



Champions for Nature Challenge



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SCOUTING**



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World Scout Bureau
Global Support Centre
Kuala Lumpur

Suite 3, Level 17
Menara Sentral Vista
150 Jalan Sultan Abdul Samad
Brickfields
50470 Kuala Lumpur, MALAYSIA

Tel.: + 60 3 2276 9000
Fax: + 60 3 2276 9089

worldbureau@scout.org
scout.org

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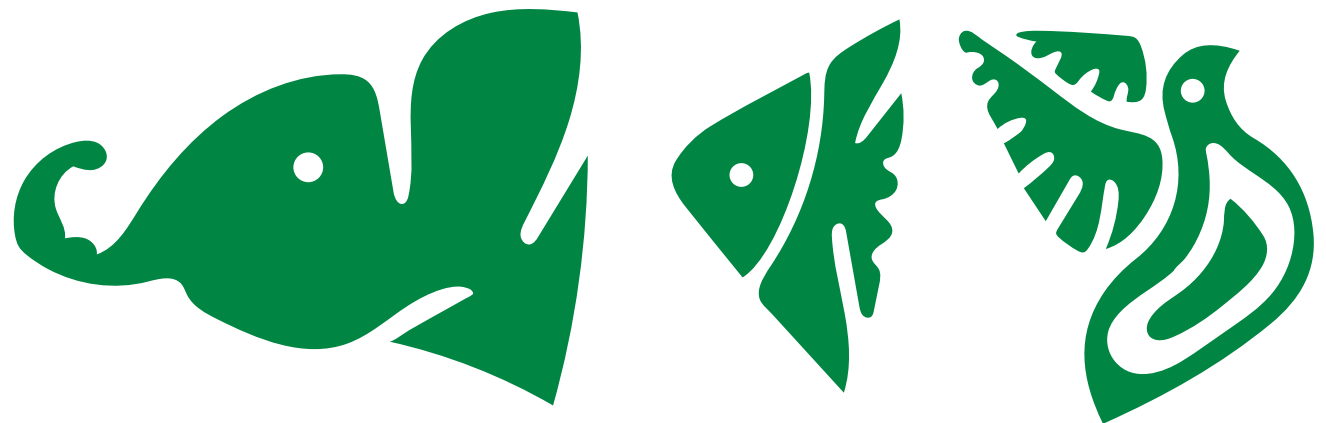
Green Rising Initiative led by UNICEF's Generation Unlimited is a global grassroots movement that unites public, private, and youth partners to empower young people to take concrete action against climate change. Operating in over 190 countries and territories, UNICEF and its ecosystem of partners are uniquely positioned to mobilise resources, networks, and expertise to support youth in driving climate justice and building a more equal, peaceful, and sustainable world.

Green Rising promotes a just green transition by equipping the most vulnerable children and youth with the education, skills, and opportunities to become sustainability champions. Through climate action and innovative local solutions, young people play a key role in strengthening community resilience and advancing a more sustainable future.



Champions for Nature Challenge

Earth Tribe's recognition for the Better Choices and Nature and Biodiversity Learning Paths





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Introduction

Nature, Biodiversity, and Better Choices

Nature is a space for fun, learning, culture, and personal growth, but it's also in crisis. Climate change and biodiversity loss threaten over 30 million species, yet nature itself is a powerful climate solution, absorbing 54% of human-made CO₂ emissions¹ over the past decade.¹

Young people have the power to drive change. Countless initiatives and global campaigns are mobilising young people to take action, spread awareness, and promote sustainable living. By advocating for climate justice and environmental responsibility, we can create a greener, more conscious world.

The Champions for Nature Challenge is part of this movement, helping young people explore biodiversity, protect ecosystems, and inspire others. Through hands-on projects and advocacy, it builds a global network of young leaders dedicated to reversing biodiversity loss and securing a sustainable future.

¹ Intergovernmental Panel on Climate Change (IPCC) Sixth Assessment Report
<https://www.ipcc.ch/assessment-report/ar6/>



Partnerships for Earth Tribe

The World Organization of the Scout Movement (WOSM) and its partners, including UNICEF's Generation Unlimited, the United Nations Environment Programme (UNEP), the Foundation for Environmental Education (FEE), SOLAFRICA, and Global Youth Mobilization, are coming together to strengthen the Earth Tribe initiative. Their support makes a powerful impact by mobilizing millions of young people to take concrete green actions that support community resilience and promote environmental sustainability while also helping them develop environmental awareness and build green and transferable skills.

These global organisations each play a unique role in supporting WOSM's efforts to drive youth-led green action, environmental education, and sustainability. UNICEF's Generation Unlimited through the Green Rising Initiative gives Scouts access to a global network and technical expertise, while UNEP's focus on environmental sustainability and FEE's commitment to eco-friendly education provide the foundation for building green leaders worldwide. SOLAFRICA and Global Youth Mobilization also amplify the power of youth-driven action across regions, ensuring that Scouts are equipped and inspired to take real-world steps for the environment.

With these organisations behind us, the Champions for Nature Challenge under Earth Tribe becomes even stronger in a system to foster environmental education and strengthen the sense of citizenship for youth-led action. Young people are empowered to act on issues like climate change, pollution, and biodiversity loss, engaging in projects like tree planting, waste management, and conservation efforts.

These actions are tracked using digital tools and monitoring systems to measure impact and ensure that efforts are making a difference. Together, WOSM and its partners are shaping a generation of leaders who are not only aware of environmental challenges but are also actively taking action to protect the planet. This support is crucial for growing the Scouts for SDGs movement and inspiring young people to be the change-makers the world needs. Through global events, storytelling, and advocacy, we celebrate the achievements of young environmental leaders and keep pushing for a sustainable, green future.

Champions for Nature Challenge

What is the Champions for Nature Challenge?

The Champions for Nature Challenge is a learning experience under the Earth Tribe Initiative and Scouts for SDGs, developed with WWF and UNICEF. It helps young people explore nature, biodiversity, and sustainable living while taking real action for the planet. The challenge also empowers them to become Active Global Citizens, advocating for climate and biodiversity protection.



1. **Shifting market preferences**
– Practising sustainable habits, making eco-friendly choices, supporting green businesses, and engaging in corporate advocacy.



2. **Influencing governance and policy** – Participating in decision-making at all levels to shape environmental policies.



3. **Shaping societal norms and values** – Inspiring others through actions, attitudes, and leadership.



4. **Protecting biodiversity and climate** – Leading and supporting conservation initiatives.

The Champions for Nature Challenge equips young people with the knowledge, skills, and mindset to become environmental changemakers. Rooted in the Earth Tribe's Better Choices and Nature and Biodiversity learning paths, it builds competencies aligned with Education for Sustainable Development Goals (ESDGs) and Scouting's educational approach. Through hands-on projects and advocacy, young people can mobilise communities, drive real change, and help create a healthier planet for future generations.

Why is Champions for Nature Challenge important?

The Champions for Nature Challenge helps young people understand the human-nature connection and take action on urgent environmental issues like climate change, biodiversity loss, pollution, and overconsumption. With deforestation accelerating, plastic polluting our oceans, and temperatures rising, young people have the power to create real change through sustainable habits, responsible choices, and advocacy.

By joining, young people contribute to the SDGs and become part of a global movement for environmental action, working alongside municipalities, civil society organisations, and local initiatives to drive impact at every level.

For lasting impact, the Champions for Nature Challenge and environmental education should be integrated into the Youth Programme of each National Scout Organization (NSO) and National Scout Association (NSA). Sustainability must be a priority when planning activities and action plans across different areas. A thorough process of reviewing and integrating this educational package in collaboration with the National Youth Programme Team will help it support the existing principles and methodologies of the Programme Team.

Who is the Challenge for?

The Champions for Nature Challenge is open to anyone aged 7 and up – whether they are a Scout, a volunteer, or a student looking to complement their formal education. It's for those who want to protect nature, adopt sustainable habits, and help preserve natural resources. With age-appropriate content and activities, the challenge makes environmental action engaging and accessible for all skill levels.

Champions for Nature Challenge Aims

The Champions for Nature Challenge empowers young people to be active global citizens and ambassadors for environmental action. It helps young people:

- **Understand and reduce their environmental impact** by developing the knowledge, skills, and attitudes to make sustainable choices and contribute to local solutions.
- **See the bigger picture** by learning how sustainable development, biodiversity, and personal actions are all connected.
- **Drive up Active Global Citizenship** by adopting sustainable lifestyles and leading biodiversity protection efforts.
- **Document, recognise, celebrate, and promote** their contributions as environmental stewards.
- **Join the Earth Tribe** and be part of a global movement through their NSO/ NSA, engaging in initiatives like Better Choices and Nature and Biodiversity, while collaborating with communities and key partners.

Together, we're mobilising young people, adults, institutions, and civil society to drive real, sustainable change for the planet.



These symbols inspire young people to become environmental advocates, taking action through sustainable practices, conservation, and community initiatives. The Champions for Nature Challenge Badge is more than an award; it's a call to action for young people to lead the way towards a future where people and nature thrive together.

Champions for Nature Symbols for Youth-Led Conservation

The Champions for Nature Challenge is represented by two powerful symbols – the Elephant Leaf and Water – embodying conservation, resilience, and environmental responsibility. These elements are strongly connected to the Earth Tribe identity to build a sense of community.



The Elephant Leaf symbolises the strength, wisdom, and resilience needed to safeguard biodiversity and maintain ecological balance. As keystone species, elephants play a crucial role in shaping ecosystems, highlighting the need for long-term sustainability and the responsibility humans share in preserving natural habitats. The Leaf represents growth, renewal, and ecological stability, emphasising how human actions impact the delicate balance of nature.



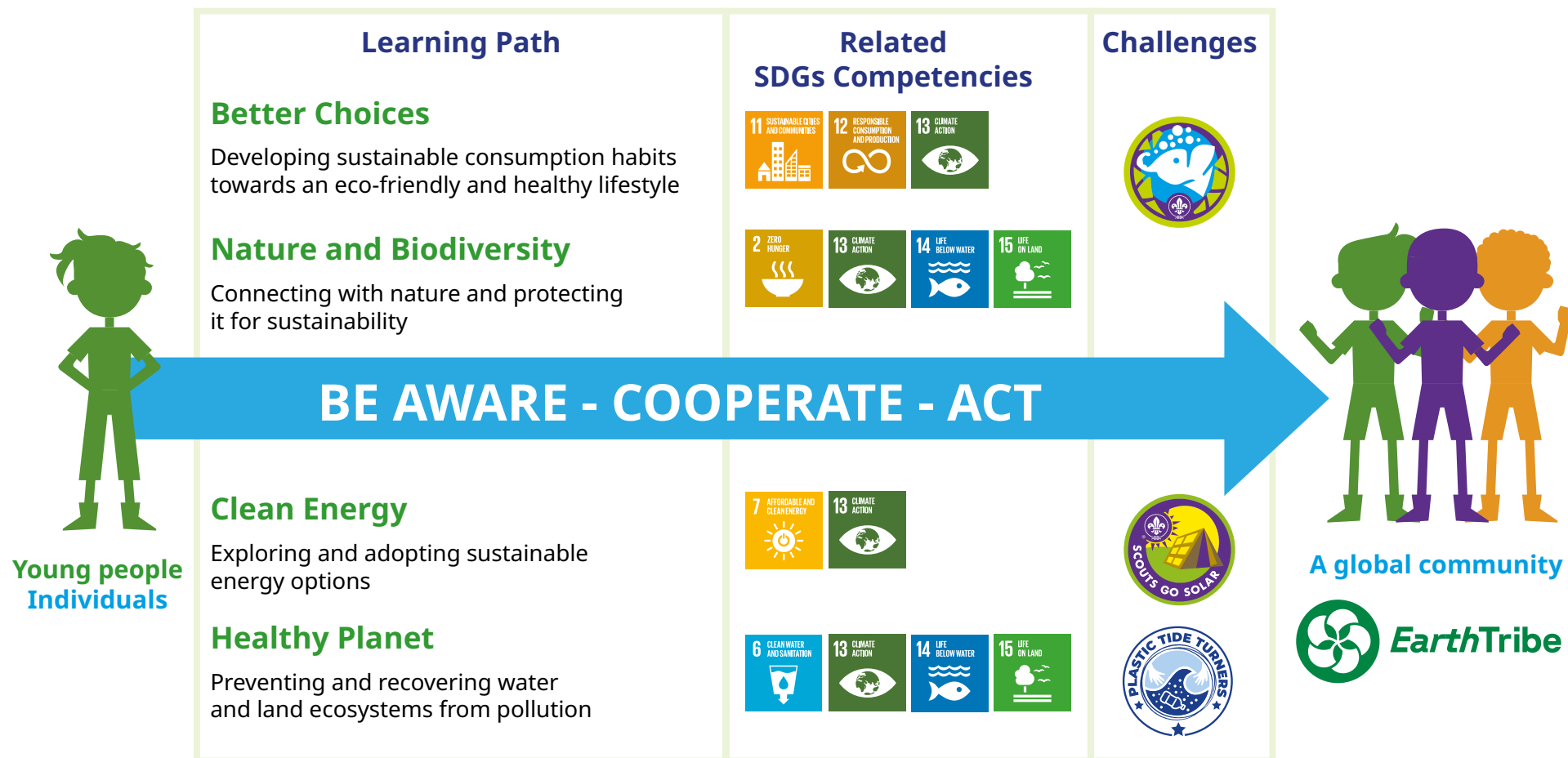
The Water further reinforces this commitment, symbolising the foundation of all life on Earth. Water sustains biodiversity, purifies ecosystems, and ensures the survival of all living organisms. It serves as a reminder of the urgency to protect clean water sources, restore natural habitats, and safeguard the planet's most essential resources.

Champions for Nature and Earth Tribe

A global community to protect the Planet

The Earth Tribe is a global community empowering young people to protect the planet through education, action, and leadership. By taking on Earth Tribe Challenges, members gain awareness, technical skills, and problem-solving abilities, helping them connect with nature, adopt sustainable habits, and drive real change in their communities.

More than just a sustainability initiative, the Earth Tribe equips young people with adaptable skills that are valuable in any field, preparing them to contribute to a greener future both personally and professionally. Joining isn't just about participation; it's a commitment to making a lasting impact on the world.



The Champions for Nature Challenge focuses on two of the learning paths of the Earth Tribe. When completing the Challenge requirements, young people become:

Advocates for Better Choices

Young people will discover the impact of their everyday actions on the planet and their immediate surroundings. They will develop, practise, and promote more sustainable behaviours and habits leading to eco-friendlier and healthier lifestyles.



OR

Champions of Nature and Biodiversity

Young people will connect with nature by understanding the interconnectedness and relationship between humans and nature, and how ecosystems work. They will get involved in direct activities supporting nature and biodiversity protection.



"Biodiversity might sound like a big, complicated word, but in simple terms, it means the variety of life that makes our planet thrive and provides food, protection, health, connection, and much more.

Imagine a healthy forest with lots of different lifeforms: What do you see? You probably think of a mixture of trees, bushes, moss, and all types of animals – scavengers, predators, insects, and more. In that forest, each animal and plant plays an important role in keeping the forest healthy. If one element, like the pollinators or a key tree species, is removed, the balance of the entire forest can be disrupted.

As youth leaders, you have the incredible opportunity to help young people understand this critical balance, how it relates to their lives, now and in the future, and how their daily choices impact it. We all have a role to play in protecting and restoring nature, which we call being an Active Global Citizen. This may appear in many ways: from ensuring the purchases we make and how we consume are sustainable, to organising a nature-based community-service project, to engaging in decision-making processes and having our voices heard. All are ways to be an active global citizen.

While we know that biodiversity is under threat, from pollution, habitat destruction, and climate change largely caused by human activity, there is hope. With your guidance, young people can learn to protect and restore vital ecosystems and biodiversity. I encourage you to get to know more about how to use tools like WWF's Living Planet Report to explore solutions, inspire action, and nurture a generation of champions for nature."

Nathan Spees, WWF Global Education and Engagement Coordinator

Personal Progression And Champions For Nature Challenge

Setting a personal journey to join the planet community

Young people can earn the Champions for Nature Challenge Badge by following a personalised journey to join the Earth Tribe, a global community dedicated to protecting the planet.

The process starts by following a learning path – Be Aware, Cooperate, or Act – with the help of an adult leader. A self-assessment helps identify key skills, commit to sustainable habits, and plan a community project in either Better Choices (sustainable actions) or Nature and Biodiversity (conservation efforts). After completing their project, they reflect on their impact with peers and mentors, assessing their growth in skills, knowledge, and behaviours. Finally, their achievements are recognised and celebrated, making them official members of the Earth Tribe Community.

The challenge is adapted to different ages and development levels, ensuring that each young person gains the knowledge, skills, and experience needed to make a real impact through activities and community projects.



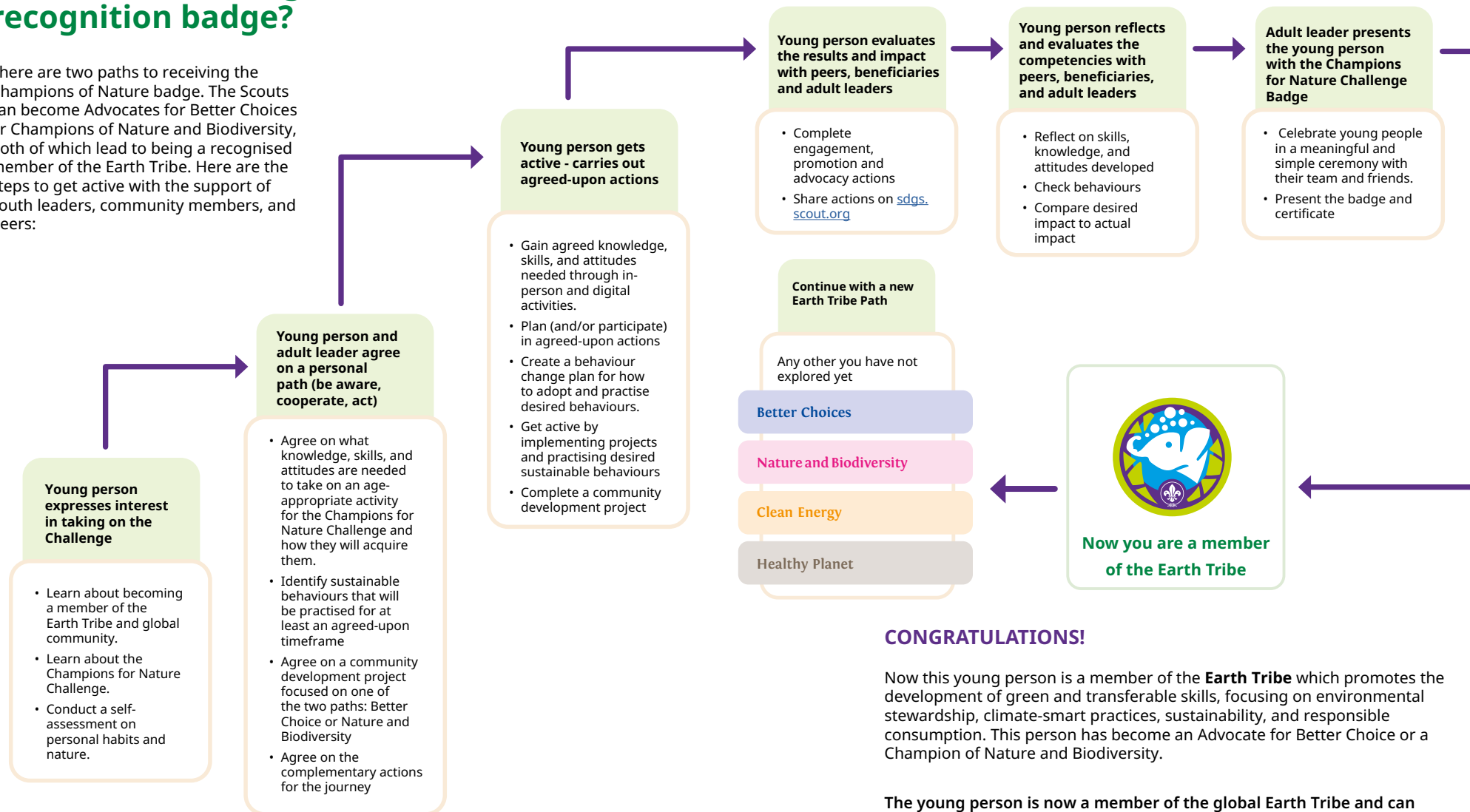
"Surely we have the responsibility to leave for future generations a planet that is healthy and habitable by all species."

Sir David Attenborough



How to get the Champions for Nature Challenge recognition badge?

There are two paths to receiving the Champions of Nature badge. The Scouts can become Advocates for Better Choices or Champions of Nature and Biodiversity, both of which lead to being a recognised member of the Earth Tribe. Here are the steps to get active with the support of youth leaders, community members, and peers:



CONGRATULATIONS!

Now this young person is a member of the **Earth Tribe** which promotes the development of green and transferable skills, focusing on environmental stewardship, climate-smart practices, sustainability, and responsible consumption. This person has become an Advocate for Better Choice or a Champion of Nature and Biodiversity.

The young person is now a member of the global Earth Tribe and can continue their journey by completing other challenges to contribute more towards the SDGs. Young people and adult leaders can agree on many other possible combinations that are suitable to each interest, based on other environmental initiatives already developed within the NSO/NSA.



How we align your activities with SDGs

The suggested learning activities are aligned with the educational objectives for Champions for Nature and the SDGs. They contribute to your developing the 8 key competencies for sustainable development.

These cross-cutting key competencies help in achieving all SDGs. They allow young people to engage constructively and responsibly with today's world. The competencies describe the specific attributes individuals need for action and self-organisation in various complex contexts and situations.

The SDG key competencies are the following:

- **Systems thinking competency:** the ability to recognise and understand relationships; to analyse complex systems; to think of how systems are embedded within different domains and different scales; and to deal with uncertainty.
- **Anticipatory competency:** the ability to understand and evaluate multiple futures – possible, probable and desirable; to create one's visions of the future; to apply the precautionary principle; to assess the consequences of actions; and to deal with risks and changes.
- **Normative competency:** the ability to understand and reflect on the norms and values that underlie one's actions; and to negotiate sustainability values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions.
- **Strategic competency:** the ability to collectively develop and implement innovative actions that further sustainability at the local level and further afield.
- **Collaboration competency:** the ability to learn from others; to understand and respect the needs, perspectives, and actions of others (empathy); to understand, relate to, and be sensitive to others (empathic leadership); to deal with conflicts in a group; and to facilitate collaborative and participatory problem-solving.
- **Critical thinking competency:** the ability to question norms, practices, and opinions; to reflect on one's values, perceptions, and actions; and to take a position in the sustainability discourse.
- **Self-awareness competency:** the ability to reflect on one's role in the local community and (global) society; to continually evaluate and further motivate one's actions; and to deal with one's feelings and desires.
- **Integrated problem-solving competency:** the overarching ability to apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive, and equitable solution options that promote sustainable development, integrating all competencies.



Get to know more about ESD and the sustainable development key competencies [here](#).

Champions for Nature Challenge

Competencies and Learning Objectives

The Champions for Nature Challenge helps young people build key skills for making sustainable choices and understanding nature. It aligns with Education for Sustainable Development (ESD) competencies, empowering young people to contribute to the SDGs through:



Critical thinking – Evaluating actions and challenging unsustainable norms.



Collaboration – Working as a team to create and implement sustainable solutions.



Strategic planning – Designing and executing impactful environmental projects.



Future thinking – Envisioning a sustainable world.



Ethical leadership – Promoting sustainability-aligned values.



Self-awareness – Reflecting on personal and collective environmental impact.



Problem solving – Tackling complex sustainability challenges.





Empathy and ethical action – Acting with compassion for those affected by environmental issues.

These competencies are embedded in age-appropriate learning objectives, helping Scouts gradually develop skills and take meaningful action.






Advocate for Better Choices

Learning Objectives for sustainable development (based on the ESD learning objectives)

 7 to 10	 11 to 14	 15 and above
<p>I know what I can do to live healthily and how to reduce my impact on the environment.</p> <p>I reduce my wants in light of the needs of the natural world, other people, and future generations.</p>	<p>I understand the connections between my lifestyle and environmental problems.</p> <p>I understand where my food comes from.</p> <p>I feel responsible for the impacts of my behaviour on the environment and other people.</p> <p>I feel empathy towards people who experience hunger and poverty often as a result of climate change and act to support impacted individuals.</p>	<p>I seek information and inspiration for healthier and more sustainable choices.</p> <p>I learn about environmental problems in other parts of the world and how they are interconnected globally and through individual choices.</p> <p>I believe I can contribute to sustainability by reducing my environmental footprint.</p> <p>I want to involve other members of my community in implementing sustainable solutions.</p> <p>I encourage others to adopt eco-friendly practices to reduce food shortages by being a peer role model for them.</p> <p>I encourage other members of my community to take part in implementing sustainable solutions by participating in decision-making processes in my local environment.</p>
<p>I use every opportunity for pro-environmental behaviour and be a peer role model.</p>	<p>I challenge myself and my friends to reduce our impact on the environment.</p> <p>I serve as a peer role model and participate, initiate, and support biodiversity and climate protection actions.</p>	<p>I evaluate my habits and modify them continuously to make more sustainable consumer choices and behaviours and help others to do so.</p> <p>I help to move institutions and communities towards changing their practices to become more sustainable.</p>

Champion of Nature and Biodiversity

Learning Objectives for sustainable development (based on the ESD learning objectives)

 7 to 10	 11 to 14	 15 and above
I know my countryside and learn about local habitats and species.	I understand the laws of nature and I can see how they manifest in my environment. I understand the impact of society on biodiversity.	I understand the roots of biodiversity loss at both the local and global levels. I can identify different standpoints in environmental conflicts and form my own opinion based on personal values.
I feel good, enjoy the outdoors, and appreciate nature.	I commit to engaging in actions to reduce biodiversity loss and encourage others to commit with me, serving as a peer role model.	I reflect on how to live my life in harmony with nature and how to help my society to become more sustainable.
I respect other living organisms while spending time in nature and I know how to behave to avoid impacting them.	I take part in, initiate, and support activities that help to protect and restore nature in my region.	In my everyday life, I take into account and measure the impact of my actions on nature and inspire others to do so as well.



Supporting Young People to Complete the Challenge journey

Adult leaders should be able to provide practical and inspirational guidance to help young people navigate the Champions for Nature Challenge. As a youth leader, you play a key role in inspiring and mentoring participants to engage with sustainability and biodiversity in meaningful ways. Here's how to make the most of this resource:

1. **Understand the challenge** – Get familiar with the goals and purpose of the Champions for Nature Challenge and its connection to the Earth Tribe and SDGs.
2. **Plan and facilitate activities** – Use the Better Choices and Nature and Biodiversity learning paths to guide participants in choosing activities that match their age and interests.
3. **Adapt activities** – Consider your local context and group needs.
4. **Mentor and support personal progression** – Encourage and guide them through the Be Aware, Cooperate, Act learning process.
5. **Create a collaborative space** – Ensure participants have a space where they can share ideas and reflect on their experiences.
6. **Engage the community** – Connect Scouts with community members, partners, and stakeholders to enhance their learning and expand their impact.
7. **Evaluate and celebrate progress** – Use self-assessment tools and reflection prompts to help participants track their growth.
8. **Recognise and celebrate achievements** – Use meaningful and available recognition elements like badges and certificates to keep motivation high.

By leading with passion and purpose, you can empower young people to become active environmental changemakers in their communities.

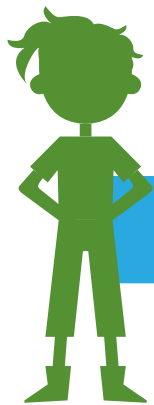


"Species work in balance, maintaining the health of our ecosystems. Nature provides everything we need to survive – food, water, clean air, and the right temperature. Small actions can have a big impact. I started my climate activism journey when I was 7 years old. I observed deforestation and nature loss in my community, which made me concerned and led to the idea of starting Earth Warriorz, an initiative focused on raising awareness about climate change. It is a climate education online platform for children under 16 years old. It teaches them about causes, impacts, and the role they can play in combating climate change. The stories featured on the platform are available in multiple languages."

Eman, Pakistan, [Living Planet Report 2024 Youth Edition](#)

Champions for Nature Challenge learning process

The Scouts for SDGs initiative inspires, equips, and empowers young people to become active global citizens and build sustainable communities. Through the Earth Tribe, young people follow a three-stage learning journey, shaping their educational path. The Champions for Nature Challenge helps them develop key skills through Better Choices and Nature and Biodiversity learning paths. With support from youth leaders, they select activities suited to their age and development, ensuring a meaningful and impactful experience.



BE AWARE - COOPERATE - ACT



Earth Tribe
Competencies for
environmental education

Be aware of the world around you and key environmental concerns.

Cooperate with others to find solutions to protect ecosystems, biodiversity, and outdoor spaces.

Act to develop and implement actions that can make a difference.

Champions for Nature Challenge:

Be Aware

The Champions for Nature Challenge is about learning by doing. With support from youth leaders or peers, participants explore environmental issues, choose a learning path, and take action in their community. They complete interactive activities, identify local challenges, and create a sustainability project that makes a real difference. It's a chance to build skills, gain experience, and become a leader in environmental action.

With the support of adult leaders or peers, participants will:

1. **Complete a Self-Assessment** – Reflect on their understanding of humans, nature, and biodiversity, and their interconnectedness.
2. **Choose a Learning Path** – Select Better Choices (sustainable habits) or Nature and Biodiversity (conservation efforts).
3. **Design a Personal Journey** – Select Learning Activities and engage in exploratory experiences.
 - **Ages 7–10: Complete at least two activities from their chosen path.**
 - **Ages 11+: Complete three activities or create their own, as long as they align with the competencies for their age group.**
4. **Explore their community** – Explore their surroundings to find environmental issues and challenges.

Useful Tools to Support Young People to “Be Aware”

Self-Assessment

The first step in taking on the Champions for Nature Challenges is a self-assessment. This will help young people understand their knowledge and awareness of Better Choices and Nature and Biodiversity. Adult leaders encourage young people to:

- Take the self-assessment for their age section.
- Tick the boxes next to each point in the two areas of Better Choices and Nature and Biodiversity, based on their personal knowledge, skills, and attitude.
- Write down some notes in the section “My Personal Goals” and “My Activities” to kickstart their challenge journey.

If participants are below 15 years old, help them fill out the form. Check the ANNEX section to find the different forms adults and young people can use.

Scouts for SDGs HUB – Digital Badge

Encourage participants to visit the Youth Person section of the Scouts for SDGs HUB and start their exploratory journey with a Digital Badge. They can select from a catalogue of activities dedicated to the Champions for Nature Challenge.

- Choose Challenge Badge .
- Explore the catalogue of activities and select the ones they want to engage with.
- Share their progress with the adult leader.



“Being green is more than just buying “eco”. it is an unshakable commitment to a sustainable lifestyle.”

Jennifer Nini, Editor-in-Chief, Eco Warrior Princess



Champions for Nature Challenge:

Cooperate

The Champions for Nature Challenge is about learning by doing. With support from youth leaders or peers, participants explore environmental issues, choose a learning path, and take action in their community. They complete interactive activities, identify local challenges, and create a sustainability project that makes a real difference. It's a chance to build skills, gain experience, and become a leader in environmental action.

With the support of adult leaders or peers, participants will:

1. **Complete learning activities** – Complete Learning Activities and engage in exploratory experiences.
 - Ages 7–10: Do at least two activities from Better Choices or Nature and Biodiversity.
 - Ages 11+: Do three activities or create their own if they align with the competencies
2. **Identify a local issue** – Collaborate with friends, Scout groups, or community partners to find an environmental need.
 - **Brainstorm solutions** – Explore different ideas and choose a project to focus on.
 - **Evaluate feasibility** – Ensure the project is **realistic, sustainable, and impactful** in the long run.
 - **Engage the community** – Discuss ideas with **local members and stakeholders** to refine solutions.
 - **Present results** to the group and beneficiaries of the project.
 - **Agree** on actionable solutions.
3. **Develop an action plan** – Outline **steps, resources, promotions, and fundraising** needed to bring the project to life.
 - **Set a SMART goal** – Make sure the goal is Specific, Measurable, Achievable, Realistic, and Time-based.
 - **Develop a sustainable budget** – Use resources responsibly, and apply sustainability principles to minimise waste and maximise impact.

By working **together**, young people **develop leadership, teamwork, and problem-solving skills** while making a **real difference** in their communities.

Useful tools to Cooperate

Scouts for SDGs HUB – Take Action

The first step in taking on the Champions for Nature Challenges is self-assessment. This will help young people understand their knowledge and awareness of Better Choices and Nature and Biodiversity. Adult leaders will encourage young people to:

- Take the self-assessment for their age section.
- Tick the boxes next to each point in the two areas of Better Choices and Nature and Biodiversity, based on their personal knowledge, skills, and attitude.
- Write down some notes in the section “My Personal Goals” and “My Activities” to kickstart their challenge journey.
- If the participants are under 15 years old, help them fill out the form. Check the Activity section to find the different forms adults and young people can use.

Project Template for Community Action

Use the template in the annexe section to introduce young people to start planning their community intervention. They can also explore ideas by checking on other stories online or with peers. With your help, they will:

- Explore the project stories area to get inspiration for their journey.
- Plant the impact of their project and explore how they will measure success.
- Make a plan for their project and connect with the community and experts.
- Gather and organise the resources for their project
- Coordinate ways to keep capturing information for their story.
- Set clear, achievable goals for their project with a simple worksheet, **SMART Goals**.

Partnership and alliances

Get support and learn how to collaborate with local groups or experts with templates for letters and proposals.

Champions for Nature Challenge:

Act

With the support of **youth leaders or peers**, young people **identify a specific issue** related to **Better Choices** or Nature and Biodiversity and work with communities, groups, and partners to create real change.

With the support of adult leaders or peers, participants will:



Plan and take action – Execute the agreed service project alongside community members and partners.



Monitor progress – Track the effectiveness of actions and make adjustments as needed.



Evaluate impact – Assess goals, outcomes, and personal growth.



Share and inspire – Report progress on the Scouts for SDGs Hub or Scout.org to showcase efforts.



Recognise and Celebrate – Acknowledge achievements with peers, beneficiaries, and partners.

Encourage participants to explore the learning activities in this kit and start their Champions for Nature Challenge to become a proud member of the Earth Tribe!

Useful tools to ACT

To make their project a reality, young people will need the right tools to help plan, track, and share their progress. Here is a short list of existing tools participants can create or use to make their community project an impactful one:

- 1. Action Plan Template**
They can use the one started already with their ideas and follow the established plan of steps, resources, KPIs and deadlines defined for the project.
- 2. Progress Tracker**
Participants should track their daily progress with a digital journal, marking milestones and challenges and remembering to track the KPIs and targets.
- 3. Community Feedback Form**
It's important to get feedback from the community to see how their project is impacting them and where to improve.
- 4. Impact Measurement Tools**
Surveys or interviews can be used to assess the environmental, social, and economic impact of their project.
- 5. Media and Documentation Kit**
Participants should document their work with photos, videos, or blogs to share on social media and inspire others.
- 6. Celebration Toolkit**
Plan how to celebrate their success, whether it's with a certificate, a badge, or an online event.
- 7. Advocacy through Social Media**
Tips on using social media to spread the word about their project and raise awareness.

Monitoring and measuring impact for climate resilience

Introducing New Key Performance Indicators

To strengthen the impact of the Champions for Nature Challenge, a new set of indicators has been developed and integrated into the learning objectives, activity catalogue, and digital platforms. These indicators enable young people and NSOs/ NSAs to register their actions and contributions more comprehensively, enhancing project monitoring and evaluation. The primary aim is to drive engagement in key environmental areas that require urgent action, influencing shifts in attitudes and behaviours while guiding young people in planning effective community projects.

Project monitoring and evaluation ensure accountability and continuous learning, with performance indicators serving as a crucial tool for tracking progress. Specifically, these indicators are essential for reporting on environmental actions under initiatives supported by funding agreements, grants, and partner cooperation. The indicators cover both participation metrics and environmental outcomes, helping Scouts document and assess their contributions.

Performance Indicators for Tracking Scouts' and Non-Scouts' Participation

These performance indicators measure the engagement of Scouts in activities that contribute to environmental sustainability and responsible citizenship. They help track participation in training, actions taken to improve the environment, and efforts to raise awareness of responsible consumption.

- **Number of people trained (adults and young people).**
Refers to Scouts (both adults and young people) who have completed structured training, fulfilling attendance and participation requirements.
Evidence: Participant lists, training reports, photos, and recordings.
Disaggregation: Reports should distinguish between adults (27 and above) and young people (26 and below).
- **Number of people who took action to improve the environment or sustainability.**
Includes Scouts who have completed the Champions for Nature Challenge (earning a badge) or have contributed to environmental projects.
Evidence: Project entries on Scouts for SDG Hub, Digital Badge records, photos, and activity reports.
Disaggregation: Distinguishes those who earned a badge from those who contributed without earning one.
- **Number of people who received information/communication on responsible consumption, nature and biodiversity.**
Counts community members, Scouts, or the general public who have received information on responsible consumption through participating in events or being active on digital media.
Evidence: Project entries, social media statistics, activity reports, and photos.



Performance Indicators for Tracking Environmental Outcomes

These performance indicators measure the direct environmental impact of Scouts' activities, tracking tangible improvements in sustainability and conservation efforts. They help assess outcomes such as waste reduction, reforestation, clean-up initiatives, and sustainable farming practices, providing valuable data on progress towards a healthier planet.

1. Kilograms of sustainably farmed produce harvested.

Measures food production through environmentally friendly farming techniques that preserve natural resources.

Evidence: Project entries, reports, and photos.

2. Number of green or natural spaces created or maintained.

Tracks efforts in establishing or caring for parks, forests, or other green areas.

Evidence: Project entries, community acknowledgements, and activity reports.

3. Number of trees planted.

A simple count of trees planted through environmental initiatives.

Evidence: Project entries and photos.

4. Kilograms of waste collected.

Measures the amount of waste gathered during clean-up activities.

Evidence: Project reports, photos, and records.

5. Kilograms of waste recycled.

Tracks waste diverted to recycling channels, ensuring proper processing.

Evidence: Recycling receipts, activity reports, and project entries.

6. Number of locations cleaned, restored, or maintained.

Measures clean-up activities in public spaces such as streets, schools, and community centres.

Evidence: Before-and-after photos, reports, and project entries.

7. Kilograms of water/marine debris removed from oceans, rivers, or water bodies.

Measures the impact of activities aimed at cleaning waterways.

Evidence: Project reports, photos, and records of collected debris.

Young people, adults, and NSOs/NSAs can use our Scouts for SDGs HUB and other Grant Management **digital tools and monitoring systems**. This initiative will also enhance **data collection** and **impact measurement**, ensuring that youth-led environmental actions are effectively tracked and showcased.

Through strategic storytelling and high-level advocacy, WOSM and its partners will highlight the achievements of young environmental leaders at major global events, such as the World Scout Conference, UN General Assembly, and the annual COP meeting, among others.



Available Resources To Support Implementation

Activities are a way to tailor the learning experience to the individual interests of each young person. By combining activities, knowledge, and community service experience, adult leaders empower Scouts to become Active Global Citizens and guide them on their journey to joining the Earth Tribe. Leaders are encouraged to explore the Champions for Nature Challenge Manual and additional resources to enhance the learning experience. Activities are flexible and can be adapted to any Scout group's needs and local context.

These are some examples of what Scouts will see and use.

Self-assessments

Great work on taking on the Champions for Nature Challenge! Before forging ahead, please take this self-assessment. This will help you to better understand your knowledge and awareness in the areas of Better Choices and Nature and Biodiversity.

Choose the sheet of your age section.

Tick the boxes next to each point in the two areas of Better Choices and Nature and Biodiversity, based on your knowledge, skills, and attitude.

Write down some notes in the sections "My Personal Goals" and "My Activities" to kickstart your challenge journey.

If you are below 15 years old, work with your adult leader to make sure the form and terminology are clear for you, to identify your knowledge and practice needs.

Champions for Nature Challenge Learning Activities

This selection of learning activities and materials helps Scouts assess and develop their skills and knowledge:

Explore environmental issues – Understand how consumption habits impact the environment through the **Better Choices** and **Nature and Biodiversity** learning paths.

Identify needs and challenges – Recognise how personal habits, responsible consumption, and interactions with nature affect their community, then work with others to create **sustainable solutions**.

Take action – Support Scouts in **addressing environmental issues**, and collaborating with **local communities, youth groups, and partners** to make a lasting impact.

Are you interested in:

Better Choices

Developing Sustainable Habits towards and Eco-friendly and Healthy Lifestyle.

Nature and Biodiversity





Connecting with Nature and protecting it towards sustainability.

These activities are optional, and other activities can be incorporated as long as they contribute to the learning objectives mentioned above. You can offer participants this sample of activities to get them started:

A sample of activities to get started

The catalogue of activities is your go-to spot for exploring different challenges and projects you can take on. It's packed with ideas to help you dive into sustainability, get hands on with nature, and make a real impact in your community.

Pick the ones that spark your interest and start making a difference. Follow the symbols to use the ones that match your needs or plans.

Time	Age	Resources	Key competencies
			

If you haven't found enough activities, contact other adult leaders and online resources that match the learning objectives and interests you are looking for.

BETTER CHOICES LEARNING ACTIVITIES

Developing Sustainable Habits towards an Eco-friendly and Healthy Lifestyle

7 to 10	11 to 14	15 and above
Activity: Footprint checklist	Activity: Walking with your food glasses on!	Activity: What is your stand on...
Activity: Your eco-friendly life	Activity: Recycling and reducing	Activity: Four corners
Activity: Green or red	Activity: My waste monitoring	Activity: Food pyramid

NATURE AND BIODIVERSITY LEARNING ACTIVITIES

Connecting with Nature and Protecting it towards Sustainability

7 to 10	11 to 14	15 and above
Activity: What's at risk?	Activity: Web of life	Activity: S.E.E. the links
Activity: Discovering nature with Seek App by iNaturalist	Activity: Discovering nature with iNaturalist	
Activity: BioBlitz - Natural area exploration	Activity: One planet	
Activity: Minimum impact on nature	Activity: Learning about tree planting	Activity: Storytelling - Pixar Pitch

This same catalogue is available through the Scouts for SDGs HUB with the symbol of Champions for Nature. It's a good start to complete the Digital Badge and find other available resources.





Scouts for SDGs HUB

The Scouts for SDGs Hub is a digital platform that helps Scouts learn about the SDGs, earn Digital Badges, and start creating solutions for their communities. It offers interactive content, youth-led projects, and a catalogue of activities for the Champions for Nature Challenge. Scouts can earn Digital Badges through community service, while leaders can access tools to guide their impact and track progress. Young people, adult leaders, and NSOs/NSAs can find resources for each phase of the implementation and activation on the ground.

ScoutPass

ScoutPass is a digital wallet linked to the Scouts for SDGs Hub, allowing Scouts to earn, collect, and share their badges, skills, and achievements. Powered by Web 3.0 technology, it offers a secure, verifiable way to document their Scouting journey while enabling peer-to-peer recognition, making achievements more inclusive and widely acknowledged.

The platform recognises and rewards environmental action through Digital Badges and credentials, inspiring Scouts to participate in sustainability initiatives by providing tangible proof of their skills and contributions.

SCENES and other Scout Centres

SCENES Centres in different countries provide opportunities for Scouts to connect with nature and get hands-on training in outdoor settings. These centres offer experiences that help them learn new skills and deepen their understanding of the environment. They can explore SCENES Centres worldwide and find out more at www.scout.org/scenes

Scouts Donation Platform

The Scout Donation Platform is a way for Scouts and supporters to come together and fund projects that make a real impact. Whether it's for local community initiatives or global environmental actions, this platform lets young people contribute to active projects and help bring ideas to life. It's a simple way to crowdsource the resources needed to create change and support Scouts in taking action.

SCOUTS for SDGs



WOSM Services and National Scout Organizations

NSOs/NSAs are encouraged to incorporate capacity development experiences, promotional events, and training for young people and adult youth leaders. We recognise many NSOs/NSAs have programmes and recognitions related to environmental education or developed with the support of partners. NSOs/NSAs can incorporate these programmes and recognitions into one of the four paths of the national integration of the Earth Tribe. The NSO/NSA can request support for this process from WSB via the WOSM Services platform through the Scouts for SDGs Service, Youth Programme Service, or Branding Support.

WOSM Grants

WOSM Grants and Global Youth Mobilization are about empowering young people to fund and implement their projects. These resources help Scouts access the financial support they need to turn their ideas into action, whether it's for local initiatives or global campaigns. By crowding together resources, we can make a bigger impact and drive real change in communities worldwide.

Scouts for SDGs Mobilisation

The Champions for Nature Challenge is one of many ways that young people can contribute to the Scouts for SDGs mobilisation to achieve the 17 SDGs, as well as the objectives of the Green Rising initiative by UNICEF and Generation Unlimited.

Leading up to 2030, we call all Scouts and young people to take action by inviting community members, partners, and experts to design sustainable solutions for the issues affecting their local communities.

[Green Rising](#) is mobilising millions of young people to protect their communities from the climate crisis.

JOTA-JOTI (Jamboree on the Air—Jamboree on the Internet)

JOTA-JOTI (Jamboree on the Air—Jamboree on the Internet) is the world's largest digital and radio Scouting event. It brings together millions of Scouts and Guides from around the world for a weekend of online and radio-based communication, cultural exchange, and activities. Organized annually, it fosters global friendship, digital citizenship, and international collaboration.

Self-
assessment



Self-assessment:

Age section (7–10) – Better Choices

Name:

Mark with √ or X the level you see yourself at for each of these learning objectives:

Discover – I am at the beginning of my exploration.

Exploring – I am on my exploration.

Aware – I have finished my exploration.

Age section (7–10)		I am at the beginning of my exploration.	I am on my exploration.	I have finished my exploration.	My personal goals I can choose an issue I want to work on through positive actions (assisted by an adult)	My activities Define an activity or project (personal or with my team/ patrol).
		(✓ or X)			Write notes to start your Champions for Nature Challenge journey.	
Better Choices						
1	I know what I can do to live healthily and how to reduce my impact on the environment.					
2	I reduce my wants in light of the needs of the natural world, other people, and future generations.					
3	I use every opportunity for pro-environmental behaviour and to be a peer role model.					

Self-assessment:

Age section (7-10) – Nature and Biodiversity

Name:

Mark with √ or X the level you see yourself at for each of these learning objectives:

Discover – I am at the beginning of my exploration.

Exploring – I am on my exploration.

Aware – I have finished my exploration.

Age section (7–10)		I am at the beginning of my exploration.	I am on my exploration.	I have finished my exploration.	My Personal Goals I can choose an issue I want to work on through positive actions (assisted by an adult)	My Activities Define an activity or project (personal or with my team/patrol).
		(✓ or X)			Write notes to start your Champions for Nature Challenge journey.	
Nature and Biodiversity						
1	I know my countryside and learn about local habitats and species.					
2	I feel good, enjoy the outdoors, and appreciate nature.					
3	I respect other living organisms while spending time in nature and I know how to behave to avoid impacting them.					

Self-assessment:

Age section (11-14) – Better Choices

Name:

Mark with √ or X the level you see yourself at for each of these learning objectives:

Discover – I am at the beginning of my exploration.

Exploring – I am on my exploration.

Aware – I have finished my exploration.

Age section (11-14)		I am at the beginning of my path and I need to learn more about the issues.	I am on my path and I have started a project or activity.	I understand the issues, participate in activities and projects, and promote the solution to the issues.	My Personal Goals I can choose an issue I want to impact with positive actions.	My Activities Define an activity or project (personal or with my team/patrol).
		(√ or X)			Write notes to start your Champions for Nature Challenge journey.	
Better Choices						
1	I understand the connections between my lifestyle and environmental problems, as well as global wealth distribution discrepancies.					
2	I understand where my food comes from.					
3	I feel responsible for the impacts of my behaviour on the environment and other people.					
4	I feel empathy towards people who experience hunger and poverty often as a result of climate change and act to support impacted individuals.					
5	I challenge myself and my friends to reduce our impact on the environment.					
6	I serve as a peer role model and participate, initiate, and support biodiversity and climate protection actions.					

Self-assessment:

Age section (11-14) – Nature and Biodiversity

Name:

Mark with √ or X the level you see yourself at for each of these learning objectives:

Discover – I am at the beginning of my exploration.

Exploring – I am on my exploration.

Aware – I have finished my exploration.

Age section (11–14)		I am at the beginning of my path and I need to learn more about the issues.	I am on my path and I have started a project or activity.	I understand the issues, participate in activities and projects, and promote the solution to the issues.	My Personal Goals I can choose an issue I want to impact with positive actions.	My Activities Define an activity or project (personal or with my team/patrol).
		(✓ or X)			Write notes to start your Champions for Nature Challenge journey.	
Nature and Biodiversity						
1	I understand the laws of nature and I can see how they manifest in my environment. I understand the impact of society on biodiversity.					
2	I commit to engaging in actions to reduce biodiversity loss and encourage others to commit with me, serving as a peer role model.					
3	I respect other living organisms while spending time in nature and I know how to behave to avoid impacting them.					
4	I take part in events that help to protect and restore nature in our region.					

Self-assessment:

Age section (15+) – Better Choices

Name:

Mark with √ or X the level you see yourself at for each of these learning objectives:

Discover – I am at the beginning of my exploration.

Exploring – I am on my exploration.

Aware – I have finished my exploration.

Age section (15+)		I am at the beginning of my journey.	I am on my path and I have started a project or activity.	I understand the issues, participate in activities and projects, and promote the solution to the issues.	My Personal Goals I can choose an issue I want to impact with positive actions.	My Activities Define an activity or project (personal or with my team/patrol)
		(✓ or X)			Write notes to start your Champions for Nature Challenge journey.	
Better Choices						
1	I seek information and inspiration to make healthier and more sustainable choices. I learn about environmental problems in other parts of the world and how they are interconnected globally and through individual choices.					
2	I believe I can contribute to sustainability by reducing my environmental footprint.					
3	I want to involve other members of my community in implementing sustainable solutions.					
4	I encourage others to adopt eco-friendly practices to reduce food shortages by being a peer role model for them.					
5	I encourage other members of my community to take part in implementing sustainable solutions by participating in decision-making processes in my local environment.					
6	I evaluate my habits and modify them continuously to make more sustainable consumer choices and behaviours and help others to do so.					
7	I take steps to contribute to helping people suffering from poverty and hunger as a result of environmental issues.					
8	I help to move institutions and communities towards changing their practices to become more sustainable.					

Self-assessment:

Age section (15+) – Nature and Biodiversity

Name:

Mark with √ or X the level you see yourself at for each of these learning objectives:

Discover – I am at the beginning of my exploration.

Exploring – I am on my exploration.

Aware – I have finished my exploration.

Age section (15+)		I am at the beginning of my journey.	I am on my path and I have started a project or activity.	I understand the issues, participate in activities and projects and promote the solution to the issues.	My personal GOALS I can choose an issue I want to impact with positive actions.	My Activities Define an activity or project (personal or with my team/patrol).
		(√ or X)			Write notes to start your Champions for Nature Challenge journey.	
Nature and Biodiversity						
1	I understand the roots of biodiversity loss at both the local and global levels.					
2	I can identify different standpoints in environmental conflicts and form my own opinion based on personal values.					
3	I reflect on how to live my life in harmony with nature and how to help my society to become more sustainable.					
4	In my everyday life, I take into account and measure the impact of my actions on nature and inspire others to do so as well.					

Activities






Learning Activities: Better Choices

Footprint Checklist

Summary:

This activity helps you understand your personal carbon footprint and discover ways to reduce it through simple changes in habits.

	30 minutes
	7–14
	Footprint calculator Kandersteg International Scout Centre, Sustainability Materials WWF Footprint Calculator
	<ul style="list-style-type: none"> • Critical thinking • Reflection on norms and values
	
Become an active global citizen	<p>By learning about our footprint we become aware of how to practise more sustainable behaviours and make eco-friendly consumer choices. This is how we can become active players in shifting our markets.</p> <p>With this knowledge we can become role models to inspire others' behaviours and actively shape our societal norms and values.</p>

Activity development:

Calculate your carbon footprint

What you do: Start by calculating your carbon footprint using one of the suggested online Footprint Calculators.

Scout leader's role: Your Scout leader will guide you in completing the carbon footprint checklist, making sure you understand the different factors that contribute to your footprint (e.g., transportation, energy use, food, and waste).

Discuss in small groups.

What you do: After completing your footprint calculation, get into small groups with your fellow Scouts. Share your results and discuss what areas of your lifestyle contribute most to your carbon footprint and how you can make eco-friendly changes.

Scout leader's role: Your leader will facilitate the group discussion, helping everyone feel comfortable sharing their results and ideas for reducing their carbon footprint. The leader may also encourage you to think of specific actions that could make a difference in your daily life.

Understand the importance of reducing your footprint.

What you do: Listen carefully as your leader explains why reducing your carbon footprint is important. They will explain that by cutting down on your carbon emissions, you can help fight climate change and create a healthier world for all living beings.

Scout leader's role: Your leader will explain how reducing your carbon footprint helps to decrease the release of harmful greenhouse gases. They will also help you understand how small changes in your daily habits – like using less energy or reducing waste – can make a big difference over time.

Learn more about carbon footprints.

What you do: If you're interested in learning more about carbon footprints and how they relate to climate change, check out some of the resources your leader will provide.

Scout leader's role: Your leader will provide additional resources, such as articles or videos, to help you dive deeper into understanding carbon footprints and how your actions contribute to climate change.

Key points to remember:






- Reducing your carbon footprint means you're helping reduce the impact of climate change.
- Even small actions, like using less plastic, eating more local food, or walking instead of driving, can help protect the planet.
- By making eco-friendly choices, you're becoming an active global citizen who cares for the environment and encourages others to do the same.



Eco-Friendly Life Activity

Summary:

This activity focuses on how to contribute to sustainability with daily personal habits. You start to reflect on your daily waste management habits and find ways to improve your practices. It will also help you discover more sustainable daily habits and how to adopt them.

	45 minutes
	7-14
	The sustainable house activity banner Scout Centre of Excellence for Nature and Environment (SCENES) Markers, paper, Post-its
	<ul style="list-style-type: none"> • Critical thinking • Self-awareness
	
Become an active global citizen	<p>By learning about our footprint we become aware of how to practise more sustainable behaviours and make eco-friendly consumer choices. This is how we can become active players in shifting our markets.</p> <p>With this knowledge we can become role models to inspire others' behaviours and actively shape our societal norms and values.</p>

Activity development:

Introduction to responsible consumption

Scout leader's role: Your Scout leader will start by explaining the importance of responsible consumption and waste management. They will highlight how these habits impact the environment, particularly in terms of climate change.

What you do: Listen to the explanation and think about your daily habits – how much waste you produce, what you consume, and where you could make more sustainable choices.

Team brainstorming on best practices

Scout leader's role: Your leader will divide you into small teams and give each team a Sustainability House graphic. They will explain the different sections of the house, such as waste management, energy use, and water conservation.

What you do: In your teams, brainstorm ideas on how to improve sustainability in each section of the house. Write your ideas on small pieces of paper (like Post-its) and place them on the corresponding sections of the graphic.

Group discussion and evaluation

Scout leader's role: After the brainstorming session, the leader will ask you to share your ideas with the whole group. They will lead the discussion, helping you to evaluate which practices are most practical and impactful for creating a more sustainable house.

What you do: Share your team's ideas and listen to others. Participate in the discussion by reflecting on the feasibility of each practice and how it can be applied in everyday life.

Reflection and sharing commitments

Scout leader's role: Your leader will encourage you to reflect on which best practices you can adopt in your daily life. They will lead a brief discussion where everyone shares how they plan to implement these eco-friendly habits.

What you do: Reflect on what you've learned and share with the group which eco-friendly habits you can begin to incorporate into your life. Think about realistic, small changes that will help reduce your environmental impact.

Key points to remember:

Small changes in your daily habits – such as reducing waste or consuming responsibly – can have a big impact on the environment.

Working together and sharing ideas helps inspire everyone to adopt more sustainable practices.

By making eco-friendly choices today, you can contribute to a healthier, more sustainable future for all.

Relevant information for the facilitators:

- Highlight how our actions at home influence the community and the environment.
- There are no right or wrong answers. Everyone can adopt different practices as long as they are eco-friendly.
- The participants should pledge to change their daily habits, be more sustainable, and spread environmental awareness at least in their house and among their family members and friends.
- The participants should report back on their pledge and what small actions they have done towards it.
- Invite the participants to reflect on their practices in friend meetings, camps, and headquarters and how they can improve them.

Debriefing questions:

What action will you take to improve the practices in your home, friend meetings, camps, school, etc.?

How can you raise awareness about sustainability and lead an eco-friendly life in your community?

Create your own Sustainability House graphic

If the Sustainability House graphic isn't available, you can easily create your own using free design tools like Canva or Google Slides. Here's how you can do it:

- **Draw a simple house structure :** Use a simple house shape (a rectangle with a triangular roof) to represent different areas of sustainability.

Label sections: Divide the house into sections such as:

- **Energy use** : Roof or attic
- **Water conservation**: Kitchen or bathroom
- **Waste management**: Basement or garbage area
- **Sustainable food choices**: Dining room
- **Eco-friendly transportation**: Garage or driveway

- **Community engagement:** Front yard or garden
- **Materials:** You can use coloured Post-its or small cards to represent different ideas for each section (e.g., using renewable energy, reducing water waste, recycling).

How to use it:

Groups can brainstorm ideas and stick them on the relevant sections of the house (Post-its or small cards).






The Scout leader can facilitate a discussion about each area and how to apply sustainable habits in everyday life.



Green or Red Activity for Scouts

Summary:

You are encouraged to reflect on various statements related to healthy living and sustainability by considering and expressing whether you agree or disagree with the practices mentioned.

	25 minutes
	7-14
	One set of green and red "voting" cards per person. Adapted from Methodologies for the future by WWF 10 principles of dialogue
	<ul style="list-style-type: none"> • Systems thinking • Critical thinking • Self-awareness
	
Become an active global citizen	<p>By learning about our footprint we become aware of how to practise more sustainable behaviours and make eco-friendly consumer choices. This is how we can become active players in shifting our markets.</p> <p>With this knowledge we can become role models to inspire other's behaviours and actively shape our societal norms and values.</p>

Activity development:

Introduction to the activity

Scout leader's role: Your leader will explain that in this activity, you will listen to different statements about healthy lifestyle choices and sustainability. You will then say whether you agree or disagree with each statement by using coloured cards: green to agree and red to disagree.

What you do: Listen carefully to the explanation and get ready to participate by using the cards to show your agreement or disagreement.

Demonstrating the card system

Scout leader's role: Your leader will give each participant a set of cards – one green and one red. They will show you how to use them by raising the green card to agree with a statement and the red card to disagree. They will also practise with a simple example, such as: "I prefer dogs to cats."

What you do: Receive the cards and practise using them with a simple example. For instance, if the leader says, "I prefer dogs to cats," raise the card that shows whether you agree or disagree with that statement.

Reading or showing the statements

Scout leader's role: The leader will read or display a series of statements related to healthy habits, sustainability, or environmental topics. They might use these examples or add their own locally relevant statements that are more understandable for you:

- Purchasing reusable materials is just expensive and not necessary.
- It's possible to grow our own herbs; it's healthy and more environmentally friendly.
- It's impossible to change/reduce our meat consumption. We can't find an alternative protein.
- Buying local food is better for our health and the environment.
- The concept of a sustainable lifestyle is the future.

What you do: Listen to each statement and based on your own beliefs or habits, raise the green card if you agree or the red card if you disagree.

Marking the votes and group discussion

Scout leader's role: Your leader will mark the votes on a visible place, such as a board or a large poster. After finishing the list of statements, they will facilitate a discussion with the group. They will ask you to reflect on why you agreed or disagreed with certain statements and how these ideas relate to your daily life.

What you do: Raise your card for each statement and watch the votes being marked. Afterwards, engage in the discussion, sharing your thoughts on why you agreed or disagreed with specific statements, and listen to others' views. Reflect on how these ideas can affect your habits and what changes you could make to live more sustainably.

Key points to remember:

Healthy living and sustainability are not just concepts for the future; they are choices we can make today to protect our planet and improve our well-being.

Every small change, such as buying reusable items, reducing meat consumption, or choosing local food, can help create a more sustainable lifestyle.

Discussing different viewpoints and reflecting on personal habits helps us understand the impact of our choices and encourages us to make better, more informed decisions.

The concept of a sustainable lifestyle is not a trend, but a vital step toward a healthier future – for us, our communities, and the environment.

Relevant information for the facilitators:

A discussion can be held after voting to know the perspective of each participant.

Ensure the participants understand that they need to respect the other's perspective and be open to listening.

Introduce some of the [10 principles of dialogue](#) to support the ongoing conversation.

The discussions that are held both before and after voting are the most important educational aspects, so be sure to allow time for discussions either in pairs or in groups.

Include feedback sharing from the discussions, through "bingo" or "pop-corn" sharing format.

Voting is a useful way of making lectures and panel debates more interactive and also for interrupting or drawing never-ending discussions and debates to a close.

Debriefing questions/discussion:

Find an example of one of the statements they agree or disagree with and discuss it with the group .



Walking with our Food Glasses on

Summary:

Explore your local neighbourhood with a focus on food – its production, consumption, and storage. Reflect on the journey food takes and how to make food chains more sustainable.

	1 hour
	11 years old and above
	Adapted from Methodologies for the future by WWF Markers Flipcharts Colour cards with tape or sticky tack to map a food chain
	<ul style="list-style-type: none"> • Systems thinking • Critical thinking • Anticipate the future • Strategic
	
Become an active global citizen	By learning about our footprint we become aware of how to practise more sustainable behaviours and make eco-friendly consumer choices. This is how we can become active players in shifting our markets.
	By learning about the path of food production, distribution, and consumption we become aware when we can take part in decision-making processes that can improve our local, even global food-supply chain.
	With this knowledge we can become role models to inspire other's behaviours and actively shape our societal norms and values.

Activity development:

Getting ready to walk with your food glasses on

Scout leader's role: Your leader will introduce the activity by explaining what it means to put on your food glasses. They will help you understand that you will explore your surroundings, paying attention to anything related to food, such as production, storage, and consumption. For example, fields of crops, grocery stores, or even food waste.

What you do: Imagine you are wearing special glasses that help you notice everything around you connected to food. Get ready to explore the neighbourhood and look closely for things related to food.

Exploring the neighbourhood

Scout leader's role: Your leader will guide the group through a neighbourhood walk, encouraging you to share what you notice. They will ensure you stay safe and remain engaged.

What you do: Walk with your friends around the neighbourhood, keeping an eye out for anything related to food. You might see:

- Crops like corn or millet.
- A supermarket or someone carrying shopping bags.
- A truck transporting milk.
- A cow, fish, or an orange tree.
- Food waste, like an empty tin thrown in a ditch.
- Anything else that reminds you of food.

Reporting your observations

Scout leader's role: After the walk, your leader will facilitate a discussion where you share what you saw and how it connects to food.

What you do: Tell your friends what you noticed during the walk and how it made you think about food. Share any interesting or surprising things you observed.

Mapping the food chains

Scout leader's role: Your leader will help you think about the journey of food from its origin to its end. They will give examples like an orange's journey from tree to grocery store to kitchen to waste bin. They will also support you in creating visual representations, such as drawings or step-by-step chains on cards or Post-its.

What you do: Work with your group to create a food chain based on something you saw. For example:

ORANGE: Tree › Fruit › Factory › Juice › Packaging › Grocery store › Kitchen › Waste.

Use cards or markers to map each step of the journey.

Evaluating and improving the food chain

Scout leader's role: Your leader will lead a discussion about sustainability in food chains by asking questions like these: Is this food chain sustainable? How could it be improved? They will encourage you to suggest changes, such as reducing waste or sourcing food locally.

What you do: Think about whether the food chain is sustainable. Suggest ways it could be improved – like removing unnecessary steps, adding eco-friendlier processes, or using local resources. Work with your group to create a new, more sustainable food chain.

Key points to remember

Food is everywhere: From production to consumption, food connects us to the environment and impacts our planet.

Sustainability matters: A sustainable food chain improves health, equity, and environmental well-being while reducing harm to people, animals, and nature.

Small changes make a big difference: By supporting local food, reducing waste, and considering eco-friendly options, we can make food systems healthier and more sustainable.

Think creatively: Exploring and reimagining food chains helps us understand how to make better choices for a sustainable future.

Relevant information for the facilitators:

[Solving the great food puzzle](#) – “How to nourish everyone within planetary boundaries requires an integrated and systemic approach. The good news is that food systems can be a major part of the solution to the global health, climate and nature crises.”

Sustainable Food Chain project, [SUSTAIN - The Alliance for Better Food and Farming](#)

When we talk about sustainable food chains we mean food, agriculture, and practices that enhance the health and welfare of people and animals, improve the working and living environment, promote equity, and enrich society and culture.

Sustainable food, according to some authors, refers to food which meets several criteria including;

Proximate – originating from the closest practicable source or the minimisation of energy use.

Healthy as part of a balanced diet and not containing harmful biological or chemical contaminants.

Fairly or cooperatively traded between producers, processors, retailers, and consumers.

Non-exploiting of employees in the food sector in terms of pay and conditions; environmentally beneficial or benign in its production (e.g. organic).

Accessible both in terms of geographic access and affordability; high animal welfare standards in both production and transport.

Socially inclusive of all people in society; encouraging knowledge and understanding of food and food culture.

Learning and actions inspiration by WWF:






[Food Waste Warrior Educational Materials](#) – a set of lesson plans, activities, and teacher resources broken into different grade bands on the connection between food and the environment and food waste. The main landing page is worldwildlife.org/foodwastewarriors

[Best Food on the Planet - Playing cards](#) – a card game that addresses sustainable diets (climate, food waste, biodiversity, sustainable production, social aspects).

Recycling and Reducing

Summary:

Learn the difference between recycling and reducing waste, and discover ways to make your consumption more responsible and environmentally friendly.

	10–15 minutes	
	7–14	
	One set of waste items or one set of cards* A wall, surface or four recipients or boxes Reduce, Reuse, Recycle by SolarSchools	
	<ul style="list-style-type: none"> • Systems thinking • Collaboration • Critical thinking 	
		
Become an active global citizen	By learning about our footprint we become aware of how to practise more sustainable behaviours and make eco-friendly consumer choices. This is how we can become active players in shifting our markets.	With this knowledge we can become role models to inspire other's behaviours and actively shape our societal norms and values.

Activity development:

Setting up the categories

Scout leader's role: Your leader will prepare the activity space by creating four distinct areas, either using a surface or four boxes labelled with these categories: Aluminium, Compost, Paper, and Plastic. They will ensure the areas are clearly marked.

What you do: Observe the setup and get ready to participate by understanding the four categories and what types of materials might fit into each.

Dividing into teams and distributing materials

Scout leader's role: Your leader will divide you into four groups and give each team a paper bag containing a set of game cards that represent different types of waste materials (e.g., a soda can, banana peel, newspaper, plastic bottle).

What you do: Join your team and take turns drawing cards from your team's bag.

Sorting the cards into categories

Scout leader's role: Your leader will explain that each card represents an item that needs to be sorted into the correct category. They will instruct you to take turns drawing a card from your bag and placing it into one of the four labelled areas.

What you do: Draw a card from the bag, decide which category it belongs to, and place it in the appropriate box or area. Work together as a team to ensure correct placement.

Scoring and determining the winning team

Scout leader's role: Once all the cards have been sorted, your leader will review the placements with the group. They will award points for each correctly sorted card and announce the team with the highest score as the winner.

What you do: Watch as your team's results are scored. Celebrate your success or reflect on what you learned about proper sorting.

Reflection and discussion on recycling vs reducing

Scout leader's role: The leader will facilitate a discussion about the impact of recycling versus reducing. They will share key insights, such as:

Recycling has a neutral impact on the environment – it doesn't harm, but it doesn't significantly help either.

Reducing is much more impactful because it minimises waste at its source and decreases the demand for harmful materials.

What you do: Participate in the discussion by reflecting on what you have learned. Think about how you can reduce your consumption and reuse materials in your daily life.

Key points to remember

Reducing is better than recycling: Recycling is helpful, but its impact on the environment is limited – it's better to focus on reducing and reusing materials to make a greater difference.

Small actions add up: Simple steps like bringing a reusable water bottle, avoiding single-use plastics, or saying no to straws can significantly reduce waste.

Lead by example: By adopting sustainable habits, you inspire others to do the same. Change begins with us.

Think critically: Every item you consume has a lifecycle – choose items with a lower environmental impact whenever possible.

*Game cards suggestions:

Printed images: Print pictures of items (e.g., soda cans, banana peels, plastic bottles) and stick them onto cards or sheets of paper.

Recyclable packaging: Use actual small, clean items like wrappers, cans, or paper scraps to represent the waste categories.

Drawing game: Give Scouts markers and paper to draw examples of waste items themselves. They can then use their drawings as cards for sorting into the appropriate categories.



My Waste Monitoring

Summary:

This activity will help you understand how much waste is produced in households, explore local waste management systems, and develop ideas to reduce personal and community waste.

	2 weeks 4 hours
	11–14
	Pen and notebook
	<ul style="list-style-type: none"> • Systems thinking • Self-awareness • Critical thinking • Problem solving
	
Become an active global citizen	With this knowledge we can become role models to inspire others' behaviours and actively shape our societal norms and values.

Activity development:

Week 1: Tracking your waste

Scout leader's role: Your leader will introduce the activity by explaining the importance of understanding waste production. They will encourage you to track your household waste for a week, measuring the amount and categorising it by type (e.g., organic, plastic, paper) and suggest you also research local or national waste statistics online for comparison.

What you do: For one week, keep track of your household waste. Use a notebook to record the weight of your waste daily and categorise it. For example:

- **Organic:** food scraps, plant material.
- **Recyclable:** plastic bottles, cans, paper.
- **Non-recyclable:** mixed waste, packaging.
- **Hazardous:** batteries, chemicals.

Research online to find out how much waste is produced in your city or country and compare it to your household statistics.

Week 2: Compare and discover

Scout leader's role: Your leader will facilitate a group discussion where you share your waste data. They will guide you in comparing statistics and discussing why some households produce more or less waste. They will introduce topics such as waste classification, organic waste management, and local waste collection systems.

What you do: Share your findings from Week 1 with the group. Discuss:

- Where is most of your waste coming from?
- Is your organic waste composted or collected?
- How do you classify your waste?
- What types of waste separation are available in your municipality?
- What challenges or solutions can you identify in managing waste effectively?

Week 3: Visit a local waste management facility

Scout leader's role: Your leader will arrange a visit to a nearby waste management facility. They will ensure you have the opportunity to see how waste is processed, ask questions about handling and reducing waste, and prepare the group with questions to consider during the visit.

What you do: During the visit, observe how waste is managed at the facility. Think about:

- What happens to waste after it is collected?
- Are there alternatives to producing this much waste in the first place?
- Where along the life path of waste can changes be introduced to reduce it?

Debriefing and reflection:

Scout leader's role: The leader will facilitate a discussion to help you reflect on your experience and insights gained from the activity. They will ask guiding questions to encourage deeper thinking and personal action plans.

What you do: Reflect on what you've learned and share your thoughts. Consider:

- What stood out to you during the waste monitoring and the facility visit?
- What surprised you about how waste is handled?
- Where can you start making changes in your habits to reduce waste?
- How can you inspire others to do the same?

Key points to remember:

Waste awareness is the first step: Tracking and categorising your waste helps you understand where it's coming from and how much is being produced.

Community systems matter: Local waste management systems play a big role in how waste is handled, but individual actions can make a huge difference.

Reducing is better than managing: While recycling and waste facilities are helpful, reducing waste at the source is the most impactful.

Small changes add up: Composting, reducing single-use items, and mindful consumption can significantly decrease the waste you produce.






Action inspires others: By taking steps to reduce your waste, you can set an example and encourage others to join in creating a more sustainable future.



What Is Your Stand on...

Summary:

This activity will help you understand how much waste is produced in households, explore local waste management systems, and develop ideas to reduce personal and community waste.

	30–40 min	
	15 and above	
	Printed or cut images related to environmental issues. Duct tape, a rope or chalk to mark the line on the floor. 10 principles of dialogue	
	<ul style="list-style-type: none"> • Systems thinking • Self-awareness • Critical thinking 	
		
Become an active global citizen	By learning about the path of food production, distribution and consumption we become aware of when we can take part in decision-making processes that can improve our local, even global food supply chain.	With this knowledge we can become role models to inspire others' behaviours and actively shape our societal norms and values.

Activity development:

Preparing the space

Scout leader's role: Your leader will mark a long line on the floor or ground using duct tape, rope, or chalk. Label the line with numbers 1 to 6, where 1 represents "strongly agree" (or "sustainable"), and 6 represents "strongly disagree" (or "not sustainable"), with the numbers in between for more nuanced positions. They will provide you with a sheet of A4 paper and coloured markers for note-taking during the activity.

What you do: Take your materials and get ready to listen, think, and participate in discussions. Understand that the activity is about sharing opinions respectfully, without judgment.

Explaining the rules

Scout leader's role: Your leader will explain how the activity works and read a series of statements or show images. After each one, you will decide your stance by standing on the corresponding number along the line. The leader will emphasise that everyone can express their views without fear of judgment and use the [10 principles of dialogue](#) to guide respectful communication.

What you do: Listen to the statements or observe the images. Decide how strongly you agree or disagree (or think the action is sustainable or not) and move to the appropriate number along the line. Observe where others stand and feel free to discuss your thoughts with nearby participants.

Sharing and discussing opinions

Scout leader's role: After each statement, your leader will ask participants in different positions along the line to share their views with the group. They will encourage you to explain why you chose your position and, if you feel comfortable, respond to other perspectives.

What you do: Share your opinion when asked or discuss it with the people near you on the line. Be open to listening to others and consider different perspectives. If you hear an argument that changes your mind, you're free to move to a new position.

Using statements or images

Scout leader's role: Read the prepared statements or display relevant images. Use examples like:

- Nature precedes humans.
- Everybody should cut down on their use of energy!
- We must not cut down trees.
- Cutting down trees and cultivating wetlands is necessary for development.
- Buying products is better than recycling or repairing them.
- Images of deforestation, renewable energy sources, or pollution .

Scout leader's role: For a variant, your leader will show pictures from newspapers and ask you to indicate how sustainable or unsustainable you think the action is. They will facilitate a follow-up discussion about how unsustainable actions could be made more sustainable.

What you do: Engage with the statements or images and decide where you stand. Be ready to explain your reasoning and discuss ideas for making unsustainable actions more sustainable.

Debriefing and reflection

Scout leader's role: Your leader will conclude the activity with a group discussion, reflecting on key takeaways and asking questions like:

- How did hearing others' perspectives influence your views?
- Did anyone change their position during the activity? Why?
- How can dialogue help us make better choices for sustainability?

What you do: Reflect on the activity. Share if your views changed and what influenced your perspective. Think about how open discussions can help solve sustainability challenges.

Key points to remember:

Respectful dialogue matters: Sharing opinions and listening to others with an open mind fosters mutual understanding and learning.

Different perspectives are valuable: It's okay to disagree, as long as it's done respectfully.

Sustainability is about solutions: Discussing how to turn unsustainable actions into sustainable ones helps build actionable ideas for a better future.

Changing your mind is growth: Adapting your view after hearing new perspectives shows openness to learning.

Learning and actions inspiration by WWF:

Education for sustainable development in India – working towards ensuring that ESD becomes the core of the Indian education system since 2010, [an example](#).

Youth as change agents, [ESD projects](#).



Four Corners

Summary:

You are encouraged to share opinions, explore diverse perspectives, and reflect on values related to sustainable production and environmental responsibility.

	20–30 minutes
	15 and above
	No materials needed
	<ul style="list-style-type: none"> • Self-awareness • Critical thinking
	<div> <div>8 DECENT WORK AND ECONOMIC GROWTH</div> <div>9 INDUSTRY, INNOVATION AND INFRASTRUCTURE</div> <div>11 SUSTAINABLE CITIES AND COMMUNITIES</div> <div>12 RESPONSIBLE CONSUMPTION AND PRODUCTION</div> <div>13 CLIMATE ACTION</div> </div>
Become an active global citizen	<p>By learning about our footprint we become aware of how to practise more sustainable behaviours and make eco-friendly consumer choices. This is how we can become active players in shifting our markets.</p> <p>With this knowledge we can become role models to inspire others' behaviours and actively shape our societal norms and values.</p>

Activity development:

Preparing the space

Scout leader's role: Your leader will set up a space with four clearly marked corners, either indoors or outdoors. They will use signs, coloured markers, or labels to identify each corner with an answer option corresponding to the questions you'll be asked.

What you do: Observe the setup and get ready to participate by moving to the corner that best represents your opinion.

Explaining the activity

Scout leader's role: Your leader will explain that you'll read a series of questions related to sustainability and production. Each question will have four possible answers. Each corner will represent one of those options. You will silently move to the corner that reflects your opinion. They will emphasise the importance of independent thinking and respecting others' choices.

What you do: Listen to the instructions, think about your perspective, and be ready to choose the corner that matches your opinion when the question is asked.

Moving to the corners

Scout leader's role: Your leader will read the first question aloud and indicate which corner corresponds to each answer option. They will allow you a moment to reflect, and then ask you to move to the corner that matches your preference.

What you do: Walk to the corner that best reflects your opinion or answer to the question. Observe where others go but focus on your own thoughts.

Sharing opinions

Scout leader's role: Once everyone is in their chosen corner, your leader will invite a few participants from each corner to explain their choices. They will encourage respectful sharing of opinions and ensure that different perspectives are heard. They will allow you to change corners if you hear something that changes your mind.

What you do: Share your thoughts if asked. Explain why you chose your corner and listen to others' reasoning. If someone makes a point that changes your perspective, feel free to move to a new corner.

Discussion and reflection

Scout leader's role: After discussing each question, your leader will summarise the different perspectives and facilitate a brief reflection. They will highlight how diverse opinions can enrich understanding of sustainable practices.

What you do: Reflect on what you learned from others and consider how the activity might influence your views on sustainability and responsibility.

Examples of questions:

- What is most important for you when you buy new clothes?
- The price
- How fashionable they are
- How they were produced
- None of the above
- Who is responsible for ensuring the sustainability of products?
- Ordinary people
- Industrialised countries
- The government
- None of the above
- What would you do to promote sustainability in your community?
- Start by reducing personal waste
- Advocate for sustainable policies
- Support local and sustainable businesses
- None of the above

Key points to remember:

Respect differences: Each person's opinion is shaped by their experiences and values – respecting different perspectives fosters deeper understanding.

Independent thinking matters: Focus on your own beliefs and feel confident sharing your reasoning with others.

Learning through dialogue: Listening to others can expand your perspective and inspire new ideas.

Sustainability is multi-faceted: There's no single answer to achieving sustainability – every viewpoint contributes to the bigger picture.

Learning and actions inspiration:

[The True Cost](#) (2015): A documentary exploring the environmental and social impacts of the fast fashion industry.

The [Our Planet series](#) on Netflix.

[Our World in Data](#) – Environmental impacts: Provides visual data and research on environmental issues, particularly related to Food.

WWF's [Living Planet Report 2024 Youth Edition](#)



Food Pyramid

Summary:

This activity will help you understand how daily food choices impact personal health and the environment, reflect on dietary habits, and compare them to the recommended food pyramid for balanced nutrition and sustainability.

	1.5 hours
	15 and above
	<ul style="list-style-type: none"> Table for weekly food Food pyramid
	<ul style="list-style-type: none"> Self-awareness Critical thinking
	
Become an active global citizen	By learning about our footprint we become aware of how to practise more sustainable behaviours and make eco-friendly consumer choices. This is how we can become active players in shifting our markets.

Activity development:

Starting with a discussion

Scout leader's role: Your leader will start by discussing your favourite foods and drinks, and asking you how often you consume these items during a typical week. They will provide a table for weekly food tracking.

What you do: Sit with your group and share your favourite foods and drinks. Write down how often you have each item in the table provided.

Building your personal food pyramid

Scout leader's role: Once everyone has completed their table, your leader will explain how to use the data to create your own food pyramid:

Add up the total number of times each food category appears in the week.

Fill in the steps of the empty pyramid, starting with the largest number at the bottom (foundation) and the smallest at the top. If a food category was not consumed during the week, leave those steps blank.

What you do: Add up your weekly food counts and build your pyramid by filling in the steps based on how often you eat each type of food. Leave blank steps for food categories you didn't consume.

Comparing it to a standard food pyramid

Scout leader's role: Your leader will introduce a standard food pyramid (e.g., a Mediterranean diet or a local equivalent) and explain its purpose for balanced nutrition. They will ask you to compare your pyramid to the standard one and discuss:

- Are there any differences?
- Are you eating too much or too little of certain food types?

What you do: Compare your pyramid to the standard one. Reflect on whether your diet matches the recommended balance and identify any food groups you might need to adjust.

Exploring the environmental impact of food

Scout leader's role: Your leader will present an environmental impact pyramid (specific to your region if possible) and explain how different foods have varying effects on the environment. They will encourage you to compare your pyramid to this pyramid and discuss:

- Are you consuming foods with high environmental impact?
- Could you replace high-impact foods with alternatives that are better for both health and the planet?

What you do: Look at the environmental impact pyramid and compare it to your food choices. Identify any high-impact foods you eat often and consider healthier, eco-friendlier alternatives.

Group sharing and reflection

Scout leader's role: Your leader will facilitate a group discussion where participants share their findings. They will encourage you to talk about what surprised you and what changes you might consider making to your diet.

What you do: Share your observations with the group. Discuss what you learned about your diet and its environmental impact, and share any changes you might want to make.

Key points to remember:

Balanced diets matter: A healthy diet not only benefits your body but also supports environmental balance.

Food choices have an impact: High-impact foods (e.g., red meat) can harm the environment, while plant-based and locally sourced foods often have a lower footprint.

Every change counts: Small adjustments, like eating more vegetables or reducing processed foods, can make a big difference for your health and the planet.

Think locally: Use a food pyramid that reflects your region's dietary and environmental context to make practical changes.

Learning and actions inspiration:

[Diet-impact calculator by WWF](#)

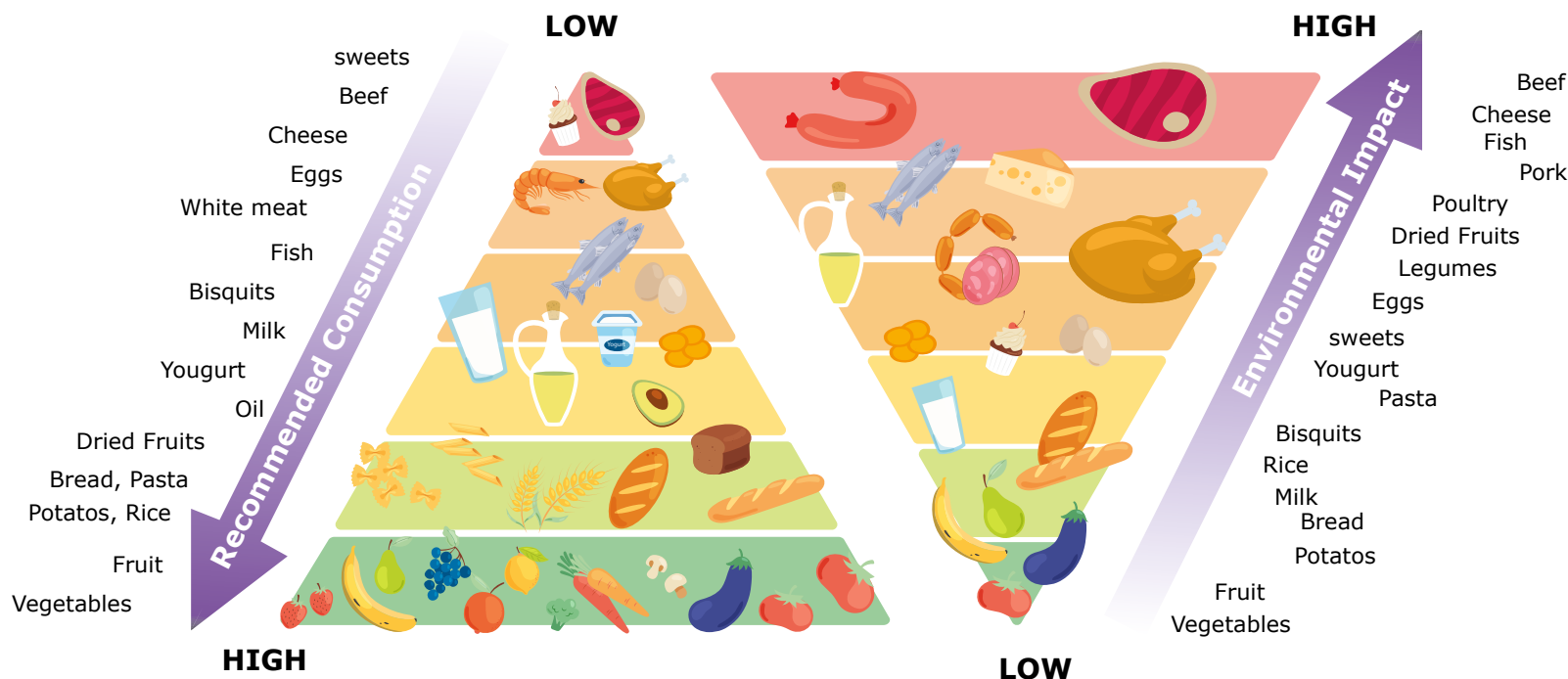
[WWF Food practice work](#)

[Planet-based diets platform by WWF](#)

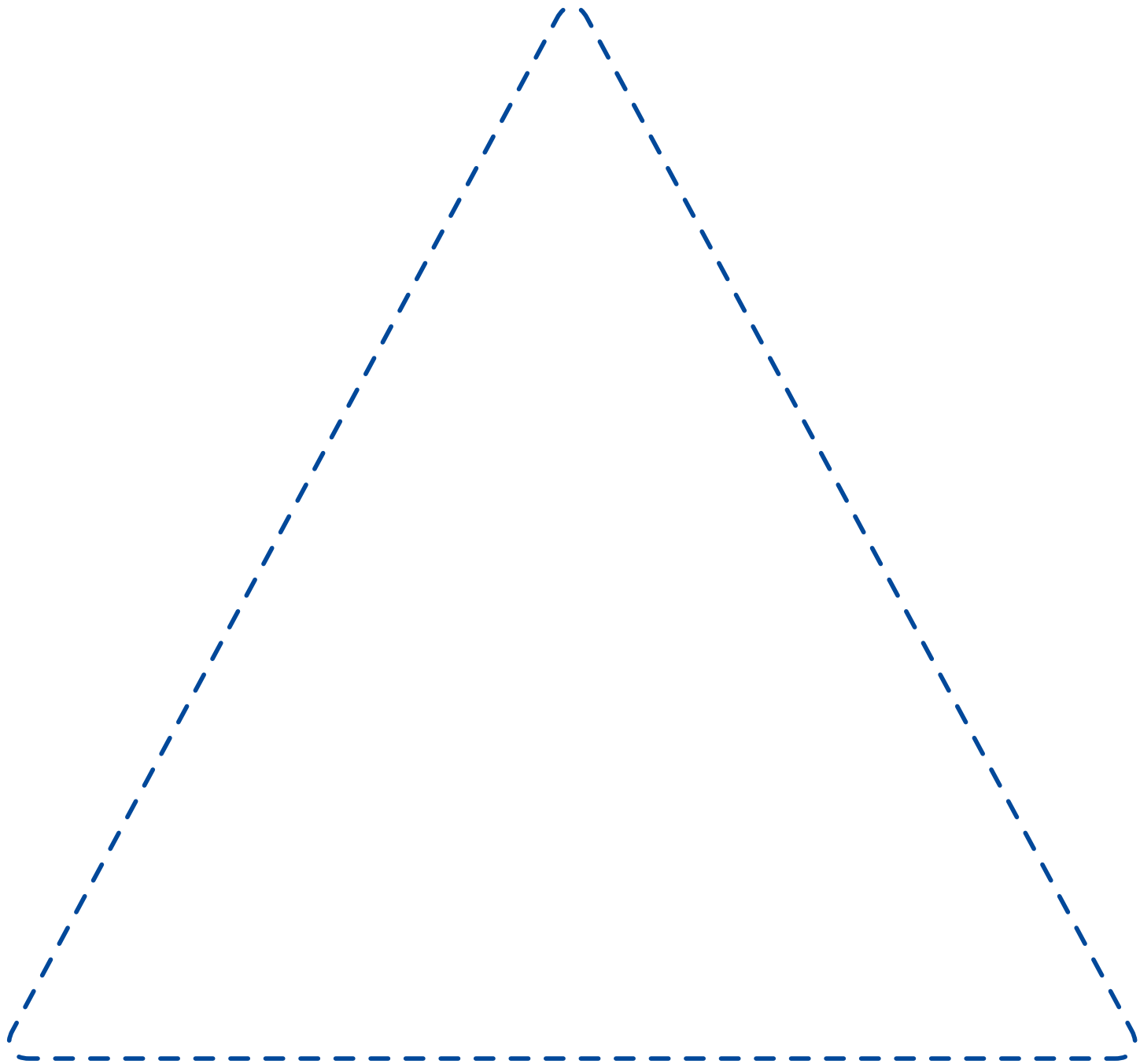
Mediterranean Diet Pyramid: [Oldways Mediterranean Food Pyramid](#)

[Environmental Impact of Food: Our World in Data](#)

UN Food and Agriculture Organization (FAO): [FAO Food Pyramids](#)



designed by www.freepik.com



Food type	Day 1			Day 2			Day 3			Day 4			Day 5			Day 6			Day 7			Sum
Sweets, Beef	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	
Cheese, Eggs, White Meat, Fish, Biscuits	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	
Milk, Yoghurt	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	
Oil, Dried Fruit	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	
Bread, Pasta, Potatoes, Rice	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	
Fruit, Vegetables	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	B	L	D	






B = Breakfast, L= Lunch, D= Dinner

Learning Activities: Nature and Biodiversity

What is at risk?

Summary

Explore the challenges faced by native species and the impact of invasive species on ecosystems through an engaging rock-paper-scissors (RPS) game. Reflect on the human connection to ecosystems and identify ways to mitigate the spread of invasive species.

	Week 1 – research, Week 2 – 1 hour
	7–14
	Large paper clips (a variety of colours is fun), two for each participant Invasive species cards with names (Red) Native species cards (Green) Species at risk sheet with a list of your local species that are species of concern, threatened, or endangered
	<ul style="list-style-type: none">• Systems thinking• Critical thinking
	
Become an active global citizen	Learning about the environmental risks we are facing enables us to participate in, support, or initiate actions that directly support biodiversity, climate, and nature conservation.

Activity development:

Setting the scene

Scout leader's role: Your leader will distribute native species cards and two paper clips to each participant. They will explain that the paper clips represent their life and their offspring's future and set the context by discussing the diversity of native species and the threats posed by invasive species.

What you do: Take your native species card and paper clips. Look around at your group to appreciate the variety of species represented.

Learning the rules of the game

Scout leader's role: Your leader will review the basic rules of rock-paper-scissors: rock beats scissors, scissors beat paper, and paper beats rock. They'll then explain how the game simulates competition for resources between species and how roles will change if a player becomes an invasive species.

What you do: Listen to the rules and ensure you're comfortable with how to play RPS.

Starting the game as a native species

Scout leader's role: When your leader signals the start of the game, you will find an opponent to play RPS. Winners collect one paper clip from the loser. If a player loses all their paper clips, they come to the facilitator to receive an invasive species card.

What you do: Play RPS with others. If you win, collect a paper clip from your opponent. If you lose all your paper clips, go to the leader for an invasive species card and continue playing.

Playing as an invasive species

Scout leader's role: Your leader will explain the new rules for invasive species:

- Invasive species win against native species and take two paper clips.
- If an invasive species loses to a native species, they take one paper clip.
- Invasive vs invasive results in the winner taking one paper clip.
- Monitor the game to track the balance of native and invasive species.

What you do: Follow the new rules for invasive species. Target native species to regain paper clips if you run out.

Tracking the shift

Scout leader's role: It's your leader's role to keep track of the number of native and invasive species at regular intervals. They will use this data to create a chart or graph showing how quickly invasive species take over. They'll end the game when all participants have become invasive species.

What you do: Observe how the ecosystem changes over time. Reflect on how quickly invasive species can dominate.

Debriefing and reflection

Scout leader's role: Your leader will facilitate a discussion using these questions:

How do invasive species affect native ecosystems?

How do they spread, and why are they so successful?

What challenges do native species face beyond invasive species (e.g., habitat loss, climate change, pollution)?

What actions can we take to prevent the spread of invasive species?

What you do: Share your thoughts on the game and reflect on the challenges facing native species. Consider how you can contribute to protecting ecosystems.

Week 3: Research and presentation

Scout leader's role: Your leader will assign participants to research the invasive species they represented in the game and encourage group presentations on how to prevent their spread and mitigate their impact.

What you do: Investigate your invasive species. Prepare a presentation on its impact, how it spreads, and actions to stop it. Share your findings with the group.

Variation:

The leader could also record the number of native and invasive species at the start and at intervals (e.g., every 2 minutes) and use this data to create a graph showing how quickly invasive species dominate.

Time (minutes)	# of native species	# of invasive species
Start		
2		
4		
6		
8		
10		

Key points to remember:

Invasive species thrive because they lack natural predators: They quickly outcompete native species, disrupting ecosystems.

Human actions play a major role: Invasive species often spread through human activities like trade, travel, and agriculture.

Prevention is crucial: Simple steps like cleaning gear, using native plants in landscaping, and raising awareness can help.

Native species face multiple threats: Beyond invasive species, challenges like habitat loss, pollution, and climate change compound the problem.

Learning and actions inspiration :

[Lower Thames Valley Conservation Authority](#)






[Global Invasive Species Database](#)

[Why some species are unwelcome](#)

Discovering Nature with Seek App by iNaturalist

Summary

Explore and learn about biodiversity in the local environment using the Seek app. By identifying at least three plant or wildlife species, you will gain an understanding of biodiversity's importance and how you can act to protect it.

	20–30 minutes
	7–14
	Seek by iNaturalist Seek app tutorial Our Planet Lab toolkit Biodiversity: What does it mean and why do we need it Mobile device for the app
	<ul style="list-style-type: none"> • Systems thinking • Critical thinking
	
Become an active global citizen	Learning about the environmental risks we are facing enables us to participate in, support, or initiate actions that directly support biodiversity, climate, and nature conservation.

Activity development:

Introducing the Seek app and biodiversity

Scout leader's role: The leader will start by introducing participants to the Seek app by iNaturalist. They'll use a video tutorial or live demonstration to show you how to download and use the app on your device. They'll also explain its purpose: to identify plants, animals, and fungi in the environment and learn about biodiversity. And they'll highlight the importance of biodiversity for ecosystems and human well-being.

What you do: Follow along with the introduction. Download the Seek app to your phone (if available) and familiarise yourself with its features.

Using the Seek app during outdoor activities

Scout leader's role: Your leader will plan outdoor activities like hikes, nature walks, or exploration games where you can use the Seek app to identify species in your surroundings. They'll encourage you to find at least three different plant or wildlife species and guide you if you encounter difficulties with the app or species identification.

What you do: Use the Seek app during outdoor activities to scan and identify plants, animals, or fungi. Focus on learning about at least three species by reading the app's information about them.

Learning and sharing discoveries

Scout leader's role: At the end of the activity, your leader will facilitate a group discussion about the species you have identified and what you learned about biodiversity. They'll encourage you to think about how this knowledge connects to protecting the planet.

What you do: Share what you discovered during the activity. Talk about the species you identified and what you learned about their role in the ecosystem. Reflect on how using tools like Seek can inspire actions to protect biodiversity.

Debriefing and reflection

Scout leader's role: Using these questions, your leader will facilitate a reflective discussion:

- Do you think this app can be useful for your local group?
- In what other activities could you use this app?
- How can this app help you protect biodiversity in your area and beyond?

What you do: Participate in the discussion and think about how you can use what you learned in your community. Consider other ways to apply the app to explore and protect local biodiversity.

Relevant information for facilitators

About the Seek app:

Seek by iNaturalist is a user-friendly app developed by the California Academy of Sciences and the National Geographic Society. It uses image recognition to identify species and provides information about them. This app is part of the broader iNaturalist platform, encouraging users to participate in citizen science by monitoring and improving biodiversity in their communities.

Biodiversity action plan:

Through tools like Seek, participants can monitor local ecosystems and develop biodiversity action plans to improve conditions for wildlife. Additional resources, like the Citizen Science for Our Planet toolkit, can help youth groups explore more structured activities.

Key points to remember:

Biodiversity is vital: Every species plays a role in maintaining healthy ecosystems, and tools like Seek help us understand this.

Citizen science makes a difference: Apps like Seek empower individuals to contribute to scientific knowledge and conservation efforts.

Local actions matter: Learning about species in your environment can inspire practical steps to protect and restore biodiversity in your community.

Continuous discovery: The more you explore with the Seek app, the more you'll learn about your environment and how interconnected life on Earth is.

Learning and actions inspiration:

[How to prepare for a trip in nature, WWF-Adria](#)

[#WWFUntangled video series on Biodiversity](#)

[Citizen Science with UNESCO](#)

[The Living Planet Report by WWF, 2024 report](#)

[The Living Planet Report youth edition by WWF, 2024 report](#)



BioBlitz – Natural area exploration

Summary

This activity will engage you in organising and conducting a BioBlitz, where you explore and document as many species as possible in a designated natural area. You will learn about biodiversity, practice citizen science, and reflect on the importance of protecting ecosystems.

	2 hours in week 1	
	4 hours in week 2	
	Work in groups in week 3	
	7–14	
	Week 1 – Video or set of pictures, computer, or maps of the selected area.	
	Week 2 – Per group, a length of rope or hula hoop, a hand lens, a clipboard with copies of the species identification, blank cards, a worksheet, and a digital camera (when available).	
	Week 3 – Data, photos and other samples collected from the expedition.	
	National Geographic BioBlitz resources	
	<ul style="list-style-type: none"> • Systems thinking • Collaboration 	
Become an active global citizen	With this knowledge we can become role models to inspire others' behaviours and actively shape our societal norms and values.	Learning about the environmental risks we are facing enables us to participate in, support, or initiate actions that directly support biodiversity, climate, and nature conservation.

Activity development:

Week 1: Preparing for the BioBlitz

Introducing the concept

Scout leader's role: Your leader will explain what a BioBlitz is – a citizen science event to identify as many species as possible in a specific area. They'll discuss its purpose in understanding biodiversity and protecting natural environments and show you a series of pictures or share examples of BioBlitz events to inspire you.

What you do: Learn about the concept of a BioBlitz. Share ideas for areas nearby that could be explored for biodiversity, such as parks, reserves, or schoolyards.

Mapping the study area

Scout leader's role: Your leader will guide you in selecting a natural area for the BioBlitz using tools like Google Maps or Map Maker Interactive to explore and map the site. They'll also discuss potential features or habitats where you might find diverse species.

What you do: Use the tools provided to explore and map the chosen area. Identify spots you think might have interesting plants or animals, and mark them on your map.

Getting organised

Scout leader's role: Your leader will plan logistics, such as dividing participants into small groups for the fieldwork, and ensure everyone has the necessary materials, like notebooks, pencils, or apps like Seek by iNaturalist for species identification. They'll also discuss strategies for efficient data collection during the BioBlitz.

What you do: Work with your group to plan how you'll explore the area. Prepare materials and familiarise yourself with the Seek app or any other tools you'll be using.

Week 2: Conducting the BioBlitz

Silent observation

Scout leader's role: Your leader will begin with a five-minute silent observation session where you sit quietly to take in your surroundings. They'll encourage you to draw or describe any living things you see, hear, or smell.

What you do: Observe silently and record your initial impressions in your notebook. Take notes on what stands out in your environment.

Team exploration

Scout leader's role: Your leader will allow you to explore their designated areas. They'll provide hula hoops or ropes to define smaller study zones within the larger area and

instruct you to document your findings with notes, sketches, or photographs.

What you do: Use your notebook to record species you observe in your study zone. Take photos where possible and note details about the habitat or conditions where the species were found.

Sharing challenges

Scout leader's role: After the exploration, your leader will gather the group to discuss any difficulties you have encountered, such as identifying small organisms or dealing with environmental factors like wind or rain.

What you do: Share any challenges you faced and consider how these might affect the data you collected.

Week 3: Research and presenting findings

Identifying species

Scout leader's role: Your leader will encourage you to use field guides, apps, or online resources to identify the species you observed. They'll help you create detailed species identification cards for your findings.

What you do: Research the species you observed and complete your species identification cards. Learn about the roles these species play in the ecosystem.

Creating a biodiversity map

Scout leader's role: Your leader will guide you in compiling your findings on a large map of the study area and then attach species identification cards to the map to visually display the diversity discovered.

What you do: Add your findings to the biodiversity map and help arrange the data in a way that highlights patterns or interesting discoveries.

Reflecting on and discussing results

Scout leader's role: Your leader will facilitate a group discussion about the findings, addressing questions such as:

- How many species were found?
- What types of habitats had the most diversity?
- What human activities might affect the biodiversity in the area?
- How could the study methods or timing impact the results?

What you do: Share your thoughts on the findings and reflect on what you learned about biodiversity in your local area.

Key points to remember:

Biodiversity is vital: Each species contributes to the health of ecosystems and the planet.

Citizen science matters: Participating in activities like BioBlitz helps scientists and policymakers understand and protect biodiversity.

Local efforts have a global impact: Learning about biodiversity in your community connects you to broader conservation efforts.

Care for nature: Leave the study site as you found it, respecting the plants and animals living there.

Learning and actions inspiration :

[National Geographic BioBlitz Toolkit](#)

[How to prepare for a trip in nature, WWF-Adria](#)

[#WWFUntangled video series on Biodiversity](#)






[Citizen Science with UNESCO](#)



Forests for the Future

Summary

This activity will help you understand the global and local impacts of deforestation and explore practical ways to protect biodiversity and ecosystems.

	<ul style="list-style-type: none">• 60 minutes preparation of DIY cards• 40 minutes activity
	7–14
	<ul style="list-style-type: none">• A set of DIY “A World Without Forest” cards
	<ul style="list-style-type: none">• Systems thinking• Anticipate the future
	
Become an active global citizen	Learning about the environmental risks we are facing enables us to participate in, support, or initiate actions that directly support biodiversity, climate, and nature conservation.

Activity development:

Introduction and context

Scout leader's role: Your leader will briefly explain what forests, including rainforests, are, why they matter, and the alarming rate of deforestation (e.g., 25 football fields per minute). They will share a few quick examples of impacts on biodiversity, climate, and local communities.

What you do: Listen to the introduction and think about why deforestation is a global concern.

Sorting cards

Scout leader's role: The leader will then divide participants into small groups (4–5 people each) and distribute the A World Without Forest cards. They'll ask groups to:

Sort the cards into two categories:

- Local impacts: Effects on people, plants, and animals in rainforests.
- Global impacts: Effects on the world, like climate change or resource scarcity.

Quickly rank the seven global impacts from most to least important, discussing their reasoning.

What you do: Work with your group to sort the cards and decide which global impacts you think are most critical. Share your reasoning.

Discussion and reflection

Scout leader's role: The leader will facilitate a brief discussion where each group shares their top and bottom-ranked global impacts. They'll also highlight the connections between local and global consequences.

What you do: Share your group's rankings and listen to the perspectives of other groups. Reflect on the connections between deforestation and its global effects.

Exploring everyday connections

Scout leader's role: Your leader will provide examples of how daily consumer choices (e.g., products containing palm oil or unsustainable timber) contribute to deforestation and encourage you to think of alternatives or actions you can take.

What you do: Reflect on your habits and think of one change you can make to reduce your impact on deforestation.

Key points to remember:

Forests are vital ecosystems: They regulate the climate, support biodiversity, and provide essential resources.

Deforestation has global consequences: Local destruction leads to climate change, loss of species, and resource depletion worldwide.

Small actions can make a difference: Supporting sustainable products, reducing waste, and spreading awareness help protect forests.

DIY “A World Without Forest” Cards

Each card contains a title, a fact or description, and discussion prompts to encourage learning and reflection. The cards are divided into two categories. Follow the suggested examples and add your own card ideas.

Category 1: How forest clearance affects the people, plants, and animals that live in the rainforest

Displacement of Indigenous peoples

Fact: Indigenous communities are forced to leave their ancestral lands when forests are cleared for logging or agriculture.

Prompt: How does losing their land affect their way of life and culture?

Habitat loss

Fact: Animals like orangutans, jaguars, and sloths lose their homes when rainforests are cleared. Many species are pushed to extinction.

Prompt: How does the loss of species impact the rainforest ecosystem?

Soil degradation

Fact: Without trees, soil becomes infertile and prone to erosion, making it harder for plants and animals to survive.

Prompt: Why is healthy soil important for rainforest life?

Loss of medicinal plants

Fact: Many plants with medicinal properties grow only in rainforests. Once destroyed, these potential cures for diseases are lost forever.

Prompt: What modern medicines might rely on rainforest plants?

Water cycle disruption

Fact: Trees in rainforests release water vapour into the air, helping to create rainfall. When trees are removed, rainfall decreases, affecting all local species.

Prompt: How might reduced rainfall affect both wildlife and humans living in the area?

Category 2: How forest clearance affects us all

Climate change

Fact: Deforestation contributes to 10% of global greenhouse gas emissions, accelerating climate change.

Prompt: How might climate change caused by deforestation affect your daily life?

Loss of global oxygen supply

Fact: Rainforests, like the Amazon, produce 20% of the world's oxygen. Cutting them down reduces the planet's ability to replenish breathable air.

Prompt: Why is oxygen production important for all living beings?

Loss of biodiversity

Fact: Rainforests house 50% of the Earth's species. Losing forests means losing genetic diversity crucial for food and medicine production.

Prompt: How can losing biodiversity affect global food security?

Disrupted water cycle

Fact: Rainforests influence global weather patterns. Deforestation disrupts these patterns, leading to droughts in some areas and floods in others.

Prompt: What might happen to farming in your area if weather patterns change?

Economic losses

Fact: Deforestation impacts global industries, from pharmaceuticals to tourism, leading to long-term economic losses.

Prompt: How might deforestation affect jobs and economies around the world?

Increase in zoonotic diseases

Fact: Deforestation brings humans closer to wildlife, increasing the risk of diseases jumping from animals to humans (e.g., COVID-19).

Prompt: How can protecting forests help prevent future pandemics?

Loss of cultural knowledge

Fact: Indigenous knowledge about rainforest ecosystems and species is lost as forests disappear.

Prompt: How does losing cultural knowledge about nature affect global conservation efforts?

Learning and actions inspiration:

[WWF Forests facts](#)

[Rainforest Alliance Education Materials](#)


[Global Forest Watch](#)

[NASA Earth Science Deforestation Facts](#)

Web of Life

Summary

This activity will help you understand the global and local impacts of deforestation and explore practical ways to protect biodiversity and ecosystems.

	45 minutes
	7,14
	A ball of string Cards that represent plants and animals
	<ul style="list-style-type: none"> • Systems thinking • Anticipate the future
	
Become an active global citizen	Learning about the environmental risks we are facing enables us to participate in, support, or initiate actions that directly support biodiversity, climate, and nature conservation.

Activity development:

Introduce the concept of the Web of Life

Scout leader's role: Your leader will briefly explain the concept of the web of life – how plants and animals depend on each other in a food chain or web. They'll use a simple diagram to show how the sun provides energy, which is passed through plants and animals, creating a web of connections.

What you do: Listen and reflect on how everything in nature is interconnected and how each species plays a role in maintaining balance.

Assigning roles

Scout leader's role: The leader will then assign each participant the identity of a plant or animal species in the ecosystem and ensure you know a little about your species and how it fits into the food chain (e.g., tree, deer, owl, mushroom).

What you do: Learn about your assigned species, and get ready to connect with others in the web.

- Building the web
- The Sun starts the web.

Scout leader's role: As your leader holds the ball of string they'll explain, "I am the sun. I provide energy to the plants, which support the entire food web." They'll then pass the ball to the first plant or animal (e.g., apple tree).

What you do: Hold onto the string as the sun, and pass the ball to the tree.

Connecting the web

Scout leader's role: The tree (or first species) will then pass the ball to another plant or animal in the circle connected to it in some way (e.g., a deer that eats the tree leaves, a woodpecker that feeds on insects in the bark). Your leader will continue this process until everyone in the circle is connected by the string.

What you do: Once you receive the string, pass it to the next plant or animal that is part of your species' food chain or ecological connection.

Creating a web

Scout leader's role: Your leader will ensure that everyone is holding onto the string and connected. Some plants or animals may have multiple connections (e.g., a tree may connect to a deer, woodpecker, and owl), which is normal. They'll keep the string taut, but not too tight.

What you do: Hold your part of the string and maintain the connection. You might have more than one connection if your species is central to the web.

Scout leader's role: Your leader will ask you to reflect on which species had the most connections in the web. Who is most dependent on whom?

Simulating disruption

What you do: Feel the tug on the string, and call out your species' name when it reaches you. Reflect on how the disappearance of a single species can disrupt the entire ecosystem.

Scout leader's role: Your leader will facilitate a discussion on how ecosystems can recover and what actions can be taken to protect biodiversity, such as reducing deforestation or supporting conservation efforts.

Scout leader's role: Your leader will ask you to share how you felt during the game and what you learned about the interconnectedness of species. How did it feel when the web was disrupted?

Key points to remember:

Deforestation disrupts the web: When forests are cleared, the connections between species are broken, leading to loss of biodiversity, habitat destruction, and ecological imbalance.

Learning and actions inspiration:






A collage of various papers, sketches, and notes. On the left, a piece of brown paper features the text "THE SOUND OF THE" and "THE EFFECTS OF" with green and red line drawings of leaves. In the center, a white paper shows a detailed drawing of a plant with pinkish-red leaves and a central stem. To the right, a large green stylized letter 'A' is prominent. Various other papers are scattered around, containing handwritten notes and sketches. One note says "no different style", another "no more hair", and another "no more skin". There are also sketches of a person and a house. The background is a mix of green and blue geometric shapes.



Discovering Nature with Seek App by iNaturalist – Next Level

Summary

This activity introduces you to the iNaturalist app to explore local biodiversity, contribute to citizen science, and understand the importance of protecting the environment through hands-on learning.

	20–30 minutes	
	11-14 years with the support of adult leader to explore digital apps 15 and above	
	Seek by iNaturalist Seek app tutorial iNaturalist website Our Planet Lab toolkit Biodiversity: what does it mean and why do we need it mobile device for the app	
	<ul style="list-style-type: none"> • Systems thinking • Critical thinking 	
		
Become an active global citizen	With this knowledge we can become role models to inspire others' behaviours and actively shape our societal norms and values.	Learning about the environmental risks we are facing enables us to participate in, support, or initiate actions that directly support biodiversity, climate and nature conservation.

Activity development:

1. Introducing iNaturalist

Scout leader's role: Your leader will begin by explaining what iNaturalist is: a citizen science platform that allows users to identify plants, animals, and fungi while contributing to global biodiversity data. They'll then show you the app's features and its role in helping scientists monitor ecosystems and also show a short tutorial video or demonstrate how to use the app. They'll highlight how to take photos, identify species, submit findings and provide an overview of how these contributions help track biodiversity.

What you do: Listen and learn about how the app works. Download and familiarise yourself with the Seek by iNaturalist app (available for iOS and Android). Follow along with the tutorial.

2. Exploring nature with iNaturalist

Scout leader's role: Your leader will plan an outdoor activity, such as a nature walk, hike, or exploration in a local park or garden, where you can use iNaturalist to identify and record different species (plants, animals, fungi). They'll encourage you to take at least three photos of species to log into the app.

What you do: Go on the outdoor exploration, use the Seek by iNaturalist app to identify species around you, and take photos of interesting plants or animals you encounter. Record at least three different species.

3. Engage with the App

Scout leader's role: Your leader will encourage you to discuss their findings and share any interesting discoveries. They'll offer assistance with any challenges you face while identifying species or navigating the app.

What you do: Work with others to identify species and share discoveries. Ask questions if you are unsure about any identification, and try to learn from each other.

4. Contributing to citizen science

Scout leader's role: Your leader will guide you in submitting your observations to iNaturalist. They'll explain how submitting data helps with global biodiversity tracking and encourage you to add as much information as possible (e.g., location, habitat).

What you do: Submit at least three of your findings to iNaturalist, including a photo and relevant information about the species.

5. Reflect on the activity

Scout leader's role: Your leader will facilitate a discussion where participants reflect on what you learned, asking debriefing questions like:

- How did you use the iNaturalist app to explore nature?
- What species did you discover, and what did you learn about them?
- How do you think this app can help in protecting biodiversity?
- What you do: Share your findings with the group. Reflect on how this activity connects you to nature and global conservation efforts.

Key points to remember:

iNaturalist is a tool for citizen science: By contributing observations, you help scientists monitor biodiversity worldwide.

Exploring biodiversity is essential: Understanding the variety of life around us can inspire actions to protect ecosystems and conserve nature.

Your observations matter: Every species you document contributes valuable data that helps track global biodiversity trends.

Learning and actions inspiration:

[#WWFUntangled video series on Biodiversity](#)

Citizen Science with UNESCO

The Living Planet Report by WWF 2024 report






[The Living Planet Report youth edition by WWF, 2024 report](#)



Our Planet

Summary

This activity will introduce you to the iNaturalist app to explore local biodiversity, contribute to citizen science, and understand the importance of protecting the environment through hands-on learning.

	Open	
	11 years old and above	
	<ul style="list-style-type: none"> • Internet access • Screen/ laptop/ mobile • <i>Our Planet</i> Series 	
	<ul style="list-style-type: none"> • Systems thinking • Reflect on norms and values 	
		
Become an active global citizen	By learning about our footprint we become aware of how to practise more sustainable behaviours and make eco-friendly consumer choices. This is how we can become active players in shifting our markets.	
	With this knowledge we can become role models to inspire others' behaviours and actively shape our societal norms and values.	Learning about the environmental risks we are facing enables us to participate in, support, or initiate actions that directly support biodiversity, climate and nature conservation.

Activity development:

Introduce the *Our Planet* series

Scout leader's role: Your leader will introduce the *Our Planet* series and explain how the episodes explore stunning natural wonders, iconic species, and wildlife while highlighting the critical environmental issues threatening them. They'll discuss how the series aims to inspire change and how you can make a difference in protecting our planet. Depending on the group's interest and local relevance, they'll choose a specific episode from the series.

What you do: Listen, watch and reflect on the importance of protecting the natural world and its biodiversity.

Dive deeper into *Our Planet* educational resources

Scout leader's role: Your leader will introduce the *Our Planet* classroom resources, which include activities, discussions, and challenges based on the series and use these resources to explore how global environmental challenges impact both local and global ecosystems.

What you do: Engage with the activities and challenges presented, such as learning about the impacts of plastic pollution, deforestation, or climate change, and discuss solutions.

Virtual journey

Scout leader's role: Your leader will guide you through a virtual journey across different ecosystems around the world, learning about their importance and the threats they face. There are virtual experiences available through the *Our Planet* website and other educational resources.

What you do: Explore the virtual experiences and learn more about the specific ecosystems, like rainforests, oceans, and polar regions, and how you can help protect them.

Group reflection and wrap-up

Scout leader's role: Your leader will facilitate a discussion where you share your thoughts on the *Our Planet* series and how you can apply what you've learned in their community. They'll discuss how individuals and groups can contribute to sustainability and environmental protection.

What you do: Reflect on the challenges presented in the series and share your ideas for action. Think about small steps you can take that will make a positive impact on the planet.

Key points to remember:

Our planet's beauty and fragility: The series highlights the breathtaking beauty of our world and the urgent need to protect it.

Everyone can make a difference: Each small action, from reducing waste to spreading awareness, helps protect ecosystems.

Knowledge empowers change: Understanding the challenges our planet faces motivates us to act and inspire others.

Learning and actions inspiration:

[Our Planet Educational Resources](#)

[Our Planet Educational Resources by WWF-UK](#)






[Our Planet official website](#)



Learning about Tree Planting

Summary

This activity will help you understand the importance and process of reforestation and revegetation by exploring where trees and plants come from, their role in ecosystems, and the steps involved in growing and planting them.

	4 hours
	11–14
	No materials needed
	<ul style="list-style-type: none">• Systems thinking• Critical thinking
	
Become an active global citizen	Learning about the environmental risks we are facing enables us to participate in, support, or initiate actions that directly support biodiversity, climate and nature conservation.

Activity development:

Observing forests around us

Scout leader's role: Your leader will begin by guiding a discussion about local trees and vegetation asking questions like:

- Are forests or green areas common nearby?
- Where have you noticed trees being cut or regrown?
- What everyday products come from trees (e.g., paper, furniture)?

Highlight why trees are cut down (construction, fuel, or farming) and whether replanting happens locally.

What you do: Reflect on the presence of forests in your community and share your experiences. Think about your connection with trees and where wood-based products in your daily life might come from.

Visiting a tree nursery

Scout leader's role: Your leader will arrange a visit to a nearby tree nursery, greenhouse, or gardener. They'll briefly explain the purpose of the visit: to learn how saplings are grown, the care they need, and their role in reforestation. During the visit, they'll encourage you to ask questions like:

- How long does it take for a sapling to mature?
- What care do saplings need to thrive?
- How are specific trees chosen for certain environments?

What you do: Observe the saplings and their growth stages. Take note of the tools and techniques used in the nursery. Engage with the experts by asking questions and learning about how trees are grown for different purposes.

Reflecting and planning

- Scout leader's role: After the visit, your leader will facilitate a group discussion:
- What surprised you about the tree-growing process?
- How long does it take for trees to grow? Why is reforestation important?
- What can we do to reduce the need for tree cutting or support replanting efforts?

They'll encourage you to brainstorm ways to contribute, such as organising tree-planting events, reducing paper waste, or supporting reforestation campaigns.

What you do: Share what you learned and how it relates to the trees and forests in your community. Reflect on actions you can take to support reforestation and sustainable forestry practices.

Key points to remember:

Forests are essential: Trees provide oxygen, store carbon, and support biodiversity.

Reforestation is a long-term effort: It takes years for trees to mature, but every step counts.

You can make a difference: Planting trees, reducing wood and paper waste, and spreading awareness all contribute to healthier ecosystems.

Learning and actions inspiration by WWF and others:

Tree planting guides at the Trees for the Future [website](#)

Reforestation [Project](#) "One tree planted"






[WWF Forests facts](#)



S.E.E. the links

Summary

In this activity, you will explore the interconnectedness of Society, Environment, and Economy (S.E.E.) by understanding how ecosystems function, their components, and the potential impacts on them.

	4 hours
	14 years old and above
	<ul style="list-style-type: none"> A set of three dice each in different colours and their meaning Adapted from Methodologies for the future by WWF Education for Sustainable Development Toolkit
	<ul style="list-style-type: none"> Collaboration Systems thinking
	
Become an active global citizen	Learning about the environmental risks we are facing enables us to participate in, support, or initiate actions that directly support biodiversity, climate and nature conservation.

Activity development:

Preparation and setup

Scout leader's role: Your leader will begin by introducing the S.E.E. concept and explain that ecosystems are intricate systems where society, the environment, and the economy are deeply connected. They'll use examples to illustrate how changes in one element can impact others (e.g., deforestation affecting biodiversity and the economy).

They'll also provide an overview of the dice-based storytelling activity and distribute sets of dice to each group. Explain the three dice categories:

- Red dice: Ecosystem functions (e.g., regulate the water cycle, filter water and air).
- Green dice: Ecosystem components (e.g., water, soil, wildlife).
- Blue dice: Human impacts or uses (e.g., energy generation, urbanisation).

What you do: Listen to the introduction and familiarise yourself with the dice categories. Ask questions if you're unsure about how ecosystems function or interact.

Story creation and sharing

Scout leader's role: Your leader will instruct each group to roll the three dice (red, green, blue) and pick one topic from each corresponding category and ensure groups understand how to use the results to create a story.

What you do: Roll the dice, identify the topics from the categories, and brainstorm how they connect. For example:

- Red dice: Regulate the water cycle.
- Green dice: Soil.
- Blue dice: Urbanisation.

Develop the story

Scout leader's role: Your leader will give you 10–15 minutes to discuss and compose a short story that connects their topics. They'll encourage creativity and critical thinking, reminding participants to consider how their scenario impacts the ecosystem.

What you do: Work with your group to write a story. For example:

A town expands into nearby land, leading to soil erosion and disrupting the natural water cycle. The once-fertile land becomes less productive, impacting local farmers and biodiversity.

Optional variation: Add personal emotions

Scout leader's role: Your leader will introduce a fourth dice (if available) with emotions like joy, sadness, disappointment, or excitement. They'll encourage you to incorporate these emotions into your stories to reflect how people might feel about the ecosystem changes.

What you do: Use the emotion from the dice to add depth to your story, such as:

The farmers felt sadness as their land became barren, but they found hope in a reforestation project.

Sharing and reflection

Scout leader's role: Your leader will invite a few groups to share their stories and ensure you explain the connections you identified between the ecosystem function, component, and human impact.

What you do: Share your group's story and listen to others, noting how different combinations of topics lead to varied impacts.

Reflect on the connections

- Scout leader's role: Your leader will then facilitate a discussion using these guiding questions:
- What were the most common ecosystem functions and components in the stories?
- How do human actions affect ecosystems in both positive and negative ways?
- What can we do to reduce negative impacts on ecosystems?
- What you do: Reflect on how society, the environment, and the economy are interconnected. Think about actions you can take to reduce harmful impacts, like supporting sustainable practices.

Example dice categories:

Red dice - Ecosystem function	Green dice - Ecosystem component	Blue dice - Impact/use
<ul style="list-style-type: none">• Regulate the water cycle• Shelter (for animals)• Food (for humans)• Regulate climate• Filter water and air• Biodiversity for resilience	<ul style="list-style-type: none">• Water• Air• Soil• Nutrients• Wildlife• Vegetation	<ul style="list-style-type: none">• Intensive food production• Energy generation• Drinking water• Mining• Intense tourism• Urbanisation

Key points to remember:

Ecosystems are interconnected: Every action we take impacts multiple components of the environment, society, and economy.






Balance is essential: Understanding these connections helps us make informed decisions to reduce negative impacts.

You can be a change-maker: Small actions, like supporting sustainable practices or protecting local ecosystems, can create a big impact.

Storytelling – The Pixar pitch

Summary

This activity will show you how to use the powerful storytelling technique of the Pixar Pitch to create compelling advocacy stories about biodiversity and environmental issues. It will help you express your ideas creatively and effectively, building leadership, communication, and advocacy skills.

	1.5 hours	
	15 years old and above	
	• Paper and pen	
	• Collaboration	
		
Become an active global citizen	By learning about the path of food production, distribution and consumption, we become aware when we can take part in decision-making processes that can improve our local, even global food-supply chain.	With this knowledge we can become role models to inspire others' behaviours and actively shape our societal norms and values.
	Learning about the environmental risks we are facing enables us to participate in, support, or initiate actions that directly support biodiversity, climate and nature conservation.	

Activity development:

Choosing an advocacy issue

Scout leader's role: Your leader will start by introducing advocacy and the role of storytelling in creating change. They'll ask you to choose an environmental or biodiversity issue you care about (e.g., biodiversity loss, threats to a specific species, or habitat destruction) and share examples like wildfires, overfishing, or climate change impacts on forests.

What you do: Decide on an issue you want to advocate for. Think about a problem you feel strongly about and its importance to your community or the planet.

Learning the Pixar Pitch Model (10 minutes)

Scout leader's role: Your leader will introduce the Pixar Pitch framework using the six-sentence template:

- Once upon a time, there was...
- Every day...
- One day...
- Because of that...
- Because of that...
- Until finally...

They'll explain how this structure keeps stories concise, engaging, and persuasive, with examples like *Finding Nemo* or a wildfire scenario.

What you do: Understand how the framework works. Think about how you can use it to tell a story about your chosen issue.

Creating advocacy stories

Scout leader's role: Your leader will guide you through the process of crafting your stories and provide time for brainstorming and filling in the blanks of the Pixar Pitch template based on their chosen issue. They'll encourage you to be creative and consider solutions as part of their story.

Example of a wildfire issue:

<i>Finding Nemo</i>	<i>Biodiversity issues</i>
<ol style="list-style-type: none"> 1. Once upon a time, there was ... a widowed fish, named Marlin, who was extremely protective of his only son, Nemo. 2. Every day ... Marlin warned Nemo of the ocean's dangers and implored him not to swim far away. 3. One day ... in an act of defiance, Nemo ignores his father's warnings and swims into the open water. 4. Because of that ... he is captured by a diver and ends up in the fish tank of a dentist in Sydney. 5. Because of that ... Marlin sets off on a journey to recover Nemo, enlisting the help of other sea creatures along the way. 6. Until finally ... Marlin and Nemo find each other, reunite and learn that love depends on trust. 	<ol style="list-style-type: none"> 1. Once upon a time, there was ... a beautiful forest that provided food, clean air, and water for all the plants and animals that lived in it. 2. Every day ... humans used the resources the forest provided and were able to feed themselves and their families, and they thrived happily for many years. 3. One day ... things changed: humans now used fire to burn the forest to grow their food and then the climate changed, the hot season became hotter and the rainy season was not that rainy anymore. 4. Because of that ... wildfires increased and destroyed many hectares of the forest. Plants and animals now don't have a place to live and humans are affected as well. 5. Because of that ... humans changed their ways, now they use sensible agricultural practices that don't use fire and they educated themselves to use forest resources more rationally. 6. Until finally ... the forest grew back! And now plants and animals (including humans) will have food, clean air, and water forever.

What you do: Work individually or in groups to create a story using the Pixar Pitch template. Write a rough draft of your story, focusing on both the problem and the solution.

Refining and sharing stories

Scout leader's role: Once the initial drafts are complete, your leader will encourage you to expand or rewrite your stories for clarity and impact. They'll ask volunteers to share their stories with the group and provide constructive feedback, focusing on how well the story conveys its message and inspires action.

What you do: Refine your story to make it more engaging and impactful. Share your story with the group and listen to others' pitches. Reflect on the diversity of issues and solutions presented.

Key points to remember:

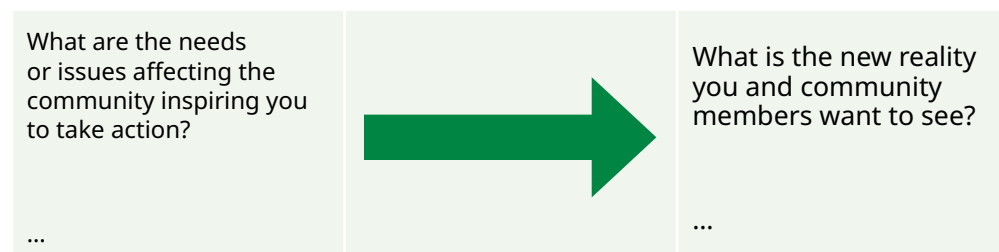
- **Storytelling is powerful:** Advocacy becomes more effective when paired with a compelling story.
- **The Pixar Pitch is simple but impactful:** Its structure helps organise ideas clearly while keeping audiences engaged.
- **Everyone can be an advocate:** Expressing your views through stories can inspire action and change.
- **Example issues for stories:**
 - **Biodiversity loss:** A story about a species on the brink of extinction and how conservation efforts saved it.
 - **Plastic pollution:** The journey of a single-use plastic bottle from a supermarket to the ocean and back to human food chains.
 - **Deforestation:** A tale of a forest destroyed for agriculture and the people who worked to restore it.



Community Project in Action: Plan your Next Move

Once you are informed about the climate, nature, and biodiversity issues and how they affect your community and ecosystems, then it's a good time to plan your community service project to cooperate and act. With the support of your adult leader, use the project planning, monitoring and evaluation guidelines below to have a better understanding of how to plan, execute, and evaluate your project.

Project planning, monitoring, and evaluation



Breaking down the action plan

What steps do I need to take to solve the identified needs or issues?	What are the expected results of each of these steps?	What will be the benefits for the community from these results?

One example

Identify the sources of waste in the community and how it is disposed.	Map of waste hot spots and waste management centres or areas by type in the community.	Citizens learn where and how can they correctly dispose of and manage household waste to avoid pollution.
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Monitor your plans

Are you on track?

Have you completed all your planned activities?

Have your activities had the results (outputs) you expected?

Have you faced any obstacles?

How did you overcome them?

Evaluate the results and experience

Did the project achieve its goals?

What challenges arose, and how were they addressed?

What was the community impact?

What have you learned from this project?

Could you do something different next time to improve your project?

Submit your evaluation to your Scout leader and get their feedback.

Before you start

Set your key performance indicators (KPIs)

What KPIs would you like to measure?

What are your targets for each KPI?

Achieved KPIs

How did it go with the measurement?

Results of KPIs by the end of the project



Other Useful Resources

The following resources can be used to support the learning activities in developing knowledge and awareness about nature, species, environmental threats, and how to get involved in taking action for the environment. We encourage you to explore even further and look at local resources, biodiversity, and sustainability challenges to learn about and use in the Champions for Nature Challenge.

Earth Hour

Earth Hour is the world's largest grassroots movement for the environment. It's an opportunity for young people to start changing the planet for the better, and for all of us to work together to protect and restore nature. Nature matters to every one of us. It provides the things we need to live; from the air we breathe to the water we drink. But the more and more we take from nature, the more we need to give back to it. We can't have a prosperous future on a depleted planet, and that's why we're taking action on Earth Hour. On the last Saturday of March from 8:30 p.m. in your local time zone, it's time to switch off and connect to nature. Learn more at <https://www.earthhour.org/>

Living Planet Report

The *Living Planet Report* (LPR) is a leading, science-based analysis of the health of our planet and the impact of human activity. The LPR is published by WWF every two years. It is based on the Living Planet Index (LPI) and ecological footprint calculations that measure and assess the state of nature and the drivers of biodiversity loss. The LPR also presents solutions and recommendations and inspires actions to tackle the complex challenges posed in the report.

[LPR 2024 link](#), [LPR 2024 Youth Edition link](#)

Our Planet

The [Our Planet series](#) by Netflix, Silverback Films, and WWF allows us to witness the Earth's rarest natural wonders, and to see how the decisions we all make every day are affecting crucial ecosystems across our world. But how much do we really know about the wildlife that surrounds us? WWF's *Living Planet Report 2018* revealed that wildlife populations have dropped on average by 60% within the past 50 years. We think of a few rare and iconic species being at risk of extinction, but the report shows that the whole natural world is feeling the impact of human activity. This guide will support you in setting up a youth-led LAB project that enables young people to play an active role in monitoring and protecting their local biodiversity.

#WWFUntangled video series on Biodiversity

The collection of short videos describes the following topics:

Plastic pollution

Food: What's eating our planet?

How safeguarding the future of tuna secures our own

Deep seabed mining

Biodiversity loss – Why should you care?

Biodiversity loss – What on Earth is causing it?

Biodiversity loss – How can we reverse it?

Healthy planet, healthy people

Climate: Marine heatwaves

The power of governance

Additional video: [Tipping points - why we are all affected](#)

iNaturalist

One of the world's most popular nature apps, iNaturalist helps you identify plants and animals around you. The app and website connect users with a community of over 750,000 scientists and naturalists who can help identify observations and provide insight into their significance. Observations uploaded to iNaturalist contribute to a database of research-quality open-source biodiversity data that scientists can draw upon to better understand and protect nature. There are [different types of projects and guidance on iNaturalist's website](#) to help you identify the type that is right for you. The website also contains a wealth of further [guidance and advice on using iNaturalist for biodiversity surveys](#), including advice for teachers.

[WWF Methodologies for the Future](#) - A Guide to Develop Education for Sustainable Development

[EU Nature for Life Hub 2023](#)

[Global Youth Biodiversity Network Toolkits](#)

[The Global Biodiversity Framework, A Youth Perspective by Youth4Nature...](#)and more:

Websites and Organisations

[National Geographic Education](#) – Offers articles, infographics, and videos on ecosystems, biodiversity, and conservation.

[UNESCO's Biodiversity Learning Kit](#) – A comprehensive toolkit for students and educators on biodiversity, conservation, and sustainable practices.

[The Biodiversity Heritage Library](#) – Access a vast collection of free, open-access biodiversity literature, useful for research and in-depth study.

[The Encyclopaedia of Life \(EOL\)](#) – An extensive online encyclopaedia with information on species, habitats, and ecosystems worldwide.

Interactive Tools and Games

[Eco-Schools Program](#) – An environmental education program that helps schools create initiatives focused on biodiversity, conservation, and sustainability.

[National Park Service - Biodiversity Resources](#) – Provides resources for exploring biodiversity within U.S. national parks, including virtual field trips and interactive activities.

[The Nature Conservancy's Nature Lab](#) – Interactive and video-based resources to teach students about ecosystems, climate change, and biodiversity.

Curriculum and Lesson Plans

[PBS Learning Media - Biodiversity Collection](#) – Free, curriculum-aligned videos, interactives, and lesson plans on biodiversity and conservation.

[Project WILD](#) – A K-12 environmental education program with extensive biodiversity curricula covering ecosystems, species interactions, and conservation.

[Smithsonian Environmental Research Center](#) – Lesson plans and modules for biodiversity topics such as habitat fragmentation, endangered species, and ecosystem services.

[Global Biodiversity Information Facility \(GBIF\)](#) – Provides educational data and resources on global biodiversity trends and distribution.



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