

# Be a Climate Champion

Change the World  
with Friends of the Earth



**Friends of  
the Earth**



**Girlguiding UK:**  
Changing the world

## Activity pack for Leaders

This project is part of Girlguiding UK: Changing the World – a collaborative project with 18 organisations who are working in partnership with Girlguiding UK.

# Be a climate champion

## Change the world with Friends of the Earth

**Friends of the Earth** is the UK's most influential environmental action group. We inspire people to act together for a better future for our planet and all of us.

### Our climate campaign

Thanks to the hundreds of thousands of people across the UK who supported Friends of the Earth's Big Ask campaign, the Government has introduced a Climate Change Law that commits the UK to reducing carbon dioxide emissions (the main cause of climate change). This was a great step forward in the battle against climate change, but now we need to make sure that the cuts the law sets out are achieved.

The ways to beat climate change are out there. Everything from simple energy-saving measures, to using clean, green energy and from insulating homes to choosing more energy-efficient transport can help reduce the UK's emissions – yet our emissions are still on the up. Why?

### We need your help

It's not always easy being green – sometimes it's more expensive, sometimes the right choices aren't readily available, or maybe we just don't know what the right choices are.

We want to know what's really stopping people from being green so that we can put pressure on the Government to make it easier for everyone. That's why we are inviting Girlguiding UK members to trial a selection of green solutions and tell us what you find out. Do they work? Are they easy? Are they impossible? What problems do you come up against? (Girls will be saving energy and helping to influence change across the UK).

Each girl's insight into the practical difficulties will be gathered together and presented to the Government in a special report – we'll use it to put pressure on decision-makers and businesses to help people to live greener lives.

*"Even young people are trying to do something about climate change – little things that make a big difference. But if we could get the Government to do more, it would help us all make an even bigger difference."*

**Martha Bradbury, 10**



**The people who will be most affected by climate change are today's children, so it's crucial that they understand that their actions can make a difference. That's why we're offering members of Girlguiding UK the opportunity to become Climate Champions.**

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**Information in this document has been taken from the following sources:**  
 Centre for Alternative Technology  
 Christian Aid  
 Energy Savings Trust  
 How can I stop climate change? Collins, 2008  
 Intergovernmental Panel on Climate Change (IPCC) Report, 2007  
 Stern Review on Economics of Climate Change, 2006  
 World Resources Institute, Climate Analysis Indicator Tools (CAIT)

# Completing the Challenge

## Guidance notes

The 'Be a Climate Champion Challenge' is a special project we've created just for Girlguiding UK. It's open to Brownies, Guides and Senior Section members and we need as many volunteers as possible to make a big impact.

### By taking on the Challenge, girls will:

- ▶ learn how to save energy in fun and practical ways
- ▶ develop useful research skills
- ▶ make decisions that will affect their own lives
- ▶ gain insight into how their actions can influence political decisions
- ▶ have fun with friends
- ▶ join guiding members across the UK in making a huge carbon saving
- ▶ get involved with one of the UK's most successful campaigning organisations.

### Guides and Senior Section should try all 10

challenges. We know that some will seem impossible – where this is the case, girls should explain the reasons why. Their findings will form our special report – to show the Government that if they're serious about stopping climate change, green solutions need to be within everyone's reach.





### Contents

This pack contains everything you need to become Climate Champions. Leaders should follow the Leaders' pack week by week – each week contains enough activities to fill your unit meetings. Each activity introduces a Challenge and helps bring it to life in a group setting. Each girl also gets her own Challenge sheets, with fun ways to trial each carbon-saving solution and detachable certificates to cut out and keep at home.

### Online

At [www.foe.co.uk/girlguidinguk/](http://www.foe.co.uk/girlguidinguk/) you can upload photos, add your news and, most importantly, enter your results. We'll calculate how much CO<sub>2</sub> your unit has saved. And your results will form part of a unique Girlguiding UK members' report. What's more, it'll tell you how other units are doing and how much CO<sub>2</sub> the project has saved so far.

The 10 climate challenges are graded by difficulty:

- Piece of cake (easy) 
- Mixed bag (medium) 
- Tough nut (hard) 
- Rock (very hard) 

**Brownies** should have a go at the easy and medium challenges which means their energy savings can be included in the grand total.

## How the challenge works

As the green solutions are to be trialed by girls at home, it's important for parents to get involved too. That's why we've included a letter for parents ([www.girlguiding.org.uk/changingtheworld/p\\_friends\\_of\\_the\\_earth\\_info.html](http://www.girlguiding.org.uk/changingtheworld/p_friends_of_the_earth_info.html)) inviting them to help and give feedback – please give each girl a copy to take home before you start the challenge.

#### In Week 1

##### How much do you know?

Kick off by finding out just how much your unit knows about climate change and learn about your carbon footprint. Make sure each girl has measured her footprint before you start.

#### In Weeks 2, 3 and 4

##### Test the solutions

Each week has a theme – transport, heating or electricity – and activities that will get you testing fun ways to cut your carbon footprint. Read the information beforehand, then run the activities and hand out the themed Challenges at the end of each week.

#### In Week 5

##### The Challenge finishes

This final week is about sharing your results (make sure each girl brings their completed Challenge sheets). Leave some time to celebrate – after all, you're Climate Champions now. Then check out ways to take the challenge further.

## When to run the challenge

You can complete this Challenge any time during autumn 2008 or spring 2009 but we need your results by **Friday 1 May 2009** for inclusion in the final research report. **At the end**, enter your results on our specially created website [www.foe.co.uk/girlguidinguk/](http://www.foe.co.uk/girlguidinguk/) and find out your total CO<sub>2</sub> saving. Then complete the Changing the World evaluation [www.girlguiding.org.uk/Changingtheworld/tellus](http://www.girlguiding.org.uk/Changingtheworld/tellus) to claim your badge.

# Useful resources

Check out these websites to get more information about the issues and ideas for taking action.

Friends of the Earth (England, Wales and Northern Ireland)

[www.foe.co.uk](http://www.foe.co.uk)

Tel 020 7490 1555

Contact us for further information on climate change or to ask about our other campaigns and youth resources. Visit [www.foe.co.uk/girlguidinguk/](http://www.foe.co.uk/girlguidinguk/) to **register** for the Be a Climate Champion Challenge and to **enter your results**.

Friends of the Earth Scotland

[www.foe-scotland.org.uk](http://www.foe-scotland.org.uk)

Find out about the work of our sister organisation in Scotland.

Girlguiding UK: Changing the World

[www.girlguiding.org.uk/Changingtheworld/](http://www.girlguiding.org.uk/Changingtheworld/)

The official site for the Changing the World project. Provides information and resources on all partner projects, how to take part, promoting your project and **how to claim your badge**.

## Climate change

Science Museum

[www.sciencemuseum.org.uk/antenna/climatechange](http://www.sciencemuseum.org.uk/antenna/climatechange)

Gives climate change facts in an easy-to-follow format, from breaking down the jargon to explaining local and global impacts.

Department for Transport – Act on CO<sub>2</sub>

[www.dft.gov.uk/ActOnCO2/](http://www.dft.gov.uk/ActOnCO2/)

Find out about how your travel choices can affect your carbon footprint.

## Renewable energy

Centre for Alternative Technology (CAT)

[www.cat.org.uk](http://www.cat.org.uk)

Organise a visit to the centre or make use of CAT's information service and online resources. Covers everything from renewable energy and energy efficiency to environmental building. **Measure your carbon footprint** at <http://carbpmgym.cat.org.uk/carbongym/>

Energy Savings Trust

[www.est.org.uk](http://www.est.org.uk)

Information and practical advice on energy efficiency. Read some interesting case studies from community groups and schools.

## Nuclear power

Nuclear Industry Association – Energy Choices

[www.niauk.org](http://www.niauk.org)

Set up by the NIA in response to the energy debate in the UK, this site provides facts, figures and reference material, setting nuclear energy in the context of other energy sources.

Campaign for Nuclear Disarmament

[www.cnd/uk.org](http://www.cnd/uk.org)

CND's report *Nuclear power: not worth the risk!* provides some useful facts about nuclear energy.

## Youth initiatives

ecoACTIVE

[www.ecoactive.org.uk](http://www.ecoactive.org.uk)

East London based education service, with heaps of games and ideas to bring sustainability issues to life for young people, plus a brilliant blue eco-bus to boot.

British Youth Council

[www.byc.org.uk](http://www.byc.org.uk)

Enables young people in the UK to exercise their right to participate in decisions which affect them.

Youth against climate change

[www.youthagainstclimatechange.org](http://www.youthagainstclimatechange.org)

Website set up by school students in Surrey, with energy-saving info, tips for action and space to add your own projects.

## Week 1

# Climate change and your carbon footprint

Kick off the Be a Climate Champion Challenge this week by finding out just how much your unit knows about climate change, then learn about your carbon footprint and have fun measuring it together. Read the information beforehand to get clued up, then run the activities in your meeting.

Now's a good time to register for the Challenge on our special website [www.foe.co.uk/girlguidinguk/](http://www.foe.co.uk/girlguidinguk/) – sign up to get a username and password for your unit.



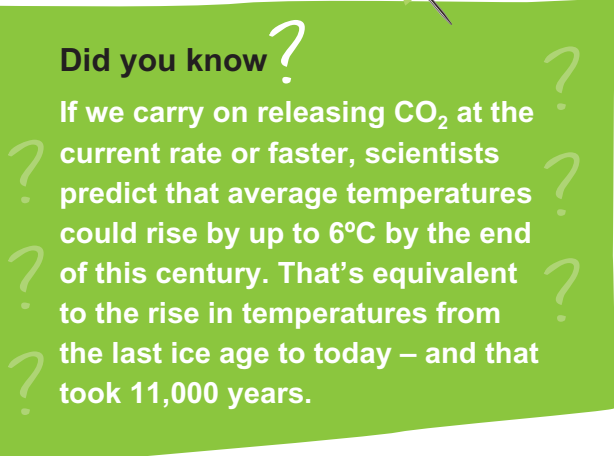
**Did you know?**  
Scientists think that by 2050 climate change could drive more than 1 billion people around the world from their homes.

## What is climate change?

Our climate is changing. Temperatures are increasing, ice caps are melting, and sea levels are rising. Scientists agree that this is mostly due to increasing amounts of carbon dioxide (CO<sub>2</sub>) released into the atmosphere by human activities – mainly the burning of fossil fuels (oil, coal and gas) to provide energy.

## Why is CO<sub>2</sub> making the planet heat up?

The gases in the atmosphere act like a blanket around the Earth. This “blanket” allows sunlight in but doesn't let all the heat produced back out – keeping the Earth warm enough for life to thrive. But with the concentration of CO<sub>2</sub> in the atmosphere greater than it's been for hundreds of thousands of years, this blanket has thickened and more and more heat is being trapped inside, causing global warming.



### Did you know?

If we carry on releasing CO<sub>2</sub> at the current rate or faster, scientists predict that average temperatures could rise by up to 6°C by the end of this century. That's equivalent to the rise in temperatures from the last ice age to today – and that took 11,000 years.

## Weather warning

Global warming isn't just making the world heat up – it's causing more rainfall and stronger winds. If we don't act fast we'll see freakier weather every year, with millions of people in the UK at risk from flooding and billions worldwide facing droughts and violent storms. The world's poor will be the worst hit and we could lose up to one third of wildlife species too.

**Go to activity 1: Test your knowledge**

## Be energy-wise

We release carbon dioxide (CO<sub>2</sub>) when we burn fossil fuels – coal, oil and gas – to get energy. We use this energy to keep our houses warm, cook our food and heat water for our baths and showers. We also use lots of electricity in our homes: to power light bulbs, televisions and fridges. And every time we drive a car to the supermarket or hop on a plane to go on holiday we're adding to the CO<sub>2</sub> in our atmosphere.

Most scientists agree that we need to make big cuts in the CO<sub>2</sub> we release, which means we all need to change the way we use power. That's what our Climate Champion Challenge is all about. For starters, we need to look at our own carbon footprint.

## Week 1

# What's a carbon footprint?

Your carbon footprint represents how much carbon dioxide (CO<sub>2</sub>) you put into the air just by living your normal life – like keeping warm at home, cooking, watching TV, going to school or flying abroad on holiday.

A carbon footprint is usually measured by weight – grammes, kilogrammes and tonnes of CO<sub>2</sub>.

Go to activity 2: A fair share (or is it?)

## Who's responsible

You can do a lot to make your carbon footprint smaller.

Choose to walk or cycle rather than get a lift, always unplug your mobile charger, or even put on a jumper rather than turn the heating up – these decisions make a difference.

Trouble is, that's not even half the story. **It's thought that two thirds of the emissions that make up your carbon footprint are from things you can't control by yourself.**

For instance, we all need electricity but we don't have much say in where that electricity comes from and how it's generated. But if we can convince power companies to generate electricity in cleaner, greener ways (using wind, for example), the electricity coming into our homes will have emitted less CO<sub>2</sub>. **Result!**

### Did you know ?

In the UK the average person's carbon footprint is 9.9 tonnes of CO<sub>2</sub> per year. But in Bangladesh the average person's carbon footprint is only 0.3 tonnes.



This is where groups like Friends of the Earth can help. We put pressure on the people who can make those big changes – businesses, local authorities or the Government.

By taking up the Challenge, you'll be supporting change – because we'll use your insight into the practical difficulties of being green to ask the Government to make it easier for everyone to live greener lives.

Go to activity 3: Brainy ways to beat climate change.

## Measure up

Measuring your carbon footprint is the very first step in the Climate Champion Challenge.

Go to activity 4: A vision for the future.

## Cutting it Beyton Middle School

When all 700 pupils at Beyton Middle School completed a home energy survey, they came away with loads of ideas to reduce their emissions. "I sit on the sofa with a duvet now instead of turning the heating up," said Megan, 13. Meanwhile 12-year-old Ryan is making the most of pester-power: "I get my Dad to switch the computer off standby before he goes to bed."

The School is patrolled by students at the end of each day. Jack, a member of the eco-squad, says "We make sure all lights are off, windows closed and computers are shut down." Thanks to the watchful eyes of the eco-squad, the school cut its CO<sub>2</sub> emissions by 81 tonnes in one year (the equivalent of nine average UK households' total emissions for a year).



Go to activity 5: How big is your foot?

This week, we've looked at why it's important for us all to reduce our carbon footprint and explored some energy-saving ideas. In Week 2 your unit can start testing some solutions for real.

If you haven't already, please give out the parents' letter.

## Week 1 Activities

### ► Activity 1: Test your knowledge.

 10 mins

#### What you need

Effects of climate change activity sheet (page 25) and answers (below). Give each Patrol / Six a copy of the activity sheet.

#### What they do

##### Make your choice

- In your Patrol / Six, **read out each question then decide which answer is correct from the multiple choices.**
- Make sure you all agree. If someone is unsure, discuss it.
- Come back together as a unit – did all groups get it right? **Well done.**

#### Answers

Q.1 = **6°C (c)** Q.2 = **Almost one third (c)**  
 Q.3 = **All of it (d)** Q.4 = **Half (b)** Q.5 = **150,000 people (d)**  
 Q.6 = **5 million (d)** Q.7 = **8 (c)** Q.8 = **Up (a)**

#### Let's chat

Do any of the answers surprise you? How does this information make you feel? What else do you know about climate change? How do you think climate change might affect the UK in the future? Do you think climate change is already having an impact in the UK (think about recent news stories)?

### Champa's story

Champa is 12. She lives with her parents and four brothers and sisters in a tiny one-room hut by the River Ganges in Bangladesh. They lost their land and home when the river flooded. "My father bought his land through hard work, but the river took it," says Champa. Bangladesh floods more often than any other country in the world. The land is very flat and low-lying. Scientists predict that if global warming continues and sea levels rise by 45 cm, a tenth of the country will be under water. Champa has got used to her new home but doesn't want to move again. "We don't know where we'll go when the river reaches this place," she says.

This article is from Christian Aid's learning resource website <http://learn.christianaid.org.uk>. For more information on Christian Aid please visit [www.christianaid.org.uk](http://www.christianaid.org.uk)



### ► Activity 2: A fair share (or is it?).

 10 mins

#### What you need

Space to spread out, answers (below) for the Leader and a map of the world (use the map to show the girls where each country is). If you don't have a map, use your Girlguiding UK membership discount to order one from the National Map Centre, call 020 72222466 or check out [www.mapsnmc.co.uk](http://www.mapsnmc.co.uk) (make sure you have your appointment card number at the ready).

#### What they do

##### Get in line

- Divide into groups of nine. Give each girl in your group a country name: **UK, Bangladesh, Sweden, Brazil, USA, China, Zambia, Ghana, India.**
- Which country do you think has the biggest carbon footprint per person? Which has the smallest? **Get into a line with the country you think has the biggest footprint at the front and the smallest at the back.**
- Now, can you guess how much CO<sub>2</sub> the average person in each of the countries releases per year? Hint: it's measured in tonnes and the carbon footprint of the average person in the UK is 9.9 tonnes
- How did you do? Did the answers surprise you?

#### Answers

Carbon (CO<sub>2</sub>) footprint of average person per country per year (in size order): USA = **20.5 tonnes**, UK = **9.9 tonnes**, Sweden = **7.1 tonnes**, Brazil = **2 tonnes**, China = **4 tonnes**, Zambia = **0.2 tonnes**, India = **1.1 tonnes**, Ghana = **0.3 tonnes**, Bangladesh = **0.3 tonnes**

#### Let's chat

Read Champa's story to the group. People in rich countries like the UK burn the most fossil fuel, yet people in poor countries like Bangladesh are hit hardest by the changing climate. Why?

- Think about geography eg Bangladesh is flat and low-lying, so it's at risk from rising sea levels; it has lots of rivers; it gets hit by cyclones.
- Also think about how people in Bangladesh live differently to people in the UK eg making a living by growing crops and rearing animals.

**That's not fair!** The Kyoto Protocol (world agreement on climate change) suggests that rich countries compensate poor countries for the damage caused by climate change. They could give poor countries money to help them cope. Do you think this would make things fairer?

## Week 1 Activities

### Activity 3: Brainy ways to beat climate change.

 10 mins

#### What you need

A big piece of paper, a marker pen and your brain!

#### What they do

##### Think solutions

Divide into three groups as follows:

- ▶ 'You' group: How can you use less energy at home? Consider heating, electricity and transport. Think up some brainy ways you can beat climate change.
- ▶ 'Business' group: How can businesses tackle climate change? For example, power companies control how our electricity is generated. Think up some brainy ways businesses can beat climate change.
- ▶ 'Government' group: Governments make laws and can influence businesses and people, so how can they persuade us to change our behaviour? Think up some brainy ways governments can beat climate change.

**Come up with ideas. Be as wacky as you like.**

Note the ideas on a big piece of paper. Bring this out again at the end of the Challenge to compare how ideas have changed.

#### Let's chat

Do people need to change their behaviour? If so, do you think they need an incentive? We need companies to help tackle climate change too, but some think that it might hurt their business. How can we influence them to do the right thing? What about Governments? How can we encourage them to take action?

### Activity 4: A vision for the future

 30 mins

In the letter to parents we asked girls to measure their carbon (CO<sub>2</sub>) footprint at <http://carbongym.cat.org.uk/carbongym/>. Make sure they have their results, they'll need it for this activity (girls who do not know their footprint could pair up with girls who have a similar family).

#### What you need

Paper (A4 or larger), scissors and art materials.



### Activity 5: How big is your foot?

 30 mins

#### What you need

Giant jenga or a few sets of classic jenga, a large circle of blue or green paper to represent the world and the Big Foot activity sheet on page 26.

#### What they do

##### Let's play

- ▶ Set the game up in the middle of the room (or play in your Patrol / Six if you are using classic jenga).
- ▶ Place the paper world on top of the column of building blocks.
- ▶ By show of hands answer each question on the Big Foot activity sheet.
- ▶ Depending on each answer, remove the indicated number of building blocks from below the paper world and place them on top (as you would with a normal game of jenga).
- ▶ You'll soon start to see what's happening: for each act that wastes energy a number of blocks are removed from supporting the world and are laid as a burden on top.
- ▶ The challenge is to keep the column from collapsing for as long as possible.

#### Let's chat

Negative actions can be countered by positive ones, but even though each wasteful act seems small, too many will add up to a huge burden on the planet. Eventually the whole thing will collapse - what do you think this shows us?

#### What they do

##### Just imagine...

- ▶ In pairs, draw around each other's feet and cut these out.
- ▶ On one of your feet draw how you think the world will look if we do nothing to stop climate change. Write your personal carbon footprint (in tonnes) on this foot.
- ▶ On the other foot draw how you think the world can be if we all become climate champions (at the end of the challenge, you can write your new, smaller carbon footprint on this foot).
- ▶ Make a wall display. Stick the 'bad' feet on one side of the room and the 'good' feet on the other. How do the images make you feel?

## Week 2

# Transport: The way to go

This week is all about examining the way we travel. Are we getting about in the right way? Read the information beforehand to get clued up; then run the activities in your meeting and give out the first three, travel-related Challenges at the end (make sure you have enough copies for every girl).

### Transport and climate change: what's the problem?

In the UK, over a third of our total climate-changing carbon dioxide (CO<sub>2</sub>) emissions are caused simply by getting from place to place. How come?

A car burns petrol or diesel inside its engine to give it the energy it needs to move. Burning this fuel gives off gases, including CO<sub>2</sub>, which harm the environment and contribute to climate change.

In the past 50 years, the way we travel has changed dramatically. In 1961, less than a third of British households had a car. By 2004 that had gone up to more than three quarters, with many households running two or more cars. And we're going a lot further in them too.

In the past 30 years, the average distance people travel by car every year has gone up by more than half. These extra miles are equivalent to each driver motoring across Australia.

But it's not just cars that are causing the problem. Cheaper flights, combined with more, and bigger, airports mean lots more people are choosing to travel by plane these days. Flying is one of the fastest growing sources of carbon dioxide emissions.



### Did you know?

Flying from Manchester to London emits more CO<sub>2</sub> than driving the same distance.

And if you fly to Florida and back for a holiday you release as much CO<sub>2</sub> per person as the average British motorist does in a year.

### What needs to be done?

We need to change the way we travel. We need to use cars and planes less; walk, cycle or use public transport (such as trains and buses) more and find other ways to get around that release less CO<sub>2</sub>.

Go to activity 6: People power

Go to activity 7: It's good to share

We also need to think about where we are travelling to. Holidaying in the UK instead of going overseas could take a big chunk out of your carbon footprint. And more high-speed rail links throughout Europe could make it more attractive to go by train instead of plane.

Go to activity 8: Happy holidays

## Week 2

# Transport: The way to go

### What are the solutions?

There are lots of ways to reduce the dangerous climate-changing impact of transport – but still go where we need to in comfort and style.

### Let's each do our bit

If we walk, cycle and take public transport more – instead of making unnecessary car journeys – we can each reduce our carbon dioxide emissions. If we do need to use a car it's best to share rides – that way, there are fewer cars on the road. This is something we can all do. But we can also put pressure on the Government to do its bit.

### Ask Government to do more

We can persuade our leaders to make the biggest changes. For example, if they put money into making public transport safer, cheaper and more reliable this would encourage people to use cars less. And at the moment, airlines don't pay tax on the fuel they use. If the Government made airlines pay for the environmental damage they cause, it could help to stop the growth in air travel getting out of control.

Friends of the Earth's Big Ask campaign has secured a Climate Change Law for the UK, which should open the door to lots of solutions to climate change – both big and small. But we know it's not always easy being green. That's why we're asking Brownies, Guides and Senior Section members to test out some solutions and tell us, and the Government, what they find out.



### Did you know?

For the cost of widening the whole M25 motorway to four lanes in both directions, Government could fund "safe routes to school" schemes for every school in England.




The Climate Champion Challenge is a special project we've created just for Girlguiding UK and we need as many girls as possible taking part to make a big impact.

The girls can persuade their family and friends to join in some of the challenges.

### Go to activity 9: Act it out

### Over to you

Give each girl a copy of the transport challenges:

- Pedal power 
- Give us a lift 
- Get training 

Ask the girls to attempt them over the next week, using the space provided to record what they find out. We've given hints on where to go for information, but finding out is all part of the challenge. When they return their Challenge sheets next week they'll get a signed certificate to keep. And best of all, each challenge they complete cuts their carbon footprint. **Result!**

**Next week, get your unit testing fun ways to cut CO<sub>2</sub> by reducing the amount of heat we waste in our homes. And if you haven't registered your unit on the Be a Climate Champion website yet, why not do it now? Go to [www.foe.co.uk/girlguidinguk/](http://www.foe.co.uk/girlguidinguk/)**

## Week 2 Activities

### ► Activity 6: People power. Change the way you travel. 10 mins

#### What you need

Space to race, and different types of carbon-free transport (eg skateboards, bikes, pogo sticks) – ask the girls to bring something in from home.

#### What they do


##### Let's play

- Each girl brings in a method of moving that only uses human energy eg skateboard, hopper, fold-up scooter, pogo stick, bike, roller skates.
- Have a race (you could swap so that you each get to share and try).
- Which one is the fastest? Which one is the most fun?

#### Let's chat

How do you travel to school, your friends' houses, the cinema or the shops? Is there a better way to travel to reduce your carbon footprint? Think about the objects you've just been racing on – could you travel on any of these for short journeys?

For journeys under 5 kilometres we save 2kg of CO<sub>2</sub> every time we leave the car at home. What reasons might stop people from leaving the car at home for short journeys? Can you think of ways to overcome these? Read the story about Afon Taf School to the group.

This activity is a great introduction to **Challenge 1: Pedal power.** 

### Afon Taf High School

Year 9s at Afon Taf High School bid to get funding from the Welsh Assembly's Safe Routes to Schools budget to build new cycle facilities. Pupils gave up spare time to work on the project, creating a video and CD-ROM as well as printed materials.

The class split into groups, each preparing a different part of the bid. One group surveyed pupils' and parents' opinions, one looked at the design of the new bike sheds, one proposed making a riverside path a traffic-free route to school and another looked at how the cycle-to-school scheme would work. The result: the school received £60,000 from the Welsh Assembly to make their project a reality.



### ► Activity 7: It's good to share

#### What you need

Lego or building blocks.

 20 mins

#### What they do

##### Get building

- Divide into groups - each group should have a different amount of building blocks.
- Use your blocks to build the tallest tower possible.
- Which group built the tallest tower?

Well done. But could you have built an even taller tower? Did you consider putting all of the building blocks together to make one?

##### Now share

- Put all of the building blocks together in a pile in the middle of the room.
- As a unit, build the tallest tower possible.
- Is it taller than the ones you built in your separate groups?

#### Let's chat

Sharing often gets you the best result. Can you think of any examples when sharing things might also be better for the environment? (eg sharing books and DVDs with your friends means less waste, cooking meals together uses less electricity).


What about when we travel? Did you know that sharing a lift to school every day could save almost half a tonne of CO<sub>2</sub> a year?

#### Take it further

In your groups, create a travel chart. Find out if anyone in your group comes to the Unit meeting by car – then for each person, note down:

- Where they travel from.
- How many people travel in the car with them?
- How many spare seats there are?
- Is anyone else in the Unit doing exactly the same journey in their car at the same time?

Compare your results with the rest of the unit, if you live on the same route, could you lift-share?

Use this information to help you meet **Challenge 2: Give us a lift** 

## Week 2 Activities

### ► Activity 8: Happy holidays. Trips that don't cost the Earth.

 30 mins

#### What you need

Paper, art materials.

Leaders: before you start, explain that air travel is one of the fastest-growing sources of carbon dioxide emissions, both in the UK and worldwide. We need to use planes less and think about alternatives.

#### Let's chat

Where do you go on holiday with your family? How do you get there? If you normally fly, how else could you travel? Is it too far to go by train? Could you go on holiday somewhere closer? Share stories of your favourite non-flying holiday.

#### What they do

##### Design a holiday brochure

- Think of a holiday destination in the UK or in Europe that you can get to without flying.
- Design a holiday brochure for your chosen place.
- Remember to think carefully about what information to include eg fun activities that people can do, travel information, weather (you could even tell them how much CO<sub>2</sub> they'll save by not flying abroad).

**Tip!** Use personal experience – if someone in your unit has been to the place you have chosen, find out what they enjoyed most about the holiday and use this in your brochure.

#### Take it further

Work out how far you travel by plane to go on holiday each year (in kilometres). Then work out how much CO<sub>2</sub> you could save by taking the train instead.

To do the sums, multiply:

- Distance in km x 100 g CO<sub>2</sub> (saving per person)

So, taking the train from London to Barcelona (roughly 1140 km) **instead of flying** would save approximately 114,000 g (114 kg) of CO<sub>2</sub> per person. And that's each way – so don't forget to double the amount for a return journey.

Leaders: Please note this figure is an average and has been simplified for the purpose of the activity.

Use this activity to help you meet  
**Challenge 3: Get training.**



### ► Activity 9: Act it out. Unleash your powers of persuasion.

 20 mins

#### What you need

Act it out activity sheet on page 27.

#### What they do

##### Get into role

OK, you're all fired up about cutting that big old carbon footprint of yours. What could possibly stand in your way?

Well, at first, other people might not see it how you do. So how are you going to convince them to swap their blinkers for green-tinted shades? Here's your chance to practice your powers of persuasion and build your confidence.

- Read the scenarios to the group.
- Work out who will play each role, and then act them out. You don't have to stick to the script exactly.
- Switch roles so that you each get a chance to be the persuader.
- You could even make up some scenarios of your own to try.
- How convincing were you? Did you manage to win over your family or friend?

**Tip:** Get your unit Leader involved – ask her to play the role of a parent or friend. Watch out – she might ask you questions you don't expect, so get ready to be super-persuasive.

#### Let's chat

Come together as a unit. How easy was it to persuade others to see it your way? Did anything you say work particularly well? Did it get trickier when the Leader joined in? How did you respond?



## Week 3

# Heating: Keep it all in

Last week your unit challenged the way they travel. Collect the Challenge sheets from the girls from Week 2. For each Challenge completed, girls should cut out and keep the certificate – please fill in their name and the date (make sure you keep the completed challenge sheets somewhere safe, you'll need them in week 5). Remember to check out [www.foe.co.uk/girlguidinguk/](http://www.foe.co.uk/girlguidinguk/) too – you'll be able to see how other units are doing and how much carbon the project has saved so far.

This week, you're going to explore ways to reduce the amount of heat we waste in our homes. Read the information below; then run the activities in your meeting and give out the three heat-related Challenges at the end (make sure you have enough copies for every girl).

### Heating and climate change: what's the problem?

The average UK home generates more than six tonnes of climate-changing CO<sub>2</sub> per year. More than half of this comes from heating.

Most houses have either gas or electric central heating to keep rooms warm and provide hot water for baths, showers and washing up. It works by heating water in a tank and pumping it in pipes to radiators and taps all around the house.

A cosy home is great – especially during the winter when it's cold outside. But many houses in the UK have poor insulation, draughty single-glazed windows and doors and inefficient heating systems. So we

end up wasting loads of energy trying to keep homes warm that are literally leaking heat. And for every bit of energy we waste we're needlessly pumping CO<sub>2</sub> into the atmosphere. Around a third of heat escapes from houses when they are not properly insulated.

**Did you know ?**

Turning your central heating down by 1°C could save up to £30 a year.

### What needs to be done?

We need to reduce the CO<sub>2</sub> emissions produced from heating our homes. It all boils down to this: if we waste less, we'll need less.

**Go to activity 10:  
Wrap up**



## Week 3

# Heating: Keep it all in

### What are the solutions?

We can all do lots of things in our homes to reduce the amount of heat we waste and save money on our heating bills too.

### Let's do our bit

If you're hot, turn the heating off before you open a window. If you're cold, are there any draughty doors or windows at home? If so, use draught excluders to keep the heat in.

#### Go to activity 11: Stop the draught

These changes are simple for us to make. But to make our houses super-heat efficient, most of us need a bit of help.

### Ask Government to do more

By insulating lofts and cavity walls you can keep more heat inside your house. But not everyone knows how to do it, or if they could get a grant to help meet the cost. The Government needs to make it easier for people to make their homes more energy-efficient.

But what if you moved into a newly-built home? Now everyone's talking about climate change, wouldn't you expect newly-built houses to be the most energy efficient possible? It's reckoned that 9 million new UK homes need to be built by the time your unit members have grandchildren – so toughening up building standards would do a lot to reduce the UK's carbon footprint.

### Did you know?

Seven out of 10 people living in Britain believe energy-saving features in houses are worth paying extra for.




Friends of the Earth's Big Ask campaign encourages people to ask the Government for help to tackle climate change in their own lives. The people who will be most affected by climate change are today's children, so it's crucial that they understand that their actions can influence change. That's why we're offering members of Girlguiding UK the opportunity to become Climate Champions, and tell us, and the Government, what they think.

Some of the challenges are harder than others. For the tough nuts, remember that the girls should get their family and friends on board to help them.

#### Go to activity 12: Ad mad

### Over to you

Give each girl a copy of the heating challenges:

- There's a draft in here 
- Lofty ambitions 
- Seeing double. 

Ask the girls to attempt them over the next week, using the space provided to record what they find out. We've given hints on where to go for information, but finding out is all part of the challenge. And if they couldn't – that's okay; just make sure you tell us. When they return their challenge sheets they'll get more certificates to keep. And they'll continue to cut their carbon footprint in the process.

**Next week, get your unit experimenting with electricity-saving solutions.**



## Week 3 Activities

### ► Activity 10: Wrap up.

 30 mins

#### What you need

A selection of clothes from vest tops, t-shirts and jumpers to dressing gowns and cardigans – ask the girls to bring in a variety (but not their best togs as they could get a bit dirty).

#### What they do

##### Let's race

- Divide into teams and set up a relay race.
- Lay out a line of clothes (mixed items) for each team.
- Each team must nominate a "model" who stands in the team space and doesn't run in the relay.
- On "go" the first team member runs to their first piece of clothing, brings it back to the group and dresses the model.
- Once the piece of clothing is on, the next person runs to the second piece and back and dresses the model.
- Repeat this process until the model is fully dressed – the first team to do this is the winner.

##### Layer up

- After the relay race is finished, dress your team model again – this time with the best combination of clothes to keep in the most warmth. Should the vest top go over or under the dressing gown? Is a jumper warmer than a dressing gown?

#### Let's chat

How do you keep warm outdoors? If you are cold at home do you turn the heating up or do you put on more clothes? Wearing clothes helps our body stay at a comfortable temperature – this is called insulation. Can you think of other things that need to be kept warm (eg hot drinks) and ways to do this (eg thermos flask)?


How can we stop heat escaping from our own homes? Think about:

- Roof – loft insulation, what material is it made from?
- Windows – how does double glazing work? (two sheets of glass with a layer of air in between).
- Walls – cavity walls (two layers of bricks with a space in between). What could the space be filled with to stop heat escaping?

This activity is a great introduction to **Challenge 5: Lofty ambitions** and **Challenge 6: Seeing double.**



### ► Activity 11: Stop that draught.

 30 mins

Draught excluders can help make a house more cosy and energy-efficient by blocking places such as the bottom of doors or window sills where heat usually escapes. In this activity you can do something practical to help the environment and save money on your family's heating bills too.

#### What you need

A pair of tights, scissors, old pieces of cloth or newspaper, glue, aprons and some fabric paint or sequins for decoration.

#### What they do

##### Make a snake

- Cut the pair of tights in half (so that you have two separate legs).
- Stuff each leg with the old pieces of cloth or newspaper (or even old plastic bags).
- Decorate them with sequins or make them into snakes or dragons by adding faces and wings.
- Find a draughty door or window at home and block it with your new draught excluder.

Use your draught excluder to help you complete **Challenge 4: There's a draught in here.**



“

It was very messy but fun, 100 out of 100.”

Brownie, 7th Haverfordwest Brownies.

## Week 3 Activities

### ► Activity 12: Ad mad. Create your own advertising campaign. 30 mins

#### What you need

Just some paper and pens (to create a storyboard).

#### What they do

##### Get busy

- In your Patrol / Six, create your own TV advert to raise awareness of climate change and what can be done to stop it.
- First think carefully about what message you want to get across. You could choose to focus on heating solutions or think back to the transport challenges you have just completed.
- A successful ad knows its audience so think about who you're speaking to – are they young people like you, for example?
- Decide how you will present your idea – you could create a story board or use your drama skills and act it out.
- Present or perform your ideas to the rest of the unit.
- Whose ad was the most convincing? Take a vote.

**Tip!** Messages of “doom and gloom” don't always work; although you need to tell people about the problem, remember to focus on what they can do to help.

##### Take it further

Film your awareness-raising adverts – use a video-camera or even the video function on your mobile phone – and show them to your family and friends. Did your ad encourage them to take action on climate change?



“

They liked being able to act. We did this with group of older girls and they all enjoyed performing.”

Sue Waller, 30th York Brownies.

## Week 4

# Electricity: The power to change

Last week, the girls tested ways to stop heat leaking from our homes. Collect the completed Challenge sheets and ask the girls to cut out the certificates and keep them safe. This is the final week of Challenges; this time they are all about electricity. Read the information below, then run the activities in the meeting and hand out the final four Challenges at the end (make sure you have enough copies for every girl).

Have you added any photos to the Be a Climate Champion website yet? If not, register your Unit at [www.foe.co.uk/girlguidinguk/](http://www.foe.co.uk/girlguidinguk/). Don't forget to get consent for all your photos before you upload them.

### Electricity and climate change: what's the problem?

Nearly half of our household electricity bill pays for appliances like cookers and fridges. About a third of goes on lighting. And the rest? Televisions, set-top boxes, DVD players, coffee machines, microwaves, stereos, games consoles, computers....

Most electricity used in the UK comes from power stations. In a power station water is boiled and the steam produced drives a turbine – the energy from this is then transformed into electricity, which is carried to people's homes along cables.

The big problem with power stations is that they burn a huge amount of fossil fuels – mainly gas and coal which release climate-changing carbon dioxide (CO<sub>2</sub>).



### Did you know?

Demand for electricity in our homes has doubled since your Brownies' and Guides' parents were born. It's partly due to the growing number of small households, which are each running more appliances and gadgets.

### What needs to be done?

We need to use less power, and make it go further. We need to stop wasting energy; remember to switch things off when we are not using them and use energy sensibly – this will save money too.

### Go to activity 13: Don't boil over

We also need to use different ways of generating electricity that do not produce as much CO<sub>2</sub>, so that our homes can run on clean, green energy.

## Week 4

# Electricity: The power to change

### What are the solutions?

There are lots of simple ways to save electricity at home. Easy to do, but not always so easy to remember!

### Let's do our bit

We can all start by making sure we switch things off instead of putting them on standby. Remember to turn lights off when you leave a room and ask your family to do the same. Fit low-energy light bulbs in as many places as you can.

**Go to activity 14: Switch it off**

**Go to activity 15: How do you light the way?**

We can all make small changes but Government action could make it easier for us to live lives that are kinder to the planet.

### Ask Government to do more

If the Government banned the sale of old-fashioned light bulbs and appliances with standby, we'd all save energy in future.

The Government also has the power to change the way our electricity is produced. If power companies had to generate electricity in cleaner, greener ways, it would mean that CO<sub>2</sub> emissions associated with energy generation would fall, shrinking everyone's carbon footprint.

**Go to activity 16: The power of the sun**

### Did you know?





Renewable energy comes from sources that don't run out, like the sun, waves and wind. What's more, these ways of producing electricity don't produce carbon dioxide.



Friends of the Earth has campaigned successfully for a Climate Change Law that commits the UK to reducing carbon dioxide emissions. Now we need to make sure that the cuts the law sets out are achieved. That's why we are asking Brownies, Guides and Senior Section members to test out some energy-saving solutions and tell us, and the Government, what's possible and what's not. Together we will ask decision-makers to make it easier for everyone to be green. Your voice is vital so keep at it!

### Over to you

Hand out the final four Challenges for the girls to complete at home this week.

- Don't boil over (Piece of cake) 
- Switch off (Piece of cake) 
- Light the way (Mixed bag) 
- Go solar (Rock hard) 

The Rock hard one may be a bit tough for Brownies, but Guides and Senior Section members should definitely have a go. Remember, we are not really expecting the girls to get solar panels on their house (not within a week anyway), just to use their detective skills, investigate the solution and tell us what they find out. We've given hints on where to go for information, but finding out is all part of the challenge. Perhaps it's too hard to research solar. That's okay; just make sure you tell us.

**Next week, see how much CO<sub>2</sub> your Unit has saved altogether and investigate ways to take the Be a Climate Champion Challenge further.**

## Week 4 Activities

### ► Activity 13: Don't boil over. Yummy ways to save energy. 10 mins

#### What you need

Ingredients to make hot chocolate (including whipped cream, grated chocolate and marshmallows), kettle, cups and access to water.

#### What they do

##### Make a drink

- Make hot chocolate using the ingredients provided.
- You must only boil exactly the amount of water you need for your Patrol / Six. Think about how to get the measurement just right.

#### Let's chat

Why do you think it's important to boil only as much water as you need? Do you overfill the kettle at home? Does your family?

#### Did you know?

Each time we overfill the kettle we could be wasting enough energy to run a TV for over 24 hours. Think of a fun way to remind yourself – and your family – not to overfill the kettle.

This activity is a great way to get started on **Challenge 7: Don't boil over**



Girls really enjoyed this activity... they put their slogans up around the church building.”

Carole Murwood, 198th City of Edinburgh Guides

### ► Activity 14: Switch it off. Make simple signs to remind you. 15 mins

#### What you need

Paper, scissors and coloured pens or paint (depending on how messy you want to get).

#### What they do

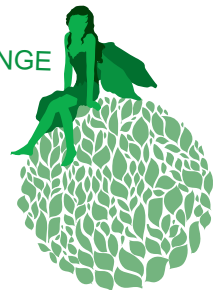
##### Colour them in

- Create your own energy-saving signs, cut them out, and then put them up around your house.
- Make your signs short and punchy – here are some ideas to get you started:

**Don't boil over. Save energy and water.**  
**Switch me off and save energy.**

If you're already really good at switching off, put the signs up in your meeting hall or give them to your friends as presents and they can save energy too.

**GREEN FLOOR CHALLENGE**



#### Be inspired

##### Staff switch off

More than 100 people work at Friends of the Earth's main office and although we're all pretty green, we don't always save as much energy as we could. That's why we introduced the Green Floor Challenge. Now new starters at Friends of the Earth are taken around the building by a member of staff and shown how to save energy at work. Every area has big green signs reminding us to save water, switch off our computer monitors and turn the lights off when we leave a room. It's made a real difference, and the competition for who can be the greenest floor has definitely spiced up the challenge.

Creating your own energy-saving signs will help you meet **Challenge 8: Switch off at the wall.**



## Week 4 Activities

### ► Activity 15: How do you light the way? 10 mins

**Leaders:** before you run this activity, think about how the girls will safely transport their light bulb and how you will prevent the bulbs from rolling off the table while the girls paint them – you could use blue tack. Bulbs can be used again after the activity provided you use heat resistant glass paint.

#### What you need

Conventional light bulbs and low-energy light bulbs (ask girls to bring in a bulb that they use at home) and glass paints.

#### What they do

##### Get painting

- Decorate your light bulb with glass paint (be careful not to break the bulb).
- If you have a low-energy light bulb you could paint a happy face on it.
- If you have a standard light-bulb paint a sad face.
- Take your bulb home and show your family.

**Tip!** Ask your Leader if you are not sure which type of bulb you have.

#### Let's chat

Do you already use low-energy light bulbs at home? Why do you think low-energy light bulbs are better for the environment? Can you think of any reasons people might not want to switch to low-energy bulbs?

#### Did you know?

If every household replaced just three light bulbs the energy saved would be enough to supply all the street lighting in the UK.

Have a go at the **Challenge 9: Light the way**



### ► Activity 16: The power of the sun. 30 mins

#### What you need

A sunny windowsill (or a reading lamp), three empty CD cases, black paper and white paper.

**Leaders:** If you decide to use a reading lamp for this activity, take care not to put the CD cases too close, or they will melt. You can carry on with other activities whilst the cases are left to warm up.

#### What they do

##### Heat them up

- Cut two pieces of black paper and one piece of white paper to fit inside the front of each CD case.
- Close one black CD case and the white one (leave the other black one open).
- Leave the three CD cases in a sunny place for half an hour (a windowsill is a good place).
- If it is not sunny, you can leave them under a reading lamp instead.
- After half an hour, feel the paper in each CD case.
- Which is the warmest? Why do you think it is the warmest?

Leaders explain: The closed CD case with the black paper should feel the warmest. Black surfaces absorb heat rather than reflecting it and the clear plastic cover acts as a mini greenhouse – preventing the heat from escaping.

#### Let's chat

**Solar energy** means energy from the sun. The sun gives us heat and light, which can be collected (using solar panels) and turned into electricity.

Why do you think solar energy is good? Can you think of any disadvantages of solar power? Do you have any gadgets at home that are powered by the sun (eg calculators are often powered by small solar cells)? You could bring them in to your next meeting for everyone to see.

This activity has been adapted from BERR's cross-curricular teaching resources. For more information please visit [www.berr.gov.uk/energy/sources/renewables/schools/teaching-resources/cross-curricular/page23360.html](http://www.berr.gov.uk/energy/sources/renewables/schools/teaching-resources/cross-curricular/page23360.html)

This activity is a great introduction to **Challenge 10: Go solar**



## Week 5

# Get results and take it further

This week is all about coming together and sharing your results. Leave some time to celebrate – after all, you're Climate Champions now – then have fun doing our suggested activities and check out the "Take it further" section.

### Before you start

Have you been online yet to register for the Be a Climate Champion Challenge? If not, now's the time. We'll supply you with a username and password unique to your unit. At [www.foe.co.uk/girlguidinguk/](http://www.foe.co.uk/girlguidinguk/) you can upload photos, add your Challenge news and, most important, enter your results. **We'll calculate how much CO<sub>2</sub> your unit has saved.** What's more, it'll tell you how other units are doing and how much CO<sub>2</sub> the project has saved so far. Take a few minutes to explore the website before your meeting.

### How to?

Collect the completed electricity challenge sheets from last week (don't forget to give each girl their certificate). You should now have all of the completed challenge sheets from each week. Well done!

Decide whether you will enter the results for the whole unit (**Option 1**, recommended) or nominate a girl from each Patrol to enter their groups' results (**Option 2**, open to Guides only). **Please note** Senior Section members can enter their results individually or as a group.

If you chose **Option 1**, collate the results as follows (you can do this after the meeting).

For each Challenge, add up:

- How many girls attempted the Challenge.
- How many were already meeting the Challenge.
- For those that weren't, what reasons did they tick? For example, you didn't realise it could save money and cut CO<sub>2</sub> = 3 girls ticked
- Make a note of the responses to any research questions (you'll be prompted for these when the time comes to enter the results online).
- How many went on to meet the Challenge for a whole week. Did their family help?
- How many say they will they keep doing this challenge in the future.

Do this for all Challenges that your unit attempted and go to [www.foe.co.uk/girlguidinguk/](http://www.foe.co.uk/girlguidinguk/) to enter the results.

For **Option 2**, each Patrol should collate their results in the same way as described for Option 1 (do this during the meeting). Nominate one girl from each Patrol to enter their group's results online – this could be the Patrol Leader. Make sure you give each nominee the username, password and web address [www.foe.co.uk/girlguidinguk/](http://www.foe.co.uk/girlguidinguk/) where she can enter the results.

### When do the results have to be in?

You can complete this Challenge any time during autumn 2008 or spring 2009 but we need your results by **Friday 1 May 2009** for inclusion in the final research report.

You can still take part in the Be a Climate Champion project until August 2009, but your findings will not contribute to the research report.

Now that's out of the way, have some fun with the activities suggested, or make up some of your own. Why not take some photos of the girls doing the activities to put up on your unit's Climate Champion web page [www.foe.co.uk/girlguidinguk/](http://www.foe.co.uk/girlguidinguk/)? (Don't forget to get consent before you upload any photos).

**Go to activity 17: The Big Ask**

**Go to activity 18: A promising future**



## Week 5 Activities

### ► Activity 17: The Big Ask. Design a campaign logo. 30 mins

**Leaders:** before you start, tell the girls that Friends of the Earth has a campaign called The Big Ask, which is about getting people to ask the Government to do more to tackle climate change. The Girlguiding UK Be a Climate Champion Challenge will help to put pressure on decision makers to take action.

Make sure you don't show the real Big Ask logo to the girls beforehand.

#### What you need

Coloured pens and paper for each group, table and chairs at the front of the meeting space for the 'press conference', computer for showing a PowerPoint presentation (if possible – see [www.girlguiding.org.uk/changingtheworld/p\\_friends\\_of\\_the\\_earth\\_info.html](http://www.girlguiding.org.uk/changingtheworld/p_friends_of_the_earth_info.html)), Big Ask logo on page 28.

#### What they do

##### Get creative

- In groups, decide what the slogan "The Big Ask" could represent. Let everyone give ideas.
- Based on what you decide, design a logo for The Big Ask. The only rule is that you should include the words "The Big Ask" somewhere in the design.
- As a group, present your logo to the rest of the unit at a 'press conference'. The rest of the unit are journalists who have come to hear about this new campaign, so be ready to answer questions about the reasons behind your design.

After each group has had a turn to present **reveal the real Big Ask logo on page 28.**

#### Let's chat

What does a "big ask" mean? Why do you think Friends of the Earth chose the logo it did? Think about what you do when you ask a question in school, or when you know the answer to something. Do you think this logo works? Is it powerful? What does it say to you?

To launch The Big Ask campaign, Friends of the Earth had to go through a similar process to the one you've just gone through.

**Leaders:** if you have access to a laptop, show the short PowerPoint presentation, which includes pictures from the real launch of The Big Ask campaign. If not, read The Big Ask story (below) to the group or ask the girls to check out [www.thebigask.com](http://www.thebigask.com) when they get home.

#### The Big Ask

Three years ago Friends of the Earth launched The Big Ask campaign

– asking the Government to take action on climate change by introducing a strong law to cut the UK's CO<sub>2</sub> emissions. Thousands of people contacted their MPs, by postcard, phone and in person. Pop stars like Razorlight's Johnny Borrell even got in on the act. This incredible show of people-power forced the Government to listen and in 2008 Parliament passed a Climate Change Law.



## Week 5 Activities

### Activity 18: A promising future. Create a pledge planet. 🌙 20 mins

The Be a Climate Champion Challenges asks you to try out lots of different solutions – some easy, some hard. But if you're going to be a Climate Champion in the future too, making a climate pledge will help you.



#### What you need

Blue and green paper or old fabric, scissors and coloured pens.

#### What they do

##### Make a pledge

- ▶ Think of one thing you're going to change in your life to help fight climate change. This is your very own climate pledge. Try to make it different from your friends'.
- ▶ Cut the paper or fabric into lots of different shapes that together will make up the Earth.
- ▶ Write your personal climate pledge onto one of shapes.
- ▶ Use the coloured pens to make it stand out.
- ▶ Create a giant Earth with all the shapes from your unit by sticking them on to a big piece of old fabric or paper.
- ▶ Tell the group about your pledge – you could stand in a circle around the Earth and take it in turns to say your pledge out loud.
- ▶ Display the pledge planet for others to see. Ask permission to hang it in your meeting hall or approach the local library and see if they will display it for you. It may inspire others to make a pledge too.

#### Be inspired

##### Shout about

As part of Friends of the Earth's annual Shout about activity week, thousands of young people across the UK have made climate pledges. Megan from Ipswich now sits on the sofa with a duvet instead of turning the heating up. Girls from Loreto College in St Albans pledged they'd only straighten their hair once a week instead of every day. And Louise from Colchester said that although she's always wanted to fly abroad, because of climate change she might think twice about it now.

Just imagine if everyone in the UK did the same as this lot.

#### Remember

Pledges are a bit like New Year resolutions; we're not always very good at sticking to them. Find yourself a pledge buddy – someone who will remind you about your pledge and check you have been sticking to it (you can do the same for them).



## Week 5

# Get results and take it further

### What now?

The Climate Champion Challenge should have got your unit all fired up about climate change. So what better way to keep active than by shouting about what you've achieved and challenging others to tackle climate change too?

### Take it further

#### Write to your MP

While we should all do our bit to fight climate change, it's crucial that we get powerful people on our side. Your Member of Parliament (MP) represents you and everyone else who lives in your area. If you are concerned about something, you can ask your MP to speak about it in Parliament to urge the Government to help. Did you know that your MP has an obligation to respond to you?

#### Have a go

Set up a real meeting with your MP to tell them how much CO<sub>2</sub> you've managed to save and how the Government could do more to help people be green. Maybe you could challenge your MP to become a Climate Champion too?

We've provided a template letter to help you [www.girlguiding.org.uk/changingtheworld/p\\_friends\\_of\\_the\\_earth\\_info.html](http://www.girlguiding.org.uk/changingtheworld/p_friends_of_the_earth_info.html)

#### Be media savvy

Let your local paper, radio or TV station know how much CO<sub>2</sub> you've saved as a unit and how you've been able to do it. Maybe you could get an interview on the radio. Contact your local PR Advisor to raise the profile of your project.

#### Spread the word

If you're a Guide or a Senior Section member, get in touch with your local Brownie unit and ask them if you can present what you've been doing at their next meeting. Hopefully you'll inspire them to try out some of the easier CO<sub>2</sub>-saving challenges at home.

Make Girlguiding UK greener – go straight to the top, email the Chief Guide at [chiefguidegreen@girlguiding.org.uk](mailto:chiefguidegreen@girlguiding.org.uk) with your suggestions about greening the whole organisation.

#### Did you know ?

In September and October 2006, more than 600 MPs were visited by their constituents for Friends of the Earth's Big Ask campaign for a Climate Change Bill. In November that year a Climate Change Bill was announced in the Queen's Speech. Now that's pester power!

#### Join us at the 2009 Climate Convention

We are looking for four girls to join us at the 2009 Climate Convention in Denmark. The group, accompanied by a Girlguiding UK Leader, will help to launch the research report (generated from this challenge), meet members from Friends of the Earth Europe and take part in a big climate action. For details on how to enter check out [www.foe.co.uk/girlguidinguk/](http://www.foe.co.uk/girlguidinguk/).

**By taking up the Challenge, you've supported change – because your insight into the practical difficulties of being green will help us convince the Government to get to grips with climate change and create a better, greener future for all of us.**

**You have shown that young people can and do influence change.**

**THANK YOU FROM EVERYONE AT FRIENDS OF THE EARTH.**

Week 1

## Activity Sheet

## Test your knowledge

Read out each question then decide which answer is correct.

1 If nobody does anything to cut carbon dioxide (CO<sub>2</sub>) emissions, by how many degrees could the world's average temperature rise by the end of the century?

- a 1°C
- b 2°C
- c 6°C
- d 8°C

2 If temperatures rise by just 2°C how many of all plants and animals could become extinct?

- a None
- b One quarter
- c Almost one third
- d Half

3 If temperatures rise by just 2°C, how much summer sea ice (in the North and South poles) is predicted to melt away?

- a None
- b A little
- c Half of it
- d All of it

4 By 2025 how much of the world's population will be at risk from storms and other weather extremes as a result of climate change?

- a One quarter
- b Half
- c All

5 Back in the year 2000, how many people are thought to have died because of climate change?

- a 100 people
- b 1,000 people
- c 10,000 people
- d 150,000 people

6 How many people in England and Wales are now at risk from flooding every year?

- a 2000
- b 10,000
- c One million
- d 5 million

7 2006 was the hottest year ever recorded in the UK. How many of the UK's 10 hottest years have been since 1989?

- a 2
- b 4
- c 8

8 Since the year 2000, have the UK's CO<sub>2</sub> emissions gone up, gone down or stayed the same?

- a Up
- b Down
- c Same

## Week 1

## Activity Sheet

## How big is your foot?

Play the Big Foot game to learn about your individual carbon footprint. Set up your game of jenga. Answer the questions below (you could take it in turns to answer). Then (depending on your answer) remove the right number of blocks from the stack and place them on top.

## How do you travel?

- A** Mostly by public transport (bus, train, tram) and bicycle **(one block)**  
Well done; cycling saves carbon and taking public transport is better than going by car.
- B** You get lifts in the car everywhere you go **(three blocks)**  
Did you know road transport pumps out about a fifth of UK CO<sub>2</sub> emissions? Leaving the car at home for short journeys will reduce your carbon footprint.

## Switched on?

- A** You only turn on lights when needed **(one block)**  
Using lights only when needed is better for the environment and your carbon footprint..
- B** You leave lights on all over the house all the time **(three blocks)**  
Lights use electricity, so leaving them on when you don't need to wastes energy. Switch off and start saving.

## Energy-saving bulbs

- A** All bulbs in your house are low-energy **(one block)**  
Well done. Low-energy light bulbs still use electricity, but much less than normal light bulbs. They save CO<sub>2</sub> and money off the electricity bill too.
- B** None of the bulbs in your house are low-energy **(three blocks)**  
Did you know if every home replaced three light bulbs the energy saved could light all the street lights in the UK?

## Standby

- A** You always turn things off at the plug **(one block)**  
The average home has up to 12 items on standby, so you're ahead of the game. Well done.
- B** You always leave the TV, DVD player, stereo, computer and games console on standby (with the little light on) when not in use **(three blocks)**  
If everyone switched off at the plug all the time we'd save four million tonnes of CO<sub>2</sub> a year. That's loads

## Boiling the kettle

- A** You only boil as much water as you need in a kettle **(one block)**  
It's a simple solution but loads of people forget, so well done.
- B** You always fill a kettle to the top, even if you don't need to **(three blocks)**  
If everyone boiled only the water they needed instead of "filling" the kettle every time, we could save enough electricity in a year to power nearly 300,000 homes.

## Insulation

- A** Your house has loft insulation, pipe insulation and draught excluders **(one block)**  
Excellent – this stops heat escaping and means you are not wasting energy.
- B** Your house has no insulation **(three blocks)**  
By installing draught proofing, you could save 140 kg of CO<sub>2</sub> a year (and £20 off bills). Loft insulation stops heat escaping, saving loads of carbon and loads of money.

## Double glazing

- A** All of the windows in your house are double glazed **(one block)**  
Congratulations – you're saving about three quarters of a tonne of CO<sub>2</sub> every year.
- B** You don't think any of the windows in your house are double glazed **(three blocks)**  
Putting in double glazing can cut heat loss (through windows) by half and save up to £100 on heating bills every year. That's massive.

## Spreading the word

- A** I talk to my friends and family about climate change all the time; I've even written to my MP about it **(no block)**  
Telling others and encouraging them to take action can make a huge difference; you really are a Climate Champion.
- B** I never mention climate change to anyone **(three blocks)**  
When you've completed our Climate Champion Challenge, you'll be armed with all the facts you need to persuade others to take action – so **GO FOR IT**.

## Week 2

## Activity Sheet

## Act it out

OK, you're all fired up about cutting that big old carbon footprint of yours. What could possibly stand in your way? Well, at first, other people might not see it how you do. So how are you going to convince them to swap their blinkers for green-tinted shades? Here's your chance to practice your powers of persuasion and build your confidence.

Read the scenarios, and then act them out with your friends. Switch roles so that you each get a chance to be the persuader. You don't have to follow our script – try making up some of your own.

## See the light

**Dad:** It's all well and good turning the heating down, but why should I have to fork out for fancy light bulbs?

**You:** **They're cheaper than you think, Dad.**

**Dad:** Can't we wait 'til the bulbs we've got go pop?

**You:** **You could... but if you replace them all now you'll start saving energy straight away – and money too.**

**Dad:** It can't make that much of a difference.

**You:** **Up to £60 per bulb. If everyone changed three we could save enough energy to power all the street lighting in the UK for a whole year.**

**Dad:** Blimey.

**You:** **And they last up to 10 times as long as normal ones. Just think this might be the last time you have to get up a ladder to change a light bulb...**

**Dad:** Don't be cheeky. I'm not that old.

**You:** **So?**

**Dad:** Alright then. Let's add them to this week's shopping list.

## Money to burn

**Mum:** What are you doing on the floor? Have you lost something?

**You:** **I'm checking for draughts.**

**Mum:** Mmm, it's always been nippy in this room. That's why the heating's on all the time. You'd think we had money to burn...

**You:** **20 quid.**

**Mum:** What? But you've had your allowance this month.

**You:** **Noooo, Mum! The money you're burning by not blocking up your draughts. £20 every year.**

**Mum:** Well I never.

**You:** **If we shove some scrunched-up newspaper in this gap, we could block it up.**

**Mum:** Better still, let's go down the hardware shop – see if we can get anything proper to fix it. May as well do the whole house...

## What friends are for

**You:** **Let's cycle to school on Monday, yeah?**

**Friend:** But we always get a lift.

**You:** **I'm trying to cut my carbon footprint, so I'm cycling now.**

**Friend:** It's too far.

**You:** **It's only a mile away. And we'll probably get there quicker than we would sitting in a traffic jam. In your mum's old banger. With Bruce Springsteen blaring on the stereo.**

**Friend:** Mmmm, it is a bit embarrassing.

**You:** **Yeah, getting dropped off is for little kids.**

**Friend:** Maybe we could stop at the shop on the way to get some sweets for break?

**You:** **Cool. Call for you at half eight?**

Week 5

**Activity Sheet****The Big Ask**

In groups, design a logo for The Big Ask. The only rule is that you should include the words "The Big Ask" somewhere in the design. After each group has presented their idea, look at the real Big Ask logo below.



# THE BIG ASK

**WWW.THEBIGASK.COM**