



Offline course

GIRL-LED ACTION ON CLIMATE CHANGE (GLACC)

PART 1

About the course

Learning objectives

Course outline



Learning Objectives

By the end of this course, you will have had an opportunity to:

- ✓ Describe climate change in your own words, explain its impact on your community, and explore creative ways to respond.
- ✓ Learn how Girl Guides and Scouts use WAGGGS' Girl-Led Action on Climate Change programme and apply those insights to build resilience and adaptability.
- ✓ Explore how climate change disproportionately affects girls and women, and identify actions for equity through the GLACC programme.
- ✓ Build facilitation and leadership skills to create safe, girl-led spaces that strengthen climate knowledge, skills, and confidence.
- ✓ Adapt the GLACC programme to your local context, making choices rooted in your values and community to ensure relevant and ethical delivery.



Why Climate Change?

Climate change is the defining challenge of our time and poses a critical threat to our future. Around the world, girls and young women are disproportionately affected by climate change and environmental degradation because they are more likely to live in poverty, they have less access to basic human rights and face systematic violence that escalates during periods of instability, such as natural disasters.

This course is based on the global Girl-Led Action on Climate Change (GLACC) programme.

Over the next 20 - 30 minutes, our amazing course guides will introduce you to the fundamentals of climate change and equip you with the knowledge, skills, and strategies to help the Girl Guides and Girl Scouts you support take action on climate change.



What is GLACC?

Introduction

Find out about why WAGGGS is choosing to tackle climate change is equip young people to take action.

Climate change foundations

Understand the climate change basics an how to communicate this with your group.

Women and girls

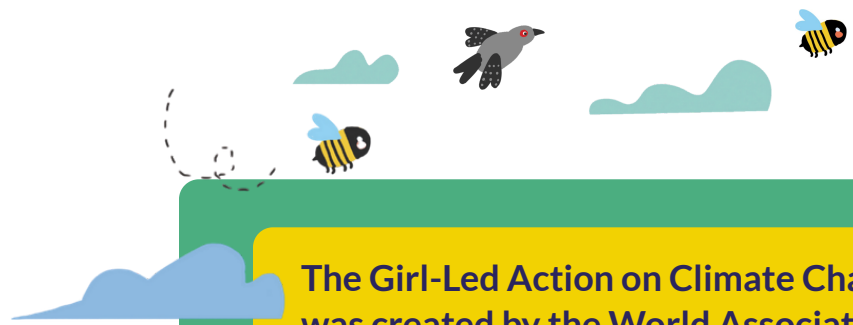
Discover how women and girls and being dissportinately affected by climate change in every country.

End of section quiz

Complete the quiz to embed your learning and move onto part 2.

The Girl-Led Action on Climate Change (GLACC) programme was created by the World Association of Girl Guides and Girl Scouts (WAGGGS) in direct response to the threat of climate change. The GLACC programme was co-created with Girl Guide and Girl Scout groups from across the world, with technical advice and support from the programme's Advisory Partner - Food and Agriculture Organisation of the United Nations (FAO) through the YUNGA partnership.

Throughout this e-learning you will be given a chance to explore the GLACC programme, learn about climate change and its impact on girls and young women and feel confident to adapt the global programme so that you can use it to enable the Girl Guides and Girl Scouts you support to take action on climate change.

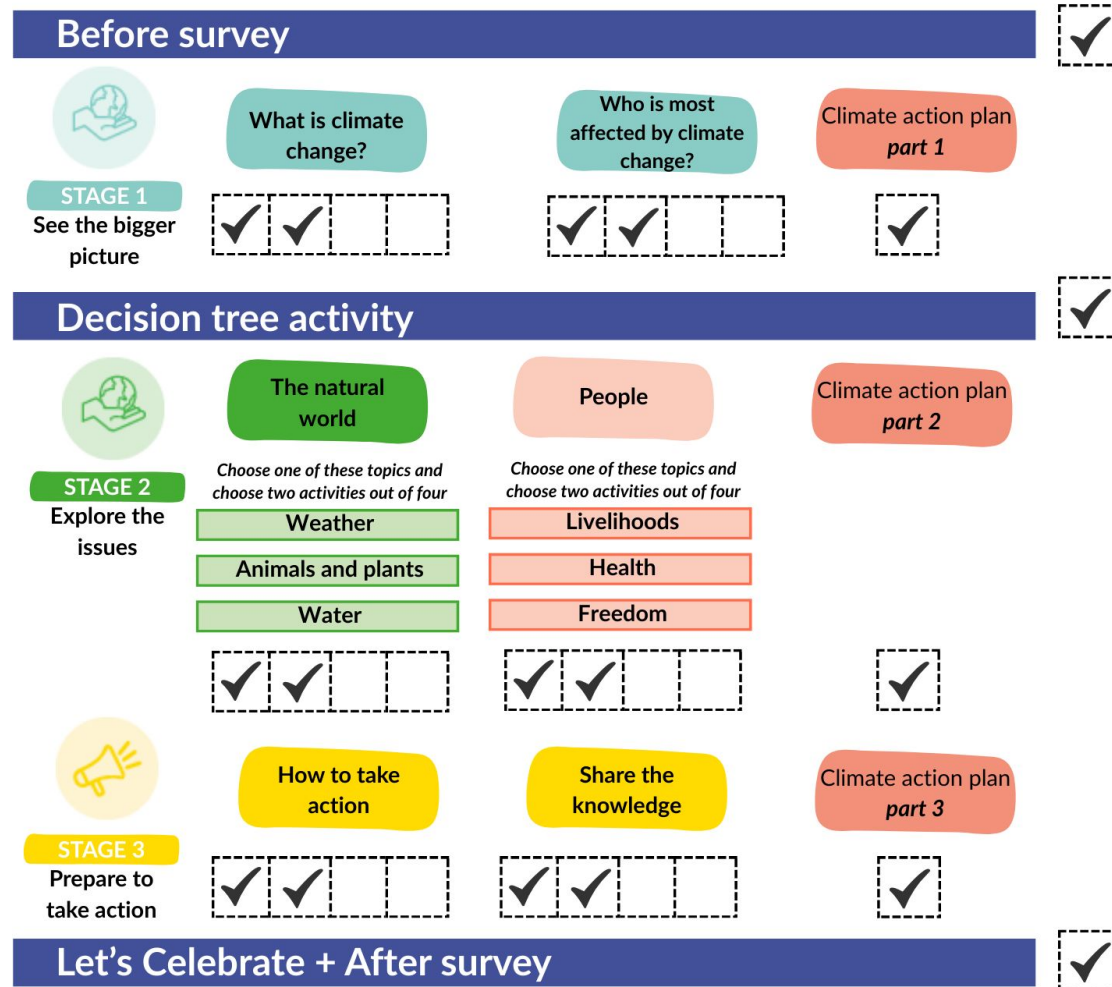




Exploring the programme

Available now




The **Global South programme** was created to merge the sub-Saharan Africa, Latin American and Caribbean and Asia Pacific region programmes into one resource.



Exploring the programme

Expected in 2026

The **Global North programme** was created to reflect the impact of climate change in Europe. This programme is designed to be used in a mixed-gender setting.

Before survey				<input checked="" type="checkbox"/>
	What is climate change?	Who is most affected by climate change?	Climate action plan part 1	
STAGE 1 See the bigger picture	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/>	
Decision tree activity				<input checked="" type="checkbox"/>
	The natural world	People	Climate action plan part 2	
STAGE 2 Explore the issues	<i>Choose one of these topics and choose two activities out of four</i>	<i>Choose one of these topics and choose two activities out of four</i>		
	Weather	Lifestyles		
	Animals and plants	Health		
	Water	Freedom		
	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/>	
	How to take action	Share the knowledge	Climate action plan part 3	
STAGE 3 Prepare to take action	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input checked="" type="checkbox"/>	
Let's Celebrate + After survey				<input checked="" type="checkbox"/>

Introduction

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Understand the icons



This icon will take you back to the home page.



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These icons will take you to the next page of the course.

Meet the Course Guides



Giada, from Italy



Iris, from Benin



Mechi, from Argentina



Faustine, from Rwanda



Ghadi, from Lebanon



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Course Introduction

- The course is divided into 3 sections
- The course must be completed in one session – progress cannot be saved
- An offline version is available for flexible, self-paced learning.
- Complete quizzes at the end of each stage to progress and register completion.



Scan the QR code or [Click here](#) watch the video



Introduction

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In this course will explore the question

WHAT IS CLIMATE CHANGE & WHO IS MOST AFFECTED?



Click here to download the **what is climate change** factsheet

Click here to download the **who is most affected by climate change** factsheet

By the end of this section, you will have a chance to:

- unpack key climate change terms and explain them in an age-appropriate way
- explore why climate programmes must be girl-led and gender-responsive
- explore how to centre girls' voices in project planning and decision-making



Climate Change Foundations



Climate change is one of the biggest challenges of our time – but it’s also something we can all help to tackle.

In this module, you’ll explore what climate change really means, how it’s different from weather, and why the Earth is heating up faster than ever before.

You’ll learn how the greenhouse effect works, discover key terms like mitigation and resilience, and find out where to get trustworthy, up-to-date information. By the end, you’ll feel more confident explaining climate change to others – including younger people – in clear, simple ways. Let’s get started and learn how you can be a powerful part of the solution.

[Click here to download the what is climate change factsheet](#)

Key terms

Weather → is a specific event, like a rainstorm or a hot day, that happens over a few hours, days or weeks.

Climate → the average weather in a place over 30+ years.

Greenhouse effect → A natural process that traps heat in the Earth's atmosphere to keep it warm.

Global warming → An increase in Earth's temperature caused by human activities releasing greenhouse gases (like CO₂).

Fossil fuels → Energy sources like coal, oil, and gas made from old plants and animals. Burning them gives us power but also releases gases that heat up the planet.

Adaptation → Adjusting to live with the impacts of climate change.

Mitigation → Actions that reduce or prevent the release of greenhouse gases.

Resilience → The ability to recover from climate-related challenges.

Climate challenge → A difficulty caused by climate change, such as extreme weather or rising temperatures.

Climate justice → The idea that climate change doesn't affect everyone equally. It's about making sure that solutions are fair and help protect people who are most at risk.

Carbon → A gas released when things like coal, oil, or gas are burned. Too much carbon in the air traps heat and makes the planet warmer.

Carbon sink → A natural system (like forests or oceans) that absorbs and stores more greenhouse gases than it releases.



REWRITE THE DEFINITION

Rewrite the following definition for three age groups. Take notes to capture your ideas during this activity, these notes will support your learning and help you review your progress later.

“Climate change refers to long-term changes in the Earth’s average temperature and weather patterns, mainly caused by human activities that alter the atmosphere, alongside natural climate shifts.”

1 Younger Years
(e.g. 5–7 years old)

Use playful language,
keep it super simple.

2 Middle Years
(e.g. 8-13 years old)

Use analogies and
slightly more vocabulary.

3 Older Years
(8-13 years old)

Try using one of the 'key
terms'.

4 Which definition was the hardest to write and why?



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MATCH THE FLASHCARDS

Choose the right answer to see if you can bust common myths about climate change



The Earth's climate has always changed, so climate change is a natural and normal part of the Earth's cycle.

Fact

Myth



MATCH THE FLASHCARDS

Choose the right answer to see if you can bust common myths about climate change

The Earth's climate has always changed, so climate change is a natural and normal part of the Earth's cycle.

Fact

Myth

This is a myth. Climate change as we know it is anthropogenic (human-made) climate change. The rapid rise in the Earth's average global temperature can't be explained by natural cycles of warming and cooling.

Next question



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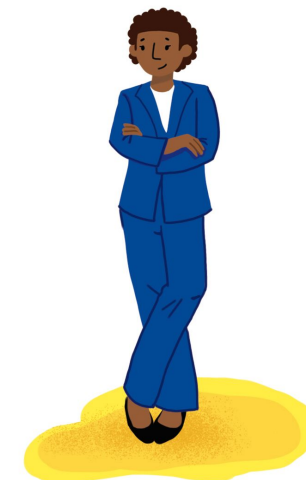
MATCH THE FLASHCARDS

Choose the right answer to see if you can bust common myths about climate change

A carbon sink means a place that people are likely waste a lot of CO₂ (Carbon Dioxide).

Fact

Myth



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MATCH THE FLASHCARDS

Choose the right answer to see if you can bust common myths about climate change

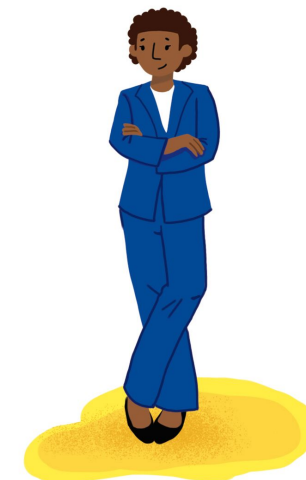
A carbon sink means a place that people are likely waste a lot of CO₂ (Carbon Dioxide).

Fact

Myth

This is a myth. A carbon sink is anything in nature that absorbs and stores more greenhouse gases (like carbon dioxide) than it releases.

Next question



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MATCH THE FLASHCARDS

Choose the right answer to see if you can bust common myths about climate change

Individuals can't solve the climate crisis by themselves.

Fact

Myth



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MATCH THE FLASHCARDS

Choose the right answer to see if you can bust common myths about climate change

Individuals can't solve the climate crisis by themselves.

Fact

Myth

This is a fact. Most of the global emissions driving climate change, as referred to as the climate crisis, have been produced by global businesses (some of the world's biggest brands) and they continue to be some of the biggest emitters today.

Next question



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MATCH THE FLASHCARDS

Choose the right answer to see if you can bust common myths about climate change

Animals will adapt to climate change.

Fact

Myth



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MATCH THE FLASHCARDS

Choose the right answer to see if you can bust common myths about climate change

Animals will adapt to climate change.

Fact

Myth

Well, this is partly true: To survive, plants, animals and birds confronted with climate change have two options: move or adapt. Many animals will not be able to adapt quickly enough, and as their habitats are destroyed by humans, they may not be able to move.

Next question



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MATCH THE FLASHCARDS

Choose the right answer to see if you can bust common myths about climate change

Deforestation contributes to climate change.

Fact

Myth



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MATCH THE FLASHCARDS

Choose the right answer to see if you can bust common myths about climate change

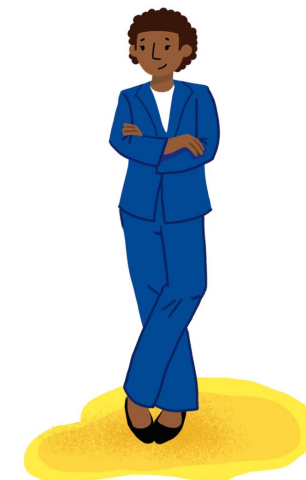
Deforestation contributes to climate change.

Fact

Myth

Yes this is a fact. Forests store carbon and absorb huge amounts of carbon dioxide – another greenhouse gas – from the air, and release oxygen back into it. When rainforests are cut down to clear the way for roads, palm oil production and mines we reduce the Earth's capacity to regulate the climate.

Next section



Women and Girls

Click here to download the **who is most affected by climate change** factsheet

Climate change affects everyone, but not equally. Around the world, girls and women face unique challenges that are made worse by climate impacts, from loss of income and school time to increased care work, food insecurity, and exposure to violence. That's why gender must be a key part of climate action.

This module will explore how power imbalances and gender inequalities increase the burden of climate change on girls and women and how inclusive, girl-led solutions can create fairer, more effective responses to the crisis.





Women, Girls, and Climate Action

- Women hold vital climate resilience knowledge but face higher disaster risks.
- Women and children are 14x more likely to die in disasters, and 80% of displaced people are women.
- They are underrepresented in climate talks, making up only 30% of delegates.
- Women are often first responders and leaders in their communities.
- Women are often first responders and leaders in their communities.



Scan the QR code or [click here](#) watch the video



Introduction

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SELECT THE ANSWER

Read the case study, and answer the question. Take notes of your answers and review them at the end of the quiz. There are three questions in total.

Key terms

Climate challenge

A difficulty caused by climate change, such as extreme weather or rising temperatures.

CASE STUDY 1:

Droughts have dried up nearby water sources. In some places girls spend 3+ hours collecting water. They miss school, and some drop out entirely. In other places the price of water supplied by the National Water Company rises by over 70%.

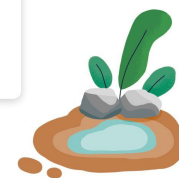
Which climate challenge is taking place?

Extreme heatwaves
resulting in increased health
risks

Flooding causing a loss of
food crops

Prolonged drought leading
to water scarcity

Next question



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SELECT THE ANSWER

Read the case study, and answer the question. Take notes of your answers and review them at the end of the quiz. There are three questions in total.

Key terms

Climate challenge

A difficulty caused by climate change, such as extreme weather or rising temperatures.

CASE STUDY 2:

Along the coast of a northern fishing village, fishers notice familiar fish species are no longer easy to catch. Warmer ocean temperatures have caused fish to move further north. In response, a group of young people work with local scientists to track fish movements and help fishing families learn about sustainable alternatives like aquaculture (fish farming).

Which climate challenge is taking place?

Flooding causing a loss of food crops

Extreme heatwaves resulting in increased health risks

Fish populations moving away due to changing ocean temperatures

Next question



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SELECT THE ANSWER

Read the case study, and answer the question. Take notes of your answers and review them at the end of the quiz. There are three questions in total.

Key terms

Climate challenge

A difficulty caused by climate change, such as extreme weather or rising temperatures.

CASE STUDY 3:

After flooding damaged crops, causing one of the lowest harvested in years the price of grain is very high. Wheat and corn-based products are now more expensive than ever. A group of young people start a community seed bank. They collect and share climate-resilient seed varieties suited to cooler, wetter conditions, promote urban school gardens, and share alternative recipes using other local grains and legumes.

Which climate challenge is taking place?

Prolonged drought leading to water scarcity

Flooding causing a loss of food crops

Wildfires caused by hot, dry weather

Show answers



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QUIZ ANSWERS

- **Case study 1:** Prolonged drought leading to water scarcity
- **Case study 2:** Fish populations moving away due to changing ocean temperatures
- **Case study 3:** Flooding causing a loss of food crops



RELIABLE INFORMATION SOURCES

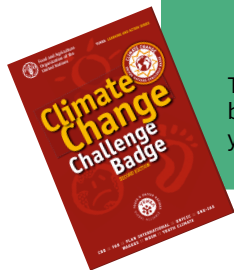
These links were active and correct as of August 2025, if you try you use of these links and they do not work, please let us know by contacting the team at GLACC@waggg.org and let us know which link is broken, and which page or section of the e-learning the URL can be found.



Explore

YUNGA Climate Challenge Badge

This is a detailed workbook developed by United Nations agencies to teach young people about climate change.



Read

IPCC Reports

Access the world's most authoritative scientific assessments on climate change, its impacts, and potential solutions, developed by the Intergovernmental Panel on Climate Change (IPCC).



Learn

UNFCCC – Women, Gender, and Climate Change

A comprehensive hub from the UN Framework Convention on Climate Change (UNFCCC) focused on empowering women and advancing gender-responsive climate policies.



Browse

NASA's climate change resources

An engaging and informative resource from NASA that offers up-to-date climate news, data, and interactive tools to help young people understand how Earth's climate is changing.



Discover

UN Women: How gender inequality and climate change are interconnected

This accessible explainer highlights how the climate crisis disproportionately affects women and girls, and why gender equality is essential for effective climate action.



Understand

UNDP – Climate Justice

Learn how the United Nations Development Programme (UNDP) is promoting climate justice by addressing inequalities and ensuring fair outcomes for vulnerable communities in climate action.



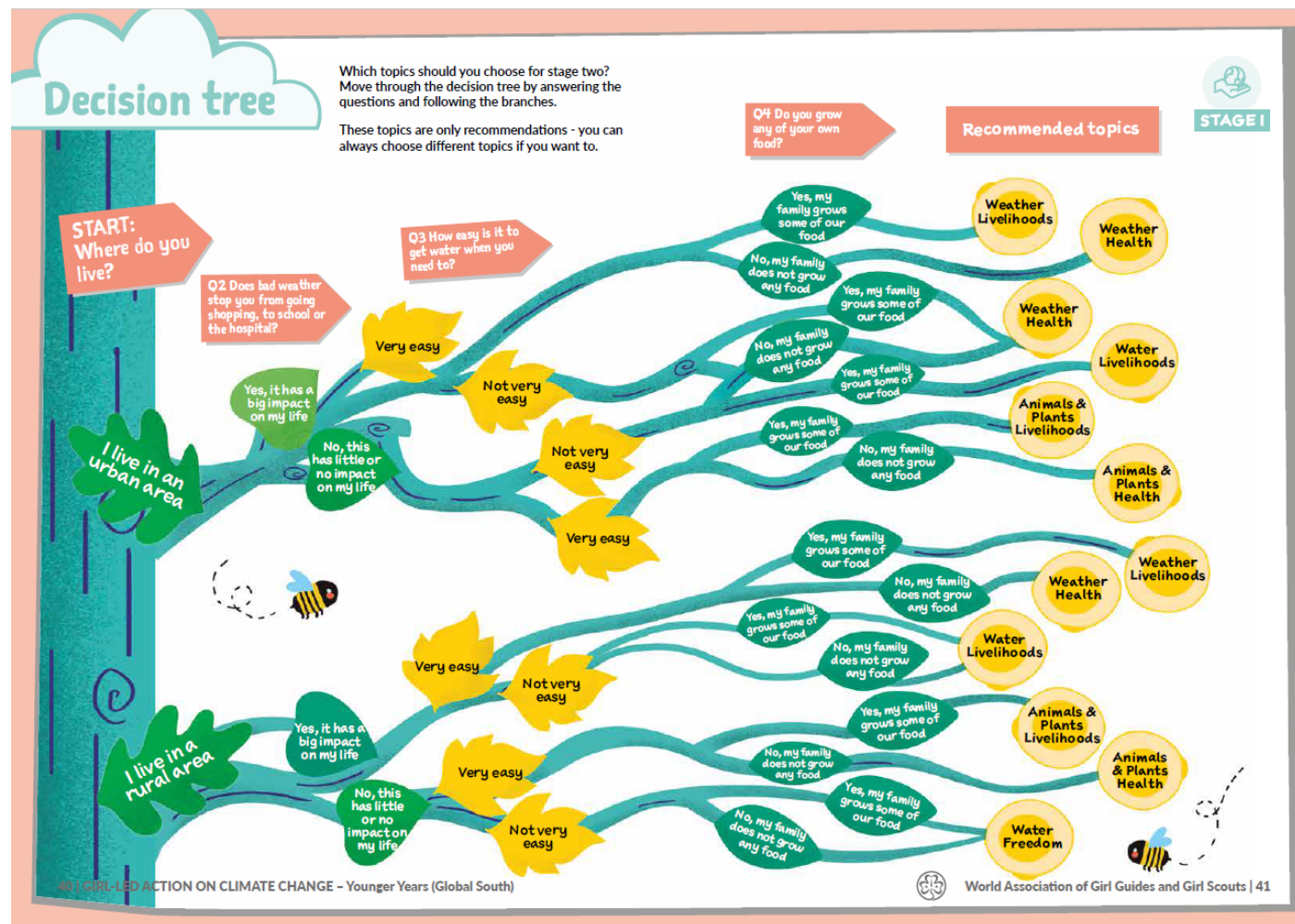


DECISION TREE

In the programme, part 1 ends with a decision tree.

Answer the questions in the decision tree to see which topics in stage 2 of the GLACC programme may be most relevant to you.

[Click here](#)





Offline course

**GIRL-LED
ACTION
ON
CLIMATE
CHANGE
(GLACC)**

PART 2



Introduction

The natural world

People



Understand the Icons



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Introduction

The natural world

People



In this course will explore the question

HOW DOES CLIMATE CHANGE IMPACT PEOPLE AND THE NATURAL WORLD?



By the end of this section, you will have a chance to:

- explore how climate change is impacting the natural world
- explore how climate change is impacting people
- explore ways you can communicate this to the Girl Guides and Girls Scouts you support

Introduction

| **The natural world**

| People



The Natural World



Nature is our first line of defence against climate change - but it's also under serious threat. Rising temperatures are causing more extreme weather events, such as floods, droughts, and storms, which damage landscapes and force communities to adapt quickly. Rising sea levels are swallowing coastlines, threatening homes, schools, and freshwater sources.

At the same time, climate change is accelerating the loss of biodiversity - the variety of life that keeps ecosystems healthy. Forests, wetlands, coral reefs, and farmlands are all becoming more fragile. This matters because when ecosystems break down, it's not just wildlife that suffers - people do too. Water becomes scarce, food systems fail, and girls and women are often hit hardest. In many places, girls walk farther for water, care for sick family members, or miss school during environmental disasters.

Protecting and restoring nature - from planting trees to preserving local water sources - isn't just good for the planet, it helps entire communities adapt to a changing world. And when girls lead or guide those actions, the results are smarter, fairer, and more sustainable for everyone

Introduction

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Understanding climate and nature

- This module explores the link between nature and climate change.
- Climate change is causing serious impacts: rising sea levels, droughts, stronger storms, and loss of wildlife.
- These effects are not just environmental – they directly impact people, especially girls and youth in land-dependent communities.
- Learn how to discuss these issues with Girl Guides and Girl Scouts.



Scan the QR code or [click here](#) watch the video





THE IMPACT OF CLIMATE CHANGE

How does climate change affect

weather?

This is when extreme weather and natural disasters becomes more frequent due to climate change.

- More floods, storms, heatwaves, and droughts
- Extreme weather & natural disasters damage homes, schools, water supplies, and crops
- Girls often bear the brunt through lost school time, extra caregiving, and increased risk during displacement

How does climate change affect

animals and plants?

This is when the usual cycle of animals and plants is disrupted due to climate change.

- Biodiversity means the variety of all living things in an area
- Healthy ecosystems (like forests, wetlands, coral reefs) provide clean water, air, food, and protection from disasters
- When these are lost, people's health and livelihoods suffer, too

How does climate change affect

water?

This is when freshwater and large bodies of water are disrupted due to climate change. Less predictable rainfall means less clean water, in some places, girls walk hours to collect water.

- Melting ice caps and an increase in ocean temperatures cause sea-levels to rise. Rising seas swallow land, destroy homes, and threaten the future of coastal communities.
- Water stress increases during droughts or disasters, reducing hygiene and increasing disease

Click here to download the factsheets:



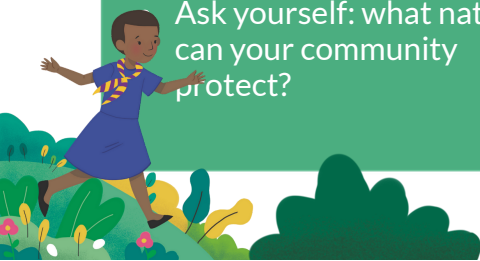
Nature and climate change

- Nature helps fight climate change: forests cool us, rivers give clean water, and pollinators grow food.
- When nature is damaged, poor communities suffer most—and girls often feel the impact first.
- Girls may miss school during disasters and are key observers of change.
- Simple actions like planting trees or cleaning rivers make a big difference.

Ask yourself: what nature can your community protect?



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MATCH THE WORDS TO THE MITIGATION EFFORTS

Take notes to capture your answers during this activity, these notes will support your learning and help you review your progress later.

1. _____ provide shade, carbon storage and clean the air
2. _____ protects against floods
3. _____ provides carbon storage supports plant growth
4. _____ provides carbon storage and protects coastlines from storms
5. _____ spaces reduces city heat and improve air quality

Words

- Urban green spaces
- Trees
- Healthy soil
- Wetlands
- Mangroves

Next



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MATCH THE WORDS TO THE MITIGATION EFFORTS

Take notes to capture your answers during this activity, these notes will support your learning and help you review your progress later.

6. _____ combines trees with farming for better yields and carbon storage

7. _____ provide carbon storage and supports marine life

8. _____ support food production and promotes biodiversity

9. _____ buffer wave damage, support fish, and trap carbon

10. _____ provide better food security

Words

- Pollinator habitats
- Agroforestry
- Biodiverse farms
- Seagrass meadows
- Restores coral reefs

Show answers



Introduction

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MATCH THE WORDS TO THE MITIGATION EFFORTS

Review the answers and see the completed sentences below.

- **Trees** provide shade, carbon storage and clean the air
- **Wetlands** protects against floods
- **Healthy soil** provides carbon storage supports plant growth
- **Mangroves** provides carbon storage and protects coastlines from storms
- **Urban green spaces** reduces city heat and improve air quality
- **Agroforestry** combines trees with farming for better yields and carbon storage
- **Seagrass meadows** provide carbon storage and supports marine life
- **Pollinator habitats** support food production and promotes biodiversity
- **Restored coral reef** buffer wave damage, support fish, and trap carbon
- **Biodiverse farms** provide better food security



Introduction

The natural world

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Make it R.E.A.L

R = Relevant
Make it matter to their world

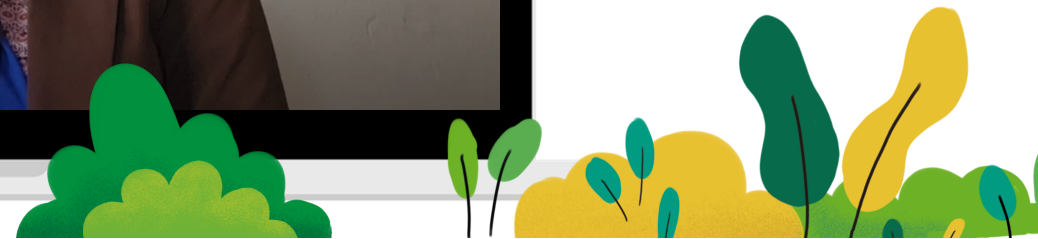
E = Engaging
Spark curiosity and keep the energy high

A = Accessible
Everyone belongs and can contribute

L = Learner-led
Girls take the lead



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ADAPT AN ACTIVITY

R = RELEVANT

Q Make it matter to their world X

Link examples and discussion points to the girls' own lives.

For example, if the activity talks about deforestation in another country, connect it to green spaces they know.

If it's about water conservation, discuss how it relates to the way water is used in their homes, schools, or community.



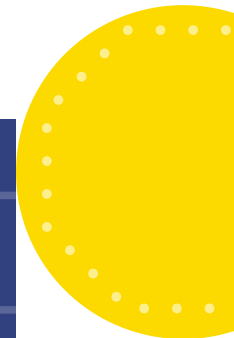
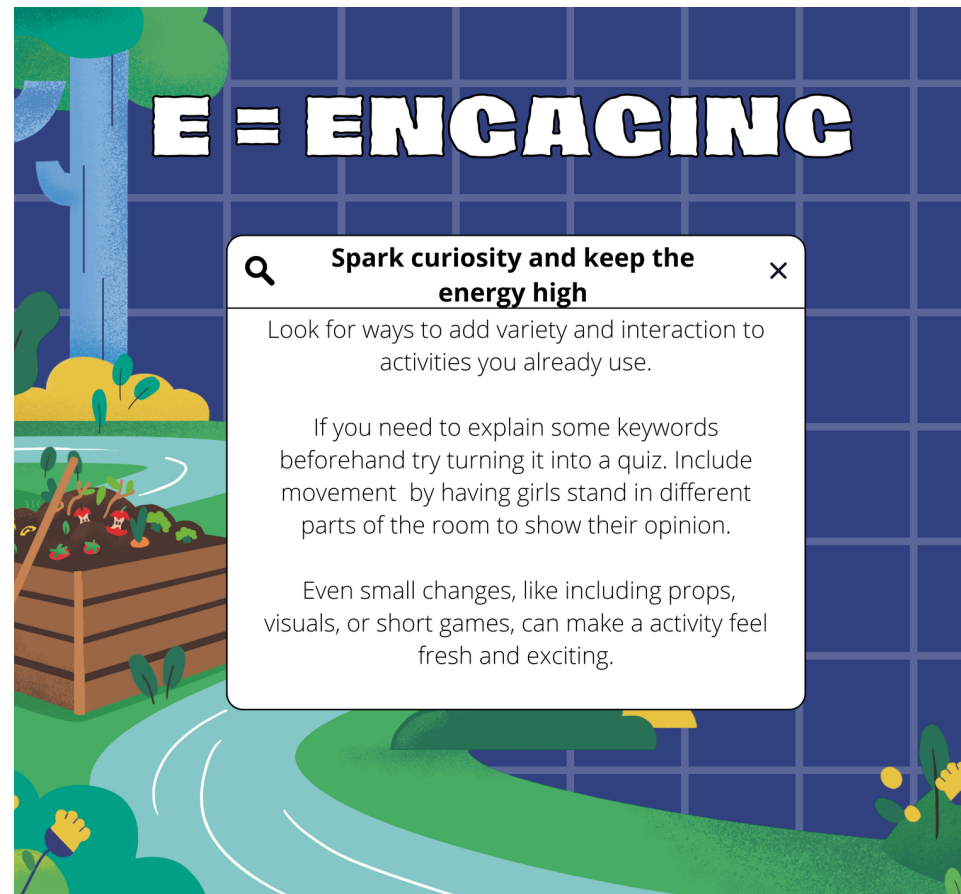
E = ENGAGING

Q Spark curiosity and keep the energy high X

Look for ways to add variety and interaction to activities you already use.

If you need to explain some keywords beforehand try turning it into a quiz. Include movement by having girls stand in different parts of the room to show their opinion.

Even small changes, like including props, visuals, or short games, can make a activity feel fresh and exciting.



ADAPT AN ACTIVITY

A = ACCESSIBLE

🔍 Everyone belongs and can contribute ✕

Adapt activities so all girls can take part in a way that works for them.

If it requires movement, make sure there's an alternative way to join in for those with different physical abilities.

Use simple language when explaining instructions, and check in to make sure everyone understands before moving on.

L = LEARNER-LED

🔍 Girls take the lead ✕

Modify an activity so that girls have more control over how it runs.

For example, let them choose which questions to explore first, assign roles like timekeeper or facilitator, or encourage them to lead the debrief at the end.

Throughout the programme create moments where they can make decisions, suggest changes, or guide the pace, helping them develop confidence and leadership skills.

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ADAPT AN ACTIVITY

Click the name of the resources to choose one of the activities from the GLACC programme below and explore the programme resource.

Weather sayings

From the topic ***weather***. This activity can be found on page 50 - 51 of the Younger Years programme.

My food versus our planet

From the topic ***animals and plants***. This activity can be found on page 70 - 71 of the Middle Years programme.

Industry negotiations

From the topic ***water***. This activity can be found on page 88 - 91 of the Older Years programme.

Now that you've looked at your chosen activity, reflect on how you decided to...

- ... make this even more relevant for your group?
- ... engage your group in the content?
- ... ensure the content is delivered in an accessible way?
- ... allow your group to lead and make their own decisions?



People

Click here to download the factsheets:

Livelihood

Freedom

Health



Climate change reshapes lives, livelihoods, and basic freedoms. Across the world, women and girls face greater risks because they often have fewer resources and less power in decision-making. When floods destroy markets or droughts reduce crop yields, families lose income.

As global temperatures rise, we also see more food insecurity, unsafe drinking water, and climate-driven migration. Crop failures, livestock deaths, and water pollution from floods or heatwaves reduce the availability of safe food and clean water, hitting the poorest families the hardest. Women and girls, who are often responsible for the physical and emotional labour of managing a household carry the heaviest burdens.

Many communities are also held back by social and economic inequalities that reduce their ability to adapt. Lack of land rights, especially for women, limits their control over food production. Conflicts over scarce resources, like water and land, widens the gap between the richest and poorest in society, which can increase tension and make it harder to build peace or respond to disasters. To build climate resilience, we must challenge these inequalities and make sure women and girls play an active role in solution building.



Climate change and people

- Climate change affects jobs, food, water, and community well-being.
- Girls and women in low-income areas are often hit hardest.
- This module looks at climate injustice in daily life.
- Learn how girl-led action can drive real change.



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THE IMPACT OF CLIMATE CHANGE

How does climate change affect

livelihoods?

This is when people's incomes, jobs and ability to work is a risk due to the climate change impacts.

- Farmers lose crops due to droughts and floods
- People who rely on the land for work may face more job insecurity
- There is a greater demand for STEM roles and those who are not skilled or trained in this area may be left behind

How does climate change affect

freedom?

This is when people's incomes, jobs and ability to work is a risk due to the climate change impacts.

- Farmers lose crops due to droughts and floods
- People who rely on the land for work may face more job insecurity
- There is a greater demand for STEM roles and those who are not skilled or trained in this area may be left behind

How does climate change affect

health?

This is when people's health and ability to manage their physical and mental wellbeing is weakened because of the effects of climate change.

- Hotter weather and longer periods of heat plus dirty water leads to more illness
- Less food results in worse health and lower concentration in school
- Crop losses and increase food costs, this hurt poorer families the most, women and girls may eat last or less

Click here to download the factsheets:





MATCH THE SCENARIOS

Read the scenarios below and choose whether the primary impact is **Livelihoods**, **Lifestyles**, **Freedom** or **Health**. Take notes of your answers and review them at the end of the quiz.

- | | | |
|---|--|---------|
| 1 | A prolonged heatwave in southern Europe forces outdoor workers to stop working midday, cutting their income by half. | ??????? |
| 2 | Stronger hurricanes in the Americas repeatedly flood low-income neighbourhoods, destroying homes and access to medical care. | ??????? |
| 3 | Across Sub-Saharan Africa repeated droughts dry up crops, pushing families into food insecurity and forcing girls to leave school to help at home. | ??????? |
| 4 | A family begins using air conditioning all day due to extreme heat, increasing their energy bills and changing daily habits. | ??????? |
| 5 | In North America, wildfires spread closer to Indigenous communities, threatening ancestral lands and limiting cultural practices tied to nature. | ??????? |
| 6 | In Central America, unpredictable rainfall ruins maize harvests, pushing farmers to migrate north in search of work and safety. | ??????? |
| 7 | Families shift from fresh produce to cheaper, processed foods after floods destroy local crops. | ??????? |
| 8 | Across Europe rising temperatures during heatwaves lead to higher death rates among elderly people without access to cooling. | ??????? |

Show answers



MATCH THE SCENARIOS

Read the scenarios below and choose whether the primary impact is **Livelihoods**, **Lifestyles**, **Freedom** or **Health**. Take notes of your answers and review them at the end of the quiz.

- 1 A prolonged heatwave in southern Europe forces outdoor workers to stop working midday, cutting their income by half.
- 2 Stronger hurricanes in the Americas repeatedly flood low-income neighbourhoods, destroying homes and access to medical care.
- 3 Across Sub-Saharan Africa repeated droughts dry up crops, pushing families into food insecurity and forcing girls to leave school to help at home.
- 4 A family begins using air conditioning all day due to extreme heat, increasing their energy bills and changing daily habits.
- 5 In North America, wildfires spread closer to Indigenous communities, threatening ancestral lands and limiting cultural practices tied to nature.
- 6 In Central America, unpredictable rainfall ruins maize harvests, pushing farmers to migrate north in search of work and safety.
- 7 Families shift from fresh produce to cheaper, processed foods after floods destroy local crops.
- 8 Across Europe rising temperatures during heatwaves lead to higher death rates among elderly people without access to cooling.

Livelihoods

Health

Freedom

Lifestyles

Freedom

Livelihoods

Lifestyles

Health



Introduction

The natural world

People



ADAPT AN ACTIVITY

Click the name of the resources to choose one of the activities from the GLACC programme below and explore the programme resource.

My mini composter

From the topic **livelihoods**. This activity can be found on page 98 - 99 of the Middle Years programme.

Swat the mosquito

From the topic **health**. This activity can be found on page 82 - 83 of the Younger Years programme.

Obstacle course

From the topic **freedom**. This activity can be found on page 130 - 133 of the Older Years programme.

Now that you've looked at your chosen activity, reflect on how you decided to...

- ... make this even more relevant for your group?
- ... engage your group in the content?
- ... ensure the content is delivered in an accessible way?
- ... allow your group to lead and make their own decisions?



ADAPT AN ACTIVITY

R = RELEVANT

Q Make it matter to their world X

Link examples and discussion points to the girls' own lives.

For example, if the activity talks about deforestation in another country, connect it to green spaces they know.

If it's about water conservation, discuss how it relates to the way water is used in their homes, schools, or community.



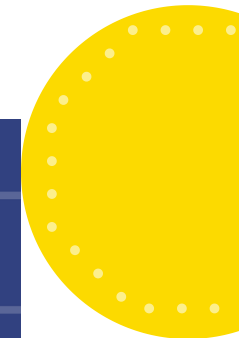
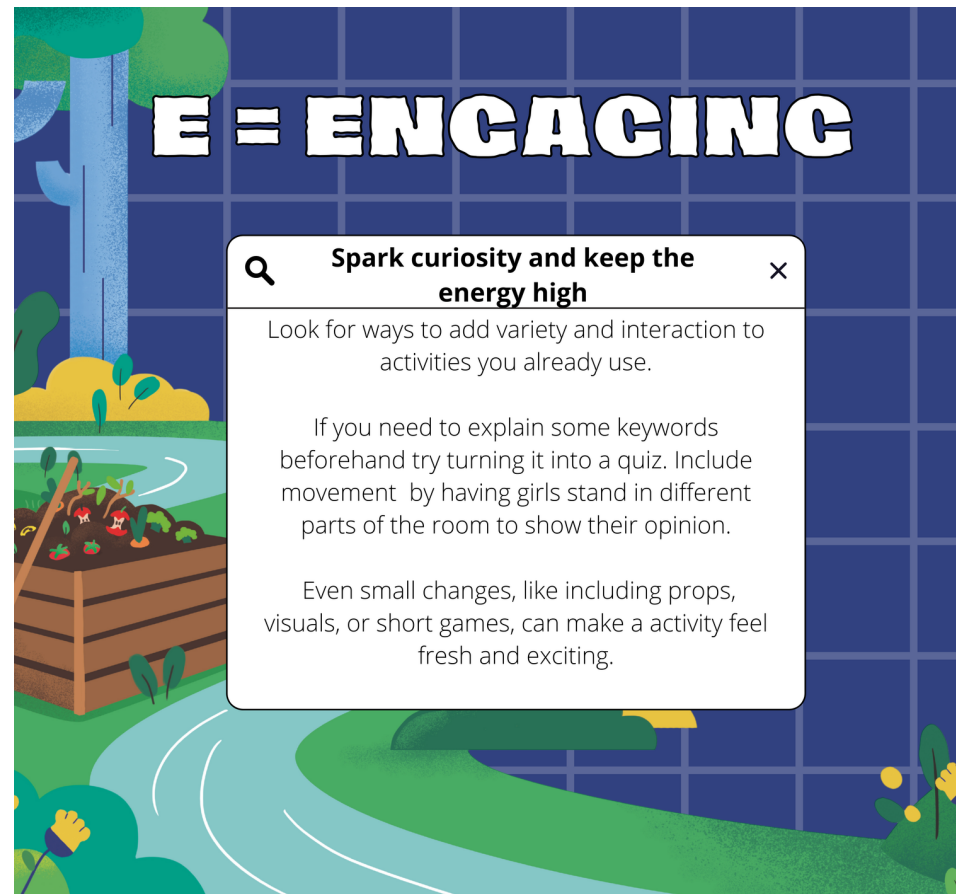
E = ENGAGING

Q Spark curiosity and keep the energy high X

Look for ways to add variety and interaction to activities you already use.

If you need to explain some keywords beforehand try turning it into a quiz. Include movement by having girls stand in different parts of the room to show their opinion.

Even small changes, like including props, visuals, or short games, can make a activity feel fresh and exciting.



ADAPT AN ACTIVITY

A = ACCESSIBLE

🔍 Everyone belongs and can contribute ✕

Adapt activities so all girls can take part in a way that works for them.

If it requires movement, make sure there's an alternative way to join in for those with different physical abilities.

Use simple language when explaining instructions, and check in to make sure everyone understands before moving on.

L = LEARNER-LED

🔍 Girls take the lead ✕

Modify an activity so that girls have more control over how it runs.

For example, let them choose which questions to explore first, assign roles like timekeeper or facilitator, or encourage them to lead the debrief at the end.

Throughout the programme create moments where they can make decisions, suggest changes, or guide the pace, helping them develop confidence and leadership skills.



RELIABLE INFORMATION SOURCES

These links were active and correct as of August 2025, if you try you use of these links and they do not work, please let us know by contacting the team at waggs@waggs.org and let us know which link is broken, and which page or section of the e-learning the URL can be found.

Review

FAO – The Impact of Disasters and Crises on Agriculture and Food Security

This detailed report from the Food and Agriculture Organization (FAO) explores how natural disasters and climate-related crises are affecting global agriculture and food systems – especially in vulnerable regions.

Understand

World Health Organization – Climate Change and Health

This fact sheet from the WHO outlines how climate change affects human health, from extreme weather to disease spread, and highlights the urgent need for climate-resilient health systems.





Offline course

GIRL-LED ACTION ON CLIMATE CHANGE (GLACC) **PART 3**

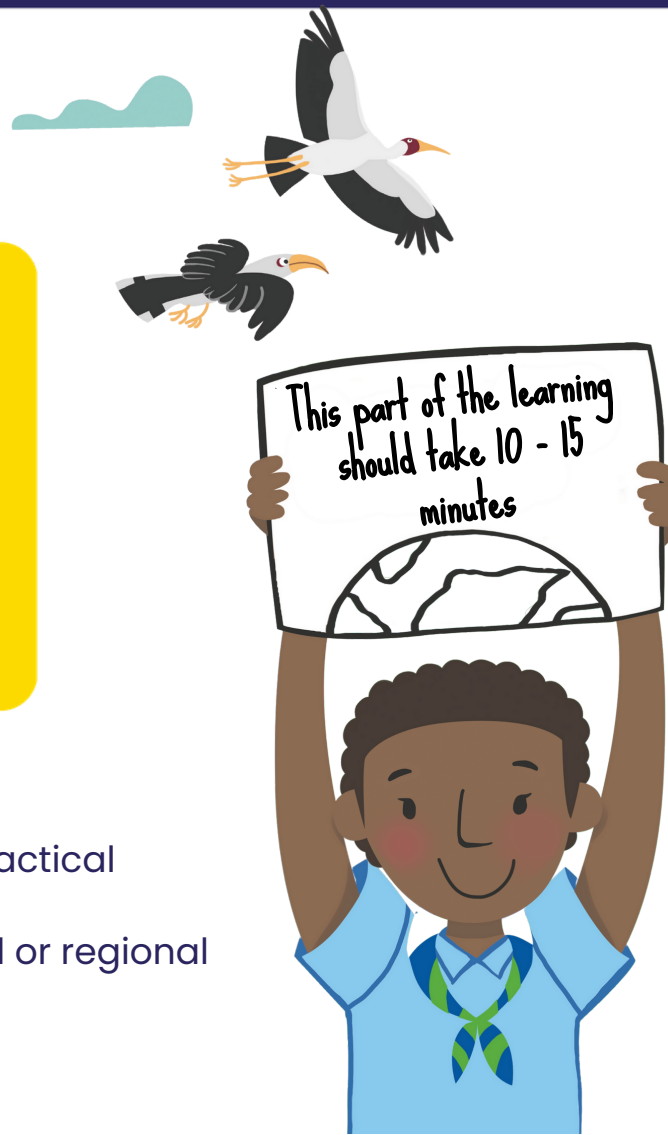


In this course will explore the question

HOW TO TAKE ACTION ON CLIMATE CHANGE AND ADAPT THE PROGRAMME?

By the end of this section, you will have a chance to:

- build skills to support girls in designing and leading practical climate actions
- use the adaptation guide to align GLACC with national or regional priorities.



[Click here to download the leaders guide](#)

[Click here to download the adaptation guide](#)

Flexible climate action with GLACC

- GLACC is designed to adapt to any community, urban or rural.
- Activities help girls understand local climate impacts and take action.
- The programme can stand alone or complement existing badge structures.
- Leaders will explore the Adaptation Guide and Leader's Guide.
- GLACC connects to the Girl Guide and Girl Scout Promise and Law.



Scan the QR code or [Click here](#) watch the video



CLIMATE CHANGE AND THE GIRL GUIDE/SCOUT PROMISE

How do you think the Girl Guide and Girl Scout promise links to taking action on climate change?

The original Girl Guide Promise:

On my honour, I promise that I will do my best

To do my duty to God and my country;

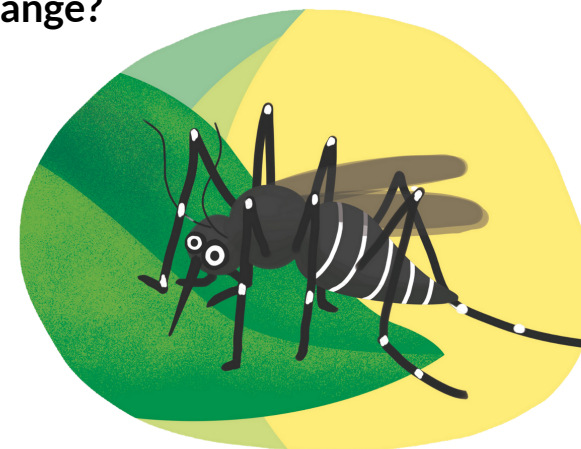
To help other people at all times;

To obey the Guide Law

+ Self

+ Spiritual beliefs

+ Community





Duty to self

- Being informed about climate change and making responsible choices shows leadership and integrity.
- Living sustainably (e.g. reducing waste, conserving energy, advocating for change) is part of personal growth and responsibility.
- It empowers girls and young women to be changemakers and live the values of the Girl Guide and Girl Scout Law.



Duty to God (or spiritual beliefs):

- Many spiritual or religious beliefs teach respect and care for creation or the natural world.
- Taking action on climate change honors this duty by protecting the planet, which is often seen as a sacred gift or responsibility.
- Living in harmony with nature and preserving it for future generations is a way of showing gratitude and reverence.



Duty to others

- Climate change harms vulnerable communities the most, people in poorer regions, young people, and future generations.
- Acting against climate change helps reduce suffering, prevent disasters, and ensure a safer world for all.
- Girl Guides and Girl Scouts show kindness and service by supporting sustainable practices and raising awareness.

MATCH THE DEFINITION

What are some of the options we have, so that we can respond to climate challenges?

Take notes to capture your answers during this activity, these notes will support your learning and help you review your progress later.

1. _____ this is when people and institutions adjust their routines, systems or ways of working to cope with impacts of climate change.

2. _____ this is when people take actions to reduces the amount of greenhouse gas emissions in the atmosphere.

Words

- Adaptation approaches
- Mitigation approaches



MATCH THE DEFINITION

Review the answers and see the completed sentences below.

- **Adaptation approaches** this is when people and institutions adjust their routines, systems or ways of working to cope with impacts of climate change.
- **Mitigation approaches** this is when people take actions to reduces the amount of greenhouse gas emissions in the atmosphere.



From knowledge to action

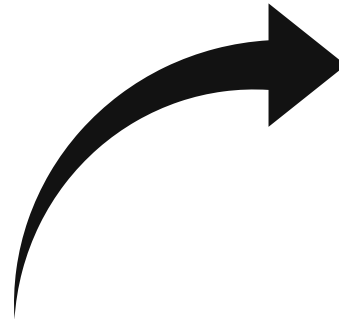
- Young people are leaders and problem-solvers, not just learners.
- This module shows how to adapt, cut carbon footprints, and support girl-led projects.
- Activities build towards a personal Climate Action Plan.
- Examples include seed-saving groups, water-saving campaigns, or advocacy.



Scan the QR code or [Click here](#) watch the video



Adaptation approaches

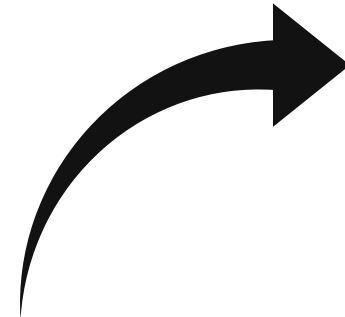


Water conservation: Rainwater harvesting, greywater reuse, fixing large water leaks, restricting optional water use (like watering decorative plants)

Sustainable farming: composting, starting local climate-resistant seed banks, agroforestry

Disaster prep: flood-mapping, disaster preparation education, creating emergency kits

Mitigations approaches



Reducing waste: Changing legislation to reduce waste and allows for easier repairs of electrical goods, composting and reducing food waste, reusing goods to reducing waste and production needs.

Travel: Using public or non-motor transport or switching to transport that does not emit greenhouse gases.

Farming: Choosing local, seasonal foods to reduce the need to import food.

Girls as environmental changemakers

To take action and tackle challenges in their lives, communities, and the wider world, girls need confidence and leadership.

This curriculum uses the Girl Guide and Girl Scout leadership model, helping girls practise six mindsets that build values, attitudes, and behaviours for climate action.



Click the icon to find out more about the Girl Guide and Girl Scout leadership model.



Click the icon to read more about how the Girl Guide and Girl Scout leadership model is embedded in the GLACC programme.



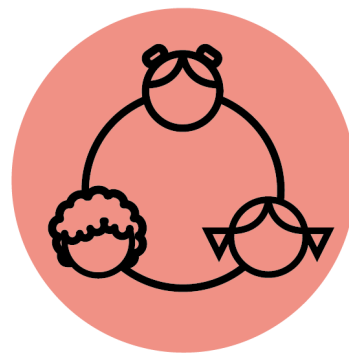
Girls as environmental changemakers

Discover how the GLACC programme supports Girl Guides and Girl Scouts practice the leadership mindsets.



Reflective mindset

Reflect on personal impact, strengths, and skills to take climate action.



Collaborative mindset

Work as a team, value diverse strengths, and support each other.



Worldly mindset

Recognise climate change as part of their context and consider different perspectives.

Girls as environmental changemakers

Discover how the GLACC programme supports Girl Guides and Girl Scouts practice the leadership mindsets.



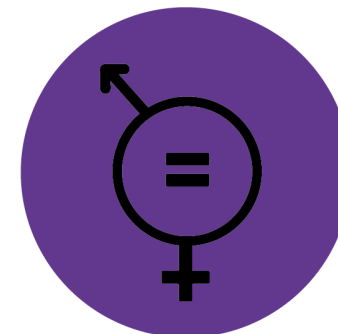
Creative and critical mindset

Analyse information, take informed risks, and design innovative solutions.



Responsible action mindset

Take practical steps to protect the environment, support communities, and mobilise others.



Gender equality mindset

Understand how girls and women are disproportionately affected, and challenge gender barriers.

Which group are you?

Answer the questions to help you plan how to deliver GLACC at a local level.

I'm a young person under 18

→ I am a youth member and do not have any leadership role

+ Click here

I'm a Girl Guide/Girl Scout leader

→ I work directly with girls and help plan unit meetings

That's great. Thank you for all you do supporting girls and young women.

+ Click here

I'm a local Commissioner who supports leaders

→ I support adult volunteers and guide programme quality

That's great. Thank you for all you do to support local leaders, girls and young women.

+ Click here

A Trainer or national volunteer

→ Support strategic planning, national programme delivery, or training

That's great. Thank you for the work you do to keep your organisation running.

+ Click here

Next section



You're a Girl Guide/Girl Scout leader

Do you want to deliver GLACC activities with your unit this term?

	Yes	Not sure
ACTION	Help the Girl Guides/Girl Scouts you support to select activities from the GLACC curriculum based on their interests.	Use the definition you wrote at the start of this course to talk to the Girl Guides/Girl Scouts you support about climate change.
SUPPORT	Use girl-led decision tools (e.g. voting, action mapping). Use the Leader's Guide and Adaptation Guide to help you.	Review Module 1A to build your own confidence or ask your commissioner for support.
NEXT STEP	Use the suggested programme plan to decide how you will complete the activities over the coming weeks.	Complete stage 1 of GLACC as a pilot and see if the group wants to progress to the next stage.



You're a person under 18

That's great, why don't you get involved by completing the GLACC Older Years programme.

If GLACC is not yet available in your Girl Guide/Girl Scout organisation write to your International Commissioner to request the programme or share the programme with your GG/GS leader.



You're a local Commissioner who supports leaders

Do you want to encourage leaders in your area to deliver GLACC?

	Yes	Not sure
ACTION	Host a short orientation session about GLACC or invite leaders to complete this course.	Ask your leaders if girls in their units are interested in climate or nature-based projects.
SUPPORT	Identify 2-3 enthusiastic leaders to pilot it and share feedback.	Review national priorities - is climate change or environmental protection mentioned?
NEXT STEP	Include GLACC updates in local meetings and newsletters. Contact WAGGGS for more support.	Talk to a national trainer or the national programme lead to see if this is a priority subject.



You're a Trainer or national volunteer

Can you support others to deliver or embed GLACC nationally or regionally?

	Yes	Not sure
ACTION	Review how GLACC aligns with your national programme and badge system. See if there is national funding available for youth-focused climate change programmes.	Schedule a meeting with the programme team or commissioner network.
SUPPORT	Develop a session plan to include GLACC in upcoming leader trainings.	Explore how GLACC could fit into national priorities (e.g. climate advocacy, sustainability, youth voice).
NEXT STEP	Encourage adaptation and create a rollout strategy (e.g. through commissioners or trainers). Let WAGGGS know you are keen to adapt the programme.	Identify key audiences and tools needed to begin outreach. Contact WAGGGS for more support.

GLACC RESOURCES TO SUPPORT YOU

| Find out about the GLACC resources available to support you.

Using the adaptation guide

- Tailor activities to local climate issues (e.g., sea-level rise, drought, pollution)
- Adjust for age, language, and learning styles
- Integrate local stories or traditions related to nature or weather

Using the Leader's guide

- Enable to girls to select suitable activities from each module
- Encourage girl-led choices using voting or decision-making tools
- Plan safe and inclusive spaces for climate conversations

Linking to your national programme

- GLACC aligns with values in the Promise and Law: caring for others, protecting the Earth, taking action
- Many climate actions can be linked to existing badges: environment, advocacy, leadership,
- Encourage girls to share their projects at national or regional events



Now it's time to adapt the programme

Have a look at the adaptation guide and explore how you will adapt these activities to suit your national context. If you don't want to make adaptations, you can select one of the many other activities in the programme to complete.

