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Food Security and Climate Change Challenge Badge



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Introduction to **food security** and **climate change**



Climate change is one of the major issues of our time: temperatures ARE increasing, weather patterns ARE changing, glaciers ARE melting and sea levels ARE rising. **Many people are already being affected by climate change** and numerous individuals are going hungry due to these and other causes. Everyone agrees that something needs to be done but how many people are actually taking action?



The Food and Agriculture Organization of the United Nations (FAO), the World Association of Girl Guides and Girl Scouts (WAGGGS) and the United Nations Global Alliance (YUNGA) are committed to providing solutions to these problems and to encouraging the **young people of the world** to be actively engaged in **shaping a more positive future**.

Young people are concerned, thoughtful and responsible citizens capable of participating in and **changing their communities and society**. They have an important role to play in addressing and overcoming the issues of our world and have the **enthusiasm, imagination and abundant energy** to undertake local initiatives, act as effective communicators in their communities and be involved in international arenas.

To be able to contribute to society, children and young people need to understand the environmental and social realities of our time and of their future. We need to support them to become **empowered and responsible citizens of the world**, able to adapt and respond to future challenges.

Climate change is a global problem but many of its causes are **due to individual lifestyle choices**. The challenge badge will raise awareness of how our everyday activities contribute to climate change and how different communities and individuals are already, and will continue to be affected by climate change, especially in regards to access to water and food.

Using the badge curriculum children and young people will learn the importance of **eating healthy food** in adequate quantity, quality and variety. They will learn that many people in our world are not able to access the food they need, resulting in **hunger and malnutrition**. In addition, they will explore how to make food choices which have **less of an impact on our environment**.

The badge will **motivate** the individual to **take actions** to improve their lives and encourage their local communities to become more environmentally-friendly. The badge will be a useful resource to nurture the growth of a new generation of **responsible global citizens**. It will help young people realize they can **make a difference** and they have an **important role to play** in achieving a world free from hunger and the catastrophic affects of climate change.

Climate Change is firmly on the agenda of the World Association of Girl Guides and Girl Scouts. Throughout the nearly 100 years of Girl Guiding and Girl Scouting, girls and young women have been caring for and advocating for the environment. Girl Guides and Girl Scouts have been protecting the oceans, the forests and the plains and responding actively to natural disasters. Now, more than ever, we need to continue and accelerate this tradition. It is girls and young women who will most powerfully influence their own futures.

Margaret Treloar
WAGGGS World Board Chair

about the badge

The Food Security and Climate Change Challenge Badge is designed to help educate children and young people about climate change and food security while encouraging them to take action against global warming, environmental degradation and hunger in the world. By carrying out these activities your group will identify and take actions to reduce their environmental footprint and learn how to make better consumer and life-style choices.

The badge curriculum

The badge curriculum is divided into three categories:



Our Climate A selection of activities to help young people understand weather and climate, determine their impact on the environment and find solutions to deal with the effects of climate change.



Our Food Activities to help young people learn more about the consequences of our food and life-style choices on our planet and our dependence on climate for our nutrition and health.



Our World Ideas to help your group carry out projects and programmes in your local communities, to reduce unsustainable use of resources, restore ecosystems and fight hunger in the world.

The first activity listed in the “Our Climate” and “Our Food” categories must be completed by everyone as it provides an overview to the topics. Individuals can then select the most suitable and interesting activities from the list of optional activities provided.

Age ranges of activities

To help you and your group select the most appropriate activity a coding system is provided to indicate the age group that the activity is most suitable for. Next to each activity you will see a code, for example “(Level 1 and 2)”, which indicates the activity should be suitable for five to ten years old and eleven to fifteen years old. Please note that this coding is only indicative. You may well find that some activities at other levels are more suitable for your group or particular individual.

LEVEL **1** **FIVE TO TEN** years old

LEVEL **2** **ELEVEN TO FIFTEEN** years old

LEVEL **3** **SIXTEEN TO TWENTY** years old

The badge design

The design of the badge is derived from the drawing of Chan Hiu Wing, Hong Kong, who won our **International Drawing Competition.**



See all the drawings from the competition at:

www.yunga.org/scans/gallery_en.asp

How to use this badge curriculum

Step 1

Encourage your group to find out more about climate change and food security by using books like the “Our World, Our Climate, Our Food” youth guide (available in 2010) and Web sites such as the “Unite for Climate” portal (<http://uniteforclimate.org>) and the Feeding Minds Fighting Hunger Web site (www.feedingminds.org). Some additional links can also be found at the end of this booklet (see page 30).



Step 2

Allow the group and the individual members to make their own decisions on the activities they would like to conduct. There are some activities that everyone needs to complete because they provide the necessary background and understanding of the different topics. Apart from these sections, participants are encouraged to choose the activities that best match their needs, interests and culture. Some activities can be done individually, others in small groups. If you have a new activity which is particularly appropriate for your group you can also include this as one of the options.

Step 3

Allow enough time for the group to carry out the activities. Support and guide them through the process but make sure they carry out their tasks as autonomously as possible. Many activities can be conducted in several different ways. Encourage young people to think and act creatively when undertaking their activities.

Step 4

Have participants present the results of the challenge badge to the rest of the group. Do you notice any changes in their attitudes and behaviour? Discuss the experience and reflect on how they can continue to apply it in their lives.

Step 5

Organize an award ceremony for those who successfully complete the badge curriculum. Invite families, friends, teachers, media representatives, community leaders to participate in the ceremony. Encourage your group to be creative and present the results of their project to the community. Award them with the certificates and the challenge badges. Challenge badges can be ordered at WAGGGS' on-line shop: www.wagggs-shop.org

Step 6

Share with FAO and WAGGGS! Send us your stories, photos, drawings, ideas and suggestions: children-youth@fao.org

Additional information and resources

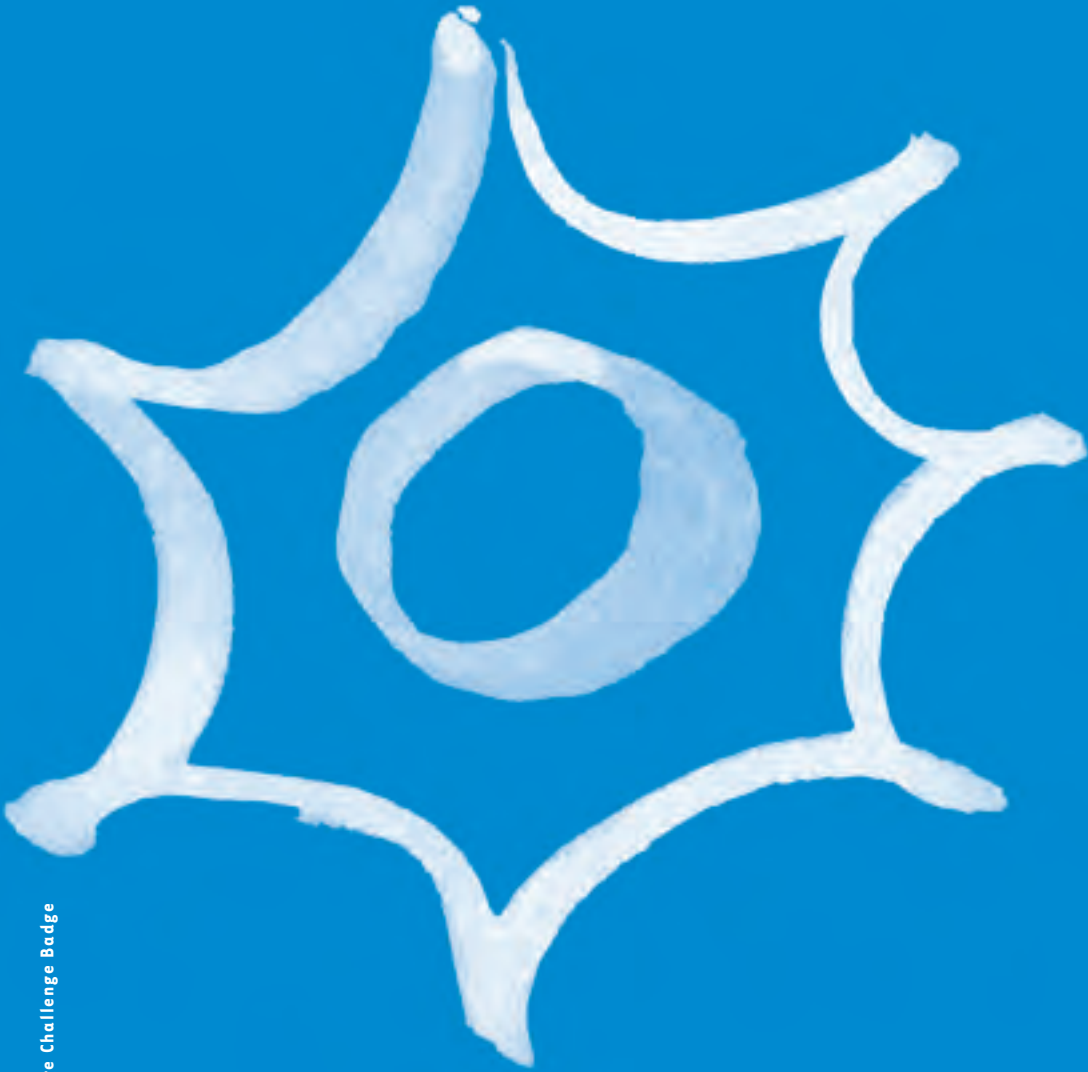
Links to resources and activity materials which can be used by you and your group to undertake the badge can be found at the back of this document (page 30). If you join our newsletter (see next section below) you will be informed automatically when new resources become available.

This badge is one of many complementary resources and activities being developed by FAO, WAGGGS, YUNGA and other partners. If you would like to be informed on new materials that are available, please join our newsletter by sending us an e-mail. It would be great also to receive news and photos on how you and your group did the challenge badge, especially if you came up with new ideas and activities. You can send your materials to:

children-youth@fao.org

NEWS

TO SAVE PAPER WE SUGGEST THAT YOU USE ONLY ONE COPY OF
THIS DOCUMENT AND SHARE IT WITH YOUR SCHOOL AND GROUP



Our Climate

DO THE FIRST OR THE SECOND ACTIVITY IN THIS SECTION DEPENDING ON YOUR AGE GROUP. THEN CHOOSE THREE MORE ACTIVITIES FROM THE LIST BELOW.

Let's take care of our environment

LEVEL

1 2 ▲

Discuss with your family, your teacher or leader how you consume energy in your everyday life. Make a list of all the ways you can reduce the amount of energy you use. *Make a plan and follow your plan for at least a month.* Then *share* your experience with your friends, class or group and encourage them to follow your example.

environment

Reduce your climate change footprint

LEVEL

● ■ ▲ 3

Consider how your daily life has an impact on your environment. How much energy, water and resources does it take to produce the things you eat, wear and use? Make a list of the ways how you can reduce the impact you have and the energy you use. *Make a plan and follow your plan for a month.* Then *share* your experience with your class, youth group or friends and encourage them to follow your example. How much did you manage to reduce your impact by? Where are you finding it hard to improve?

climate change



Save energy



LEVEL 1 ▲ Are you sometimes glued to the television or just playing around on your computer? *Commit* to using your television or computer less each day. *How many* of your friends can you convince to do the same?

LEVEL 1 2 ▲ Is it sometimes too hot or too cold in your home – what do you do? If you have an air conditioning or heating system at home, try to *use it as little as possible*. During the winter turn down the heating slightly (1–2 degrees C) and put on an extra jumper. Make sure your windows and doors are draft proof. During the summer shade the windows and air your room in the evenings to allow heat to escape. *Find out how* people warmed up and cooled their homes back in the days before air conditioning and central heating.

LEVEL 1 2 ▲ *Interview* a grandparent or an elderly friend to find out what it was like when they were children. What type of home did they live in? Did they have television, electricity, running water in their home? What did they do for entertainment? How is your life different? How is your use of energy different? *Draw* the things which are different and the things which are the same.

LEVEL 1 2 3 ▲ *Walk* or *cycle* to school or to work for at least a month, if it is safe to do so and weather permits. *Otherwise use public transport or share* a car among friends or through car-sharing initiatives.



LEVEL 1 2 3 Does your family, school or group use ordinary light bulbs? Can you get energy efficient lightbulbs instead? *Replace the bulbs* in your home or school. They last longer and use less electricity than conventional bulbs. Use natural light as much as possible. Adjust your curtains or blinds to let in as much light as possible during the day. *How many people* can you get to convert to using energy efficient light bulbs?

LEVEL 1 2 3 *Ask* your parents if you have an electricity meter at home and *make an observation*: Is it still moving fast after you have switched off the lights? Have you left your TV, stereo or computer on standby? See how many units of electricity you consume a week and then see how much you can *reduce* your electricity consumption. For example, by switching off your domestic appliances, not leaving electronic equipment in standby and unplugging your mobile phone as soon as the battery is charged. *Talk* to your friends about them also changing their electricity use habits. **REMEMBER ELECTRICITY IS DANGEROUS YOU MUST BE SUPERVISED BY AN ADULT WHEN LOOKING AT THE METER.**



LEVEL 1 2 3 *Measure* your climate change footprint and *make a plan* to reduce it. You can use a number of online calculators (e.g.: www.zerofootprintkids.com/kids_home.aspx) or work it out on paper. Which of your daily activities uses the most energy?



LEVEL **1** **2** **3** Buying second-hand books, clothes and other goods saves energy and money. *Give away* the things you do not need to friends or second-hand shops.

LEVEL **2** **3** If your family is *thinking* of replacing household appliances (a fridge, a boiler, a washing machine, a TV set) or are about to buy a car, *talk* to your parents about their choices and *recommend* buying a small and fuel-efficient car and energy-efficient appliances. How can you tell which appliances are energy efficient? What labels are used in your country? *Find out* what environmental standards for household appliances are used in your country.

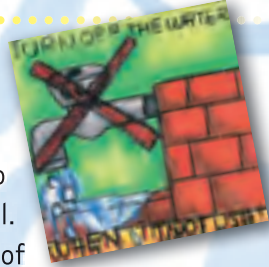
LEVEL **2** **3** Planes emit a huge amount of CO₂ into the atmosphere. When you go on holiday with your family *consider avoiding air travel if you can*. If you cannot avoid it, try to *find out about carbon offsetting*, i.e. you pay a little amount of extra money for renewable energy projects, which will compensate the CO₂ emissions from your travel. Many air companies and travel agencies offer these options. Alternatively you can participate in tree planting or similar campaigns.



LEVEL **3** *Organize* to have solar panels, photovoltaic panels or other green energy systems installed in your house, school or meeting place. Investigate available grants and government incentives that are available.



Use water wisely



LEVEL 1 ▲

Think of as *many* different ways to save water at your house and school. *Write* them down or *draw a picture* of them. *Display* them in your school, home or youth centre.

LEVEL 1 2 ▲

Save hot water and energy by taking a shower rather than a bath. Turn off the water when soaping yourself under the shower or brushing your teeth. Collect water running through the tap as you wait for it to heat up and use it for other purposes. *Encourage* your family and friends to follow your example.

LEVEL 1 2 ▲

Make cards with water-saving facts and *make them available in your school*, use them to make a quiz. Examples of possible cards could be:

- >> *A bath uses 90 litres of water. A 5-minute shower uses only 30 litres of water.*
- >> *Cleaning your teeth with the tap running uses 6 litres of water. Cleaning them with the tap off uses less than 1 litre of water.*

LEVEL 1 2 ▲

Do you help your parents with housework? *Always* fill the washing machine with a full load and hang clothes to dry on a clothes line rather than tumble-drying them. This will *save* water, electricity and washing powder. *Talk* to your class, group or friends about doing the same.

water



LEVEL **1** **2** **3** Make it a *habit to recycle* the water left after cooking, bathing and cleaning and *collect rainwater* and use it to water your plants.

LEVEL **2** **3** If you have one, look at your water meter and see how many units of water you consume each week. Make a water use plan for your house, school or work place and put it into action. How much can you reduce the water consumption by?

Protect forests

LEVEL **1** **2** **3** *Design* a “No junk mail” sign and *put it* on your letter box.

LEVEL **1** **2** **3** *Collect* your scrap paper. *Use it* for drawing and notes.

LEVEL **1** **2** **3** *Buy and use* recycled paper.

LEVEL **1** **2** **3** For school and other activities *use as little paper as possible*: photocopy and print on both sides. Print only if really needed. You may also print two pages per page. Use e-mail.

LEVEL **1** **2** **3** *Learn* how to make your own recycled paper. Ask your parents, teachers or leaders to help:
www.make-stuff.com/recycling/paper.html

LEVEL **3** *Find out* how much paper and card is used in your school or at work. What is it used for? What happens to it? How much ends up in the bin? How much is recycled? *Now take action* to reduce the amount of paper and card used. What is the percentage reduction you have achieved?



Reduce – Reuse – Recycle

LEVEL 1 2 ▲ Do you, your family and friends *use a reusable bag* instead of a disposable plastic one when shopping? If not, change your habit and start to use a reusable bag.




LEVEL 1 2 ▲ *Share or re-use* your belongings when you do not need them anymore. For example, give a good book or a game to a friend. Look at the things in your room and in your wardrobe. Is there anything you do not want anymore? Can you *fix* or *reuse* anything, *give to charity* or *sell at a yard sale*?

LEVEL 1 2 ▲ *Invent a new use* for a common household rubbish item (plastic bottles, containers, cans, jars, paper, cardboard, wood, bags, boxes), which would otherwise be thrown away. For example, you could *create artwork* or *make children's toys*.



LEVEL 1 2 3 ▲ The best ways to tackle the problem of growing landfills are the three R's: Reduce – Reuse – Recycle. *Make a collage or a poster* to explain how you can reduce your waste, what you can reuse and what can be recycled. *Display* it in your school, home, church, community or youth centre.



LEVEL 1 2 3 ▲ With your parents, teacher, leader *think of all the ways* you can reduce the amount of waste you and your family produce. Can you reduce, reuse and recycle everything in your house so your rubbish bin is *completely empty*? Try and do it for a week.







LEVEL    Find out how much time it takes some common rubbish items (paper napkins, eggshells, plastic bags, sponges) to decompose in a landfill. *Share this information* with your parents, teachers and friends.


LEVEL   Learn to *sew, repair and adapt clothing*.


LEVEL   Find out which products are recyclable in your neighbourhood. Paper? Plastic? Glass? Metal? Aluminium cans? Foil? CDs? Textiles? How are they recycled? What items are made with recycled materials? *Make drawings or signs* so everyone at home or school knows which items can be recycled and in which recycle bin they should be placed.

LEVEL   *Organize a recycling swap* shop where people bring in things they no longer want. *Advertise* it in your school, neighbourhood, church, community centre or youth group.

LEVEL   *Hold a fashion show* with clothes made from items you can recycle.

LEVEL   Start your own *green diary*, where you document your efforts to live a more climate and environmentally friendly way. *Discuss* with others about it.

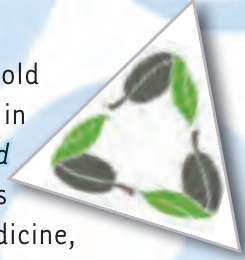
LEVEL  *Reduce* your consumption of unnecessary products by committing *NOT* to buy at least five things you can do without. Buy once but well. Buy fewer things, but ones that will last for years.

LEVEL  *Research* products and textiles made from local natural fibers. *Encourage* your family and friends to buy them.

LEVEL ● ● ●



Did you know that some household items are not allowed to be thrown in the regular rubbish bin? *Collect and recycle* in a proper way items such as batteries, paints, mobile phones, medicine, chemicals, fertilizers, tires, ink cartridges, etc.



LEVEL ● ● ●



If you have access to the internet *join* one of the platforms of people who try to live more sustainably and want to reduce their impact on the environment. For example see: www.uniteforclimate.org, www.unep.org/tunza or www.fao.org/climatechange/youth











Our Food

DO THE FIRST ACTIVITY IN THIS SECTION,
THEN CHOOSE THREE MORE ACTIVITIES FROM THE LIST.

our food choices can have **positive** 
or **negative**  effects on climate

food choices

LEVEL    **Check the labels.** Find out where your food comes from and which of the foods you eat travel the longest distances to reach your plate. What food takes the largest amount of energy and water to grow? *Share* this information with your family and friends and discuss what you can do to reduce the effect of your food on climate. For example, your family could try to buy local foods which don't have any packaging. *Choose* products made closer to home, which were not transported long distances. Try to find out which products grow in which season in your area and where you can buy them fresh. It is healthier for you and better for the environment. If you buy foods out of season, these will have been flown or shipped from distant lands.

LEVEL    **Find out** if your tap *water* is *safe* to drink. If so, stop buying bottled water if you currently do so. Think how much energy goes into making the bottles and taking them to the shop. Think how much plastic is produced. What happens to it all?

LEVEL 1 2 ▲ *Go to the local market* or grocery store with your family, teacher or leader and learn about different kinds of food people buy and eat.

LEVEL 1 2 ▲ *Bring a garbage-free lunch* to school. Put it in a reusable lunch box instead of aluminium foil or paper bags. Refuse to use disposable plastic glasses and plates. Bring your own mug and eating utensils to use at school, camp, Scout and Guide meetings, parties. Use a refillable bottle instead of disposable plastic bottles or cans.

LEVEL 1 2 ▲ *Help* your parents set your fridge properly and defrost it *regularly. It saves energy.* When the temperature is lower than 5°C, it will not keep your food fresh longer but will only consume more energy. Leave some space between the fridge and the wall. Do not put hot or warm food in the fridge, but let it cool down first. Make up your mind before opening the fridge then open and close the door quickly.

LEVEL 1 2 3 ▲ Learn how to *cook a healthy balanced meal* for your family. Try to make it environmentally friendly, for example, use local fresh products with little packaging or grow them yourself. Make a shopping list to avoid buying too much unnecessary food, especially if it cannot be kept for a long time (such as fresh fruit, vegetables and meat).

LEVEL 1 2 3 ▲ Sometimes food comes with some unnecessary packaging. *Look in your kitchen and identify* food products that are over-packaged. *Find alternative* products with less packaging that can be recycled and will not create much waste.

good idea



LEVEL **1** **2** **3** Find out which local plants require less water and ask your family to **plant** them in a pot or in your garden. **Otherwise plant** and care for trees or shrubs that have fruit for people and animals to eat. **Alternatively, grow** traditional herbs and spices, to season your meals, in an outdoor garden, pot or windowsill box.

LEVEL **1** **2** **3** **Conduct a survey** in your kitchen and see if there are any items that are not necessary and can be substituted: plastic wrap with a plastic container, paper towels with cotton towels, etc.

LEVEL **2** **3** **How much** energy, water, resources needed to produce different foods? How can you change the food you eat so that you have a nutritious diet that has a much smaller impact on the environment? Make a few charts which show how many resources are needed to produce each food. For example see water required at: www.fao.org/nr/water/promotional.html

LEVEL **2** **3** If you have a garden, **build a composter** to compost your biodegradable waste such as fruit and vegetable peels, eggshells, tea leaves, garden waste. Use pieces of old wood to make a simple boxlike structure with spaces or holes to allow air to circulate. Use the compost to grow vegetables and fruit. It improves the soil, strengthens roots, speeds plant growth and makes produce more nutritious.

LEVEL **3** Learn how to **build a solar oven**.
www.hometrainingtools.com/articles/build-a-solar-oven-project.html

Our food and health depend on climate

LEVEL **1** **2** **3** *Find* out who is especially vulnerable to climate change. Where do they live? What can you do to help them?

LEVEL **1** **2** **3** How can a change in weather patterns lead to hunger? *Learn* about the impacts of climate change on our food, water and nutrition. *Share* these facts with your class, group or friends.



LEVEL **2** **3** *Collect information* about climate change related disasters such as droughts, heavy rains, heat waves, tropical cyclones, floods, storms, fires. How do they affect people's life and food? Talk with your friends about how to respond to them. Mark them on the world map or *make a presentation* at school, local library or youth camp.

LEVEL **2** **3** Men and women are affected differently by the changing climate. Many of the world's poorest people are rural girls and women in developing countries who depend on farming to feed their families. *Find out* how climate change could add to their food and water insecurity and increase their work levels.

LEVEL **3** How can a change in weather patterns affect food production? *Learn* about the impacts of climate change on farming, forestry, livestock, fisheries and aquaculture. *Share* these facts with your friends.

Everybody has the right to food



LEVEL **1** **2** **3** *Use the cartoon book* and activity guide 'The Right to Food: A Window on the World' to find out more about the right of every human being to be free from hunger:
www.feedingminds.org/info/info_cartoon.htm

LEVEL **1** **2** **3** *Join* children and young people all over the world to create a world free from hunger and malnutrition:
www.feedingminds.org/yw





Our World

DO ONE OF THE PROJECTS IN THIS SECTION WITH YOUR CLASS OR GROUP. PRESENT THE RESULTS TO YOUR SCHOOL, YOUTH GROUP, FRIENDS AND NEIGHBOURS.

Discover!

- LEVEL 1 2 ▲ *Investigate* with your teacher or leader what your town or city is doing to protect the environment and prevent climate change. *Join* some of their activities.
- LEVEL 1 2 ▲ With your leader or teacher *plan a trip* to the local market or store to learn about local and imported products and textiles made from local natural fibers.
- LEVEL 1 2 ▲ Find out about renewable energy and *build a demonstration model* of a renewable energy source.
- LEVEL 1 2 ▲ With the help of your leader or teacher *organize a trip* to a recycling centre or a renewable energy plant, for example, a wind turbine.
- LEVEL 1 2 ▲ Ask your school or youth group to *organize a trip* to a farm and farmers market so you can learn about the crops (cereals, vegetables and fruit) that are grown and the animals that are raised in your area. If possible, try to see both a traditional farm and an organic farm, which does not use pesticides and chemical fertilizers.



LEVEL **1** **2** ▲ Choose a country and learn as much as possible about the food and eating habits of the people in that country. *Make a presentation* at school, local library or youth camp.



LEVEL **1** **2** **3** ▲ *Find* out the possible impacts of climate change on your area, town or village. Share the results with your class or youth group. *Discuss* with them how you should prepare yourselves for the changes.

LEVEL ● **2** **3** ▲ *Learn* about renewable energy and *start a campaign* for a wider use of renewable energy sources in your area.

LEVEL ● **3** ▲ Find out more about climate change and the environment by getting in touch with those working on these issues in your country (scientists, meteorologists, environmental groups, UN offices, etc). Ask what they are doing and *get actively involved* in their activities.

LEVEL ● **3** ▲ *Design and carry out* your own group *research* to explore different aspects of climate change. For example, make your own weather measurements.

LEVEL ● **3** ▲ *Gather information* about weather-related disasters and *talk* with your friends, teachers and specialists about how to respond to them.

LEVEL ● **3** ▲ When planning your next trip with friends or for work, research ways to *travel* to an environmentally-friendly tourist destination. *Discover and share* with others how such tourism can contribute to the prevention of climate change.

Be creative!

- LEVEL 1 ▲ *Design and produce* “Switch-me-off” reminder notes and stick them on the light switches, electric appliances and water taps in your house and school.
- LEVEL 1 2 ▲ How would you persuade your friends to recycle their rubbish? Why is it better to recycle waste than bury it in landfill sites? *Perform a play* in your school showing ways to reduce landfill waste.
- LEVEL 1 2 ▲ *Make greeting cards*, birthday cards and Christmas cards with reused materials and *send* them to your family members or friends explaining the importance of recycling.
- LEVEL 1 2 ▲ *Invent a game* or *make a toy* out of natural and recycled materials. *Try* out your game or toy with your friends.
- LEVEL 1 2 3 *Learn* from a crafts person how to make natural soap. *Make and sell* soap during a campaign against pollution of a river or a pond in your area.
- LEVEL 1 2 3 *Perform a play or make a presentation* to your school about environmentally friendly ways to live your lives.

Reach out!

- LEVEL 1 2 3 Develop a *poster campaign* that encourages people to make small changes in their daily lives, such as switching off the lights, walking instead of driving, recycling, and *hang* them up at school, in your neighbourhood, your sports centre or meeting place.



LEVEL **1** **2** **3** *Make a presentation* to your school, university or youth group about environmentally friendly habits like: heating and airing classrooms, recycling of paper and other rubbish, using energy-efficient appliances and lights.

LEVEL **1** **2** **3** On *World Food Day* (16 October) *organize activities and celebrations* to raise people's awareness on the importance of balanced diets, healthy food and life-style choices: use posters, songs, poems, paintings, concerts, cooking competitions, drama, collages, quizzes, essays, videos, photos, slogans, greeting cards, newsletters, sports, fairs, conferences, round-tables and workshops. You can also join events held by other people in your country:
www.fao.org/getinvolved/worldfoodday/en

LEVEL **2** **3** *Start a campaign* for safe biking routes (lanes) in your neighbourhood.

LEVEL **2** **3** *Organize a trip* to your local landfill, analyse if it is sustainable and *speak* to the municipal authorities on what solutions are being proposed.

Take action!

LEVEL **1** **2** **3** *Make sure* you have separate containers for plastic materials, paper, cans, glass and biodegradable material at home and at school. *Draw* signs for each container.

LEVEL **1** **2** **3** *Choose a problem* that you find unacceptable in your community and *do* something to resolve it.

LEVEL **1** **2** **3** *Take part* in a *planting* project.



LEVEL **1** **2** **3** Start a community *garden*, a school garden or a rooftop garden or join others who are already doing that. *Make drawings or take photos* to monitor their growth.

LEVEL **1** **2** **3** *Organize a door-to-door collection* of old clothes, furniture, books, toys, canned-goods, etc. and *donate* them or sell them for charity.

LEVEL **1** **2** **3** *Organize a benefit race, a concert or a bazaar* to collect money to support climate-friendly projects in your school, association or another part of the world.

LEVEL **2** **3** Together with your teacher or leader, *plan and organize* an environmentally friendly *summer camp*: use local food, recycle your waste, clean a lake or a river. Raise awareness among local people about climate change and food security.

LEVEL **2** **3** *Investigate* if your school may join the network of schools with equipment on their roofs to *measure atmospheric CO₂* and weather variables (part of the Carboschools programme).

LEVEL **2** **3** Become a *Community Organizer*: *Organize an event* to raise public awareness about a specific local issue. Have a specific goal. Make a banner and posters to publicize the event. Contact your local media (TV, radio and newspapers) and try to get them to cover the story. Put it into action, and try to get as many people to come as possible. Whether you are a seasoned activist or a first-time organizer if you can, follow the 350 9-step plan (www.350.org/9steps)!

LEVEL **3** *Adopt a river* or a lake or other area. Clean it up and then monitor the progress of recovery.

Resources and additional information



TO HELP YOU AND YOUR GROUP undertake this challenge badge a number of resources are being put together and can be found on the FAO Children and Youth Climate Change Web site:

www.fao.org/climatechange/youth

SPECIFIC RESOURCE MATERIALS will also be developed for the activities listed in this booklet and will be placed at the web link above. If you would like to be automatically informed of new resources please write to us at:

children-youth@fao.org

and will register you to the free YUNGA newsletter.



Here are a few other examples of Web sites which have useful resources:

FEEDING MINDS FIGHTING HUNGER is an international classroom for exploring the problems of hunger, malnutrition and food insecurity. It is designed to equip and encourage teachers, students and young people all over the world to actively participate in creating a world free from hunger. The site is in Arabic, Chinese, English, French, Italian, Portuguese, Russian, Spanish and Swahili:

www.feedingminds.org

YOUTH WINDOW TO THE FEEDING MINDS FIGHTING HUNGER INITIATIVE

www.feedingminds.org/yw

RIGHT TO FOOD is a joint FAO and WAGGGS initiative to educate young people around the world about hunger and malnutrition and become actively involved:

www.feedingminds.org

UNITE FOR CLIMATE is your entry point into the world of youth action on Climate Change. Here you can join the community, find out how young people are responding to climate change, learn about their experiences and join campaigns from around the world:

<http://uniteforclimate.org>

FAO CHILDREN AND YOUTH CLIMATE CHANGE PORTAL contains activities, resources, events, competitions and projects related to climate change:

www.fao.org/climatechange/youth

WAGGGS WEB SITE contains many resources and news on climate change and other environmental issues, like for example 'together we can change our world' a badge curriculum about the Millennium Development Goals:

www.wagggsworld.org



other interesting web sites

YOUTHXCHANGE contains training kit on responsible consumption:
www.youthxchange.net

CARBOSCHOOLS provides a number of resources for undertaking scientific experiments related to climate change:
www.carboeurope.org/education

OXFAM has a five day programme on climate change with all the relevant fact sheets:
www.oxfam.org.uk/education/resources/climate_chaos

WWF provides a pocket guide on climate and the economic crisis:
http://assets.panda.org/downloads/wwf_climate_deal_1.pdf

UNEP has launched a worldwide tree planting campaign “Plant for the Planet: Billion Tree Campaign”:
www.unep.org/billiontreecampaign

CHANGE is full of facts, ideas and includes a section for schools:
<http://ec.europa.eu/environment/climat/campaign>

CLIMATE COPS has resources and activities on energy and its sustainable use:
www.climatecops.com

CREATE YOUR FUTURE is full of ideas on sustainable ways of life:
www.kidsforfuture.net

INSPIRE contains resources and lessons for schools and groups:
www.inspire-project.eu

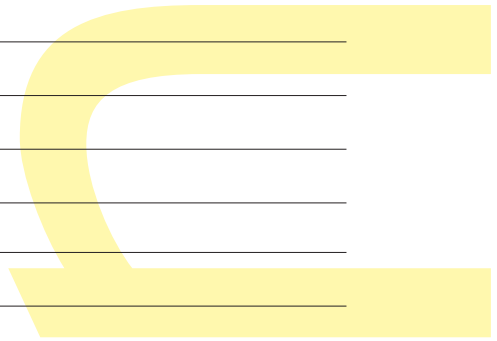
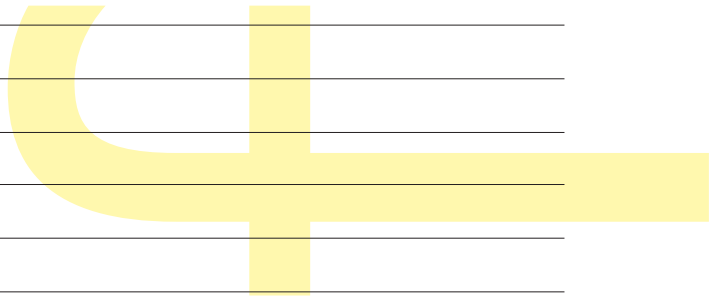
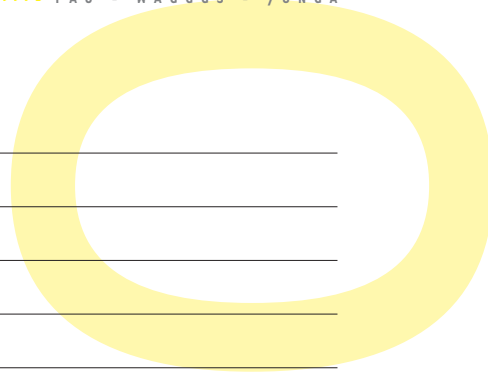


note other useful web sites



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www.yunga.org/scans/gallery_en.asp

SPONSOR



This badge has been developed with the kind financial support of the **Swedish International Development Agency (Sida)**.

www.sida.se

THIS BADGE WAS DEVELOPED BY:

Food and Agriculture Organization of the United Nations (FAO)



FAO leads international efforts to defeat hunger. Serving both developed and developing countries, FAO acts as a neutral forum where all nations meet as equals to negotiate agreements and debate policy. FAO is also a source of knowledge and information, helping countries to modernize and improve agriculture, forestry and fisheries practices and ensure good nutrition for all.

www.fao.org/climatechange/youth

World Association of Girl Guides and Girl Scouts (WAGGGS)



WAGGGS is a worldwide movement providing non-formal education where girls and young women develop leadership and life skills through self-development, challenge and adventure. Girl Guides and Girl Scouts learn by doing. The Association brings together Girl Guiding and Girl Scouting Associations from 145 countries reaching 10 million members around the globe.

www.waggsworld.org

Youth and United Nations Global Alliance (YUNGA)



YUNGA was created to allow children and young people to be involved and make a difference. Numerous partners, including UN agencies and civil society organizations collaborate in developing initiatives, resources and opportunities for children and young people. YUNGA also acts as a gateway to allow children and youth to be involved in the UN related activities such as the Millennium Development Goals (MDGs), food security, climate change and biodiversity.

www.yunga.org

PARTNERS

FOR FURTHER INFORMATION:



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FOOD AND AGRICULTURE ORGANIZATION OF THE UNITED NATIONS (FAO)**

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