



SPECIALIST SESSIONS

y·adapt

Y-Adapt is the product of a collaboration between the Red Cross Red Crescent Climate Centre, the Philippine Red Cross, PLAN International and the Engagement Lab at Emerson College.

We also extend our gratitude to the following partners, which have played a key role in the testing and finalisation of the materials:

PLAN Philippines, Haiti Red Cross, Guatemala Red Cross and Iranian Red Crescent.

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SPECIALIST SESSION ONE – Experience the Environment

‘Experience the Environment’ is a specialist session of the Y-Adapt curriculum and is the product of a collaboration between the Red Cross Red Crescent Climate Centre, the Iranian Red Crescent Society and the International Federation of the Red Cross Red Crescent.

We also extend our gratitude to the Uganda Red Cross Society, which played a key role in the testing and finalisation of the materials.



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FOREWORD

Welcome to Y-Adapt Specialist Sessions!

Climate change is happening. Impacts are projected to become increasingly severe. Youth can be important agents of change in raising awareness and taking action.

'Y-Adapt' or 'Youth Adapt' is an interactive, games-based curriculum. It educates, engages and inspires youth to act in their communities to adapt to climate change.

What is a Specialist Session?

Specialist sessions give youth an exciting opportunity to explore technical topics from the Y-Adapt curriculum, in additional detail.

Specialist sessions can be run as an integral part of the Y-Adapt curriculum to complement the learning, or they can be used as stand-alone sessions.

How does Y-Adapt create real world change?

- **Knowledge and Sharing** – Youth learn about climate change and its impacts and can share their experiences with other youth around the world.
- **Community** – Youth engage their local communities on climate change action and also become part of the global Y-Adapt community.
- **Action** – Youth work together to adapt resources in their community to reduce climate change impacts and become more climate resilient.

1. Experience the Environment

Real World Goals

- | | |
|-------------------------------------|---|
| 1. Ecosystem! | Introduce ecosystems and the natural environment. [10 mins] |
| 2. Ecosystem Services Search | Explore the benefits that the natural environment and resources bring to communities, by introducing the concept of 'ecosystem services' through a fast-paced scavenger hunt! [30 mins] |
| 3. Reduce the Risk? | Critically think through how natural resources can increase or decrease disaster risk depending on how they are managed, by playing a lively team game. [15-20 mins] |
| 4. Youth Action | Discuss what youth can do to help ensure the natural environment is managed well to reduce disaster risk. [5 mins] |

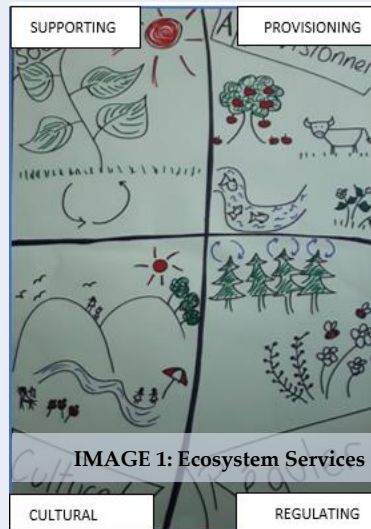
Implementation

Stand-alone session	Yes
Y-Adapt integration	Yes: Between Y-Adapt sessions 5 and 6
Length	One hour: Feasible if keep to time guide for each activity

Preparation

- | | |
|------------------|--|
| Materials | <ol style="list-style-type: none"> <i>Standalone version:</i> Printed Resource cards [Resources] <i>Integrated version:</i> Youth's Resource Cards from Session 4 Printed Blank Resource Cards [Resources] Flipchart / Large pieces of paper Marker pens in 4 colours Chairs, or if not possible paper or stones to mark positions |
| To Do | <ol style="list-style-type: none"> On a flipchart sheet list the following 5 living organisms: '1. Animals / 2. Insects / 3. Bacteria / 4. Plants / 5. Fungi, and underneath write 'ECOSYSTEM' On a flipchart sheet copy image 1 'Ecosystem Services' chart |

3. Make four 'Services Showcase' - copy image 2 onto flipcharts
4. Make four 'Game Grids' - copy image 3 onto flipchart sheets



Supporting	Provisioning
Cultural	Regulating

IMAGE 2: Services Showcase

REDUCES Disaster Risk	INCREASES Disaster Risk

IMAGE 3: Game Grid

Activity 1 – Ecosystem!

TIME GUIDE: 10 Minutes

Set-up

1. Make a large circle of chairs; one for each participant.
2. Stick the flipchart with the list of 5 living organisms on a wall, visible for all.

Instructions

1. Youth sit in a large circle on the chairs.
2. Youth number themselves 1 to 5.
3. Show the flipchart with the 5 living organisms and read them out.
4. Youth with number 1 are 'Animals', youth with number 2 are 'Insects' etc.
5. Choose someone to stand in the centre of the circle.
 - a. Remove their chair from the circle and ask others to close up the circle.

6. The person in the centre shouts out one of the 5 living organisms on the list.
 - a. All the youth named as that organism, e.g. 'plants', must jump up and run across the circle to find another seat.
 - b. The person in the centre also runs to try to get a seat to re-join the circle.
 - c. Whoever is left without a chair must then go to the centre of the circle.
7. The person in the centre can either shout 1 organism from the list, or several together.
8. After a few rounds the facilitator can add in the 'Ecosystem' option.
 - a. When the person in the centre shouts 'ECOSYSTEM!', all the youth jump up at the same time and run across the circle to find a new seat.
9. Play for 5 minutes total.

Debrief

1. Ask 'What did you experience in the game?'
2. Ask 'What do you think the game represents?'
3. Use the explanation below to ensure youth understand what an ecosystem is.

Ecosystem Game Explained!

- ❖ Explain that the game represents an **ecosystem!** An ecosystem is made up of living and non-living resources, that interact and interdepend on each other.
- ❖ Youth are representing the **community of living organisms** such as animals, insects, plants, bacteria and fungi.
- ❖ The chairs represent the **non-living, physical resources** of an ecosystem such as a place for plants and fungi to grow with light and nutrients, or territory for animals with food and water.
- ❖ Running across the circle represents **energy** flowing through the ecosystem.
- ❖ Exchanging places in the game represents **interactions and interdependencies** across organisms and resources in an ecosystem.

Activity 2 – Ecosystem Services Search

TIME GUIDE: 30 Minutes

Set up

1. Define an outside area youth can use. If this is not possible then plan to supervise a short walk outdoors.

Introduction

1. Ask the youth to think about the ecosystem game and to name a natural resource that is important in their community.
 - a. Suggest maybe a forest, or a river, or a lake.
2. Ask what role or benefits this resource brings to their community?
 - a. Think about the living organisms in the ecosystem game.
 - b. For example, a forest provides timber, fruits for food and grazing for livestock. It also helps stabilise the soil and purify the air.
3. Show the ecosystem services chart (image 1 in materials). Explain that an ecosystem provides a wide range of benefits or 'services' to communities. We can divide these into 4 different categories which we call 'ecosystem services':

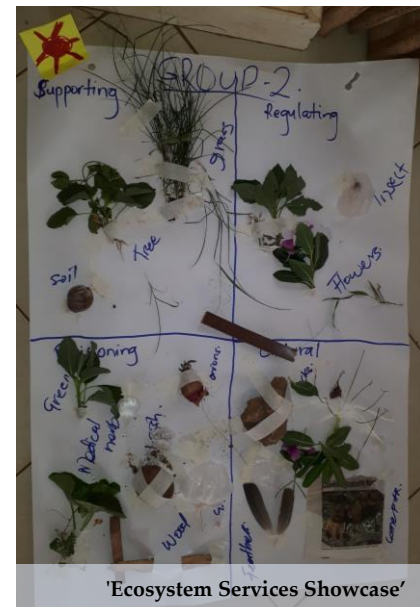
Ecosystem Services Explained!

- ❖ **Provisioning** – ecosystems *provide* plants and animals for food, for example vegetables, fruit and meat, and plants for timber, medicine and fibre, for example cotton.
- ❖ **Regulating** – ecosystems help *regulate* the climate, water quality, diseases and flooding. For example, forests and wetlands help *regulate* the flow of water which reduces flood risks, and filters water so it is cleaner. And, for example, insects pollinate most of the plants we eat.
- ❖ **Cultural services** – ecosystems offer *cultural* benefits, such as people enjoying spending their free time in gardens, forests and mountains to relax and have fun; this can even develop into tourism businesses.
- ❖ **Supporting services** – ecosystems use processes to *support* the other services to function well, for example the process of photosynthesis when plants use sunlight to grow. Or, processes when animals, fungi and bacteria work together to break down dead plants and animals, turning them into soil and nutrients that are re-used by plants for a new cycle of life and death.

4. Divide the youth into 4 teams.
5. Give each team a different ecosystem service to discuss for 3 minutes.
6. Teams choose a rapporteur each, using 'leadership by pinkie'.
 - a. Team members point their little finger or 'pinkie' high in the air.
 - b. On the count of 3, everyone points at the same time to whichever person they want to be the rapporteur.
 - c. The person with the most people pointing at them is the rapporteur!
7. Rapporteurs have 30 seconds to explain 1 example of their ecosystem service.
 - a. Everyone should listen carefully as it will help them score points later.
 - b. Add anything that's missing - use the information in the box above.

Scavenger Hunt!

1. Give each team a 'Services Showcase' sheet.
2. Teams must search for as many examples as they can of each ecosystem service and display them under the relevant service on their sheet.
 - a. Teams should represent the examples creatively - physical things, drawings, photos, record sounds, descriptions etc.
3. Define the (outside) area for the hunt.
 - a. 8 minutes to find and display examples.
4. Explain it is a competition!
 - a. 1 point for each correct example.
 - b. Minus 1 point for each minute overtime.
5. After 8 minutes, teams present their examples.
The highest score wins!



Debrief

1. Discuss in groups:
 - a. What did you learn?
 - b. What do you think happens if the natural environment is degraded?
2. Explain that if the environment is degraded then we may lose some of the benefits or services that natural resources provide us with such as food, water and shelter. This can make us less resilient and more vulnerable to disasters.

Activity 3 – Reduce the Risk?

TIME GUIDE: 20 Minutes

Set up

1. Select all the natural resource cards from either:
 - a. *If integrated:* The youth's 'Resource Cards' they created in session 4.
 - b. *If standalone:* The 'Resource Cards' – select the locally relevant cards.
2. Lay out the natural resources in the centre of the room.

Instructions

1. Divide youth into 4 teams. Teams should sit around the resource cards.
2. Explain that the cards show natural resources in their community.
 - a. Ask youth if there are any additional resources they want to add.
 - b. Use the 'blank resource cards' to add these.
3. Give each team a 'Game Grid'.
4. Explain that if the environment is managed well it can help reduce disaster risk, but if it is managed badly then it can increase disaster risk.
 - a. Take the 'trees' resource card as an example. Explain that trees reduce disaster risk if well managed, as they can stabilise slopes and reduce the risk of flooding and landslide. They can also make us more resilient by providing food such as fruits and timber to build shelter. However, if trees are poorly managed or cut down, then this can increase disaster risk and the likelihood of flooding.
5. Choose a hazard for the first round.
 - a. *If integrated:* choose a top hazard identified in Y-Adapt Session 3.
 - b. *If standalone:* choose a relevant hazard e.g. flood, drought, cyclone etc.



Playing 'Reduce the Risk?' game

6. Explain the aim of the game is to fill your 'Game Grid' with resource cards.
7. Team 1 chooses a resource card from the centre. They place it on their game grid under either 'increases' or 'decreases' disaster risk. They should give ONE reason to justify their choice.
 - a. If the facilitator agrees the reason is valid, the card stays on their grid.
 - b. If the facilitator does not agree, they return the card to the centre.
8. Team 2 takes their turn. They have 30 seconds to either:
 - a. **CHOOSE** - Choose a new resource from the centre and give ONE reason to justify how it may either 'increase' or 'decrease' risk.
 - b. **STEAL** - Steal a resource from another team's grid by giving ONE new reason to justify how it may 'increase' or decrease' risk.
9. Team 3 then take their turn to 'choose' or 'steal', followed by team 4.
10. Continue playing at a quick pace, with teams taking it in turns.
11. After 5 minutes, the team with the most cards on their game grid wins!

Debrief

1. Ask youth to discuss with the person next to them what they learned.
2. Ask youth to pick up one resource in pairs. They should discuss for a few minutes what youth can do to 'manage' this resource, to reduce disaster risk.
 - a. Ask for 1 or 2 examples.
 - b. Ask why they think it is important to talk about 'the environment' when talking about disaster risk.

Session Closing

1. Congratulations we have completed the 'Experience the Environment' specialist session of Y-Adapt!
2. We have learned what an ecosystem is and explored the different types of benefits the natural environment and its resources can bring to your community, which we call 'ecosystem services'.
3. We have experienced how natural resources can help reduce disaster risk if managed well, but can increase disaster risk if managed badly.
4. We have started to think about actions youth can take to manage natural resources to help reduce disaster risk
5. *If integrated:* In the next session of Y-Adapt you will make an action plan to help your community reduce disaster risk and adapt to climate change.