

2024

Eco-IMPACT+ Facilitator's Guide

Adolescent Environmental Sustainability
And Climate Action Curriculum

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1. Introduction

Climate change is happening now — and the climate crisis is a crisis for children and adolescents.¹ In all corners of the globe, children and adolescents are experiencing multiple threats from climate change, and climate change is a threat multiplier. Global warming, sea level rise, heatwaves, polluted water, contaminated air, extreme weather and climatic events all affect agri-food systems, malnutrition, infectious disease outbreaks, biodiversity, habitats (both land and water) and other critical aspects of the natural environment.² The climate crisis has an impact on displacement, migration and urbanization. This crisis threatens the realization of children's rights and their ability to achieve their full potential.³

In efforts to address climate change and to promote environmental sustainability, adolescents are powerful agents of change. Their participation matters. Adolescents bring fresh voices and perspectives to Environmental Sustainability and Climate Action (ESCA). They bring power due to their ability to leverage peer influence, media savviness, and intergenerational connections.

"I call myself a climate champion, as I know I have what it takes to combat climate change. I know you can ask questions saying she is a young girl and she doesn't know what she is talking about. But I have knowledge...I know I have what it takes."

This is the voice of Mudasana, an adolescent girl who is a member of World Vision's IMPACT+ Club in Zambia. Mudasana and other adolescents around the world have been participating in IMPACT+ clubs where facilitators engage with them to foster the skills, behaviours, and attitudes for participation in social, civic, and economic life. Through their IMPACT+ Clubs, adolescents can gain skills and knowledge in environmental stewardship and climate action.

Building upon the experiences and insights of adolescent climate change champions, World Vision (WV) has developed a 10-lesson curriculum for adolescents on ESCA, the Eco-IMPACT+ Curriculum. The Eco-IMPACT+ Curriculum is also informed by the Framework for Adolescent Engagement in ESCA, which is aligned with WV's [ESCA strategic roadmap](#) and the [Environmental Stewardship Policy](#).

The objective of the Adolescent 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. The project-based lesson plans encourage critical thinking and community engagement, empowering participants to realize they can mitigate and address environmental and climate concerns, rather than being relegated to silent witnesses.

¹ 'Talk less and act more, the world needs help': Children Front and Centre of Climate Action, World Vision, 2020.

² Environmental Sustainability and Climate Action Strategic Roadmap 2024-2027 for a Thriving Environment for Children, World Vision, 2024.

³ Ibid

Objective and intended audience

This facilitators guide provides guidance for facilitators to prepare for, and to effectively implement the Eco-IMPACT+ Curriculum with adolescents in informal settings or in more formal school settings.

The guidance is especially targeted at World Vision (WV) and partner NGO facilitators of IMPACT+ Clubs and adolescent groups, as well as adolescent and youth facilitators. It is also relevant to teachers who are integrating use of the Eco-IMPACT+ Curriculum into school classes in formal or informal settings. Eco-IMPACT+ Club leaders should also have foundational knowledge and skills on adolescent development and group facilitation. For example, IMPACT+ Club Leaders are certified in the IMPACT+ Club Leader Initiation Training, which builds their skills in club facilitation, experiential pedagogy, and service-learning. WV also has a basic Skills Building Toolkit for adolescent programming for field staff and partners.

Scope and definitions

Age range: The Eco-IMPACT+ Curriculum is designed for adolescents aged 12 to 18-years-old. It can also be relevant to older youth aged 19 to 24 years of age.

IMPACT+ Clubs: groups of 10-25 adolescents who generally meet once per week, led by two or three Club Leaders who use a curriculum based on experiential learning methodologies to help the adolescents in the club cultivate competencies in the areas of active citizenship, leadership, employability and entrepreneurship.

Geographic coverage

This Eco-IMPACT+ Curriculum is relevant to all regions and can be further contextualized in different regions, countries and communities to increase local relevance.

2. An overview of the Adolescent ESCA “Eco-IMPACT+ curriculum”

The Eco-IMPACT+ curriculum ten lessons

The Eco IMPACT+ Curriculum includes lessons:

- 1) Our Eco-IMPACT+ Club and Connecting to Nature
- 2) Becoming Stewards of Creation
- 3) The Causes and Effects of Climate Change – telling the story
- 4) Children’s Rights, the Environment and Climate Change
- 5) Preparing our Eco-IMPACT+ Club Service-Learning Project(s)
- 6) Regreening Communities
- 7) Water is Life
- 8) Plastic Pollution
- 9) Melting Glaciers and Permafrost
- 10) Preparing for our Service-Learning Project Eco Exhibition

Note: If your office wishes to add more lessons to the curriculum on topics relevant to your context, you may use the structure outlined below and format and topical ideas from Meeting 6 (Regreening Communities), Meeting 7 (Water is Life), Meeting 8 (Plastic pollution), and Meeting 9 (Melting Glaciers and Permafrost). Some contextual topics may include Rainforests, Oceans and Sea Level Rise, and Droughts/Fires.

The length and structure of each lesson

Each lesson is for 90-minutes. The timing and structure of the lesson plan reflects the structure and timing of other existing WV IMPACT + Club curriculum, especially the curriculum on IMPACT+ Active Citizenship.

The lesson plan structure:

- Lesson Title
- Lesson Goal
- Facilitator Notes
- Essential Questions⁴
- Learning Objectives
- Key Concepts⁵
- The Plan

⁴ Essential Questions (EQs) are created for facilitators to use to encourage participants’ discussions and to enable a more in depth understanding of the content. The facilitator can share them with the club members or use them as a personal inspiration for leading the meeting.

⁵ Concepts that will be written on the Eco-IMPACT+ Glossary.

- Positive Youth Development (PYD) box⁶
- Spiritual Nurture Activity⁷
- Note to Facilitators
- Description of Activities⁸
- Homework
- Extension Activities Box⁹

Necessary materials for each lesson may include various physical materials and/or handouts, which should be printed ahead of time. It is important that club facilitators check before the meeting to make sure all the materials necessary for the activities are available (or find appropriate replacements, based on the needs of the participants and the resources available).

An overall reference list is included at the end of the curriculum.

The methodology

Key elements of the Eco-IMPACT+ Curriculum methodology:

- Promoting Positive Youth Development (PYD)
- Setting up a supportive learning environment
- Using hands-on learning tools and implementing service-learning projects
- Using an integrated thematic approach
- Applying a faith-based approach

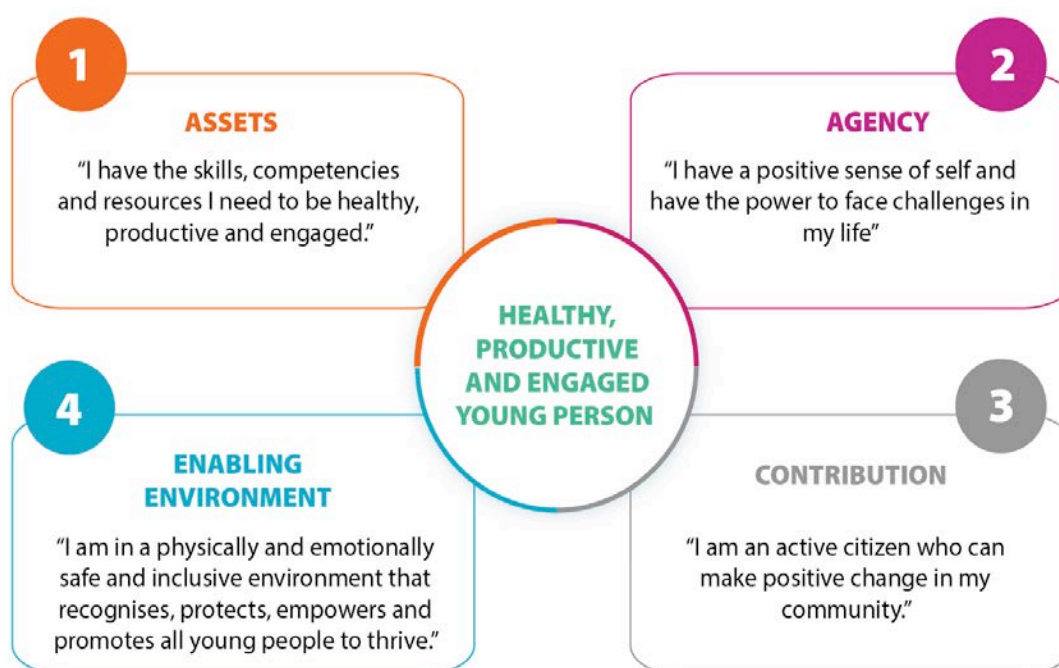
⁶ The Positive Youth Development (PYD) box explains how the lesson plan contributes to PYD in terms of adolescent agency, assets, contribution, and/or enabling environment.

⁷ The Faith Based Box provides specific suggestions and tips to connect the lesson plan to Christian beliefs, values, knowledge and actions.

⁸ This includes step-by-step instructions and proposed timing for each activity. Also, some sub-activities include handouts and worksheets.

⁹ The Extension activities include additional activities that can be done with and by adolescents to increase learning and action on the lesson topic

Promoting positive youth development (PYD)



The Eco-IMPACT+ Curriculum respects and promotes WV's positive youth development (PYD), focusing on adolescents' strengths, skills, and possibilities. It affirms positive outcomes for adolescents through productive activities and healthy relationships, and focuses on building on the capacities already present.

The PYD approach also recognizes that children and adolescents grow within environments, structures, and systems and within a broader cultural, political, historical context, place and time.

To fully leverage the potential of adolescents to participate in ESCA, the Eco-IMPACT+ Curriculum methodology applies an experiential learning approach. This allows adolescents to gain knowledge and skills both through interactive learning materials, practical application through community service-learning projects in their communities and schools, and through reflection on their actions, views and feelings.

Illustrative ideas from adolescent climate champions about potential ways to integrate ESCA into the four main areas of PYD are shared in the table below.

PYD Areas	ESCA Examples
Assets (e.g., education, life skills, character strengths, vocational skills)	<ul style="list-style-type: none"> • Learn how to prepare for extreme weather and climatic events • Have knowledge of environmentally friendly and sustainable systems and practices (e.g., agricultural practices, solar and wind sources, waste management, etc.) • Learn about environmental stewardship from early childhood • Develop appreciation for and personal connection to nature • Understand opportunities for environmentally sustainable livelihoods
Agency (e.g., meaningful participation, experiential pedagogy, participatory learning and action)	<ul style="list-style-type: none"> • Engage in composting and recycling • Plan and care for a garden • Eat nutritious and indigenous food (less animal sourced foods) • Eat fewer packaged and processed foods • Clean a playground • Rainwater harvesting and other forms of water conservation • Collect plastic waste from water bodies (e.g., rivers, lakes, seas, beaches, etc.) • Reflect on your spiritual identity as a steward of creation and your sense of agency for taking meaningful action
Contributions (e.g., shared planning, community engagement, leadership development)	<ul style="list-style-type: none"> • Join community development councils • Communicate with local leaders about climate solutions • Teach parents, relatives and friends about sustainable practices • Educate young children about the environment • Participate in advocacy at national and international platforms • Create and share artwork about the environment • Community outreach and awareness raising (e.g., street theatre, newsletters, campaigns, posters, etc.)
Enabling Environment (e.g., socio-ecological systems, supportive relationships and systems, social norms)	<ul style="list-style-type: none"> • Adults listen to adolescents' perspectives, ideas and solutions • Duty bearers uphold their obligations to protect the natural environment and children's rights to a healthy environment • Communities encourage and support sustainable systems (e.g., recycling, repurposing, composting, sustainable agriculture, waste management, etc.) • Climate activism and sustainable lifestyles are encouraged by society • Climate-friendly livelihoods are available.

Setting up a supportive learning environment

In setting up an informal learning environment on ESCA for adolescents, it is necessary to take into account the effects of the climate crisis on young people. To avoid eco-anxiety, it is essential to include social-emotional learning activities to create a positive atmosphere within the learning environment. This is needed to create a supportive learning community where adolescents feel safe to acknowledge their emotions, express their opinions, and gain

solidarity and positive emotions from their collective reflections, actions, and advocacy initiatives.

Most groups will have experience working together already, so some of the material, such as setting up ground rules and planning service-learning projects, can be adapted for more advanced groups. For new groups, more introductory time may be needed for adolescents to build relationships with each other and the leaders to build trust and getting to know each other.

Examples of how to set up a supportive learning atmosphere:

- Group formation and trusted leaders: **e.g., trained and committed adult and peer leaders, group norms, trust building activities**
- Personal reflection time: e.g., journal time, walking in nature or reflecting on nature
- Collaborative learning: e.g., group and partner work to practice supportive tactics like receptive listening or think-pair-share.
- Inquiry-based learning: e.g., participants asking questions and conducting research.
- Visual thinking strategies: e.g., examining or reviewing multimedia
- Experiential strategy design: e.g., learning the skills to create, implement, and evaluate service-learning projects
- Storytelling: e.g., first-person narratives and group sharing to communicate and discuss difficult topics
- Intergenerational insights: e.g., participants educate family members about sustainable environmental practices, participants interview community members about addressing environmental issues
- Community building: e.g., games and activities that use movement to help break down barriers and build connections
- Planning for adolescent participation that is safe and sensitive to risk: e.g., ensure a child safeguarding focal point and up-to-date referral pathways are in place to ensure sensitive and timely responses to participants that express anxiety, distress or harm (see [p.18](#) for more details.)
- **Linking to faith: e.g., reflecting on spirituality in creation, learning skills to read religious texts through an environmental lens, connecting to faith leaders on ESCA**

Using hands-on learning tools and implementing Service-Learning projects

When working with adolescents on ESCA in informal learning settings, such as after school clubs, community meetings etc. using hands-on learning tools can help to encourage participants to be reflective and thoughtful and to meaningfully engage while having fun. Examples of such learning tools include:

- **Eco-IMPACT+ Journals**
 - Each participant has their own journal to use during activities and group work and to write individual personal thoughts and reflections. A simple store-

brought journal can be given to each participant and they can be encouraged to label and decorate it as they wish.

- **Eco- IMPACT+ Glossary**
 - The Eco IMPACT+ Glossary Board supports participants as they communicate with each other and navigate difficult and "hot topics."¹⁰ Although the words on the Glossary Board can be found in the dictionary, it is important for participants to create their own definitions for specific words, even if they slightly differ from standard definitions. This technique is a simple way to enable participants to speak a common language, ensuring understanding and preventing miscommunication. It also sets the tone for addressing the seriousness of the topics they will explore.
- **Clear and open communication (i.e., rules of engagement)**
 - Using clear and consistent verbal communication to ensure that participants understand that the experience is intended to be fun, to promote learning, interesting discussions and actions. It is important to make room for participants to ask questions that may arise and to focus on actions that are most relevant to them.
- **Multimedia engagement**
 - The use of multimedia, including photography and video, can offer diverse learning access points to enable participants to process complex topics tangibly. Multimedia supports participants in developing skills in understanding and applying knowledge about the world around them.
 - The multimedia created for these lessons focuses on World Vision Environmental Sustainability and Climate Action (ESCA) initiatives, including efforts of adolescents in the World Vision IMPACT+ Clubs. This includes videos featuring World Vision youth climate change champions discussing their concerns about climate change and the projects they have created to effect change. Additionally, there are descriptions and photos of World Vision's ESCA initiatives. The multimedia also includes photography by climate photojournalist James Whitlow Delano.
 - **Note:** Apply WV branding guidance when using multimedia materials.
- **Hands-on learning experiences**
 - Using practical hands-on projects to support adolescents' skill development through action that contributes to environmental stewardship and climate action can include activities like planting trees or seedlings, creating rooftop gardens, practicing water conservation, such as rainwater harvesting or setting up rainwater harvesting systems, and/or learning about and engaging in composting.

The practical hands-on learning experiences can especially be taken forward through the service-learning project that is planned and implemented as an integral activity through the curriculum. Hands-on learning activities can also be taken forward through extension activities that are described in boxes at the end of each lesson.

¹⁰ A hot topic is a subject 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.

Service-learning projects

Provide adolescents with practical opportunities to apply their knowledge on ESCA, to build their skill sets, strengthen their leadership roles, and to contribute in meaningful ways to real environmental and climate issues in their communities. Service-learning projects can also engender motivation, commitment and innovative solutions among adolescents.

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.

This ten-lesson multimedia-based curriculum was designed to provide WV club members with a foundational understanding of the causes and impacts of climate change and the platform to become climate changemakers. The framework empowers adolescents to voice their perspectives and contribute towards ESCA.

Service-learning projects are integrated into the lessons to enable participants to apply what they learn in the meetings to design actual projects for their communities that lessen the effects of climate change. These projects encourage critical thinking and community engagement, empowering participants to realize they can impact their future instead of being relegated to 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 take action for environmental and climate protection. The exhibits will feature selections of their final projects, including interviews, presentations, postcard triptychs, water sayings, and a collaborative plastic sculptures on climate change. This initiative will highlight the clubs' vision for a healthy and environmentally sustainable future.

Using an integrated thematic approach

Three key themes for addressing ESCA with adolescents are:

- 1) **Environmental stewardship** (e.g., responsibly using and protecting the natural environment through conservation, restoration, and sustainable practices) – this action can contribute to climate change mitigation efforts.
- 2) **Disaster preparedness** (e.g., preparing communities, families, individuals for climatic events, extreme weather, infectious disease outbreaks, addressing urban climate vulnerabilities) – this action can contribute to climate change adaptation efforts.

- 3) **Climate justice through action for climate empowerment** (e.g., holding duty bearers to account for upholding rights related to climate and environment, advocating for policy change, such as banning single use of plastic bags¹¹, improved affordable, low-carbon public transportation)

These three themes are introduced early on in the curriculum to provide learners with the basic understanding and vocabulary needed, prior to diving into single focused climate issues. Moreover, each of these key themes are regularly included in the lesson plans, to enable adolescent participants to investigate climate issues (e.g., water, deforestation, permafrost, etc.) from a holistic approach. This also allows lessons to build upon each other. Moreover, the integrated approach allows adolescents to strengthen their analysis of underlying causes of environmental and climate concerns, and to consider actions they can take for disaster preparedness (climate change adaptation), environmental stewardship (climate change mitigation) and/or climate justice.

Applying a faith-based approach

A faith-based approach nurtures the values and virtues that underpin our interactions with each other and with the Earth and all its species. We should act in ways that promote dignity and shared well-being for everyone, fostering harmony with nature and contributing to the common good. For example, St. Francis, through his personal relationship with all creatures, recognized his duty to reciprocate divine love with love and praise — not just on behalf of creatures but in, with, and through them.

Integrating a faith-based perspective into the Eco-IMPACT+ Curriculum enriches the learning experience by aligning environmental stewardship with spiritual values. A faith-based approach involves deepening our faith in moving it to action, recognizing that faith guides ethical decision-making, inspires compassionate action, and fosters a sense of purpose and community among participants. Environmental stewardship becomes a tangible expression of faith through caring for creation, advocating for justice, and promoting sustainable practices that benefit both people and the planet.

- Reflections on biblical passages and Integration
- Stewardship of Creation: Begin lessons with scripture that emphasize humanity's role in caring for the earth.
- Climate Justice: Use biblical passages that advocate for justice, encouraging support for communities disproportionately affected by climate change.
- Spiritual Activities
- Prayer Walks: Organize nature walks for observing the environment and offering prayers for its preservation, listing reflections on gratitude for Creation, meditations on interconnectedness with nature and spiritual connection to the earth.

¹¹ In 2002, Bangladesh became the first country in the world to implement a ban on plastic bags after it was found to have played a key role in clogging the drainage systems during disastrous flooding.

- Service Projects as Acts of Worship: Frame activities like tree planting or community clean-ups as expressions of worship and stewardship.
 - Discussion and Reflection
 - Integration of Faith-based Teachings: Incorporate themes from recent faith-based teachings on creation care and environmental responsibility.
 - Personal Testimonies: Encourage participants to share how their faith inspires and motivates their engagement in environmental stewardship and how their own habits can align with their faith and respect for Creation, as well as how interacting with Creation can then help them better understand the heart of God.
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- Collaboration with Faith-Based Organizations
 - Adolescent/Youth Group Partnerships: Partner with youth groups or other faith-based youth organizations to implement the Eco-IMPACT+ Curriculum, enhancing engagement through existing faith communities.
 - Leadership Development: Provide opportunities for adolescents to lead faith-based environmental initiatives within their communities, promoting leadership skills grounded in spiritual values.
 - Connecting Faith and Action
 - Faith-Inspired Advocacy: Support adolescents to develop or participate in advocacy projects for environmental justice, grounded in their spiritual beliefs and the ethical imperative to protect both the earth and vulnerable populations.
 - Future Generations: Engage participants in reflecting on the kind of world they want to leave for future generations, emphasizing their role in shaping a sustainable and just legacy through their actions today.

For each lesson plan, an **Optional Spiritual Nurture Activity** also provides specific suggestions and tips to connect the lesson plan to Christian beliefs, values, knowledge and actions.



3. Preparations by Facilitators

- Get familiar with the curriculum
- Be aware of ESCA policy and practice frameworks that are relevant to adolescents
- Reflect on ESCA, adolescent participation and inclusion
- Adapt the ESCA learning materials to your context
- Apply the nine basic requirements as a planning tool for inclusive, safe and effective participation of adolescents

Get familiar with the curriculum

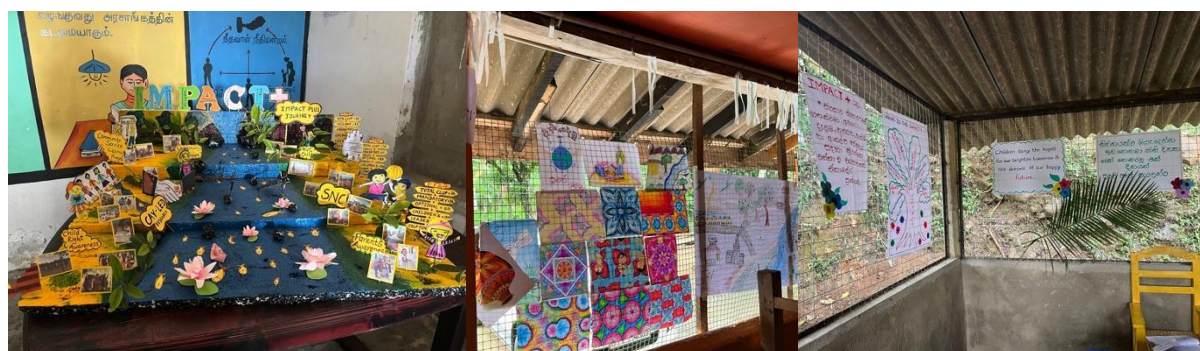
As part of the preparations, it is essential for each facilitator to read this guidance and the Eco-IMPACT+ Curriculum to get familiar with key concepts and activities.

Design the meeting space

Adolescents need a safe and inclusive space to learn and grow; they will need a space that can be used for active games, be arranged to foster important group discussions, and be suitable for project planning and group work.

It is be ideal to surround the space with what the club members are working on. The Eco-IMPACT+ Glossary should always be visible as the members will continue to learn key words and concepts around environmental sustainability and climate action. Excerpts from their journal writings, drawings, word poems, etc., can also be displayed on the walls.

It will take a few meetings for these items to be created so the facilitator can start filling the space with related images and poems. For example, there can be photos of the earth, forests, rivers, etc. If there is a well-known poet in your country who writes about nature, a poem of theirs can be displayed on the wall. The main thing is to surround the space with inspiration about our earth and what the club members are doing to support its well-being during these difficult times. See these examples from IMPACT+ clubs in Sri Lanka:ⁱ



ⁱ Photos taken by Julia Smith-Brake in July 2024.

Be aware of ESCA policy and practice frameworks that are relevant to adolescents

To be an effective facilitator it is helpful to get familiar with the most relevant international and national frameworks that have been developed to protect children's rights in the context of climate change. These youth-friendly booklets can help you learn about key international frameworks, using language that are accessible to adolescents:

- What is climate governance? Information about climate governance and the decision-making process at the national and international levels, including the United Nations Framework Convention on Climate Change, how it works and the mechanisms for participation.
- The Paris Agreement for young people: **This booklet outlines key aspects of the Paris Agreement which is a legally binding international treaty on climate change adopted in Paris at the UN Climate Change Conference in Paris, France in 2015 with near universal ratification. The goal of the Paris Agreement is to reduce greenhouse gas emissions and to help societies and ecosystems adapt better to climate change. Each country has commitments – it can be a suggested activity to learn about your own government's commitment.**
- Sustainable Development Goals (SDGs) Action to combat climate change **is a specific priority in the SDGs, including SDG13: Climate action and SDG15: Restoring degraded land, and is intrinsically linked to the achievement of all 17 goals.**
- Climate glossary for young people **provides key definitions to help you better understand the main concepts of climate change and climate action.**
- 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). This General Comment emphasizes the urgent need to address the adverse effects of the environmental degradation on the enjoyment of children's rights and clarifies the obligations of States to address environmental harm and climate change and confirms that all children have a right to a clean, healthy and sustainable environment.**



It will also be helpful for facilitators to identify and read the most relevant national frameworks and policy documents on children's rights, environmental sustainability and climate action.

Reflect on ESCA, adolescent participation and inclusion

Reflective practice helps individuals to become an effective facilitator that is open minded, non-judgmental, ready to listen to adolescents from different backgrounds, to recognize their strengths and to support them in taking forward their own action initiatives. Furthermore, connecting to personal beliefs and motivations for environmental sustainability and climate action (ESCA) can motivate individuals to implement this Eco-IMPACT+ curriculum with adolescents.

Thus, before facilitating this Eco-IMPACT+ Curriculum, facilitators can engage in three brief self-reflections on ESCA, participation and inclusion.

Self-reflection activities for facilitators

Reflection one: Being stewards of creation

Take a few minutes to think about our community and our planet and all the diverse forms of life that we observe. Think about all the different plants, trees, crops, the rivers, lakes and seas, the numerous living creatures, the birds, insects, animals and human beings.

Reflect on the reasons why it is important to be stewards of creation, to behave and engage in ways that protect the climate and sustain the environment for current and future generations. Also reflect on ways to engage with and to support adolescents to be stewards of creation.

Reflection two: Valuing adolescents

Take a few minutes to remember when you were an adolescent. When did you feel most able to learn and apply practical skills? When did you feel most comfortable to express your views and ideas? When did you feel most valued and supported?

Building upon your own experiences as an adolescent, think about what you can do to create a safe and empowering learning environment for adolescents to learn about environmental sustainability and climate action.

Reflection three: Enhancing inclusion

Take a few minutes to think about a time when you observed an adolescent or child experiencing injustice or exclusion based on their age, gender, disability, race, ethnicity, family income, school status or any other factor. What feelings are associated with injustice and exclusion?

Think about what you can do to create an inclusive and empowering environment for adolescents of different genders, ages, and backgrounds, including adolescents with disabilities to actively participate in meetings and actions using the Eco-IMPACT+ Curriculum.

Adapt the ESCA learning materials to your context

Review Key Documents: using the framework for [Adolescent Engagement in ESCA](#) and/or your own local frameworks for ESCA and Positive Youth Development, start to look over the curriculum sessions to align the content with these frameworks.

Balance Local and Global Best Practice: When reviewing and adapting the curriculum, strike a balance between localising the content while recognizing the value of international best practice that has informed the sessions. Key best practices to be aware of include a rights-based, Positive Youth Development and gender and inclusion sensitive approach. Without this foundation, local adaptations may unintentionally reflect the inequalities of their context, reinforcing unequal systems, structures and barriers instead of safely challenging them.

Additionally, we highly recommend including all the topics in the curriculum, even those that may not feel directly relevant to your context. For example, many countries may not experience melting glaciers directly, but the global impact of this phenomenon is important for young people to consider and grapple with; further, our adolescent curriculum advisors indicated they were all interested in understanding environmental and climate issues other adolescents around the world are facing.

Localise Content Thoughtfully: adapt characters, stories, and games to reflect local culture, values, and community realities. Include diverse representation, especially marginalised groups, to ensure inclusivity and relevance. Consider the specific age-groups, language, literacy levels, (dis)abilities of adolescents who are part of the **IMPACT+** Clubs. Think about ways to build upon adolescents' strengths and interests, and ways to tailor and adapt the learning materials to be as relevant to the specific learning needs of your group.

The curriculum is designed for use with 12-18-year-old adolescents, and includes facilitators notes to guide use with 12-14-year-olds, and with 15-18-year-olds. When guiding participants in a multi-age setting, extra attention is required. The activities in the lessons are designed for all ages, however age-appropriate vocabulary is provided when needed. When club members need to be divided into partners or small groups the facilitators can decide whether to keep members at the same age level together, or to intentionally create mixed-age groups to promote intergenerational learning.

Involve Adolescents and Community Stakeholders: Engage group members and community representatives, including marginalised groups, in the adaptation process to ensure cultural relevance, buy-in, and sensitive topic handling. This process can include presenting the content and getting feedback, conducting pilot tests of the content with some groups, or more general consultations on the themes and approach.

The service-learning opportunities can also be shaped and influenced by adolescents' interests and priorities, and by specific opportunities in the community's environment and climate context. For example,

- If adolescents are interested in contributing to disaster risk reduction or emergency preparedness, they can plan and take forward practical activities to contribute to risk reduction or preparedness in their communities and schools, such as adolescents being involved in early warning systems, identifying evacuation routes if there are floods or storms etc. If community-based DRR or emergency preparedness committees already exist in their community, regular conversations could take place for adolescents to inform, influence and be represented within such committees. Adolescent participation in DRR and emergency preparedness is particularly relevant in communities where climate shocks have been prominent, including extreme heatwaves, storms, flooding, sea level rise in the coastal communities.
- If adolescents are motivated to reduce plastic waste and to ensure proper waste collection, they can be supported to raise awareness about the dangers of plastic waste, they can encourage recycling and can advocate with local governments for proper budgeting and implementation of recycling and waste disposal services. This can be particularly effective in urban areas, as well as in rural areas where plastic pollution and waste have serious health impacts.
- In communities where WV is already implementing Regreening Communities or Farmer Managed Natural Regenerations (FMNR) activities to conserve and restore their land and/or seascape), pro-active efforts can be made to support opportunities for voluntary and meaningful participation of adolescents in such initiatives.
- If adolescents are recognizing climate change effects in their community related to food insecurity and malnutrition or disease outbreaks (e.g., malaria, cholera), they can advocate for social protection assistance and health responses from the government to support their communities. Further, they may want to link their ESCA projects with local and indigenous diets, less packaged and processed food and drink.

It can be helpful to think about other existing WV projects that are taking place in communities where the Eco-IMPACT+ Curriculum is being facilitated, in order to maximize collaborations for ESCA.

Apply the nine basic requirements as a planning tool for inclusive, safe and effective participation of adolescents

Nine basic requirements for effective and ethical participation of children and young people developed by the UN Committee on the Rights of the Child¹², are used to plan and implement the Eco-IMPACT+ Curriculum. This helps to ensure that participation is: transparent

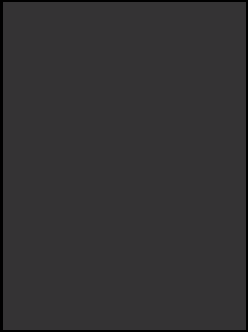
¹² UN Committee on the Rights of the Child (2009) General comment No.12 (2009): The right of the child to be heard. <https://www.refworld.org/legal/general/crc/2009/en/70207>

and informative, voluntary, respectful, relevant, adolescent-friendly, inclusive, supported by training, safe and sensitive to risk, and accountable.

Basic requirements	Proposed actions by facilitators
1. Participation is transparent and informative	<p><i>Before using the Eco-IMPACT+ Curriculum:</i></p> <ul style="list-style-type: none"> • Select facilitators with existing skills in organizing and facilitating Positive Youth Development Life skills Club sessions with adolescents. • Develop and share summary information about the Eco-IMPACT+ Curriculum with adolescents and their guardians in local language(s), so that adolescents can decide whether they want to be part of such sessions. <p><i>When facilitating the Eco-IMPACT+ Curriculum:</i></p> <ul style="list-style-type: none"> • At the start of lesson one, re-share clear information about the purpose of the Eco-IMPACT+ Curriculum. • Be sure to manage expectations regarding the types of community service-learning projects or other climate action initiatives that adolescent may be able to engage in while implementing the curriculum. Such opportunities may be influenced by time availability of adolescents, facilitators, budget, as well as other opportunities to link to other relevant WV activities in the local area (e.g., Regreening communities, FMNR, water conservation etc.).
2. Participation is voluntary	<p><i>Before using the Eco-IMPACT+ Curriculum:</i></p> <ul style="list-style-type: none"> • Ensure informed consent from adolescents and from parents/guardians. <p><i>When facilitating the Eco-IMPACT+ Curriculum:</i></p> <ul style="list-style-type: none"> • While encouraging adolescents to participate actively in the Eco-IMPACT+ Curriculum lessons, make sure they are informed about the option to withdraw at any stage.
3. Participation is respectful	<p><i>Before using the Eco-IMPACT+ Curriculum:</i></p> <ul style="list-style-type: none"> • Organize the curriculum lesson plans at times when adolescents are available (e.g., in after-school clubs, in non-school days, or as an integral part of relevant lessons during lesson times). • Seek permission and pro-active support from parents, caregivers, communities, religious and traditional leaders, and other relevant stakeholders for adolescents' active participation in community (and higher level) disaster risk reduction, resilience building and other relevant environmental protection and climate actions.

	<ul style="list-style-type: none"> Identify, respect and find potential ways to build upon existing climate actions that are already being implemented by adolescents in your area. <p>When facilitating the Eco-IMPACT+ Curriculum:</p> <ul style="list-style-type: none"> Recognize and appreciate existing knowledge and skills that adolescents already have on ESCA. Encourage respect for the views and ideas of adolescents from all ages, genders, (dis)abilities and backgrounds.
4. Participation is relevant	<p>Before using the Eco-IMPACT+ Curriculum:</p> <ul style="list-style-type: none"> Get familiar with the proposed curriculum lesson plans and activities. Make sure necessary materials are available (including flip chart, coloured markers, crayons, etc.). Arrange use of a suitable and accessible venue, which is also accessible for adolescents with disabilities. The meeting room should have enough space for participatory activities, light, and privacy for discussions. <p>When facilitating the Eco-IMPACT+ Curriculum:</p> <ul style="list-style-type: none"> Use the proposed adolescent-friendly activities and wherever internet is available try to support some of the multi-media learning opportunities.
5. Participation is child/ adolescent-friendly	<p>Before using the Eco-IMPACT+ Curriculum:</p> <ul style="list-style-type: none"> Get familiar with the proposed curriculum lesson plans and activities. Make sure necessary materials are available (including flip chart, coloured markers, crayons, etc.). Arrange use of a suitable and accessible venue, which is also accessible for adolescents with disabilities. The meeting room should have enough space for participatory activities, light, and privacy for discussions. <p>When facilitating the Eco-IMPACT+ Curriculum:</p> <ul style="list-style-type: none"> Use the proposed adolescent-friendly activities and wherever internet is available try to support some of the multi-media learning opportunities.
6. Participation is inclusive	<p>Before using the Eco-IMPACT+ Curriculum:</p> <ul style="list-style-type: none"> Discuss and identify how to involve adolescents aged 12-18 years of different genders, ages, ethnic groups and backgrounds, including adolescents with disabilities, adolescents affected by displacement or migration, and other marginalized groups. Adapt the lesson plan activities in whatever ways are most relevant to enhance inclusion of adolescents with disabilities, building upon their strengths and capacities, adapting and using different ways to

	<p>communicate effectively. For example, for visually impaired adolescents speak clearly and carefully describe any visual images that are shared. For hearing impaired adolescents, arrange support for sign language interpretation. Also make use of written cards (or write on the board) when explaining tasks. For adolescents with limited mobility ensure that they have sufficient space to move around with a wheelchair, with crutches and/or with other support.</p> <p>When facilitating the Eco-IMPACT+ Curriculum:</p> <ul style="list-style-type: none"> • Encourage each participant to express their views, and encourage adolescents to respect one another. • If different languages are used, ensure that individual adolescents are not excluded due to language.
7. Participation is supported by training	<p>Before using the Eco-IMPACT+ Curriculum:</p> <ul style="list-style-type: none"> • Encourage each facilitator to use this facilitators' guidance to train and prepare themselves for effective facilitation of the Eco-IMPACT+ Curriculum. • Identify networking and learning opportunities to learn from the experiences and insights of other facilitators who may have already used the curriculum.
8. Safe and sensitive to risk	<p>Before using the Eco-IMPACT+ Curriculum:</p> <ul style="list-style-type: none"> • Undertake a risk assessment and develop a risk mitigation plan for use of the Eco-IMPACT+ Curriculum with adolescents. • Get in touch with the safeguarding focal point to ensure that they may be available to provide psychosocial support to adolescents if needs arise during the use of the curricula (e.g., if an adolescent experience eco-anxiety) and/or to support relevant referrals to local services in case of a disclosure of abuse, harm or significant eco-anxiety. • Ensure that all facilitators fully understand the organization's safeguarding policy and procedures. • Consider the most appropriate and safest venue for meeting with adolescents for the curriculum and for any extension activities. • When facilitating the Eco-IMPACT+ Curriculum: • Ensure that the safeguarding focal point is available to provide psychosocial support to adolescents, for example, if adolescents face distress due to eco-anxiety or other related concerns. • When outdoors ensure use of protective gear (e.g., gloves) if adolescent engage in waste collection.
9. Participation is accountable	<p>When facilitating the Eco-IMPACT+ Curriculum</p>

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- Wherever possible support adolescents in taking forward their ideas and suggestions in their local communities to practically address the climate crisis and protect children's rights.
 - Support adolescents to plan and implement community service-learning projects on ESCA that are most relevant to them.
 - Ensure feedback on their actions and influence from relevant stakeholders.



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