

**ACTIONKIT for the  
Youth Action Day for Climate Justice, 07.12.2013  
One day – many actions – worldwide**

**Why?**

Climate change has severe impacts on people and nature in many parts of the world. Droughts and floods destroy fields and harvests, diseases are spreading. We need to take strong action on climate protection to minimize the impacts of a changing climate.

At the beginning of December the next UN Climate Change Conference takes place. Let us show at the 7th of December 2013 that we young people care for climate protection and the environment. We can start activities and projects like promoting renewable energy, saving water, ecofarming, recycling initiatives. Find like-minded people in your area: friends at school, university, work, faith community etc. and start an own action.

Tell us about your favorite action ideas on facebook and meet there other young people from Asia, Africa, Europe and America. Let us show that another world is possible. Let us start to shape our future.

**Join in the International Youth Action Day for Climate Justice –  
at the 7th of December 2013!**

# Contact – Address - Information

## The meeting point of the Youth Action Day:

[www.facebook.com/climateactionday](http://www.facebook.com/climateactionday)

## Materials and information:

[www.climateactionday.org](http://www.climateactionday.org)

## You want to join in, but you have questions or need any help? Contact us!

Mail: [info@climateactionday.org](mailto:info@climateactionday.org)

## Presentation of your actions and exchange with others...

We hope that many people will join in the International Action Day and hope for a broad variety of actions...

To show those actions we would ask the participating groups to send us information on the actions they are planning, also pictures from the people who join in and if you can, please also send us small video clips which you make with your mobile or a camera – we will put these information online on facebook and also on our websites.

## Background Information

The campaign "Mission: Save the climate! Powered by heaven" organised by the United Evangelical Mission, Evangelical Church of Westphalia (EKvW) and the youth-campaign "Heisse Zeiten" want to support and motivate young people to work for protection of climate and environment – in their personal setting, parish, local community and in society. Aim of the campaign is to provide young people with the experience that everybody can contribute to meet the challenge of climate change. Numerous actions have already been carried out e.g. an international climate camp, workshops, realisation of an exhibition etc.

In order to give young people the opportunity to experience that everywhere in the world young people and adults stand up for climate justice, we are planning an international Youth Action Day for climate justice ( in parallel with the UN-climate negotiations, taking place at the beginning of december in Qatar).

On this action day it is planned that young people in many places of the world simultaneously organize and carry out activities on climate and environmental protection. Via media – like facebook, skype e.g. – these actions are communicated to the other participating groups in order to enable participation in the other actions for all. The primary aim is to raise awareness among young people for climate protection as common challenge and task (for which mainly the industrialised countries bear responsibility) and to make them experience differentiated responsibility, solidarity, but as well to sensitize public for climate justice.

## Organized by



## Supported by



# Ideas for Activities

There are a huge range of actions your group can take at the Action Day for Climate Justice, depending on your aim and the resources available to you. Some ideas include:

## Raise awareness about climate change

- Write an article for the school or local newspaper.
- Teach the public about the impacts of climate change and how different groups (women and men, rich and poor, young and old) are affected in different ways.
- Produce a poster, leaflet or video highlighting the problem you have identified.
- Run a workshop on climate change for other youth groups in your area.
- Give an assembly to your class or school.
- Arrange for speakers to come to your community to share their knowledge and skills.
- Celebrate a worship on preserving creation and climate justice. Material you will find: [www.vemission.org/climatespirituality](http://www.vemission.org/climatespirituality)

## Actions to reduce carbon dioxide emissions

- Plant trees or organize a tree-planting event.
- Make solar cookers.
- Organize a play for your local community, acting out the devastating effects of climate change and the actions individuals can take to reduce harm to the environment.
- Plan a public event or a 'media event' that attracts attention to your action: invite local officials to a tree-planting; build a solar cooker in front of a public place and cook a local specialty.
- Buy products that have been made or grown locally rather than shipped or flown from far away. Learn how to grow your own food and help others to learn as well.
- Persuade family and community members to save energy in the home.
- On school, work with other students and school leaders to develop and implement an energy-saving plan.

## Actions to prepare for the impacts of climate change

- Learn about home water treatment technologies and safe storage of water in the home. Demonstrate these techniques to your school or community.
- Measure and record water levels and water quality information in your community. Compare the information with past rainfall and pumping events. Find out what sustainable water supplies have been set up for domestic use now and into the future.
- Set up a scheme to encourage boys and men in the community to help share the burden of domestic work such as fetching water.
- Map the community, identifying people and places that are vulnerable to natural disaster and discuss plans of action for an emergency.
- Record the ways that your community is coping with and adapting to the changing climate, and share strategies within your community and beyond.

## persuade those with power to make a change (lobby)

- Collect data and information to support your position and approach.
- Organize a petition to show public support for the change your group wants to see made and present it to decision makers.
- Write a letter to, or meet with, a local elected representative.
- Develop alliances with other groups and organizations with similar goals and join together to put pressure on people in power.
- Broadcast radio messages calling for a new law on climate change.
- Be an advocate: take any of these actions on behalf of someone else or another group who cannot get their voice heard.

*(Source: UNICEF and the Alliance of Youth CEOs: Climate Change - Take Action now: A guide to supporting the local actions of children and young people, with special emphasis on girls and young women, Geneva )*

# Five selected Activities

1. Tree planting
2. Movie screening
3. Community risk mapping
4. Carrot mob
5. Celebrate worship

## 1. Tree planting

### What tree to plant?

- Choose trees that are adapted to the local climate and soil conditions — preferably trees that have been growing in your region for a very long time — so they have a better chance of growing and thriving.
- Think about what you want the tree to provide. Erosion prevention? Shade? Fruit? Fuel wood? Beauty? Different trees can be used for different purposes and some trees can. The Moringa tree, for example, grows throughout the tropics and sub-tropics and can serve several purposes: its leaves are very nutritious and can feed both people and livestock; leaves can also be used for water purification; and the seeds provide oil for cooking or fuel.
- Get advice from someone with local knowledge about trees: contact your government forestry service, or agriculture, parks or environment departments, local nature centres, local tree farmers, extension offices or research centres. In some countries, government environment ministries have programmes to encourage tree planting and will provide saplings for planting on school grounds or in the community.

### When to plant?

The best time to plant a tree in the tropics and sub-tropics is during the rainy season or the dormant season. In temperate zones, the best time is in late autumn, after trees drop their leaves, or early spring, before they begin to bud. However, strong, healthy young trees can be planted throughout the growing season.

### Where to plant?

This will depend, in part, on the type of tree you plant and how you want to use the tree. In general, the best soils are loose and moist but never sopping wet. If possible, young seedlings should be protected from livestock, strong winds and the blazing sun, though they should not be planted in complete shade. Consider planting near a water source to make it easier for you to water your tree. Think about whether the trees will need to be accessed from home or school.

### How to plant?

Trees can be planted either as seeds, cuttings (not for all tree types), seedlings, or saplings. Saplings are the strongest and therefore most likely to survive. To plant a sapling:

- Dig a hole at least twice the width of the root ball to allow the roots to spread out. Remove the tree from its container, carefully cut off broken roots and slightly loosen the root ball.
- Place the tree in the planting hole. Always lift the tree by the root ball rather than by the trunk. Spread periphery roots outwards. Avoid planting the tree too deep.
- Shovel some soil into the planting hole. Check the planting depth and adjust if needed. Confirm that the tree is straight. Fill the hole gently but firmly. Pat the soil around the

base of the root ball.

- Water the seedling thoroughly with a slow stream of water to settle the soil. Do not stake the tree. The sooner the tree can stand alone, the sooner it will become strong.
- Provide follow up care. Protect the tree from pests and diseases by removing plants nearby that are likely to affect it. Remove weeds, as they will compete with tree roots for moisture and nutrients. Protect the tree from destruction by livestock.
- If possible, space trees to avoid competition for air and soil nutrients and to encourage the growth of branches. Watch out for drought conditions and provide water if needed, especially during the first few months. Watch out for yellowing of leaves. Always maintain good air circulation in the tree by pruning to avoid pests and other diseases.

Register your planted tree at UNEP's Billion Tree Campaign: [www.unep.org/billiontreecampaign](http://www.unep.org/billiontreecampaign) ... and watch your tree grow and blossom.

*Source: UNICEF and the Alliance of Youth CEOs: Climate Change - Take Action now: A guide to supporting the local actions of children and young people, with special emphasis on girls and young women, Geneva*

## 2. Organize a movie screening

A movie screening could be held for a small group of friends, a classroom, or hundreds of people in a local theatre, so can be appropriate for any scale or capacity group - it depends on how big you want to go! Read on for step-by-step instructions to organizing a climate movie screening in your community.

### 1. Discuss possible locations for a movie screening

If you want to host a small screening, a home, school, community center, or church may be great options. Or, if you want to host a larger screening, consider contacting local businesses (cafes or lounges with TVs and/or projectors would be ideal) or movie theatres, which sometimes offer discount rates for large groups wanting to rent a screen for an afternoon or evening.

### 2. Select a movie

There are a wide range of options available, and you'll want to make sure that the topic covered in the movie, or series of videos, you choose is relevant to your group's interests and is also appropriate for all ages and faiths, so as to not alienate anyone. The videos don't need to be explicitly about climate, but we would recommend choosing something that you can easily relate back to the climate movement (food issues, transportation, energy efficiency, etc.).

### 3. Confirm the logistics of the screening

Make sure you've confirmed the location, time and date, movie choice and how you'll screen the movie (streaming on the internet, or a physical DVD you need to obtain), and any technical equipment you need like a projector or speakers. Think about other elements of your movie screening event that your group would like to incorporate, such as food, sign-ups or petition signatures, the program, and a discussion following the movie. We suggest either a question and answer session after the film (with someone from your team moderating), a local foods pot luck before or after the screening, or both.

### 4. Delegate tasks

Some key jobs include logistics, outreach (this can be many people!), equipment, program, discussion moderation. Involving everyone builds the leadership of your team, and lightens the load of those coordinating!

### **5. Publicize the screening**

For small, at-home screenings, create a list of the people that you would like to invite and reach out to them directly to find out whether or not they can attend. Be explicit as to whether or not they can bring a +1, so as to not overwhelm the host with more guests than they were expecting. For larger screenings, consider outreaching through social networks and community institutions, in addition to social media.

### **6. Pull together the necessary materials for the movie screening**

If you need to order or download the movie, be sure to do so well before the date of the screening. Make sure you have the necessary equipment for the screening, and that you get there early to test that it works.

#### **Movies you will find at: [www.vimeo.com](http://www.vimeo.com)**

Examples:

UNDP Youth Climate Change Project Key Message One: Climate Change - Its Effect On People

- Coral reefs & climate change
- Welcome Anthropocene
- Tuvalu - Islands on the frontline of Climate Change
- Dark Clouds - The hidden side of China's miracle economy
- Biodiversity and Climate Change

*Source: [www.350.org/en/organize-movie-screening](http://www.350.org/en/organize-movie-screening)*

## **3. Community risk mapping**

### **What is risk mapping?**

Risk mapping is a way of setting out in visual form the resources, services, vulnerabilities and risks in your community. Your map should indicate the location of health centres, schools, housing and shelters as well as natural features like rivers, lakes, and high and low-lying areas.

You can then use your map to see which parts of your communities are most vulnerable. Your map can be used to stimulate discussion and also to communicate with the broader community. Using a map can give people a better picture of the current risks, and how a changing environment could affect them. You can also use your map to identify the resources you already have and to prioritize your activities.

### **Skills and items needed**

Previous experience by the facilitator is not needed to draw a risk map, because the activity relies on visual input from the participants. To draw your map you will need:

- Large poster-size sheets of paper
- Markers and pens of different colours
- Local knowledge
- Patience

It could be helpful to have a pre-drawn outline of your community for participants to fill in themselves. If you have a pre-drawn outline, make sure you keep a blank copy.

Benefits of making a map:

- A map will give you a broad overview of the community, its areas at risk as well as resources, and can also give you an idea of how things have changed over time, and may continue to change in the future.
- It can also allow your group to quickly see and analyze the linkages between the risks that they face, hazard location or distribution of resources and services.

### **Gender**

Community mapping allows young men and women to illustrate their own experience and knowledge of where they live. Very often, maps drawn by groups of women illustrate different resources, priorities and problems than those drawn by groups of men. You could consider splitting your group by gender and asking both groups to draw a map. Afterwards, compare any differences between the maps.

### **How to go about it**

1. Explain in advance what you plan to do and ask participants to spend some time noticing the physical features of the community and looking out for risk areas. Encourage them to speak with locals who have lived in the community for some time, asking them about past incidents like flooding or landslides, for example. If time allows, the group could split up and walk through the community, noting physical features and speaking to others in the community about known physical hazards.

(Possible questions for interviews are:

- What damage do floods cause to crops? What about droughts? What impact does this have on supplies of food? When children do not get enough to eat, how are their health and education affected?
- Which people have water supplied to their homes and schools? Where do these water supplies come from and how is it delivered? What is the quality of the water used for domestic supply? Is there enough water for drinking and adequate hygiene to meet everyone's needs? What impacts do drought, sea level rise and flooding have on groundwater supplies (springs) and surface water supplies (ponds, lakes, streams, rivers)? How can extreme weather events contaminate water supplies? How do water levels and water quality respond to rainfall and pumping?
- Do people get sick from using water for cooking, drinking and washing? How do they get sick? Why have diseases such as malaria, dengue fever and yellow fever become more common in some places? Why have diseases reduced in frequency or disappeared in some areas?
- Where is deforestation occurring? What can happen to the soil when trees no longer shade it, provide it with leaves and bind it together with roots? How can floods and storms cause

more damage where there are no trees?

- What damage can extreme weather events such as cyclones and tornadoes have on homes, businesses, crops and lives? How are the occurrences and severity of such events changing?

2. Split the group into smaller teams to give everyone the opportunity to provide input.

3. Ensure that each group has the materials they will need and enough space to work in. Make sure everyone understands the task at hand.

4. Give plenty of time for each group to complete their map (make sure that the group understands at the start of the session that mapping can be time-consuming).

5. Have all the smaller groups join together in a main group. Take a large, blank outline map and pin it up where everyone can see it. Have a representative from each group explain their map and the features they included. Do not worry about total accuracy – the map is not supposed to be an exact replication.

6. When the time comes to indicate areas of risk, use the opportunity to open a discussion. Does everyone agree on the risks? Consider both past events and events that are likely to occur in the future. Pay particular attention to the basic needs of the community, such as food, shelter and water.

7. When you are happy with your map, see if you can have it displayed in a prominent public location such as a community centre or government office in order to ensure continued involvement of the whole community in the project. It is a good idea to take photographs or make copies of your map, in case something happens to the original.

The groups should have the chance to discuss what they have learned from the exercise. The map can then be used to plan activities related to mitigating the risks of climate change. Remember to be sensitive when speaking to those who are living in risk-prone areas. Ensure that you use facts for the basis of your discussions.

Items to include on your map

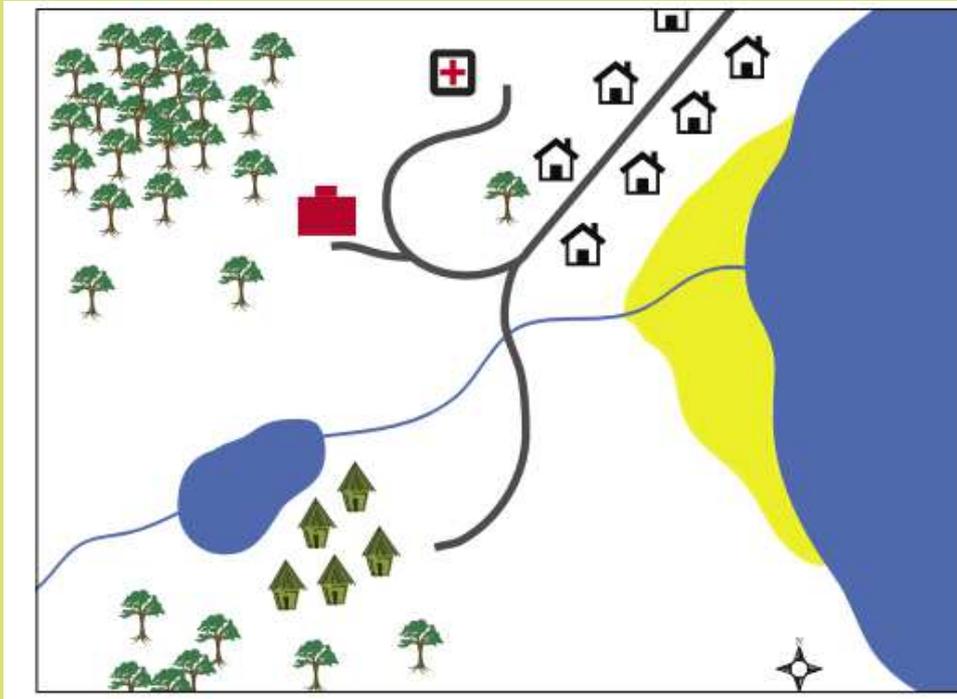
Things that you should consider illustrating on your map include:

- Housing areas
- Schools
- Rivers
- Lakes
- Sea shore and breakwaters
- Flood planes
- Forestry
- Wells
- Roads
- Low-lying areas
- High ground
- Areas prone to landslides

- Hospitals and health centres

Example map

Local knowledge should be used to fill in the risk areas



Your map should be as clear and uncluttered as possible. You could consider using symbols or different colours for each of the elements. Don't forget to include a legend to clarify what each symbol means.

### Next steps

Use your map to prioritize and plan your group's next activities. Things to consider include:

- What can be changed in the community?
- How can the community influence change in the medium term, with the support of others?
- What must the community transform that requires long-term support and technical and/or financial means?

After carrying out your activities, you can use the initial map to judge the impact of your actions. What has changed? Are certain areas now better protected from risks such as flooding? Have steps been taken to minimize erosion? Each time your project has a success you should update your map to reflect the changes.

*Source: UNICEF and the Alliance of Youth CEOs: Climate Change - Take Action now: A guide to supporting the local actions of children and young people, with special emphasis on girls and young women, Geneva*

## 4. Organize a carrot mob

A carrot mob is the opposite of a boycott--some call it a "joycott" because of its positive nature. It means setting up a deal with a local business that if you're able to mobilize a large number of people to patronize their business, they'll agree to make a socially responsible change (in this case to improve energy efficiency or somehow reduce their carbon footprint). This is a great project for a group that can mobilize a few hundred people to do something fun, that is looking to build relationships with local businesses, and wants to organize for a concrete and positive victory for their local movement.

A few tips

- Pick a business that is conveniently located and somewhat popular or well-known in your community.
- Pick a time when people will be more able to come--likely a weekend day.
- Resist the temptation to work with many businesses at once--you can always organize another carrot mob later, but trying to "mob" more than one business at a time will dilute your efforts.
- Publicity is key! Your event will be as successful as the number of people you can mobilize, so be sure to get out the word in every way imaginable (more tips below).
- Make it fun! Get bands to play outside the business during your event, or find some other way to entertain people as they come to participate.

### 1. Research local businesses

Get together with your team, choose a type of business (think cafes, restaurants, groceries), make a list of those businesses in your community, and start reaching out to their managers. Face to face meetings where you can explain the concept and answer questions are most effective. Come with some options to discuss with local businesses for how the revenue generated by your "mob" will be used. Some common propositions related to climate include energy efficiency upgrades (new refrigerators, weatherization, etc.), renewable energy projects, local food commitments, composting, etc.

### 2. Choose a business—let the games begin!

Carrot mobs are about finding a "win-win" situation--so now its time to make a deal that benefits your group's goals, and the local business. You want to get to a place where you make a deal that if you mobilize a certain number of shoppers on a particular day, they will complete an agreed upon action such as putting all proceeds from that day towards efficiency upgrades. To reach that deal, you can either work with one business, or allow many businesses to make bids for what actions they will take. If you decide to let local businesses compete, be sure you set up a transparent and clear process for selecting the winner, and make it a positive experience that encourages all the businesses to take action even if they aren't selected.

### 3. Organize the event

Now that you've selected the business you're working with and have made a deal, it's time to plan the logistics and delegate roles to your team. Sit down with the local business to set up a timeline for organizing the event, publicizing it, and making sure they have capacity to handle the extra shoppers that day and measure the impact. Pick the date and time of the mobilization, organize a program to entertain and educate people as they come to participate, and make a follow-up plan.

#### **4. Reach out**

Figure out who you're trying to reach, and make a plan to alert them. Think social media, community bulletin boards, listservs, newsletters of allied organizations, and the good old-fashioned tactics of calling people up and flyering at events. Be sure to explain the concept and the action the business will take in your outreach materials--this will help to excite people, and hold the business accountable!

#### **5. Keep people posted**

Keep people updated about the progress of the organizing via Facebook, Twitter, your group's page, listservs and more. This can really start from the beginning, letting people know about the bidding process between businesses, the event planning, and more.

#### **6. Alert the media**

In the lead-up to the event, reach out to the media with press advisories, and a release on the day of the carrot mob.

#### **7. Host your event**

Now it's time to have fun! Have a schedule of the day and volunteers from your team to help out. Be sure to document, interview participants and the local business, and share the stories from the day with your networks.

#### **8. Follow up**

People love to participate in carrot mobs because of the tangible nature of the campaign, so following up about the results is key! Make sure to have a meeting with the business after the event to see how much money was raised, exactly what they're going to do with it, and report out to everyone who participated via email, social networks, and the media.

More information: [www.350.org/en/organize-carrot-mob](http://www.350.org/en/organize-carrot-mob)

*Source: [www.350.org/en/organize-carrot-mob](http://www.350.org/en/organize-carrot-mob)*

#### **5. Celebrate worships**

In a first brochure in English United Evangelical Mission (UEM) presents songs, prayers and texts from three continents which can be used to address for 'climate and spirituality' in devotions, worships and bible sharings in congregations in all UEM regions: The brochure can be downloaded here.

[www.vemission.org/climatespirituality](http://www.vemission.org/climatespirituality)

## **Fact sheet: Climate change**

### **What is climate change?**

Climate is the pattern of weather, including seasons, average and extreme temperatures, the timing and location of clouds, rain and snow, and extreme weather events such as blizzards, tornadoes, hurricanes and typhoons. Our climate is changing as a result of a process known as the 'enhanced greenhouse effect.'

Life on earth is made possible by energy from the sun, which arrives mainly in the form of visible light. About 30 per cent of sunlight is scattered back into space by the outer atmosphere, but the rest reaches the earth's surface. The earth reflects it back in the form of a more slow-moving type of energy called infrared radiation, which is carried slowly upwards by air currents and eventually escapes into space. However, gases in the atmosphere, such as water vapour, carbon dioxide, ozone and methane, slow this process down. Collectively these gases are known as 'greenhouse gases' because they trap heat on earth just like a gardener's greenhouse is used to keep heat inside to grow vegetables.

Some amount of these gases is necessary for us to exist — without them the average temperature on earth would be  $-19^{\circ}\text{C}$ . But human activities are making the blanket of greenhouse gases thicker and worsening the greenhouse effect. The natural levels of greenhouse gases are being increased by the methane and nitrous oxide gases that are produced by some farming activities, by changes in land use (such as deforestation), and by industrial gases that do not occur naturally. Most significantly, carbon dioxide emissions are responsible for 60 per cent of the 'enhanced greenhouse effect.' People burn coal, oil and natural gas at rates that are much faster than the speed at which these fossil fuels were created. This is releasing the carbon stored in the fuels into the atmosphere and upsetting the carbon cycle, the millennia-old, precisely balanced system by which carbon is exchanged between the air, the oceans, and land vegetation. Currently, atmospheric levels of carbon dioxide are rising by over 10 per cent every 20 years.

The 'best case' computer climate models estimate that the average global temperature will rise by  $1.8^{\circ}\text{C}$  to  $4.0^{\circ}\text{C}$  by the year 2100. A rise in temperature will be accompanied by changes in cloud cover, precipitation, wind patterns and the duration of seasons — some of these changes are already being seen. The Intergovernmental Panel on Climate Change, which is made up of a large number of scientists who review all available scientific data to understand the effects we have on our climate, predicts that the numbers of heat waves and heavy precipitation events are very likely to increase in this century.

### **What are the consequences of climate change?**

Although wealthy and rapidly growing countries are the major consumers of fossil fuels and other resources, the impacts of climate change are often more severely felt in poor countries, where many people already struggle with food and water scarcities and diseases such as HIV. It is important to recognize that the exacerbation of each of these issues negatively affects the health, development and protection of children.

**For example:**

**Accessing fresh water** is essential for life, health and livelihoods. Climate change is expected to bring more droughts, floods and rising sea levels, which will make finding clean and fresh water more difficult. Droughts and flooding affect water quality by damaging water pipes, causing human waste to leak into water supply, and increasing the salinity of groundwater. When less fresh water is available, people are likely to save it to drink and use less of it to wash hands and keep clean. Dirty water and poor sanitation can lead to disease. The availability of water has the potential to cause conflicts, as people protect their supply, and increase migration, as people move to places where water is available.

**Food security** is affected by the changing climate, as drought, temperature variations, wild fires, severe weather events, pests, diseases and floods can damage food crops. This adds to an already existing global food crisis, as staple crops such as rice, wheat and corn are affected. Worsening malnutrition severely impacts the health and survival of women and children and puts an added strain on people with HIV who are taking anti-retroviral medication, as solid nutrition is critical to the success of the therapy.

A clear consequence of climate change is the **displacement and migration of families**, which almost always have a negative impact on children. Under these conditions, children face an increased possibility of abuse and trafficking. In the aftermath of disasters children may be pulled out of school and put to work to help their families recover. Their education and health suffer accordingly.

**Diseases** such as malaria, dengue fever and Lyme disease, which are carried by insects, are also affected by changing temperatures because the insects are able to breed in areas where they were not able to in the past. Pools of stagnant water left by floods and cyclones become breeding grounds for mosquitoes and ticks, which are now found in many northern countries that used to be too cold for them to breed.

**Increases in the intensity of extreme weather events** linked to climate change — such as droughts, floods, cyclones and tornadoes — also put people in danger, often destroying the places where they live and work and leaving behind damaged crops, contaminated water supplies and separated families.

**Smoke and fumes** from burning fossil fuels in homes, buses, cars and factories increase greenhouse gas emissions, making climate change worse, while also polluting the air we breathe and causing health problems. Smoke and fumes from cooking stoves that burn things like wood and coal also worsen respiratory health problems and release harmful emissions into the atmosphere.

Weakened by serious and ongoing under-nutrition, and illnesses from a lack of access to safe water and sanitation, polluted air and worsening environments, children can be affected by **severe bouts of diarrhoeal disease**. Many children are therefore less likely to go to school and are less able to learn and develop physically in these conditions.

*Source: UNICEF and the Alliance of Youth CEOs: Climate Change - Take Action now: A guide to supporting the local actions of children and young people, with special emphasis on girls and young women, Geneva*

## Where to find out more:

### **Climate Change - Children and Youth.**

Available online at [www.fao.org/climatechange/youth/en](http://www.fao.org/climatechange/youth/en)

This website, developed by the Food and Agriculture Organization (FAO) in collaboration with WAGGGS, promotes the participation of children and young people in a range of environmental, social and sustainable development issues, including climate change.

### **Tunza.**

Available online at [www.unep.org/tunza](http://www.unep.org/tunza)

Tunza means 'to treat with care or affection,' in Kiswahili. It is the name given by the United Nations Environment Programme (UNEP) to the strategy for engaging young people in environmental activities.

### **TakingITGlobal.**

Available online at [www.tigweb.org](http://www.tigweb.org)

This site aims to "enable a collaborative learning community" providing youth with access to "global opportunities, cross-cultural connections and meaningful participation in decision-making." The site offers activities, lessons, and games on a wide range of subjects. outlines more than 50 actions with the potential to bring about change on any issues young people choose, including climate change. With an Action Guide on Climate Change

### **UNICEF, Climate Change and Children, 2007.**

Available online at [www.unicef.org/publications/index\\_42166.html](http://www.unicef.org/publications/index_42166.html)

This booklet examines the effects of climate change on children, and highlights children's experiences of natural disasters, disease, water scarcity, food security issues, deforestation and more in their own words.

### **Two degrees of separation between hope and despair**

Available online at <http://hdr.undp.org/oneplanet/>

This booklet from the United Nations Development Programme is a summary of the 2007/2008 Human Development Report, created by young people for young people. It includes a clear and easy-to-understand explanation of climate change, its impacts, and some of the actions young people are taking to make a difference.

### **Intergovernmental Panel on Climate Change.**

Available online at [www.ipcc.ch](http://www.ipcc.ch)

The Intergovernmental Panel on Climate Change was created to provide decision-makers and others interested in climate change with an objective source of information.

### **Pew Center on Global Climate Change.**

Available online at [www.pewclimate.org/global-warming-basics/kidspage.cfm](http://www.pewclimate.org/global-warming-basics/kidspage.cfm)

The Center is a research institute that provides information on many aspects of climate change, including information directed at young people.

### **Climate Change: What it is.**

Available online at <http://www.epa.gov/climatechange/kids/index.html>

This site from the United States Environmental Protection Agency contains clear and accessible information on the science of climate change and what we can do to make a difference.