

Eco-IMPACT+

Curriculum for Adolescent Engagement in
Environmental Sustainability and Climate Action

New Horizons
for youth and community

proteknôn

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It is our hope and prayer that this curriculum empowers adolescents in their environmental care, climate action, and advocacy initiatives.

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Introduction for Facilitators

The objective of the Adolescent Environmental Sustainability and Climate Action Curriculum (Eco-IMPACT+ Curriculum) is to increase the knowledge, skills and confidence of adolescents to be stewards of creation and to engage in environmental protection and climate action.

Eco IMPACT+ is a ten-lesson multimedia-based Environmental Sustainability and Climate Action (ESCA) curriculum designed to provide adolescent members of World Vision's (WV) clubs and groups with a foundational understanding of environmental sustainability and care and the causes and impacts of climate change, as well as a platform to become climate changemakers.

The approach empowers adolescents to become active citizens in their communities, to voice their perspectives, and to contribute towards caring for the environment and combating climate change. Service-learning projects are integrated into the lessons to enable participants to apply what they learn in the meetings to design real projects with their communities that increase environmental care and lessen the effects of climate change. These projects encourage critical thinking and community engagement, empowering participants to realize they can impact their own future instead of being silent witnesses.

At the end of the 10 lessons, the clubs will showcase their work on ESCA in the form of exhibits for their communities. This public forum will enable them to educate and inspire their community members to act on environmental protection and climate concerns. The exhibits will feature selections of their final projects, including interviews, presentations, postcards, water sayings, and collaborative plastic sculptures on environmental protection and climate concerns. This initiative will highlight the clubs' vision for a healthy and environmentally sustainable future.

For more complete guidance on how to lead these club meetings, see the accompanying Eco-IMPACT+ Facilitator's Guide.

Meeting 1 – Our Eco-IMPACT+ Club and Connecting to Nature

Meeting Goal:

Members should walk away from this meeting with a clear understanding of what the Eco-IMPACT+ Club is and the benefits of being involved in an Eco-IMPACT+ Club. In this first meeting, we want club members to appreciate their connection with nature. Most importantly, they should be excited about working together to make a difference in working as a team to address environmental sustainability and climate change (ESCA).

Essential Question(s):

Encourage participants to think out of the box about:

Note: Essential Questions (EQs) are created for teachers and facilitators to use to encourage participants' discussions and to enable a more in-depth understanding of the content (McTighe, J. & Wiggins, G., 2005) Think of them as being questions without "yes" or "no" answers. These are questions that encourage facilitators and participants to think out of the box. The facilitators can share them with the club members or use them as a personal inspiration for leading the meeting.¹

- With our diverse personalities and opinions, how can we work together as a team?
- How can we support each other in coping with the climate change crisis by investigating and reflecting together?
- [Question for groups that have already done service-learning together] What have we learned about working together in our past projects? What can we do better than last time?

Learning Objectives:

Club members will be able to:

- Describe what an Eco-IMPACT+ Club is.
- Explain the benefits of being involved in an Eco-IMPACT+ Club.
- Recognize that "hot topics" need to be explored and discussed in ways that support all club members in a safe space. (Haviv, 2008).

Key concepts: Will be written on the Eco-IMPACT+ Glossary

- **Team Work:** Work done by a group acting together so that each member does a part that contributes to the efficiency of the whole (Merriam-Webster).
- **Hot Topics:** Subjects that may bring up strong emotions in people due to their complexity. A "hot topic" for one person may not be the same for everyone.

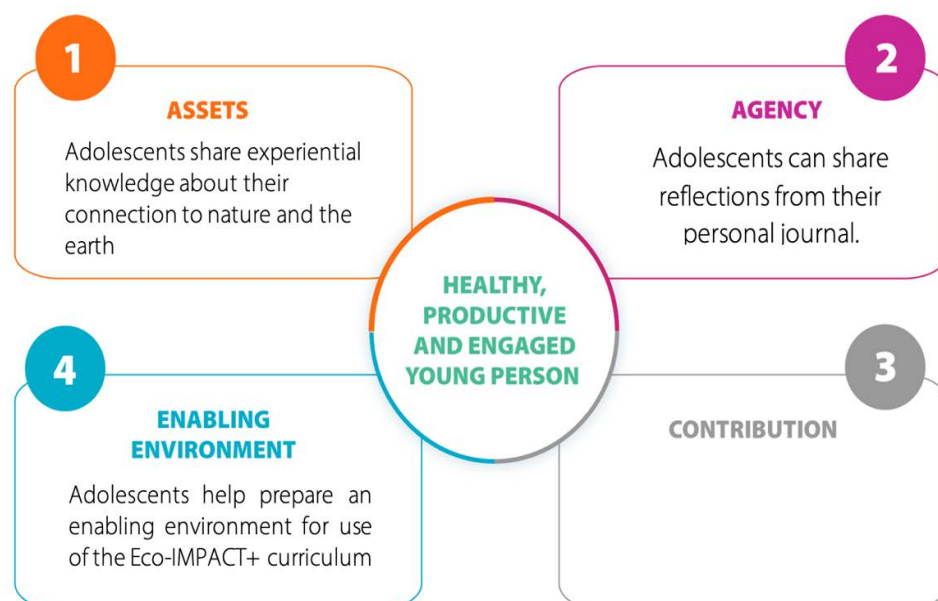
¹ **Note:** Essential Questions (EQs) are created for teachers and facilitators to use to encourage participants' discussions and to enable a more in-depth understanding of the content (McTighe, J. & Wiggins, G., 2005) Think of them as being questions without "yes" or "no" answers. These are questions that encourage facilitators and participants to think out of the box. The facilitators can share them with the club members or use them as a personal inspiration for leading the meeting.¹

- **IMPACT+:** An acronym standing for Involvement, Motivation, Participation, Action, Community, Teens; a program that empowers young people to become competent and compassionate agents of change in their communities.

The Plan:

Activities	Non-formal Methods	Time Needed	Materials
1. Welcome and Introduction	Presentation	5 min.	None
2. Getting to Know Each Other	Icebreaker	15 min.	Name/Movement/Topic Activity
3. What is the World Vision Eco-IMPACT+ Club	Facilitated group discussion	15 min.	Prepare a flipchart or another visual aid
4. A Nature Walk	Movement/Imagination Game	20 min.	Can be done in an informal classroom or outside.
5. Reflection & Sharing	Discussion and writing/drawing	15 min.	Eco-IMPACT+ Journals
Optional: Spiritual Nurture Activity (see end of lesson)	Call and response	10 min.	Printed scripture text
6. Youth Champion Testimonial - Carlos	Popcorn words	10 min.	Internet access is needed to watch the testimonial. If internet is not available the youth testimony transcript can be provided.
7. Closing Reflections		5 min.	
8. Homework:	Journals	5 min.	A reflective writing or drawing on nature
Total time estimated: 90 minutes			

Positive Youth Development Box:



Notes to Facilitators:

This first meeting is key to setting up the club atmosphere. It is very important to create a relaxed and non-formal atmosphere. Most importantly, it is understood that it is a safe space where their voices will be heard and respected. The Rules of Engagement discussion will lay out the foundation for program communications. See more instructions in the Eco-IMPACT+ Facilitator's Guide

Administration Note: It is recommended that you keep a folder or binder from the first meeting that includes attendance lists and any other important documents.

Description of Activities:

1. Welcome and Introduction (5 minutes)

Note: This is intended to set a comfortable atmosphere where all participants feel included and safe to express their views, ideas and feelings. **Set-up:** Arrange chairs in a circle and ensure space for adolescents who use wheelchairs or have any other mobility concerns. Share with the club members: (Modify as needed).

- It is so wonderful that we are here together.
- This is going to be an exciting opportunity to learn together in our club meetings using the Eco-IMPACT+ Curriculum. We are going to explore our earth and the climate together. We are going to come together and create projects that help the earth, our communities and each other.
- There are no grades in our club. The expectation is we work together, we learn, we have fun and we take action! So, let's begin!

2. Getting to Know Each Other (15 minutes)

Note: *Having fun together and building bonds of trust and affection in the Eco-IMPACT+ Club is very important, so be sure to include this activity or other get-to-know-you games intended to help participants interact!*

Name Shape Activity

Step One

Have everyone stand in a circle. If someone needs to sit, make sure their chair is within the circle.

Step Two

Ask members to share their name with a movement that represents their name. For example, I may say "Malia" and raise my hands high and flicker my fingers. Lead with your example!

Step Three

In response the other members say “Malia” and mirror her movement. (This is fun for everyone and will also support them in remembering each other’s names!)

Step Four

Have each member say their name with a movement and the rest mirror it. Go around the entire circle.

Step Five

Explain that now you are going to ask a question and everyone — going around the circle — will answer quickly. These are two sample questions — do each question separately and move quickly through the circle: (Feel free to change the questions so that they are more culturally appropriate in your community)

- 1) What is your favourite part of nature you interact with? For example, watching the stars, placing your feet in a cold river etc.
- 2) What is your favourite past time? For example, walking with my friends, singing, dancing, etc.

At this point, there will be laughter and the club members will have begun to feel more comfortable with each other. Ask everyone to sit back on their chairs in the circle for the next activity.

3. Structure of a World Vision Eco-IMPACT+ Club Meeting (15 minutes)

Note: *This activity is intended to support club members to understand the overall structure and elements for club meetings using the Eco-IMPACT+ Curriculum. It's important for the club members to understand the goals of the overall program and the exciting opportunities that lie ahead!*

Set-up: Have the following examples ready to present:

- The Eco-IMPACT+ Journal
- The Eco-IMPACT+ Glossary (Haviv, 2008)
- A sample of multimedia
- Games and fun activities
- Stories or more serious, reflective activities
- Time to work on a service-learning project together

Discussion: Tell the club members that you are now going to present the overall structure of the Eco-IMPACT+ Curriculum. Note that, the club meetings are on environmental sustainability and climate change so that they know what to expect each time we meet. Share with the club members that they will be discussing the complex issues surrounding climate change, and as a result, there may be some sensitive “hot topics” that arise. It is important that everyone has the opportunity to express themselves and be listened to in a manner that is respectful and inclusive. Explain that “hot topics” (Haviv, 2008) are subjects that

may bring up strong emotions in people due to their complexity or due to their impact on the planet, animals and people. Emphasize that what constitutes a “hot topic” for one person may not be the same for everyone.

Next, let them know it’s time to create an environment that supports and encourages these challenging conversations! If the club already has ground rules (or IMPACT+ “Full Value Contract” from Mandatory Module 1 Meeting 3), review those in light of the ESCA theme of this module. If the group does not have ground rules, use a flipchart or poster board and write “Rules of Engagement” and ask students to collaboratively create the rules. Encourage them to consider how they would like to be “listened to” by their peers, as well as how they would like to “speak” to others. Begin by providing a few examples on the board, and invite students to contribute to the list. You may use these guiding questions:

- How do you think we should behave in our Eco-IMPACT+ Club?
- What will make you feel safe/comfortable here? What would make you feel uncomfortable?
- What expectations do you have for yourself and other members of the club?
- What should the consequences be if someone doesn’t uphold our rules of engagement?
- What will motivate you not to miss the Eco-IMPACT+ meetings?

Target Answers (club members responses should include or be similar to):

- Be a respectful and attentive listener
- Use respectful speech
- Use equal time for “mic” sharing
- Be honest and have honest intentions
- Allow others to keep or change their perspectives
- Have the intention to create trust and learn from each other, rather than discredit others

Keep the Rules of Engagement posted and visually accessible throughout the program.

Let them know that the child safeguarding focal point is available if anyone ever feels upset or distressed, and wants someone to talk to on a 1:1 basis. Introduce this person to the group, and make sure everyone knows how to contact them.

The Learning Tools

Share with the club members that we will be using the following tools to support the environment we’re creating in order to be reflective, and to have fun!

Go over each learning tool:

- *World Vision Eco-IMPACT+ Journal* (Pass a sample around the circle and share):
 - Everyone will have their own journal. They will be used during activities, group work and also to write and/or draw individual personal thoughts and reflections.

On the inside cover of the journal this statement could be written: "We are stewards", which means that we care for the earth and act in a way that will restore and protect the environment, that climate action and environmental sustainability is everyone's obligation and responsibility to make safe and healthy environment for children and for future generations, especially for most vulnerable communities.

- The *Eco-IMPACT+ Glossary* (Haviv, 2008) (Point to a page on the flip chart with this title):
 - The Eco-IMPACT+ Glossary supports club members as they communicate with each other and navigate difficult and "hot topics." Although the words on the Glossary Board can be found in the dictionary, it is important that the facilitator guides the club members to create their own definitions for specific words and concepts that are highlighted in the lesson, even if they slightly differ from standard definitions. This technique is a simple way to enable club members to speak a common language, ensuring understanding and preventing miscommunication. It also sets the tone for the club regarding the seriousness of the topics they will explore. The Eco-IMPACT+ Glossary will have the standard definition of the word or concept, and below it the class definition.

Eco-IMPACT+ Glossary Activity:

Step One

- Walk over to the World Vision Eco-IMPACT+ Glossary. If possible, write the vocabulary words and their definitions on the board before the class begins. Slowly read the definition of Team Work: work done by a group acting together so that each member does a part that contributes to the efficiency of the whole (Merriam-Webster)

Step Two: Discussion

Entry point questions: (Adapt as needed)

- What thoughts came up when I read this definition to you?
- When you reflect on this definition, what feelings come up?
- Do you have any examples of team work you have experienced?

Step Three

- Share with the club members that during this program we are going to work together as a team and it's time to create our own class definition of teamwork! Ask the club members how they would define teamwork and begin to craft a new definition based on their input. Once the class agrees on the new definition, write it on the Eco-IMPACT+ Glossary below the standard definition of teamwork. The technique will support the class to establish a common language in the classroom.

If there is enough time, go through the same steps with the concept "Hot Topics" (Haviv, 2008). In the next lesson, key words relating to climate change, environmental protection, climate justice will be explored.

- Multimedia
 - The multimedia, including photography and video, integrated into the lessons, offer club members diverse learning access points to enable them to process the complex topics in a tangible manner. The multimedia supports the club members to develop skills in understanding and applying knowledge about the world around them.

Make sure to tell the participants that club meetings will include: fun, learning, discussion, and they will be able to design and work on a community service-learning project that will be an exhibition for their community that showcases their knowledge skills and actions for environmental and climate issues.

4. A Nature Walk-Outdoors or in our Imagination! (15 minutes)

Note: *This activity enables the club members to connect with nature and to share with their partner what parts of nature are important to them. It serves two purposes: to focus on the club's mission and to serve as a fun get-to-know-you partner game that can be played outside in nature or in an informal classroom setting.*

Note: If you choose to implement this activity outside make any needed modifications. Remember that even if the participants are outside, their favourite place in nature may not be in that area. Therefore, they may still have to use their imagination!

Set-up if indoors:

Explain to the club members that we will be using our imagination to explore nature!

Step one

Explain to the club members that we will be using our imagination to explore nature!

Step Two

Ask Partner A and B to close their eyes or look softly at a point on the ground. Lead them through the following visualization. Make adjustments as needed:

Imagine you are outside and in your favourite place in nature. Take a moment to be still. Feel your feet on the ground, what does the earth feel like? In your imagination, open your eyes and see what's in front of you. What are the colours in front of you? What are the shapes? What does your place in nature look like? Listen — what does it sound like? Are there noises around you? What is making the noises? What does it sound like? If you can touch what is in front of you, what does it feel like? Is it soft? Prickly? Wet? Cold or hot? Inhale with your nose, what does your space in nature smell like? If your favourite part of nature could have a taste — what would it taste like? Is it bitter? Is it sweet? Take in the moment completely — using all of your five senses.

When you are ready, open your eyes. Now it is time to take your partner on a tour of your favourite part of nature.

Step Three

Share with Partner A:

You will now lead your partner on a tour of your favourite part of nature (Rohd, 1980 & Haviv, 2023). You don't have to stay standing in place. You can ask your partner to follow you to another point in the meeting room. As you walk, tell your partner what you see. Remember that you are still in nature. Are you in the country? A forest? A garden? Take your partner to your favourite place in nature. Let your partner know about it through your senses:

- Tell your partner what it looks like. Describe it in detail — what colours is it? What is the shape?
- Describe how it feels if you touch that part in nature.
- Describe what it smells like.
- If that part of nature has a sound — describe it to your partner. Even a tree or a flower has a sound if there is a breeze.

Observe the club members and whisper advice to partners if they need assistance. When it looks like the first tour is over ask them to switch and Lead Partner B as they guide Partner A on a tour of their favourite part of nature.

5. Reflection & Sharing (15 minutes)

End with a class reflection sharing. If there is enough time, have one partner from each group share their experience.

Entry point questions:

- What was it like to experience nature using your imagination?
- Were you able to fully experience your favourite part of nature?
- Were you able to experience your partner's favourite part of nature?
- What surprised you about this experience?
- Did your partner offer you a perspective you hadn't thought of before?

Depending on the responses by the club members you can decide if it is necessary to dive deeper into the questions:

- What was it like to experience nature using your imagination?
- Did it enhance your sense of connection to something greater than yourself?
- How did this activity change or deepen your relationship with nature?
- Did it reveal anything new about how you view or value nature?
- How can listening to each other's perspectives help us work together to care for the environment?

Optional Spiritual Nurture Activity:

This lesson begins to introduce the bigger picture and message of creation care, that everything is interconnected, and everything is held in God's hands.

1. Print or write down the following shortened Scripture passage from Genesis 1 and hand out each statement to different participants. When it is their turn to read their statement, each reader stands up and reads them in succession. After each statement, the whole group will respond with "And it was so!" Finish with a call and response between the leader and the participants, "It was good!" Encourage the group to speak loudly!

- (Leader) "In the beginning, God created the heavens and the earth."
- (Reader 1) God said, "Let there be light!" (Group) "And it was so!"
- (Reader 2) God said, "Separate sky from water!" (Group) "And it was so!"
- (Reader 3) God said, "Separate water from land! Let the land grow plants and trees!" (Group) "And it was so!"
- (Reader 4) God said, "Shine light in the sky to mark the days, seasons, and years." (Group) "And it was so!"
- (Reader 5) God said, "Fill the oceans with fish and the skies with birds!" (Group) "And it was so!"
- (Reader 6) God said, "Fill the land with all kinds of animals!" (Group) "And it was so!"
- (Reader 7) God said, "Make human beings in my image and make them responsible for my Earth!" (Group) "And it was so!"
- (Leader) "God looked at his Creation and saw that it was good." (Group) "It was good!"

Reflect with the group on this Bible passage, to emphasize God as a Creator and how all the elements of Creation fit together (pause for participant contributions between each question): What did God create? What is good about God's creation? How are different elements in Creation interrelated? Have you ever made or created anything? How did that feel?

2. Read Genesis 2:7 "And the LORD God formed the human from the dust of the ground and breathed into his nostrils the breath of life; and the human became a living soul."

- Adam's name in the original Hebrew is Adamah, which means "of the earth," which shows humanity's foundational interconnectedness with the earth. As part of the earth, humankind is both a dweller and caretaker of the earth. Encourage participants to bring these reflections into their nature walk with their partner.

6. World Vision Youth Champion Testimonial (10 minutes)

Share with the club members that they are about to watch (or read the transcript of) World Vision Climate Champion Carlos from Brazil. He was asked to present an artefact that represents his feelings about climate change.

YouTube link: <https://youtu.be/bWovrdoHGVU> (you can auto-translate captions)

Transcript:

Carlos: I have a bottle of water, because, I live in a hot city. So every time I'm walking with my bottle of water and drinking water, it's a result of what climate change is bringing to us. I can feel all the time the sun beams on my skin and affecting my life. So if I walk on the street for a

long time without a bottle of water I couldn't stand anymore. So I always have it with me. That's what I would like to say to you.

Every time we have an opportunity to talk about climate change is a really important moment, because we are talking about the future, a near future, I am talking about my future, about the future of a new generation that is coming. So if today it is possible to identify the harmful effects of climate change, imagine in 10, 20 or 30 years if we don't change the behavior of the entire nation, what can happen in the future?

Some news here in Brazil is starting to report that in 15 years Brazil could be an uninhabitable country due to climate change. Some schools in the area where I live started to work against this future where Brazil could be uninhabitable. So a program is working in schools where every child will bring a tree to plant and every student has one. So they take care of their tree, like a subject in their school studies. Every day they have time to take care of their plant, they have workshops to learn how to take care, how to cultivate, how to support these ideas.

In Brazil, podcasts are very popular, so we are trying to invest in doing podcasts, and planning to teach people who stay at home, students' parents, their relatives, on how to plant trees, how to take care of trees. It can be a really great idea, not just for children and adolescents, but also for the parents, relatives, friends. I think it's a great idea to invest and to care about.

After watching the video (or reading the transcript), discussion questions can include:

- What is Carlos's artefact? (**Answer:** A water bottle)
- Why does he carry it around with him? (**Answer:** Because it gets so hot, he may collapse if he is not able to drink water)
- What does Carlos share that is important? (**Answers may include:** Climate issues should be taught in school. Every child should be able to plant a tree. We need to take care of trees and teach our parents and relatives to do so.)

Carlos says, "Every time we have an opportunity to talk about climate change it is crucial, as we are talking about the future of a new generation."

- Do you agree with Carlos? If so, why?
- Is your generation concerned about climate change? What are their concerns?

7. Closing Reflections (5 minutes)

Ask the club members to describe how they are feeling about this new program with one adjective! Popcorn around the group as club members shout out their adjective. When they have all shared, thank them and let them know we have exciting meetings coming up. Remember to take attendance!

8. Homework (5 minutes)

Note: This is a journal writing or drawing homework assignment. Write down the assignment on the flip chart and have club members write it in their Eco-IMPACT+ journals. They can write it in shorthand if needed.

Choose a photo of your favourite part of nature or go directly to it outside. It can be a different part of nature than you focused on in today's activity. If you do not have a photo or are not in nature, use your imagination to see it clearly in your mind.

Step One:

- Take a few minutes to connect to that part of nature. It may be:
 - Dirt, Flower, Tree, Waterfall, Desert, an Animal...

Step Two:

- Ask the element in nature if it has something to tell you. Maybe it has a message for you.
- Listen for a response, and if there is one, write it down or draw about it in your journal.
- Now, think about what you would like to tell the element in nature. Write it down or draw about it in your Eco-IMPACT+ Journal.

Then complete the attendance list, cover any administrative details, and announce when and where the next meeting will take place. Thank participants for their presence at this meeting, and be sure to say a warm goodbye to each member as they leave.

Extension Activity:

- An activity could be suggested to club members that builds further on the nature walk. For example: One day, whether you live in a town, village or camp, for one hour when you are outside, for example when you are on your way to or from school, try to observe and note down how many different plants, trees, animals or insects you see. Observe how the insects and animals make use of their natural environment.

Meeting 2 – Becoming Stewards of Creation

Meeting Goal:

Members should leave this meeting with an increased desire to be a steward of creation, and an interest to learn how to individually and collectively support the earth during this difficult time of climate change and environmental degradation. Encourage participants to think out of the box about:

Essential Question(s):

Encourage participants to think out of the box about:

- How can we support each other in coping with the climate change crisis by investigating and reflecting together? Follow up by asking about if they understand what ‘steward of creation means.’
- As a young person, is it possible to become a steward of creation?

Learning Objectives:

Club members will be able to:

- Identify ways they are connected to the earth.
- Articulate a definition and causes of climate change.
- Begin to build their knowledge base and vocabulary to understand and help address climate change, building upon their own experiences.
- Recognize that “hot topics” around climate change need to be explored and discussed in ways that support their peers in a safe space.
- Understand what stewardship of creation means.

Key concepts: Will be written on the Eco-IMPACT+ Glossary

***Note:** If possible, write the vocabulary and concepts with their definitions on the Eco-IMPACT+ Glossary prior to the meeting in order to save time. Make sure to leave space below each definition for the class definition if needed that will be created during the club meeting.*

Definitions for 15–18-year-olds:

- **Climate Change** (As defined by World Vision in their Environmental Stewardship Policy): Climate change is a significant change in the Earth's climate that lasts for decades. This change is characterized by long-term shifts in weather patterns and temperatures, and can include warmer, wetter, or drier conditions. “It means a change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods.” (UNFCCC definition).
- **Environmental Stewardship:** Refers to responsibly using and protecting the natural environment through conservation, restoration, and sustainable practices. Examples include reusing/recycling/reducing waste (i.e. paper, plastic), using less energy (i.e. walking/cycling) conserving water, restoring deforested areas by planting native trees, using organic soils for sustainable harvests.

- **Climate adaptation:** Refers to ways of coping or taking action to minimize the negative impacts of climate changes on how we live. For example, adaptation to drought can be the growing of drought resistant crops and using irrigation farming.
- **Disaster Preparedness by putting in place disaster anticipation and response tools:** Preparing communities, families, individuals for climate shocks and stresses, extreme weather such as heatwaves, droughts, storms, water-borne disease increase, etc.)
 - **Risk reduction:** Empowering local people to identify and mitigate risks through holistic development and planning.²
 - **Community development:** Gathering locals to determine risks and helping build economic resilience for families and communities.³
- **Climate justice** aims to address these inequities through justice-oriented climate action, ensuring communities that are disproportionately affected by the climate crisis are treated fairly and have equal access to resources and opportunities.⁴
 - Climate justice represents the interdependence of human rights, development, and climate action.
 - World Vision sees climate justice as an approach that places children and adolescents at the centre of the climate crisis and brings about solutions good for people and the planet by upholding their rights.

Definitions for 12–14-year-olds:

- **Climate change:** long-term changes in global temperatures and other characteristics of the atmosphere. Climate has changed throughout Earth's long history, but this time it's different. Human activity is causing worldwide temperatures to rise higher and faster than any time we know of in the past.⁵
- **Disaster preparedness:** Plans that are made ahead of time to protect lives during disasters. For example, if a hurricane or flood is coming to know which safe place to go for shelter, or when heat waves happen, try to drink more water.
- **Climate justice** addressing inequities through justice-oriented climate action. This means ensuring that communities that are disproportionately affected by the climate crisis are treated fairly.

The Plan:

Activities	Non-formal Methods	Time Needed	Materials
1. Welcome and Introduction	Hello/ Movement!	5 min.	
2. Homework share	Group Reflection	10 min.	Eco-IMPACT+ Journals

² <https://www.worldvision.org/corporate/ways-to-partner/disaster-relief-partners/>

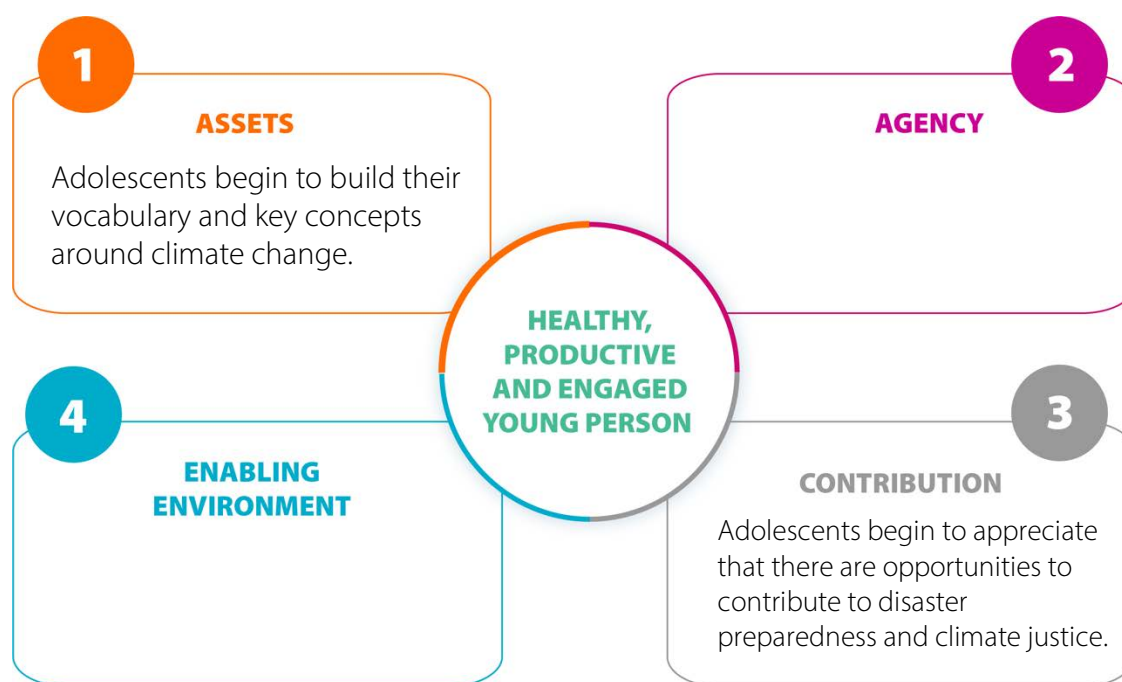
³ <https://www.worldvision.org/disaster-relief-news-stories/how-where-world-vision-responding-disasters>

⁴ <https://www.worldvision.org.nz/causes/climate-action/>

⁵ <https://www.amnh.org/explore/ology/climate-change>

3. We are the Earth and the Stars	Discussion	10 min.	Eco-IMPACT+ Journals
4. Club Word Poem	Group work	5 min.	Flip chart or blackboard
5. What is Climate Change	Discussion	20 min.	Multimedia & Eco-IMPACT+ Glossary
6. Three Themes and Optional Spiritual Nurture Activity	Group Brainstorm	30 min	Eco-IMPACT+ Glossary
7. Reflection & Closing	Individual and group work	10 min.	Eco-IMPACT+ Journals
8. Homework:	Individual		Reflective writing or drawing
Total time estimated: 90 minutes			

Positive Youth Development Box:



Description of Activities:

1. Welcome and Introduction (5 minutes)

***Note:** This time helps members feel comfortable and settled down for the meeting, and helps them know what to expect from the time together.*

***Set-up and facilitation:** Arrange chairs in a circle. Have members stand behind their chairs and do a recap of sharing their name with a movement! Then invite them to take a seat (Note: If*

needed adapt the introductory activity to be inclusive of participants with disabilities). Then take a few minutes to introduce today's lesson.

2. Homework Share (10 minutes)

Ask club members to volunteer to share their homework writings.

Discussion questions either before or during the sharing can include:

- What nature element did you reflect on?
- Were you surprised by what that element of nature had to tell you?
- Were you surprised by what you shared with the element of nature?

3. We are the Stuff the Earth and Stars are Made Of! (10 minutes)

Note: Transition from the Homework Share directly into this discussion. The objective of this discussion is to support the club members in making a deeper connection to the earth and the stars above. The facilitator will share that there are chemical elements in the earth and the stars that are also in the human body. You may want to partner with a schoolteacher who can help the club understand some of the scientific elements found in the earth and stars.

Begin a discussion connecting the chemical elements of the earth and the stars to the human body. You can begin with questions such as:

- We have been engaged in activities that connect us to the earth. What if I told you that we are more alike to the earth and the stars than you may think? Do you think that is possible?
 - Listen to the responses and explain that both the earth and the stars above contain the chemical elements of carbon, hydrogen, oxygen, and iron.
 - Then share that the human body contains these elements too! (Listen to the reactions and responses!)
 - **Simple examples:** the earth is made up of 70% earth and the human body is made up of 60% water! There are metals in the earth like iron, calcium, and copper, all of which are also essential elements for human bodies to survive!

4. Club Word Poem (5 minutes)

Go to the flip chart and ask the club members to express how this knowledge makes them feel in one word. Write each word on the chart. After everyone has added their word, have one club member read the word poem out loud. Then ask for suggestions for a title. When the class confirms a title, write it at the top of the poem!

5. What is Climate Change? (20 minutes)

Note: This is a difficult concept to explain and your first time using the Eco-IMPACT+ Glossary, so take your time.

Step One

- Ask the club members if they have heard of the term climate change. If they say yes, popcorn a few of their comments. (*Popcorning is when you have students raise their*

hands and quickly give you answers. You don't comment on their answers, instead you call on the next person. Like popcorn popping in a hot pot!)

Step Two

- Walk over to the Eco-IMPACT+ Glossary. If possible, write the vocabulary words and their definitions on the board before the class begins. Slowly read the definition of climate change (see definitions at the beginning of the lesson).

Entry point questions:

- What thoughts came up when I read this definition to you?
- When you reflect on this definition, what feelings come up?
- Have you heard of climate change before this moment?
- Do you have any examples of climate change, any changes in weather that you have observed in your community?
- Do you want to share anything about climate change?

Step Three

- It's time to create the class definition of climate change and write it on the Eco-IMPACT+ Glossary below the standard definition. The technique will support the club members to establish a common language in the classroom and support our investigation of the topic. Ask the club members how they would define climate change and begin to craft a new definition based on their input. Once the class agrees on the new definition it can be written below the standard definition.

6. The Three Themes (30 minutes)

Note: *The upcoming Eco-IMPACT+ lessons focus on specific climate change topics. Many of the lessons will integrate these three themes to provide club members with a more comprehensive understanding of these complex issues. In this activity, the facilitators will guide the club members to investigate these themes. This will provide them the foundational knowledge they will need to explore the upcoming climate topics.*

For each of the three themes the same Eco-IMPACT+ Glossary steps will be repeated. The three steps are listed below. After the steps, a definition of each theme is shared, together with an inspiring WV youth quote about the theme.

Although this may look like it will take a lot of time and effort — it is actually much quicker than you think — and gets even faster when you practice the technique!

Step One

- Ask the club members if they have heard of the term **FILL IN** (e.g., Environmental Stewardship/ Disaster preparedness/ Climate justice). If they say yes, popcorn a few of their comments.

Step Two

- Walk over to the Eco-IMPACT+ Glossary. If possible, write the vocabulary words and their definitions on the board before the class begins. Slowly read the definition of **FILL IN** (e.g., Environmental Stewardship/ Disaster preparedness/ Climate justice)

Entry point questions: (Adapt as needed)

- What thoughts came up when I read this definition to you?
- When you reflect on this definition, what feelings come up?
- Have you heard of climate change before this moment?
- Do you have any examples of **FILL IN** you've observed in your community?
- Do you want to share anything about **FILL IN**?

Step Three

- It's time to create the class definition of **FILL IN** and write it on the Eco-IMPACT+ Glossary below the standard definition. The technique will support us to establish a common language in the classroom and support our investigation of the topic. Ask the club members how they would define **FILL IN** and begin to craft a new definition based on their input. Once the class agrees on the new definition, it can be written below the standard definition.

Theme One: Disaster Preparedness

- Preparing communities, families, and individuals for climatic stresses, events, extreme weather, infectious disease outbreaks, etc.

Theme Two: Climate Justice

- Addressing inequities through justice-oriented climate action. This means ensuring that communities that are disproportionately affected by the climate crisis are treated fairly and have equal access to resources and opportunities.

Youth Quote: "I would ask the governments to carry out campaigns to protect the environment and to involve us, children, who are more committed than the adults to stop climate change. They need to support us in doing things for the environment."
(Isidora, age 15, Chile)

Theme Three: Environmental Stewardship

- Responsibly using and protecting the natural environment through conservation, restoration, and sustainable practices.

Reflection question: "If I were to call you an environmental steward, what images and feelings does that bring up for you? Do you believe you are or can be a steward? In what ways are you already a steward of the environment?"

Optional Spiritual Nurture Activity:

The biblical concept of Environmental Stewardship emphasizes humanity's responsibility to care for and preserve the Earth, reflecting God's mandate. Insert this activity during or after the discussion on Environmental Stewardship.

1. Biblical journey from creation to fall to redemption

- Ask a volunteer to read Genesis 2:15 "The Lord God took the man and put him in the Garden of Eden to work it and take care of it." Explain that the Hebrew word for "care" is *shamar*, meaning to "watch, tend to, and protect."
 - Ask: If we are made in God's image, what are we created to do? After God created humans, what was their first task? What were human beings in relationship with in the Garden of Eden? What were they asked to care for?"
- Ask the group if they know the story of Adam and Eve's first sin. You may read parts or all of Genesis 3 on the story of "The Fall," when Adam and Eve accepted the serpent's offer to eat the fruit from the tree God forbade them to eat from.
 - Ask: How did Adam and Eve fail in their task to care for the earth? What did their sin do to their relationship with God and creation, including each other?
- Ask a volunteer to read John 3:16 "For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life."
 - Ask: What and who did God love in the world? Do you think God loved all the earth, all of creation? What do you think eternal life is for the earth? What does Jesus call us to in restoring the world from sin?

End the biblical reflection by saying, "God created the earth and cosmos, creating humankind to care for the earth and its relationships, sin broke those relationships, and then Christ came as the restorer of relationships, and we are invited today to partner in this restoration."

Notes to Facilitators:

The initial activities in this lesson were created to encourage and strengthen the club members' connection to the earth. Although they include references to science, they utilize one's imagination to make a deeper spiritual connection to the earth. There is not a game activity specifically incorporated into this lesson. If you observe the club members losing energy, have them stand up and do a quick energizer!

7. Reflection and Closing (10 minutes)

Participants can explore their reflections in personal writings or drawings in Eco-IMPACT+ Journals or as a group discussion:

***Note:** This meeting has been knowledge heavy. Use the final minutes to check in with club members about how they are feeling. Climate change topics can trigger anxiety, especially in adolescents. Remind the club members that their generation has the power to contribute to solutions to address climate change and they are not alone. Let them know that we will explore that more in the upcoming meetings as we learn the tools to take action!*

8. Homework:

Let the club members know they can now step into the role of being climate observers in their communities. Ask them to take notes in their Eco-IMPACT+ Journals of the effects of climate change in their community. Have they observed any weather changes? Have them ask their older family members to share changes observed in the past. How did such weather changes affect families? They can share their main observations next time!

Then complete the attendance list, cover any administrative details, and announce when and where the next meeting will take place. Thank participants for their presence at this meeting and be sure to say a warm goodbye to each member as they leave.

Extension Activities Box:

- Reflection activity: Sit outside directly on the earth. Close your eyes and feel your connection to the grass and soil you are sitting on. Write a poem, draw, or paint your experience.

Meeting 3 – The Cause and Effects of Climate Change — Telling the Story

Meeting Goal:

Members should walk away from this meeting with a strong connection to a climate change issue that they would like to tell its story. By the end of the session, they should embody new ideas accompanied with skill sets as to how to tell a story.

Essential Question(s):

Encourage participants to think out of the box about:

- Can a young person have an impact on changing the effects of climate change?
- How can a personal experience, or a collective one, during a crisis be captured in an artistic creation?
- How can a work of art represent a climate change issue?

Learning Objectives:

Club members will be able to:

- Articulate the definition of cause and effect with examples
- Collaborate with a group of three to choose a climate issue and illustrate its causes and effects in the triptych art activity (a work of art with three panels)
- Practice writing from different perspectives in the letter writing section of the triptych (if in a low literacy setting, the letter can also be described out loud with the artwork)

Key concepts: Will be written on the Eco-IMPACT+ Glossary

***Note:** If possible, write the vocabulary and concepts with their definitions on the Eco-IMPACT+ Glossary prior to the meeting in order to save time. Make sure to leave space below each definition for the optional class definition in case one is needed.*

Cause and effects definition for the 12yr - 14yr age group

In a cause-and-effect relationship, one event causes another to happen. The cause is why it happened, and the effect is what happened.

Example:

- 1) Cause: I woke up late.
- 2) Effect: I was late to school.

Cause and Effect definition (study.com) for the 15yr - 18yr age group

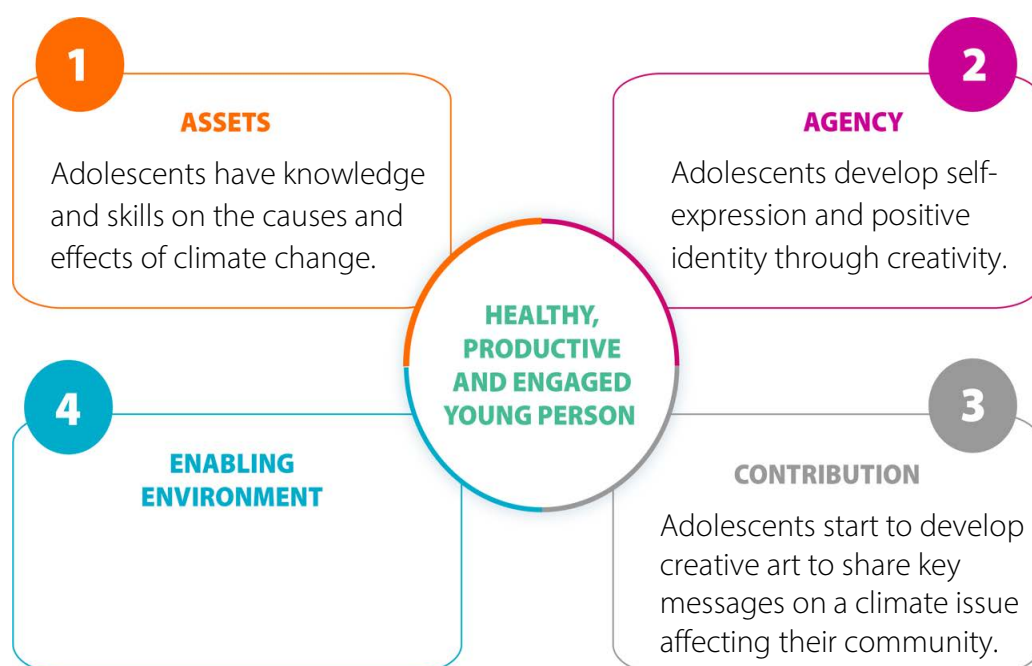
- A cause comes first: The cause always occurs before the effect in a timeline.
- Identifying cause and effect: Look for words like "because," "so," "therefore," and "as a result" to identify cause and effect relationships in text.
- Cause: Raining heavily.
- Effect: The streets are flooded.

Vocabulary from earlier meetings should be visible in the learning space so club members are able to review them. Put up Glossary flipcharts around the room with tape.

The Plan:

Activities	Non-formal Methods	Time Needed	Materials
1. Welcome and Introduction	Group check in	5 min.	
2. Homework Share: Observed effects of climate change	Group Reflection	10 min.	Eco-IMPACT+ Journals
Optional: Spiritual Nurture Activity	Group storytelling	10 min.	The Holy Bible
3. Problem tree: Climate Change Cause & Effects	Discussion	10 min.	Eco-IMPACT+ Journals, Problem tree on flipchart Eco-IMPACT+ Glossary
4. Triptych Climate Cause & Effect Postcards (Letters)	Art Activity	35 min.	Eco-IMPACT+ Journals, Construction paper, pens, markers, crayons, colour pencils, scissors, glue
5. Triptych Share!	Group Share	10 min.	
6. Creative Ways to Tell the Story		5 min	
7. Evaluation & Closing	Discussion	10 min.	
8. Homework	Individual		
Total time estimated: 90 minutes			

Positive Youth Development Box:



Note to Facilitators:

This lesson provides the club members an understanding of the causes and effects of climate change, and the concept of cause and effect in general. The discussions and activities in the lesson serve as the precursors for their service-learning projects that they will learn about in-depth in the next lesson.

Description of Activities:

1. Welcome and Introduction (5 minutes)

Note: *This time helps members feel comfortable and settled down for the meeting, and helps them know what to expect from the time together.*

Set-up and facilitation: Arrange chairs in a circle. Once everyone is seated, ask club members how they have been since our last meeting. Then take a few minutes to introduce today's lesson: The Causes and Effects of Climate Change — Telling the Story.

2. Homework Share (10 minutes)

Ask club members to share their homework reflections. What signs of climate change did they observe in their communities? In recent years have they observed any weather changes? If so, what? How did such weather changes affect children and families in their communities?

Discussion questions during the sharing can include:

- Were you surprised by the effects of climate changes you were able to identify in your community?
- Have you made the connection of what you observed to climate in the past?
- What are some things you learned from your elders about changes longer in the past?

Optional Spiritual Nurture Activity:

This reflection is to further encourage participants to understand God's heart for creation and biodiversity; God loves all of creation, not just human beings, and we are God's appointed ones to take responsibility for the creation God so loves.

1. Noah's Ark

- Tell a simplified version of the story of Noah (Genesis 6-8) or, if the group participants know the story, have them tell it in turns.
- When the story is told, end with "In the story of Noah, we learn that God cares for both people and wildlife, instructing Noah that pairs of all living creatures – including even those that were inedible or dangerous to Noah – should be included on the Ark "to keep their various kinds alive throughout the earth" (Genesis 7:3). Once the flood receded, God's covenant, expressed through the sign of the rainbow, was, again, both with people and with "every living creature on earth" (Genesis 9:9-17). This means that the value of nonhuman creatures is greater than their benefit to humanity. They matter and have value to God in and of themselves. If we want human flourishing, we need to care and provide for biodiversity to flourish, too."

3. Problem tree: Climate Change Causes & Effects (20 minutes)

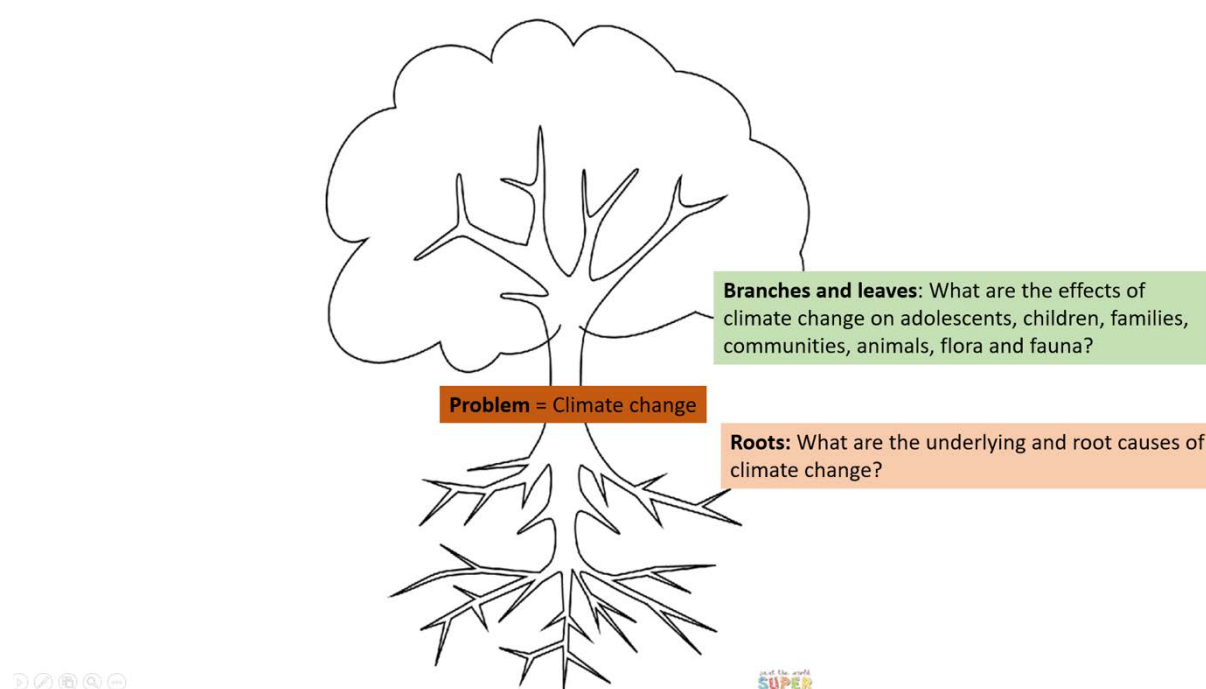
Share with the club members that it is important to understand the cause-and-effect relationship in order to have a deeper understanding of the effects of climate change.

Step One

Using the Eco-IMPACT+ Glossary go over the definitions of cause and effect for both age groups. Then answer any questions.

Step Two

Introduce the image of a Problem Tree. The trunk represents the problem of climate change. The roots are the underlying and root causes of climate change. The branches show the effects of climate change.



Step Three

Share the following description of climate change to illustrate its causes and effects.

- Climate change, also known as global warming, is the process of our planet earth getting hotter. Scientists estimate that since the Industrial Revolution in 1760, human activity has caused the earth to warm by approximately 1-degree Celsius. That may seem like a tiny number but it has had a big impact on humans and animals throughout the world. As temperatures rise, some areas will get wetter and lots of animals (and humans!) could find they're not able to adapt to their changing climate.⁶

Ask club members:

- 1) What does the writer point out as the first CAUSE that led to climate change?

⁶ <https://www.natgeokids.com/uk/discover/geography/general-geography/what-is-climate-change/>

ANSWER: The industrial revolution. Add the Industrial Revolution by one of the roots.

- 2) Ask the club members to share other causes of climate change. These can be global or more local (such as deforestation). Write their suggestions by the roots.
- 3) For each cause, ask “why?” to go deeper into the root causes. For example, if one cause of climate change is industries that cause a lot of pollution, why is this happening? Why are industries allowed to pollute? Write ideas on the roots.

Step Four

Take a few minutes to share other well-known causes of climate change — adding each one to the problem tree. Let the club members know that as the project meetings progress, they will learn about causes and effects of climate change in more specific ways. Examples include:

- 1) Burning fossil fuels for energy (e.g., electricity, heat) — which includes oil and gas — Our reliance on plastics, for example, is heavily dependent on burning of fossil fuels, as over 99% of plastic is made from chemicals from fossil fuels.
- 2) Farming — As strange as this may sound, the eating habits of cows contribute to climate change. When cows eat, methane – a type of greenhouse gas – builds up in their digestive system and is released in the form of... a burp! 1.5 billion cows burping release methane into the air and increase the effects of climate change.
- 3) Deforestation contributes to climate change because when trees are cut down the carbon dioxide within the trunks, leaves, and roots enter the atmosphere. The ecosystem the trees were part of is destroyed, including habitats of animals and humans.

Step Five

Share with the club members that we will be exploring the effects of climate change on a more in-depth level, but for now here is a short list. Add these to the branches:

- 1) More rainfall or drought, and disruption of seasonal patterns
- 2) Changing seasons
- 3) Shrinking sea ice
- 4) Rising sea levels
- 5) Rising temperatures (more extreme heat)

Step Six

Add one to two examples to the Problem Tree Branches from their homework. Ask:

- Are there any other effects of climate change on children, families, or on animals, flora or fauna in your community? [Add suggestions to the branches]
- Which aspect of climate change is most problematic in your community? Why?

4. Art & Writing Activity: Triptych Climate Cause & Effect Postcards (or Letters) (35 minutes)

A triptych is a work of art with three panels. They can be exhibited attached to each other or simply one next to the other. In this activity, club members will create postcards or letters with

drawings in a timeline illustrating the effects of climate change. In case there are club members who have not seen postcards before, share the definition: A card for sending a message by mail without an envelope, typically having a photograph or other illustration on one side.

Note to Facilitator: It is recommended that participants work with a partner or in a group.

Step One: Discussion

Share with the group that part of being environmental stewards is being able to tell the story of climate change to others. Share with the participants that we are going to create a climate change timeline art piece. Explain that it will be a triptych. A triptych is a work of art with three panels. Our triptychs are going to be a timeline of three panels revealing the effects of climate change. Examples include:

- The melting of a glacier
- A dense forest being affected by deforestation
- A lake or river losing water and drying up

The triptychs can be exhibited in the club space and included in the final exhibit for the community.

Step Two

Divide the participants into groups of three to discuss the effects of climate change. Ask them to choose one climate issue that is relevant to their community for their triptych.

Step Three

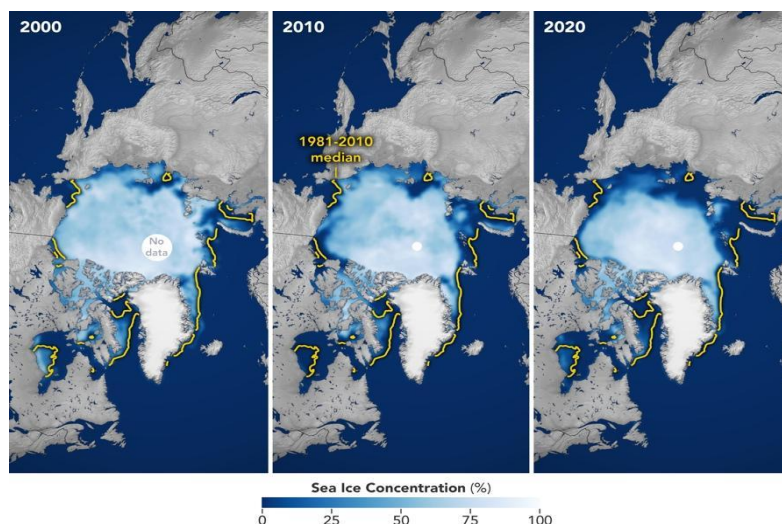
Ask participants to write the climate issue on the top of a page in their journal. Below it, make a timeline consisting of ten years ago, now, and ten years later. Share the following example on the flip chart (even if shrinking glaciers are not a locally observed or felt phenomenon, you can still use this example as it will also serve to increase members' knowledge of global issues, or you can use a more locally relevant example.

Shrinking Glaciers

Ten Years Ago

Now

Ten years later



Step Four: Design

Explain to the club members that each time period will become a panel in the triptych and that there will be a drawing on each panel. Ask group members to work together to take notes about the three drawings they will create.

Step Five: Draw

Pass out three pieces of paper to each small group. Also give each group markers, crayons, or coloured pencils for their drawings. Club members can now work collectively in the small groups to draw on their panels!

Step Six: Write

Share that the triptychs can be viewed as artistic letters or postcards and that now it is time to write. The narratives can be written on the same page as the drawing or on separate sheets of paper. Each group can decide which perspective to write from; they can write the letter as themselves to the community at large, or they can write from the perspective of the climate issue to the human community. Groups can write together so members with lower writing capacity can get support from peers; if club members cannot or do not feel comfortable writing, they can plan for an oral “letter” to share along with their drawings.

Here is an example from the perspective of the glacier:

Shrinking Glaciers

Now

Dear Humans,

Ten years ago, I stood higher in the waters. Animals such as penguins and polar bears would make their homes on me. They would play, eat, and sleep. I was strong and healthy, providing water and refuge for the ecosystem I was a part of.

Now I've begun to melt. I'm not strong enough to house the animals. I'm becoming part of the ocean.

*Please help me, sincerely,
Glacier in the Arctic*

Step Seven

Let the partners continue to write and be open to answering questions!

5. Triptych Share! (10 minutes)

If there is enough time, ask one to three groups to share their work! Let club members know that they will all be able to present their work in the exhibition.

6. Creative Ways to Tell the Story (5 minutes)

Conduct a whole group brainstorm on how else they can tell the story of their chosen climate issue. Share ideas and note them on a flipchart. Examples may include: radio or podcast show, articles, photos, interviews, social media, posters, blog post, art exhibit, etc.

7. Evaluation and closing (5 minutes)

Note: *Be intentional about creating a positive atmosphere and excitement for next week.*

Set-up and facilitation: Ask the participants to evaluate the meeting by having them close their eyes and raise their hands appropriately in response to the following statements. (Closed eyes allow the participants to answer more honestly, without peer pressure.)

- Raise your hand if you feel excited about what you learned today.
- Raise your hand if you think we worked together well as a team today.
- Raise your hand if you still have questions about cause and effect
- Raise your hand if you are excited for next week's meeting!

Then complete the attendance list, cover any administrative details, and announce when and where the next meeting will take place. Thank participants for their presence at this meeting, and be sure to say a warm goodbye to each member as they leave.

Extension Activities Box:

- Now that you know what a triptych is, think about how you can apply it to another aspect of your life. Choose a personal challenge you are experiencing today. Illustrate it in the past, and then the present. When you get to the future panel, draw how you want this issue to be resolved. Visualize your personal challenge transformed in a positive way.

Meeting 4 – Children’s Rights, the Environment and Climate Change

Meeting Goal:

Participants should walk away from this meeting with awareness of their rights, including their rights to live in a clean healthy environment. Information is power. Adolescents can use knowledge of children’s rights and environmental rights to defend their rights.

Learning Objectives:

Club members will be able to:

- Understand the concept of child rights and be aware of the United Nations Convention on the Rights of the Child (UNCRC, 1989)
- Explore ways that children’s rights are affected by climate change or environmental harm.
- Learn about key documents that promote government action for children's rights to a clean, healthy and sustainable environment.

Essential Questions:

Encourage participants to think out of the box about:

- Do all children have the same rights? What are some children’s rights you can think of?
- What are the links between children’s rights, the environment and climate change?
- How can adolescents use the UNCRC and the General Comment No. 26 as tools for awareness-raising, action and advocacy?

Key concepts: Will be written on the Eco-IMPACT+ Glossary

- **Human Rights:** Human rights are rights that all human beings are allowed, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery, freedom of opinion and expression, the right to work and education, and many more.⁷
- **Children’s Rights:** Children’s rights are rights that every person under the age of 18 years is entitled to. For example, children have the right to food, clothing and a safe place to live so they can develop in the best possible way. Children’s rights are described in an international document called the United Nations Convention on the Rights of the Child.
- **United Nations:** The United Nations (UN) is an association of independent countries that agreed to work together to prevent and end wars. The UN also tries to improve social conditions by promoting international cooperation, economic development, public health, environmental conservation, and human rights.⁸

⁷ <https://www.un.org/en/global-issues/human-rights>

⁸ <https://kids.britannica.com/students/article/United-Nations/277510>

- **General Comment:** A general comment is a document produced by the Committee on the Rights of the Child, to explain in more detail specific rights of children, and how governments and other actors, can realize these rights.
- **General Comment No. 26 on Children's rights and the environment with a special focus on climate change:** A document by the Committee on the Rights of the Child in 2023, explaining to governments how children's rights relate to the environment and climate change, and what governments must do to protect them.⁹
- **Children's rights to a clean, healthy and sustainable environment:** Children have the right to a clean, healthy, and sustainable environment. Children need a clean environment in order to enjoy all of their human rights. Children should have access to clean air and water, safe climates, healthy ecosystems and biodiversity, healthy food and non-polluted environments.
- **Sustainable development:** Sustainable development is development that meets the needs of present generations without ruining the ability of future generations to meet their own needs, balancing social, economic, and environmental issues.
- **Mitigate the impact of climate change:** Human actions that seek to reduce greenhouse gas emissions, for example eliminating the burning of fossil fuels.
- **Loss and damage:** Refers to the adverse effects of climate change that people have not managed to cope with or adapt to. Loss and damage may be economic or non-economic, such as loss of traditional ways of living, cultural heritage, loss of life and human health, etc.)

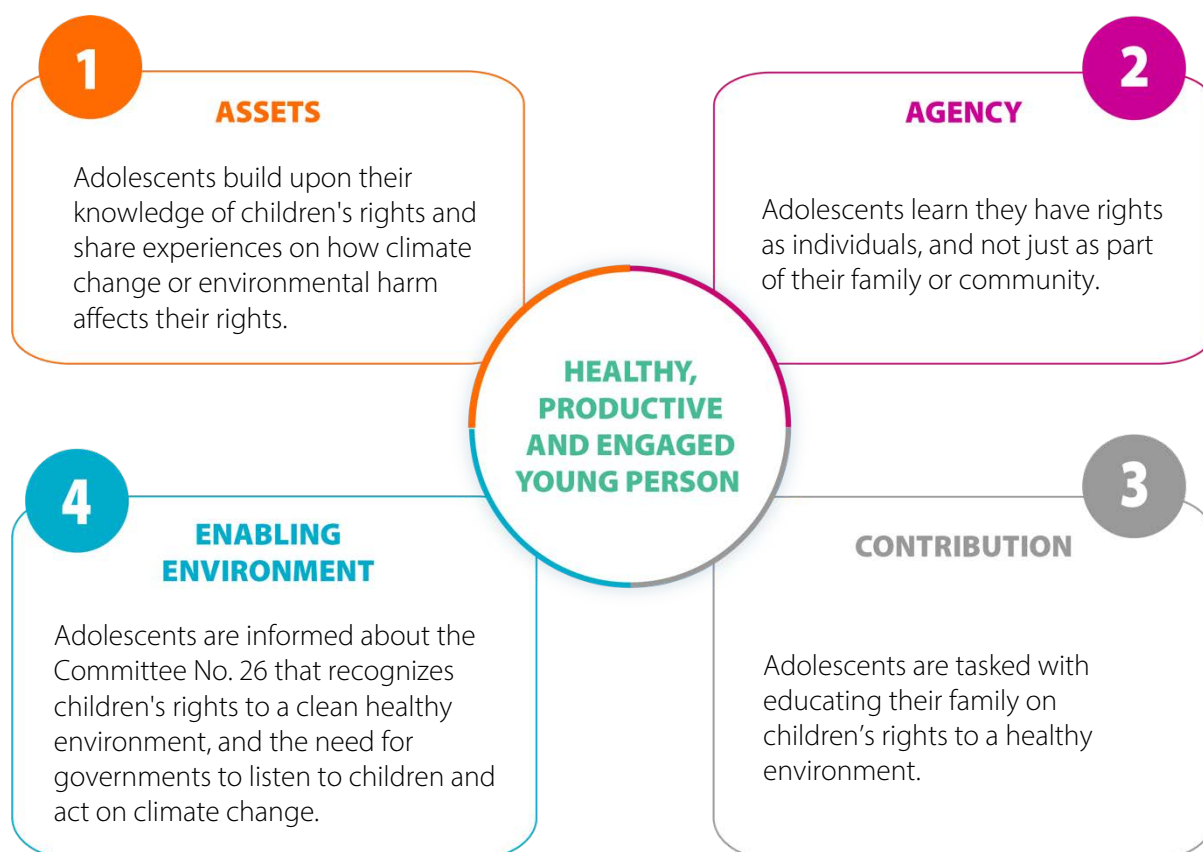
The Plan:

Activities	Non-formal Methods	Time Needed	Materials
1. Welcome and Introduction	Group check in	5 min.	
2. What is a Right?	Discussion	5 min.	
3. Introduce the United Nations Convention on the Rights of the Child	Discussion	10 min.	Poster of child friendly child rights images, flip chart, Eco-IMPACT+ Glossary
4. Club word poem	Writing Activity	5 min.	Flipchart
5. Introduce the General Comment No.26	Multimedia and Discussion	15 min.	Video link, copies of the child-friendly version of GC No26, flip chart, Eco-IMPACT+ Glossary
6. Draw and write: Child rights, environment and climate change	Individual activity	35 min	Paper, crayons Art panels (triptych) from previous activity

⁹ https://www.ohchr.org/sites/default/files/documents/hrbodies/crc/gcomments/gc26/2023/GC26-Child-Friendly-Version_English.pdf

7. Sharing Draw and Write	Plenary sharing	10 min.	
Optional: Spiritual Nurture Activity	Reading and sharing	5 min.	The Holy Bible
8. Reflection & Closing	Discussion	5 min	Poster of child friendly child rights images, flip chart, Eco-IMPACT+ Glossary
9. Homework	Individual		Read the child-friendly General Comment with your friends and/or family members
Total time estimated: 90 minutes			

Positive Youth Development Box:



Note to Facilitators:

This lesson provides the club members an understanding of children's rights and an introduction to the General Comment No. 26 on children's rights and the environment, with a special focus on climate change that was developed by the Committee on the Rights of the Child in 2023. Using creative draw and write activities, adolescents will be able to explore the links between children's rights and the right to live in a clean, healthy and sustainable environment.

Description of Activities:

1. Welcome and Introduction (5 minutes)

Note: This time helps members feel comfortable and settled down for the meeting, and helps them know what to expect from the time together.

Set-up and facilitation: Arrange chairs in a circle. Once everyone is seated, ask club members how they have been since our last meeting. Then take a few minutes to introduce today's lesson that will explore children's rights and how climate change is affecting children's lives and rights. Participants will also have an opportunity to learn about key international documents that help protect children's rights and address climate change and the environment.

2. What is a Right? (5 minutes)

Note: If club members are already familiar with the concept of children's rights, build upon their knowledge and use this introductory activity as a recap. If some or all club members are learning about and discussing children's rights for the first time, then consider allocating a bit more time for this initial session. Also use the Eco-IMPACT+ Glossary to explain what a right is.

Step One (3 minutes)

Ask club members if they know what a right is. Then ask them if it is possible that there are rights specifically for children?

Discussion questions can include:

- What things do all children need to grow and thrive?
- What things do children need protecting from?

Step Two (2 minutes)

Explain that:

- A right is something that every human being is entitled to.
- Rights are agreed by laws or international agreements.
- Children under the age of 18 years have their own set of children's rights.

3. Introduce the United Nations Convention on the Rights of the Child (UNCRC) (10 minutes)

Note: Use the Eco-IMPACT+ Glossary to describe what is the United Nations Convention on the Rights of the Child (UNCRC) and what is the United Nations (UN).

Step One (3 minutes)

Building upon children's suggestions on what is a right, explain that the UNCRC is an important international document describing children's rights. Every government in the world (except the United States of America) has made promises to apply the UNCRC to protect children's rights.

- Explain that the UNCRC describes four main types of rights:
 - Children's rights to survival
 - Children's rights to development
 - Children's rights to protection
 - Children's rights to participation.

Step Two (7 minutes)

- Taking one type of right at a time, ask the participants if they can share examples of rights. Record their ideas on a flipchart, and if needed share other relevant examples. For example,
 - Children's rights to survival – e.g., all children have rights to clean water, to health care, to nutritious food
 - Children's rights to development – e.g., all children have rights to education, play, leisure
 - Children's rights to protection – e.g., all children have rights to protection from violence, exploitation and other forms of harm
 - Children's rights to participation – e.g., all children have right to express their views, to access information, to form their own groups.

Emphasize that every child around the world is entitled to each of these rights. There should be no discrimination based on gender, where children live or whether they are from a rich or poor family.

4. Club Word Poem (5 minutes)

Note: This is a quick creative activity so the club members can take a break from intellectual thinking and drop into their heart and feelings.

Step One

Ask club members to think of one adjective that describes how they are feeling in this moment.

Step Two

Have them popcorn the adjectives and write them on the flip chart.

Step Three

When the adjectives are all on the flip chart, they have created a club word poem! Read it out loud.

5. Introduce the General Comment No. 26 (15 minutes)

Note: In this activity the club members will learn about General Comment No. 26, about children's rights and the environment, with a special focus on climate change — a document that was developed by the Committee on the Rights of the Child. Knowing about their rights will help them assert their rights and organize action for environmental and climate protection. If possible, the facilitator can distribute copies of the child-friendly version of the General Comment No. 26, available on the Child Rights Connect website at <https://shorturl.at/cl1H7>

Step One (5 minutes)

- If possible, watch this video by Terre des Hommes Protect “Children's Rights and Our Planet: Child-Friendly Animation on UN General Comment No. 26” on YouTube: <https://shorturl.at/dHkKD>
- In 2023, through collaboration with a Children’s Advisory Team, the Committee published a document called a General Comment (General Comment No. 26), which explains to governments how children’s rights are related to the environment and climate change, and what governments must do to protect them.
- The General Comment No. 26 includes a lot of very important points, it:
 - Promotes children’s rights (and human rights) to a clean, healthy and sustainable environment.
 - Recognizes that the right to a clean, healthy and sustainable environment is necessary for children to enjoy their rights.
 - Recognizes that environmental harm is a significant threat to children’s rights globally.
 - Recognizes that children are demanding immediate action, and their rights must be protected.
 - Explains to governments why urgent environmental and climate action is needed and what governments must do to protect all the rights children have.

Step Two (10 minutes)

- Encourage the participants to move to the Eco-IMPACT+ Glossary.
- Explore some key terms that are included in the General Comment NO. 26 that promote different actions that governments and other actors should do to mitigate the impact of climate change.
- Read through the definition of each of the following words (see Eco-IMPACT+ Glossary above), and ask participants if they have any questions or ideas about this topic.
 - Mitigate the impact of climate change
 - Include children in the development of adaptation plan, decisions and solutions
 - Access to justice
 - Loss and damage.

Note: General Comment No. 26 encourages climate justice and funding for countries that are badly damaged by floods, drought and other climate changes.

- Wherever possible, give out copies of the child-friendly version of the General Comment No. 26 to each participant and encourage them to read it with their family members when they go home.
- Emphasis that club members can use this General Comment as a tool to raise awareness and action by community members and government actors on environmental protection and climate change.

6. Draw and write: Child rights, environment and climate change (30 minutes)

Note: This activity allows club members to reflect on their own experiences and to learn about how children's rights connect to environmental rights. The facilitator(s) should make sure that the participants' art panels are available in case members want to build upon their earlier creative work.

Step One (5 minutes)

- Ask club members to re-look (or think about) the art panels (triptychs) that they developed on climate and protection issues in the previous session, and to think about how climate change or environmental harm affects their rights.

Step Two (10 minutes)

- In pairs or threes ask participants to share their ideas and experiences about climate change or environmental harm that affects their rights to survival, development, protection or participation.
- In plenary, ask if any volunteers want to share any examples. List their suggestions on flipchart. Appreciate their examples and if needed share additional examples, such as:
- Right to survival: Climate change causes floods and drought causing harm to crops and livestock, contributing to family poverty and difficulties for families, including children, to eat nutritious food, access clean water and prevent infectious diseases (e.g., diarrhoea, malaria, respiratory illnesses). Droughts can make it very difficult for families to access clean water or any water for household needs. Floods also make clean water access difficult for families and increases risk of water-borne diseases. Limited clean water in both drought and flooding situations make it hard for families to have proper water, sanitation and hygiene practices and this increases the chance of infectious diseases and malnutrition.
 - o Right to development: Floods damage schools and cause disruptions to children's education.
 - o Right to protection: Climate change forces some families to be displaced and to migrate, increasing school drop-out and risks of child labour and exploitation.
 - o Right to participation: Despite speaking up about climate change, many children are not included in government and community plans to address climate change.

Step Three (20 minutes)

- Give each participant paper and access to crayons and ask them to draw and write about how climate change or environmental harm affects their rights to survival, development, protection or participation.

7. Sharing Draw and Write (10 minutes)

Note: The club members Draw and Write can be included in the exhibition (that will be introduced to club members in the next meeting).

- Ask if there are volunteers who would like to present their Draw and Write to the wider group. Listen to and appreciate their contributions.
- Let the rest of the club members know that there will be other future opportunities to share their Draw and Write with one another, and with others, as in the next session they will discuss ways they can develop an Eco-IMPACT+ Club Exhibition to raise awareness and action in their local community on environmental and climate action.

Optional Spiritual Nurture Activity:

God created every man, woman, boy and girl in the image of God with infinite dignity and value. Because we were created by God with inherent value, we each have deeply rooted rights. This session can help adolescents recognise that children are important actors in our biblical mandate to care for each other in relationship and for all of creation.

1. Read Matthew 18:2-4 "He called a little child to him and placed the child among them. And he said: "Truly I tell you, unless you change and become like little children, you will never enter the kingdom of heaven. Therefore, whoever takes the lowly position of this child is the greatest in the kingdom of heaven.""

- Ask participants, "How do you want adults in your community to become like children when it comes to environmental and climate action? Do you know of children in your community, country, or in the world who are leading the way in caring for the environment?"

2. Optional activities to engage in faith and child rights

- Find out what faith-based leaders and groups are doing in your area to promote children's rights and/or environmental and climate protection. Invite them to come share with the group.
- Adolescents can advocate or bring into discussions within their churches and faith communities' issues of environment as faith-driven responsibility to care for creation.

8. Reflection and closing (5 minutes)

Note: If any participants use a wheelchair adjust the instructions to be inclusive.

- Emphasize that every human being in the world, including every child has the right to live in a clean, healthy and sustainable environment
- Ask each participant to:
 - Find space in the room, to place their feet firmly on the ground, and (if they feel comfortable to do so) to close their eyes. Ask them to take 4-5 deep breaths.
 - Think about all their ancestors that came before them and ask them to think about future generations that will come after them.
 - Think about practical ways that we can protect and look after our environment and climate so that every child in current and future generations can survive, develop, be protected and participate.
- Encourage each participant to take three more deep breaths before opening their eyes.

Then, complete the attendance list, cover any administrative details, and announce when and where the next meeting will take place. Thank participants for their presence at this meeting, and be sure to say a warm goodbye to each member as they leave.

Extension Activities Box:

- It is important to recognize that governments have agreed to respect and monitor the rights written in the UNCRC. However, in many places around the world these rights are not fully respected or protected. The club members may realize this and ask why. An activity you can lead to address this is the following: Divide the club members into partners. Have them go over the rights together and mark which ones they feel are not being upheld in their community for all children or for some children, and to discuss why. The pairs can also identify if there are any rights missing, especially in relation to growing up in a world with increased changes in climate or environmental harm. Encourage them to write or draw in their Eco-IMPACT+ journals about what rights may be missing, or ideas about what can be done to increase realization of children's rights to grow up in a clean, healthy and sustainable environment.

Meeting 5 – Preparing our Eco-IMPACT+ Club Service-Learning Project(s)

Meeting Goal:

Participants will identify a climate issue in their community that they would like to see transformed. Next, they will work with a partner to design a strategy to address how the chosen climate issue in their community can be remedied. They will apply what they have learned so far about climate change and incorporate different methods which can include personal stories and interviews as examples in their design.

Learning Objectives:

Club members will be able to:

- Visualize a climate issue in the community that they would like to see addressed.
- Work with a partner to construct and design a strategy to transform the climate issue.

Essential Questions:

Encourage participants to think out of the box about:

- How can young people envision change in their communities?
- What knowledge, skills and actions do young people need to bring about these changes?
- How do young people use their power to create change in their community?

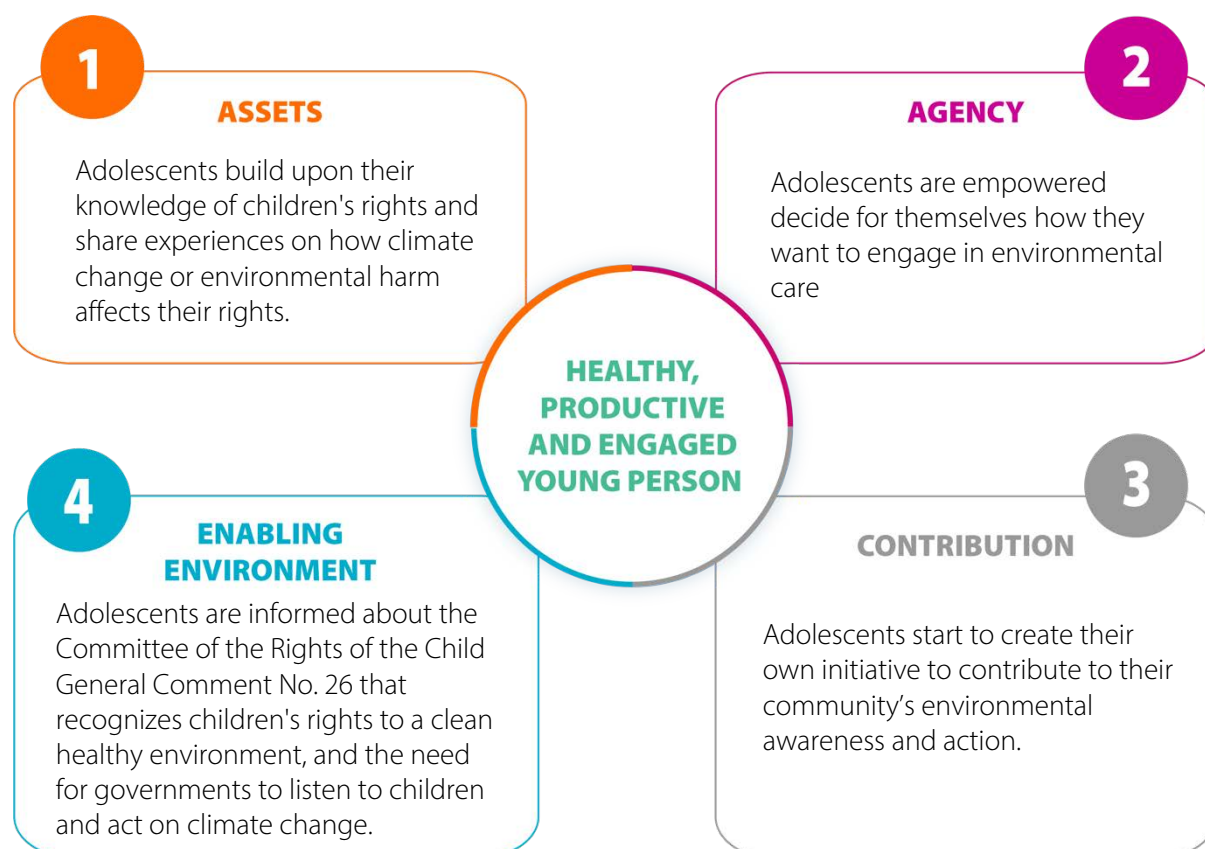
Key concepts: Will be written on the Eco-IMPACT+ Glossary

- **Goal:** The central “aim” or purpose of a service-learning project; the opposite of the problem.
- **Objective:** The specific, measurable steps that will be taken in a service-learning project to arrive at the final goal. Good objectives invert root causes of the problem.
- **Empathy:** The ability to understand and share the feelings of another. (Oxford dictionary)
- **Evaluation:** To make judgments about a program, to improve its effectiveness, and/or to inform programming decisions. (Patton, 1987)
- **Visualization:** The act or process of interpreting in visual terms or of putting into visible form; formation of mental visual images. (Merriam Webster)
- **Strategy:** A careful plan or method; the art of devising or employing plans toward a goal. (Merriam Webster)

The Plan:

Activities	Non-formal Methods	Time Needed	Materials
1. Welcome and Introduction	Presentation	5 min.	-
2. What is a Service-Learning Project?	Facilitated discussion	10 min.	Flipchart paper, markers
Optional: Spiritual Nurture Activity	Group reading and discussion		Printed statements
3. Visualization & Journal Entry	Writing	15 min.	Eco-IMPACT+Journal
4. Partners Strategize! Pair & Share	Partner Work	30 min.	Project Strategy Design Worksheet Eco-IMPACT+
5. Electric Pulse Energizer	Whole Group	15 min.	
6. Youth Champion Interview with Climate Photographer	Multimedia presentation	15 min	Video Interview/Transcript Interview Tips handout
7. Evaluation and Closing		5 min.	Attendance list
Total time estimated: 90 minutes			

Positive Youth Development Box:



Note to Facilitators:

This session is intended to support the members to understand what is a service-learning project. In this meeting the goal of the overall program will be explained again:

- 1) The Eco-IMPACT+ Clubs' service-learning project will be the exhibit and presentations of their work around environmental sustainability and climate action to their community at the end of the 10 lessons. This is the club's opportunity to educate their community members and encourage them to make changes to prevent climate change. Their shared work will include a selection from their final projects. Project examples from their meetings include their interviews, presentations, postcard-triptychs, water sayings, and collaborative plastic sculpture on climate change. **It will also be an opportunity for club members who choose to work on individual or group service-learning projects outside of the meetings to share their work, such as a drama performance or a community clean-up.**
- 2) Club members will also be able to produce service-learning projects on their own on climate issues that they can showcase at the exhibit as well.
- 3) The club may also choose to do a larger project after the 10 sessions of this module, and they may use the more in-depth IMPACT+ Service-Learning Project Toolkit to do so.

There are three important components that are vital to the service-learning project approach. They are:

- Inclusion of learning objectives into each project – that is, the members can identify what specific things they want to learn in each project.
- Structured reflection throughout the project – that is, we will be pausing throughout the project to see how well we are working together, learning, and reaching our goal.
- A posture of humility and willingness to learn from the community, not simply coming in to serve it – that is, we will ask the community to help us throughout our project.

Description of Activities:

1. Welcome and Introduction (10 minutes)

***Note:** This time helps members feel comfortable and settled down for the meeting and helps them know what to expect from the time together.*

Set-up and facilitation: : Arrange chairs in a circle. As members arrive, invite them to take a seat and encourage them to share something they liked about the previous meeting when they developed their 3 panel art work on a climate issue affecting them in their local communities. Now, take a few minutes to introduce today's session: "Preparing our Eco-IMPACT+ Club Service-Learning Project(s)." Tell participants that today they will begin to identify the focus of their community service-learning project. Remind them that the process of planning and developing a project will be a catalyst for the growth and development they are hoping for, both personally and in the community

2. What is a Service-Learning Project? (10 minutes)

Note: This activity introduces the members in more detail to service-learning projects and what they are all about.

Set-up and facilitation: Explain to participants that:

- Projects have a starting and ending point
- Projects can last hours, days, months or years
- Projects are not routine; they are special and unique
- Projects are often delivered in teams, although they may also take place as an individual activity.

Now, ask participants if they can give practical examples of projects from their daily life. Encourage at least 2-4 participants to share an example with the group and highlight the diversity in their examples. Encourage participants to share what it was like to work in a team or community on their projects.

Introduce the concept of a service-learning project: A community service project benefiting the community that also includes learning new knowledge, skills, and values with and from the community. Differentiate this definition from other types of projects, like school projects (low service / high learning) and acts of charity (high service / low learning). Service-learning projects have high service and high learning built in.

Ask if the members have any other questions about service-learning projects and answer those questions before moving on.

Share with the club members that our service-learning project will be an exhibit of their work around environmental sustainability and climate action to their community at the end of the 10 lessons. This will be their opportunity to educate their community members and encourage them to make changes to address climate change. Their shared work will include a curated selection from their final projects. Upcoming meetings will culminate in projects that will be part of the exhibit such as their interviews, presentations, postcard-triptychs, water sayings, and collaborative plastic sculpture on climate change. It will also be an opportunity for members who choose as individuals or groups to create service-learning projects outside of the meetings to share their work. The club service-learning project will be a platform for them to educate their community and to share their vision of a healthy and environmentally sustainable future.

Optional Spiritual Nurture Activity:

This meeting offers a good opportunity to share how we are all connected in Creation, and acting in service to our community is also acting for creation. It also challenges young people to commit to service-learning for creation, as an integral part of their faith.

1. A call to social and environmental action: The following (simplified) excerpt of “Laudato si,” a letter from the Holy Father Pope Francis in 2015 on Care for our Common Home, highlights

the interconnectedness of social and environmental concerns and the urgency of action.ⁱ Print or write out the excerpts below and give to different participants to read out loud.

- The Earth is our common home, and we have an urgent challenge to protect it. This challenge includes a concern to bring the whole human family together to seek a sustainable and integral development, for we know that things can change.
- We must realize that a true ecological approach always becomes a social approach; when we debate on the environment, we must include questions of justice to hear both the cry of the earth and the cry of the poor.
- Everything is interconnected. Environmental and social problems are not with two separate crises, but one complex crisis which is both social and environmental. The solution to this crisis must be a united approach to combating poverty, restoring dignity to the excluded, and at the same time protecting nature.
- Most people living on our planet profess to be believers. This should encourage religions to dialogue among themselves for the sake of protecting nature, defending the poor, and building networks of respect and community.
- What kind of world do we want to leave to those who come after us, to children who are now growing up?

2. Caring for Creation as an obligation of our faith: After the reading, remind participants of the biblical stories of creation, fall, and redemption, God's love for all of creation (not just humanity), and God's love of children as actors in creation, and choose from the questions below for reflection:

- What kind of world do you want to grow up in?
- How is all of nature interconnected? How are humans and nature interconnected?
 - We recognise from the scientific disciplines that the entire nature of the biological and physical universe is relational. Just like a big family, everything in nature—plants, animals, water, and even the air—works together. When one-part changes, everything else can feel it.
- How do small changes make big differences? If too many fish are caught from the ocean, how will it affect sea animals, coral reefs, and the people who rely on fish for food?
- How does my water and energy use affect nature? How does that affect other people?
- How does your faith influence your actions? Do you think caring for creation is an optional assignment from God? Do you think this assignment to care for creation is only for certain people or for everyone?

After a few responses, if there is time, adolescents can include their reflections in writing or through drawings in their personal journals.

3. Identify issues and Visualize Transformation (12 minutes)

This two-part activity begins with a visualization exercise to guide club members to identify a climate or environmental issue that interests them and begin imagining how they could bring about positive change by addressing it. Their preferred issue may build upon the issue they

developed their group art work (three panel) on, or it could be a different issue that is prioritized by the club.

Using a visualization technique supports participants to use their imagination to envision outcomes that may have not been apparent if they were just discussing options. After they have identified an issue, they will then start investigating steps to resolve it.

Step One (2 minutes)

- Share with club members that it is time for a self-exploration activity to discover what the focus of their service-learning project may be.
- Explain that all change and all great projects begin with an idea.
- Share that they are going to experience a creative technique called visualization to identify a climate and/or environment issue they care about and would like to transform into a positive outcome.
- Tell club members that after the visualization exercise, they will begin to design a strategy to make that change happen.

Step Two (5 minutes)

Share with the club members that they will now take part in a visualization exercise. Let them know that this technique may be new for them and encourage them to give it a try! Ask participants to remain seated and close their eyes. If they are uncomfortable having their eyes closed, they can pick a point on the floor or their desk to focus on. Students can fold their arms and put their heads on their desks.

Guide students through the visualization. Say the following and adapt as needed:

- Think about your rights and the rights of all children to grow up in a clean and healthy environment.
- Think of a climate or environmental issue in your community. This can include your school, your neighbourhood, or your region, or a national issue that you would like to change. Remember, although we are focused on our own countries for these projects, all of these communities are a part of our global community.
- It is time to choose your climate or environmental issue. Imagine you are walking through the streets, or maybe the fields or forests in your community. When you identify a climate or environmental issue stop and take a closer look. Is it a field that used to be a forest? A river that was polluted by an industry? An empty river bed that used to be full of water? How does the closer look make you feel? Do you want to explore it more or look for another example of climate change or environmental damage? If you are drawn to this one then stay there. If not, take another moment to locate the climate or environmental issue you want to further explore.
- When you have found the issue, you are most drawn to take a closer look at it. Now, imagine you can go back in time and see it before climate change or people's negative behaviour transformed it. If you had been looking at a dirt patch that used to have a tree in that space, then imagine the tree. If you are looking at a stream that used to be clean but is now polluted, what does it look like to be clean?

- Now, you have two pictures in your mind. One from the past where the climate and environment were healthier, and one from the present where there is climate or environmental damage. Take a few minutes to think about how you can transform the current negative picture into something that resembles the original positive picture. For example, if there is a patch of dirt where a tree used to stand, can you plant a new tree? Think about ways you or other adolescents can contribute to positive changes. You can be creative. Maybe it is about creating something new rather than going back to the old picture. Possibly planting a tree would take too much water, maybe it would be better for the community to plant a crop.

Step Three (8 minutes)

When you think you are able to articulate at least one of your ideas, open your eyes and write the name of the climate or environmental issue on a page in your Eco-IMPACT+ Journal. Take a few minutes to write your ideas and list the different methods you would use to transform the climate or environmental issue.

4. Partners Strategize! Think-Pair-Share (30 minutes)

Note: *In this activity the partners will design a strategy together to transform their chosen climate or protection issue.*

The think-pair-share technique is when the participants “think” about the topic and then share their thinking with a partner. They then work together and will share their work with the whole group when it is completed (if there is time).

Step One (5 minutes)

For this activity, put the club members into partners. Have the partners share their written reflections and choose one to work with in this activity. Let them know that this is for this activity and everyone will be able to choose a topic to follow up with on their own.

Step Two - Building a strategy (15 minutes)

Hand out one Service-learning Project Strategy Design Worksheet (see below) to each set of partners or groups. If it is not possible to print the worksheets, write the information on the flip chart and have club members copy it in their Eco-IMPACT+ Journals.

Step Three: Group Share (10 minutes)

Ask 2 to 3 partners to share their strategy. Share with the entire group that although not all of the climate issue topics will be covered in our program, they are encouraged to implement the project on their own or with a partner outside of the club meetings.

Step Four (2 minutes)

Ask the partners that did not present to share their climate or protection issue topic. This should be quick and done in popcorn style. Write their answers on the flip chart. Read them out loud to enable the whole group to see and hear how many different topics there are and how diverse our interests are!

Step Five: Project Prioritization (optional – 10 minutes)

If the club wishes to work on communal group projects, take a few minutes to do a decision-making activity to prioritize which projects the club wants to focus on. This can include voting on a few ideas or another consensus-building activity.

Partners Strategize! Think-Pair-Share: Project Strategy Design Worksheet

Note: This table can be printed out for each pair or recopied into participants' Eco-IMPACT+ Journals

Prioritised Climate/ Environment Issue:		
Before (positive)	Now (negative)	Near future (intended positive change)

Possible actions and methods to achieve your intended positive change on the prioritised issue:

Examples of Actions include:

- Planting trees or vegetables
- Cleaning plastic out of a stream
- Recycling
- Composting
- Reduction of food waste

Examples of Methods that may be utilised to achieve their goal may include (but not limited to):

- Building an online social media campaign about the climate or protection issues
- Organising a team to work on the ground in the community
- Build public awareness through digital posters, a mural, a video, etc.
- Raising awareness about their rights to clean and healthy environment
- Write an article or blog post
- Interviewing a community member

5. Electric Pulse Energizer (10 minutes)

Set-up and facilitation: Divide the club into two groups in a fun way – for example, have all the people wearing “warm” colours (red, orange, yellow, green) join one group, and all the people wearing “cold” colours (blue, purple, white, black) join the other group. Make sure the two groups are even in size. Have the groups stand in two parallel lines, holding hands. At the far end of the room, at least a few meters away from the end of the two lines, place a bandana or other small, soft object. Make sure the last person in each of the lines is an equal distance from the bandana.

Ask the participants to close their eyes. Explain that you will be giving an “electric pulse” (a strong squeeze of the hand) which will need to travel the length of the line, hand to hand, until the person at the end receives it. The participants can only open their eyes once they have passed the pulse on to the next person. Once the participant at the end of the line feels the pulse, they will open their eyes and run to grab the bandana. Whichever team passes the electric pulse fastest gives their runner an advantage in grabbing the bandana!

6. Youth Champion Interview with Climate Photographer (15 minutes)

Step One (5 minutes)

Share with the club members that two WV youth climate champions from Zambia conducted an interview with climate activist photographer James Whitlow Delano as part of their service-learning project. There will be several outcomes from this interview:

- Portions of the interview will be used in activities in WV Eco-IMPACT+ Clubs.
- Quotes from the interview and clips will be used to highlight climate issues that WV field offices are working on to affect positive change.
- Other outcomes that haven’t been created yet!

Step Two (5 minutes)

Share the media clip of the interview with the group. If that is not possible, share the transcript from the interview with the group.

YouTube link: (you can auto-translate captions)

Transcript:

Fredrick (interviewer): You chose journalism or so is it that it was your strength already that you chose it to be using it in disseminating information or just never liked other professions like which help you to disseminate information?

James (journalist): Well, I wanted to do photography and I was doing a form of photography called street photography, which is you go out on the streets and you photograph normal life but amazing things happen.

And in the meantime, I realized that as I travelled around particularly in other countries in Asia, I was seeing an awful lot of pollution. Imagine you want to go to a beautiful National Park and

I landed, say for example in Manila, Philippines. All the Asian countries are very close, that's like for you going to maybe Botswana, it's a neighbour. And landing in Manila it's a huge City but in order to go to the beautiful place meant passing through highly contaminated landscapes and that's when I realized at some point that the national park, I wanted to go to was not the story it was the story of people's lives in changing economies and sometimes they were paying the price for their country becoming rich.

And I saw this also in China, a very similar thing happening and I realized this is important because I saw the transformation in East Asia since the end of World War II. The world has never seen such transformation in the environment as we've seen in this part of the world and no one was reporting this, so I thought this is important story and this is a story I want to tell.

Fredrick (interviewer): So now do you have any measures that you would want to put in place or you've put them already in place to ensure that you listen to those effects which you see upon capturing images about climate change effects and other impact?

James (journalist): That's a good question. Mostly I like to present photo evidence of what's going on. Recently I've been working with indigenous people who I've been working with some of them 25 years. And I've watched forest people, people who live in the forest, lose their entire forest and listen to their stories and the pain and disruption it's caused in their lives and: one, I have compassion for them; two, they're my friends now; and, three, it makes me angry.

I'll give you an example. You know you have lions in Africa many parts of Africa, not all. The big cat of Asia is the tiger and I just went to Southeast Asia, Malaysia. They've cut down so much forest that the tigers are hungry they have no food in the forest they come down and looking for livestock and they're killing people. And some of these people I knew already and I would ask them, "When was the last time your community lost a person to a tiger" and they used to laugh at me it was something that never happened now it's happening and no one's reporting this. This could be the local extinction of the Malayan tiger.

So, these are the kind of stories I like to tell and this is changing the climate, you know I do environmental stories, sometimes it's directly related to climate change other times climate change is a part of that story. And in this case, all of that logging is drying out the climate, it's changing the climate and the tigers are suffering from it, and also are the people of course. So those are the kinds of stories, so over time I would create focus stories and then when I would come back, I would ask myself, how can I do this story better?

I think that where you are in in Zambia this is, you know you're in a savannah forest environment, these are the environments suffering most from climate change and I think that you have a great opportunity to tell your stories from Zambia. You don't even have to leave Zambia to tell them. So, I'd be curious in the future to see what you can what stories you can talk about Zambia.

Fredrick (interviewer): Okay so, we've seen your passion in photojournalism, now we believe it's not that easy to do it yourself, you also have to involve others so have you taught some adolescents, within your spreading of information through photojournalism?

James (journalist): So how do I do that? Well, originally it was a lot more difficult, it's easier now because you can transmit your stories the same way we're talking now over the Internet. What I usually do, I do two two things primarily.

One is assignments: I find the most important work I do is work I produce myself and then I present a certain number of photographs and a story to editors. So that the way to get into photojournalism business is first to create stories it's good if you can write, it's much better, and then sharing those stories with editors. And one of the websites I'll share with you the two of you is where I post all of my stories.

So, I'm in Japan and they may be in New York so I'll say to them, here are a couple of photos you can see in the email and I've attached a word file with the story and here's a link to that website where I post the entire story. So that way if you're in Lusaka you can easily communicate with somebody in London or New York and then if they're interested, they can see the whole presentation.

So, it is possible today to do what I'm doing from where you are and that would not have been able to say that 20 years ago. So that's a very important difference because, to be honest, a lot of the stories we got 20 years ago were people like me going to Zambia, not you from Zambia telling the stories and that's a very important change. I can't understand your country the way you do, right? So, your voices are important and this is a way your voices can be heard.

Step Three (optional)

Ask participants if they want to interview someone in their community about environmental care. If so, share the following tips for interviews:

1. Write a list of people they want to interview (representatives from government, local experts on environmental issues, ordinary citizens, teachers, etc.)
2. Write a list of questions they will ask those people (maximum 5 questions per person).
3. If the people they want to interview are important public figures, the club members should contact them in advance to get consent and schedule a time for the interview. If not, even people walking down the street can be interviewed.
4. Conduct the interviews: these can happen one-on-one but are more effective in small groups, with one IMPACT+ member serving as the "questioner" and the others supporting and taking notes.
5. After the interviews are conducted, centralize the answers. If trying to identify a community need to focus on, rank the answers based on the number of people who considered the issue a problem.

Things to remember:

- Make it clear to the people you are interviewing why you want to interview them, and how you will use the information they share with you.
- Reassure the interviewee that his/her name and responses won't be public.
- Try to keep interviews to approximately 15-20 minutes.
- Only ask questions that have a justifiable purpose behind them; don't go off-topic.
- Thank the interviewee(s)!

7. Evaluation and closing (5 minutes)

Note: Be intentional about creating a positive atmosphere and excitement for next week.

Set-up and facilitation: Ask the participants to evaluate the meeting by having them close their eyes and raise their hands appropriately in response to the following statements. (Closed eyes allow the participants to answer more honestly, without peer pressure.)

- Raise your hand if you feel excited about what you learned today.
- Raise your hand if you think we worked together well as a team today.
- Raise your hand if you still have questions about cause and effect.
- Raise your hand if you are excited for next week's meeting!

Then complete the attendance list, cover any administrative details, and announce when and where the next meeting will take place. Thank participants for their presence at this meeting, and be sure to say a warm goodbye to each member as they leave.

Extension Activities Box

- Encourage club members who choose to undertake individual learning service projects outside of the club meetings may keep track of their progress in their Eco-IMPACT+ Journals. Suggest that they not only include factual information, but also their emotional experiences. Ideally, create a time for individual check-ins with these club members.

Meeting 6 – Deforestation and Regreening Communities

Meeting Goal:

Members should walk away from this meeting with a clear understanding of the effects of deforestation, how forest restoration, as well as farmer managed natural regeneration (FMNR), is conducted to lessen the impact of climate change on our soil and shrubs.

Essential Question(s):

Encourage participants to think out of the box about:

- Can replanting and caring for our trees and plants lessen the impact of climate change?

Learning Objectives:

Club members will be able to:

- Define ecosystems and give examples of the different types of ecosystems
- Articulate the definition of deforestation
- Elaborate what ecosystem restoration entails and the different forms of restoration including reforestation and farm forestry like FMNR
- Work in small groups to design an FMNR or tree planting project for their community.

Key concepts: Will be written on the Eco-IMPACT+ Glossary

- **Ecosystems:** An ecosystem is a geographic area where plants, animals and other organisms, as well as weather and landscape, work together to form a bubble of life. Ecosystems contain living (biotic) parts and non-living (abiotic) parts.¹⁰
- **Ecosystem Restoration:** Through the United Nations (UN) Decade on Ecosystem Restoration initiative, countries are working together to improve ecosystems for both people and nature. Ecosystem restoration means making an ecosystem work as well as it used to. This can mean changing it back to the way it was, or helping it adapt to a new situation. To restore an ecosystem, we need to know what the ecosystem was like when it was healthy.
- **Farmer Managed Natural Regeneration (FMNR)** is a low-cost, community-based ecosystem and land restoration technique that involves managing the growth of trees and shrubs in agricultural areas. FMNR is a way for farmers to increase the number of trees in their fields, which can help to address a variety of problems.¹¹
- **Deforestation:** The action of clearing a wide area of trees.

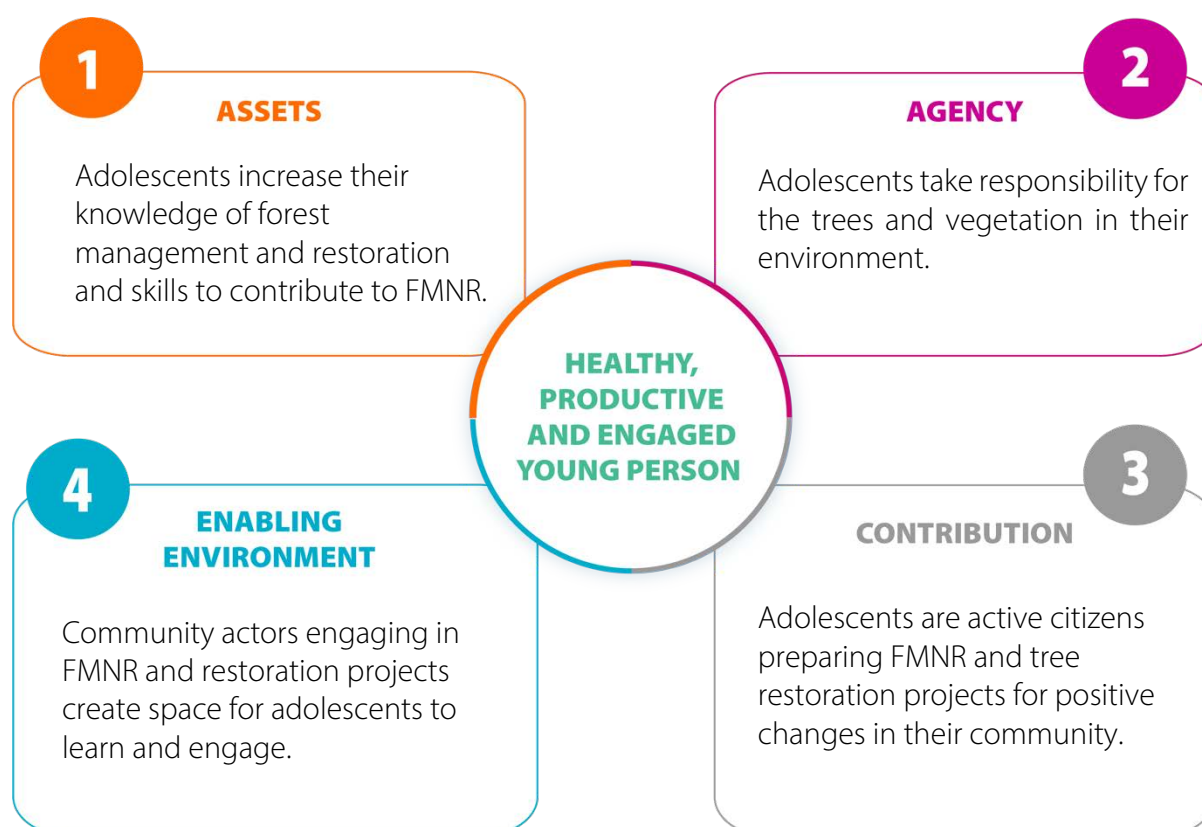
¹⁰ <https://education.nationalgeographic.org/resource/ecosystem/>

¹¹ <https://sdgs.un.org/partnerships/farmer-managed-natural-regeneration-fmnr-technique-effectively-combat-poverty-and>

The Plan:

Activities	Non-formal Methods	Time Needed	Materials
1. Welcome and Introduction	Presentation	5 min.	-
2. Becoming a Forest of Trees	Facilitated discussion	5 min.	Flipchart paper, markers
3. Reflective writing	Writing	10 min.	Eco-IMPACT+ Journal
4. Why are Trees Important?	Partner Work	5 min.	Eco-IMPACT+ Journal
Optional: Spiritual Nurture Activity	Group artwork and presentation		Art supplies
5. Repairing the effects of climate change caused by deforestation	Whole Group	15 min.	
6. Adolescent Champion Testimonial - Mudasana	Multimedia	10 min	Video Interview/Transcript Interview Tips handout
7. FMNR School Project in Tansia & Designing a Project + share out		5 min.	Attendance list
Total time estimated: 90 minutes			

Positive Youth Development Box:



Note to Facilitators:

The following meeting is very knowledge heavy. It can be broken down into two separate lessons and include a hands-on project where participants are able to experience planting a tree in the community or even seedlings that can grow in the meeting space. Depending on your location, it may be possible to implement some of the FMNR and tree restoration projects that the club members design.

Description of Activities:

1. Welcome and Introduction (5 minutes)

Set-up: Arrange chairs in a circle. Then take a few minutes to introduce today's lesson: Farmer Managed Natural Regeneration and Deforestation

2. Becoming a forest of trees (5 minutes)

Let the club members know that in this activity we are going to use our imagination and become trees. Participants can stand up in this activity or stay in their chairs.

Lead the following visualization and movement activity:

Imagine you are a tree. You are standing above the ground but your roots go down through the soft topsoil into the dense, grey clay. Just beneath the soil surface, your roots go out in all directions. Your roots spread out everywhere, some more than ten meters from the trunk.

Look down at your trunk. How do you feel? Do you feel strong and solid as you go down into the earth? A gentle breeze sway you back and forth. Feel the breeze and gently move with it. Feel how strong you are in the earth and how loose and swaying you are with your branches. Look at your trunk and at your branches. Do you know what kind of tree you are? Do you provide food for animals? Do you provide shelter for animals?

Look at where your trunk comes out of the earth. Follow it up, way up, to where the biggest branches divide. Follow these branches as they divide into smaller and smaller branches spreading into the sky. Look at the blue sky through your branches. The sun feels warm.

Feel your leaves tremble in the breeze. Feel your leaves absorb the sun's energy. Use the air and the water you've pumped up with your roots to turn the sun's energy into food. Send the sugary sap you have made in your leaves down from your branches and your trunk to your roots.

Take deep breaths of carbon dioxide from the air, drink water from the soil and convert them into food to build your strength. In doing so, exhale oxygen into the air.

3. Reflective writing (5 minutes)

Ask the participants to sit down and take out their Eco-IMPACT+ Journals.

Writing prompts:

How did it feel to be a tree?
Did you feel like a protector? If so, why?
Did you feel like you were part of an ecosystem?

4. Why are trees important? (10 minutes)

"Forests still cover about 30 percent of the world's land area, but they are disappearing at an alarming rate. Since 1990, the world has lost more than 420 million hectares or about a billion acres of forest, according to the Food and Agriculture Organization of the United Nations—mainly in Africa and South America. About 17 percent of the Amazonian rainforest has been destroyed over the past 50 years, and losses recently have been on the rise. The organization Amazon Conservation reports that destruction rose by 21 percent in 2020."¹²

Step One

Ask club members: ***Why trees are essential to the earth?***

Popcorn answers and make sure to include the following examples:

- They produce oxygen through photosynthesis, absorb carbon dioxide from the atmosphere.
- They regulate climate by providing shade, filtering air and water, preventing soil erosion, providing habitats for wildlife, and contributing to biodiversity, making them a critical component of a healthy planet.

Step Two

Lead a discussion on how deforestation is impacting climate change. Begin by going to the Eco-IMPACT+ Glossary to define deforestation. Make sure to include the following examples:

- **Loss of habitat:** Deforestation disrupts the web of life in forests, which are home to many species of plants and animals. When trees are removed, these species lose their homes and may become endangered or extinct.
- **Soil erosion:** Deforestation weakens the soil, making it more susceptible to erosion and extreme weather events.
- **Greenhouse effect:** When trees are cut down, they release carbon dioxide that they stored during photosynthesis back into the atmosphere. This contributes to the greenhouse effect.
- **Fewer crops:** Deforestation can lead to fewer crops.
- **Flooding:** Deforestation can lead to flooding.
- **Damaged ecosystems:** Deforestation damages ecosystems, often beyond repair.
- **Changes in weather patterns:** Deforestation can lead to changes in rainfall and weather patterns.

Optional Spiritual Nurture Activity:

This activity calls us to think about our role in restoration, and the special place trees have in the heart and story of God.

¹² <https://www.nationalgeographic.com/environment/article/deforestation>

1. Three important trees in Christian faith: divide the group into three groups and assign each group to draw, paint, or construct a tree and prepare to present their tree to the larger group.

- Group 1: The first tree is the tree of the knowledge of good and evil from Genesis 3. This is the tree that led to Adam and Eve sinning and breaking their relationship with God and creation. This tree represents humanity's fall; the fruit of the first tree was sin, suffering, struggle, and death.
- Group 2: The second tree is the tree that was used to construct the cross, the tree upon which Christ was crucified, enthroned as King (Matthew 27). Not long before this Christ also referred to himself as the vine, and to his followers as his branches, urging them to abide in him that they may bear his fruit (John 15:5), which was to proclaim good news to the poor, freedom for the prisoners, sight for the blind, and freedom for the oppressed. The tree of the cross represents humanity's restoration.
- Group 3: The third tree is at the end of the Bible, the tree of life in Revelation 22:1–5. This tree, also present at creation (Gen. 2:9), re-emerges to bookend the tree that brought about humanity's fall, once again underscoring the healing and restorative intent of God as the tree consistently bears its abundant crop. This tree represents the health, healing, and harmony God provides to humanity.

After each group has presented their tree, close the activity by reflecting that God has a special place for trees on the earth and that we are called today to be restorers of the land.

5. Repairing the effects of climate change caused by deforestation (10 minutes)

Ask the club members for ideas on how to repair deforestation. Make sure the following are included in the examples:

- Choose sustainably sourced products: Look for products that are certified wood, recycled, or come from responsible companies.
- Avoid overuse of palm oil: Look for products that don't contain palm oil, which can help reduce demand and deforestation.
- Support Indigenous communities: providing property rights to indigenous communities can help to reduce deforestation.
- Plant trees: Planting trees can help fight deforestation, offset carbon, and provide habitats for animals. It is a practice that enables us assist forests to regenerate, especially where deforestation is so much so that the forest vegetation cannot recover on its own without planting more trees.

6. Regreening Communities and Farmer Managed Natural Regeneration (FMNR) (20 minutes)

Note: Farmer Managed Natural Regeneration (FMNR) is a low-cost, community-based land restoration technique that involves managing the growth of trees and shrubs in agricultural areas. FMNR is a way for farmers to increase the number of trees in their fields, which can help to address a variety of problems. FMNR is one of the various practices for environmental restoration under our Regreening Communities model. This is model that provides an opportunity for communities to actively restore and protect their environment to ensure a sustainable environment for all, including future generations. Regreening communities includes practices such as FMNR, restoration of forests

and wetlands, proper management of waste, protecting catchments for water security other approaches.

Step One (5 minutes)

Ask the club members if they know how we can regreen our communities by keeping our trees and shrubs healthy? Popcorn a few answers and then let them know we are going to learn about FMNR.

Step Two (5 minutes)

Play the Youth Champion video from Mudasana or pass out the transcript to read.

YouTube link: <https://youtu.be/Xa5LArBdOCU> (you can auto-translate captions)

Transcript:

Hello. My name is Mudasana, a climate change champion from Zambia, and I'll be telling you how I combat climate change using FMNR and how I plan on combating climate change. So, with me, here is an artifact which is a leaf, which reminds me of a tree. FMNR is farmer managed natural regeneration. So, this is the protecting and managing of trees and shrubs that have already naturally regenerated in their natural fields.

So steps taken to practice FMNR is step number one, you're supposed to select the species of trees that you want to regenerate, and some of the trees that can be generated is Albida and Acacia.

Step number two is to manage and prune your trees and shrubs. So this is when you remove the unwanted stems, only remaining with the strongest and straightest them. So the maximum number of stems that you can regenerate is five.

Step number three is to maintain and utilize. So regular checkups are required for best results of FMNR.

So the positive outcomes of FMNR is they are going to help us have more trees which are going to make us have food, shelter, medicines, tools, and also FMNR helps in reducing floods, which is going to cause soil erosion. So if you do FMNR, you're going to have plenty of trees that are going to help in reduction of floods.

And one of the trees that is best for FMNR to help reduction of floods is the albida tree. So the albedo tree during the rain season, it drops its leaves and absorbs the water from the rain, and during the dry season, it keeps the underground moisture moisturized, which is going to also help you have a high produce.

And then how I plan on combating climate changes through FMNR is by partnering with radio stations so that we can be having radio podcast, radio programs, so that we can be able to disseminate the message to also the people in rural areas, and also in partnering with animators that we can be making cartoons for the children so they can learn about FMNR from a young age, so that they can be able to grow up with the knowledge of FMNR.

And another way in which I plan on combating climate change using FMNR, also by involving the local government, who can also help me speak to the president so that he can fund us, so that we can have bigger places where we can be practicing FMNR. For so this is what I had to tell you. Thank you.

Step Three (10 minutes)

Lead a discussion around FMNR. Begin by asking participants questions to assess their understanding of the technique and how it helps regreen communities. Questions can include:

- What is Mudasana's artefact? (**Answer:** A Leaf)
- Why has she chosen a leaf? (**Answer:** it reminds her of a tree)
- What is FMNR? Have you seen the technique being used in your community?

After popcorning some answers you can share the following. Have it pre-written on the flip chart:

FMNR is used to address a number of issues, including:

- Land degradation: FMNR helps restore soil fertility and structure, and reduces erosion and soil moisture evaporation.
- Biodiversity loss: FMNR increases biodiversity by restoring natural environments.
- Food insecurity: FMNR increases food production and resilience to climate extremes.
- Fuelwood shortages: FMNR increases the availability of firewood.
- Climate change: FMNR helps mitigate climate change.

Ask the club members for examples of FMNR in action. Examples may include:

- Pruning tree stumps and wild saplings to promote their growth into mature trees
- Integrating the regrown trees and shrubs into crops and grazing pastures
- Using tools that farmers already have, like harvesting knives and machetes.

7. FMNR School Project in Tansia & Designing a Project (30 minutes)

It is time to put all these "facts" into a hands-on project! This activity will begin by presenting the FMNR projects created by club members in World Vision Ghana and will lead into small group brainstorming about what FMNR or tree restoration projects the club members can design!

Step One (5 minutes)

Share with the participant that club members in Ghana have created FMNR projects in their community. Share the photos from the report with the group. If you are unable to project, share a hard copy to be passed around. (See the report and photos at the end of this meeting.)

Step Two (5 minutes)

On the flip chart write the action plan they created that is in photo #2:

Action Plan for 2024

- Educate school mates and community members on the dangers of bush burning.
- Pruning of scrubs
- Build around trees planted
- Elect club executives.

Let the group know that this is the plan that is needed for World Vision Ghana. Now we can think about our priorities!

Step Three (5 minutes)

On the flip chart write Action Plan for the year ahead. Ask the group what they feel the priorities for tree restoration and FMNR should be. Popcorn their ideas and write them on the flip chart.

Step Four (10 minutes)

Let the participants know that it is now time for them to create their own action plans. Divide the group into partners or groups of three. Ask them to work together to create their own action plans for FMNR and/or tree restoration in their community.

Step Five (5 minutes)

If there is enough time, have each group share their action plan.

8. Group Reflection and Closing

This lesson was very knowledge heavy. Use this time to check in with club members to see how they are feeling and how they feel about their action plans!

Then complete the attendance list, cover any administrative details, and announce when and where the next meeting will take place. Thank participants for their presence at this meeting, and be sure to say a warm goodbye to each member as they leave.

Extension Activities Box:

- Research projects to save trees: For example, see: <https://www.globalcitizen.org/en/content/forests-our-best-defense-against-climate-change-17/>
- Plant a tree or shrub in the community, follow the basic principles of FMNR care before and after it has been planted.
- Talk to members in your local community who are working on restoring forests or growing crops. Ask if you can volunteer and observe and learn how they work to help fight climate change.

Monitoring Report and Pictures from Kids' Eco Clubs under FNMR PLUS Project Communities

Introduction:

The Farmer Managed Natural Regeneration for Positive Land Utilization Systems (FNMR PLUS) project by World Vision Ghana (WVG) aims to enhance sustainable land management and environmental conservation in the Binduri District. As part of this initiative, 20 Kids' Eco Clubs have been established in project communities to promote environmental education and stewardship among children. This comprehensive report presents the findings of a 10-day

monitoring activity conducted in collaboration with the District Environmental Health and Sanitation Unit (EHSU), Haven of Love Children Foundation, and a private consultant.

Objective:

The primary objective of the monitoring activity was to assess the effectiveness and sustainability of the established Kids' Eco Clubs in promoting environmental awareness and conservation practices among children in the FNMR PLUS project communities.

Methodology:

1. Preparation: A plan was developed on key areas to be assessed, including club activities and its impact on the environment, membership, infrastructure, and community participation/influence.
2. Field Visits: Monitoring team comprising representatives from donors, partners, and a private consultant visited each of the 20 project communities over a period of 10 days.
3. Data Collection: Data was collected through structured interviews, observations, and document review (action plans). Club members, club patrons (teachers), head teachers and some parents, were interviewed to gather insights into the functioning and impact of the Kids' Eco Clubs.
4. Analysis: Collected data was analyzed to identify trends, strengths, weaknesses, and areas for improvement in the functioning of the Kids' Eco Clubs.

Findings:

1. Club Membership and Engagement:
 - The majority of project communities reported active participation from children in the Kids' Eco Clubs, with attendance ranging from 20 to 35 members per club.
 - Club activities identified in past action plans such as tree planting, waste management practices, and environmental education were well executed by club members, fostering a sense of ownership and responsibility towards the environment.
 - New action plans were formulated and tailored towards inclusion of fun activities to draw more students to participate in club activities.
 - However, some clubs have noted challenges in sustaining membership due to competing priorities, such as the movement of higher basic level students to Junior High Schools away from basic schools, school obligations, and occasionally, household chores.
2. Infrastructure and Resources:
 - Most Kids' Eco Clubs were equipped with basic infrastructure such as meeting spaces.
 - Several schools highlighted the need for additional resources, including funding for project activities, educational materials, and gardening tools to enhance the effectiveness of the clubs.
 - Funding for project activities was identified as one of the hindrances to achieving maximum performance levels.
3. Impact and Sustainability:

- Overall, the Kids' Eco Clubs were perceived to have a positive impact on children's environmental awareness and behavior change.
- Long-term sustainability of the clubs depends on factors such as community ownership, institutional support, and resource mobilization efforts.

4. Club Leadership and Dynamics:

- Establishing functioning leadership structures (executives) through elections is a common challenge faced by many Kids' Eco Clubs. Clubs without leadership were advised to establish one as part of their action planning for the year.
- The lack of motivation among patrons has led to the dormancy of most Eco Clubs, posing a significant obstacle to executing, and sustaining their activities and initiatives.

5. As part of the monitoring activity for Kids' Eco Clubs across all 20 schools in project communities, first aid kits were distributed to enhance safety measures within the school environment. Each school received a carefully assembled kit containing essential medical supplies, ensuring preparedness for potential accidents or emergencies during club activities or within the premises. This initiative underscored the project's commitment to prioritizing the health and safety of participants, fostering a secure environment conducive to holistic development within the Kids' Eco Clubs.

6. Needs Assessment of Relevant Materials or Tools:

- Insufficient access to educational materials: Most Kids' Eco Clubs lack adequate access to educational materials such as books, guides, and brochures essential for environmental learning and project planning.
- Limited availability of tools for practical activities: A notable finding was the scarcity of tools and equipment such as cutlass, pruning tools, pick axe, shovel, hoe, fencing wires, protective clothing required for hands-on environmental projects, hindering the clubs' ability to engage in practical initiatives like tree planting and care, and waste management.
- Desire for tailored materials and tools: Most club patrons expressed a desire for materials and tools specifically tailored to the needs and interests of children and adolescents, emphasizing the importance of age-appropriate resources for effective learning and engagement.

7. Community Participation/Engagement:

- Community support for the Kids' Eco Clubs varied across project communities, with some experiencing strong support from local leaders and parents, while others faced skepticism or indifference. Some schools have expressed that community members do not monitor planted trees while they are on break or when the school is closed. In worse cases, some community members have pegged their animals to or around planted trees, causing the animals to graze on them and thereby killing the trees.
- Some successful engagement strategies clubs can adopt include involving parents in club activities, collaborating with local schools, and organizing community events to showcase club initiatives.

Recommendations:

Based on the findings of the monitoring activity, the following recommendations are proposed to strengthen the effectiveness and sustainability of the Kids' Eco Clubs in FNMR PLUS project communities:

- Enhance community engagement strategies to garner broader support for club activities.
- Provide additional resources to facilitate club activities and outreach efforts.
- Develop a sustainability plan outlining strategies for long-term funding, capacity building, and community ownership.
- Foster a sense of ownership and responsibility among patrons by involving them in decision-making processes and highlighting the importance of their contributions to the club's success.
- Empower patrons to implement regular leadership training sessions aimed at equipping elected executives with the necessary skills and knowledge to effectively manage the Kids' Eco Clubs.
- Strengthen monitoring and evaluation mechanisms to track the impact of club activities and identify areas for improvement.
- The findings underscore the importance of addressing the identified gaps in materials and tools to enhance the effectiveness and sustainability of Kids' Eco Clubs in promoting environmental education and action.

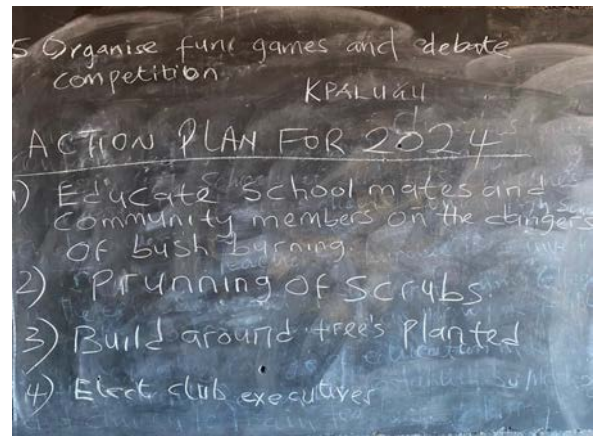
Conclusion:

The monitoring activity conducted in collaboration with key stakeholders provides valuable insights into the functioning and impact of Kids' Eco Clubs in FNMR PLUS project communities. While significant progress has been made in promoting environmental awareness and conservation practices among children, there is a need for continued support and investment to ensure the long-term sustainability of these initiatives. By implementing the recommendations outlined in this report, World Vision Ghana and its partners can further strengthen the resilience of communities and contribute to sustainable land management in the Binduri District.

Photos from the Kids' Eco Clubs:



Facilitator quizzing Eco club members of Saka-Zeogo school



Eco-club action planning for 2024



Distribution of First Aid Kits to schools compound of Kaadi Primary school



Planted and fenced trees around the school



Planted and fenced trees around the school compound of Kaadi Primary school

Meeting 7 – Water is Life

Meeting Goal:

Members should leave this meeting with a clear understanding that water is essential to all forms of life on earth. They will also feel motivated to keep water and waterways clean, such as removing plastic waste. By the end of the session, they should be able to articulate how climate change affects water and access to water.

Essential Question(s):

Encourage participants to think out of the box about:

- Why is water an essential resource for life on Earth? Why do we need water?
- Can young people have an impact on the protection of this vital resource?

Learning Objectives:

Club members will be able to:

- Review sayings about water from all over the world
- Identify how they use water on a personal level, with their family in their home, and how society as a whole uses water.
- Be able to articulate the definitions of fresh water, potable water/ drinking water, and salinity.
- Begin to track and assess their individual water use over time.

Key concepts: Will be written on the Eco-IMPACT+ Glossary

Note: If possible, write the vocabulary and concepts with their definitions on the Eco-IMPACT+ Glossary prior to the meeting in order to save time. Make sure to leave space below each definition in case it is necessary to create a class definition that will be created during the club meeting.

- **Fresh Water:** Naturally occurring water that is not salty, and is suitable for consumption if clean or processed.
 - Fresh water takes many forms, including clouds, rivers, icebergs, most lakes, and water in your glass. When people say “fresh water,” they usually mean water that is not salty, or water that people can drink. The oceans and seas are made up of salt water, which people cannot drink. However, people cannot drink all fresh water, because it might be contaminated with harmful bacteria or chemicals it contains. Water from a tap has often been treated so it is safe to drink. This applies to most countries, but in some place the water needs to be boiled first to kill the germs and drunk after it has cooled down.”¹³
- **Potable Water/Drinking Water:** Water that is safe enough to be consumed by humans.
- **Salinity:** Measures the dissolved salt content in a body of water.

¹³ https://kids.kiddle.co/Fresh_water

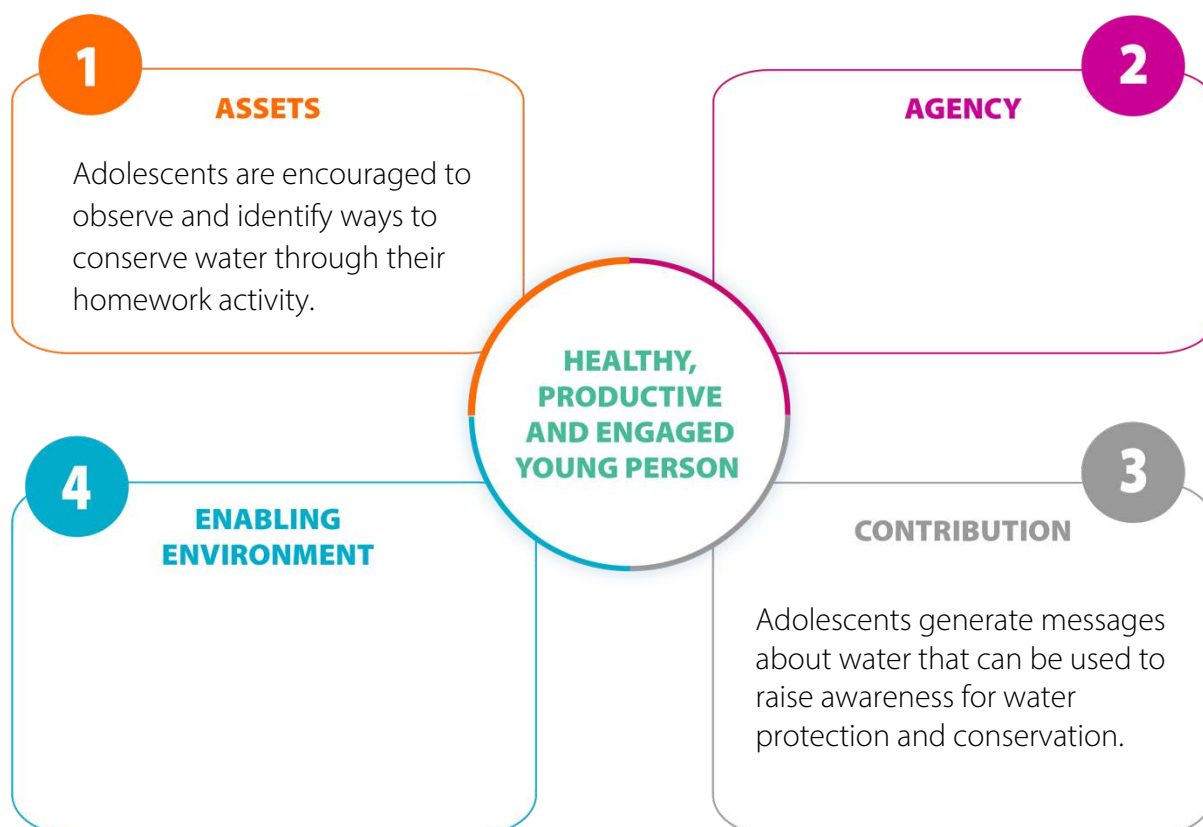
- **Water Scarcity:** The condition in which the demand for water exceeds the available supply, or when the quality of water is not safe.

Make sure earlier vocabulary remains visible on the Eco-IMPACT+ Glossary.

The Plan:

Activities	Non-formal Methods	Time Needed	Materials
1. Welcome and Introduction	Movement	5 min.	Pre-write the Body Water Percentages on a flip chart page
2. Water Movement Activity	Movement	5 min.	Video or instructions
3. Water is Life & Water in our Bodies!	Discussion	10 min.	Water Sayings handout Eco-IMPACT+ Journal
4. Different types of Water	Popcorn discussion	10 min.	Eco-IMPACT+ Glossary
Optional: Spiritual Nurture Activity	Multimedia and sharing		Video link and The Holy Bible
5. Sacred Water Sayings	Group Reading	5 min.	Written out sayings
6. Water Saying Share	Group work	30 min.	Flipchart and markers
7. Water Saying Share	Group presentations	10 min.	
8. Closing and Homework	Individual		Water Use handout
ADDITIONAL Homework: Ask club members to bring a piece of plastic that is being thrown out in their home or a piece of plastic litter they find on the street or elsewhere. Examples include bottles, broken parts, etc. Have them clean the plastic and bring it to the next club meeting. We will be doing something creative with the found plastic items!			
Total time estimated: 90 minutes			

Positive Youth Development Box:



Note to Facilitators:

The activities in this lesson will support the club members to not only connect to water as an outside resource, but also one that they carry within their own bodies. Through a variety of creative techniques, the participants learn about this essential resource, and begin to analyse how they use it throughout their daily life. They will also get a glimpse of how other cultures around the world think of water. Water is life!

Description of Activities:

1. Welcome and Introduction (5 minutes)

Note: This time helps members feel comfortable and settled down for the meeting, and helps them know what to expect from the time together.

Set-up and facilitation: Arrange chairs in a circle. Have members stand behind their chairs and do a recap of sharing their name with a movement! Then invite them to take a seat and share one unexpected surprising event from the past week. Then take a few minutes to introduce today's lesson: Water is Life.

2. Water Movement Activity (5 minutes)

Share that we are going to start with a movement exercise — we are going to become water! In this movement exercise we will become three forms of water, starting with ice that gets heated up and finally becomes vapor.¹⁴

Step One

Stand up. If you can't stand, stay seated in your chair. If you are standing you will remain in that space. Imagine you are ice. Feel yourself being very stiff and very cold.

Step Two

Now imagine you are getting warmer. And now slowly begin to melt. Begin to move as liquid water.

Step Three

Now imagine you are being heated up even more! Now you're starting to boil and you move faster and faster and faster!

Step Four

You now heat up so much, heat up so fast, you become water vapor in the air!

Note: At this point there will probably be a lot of laughter! The movement activity can stop now or you can have them experience going from ice to vapor in the air one more time!

When the movement activity is over, ask the club members to sit down.

3. Water is Life & Water in our Bodies! (10 minutes)

In this discussion, we transition from pretending to be water, to revealing to the club members that our human bodies are made up of 60% water!

Step One (5 minutes)

Begin the conversation by asking the club members:

Do you think we may have water in our bodies? Popcorn a few answers from the group.

Step Two (5 minutes)

Share with the club members that believe it or not:

- 60% of the human body is composed of water
- The brain is made up of 70% water
- The lungs are 90% water
- Muscle tissue is 75% water
- Fat tissue is 10% water

¹⁴ Three Forms of Water (STEM activity with movement) (if access to multi-media see https://www.youtube.com/watch?v=FRu13PcdUZI&ab_channel=YoReMi (you can auto-translate captions).

- Bones are 22% water
- Blood is 83% water.

Now, show the flip chart page where this has been pre-written so the group can take in the new information. As they review the page, keep the conversation going.

Possible lead-in questions:

- Did this information surprise you? If so, why?
- What thoughts does this information bring up for you?
- What questions do you have?

4. Different Types of Water (10 minutes)

Discussion sequence:

- Begin this discussion by asking participants if there are different types of water. Popcorn the answers.
- Let the participants know there are and go over the vocabulary on the Eco-IMPACT+ Glossary; fresh water, and potable water/drinking water.
- Share that 71% of the earth's surface is covered by water. Ask them if they can guess how much of the 71% is drinking water for human consumption?
- Popcorn the answers.
- Then let them know that less than one percent is drinkable for human consumption! Ask if this surprises them and how it makes them feel.
- Take a few minutes for the club members to respond and react to this information.
- Close this section by explaining one of the main climate change effects on water — water scarcity. The definition of water scarcity is: The condition in which the demand for water exceeds the available supply, or when the quality of water is not safe.

Optional Spiritual Nurture Activity:

Water is a powerful element that is used across the Biblical narrative. There are two options for faith-based activities. If you do not have access to YouTube, you can select the second activity.

1) Why Water Matters (video)

- Watch the following video by the Bible Project on the significance of water in the Bible: <https://www.youtube.com/watch?v=PgmAkM39Zt4&t=15s> (you can auto-translate captions)
- This is the summary of the video: In the beginning of the Bible, God transforms a desolate wilderness into a garden through a stream that waters the ground and brings life wherever it goes. This image gets developed throughout the biblical story as wells, cisterns, rain, and rivers all become images of God's creative power. This video explores the "water of life" theme through the biblical story and see how it leads to Jesus, who presents himself as the one bringing living water to a world that is desperately thirsty.
- After the video, lead a reflection with the following questions (add more of your own):

- What did you learn in the video? Where there any Bible stories you did not know about? How did this perspective on water in the Bible make you feel?
 - How does your faith community interact with water? How can the Bible's water passages give you hope?
 - What would you tell your church about water and the Bible?
- 2) Integrate Biblical passages and lessons into this topic and emphasize stewardship and the sacredness of water as part of creation. Promote actions that stewards creation, such as organising clean-up projects or advocating for water conservation, as expressions of their faith and responsibility.
- a. Water as a Gift from God: Water is essential for all living things, a precious gift from God that sustains life (Isaiah 44:3).
 - b. Stewardship of Water: God calls us to be stewards of creation (Genesis 2:15), which means using water wisely and protecting it from pollution and waste.
 - c. Sacredness of Water: In the Bible, water symbolizes purity, renewal, and God's blessings (John 4:14). By caring for water, we honor its sacred role in God's plan for life.
 - d. Sharing Water Responsibly: Just as Jesus shared "living water" with all, we are called to ensure everyone has access to clean, safe water.
 - e. Protecting God's Creation: Every drop counts! Using water thoughtfully and conserving it helps us protect the planet and serve others in need.

5. Sacred Water Sayings from around the World (5 minutes)

The club members now understand how water is a vital source of life. They also now know it is not only essential for life, but it is also limited in quantity. Share with the participants that different groups of people with different cultures from around the world have written sayings and expressions about water.

Make sure the sayings are pre-written on the flip chart. Call on one student per saying to read out loud. After each saying have at least one student respond and say how they understand it or how it makes them feel.

Expressions:

- Uzbekistan: "If you run out of water, you run out of life"
- Slovakian: "Pure water is the world's first and foremost medicine"
- Japanese: "When you are dying of thirst, it is too late to dig a well"
- African: "Only a fool tests the depth of the water with both feet"
- Jacques Yves Cousteau: "We forget that the water cycle and the life cycle are one"
- W. H. Auden: "Thousands have lived without love, not one without water"
- Albert Szent-Gyorgyi: "Water is life's matter and matrix, mother and medium. There is no life without water"
- Oren Lyons: "What you people call your natural resources our people call our relatives"
- Africa: "We never know the worth of water until the well is dry"

6. Water Saying Creations (30 minutes)

Share with the group that we are now going to create our own water sayings!

Step One (2 minutes)

Divide the club members into groups of three or four. Let them know that they will be writing one water saying together as a group.

Step Two (5 minutes)

Write ideas for a water saying in your Eco-IMPACT+ Journals.

Step Three (5 minutes)

Have each group choose a scribe within their group. Explain to the club members that a scribe is the group's record keeper. They will take notes as the group shares their ideas in the next step. Choose a scribe and collect ideas.

Step Four (5 minutes)

Tell the club members that each person should share their ideas and the scribe can take some notes. The scribe should also share their idea and include it in the notes.

Step Five (2 minutes)

Share that It's now time for the group to choose which idea they would like to include in their water saying. It can be a combination of more than one if they can.

Step Six (15 minutes)

Let the club members know that it is now time for them to come together and create their saying. Ideally it should be one sentence, but it is okay if they feel they need to include a second sentence.

7. Water Saying Share (10 minutes)

Have each group share their water saying. Let the club members know that they will be able to display their water sayings at the exhibit. They can even be made into banners!

8. Closing & Homework (10 minutes)

Go over the worksheet so club members will be able to keep a record of their water use (see example template below).

ADDITIONAL Homework: Ask club members to bring a piece of plastic that is being thrown out in their home or school or a piece of plastic litter they find on the street. Examples include bottles, broken parts, etc. Have them clean the plastic and bring it to the next club meeting. We will be doing something creative with the found plastic items!

Then complete the attendance list, cover any administrative details, and announce when and where the next meeting will take place. Thank participants for their presence at this meeting, and be sure to say a warm goodbye to each member as they leave.

Worksheet: What is your daily water use?

Note: edit the worksheet to reflect water use and availability in your context (for example, instead of number of liters per minutes of running water, you can estimate the total liters in a bucket used).

Activity	Average water used	Number of liters or gallons of water used:					
		Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Flush the toilet	e.g., 16 liters per flush						
Wash hands	e.g., 16 liters per minute of running water						
Bathe/ shower							
Brush your teeth							
Wash dishes							
Water garden	e.g., 18 liter bucket x number of buckets						
Drinking water							
Water for cooking							
Total number of liters used							

Extension Activities Box:

- Club members can begin to track their individual water use. They may want to now track their family or community's water use. They can also research how their water use compares to people in other countries.

Meeting 8 – Plastic Pollution

Meeting Goal:

Members will walk away from this meeting able to identify plastic pollution in their community and have the knowledge of the 3 R's (Reduce, Reuse, & Recycle) to repurpose it.

Essential Question(s):

Encourage participants to think out of the box about:

- Is it possible to transform plastic pollution items that can be used to help fight against climate change?
- Can a photographic image create a movement to fight against climate change?

Learning Objectives:

Club members will be able to:

- Collaborate with club members to build a sculpture of found plastic items.
- Analyse and interpret James Whitlow Delano's photograph of plastic pollution.
- Articulate who the photographer is and why he photographs effects of climate change.

Key concepts: Will be written on the Eco-IMPACT+ Glossary

***Note:** If possible, write the concepts with their definitions on the Eco-IMPACT+ Glossary prior to the meeting in order to save time. Make sure to leave space below each definition in case it is necessary to create a class definition that will be created during the club meeting.*

Definition for 12-14-year-olds:

- **Plastic:** Kind of material that is made by people and can be formed into almost any shape.¹⁵
- **Plastic pollution:** the build-up of plastic objects and particles in the environment (for example, bags, plastic containers, and microbeads) that harms wildlife, natural and wildlife habitats and humans.¹⁶

Definition for 15-18-year-olds:

- **Plastic pollution:** an accumulation in the environment of synthetic plastic products to the point that they create problems for wildlife and their habitats as well as for human populations.¹⁷

Definition for all:

- **Reduce:** Reducing consumption of harmful materials is the best way to lessen your environmental impact.

¹⁵ <https://kids.britannica.com/kids/article/plastic/400149>

¹⁶ <https://www.vedantu.com/chemistry/plastic-pollution>

¹⁷ <https://www.britannica.com/science/plastic-pollution>

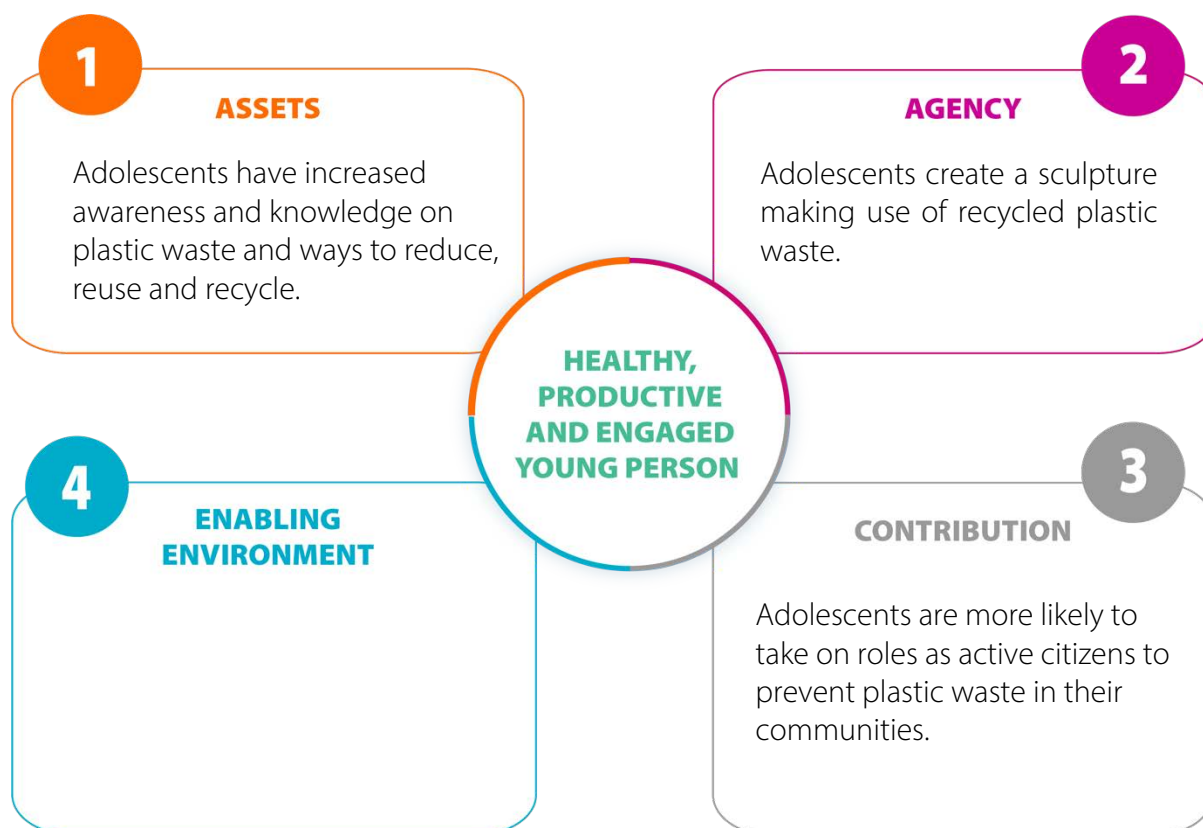
- **Reuse:** Reusing items is better than recycling them because it takes less energy to make and recycle one item that someone uses over time.
- **Recycle:** Recycling is accessible and easy, but it's not the best option for environmental health.
- **Upcycling:** Reuse (discarded objects or material) in such a way as to create a product of higher quality or value than the original

Make sure earlier vocabulary remains visible from the Eco-IMPACT+ Glossary is visible in the learning space.

The Plan:

Activities	Non-formal Methods	Time Needed	Materials
1. Welcome and Introduction		5 min.	
2. What is plastic?	Discussion	5 min.	Glossary and chart paper
3. Adolescent Champion Testimonial – Fredrick	Multimedia	10 min.	Video link or Transcript
4. The 3 R's	Glossary Board	5 min.	Pre-write the 3 R's for Plastic on the flip chart
5. Photo Viewing	Discussion	15 min.	Copy of photo and Eco-IMPACT+ Journal
6. Cataloguing Our Found Plastic Items		10 min.	Plastic items brought from home
7. Sculpture Creation	Group Work	30 min.	Wire, scissors, glue, duct tape, a base could be a piece - a piece of card board for the base of each sculpture.
Optional: Spiritual Nurture Activity	Reflection	10 min.	
8. Reflections and closing	Group Writing	10 min.	
9. Homework	Reflection and writing		Found artefact and Eco-IMPACT+ Journal
Total time estimated: 90 minutes			

Positive Youth Development Box:



Note to Facilitators:

This activity will guide the club members to analyse and interpret visual storytelling in photography, using James Whitlow Delano's plastic pollution image as a lens to discuss themes of environment and climate change. This is a very dynamic lesson that includes multimedia as well as a big art project- sculpture making! Although it is designed to take place in one lesson — if you are able to lead it over a two-meeting period that would give everyone more time to create their project. The club members will leave with a sense of empowerment about how they can help make their community free from plastic pollution!

Description of Activities:

1. Welcome and Introduction (5 minutes)

Note: This time helps members feel comfortable and settled down for the meeting, and helps them know what to expect from the time together.

Set-up and facilitation: Arrange chairs in a circle. If there are new club members attending, stand behind their chairs and do a recap of sharing their name with a movement! Then take a few minutes to introduce today's lesson: Plastic Pollution

2. Discussion: What is Plastic? (5 minutes)

Step One

Start by asking the club members what they have that is made of plastic. Popcorn their answers. Examples may include balls, toys, pens, balls, etc. The objective for making the list is for them to realize how much plastic surrounds them and how many things they use that are made of plastic.

Step Two

Go to the Eco-IMPACT+ Glossary and share the definition of plastic with the club members.

3. Adolescent Champion Testimonial (10 minutes)

Step One

Share with the club members that they are about to watch (or read the transcript of) World Vision Climate Champion 19-year-old Frederick from Zambia.

YouTube link: <https://youtu.be/Yt6FHI0Ngsc> (you can auto-translate captions)

Transcript:

Hello. My name is Fredrick, climate change champion from Zambia. I'm here to present my artifact, which is this plastic bottle. The reason why I chose this to be my artifact is because I know it's a main thing to consider, which is a plastic thing, on how to dispose it to ensure that we lessen the impact on climate change.

So this is what we do here in Zambia as climate change champions, to ensure that we lessen impacts of climate change. In schools, we ensure that on preventive maintenance days such as Mondays, we actually pick litter to ensure that we keep our school clean.

We make it fashionable by ensuring that people who pick more litter, they are rewarded. By so doing we ensure that we promote a good environment which is free from pollution. And also when we pick such litter as plastic bottles, we don't just throw them away. No, when we pick them, since we promote recycling, we get these same bottles and cut them, then we put seed inside, and we grow seedlings in our school orchards, where we have greenhouses. Then later on, we expose them to direct sunlight upon growing. By so doing, instead of us throwing litters bottles, we use them in such aspects.

Now, apart from that, we also engage communities when they come for meetings. Where parents meet with teachers, in such gatherings we ensure that we give parents information about climate change. And when they go back to their respective communities, they disseminate information also to others who have not attended such meetings.

But we would want in future, to make it more fashionable and to ensure that information spreads nearly to every part by working hand in hand with our local and also the central government, by ensuring that we use celebrities like musicians who could help us to make people gather massively and let us disseminate information to go to every part, actually of not only in Zambia, but also in other areas.

And also what else we want to do is to ensure that we move from place to place, especially to other countries, so that we get to know about what they are doing to combat

climate change. By so doing, we hope that will have achieved and also helped in lessening the impact of climate change. Thank you so much. This is all I have about climate change.

Step Two

After the club members have either viewed or read the transcript of the Adolescent Champion testimonial lead a discussion. Entry themes and questions (possible answers are provided):

The artefact

- What was Frederic's artefact? **(A plastic bottle)**
- Why did he feel it was important to share? **(He wants to show us how to dispose it in ways to have less of an impact on climate change.)**

Taking action

- What contest did they design in the schools? (In schools there is a designated day to pick up litter and rewards are given to students who pick up the most litter)
- What do they collect? (plastic bottles)

Fighting plastic pollution

- How do they Repurpose the plastic bottles?
(Cut the tops off and grow seedlings in the bottle. They can start their growth at school green houses and then be moved outside to grow in direct sunlight)

Fighting Climate Change

- How does Frederic want to continue to get the message to the community?
(He engages teachers and parents by sharing information about climate change that they can then go back to their communities and share the information. He wants to work hand in hand with the local and central government to make sure to spread the information. He hopes to share information with other countries and learn from what they are doing as well.)

Ask club members if Frederic's testimonial given you any ideas? If so, what are they?

4. The 3R's of Plastic (5 minutes)

Share with the club members that there is a global initiative called the 3R's, and it stands for Reduce, Reuse and Recycle. Go over the 3 R's and ask the participants if they can give examples from what Frederic shared or from what they have seen in their community.

- Reduce: Reducing consumption of harmful materials is the best way to lessen your environmental impact.
- Reuse: Reusing items is better than recycling them because it takes less energy to make and recycle one item that someone uses over time.
- Recycle: Recycling is accessible and easy, but it's not the best option for environmental health.

5. Photo Viewing Activity (15 minutes)

Note: This activity will guide the club members to analyse and interpret visual storytelling in photography, using James Whitlow Delano's plastic pollution image as a lens to discuss themes of environment and climate change.



Photograph 1 Drowning in Plastic by James Whitlow Delano

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Step One (3 minutes)

Briefly introduce James Whitlow Delano, highlighting his focus on environmental photography and storytelling. Let club members know that he has photographed in some of the most remote places on earth, like Antarctica, and often captures the impact of climate change on these landscapes.

"Japan-based documentary storyteller James Whitlow Delano has made Tokyo his home for over three decades while pursuing his passion for environmental issues, human rights, and indigenous cultures - reporting from every continent, including Antarctica.

"In elementary school", Delano said, "I was already dreaming of seeing the world, fuelled by the nascent environmental movement. Living beside a nuclear research lab in California, not outside of town but in it, we'd sometimes hear, and feel, open-air explosions often using depleted uranium. Later, having moved to the New York City area, industrial contamination,

carried on the winds from oil refineries, sometimes shattered our Rockwellian suburban idyll. I knew I had to be part of the struggle to protect the environment."

In 2015, he founded Everyday Climate Change (ECC) Instagram feed, where photographers from 6 continents document global climate change on 7 continents.

His widely published and exhibited photographs have led to four award-winning monograph photo books, including, "Empire: Impressions from China" and "Black Tsunami: Japan 2011". Projects have been cited with the Alfred Eisenstadt Award (from Columbia University and Life Magazine), Leica's Oskar Barnack, Picture of the Year International, NPPA Best of Photojournalism, Festival PhotoReporter en Baie de Saint Brieuc."

Step Two:

Introduce the photograph- it can be projected or printed out (2 minutes)

Two stray dogs face off in contaminated water seeping in from a landfill dump laced with plastic bags, textiles and sheeting that has come to resemble and mingle with fabrics. This water, and plastic, will find its way into Buckingham Canal that will finally deliver the plastic and toxins into the Bay of Bengal, India. The microplastics and toxins will be consumed by the fish that are caught and bound for market.

Roughly 60% of clothing worldwide is made from synthetic fibres – plastic. 56% of the fibres in clothes in India are synthetic plastic. The Indian government doubled the import tariffs on 196 synthetic fibres from 10% to 20% in 2017 but still there was a 62% year on year growth in synthetic fibres imports.

Step Three: Observation (2 minutes)

Ask club members to silently look at the chosen photograph for 2 minutes. Encourage them to focus on details like colours, textures, shapes, and mood without speaking.

Step Four: Group Discussion (5 minutes)

Lead the group in a guided discussion using (or adapting as needed) the following questions:

- What's the first thing that catches your eye in this photograph?
- How does this image make you feel? Why?
- What story do you think the photographer is trying to tell?
- How does this image reflect plastic pollution in our environment?
- Do you notice any subtle details that might suggest themes of materialism or climate change?
- What might be the challenges of taking photos in such a location?

Step Five: Reflection (2 minutes)

Ask club members to think about how this image changes or deepens their perception of plastic pollution and environmental issues. Ask them how visual art like photography can bring attention to global concerns like climate change.

Step Six: Eco-IMPACT+ Journal Reflection (5 minutes)

Let the club members know that they will have to use their imagination for this short writing entry. Ask them to answer this question: If you could speak to this heap of plastic garbage, what would you say?

6. Cataloguing our Plastic Items! (10 minutes)

The club members should have each brought in a piece of plastic that was going to be thrown away in their homes or a piece of plastic they found on the ground in their community. The plastic items should have already been cleaned. It's time to catalogue the items!

Step One

Go to the flip chart and write at the top: Found Plastic Items! On the flip chart make 2 columns. Column 1 is Name of the Item, Column 2 Where it Was Found

Step Two

Have each club member come up with their item. Ask them to say the name of the item and where it was found. Write their answers in the columns.

Step Three

Ask the club member to place the item against the wall (or anywhere where it is visible and will not be in the way of an exit). Then they can sit down. After everyone has contributed their item, the club members take a moment to look at all that has been collected. Point out to the club members that the plastic is now all together in one heap and no longer being used for the reasons it was created. When the movement activity is over, ask the club members to sit down.

7. Sculpture (30 minutes)

Share with the club members that it is now time to turn our found plastic items into sculptures! Let them know that we are upcycling! Upcycling is when we reuse discarded objects or material in such a way as to create a product of higher quality or value than the original!

Step One

Break the club members into groups of five.

Step Two

Ask each group to come up and pick several found plastic objects that they will make into a sculpture. Depending on how many items were brought in, choose an amount for them to pick. 3-5 items will suffice. They then should go back to their work area with a piece of cardboard (or something similar) to use as a base.

Step Three

Share with the participants that it is now time for them to get creative! Using the materials, it is time for them to create their sculptures!

The sculpture will most likely be 3-dimensional, but the group can also create a 2-dimensional piece.

It is suggested that their sculpture represent climate change. Remind them to use their imagination and that their sculptures may be abstract but carry a lot of meaning. Ask each group to have a title for their completed piece!

(Materials can include, but are not excluded to: wire, scissors, glue, duct tape, and a base which could be a piece of cardboard or wood or something similar).

Optional Spiritual Nurture Activity:

The Bible may not mention plastic pollution specifically, but it emphasizes our responsibility to care for God's creation. Our obligation is to care for the earth, which includes protecting and nurturing it, not exploiting or harming it.

- **Pollution Disrupts Creation's Balance:** Pollution, especially plastic pollution, harms the intricate balance of God's creation. By contaminating oceans, land, and wildlife, we are going against our calling to be responsible stewards. Protecting the environment means honouring the sacred trust God has given us.
- **The Earth Belongs to God:** Psalm 24:1 reminds us, "The earth is the Lord's, and everything in it." The earth belongs to God, it is not something for us to exploit or pollute. Instead, we are to cherish and protect it as a gift from Him.
- **Taking Action in Faith:** We can honour God's creation by reducing plastic use, recycling, and promoting sustainable practices. Each small step we take to reduce pollution is a step toward fulfilling God's command to care for His creation, reflecting our love for God and for the world He made.

8. Share and Closing

Depending on the amount of time left for the meeting, have groups share their sculptures! Let them know that for our closing they will be able to present their sculptures alongside a title card they will create with the name of their piece and its meaning.

Then complete the attendance list, cover any administrative details, and announce when and where the next meeting will take place. Thank participants for their presence at this meeting, and be sure to say a warm goodbye to each member as they leave.

9. Homework

Ask participants to find or identify a personal artefact (object, writing, piece of art, music, etc.) that represents their mission to help lessen the effects of climate change. If they have time, instruct them to take a few minutes to write about the artefact in their Eco-IMPACT+ Journal.

Extension Activities Box:

- Club members can document climate change using photography. They can use a camera or their phones. They can also draw the changes they observe.
- Ask the club members if there is an area in their community where there is plastic pollution (like a park or beach). Suggest that they can organize a clean-up day!
- Encourage the club members to follow Frederic's example and find ways to reuse plastic waste. Maybe they can also cut the tops off of plastic bottles and fill them with soil to plant seedlings!

Meeting 9 – Melting Glaciers & Permafrost

Meeting Goal:

Members will leave this meeting with a clear understanding of the connection between the melting of glaciers and the consequences of climate change. They will also recognize the importance of protecting permafrost. The deeper understanding in this lesson is that we are all connected to the earth, and even if a glacier is melting on another continent the effects can be witnessed in your communities. Participants will also have the chance to view and assess climate change through photography. This will enable them to build their media literacy as they will begin to analyse and evaluate climate change with the images presented to them.

Essential Question(s):

Encourage participants to think out of the box about:

- Is it possible for adolescents to help prevent glaciers from melting?

Learning Objectives:

Club members will be able to:

- Articulate the effects of melting permafrost.
- Define what a glacier is and why it moves.
- Describe what it is like to spend time with a photograph.
- Express their opinions about ecological grief through words or an art piece.

Key concepts: Will be written on the Eco-IMPACT+ Glossary

Definition for 12-14-year-olds:

- **Glacier:** A large body of ice moving slowly down a slope or valley or spreading outward on a land surface.¹⁸
- **Permafrost:** Ground that remains frozen for at least two years, and can be thousands of feet deep. It's made up of soil, gravel, and sand that's usually bound together by ice.

Definition for 15-18-year-olds:

- **Glacier:** A large, perennial accumulation of crystalline ice, snow, rock, sediment, and often liquid water that originates on land and moves down slope under the influence of its own weight and gravity.¹⁹
- **Permafrost:** A thick subsurface layer of soil that remains frozen throughout the year, occurring chiefly in polar regions.

¹⁸ <https://www.merriam-webster.com/dictionary/glacier>

¹⁹ <https://www.usgs.gov/faqs/what-glacier>

Definition for all:

- **Permafrost:** A thick subsurface layer of soil that remains frozen throughout the year, occurring chiefly in polar regions.

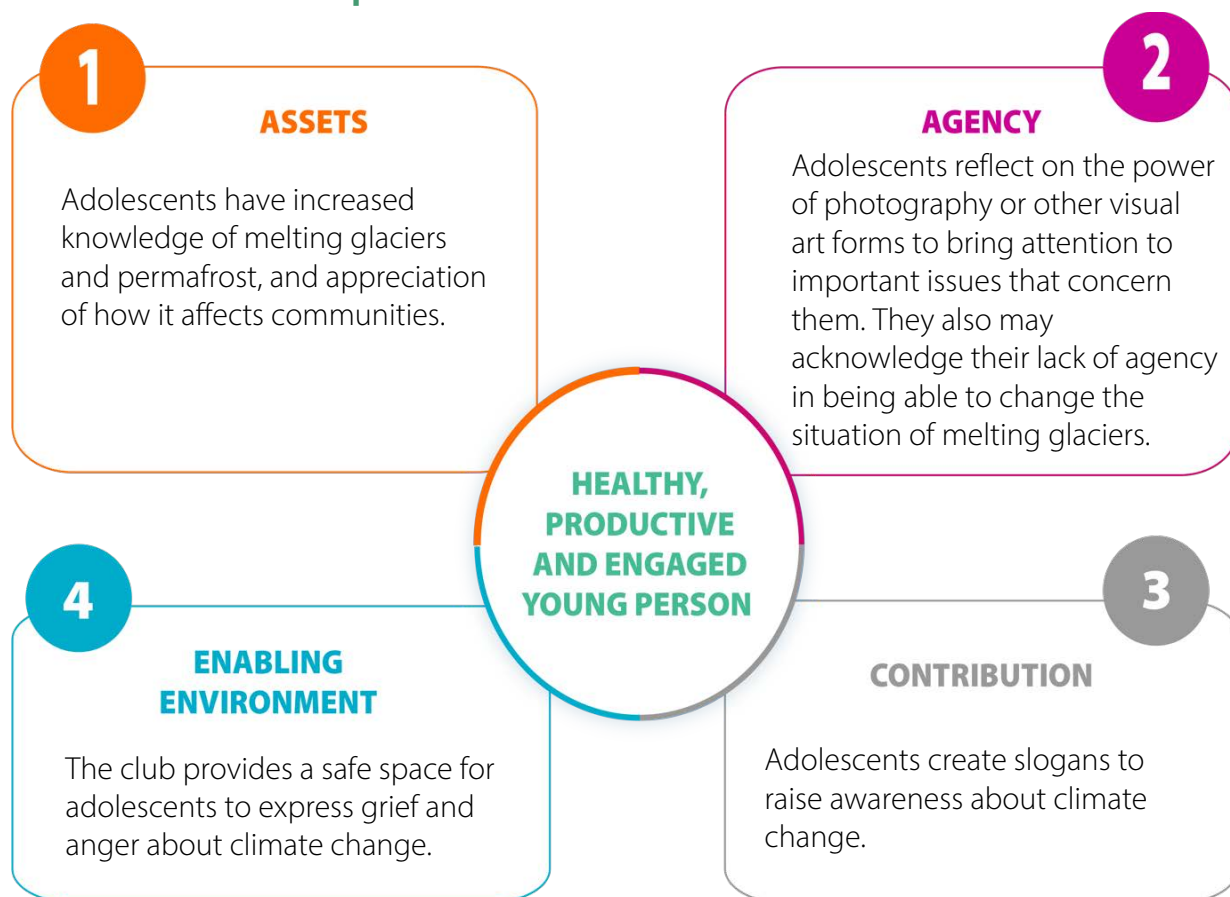
Definition for 12-14-year-olds:

- **Ecological Grief:** Also known as "eco-grief," refers to the emotional distress experienced by individuals due to the perceived loss of natural environments, ecosystems, species, or landscapes caused by environmental degradation or climate change, often manifesting as feelings of sadness, grief, anger, or helplessness related to these losses.

The Plan:

Activities	Non-formal Methods	Time Needed	Materials
1. Welcome and Introduction	Presentation	5 min.	None
2. What is a glacier?	Popcorn discussion	10 min.	Eco-IMPACT+ Glossary
3. Photo Viewing Activity & Reflection	Whole group and individual work	20 min.	Photo and Eco-IMPACT+ Journal
4. Ecological Grief	Discussion	10 min.	Eco-IMPACT+ Glossary
Optional: Spiritual Nurture Activity	Reading and prayer		The Holy Bible and Eco-IMPACT+ Journal
5. Quick Grounding Exercise	Whole Group	5 min.	
6. Permafrost	Discussion	5 min.	Eco-IMPACT+ Glossary
7. Youth Climate Champion Video Testimonial	Multimedia	5 min.	Video link or transcript
8. Create a Slogan about Climate	Partner work	10 min.	Paper or Eco-IMPACT+ Journal
9. Closing: Group Reflection and Sharing		10 min.	
Total time estimated: 90 minutes			

Positive Youth Development Box:



Note to Facilitators:

This activity will guide the club members to analyse and interpret visual storytelling in photography, using James Whitlow Delano's Antarctic images as a lens to discuss themes of environment and climate change. The activities offer unique ways to review and process media.

Description of Activities:

1. Welcome and Introduction (5 minutes)

Set-up: Arrange chairs in a circle. Share with the club members a brief introduction to today's topics. Let them know that we will be learning about melting glaciers and permafrost. It is often assumed that glaciers are only found in places like the North Pole; however, there are actually glaciers on the African continent as well. The effects of melting glaciers are a reminder of how connected we all are, regardless of how far we are these glaciers have a significant impact on our climate. In this meeting, we'll also examine a photo to help us further explore the topic of glaciers!

2. Melting Glaciers Discussion (10 minutes)

Note: explore more on glaciers on www.worldwildlife.org

Note: Ask the club members if they know what a glacier is and popcorn their answers.

Step One: What is a glacier?

Share with club members that glaciers are huge blocks of ice that have formed from compressed snow over thousands of years. Some glaciers are thousands of years old and date back to the ice age. A glacier is a huge, thick mass of ice that stays frozen from one year to the next and can move. Glaciers are very, very slow-moving solid rivers.

Step Two: Why are glaciers important?

Share with the club members that glaciers are very important to our ecosystems. Ask them if they know why and popcorn their answers. Then explain to them that glaciers act as a protective cover over the earth and oceans. They are a crucial source of water for communities and ecosystems, especially during droughts and in late summer. Glaciers provide water for drinking, and as they melt, water from glaciers contributes to the flow of rivers and streams. And, believe it or not, many animal species live on glaciers. They have made their homes on glaciers. Examples include penguins, reindeer, mountain goats, and wolverines.

Step Three: How is climate change affecting glaciers?

Share with club members that climate change is causing glaciers to melt, which has many negative effects which include:

- Communities lose their water resources
- Sea levels rise which creates more storms like hurricanes and typhoons
- Animal species lose their habitats.

Step Four: Breaking the stereotype of where glaciers are located!

Ask club members if they think glaciers are far away and can't affect them. Popcorn some answers. Then let them know the following:

- Even if a glacier is melting in another part of the world, the effects cause sea levels to rise. This can lead to flooding, and less fresh water.
- Images in the media of glaciers melting tend to be in Greenland and Antarctica. Ask club members if they think there are glaciers on the African Continent? Popcorn some answers.
- Share with club members that there are glaciers on the African continent including in Kenya and Tanzania!
 - Mount Kenya has 12 glaciers which are melting at a rapid rate. The melting glaciers cause a decrease in water available for communities. It also disrupts the ecosystems and can cause rivers to flood and droughts. It also causes a decrease in tourism and the funds needed from tourism. It can lead to conflict over water scarcity.
- In Tanzania, there are glaciers melting on Mount Kilimanjaro which has created a decline in water availability and tourism.

3. Photo Viewing Activity (15 minutes)

Note: This activity will guide the club members to analyse and interpret visual storytelling in photography, using James Whitlow Delano's Antarctic images as a lens to discuss themes of environment and climate change.



Photograph 2 Penguins in Antarctica by James Whitlow Delano

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Step One (3 minutes)

Briefly introduce James Whitlow Delano, highlighting his focus on environmental photography and storytelling. Let club members know that he has photographed in some of the most remote places on earth, like Antarctica, and often captures the impact of climate change on these landscapes.

"Japan-based documentary storyteller James Whitlow Delano has made Tokyo his home for over three decades while pursuing his passion for environmental issues, human rights, and indigenous cultures - reporting from every continent, including Antarctica.

"In elementary school", Delano said, "I was already dreaming of seeing the world, fuelled by the nascent environmental movement. Living beside a nuclear research lab in California, not outside of town but in it, we'd sometimes hear, and feel, open-air explosions often using depleted uranium. Later, having moved to the New York City area, industrial contamination, carried on the winds from oil refineries, sometimes shattered our Rockwellian suburban idyll. I knew I had to be part of the struggle to protect the environment."

In 2015, he founded EverydayClimateChange (ECC) Instagram feed, where photographers from 6 continents document global climate change on 7 continents.

His widely published and exhibited photographs have led to four award-winning monograph photo books, including, “Empire: Impressions from China” and “Black Tsunami: Japan 2011”. Projects have been cited with the Alfred Eisenstadt Award (from Columbia University and Life Magazine), Leica’s Oskar Barnack, Picture of the Year International, NPPA Best of Photojournalism, Festival PhotoReporter en Baie de Saint Brieuc.”

Step Two: Observation (2 minutes)

Pass out a copy of the photo or project it on a screen. Ask club members to silently look at the chosen photograph for 2 minutes. Encourage them to focus on details like colours, textures, shapes, and mood without speaking.

Step Three: Group Discussion (5 minutes)

Share any known contextual information about the photograph with the club members.

Lead the group in a guided discussion using (or adapting as needed) the following questions:

- What’s the first thing that catches your eye in this photograph?
- How does this image make you feel? Why?
- What story do you think the photographer is trying to tell?
- How does this image reflect the Antarctic environment?
- Do you notice any subtle details that might suggest themes of isolation, climate change, or natural beauty?
- What might be the challenges of taking photos in such an extreme location?

Step Four: Reflection (2 minutes)

Ask club members to think about how this image changes or deepens their perception of Antarctica and environmental issues. Ask them how visual art like photography can bring attention to global concerns like climate change

Step Five: Eco-IMPACT+ Journal Reflection (5 minutes)

Note: Let the club members know that they will have to use their imagination for this short writing entry. Ask them to answer this question: *If you could speak to this glacier, what would you say?*

Step Six

Take a few minutes and ask 2 to 3 club members to share their written reflection.

Optional Spiritual Activity:

In this lesson, connect the topic to faith-based values by emphasising the importance of preserving creation for future generations. Melting glaciers and permafrost are reminders that the earth is reacting to how we treat it. This is also an opportunity for participants to tap into their faith as a source of comfort in grieving climate-related destruction.

1. Engaging our faith in grieving for climate destruction: address the emotional impact of environmental changes by sharing passages which calls us to empathise with others' sorrows, fostering a supportive community as they navigate ecological grief.

- He will wipe away every tear from their eyes, and death shall be no more, neither shall there be mourning, nor crying, nor pain anymore, for the former things have passed away. (Revelation 21:4)
- The Lord is near to the broken-hearted and saves the crushed in spirit. (Psalm 34-18)
- Blessed are those who mourn, for they shall be comforted. (Matthew 5:4)
- Cast all your anxieties on him, because he cares for you. (1 Peter 5:7)

2. As well as caring for creation, being made in God's image means taking on the burdens of the world. That means having our eyes open to its pain and brokenness. It should come as no surprise that this is indeed a heavy and overwhelming burden that leads us to lament. At the same time, it is important to recognize that the reason that we are blessed in our mourning, is because that as much as way things are stink, the way things are is not what God intends. We are invited to channel our broken heartedness into positive action.

3. Lead a time of mediation and prayer on these topics. You may use the Franciscan "blessing of discomfort" below or have participants write their own blessing in their journals:

- Lament for the environmental damage and destruction which we see and hear about;
- Repentance for our own selfishness and greed which has led to environmental exploitation;
- Compassion for all those who suffer due to environmental damage.

- "Blessing of discomfort"

May God bless you with discomfort, at easy answers, half-truths, and superficial relationships so that you may live deep within your heart.

May God bless you with anger at injustice, oppression, and exploitation of people, so that you may work for justice, freedom and peace.

May God bless you with tears, to shed for those who suffer pain, rejection, hunger, and war, so that you may reach out your hand to comfort them and to turn their pain to joy.

And may God bless you with enough foolishness to believe that you can make a difference in the world, so that you can do what others claim cannot be done, to bring justice and kindness to all our children and the poor.

4. Ecological grief (10 minutes)

Note: It is important in this section to focus on what can be done and ways to emotionally contend with the changing climate. Most importantly, to remind the club members EMPOWERMENT.

Step One

- Share with the club member that there is a term, ecological grief, which accounts for many of our emotions.
- Go to our Eco-IMPACT+ Glossary and share the definition: The emotional distress and sense of loss experienced due to witnessing or learning about environmental destruction, climate change, or the loss of ecosystems, species, and landscape.

Step Two

There are many ways to remain empowered and make changes to prevent climate change. There are also healing ways to acknowledge the effects of climate change. In many parts of the world communities have held actual funerals for glaciers that have melted. There have been glacier funerals in Switzerland, Iceland, Mexico and the United States. Ceremonies have included speeches, and poetry readings. An Icelandic glaciologist created a death certificate for the Ok Glacier. The plaque on the monument where it was written, "This monument is to acknowledge that we know what is happening and what needs to be done".

Step Three:

At this point it is best to have a check in with the club members and see how they are feeling. Let them know that we are all feeling this grief to some extent and that it is most important to stay connected as a community. In this way we are empowered as a group to make a difference to the impact of climate change, and even more so in supporting one another.

5. Quick Grounding Exercise (5 minutes)

Step One

Share with the club members that we are talking about some serious things so we will take a moment to do a visualization to connect to the earth and feel lighter. Ask participants to close their eyes to choose a space on the floor to gently focus their eyes on.

Step Two

Lead them through the following visualisation. Make adjustments as needed:

Take your focus to your feet. Feel them heavy and connected to the earth. Imagine if they had roots going down to through the earth and feel how solid and connected you are. Now, put your palms together and rub them vigorously. You can feel the heat between your hands. It is energy you are creating. Now, separate your hands and bring that energy to a place on your body that feels tired, or maybe sad. Maybe you bring your hands to your heart, or maybe to your head or eyes. Wherever you choose, let them rest for a moment. Feel the energy of your hands fill this area of your body with light and love. Take another moment and then a deep breath. When you're ready, open your eyes.

6. Permafrost (5 minutes)

Note: Due to timing, it is necessary to go through this section quickly. Please note that the Youth Champion Video will cover the same information

Step One: What is it? & Where is it?

Go to Eco-IMPACT+ Glossary and share the definition of permafrost:

Permafrost is any ground that remains completely frozen—32°F (0°C) or colder—for at least two years straight. These permanently frozen grounds are most common in regions with high mountains and in Earth's higher latitudes—near the [North and South Poles](#).

Step Two: Why is permafrost important?

Examples include:

- Permafrost creates a network of wetlands and lakes that provide habitats for animals and plants.
- Permafrost traps water near the surface in the summer, creating shallow lakes and bogs.
- Permafrost provides habitats for many animals, including the musk ox, caribou, polar bear, and Arctic fox.
- Permafrost preserves plant and animal remains for thousands of years.

Step Three: Effects on permafrost from climate change

Examples include:

- Greenhouse gas release: potent greenhouse gases like methane and carbon dioxide into the atmosphere, further accelerating climate change.
- Landslide risk: When the ice within permafrost melts, it can lead to unstable slopes and increased landslide occurrences.
- Ecosystem Eruption: Changes in the Arctic landscape due to thawing permafrost can significantly alter plant and animal life in the region, affecting food chains and biodiversity.
- When permafrost is frozen, plant material in the soil—called organic carbon—can't decompose, or rot away. As permafrost thaws, microbes begin decomposing this material. This process releases greenhouse gases like carbon dioxide and methane to the atmosphere.
- When permafrost thaws, so do ancient bacteria and viruses in the ice and soil. These newly-unfrozen microbes could make humans and animals very sick. Scientists have discovered microbes more than 400,000 years old in thawed permafrost.

7. Youth Climate Champion Video Tstimonial (15 minutes)

Share with the club members that they are about to watch (or read the transcript of) World Vision Climate Champion Nomin from Mongolia.

YouTube link: <https://youtu.be/cFalXaxm2Mc> (you can auto-translate captions)

Transcript:

Hello everyone. My name is Nomin. I'm 29 years old, and I currently work as a project manager in World Vision Mongolia. So, Mongolia ranks 19 in the scale of and scale of the landscape in the world, but it has only one big city, and the population of the country is 3.5 million. And from that 50% which is 1.5 million, people live in the Ulanbatar city, which is the capital of the of the country.

So due to climate change and other disasters and issues, our city faces many challenges, such as flooding, migration, dust, air pollution, soil pollution, traffic, permafrost and more, many more, so which all contributes greatly to the climate change issues. Our project is

aiming to contribute, contributing to solve a couple of these problems by mobilizing and enhancing the community.

As someone who's passionate about climate change issues and urbanization, I try my best to advocate climate change issues in Mongolia with the community and with the authorities and with all the other people that surrounds me. As I discuss about climate change issues with community, I often see that people are aware of the situations, but it seems it seems like a very big out of reach problem for them. Sometimes they just don't care, or sometimes, people usually get caught up in their daily life struggles, and they don't even have time to worry about climate change issues. You know, if there's no food on the table or no heat during harsh winter, climate change issues doesn't seem to be a very major problem for them.

So, one of the big and less acknowledged climate change issue in Mongolia is permafrost melting. So, Mongolia currently ranks fifth globally as in permafrost prevalence after Russia, Canada, USA, Tibet, there is Mongolia, and it has witnessed a significant shift in permafrost distribution over past two decades. The permafrost zone is warming more and more.

According to the 1971 map of permafrost distribution, the distribution throughout the country was 71% and according to the 2016 map of permafrost distribution, it has decreased to 29%. The permafrost melting is higher in Hanga and kinty mountain areas, which is where the Ulaanbaatar city is located.

So, the adverse effect of permafrost melting includes economic and material damages, and also it releases a carbon dioxide into the atmosphere twice as much as average soil. This accelerates climate change issues, which also causes permafrost to melt more. It's kind of like a chain cycle. There's also permafrost melting due to human activities, one of which a methane emission is very higher during permafrost melting.

So, as I discuss these issues with people, I can often see that people get surprised that such thing as permafrost even exists. Various countries like Canada, USA, maybe China, they include permafrost issues in their middle school curriculum. And, you know, cherishes (are worried about) their permafrost. And I hope something like that can happen in Mongolia, because we are located at the edge of the permafrost zone, and it is vital, not only for us, but for the world, to keep this amazing natural cooling system of the world. Still, keep it that way, so that the world can still be, you know, cool on the inside. So, this is, briefly my experience in climate change issues. Thank you for listening to me.

Discussion Questions:

- What are some of the important things that Nomen spoke about? (**potential answers:** **Mongolia faces many challenges from climate change:** flooding migration dust air pollution soil pollution PERMAFROST)
- What did she say were some of the reasons people didn't choose to put climate change as their focus? (**Potential answers:** They have other life struggles to focus on. "If there's no food on the table or no heat during harsh issue- climate change issue isn't the problem for them. (Or people think it's an out of reach problem for them)."
- What does she want to see happen?

Potential answers:

- She wants the permafrost issue to be taught in schools
- She wants her country and culture to “cherish their permafrost”
- She wants to keep the permafrost zone safe and keep the amazing cooling system of the world. That way the world will still be cool on the inside.

8. Create a Slogan about Climate (10 minutes)

If there is time, have students partner and write a slogan about climate change. If there is not enough time, it can be a homework assignment. Examples include:

There is No Planet B, 'Climate Action, Not Climate Change,' 'Small Acts, Big Impact,' 'Change the Climate, Not the Planet,' 'No Blue, No Green, No Earth,' 'Carbon Neutral is Vital,' 'Respect Your Mother (Earth),' 'Climate Change is Real, Denial is Deadly.'

9. Group Share on and Closing (10 minutes)

If there was time to create slogans, you can popcorn samples. Then complete the attendance list, cover any administrative details, and announce when and where the next meeting will take place. Thank participants for their presence at this meeting, and be sure to say a warm goodbye to each member as they leave.

Extension Activities Box:

- In May, 2023, the boundaries between Switzerland and Italy were changed when the glacier Theodul which was under the Matterhorn Mountain melted. How do you think the boundaries between countries will change as the glaciers melt? This topic can be explored with writing a report, a poem, a piece of art, etc.

Meeting 10 – Preparing for our Service-Learning Project Eco Exhibition

Meeting Goal:

Club members will organize and curate an exhibition of their projects which include, interviews, presentations, postcard-triptychs, poems and climate sayings, and collaborative plastic sculpture on climate change, learning essential skills in presentation, collaboration, and visual storytelling.

Essential Question(s):

Encourage participants to think out of the box about:

- “How can we use the art, writing, and interviews from our projects to create a powerful message about climate change and inspire others to take action?”

Learning Objectives:

Club members will be able to:

- Curate and organize their artwork and writings in a way that effectively communicates the themes of climate change.
- Write concise Stewards of Creation Statements that articulate the purpose and message behind their work.

Key concepts: Will be written on the Eco-IMPACT+ Glossary

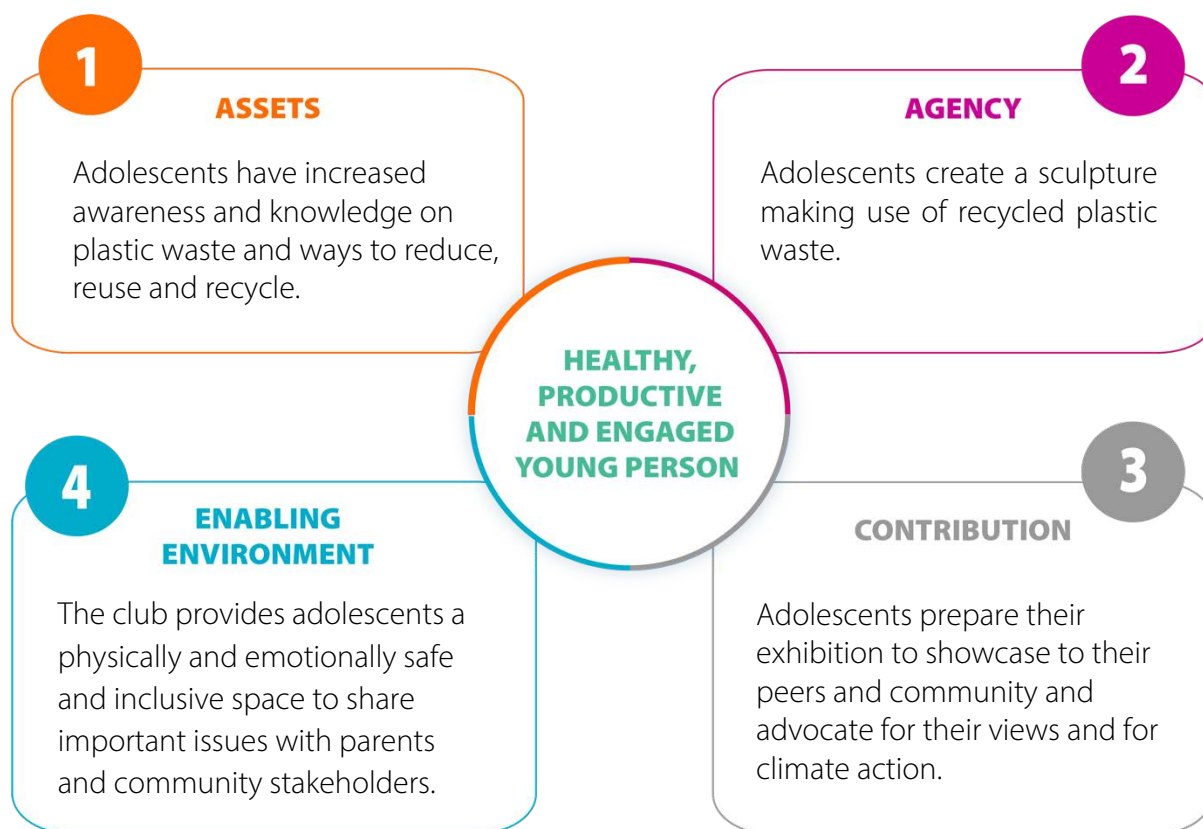
- **Curation:** The process of selecting, organizing, and presenting artwork or other content in an exhibition or display, often with a specific theme or message in mind.
- **Steward of Creation Statement:** A brief written description by the author or creator of their climate change work explaining the meaning, inspiration, and intention behind their projects, often used to give viewers insight into their creative process.
- **Exhibition:** A public display of art, writing, or other works, typically organized around a theme or subject, where the pieces are arranged in a way that tells a cohesive story.

The Plan:

Activities	Non-formal Methods	Time Needed	Materials
1. Welcome and Introduction	Presentation	5 min.	-
2. Group Brainstorm	Facilitated discussion	10 min.	Flipchart paper, markers
Optional: Spiritual Nurture Activity	Facilitated discussion		
3. Art Review and Grouping	Collaboration	15 min.	Markers, pens, tape, sticky notes for labelling and display design

4. Steward of Creation Statements	Individual Work	10 min.	Eco-IMPACT+ Journals, Notecards for statements, pens, pencils
5. Exhibit Set Up	Whole Group	30 min.	Club member artwork Display materials (easels, hanging materials, tables, etc.)
6. Walk through and reflection		10 min	Camera or smartphone (optional for documenting the process)
7. Closing Discussion & Next Steps		10 min.	Attendance list
Total time estimated: 90 minutes			

Positive Youth Development Box:



Note to Facilitators:

By the end of the meeting, club members will have curated a cohesive exhibition showcasing their work on climate change. They'll have learned to organize the artwork, writings and interviews produced within their serving learning projects with purpose, write Stewards of

Creation Statements, and reflect on the relationship between their projects and climate change advocacy.

Description of Activities:

1. Welcome and Introduction (5 minutes)

Set-up: Arrange chairs in a circle and ensure space for adolescents who use wheelchairs or have any other mobility concerns. Then take a few minutes to introduce today's lesson: Preparing for our service-learning project Eco Exhibition.

Goal: Set expectations and review the purpose of the exhibition.

- Discuss with club members the importance of displaying their work in a thoughtful, organized way.
- Review the themes of the causes and effects of climate change and how their work contributes to the conversation.
- Introduce vocabulary on the Eco-IMPACT+ Glossary, allowing club members the opportunity to contribute their own thoughts and ideas.

2. Group Brainstorming Session (10 minutes)

Goal: Generate ideas on how to organize the exhibit.

- Ask club members:
 - What message do we want visitors to take away from the exhibition?
 - What emotions or ideas do we want to emphasize?
- Have club members brainstorm the overall layout (e.g., will writing be grouped together or spread throughout the space?). Consider the limitations of the physical space.
- Consider the flow: where will people start; how will they move through the exhibit?

Optional Spiritual Nurture Activity:

These questions will encourage adolescents to see their service-learning projects as an extension of their faith and to consider creative ways to involve their church and faith leaders in meaningful partnership.

- Understanding Our Impact on Creation and Community
 - When we look at the impact of sin on our environment, what can we see? Where do we see the relationships between humanity and creation being broken?
 - How does this project allow us to partner with God in His mission of restoration and make a positive impact on our community?
- Connecting Faith to Service
 - How do the actions we take to care for people, animals, and the environment reflect what we believe about God, His creation, and the Gospel of Christ and his kingdom?

- In what ways can our service projects help us live out the mission of God in making all things new, including practicing biblical values like kindness, stewardship, and compassion?
- Reflecting on Faith and Purpose
 - How does this project help us feel closer to God or deepen our understanding of our purpose in the world?
- Involving Churches and Faith Leaders
 - How can our church support with us on this project? How can our church partner with us to nurture our community's engagement with nature as part of God's creation and solidarity with fellow human beings and all of Creation?
- Encouraging Others in the Church
 - How could we share what we learn from this project with others in our church?
 - How might our project inspire other young people in the church to deepen their commitment to God's mission of caring for creation and get involved in service work that reflects their faith?

3. Artwork Review and Grouping (15 minutes)

Goal: Sort and categorize the artwork to decide on display arrangements.

- Lay out all the postcard-triptychs, writings, and the collaborative sculpture(s).
- Allow club members to walk around and view the works, then lead a discussion on grouping:
 - By theme (e.g., causes vs. effects of climate change)?
 - By medium (e.g., all the written pieces together, postcard-triptychs in one section)?
 - Mixed to encourage conversation between the different forms of work?
- Mark each group with sticky notes to define potential sections.

4. Writing Creative Steward Statements (10 minutes)

Goal: Help club members articulate the purpose and meaning behind their work.

- Have each club member write a brief creative steward statement on a notecard.
 - *Writing prompt questions:*
 - What inspires you as a steward of creation?
 - How does your piece relate to the causes and effects of climate change?
 - What do you want people to feel or think when they see it?
- Review and help refine the statements as needed. Attach the statements to the works.

5. Display Setup (30 minutes)

Goal: Begin arranging the exhibit of all their work from the project cycle.

- Break the club members into small groups:
 - One group focuses on arranging the postcard-triptychs (either in a grid, as a mural, or hanging).
 - One group helps place the collaborative sculpture.
 - One group helps place the water sayings.

- One group helps place the billboard slogans.
- Another group decides how to display the writing, interviews and presentations.
- Encourage club members to step back and look at how each element interacts with the others.
 - Is the flow of the exhibit clear?
 - Do the groupings make sense with the climate change theme?
 - Does each piece have space to be seen clearly?
- Make adjustments to spacing, height, and position as needed.

6. Walkthrough and Reflection (10 minutes)

Goal: Finalize the layout and review the exhibition as a group.

- Allow club members to walk through the exhibit as if they were visitors, pausing at each section to gather feedback:
 - Does the exhibit communicate our message effectively?
 - Are the groupings and flow logical?
- Ask club members to suggest final adjustments.

7. Closing Discussion and Next Steps (10 minutes)

Goal: Reflect on the process and prepare for the exhibition's opening.

- Ask club members how they feel about the final exhibit and the curatorial process.
- Discuss any last-minute logistics:
 - Setting up for the opening event.
 - Assigning roles for the day of the exhibition (e.g., guides, someone to welcome guests).

Optional: Document the exhibit by taking pictures of the final setup.

Facilitator Notes: Maximizing Your Space for the Exhibition

When preparing for this exhibition, you may face limitations in terms of space, lighting, or display materials. Here are a few tips to help you think outside the box and make the most of what you have:

1. Embrace the Space:

If you don't have a traditional gallery setting, use the space creatively. Consider:

- Walls: Use walls, windows, or doors to hang postcards and writing. Painter's tape, string, or temporary adhesive hooks can help you display work without damaging the space.
- Tables and Surfaces: Tables, bookshelves, or even desks can become display platforms for 3D pieces like the collaborative sculpture.
- Floor Space: If there's limited wall space, create a standing display where pieces are arranged on the floor in a pathway or circle, encouraging viewers to walk around them.

2. Alternative Displays:

If you lack easels or frames, consider:

- Using clipboards or hanging work with string across the room like a clothesline for a dynamic, casual display.
- Creating makeshift plinths or stands by stacking books, crates, or cardboard boxes to display writing or sculpture at different heights.
- Using projectors or screens to digitally display club members' writing or artwork.

3. Lighting Challenges:

If the room has poor lighting, encourage club members to think of it as part of the mood. Low lighting can create an intimate, reflective atmosphere. Flashlights or desk lamps can also be used for dramatic lighting.

4. Think Interactive:

If space is tight, consider making the exhibition interactive. For example:

- Create a "reading corner" where viewers can sit and engage with the written work.
- Use sticky notes or index cards for visitors to leave comments or reflections on the artwork.
- Encourage movement by guiding visitors through the space with arrows or taped lines on the floor.

By working with the space, you have, you can turn limitations into opportunities for creative thinking. Encourage club members to see the space as part of the storytelling process, and remind them that exhibitions don't have to be perfect to be impactful. Have fun with it!

Extension Activities Box:

Research other exhibits that focused on environmental sustainability and climate action.

Examples include:

- **Our Time on Earth:** An exhibition at the Barbican that uses art, design, science, music, and philosophy to present visions for the future of all species.
- **The Climate Museum:** The first museum in the U.S. dedicated to the climate crisis, with exhibitions, art installations, interactive panels, performances, science events, and youth programs.
- **Elephant in the Room:** An exhibition on Google Arts & Culture that explores what would happen if museums and society were forced to confront their role in climate change.

Citations from Meetings:

Meeting One

Haviv, E. M. (2008). The Fifth Wall: A Prototype for Teaching History and Bridging Division in Postconflict Zones.

Haviv, E. M. (2023). Learning from the courageous actions of war and post-war time teachers: A bricolage of Bosnian educators (Doctoral dissertation, Antioch University).

Rohd, M. P. (1998). Theatre for community, conflict and dialogue: Hope is vital training manual. Heinemann Press.

Wiggins, G. & McTighe, J. (2005). Understanding by Design: 2nd Edition. Association for Supervision and Curriculum Development.

Meeting Two

Article Title: World Vision

[https://www.wvi.org/sites/default/files/2022-05/WVI Global Accountability Report 2021.pdf](https://www.wvi.org/sites/default/files/2022-05/WVI%20Global%20Accountability%20Report%202021.pdf)

Date accessed: October 7th, 2024

Article Title: American Museum of Natural History: Ology: Climate Change Interactive for Pre-K - 1st Grade

<https://www.lessonplanet.com/teachers/american-museum-of-natural-history-ology-climate-change>

Website Title: Lesson Planet

Date accessed: October 7th, 2024

Article Title: Disaster Relief Partners

<https://www.worldvision.org/corporate/ways-to-partner/disaster-relief-partners/>

Website Title: B2B

Date accessed: October 7th, 2024

Date Published: March 15th, 2023

Article Title: Disaster Relief

<https://www.worldvision.org/our-work/disaster-relief>

Website Title: World Vision

Date accessed: October 7th, 2024

Date published: February 5th, 2024

Article Title: Climate Action

<https://www.worldvision.org.nz/causes/climate-action/>

Website Title: World Vision New Zealand

Date accessed: October 7th, 2024

Article Title: Foundational Guide: CVA for Climate Action and Environmental Management

<https://www.wvi.org/publications/field-guide/social-accountability/foundational-guide-cva-climate-action-and>

Website Title: Social Accountability | World Vision International

Date accessed: October 7th, 2024

Date published: May 26, 2023

Meeting Three

Article Title: English Composition 1 Corequisite

<https://courses.lumenlearning.com/englishcomp1coreq/chapter/cause-and-effect-essays/>

Website Title: Lumen

Date accessed: October 7th, 2024

Article Title: What is Climate Change for kids

<https://www.natgeokids.com/uk/discover/geography/general-geography/what-is-climate-change/>

Website Title: National Geographic Kids

Date accessed: October 7th, 2024

Date published: January 3rd, 2024

Article Title: English Composition 1 Corequisite

<https://courses.lumenlearning.com/englishcomp1coreq/chapter/cause-and-effect-essays/>

Website Title: Lumen

Date accessed: October 7th, 2024

Meeting Four

Definition on human rights from <https://www.un.org/en/global-issues/human-rights>

Definition on United Nations from <https://kids.britannica.com/students/article/United-Nations/277510>

Other definitions from [Committee on the Rights of the Child General Comment 26](#) (Child-friendly version) on **children's rights and the Environment with a special focus on climate change** (2023) (GC26)

UNICEF [Climate glossary for young people](#)

Date accessed: October 7th, 2024

Meeting Six

Article Title: 17 Projects That Are Helping Protect the World's Trees

<https://www.globalcitizen.org/en/content/forests-our-best-defense-against-climate-change-17/>

Website Title: Global Citizen

Date accessed: October 7th, 2024

Article Title: 11 of the Most Powerful Quotes From Climate Activists at Power Our Plan

Website: Global Citizen

Date accessed: October 7th, 2024et: Live in Paris

<https://www.globalcitizen.org/en/content/quotes-climate-activists-power-our-planet/>

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Meeting Seven

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Meeting Eight

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Meeting Nine

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