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Activity sheet

Youth for the planet : Taking Climate Action in Your Own Community

Duration: 3h50 (plan several work sessions for step 3)

Number of participants : 5 to 20 participants

Age : From 12 years

Material : One computer; one overhead projector; one whiteboard; one printed "Notes sheet" per participant; one printed "Project planning documents" per group of 3 or 4 members.

Objectives :

- Recognise some of the effects of climate change on their region;
- Understand the main natural and human factors involved in climate change;
- Identify the actions developed by young people to combat the effects of climate change in their area;
- Draw up a climate action plan.

Progress :

This activity is inspired by the "Youth for the planet" teaching kit created by the NGO WWF.

Step 1: Introductory discussion (20 min)

The facilitator introduces the theme of the activity: today, we are going to study the causes and consequences of climate change in the world, and see what action(s) we can take to combat climate change.



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The facilitator asks participants a few introductory questions to start a discussion on the subject:

- What do you already know about climate change?
- What do you hear about climate change online or in your daily life?
- What are people you know doing to combat climate change?

Step 2: "Young people commit to the planet" presentation (1h)

The facilitator projects the PowerPoint presentation onto a large screen and shares the entire presentation in this order:

- Introduction
- What causes climate change?
- How can we combat climate change?
- What can you do to combat climate change in your area?
- How are you going to act?

Content elements are included under each slide (additional information; questions for the group; etc.) to support the presenter's presentation. The presentation is designed to be informative and interactive. The PowerPoint notes therefore regularly invite participants to react to the content presented to them.

Step 3: Test your knowledge (30 min)

At the end of the presentation, the facilitator distributes a "Note Sheet" to the participants. Each participant is asked to fill in the document individually, based on what they have learned from the presentation. The presenter points out that the aim of this exercise is not to assess the participants, but to enable them to test and print out the new knowledge they have acquired.



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At the end of the allotted time, the facilitator rereads each of the questions aloud and asks the whole group to share their suggested answers. The facilitator corrects if necessary, based on the PowerPoint presentation.

Step 4: Developing your climate project (2h)

This optional activity can be offered to young people after testing their knowledge. Its purpose is to allow them to reflect in groups on a project idea to combat climate change and identify the different steps to accomplish it. This activity helps to concretize the teachings transmitted throughout the session.

The facilitator asks the participants to split into groups of 3 to 4 and distributes to each an individual printed copy of the "Project Planning Documents."

The facilitator presents the following information and instructions:

To put into practice what we have previously discussed, I propose a time for reflection on a project you want to implement as a group to combat climate change in your school, association, or other space you regularly frequent. For this, you will rely on the document in front of you and complete each of the different steps.

The **first step** is to choose an action you want to undertake to fight climate change. Start by thinking alone about one or more actions that interest you the most, then share your ideas in the group and agree on an action you want to carry out together. If you don't have any ideas, examples of actions are presented on page 3 of the document.

The **second step** is dedicated to constructing your action plan. To do this, you need to fill out a table that includes the different tasks to be accomplished to realize your project, the group member(s) responsible for each task, the resources you will need to accomplish them, and the deadline for completing each task. To assist you, suggestions for tasks are provided on page 5 of the document.

The **third and fourth steps** will need to be completed once your project is launched. Therefore, new work sessions dedicated to these steps will be organized.

The **third step** is to monitor the progress of each action by noting what you have accomplished so far and what remains to be done.



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The **fourth step** is to evaluate your project using a questionnaire once it is finished. The questionnaire must be completed individually.

Before validating each step, the groups must check with the facilitator to ensure the coherence and proper orientation of their project for validation.

The facilitator specifies that new work times will be scheduled throughout the month to allow groups to continue their project and measure the progress of their actions. The facilitator should encourage the young people to communicate and/or meet between the different scheduled work times to be more effective.

Depending on the time allocated for project completion, the facilitator may schedule a collective feedback session where the different groups will present their project (which action they chose; whom they approached and worked with; what obstacles/advantages they encountered during their project; what they managed to implement...).