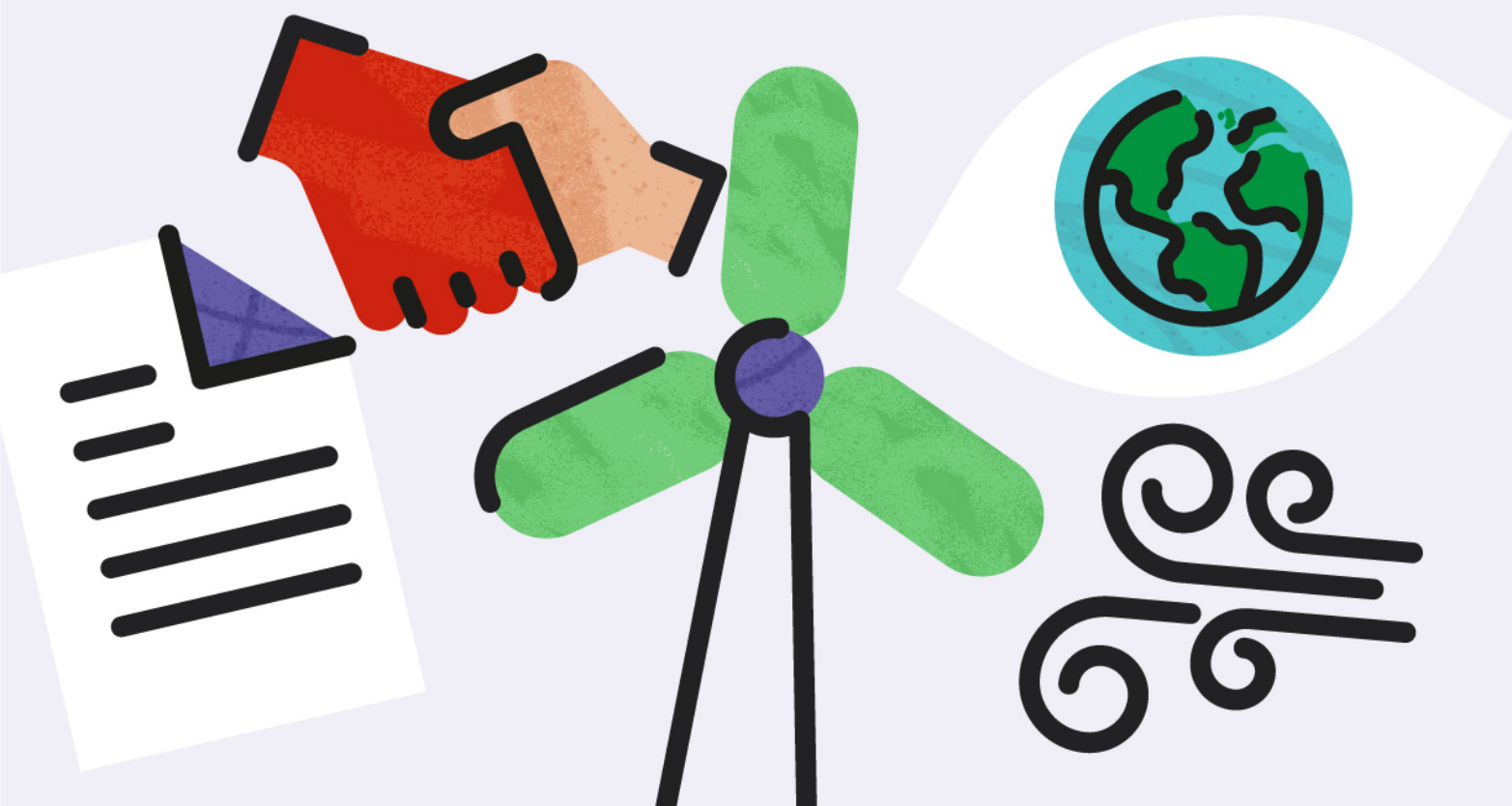


Chapter 1:

What is climate policy and decision making?

Why action for climate empowerment is needed



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

Plan International & Unbounded Associates

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



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

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

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

The Paris Agreement has three main goals:

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

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

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



Five things you should know about climate change

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

01



The earth is warming and causing climate change.

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

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

02



It's because of human activity.

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

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

03



We are sure that this is happening.

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

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

04



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

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

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

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

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

05



We can fix it if we act now.

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

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

Adapted from Professor Kimberly Nicholas'
"Climate Science 101: Five things everyone
needs to know"

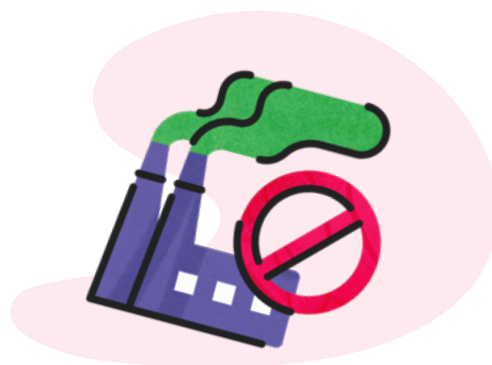


Box 1. What does it mean to use *mitigation* and *adaptation* to address climate change?

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

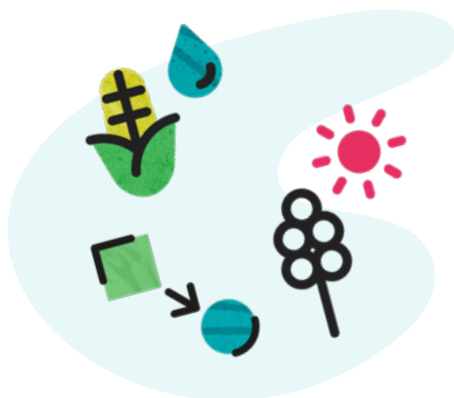
In terms of climate change, mitigation refers to actions that help reduce the negative effects of climate change. This includes stopping activities that contribute most to climate change by releasing greenhouse gases into the air, like cutting down forests, burning coal in factories, or burning oil for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

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



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

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





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

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

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

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

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



Activity 1.1



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

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

What is empowerment?

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

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

What does empowerment mean or look like to you?



**Activity 1.1****What is climate empowerment?**

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

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

Write your own example of climate empowerment:



**Activity 1.1****What does action for climate empowerment look like?**

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

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

Write your own example of action for climate empowerment:



Activity 1.2

Can you match each ACE component with its definition?



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

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

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



Activity Reflection



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



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

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

Activity 1.3

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



Inequality

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





Fairness:

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



Equity:

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

Justice:

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





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

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

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

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

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

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

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

YOUR GENDER

How you are viewed in society, your class, caste, language

The resources and opportunities you do/do not have access to

The rules of society and systems you live in

Your age, ethnicity, abilities and/or disabilities

Your family and community

Your education and your parents' education

YOUR INTERSECTIONALITY BACKPACK



Box 2. How is gender related to climate change?

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

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

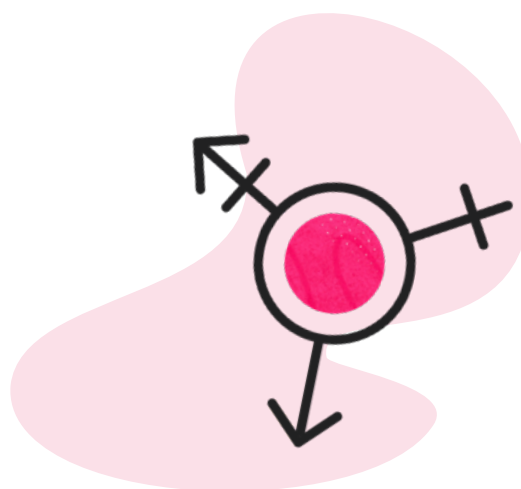
Heavy rainfall in Vietnam ruins a family's crops for the season. They have some food saved, but it's not enough for the whole household. So, they take their oldest daughter out of school and send her away to be married to have one less person to feed.

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

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

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

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





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

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

Activity 1.4



Can you break down these actions for climate empowerment?

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

Education

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

How could this action contribute to climate change mitigation?

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

How could this action contribute to climate change adaptation?

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

Who could benefit from the action?

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

Who could be left out or harmed by the action?

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

**Activity 1.4**

Education



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

How could this action contribute to climate change mitigation?

Your answer:

How could this action contribute to climate change adaptation?

Your answer:

Who could benefit from the action?

Your answer:

Who could be left out or harmed by the action?

Your answer:





Activity 1.4

Training



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

How could this action contribute to climate change mitigation?

Your answer:

How could this action contribute to climate change adaptation?

Your answer:

Who could benefit from the action?

Your answer:

Who could be left out or harmed by the action?

Your answer:



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

How could this action contribute to climate change mitigation?

Your answer:

How could this action contribute to climate change adaptation?

Your answer:

Who could benefit from the action?

Your answer:

Who could be left out or harmed by the action?

Your answer:



**Activity 1.4**

Public Awareness



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

How could this action contribute to climate change mitigation?

Your answer:

How could this action contribute to climate change adaptation?

Your answer:

Who could benefit from the action?

Your answer:

Who could be left out or harmed by the action?

Your answer:



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

How could this action contribute to climate change mitigation?

Your answer:

How could this action contribute to climate change adaptation?

Your answer:

Who could benefit from the action?

Your answer:

Who could be left out or harmed by the action?

Your answer:





Activity 1.4

Public Participation



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

How could this action contribute to climate change mitigation?

Your answer:

How could this action contribute to climate change adaptation?

Your answer:

Who could benefit from the action?

Your answer:

Who could be left out or harmed by the action?

Your answer:



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

How could this action contribute to climate change mitigation?

Your answer:

How could this action contribute to climate change adaptation?

Your answer:

Who could benefit from the action?

Your answer:

Who could be left out or harmed by the action?

Your answer:





Activity 1.4

Public Access to Information



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

How could this action contribute to climate change mitigation?

Your answer:

How could this action contribute to climate change adaptation?

Your answer:

Who could benefit from the action?

Your answer:

Who could be left out or harmed by the action?

Your answer:



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

How could this action contribute to climate change mitigation?

Your answer:

How could this action contribute to climate change adaptation?

Your answer:

Who could benefit from the action?

Your answer:

Who could be left out or harmed by the action?

Your answer:





Activity 1.4

International Cooperation



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

How could this action contribute to climate change mitigation?

Your answer:

How could this action contribute to climate change adaptation?

Your answer:

Who could benefit from the action?

Your answer:

Who could be left out or harmed by the action?

Your answer:



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

How could this action contribute to climate change mitigation?

Your answer:

How could this action contribute to climate change adaptation?

Your answer:

Who could benefit from the action?

Your answer:

Who could be left out or harmed by the action?

Your answer:





Activity Reflection



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

Going from a global problem to local solutions



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

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

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

Box 3. What is *climate justice*?

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

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

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

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

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

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

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

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

Activity 1.5



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

Part 1: The Problem Tree

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

Step 1:

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

Example Core Problem:

- Consistent heatwaves in your community

Step 2:

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

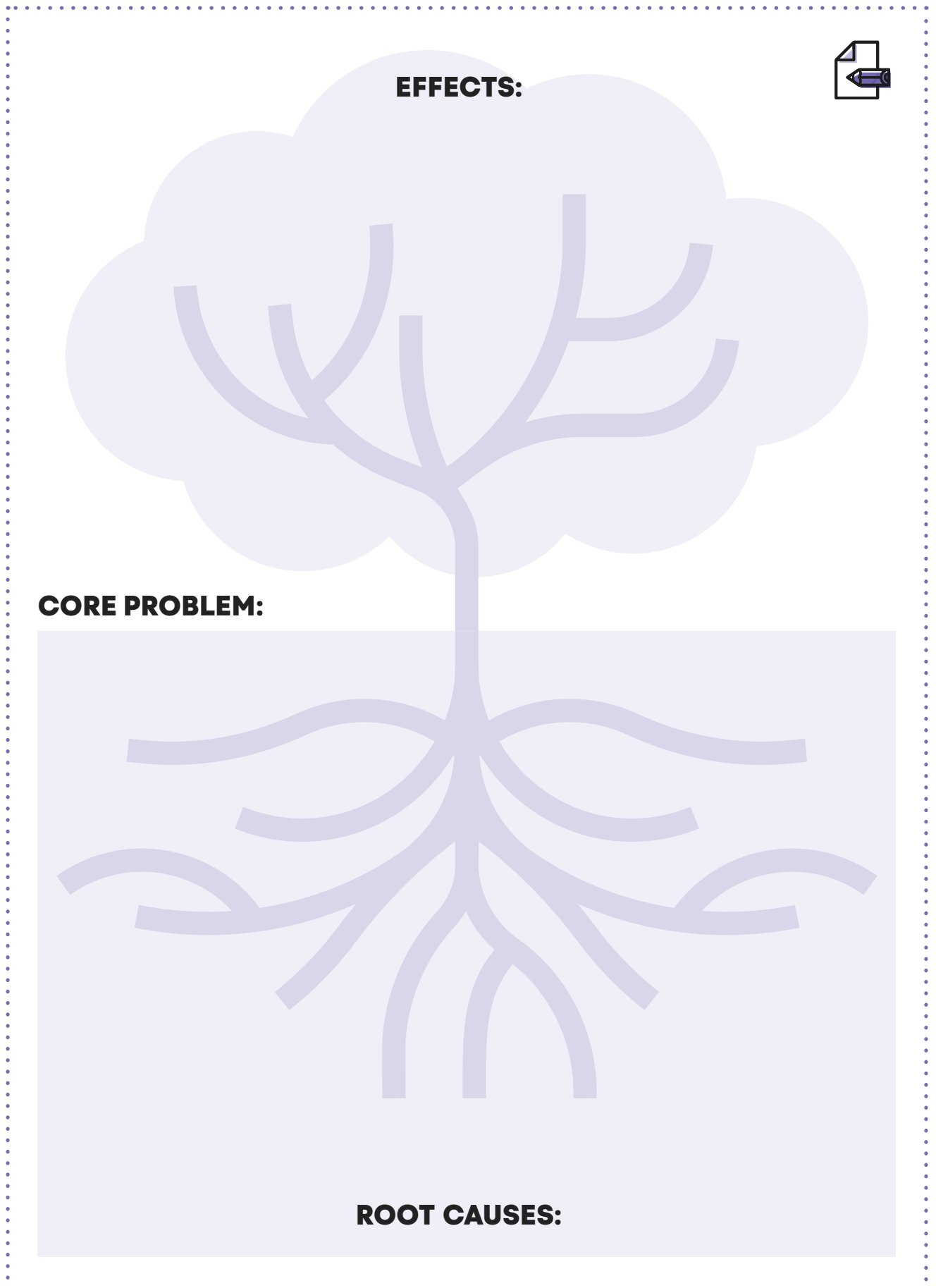
Example Root Causes:

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

Example Effects:

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

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



Part 2:

Moving from Problems to Solutions



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

Step 1:

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

Example Core Cause:
less trees in the forest

Step 2:

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

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

Example ACE component:
Public awareness

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

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

Step 3:

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

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

The Solution Tree



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

Step 1:

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

Example Root Inputs:

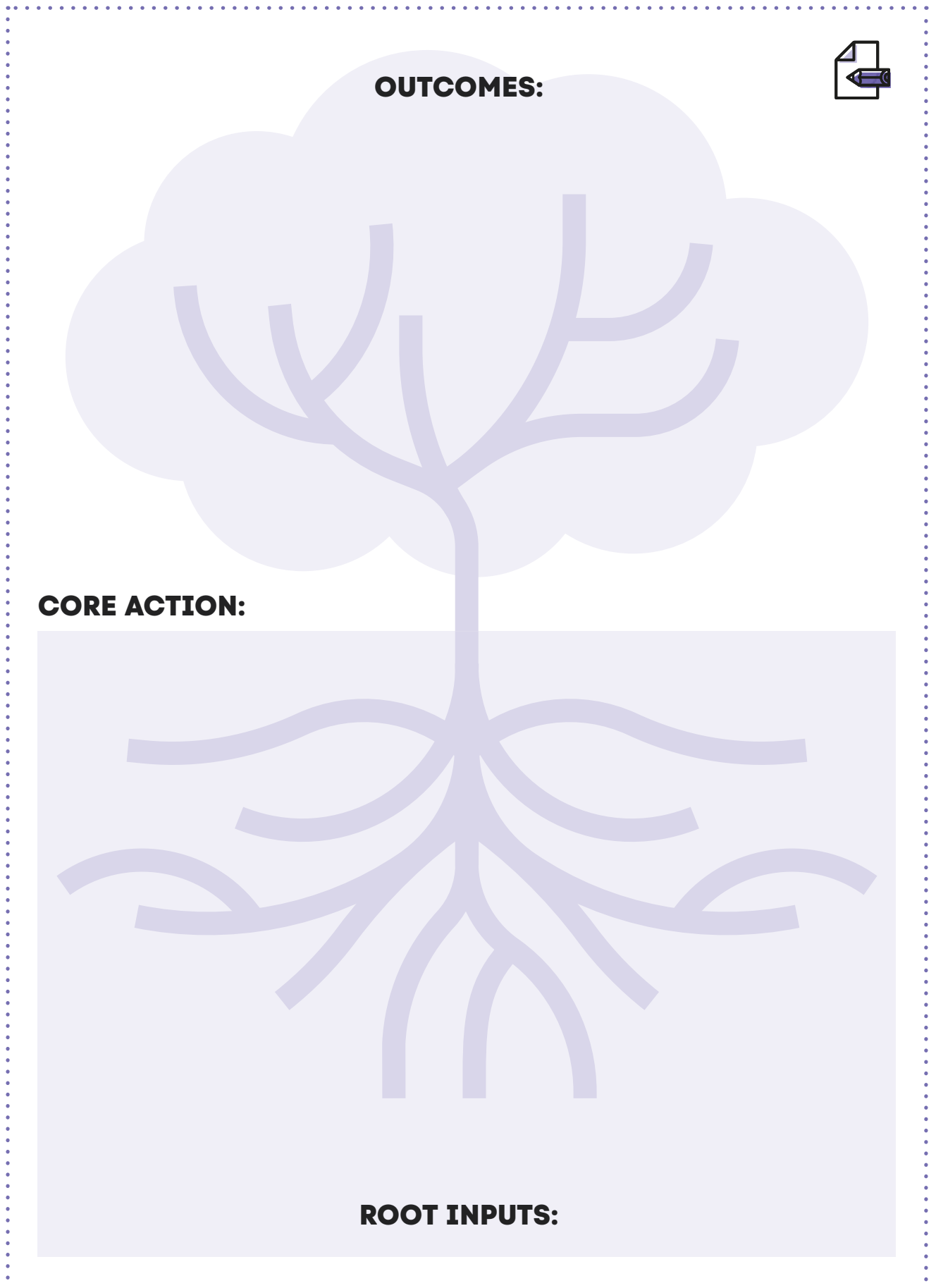
- paper, markers, glue, and other supplies for making the posters
- help from teachers, local experts, or the internet to look up accurate information about heatwaves and their causes to put on the posters
- help from friends and family to make more posters and put them up
- public spaces where you're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

Step 2:

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

Example Outcomes:

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



Chapter 1 Reflection



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

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