

**Module 3c:
Youth and
climate
change
Exercises**



Below is a large variety of exercises that can be used for inspiration to help shape your work on awareness-raising in trainings, workshops, within communities, at schools or with youth and volunteers.

Exercises are grouped according to different categories: social action, awareness-raising, media and peer education

Title: YOUTH TEACHING THE ELDERLY

Social action



(Photo by: Cees Hamburger)



TIME INVESTMENT NEEDED: 30 minutes: introduction, 2–3 hours: visit elderly people.

SUGGESTED AGE GROUP: 6–14 years

OBJECTIVE: Teach the elderly about health risks during heatwaves and what they should and should not do during hot spells.

DESCRIPTION: Hand out the fan to all children.

- Explain the texts on the fan so that the children understand what is written, answer questions.
- Visit some elderly people.
- Let the children individually talk to the elderly about the fan: the health risks and dos and don'ts during a heat wave.
- Please note: if you don't have the Climate Centre fan, you can still run the exercise. Just have a list of actions the elderly should and shouldn't take during a heat wave and get children to discuss these with the elderly.

RESOURCES NEEDED:

- Fan (English and French version included in folder Exercises).
- List of location specific actions people should and shouldn't take during a heatwave.

EXTRA INFORMATION: It would be useful to first educate the youth about climate change, particularly as it relates to heatwaves (if relevant) using for example the youth presentation about climate change.

The exercise can also be an opportunity for elders in the community to share their experience of weather and climate when they were younger. Have they changed?

Title: PUPPETS

Awareness raising



TIME INVESTMENT NEEDED: 1–2 hours + preparations in case of a performance event.

SUGGESTED AGE GROUP: 6–14 years

OBJECTIVE: To tell the story of climate change through different characters (puppets) that come to life through the imagination of the volunteers and the good energy of the community.

DESCRIPTION: The group of volunteers must write a script, giving roles to each character. Volunteers and team must take a reasonable time to prepare a rehearsal of the play. Firstly, you must verify the conditions of the place where the puppet play would be; check if the people can properly listen and see. Try to involve different people in the development of the play (e.g. schoolteachers). Make it interactive by having the puppets talk or ask questions to the public!

Find out more about this exercise in the [Colombian Red Cross Case Study](#).

- RESOURCES NEEDED:**
- Puppets (can be handmade by volunteers or school children)
 - Sound system (only if necessary)
 - Four people at the very least in charge of the puppets
 - A team leader to organize the audience.

- EXTRA INFORMATION:**
- The original idea of puppets and climate change comes from the Colombian Red Cross. The name is "The nature show".
 - Puppets can be made of recycled materials.

Title: MUSIC AND CLIMATE CHANGE

Awareness raising



TIME INVESTMENT NEEDED: One to two hours.

SUGGESTED AGE GROUP: 6–30 years

OBJECTIVE: To memorize key messages about climate change and risk reduction through music.

DESCRIPTION: To communicate climate change through music, it is possible to compose songs:

- First a music composition is needed (it can also be a cover using existing music as a basis).
- If you are going to publish the song (website, etc) be aware of copyright.
- Fill in the text with your own lyrics.
- It can even be an organized music-competition for original music, the winning song could be given air play on radio.

RESOURCES NEEDED:

- Paper & pencil/pen
- Musician(s), (singer(s), guitar, etc.)
- Microphone.

EXTRA INFORMATION:

- Example from Honduras Red Cross: <http://www.youtube.com/watch?v=v2rfvZXhuck&feature=related>
- Example from Colombian Red Cross: <http://www.youtube.com/dianalondono> - p/u/16/sXTT9W7SKCU (English)
<http://www.youtube.com/dianalondono> - p/u/15/6KxWETounp4 (Spanish)
- Be Prepared, a Disaster Song by Swipe, Eclipse & Avonni from GBSS School from Grenada: http://www.youtube.com/watch?v=Xs7HK_xe3u0&feature=player_embedded#!
- Winning Grenada song from the Spice it Up - Climate Change and Disaster Management song competition: http://www.youtube.com/watch?v=V4ThpbUHCFA&feature=player_embedded#!
- Spice it Up competition - Grenada and Barbados <https://soundcloud.com/singforpreparedness/spice-it-up-megamix>

Title: FORUM, VIDEOFORUM AND DEBATES

Awareness raising



TIME INVESTMENT NEEDED: One to two hours

SUGGESTED AGE GROUP: 10-30 years

OBJECTIVE: To promote discussion and reflection about changing climate risks and other related issues.

- DESCRIPTION:**
- Select a film or video of general interest about climate change (see list of suggestions in *Recommended films* in the Communication module).
 - Prepare three questions that are relevant to the information contained in the video, these could cover three main questions: what are the CAUSES of climate change; what are the IMPACTS of climate change and what can we DO about it.
 - Ask participants to think about impacts in THEIR community and what they can do in their community.
 - Invite a group of people to watch the video (children, young people, adults can be guests, depending on the objectives of the activity you are planning).
 - Organize a session with question time at the end of the video.
 - Take notes of the most important ideas suggested by participants and discuss how the ideas could turn into action.

- RESOURCES NEEDED:**
- TV/computer
 - Projector or beamer for white wall or screen
 - Facilitator
 - Flipchart.

EXTRA INFORMATION: These kinds of activities are useful to clarify concepts. If you have a large group, break them into smaller groups for the discussions and have a representative report back. The effectiveness of showing videos to communities is large. Community can become motivated to take action, based on other people's experiences, and understand that climate change is happening around the world.

Title: MYTHS VERSUS FACTS

Awareness raising



ESTIMATED TIME: Twenty to thirty minutes.

SUGGESTED AGE GROUP: 6–18 years

OBJECTIVE: Busting myths and communicating relevant facts on climate change science.

DESCRIPTION: Community misconceptions about climate change can be discovered during participatory assessments, surveys and debates. Understanding traditional beliefs, convictions and knowledge are important entry points for having more in depth discussions with communities about their perceived risks. Only then certain myths can be busted and relevant facts about climate change can be communicated. You can also use quizzes or games to test statements (true or false) to check the understanding of community members or trainees.

NEEDED RESOURCES: Local facilitators with enough knowledge on climate change (involve a knowledgeable and respected expert for example).

EXTRA INFORMATION: Some of the myths you might hear from the audience could be:

- Scientific climate models do not generate useful information about the real world.
- The climate models are so precise that scientists can zoom in and predict exactly what climate patterns we can expect for our exact location and help define our adaptation needs.
- If the temperature increases only a few degrees, that's not such a big deal.
- Climate change does not exist.
- Climate change is caused by the skyscrapers with many glass windows in the cities.
- Climate change will only be a problem in the far off future and for next generations. Not for us.
- Government is responsible for climate change and the only one who can stop it.
- The effects of climate change and natural disasters are divine punishment, we cannot do anything about it.

EXTRA INFORMATION FOR THE EXERCISE: **Facilitator tips:** This exercise can be challenging if the facilitator does not feel comfortable steering a potentially heated debate without knowing particular details. Remember that different views or opinions do not need to be reconciled and it is okay to agree to disagree. Make sure you have some idea about potential answers and you understand the position of the Red Cross Red Crescent Movement. See below for some suggestions and hints. Some more relevant information can be found in the [Climate Guide](#).

Comments on the statements:

- a) There are many climate models and no single one can predict with great accuracy what will happen at precise locations. However: 1) scientists check their models by using old data to see how well they match historical climate trends, and 2) the IPCC assesses many different model results and presents the most likely averages. Although uncertain, climate models are the best we have – much better than “crystal balls” or pure guesswork!
- b) In many parts of the world, long-term climate models can provide scenarios on a regional scale (e.g. Southern Africa or South-East Asia) but they cannot be used to accurately “zoom in” to predict future climate in towns or even whole countries (except large countries like Australia). The more you zoom in, the larger the uncertainties get, the less useful the projections can be. The scale can be a bit more zoomed when it comes to seasonal forecasts (of La Niña, for example).
- c) The global warming figures are *averages*: there will be a large variation globally. Already the small average increase in global temperature is causing melting of glaciers and the loss of coral reefs, while rising sea-levels threaten small-island nations. The range of temperature increases and the associated effects are summarized well in the Stern Review¹ (see page 5 in the Relevant reading section of this module). There is a consensus that the Earth can handle a maximum of 2°C, which is the goal of the UNFCCC negotiations.
- d) See [page 10–15](#) in the Climate Guide.
- e) See [page 10–15](#) in the Climate Guide.
- f) See [page 10–15](#) in the Climate Guide.
- g) Governments can provide a framework for halting the increase in global warming, especially through international cooperation and agreements. But reaching targets for emissions of greenhouse gases will also require individual commitments and efforts. Governments, international agencies and civil society organizations must work together to adapt to the changes and unavoidable effects.
- h) People have always tried to protect themselves from hazards no matter what their beliefs about the origin of the risks. Climate change is no different: we have the information – early warnings – to use in preparing for a different future. It would be stupid to turn a blind eye to obvious new challenges ahead.

Even if people don't believe that changes are induced by humans, we'll still need to adapt to the changes worldwide. However, the IPCC (with over 1,000 scientists reviewing all evidence) conclude that it is very likely (99% chance) that humans are causing climate change.

¹ See page 5 (also available in 'recommended reading of this module) in Executive Summary from the Stern Review: <http://siteresources.worldbank.org/INTINDONESIA/Resources/226271-1170911056314/3428109-1174614780539/SternReviewEng.pdf>

Title: DRAMA**Awareness raising**

ESTIMATED TIME: Two hours + preparations in case of a performance

SUGGESTED AGE GROUP: 6–25 years

OBJECTIVE: Those who participate in drama learn the issues by heart given the amount of time they practice. They gain confidence in public speaking, gain self esteem, youth gain healthy social skills and enhanced awareness of community needs and issues.

- DESCRIPTION:**
- Presenting the topic: you can use the PowerPoints found in this youth module or module 1A about climate change basics to present some general information about climate change to participants. Researching the topic through brainstorming:
 - a) Break into groups.
 - b) Each group is to brainstorm for 10 minutes on what they know about climate change (what causes climate change, what are the likely impacts of climate change, what can we do to reduce the impacts?)
 - c) Construct a script through improvisation: this option is great to use in workshops to help participants understand the value of communicating in creative ways. It is a great energizer activity as well!
 - d) Get each group to choose at least one answer from each of the above questions that best demonstrates a complete story e.g. a cause, an impact and a solution to adapt.
 - e) Create a 1-2 minute role play that demonstrates the story. The role play could be a mime (no words): you can use props from around the room if it helps.
 - f) Give participants approximately 20 minutes to come up with their short role play that they need to perform in front of the other groups.
 - Organizing outreach: after you have performed the drama to each other, perhaps you can think about performing a refined version of it more widely, for example at school, at a national day of action on climate change, in public, to adult meetings, etc.

Hint: To change from one scene to the next, you can get the actors to freeze at the end of one scene, before starting the next.

- RESOURCES NEEDED:**
- Costumes (optional)
 - Script
 - Minimum of four actors per group
 - Background music (optional).

EXTRA INFORMATION: Adapted from SukuluRupeni, Institute of Applied Sciences, University of South Pacific, Fiji

Title: FLASH MOB

Awareness raising



ESTIMATED TIME: Two weeks for preparation / 20 minutes on implementation.

SUGGESTED AGE GROUP: 12–30 years

OBJECTIVE: To communicate a message through an unexpected mass performance.

- DESCRIPTION:**
- A flash mob is a mass performance where a multitude of people gather to make some kind of action in a collective manner.
 - Organize a brainstorm session with a large group of (youth) volunteers and think through what kind of activity with a dedicated crowd (e.g. dance, song, strange movements, figures of humans) you want to make.
 - Some examples:
 - <http://www.youtube.com/watch?v=8f1FocWHcdU> (source: catch21 productions)
 - <http://www.shock.com.co/videos/video-mujer-recibe-sorpresiva-recompensa-flashmob-ecologico> (source: ParkourEntTM)
 - http://www.youtube.com/watch?v=jdjX_lm1DJg (source: 891 ABC Adelaide).

RESOURCES NEEDED: Group of people (more than 20).

EXTRA INFORMATION: You can use this technique to spread messages about the risks of climate change and other related topics.

Title: SHOCKING ART: A HOUSE IN THE LAKE

Awareness raising



ESTIMATED TIME: One week to one month.

SUGGESTED AGE GROUP: 6–30 years in collaboration with National Society team

OBJECTIVE: To increase awareness about the humanitarian impacts of climate change.

DESCRIPTION:

- Installation of a house (or another symbolic structure) in a lake.
- Near the place of the house, someone (a Red Cross Red Crescent person) is giving information about floods, the need for humanitarian aid and the effects and impact of climate change. A board could also contain information.

RESOURCES NEEDED:

- Place for the exposition and permission for it to be located
- Media (if possible)
- Information guides / brochures
- Volunteers to answer questions.

EXTRA INFORMATION: Original idea of Leo Burnett of the Argentine Red Cross. This activity was implemented for fundraising to increase preparedness work in flood affected areas. The house is one example, you could go for something simpler. For example a photo exhibition in a park. Design posters and stick them on notice boards and public spaces (you may need to seek Local Government/ city government permission)

Title: PHOTOS AND STORIES

Awareness raising



ESTIMATED TIME: One day to one week.

SUGGESTED AGE GROUP: 14–30 years

OBJECTIVE: To create awareness: photos and stories are much more likely to stick in people’s minds than facts and figures do. Telling stories and showing images shows the real face of climate change effectively.

DESCRIPTION: Collect relevant stories and integrate them into your communication/ training/advocacy efforts.

- RESOURCES NEEDED:**
- Camera
 - Photos

EXTRA INFORMATION: Photos can also be used for exhibitions. Make sure in advance what you will do with the photos. If you take photos of people make sure you get their permission before you publish the pictures.

Title: DRAWINGS AND PAINTING

Awareness raising

**TIME INVESTMENT
NEEDED:** Two hours.

**SUGGESTED AGE
GROUP:** 4–8 years

OBJECTIVE: To increase the level of understanding of the community about the risks of climate change through drawing and paintings.

DESCRIPTION:

- Invite youth volunteers and community members.
- Provide basic information on climate change and its impacts.
- Provide colours and paper to the participants.
- Share all drawings at the end of the day and ask for explanations if necessary.
- Put the drawings in a visible wall for a period of time.
- You could award prizes for the best drawings

- RESOURCES NEEDED:**
- Paper
 - Pens/pencils
 - Colour paints
 - Tape.

- EXTRA INFORMATION:**
- You can easily organize art exhibitions
 - Make sure the kids have fun during the painting and can be proud of what they accomplish.
 - One way to also engage older teenager is to let them draw a matrix, which can be coloured by younger ones.

Title: THE MELTED MAN

Awareness raising



ESTIMATED TIME: One day to one week.

SUGGESTED AGE GROUP: 14–30 years

OBJECTIVE: To raise awareness of the consequences of climate change.

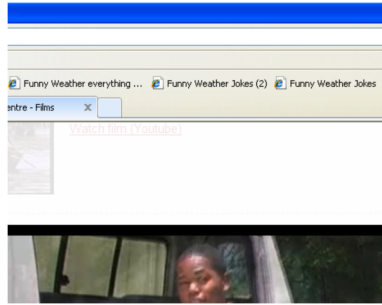
DESCRIPTION: As indicated in the picture, this performance seeks impact through image. A melted man delivers messages about global warming and also provides information on how to mitigate the problem.

- RESOURCES NEEDED:**
- 1 person
 - Preparation of costume.

EXTRA INFORMATION: Original idea: Argentine Red Cross.

Title: TESTIMONIES FROM VOLUNTEERS OR COMMUNITY MEMBERS

Awareness raising



ESTIMATED TIME: Three to five days.

OBJECTIVE: To explain climate change through the vision of a volunteer who dedicates much of his/her time to humanitarian work, (could also be somebody who is at the same time part of an at risk group and possibly being affected by the impacts of climate change).

- DESCRIPTION:**
- Identify a person to interview (volunteer of the National Society/community member).
 - Work in a group with young people to draw up a list of questions for the interview. Make sure that questions (and therefore the whole interview) fits with climate trends in your region/country. Quality assurance is important.
 - You can also ask the person being interviewed for general information, for example their experiences with the their National Society, interest in humanitarian activities, personal observations of possible climate change impacts or demonstrating impacts of likely future changes (remember to take into consider other factors that may be causing problems as well!). Take his/her picture in different places in their community.
 - Define one or two young persons to lead the interview.
 - Record the interview or take notes.
 - Before publishing the interview make sure statements fit with climate change observations in your region and with objectives of the Red Cross Red Crescent Movement (get help from an expert if needed).
 - Synthesize the most important parts of the interview and write a short story. Use strong quotes from the interview; add images and an attractive design for reading.
 - Disseminate and share this product of communication with relevant audiences, e.g. online blog, web stories, web 2.0, magazines.

- RESOURCES NEEDED:**
- Paper & pen/pencil
 - Voice recorder (optional)
 - Camera (optional).

EXTRA INFORMATION: The story of a volunteer or any other Red Cross/Red Crescent member, can integrate different points of view (personal, community and institutional). It is important to remember that we are all vulnerable to climate change risks.

Strategic dissemination of this communication product allows you to recall the importance of investing in human and financial resources of your National Society to improve emergency response and health and care work.

For additional awareness raising you might think about inviting the volunteer/community member to speak in front of an audience. People with strong charisma are able to connect to the audience and talk about their experiences in the field.

Title: RADIO SPOTS

Media



TIME INVESTMENT NEEDED: It depends on the process and the dedication of the working group to the activity. It should take into account time for design, production, editing, finalizing and disseminating.

SUGGESTED AGE GROUP: 14–30 years

OBJECTIVE: Use the radio to disseminate on a large scale messages related to climate change and risk reduction.

DESCRIPTION: The radio spots can be produced by the Red Cross or Red Crescent National Society or through a participatory process with the community. Radio segments should be short and capture the attention of the listener.

- RESOURCES NEEDED:**
- Script
 - Cabin for recording or computer with microphone and a suitable program to work.
 - Before you start producing the spot make sure you know what to do with the spot (identify possible radio stations or websites).

Title: PARTICIPATORY VIDEOS

Media

**TIME INVESTMENT
NEEDED:**

One week to one month.
It depends on the process and the dedication of the working group to the activity. It should take into account time for design, production, editing, finalizing and disseminating.

**SUGGESTED AGE
GROUP:**

14–30 years

OBJECTIVE:

Community expresses climate change through its own perspectives, including innovative approaches that increase their way of coping with it and thereby motivate others to take similar actions.

DESCRIPTION:

- Read the document: *Video-mediated approaches for community-level climate adaptation* by Pablo Suarez, Fiona Ching, Gina Ziervogel, Isabelle Lemaire, Diane Turnquest, Janot Mendler de Suarez and Ben Wisner. Available [here](#). Or, a shorter version is available at the end of the *Recommended films* in this module.
- Organize a short workshop within the community to determine the content of the video. For assistance, you can [contact](#) the Climate Centre.
- In the workshop conduct a brainstorming session with the community about perceptions of climate change and what can be done about to address the impacts.
- Prioritise ideas.
- Work with the community to produce images and interviews on selected issues.
- Video editing. Add subtitles if needed.
- Share the video with the community and further afield
- Before starting with the video make sure you have a platform on which to present it, make sure they know what event and who they are making the video for.

**RESOURCES
NEEDED:**

- Video camera plus accessories
- Pen and paper
- People willing to show and talk about their experiences
- Computer for editing, cutting, etc.

**EXTRA
INFORMATION:**

- See more references on participatory videos in the *Recommended films*.
- Show videos of other communities and cultures in your own trainings to demonstrate that climate change is happening around the world and to share ideas for action around the local area.
- It is effective to make competitions to motivate local teams and communities making participatory videos.

Title: DESIGN OF BOOKLETS, FLYERS, POSTERS, BROCHURES

Media



TIME INVESTMENT NEEDED: Half a day; follow-up depending on output.

OBJECTIVE: Use the creativity of (youth) volunteers and community members to create communication products.

- DESCRIPTION:**
- Start the activity with an introduction of climate change and its risks. You can also carry out a playful warm-up activity (try some of the Climate Centre Games, such as spreading the word, weather or not, fact or fiction).
 - Split the audience into working groups and have them brainstorm on slogans and catchy lines.
 - Give them the resource materials listed below.
 - Ask them to draw climate change impacts, risks, or anything related to the topic.
 - Ask them to put words to their drawings (if needed).
 - Paste with tape on the wall all the resulting drawings.
 - Ask the author of each work to explain their drawings.
 - Listen carefully to the explanations provided by the participants and make sure that the concepts are clear.
 - Leave this wall intact for a few days and have other staff (or volunteers) look at it and collect their feedback.
 - Hopefully something useful and beautiful will come out of this!

RESOURCES NEEDED: Coloured markers/pencils, paint (and related materials), paper, tape

- EXTRA INFORMATION:**
- You can make an album for a local library.
 - You can ask for help of professional designers to distil ideas into a publication such as a flyer or poster.
 - You can repeat the activity after a period of time to review how the concepts and perceptions have changed after the trainings.
 - Check the Relevant reading section of this module to see various ideas and examples of printed products and messages.

Title: WEB 2.0

Media



OBJECTIVE: To exchange information and experiences through virtual platforms

SUGGESTED AGE GROUP: 16–30 years