is likely to include sexual violence, intimate partner violence, possibly leading to unintended pregnancy, sexually transmitted infections, including HIV, and inability to access sexual and reproductive health services or protection, leading to earlier and riskier pregnancy.)
  - Which of these also affect men and boys? (Answer: Inability to access sexual and reproductive health services and protection, and may cause unintended pregnancy.)
  - Which of the girls' or women's sexual and reproductive rights were violated? (Answer: The right to safety or freedom from violence, right to health services, right to bodily autonomy, right to freely decide about marriage, and right to decide if and when they will have children and how many.)
  - How have you seen environmental changes affect the women in your life? How does this make you feel?

- What are some of the things that might make women able to reduce or better manage the effects of climate change? (Possible answers: Gender equality, the full range of sexual and reproductive health and rights, achieving their human rights, land ownership and property rights, and access to and control of natural resources, farming and agricultural skills.)
- Who is working on climate change in your community or country?

Probing question if only men are mentioned: Do you know of any women climate change activists?

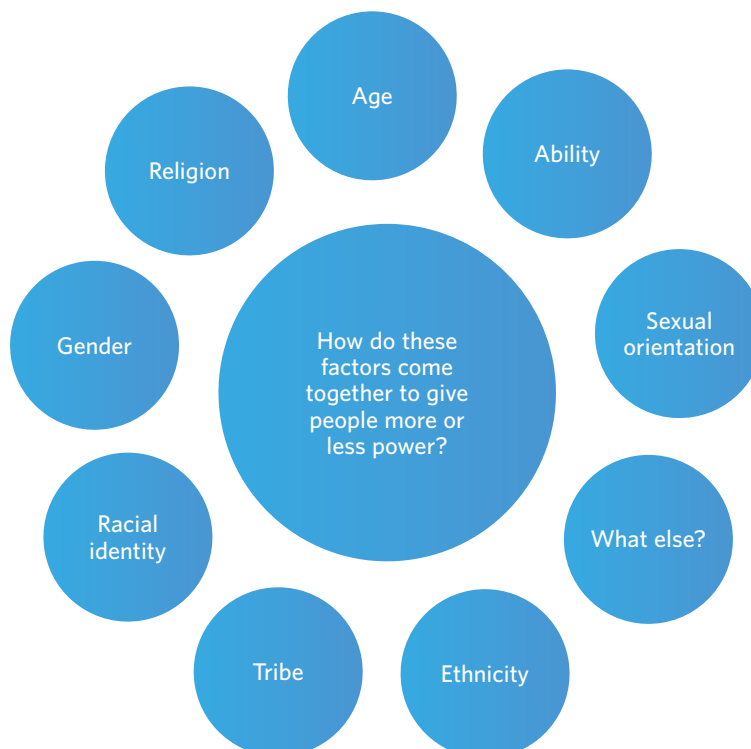
8. To conclude, ask participants what they learned from this session. Add any of the following key messages that they do not mention:

- Climate change affects different groups of people in society in different ways based on the amount of power and resources they have.
- Groups that have less power in society are hit harder by the effects of climate change than those that have more power.
- Because of the power imbalances that lead to gender inequality, women and girls are more vulnerable to the impact of climate change than men and boys.
- Climate change affects our sexual and reproductive health and rights by reducing access to essential services, making pregnancy less safe, increasing gender-based violence and making early, forced and child marriage more likely.



### Linking sentence

Now that we have looked at how climate change impacts different groups of people in society in different ways based on how much power they have, we are going to look at how trees affect our sexual and reproductive health.



## Facilitator resource: The social identity wheel

### Worksheet: Tell her story!

#### Instructions

Read the scenario that has been assigned to your group and answer the questions.

- Meri's story:** Meri is 15 years old when she loses both parents in a flood and is rescued from the roof of her house by a man she doesn't know. He takes her to a camp for people who have been displaced by the flood.
  - What happens to Meri? Tell her story.
  - If Meri were a boy, how would the story be different?
  - If Meri had a disability, how would her story be different?
  
- Binta's story:** Binta is 13 years old and lives with her parents and three brothers. One of her chores after school is to fetch water. There has been a drought for the last two years, so the well that she used to go to is now dry. To get the water, she now has to walk six kilometres every day between isolated farms, which takes her more than two hours to complete the round trip.
  - What happens to Binta? Tell her story.
  - If Binta were a boy, how would the story be different?
  - If Binta were from a wealthy family, how would her story be different?
  
- Yolanda's story:** Yolanda is 22 years old and married with two children. She and her husband, Gabriel, are farmers. A couple of years ago, they had two years without rain and they struggled to survive. Then when the rains came there was a flood because the earth was so dry. The flood washed away their crops. Now Gabriel is frustrated, desperate and angry.
  - What happens to Yolanda and her children? Tell their story.
  - How is Gabriel's story different from Yolanda's?
  - If Yolanda were single mother, how would her story be different?

## Facilitator answer key for the worksheet “Tell her story!”

**Note to facilitator:** The answers to these questions depend largely on the stories that the participants tell about what happens to Meri, Binta, and Yolanda and her children. Pay attention to the story and consider the answers from that perspective. The answers provided here are indicative only.

1. **Meri’s story:** Meri is 15 years old when she loses both her parents in a flood and is rescued from the roof of her house by a man she doesn’t know. He takes her to a camp for people who have been displaced by the flood.
  - What happens to Meri? Tell her story.
  - If Meri were a boy, how would the story be different?  
(Possible answers: A boy would be less at risk of violence, especially sexual violence. He would be less likely to get married young in this situation.)
  - If Meri had a disability, how would her story be different?  
(Possible answers: She might not have survived the flood. She would be even more likely to experience sexual violence or to be exploited.)
2. **Binta’s story:** Binta is 13 years old and lives with her parents and three brothers. One of her chores after school is to fetch water. There has been a drought for the last two years, so the well that she used to go to is now dry. To get the water, she now has to walk six kilometres every day between isolated farms, which takes her more than two hours to complete the round trip.
  - What happens to Binta? Tell her story.
  - If Binta were a boy, how would the story be different?  
(Possible answers: She would not have to go to fetch water. She could spend that time studying and doing her homework. She would be more rested. If the boy did have to fetch water, he would be less likely to experience sexual violence while doing so.)
  - If Binta were from a wealthy family, how would her story be different?  
(Possible answers: The family would have running water in their house, so she would not need to spend time fetching water. She could study, do her homework, play or rest instead.)
3. **Yolanda’s story:** Yolanda is 22 years old and married with two children. She and her husband, Gabriel, are farmers. A couple of years ago, they had two years without rain and they struggled to survive. Then when the rains came there was a flood because the earth was so dry. The flood washed away their crops. Now Gabriel is frustrated, desperate and angry.
  - What happens to Yolanda and her children? Tell their story.
  - How is Gabriel’s story different from Yolanda’s?

(Possible answers: Yolanda is more likely to experience violence from her husband because of his feelings of frustration and anger. Gabriel is not likely to experience violence. He may feel disappointed that he cannot provide for his family if he has traditional views about gender roles and believes that he should be able to do so.)

- If Yolanda were a single mother, how would her story be different?

(Possible answers: She could be more isolated and would have to take full responsibility for her children in this situation alone. What else?)

## SESSION 8: WHAT DO TREES HAVE TO DO WITH OUR SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS?

### Purpose

To explore the linkages between the forest, gender and sexual and reproductive health and rights.

### Learning objectives

By the end of the session, participants will be able:

- To explain the role of deforestation in contributing to climate change and the role of trees in preventing climate change
- To identify the linkages between deforestation, gender and sexual and reproductive rights and health.

### Time

60 minutes

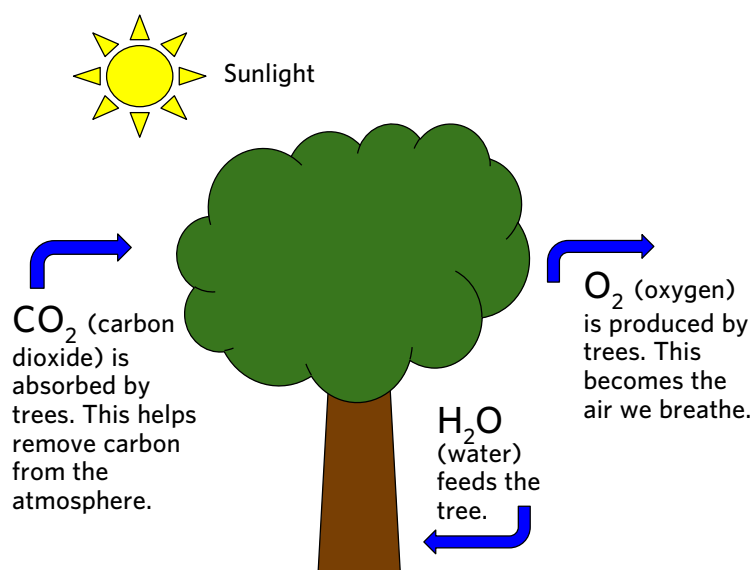
### Materials

Flipchart, marker pens, sticky tape and scissors or Bostik or Prestik, a small team prize, such as a bag of sweets (optional).

### Preparation

- Copy the image below on a piece of flipchart paper.

### PHOTOSYNTHESIS



## Steps

### Part 1: Introduction (10 minutes)

1. Introduce the session by explaining that in it we will explore the relationship between trees, climate change, gender, and sexual and reproductive health and rights.
2. Ask the participants to list the types of trees that exist where they live.
3. Ask for a volunteer to sketch a tree on a piece of flipchart paper.
4. Ask the participants to brainstorm all the ways that trees are used in their community, by people and by animals. Write their answers on the sketched tree.
5. Ask the following questions:
  - What do you notice about the way that trees are used by humans?
  - How do people use trees? (Answer: Shade, firewood, food, etc.)
  - What about how animals use trees?
  - How do trees play a role in our daily lives?

### Part 2: How much do you know about trees? (20 minutes)

6. Tell the participants that they are going to play a game to find out how much they know about trees. Divide them into four teams and allow each team to pick a name. Make a scorecard on the board with their team names.

**Note to facilitator:** To maximise participation, teams should not be larger than five or six people (they can be smaller). Adjust the number of teams for the session based on the number of participants you have.

7. Explain the game as follows.
  - I will read out a statement.
  - Starting with team 1, the members will decide if it is true or false.
  - If they give the right answer, they get a point.
  - If they can explain their answer, they get another point.
  - If they cannot explain, then another team can try to explain it to get a point.

Ask if they have any questions. Use statements and correct responses in the facilitator's resource "Trees – True or false" game.

## Facilitator resource: Trees – True or false – question and answer key

Statement	True or false?
<p><b>Trees absorb oxygen and nitrogen and release carbon dioxide.</b></p> <p><b>Explanation:</b> Trees absorb carbon dioxide and carbon monoxide and release oxygen.</p> <p><b>Additional information:</b> Humans breathe in oxygen and breathe out carbon dioxide.</p>	<b>False</b>
<p><b>Forests are called the “lungs of the earth”.</b></p> <p><b>Explanation:</b> Forests are often called the lungs of the earth because they produce oxygen. The Amazon rainforest is often called the lungs of the earth because it is so large and diverse and produces so much oxygen.</p> <p><b>Additional information:</b> Oxygen is also produced by phytoplankton, which are microscopic organisms that live in watery environments. Trees are not the only plants producing oxygen.</p>	<b>True</b>
<p><b>Forests are composed only of trees.</b></p> <p><b>Explanation:</b> Forests are also composed of the other plants that grow in them and the animals that live there. They are part of an ecosystem.</p>	<b>False</b>
<p><b>We do not need forests to live.</b></p> <p><b>Explanation:</b> Trees are essential for life. They are an important part of the ecosystem. They help to clean the air and provide habitat and food for multiple species.</p>	<b>False</b>
<p><b>Forests make climate change worse.</b></p> <p><b>Explanation:</b> The opposite is true. Forests and trees help to keep our planet cool by storing carbon dioxide and keeping it out of the atmosphere.</p>	<b>False</b>
<p><b>Clearing trees and decreasing the size of forest areas is called deforestation.</b></p> <p><b>Explanation:</b> Deforestation is when a large group of trees is cut down. It is the action of clearing large areas of trees or forests.</p> <p><b>Additional information:</b> Deforestation decreases the total forested area on the planet.</p>	<b>True</b>
<p><b>Farmers are mostly responsible for deforestation.</b></p> <p><b>Explanation:</b> Globally, logging companies are mostly responsible for deforestation.</p> <p><b>Additional information:</b> Clear cutting, a forestry and logging practice, is when whole areas of trees are cut down quickly. Companies usually do this to make use of the wood.</p>	<b>False</b>
<p><b>Using trees for energy (as in using firewood for cooking or using charcoal) has impacts on climate change.</b></p> <p><b>Explanation:</b> When we cut down trees, we reduce the natural storage capacity of the earth. When we burn the wood, we release carbon dioxide into the atmosphere, and this contributes to climate change. Cutting down trees means that there is less local capacity to store carbon dioxide and keep it out of the atmosphere and more direct release of carbon dioxide into the atmosphere when we burn wood. These make climate change worse.</p>	<b>True</b>



8. After you have gone through all of the statements, add up the teams' points and declare a winner. If you have a prize, give the winning team the prize.
9. Ask the participants:
  - What are some of the things you learned from the game?

**Note to facilitator:** Use the pre-prepared diagram on trees and carbon dioxide to explain some of the points if needed.

### Part 3: How the Zulu family gets wood (30 minutes)

10. Tell the participants that they are going to work on a scenario about the Zulu family in small groups. Divide them into groups of four. Hand out the worksheet "How the Zulu family gets wood". Give the following instructions:
  - Read the scenario and then discuss and answer the questions.
  - You should take notes on your answers but you do not need to prepare a presentation.
  - You have 10 minutes.

Ask if they have any questions. Circulate while they work to make sure that they are on track and to provide any guidance needed.

11. After 10 minutes or when they are done, call their attention back to the front. Then go through the worksheet having each group give their answer to one of the questions. Use the facilitator answer key "How the Zulu family gets wood" to guide you to the expected answer and to guide the participants to draw out the links between natural resources and aspects of sexual and reproductive health and rights.
12. After you have discussed all the answers to the worksheet, generate a discussion by asking:
  - What can you do as young people to be good stewards of the trees and other natural resources?

Possible answers:

- Become involved in a local tree-planting project.
  - Use and encourage the use of energy-saving cooking stoves and other technologies to reduce the reliance on firewood and other local resources.
  - Advocate locally for forest regeneration projects.
  - Encourage and advocate for the greater involvement of women and young people in forest governance and regeneration projects.
13. Key messages
    - Trees are essential for life. Trees and forests are often referred to as the "lungs of the earth".

- Trees absorb carbon monoxide and carbon dioxide, and they produce oxygen. Humans do the opposite: we breathe in oxygen and breathe out carbon dioxide. Trees keep our air clean and our planet cool. Cutting down trees has implications for climate change.
- Clear cutting, a forestry and logging practice, is when whole areas of trees are cut down quickly. Companies usually do this to make use of the wood. Local deforestation can result from the use of trees for local livelihood purposes or for energy, such as for firewood.
- Tree planting and reducing the number of trees being cut down will help our planet cope with climate change.

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### Linking sentence

We have now looked at what causes climate change and how it affects our environment. We have also looked at how those environmental impacts affect humans. Trees are an important part of life and play a key role in responding to climate change. The situation is not good and it is getting worse, so we have to do something about it. In the next session, we are going to start to think about what we can do about climate change.

## Worksheet: How the Zulu family gets wood

### Instructions

Read the story and answer the questions. Make notes on your answers.

### The Zulu family

The Zulu family includes two children, a boy, Blessing, aged 15, and a girl, Gift, aged 13. The children live with their parents in a traditional house in a village that does not have running water or electricity and attend the secondary school in a larger village nearby. The family needs to fetch both water and wood. Over the last five years, the trees nearby have been disappearing. Every year the walk to fetch wood gets longer, so now it takes at least an hour to gather wood.

### Questions

1. Who in the family is most likely to be responsible for fetching wood? Which child is most likely to have to fetch wood or help to fetch it?
2. How much time does the person fetching wood spend doing so?
3. What effect has the longer time needed to fetch wood had on their life? What activities do you think they have had to give up to spend extra time fetching wood? What do you think will happen if the time spent fetching wood gets even longer?
4. What might happen to them while they are on the way to fetch wood or on the way back?
5. What effect can fetching wood have on the health of those doing it, who are usually women and girls?
6. The family uses wood for cooking. Who do you think is responsible for cooking and helping to cook?
7. How can their health be affected by the smoke from cooking?

## Facilitator answer key: How the Zulu family gets wood

Use the following answers to the questions on the worksheet to check participants' answers and to draw out additional responses.

1. Who in the family is most likely to be responsible for fetching wood? Which child is most likely to have to fetch wood or help to fetch it?

The mother and daughter, Gift, are most likely to be responsible for fetching wood (and water).

2. How much time does the person fetching wood spend doing so?

At least an hour each time.

3. What effect has the longer time needed to fetch wood had on their life? What activities do you think they have had to give up to spend extra time fetching wood? What do you think will happen if the time spent fetching wood gets even longer?

The people fetching wood may have less time for sleep and leisure, and they may also have less time to spend on productive activities such as working or education.

4. What might happen to them while they are on the way to fetch wood or on the way back?

The person fetching the wood could be exposed to danger on the way. Women and girls may be harassed and assaulted during their journeys. (In piloting, probe more with young people about whether men and boys are also affected and how.)

5. What effect can fetching wood have on the health of those doing it, who are usually women and girls?

Carrying heavy loads and walking long distances places a physical burden on people. This physical labour can have a negative impact on pregnancies. Any violence encountered along the way causes physical and emotional injury.

6. The family uses wood for cooking. Who do you think is responsible for cooking and helping to cook?

The mother is most likely to be responsible for cooking and Gift for helping her.

7. How can their health be affected by the smoke from cooking?

The smoke from burning firewood in an energy-inefficient stove can cause air pollution in the home and cause respiratory illnesses. These illnesses affect women and children the most.

## Information for the facilitator: Trees and forests

Trees are essential for life. Trees and forests are often referred to as the “lungs of the earth”. Trees absorb carbon monoxide and carbon dioxide, and they produce oxygen. Humans do the opposite: we breathe in oxygen and breathe out carbon dioxide.

Forests are an important part of an ecosystem and are composed of more than trees. Forests provide us with materials, such as wood. They also provide food for animals and people. Forests are the home of many other plants and animals, contributing to the biodiversity that keeps our world healthy and safe. Forests filter out pollutants and keep our air and water clean. They prevent soil erosion, protect shorelines and help to keep us safe from storms. Forests also give us oxygen to breathe and help remove carbon dioxide from the atmosphere, reducing the effects of climate change. Lots of people depend on the forest for their livelihoods, shelter, food and well-being.

Deforestation refers to the clearing of trees and decreasing the forested area. This erodes the benefits that trees and forests provide to the earth. Clear cutting, a forestry and logging practice, is when whole areas of trees are cut down quickly. Companies usually do this to make use of the wood. Local deforestation can result from the use of trees for local livelihood purposes or for energy, such as for firewood.

Using trees for energy has impacts on climate change. Trees keep our air clean and our planet cool. This is because trees store carbon dioxide and keep it out of the atmosphere. When we cut down trees we reduce the natural storage capacity of the earth, and when we burn the wood we release carbon dioxide into the atmosphere and this contributes to climate change. Cutting down trees means that there is less local capacity to store carbon dioxide and keep it out of the atmosphere and more direct release of carbon dioxide into the atmosphere when we burn wood.

## SESSION 9: RESILIENT ME, RESILIENT FUTURES

Adapted from Trócaire, *Climate Change, Climate Justice: Toolkit for Youth Groups* ([https://www.trocaire.org/sites/default/files/education\\_youth\\_lent\\_resources\\_2017\\_for\\_web\\_lent\\_2020.pdf](https://www.trocaire.org/sites/default/files/education_youth_lent_resources_2017_for_web_lent_2020.pdf)).



### Purpose

To demonstrate that there are things that young people can do to effect change and to encourage young people to think about how they can build a better, healthier and more sustainable future for themselves and their communities.

### Learning objectives

By the end of this session, participants will be able to:

- Identify the three levels of change, namely individual, community and government
- Identify and evaluate actions at each level of change that would be healthier for people and the planet
- Appreciate and discuss the importance of individual and collective action for change.



### Time

45 minutes



### Materials

Flipchart, marker pens, sticky tape and scissors or Bostik or Prestik.



### Preparation

**Note for facilitator:** A Word file is available, called “Resilient Futures. Young people, the climate crisis, sexual and reproductive health and rights: Extra materials”, which contains ready-to-print images that you can tape to your flipchart paper to make the picture described below.

- Arrange for a blank wall where participants will be able to post the papers.
- Print out or write the following headings in large letters on one piece of paper each: “Myself”, “My community”, “My leaders”. Put them up on the blank wall as high as you can, with enough space in between them to keep them separate.
- Prepare labels by writing or printing out the following in large letters on one piece of paper each and mix them up. Divide the 24 papers into four sets of six and keep them separate with a clip or a folded piece of paper.

<b>Myself</b>	<b>My community</b>	<b>My leaders</b>
Learn about climate change and how it impacts me and my community.	Develop or become involved in community initiatives such as tree planting.	Invest more in community environmental and conservation projects.
Join a local group to learn about what is happening in the community and what I can do to improve my, my family and my community's lives.	Learn about new sustainable farming and energy techniques.	Make health care, including sexual and reproductive health care, such as contraception, available to people who need it and when and where they need it.
Talk to peers and adults about what I have learned about climate, gender and health.	Support women in the community to learn new skills in sustainable environmentalism and how to look after their own health.	Develop policies that protect the planet's health, natural resources and human health.
Think about my own use of resources – are there things I can reuse or recycle, e.g. menstrual supplies.	Improve local water and sanitation facilities to protect the environment and people's health and reduce the risk of gender-based violence.	Develop policies and invest in actions that reduce carbon dioxide emissions to promote cleaner air in order to improve maternal health.
Become a social justice advocate or activist.	Include young people in community planning initiatives.	Invest in local water and sanitation facilities – such as building more taps and wells closer to where people live – to help reduce the risk of gender-based violence.
Come up with something you can do and write it here:	Adopt cleaner waste disposal and management practices to protect the environment and people's health.	Include young people in policy and decision-making processes.
Come up with something you can do and write it here:	Come up with something the community can do and write it here:	Support schools and health-care systems to understand the linkages between health, gender and climate change.
Come up with something you can do and write it here:	Come up with something the community can do and write it here:	Come up with something your leaders can do and write it here:

## Steps

### Part 1: Introduction (5 minutes)

1. Introduce the session by telling the group that they are now going to think about what they can do about climate change. Note that there are things we can do individually and together to protect the health of the planet and our own health.
2. Ask the participants to stand up and go over to the wall where you posted the headings “Myself”, “My community” and “My leaders”.
3. Ask the participants to share what each of the headings mean to them in the context of bringing about change.

#### Answers

- Me is about the actions we can take ourselves.
  - My community is about the actions we can take with those close to us, such as our families, our village, our local youth club.
  - My leaders is about the actions that are beyond our control and happen on a larger scale. Note that we can still effect change at this level but it may need collective action to put pressure on our governments and decision makers.
4. Tell the participants that they are going to discuss what each of these three levels of actors can do to help protect the health both of the earth and of humans and to develop resilience to an environment that is changing because of climate change.

### Part 2: Who can take this action? (40 minutes)

5. Divide the participants into four groups. Give each group a set of the papers you have prepared. Give the following instructions:
  - Each group has a set of papers that have some solutions written on them.
  - Read each paper and decide which type of actor you think is responsible for the action or solution written on the paper – individuals, communities or leaders.
  - Then post the paper under the relevant sign.
6. When all the papers have been posted, starting with the papers posted under “Me”, ask a participant to read one of the papers and then ask everyone if they think the paper is in the right place – is it something that individuals are responsible for? If not, ask them where they think it should go. Use the chart in the preparation section above as a guide to where each action should be categorized.

After you have read all the actions posted under “Me”, ask the participants if they can think of any other solutions that individuals can find that are not on the papers. If they come up with any, ask them to write them in large letters on a piece of paper with a marker pen and add them to the papers posted on the wall.

7. Follow the same procedure for “My community” and “My Leaders”.



8. When you have gone through all of them, ask for comments and questions from the participants and discuss them.
9. Ask participants to summarize what they learned from the session. Add any of the following key messages that are not mentioned:
  - To address climate change and its impact on our health, our future and our planet, there are things we can do individually and things we can do together.
  - We can all effect change, no matter how small it feels. When we cannot make changes ourselves, we can still demand that those with power take action for a better future.
  - Protecting the environment can protect our health, such as improving the quality of air and water so that pregnant women can breathe clean air and children can safely drink and fetch water.



### Linking sentence

Climate change presents a real and immediate challenge. Addressing climate change impacts will greatly improve our futures. As young people we will inherit the earth, as well as the challenges brought about by climate change, but we often feel powerless. In the next session, we will take another look at power and how we can find it for ourselves.

## SESSION 10: WE ARE PART OF THE SOLUTION!

Parts of this session were adapted from Start Training, Deepening Knowledge Module, Session 1.1: Understanding Power, Raising Voices (<https://raisingvoices.org/resources/sasa-activist-kit-start-phase/>).



### Purpose

This session intends to show young people who they can work with to address climate change and to have them identify some actions they could take to do so.

### Learning objectives

By the end of the activity, participants will be able to:

- Explain how they would want to change their society to address climate change
- Identify ways to promote addressing climate change among friends and family, at school and in the community
- Recognize why it is important to address climate change
- Acknowledge that climate change must and can be addressed
- Appreciate the importance of speaking out about addressing climate change
- Demonstrate ways to take action on climate change.



### Time

60 minutes



### Materials

Flipchart, marker pens, sticky tape and scissors or Bostik or Prestik.



### Preparation

- Write the following on a piece of flipchart paper:

Fill in the blanks with the following: **to**, **with**, **within** and **over**.

Some people use their **power** \_\_\_\_\_ others to benefit themselves and to discriminate against others. When that happens, we may feel powerless. But, if we look inside, we will find that we have **power** \_\_\_\_\_ ourselves that we can claim and use to stand up for ourselves. When we join others who have the same concerns, we create **power** \_\_\_\_\_ them. Together we have the **power** \_\_\_\_\_ change the world!

- Make a copy of the handout "Power and youth climate activism" for each participant.

## Steps

### Part 1: Types of power (10 minutes)

1. Tell the participants that in this session we will be talking about working to address climate change and to change our society and our world for the better. But, before we do that, we are going to talk about power again briefly.
2. Write the word "Power" in the middle of a piece of flipchart paper. Ask participants to brainstorm words and expressions that come to their minds when they think of power. Write all their suggestions on the flipchart paper, around the word "Power". (Answers may include strength, ability, authority, violence, force, oppression, prestige, control, money, energy.)

3. Now ask participants:

- How would you define power? Use their responses to come up with a definition similar to the following:

**Power** is being able to direct or influence the behaviour of others or the course of events.

- Do you think power is positive or negative? Why?
- What do others think?

4. Pick up on their opinions and explain that there are several types of power. Ask them to think about the different forms that power can take. Post the flipchart paper you prepared and ask the participants to read it and fill in the blanks with the words provided. (Alternatively, you can read out the paragraph to your participants.) Tell them that they have a minute to think about it.

Fill in the blanks below with the following: **to**, **with**, **within** and **over**.

Some people use their **power** a) \_\_\_\_\_ others to benefit themselves and to discriminate against others. When that happens, we may feel powerless. But if we look inside, we will find that we have **power** b) \_\_\_\_\_ ourselves that we can claim and use to stand up for ourselves. When we join others who have the same concerns, we create **power** c) \_\_\_\_\_ them. Together we have the **power** d) \_\_\_\_\_ change the world!

5. After a minute, call the participants' attention back to the front. Ask them to suggest the words that fill in the four spaces, discussing as needed until you reach an agreement. Fill in the missing words on the flipchart paper, in different colours if possible, as you discuss them: a) over; b) within; c) with; d) to.
6. Explain that these reflect the different kinds of power: a) power over someone; b) power within oneself; c) power with others; and d) power to do something. Note that power can be used positively or negatively.

7. Facilitate a short discussion with the whole group, drawing attention to the difference between positive power and negative power. Use the following questions and the information on the handout “Types of power” below to guide the discussion:
- Can you give some examples of using the power within us?
  - Can you suggest some examples of people using their power over others?
  - What happens when people use their power over others? Is it just?
  - Can you give some examples of how we can use power with others?
  - Why would people join their power together?
  - Can you suggest some examples of how we can use our power to do something?
  - What is the difference between using power positively and using it negatively? Can you give some examples?

### Part 2: Getting inspired (10 minutes)

8. Tell participants that the rest of the session will focus on “power within”, “power with” others and using these types of power positively. Explain that you are going to read them a couple of quotes and you want them to tell you what they think each means. The first is something Wangari Maathai said.
- Who was Wangari Maathai? (Answer: Wangari Maathai was a climate activist who started the Green Belt movement against deforestation in 1977. The campaign encouraged women to plant trees and to think ecologically. She was the first African woman to receive the Nobel Peace Prize and the first female professor in Kenya. The Green Belt movement planted over 30 million trees.)

Wangari Maathai said: “It’s the little things citizens do. That’s what will make the difference. My little thing is planting trees.” and “Every one of us can make a contribution. Something. Just imagine the power of what we can do.”

Ask: What do you think Wangari meant? What message did she want to give?

Discuss for a minute or two to bring out the idea that we can all make a difference and are all responsible for taking action when we see things happening around us that need to be changed.

Wangari also said: “It is very important for young people not to be afraid of engaging in areas that are not common to the youth. Get involved in local activities, get involved in local initiatives, be involved in leadership positions because you can’t learn unless you are involved. And if you make mistakes that is all right too because we all make mistakes and we learn from those mistakes. You gain confidence from learning, failing and rising again.”

**Note to facilitator:** If possible, share an image or clip of Wangari Maathi with the participants.

Ask: What message do you take from Wangari’s words? Why is it important for young people to get involved?

Note that young people are the ones who are going to be living in the environment – whether we protect it or destroy it. You will inherit the situation and you will pass it on to future generations. Your voices matter!

9. Tell participants that the next quote is from a young climate activist from Uganda named Vanessa Nakate. She said: “We can all do something. We can rewrite the story ... My hope lies in the millions of young people who are speaking up and demanding action. Let’s continue doing that because I know we will win.” and “Small acts when multiplied by millions of people can transform the world.”

Ask: What do you think Vanessa meant? What message did she want to give?

Discuss for a minute or two to bring out the idea that there is still hope that we can protect the planet and that young people have an important role to play. Even doing something small, such as planting a tree, is an important contribution.

Note that Vanessa is talking about “power with” others.

10. Ask the following questions:
  - How do these quotes make you feel?
  - If you are inspired by these quotes, what will you do?

### Part 3: Youth action on climate change (40 minutes)

11. Tell the participants that you hope that they are inspired by the words of these climate activists to think about how they can be part of the solution to the problems of climate change and to create a better society for everyone.
12. Tell them that they are going to work in groups as follows:
  - Imagine that you have decided that you want to do something about climate change. Your group is a new organization formed by young people to address climate change and create the world they want to live in.
  - Give your new organization a name.
  - Decide on the main actions that your group will take and why.
  - Develop a drama about the members of your organization taking action: for example, going out into the community to explain what you are doing or what the issues are to convince them to join your campaign.
  - Come up with a slogan for your organization.
  - You have 20 minutes.

Divide them into four groups. Circulate as they work to help them as needed.

13. After 20 minutes, or earlier if they are ready, call their attention back to the front. Ask for a group to volunteer to present their drama. After each drama ask the audience members the following questions:
  - What actions is their group taking?
  - Would you join them? If yes, why? If no, why not?

14. After all the groups have performed, ask the whole group the following questions:
  - Which group had the most interesting ideas? After the groups agree, give the group with the best ideas a round of applause or agree that there were many good ideas.
  - How did it feel to think about taking action on climate change?
  - Why is it important to take action?
  - What are some other ways you can work to address climate change?
  - How can you promote the need to address climate change among your family, friends and community?
15. Remind participants that, while some groups may have **power over** us, if we believe that is not right, we all have **power within** that we can use to change the situation. When we feel unable to use our **power within** alone, we need to remember that we can join others and use our **power with** them. **Use the handout included if helpful.**
16. Ask the participants what they learned from this session. Add any of the following key messages that they do not mention:
  - Power can be used positively and negatively.
  - We all have power within us, even if sometimes we do not realize it.
  - We can use our power with others to change our community and our world for the better.
  - We have a responsibility to work on the issues that affect us.
  - We all have power to do something – to act.
  - People need to work together to address climate change.
  - When people are equal and power is shared, we are more resilient to climate shocks and impacts.
  - Taking action on climate change is a way of protecting everyone, improving our health and upholding our rights.
  - All of us have the power to contribute to solutions and to take action in our lives.
17. Pass out the handout “Power and youth climate activism”.

## Handout: Power and youth climate activism

### What kinds of power are there? How can we use power?

**Power within** is the strength that arises from inside ourselves when we recognize that we all have an equal ability within ourselves to positively influence our own lives and community. By discovering the positive power within ourselves, we are moved to address the negative uses of power that create injustice in our communities and society. We can nurture the power within ourselves so that we can take control of our own lives and work to improve our communities.

**Power over** means the power that one person or group uses to control another person or group. This control can come from direct violence or, more indirectly, from the social beliefs and practices that position men as superior to women. Using one's power over another is an injustice. We need to understand that whenever any group uses its power over another group, it is unjust and leads to community problems, including violence, and health problems such as HIV.

**Power with** means the power felt when two or more people come together to do something that they could not do alone. Power with includes joining our power with that of individuals and groups to respond to injustice with positive energy and support. Understanding and valuing power with can inspire us to join our power with that of others to support those who are disadvantaged and to work for positive change in our communities.

**Power to** is the belief, energy and actions that individuals and groups use to create positive change. Power to is when individuals decide to work to ensure that everyone enjoys all of their human rights and can achieve their full potential. We can use our power to take action to create a community that supports and promotes human rights and the equality of all human beings.

### Inspirations to work for change

Wangari Maathai was a climate activist who started the Green Belt movement against deforestation in 1977. The campaign encouraged women to plant trees and to think ecologically. She was the first African woman to receive the Nobel Peace Prize and the first female professor in Kenya. The Green Belt movement planted over 30 million trees. Wangari said:

- "It's the little things citizens do. That's what will make the difference. My little thing is planting trees."
- "Every one of us can make a contribution. Something. Just imagine the power of what we can do."
- "It is very important for young people not to be afraid of engaging in areas that are not common to the youth. Get involved in local activities, get involved in local initiatives, be involved in leadership positions because you can't learn unless you are involved. And if you make mistakes that is all right too because we all make mistakes and we learn from those mistakes. You gain confidence from learning, failing and rising again."

Vanessa Nakate is a young climate activist from Uganda. She said:

- “We can all do something. We can rewrite the story ... My hope lies in the millions of young people who are speaking up and demanding action. Let’s continue doing that because I know we will win.”
- “Small acts when multiplied by millions of people can transform the world.”

## Remember

- Power can be used positively and negatively.
- We all have power within us, even if sometimes we do not realize it.
- We can use our power with others to change our community and our world for the better.
- We have a responsibility to work on the issues that affect us.
- We all have power to do something - to act.
- People need to work together to address climate change.
- When people are equal and power is shared, we are more resilient to climate shocks and impacts.
- Taking action on climate change is a way of protecting everyone, improving our health and upholding our rights.
- All of us have the power to contribute to solutions and to take action in our lives.

## Youth climate activism

### The power of youth climate activism

As an individual, you may feel as if you have relatively little power to effect change. It may seem that adults make most of the decisions and hold the power, but young people have power too. Young climate change activists have shown how young people can advocate for change, including changes in gender and sexual and reproductive rights and justice.

### Young people are demanding action

By taking collective action, young people are developing **power with** each other and their communities and **power to** advocate for a safer and more just future. Political leaders are listening, and the activism of young people has succeeded in putting climate change on the global and national political agenda.

### Our world, our future

Climate change is real and changing the world around us. Changes in the weather and extreme events, such as droughts and floods, can make life harder. Sometimes this means less predictable access to food and water and sometimes more malaria and air pollution. Young people are inheriting a warming planet and will be leaders in finding solutions.

We can adapt to our changing world and take action on climate change. There are things we can do ourselves and as a community to protect and conserve our earth and our environment. We can join local groups to learn about how climate change is



affecting where we live and how we can work together to find solutions. We can join local efforts and participate by planting trees, learning about new farming methods and asking our leaders to protect our environment.

### **Youth influence in formal political spaces**

Politics and making decisions that change our world can seem very distant from our daily lives. But, over the years, young people and champions for young people have been calling for more meaningful youth engagement, participation and leadership in decision-making. Now, “youth” is a formal constituency group recognized by the United Nations, which means that young people’s voices have a direct impact in the global UN space, showing the power and influence of youth. This is different from youth activism. Advocacy in political spaces has formal mechanisms and clear points of engagement for young people to influence. For example, the Conference of Youth represents the formal voice of children and young people in the United Nations Framework Convention on Climate Change process. Through the the Conference, young people can directly advocate for the issues that matter most to them and ensure that their voices and interests are represented in global decision-making on climate issues.

Climate change is an intergenerational issue and young people must be meaningfully involved as leaders and change makers.

## SESSION 11: CONVERSATION CIRCLE, COMMITMENT AND CLOSURE



### Purpose

To reflect on the module and what the participants learned and to use that knowledge by making a commitment, based on what they learned to address climate change and their health and rights.

### Learning objectives

By the end of the session, participants will be able to:

- Explain what they learned from the sessions
- Describe how they think they will change their behaviour based on what they learned.



### Time

60 minutes



### Materials

Flipchart, marker pens, sticky tape and scissors or Bostik or Prestik. Highly recommended: means of viewing 3-minute video.



### Video



#### Climate Change's Impact on Sexual and Reproductive Health and Rights:

<https://esaro.unfpa.org/en/video/climate-changes-impact-sexual-and-reproductive-health-and-rights>.



### Preparation

- Set up the equipment needed to view the 3-minute video (if not possible, have link available to share with participants so they can view on mobile phones).
- Write the three questions in step 1 on a piece of flipchart paper.
- Make a copy of the post-programme test for each participant.
- Make a copy of the programme evaluation for each participant.

**Note to facilitator:** Start with steps 1 and 2 for both groups with all levels of literacy. Then follow the instructions for the separate literacy groups.

## Steps

### Part 1a: Video viewing (10 minutes)

1. Play the short animated video.
2. Ask participants to share their thoughts on it.

### Part 1b: Commitment circle (20 minutes)

3. Tell participants that this is the end of the workshop. Post the flipchart paper that you prepared where everyone can see it. Divide them into groups of 10-12 and tell each group to sit in a circle. Tell them that each person should share, one at a time, going around the circle. They should answer the following questions:
  - What is the most important thing you learned from this workshop?
  - Why is it important to you?
  - How will it influence your behaviour (e.g. joining clubs, working with organizations)?

**(Suggestions:** Starting a group at your school or youth centre, encouraging your family to use an energy-saving cooking stove, writing to your local leaders, using less waste in your day-to-day life, joining a tree planting initiative.) Encourage young people to consider this in their own context.

4. After about 10 minutes, call their attention back to the front and ask each group to report back for discussion.
5. **For high-literacy groups:**

Ask participants to write down their commitments to themselves about what changes they will make to protect themselves, their environment and the future of the earth.

#### **For low-literacy groups:**

Ask participants to close their eyes and make a promise to themselves about what changes they will make to protect their natural environment and the future of the earth.

### Part 2: Post-programme test (20 minutes)

6. Tell the participants that they are now going to take the post-programme test. Remind them that the purpose is to allow us facilitators to be able to see how well they have learned, so that we know if we need to change anything in the workshop.

Remind them to write their name, an identification number or a symbol, depending on what they wrote on their pre-programme test.

7. Pass out the tests and tell the participants that they should read the question and circle their answer. When they have finished, they should raise their hand and you will come and pick up their paper.

**Note to facilitator:** Do not allow participants to discuss the questions with or copy each other. If they do, remind them that they will not be judged on their scores, so they should just write their own answers so that you will know what is working and not working in the programme.

8. When everyone has finished, thank them.

### Part 3: Programme evaluation (20 minutes)

9. Tell the participants that they are going to evaluate the programme. Explain that you want to know what they thought about the programme so that you can improve it. So, although it is the end of the programme, you would appreciate it very much if they could take a little time to give thoughtful feedback. Tell them not to put their name on the evaluation, to be honest and, when they have finished, to give it to you (or put in a specific place).
10. Pass out the evaluation form and ask them to fill it out.
11. Thank them for filling out the evaluation.
12. Close the programme in whichever way seems suitable for the location and participants. Hand out certificates of attendance.

# ANNEXES



## ANNEX 1 PRE-/POST-PROGRAMME TEST

Name (or symbol): \_\_\_\_\_

### Instructions

Read the questions carefully. Circle the letter indicating the one correct response.

1. Weather includes which of the following?
  - a. The amount of rain in a year
  - b. The current temperature
  - c. The lowest temperature in the dry season
  - d. All of the above.
2. Climate is:
  - a. The temperature from day to day
  - b. The weather in a small area
  - c. The increasing number of severe storms in the world
  - d. The average weather over time in a place.
3. The atmosphere:
  - a. Is made up of gases, such as nitrogen, oxygen and carbon dioxide
  - b. Is like a natural blanket for the earth; it keeps it warm
  - c. Lets the sun come through
  - d. All of the above.
4. Which of the following does NOT increase the amount of carbon dioxide in the atmosphere?
  - a. Driving cars
  - b. Flying aeroplanes
  - c. Riding a bicycle
  - d. Taking a train.
5. The world is getting warmer. What is causing that to happen?
  - a. Human beings using natural resources such as coal, gas and oil
  - b. Cutting down trees and forests
  - c. Some land use practices
  - d. All of the above.
6. Who is most responsible for climate change?
  - a. Poor countries, because people are cutting trees for wood
  - b. Farmers, because they burn their land to clear it
  - c. Rich countries, because of people driving cars, flying and manufacturing and consuming things
  - d. No one is responsible, because it is natural.

7. Climate change impacts:
  - a. Everyone in the same way
  - b. Men and boys more than women and girls
  - c. Women and girls more than men and boys
  - d. People who are wealthy.
8. Climate change can:
  - a. Reduce access to family planning
  - b. Make pregnancy less safe
  - c. Increase child marriage
  - d. All of the above.
9. Which of the following statements is true?
  - a. Forests are made up of just trees
  - b. Logging companies are mostly responsible for deforestation (cutting down forests)
  - c. Forests make climate change worse
  - d. People do not need forests to live.
10. Which of these are actions that you can take to address climate change?
  - a. Join a local group working on climate change
  - b. Talk to peers and adults about what I have learned about climate, gender and health
  - c. Think about and change my own use of resources
  - d. All of the above.
11. It is important to me to protect our natural resources and environment:
  - a. Strongly disagree
  - b. Disagree
  - c. Not sure
  - d. Agree
  - e. Strongly agree.
12. Climate change is a serious threat to people and the planet:
  - a. Strongly disagree
  - b. Disagree
  - c. Not sure
  - d. Agree
  - e. Strongly agree.
13. I believe that there is something I can do about climate change:
  - a. Strongly disagree
  - b. Disagree
  - c. Not sure
  - d. Agree
  - e. Strongly agree.



- 
14. Resources need to be shared more equally:
- a. Strongly disagree
  - b. Disagree
  - c. Not sure
  - d. Agree
  - e. Strongly agree.
15. I feel connected to nature and the natural world:
- a. Strongly disagree
  - b. Disagree
  - c. Not sure
  - d. Agree
  - e. Strongly agree.

## Facilitator answer key to pre-/post-programme test

Bold faced answers are the correct one. For questions 11 to 15, either highlighted answer is acceptable.

1. Weather includes which of the following?
  - a. The amount of rain in a year
  - b. **The current temperature**
  - c. The lowest temperature in the dry season
  - d. All of the above.
2. Climate is:
  - a. The temperature from day to day
  - b. The weather in a small area
  - c. The increasing number of severe storms in the world
  - d. **The average weather over time in a place.**
3. The atmosphere:
  - a. Is made up of gases, such as nitrogen, oxygen and carbon dioxide
  - b. Is like a natural blanket for the earth; it keeps it warm
  - c. Lets the sun come through
  - d. **All of the above.**
4. Which of the following does NOT increase the amount of carbon dioxide in the atmosphere?
  - a. Driving cars
  - b. Flying aeroplanes
  - c. **Riding a bicycle**
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  - a. Human beings using natural resources such as coal, gas and oil
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  - d. **All of the above.**
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  - b. Farmers, because they burn their land to clear it
  - c. **Rich countries, because of people driving cars, flying and manufacturing and consuming things**
  - d. No one is responsible, because it is natural.

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  - a. Everyone in the same way
  - b. Men and boys more than women and girls
  - c. **Women and girls more than men and boys**
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  - a. Reduce access to family planning
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  - b. Talk to peers and adults about what I have learned about climate, gender and health
  - c. Think about and change my own use of resources
  - d. **All of the above.**
11. It is important to me to protect our natural resources and environment:
  - a. Strongly disagree
  - b. Disagree
  - c. Not sure
  - d. **Agree**
  - e. **Strongly agree.**
12. Climate change is a serious threat to people and the planet:
  - a. Strongly disagree
  - b. Disagree
  - c. Not sure
  - d. **Agree**
  - e. **Strongly agree.**
13. I believe that there is something I can do about climate change:
  - a. Strongly disagree
  - b. Disagree
  - c. Not sure
  - d. **Agree**
  - e. **Strongly agree.**

14. Resources need to be shared more equally:

- a. Strongly disagree
- b. Disagree
- c. Not sure
- d. **Agree**
- e. **Strongly agree.**

15. I feel connected to nature and the natural world:

- a. Strongly disagree
- b. Disagree
- c. Not sure
- d. **Agree**
- e. **Strongly agree.**

## ANNEX 2 EVALUATION OF THE RESILIENT FUTURES WORKSHOP

Please answer the questions below as honestly as possible.

1. Which sessions did you like the most and why?
  
2. Which sessions did you like the least and why?
  
3. Is there anything that you did not understand well?
  
4. What is one thing that you liked about the workshop?
  
5. What is one thing about the workshop that you were not happy with?
  
6. What new knowledge did you gain during this workshop?
  
7. How are you going to use what you learned?
  
8. How will this workshop influence your behaviour and actions? Will you do anything different or new in future?
  
9. Do you have any other comments?

THANK YOU!

## ANNEX 3 CONSOLIDATED KEY MESSAGES

- Weather and climate are different but relate to each other.
- Climate change describes changes in earth systems, and it means that we see long-term changes in weather patterns.
- Climatic changes have an impact on how we live and organize our daily lives.
- Climate change has impacts on our health and well-being and makes the future less predictable.
- As human beings use more and more resources, more and more carbon dioxide is released into the atmosphere.
- This carbon dioxide is making the atmosphere thicker, which makes the earth warmer. This is what is called global warming.
- The earth is getting so warm that natural systems are becoming disrupted and changing our climate.
- Climate change affects everyone.
- The major cause of climate change is human behaviour.
- Wealthy nations are most responsible for the increase in greenhouse gases that are causing climate change because of the amount of things they produce and consume.
- The impacts are hitting hardest in some of the nations least responsible for climate change.
- Climate change causes extreme weather events, droughts, sea level rise and melting ice caps, and these have many effects on human beings.
- Some of the effects climate change has on people include loss of work, loss of home and belongings, migration, displacement, conflict, injury and/or death, stress and poor mental health, loss of crops, food scarcity, malnutrition and starvation, individual and community violence, loss of access to health and other services, poor health, lack of care during pregnancy and childbirth, increase in miscarriage rates, and poor maternal and infant outcomes.
- The effects of climate change are greater in the groups of people who lack power in society or are marginalized, including women.
- Humans depend on natural resources for food, money, shelter, fuel, and so on.
- All of our lives depend on the natural world and its resources, but some people are more reliant on particular natural resources than others, including for their daily money and food.
- Because we are all dependent on these resources, we need to look after them.
- Many common human activities and behaviours are harmful to the environment and to our health and well-being.
- We need to protect ecosystems and natural resources to ensure our health and well-being.
- Trees are essential for life. Trees and forests are often referred to as the “lungs of the earth”.
- Trees absorb carbon monoxide and carbon dioxide, and they produce oxygen. Humans do the opposite: we breathe in oxygen and breathe out carbon dioxide. Trees keep our air clean and our planet cool. Cutting down trees has implications for climate change.

- Clear cutting, a forestry and logging practice, is when whole areas of trees are cut down quickly. Companies usually do this to make use of the wood. Local deforestation can result from the use of trees for local livelihood purposes or for energy, such as for firewood.
- Tree planting and reducing the number of trees being cut down will help our planet cope with climate change.
- Climate change affects different groups of people in society in different ways based on the amount of power and resources they have.
- Groups that have less power in society are hit harder by the effects of climate change than groups with more power.
- Because of the power imbalances that lead to gender inequality, women and girls are more vulnerable to the impact of climate change than men and boys.
- Climate change affects our sexual and reproductive health and rights by reducing access to essential services, making pregnancy less safe, increasing gender-based violence and making early, forced and child marriage more likely.
- To address climate change and its impact on our health, our future and our planet, there are things we can do individually and things we can do together.
- We can all effect change, no matter how small it feels. When we cannot make changes ourselves, we can still demand that those with power take action for a better future.
- Protecting the environment can protect our health, such as improving the quality of air and water so that pregnant women can breathe clean air and children can safely drink and fetch water.
- Power can be used positively and negatively.
- We all have power within us, even if sometimes we do not realize it.
- We can use our power with others to change our community and our world for the better.
- We have a responsibility to work on the issues that affect us.
- We all have power to do something - to act.
- People need to work together to address climate change.
- When people are equal and power is shared, we are more resilient to climate shocks and impacts.
- Taking action on climate change is a way of protecting everyone, improving our health and upholding our rights.
- All of us have the power to contribute to solutions and to take action in our lives.

## ANNEX 4 ADDITIONAL INFORMATION FOR FACILITATORS

### Climate change, gender and sexual and reproductive health and rights

Climate change affects people differently depending on how much power and resources they hold. Owing to power imbalances that lead to gender inequality, women and girls are more vulnerable to the impacts of climate change. When people are equal and power is shared, we are more resilient to climate shocks and impacts.

Climate change can lead to increases in gender-based violence and child marriage, and women and children are more likely to die during natural disasters. Food scarcity due to heat waves, droughts and flooding, which disrupt farming, can increase malnutrition. Women and girls also bear the brunt of water scarcity and drought, as they are forced to travel further to collect water, and sometimes girls miss school as a result. Women are also less likely to have the information and resources to adapt to climate change, for example on how to adapt farming techniques in times of drought.

Despite these challenges, women and girls are taking action on climate change all over the world and working to make their communities more resilient. When women own land, have control over natural resources, have bodily autonomy and have their human rights upheld, they are more resilient to climate change. This strengthens the community and makes adapting to climate change easier and more sustainable. There are examples of women's empowerment initiatives that train women in new skills and provide opportunities for them to build their and their families' resilience to environmental changes. Women and girls account for half of the world's population and need decision-making power to shape a better and more just world.

**Menstruation management in a changing environment.** Menstruation is normal and a sign that your body is healthy. Although menstruating is a good thing, it can take some management. Taboos and stigma or not having privacy and the right products can make having a period stressful. It is important for girls to know how to look after themselves, including how to stay clean. How menstruation is managed depends on the environment around them.

Managing menstruation requires:

- Access to clean water and soap
- Clean materials for collecting menstrual blood
- Safe, accessible and private toilets and latrines
- Facilities for disposing of used sanitary pads and other waste.

Being able to manage menstruation well depends on what is locally available. Some girls and women may burn or bury their used menstrual products, while others may have products that can be washed and reused. Reusable menstrual products, such as washable cloths or plastic-free disposable products, can help reduce plastic waste, if they are available.



When the conditions for good menstruation management are not met, it is harder for women and girls to participate in public life, such as attending school, which can result in greater gender inequality. Women and girls who attend school are also more likely to be able to choose if and when they will have children and how many.

**Our reproductive health is linked to the environment around us.** Climate change increases the likelihood of disasters, which can make managing menstruation more complicated, because it can reduce access to clean water, good infrastructure and safe, private toilets. Toxins in the environment can also sometimes negatively affect reproductive health and disrupt menstrual cycles. But, if our communities are better able to adapt to and mitigate the negative effects of climate change by including a gender analysis and adopting environmentally friendly solutions, it will make everyone's lives easier.

### Pregnancy and climate change

Climate change has impacts on pregnancy. Higher temperatures, air pollution, changes in the patterns of vector-borne disease and extreme weather events can all make pregnancy less safe. When it gets hotter, that is, there is a significant, ongoing rise in temperatures, babies can be born earlier. Air pollution can also cause women to go into labour early and reduce the baby's birthweight. Because climate change affects temperature and weather patterns, it can also mean that vectors such as mosquitoes start to live in new areas, bringing malaria and other diseases with them. Needing to walk further for fire fuel, water or other resources can also be hard on women's bodies, especially when they are pregnant or have recently given birth.

### Why might you be unable to access sexual and reproductive health services and contraception?

As young people realize the importance of seeking care when needed, it is also important to recognize that some of the barriers to access are beyond the control of young people. These include:

- The cost of medicine, seeing the health provider, travelling to the service point
- Services not being available when they need them
- Services and clinics not having all the products they need because of disruptions in supplies due to climate change
- Services being inaccessible because of climate change-related disasters, such as roads being destroyed
- The stigma and discrimination that young people can face from parents, communities and service providers.

Young people can take action by raising these issues with adults and decision makers, and speaking about what they can do to help. Young people can also speak to their peers: if many of them have similar experiences, they may decide to come together and collectively demand change, for example demanding that services are accessible

to young people or that sexual and reproductive health and rights are part of any climate adaptation plan.

### Climate change, gender-based violence and child marriage

Gender-based violence and child marriage can increase in times of stress, scarcity and disaster. Experiencing violence or being married as a child is a violation of a person's fundamental human rights. Choosing when and whom to marry, and whether and when to have children, and having control over your body and being able to keep it free from harm are girls' and women's rights and should be protected.

Climate change can make it harder to keep safe from harm. Changes in the weather can bring about food and water shortages and cause extreme weather events that lead to more pressure on families and communities. This can mean increases in stress and, as a result, in violence against women and girls. It can also mean families deciding to marry their daughters at a young age.

This happens when climate change leads to a loss of income and livelihoods, land and homes, for example when drought causes crop failure or cyclones wash away shelters. For some families, marrying their daughters is seen as a way to alleviate economic hardship or food insecurity, by reducing the number of mouths to feed. Families living in crisis-affected situations may expect an increase in insecurity and see marrying their daughters as a solution to protect them from sexual violence, even though girls also face sexual violence within marriage.

### Climate change's impact on sexual and gender-based violence

The impacts of climate change vary widely and include the increasing frequency of extreme weather events and natural disasters, rising sea levels, floods, increases in average temperatures, droughts, desertification, water shortages, and the spread of tropical and vector-borne diseases.

This can have a direct impact on women's and girls' safety because:

- They need to travel further to fetch water because of **drought**.
- They have to live in insecure and overcrowded temporary accommodation after fleeing their homes because of **wildfires, flooding or cyclones**.
- Girls miss school and other safe social spaces, as they are forced to close in a **climate-related natural disaster** and therefore have reduced and limited access to support.

Gender-based violence can also be related to natural resources. When women own land, have control over natural resources and are equipped with the skills and techniques to support their farming activities, they are safer, more empowered and better able to make the best decisions for themselves and their families.



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**Resilient Futures: Young People, the Climate Crisis and Sexual and Reproductive Health and Rights – Facilitator’s Guide.**

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