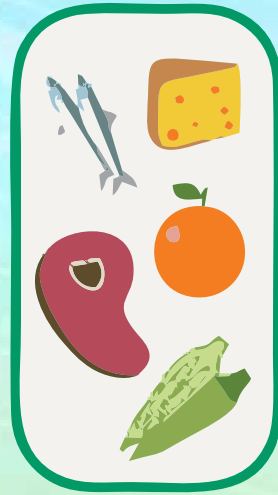




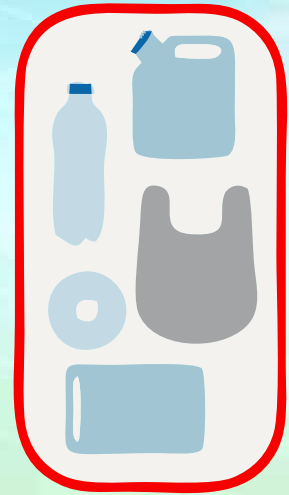
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# Climate Action Leadership Activity Book



# Climate Action Leadership Activity Book



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Produced by: Gender and Child Cell, NDMA

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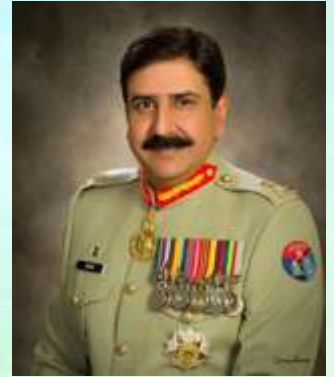
# Climate Action Leadership Activity Book

Gender and Child Cell (GCC)  
National Disaster Management Authority



# Chairman's Message

Climate Change is a global concern, but developing countries like Pakistan are among the worst affected by its impact. German Watch has ranked Pakistan on the 7th position in the countries most affected in the Long Term Climate Risk Index (CRI). It is a well-known fact that children are especially vulnerable to the impacts of disasters and climate change, due to lack of effective coping mechanisms. An alarming 19,000 children died during the devastating 2005 earthquake in Pakistan and nearly 8.6 million children were affected during the floods of 2010.



The understanding that children and young people can evolve from vulnerable individuals to empowered citizens lies at the heart of child-inclusive climate change adaptation (CCA) initiatives by GCC- NDMA. Hence, the development of this interactive CCA Toolkit with a focus on key priority areas of solid waste reduction, water management, energy efficiency and natural resource management is immensely significant. The purpose of this Toolkit is to foster the adaptive capacity of children, by giving them simple guidelines to play their roles as effective agents of change within their communities.

The dissemination of this Toolkit in schools will help in empowering children, by raising awareness regarding the disastrous effects of climate change and their role in guarding their future. It is our responsibility to leave a better world to our children than the world we inherited.

Lt. Gen. Omar Mahmood Hayat HI (M)  
Chairman, NDMA



# Acknowledgements

Children's Booklet on Climate Change, FAQs and Activity Book is an illustrative Toolkit, developed by Gender & Child Cell (GCC), NDMA, with a vision to strengthen the capacity of children, mainstreaming Climate Change Adaptation and Disaster Risk Reduction through interactive tools.

In this regard, GCC-NDMA would like to express sincere gratitude to Chairman NDMA, Lt. Gen. Omar Mahmood Hayat, HI (M) for his visionary support and guidance in the formulation of this Toolkit.

A profound appreciation to Ms Raheela Saad, Member A&F, for her continuous support, sincere dedication and sound professional commitment at each stage, that contributed in this endeavor.

We are especially grateful for the overall guidance & concerted technical input of Ms. Tania Humayun, Advisor/Programme Manager-Gender & Child Cell (GCC), whose active participation, expertise and tireless efforts led to the successful completion of the Toolkit.

The NDMA further recognizes the invaluable contribution and dedicated efforts of Ms. Maryam Taj Din, Assistant Director-GCC and Ms. Amina Agha, Programme Officer-GCC for their significant contributions in the research and review of this document, and Mr. Muhammad Arif, Admin/Finance Officer, for providing assistance in undertaking this initiative.

We would also like to acknowledge the technical support provided by LEAD Pakistan's team consisted of Basharat Ahmed Saeed, Hina Lotia, Abbas Mushtaq, Sofia Ahmad and Rabia Arif. Special thanks to the illustrator, Mr. Numair Fuad Abbas and the translator, Ms. Ayesha Attique for their work on the project.

In the end, we would like to extend our heartiest gratitude to Ms Masooma Qazilbash, Programme Specialist (DRR)-UNICEF, who rendered her full support for this project; and UNICEF Pakistan, for overall financial support and cooperation to the GCC-NDMA, for all our initiatives.





# A Note for Teachers

Grooming the future professionals, leaders, and citizens of Pakistan is a great responsibility and a noble pursuit. We salute you for your decision to be a source of learning and inspiration for the children of Pakistan. One field that our children are currently not too familiar with is climate change. It has not been mainstreamed into our curriculums and conversations on the topic are not very common in households or public spaces. This is despite its critical importance to Pakistan's survival and prosperity and the fact that it threatens to adversely affect the future our children will inherit. Thus, yet another responsibility falls on the teachers of this country, i.e. to impart knowledge and practical advice on climate change to our children.

This Activity Book is aimed at helping you teach children about the role they can play in the fight against climate change. As such, it is meant to encourage children to undertake activities – both physical and intellectual – that help them retain some key concepts and also demonstrate environmentally friendly and climate-smart approaches to everyday activities. The activities are addressed directly to children and the instructions are meant to make it easy for them to perform.

But children look up to their teachers for guidance, security, and inspiration. Please go through this activity book and identify where you can play a hands-on role to ensure safe and proper use of materials, and where some mere encouragement and oversight will be enough. At various places you will find the following icon.

This is meant to indicate that teacher participation, supervision, and assistance is required. Of course no one knows your students better than you, and we hope that by the time your class is done with this activity book, and the accompanying Climate Change Booklet and Frequently Asked Questions Pamphlet, no one in your school will understand climate change better than them!





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# Activities

Welcome to your Climate Change Adaptation Activity Book!  
There are plenty of activities for you to enjoy and learn what you can do to help Planet Earth. But first, write down your ideal future. Think about things like your school, your home and the things you do for fun, like playing in the park with your friends.



Would you be able to do these things if there were no trees, water or animals on Planet Earth?





Now that you know what you want for the future, can you tell us which world you would rather live in?



OR







OR



If the future you want is the bottom one, read on to find out how you can become a Climate Action Leader and help that future a reality!

# UNIT 1: SOLID WASTE REDUCTION

## Activity 1: Join the Anti-Litter Squad and Become a Climate-Friendly Composter!

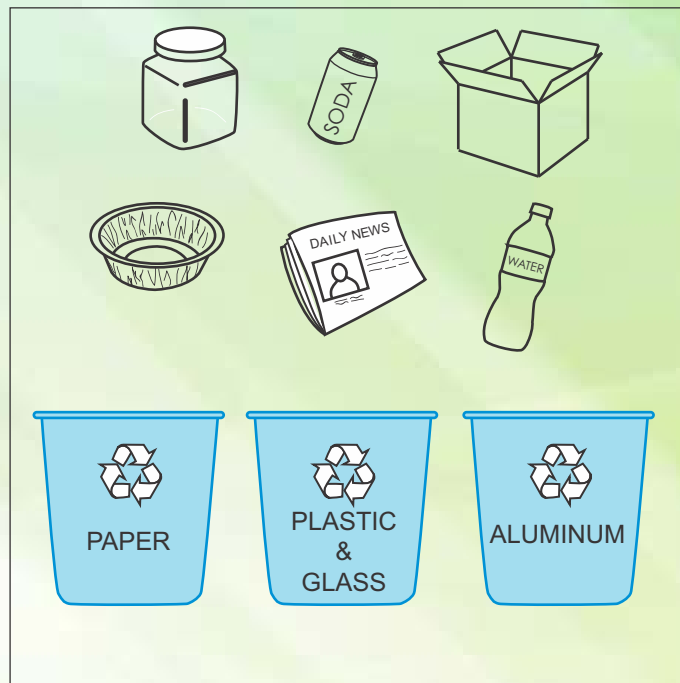
Some of the things we throw away can be recycled or reused. This means they can be used again. We can recycle paper, plastic and glass.



But each of them are recycled or reused in different ways.

The first step towards recycling is separating paper, plastic, and glass and keeping them in different places. We'll learn about sorting later, but first let's separate.

Draw lines to match the objects with the correct recycling bin.





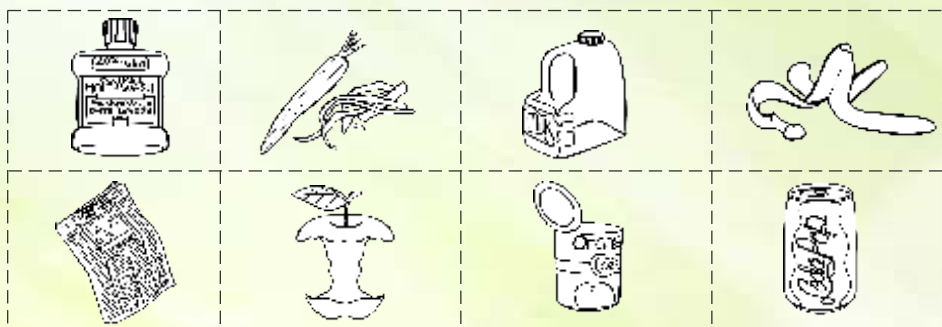
***(Space left empty for cut-out on previous page)***

Did you know that rotten and decaying organic materials, such as foods, can be used to make fertiliser for growing plants? This is called composting. Some of the food we throw away at home can be used for composting. But just like recycling on the previous page, we first need to separate. In this case organic material needs to be separated from other waste materials such as plastics, paper, chemicals, glass, etc.



Sort the recycling from the compost – cut out the items and paste them in each category. This will help you in learning how to make your own compost!



Recycle 	Compost 




## Activity 2: How Recycling Helps the Environment

Learn more about how to recycle by unscrambling the words and filling in the blanks!


Unscramble the words and fill in the blanks to learn how you can recycle everyday items to help the earth and animals

In the morning, before I go to school, I have a glass of milk poured from a R N A C T O \_\_\_\_\_ made from paper. Then, I take my lunch with me in a N B L C H X U O \_\_\_\_\_ made from plastic. My parents often pack fruit like apples and bananas.  Sometimes, I also buy something delicious from the canteen. At the canteen, I use paper P E T A S L \_\_\_\_\_ and plastic Y R C U T E L \_\_\_\_\_ to enjoy my food. I also drink soda from a T A L M E \_\_\_\_\_ can. 

These products can be C R E E C D C L Y \_\_\_\_\_, which means they can either be reused, or they can be turned into S A B R E U L E \_\_\_\_\_ material. All I need to do is remember what can be thrown away and what can be used again. I should also know which I N B \_\_\_\_\_ to use. For example, apple S C R O E \_\_\_\_\_ and banana P S L E E \_\_\_\_\_ can be turned into S T O M P C O \_\_\_\_\_ to help plants grow, so knowing the correct way to dispose of these items will reduce the amount of T R T I L E \_\_\_\_\_ on the planet. 



By recycling, I am also reducing the need to make new products made from paper, plastic and metal. This helps the earth because it means there is less need to use its precious natural resources, which include T S E R E \_\_\_\_\_ and L S R I M E N A \_\_\_\_\_. Trees are important because they provide a home for many different kinds of animals including Y S K M E N O \_\_\_\_\_ and S R I B D \_\_\_\_\_. They also help to

absorb R N S E U G O R E H E \_\_\_\_\_ gases which cause climate change. 

Answers:  
 1. CARTON 2. LUNCHBOX 3. PLATES 4. CUTLERY 5. METAL  
 6. RECYCLED 7. REUSABLE 8. BIN 9. CORES 10. PEELS 11.  
 COMPOST 12. LITTER 13. LITTER 14. TREES 15. MINERALS 16.  
 MONKEYS 17. BIRDS 18. GREENHOUSE



## Activity 4: The Colours of Recycling

Use this poster to create 4 different recycling bins for your class. Ask your teacher to help you with this. Use the colours to help you remember how to sort your recyclables. You can wrap existing garbage bins with coloured crepe paper or chart paper or convert old boxes into garbage bins. Ask your teacher to help you procure the materials required!

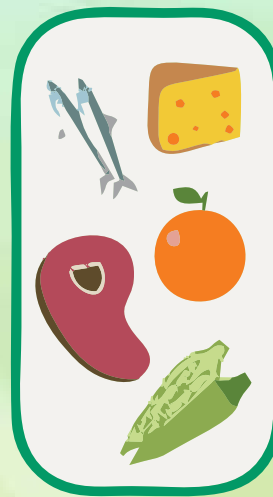
Then ask your teacher to make a chart for your class to keep track of how full each bin gets every day. Track it as quarter, half, or full.



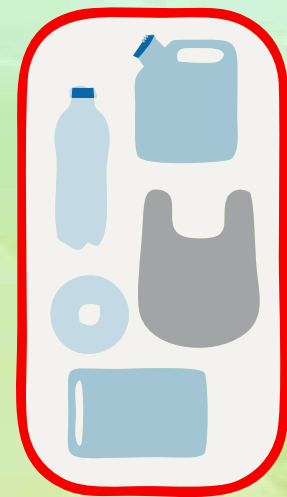
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# DO IT YOURSELF

## Fashionable and Eco-Friendly: Turn Your Old Kameez into a Bag!

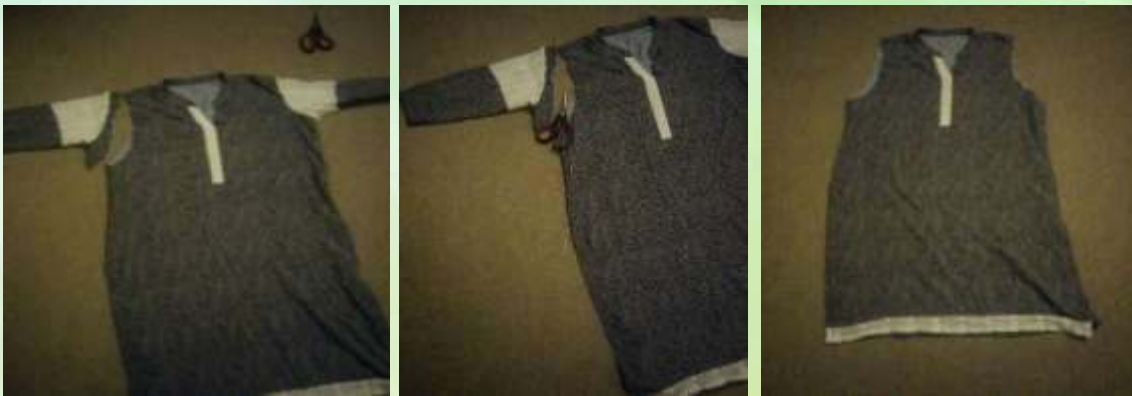
Read on to find out how you can help reduce solid waste in a fun and creative way.

### Supplies:

- An old kameez (use one of your own or ask a parent or sibling for one)
- A ruler
- A large, deep bowl
- A pair of scissors

### Instructions:

1. Lay the kameez on the floor and cut out the sleeves.
2. Cut out the neckline – use the bowl to help you get a nice, round shape and measure how deep your bag will be



3. Find the side seams of the kameez and cut out the bottom, where the seams open to form splits.



Continues on next page...



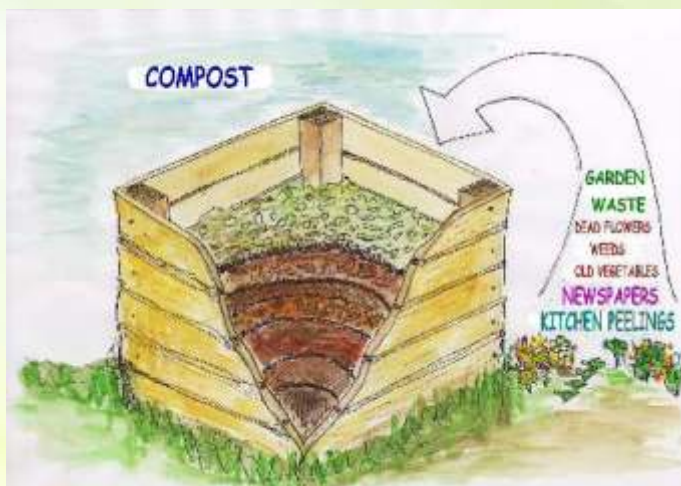
4. Use your ruler to measure a strip of cloth from the piece you cut out.
5. Turn the top part of your kameez upside down and inside out, gather it from the bottom and tie the strip around it tightly – do it twice to make the bag extra sturdy
6. Turn the bag back the right away, and voila! Now you have an eco-friendly and fashionable alternative to plastic bags!



## Turn Your Rubbish into a Compost Pile



You can also make your own compost pile at school! You will need a good mix of 'green' and 'brown' ingredients. If you're unsure of what can be composted, use the illustration below to guide you. To get started follow instructions on the next page. If you have any questions, ask your teacher or do some research on the Internet. Happy composting!



## What You Need:

- Soil
- A shovel
- A large crate, or, alternatively, an open area at least 3 feet x 3 feet in size
- Green (garden weeds, old vegetables and discarded vegetable skins like apple cored, orange rings and banana peels) and Brown (dead or decaying flowers, fallen leaves, old newspapers, eggshells and teabags.)

## Instructions:

1. Start by spreading a layer of the 'browns' several inches thick.
2. Add a layer of the 'greens' on top.
3. Add a thin layer of soil and another layer of 'browns' on top of the soil.
4. Repeat until the pile is 3 feet high – try to make the pile three parts brown to one part green
5. Every couple of weeks, use a shovel to turn the pile, moving the stuff at the centre to the outer side and vice versa. Keep the pile moist, but not soggy. When you first turn the pile, you may see steam rising from it. Keep going every couple of weeks until you have enough compost to use as fertiliser for the plants in your school's garden. Don't be surprised if you see a worm or two in the pile – this is a good sign!

# UNIT 2: ENERGY EFFICIENCY

## Activity 1: Energy Audit

Be an energy auditor and write down what you can do to reduce your energy use.

Devices	Items	Result	Actions Taken to Save Energy
Lights	How many lights are there in your house?		
	How many lights are left on when not in use (when you are not home, at night, etc.)?		
	How many lightbulbs could be replaced with energy-efficient lightbulbs?		
	Where in your house can you use natural light?		
Cooking	What electrical appliances do you use for food processing?		
	Which ones can be replaced with energy-efficient alternatives?		
Refrigerator	What temperature is the fridge set at?		
	Can the temperature be adjusted to save power?		
Air Conditioner/Heater	How many air conditioners/heaters are there in your house?		
	How many hours a day do you have it/them on?		
	Do you ever leave any air conditioners/heaters turned on when not in use?		
	What temperature do you leave the air conditioner/heater on?		
	Can you adjust it so it takes less power?		
Fan	How many fans are there in your house?		

	Are there any fans turned on when not in use?		
	Where can fans be used instead of air conditioners?		
	Where can you use natural ventilation instead of fans?		
Others	What other electrical devices do you have in your house?		
	Which devices are turned on when not in use?		
	Which devices can be used less often or changes to reduce electricity consumption?		
	Are these devices checked regularly to ensure there is no leakage?		
	Are they cleaned regularly?		

## Activity 2: Calculate Your Carbon Footprint

Take the following quiz to help you calculate your carbon footprint. Circle your answers and add up the points. Always tread softly on Planet Earth, and remember, the less points you have, the better!



1. When it is hot, you cool your room by:
    - a. Air conditioner (3)
    - b. Fan (2)
    - c. Natural ventilation (0)
  2. When you are not using the electrical devices at home (TV, fans and computer):
    - a. You usually leave them running (3)
    - b. Sometimes you turn them off
    - c. You leave them in stand-by mode (1)
    - d. You always turn them off and unplug them (0)
  3. Do you have energy saving devices or use solar energy? You:
    - a. Do not have any energy saving devices in your house (3)
    - b. There are some energy saving devices in your house (1)
    - c. All or most of the devices in your house are energy saving (0)
  4. For transport, you usually:
    - a. Travel alone using a family/private car (10)
    - b. Carpool with friends using a taxi, family/private car or van (5)
    - c. Take a Bus (1)
    - d. Bicycle or walk (0)
  5. Your diet consists of:
    - a. A lot of meat and not many vegetables (10)
    - b. Both meat and vegetables (5)
    - c. A lot of vegetables and sometimes vegetarian food (1)
    - d. Mostly vegetarian food (0)
  6. You reuse old stuff or recycle:
    - a. Never (3)
    - b. Sometimes (2)
    - c. Frequently (0)
- Total Score:



# DO IT YOURSELF



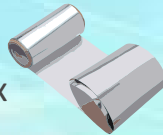
## Make a Solar Oven

Enjoy sun-cooked snacks like nachos by making a solar oven out of a pizza box!

### Supplies:



Pizza box



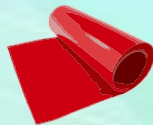
Aluminum Foil



Pencil



Tape



Sheet of plastic (e.g. a book protector)

## Instructions:

1. Cut 3/4 of a square out of the lid of the pizza box. Make it big as this is your solar panel, but leave one side attached to the pizza box. Tape a piece of foil to cover the underside of the square.
2. Open the box and tape your sheet of plastic to the underside of the lid, so it is covered. The plastic sheet traps heat inside the pizza box so make sure there are no gaps between the inside of the lid and the plastic sheet.
3. Line the inside of the box including the sides with aluminum foil, except for the lid.
4. Use a piece of wire wedged into the little holes in the sides of the box or a pencil to prop open the lid.
5. Make sure you are cooking in an open, sunny area so that your food can cook properly. Remember, you can only use the oven on bright and sunny days, and never at night. That means no late-night snacking!



# UNIT 3: NATURAL RESOURCE & WATER MANAGEMENT

## Activity 1: Draw what you can do to protect natural resources!

Take some chart paper from your teacher or use a copy to draw the ways in which you can help protect the land, the air, the water and different species of animals. Here is an example:

*(Note: These will be replaced by pictures we have taken after doing this activity ourselves)*

### What role can you play in protecting our earth?










## Activity 2: Save or Waste?

Decide whether each activity is wasting or helping to conserve water.

### Save or Waste?

Circle *Save* or *Waste* for each picture.

 <p><b>SAVE or WASTE</b></p>	 <p><b>SAVE or WASTE</b></p>
Pouring a full glass of water down the sink	Pouring extra water on a plant
 <p><b>SAVE or WASTE</b></p>	 <p><b>SAVE or WASTE</b></p>
Filling a bathtub to the top	Taking a short shower
 <p><b>SAVE or WASTE</b></p>	 <p><b>SAVE or WASTE</b></p>
Brushing teeth with water off	Brushing teeth with water on



## Activity 3: Delicious Waterful Foods



Do you know how much water is needed to make the delicious foods you eat? Read the chart on next page to find out. The numbers may surprise you! It takes a lot of water to grow or produce the food we eat. All plants and animals need water. Plants and crops may get their water from the clouds in the form of rain. Other water may come from irrigation systems, hoses and water troughs. Water is also used to prepare foods for market.



<b>Water Needed to Produce a Single Serving for 1 Person</b>	
Name of Food	Amount of Water
Milk	246 litres
French Fries	23 litres
Watermelon	378 litres
Chicken	1, 544 litres
Beef Burger	4, 921 litres
Wheat Bread	56 litres
Tomatoes	11 litres
Rice	136 litres

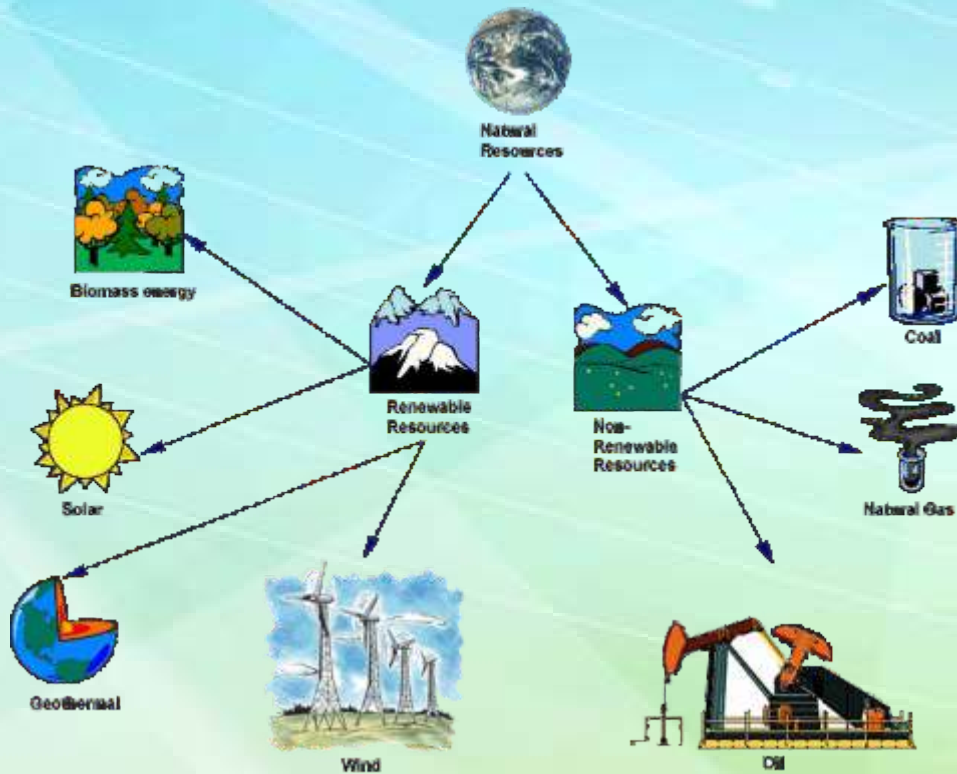
Fill in the chart below to see how much water is needed to produce these foods for 2, 3, and 5 people. Then fill in the same information for your family.

<b>Water Needed for 8 Common Foods</b>				
Name of Food	Family Size			
	2 People	3 People	5 People	Your Family
Milk				
French Fries				
Watermelon				
Chicken				
Hamburger				
Wheat Bread				
Tomatoes				
Rice				

Extra Credit: To find out more about the water footprint of a range of food items and products, you can visit the products gallery and personal water footprint calculator at the Water Footprint Network website. Just visit <http://waterfootprint.org/en/> and follow the links. It is an excellent resource for Water Warriors!

*(Space left intentionally blank for cut out)*

# Activity 4: Renewable & Nonrenewable Natural Resources



Follow the instructions below for a fun and simple exercise that will help you remember which natural resources are renewable and which are nonrenewable.

Cut out the pictures below and sort them into the two categories in the table given on the next page. Renewable and Nonrenewable Resources

 Trees	 Gas	 Water	 Fish
 Vegetables	 Coal	 Natural Gas	 Wind
 Oil	 Soil	 Sunlight	 Cow

Renewable	Non-Renewable

## Activity 5: My Water Footprint

Write your name and track daily water usage at your home for 5 days – the same as the school week. At the end of the week, write down the total for each activity. Multiply this number by the average amount of water used for the activity to get the total amount. Remember, water is the source of all life!

Note: The first one is filled out as an example

Name: \_\_\_\_\_

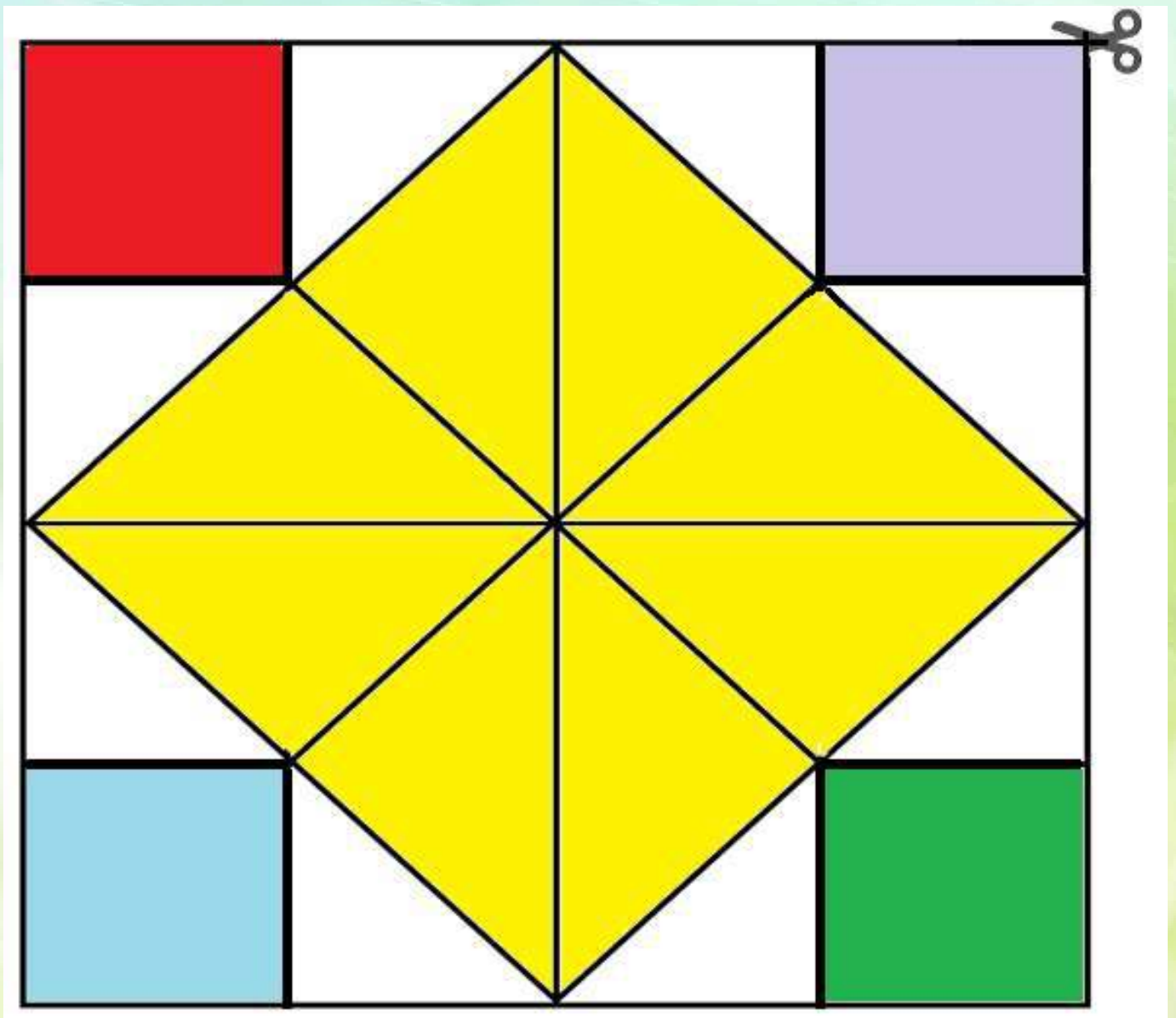
### How Much Water Does My Family Use Every

Day?

Activity	Day 1	Day 2	Day 3	Day 4	Day 5	Total Times	Average amount of water used for this activity (in litres)	Total amount of water used per activity after 5 days (litres)
<i>Washing clothes in a washing machine</i>	1	0	1	1	0	3	151	$3 \times 151 = 453$
Washing clothes in a washing machine							151	
Flushing toilet							11 per flush	
Taking a 5-minute shower							38	
Brushing teeth (tap running)							7.5 per minute	
Brushing teeth (tap off)							0.95	
Washing hands							1.9	
Follow-up: Don't forget to add your total water use with your classmates' to get your collective water footprint							Total water used per week =	

## Activity 6: Natural Resource & Water Management Fortune Teller

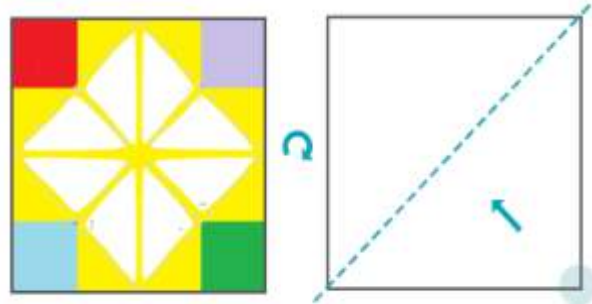
Cut out the template and draw the four categories of natural resources – Land, Air, Water and Animals – on each corner. Next, follow the instructions on the next page. Have fun and be inspired!



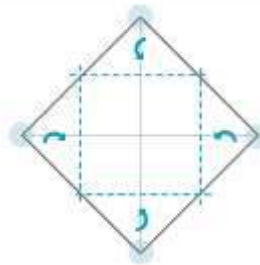
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# Instructions

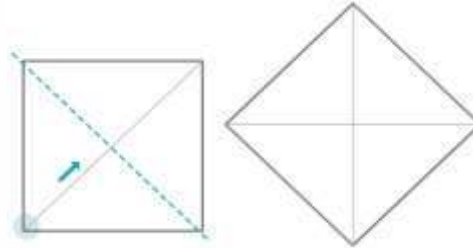
1. Start with the template face up, then turn it over to show the blank side. Fold it in half diagonally, crease and unfold



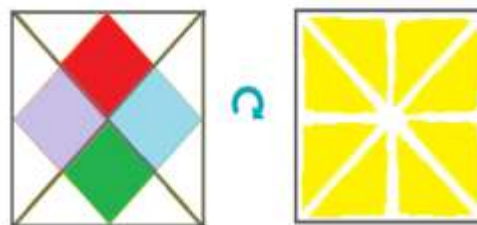
2. Now fold the other corner over, crease it and unfold



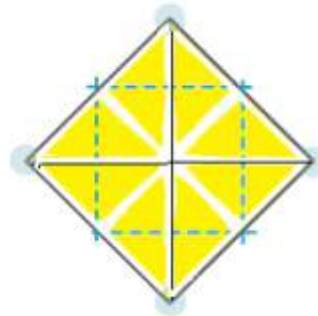
3. Fold all the corners so they meet in the centre.



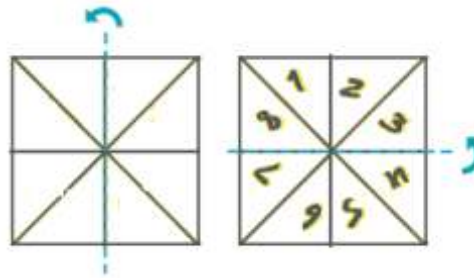
4. Flip over.



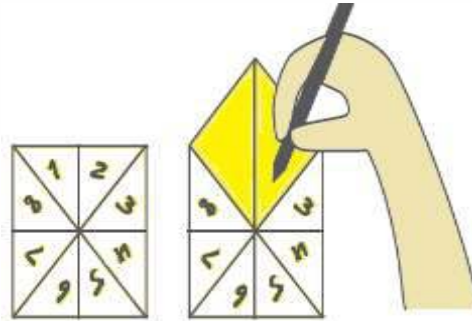
5. Rotate, then again fold all the corners so they meet in the centre (as in step 3).



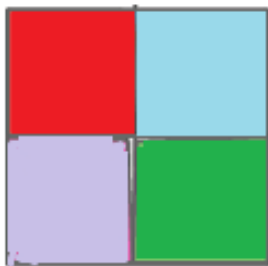
6. Fold in half, crease, unfold and repeat. Then number each flap.



7. Open up each flap and write the fortunes given on the next page for each number under each natural resource



This is what it should look like:  
category.



Now you can simply fit your fingers into the squares and start playing!



How to play:

1. Ask a friend to pick a natural resource category. Spell it out as you move the fortune teller back and forth between your thumbs and fingers.
2. Ask your friend to pick a number and pass the fortune teller back and forth between your fingers the same number of times.
3. Have them pick a new number and open the flap of the number they picked.
4. Their fortune is on the inside tab that you have just revealed!



Land	1	You're a Soil Star! You use soil to make fertiliser from food scraps and waste
	2	You're a Tree Tiger! You plant trees to absorb greenhouse gases and cool down the earth
Air	3	You're a Pollution Preventer! You reduce air pollution by riding a bicycle and carpooling with friends
	4	You are Energy Efficient! Your household has switched to LED lightbulbs
Water	5	You are an Ocean Advocate! You help preserve the marine ecosystem by using less plastic, which pollutes oceans
	6	You are a Water Watcher! You help to conserve water by being vigilant about your water use
Animals	7	You are a vegetarian! You help to protect animals by eating less meat and more vegetables
	8	You are a Wildlife Warrior! You protect wildlife by combating deforestation, which destroys animal habitats

# DO IT YOURSELF



## Make Your Own Water Filter

### Supplies:

- 1 glass of dirty water



- 1 empty glass



- 1 plastic water bottle or 2-litre soda bottle



- a pair of scissors



- 1 to 2 pieces of cloth (preferably cotton or cheesecloth)



- sand (some fine, some coarse)

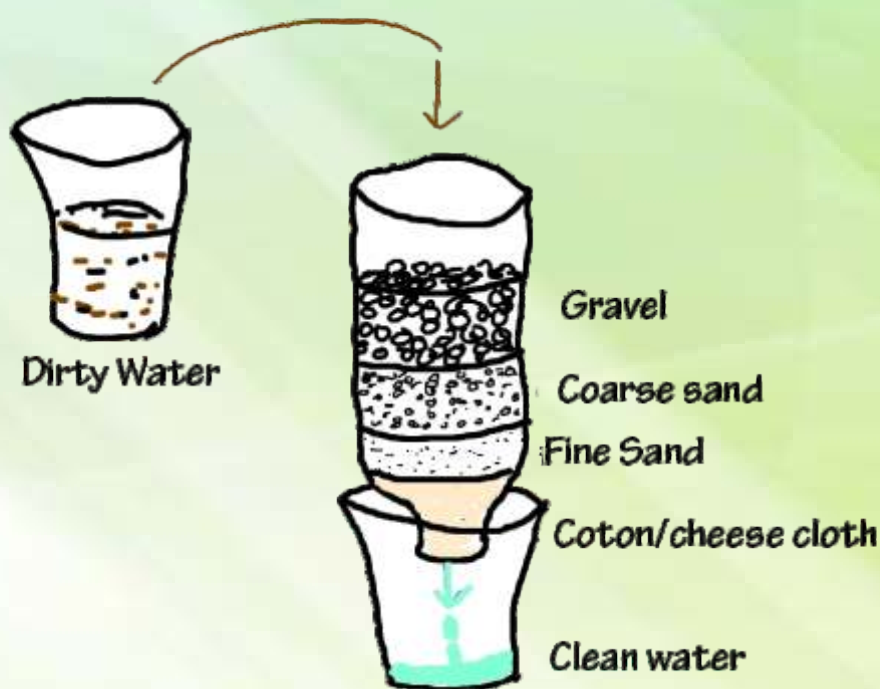


- gravel or pebbles



## Directions:

1. Fill one glass ( $\frac{3}{4}$  full) with dirty water. You can make it dirty by adding some dirt or sand. Now set it aside.
2. Take the lid off the plastic bottle, turn it upside down and cut off the bottom (now top) - you may ask your teacher or parent to help you.
3. Put the cloth inside the bottle and push it down.
4. Pour some fine sand on top of the cloth, then the coarse sand on top. Next, place the gravel/pebbles over the coarse sand. If you have some spare cloth, you can use it between each layer.
5. Hold your bottle over the empty glass and slowly pour the dirty water into the bottle, over the gravel. What do you notice about the water that drips into the empty glass?





## UNIT 4: ACT TO ADAPT

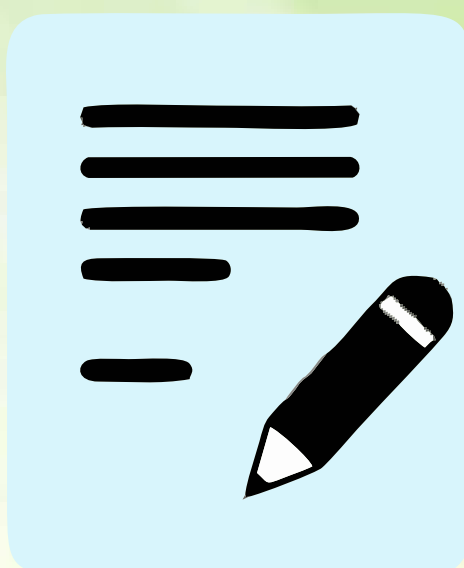
### Activity: Be a Climate Warrior, Demand a Cleaner, Greener Future!

Now that you know all about climate change adaptation and have a clear vision for a greener future, why not write to someone influential, like the Minister for Climate Change, and let him know how you feel?

Ask yourself the following questions to help you write your letter to the Minister:

- What environmental issue matters to me the most?
- Why is it important to me?
- How does this issue negatively impact humans and animals?
- What is the Minister for Climate Change doing about this issue?
- Do I have any ideas or suggestions to help solve the problem?

Now that you have written your letter and given your suggestion(s) to help solve the problem, ask your friends what they wrote about. Get together and sign your names on a sheet of paper, then ask your teacher to send this paper, along with your individual letters, class year and the name of your school to the Minister. Now you are part of the solution! Good job, Climate Warrior!



# Resources

- All illustrations by Consultant. All images found on the Internet/public domain. The activities in this activity book were adapted from:
- How to Make a Solar Oven. (n.d.) Retrieved from Mamaguru  
<http://mamaguru.com/how-to-make-a-solar-oven/>
- Renewable and Nonrenewable Resources Cut and Sort Activity. (n.d.) Retrieved from Teachers Pay Teachers  
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- Vietnam Ministry of Ministry of Education and Training. (2012). Teaching Manual on Climate Change Education. Available for download at  
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