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Youth Leadership in Climate Policy:

Turning knowledge and skills into
action for climate empowerment



Plan International & Unbounded Associates



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What's in this workbook?

Your journey to climate decision making

This Workbook aims to help you develop the skills and knowledge you need to participate in climate decision making.

You can think of climate decision making as a place you've never been before, and this is your map to get there.

By reading the content and following the activities in the Workbook, you will be ready to join in climate decision making and keep learning more on your own.

**Youth Leadership in Climate Policy:
Turning knowledge and skills into action
for climate empowerment**

Introduction

Welcome! If you want to learn more about climate change and how you can influence the important decisions made in your country about climate change, you've come to the right place. This Workbook will help you develop the knowledge, understanding, and skills to engage meaningfully in climate change policy and decision making (what we call "climate decision making") in your country.



The Workbook is designed so you can read the text and do the activities independently, with a friend, or in a larger group with an adult leader using the Facilitator's Guide (also available from Plan International). The Facilitator's Guide provides detailed descriptions and activity suggestions for each section of the Workbook. It is for helping educational leaders in schools, community programs, and youth groups to use the Workbook in their programming. It includes ideas for activities like debates, negotiations, competitions, presentations, performances, and group and pair work. If you're using the Workbook on your own but want to do some of the activities with your friends or family members, you can check out the Facilitator's Guide to see our suggestions, too!

Before you begin, you should know that this Workbook does not cover everything you need to know about climate change (see "Five things you should know about climate change" on page 3 of Chapter 1 for a quick introduction). Instead, it provides specific content and activities that prepare you to actively engage in climate decision making and climate action in your country.

By getting involved in climate decision making, you can take action on the issues you care about and help protect the planet, and the plants, animals, and people who live on it. Good luck, and we hope you have fun!



The authors

Anna Pettee, Christina Kwauk

Unbounded Associates

1. Chapter Guide

The Workbook is divided into four separate books. Each book contains one Chapter that focuses on a different area of climate decision making and highlights the importance of equity, justice, and fairness in these processes.

Chapter 1: What is climate policy and decision making?

Why action for climate empowerment is needed

We will start your journey with one of the most important documents in recent climate change history, the Paris Agreement. We will look at why it matters to your everyday life and why it affects your ability to join in the fight to address climate change.



Chapter 2: How are countries taking action?

What your country is doing and how you can contribute

In Chapter 2 we look at what the Paris Agreement calls on countries to do to address climate change and how you can get involved in climate decision-making in your country.

Chapter 3: Who can help you take action?

Who makes climate decisions and how you can reach them

If you want to get involved in helping your country address climate change, you should know about climate change stakeholders - people who make decisions about climate change, influence decisions, or are impacted by those decisions positively and/or negatively.

Chapter 4: Turning your knowledge into action

Create your personal climate policy action plan

Using all the knowledge and skills you have gained through the Workbook, it's now your turn to choose where you go next by creating a Climate Policy Action Plan for an action you personally want to undertake.



1. CHAPTER GUIDE

The Workbook is not meant to be used all at once. We suggest using the Workbook over **eight weeks for about 30 minutes each day**.

You can choose to move faster or slower than this recommended pace, too. We hope that once you start the Workbook, you will want to return to it again and again.

Take your time with each Chapter and section of the Workbook. Remember, you can take a break, explore other resources, or go back to sections you already read whenever you want.

1. What is climate policy and decision making?

Why action for climate empowerment is needed.

Suggested time to complete:

2 weeks, 30 minutes/day

What you will learn:

- Builds your knowledge and interest in climate decision making.
- Introduces the Paris Agreement, an important document in the recent history of climate decision making which states that countries need to act now to address climate change.
- Introduces Article 12 of the Agreement: Action for Climate Empowerment, also known as ACE, which tells countries that their citizens need to be educated, aware, and able to join in the fight to address climate change.
- Gives you a chance to reflect on climate change related problems and solutions in your own community.

Topics covered:

- The Paris Agreement
- Action for Climate Empowerment (ACE)

2. How are countries taking action?

What your country is doing and how you can contribute

Suggested time to complete:

2 weeks, 30 minutes/day

What you will learn:

- Dives deeper into the content and context of the Paris Agreement.
- Introduces you to Nationally Determined Contributions (NDCs), the main way countries decide and share how and when they will address climate change.
- Has you reflect on your country's priorities and what you would want to include in your country's NDC.

Topics covered:

- Nationally Determined Contributions (NDCs)

1. CHAPTER GUIDE

3. Who can help you take action?

Who makes climate decisions and how you can reach them

Suggested time to complete:

2 weeks, 30 minutes/day

What you will learn:

- Introduces you to climate change stakeholders - individuals and groups in your country who make climate decisions, influence those decisions, or are affected by those decisions.
- Asks you to consider where these stakeholders are acting and how you can connect with them safely.

Topics covered:

- ☐ Climate Change Stakeholders in Your Country

4. Turning your knowledge into action

Create your personal climate policy action plan

Suggested time to complete:

2 weeks, 30 minutes/day

What you will learn:

- Asks you to consider what's next for your involvement in climate decision making.
- Asks you to turn your knowledge, understandings, and skills into actions that impact your life, community, and country by creating a Climate Policy Action Plan.

Topics covered:

- ☐ Climate Policy Action Plan

2. Section Guide

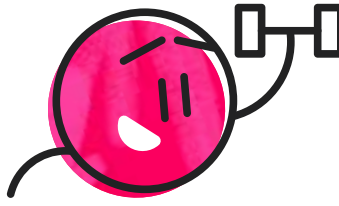
Each Chapter has three sections: **Learn**, **Practice**, and **Act**. Each section has content to read and activities to complete (see the Activity Guide on page 8 for more information).

The activities also come with **example responses** to help you understand new ideas and concepts. Some activities have **reflections** for you to think about what you're working on. Every Chapter has a final, recurring reflection activity for you to consider what you're learning.



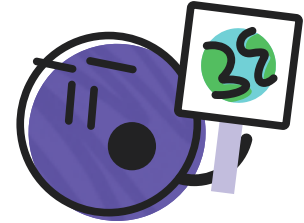
Learn

- Helps you LEARN new information so you can participate fully in the activities in the next sections
- If you want to learn more, you can do your own research, ask a friend, family member, or teacher, or use the resources we list in the Workbook (see Additional Resources on page 11 for more information).



Practice

- Helps develop your critical thinking and other key skills by having you PRACTICE using the information you learned



Act

- Asks you to use what you've learned and practiced to ACT and create something new.
- Brings everything you have done in each Chapter together, and helps you transition to the next Chapter



Activity Examples

- Activity examples are written in this font in each activity where you are asked to write your own ideas
- You can read the examples to better understand the activities
- These examples are not "answers", and you do not need to copy them
- Instead, you can use them as guidance to think of your own ideas based on your context













Reflections

Short reflection questions or activities that help you actively think about what you are doing and learning










3. Activity Guide

To get an idea of what activities are included in the Workbook, you can see them listed below. The colour of each activity represents whether it is a **Learn**, **Practice**, or **Act** activity.

For example, the first number of each activity, the **1** in Activity **1.1** and the **3** in Activity **3.4**, tells you what Chapter the activity is in.

Chapter	Activity	Type	Description
01	1.1		What is Action for Climate Empowerment (ACE)? Let's break it down
	1.2		Can you match each ACE component with its definition?
	1.3		What does a fairness, equity, or justice approach look like?
	1.4		Can you break down these actions for climate empowerment?
	1.5		What's a climate change problem in your community, and how could you solve it?
02	2.1		What are three key terms in climate decision making?
	2.2		Why is it called a <i>Nationally Determined Contribution (NDC)</i> ? Let's break it down
	2.3		What are the seven key components of an NDC?
	2.4		What do you need to know about your country to make an NDC?
	2.5		What should your country's NDC include?

3. ACTIVITY GUIDE

03	3.1		Who are stakeholders that influence climate decision making in your country?
	3.2		Who are the stakeholders that make climate decisions in your country?
	3.3		What would stakeholders think of you NDC?
	3.4		What are young people's climate change messages?
	3.5		What's your climate change message?
04	4.1		How have young people started collective climate action?
	4.2		How are young people taking climate action in their own communities?
	4.3		What are barriers to participating in climate decision making?
	4.4		What's next for you? Your Climate Policy Action Plan

4. Key terms and concepts

The Workbook includes boxes that provide extra information on specific vocabulary words and concepts.

You can use these boxes to deepen your understanding of key terms and learn more about some of the concepts included in the Workbook.

	Page	Box #, Title	What you're learning
Chapter 1	05	Box 1. What does it mean to use <i>mitigation</i> and <i>adaptation</i> to address climate change?	The two main strategies countries are using to address climate change
	15	Box 2. How is gender related to climate change?	How climate change worsens existing gender inequalities
	24	Box 3. What is <i>climate justice</i> ?	How climate change affects people and groups differently and how climate policies must address this
	25	Box 4. What do we mean by <i>social</i> and <i>political</i> causes and effects?	How we are using the terms "social" and "political" in this Workbook
Chapter 3	02	Box 5. What and who are <i>climate change stakeholders</i> ?	The individuals and groups in your country connected to climate change
	03	Box 6. What's a <i>continuum</i> ?	The meaning of the term " <i>continuum</i> "
	07	Box 7. What is an <i>ACE Focal Point</i> ?	The main point of contact in each country for Action for Climate Empowerment (ACE)
	14	Box 8. How can you connect with climate change stakeholders in your country?	Examples of how you can contact and connect with stakeholders in your country
	15	Box 9. How did young people in Pakistan use social media to connect with their government?	The story of how young people in Pakistan made their voices heard using social media
Chapter 4	03	Box 10. What are <i>common but differentiated responsibilities (CBDR)</i> ?	How all countries have a responsibility to address climate change but different abilities to do so
	08	Box 11. What does <i>tokenism</i> look like?	How efforts to be inclusive can sometimes not be truly inclusive

5. Additional Resources

In addition to the Workbook, we also suggest that you explore other resources on climate change that are useful for young people.

The resources listed below are just a few examples of materials that can help you gain a clearer and deeper understanding of climate change. We also provide links to other resources throughout the Workbook that you can access if you have an internet connection.

Resource	Brief Description
<u>Children's Climate Cards</u>	<p>The Children's Climate Cards are a collection of inspiring and interactive activities to engage children in learning about climate change.</p> <p>Target Audience: Children aged 7-12</p>
<u>Sendai Framework for Disaster Risk Reduction for Children</u>	<p>The Sendai Framework is a document that was adopted in 2015 to support countries to understand disaster and risk and better prepare to respond to disasters in their country. The child-friendly version of this document lays out the key terms and concepts of the Framework using more simple language and activities.</p> <p>Target Audience: Children</p>
<u>UNICEF YOUNGO Toolkit for Young Climate Activists</u>	<p>The Toolkit for Climate Activists includes resources on climate governance, the Paris Agreement, the Escazu Agreement, tools for climate action, and a climate change glossary. The resources focus somewhat on the Latin America and Caribbean region but can be used by young people anywhere in the world.</p> <p>Target Audience: Youth climate activists</p>
<u>Y-ADAPT</u>	<p>Y-ADAPT includes lesson plans for seven sessions of engaging games and activities for young people to learn the basics about climate change and take action in their local community. It includes a facilitation guide, activity materials, and facilitation videos.</p> <p>Target Audience: Young people aged 12-25</p>

6. Recurring Reflection Activity

What skills do you need to take action for climate change?



The skills on the following page will help you take action to address climate change, and also support your development in other areas of life, such as school, work, and relationships. At the end of each Chapter, you can return to this table and follow the instructions below for the relevant Chapter.

End of Chapter 1:

- Put a ♥ next to the skills you feel confident in right now.
- Put a ★ next to the skills you are still working on or would like to work on.
- Put a ? next to the skills you don't understand fully (and then go ask a friend, family member, or teacher)!

End of Chapter 2:

- Put a ✓ next to the skills you had to use while going through this workbook so far.
- For the skills you put a tick next to, choose 5-10 and write one way each skill can help you succeed in your everyday life now or in the future.

End of Chapter 3:

- Put a ✓ next to the skills that you either used for this Chapter or that you feel are needed for reflecting about stakeholders, power, and vulnerability in climate decision making.
- For the skills you put a tick next to, choose 5-10 and write an example of another situation or scenario in which you could use the skill in your life.

End of Chapter 4:

- Put a ! mark next to the skills that are needed for your Climate Policy Action Plan.
- For the skills you put a exclamation mark next to, choose 5-10 and write how you will use this skill for your Climate Policy Action Plan.

6. RECURRING REFLECTION ACTIVITY

Skill	Status	Notes
Analyzing inequality and differences in power		
Bringing people together to address an issue		
Communicating clearly		
Creating community around shared values		
Creative thinking		
Critical thinking and reasoning		
Decision making		
Empathy and the ability to take other's perspectives		
Feeling comfortable with uncertainty		
Flexibility in difficult situations		
Leadership		
Negotiation and compromise		

6. RECURRING REFLECTION ACTIVITY

Skill	Status	Notes
Networking with different people and groups		
Problem-solving		
Resilience and optimism		
Respecting views different than your own		
Strategic thinking		
Taking care of your physical and mental well being		
Caring for the physical and mental wellbeing of your community		
Thinking about how different sectors, stakeholders, and groups interact		
Thinking about the short and long term future		
Understanding political systems and how to interact with them		
Valuing traditional and Indigenous knowledge		
Working with complex ideas		
Working well with others		

About the Authors



Anna Pettee, M.S.Ed.

Anna Pettee, M.S.Ed., is a curriculum developer, global education specialist, and teacher at heart. Anna was adopted from China and grew up in a rural town in the northeastern United States. Her childhood was defined by spending time outside—exploring the nature that surrounded her and learning about herself along the way. Anna is deeply grateful for the continued lessons the earth teaches her, and feels a growing urgency to protect this beautiful world. Throughout her career, Anna hopes to help young people build their skills and confidence to clarify their own relationship with nature and lead meaningful lives of their own design.



Christina Kwauk, PhD

Christina Kwauk, PhD, is a social scientist working on a wide range of topics, including education for climate action and girls' education in developing countries. Christina grew up in the American South in an immigrant family from China. At first, her climate action was driven by “eco-anxious” recycling. But her graduate studies and later work at a US-based think tank led her to understand the complexities behind collective action problems, the limits to individual action, and the need for policy change and systems transformation. Today she is driven by the prospects of a sustainable future for her two daughters, and this Workbook is one contribution of many she hopes to make toward that vision.

Acknowledgements

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Youth Leadership in Climate Policy:

Workbook Facilitator's Guide



Youth Leadership in Climate Policy: Turning knowledge and skills into action for climate empowerment

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Introduction

Welcome! This Facilitator's Guide will help you use the activities and content from the "Youth Leadership in Climate Policy" Workbook with groups of people (who we call "learners") who want to learn about climate change. Through this Guide and the Workbook, you can support your learners in developing the knowledge, understanding, and skills to participate in climate change policy and decision making (what we call "climate decision making"). No matter what kind of learning environment you are working in, this Guide can help you select and adjust the activities and content in the Workbook for your learners.

The Workbook does not cover everything you or your learners should know about climate change (see "Five things you should know about climate change" on page 3 of Chapter 1 for a for a quick introduction). Instead, it provides specific activities for your learners to gain knowledge and skills to help them get involved in climate decision making and climate action in your country. This Facilitator's Guide provides detailed Chapter descriptions and activity suggestions for each section of the Workbook. This includes suggestions for pair work, group work, competitions, presentations, performances, debates, and negotiations to help bring the Workbook content to life for your learners.

We hope that through this Guide and the Workbook you can address the important global issue of climate change with your learners and get them interested in learning more and taking action. Good luck, and we hope you have fun!

Anna Pettee, Christina Kwauk

The authors

Who do we hope will use this resource?

The Workbook content and activities are designed for young people aged around 14-18 and older, and the Facilitator's Guide is designed for adults of any age (18 and older) who are working with young people in schools, community programs, youth groups, etc. It is okay if your learners have not yet learned about climate change. We hope that they are interested in learning more and might want to get involved in climate change policy and action in the future.

Young people aged 14-18, or those who are learning at a secondary school level or similar

Young people who may or may not have already been introduced to climate change in school or other programs

Young people who are interested in learning more about climate change and the ways they can get involved in their country.






Chapter Guide

We will now share how the Workbook is organized. The Workbook is divided into four Chapters that focus on different areas of climate decision making and the importance of equity, justice, and fairness in climate action.

Chapter	Content
<p>Chapter 1: What is climate policy and decision making?</p> <p><i>Why action for climate empowerment is needed</i></p>	<ul style="list-style-type: none"> • Builds learner's knowledge and interest in climate decision making • Introduces the Paris Agreement, an important document in the recent history of climate decision making • Gives learners a chance to reflect on climate change-related problems and solutions in their own communities • Connects what the Paris Agreement and climate decision making is to the reasons <i>why</i> it is important to learners' everyday lives
<p>Chapter 2: How are countries taking action?</p> <p><i>What your country is doing and how you can contribute</i></p>	<ul style="list-style-type: none"> • Dives deeper into the content and context of the Paris Agreement • Introduces learners to Nationally Determined Contributions (NDC), the main way countries communicate their climate priorities and commitments to action • Has learners reflect on their country's priorities and decide what they would want to include in their country's NDC • Shows <i>how</i> the Paris Agreement calls on countries to address climate change, and <i>how</i> and <i>when</i> learners can get involved in climate decision making in their country
<p>Chapter 3: Who can help you take action?</p> <p><i>Who makes climate decisions and how you can reach them</i></p>	<ul style="list-style-type: none"> • Builds on learners' work in Chapter 2 • Has learners consider <i>who</i> the main stakeholders in their country are that make decisions about climate change, influence decisions, or are impacted by those decisions positively and/or negatively • Asks learners to consider <i>where</i> these stakeholders are acting in their country and how they can connect with them safely
<p>Chapter 4: Turning your knowledge into action</p> <p><i>Create your personal climate policy action plan</i></p>	<ul style="list-style-type: none"> • Asks learners to consider <i>what's next</i> for their involvement in climate decision making • Asks learners to turn their knowledge, understandings, and skills into actions that impact their lives, communities, and country by creating a Climate Policy Action Plan

Section Guide

Each Chapter has three sections: **LEARN, PRACTICE, and ACT**. Each of these sections has content for learners to read and activities for them to complete. The activities come with **example responses** to help learners understand new ideas and concepts. Some activities have **reflections** for learners to think about what they're working on. Every Chapter has a final, recurring reflection activity for them to consider what they're learning.

Name of Section	What it does
<p>LEARN</p> 	<ul style="list-style-type: none"> • Helps learners LEARN new information to participate fully in the activities in the following sections • If you want to give learners' more information, you can use the resources we list in the Workbook (see Additional Resources on page 8 for more information)
<p>PRACTICE</p> 	<ul style="list-style-type: none"> • Helps develop learners critical thinking and other key skills by having them PRACTICE using the information they learned
<p>ACT</p> 	<ul style="list-style-type: none"> • Asks learners to use what they've learned and practiced to ACT and create something new • Brings everything learners have done in each Chapter together and helps them transition to the next Chapter
<p>Activity Examples</p> 	<ul style="list-style-type: none"> • Activity examples are written in this font in each activity where learners must write their own ideas • You can direct learners to read these examples if they are struggling or not sure of the activity instructions • You can view the examples yourself to better understand the activities • These examples are not "right answers" and learners should not copy them, but use them as guidance for thinking of their own responses
<p>Reflections</p> 	<div style="border: 2px solid black; padding: 10px;"> <p>Short reflection questions or activities that help learners actively think about what they are doing and learning.</p> </div>

Key terms and concepts

The Workbook also includes boxes that provide learners with extra information on specific vocabulary words and concepts. You can use these boxes in your facilitation to support learners' understanding of key ideas.

	Page	Box #, Title	What you're learning
Chapter 1	05	Box 1. What does it mean to use <i>mitigation</i> and <i>adaptation</i> to address climate change?	The two main strategies countries are using to address climate change
	15	Box 2. How is gender related to climate change?	How climate change worsens existing gender inequalities
	24	Box 3. What is <i>climate justice</i> ?	How climate change affects people and groups differently and how climate policies must address this
	25	Box 4. What do we mean by <i>social</i> and <i>political</i> causes and effects?	How we are using the terms "social" and "political" in the Workbook
Chapter 3	02	Box 5. What and who are <i>climate change stakeholders</i> ?	The individuals and groups in your country connected to climate change
	03	Box 6. What's a <i>continuum</i> ?	The meaning of the term " <i>continuum</i> "
	07	Box 7. What is an <i>ACE Focal Point</i> ?	The main point of contact in each country for Action for Climate Empowerment (ACE)
	14	Box 8. How can you connect with climate change stakeholders in your country?	Examples of how you can contact and connect with stakeholders in your country
	15	Box 9. How did young people in Pakistan use social media to connect with their government?	The story of how young people in Pakistan made their voices heard using social media
Chapter 4	03	Box 10. What are <i>common but differentiated responsibilities (CBDR)</i> ?	How all countries have a responsibility to address climate change but different abilities to do so
	08	Box 11. What does <i>tokenism</i> look like?	How efforts to be inclusive can sometimes not be truly inclusive

Your Facilitator Tools

You can decide how you want to use the content and activities in the Workbook to support your learners' climate change education. To help you do this, we suggest four facilitation tools to strengthen and deepen your learners' experience with the Workbook.



Context Clues

While the Workbook provides information on concepts and ideas, it is up to you and your learners to connect it to your own context. Connect your learners' existing knowledge of what's happening in your community and country to help them understand complex topics and concepts related to climate decision making.



Brain Breaks

When we are thinking hard or working on one thing for a long time, our brains need a break. When your learners need a break from the Workbook, you can get them moving with a quick stretch, dance, or active game. Sometimes activities can overly excite learners. In this case, give them a calming brain break, such as closing their eyes, listening to relaxing music, or stretching silently in place.



Find Out More

Asking questions about what we don't understand and seeking out more information is a key part of learning. If your learners want to know more about something included in the Workbook, support them by helping find resources on the internet, printed resources available to you, or asking friends, family, or experts in your community to join the conversation and share their knowledge.



Wellness Check

Talking about climate change and its effects on our lives can be stressful and cause anxiety. This is especially true for young people who are feeling uncertain about their future. Recognize when your learners are feeling stress from what they are learning or working on and give them the opportunity to share their feelings. By doing this, you can make space in your learning environment for practicing peer support, self-care, and hopefulness about the future.

Additional Resources

In addition to the Workbook and this Facilitator's Guide, we also suggest that you explore other resources on climate change that are useful for young people. The resources listed below are just a few examples of materials that can help you and your learners gain a clearer and deeper understanding of climate change. We also provide links to other resources throughout the Workbook that you can access if you have an internet connection.

Resource	Description	Suggested Use
<u>Children's Climate Cards</u>	The Children's Climate Cards were developed by a number of organisations, including Plan International, and provide a collection of inspiring and engaging activities to help children learn about climate change.	The Climate Cards target learners aged 7-12. If your learners have not learned about climate change yet, the cards can give you ideas on how to start talking and teaching about it.
<u>SENDAI Framework for Disaster Risk Reduction for Children</u>	The Sendai Framework is a document that was adopted in 2015 to support countries to understand disaster and risk and better prepare to respond to disasters in their country. The Children in a Changing Climate coalition developed this child-friendly version to explain key terms and concepts of the Framework using more simple language and activities.	Even if your learners are no longer considered "children," this resource can help them understand some important ideas related to climate change, such as risk, exposure, disaster, and preparedness. You can see what aspects of this resource would be useful for your learners and adjust them to fit your context.
<u>UNICEF YOUNGO Toolkit for Young Climate Activists</u>	The Toolkit for Climate Activists was developed by UNICEF with support from the Children and Youth constituency to United Nations Framework Convention on Climate Change (YOUNGO). It provides young people who are already engaged in climate change activism with targeted resources on climate governance, the Paris Agreement, the Escazu Agreement, tools for climate action, and a climate change glossary. The resources focus somewhat on the Latin America and Caribbean region but can be used by young people worldwide.	The Toolkit targets young climate activists who have already been introduced to climate change and climate decision making. If your learners are not yet at this level, we suggest starting with the climate change glossary from the toolkit to help them learn key terms in climate change education. The toolkit is also a great way to give learners more information on the topics included in the Workbook.
<u>Y-ADAPT</u>	Y-ADAPT is a curriculum developed by the Climate Centre to help young people learn the basics about climate change and take action in their local community to address it. It includes seven sessions, a facilitation guide, activity materials, and facilitation videos.	Y-ADAPT targets learners aged 12-25. It is best for a group setting with learners that meet regularly. You can also pick and choose the sessions you would like to use with your learners. This resource is great for helping your learners understand the causes and effects of climate change.

Chapter Maps

The main part of this Facilitator's Guide is the Chapter Maps, which show you how to navigate each Chapter and facilitate it with your learners. Each Chapter Map includes The Big Picture (what each Chapter aims to accomplish), Learning Goals (what learners will know, understand, and be able to do after each Chapter), Key Terms and Concepts, What You'll Need (suggested materials and resources to help you facilitate), and Activity Suggestions.



The Big Picture



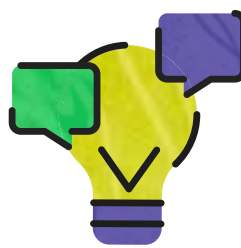
Learning Goals



**Key Terms
and Concepts**



What You'll Need



**Activity
Suggestions**

We suggest going through the Chapters and activities in order, starting with Chapter 1. Altogether, this process can take between **4-8 weeks**, depending on how often you hold sessions and how long each session is. *There is no need to rush!* If you are teaching a class or working with a program that already has a curriculum, you are welcome to use specific parts of the Workbook that align with your subject or existing content.

IMPORTANT! This Facilitator's Guide includes guidance on how to facilitate the activities in the Workbook. We highly recommend that you give learners time before, after, or outside of your sessions to read the accompanying text in the Workbook. Please make sure you give your learners time to read the text. It provides important information to support learners in each activity.

Chapter 1: What is climate policy and decision making?

Suggested time on activities: approx. 4 hours 30 minutes total, can be divided into 4 sessions.



The Big Picture

1. To introduce learners to the concept of climate justice in climate decision making using the Paris Agreement, and specifically Article 12: Action for Climate Empowerment (ACE) from the Agreement.
2. To start learners thinking about the connections between their local experiences of climate change's causes and effects and actions for climate empowerment.



Learning Goals

Learners will know:

- The Paris Agreement is a document signed in 2015 by 197 countries
- The Paris Agreement sets ambitious goals for tackling climate change through adaptation and mitigation strategies
- The Paris Agreement includes Article 12 on ACE, which is made up of six components and highlights the importance of public participation in climate decision making and action
- The differences between inequality, fairness, equity, and justice, and examples of what each looks like
- Intersectionality refers to the many different identities one person can possess at the same time
- Gender inequality plays an important role in how people are affected differently by climate change
- Climate change has causes and effects that are environmental, social, and political

Learners will understand:

- The Paris Agreement is a call to action and commitment from almost every country in the world to address the global issue of climate change
- The Paris Agreement promotes actions that empower individuals and groups, especially those that are most often excluded or more vulnerable in society
- People's many different identities mix together to affect how they are treated in society; this is called intersectionality
- Gender is an especially powerful aspect of identity because of how gender inequality worsens the effects of climate change on girls and women
- The causes and effects of climate change are deeply connected to the social and political realities in your country, and therefore also issues of justice, equity, and fairness in your country
- The Paris Agreement offers guidance on how to address the negative effects of climate change through ACE

Learners will be able to:

- Introduce the basic information about the Paris Agreement to a friend or family member
- Recite the six components of ACE and describe each one accurately
- Identify examples of climate change mitigation and adaptation strategies
- Describe and identify the differences between inequality, fairness, equity, and justice
- Explain the concepts of intersectionality and gender inequality to a friend or family member using examples
- Identify a climate change problem in their community and list the main causes and effects
- Identify a solution to this problem and list the main inputs and outcomes

Key Terms and Concepts:



- The Paris Agreement
- Mitigation and adaptation
- Article 12 of the Paris Agreement: Action for Climate Empowerment (ACE)
- Climate empowerment
- The six components of ACE (Education, Training, Public Awareness, Public Participation, Public Access to Information, International Cooperation)
- ACE Focal Point
- Equity, fairness, and justice
- Climate justice
- Intersectionality backpack
- Gender and climate change
- Causes and effects of climate change in learners' communities
- Social and political aspects of climate change
- Problem and Solution Trees
- Skills for climate empowerment

What You'll Need:



- Learners should all have access to the Workbook content either online or printed (they can also share copies with each other)
- Chalkboard and chalk and/or poster paper and markers
- Learners should all have their own pencils/pens and paper

Activity Suggestions

We suggest facilitating Chapter 1 in four separate sessions:

- **Session 1:** Activities 1.1 + 1.2 (approx. 45 minutes)
- **Session 2:** Activity 1.3 (approx. 1 hour)
- **Session 3:** Activity 1.4 (approx. 1 hour)
- **Session 4:** Activities 1.5 + Reflection (approx. 1 hour 45 minutes)

Activity

1.1 What is Action for Climate Empowerment (ACE)? Let's break it down

Suggested time:
30 minutes

Suggested Group Activity:
Pair or small group work with full group sharing

Suggested Facilitation

For this activity, consider having learners work in pairs or small groups.

20 minutes - Have learners work in groups of 2-3 people to read the definitions of each part of ACE and the examples for each part. Then have them write their own example for each part of ACE.

10 minutes - Have the whole group come back together and share their examples from each part of ACE with each other.



Find out more about the Paris Agreement by visiting the UNICEF/YOUNGO Toolkit for Climate Activists Resource: "[The Paris Agreement for Young People](#)."



To help learners connect what they already know with these new terms about ACE, you can ask questions like, "What parts of these new definitions are familiar to you? Do the examples of each definition remind you of anything from your own experience?"

Activity

1.2 Can you match each ACE component with its definition?

Suggested time:
15 minutes

Suggested Group Activity:
Team competition

Suggested Facilitation

For this activity, consider making it a competition between teams to see who can match all six components of ACE with their correct definition the fastest.

3 minutes - Depending on how many learners and Workbooks you have available, you can either create two large teams or make multiple small teams of 2-3 people. Each team is given a Workbook to complete the matching game.

[If you don't have enough copies of the Workbook for every team, you can write the six components of ACE and the six definitions on poster paper, on a chalkboard, or take a photo of the text and share with your class using the safest, most appropriate digital messaging platform.]

12 minutes - The first team that thinks they have matched all definitions correctly must stand in front of the other teams and recite their answers. If they are correct, they can come up with a 3-second celebration dance or cheer. If they make a mistake, another team can "steal" their win and attempt to recite all 6 matches correctly. This process continues until one team has recited all 6 matches correctly. If you are running out of time, give learners a 2-minute warning for their final chance to win the competition, and then go over the answers together.



Connect the six components of ACE to your learners' context by asking questions such as "What does/would this component look like in our community? Have you seen something like this component taking place before?"

Activity

1.3 What does a fairness, equity, or justice approach look like?

Suggested time:

1 hour

Suggested Group Activity:

Group presentations or performances

Suggested Facilitation

For this activity, we suggest having learners work in groups to prepare a presentation or performance for the whole group on one of the four concepts: inequality, equality/fairness, equity, and justice.

5 minutes - Divide learners into four groups. If you have more than 24 learners, we suggest making more than 4 groups and assigning multiple groups the same concept. Assign each group one of the four concepts from the image in Activity 1.3: 1) inequality, 2) equality/fairness, 3) equity, or 4) justice.

30 minutes - Make sure learners have read both the information in Activity 1.3 and also the text following it, including Box 4. This will give them important background information on how inequality, fairness, equity, and justice affect people differently because of intersectionality and gender inequality. Once they are done reading, they must now prepare a presentation or performance under 5 minutes long to present to the rest of the group.

25 minutes - Spend the rest of the session having groups perform or present for everyone. If groups are presenting for more than 5 minutes, let them know you'll have to stop them to make sure every group has the chance to present. If groups end before 5 minutes is up, you can spend the remaining time having other learners ask the presenting group questions about their presentation.



Not everyone will be comfortable presenting in front of others. Still, it is an important skill to build. Encourage even your most shy learners to speak at least once during their group's performance. While some learners might be more skilled presenters than others, make sure to compliment shy learners to encourage them to keep trying new things.

Activity

1.4 Can you break down these actions for climate empowerment?

Suggested time:
1 hour

Suggested Group Activity:
Puzzle Piece activity

Suggested Facilitation

For this activity, we suggest what we call a “Puzzle Piece” format. This activity is called Puzzle Piece because learners first work independently to complete pieces of an assignment and then come together to complete the “puzzle” by sharing their work with each other.

5 minutes - Form groups of at least 6 learners. In each group of 6, assign each learner an ACE component. In every group, one person should be assigned Education, one person assigned Training, and so on.

[If you have less than 6 learners total, you can also assign yourself an ACE component or have the entire group complete one component together as practice. If you have groups with more than 6 people in them, assign 2-3 learners to one component.]

25 minutes - Each learner in the group is now responsible for reading the two examples from their assigned component and filling out the table for that component. Let them work on this by themselves quietly.

30 minutes - Ask learners to rejoin their groups and share what they wrote for their assigned ACE component with the rest of their group, leaving time for other group members to ask questions.



Connect the examples in this activity to your learner’s context by asking questions like, “If your assigned example does not apply to our context, what is a version of your example that could happen in our community? Have you seen an example of your assigned ACE component in our community or country?”



Your learners just completed two full sections of Chapter 1. Congratulate them for their focus and hard work so far, and give them at least a 10-15 minute brain break to stretch, eat a snack, or chat with their peers on something unrelated to climate change.

Activity

1.5 What's a climate change problem in your community, and how could you solve it?

Suggested time:

1 hour 30 minutes

Suggested Group Activity:

Role play

Suggested Facilitation

We suggest a role play for this activity, in which learners take on different identities (roles) and participate in the activity as their assigned role.

For this role play, learners will be assigned different identities. They will share their opinion on a chosen problem and solution based on how they think a person with the identity they have been assigned would respond.

15 minutes - Have the group first brainstorm climate change-related problems in their community that they want to see addressed. You can do this by asking learners to independently think up three big problems they see and then make a large list on a chalkboard or poster paper with all the problems they thought of. Then you can vote or discuss together which problem you all want to focus on for the Role Play.

[If you have less than 12 people in your group, you can do this as one group. If you have more than 12 people, we suggest having two or more role plays running at the same time.]

5 minutes - Once your learners have chosen a core problem, assign learners one of the six identities below (feel free to change these identities if others are more relevant to your context). If you have more than 6 learners, it is okay for more than one learner to be assigned the same identity.

Identities for Role Play

1. Local government education official
2. Rural male farmer
3. Young secondary school girl
4. Mother of three children
5. Climate refugee living in a refugee camp, miles away from his original home
6. Indigenous village leader

10 minutes - Once you have assigned learners their identities, have them come up with a list of details about their assigned identity related to climate change, such as:

1. The main ways their assigned identity interacts with nature and is affected by nature
2. The main ways climate change affects their identity's life in positive and negative ways
3. Their identity's priorities for the present and future, including their priorities for the wellbeing of their family and community

30 minutes - Now it's time for the role play to begin. Using the core problem your learners agreed on, give each learner(s) representing a specific identity the chance to stand up and share their perspective on the causes and effects of the core problem. As each learner shares their perspective, you might find that there are disagreeing ideas based on the identities they are role playing. This is meant to happen and can be a learning moment for the whole group to consider how people experience the effects of climate change differently.

30 minutes - Do the transition exercise to go from the Problem Tree to the Solution Tree as a group using the same voting or discussing process you did to choose the core problem. Once you have agreed on a core action, repeat the sharing process again, hearing from each learner who is representing a specific identity on what they believe the inputs and outcomes are for the core action.



Thinking about the negative impacts of climate change on learners' own communities and the actions needed to address them can be an emotional and stressful activity. Remind your learners that they are not responsible for "solving" climate change and give them space to process and share their feelings if they want to. If they don't want to share, you can take a silent moment together for each person to reflect and do what they personally need before re-engaging in the activity.



Learners just completed an intensive activity with a lot of critical thinking. Let them refresh their minds for at least 5-10 minutes by resting their eyes, stretching in place, or listening to music before moving on to the final activity of Chapter 1.

Activity

Recurring Reflection Activity: Skills for Climate Empowerment

Instructions for the Recurring Reflection Activity can be found at the end of the Overview section of the Workbook

Suggested time:

15 minutes

Suggested Group Activity:

Individual reflection and group sharing

Suggested Facilitation

This final activity repeats itself at the end of every Chapter and is not meant to be challenging or require a lot of energy from learners.

8 minutes - Have learners reflect on the skills listed in the table and respond to the prompt on their own.

7 minutes - Have learners share back with the whole group and ask questions about skills they did not fully understand.

[If you have a larger group, you can have learners share with a partner or in small groups of 4-5 people instead of sharing back with the whole group.]



This activity is meant to help learners think about their own learning and the skills they are using and developing through the Workbook activities and content. Connect the skills listed in the table to learners' lives by asking questions like, "Which skill do you use the most in your everyday life? Which skills do you think are going to be most important for your future and why?"

Chapter 2: How are countries taking action?

Suggested time on activities: approx. 4 hours and 20 minutes total, can be divided into 3 sessions.



The Big Picture

1. To introduce learners to Nationally Determined Contributions (NDCs) as an example of how they can get involved in climate policy and action in their country.
2. To get learners thinking critically about their own country in terms of climate change and have them set priorities, actions, and goals that they believe should be included in their country's NDC.



Learning Goals

Learners will know:

- The United Nations Framework Convention on Climate Change (UNFCCC) was adopted in 1992 and set the foundation for countries to start addressing climate change
- The Paris Agreement was adopted in 2015 at the 21st session of the Conference of the Parties (COP21)
- Nationally Determined Contributions (NDCs) are part of the Paris Agreement's call to action for countries to develop clear plans for addressing climate change
- Countries are asked to update their NDC every five years at the global stocktake starting in 2023
- NDCs should include seven key components
- NDCs should be transparent, equitable, and increasingly ambitious
- Social, political, environmental, and economic aspects of their country are important to consider when drafting their country's NDC
- In addition to NDCs, countries are also asked to prepare National Adaptation Plans (NAPs) to communicate their unique and changing adaptation needs

Learners will understand:

- The wider context of climate change decision making, including the UNFCCC, COP, NDCs, and the global stocktake, put pressure on countries to contribute to addressing climate change through clear and real actions
- To address climate change, countries often need cooperation, assistance, and/or support from other countries in the form of money, technology, training, or other resources
- A country's key characteristics shapes its priorities for addressing climate change
- Clarifying these priorities is necessary to take action, but also very complex

Learners will be able to:

- Explain the purpose of the UNFCCC, COP, NDCs, and the global stocktake to a friend or family member
- Describe the seven components of an NDC accurately
- Consider how the social, political, environmental, and economic aspects of their country are connected to climate change
- Translate the key characteristics of their country into priorities, actions, and goals for their country to achieve in addressing climate change
- Confidently share their version of their country's NDC with a friend, family member, teacher, etc.

Key Terms and Concepts:



- United Nations Framework Convention on Climate Change (UNFCCC)
- Conference of the Parties (COP)
- Nationally Determined Contributions (NDCs)
- Global stocktake
- NDC's seven components (Mitigation, Adaption, Financial Support, Technology Transfer, Capacity Building, Transparency, Conditionality)
- NDCs should be ambitious, transparent, and equitable
- Key characteristics of learners' country
- National Adaptation Plans (NAPs)

What You'll Need:



- Learners should all have access to the Workbook content either online or printed (they can also share copies with each other)
- Learners should all have their own pencils/pens and paper

Activity Suggestions

We suggest facilitating Chapter 2 in three separate sessions:

- **Session 1:** Activities 2.1 + 2.2 + 2.3 (approx. 1 hour 5 minutes)
- **Session 2:** Activity 2.4 (approx. 1 hour 30 minutes)
- **Session 3:** Activities 2.5 + 2.6 (approx. 1 hour 45 minutes)

Activity

2.1 What are three key terms in climate decision making?

Suggested time:
15 minutes

Suggested Group Activity:
Whole group learning

Suggested Facilitation

The goal of this activity is to introduce learners to three key terms in climate decision making: the UNFCCC, COP, and NDCs.

15 minutes - Make this a quick group activity by asking 3 different learners to read aloud the definition of each key term. Give 2 minutes for learners to reflect on each definition and ask any questions before moving on to the next term.



For a more complete timeline of events between 1992 and 2015, visit the UNICEF/YOUNGO Toolkit for Climate Activists resource: "[The Paris Agreement for Young People](#)." (page 10).

Activity

2.2 Why is it called a Nationally Determined Contribution? Let's break it down

Suggested time:
15 minutes

Suggested Group Activity:
Think, Pair, Share

Suggested Facilitation

For this activity, consider using a Think, Pair, Share format. This gives learners the time to reflect on their own (Think), combine their reflections with a partner (Pair), and then share their thoughts with the whole group (Share).



To learn more about NDCs, you can visit the [UNFCCC's website](#).

5 minutes - (Think) Learners first read and reflect on the information by themselves.

5 minutes - (Pair) Learners work with a partner to discuss anything they had questions about, thought was interesting, or surprised them about what they read.

5 minutes - (Share) Have each pair share their thoughts with the whole group. If you have many pairs, have each pair share with another pair instead of the whole group.

Activity

2.3 What are the seven key components of an NDC?

Suggested time:
35 minutes

Suggested Group Activity:
Puzzle Piece activity

Suggested Facilitation

For this activity, consider using the Puzzle Piece format again.

5 minutes - Since there are seven components of NDCs, make groups with at least 7 people in them. Assign each learner in each group one of the components of the NDC to become an "expert" on.

[If you have less than 7 people, you can assign yourself a component and/or the whole group can read one together as practice. You can also assign more than one learner an NDC component if you have groups with more than 7 people in them].

10 minutes - Have learners read the definition and example of their assigned NDC component, and then come up with an example or strategy for explaining it to the rest of their group.

20 minutes - Once everyone has become an "expert" on their assigned NDC component, have learners get back in their groups and share their assigned component. This way, learners learn about the seven components of NDCs from their peers and become extra familiar with one component.



This activity requires a lot of mental work for learners, so make sure to give them a rest before starting or once they are finished.

Activity

2.4 What do you need to know about your country to make an NDC?

Suggested time:
1 hour 30 minutes

Suggested Group Activity:
Small group project

Suggested Facilitation

For this activity, learners will form small groups with people they want to work with, as they will be asked to return to these groups for future activities.

5 minutes – Ask learners to form groups of 3-5 people. The people they choose will be their group for this activity and the next activity in this Chapter. If learners are having a hard time creating groups fairly and kindly, you can assign groups.

5 minutes – Once learners are in groups of 3-5 people, share with them their project for the rest of Chapter 2: creating an NDC for their country. The first step of this project is to brainstorm key characteristics of their country as a team. To do this, have each group assign roles to make sure everyone is contributing:

Project Roles:

1. The Recorder (this person writes down the ideas for the group)
2. The Question Asker (this person asks the group questions to keep them thinking)
3. The Timekeeper (this person makes sure the group finishes their work on time and isn't spending too much time on one question)
4. *Optional.* The Overthinker (this person purposefully asks their group follow-up questions to help everyone consider different perspectives and opinions)
5. *Optional.* The Reporter (this person shares back to the other groups when asked)

1 hour 10 minutes – After each group has assigned roles, have them begin working through the table of questions in Activity 2.4. As they work, you can visit each group to check on their progress. If they are stuck on a question, you can help them brainstorm. If they have finished quickly, you can help them add to their responses.

10 minutes – If there is time at the end of the session, have one learner from each group – it can be The Reporter – share back to the whole group. They can share what questions they struggled with and what questions they would like help from others to complete their response to.



Working in a group can be challenging for some learners, and thinking about all the different characteristics of their country is a large mental task. If you see groups are losing energy or slowing down in their progress, help energize them by getting them up and moving, making them laugh, or suggesting they take a 5-minute break to clear their minds before getting back to work.



If learners are struggling to answer questions about their whole country, help them with leading questions that focus first on their local context like, "Instead of thinking about the whole country, what about our town or city? What is important in our local context? How do these local key characteristics connect to things going on in other parts of our country?"



If learners have the time and desire, you can also encourage them to do more work on this project outside of the session. They can ask their family, friends, and community members what they think are important about their country, too.

Activity

2.5 What should your country's NDC include?

Suggested time:

1 hour 30 minutes + take home time + Sharing Event

Suggested Group Activity:

Small group project

Suggested Facilitation

For this activity, learners will continue to work in the groups they formed in Activity 2.4.

5 minutes - Have learners re-assign the Project Roles from Activity 2.4, so every member of each group is taking on a different role.

1 hour 20 minutes - Learners will use their country's key characteristics to fill out the table in Activity 2.5. Let them know that this table is to help them organize their thoughts, but the final project that they will share with the group will be a presentation or performance of their choice. Have learners work on the table and start planning their final presentation for the rest of this session.

5 minutes - Before ending the session, decide with your learners on a date and time for a Sharing Event. This will be for groups to present their NDC to everyone and can include inviting others from the community, such as friends and family.



If learners are struggling to turn their country's key characteristics into NDC priorities, actions, and goals, you can help by asking questions like, "How are the important aspects of your country related to climate change? How do they contribute to its causes, and how are they affected by it? What needs to happen in your country to limit climate change's causes and effects? How will addressing climate change affect the important aspects of your country positively or negatively?"



Like the last activity, learners can also involve their family, friends, and community in this activity by asking for their thoughts and advice. They can also work with their group outside the session to prepare their presentation for the Sharing Event.



Thinking of all the priorities, actions, and goals that should go into your country's NDC is a large and overwhelming task. Remind your learners that this is just an activity, not a test or competition, and there are no "right answers." The goal of this activity is for them to use what they've learned so far, including the seven components of NDCs, to think about what's important for addressing climate change in their country.

Activity	
Recurring Reflection Activity: Skills for Climate Empowerment Instructions for the Recurring Reflection Activity can be found at the end of the Overview section of the Workbook	
Suggested time: 15 minutes	Suggested Group Activity: Individual or group reflection
Suggested Facilitation	

For this reflection activity, learners are asked to consider which skills they've used during Chapter 1 and Chapter 2 of the Workbook.

15 minutes - You can structure this as a group reflection activity and have everyone sit or stand in a circle and share one skill they have used and how they used it.

If your learners are feeling more independent, you can have them find a quiet place and complete this activity by themselves.



If learners are wondering why this is a repeating activity, you can explain that it is to help them think about their own learning. Being able to recognize the skills you are developing is an important skill in itself and can help learners describe their abilities and experiences clearly. This can be very useful in interviews for jobs or other opportunities.

Chapter 3: Who can help you take action?

Suggested time on activities: approx. 5 hours 45 minutes total, can be divided into 4 sessions.



The Big Picture

1. To introduce learners to the concept of climate change stakeholders and get them thinking critically about two kinds of stakeholders: those who influence and are affected by climate decision making, and those who make climate change decisions in their country.
2. To connect learners' understanding of climate change stakeholders in their country to the NDC they created in Chapter 2 and get them thinking about how their NDC affects stakeholders differently.
3. To help learners think about how they can connect with climate change stakeholders in their country effectively and what their personal message about climate change is.



Learning Goals

Learners will know:

- Stakeholders in their country are made up of formal and informal groups who have some interest in climate decision making because they are affected by it positively or negatively
- The two continuums of influencing stakeholders (power and vulnerability)
- The four organizational levels of stakeholders that make climate change decisions in their country
- The four quadrants of stakeholders who influence climate change
- The ways stakeholders are affected by the NDC they prepared
- Examples of how they can connect with stakeholders in their country
- To connect with stakeholders, you need a strategy that works for your context
- A clear, meaningful message to stakeholders includes who you are, why you care, what you care about, and what you are asking others to do
- According to the Glasgow Work Programme, every government should have an ACE Focal Point for coordinating and managing action for climate empowerment in their country

Learners will understand:

- Climate change decision making is a complex and complicated process that makes it very difficult to satisfy every stakeholder's needs and wants
- Climate decision making requires power and influence, and the stakeholder groups with the least power and influence need to be heard and protected the most
- Accounting for stakeholders, including understanding their needs and wants, listening to them, and ensuring the most vulnerable and marginalized are protected, is a critical aspect of climate decision making, especially in writing an NDC
- Connecting with stakeholders is an important and necessary part of climate decision making, and requires thoughtful reflection on the best ways to connect based on cultural and societal expectations
- Climate change is both a global and personal issue for many people, and creating a message that connects your personal experiences of climate change with a global call to action can help inspire others to take action

Learners will be able to:

- Describe the importance of stakeholders in climate change decision making to their friends or family members
- Identify examples of stakeholders for each of the four quadrants of influencing stakeholders
- Identify examples of stakeholders for each of the four organizational levels of decision making stakeholders
- Explain how different stakeholders are affected by their NDC priorities
- Consider the different perspectives of specific stakeholders in regard to their NDC
- Explain the four aspects of a clear, meaningful climate change message (Who, Why, and Double What) and identify each aspect in example messages from young people
- Write their own message about climate change that includes the Who, Why, and Double What

Key Terms and Concepts:



- Climate change stakeholders
- Continuum
- Continuum of Vulnerability
- Continuum of Power
- Influencing stakeholders
- Four quadrants of influencing stakeholders
- Decision making stakeholders
- Glasgow Work Programme and ACE Focal Point
- Four organizational levels of decision making stakeholders (town/village, city, national, and international)
- Debate and negotiation
- Connecting with stakeholders
- Social media as a tool for connecting with stakeholders
- Who, Why, and Double What of an effective climate change message

What You'll Need:



- Learners should all have access to the Workbook content either online or printed (they can also share copies with each other)
- 4 pieces of large poster paper and a pack of markers (enough for at least half of your learners)
- Tape if you are inside
- Learners should all have their own pencils/pens and paper

Activity Suggestions

We suggest facilitating Chapter 3 in four separate sessions:

- **Session 1:** Activity 3.1 (approx. 1 hour 30 minutes)
- **Session 2:** Activity 3.2 (approx. 1 hour)
- **Session 3:** Activity 3.3 (approx. 2 hours)
- **Session 4:** Activities 3.4 + 3.5 + 3.6 (approx. 1 hour 15 minutes)

Activity

3.1 Who are stakeholders that influence climate decision making in your country?

Suggested time:
1 hour 30 minutes

Suggested Group Activity:
Group work, Puzzle Piece activity

Suggested Facilitation

For this Chapter, learners will work in the same groups they formed to create their country's NDC (referred to as "NDC groups"). This way, learners can continue building on their ideas from the NDC they prepared in Chapter 2.

This first activity requires a lot of content knowledge. By using a Puzzle Piece format, you can encourage peer-to-peer learning and increase the time learners spend actively working.

5 minutes - Start by assigning each NDC group one of following key questions:

1. Who and what are climate change stakeholders?
2. What is a continuum and what is the Continuum of Vulnerability?
3. What is a continuum and what is the Continuum of Power?

If you have more than 3 NDC groups, you can assign the same question to multiple groups. If you have

less than 3 groups, have groups focus on questions 2 and 3, and go over question 1 about climate change stakeholders together.

20 minutes - As an NDC group, learners will become "experts" on their assigned question by reading the LEARN section of Chapter 3, stopping at Activity 3.1. In their NDC group, they will prepare to share their response to their question with everyone.

20 minutes - Bring everyone together to have each NDC group share their response to their assigned question.

5 minutes - Once learners understand the concepts included in the three key questions, it is time to start filling out the chart in Activity 3.1. We suggest using a Puzzle Piece format again, this time within groups. Within each NDC group, assign each person one quadrant of the chart. Since there are 4 quadrants, if a group has less than 4 people, they can fill out one quadrant together as practice. If they have more than 4 people, two learners can work together on one quadrant.

5 minutes - Now that learners are assigned a quadrant within their NDC groups, have them match up with people from other groups who have also been assigned the same quadrant. Now they are working across NDC groups as well, in "quadrant groups."

20 minutes - Have learners work with their newly formed quadrant groups to think of as many climate change stakeholders as possible for their assigned quadrant.

15 minutes - Have learners return to their NDC group and share the climate change stakeholders they came up with for their assigned quadrant with the rest of their group.



If learners want to keep learning about climate change stakeholders in their country, they can continue this activity on their own by going online if they have internet access, or asking their friends, family, and community members who they think are important climate change influencing stakeholders.



Thinking about stakeholders who are vulnerable to climate change and/or have little power in decision making can be personal for some learners and can trigger emotions such as anger or sadness. Recognize when your learners are feeling emotionally heated and give them an outlet for their feelings that is supportive and safe. Although we can't fix every problem or make every pain go away, we can be present to listen and provide comfort as learners process their feelings.

Activity

3.2 Who are stakeholders that make climate decisions in your country?

Suggested time:

1 hour

Suggested Group Activity:

Think, Pair, Share + Bus Stop Activity

Suggested Facilitation

For this activity, we suggest a Think, Pair, Share activity followed by a "Bus Stop" activity. The "Bus Stop" activity has learners move around as though they're on a bus, and stop at specific stations to read information that's provided on posters and add their ideas. This lets learners think independently while still interacting with their peers' ideas.

5 minutes - Prepare for the Bus Stop activity with four large pieces of poster paper. Write in large letters at the top of each paper the organizational levels for decision making stakeholders. You should have one paper that says TOWN/VILLAGE, one that says CITY, one that says NATIONAL, and one that says INTERNATIONAL. If you are working inside, use tape to hang each paper on the wall, spaced apart from each other like different bus stops around the room. If you are outside, you can lay each paper on the ground and weigh it down with rocks or something heavy.

Now you can begin the Think, Pair, Share activity, which prepares learners for the Bus Stop activity.

5 minutes - (Think) Have learners read the information presented in Activity 3.2 by themselves.

5 minutes - (Pair) Learners chat with a partner about the information they read in Activity 3.2.

5 minutes - (Share) Come together as a whole group to answer any questions learners might have about the different levels of decision making stakeholders.

20 minutes - Once learners understand each of the four organizational levels of decision making stakeholders, start the Bus Stop activity by passing out markers. If there aren't enough markers for every learner, they can share. Have them stand up and move around the space like they're riding a bus. They can have fun with this and pretend one learner is

the driver, making stops and "getting off the bus" at different posters. As learners stop at each poster, have them write climate change stakeholders that fit for each level written on the poster. Learners should stop at all the posters many times so they can see what their peers are adding. If a learner thinks of a stakeholder that's already been written, they can add a ✓ next to that stakeholder's name instead.

15 minutes - Once all four posters have been filled out with lots of stakeholders, look at the posters together and discuss any stakeholders that seemed to receive a lot of ✓'s, or stakeholders that learners might disagree on.



If learners are struggling to think about decision makers related to climate change, you can help them by first thinking about decision makers they know about already, such as their local government officials, the president/prime minister, and different ministries. Connect these stakeholders with climate change by asking questions like, "At this level, who makes decisions about what we can, cannot, or must do? Are these decisions affected by climate change, or do they affect actions to address climate change?"

Activity

3.3 What would stakeholders think of your NDC?

Suggested time:
2 hours

Suggested Group Activity:
Bus Stop activity + Role Play Debate

Suggested Facilitation

For this activity, you can use a Bus Stop activity again to join all the NDC groups together and decide on 5 top NDC priorities. Then you can hold a Role Play Debate about these priorities.

10 minutes - Using the Bus Stop activity again, give each NDC group a piece of paper (you can use the backs of the paper you used in Activity 3.2 to save paper!) and a marker. Have groups write their top 3 NDC priorities from their own NDC on their paper, and then place the paper somewhere in the space you're working.

15 minutes - Now, have learners "ride the bus" and stop at each NDC group's poster to read their priorities. Each learner can vote for three priorities. They can add a ✓ next to the three priorities they think are most important across the different posters. When time is up, count which priorities have the most ✓'s and choose the top 5.

5 minutes - Once learners have chosen their top 5 NDC priorities, prepare for the Role Play Debate by dividing learners into 7 teams. If you have 7 learners or less, then each learner is their own team. For each team (or individual), assign them a decision making stakeholder level (town/village, city, or national) or an influencing stakeholder quadrant (Quadrant 1, 2, 3, or 4) from the table in Activity 3.4. This means one group will be assigned a town/village level decision maker, one assigned a city level stakeholder, and so on. If you have less than 7 learners, you won't be able to assign every stakeholder, but that's okay. Once groups are assigned a stakeholder level or quadrant, they can now choose a specific group or individual stakeholder who fits their assigned level/quadrant from their country. This will be the group/individual they represent during the debate. They can use the stakeholders they thought of in Activities 3.1 and 3.2 to help them choose.

20 minutes - Having chosen their stakeholder, have learners fill out the table in Activity 3.3 based on their stakeholders' perspectives. What they write in the table will be their main arguments for the debate.

1 hour - When learners have finished filling out the table for their chosen stakeholder, introduce the debate process to them and start the debate. Let them know that the goal of the debate is to convince other stakeholders to agree with their stance (accept or reject) on the top 5 NDC priorities.

Debate Process

1. *Opening Statements (2 minutes for each group).* Each group/individual representing a stakeholder will have 2 minutes to share their opening statement. They will explain why they accept or reject the top 5 NDC priorities.
2. *Direct Questioning (10 minutes).* Any stakeholder group that wants to speak can raise their hand and ask a direct question to another group about their position on the NDC priorities. This part of the debate might get energetic, but make sure to keep it under 10 minutes. You can reassure learners they will have 20 minutes in the next part of the debate to continue discussing with other groups.
3. *Negotiation Period (20 minutes).* This is the most important part of the debate. Stakeholder groups will have 20 minutes to mix with other groups and ask them questions, challenge their position (to reject or accept the NDC priorities), and try to convince them to change their position. You can allow learners to move freely and talk to different stakeholder groups. They can talk to whoever they want, but they must always be acting as their stakeholder! By the end of this period, each stakeholder group has to decide if they will keep

their opening statement the same or change it. Remind learners that their goal for this period is to convince other stakeholders to agree with their position on the NDC priorities.



This is a long activity. Make sure to let learners stretch, eat and drink, and take bathroom breaks as they need it.

4. *Final Statements (2 minutes for each group).* Having had the chance to update their position during the Negotiation Period, each group will now have 2 minutes to share their final statements, which can be the same, totally different, or slightly changed from their original opening statement.



Debates are most fun when people care about their position, but this can also lead to emotional exchanges. You can encourage learners to engage in passionate debate while also being respectful and professional, like they would be expected to do in a real debate. If you see some learners are taking things too far, you can pause the debate and add a quick reminder that we are here to learn together and help each other. You can also take time before the debate begins to establish "guidelines" that learners agree on together. This makes it more likely they will remember and follow them during the debate.

10 minutes - Once the debate has ended, bring everyone together to reflect on the activity using the following questions as guidance

1. Based on the final statements from stakeholder groups, are the 5 NDC priorities we chose at the start of the activity suitable for our country? Why or why not?
2. Did you think about the principles of equity, justice, and fairness in your negotiations? Why or why not?
3. In a real debate about climate change decision making in our country, do you think stakeholder groups from all the different levels and quadrants would be included? Why or why not?

Activity

3.4 What are young people's climate change messages?

Suggested time:
30 minutes

Suggested Group Activity:
Group work

Suggested Facilitation

For this activity, we suggest having learners work in groups to read through the climate change messages from young people and identify different parts of their message.

10 minutes - Introduce the four key parts of a clear climate change message to your learners: Who they are, Why they care about climate change, What they care about most, and What they are asking others to do. We call this the Who, Why, and Double What of a clear message.

15 minutes - In small groups, have learners go through each young person's message in the table in Activity 3.4. Have them circle and label the Who, Why, and Double Whats of each message.

5 minutes - You can take the last 5 minutes of this short activity to go over one message from the table together, calling on different groups to identify the Who, Why, and Double What.



If learners have access to the internet and want to read more messages from young people, they can visit Patagonia's website by clicking on [this link](#) and then scrolling down to see more messages from young people.

Activity	
3.5 What's your climate change message?	
Suggested time: 30 minutes	Suggested Group Activity: Independent or pair work
Suggested Facilitation	

For this activity, we suggest giving learners the choice of working on their own or in pairs to create a personal message about climate change that's important to them.

20 minutes - Give learners the choice to work by themselves or with a partner to write their message about climate change that they might someday share. You can suggest learners find a quiet place either inside or outside to work. Let them know you will be available as they work to answer questions or help them brainstorm.

10 minutes - Give learners the option to share their message with the rest of the group. If some learners choose to share, make sure others are being respectful and listening. You can give positive feedback after they share, too. This is not required, and it's okay if no learners want to share.



For many people, talking about why climate change matters to them is very personal and can be emotional. Make sure your learners do not feel pressured to write or talk about something they're not yet ready to share. Let learners know that the message they write now doesn't have to be the one they share with stakeholders someday. Instead, they can use the activity to start working through their feelings about climate change. When they're ready to share their story, they can turn their feelings into a clear message.

Activity

Recurring Reflection Activity: *Skills for Climate Empowerment*

Instructions for the Recurring Reflection Activity can be found at the end of the Overview section of the Workbook

Suggested time:

15 minutes

Suggested Group Activity:

Independent activity

Suggested Facilitation

15 minutes - For this final reflection activity, have learners follow the instructions for Chapter 3 by themselves. If you are able to play some calming music, this can also help them relax. If there is time, you can come together as a group and have learners share what they wrote.

Chapter 4: Turning your knowledge into action

Suggested time on activities: approx. 4 hours 15 minutes total, can be broken down into 3 sessions.



The Big Picture

1. To support learners in applying the knowledge, understanding, and skills they developed throughout the Workbook to creating their own Climate Policy Action Plan.
2. To give learners examples of how young people around the world have taken collective and individual action to address climate change.
3. To remind learners to keep thinking about equity, justice, and fairness as they seek opportunities to engage with climate decision making.



Learning Goals

Learners will know:

- What common but differentiated responsibilities (CBDR) refers to in climate decision making
- Concrete examples of young people around the world who are engaging in climate decision making
- The difference between meaningful inclusion and tokenism in climate decision making
- The initial considerations to making a Climate Policy Action Plan of their own
- The important differences and similarities between their Climate Policy Action Plan and their version of their country's NDC

Learners will understand:

- All countries have the responsibility to address climate change but have different abilities to do so based on their access to money, time, resources, etc.
- Engaging in climate decision making can take many forms and is different for each person depending on their location, resources, and individual identity
- Opportunities for climate decision making are not always inclusive or equitable
- Specific steps must be taken to address these inequities in opportunity, and sometimes efforts to be inclusive still leave many people out
- Preparing a Climate Policy Action Plan of their own is an ongoing process of learning, making mistakes and growing from them, and staying committed to what they believe in

Learners will be able to:

- Explain the concept of CBDR to a friend or family member using an example
- Share examples of young people from around the world who have engaged in climate decision making
- Describe how opportunities to join climate decision making processes can and should be made more inclusive
- Combine and apply the knowledge, understanding, and skills they have developed throughout the Workbook to create a plan for taking action on their own
- Write an initial outline of their Climate Policy Action Plan.



Key Terms and Concepts:

- Common but differentiated responsibilities (CBDR)
- Individual versus collective action
- Examples of collective climate action led by young people
- Examples of how young people are taking climate action
- Inclusion versus tokenism
- Barriers to participation in climate decision making
- Climate Policy Action Plan



What You'll Need:

- Learners should all have access to the Workbook content either online or printed (they can also share copies with each other)
- Learners should all have their own pencils/pens and paper

Activity Suggestions

We suggest facilitating Chapter 4 in three separate sessions:

- **Session 1:** Activity 4.1 + 4.2 (approx. 1 hour 30 minutes)
- **Session 2:** Activities 4.3 (approx. 1 hour)
- **Session 3:** Activities 4.4 + 4.5 (approx. 1 hour 45 minutes)

Activity

4.1 How have young people started collective climate action?

Suggested time:
30 minutes

Suggested Group Activity:
Think, Pair, Share

Suggested Facilitation

For this activity, we suggest a Think, Pair, Share format.

15 minutes - (Think) Make sure learners have read the LEARN section of the Workbook up to Activity 4.1, and then have them read the examples in Activity 4.1. Once they are done reading, have them reflect on the following questions either by thinking to themselves or writing down their thoughts:

1. What is most inspiring to you about each action and why?
2. Are these actions something you would want to get involved in? Why or why not?
3. The table shares the international impact of each action. What do you think could have been some of the national or local impacts of each action?

7 minutes - (Pair) Once learners have reflected independently, have them work with another learner to share their reflections on the three questions above.

8 minutes - (Share) Have learners from each pair share their reflections with the whole group. If you have a lot of people, you can have pairs share with another pair instead of the whole group.



If learners have access to the internet and want to know more about the examples included in this activity, they can go online and visit the linked websites in the Workbook or do their own research! They can also search for youth-led climate groups and organizations from their own country and think about reaching out to them.



While the examples in this activity are international, you can encourage learners to think about the possibility of these kinds of actions in their own context by asking questions like, "Do you think this is something that would successfully engage young people in our country and/or community? Why or why not?"

Activity

4.2 How are young people taking climate action in their own communities?

Suggested time:
1 hour

Suggested Group Activity:
Group presentations

Suggested Facilitation

For this activity, we suggest giving learners the chance to be creative and perform for their peers by preparing presentations/performances that share each example with the rest of the group.

5 minutes - Instruct learners to make 6 groups. If you do not have enough learners for 6 groups, make as many groups as you can with at least 3 people in them. Assign each group one of the examples from Activity 4.2.

25 minutes - Each group will now read the example they have been assigned and prepare a 4-minute presentation or performance in whatever style they like (for example, they can prepare a short role play, a formal presentation, a song, a dance, etc.) to share with everyone.

30 minutes - Bring everyone back together to share their performances. At the end of each performance, you can leave 1 minute for the audience to ask questions.



If learners have access to the internet, they can learn more about each young person from the examples by going online and visiting the websites included in the Workbook, or searching for them on social media. They can also search for youth leaders in climate decision making from their own country.



Reading examples of what others have done can be inspiring, but it can also lead learners to compare themselves to others. Make sure learners know that this activity is to show the different kinds of actions that some young people have taken and what young people like them are capable of achieving. They are not expected to do the same actions as the people they read about but can instead learn from others' experiences and think about what they might like to do in their own community.

Activity

4.3 What are barriers to participating in climate decision making?

Suggested time:

1 hour

Suggested Group Activity:

Puzzle Piece Activity

Suggested Facilitation

We suggest a Puzzle Piece activity within groups of 4 people for this activity.

5 minutes - Have learners form groups of 4 people and instruct them to work with people they have not yet been in a group with (if possible).

10 minutes - In their groups, have learners read through the four opportunity descriptions in Activity 4.3, and then have learners each choose one opportunity they would like to become an "expert" on.

20 minutes - Working independently, each learner will fill out the table in Activity 4.3 for their chosen opportunity according to the assigned perspective.

20 minutes - Have learners rejoin their small groups and share with their group members what barriers and example solutions they identified for their opportunity and given perspective.

5 minutes - Bringing the whole group together, ask learners to share their initial reactions to the activity and how it might apply to their own lives.



To help learners understand the opportunities described in this activity and connect them to their local context, you can ask them questions like, "What opportunities, either related to climate change or something else, have you seen in your country that are similar to the ones described here? Did those opportunities leave anyone out? How could we make those opportunities more inclusive?"

Activity

4.4 What's Next for You? Your Climate Policy Action Plan

Suggested time:

1 hour 30 minutes

Suggested Group Activity:

Small group or independent work + partner sharing

Suggested Facilitation

For this activity, we suggest giving learners the option to work in a small group or independently. Let them know that their Climate Policy Action Plan will likely require collaboration and cooperation with others eventually, but if they want to start on their own, that's okay.

10 minutes - Give learners time to read through all the questions in the Climate Policy Action Plan table and ask any initial questions.

50 minutes - Use the rest of this session to let learners brainstorm ideas for their Climate Policy Action Plan by themselves or in small groups. As they work, you can walk around and visit each individual/group to see their progress and help as needed. If you are able to play some relaxing music during this work period, that's great!

5 minutes - Once learners have had some time to start thinking about their Climate Policy Action Plan, have them find another group (if they made their plan in a group) or another individual (if they made their plan by themselves) to work with.

25 minutes - Once all learners have found a partner group or a partner individual, instruct one partner to be the "Listening" partner and one partner to be the "Presenting" partner. Have the Presenting partner take 7 minutes to share their plan and any areas they would like help with. Once they are finished, the Listening partner can spend 5 minutes asking clarifying questions and helping their partner think of new ideas. Repeat this process by switching who is the Listening and Presenting partner.



Creating a Climate Policy Action Plan is an intense process that cannot be finished in one session. Make sure learners are not feeling rushed or pressured to complete their plan during this session by creating a relaxing work environment. The work they do now is just the beginning of the process, and they can always change and add to their ideas later on.

Activity

Recurring Reflection Activity: Skills for Climate Empowerment

Instructions for the Recurring Reflection Activity can be found at the end of the Overview section of the Workbook.

Suggested time:

15 minutes

Suggested Group Activity:

Group reflection or independent

Suggested Facilitation

2 minutes - For the last reflection of this Workbook, you can ask learners if they would like to share their thoughts in a group or work by themselves. Ask learners to raise their hands for the option they prefer and go with the option that the most learners want.

13 minutes - Give learners the rest of the time to consider the skills they will need for their Climate Policy Action Plan.



Coming to the end of the Workbook activities, learners might still feel confused about certain topics from the Workbook or unsure about where to go from here. Remind them that they can always return to the Workbook and the work they completed whenever they need inspiration or resources and that so many more resources exist beyond this Workbook, including in their peers, teachers, community, and online.

What's Next For You?



Congratulations! You have come to the end of our suggested activities for the Workbook on Youth Leadership in Climate Policy. Although the Workbook activities are now complete, the work to engage in climate decision making with your learners has only just begun. Whatever is next for you and your learners is up to you both to decide. We hope that through the Workbook, this Facilitator's Guide, and the other resources we've shared, you feel confident and prepared to continue promoting and supporting education for climate action with your learners.



Chapter 1:

What is climate policy and decision making?

Why action for climate empowerment is needed



Youth Leadership in Climate Policy: Turning knowledge and skills into action for climate empowerment

Plan International & Unbounded Associates



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What is climate change, and how are we addressing it?



Climate change affects all of us. Whether you realize it or not, you have probably experienced the effects of climate change. Maybe you have watched rivers or lakes in your community dry up or forests get cut down to make way for plant or animal farming. Maybe certain foods have become harder to find or grow in your region, or your country's rainy season is now more intense, shorter, or harder to predict. Maybe you've experienced floods, droughts, wildfires, or severe storms for the first time, or many times in a row like never before. Maybe, because of these climate change effects, you have seen people and communities forced to leave their homes, becoming climate refugees in search of new homes that are safer and healthier to live in.

If you haven't experienced any of these things yet, you have probably seen some of the causes of climate change in your own community, such as pollution and waste. This includes harmful gases released by cars and factories polluting your air, trash floating in the ocean or littering your streets, and large piles of garbage and waste piling up in your community. The effects of climate change are felt worldwide but are also different depending on where you live and what resources you have access to.

To address the global crisis of climate change, nearly every country in the world (197 countries!) got together in 2015 to develop the [Paris Agreement](#).

The Paris Agreement has three main goals:

1. for countries to reduce their greenhouse gas emissions;
2. to stop average global temperatures from rising 1.5 degrees Celsius by 2050; and
3. to help people and the planet better manage the effects of climate change.

These goals will not be easy to accomplish, and they will require all countries to do the most that they can. Where do you come in? The Paris Agreement tells country leaders to include young people like you in climate decision making. This decision making can help countries achieve their "mitigation goals", which are to stop and limit the activities that contribute most to climate change. It can also help people *adapt* to climate change, which means changing their ways of living and working to live safely and healthily in a changing climate. Because the Paris Agreement cannot force countries to address climate change, it is really important that citizens in every country, including young people like you, put pressure on leaders to act now.

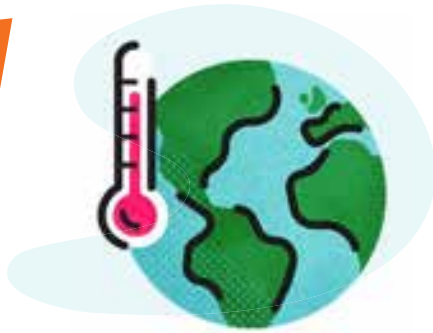
The Paris Agreement is just a piece of paper; its power comes from how and if country leaders and people like you choose to take action.



Five things you should know about climate change

Before you begin the Workbook, we'd like to share five things about climate change that are important for you to know and understand. By reading the five points below, you will have the information you need to start the Workbook and learn about climate change decision making.

01



The earth is warming and causing climate change.

The earth's temperature is rising. Just like how your whole body gets hot when you're out in the sun too long, the earth is slowly getting hotter.

The warming of the earth leads to changes in the earth's climate, which refers to the average weather in an area over a long period of time (at least 30 years!). Climate change means that weather patterns and conditions worldwide are no longer the same as they used to be.

02



It's because of human activity.

The main way humans cause climate change is through activities that release *greenhouse gases* (such as carbon dioxide and methane) into the air, which create a blanket around the earth and cause the earth to warm.

Greenhouse gases are released by things we do like driving cars, burning coal and oil for power and producing things, cutting down and burning trees, and raising large numbers of animals like cows or pigs.

03



We are sure that this is happening.

Scientists and experts have been sure for many years that the climate is warming because of human activity.

We have proof that the earth is hotter than it's ever been before. Rising sea levels, the dying out of animal and plant species, and the melting of ice in the north and south poles show us that climate change is happening now and getting worse.

04



It's already very bad and will get worse if we do nothing.

The earth will keep getting warmer if we don't do something about our activities that release greenhouse gases. The earth's temperature has already risen more than 1 degree Celsius, causing lots of damage and destruction to the natural environment, including places where people live and work.

If the earth's temperature rises to *1.5 degrees Celsius* above pre-industrial levels, we won't be able to undo the changes that happen to our climate, and many plants, animals, and humans will not be able to survive.

As the planet continues to warm, many people around the world will be forced to leave their homes because where they live is no longer safe or healthy for them.

These people are called "*climate refugees*" because they seek refuge, safety, and shelter from the negative effects of climate change on their lives. Climate refugees are often people who were already vulnerable due to their status in society, such as girls and women, Indigenous people, and people from left out communities.

05



We can fix it if we act now.

It is not too late to address this global crisis. In the same way that humans have caused climate change, humans can stop climate change from becoming so bad that we can't undo its impacts.

The work to address climate change has already begun, but it's not enough. We need more people, more resources, and more action, and we need it now.

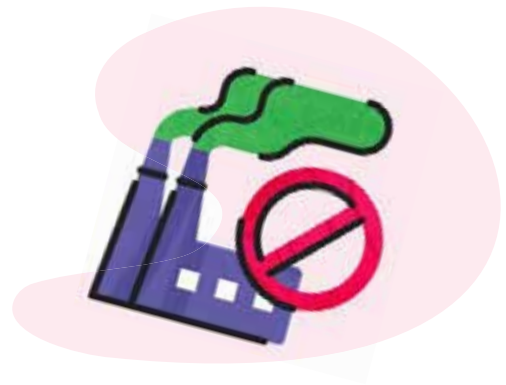
Adapted from Professor Kimberly Nicholas' "[Climate Science 101: Five things everyone needs to know](#)"

Box 1. What does it mean to use *mitigation* and *adaptation* to address climate change?

Mitigation means reducing the seriousness, intensity, or painfulness of something.

In terms of climate change, mitigation refers to actions that help reduce the negative effects of climate change. This includes stopping activities that contribute most to climate change by releasing greenhouse gases into the air, like cutting down forests, burning coal in factories, or burning oil for cars and larger vehicles.

It also includes doing more activities that help lessen the impacts of climate change, such as planting trees and using energy from the sun, wind, and water instead of coal and oil.



Adaptation means to change for new conditions, usually for a specific reason.

In terms of climate change, adaptation refers to actions that help people, communities, and countries survive and thrive better in the face of changing climates and weather patterns. This includes adopting new ways of working in sectors like farming, construction, energy production, manufacturing, and health. It also includes teaching people how to manage extreme weather, such as building barriers to protect from flooding and planting trees in cities to clean the air and prevent heat waves.





The Paris Agreement is made up of 29 articles, which you can think of as Chapters in a book. Each includes different ideas for how countries should address climate change.

In this Workbook, we won't talk about every article in the Paris Agreement, just the ones we think are most important to support your engagement in climate decision making.

If you want to learn more about what's in the Paris Agreement, check out the [Toolkit for Climate Activists](#) from UNICEF and YOUNGO.

What is Article 12 of the Paris Agreement: Action for Climate Empowerment?

The Paris Agreement is just a piece of paper; its power comes from what country leaders and people like you choose to do with it. One of the most important articles from the Paris Agreement is Article 12, because it talks about how people like you need to take action to address climate change. It calls this "Action for Climate Empowerment," also known as ACE. ACE is short for the Glasgow Work Programme (GWP) on Action for Climate Empowerment (ACE), formerly known as the Doha Work Programme (DWP) on Action for Climate Empowerment (to learn more, visit Box 7 on page 7 of Chapter 3). We are going to spend the rest of this Chapter learning more about ACE and understanding why it's important for participating in climate decision making and action.



Activity 1.1



What is Action for Climate Empowerment (ACE)? Let's break it down

When you are asked to write your own examples, you can either make up an example, or you can take an example you have seen or experienced in your life.

What is empowerment?

Empowerment is the process of becoming stronger or more confident, such as claiming and acting on your knowledge, using your power, and accessing your rights.

Example: A group of young girls in India listen to the story of Rani Laxmi Bai of Jhansi, a 19th Century Indian queen who commanded an all-women army to defend her city against the British during India's battle for independence. After hearing Rani's story, they begin understanding that their fight to not be married as children and stay in school is a fight against the ways men in their societies have always had more power and control over decision making than women.

What does empowerment mean or look like to you?



Activity 1.1

What is climate empowerment?

Climate empowerment is the personal and political process of claiming and using your knowledge, power, and rights to address the root causes of climate change. This includes ending and changing systems that are unfair and accessing resources and opportunities to take action against climate change and its effects.

Example: A young man in Uganda uses his Twitter and Facebook pages to draw attention to climate change. Through his posts, he tells people that because of inequality between men and women, girls and women in his country are in the most danger during climate change-related weather emergencies. By sharing his own experiences seeing this happen, he helps others become aware of the importance of achieving gender equality in the fight against climate change.

Write your own example of climate empowerment:



Activity 1.1

What does action for climate empowerment look like?

Action for climate empowerment includes any personal or group effort to help mitigate climate change’s effects and root causes and/or strengthen the ability of societies and nature to work together to adapt to climate change’s effects.

Example: A network of Indigenous women and men from different communities in the United States and Central America have developed a training for addressing climate change. They host community conversations to help Indigenous people across the region develop plans to address climate change that focus on Indigenous knowledge, rights, and values and the participation of Indigenous people.

Write your own example of action for climate empowerment:









Activity 1.2



Can you match each ACE component with its definition?

ACE is made up of six components. What does each component mean in terms of action for climate empowerment? Use the table below to match each component with its definition.

ACE Component	Definition
 <p>Education</p>	<p>Increasing people’s ability to take actions that support changes in society towards new jobs, sectors, and ways of living that do not harm the planet and can help people adjust to climate change.</p> <p><i>Answer: Training</i></p>
 <p>Training</p>	<p>Making sure people can access information so that everyone, including children and young people, has the information they need to take action against climate change.</p> <p><i>Answer: Public access to information</i></p>
 <p>Public Awareness</p>	<p>Making sure everyone is aware of the seriousness of climate change and the need to address it through individual, collective, social, and political action. This will help create better climate policies and actions. This can also lead to the social changes that support climate justice.</p> <p><i>Answer: Public awareness</i></p>
 <p>Public Participation</p>	<p>The exchange of experiences, knowledge and successful actions between countries. Also, increasing countries’ abilities to address climate change and access national and international funds to pay for climate actions.</p> <p><i>Answer: International cooperation</i></p>
 <p>Public Access to Information</p>	<p>Making sure people are learning about and understanding the causes of climate change, as well as the possible strategies and actions for addressing it. This allows all people to respond and make decisions when faced with the negative effects of climate change.</p> <p><i>Answer: Education</i></p>
 <p>International Cooperation</p>	<p>Making sure everyone, including children and young people, have a voice in the climate decisions that affect them. This allows everyone to demand action to address climate change.</p> <p><i>Answer: Public participation</i></p>

Definitions adapted from the UNICEF/YOUNGO Toolkit resource, [“Tools for Climate Action”](#)



Activity Reflection



How do the six components of ACE align with the definition of “action for climate empowerment” you read above? Does each component include aspects that help to empower people to take action for climate change? If yes, how so? If not, what needs to happen for each component to be more empowering?



Why are Equity, Fairness, and Justice important for addressing climate change?

In addition to establishing the common goals of mitigation and adaptation to address climate change, the Paris Agreement also tells leaders that actions to address climate change should be taken in fair, equitable, and just ways. This means that actions for climate empowerment should not harm or exclude any individuals or groups, and instead should help address inequalities that climate change has caused or made worse.

Activity 1.3

What does a fairness, equity, or justice approach look like?



Inequality

In the image to the right, a wall creates inequality by stopping the people behind it from seeing or accessing what is beyond it. In your country, this wall could represent laws or policies that are unfair to certain people, or things outside people's control that prevent them from accessing education, water, healthcare, etc. How do we get rid of the wall? We can use a **fairness, equity, or justice** approach, and each one looks a little different.





Fairness:

Fairness means treating everyone the same (it is also called “equality”). This is shown in the image as giving everyone the same size stepping block. In your country, it could look like making sure all children are attending school. But what if some students from an Indigenous community only speak their mother tongue language and can’t understand the teacher? A fairness approach can be fair while still not helping everyone as much as they need.



Equity:

Equity means giving each person the specific support they need. This is shown in the image as giving the shorter people more blocks than the taller people. In your country, this could look like teachers using books written in children’s local languages to teach them reading. An equity approach is helping people based on their situation.

Justice:

Justice means removing the barriers that stop people from accessing the things they need in life. This is shown in the image as removing the wall entirely. In your country, this could mean protecting the land and waterways that belong to an Indigenous community from companies who want to cut down trees and from factories that will pollute the waters. To achieve justice, we must not only address the challenges each person faces, but also address the bigger issues that are creating, or making those individual challenges worse.





When we talk about how actions to address climate change should not harm or exclude certain people or groups, you might think of people and groups in your own community who are often left out of decision making. These people could be left out because of their race, religion, way of life, or how much money they have. Perhaps it is a combination of some of these things. We call the combination of the parts of someone's identity *intersectionality*.

You can think of intersectionality like a backpack you are always wearing. In your *Intersectionality Backpack* goes everything about you, including about your family, community, and the society you live in. As all these things mix together in your backpack, your identity becomes more unique, more complex, and more you.

as any gender (non-binary). Gender is simply an idea that cultures and societies long ago decided to believe in. The idea of gender leads others to treat us like a boy or a girl, depending on how our bodies look. This treatment can be very harmful, such as a transgender person (someone who identifies with a different gender than they were assigned at birth) being mistreated in society because other people don't understand or accept their identity. Gender can also be beneficial; however, in most parts of the world, boys and men have historically had more power, advantages, and benefits because of their gender than girls, women, non-binary and transgender people.

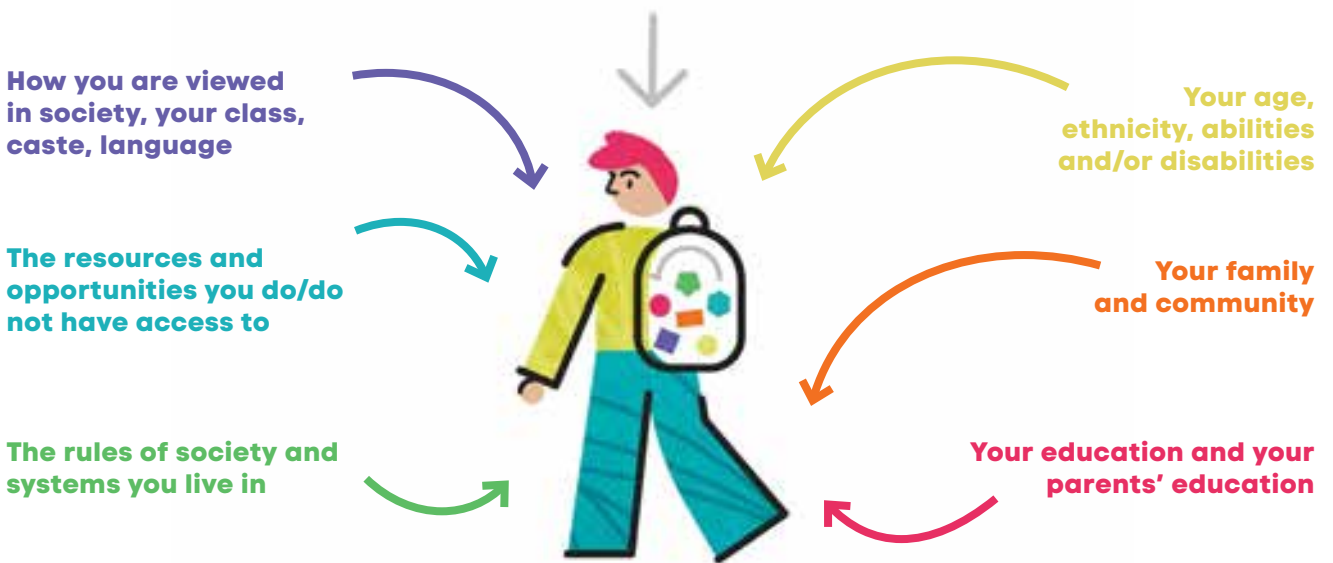
As you can see in the image of the *Intersectionality Backpack*, your gender plays a large role in how people view you and your other identities.

For example, an Indigenous man might be treated better in society than an Indigenous woman, and an Indigenous girl might be treated worse than a girl from a country's dominant ethnic group. Therefore, gender changes how we wear other identities in our Backpack, and our other identities also change how we are treated in society.

One aspect of identity we want you to think critically about for the rest of this Workbook is *gender*. Gender refers to whether a person identifies as a girl, boy, man, or woman in society. Sometimes people do not identify

As you go through this Workbook, think about how gender combines with other aspects of your and other's identities and how this can create more and less fair situations.

YOUR GENDER



YOUR INTERSECTIONALITY BACKPACK



Box 2. How is gender related to climate change?

The negative effects of climate change are often felt more intensely and more often by girls and women. Consider the following examples:

A very bad drought in Mozambique causes girls and women to spend three more hours than usual to find clean water for cooking, cleaning, and drinking.

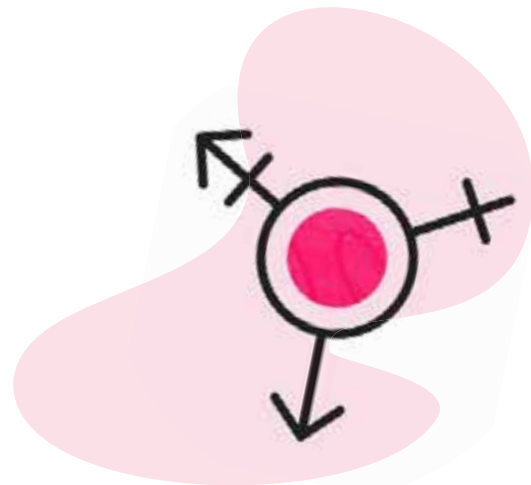
Heavy rainfall in Vietnam ruins a family's crops for the season. They have some food saved, but it's not enough for the whole household. So, they take their oldest daughter out of school and send her away to be married to have one less person to feed.

A long-lasting heatwave has dried up the lake that a community in Guatemala depends on for food and water. They are forced to leave their homes in search of food, becoming climate refugees. At a refugee camp where they seek shelter, the girls and women are at a higher risk of being mistreated and hurt, sometimes by their own relatives or other community members.

These examples are very sad. Unfortunately, they can be the reality for some girls and women around the world. This is because climate change worsens existing gender inequalities. Because girls and women are often left out of climate decision making, excluded from educational activities and attending school, expected to stay home and do work in the household, and are more in danger of physical harm from others, they are often even more at risk during climate change related disasters and emergencies.

But hope is not lost. Efforts to achieve greater gender equality and gender empowerment can help address these problems. Around the world, girls and women have been at the center of efforts to address climate change, especially women from Indigenous communities. When given access to education and resources, girls and women make powerful leaders in their community calling for action on climate change. No matter your gender, you can play a role in promoting gender equality in your own life, community and country. It all starts with speaking up when you see inequality happening and supporting the girls and women in your life to speak up too.

For more information on how climate change decision makers are looking to take action on gender inequality in the face of climate change, check out the [2019 Gender Action Plan](#) and the [Pocket Guide to Gender Equality](#) created by the Women's Empowerment and Development Organization (WEDO).





While it is your country leaders' responsibility to make sure programs and policies around climate change are fair, you can also draw attention to climate injustices. You have the power to demand more from your country and global leaders when their actions to address climate change are not enough, not solving the problem, or causing some people harm.

For your next activity, read the examples of ACE actions below. Practice applying the concepts covered so far in this Workbook by thinking about how each example contributes to climate change mitigation and adaptation. In addition, use your understanding of intersectionality and fairness, justice, and equity to think about which individuals or groups might benefit from the action, and which might be left out or even harmed by it.

Activity 1.4



Can you break down these actions for climate empowerment?

As you think through the table, consider the following aspects of people's identity that often impact how they are treated in society: gender, disability, ability to read or write, poverty, age, citizenship status, religion, race, class or caste, education level, political party, coming from an Indigenous community.

Education

Your school has organized an after-school meeting with a local community organization. Students and teachers will discuss how they can create an action plan to address the increased flooding in your neighbourhood. The flooding is caused by the nearby river, whose banks have been littered with plastic bags over the last decade.

How could this action contribute to climate change mitigation?

Example: This action could contribute to climate change mitigation by teaching students and teachers how to prevent flooding and reduce littering. It could teach them to plant trees on the riverbanks, which will absorb water and prevent flooding while also removing carbon dioxide, a greenhouse gas, from the air.

How could this action contribute to climate change adaptation?

Example: This action could contribute to climate change adaptation by teaching students and teachers how to adjust to the flooding by informing them of possible diseases they could catch in the river and how to keep safe during a big flood. It could also teach them to save their plastic bags to use again to reduce littering.

Who could benefit from the action?

Example: The students and teachers at the meeting benefit from this action by learning new information and skills. The community benefits from the action if the flooding is better managed and littering is reduced.

Who could be left out or harmed by the action?

Example: People who are not in school or cannot attend this meeting are left out of the action and do not learn important information. This includes young people who don't go to school, people who speak another language, or adults who have to work during the time of the meeting.



Activity 1.4

Education



The Ministry of Education has just passed a new law requiring climate change to be taught in all government schools. To make this happen, the Ministry of Education will hold trainings in the capital city for one lead teacher from each school district. These teachers will learn the basics of climate change and climate justice and how to teach climate change to students.

How could this action contribute to climate change mitigation?

Your answer:

How could this action contribute to climate change adaptation?

Your answer:

Who could benefit from the action?

Your answer:

Who could be left out or harmed by the action?

Your answer:





Activity 1.4

Training



The government and an international organization have prepared a six-week job training program. It will prepare young people to work in environmentally friendly sectors like solar and wind energy. This program will give people jobs in a new solar panel factory that will be built just outside your community.

How could this action contribute to climate change mitigation?

Your answer:

How could this action contribute to climate change adaptation?

Your answer:

Who could benefit from the action?

Your answer:

Who could be left out or harmed by the action?

Your answer:



A local organization has teamed up with women farmers in your community to teach them how to use farming technologies and strategies to adapt to changing weather. The training is held every evening for one month in your nearby school.

How could this action contribute to climate change mitigation?

Your answer:

How could this action contribute to climate change adaptation?

Your answer:

Who could benefit from the action?

Your answer:

Who could be left out or harmed by the action?

Your answer:





Activity 1.4

Public Awareness



The local news agency is running a week-long radio and TV program about climate change. This will tell the public about the signs and effects of the extreme storms affecting your country. The campaign will teach people how to recognize the signs that a superstorm is coming and what to do to prevent damage to their homes and businesses.

How could this action contribute to climate change mitigation?

Your answer:

How could this action contribute to climate change adaptation?

Your answer:

Who could benefit from the action?

Your answer:

Who could be left out or harmed by the action?

Your answer:



A coal factory is planned to be built in your community this year. A national organization is leading a social media campaign to make people aware that this factory will harm the environment and force many people to move from their homes. The reason for the factory is to create new jobs and increase people's access to electricity.

How could this action contribute to climate change mitigation?

Your answer:

How could this action contribute to climate change adaptation?

Your answer:

Who could benefit from the action?

Your answer:

Who could be left out or harmed by the action?

Your answer:





Activity 1.4

Public Participation



The Ministry of Environment is writing your country's newest climate change strategy and has informed the public that there will be a one-month period where they can offer comments. During this period, people can use an online website to submit written comments. Government officials will also travel the country and stop in the largest city or town in each district to hold town meetings for people to give in-person feedback.

How could this action contribute to climate change mitigation?

Your answer:

How could this action contribute to climate change adaptation?

Your answer:

Who could benefit from the action?

Your answer:

Who could be left out or harmed by the action?

Your answer:



The Ministry of Youth in your country has set up a scholarship competition to allow two young people to represent your country in the upcoming international climate negotiations. The competition will be announced through schools. The application asks you to make a 2-minute video describing your top two recommendations for climate action in your community.

How could this action contribute to climate change mitigation?

Your answer:

How could this action contribute to climate change adaptation?

Your answer:

Who could benefit from the action?

Your answer:

Who could be left out or harmed by the action?

Your answer:





Activity 1.4



Public Access to Information

A major scientific organization measuring global greenhouse gas emissions has created an online platform for the public to track real-time data on emissions by country. This is to help the public hold their governments accountable in addressing climate change.

How could this action contribute to climate change mitigation?

Your answer:

How could this action contribute to climate change adaptation?

Your answer:

Who could benefit from the action?

Your answer:

Who could be left out or harmed by the action?

Your answer:



A technology company in your country is working with your government to develop a smartphone program that will alert communities when extreme weather is coming. It will include the risks in their community as well as air and water quality ratings.

How could this action contribute to climate change mitigation?

Your answer:

How could this action contribute to climate change adaptation?

Your answer:

Who could benefit from the action?

Your answer:

Who could be left out or harmed by the action?

Your answer:





Activity 1.4

International Cooperation



A global network of teachers is planning to teach about climate change in their classrooms to increase education on the issues. To prepare for this event, the Ministry of Education from one country is providing money and textbooks to other countries to support teachers in educating their students on climate change.

How could this action contribute to climate change mitigation?

Your answer:

How could this action contribute to climate change adaptation?

Your answer:

Who could benefit from the action?

Your answer:

Who could be left out or harmed by the action?

Your answer:



Country leaders from around the world are meeting in Paris, France, to discuss the plans for a major international program on Action for Climate Empowerment. This includes selecting the topics and issues that are most important to talk about and gathering the money to make the program happen.

How could this action contribute to climate change mitigation?

Your answer:

How could this action contribute to climate change adaptation?

Your answer:

Who could benefit from the action?

Your answer:

Who could be left out or harmed by the action?

Your answer:





Activity Reflection



Did reading the examples remind you of any actions you've seen or heard about in your country? Did you find patterns in who benefits and who is left out across the different actions? Do you have any ideas about how to make these actions more inclusive?

Going from a global problem to local solutions



Climate change is a matter of cause and effect. The most basic cause and effect of climate change is how increases in greenhouse gases released into our air cause an increase in the global temperature. This leads to negative effects worldwide in the form of extreme weather, animal and plant loss, and rising sea levels.

But climate change doesn't just affect the environment. It also affects the lives of billions of people around the world. It is more than an environmental problem; it is a social and political one as well.

Often, **communities that have done the least to cause climate change, such as Indigenous people, rural farmers, and girls and women from developing countries, experience the most negative effects of climate change.** They often also have to spend the most time, money, resources, and mental and physical energy addressing climate change. This injustice is why action for climate empowerment must also achieve *climate justice*.

Box 3. What is *climate justice*?

The idea of *climate justice* begins with a serious injustice: that the negative impacts of climate change are not the same for everyone and often affect the most vulnerable and left out in society more.

Around the world, the activities that contribute the most to climate change are led by countries and people with more money and resources. These groups are often in less danger of damage and destruction from climate change and also have the resources and ability to address climate change's effects when they do happen. The injustice is that those who have contributed the least to climate change, such as countries and people with less money and resources, often experience the most intense and negative effects of climate change that are the hardest to address and manage. For example, most of the greenhouse gases in our atmosphere today were released by countries with the most money, while countries with less money are the ones experiencing the worst effects of climate change.

Climate justice is the idea that actions to address climate change must also achieve justice for those who are most affected by climate change and contribute the least to its causes. To learn more about climate justice, you can visit the [Mary Robinson Foundation's website](#).

Climate change is a global problem, but its impacts can be seen locally, affecting communities like yours. How do you see climate change affecting your home, community, or country? Is it in the worsening quality of your air, water, or food? Is it in the destruction of natural habitats or the disappearance of wildlife and plants? Is it in changes in the weather or seasons that affect you and your family's health, culture, or stability?

Whatever the issue is for you, we are going to start thinking critically about it and breaking it down into causes and effects. For this activity, **remember to think about social and political causes and effects, because climate change goes beyond environmental causes and effects, and so do the efforts to address it.** You should also think about climate justice and climate empowerment by considering how human actions can address climate change in ways that promote and protect peoples' rights.

Box 4. What do we mean by *social* and *political* causes and effects?

The term **social** refers to any causes and effects of climate change that are related to society. This includes culture, language, status, class, race, ethnicity, religion, gender, work, livelihoods etc.

The term **political** refers to any causes and effects of climate change related to the decision making spaces of political leaders, including government, public affairs, policy, law, economics, etc.

Activity 1.5



What's a climate change problem in your community, and how can you solve it?

Part 1: The Problem Tree

To start thinking about a climate change problem in your community and how to solve it, we will use a Problem Tree. A Problem Tree has you think about a problem like the different parts of a tree: the roots, the trunk, and the branches and leaves. The trunk of the tree is the core problem you want to address in this activity. The trunk grows from the roots of the tree, which are the root causes of your core problem. From the roots and trunk, the tree's branches and leaves grow, which are the effects of the problem that you see in your community. By breaking down a core problem into its root causes and effects, you can start looking at possible solutions to the problem more easily.

Step 1:

For this exercise, you will choose a core problem related to climate change that has personal meaning to you.

Example Core Problem:

- Consistent heatwaves in your community

Step 2:

Consider the root causes behind this core problem, as well as the effects it brings about. While you are filling out the Problem Tree, you might find that some causes have many different effects. This is natural and can help you think about how one problem can be tied to many different causes and effects.

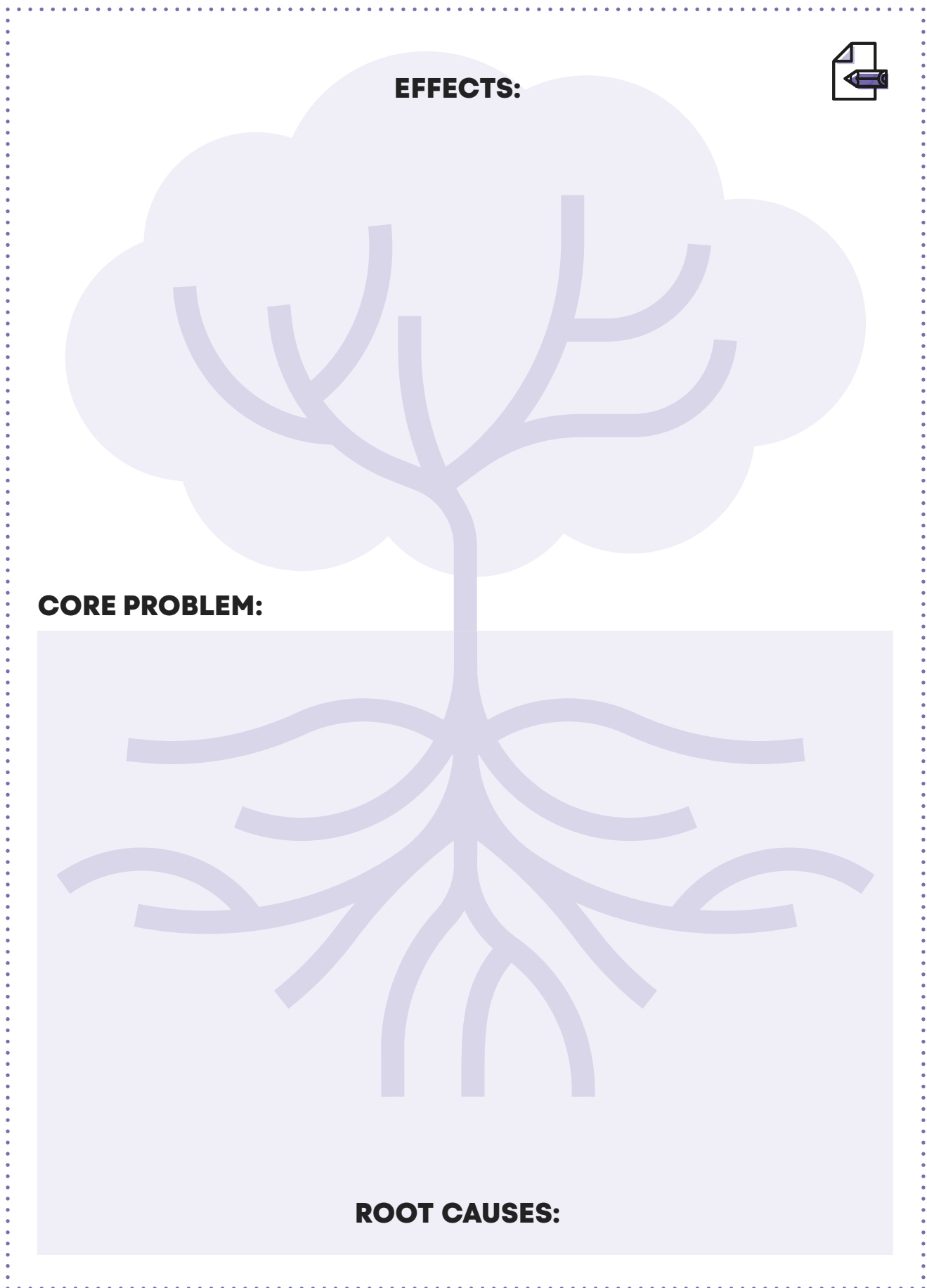
Example Root Causes:

- More and more people driving cars and releasing greenhouse gases into the atmosphere that heats up our planet
- Less and less trees in the forest to help cool our planet because companies are cutting them down or burning them

Example Effects:

- More people falling sick and even dying because of the heat, more severe droughts causing rivers and lakes to dry up
- Forest fires happen more often, leading to even more greenhouse gases released into the atmosphere from the smoke
- Animals, plants and crops are dying
- Farmers don't have enough crops to sell at market
- People are too hot to work or make money

While you are thinking about your core problem, remember that not all causes or effects can be seen in your local community. There are likely other causes and effects that come from farther away, like other places in your country or even other places around the world. Consider these causes and effects too.



Part 2: Moving from Problems to Solutions



Once you have completed your Problem Tree, follow these steps to help you move from your Problem Tree to creating a Solution Tree.

Step 1:

Select one root cause of your core problem that you understand well.

Example Core Cause:
less trees in the forest

Step 2:

Think about the root cause you've chosen and the effects it is linked to. Now think about the six components of ACE that we learned about in Activities 1.1, 1.2, and 1.3.

- a. Which component of ACE do you think would work well to address the root cause you chose? **Select one** component of ACE.

Example ACE component:
Public awareness

- b. Within the ACE component you have chosen, what are some example actions you could take to address the root cause?

Example actions (public awareness):
creating posters that teach people about the connection between fewer trees and more heatwaves, telling people to call on their country leaders to stop cutting down forests and to plant more trees, teaching people about greenhouse gases and how they can reduce their greenhouse gas emissions.

Step 3:

Choose one of the example actions you brainstormed. This is now your core action for the Solution Tree exercise coming up next.

- c. *Example Core Action:*
Creating posters that teach people the connection between fewer trees and more heatwaves.

The Solution Tree



You have completed your Problem Tree, chosen a root cause to address, and brainstormed a core action related to ACE for addressing it. Great work! Now you can move onto the Solution Tree.

Step 1:

In your Solution Tree, your core action is now your tree trunk, and the roots of the tree are now the root inputs, meaning the resources, actions, and efforts that are needed to make your core action happen. Fill in the root inputs of your Solution Tree.

Example Root Inputs:

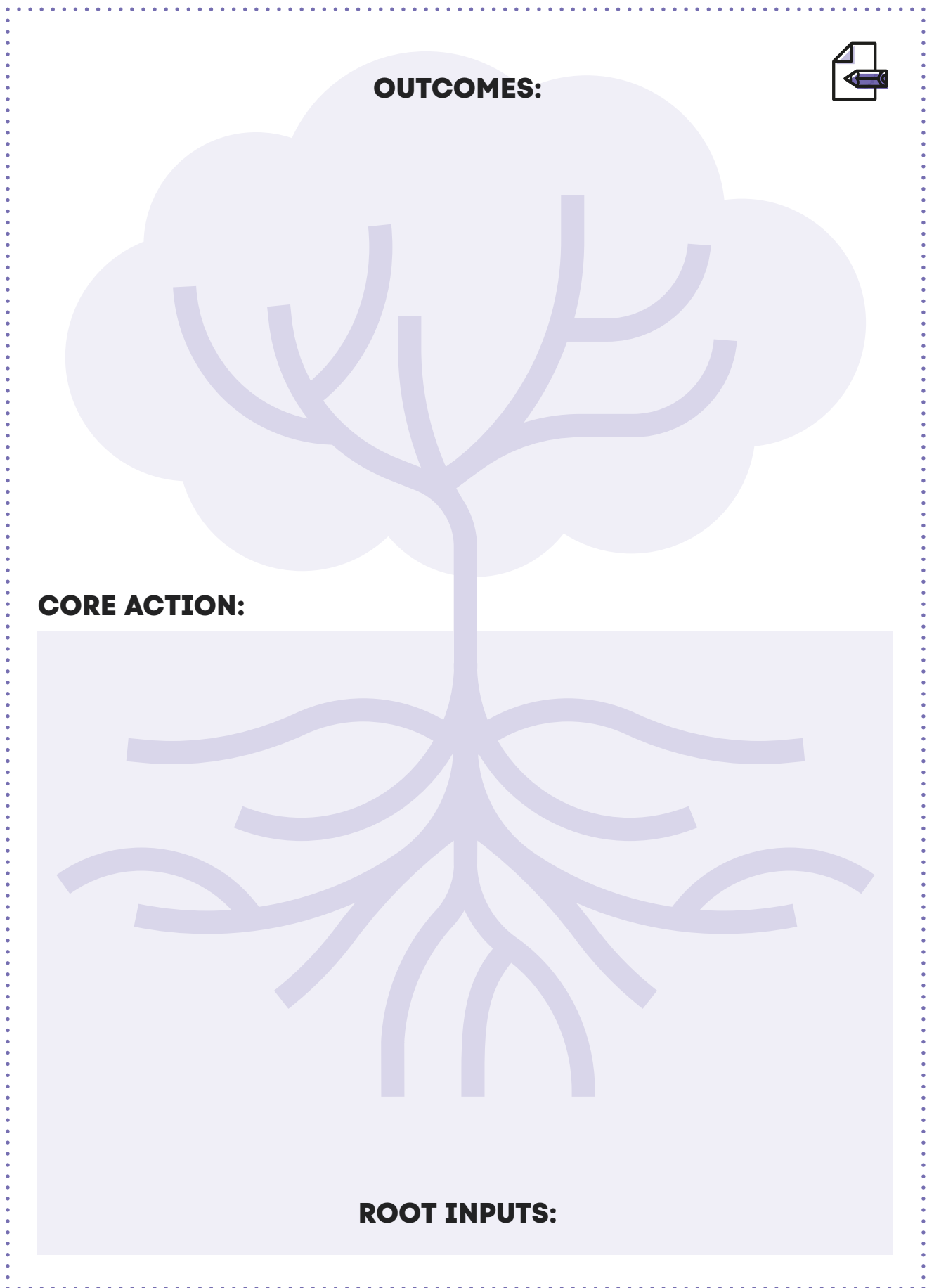
- paper, markers, glue, and other supplies for making the posters
- help from teachers, local experts, or the internet to look up accurate information about heatwaves and their causes to put on the posters
- help from friends and family to make more posters and put them up
- public spaces where you're allowed to put posters in your community

Step 2:

Now it's time to fill in the branches and leaves of your Solution Tree. These are the outcomes, meaning the results and effects that you get from making your core action happen. Remember to include social and political inputs and outcomes, because your action should empower individuals and communities to address climate change and promote climate justice. You should also consider any potentially negative outcomes from your Core Action, to remind you to think about any safety issues related to your core action.

Example Outcomes:

- people are more informed about the causes of heatwaves and feel more empowered to take action
- people become more interested in other causes of climate change and start learning more
- local officials see that the community cares about trees being cut down and hold a community meeting to discuss the issue



Chapter 1 Reflection



Engaging in climate action is possible no matter your background or situation, it just looks different for each person. Now that you've written your Solution Tree, take a step back and imagine if you were to actually undertake the Core Action you chose. What skills, resources, and support systems would you need to accomplish it? What limitations or barriers might you face, and what strategies could you take to overcome these? What changes to the current political or social situation in your country would help you overcome these barriers?

For your final reflection activity of Chapter 1, return to the **Recurring Reflection Activity** at the end of the Overview and follow the directions for the Chapter 1 reflection.

Chapter 2:

How are countries taking action?

What your country is doing
and how you can contribute



Youth Leadership in Climate Policy: Turning knowledge and skills into action for climate empowerment

Plan International & Unbounded Associates



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What are key events in climate decision making history?



What else is included in the Paris Agreement that you should know about? Two dates in recent history are important for you to know: **1992** and **2015**. In 1992, the *United Nations Framework Convention on Climate Change (UNFCCC)* was adopted at an international meeting called the Earth Summit, held in Rio de Janeiro, Brazil. The UNFCCC laid the foundation for future climate decision making. It brought together the countries that would eventually adopt the *Paris Agreement* in 2015. The Paris Agreement was adopted at the *21st Conference of the Parties (COP21)* in Paris, France, in 2015.

This included the beginning of countries writing their *Nationally Determined Contributions (NDCs)*, which are the main way countries communicate their climate change goals to their citizens and the rest of the world. For a more complete timeline of climate decision making events between 1992 and 2015, visit the UNICEF/ YOUNGO Toolkit resource: "[The Paris Agreement for Young People](#)" (page 10). To learn more about the UNFCCC, COP, and NDCs, visit the table on the next page in Activity 2.1.

Activity 2.1



What are three key terms in climate decision making?

Term	Brief Definition
<p>United Nations Framework Convention on Climate Change (UNFCCC, often pronounced "UNF-triple-C")</p>	<p>The UNFCCC refers to 197 countries that accepted a document called the Framework Convention on Climate Change in 1992. This document recognized the problem of climate change, set goals for tackling it, and laid out some important considerations for doing so. The countries who accepted this document became "Parties to the Convention." While the Framework Convention was very important in 1992, it did not include many of the parts of the Paris Agreement.</p>
<p>COP (Conference of the Parties)</p>	<p>COP is how countries who are "Parties to the Convention" (part of the UNFCCC) make decisions. A COP meeting is held in a different city each year, and the first meeting was in 1995 in Berlin, Germany. During COP, countries review what they are doing to address climate change. They also come up with new ideas, like the Paris Agreement, to address climate change more seriously. Before COP each year, many other meetings are held internationally and nationally to help leaders prepare. The Paris Agreement was adopted at the 21st session of the COP (also known as COP21) in Paris, France, in 2015.</p> <p><i>Who hosts COP?</i> Every year a different country hosts COP, and there is a real effort to make sure countries from all regions of the world are represented. Sometimes, a country can host COP, but the actual meeting is held in a different country. For example, COP23 Fiji was held in Germany, and COP25 Chile was held in Spain.</p>
<p>Nationally Determined Contributions (NDCs)</p>	<p>NDCs are one of the most important parts of the Paris Agreement. They are documents that each country must prepare to share their climate change priorities, actions, and goals with other countries. The Paris Agreement requires each country to prepare and share their NDC and update them every five years. NDCs represent the efforts each country must make to achieve mitigation and adaptation for climate change and climate justice.</p>

To learn more about the UNFCCC, COP, NDCs, and more, visit the [UNFCCC's website](#).

What are Nationally Determined Contributions (NDCs)?

Nationally Determined Contributions are the commitments countries make to help address climate change through their own mitigation and adaptation goals, and also how they help other countries achieve their goals. NDCs are communicated on paper and submitted to the UNFCCC. The Paris Agreement tells country leaders to include citizens in the process of creating an NDC, but this does not always happen. That is why you need to know about NDCs, so you can make sure your leaders are creating an NDC in fair, equitable, and just ways.

Activity 2.2

Why is it called a **Nationally Determined Contribution**? Let's break it down:



What's a Contribution?

If you are making a "contribution," you are helping, supporting, or participating in something that's too large for any one person or country to address alone. A contribution can be in many forms, including money, time, action, or resources.



What does it mean to be Nationally Determined?

For something to be "nationally determined," it must be decided and committed to at the country-level, by country leaders. This means other countries cannot make decisions for your country, but they can help support your country by providing knowledge, skills, or resources.

What is a Nationally Determined Contribution?

A nationally determined contribution is a set of priorities, actions, and goals that a country decides on and commits to achieving to help address the global challenge of climate change.



Addressing climate change requires committed action over a long period of time. A country's first NDC cannot predict all the changes in policy, technology, and society that will take place over time. As countries work towards meeting their commitments, they must also update their NDC every five years and submit their latest version to the UNFCCC.



This is laid out in the Paris Agreement, which calls for all countries to report their progress on following their NDCs. It also calls for countries to get together and evaluate their progress. This evaluation process will take place every five years at COP starting in 2023 and is called the "global stocktake." The global stocktake helps countries understand how much they need to update their actions and goals in future versions of their NDCs, to hopefully reach the Paris Agreement's goal to stop the climate from warming any more by 2050.

Your country's NDC should include specific priorities, actions, and goals for addressing climate change. It should also say what resources, financing, and support will be needed to get the job done.



Activity 2.3

What are the seven key components of an NDC?



1. Mitigation

This includes your country's priorities for reducing the negative impacts of climate change, the actions for doing this, and the specific goals that your country will seek to achieve.

Example: The government of Bangladesh aims to reduce 2.4 million tons of greenhouse gas emissions by 2030 by decreasing and eventually stopping the use of harmful chemicals often found in cooling systems like air conditioners and refrigerators.



2. Adaptation

This includes your country's priorities for changing its ways of working and living to adjust to a changing climate, the actions for doing this, and the specific goals your country will seek to achieve.

Example: Climate change has made it hard for farmers to rely on their crops to grow and produce as much food as they used to. In response, the government of Rwanda will help its agricultural sector adapt by developing special crops that can grow in a changing climate, and livestock like cows, goats, and chickens that can better adapt to different climates, too.



3. Financial Support

This includes the amount of money your country will need to achieve its adaptation and mitigation goals, both from national funds and other countries willing to support your country's efforts.

Example: Between 2014-2016, about one-third of Vietnam's budget for climate change action came from loans and grants from other countries. The government of Vietnam has asked countries to continue supporting its NDC goals by investing in mitigation and adaptation activities in the country.

To learn more about how countries can access financing to support their NDCs, visit [The Green Climate Fund's website](#).



Activity 2.3



4. Technology Transfer

This includes the materials, resources, and knowledge related to technology that your country will need to achieve its goals. It also includes the need for countries to share resources and information to help one another achieve their goals.

Example: If the Kingdom of Tonga wants to use less oil and coal for energy, it will need to start using more energy from the sun and wind. The government says it needs to build more solar and wind energy plants, which will require technology to build, operate, and maintain.



5. Capacity Building

This includes the skills, knowledge, and capacities that your country's people – from factory workers to middle school teachers to farmers to government officials – will need to build to achieve its goals.

Example: The government of Papua New Guinea aims to train 63,000 farmers (1 out of 5 of these farmers will be women) to use agricultural technology and practices that adapt to climate change.



6. Transparency

This includes your country's plan for sharing its NDC decision making processes and the progress made to fulfilling its goals in clear and accessible ways. Knowing what decisions your country is making and what progress they are making is necessary for you to speak up for what's important to you and hold your country leaders accountable.

Example: The government of Mexico has stated in its NDC the importance of developing clear ways to measure and report its progress to make sure the public can access and trust the information it reports.





Activity 2.3



7. Conditionality

This includes your country's ability to achieve its goals with or without financial or technical support from other countries or other circumstances being in place. This means that your country must say which goals are unconditional, i.e., independent from any other circumstance, and which goals are conditional, i.e., dependent on other circumstances to be achieved, such as receiving help from other countries.

Example: The government of Nepal says that its unconditional targets will cost an estimated 3.4 billion US dollars, and it does not need additional resources to achieve them. Nepal's conditional targets are estimated to cost 25 billion US dollars, and depend on international financial support, technology transfer, and capacity building to be achieved.

To read the full NDCs that these examples were taken from, visit the UNFCCC's NDC register website. You can also search for your country's NDC [on this website](#).



Definitions adapted from the European Capacity Building Initiative: [Pocket Guide To NDCS Under The UNFCCC \(2018\)](#)

Bringing all these components of an NDC together, your country's NDC should be three things:

- **Ambitious**, so that your country is truly determined and committed to making big changes to reduce and eventually stop all greenhouse gas emissions.
- **Transparent**, so that national and international stakeholders, including you, can engage in climate decision making, track your country's progress, and ensure its meeting its stated goals.
- **Equitable**, so that the actions and goals laid out in your country's NDC do not intentionally or unintentionally harm some groups more than others, and so that your country is contributing its fair share to addressing this global issue. This includes the need for all NDCs to consider the rights of girls and women, Indigenous groups, and climate refugees in their plans. To learn more about how NDCs can be gender equitable, visit the [Gender Climate Tracker](#) from WEDO.



What goes into your country's NDC?



Sharing what you believe should be included in your country's NDC is a direct way you can influence national and international climate decision making. This can promote your own long-term wellbeing, as well as the future of your community, country, and the planet!

Now that you have a better sense of what goes into an NDC, you can begin brainstorming what should be included in your country's NDC. You will start by answering some questions about your country's key characteristics. This will help you better clarify your country's NDC priorities, actions, and goals.

You might not know how to respond to all these questions on your own, and that's okay. You might be able to respond to some of the questions for the area of the country you live in, but not your whole country. That's also okay. You are not expected to include everything about your country, just to start thinking about your country in new ways. You can use the internet to help you, and also ask your friends, family, teachers, and community members for their ideas.



Activity 2.4



What do you need to know about your country to make an NDC?

A. Natural landmarks and important sites



What are some important natural areas in your country?

Examples: Coastline, rivers, lakes, forests, deserts, mountains, etc.

Who lives in, on, or near these areas? Which communities take care of them, and/or depend on them for their livelihood?

Examples: Indigenous communities, national park rangers, farmers, fisherman, racial, ethnic, or religious groups, etc.

How has climate change and/or human activity affected these natural areas?

Examples: Drought, rising sea levels, pollution, fewer trees, loss of plants and animals, etc.

What would happen if these natural areas were lost forever, or if they were damaged badly by climate change?

Examples: Major changes to people's way of life, climate refugees, no more access to resources like food, water, etc.



Activity 2.4



B. Business and jobs.



What activities in your country create the most greenhouse gas emissions?

Examples: Factories that produce things, companies that build things, people driving cars, etc.

Where are these activities located in your country?

Examples: In big cities, near natural resources, along the coast, etc.

Which group(s) make up the workforce of these activities?

Examples: Government workers, immigrant workers, private employees, etc.

What group(s) control these activities and benefit the most from them?

Examples: The government, private companies, international companies, etc.



Activity 2.4



C. Sources of energy



What is your country's main source(s) of energy?

Examples: Coal, natural gas, oil, nuclear power, water, solar, wind, etc.

What kind(s) of transportation do citizens in your country use the most? This is likely to be different based on region.

Examples: Car, bicycle, motorbike, public bus, train, walking, etc.

Where does the food people in your country eat come from? This is likely to be different based on region.

Examples: Small stores, private farming, local markets, large grocery stores, etc.



Activity 2.4



D. Climate and weather



What kinds of weather does your country experience throughout the year?

Examples: hot most of the year with a rainy season, four different seasons, two different seasons, etc.

How has climate change affected your country's weather patterns?

Examples: Made weather more severe, made weather more unpredictable, etc.

What types of weather events are the most common in your country?

Examples: Monsoon, drought, hurricane, floods, wildfire, etc.

Which communities are most affected by changes in weather patterns?

Examples: Indigenous communities, communities living by the ocean, left out communities, rural communities, racial, ethnic, or religious communities, etc.

Which economic sectors and/or industries are the most affected by changes in weather patterns?

Examples: health sector, education sector, transportation sector, tourism sector, energy sector, etc.



Activity 2.4



E. People and power



Which group(s) hold the most power in your country? This could be in terms of money, politics, or influence in society.

Examples: Government officials, company owners, gender, racial, ethnic, or religious groups, etc.

How are the groups with the most power in your country affected by climate change?

Examples: Benefit from activities that contribute to climate change, their way of life is affected positively/negatively, etc.

Which group(s) hold the least power in your country? This could be in terms of money, politics, or influence in society.

Examples: Immigrants, refugees, Indigenous people, gender, racial, ethnic, or religious groups, etc.

How are the groups with the least power in your country affected by climate change?

Examples: unable to work, homes destroyed, injury or death, etc.



Activity 2.4



F. People's ability to adapt



How much do you think people in your country know about climate change in your country?

Examples: Everyone knows about climate change, only people who are well-educated know, only people with TV or radio know, people don't know about climate policy, etc.

Do you think the people in your country are willing to take action to address climate change? Including changing their behaviours, lifestyles, and work?

Examples: Everyone is willing to take action, only people who are negatively affected want to take action, only people who know about climate change want to take action, etc.

What skills and abilities do people in your country need to adapt to climate change and respond to its effects?

Examples: more education, more training, more resources and technology, more time, etc.



Activity 2.4



G. Anything else?



Drafting and sharing your version of your country's NDC

Now that you've thought about your country and some of its key characteristics, think back to the seven components of an NDC you read in Activity 2.3. Remember the need for your country's NDC to be ambitious, transparent, and equitable. You can also reflect on the Problem and Solution Trees you completed in Activity 1.5 of Chapter 1.

Can you combine the core problems, actions, causes, and affects you brainstormed in Chapter 1 with the information you compiled about your country in this Chapter? With all this information, you are ready to brainstorm priorities, actions, and goals for your country to mitigate and adapt to climate change. In this final activity of Chapter 2, you will create an outline for what you believe should be in your country's NDC and prepare to share your ideas in a way that's most engaging and exciting for you.

Activity 2.5

What should your country's NDC include?



Now you will prepare a final product to share with your friends, family, community, or government officials, communicating what should be included in your country's NDC. Choose a final product that will be the most fun for you to create.



For example, you can write a speech or a letter, draw a picture that expresses what you want to say, prepare a theater, or dance performance, make a short movie or presentation on the computer, or whatever else makes sense for you!

Whatever way you choose to share your ideas, start by answering the questions on the following pages to organize your thoughts.



Activity 2.5



Part 1:

What should your country's mitigation goals be to stop greenhouse gas emissions by 2050? These can include ACE-related goals. List 3-5 goals and include one example of how you will know each goal has been achieved.

Example: By 2050, my country will only have electric cars and no gas-burning cars. There will be a national inspection of cars each year to make sure this is happening...

Activity 2.5



Part 2:

What should be your country's adaptation goals to stop greenhouse gas emissions by 2050? These can include ACE-related goals. List 3-5 and include one example of how you will know each goal has been achieved.

Example: By 2050, climate change will be a required subject in school, and every person in primary school will have learned about climate change and how to adapt to its effects. There will be a national test about climate change in Grade 6...

Activity 2.5



Part 3:

What actions will your country need to take to achieve these goals? Which actions are short term, and which are long term? What groups and people will complete these actions?

Example: To achieve my mitigation goals, my country's automobile industry will first start making electric cars more affordable and available. Then my country's energy sector will start making energy from the sun and wind to charge the electric cars and make gasoline more expensive. Later, my country's government will give people some money back if they buy an electric car...

Activity 2.5



Part 4:

What financial, technological, and human resources will your country need to achieve its mitigation and adaptation goals? Are some of your country’s goals conditional (i.e., dependent) on receiving international support?

Example: To achieve my adaptation goals, my country will need primary teachers trained to teach about climate change, and textbooks and materials for students to use. We will need international support from climate change experts to help develop materials about climate change and design trainings for teachers...

Activity 2.5



Part 5:

How should your country make sure that the process for creating its NDC and the progress it makes to achieving its NDC goals is transparent, clear, and easily accessible?

Example: My country will hold meetings every month in different cities and towns for people to share their ideas for our NDC. The NDC reports on progress will be available on our government website for anyone to download in any language they want..

Activity 2.5



Part 6:

What strategies should your country use, and what actions should it take to make sure its NDC will not harm or exclude certain groups, especially those that are particularly marginalized or vulnerable?

Example: My country will hold specific meetings with groups like climate refugees, Indigenous people, and women farmers to make sure their needs are being heard and included in our NDC...

Activity 2.5



Reflection:

How will your country's NDC affect groups, sectors, and natural habitats and resources in your country differently?

Example: My country's NDC will require people to change their way of living and companies to change their way of working. It will help to protect natural resources, animals, and plants in my country...

Chapter 2 Reflection



NDCs communicate what your country will do to contribute to the global issue of climate change. There is also another document, called the National Adaptation Plan (NAP), that your country can make to communicate its unique, specific, and changing adaptation needs. Your country's NAP is submitted to the UNFCCC just like its NDC. While we don't have time in this Workbook to cover NAPs fully, you can see if your country has submitted a NAP on the [UNFCCC's website](#). You can also do your own research and brainstorming to think of what should be included in your country's NAP, just like you did for your country's NDC in this Chapter.

Now that you've prepared a version of your country's NDC that you believe in, you can visit the [UNFCCC's NDC register](#) to see if your country has submitted an NDC and compare your version with the official document.

If your country has submitted an NDC, does it meet the seven key components of an NDC you learned about in Activity 2.3? Do you feel that it is ambitious, transparent, and equitable enough? How does it compare in priorities, actions, and goals to the NDC you just wrote?

If your country has not yet submitted or updated their NDC, consider exploring whether they have a plan to submit one, or if there are organizations in your country putting pressure on your country leaders to prepare or update their NDC.

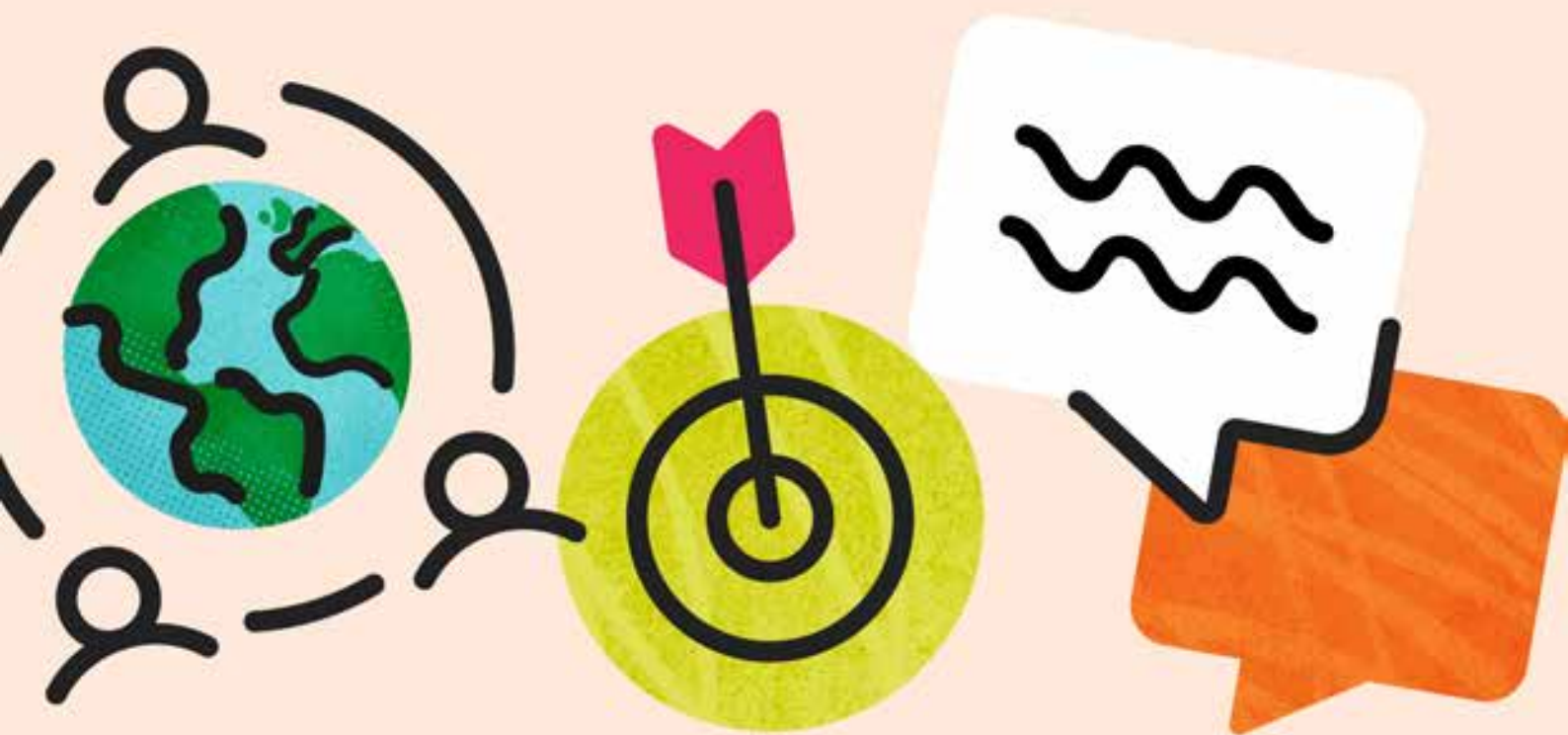
Examples of international organizations that are putting pressure on countries to address climate change are: [350.org](#), [earthday.org](#), and [teach4thepplanet.org](#). You can also look up organizations in your country to see what they are doing. If this is something you want to get involved in, you already have the knowledge and ideas to contribute!

For your final reflection activity of Chapter 2, return to the **Recurring Reflection Activity** at the end of the Overview and follow the directions for the Chapter 2 reflection.

Chapter 3:

Who can help you take action?

Who makes climate decisions and how you can reach them



Youth Leadership in Climate Policy: Turning knowledge and skills into action for climate empowerment

Plan International & Unbounded Associates



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Who are stakeholders in climate decision making?



Achieving the goals of the Paris Agreement requires people and groups to work together. The climate change actions needed to save the planet will need people to change their ways of living and working. Some people will need to change more than others. Every climate change decision made in your country will affect people and groups differently. That's why the Paris Agreement tells leaders to pay attention to fairness, equity, and justice when they are writing and taking action on their NDCs. Although climate change affects everyone, we have seen

in previous Chapters how the effects of climate change and climate decision making are different for different people and can sometimes be unfair. So, it's extra important to consider who will benefit or be advantaged by specific climate actions and decisions and who will potentially be harmed or disadvantaged.

In this Chapter of the Workbook, we will think through how climate change affects stakeholders differently.

Box 5. What and who are climate change stakeholders?

Climate change stakeholders are any group of people, formal or informal, who have an interest in climate decision making because it affects them in some way. This includes country leaders, policy makers, government officials, city and town councils, private and public organizations and companies, and groups based on age, ethnicity, religion, gender, race, class, caste, ability, job, location, or any other identity.

Stakeholders also include groups formed by and for young people! Examples of two formal stakeholder youth groups for climate action are the [UNFCCC group of Youth Non-Governmental Organizations \(YOUNGO\)](#) and the [UN Major Group for Children and Youth \(UNMGCY\)](#).

Examples of informal youth stakeholders include Indigenous young people, youth with disabilities, and youth climate refugees. Young people from many different stakeholder groups are engaging with climate policy and taking action. One example is [Fridays for Future](#), an international movement of young people protesting for action on climate change.

Who influences climate decision making in your country?



There are many ways to think about the stakeholders in your country. We are going to use two methods to help you consider who holds power, makes decisions, and who influences those decisions. The first method will be for reflecting on which stakeholders are affected by climate change and/or influence climate decision making. The second method will be for thinking about stakeholders who make decisions about climate change in your country.

Starting with the stakeholders in your country affected by climate change in both negative and positive ways, you can consider their connection to climate decision making occurring along two *continuums*: one of vulnerability and one of power.

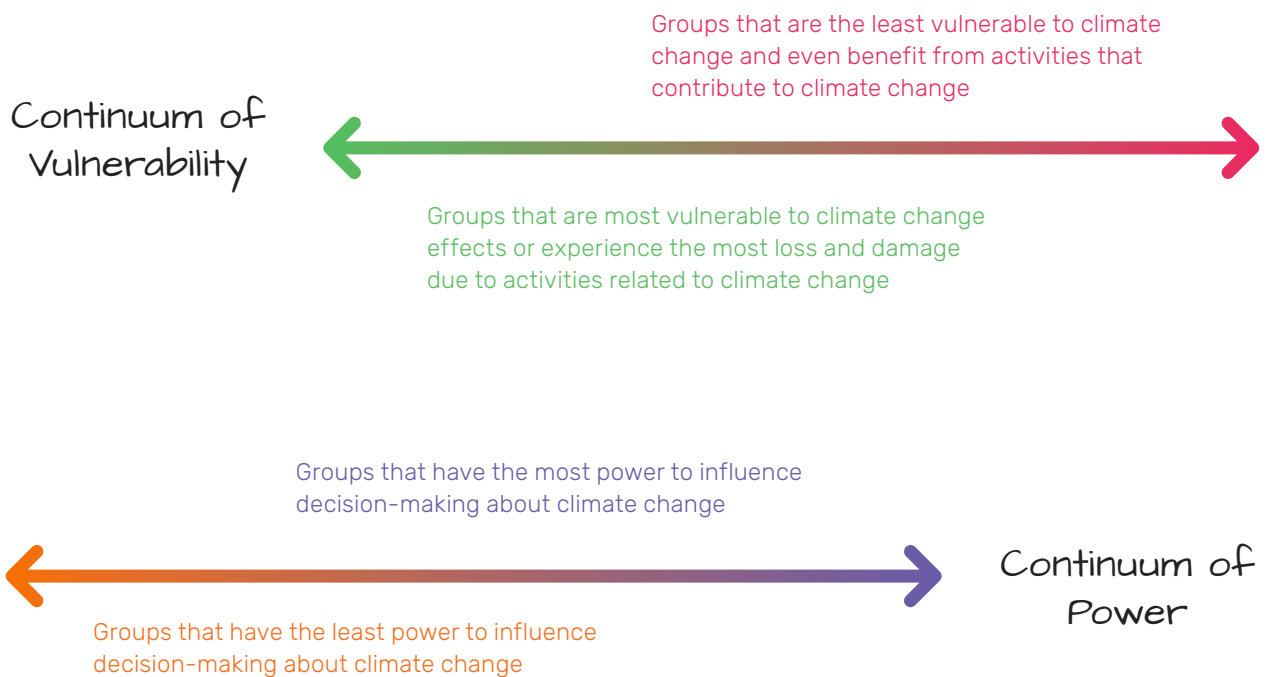
Box 6. What's a *continuum*?

A continuum is like a road between 2 destinations: destination A and destination B. Destinations A and B are far apart and very different from each other. When you leave destination A and start travelling towards destination B, you might not notice any differences along the way. But, as you gradually get closer to destination B, the landscape and surroundings start to change. Eventually, you're in a totally new place.

A continuum works the same way; it is a gradually changing connection between two opposite ends.

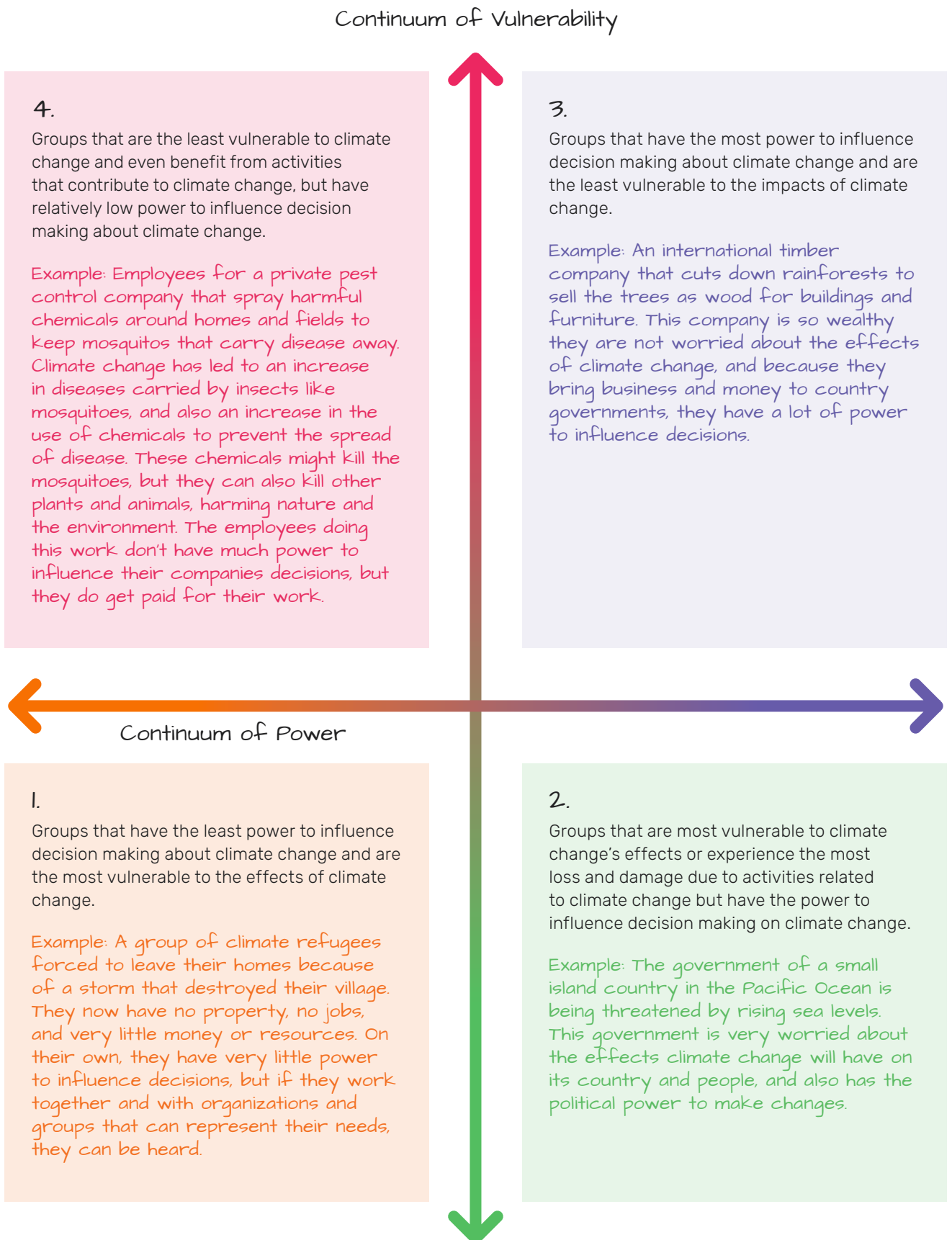
The first continuum is about vulnerability. On one end are groups who are the **most** vulnerable to climate change's effects and experience the most loss and damage because of activities related to climate change. For example, a group of Indigenous people whose way of life is damaged by forest fires and droughts and who play a key role in protecting the environment.

On the other end are groups who are the **least** vulnerable to climate change, and who might even benefit from activities that contribute to climate change. This could include oil and gas companies who pollute and damage the land or lumber companies who cut down forests to sell wood.



The second continuum is about power. On one end are groups with the **least** power to influence decision making about climate change, and on the other end are groups with the most power to influence decision making about climate change. Power can mean a lot of different things – it can be physical power like the strength of a country's military, or it can be cultural power like the influence of pop stars. For this activity, **power means having the resources, status, or opportunities to access climate decision making spaces**. A group with little power might be a community of rural farmers who do not have the time or ability to go to your government and ask for help. A group with a lot of power might be a large oil company that makes a lot of money for your government and therefore has the ability to ask for things that benefit them.

Combining these two continuums, we have four groups:



In the diagram below, you can see these four groups created by the intersection of the continuum of vulnerability and the continuum of power. Quadrant 1, shaded orange at the bottom left, represents groups who are both vulnerable to climate change and have the least power to influence climate decision making. The Paris Agreement and other international frameworks help protect groups from Quadrant 1. Other frameworks include the [Rights of Indigenous Peoples](#) and the [Rights of Children](#) by the United Nations, and the [Gender Action Plan](#) and the [Escazu Agreement](#) (which protects people's rights to defend the environment) by the UNFCCC.

These frameworks recognize that Indigenous people, girls and women, children, and environmental activists often have less economic, political, and decision making power, and are also more vulnerable to things like climate change, violence, and human rights abuses. Therefore, governments must protect and promote the rights of groups from Quadrant 1 to participate in decision making.

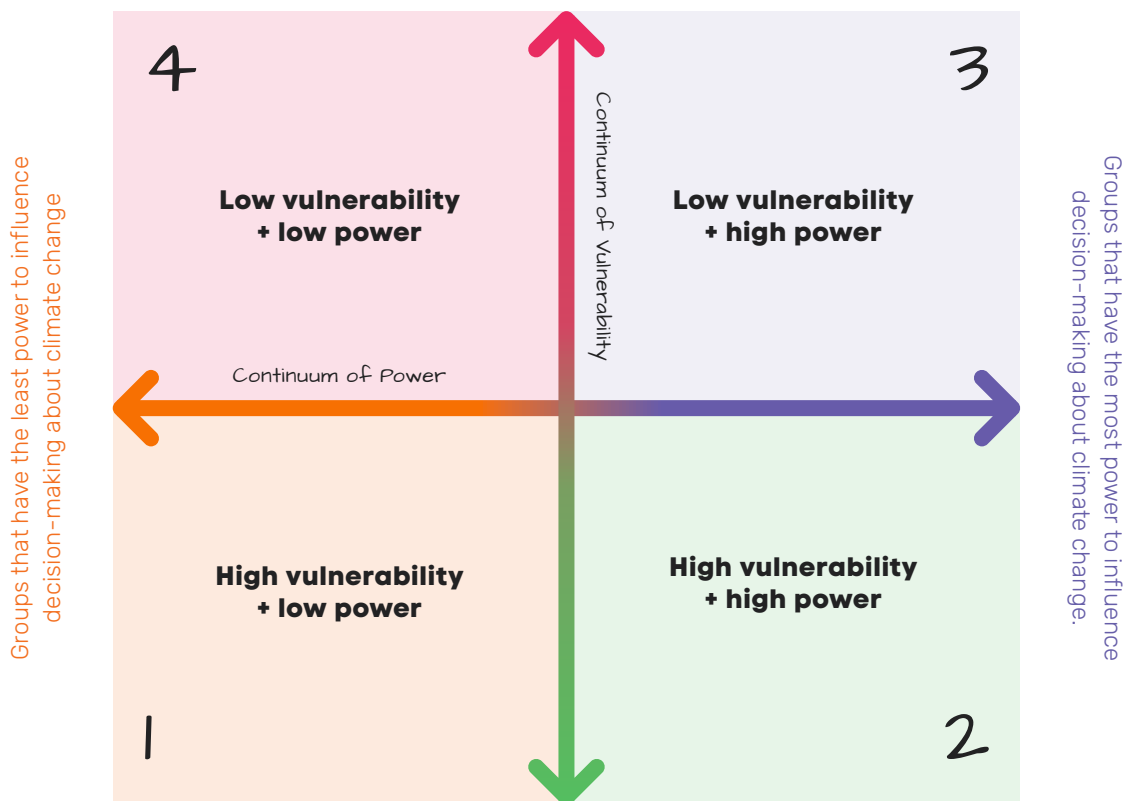
Using the diagram below, fill in each quadrant with groups from your country. As you do, you can reflect on your own climate risks, vulnerabilities, and opportunities for action.

Activity 3.1

Who are stakeholders that influence climate decision making in your country?



Groups that are the least vulnerable to climate change and even benefit from activities that contribute to climate change.



Groups that are most vulnerable to climate change effects or experience the most loss and damage due to activities related to climate change.

Who makes decisions about climate change policy in your country?



Now, we are going to think about the people and groups in your country who make decisions about climate change. To help you organize these stakeholders, you can think about them working at four different organizational levels in your country: town/village, city, national, and international. To learn more about these levels, read the diagram on the next page.

Box 7. What is an ACE Focal Point?

Remember Action for *Climate Empowerment (ACE)* from Chapter 1? ACE is part of Article 12 of the Paris Agreement, and highlights the importance of including all people in a country's actions to address climate change. Before ACE was added to the Paris Agreement in 2015, it was included in Article 6 of the United Nations Framework Convention on Climate Change (UNFCCC) in 2012.

This happened at COP18, which was held in Doha, Qatar, in 2012. At COP18, countries came together to decide on a system for carrying out ACE, and they called this the *Doha Work Programme*. Later in 2021, at COP26 in Glasgow, Scotland, they renewed this work programme and as such it changed name

to the *Glasgow Work Programme on ACE*. This is a 10 year Work Programme which will have an accompanying action plan that outlines the concrete actions countries need to take to achieve the aims of the Glasgow Work Programme. According to this Work Programme, each country should have one or more people assigned to manage and report on ACE activities in their country with support from their government. This job is called the **ACE Focal Point. If your country has appointed an ACE Focal Point, this is an important decision making stakeholder for you to know about.** Your ACE Focal Point is responsible for coordinating activities within your country related to climate empowerment and working together with other countries and focal points to exchange ideas, resources, and technical and financial support. You can visit the [UNFCCC's website](https://unfccc.org/what-we-do/empowerment) to see if your country has an ACE Focal Point already.

Activity 3.2

Who are the stakeholders that make climate decisions in your country?



International Decision Makers

What international organisations, frameworks, or structures guide decision making in your country? This includes international organizations like the United Nations, structures like COP and the NDCs, and frameworks like the UNFCCC and the Paris Agreement.



National Decision Makers

In your country, what positions, ministries, offices, or departments of the government decide on and implement policies, laws, or regulations related to climate change? Does your government have a dedicated office or official who works on climate change issues, such as an ACE Focal Point?



City Decision Makers

Beyond your local community, who makes decisions about climate change and implements policies at the city or district level? This could be a city government official, elected representative, or member of law enforcement.



Town / Village Decision Makers

Who works at your local or community level to make decisions about climate change and implement policies related to climate change? This could be individuals like a village leader, or groups like a community or town council. It could also include any other decision making group that decides on policies in your community.



When you are ready, fill out the empty diagram below with the names of decision makers who are working at each level to make decisions about climate change in your country. As you do, you can reflect on how the stakeholders at each level work with one another and if some of the stakeholders have more or less power than others.



What decision making stakeholders are related to climate change at each level in your country? If you're not sure where to start, you can ask a teacher, friend, or family member or go online to see if your town, city, or country governments have any information about climate change on their websites.





What would stakeholders think of your NDC?

Now that you've thought about some of the stakeholders in your country related to climate change, you can consider what they might think about the NDC you prepared in Chapter 2. Imagine your NDC is being shared with different stakeholders at a national meeting to decide your country's climate change priorities. Which stakeholders would accept your NDC, which would reject it, and why? For this activity, you will select three Decision Making Stakeholders (we are going to skip International decision making stakeholders this time) and four Influencing Stakeholders. In Activity 3.3 you will prepare arguments for each of them about how they benefit and/or are disadvantaged by your NDC's priorities and why they would ultimately support or reject your NDC.



Activity 3.3

What would stakeholders think of your NDC?



Decision Making Stakeholders:



Town/Village level:

Example: Village Council

How do they benefit or are advantaged by your NDC priorities?

Example: My NDC will protect lands and waters that are needed for the village to survive.

How are they harmed or disadvantaged by your NDC priorities?

Example: My NDC will require some of the lands near the village to be used for building windmills to make energy, using up land that was once for farming and raising animals.

Would they ultimately support or reject your NDC version? Why?

Example: They would ultimately accept the NDC because it protects their way of life and prevents more damage to their community.



City level:

How do they benefit or are advantaged by your NDC priorities?

How are they harmed or disadvantaged by your NDC priorities?

Would they ultimately support or reject your NDC version? Why?



National level:

How do they benefit or are advantaged by your NDC priorities?

How are they harmed or disadvantaged by your NDC priorities?

Would they ultimately support or reject your NDC version? Why?



Activity 3.3



Influencing Stakeholders:

Stakeholder from Quadrant 1:

(High vulnerability + low power)

How do they benefit or are advantaged by your NDC priorities?

How are they harmed or disadvantaged by your NDC priorities?

Would they ultimately support or reject your NDC version? Why?

Stakeholder from Quadrant 2:

(High vulnerability + high power)

How do they benefit or are advantaged by your NDC priorities?

How are they harmed or disadvantaged by your NDC priorities?

Would they ultimately support or reject your NDC version? Why?



Activity 3.3



Influencing Stakeholders:

Stakeholder from Quadrant 3:

(Low vulnerability + high power)

How do they benefit or are advantaged by your NDC priorities?

How are they harmed or disadvantaged by your NDC priorities?

Would they ultimately support or reject your NDC version? Why?

Stakeholder from Quadrant 4

(Low vulnerability + low power)

How do they benefit or are advantaged by your NDC priorities?

How are they harmed or disadvantaged by your NDC priorities?

Would they ultimately support or reject your NDC version? Why?

How can you connect with stakeholders in your country?



You have thought about climate change stakeholders in your country and what they might think about your NDC ideas. Great work! Now, how can you connect with climate change stakeholders in real life? There are many different ways to reach out to stakeholders, and it often depends on who you want to connect with. These days, most formal stakeholders, such as groups, organizations, companies, or individuals well-known in society, have a website or social media page where you can find information on how to contact them. Informal stakeholders, such as rural farmers, climate refugees, migrant workers, or Indigenous women, are often more difficult to contact. This makes it even more important to make sure these kinds of stakeholders are being reached, and their opinions are being heard. One way to get in touch with more informal stakeholders is to see if there are any organizations in your country that represent those groups.

If you are hoping to connect with more formal stakeholders, especially those with the power to make or influence decisions in your country, you will need to think about the best way to reach them. **What are the common ways people have their opinions, ideas, and demands heard by decision makers in your country?** Consider the examples in **Box 8** of actions you could take to connect with different stakeholders.

Box 8. How can you connect with climate change stakeholders in your country? Here are a few examples.

- Attending a community meeting of elders and/or village leaders to share your concerns and calls to action.
- Writing a letter to an elected official at your town/village, city, or national level with a clear message of what is needed to address climate change in your country.
- Writing an article or essay to be published in a newspaper, magazine, or online website that will be read throughout your country to help others understand the issues.
- Joining a group of others to protest safely outside government buildings to put pressure on country leaders to take action on climate change.
- Creating and sharing messages through your social media, a website you create, or existing spaces online to draw attention to climate change in your country and the need for action now.
- Going online or asking around to find youth groups in your country committed to climate action that you can join to get connected with more stakeholders.

Whatever way you choose to connect with climate change stakeholders, make sure you are considering the laws and rules in your country to protect your safety and the safety of others. You also want to think about the cultural practices and traditional ways of doing things in your country that might guide how you connect with stakeholders. For example, it is not that easy to talk directly to political leaders in some countries, especially for young people, because these kinds of connections are not prioritized. But young people still have a right to be heard and are finding unique ways to do so. For example, young people are using social media more and more to get their messages heard.



Box 9. How did young people in Pakistan use social media to connect with their government?

In Pakistan, it is considered disrespectful for young people to openly disagree with adults. But online, the expectations are different. By using social media, young people can grow support for causes they care about and influence decisions that matter to them. In 2018, young people used social media to call for changes in the Pakistan government and an end to corruption. By holding past leaders accountable on social media, young people directly inspired support for a new government that would work to end corruption and take important causes like climate change seriously. They used hashtags like #NayaPakistan (“New Pakistan”) that became popular on social media to help elect a new prime minister. Now, the current government often uses social media to directly connect with the people. Without the young people who spoke out on social media, who knows if these important changes would have happened in Pakistan? This is an example of how young people can be clever and creative to have their voices heard by decision makers, even when it’s not traditional or easy for youth to speak out.

Thinking about what message you want to share with climate decision makers can be hard. How do you decide what to say? You want to create a message that is true to who you are, what you believe in, and why you believe it. You also want to clearly state what actions you are asking others to take. You can think of your message as needing four key things: **Who** you are, **Why** you care, **What** you care about, and **What** actions you want others to take. We call this the **Who, Why and Double What** of your climate change message. On the following page you can read some examples of young people who have clear climate change messages that include the Who, Why, and Double What.

Activity 3.4

What are young people's climate change messages?



Hakim Evans

**20 years old when he gave this message.
From the east coast of the United States.**

"I became a climate activist in 2015 after learning more about how climate change and environmental damage were affecting public health, and I wanted to do more in my community.

It's important for young people to be engaged in this movement because the catastrophic impacts of climate change will be most devastating to us and the generations to follow. But we need everyone to take some form of action for the betterment of the environment. We need everyone to call on their elected officials to speak to the corporations that they're affiliated with and hold those people in power accountable.

I strike because it's important for young people to be involved in the climate movement—especially since the impacts are happening to us.

My generation has the most to gain or lose. And we have the right to a livable future."



Kevin Patel

**18 years old when he gave this message.
From the west coast of the United States.**

"I organize, protest and strike not just for future generations but for my generation as well.

I decided to become an activist because I saw that my community wasn't getting healthy options. I don't have a choice. I don't have a choice to not be in this fight because this issue directly impacts me. I have to fight for the community and my community.

That's what motivates me—seeing that communities are being impacted around the world by the same problems I'm seeing at home. But my biggest fear about the climate crisis is that it's too late to reverse the damage that we have caused.

That's why we need people to act. We have the solutions already."

For more examples of messages from young people like you who care about climate change, explore more of [Patagonia's Activism web page](#).



Loukina Tille

**18 years old when she gave this message.
From Switzerland.**

"I became a climate activist in 2015 after learning more about how climate change and environmental damage were affecting public health, and I wanted to do more in my community.

It's important for young people to be engaged in this movement because the catastrophic impacts of climate change will be most devastating to us and the generations to follow. But we need everyone to take some form of action for the betterment of the environment.

We need everyone to call on their elected officials to speak to the corporations that they're affiliated with and hold those people in power accountable.

I strike because it's important for young people to be involved in the climate movement—especially since the impacts are happening to us. My generation has the most to gain or lose. And we have the right to a livable future."



Xiuhtezcatl Martinez

**19 years old when he gave this message.
From the United States and Mexico.**

"Living my whole life between Colorado and Mexico, I saw the forests that I grew up in and loved disappear because of the changing climate. I saw my family's access to clean water become more and more scarce in Mexico. This built a different kind of connection to the crisis because it affects my home, my ceremonial places and the places I go with my family. I organize in honour of my ancestors, for those who fought for the world we live in today and for future generations who will inherit the planet we are leaving behind. Everything to be afraid of about the climate crisis is already here—the destruction and displacement of peoples off their land, the death and the violence, and the imbalance. My biggest fear is for that to spread to the rest of the world and inflict more suffering.

I believe in the power my generation has to shape our future. We are at the most pivotal moment where our existence, our reality, our futures and our present are all at stake. It's not a matter of choice for us to be involved—these are our lives on the line. And it's a heavy burden, but it's also a beautiful responsibility. We need to set aside the barriers that have separated our movements and our people and recognize that the only way we're going to make it out of this is together. This is one of the most challenging times humanity's ever going to face, and with that, it's one of the most unifying moments we have ever experienced. It is calling on humanity. It's calling on each and every one of us to step up and play our part—as artists, as teachers, as students, as entrepreneurs, as dreamers."

Now that you have read some examples of young people’s climate change messages, you can start writing your own. You can start creating your message now and continue adding to it and changing it as you learn more about climate change and yourself.

The message you start writing now can help you prepare clear, specific, and simple messages for connecting with stakeholders in the future.

Activity 3.5

What’s your climate change message?

Who I am:



Why I care about climate change:

What I have to say about it:

What I am asking you to do:

Chapter 3 Reflection



With so many stakeholders in a country, let alone the whole world, it is very difficult to consider everyone's needs. This is why equity, fairness, and justice must be prioritized in all decision making. It can be overwhelming trying to address the wants, needs, and vulnerabilities of every stakeholder for every decision. Increasing your awareness of the equity, fairness, and justice issues connected to specific climate decisions will help you prioritize the people and groups who require the most protection.

There will always be more to learn and experience in climate decision making. We must all grow from the lessons we learn and recognize and accept the mistakes we might make. Taking this perspective, the principles of equity, fairness, and justice are not meant to make you feel bad when you make mistakes. Instead, they can help guide you in your process of learning to be more aware and thoughtful. Based on the work you have done in this Chapter; you can return to the original NDC you made in Activity 2.5 of Chapter 2. Reading it again, are there any parts you would change or add to? As you continue to learn about climate decision making, you can keep returning to the work you've done in this Workbook to add and change things. This reflects the ongoing process of engaging with climate decision making as we grow and change ourselves.

For your final reflection activity of Chapter 3, return to the **Recurring Reflection Activity** at the end of the Overview and follow the directions for the Chapter 3 reflection.

Chapter 4:

Turning your knowledge into action

Create your personal climate policy action plan



Youth Leadership in Climate Policy: Turning knowledge and skills into action for climate empowerment

Plan International & Unbounded Associates



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How are young people taking individual and collective climate action?



By now, you have learned about the Paris Agreement, ACE, NDCs, and the key concepts of climate justice and climate empowerment. You have considered the importance of the Paris Agreement in your country and analyzed the effects climate decision making has on different stakeholders. Through writing an NDC for your country and learning about climate change stakeholders, you have seen how power and vulnerability affect how different climate stakeholders influence and make decisions in your country. You have also seen how climate change decision making requires international cooperation between countries.

The Paris Agreement says that all countries must act to address climate change. It also understands that different countries will take different actions based on their capacity and resources. We can't expect countries with less money and resources to take action in the same way richer countries should and must. This is especially true because rich countries have produced a lot more greenhouse gases than countries with less money in the past 100 years, another example of climate injustice. Still, even countries that haven't contributed as much to climate change in the past must also do everything they can now. This is the basis of the idea of *common but differentiated responsibilities (CBDR)* which is included in the Paris Agreement.

Box 10. What are common but differentiated responsibilities (CBDR)? Let's break it down.

-  **Responsibilities** are something that you must do, such as our collective responsibility to address climate change.
-  **Common responsibilities** means that many groups, or countries, must all do something to address the same responsibility.
-  **Differentiated responsibilities** means that different groups, or countries, must do different things based on their ability to address a responsibility. A country's ability to address its climate change responsibility depends on its access to money, time, resources, and knowledge.
-  **Common but differentiated responsibilities** means that countries all have a responsibility to address climate change, but they must do it in different ways according to their own capacity and resources.

Example of CBDR: In Activity 2.3 of Chapter 2, you learned about conditionality and the need for countries to include in their NDCs what goals they can achieve on their own and what goals they will need help from other countries to achieve. Common but differentiated responsibilities means that some countries will have more conditional NDC goals than others, meaning they will need more help from other countries. The Paris Agreement says this is both okay and expected because some countries have more resources and ability to address climate change than others. CBDR states that those countries that have more resources and ability to address climate change should help other countries that have less resources, increasing everyone's ability to address climate change.

The Paris Agreement is the result of countries working together to address the global responsibility of climate change. No single country could have written the Paris Agreement, and no single individual can make the changes needed to stop climate change. By calling for climate justice and climate empowerment for all, the Paris Agreement promotes the development of not just *individual* voices for change, but a *collective* call to action. Collective action is when many people come together to do something they all care about, something bigger than themselves. Collective action is powerful and can push country leaders to prioritize climate change on their national agendas and in international decision-making spaces.

Check out some examples of young people who embraced the Paris Agreement's call to action and created opportunities for collective, international action to influence climate decision making.

Activity 4.1

How have young people started collective climate action?



Example	What they did	The International Impact
Mock COP	COP26 in Glasgow, Scotland was postponed in 2020 due to the Coronavirus pandemic. Not wanting to miss out on important climate decision making, a group of more than 300 young people from over 140 countries stepped up to organize their own inclusive, online Mock COP . They called out governments for not providing their citizens with enough climate education and training, opportunities for youth participation in climate decision making, or accessible climate-related information.	The young people who participated in Mock COP drafted a Global Declaration. This document listed 18 policy demands for global leaders to address at the “real” COP. They have also been working to get their Declaration adopted by as many governments as possible by supporting young people to run campaigns in their countries to engage their national leaders.
Fridays for Future	Inspired by Greta Thunberg’s school strike for climate action outside the Swedish Parliament, young people around the world have been organizing climate strikes outside their own local government buildings. Together, they have created a global climate strike movement, connected by the social media hashtag #FridaysForFuture . They strike to put “moral pressure” on leaders and policymakers to take more ambitious action on climate change.	As of 2021, the Fridays for Future movement have organized over 14 million young people to strike in 7500+ cities across all continents since Greta’s first strike in August 2018.

These two examples show young people’s ability to build collective movements to address the global problem of climate change.

Although no single person can stop climate change, it takes every person, including young people like you, to stand up and call for action. Every day, young people around the world are influencing climate decision

making, addressing climate change, and embracing the principles of climate justice and climate empowerment in unique and personal ways. Their stories can serve as powerful examples and reminders of the potential every young person has to stand up for their rights to a livable planet, sustainable livelihood, and bright future.

Activity 4.2



How are young people taking climate action in their own communities?

Name, Country	Their Story
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Loukina Tille
Switzerland

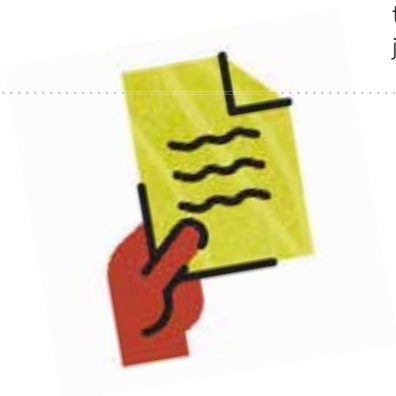
When the Swiss government announced it would host youth workshops to help write its national climate action plan, teenager Loukina Tille felt nervous to participate. So, she spoke to scientists about what they thought Switzerland needed to do to achieve the goals of the Paris Agreement and asked regular people on the street what they wanted the government to do. At the youth workshop, Loukina realized she had done more work than the government officials had, and that she knew more about what to do for climate change than the adults in the room.

Sarah Jehaan Khan
Pakistan

Sarah Jehaan Khan uses her filmmaking to tell [powerful stories](#) about climate change from the eyes of those experiencing its worst effects in her home country of Pakistan. In this way, she uses popular media to educate others about climate change and its human causes and effects.

Xiuhtezcatl Martinez
United States, Mexico

Xiuhtezcatl Martinez (whose first name is pronounced Shoe-Tez-Caht) grew up between the United States and Mexico, watching the forests he loved to play in as a child disappear and his family's access to clean water grow less and less. He made his first public speech on climate change when he was 6 years old and has been part of multiple lawsuits against the US government for inaction on climate change. He has also spoken at the UN several times. He uses hip hop music to express his climate activism, addressing the topics of racial injustice, climate change, police brutality, and Indigenous rights through his lyrics. Xiuhtezcatl helped found [Earth Guardians](#), an international environmental protection organization that works to train and inspire young people to become leaders in the climate justice movement.



Activity 4.2



Name, Country	Their Story
---------------	-------------

Renata Koch Alvarenga
Brazil

Renata Koch Alvarenga learned about climate change by researching online. Through her research, she found opportunities to speak at international climate conferences about gender equality and climate justice as a youth representative. As a college student, she founded [EmpoderaClima](#) to empower youth in the Global South to consider the importance of gender equality in climate solutions and climate activism.

Vanessa Nakate
Uganda

Concerned with her government’s inaction on the climate crisis, [Vanessa Nakate](#) began striking alone outside the Parliament of Uganda when she was a teenager. After months of protesting alone, Vanessa’s action gained followers and she became the face of a collective movement in Uganda promoting climate action. She eventually started the Green Schools Project, launching a [GoFundMe](#) campaign to raise money and bring international attention to climate action in Uganda. The Green Schools Project helps to replace wood-fueled stoves with clean cookstoves, reducing the amount of firewood used by schools. This helps improve air quality, reduce greenhouse gas emissions, and supports tree planting and re-growing forests.

Marinel Ubaldo
Philippines

After experiencing the terrible impacts of Super Typhoon Haiyan in her home country of the Philippines, [Marinel Ubaldo](#) began to campaign for climate justice issues affecting her community. She was part of a [collective effort](#) to hold companies who contribute to climate change in the Philippines accountable for their actions. The result of this collective effort made history. It was decided that companies play a clear role in contributing to climate change and could be legally responsible for harming people through the negative impacts of climate change.



Many of these young people are active on social media. If you use social media, such as Twitter, LinkedIn, Instagram, TikTok, or Facebook, consider searching for them or following them! This is a great way to learn more through their posts and expand your network of young people who care about climate change. You can also see if climate youth groups are active in your community, region, or country to learn more about issues affecting your home and connect with other young people who are taking action to address climate change.



“If getting involved with national or international decision making on climate change sounds scary to you, you’re not alone.”

If getting involved with national or international decision making on climate change sounds scary to you, you’re not alone. Feelings of fear are normal when considering something that’s new. The young people you have read about in this Workbook are able to accomplish their climate action goals because they’re not alone; they have a collective group of people helping them, as well as role models, support systems, and resources. We hope that this Workbook can be a resource and support system for you, too.



What are barriers to participation in climate change action?



Just like the actions taken by the young people you read about in Activity 4.2, there are likely efforts in your country to include young people in climate decision making. The challenge is finding and connecting with them. Spaces for citizens, especially for young people, to engage in climate decision making can be difficult to access.

Most of the time, the people who design these decision making spaces must take intentional steps to be more inclusive. Sometimes though, even the steps people take to be inclusive are not enough.

This can become **tokenism**.

Box 11. What does **tokenism** look like?

Not all efforts to be inclusive are the same. Sometimes, the actions leaders take to make things more inclusive are actually not as good as they seem. For example, leaders can invite a small group or even a single individual who represents a group to join an activity, making it look like inclusion. This is called **tokenism**.

Tokenism happens when a small group of people create the appearance of equality or inclusivity when in reality, the groups they represent are still left out. Tokenism can be intentional or accidental, but its negative effects are the same no matter what. An example of intentional tokenism might be an international coal mining company inviting a young, Indigenous girl to join their event on TV so everyone in your country can see her being “included,” but then the company still decides to cut down the forests where her community lives.





Real inclusion – not tokenism – in climate decision making is a question of climate justice. No matter their background, circumstance, or identity, everyone should be able to truly have a say in decisions that affect their lives, especially the people who climate change affects the most. If you choose to get involved in climate decision making in your country, think about the spaces and groups you're joining and if there are opportunities

to make them more inclusive. Below, there are four opportunities for climate action that four different people could participate in. Based on the description of the opportunity and the person, consider what barriers each person might face in accessing and participating in each opportunity. Write down your ideas for barriers to each opportunity in the table below:

Activity 4.3

What are barriers to participating in climate decision making?



Opportunity 1

The United Nations is hosting a global youth summit on climate change to help write a youth climate declaration. In an effort to be inclusive, each country is allowed to send one youth participant. To select the young person from your country, there is an online application process. It requires a 2-page personal message in English, a letter from a teacher about why you should be chosen, and an interview in English in the capital city.

Opportunity 2

Your national government is hosting a competition to send two young people to the next international climate negotiations. You must be able to speak English. Every school will choose two students to travel to the capital and compete in the national competition. In each school, head teachers of each grade will nominate two students, and the principal and vice principal will select two students to represent their school in the national competition.

Opportunity 3

An international organisation has created a website for youth around the world to share their demands for climate action with global leaders. The online website includes a form where youth can type and submit their message to global leaders. Youth of any age and from any country can participate, but they must type their message in less than 100 words. The organisation will show the messages submitted by youth on a screen at the next international climate conference.

Opportunity 4

The Ministry of Climate from your country is hosting meetings with youth around the country to get feedback on their updated NDC. At the beginning of the meeting, ministry officials pass around printed copies of the updated NDC, written in your country's national language. Someone then presents the NDC, also in your country's national language. After, youth are asked questions and told to write their responses on chalkboard at the front of the room.






Activity 4.3



Opportunity 1

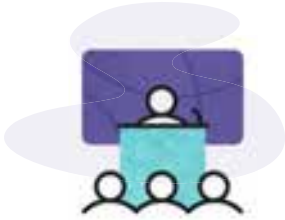
The United Nations is hosting a global youth summit on climate change to help write a youth climate declaration. In an effort to be inclusive, each country is allowed to send one youth participant. To select the young person from your country, there is an online application process. It requires a 2-page personal message in English, a letter from a teacher about why you should be chosen, and an interview in English in the capital city.

From the perspective of: Me

<p>What are barriers to accessing this opportunity?</p>	<p>What are barriers to participating in this opportunity?</p>	<p>How can you make the opportunity more inclusive?</p>
<p></p> <p>Example: I might not be able to access this opportunity because I don't have access to the internet to write my application, or I don't have a teacher who I can ask to write a letter for me.</p>	<p></p> <p>Example: I might not be able to participate in this opportunity because my family won't let me travel to another country by myself, or because the language used at the youth summit is English and I am not confident in my English skills.</p>	<p></p> <p>Example: Access - The application process could accept mailed-in applications and calls from teachers instead of letters.</p> <p>Participation - At the summit, there could be translators for different languages so youth could speak in their chosen language.</p>






Activity 4.3



Opportunity 2

Your national government is hosting a competition to send two young people to the next international climate negotiations. You must be able to speak English. Every school will choose two students to travel to the capital and compete in the national competition. In each school, head teachers of each grade will nominate two students, and the principal and vice principal will select two students to represent their school in the national competition.

From the perspective of: *Indigenous girl*

What are barriers to accessing this opportunity?	What are barriers to participating in this opportunity?	How can you make the opportunity more inclusive?
		






Activity 4.3



Opportunity 3

An international organisation has created a website for youth around the world to share their demands for climate action with global leaders. The online website includes a form where youth can type and submit their message to global leaders. Youth of any age and from any country can participate, but they must type their message in less than 100 words. The organisation will show the messages submitted by youth on a screen at the next international climate conference.

From the perspective of: *Out of school, immigrant boy working in the capital city in your country*

<p>What are barriers to accessing this opportunity?</p> 	<p>What are barriers to participating in this opportunity?</p> 	<p>How can you make the opportunity more inclusive?</p> 






Activity 4.3



Opportunity 4

The Ministry of Climate from your country is hosting meetings with youth around the country to get feedback on their updated NDC. At the beginning of the meeting, ministry officials pass around printed copies of the updated NDC, written in your country’s national language. Someone then presents the NDC, also in your country’s national language. After, youth are asked questions and told to write their responses on chalkboard at the front of the room.

From the perspective of: *Girl who is deaf and from a small village in your country*

<p>What are barriers to accessing this opportunity?</p> 	<p>What are barriers to participating in this opportunity?</p> 	<p>How can you make the opportunity more inclusive?</p> 

What matters to you, and what will you do?



Bringing together everything we have covered in this Workbook; it is now your turn to decide where you go from here.

- Combining the components of ACE and the principles of climate justice and climate empowerment with the climate change problems and solutions you brainstormed in Chapter 1;
- Adding the key characteristics of your country and NDC priorities you wrote in Chapter 2;
- Connecting your knowledge of the stakeholders who make decisions, influence decisions, and are influenced by decisions from Chapter 3;
- And viewing it all with an awareness of the barriers and challenges to engaging all people in climate action from your work in Chapter 4;
- You are ready to create your **Climate Policy Action Plan**.

The Climate Policy Action Plan you make is yours to share and include others in the process. Your Plan should be relevant and reasonable for your current situation, but also ambitious because you are capable of more than you think! As you have seen from the many examples of young people who turned their plans into action, so much is possible when you combine passion with strategic planning, teamwork, and awareness of the issues that matter.

Use the questions in the table on the next page to help guide you in creating a Climate Policy Action Plan. Some of the questions might remind you of questions you answered before while writing your NDC. This is because they are both related to choosing climate change priorities, actions, and goals. The important difference

is that your NDC plan was an exercise to help you start thinking about climate priorities in your country. This **Climate Policy Action Plan is for you to prepare to take real action in your local or national community.**

As you begin writing your Climate Policy Action Plan, you can return to the Chapters of this Workbook to help you brainstorm and remember what you've already learned. For example, you can use the Problem and Solution Trees you made in Activity 1.5 to help you think about climate change issues in your life that you want to address. You can use the key characteristics you brainstormed about your country in Activity 2.4 to help you think about climate change priorities beyond your local community. The NDC you created in Activity 2.5 can help you make sure your Climate Policy Action Plan is addressing clear climate change mitigation and adaptation goals. The stakeholder brainstorming you did in Activities 3.1 and 3.2 can help you think about who you want to involve in your plan, and how vulnerability and power will influence your engagement with different stakeholders. Finally, all the thinking you have done about climate justice throughout the Workbook, including who is left out of climate change actions and decision making, will help you create a plan that is thoughtful, inclusive, and promotes the principles of equity, justice, and fairness.

For examples of ways to get involved in climate policy and action, you can visit the websites below:

[Turn it Around](#): Help design a deck of flashcards that show how climate justice can be achieved. These cards will be shared at future COP meetings!

[1000 Actions for Change](#): See what actions young people from North and South America and the Caribbean are taking to address climate change.

Activity 4.4

What's next for you? Your Climate Policy Action Plan



For this final activity in the Workbook, we are not providing example responses. This is because we know you are ready to create a Climate Policy Action Plan all on your own, and you already have all the activities and information in the Workbook to help you!

What?

What climate change issue is relevant and important to you that you want to address through your Climate Policy Action Plan?

What impact will your plan have on your own life, and/or the lives of people in your community, society, or country?

Activity 4.4



How?

1. How will you achieve your Climate Policy Action Plan? Think back to the six components of ACE (education, training, public awareness, public access to information, public participation and international cooperation). Which one feels most relevant and reasonable for addressing the climate change issue you've chosen? Is it a combination of more than one ACE component?

2. What materials and money will you need for your plan? What barriers might prevent you from accessing these resources? Are there changes that need to happen in society to help you overcome these barriers?

3. What skills and knowledge will you need for your plan? What can you do to keep developing your skills and knowledge? If this plan is something you cannot accomplish alone, who can you ask to help you?

Activity 4.4



d. **Relevant:** Is your goal related to an issue in your community or country that is important to you and others? Is your goal related to a climate adaptation or mitigation priority for your country?

e. **Time-Based:** What goals do you need to accomplish soon to help you achieve your larger goals later on? What is the total amount of time you think it will take to achieve your goals?

5. How will achieving your goals promote equity, justice, and fairness in your community or country?

Activity 4.4



Who?

1. Who do you need to help you make your Climate Policy Action Plan happen? How will you connect with them and get them committed to your plan?

2. Who are stakeholders that might support your plan? Who else cares about the issue(s) you are addressing and wants to achieve the same goals? How will you connect with them?

Activity 4.4



3. Who are stakeholders that might oppose your plan? How will you address potential opposition, making sure to keep yourself and those you involve safe?

4. Who will benefit from your plan? In other words, what people/groups experiencing the negative effects of climate change does your plan seek to support?

5. Who might your plan unintentionally harm or exclude? How can you address this and make your plan more equitable and fairer?

Chapter 4 Reflection



Making a Climate Policy Action Plan is not easy, and you will probably find answering some of the questions in the table a bit difficult. This is because participating in climate decision making and taking climate action can be complex. Don't worry; you are not expected to finish your plan all at once or take action immediately. We do hope that you will start planning the actions you want to take, even if your plans change along the way. You could write a plan for the next month, the next year, or for working on gradually throughout your whole life. Whatever action you decide to take, remember to continually reflect on why your plan is important to you and who it is affecting in both positive and potentially negative ways. This includes how it is affecting you and your physical and mental wellbeing. Taking care of yourself is the necessary first step to caring about things bigger than yourself.

For your final reflection activity of Chapter 4, return to the **Recurring Reflection Activity** at the end of the Overview and follow the directions for the Chapter 4 reflection.

Beyond this Workbook



Congratulations! You have completed our Workbook on building skills and taking action in climate decision making. You should be really proud of all the time and effort you put in. We hope that you not only learned a lot, but had some fun doing it. Your next challenge goes beyond the pages of this Workbook. It's now up to you to decide how you want to use the skills and knowledge you gained in your life. We hope that you'll keep what you learned from the Workbook in mind and even return to this Workbook when you need a resource on climate policy.

