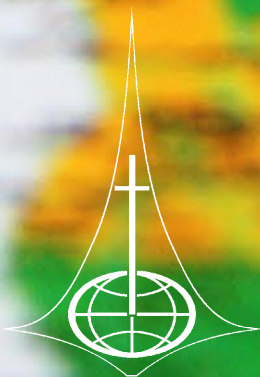


Youth Toolkit on Climate Change



The Lutheran World Federation – A Communion of Churches
Department for Mission and Development

LWF Youth TOOLKIT on Climate Change

WELCOME TO THE

LWF YOUTH TOOLKIT ON CLIMATE CHANGE!

This Toolkit is mainly meant for youth groups and/or leaders working with youth. It can be used as a tool to:

- Organize Bible studies, role plays and other activities on the topic of climate change in various setting, e.g. workshop for youth, confirmation class, etc
- Provide guidelines for youth to design local projects fighting climate change
- Equip youth with knowledge about the impact of climate change

EDITORS/ COORDINATORS

Francis Chan – LWF Department for Mission and Development
Roger Schmidt – LWF Department for Mission and Development
Terri Miller – LWF Office for Communication Services

LAYOUT ARTIST

Stéphane Gally – LWF Office for Communication Services

Cover picture © LWF/ F. Chan

The toolkit is published by LWF Youth, Department for Mission and Development. The material inside may be freely reproduced with acknowledgement. The opinions expressed in the articles are the views of the respective authors and not necessarily those of the Lutheran World Federation.



BACKGROUND

“Melting Snow on Mount Kilimanjaro – A Witness of a Suffering Creation” was the theme of the LWF Council Meeting 2008. From 20–24 June, LWF Youth organized a ‘Pre-Council Youth Workshop’ on the same topic.

The workshop brought together young church leaders from LWF member churches around the globe, with the aim of empowering them to have a multiplier effect in the response to climate change. The workshop incorporated a variety of activities including Bible studies, role playing and field exposure trips.

LWF Youth believes that the experience and resources of the workshop should not be confined only to the participants, but be shared among the communion.

WHY THIS TOOLKIT?

The biblical witness is clear that God our creator so loved the world that he gave his only son to save it (John 3:16). The effects of climate change are over-

whelming, and its consequences have been felt most deeply in vulnerable communities around the globe.

God’s Word convicts us for our inaction and the destruction we have caused in creation, and it also empowers us for action. **Each and every one of us is called to care for God’s good creation.** LWF member churches are called to intensify efforts to address climate change through education and action.

LWF Youth therefore encourages Lutherans to take every opportunity to teach about the impact of climate change and possibilities to combat it **through any available forum: Sunday school, confirmation classes, youth seminars, Christian education for adults, etc.** This toolkit is meant to provide resources for organizing related activities.

FEATURE:

“WHEN YOU HEAR OUR SONGS, PROMISE TO TAKE ACTION”

LWF YOUTH SEEK ACTIVE ENGAGEMENT IN CLIMATE CHANGE ISSUES

ARUSHA, Tanzania/GENEVA, 11 July 2008 (LWI)

– “Climate change is threatening our future!” chanted young adults from member churches of the Lutheran World Federation (LWF) during a role-play session at the 2008 Pre-Council Youth Workshop in Arusha, northern Tanzania.

“Mount Kilimanjaro is no longer as attractive as it used to be. Probably my children will not see any snow on it,” said Namsifu Aminiel, a participant from the LWF Council host-church, the Evangelical Lutheran Church in Tanzania (ELCT).

“I remember not so long ago, when I was 13, the snow on the peak was still so beautiful. Now, I am 20. The snows are nearly gone!” remarked Aminiel, recalling her childhood memories of Africa’s highest mountain, which she said future generations in Tanzania, may not experience or may only see in pictures.

Working under the theme of the 25-30 June Council meeting, “Melting Snow on Mount Kilimanjaro – A Witness of a Suffering Creation,” the workshop brought together 17 young church leaders from LWF member churches around the globe, with the aim of empowering them to act as multipliers in the response to the issue of climate change.

Organized by LWF Youth, Department for Mission and Development, the 20-24 June event incorporated a variety of activities including Bible studies, role playing and field exposure trips. Participants also formulated a youth message on climate change, which was presented to the Council delegates.

UN CONFERENCE DELEGATES

The 2009 United Nations Climate Change Conference (UNCCC) to be held in Copenhagen, Denmark, was the focus of the young adults’ role playing as country delegates. The aim was to deepen their understanding of climate change issues at a global level, said LWF Youth secretary, Rev. Roger Schmidt.

“It was really terrible to witness the nasty politics and selfishness of each country. The delegates from the United States of America, Europe and the emerging powers keep shirking their responsibility throughout the debates,” said Aminiel, assuming the role of UN Secretary-General.

Evariste Mamadou, 23, Evangelical Lutheran Church of the Central African Republic (ELCCAR), shared his thoughts after the UNCCC session. “We tend to think that only those developed economies with factories and many cars are causing the problems. But it is not the case. For example, it is common to see people in my country burning forests in order to create more farmland. I now realize I should stop them, because these kinds of activities also contribute to climate change.”

LEARNING

The workshop participants from the Central African Republic, Democratic Republic of Congo, Germany, Hong Kong (China), Lithuania, Madagascar, South Africa, Tanzania, USA and Zambia also visited some of the ELCT’s diaconal work outside Arusha.



Mamadou was particularly impressed by a renewable energy project in a remote village, where a household beneficiary of a small loan had installed a solar panel, allowing the children to finish their schoolwork after dark.

“I can feel the impact of a micro-credit project. It certainly can make a difference in people’s lives. I am very interested to introduce this kind of project in my country. Besides bringing renewable energy to the village, it would also be very meaningful to grant people small loans to buy seeds or start small businesses,” said Mamadou, who audits ELCCAR-coordinated projects in his home country.

LEADERSHIP AND ACTION

During a Bible study session on creation and climate change, the youth reflected on what could be done in their church and society. “My brother from Tanzania told me that each of them has to plant two trees during their confirmation classes. It symbolizes our role as stewards of God’s creation. That is indeed a wonderful idea. Perhaps we could not plant many trees in Hong Kong, but certainly we should take visible action to give back to nature,” said LWF/DMD youth intern Francis Chan, from the Tsung Tsin Mission of Hong Kong, China.

Chan said he felt inspired to develop similar activities for the confirmation class and youth groups in his church. “Facing the life-threatening change in

weather patterns, churches certainly have to put more emphasis on leading us to be good stewards of creation so as to fight against climate,” he noted.

Nineteen-year-old Nathalie Rahelimalala from the Malagasy Lutheran Church expressed her enthusiasm for more active engagement. “When I go back home, the very first thing I will do is write a song about climate change. A youth group is currently [working] with me to produce a music album on CD. Now, I have decided to add one more song! It will depict the problems facing us and urge people to take action,” she said.

Rahelimalala, the youngest workshop participant continued, “I remember when I was a child, normally we had around four to five cyclones a year, but last year there were nearly 10! One cyclone that hit the northern coast was particularly destructive, and many people lost their family members, friends and homes. I am afraid one day my home will be hit by cyclones like that.”

In addition to sharing the climate change song with youth groups, Rahelimalala plans to promote the songs through radio stations. “Perhaps one day you turn on the radio, you can listen to our songs carrying messages about climate change. If we make it, promise me you will take action!” she added.

A contribution by LWF/DMD youth intern Francis CHAN

**This toolkit also contains the message from the 2008 LWF Pre-Council Youth workshop.*

WHAT CAN I DO IN MY CHURCH?

There are many forums available for us to teach about the impact of climate change. It just depends on whether we bother to do so or not. For example, during the Pre-Council Youth Workshop in Arusha, we learned that, in many African churches, students in confirmation class have to plant a tree as a visible expression of stewardship of creation. Others were inspired to educate about the impact of and remedies for climate change in various settings:

- Confirmation class
- Sunday school
- Youth workshop
- Weekly activities in youth groups, etc

The material in this toolkit has been developed for young adults (18-30 years old). Please adapt the programs to the age group with which you are working.

RECOMMENDED PROGRAM:

MENU A – ONE-DAY YOUTH WORKSHOP

MORNING

Climate change quiz (see p. 17-19)

Or/And

Watch a movie on climate change (see p.31)

AFTERNOON

Bible studies (see p. 7-10)

Or/And

Role play (see p. 11-15)

EVENING

Project planning (see p. 21-22)

Or/And

Group activity, e.g. plant trees

MENU B – FOUR WEEKLY YOUTH GROUP SESSIONS

WEEK 1

Climate change movie and discussion (see p. 31)

WEEK 2

Bible study (see p. 7-10)

WEEK 3

Role play (see p. 11-15)

WEEK 4

Project planning (see p. 21-22)

MENU C – TWO SESSIONS IN A CONFIRMATION OR SUNDAY SCHOOL CLASS

SESSION 1

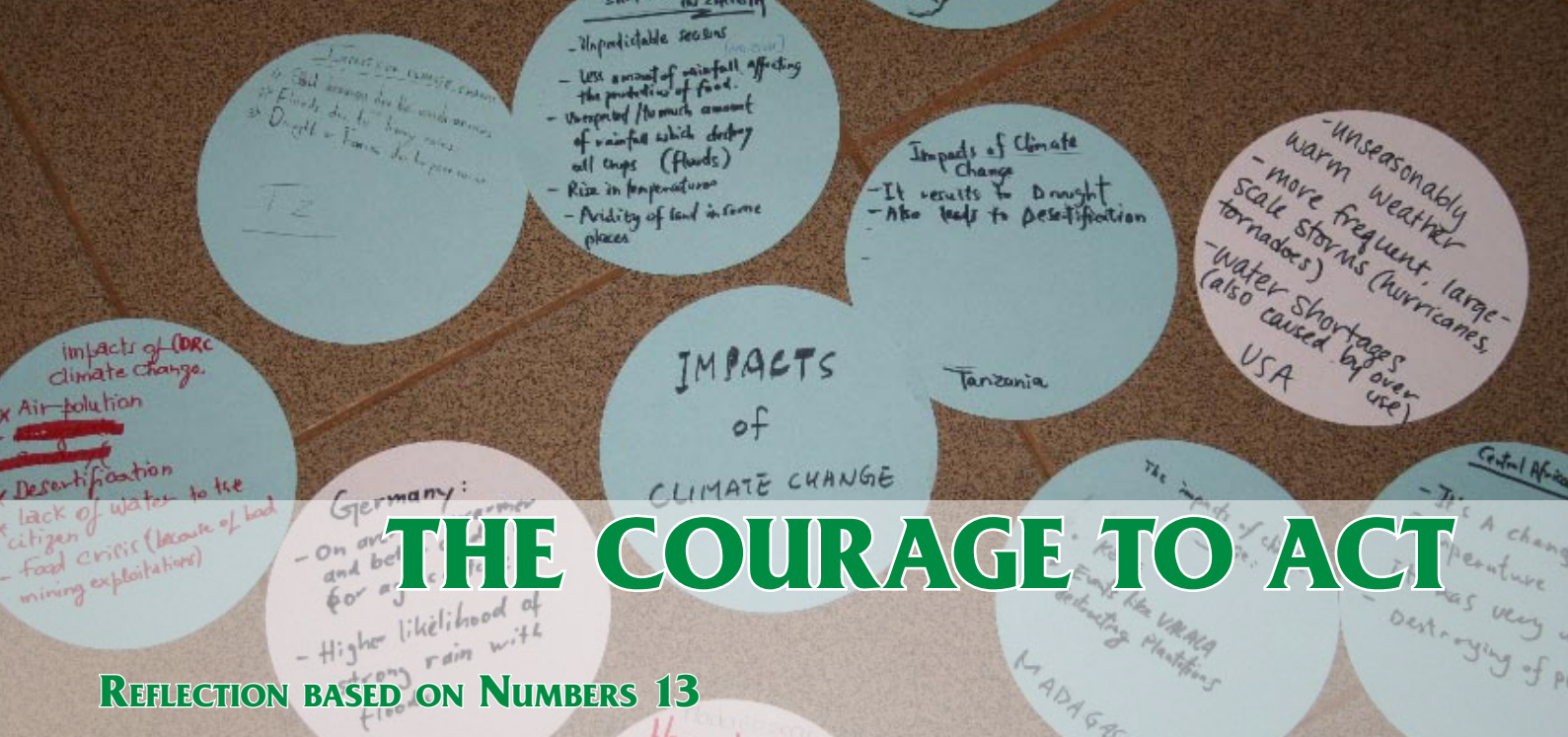
Bible study: Stewardship of Creation – in the context of Climate Change (see p. 7-8)

SESSION 2

Bible study: Sabbath – in the context of climate change (see p. 9-10)

SESSION 3

Project planning – action such as planting trees, etc. (see p. 21-22)



THE COURAGE TO ACT

REFLECTION BASED ON NUMBERS 13

Sometimes taking the first step is very easy. When the people of Israel were in the desert just outside the Promised Land, they quickly decided to send a group of trusted men to scout the land, which they did—with a mixture of anticipation and anxiety. But after this first step every additional step became more and more difficult. The people entered deeper into the land of Canaan, they saw the many opportunities, the beauty of the country. But they also saw difficulties, danger. *How could they ever take the risk of conquering this land, how could they ever find the courage to get into a land with strong and mighty inhabitants.* The land of promise became a land of fear.

What reads like a far-away story is something that happens every day in our churches. **Young people recognize a problem, they see potential for action, they take the first step – only to discover that they have entered a land of obstacles:** church bureaucracy, fear of failure, funding problems, second guessing, reluctance, avoidance and the ubiquitous “It is so good to have the contribution of young people here. Thank you very much! But let’s discuss it sometimes later and move on to the next item on the agenda...”

The story in Numbers shows two approaches to dealing with this. First there is the majority position. It is totally governed by fear. They do not merely report in clear terms on the obstacles that actually exist; they exaggerate the danger of the situation: The enemies in the Promised Land are people so huge that the Israelites feel as small as grasshoppers in comparison.

The people of Israel reacted like many people do: they got sucked into a vicious cycle of despair. “Why did God bring us here from Egypt—so that we are killed by the sword?”

But the story also shows another approach. Caleb, one of the scouts, is courageous enough to speak up. He does not look at the obstacles but at God’s promise. God had brought them to this point because they were able to fulfill the task and to conquer the land.

It would be nice if the story had an uplifting, happy end but the Bible tends to be very realistic. It is not like a Hollywood movie where everybody follows the courageous leader. In fact, exactly the opposite happens: nobody listens to Caleb. The people of Israel chose the cycle of fear rather than the line of promise. It takes a long and frank discussion between God and Moses to make it possible for Israel to enter the Promised Land, and even then it is only after the current generation had died.

Make no mistake: it is not easy for young people to tackle problems like the ones described in this toolkit. **Climate change does not always seem like the most important topic the church needs to address. However, climate change is simply a up-to-date manifestation of the topics with which the church has always dealt: justice, life and the future.**

That does not mean it is easy to take action. And, yes, the problems are massive. But, as Caleb said to the Israelites, “We are able to overcome it.” (Numbers 13:30)



LWF Youth TOOLKIT on Climate Change

BIBLE STUDY –

STEP BY STEP TO DISCERNING GOD'S MESSAGE ON CLIMATE CHANGE

**BIBLE TEXT: THE BEAUTY OF
GOD'S CREATION – PSALM 104**

Main objectives:

- To appreciate nature as God's creation

- To become familiar with the biblical understanding of God as the sole actor in the process of creation

Suggested time: 1 hour



LWF Youth TOOLKIT on Climate Change

	Activity	Activity Style	Objective	Suggested Time
Step 1	Spread on the floor pictures/postcards of different nature scenes. Participants choose a postcard to which they can best relate.	Individual (Material needed: postcards or pictures showing different nature scenes)	To raise awareness of nature's diversity	10 min
Step 2	Each person briefly explains why she or he has chosen this particular postcard.	Plenary, individual commentary	To raise awareness of our different understandings of nature	15 min
Step 3	Read Psalm 104 in two groups – female and male. Read the text individually and clarify any unfamiliar words.	Plenary, reading aloud Individual	To understand Psalm 104 as a song	5 min
Step 4	Divide into small groups and come up with a heading for the psalm.	Small groups	Getting closer to the meaning of the psalm	10 min
Step 5	Each group shares why they choose the heading they did.	Plenary		5 min
Step 6	Discuss as a group the differences and the main meaning of the passage.	Plenary		20 min

DID YOU KNOW...

At the 2008 Council Meeting in Arusha, LWF committed itself to take advocacy action, including toward the forthcoming sessions of the UN Climate Change Conference. LWF promotes cutting CO₂ emissions by 40% between 1990 and 2020.

BIBLE STUDY –

STEP BY STEP TO UNDERSTANDING GOD'S MESSAGE ON CLIMATE CHANGE

**BIBLE TEXT: LEVITICUS
23:3; 25:1-5**

Main theme: God endows the whole creation with dignity. According to this Old Testament text even the land has the right to rest. People should not do any agriculture every seventh year. This does not have to be applied literally today. However, the bible study explores the dignity of the non-human creation and how we endanger it.

Main objectives:

- To reflect on the meaning and purpose of Sabbath
- To understand that human exploitation of the nature has deprived the land's right to observe the Sabbath.
- Discuss what we should do to stop exploitation of the nature.

Suggested time: 1 hour



LWF Youth TOOLKIT on Climate Change

	Activity	Activity Style	Objectives	Suggested Time
Step 1	Read aloud Leviticus 23:3 to your teammates, and then reflect on it.	Pair-group	Try to reflect on the meaning of Sabbath to you	5 min
Step 2	Ask participants to think about one thing (e.g. an image/activity) that can explain what Sabbath means to them	Individual Moderator will count 1...2...3...4...5...6 slowly to symbolize 6 days of work. When it counts to 7, participants will be asked to close their eyes. Reflect on what Sabbath means to them	Reflect on what Sabbath means to others.	5 min
Step 3	Ask participants to share what they chose and why.	Plenary	Sharing	10 min
Step 4	Read aloud Leviticus 25:1-5 to your teammate. Reflect on it.	Pair-group	Read and try to understand the verses on the land's Sabbath.	5 min
Step 5	Ask participants to think about one thing that can explain the relationship of humankind and the rest of creation.	Individual Moderator will count 1...2...3...4...5...6 to symbolize the six days of work. When it comes to 7, participants will be asked to close their eyes. Reflect on the relationship between humans and nature and the purpose for land to observe the Sabbath)	Reflect on the relationship between the mankind and the rest of the creation	5 min
Step 6	Ask participants to explain their chosen image/activity.	Plenary	Sharing	10 min
Step 7	Discussion in groups (refer to the following questions)	Ideally a group of 4 people	Put participants into real life situation	20 min

*Ideally the group can sit on the grass during the bible study in order to get close to nature.

SUGGESTED QUESTIONS FOR DISCUSSION:

1. The modern way of living involves exploiting the nature to a maximum that the land (and also the rest of the creation) has been denied the right to observe the Sabbath. Of what examples of such exploitation can you think? **In what ways are we depriving the land's right to observe Sabbath in our home context?**

2. Protecting the environment can imply sacrificing faster economic development, convenience or can even mean a radical change of lifestyles. How can you convince people around you to fight climate change even when it means they need to give up things that seem important to them? **What would be your reasons to choose the land/earth (the creation) over the money/ economic development?**



SIMULATION GAME

BACKGROUND: A UNIVERSAL PROBLEM NEEDS UNIVERSAL ACTION

The challenge of climate change is not going to be solved by the choices individuals make; what is really needed is the action of humanity as a whole. This fact is widely acknowledged. Therefore, the United Nations has convened several conferences to address

the problem, and most countries in the world have already joined the United Nations Framework Convention on Climate Change. The most important outcome so far has been the Kyoto Protocol. It requires signatory states to reduce their emissions of carbon dioxide and other greenhouse gases (more information: www.unfccc.int).



LWF Youth TOOLKIT on Climate Change

So far, governments have not been very successful in actually reducing emissions or in finding good ways of adapting to the changing climate, particularly in the poorest and worst-hit countries. However, civil society actors worldwide are increasing pressure on governments to take concrete action.

The next important step will be the Climate Change Conference in Copenhagen from 30 November to 11 December 2009 in Copenhagen, Denmark. There, the governments of the world plan to determine greenhouse gas reduction targets and mechanisms to finance necessary adaptation to the changing climate.

Therefore, youth involvement in the area of climate change cannot simply focus on individual action; youth also need to understand the larger political framework. Learning about this through lectures or required reading is not necessarily very exciting for youth. **Role playing enables participants to step into the shoes of the people and institutions dealing with climate change issues and to experience in a relaxed setting the problems and limitations they face.**

Objective of the role play

The basic objective of the simulation game is to simulate an international climate change conference. The participants function as government diplomats. They try to act on behalf of their countries, keeping their respective country's best interests in mind. In order to be able to assume this role, the participants have to research and understand the particular needs of "their" country. They find out how their country is affected by climate change and how they contribute to the problem. They try to negotiate an agreement that both serves their interests and saves the world.

WHY SHOULD YOUNG PEOPLE PLAY THE GAME?

1. To gain advocacy skills
2. To understand the political framework for climate change
3. To develop solutions for climate change

THE ROLES

Each person/group will be assigned one of the following roles:

SECRETARY GENERAL

The Secretary General is responsible for chairing the meetings, setting the agenda and helping the state parties to reach an agreement. The facilitator or group leader can also play this role in order to provide members of the group with more guidance. The Secretary General will distinguish clearly between formal and informal meetings. In formal meetings only the state parties are allowed to speak. The Secretary General will grant the floor in a specific order and will not allow any further interventions once a party has spoken. There are no special rules for informal meetings. It is very important that the Secretary General closely follow these instructions in order for the role play to function properly.

STATES IN SUB-SAHARAN AFRICA

These are mainly states that do not consume much oil and do not produce much carbon dioxide because their economic resources are so limited. However, they are among the worst-hit by increasing drought and general water scarcity. In addition, they more frequently experience natural disasters with a possible link to climate change.

Desired outcomes for this group:

- Countries in the global North provide funding for the climate change adaptation measures.
- Governments in other parts of the world support fair and rapid economic development.
- States in sub-Saharan Africa receive help with other significant challenges such as debt relief, HIV and AIDS, and poverty reduction.

EMERGING ECONOMIES (E.G. CHINA, INDIA, BRAZIL)

These states are climbing out of poverty even though a major percentage of the population remains very poor. In



order to sustain their economic growth, they consume more oil, gas and coal which makes it harder for them to achieve global CO₂ emission reduction targets.

The interest of emerging economies is to catch up as quickly as possible with the major economies. Therefore, they will try to have to negotiate the lowest possible emission reduction targets.

Desired outcomes for this group:

- They maintain a good standing among the other governments.
- They are required to meet only very minimal reduction targets.
- Other countries formally acknowledge that, historically-speaking, emerging economies have contributed very little to the problem of climate change.

USA

The United States of America is the richest country in the world. The US has by far the highest energy consumption per person.

It is clear that any meaningful agreement on climate change will require significant change from the US. The current US government takes the stance that human influence on climate has been not proven scientifically. However, the US has always strived to take part in discussion on climate change.

Desired outcomes for this group:

- They are not required to reduce carbon dioxide emissions.
- They do not have to acknowledge any particular responsibility for the crisis.
- They are not perceived as the country endangering the outcome of the conference.

EUROPE, JAPAN, SOUTH KOREA

These countries have mature economies that do not grow much, and they have increasingly started to use renewable energy sources. It is relatively easy for them to fulfill tough reduction targets. Moreover, the public in these countries demands a strong climate policy from their governments. Therefore, these countries will advocate for a strong final statement.

LWF Youth TOOLKIT on Climate Change

Desired outcomes for this group:

- Tough carbon dioxide emission reduction targets are set.
- Provision is made for effective monitoring mechanisms.
- Other countries all assume an equal amount of responsibility.

ECUMENICAL NETWORK

This is an ecumenical network of churches which wants to speak clearly and prophetically to the governments. However, there is an awareness in the network that its member churches belong to many different countries with varying interests, and thus network members will be seeking to avoid getting in trouble with their respective constituency.

Desired outcomes for this group:

- They are advocating sustainable solutions to climate change.
- They are supporting poor countries in their attempts to adapt to climate change.

NGOs FIGHTING CLIMATE CHANGE

These NGOs are committed to fighting climate change and demand that industrialized countries – in particular the US – dramatically decrease their output of carbon dioxide by all possible means. The NGOs will cooperate with anyone who will help in meeting this objective, however, they are critical towards the churches who they feel are not radical enough in pushing for change.

Desired outcomes for this group:

- They are advocating sustainable solutions to climate change
- They are supporting poor countries in their attempts to adapt to climate change

THE ROLE PLAY

The role play has two components:

- Preparation and negotiation time
- Plenary conference sessions

Preparation and negotiation: It is important to allow the groups enough time to do additional research and to help them prepare their statements and their strategy. During that time they can also meet with other groups. However, in order to make sure that the participants do not step out of their roles, they need to have the Secretary General's approval first.

Plenary conference sessions: The plenary sessions are led by the Secretary General and should be very formal. The governments speak first in alphabetical order for a set period of time, e.g. 3 minutes. The non-governmental actors may be allowed to speak afterwards but for a shorter period of time, e.g. 2 minutes. Only one session near the end of the conference should be devoted to in-depth discussion and work on the text of the final statement. Other plenary sessions should serve as a platform to exchange ideas.

Possible timetable

- 14.00 Introduction, role assignment, questions
- 14.30 Preparation for the roles
- 15.30 First plenary session
- 16.00 Preparation and negotiation
- 16.45 Second plenary session
- 17.15 Preparation and negotiation
- 18.00 Third and final plenary session and adoption of the agreed statement
- 19.00 Break
- 20.00 Discussion session
- 21.00 End of the role play

LWF Youth TOOLKIT on Climate Change

DISCUSSION SESSION

The discussion session is the most crucial part of the role play. First, it is important for the participants to step out of their roles and recognize that this was just a game. Sometimes a role play can get very heated and it is important that the group regain its coherence.

The following topics should be discussed:

- How did you feel in your role?
- Which group was most successful at playing its role?
- What do you think about the outcome of the role play?
- What could have been dealt with differently?
- What new insights did you gain on the issue of climate change?
- What should your church/ organization do with regards to climate change?
- What lessons emerged about strategies to combat climate change?

DID YOU KNOW...

In drier areas in Latin America, climate change is expected to lead to desertification of farm land. Productivity of important crops may decrease and livestock productivity would decline. These developments will further threaten food security in the region.

IPCC, 2007: Summary for Policymakers

QUIZ ON CLIMATE CHANGE

A GOOD STARTER/WARM UP EXERCISE

The quiz could take the form of a competition with several teams. The quiz helps participants grasp basic facts about climate change. It is also useful in helping the organizer find out how much the participants already know about climate change.

- Which of the following is/are regarded as climate change?
A: Change in average temperature
B: Change in average rainfall pattern
C: Change in average wind pattern
D: All of the above
- Which of the following is NOT a result of climate change?
A: Rise in sea levels
B: Drought
C: Water scarcity
D: Desertification
E: More frequent earthquake
- Which of the following is NOT an activity causing climate change?
A: Driving cars
B: Traveling by plane
C: Turning off unused light
D: Clearing rainforest for farmland
- Which of the following are the activities that can help fighting climate change?
A: Taking public transport instead of driving a car
B: Only buying necessary items
C: Planting more trees
D: All of the above
- Scientists representing the UN's International Panel on Climate Change predict that by the end of the century temperatures could rise by as much as:
A: 3°C
B: 5°C
C: 5.8°C
D: 6.5°C
- What has been the average global temperature change over the last 100 years?
A: An increase of about 2°C
B: An increase of about 1°C
C: An increase of about 0.5°C
D: A decrease of about 1°C
- What approximate percentage of carbon emissions is caused by cutting down forests?
A. 10-15 percent
B. 15-20 percent
C. 20-25 percent
D. 25-30 percent
- How much have sea levels risen in the last century?
A: 0–5 cm
B: 10–15 cm
C: 15–20 cm
D: 25–35 cm

LWF Youth TOOLKIT on Climate Change

9. What is the Earth's average temperature?

- A: 11°C
- B: 15°C
- C: 19°C
- D: 22°C

10. Carbon dioxide (CO₂) accounts for what percentage of greenhouse gas emissions?

- A: 25%
- B: 34%
- C: 63%
- D: 78%

Sources: BBC, Earth Day Canada



LWF Youth TOOLKIT on Climate Change

ANSWERS:

1. D. Climate change is any long-term significant change in the average weather patterns of a given region. Average weather may include average temperature, precipitation and wind patterns.
2. E. Rising sea levels, drought, water scarcity and desertification are possible results of climate change. Earthquakes are natural disasters without any connection to climate.
3. C. Turning off unused lights can help reduce CO₂ emissions.
4. D. All of the above activities can help fight climate change.
5. C. 5.8°C!!!
6. C. The average global temperature change over the last 100 years is just a half a degree Centigrade, but the projected rise by the end of this century is 5.8°C.
7. C. 20-25%!
8. C. Sea levels have risen 15-20 cm in the last century!
9. B. 15°C
10. C. 63%. CO₂ is the major greenhouse gas causing climate change. Cars, planes, power plants and factories are all responsible for the huge increase in CO₂ emissions.

LWF Youth TOOLKIT on Climate Change

DID YOU KNOW...

In Central and Eastern Europe water shortage might occur due to lower summer rainfall. Health risk rises when there are more heat waves. In Southern Europe climate change could cause drought and higher temperatures.

IPCC, 2007: Summary for Policymakers

TAKE ACTION

PLAN A FOLLOW-UP ACTIVITY

Being passionate about fighting climate change should be transformed into concrete action, therefore it would be good to have participants plan a small-scale project in their respective home context.

SUGGESTED STAGES OF PREPARATION

1. Each person drafts an idea or proposal.
2. Small groups discuss and give advice on the proposed projects.
3. Each person has time to finalize his or her project proposal.
4. Each person presents his or her proposal to the group.
5. Each person incorporates suggestions from others in the group.

PROPOSAL FORMAT

1. Background: What needs to be changed? What is the connection between the situation in your home context and your proposed activity? (6 lines)
2. Vision: In your opinion, how should the situation in your community be in 3-5 years? (2-3 lines)
3. Goal: realistic, achievable and in a set time-frame (2 lines)
4. Objectives: What steps have to be taken in order to reach the goal? (1-2 lines for each step)
5. Description of the planned activity (6-10 lines)
6. Budget, if any

EXAMPLES OF PROJECTS PLANNED BY PRE-COUNCIL YOUTH WORKSHOP PARTICIPANTS

(Excerpts from the LWF Youth blog
– www.lwfyouth.org)

A SONG ABOUT CLIMATE CHANGE (POSTED ON 4 JULY 08)

Let's begin with the youngest participant of the Pre-Council Youth workshop – Hanitriniaina Nathalie Rahelimalala, 19, a young lady from the Malagasy Lutheran Church.

Nathalie is a university student studying marketing and banking. She lives with her parents and younger brother in Antananarivo, the capital of Madagascar.

“The situation in my country is that people do not know much about climate change. Some of them burn trees in order to create farmland or mistakenly think that it would make the land fertile. They don't know it will contribute to climate change,” said Nathalie.

Nathalie has set two goals for herself for the next half of this year:

- Write a song about climate change.
- Plant trees with her classmates at a Lutheran school where she studies English.

LWF Youth TOOLKIT on Climate Change

She and her friends in a youth group have been working on a music CD. Now Nathalie's plan is to add a song about climate change. "We are going to promote this song to the radio and TV, and we'll organize some free music shows... so that people will know about the causes and remedies of climate change."

She is optimistic that using music is an effective way to spread the message on climate change. "Malagasy people like singing and listening to music. I mean, they like it very much! It will make an impact."

Apart from the song, Nathalie said she is going to organize a day to plant trees with her classmates. "We have a Lutheran school in Antananarivo. Many students take courses like English and Computer Studies there. I am going to organize a group in my English class to plant trees [on] campus."

EDUCATION ABOUT CLIMATE CHANGE IN YOUTH GROUPS (POSTED ON 7 JULY 08)

This time I am going to introduce you to my friend Evariste Mamadou, a 23 year-old young man from the Central African Republic. Since graduating from high school he has been working for the Evangelical Lutheran Church in Central African Republic (ELCCAR). His main task is to audit projects implemented by ELCCAR.

Evariste told me that the concept of climate change has not been very well developed in his country. "The

situation in my home context is that most people do not have any information or ideas about climate change. They are cutting down trees, putting fire on the grass without knowing that such behaviors will contribute to climate change."

Evariste said since three years ago the average annual rainfall has been decreasing. "Our people didn't realize it could be the consequence of climate change, and they are part of those who are contributing to the problem."

After attending the Pre-Council Youth Workshop, Evariste knew a lot more about climate change. The first step he will take is to educate the members in his church. "I will cooperate with the leaders of each congregation of my church. They will then educate their parishes [about] what climate change [is] and what they can do about it."

As a youth leader in his church Evariste said he will lead learning sessions about climate change in the Young Christian Fellowship every Monday and Saturday. Evariste is also going to invite those youth who can afford it to go to an Internet cafe to gather the latest information about climate change, and then educate people around them.

Here is Evariste's vision: "I wish that at least 50% of the people in my church will be aware of the problem within 2 years. Those families who are inspired could plant some trees as a visible action to fight climate change."

DID YOU KNOW...

In Africa up to 250 million people may suffer from lack of water as a result of climate change, and local food supplies may decrease, for example fewer fish in large lakes.

IPCC, 2007: Summary for Policymakers

LWF Youth TOOLKIT on Climate Change

YOUTH MESSAGE

Let people know what youth think about climate change! Your youth group can discuss and draft a youth message and communicate it to church members, leaders, companies and the government.

Here is a sample message:

The following message was formulated by 17 participants of the Pre-Council Youth Workshop. It was presented to delegates during the LWF Council Meeting.

A household in a remote village outside of Arusha in Olokii Parish enjoys electric lights provided by a solar

panel, allowing them to finish schoolwork and household chores after dark. A woman cares for her cow, ensuring her family nourishment through its milk and economic security through selling its calves. A building nears completion, ready to house a vocational training program for young women and men to learn relevant trades such as carpentry and masonry. A woman, her son, and three grandsons express gratitude for a secure home with enough room for all. A congregation



LWF Youth TOOLKIT on Climate Change

warmly welcomes a diverse group of young people from the Central African Republic, Democratic Republic of Congo, Germany, Hong Kong, Lithuania, Madagascar, South Africa, Tanzania, the United States of America and Zambia, offering hospitality through delicious meals, inspiration through joyous worship of our Lord and a tour of incredible diaconal work throughout the area through microcredit loans, a dairy cattle project, a homebuilding program, and a vocational training center.

Youths from LWF member churches were presenting the Youth Message during the opening hearing on climate change in LWF Council Meeting

These were some of the experiences enjoyed by young council members and stewards on an exposure trip during their gathering from 19-23 June 2008 at Canossa Spirituality Centre, Arusha, Tanzania. The rest of our time was spent in prayer, Bible study, and discussion around climate change, the theme of the 2008 Council meeting. Together, we contemplated God, creation, and our relationship with both. We asked ourselves what climate change means for us as agents of God's work. God entrusted the care of creation to us, but the realities of droughts, floods and the other effects of climate change indicate that we have broken that trust.

The biblical witness is clear that God our creator loves the world so much that He gave his only begotten son to save it (John 3:16). The effects of climate change are overwhelming and we need God's help. God's Word convicts us for our inaction and the destruction we have caused in creation, and it also empowers us for action.

Each and every one of us is called to care for God's good creation. We affirm the work of the LWF and a number of member churches to address the climate change crisis. However, we urge the LWF and member churches to intensify their efforts to address it through education and action. We hope

that Lutheran Christians will take every opportunity to teach about the impacts of climate change and possibilities for managing it through any available forum: Sunday school, confirmation classes, youth seminars and Christian education for adults.

We recognize that governments play a crucial role in mediating this crisis. Governments around the world must take action to reduce greenhouse gases and mitigate the effects of climate change. They need to implement strict and contextually-appropriate legislation for environmental conservation and preservation. We are particularly concerned that one of the biggest contributors to the climate change crisis – the United States of America – has not agreed to reduce their emissions as outlined in the Kyoto Protocol. They are irresponsibly contributing to consequences felt most deeply in vulnerable communities around the globe.

We therefore recommend that the LWF Council affirm the following efforts and encourage member churches to:

- advocate that their government adopt legislation to reduce greenhouse gases and increase the use of carbon-neutral energy sources
- actively pursue carbon-neutral travel
- conduct energy audits for church-owned property
- install solar systems on church-owned buildings or utilize alternative energy sources
- reduce consumption, reuse and recycle resources for church activities
- plant trees locally for a visible action towards addressing climate change

We offer our deep thanksgiving for the hospitality of our hosts at the Canossa Spirituality Center and the Evangelical Lutheran Church in Tanzania, especially our host congregation in the Olokii parish and the Diocese of the Arusha Region. We are grateful to the Lutheran World Federation and all who made it possible for us to gather, to share experiences, and to learn from one another about this important global issue that impacts us all.

LIST OF PARTICIPANTS

Mr John Ambele – Tanzania

Ms Namsifu Aminiel – Tanzania

Rev Anza Amen Lema – Tanzania

Ms Nembris Geoffrey – Tanzania

Ms Francine Grace Yaimann – Central Africa Republic

Mr Parnet Evariste Mamadou – Central Africa Republic

Ms Hanitriaina Nathalie Rahelimalala – Madagascar

Mr Hasiniaina Robelson Fabian Andriatiana – Madagascar

Rev Roger Schmidt – Germany (LWF Staff)

Mr Cheong Mun Chan – Hong Kong (LWF Staff)

Rev Rolita Machila – Zambia (LWF Staff – Theology and Studies)

Mr Thomas Jensch – Germany (Council Member)

Ms Sindisiwe Ndelu – South Arica (Council Member)

Mr Michel Ngoy Mulunda – Democratic Republic of Congo (Council Member)

Ms Milita Poskiene – Lithuania (Council Member)

Rev Abigail Zang Hoffman – USA (Council Member)

Rev Simone Sinn – Germany (LWF Staff – Theology and Studies)

DID YOU KNOW...

As a result of climate change, crop yields in Asia may increase by up to 20% in East and Southeast Asia and decrease by up to 30% in Central and South Asia. With rapid population growth and urbanization, the risk of hunger will remain very high in several developing countries.

IPCC, 2007: Summary for Policymakers

SURVEY ON CLIMATE CHANGE

As a first step in addressing some of the spiritual, religious and ethical dimensions of climate change, the LWF Department for Theology and Studies developed a survey to learn how local communities experience the effects of climate change, and what questions it raises for their faith and their future.

Following are the survey and a summary of some initial responses.

(Note: When organizing activities related to climate change issues, a similar set of questions could be used in order to find out how participants understand or perceive climate change.)

WHAT DO YOU OBSERVE, FEEL, BELIEVE IN THE FACE OF CLIMATE CHANGE?

1. *What's different today? What general changes have you noticed in recent years in the climate in your area? How is this affecting the land, plants, the air, animals and the people? What is different from what your parents or grandparents experienced?*

What is different today is that, in past years, people experienced more a stable climate, had enough to eat and lived healthier lives in stable families. Nowadays, the weather patterns are so violently unpredictable.

2. *Who? Who or what is especially affected by these changes? Who bears the burden? Who or what is responsible for climate change?*

Able bodied people have to migrate in search of a livelihood, which puts pressure on families, which often

break up. Women in particular must carry the burden, becoming single parents having to make ends meet for their children. Women and girls have to walk long distances in search of daily bread for their families.

The younger generation is getting concerned about how to deal with the irresponsible consumption by our parents. Parents continue their consumption habits instead of planning for our future, and this will affect the rate of growth even for those coming after us.

3. *Why? How do people explain these changes? Why are they taking place? (Responses can be stories or folk wisdom or more scientific explanations.)*

Many feel it is a punishment from God because of human sin. God is angry. The earth is also angry because of how human activity has affected the rest of nature.

4. *What has gone wrong in the relationship between human beings and the rest of creation? In relationships between people? In the relationship with God?*

Human beings have abused their relationship with the rest of creation. They have a hostile relationship with the environment as well as with God. People start by destroying the environment, then one another and in the process they completely forget God. The Earth has intrinsic power and is calling for changes in human attitudes and behaviors.

LWF Youth TOOLKIT on Climate Change

5. God? How do you feel God is related to or involved in this? What questions would you ask God? How is your faith in God affected? What spiritual resources do you draw upon?

God is involved in all the complex developments that are choking the life of humanity and the rest of creation. The truth is that light does not mix with darkness. Human activity has not been pleasing before God and, therefore, God has abandoned humankind. God is angered by our immoral actions in relation to the entire created world.

6. The future? How do you view the future for your community, coming generations and the Earth as a whole? What do you fear or hope for? What spiritual resources do you draw upon?

Overall changes are called for in our global society. Future generations are being put at risk. Some peo-

ple are hopeless, feeling that nothing can be done aside from waiting for whatever will result from this crisis. This is a selfish attitude as it puts limitations on the lives of the younger generation. Older people have experienced much but have not paid attention to their *rate of growth* and have created huge amounts of greenhouse gases at the expense of the younger and future generations.

7. Solutions? What needs to change in your society? What trade-offs are there? What is being done that can make a difference? What local solutions would you propose?

Systems and policies, attitudes and lifestyles need to be critiqued and changed. Ecological debts need to be settled and more just policies put in place. Everyone, whether old or young, should be involved in responding responsibly so as this should not consume all the time for the younger generation dealing with the *irresponsible consumption* that was charged on us by other generations

CLIMATE CHANGE FAQ

WHAT IS CLIMATE CHANGE ?

Climate change refers to any significant change in measurable climate factors such as temperature, rain or wind patterns lasting for an extended period (decades or longer). Climate change may result from:

- human activities that change the atmosphere's composition (e.g. the burning of fossil fuels) or surface of the land (e.g. deforestation, urbanization, desertification, etc)
- natural factors, such as changes in the sun's intensity
- natural processes within the climate system (e.g. changes in ocean currents, etc)

IS GLOBAL WARMING THE SAME AS CLIMATE CHANGE?

No. Global warming is a change in only one of the main measurable climate factors. Global warming is an increase in average temperature which can contribute to changes in global climate patterns.

Global warming can occur for a variety of reasons, both natural and human induced. In common usage "global warming" often refers to the warming that can occur as a result of increased greenhouse gas emissions resulting from human activities.

WHAT DO "GREENHOUSE EFFECT" AND "GREENHOUSE GAS" MEAN?

Greenhouse gases are a natural part of the atmosphere. They absorb and reflect the Sun's warmth

and maintain the Earth's surface temperature at a level necessary to support life.

The problem we now face is that human actions – particularly the burning of fossil fuels (coal, oil and natural gas), agriculture and deforestation – are increasing concentrations of the gases that trap heat. This is an enhanced "greenhouse" effect, which contributes to a warming of the Earth's surface.

WHAT HUMAN ACTIVITIES CONTRIBUTE TO CLIMATE CHANGE?

The burning of coal, oil, and natural gas, as well as deforestation and various agricultural and industrial practices, are altering the composition of the atmosphere and contributing to climate change.

These human activities have led to increased atmospheric concentrations of a number of greenhouse gases, including carbon dioxide, methane, nitrous oxide, chlorofluorocarbons, and ozone, in the lower part of the atmosphere.

The following human activities contribute to climate change:

- The burning of coal, oil, and natural gas (fossil fuels) produces carbon dioxide.
- Land use changes, e.g., clearing land for logging, ranching, and agriculture, also lead to carbon dioxide emissions.
- Methane (natural gas) is the second most important of the greenhouse gases resulting from human activities. Methane is emitted during coal mining and oil drilling, and by leaky gas pipelines, etc.

LWF Youth TOOLKIT on Climate Change

WHAT ARE THE IMPACTS OF CLIMATE CHANGE?

The world's poor and disadvantaged people and developing countries are likely to be affected much more than developed countries, which have the capacity to adapt to climatic changes. Projections for the 21st century suggest that:

- More heat waves could result in heat stress and heat-related deaths in humans and livestock, and damage to crops. The risk of bushfires is likely to increase in some areas.
- More intense and unpredictable rainfall (including from tropical cyclones) would increase flooding and associated loss of life, property and productivity. It would also affect soil erosion and pollution of rivers and oceans.
- More frequent or intense droughts in some parts of the world would increase loss of crops, livestock, fisheries and wildlife and decrease river flow and water quality.
- Decreased rainfall and increased risk of drought would decrease plant growth as seen during 2002-3 and 2006-7.
- Projected global warming will contribute to stronger tropical cyclones and a rise in sea levels.
- Warmer conditions will increase the likelihood of *pests* and disease in some parts of the world.

WHAT CAN WE DO TO MITIGATE THE EFFECTS OF CLIMATE CHANGE?

There are many small things we can do to make a difference. If we try, most of us can do our part to reduce the amount of greenhouse gases that we put into the atmosphere. Many greenhouse gases come from things we do every day.

SAVE ELECTRICITY

BIKE, USE PUBLIC TRANSPORT OR WALK RATHER THAN DRIVING

TALK TO YOUR FAMILY AND FRIENDS

Talk with your family and friends about climate change. Let them know what you've learned.

PLANT TREES

Planting trees is fun and a great way to reduce greenhouse gases. Trees absorb carbon dioxide, a greenhouse gas, from the air.

RECYCLE

Recycle cans, bottles, plastic bags and newspapers. When you recycle, you send less trash to the landfill and help save natural resources like trees and oil, and *elements* such as aluminum.

WHEN YOU BUY, BUY GREEN

There are lots of ways we can protect the environment. One of the ways to reduce the amount of greenhouse gases that we put into the air is to buy products that don't use as much energy.

ADVOCATE

Advocate for a greener church/school/workplace/country!

SOURCES:

www.epa.gov/climatechange/glossary.html

www.gcric.org/ipcc/qa/04.html

www.climatechange.gov.au/science/faq

WANT TO KNOW MORE? CHECK OUT THE FOLLOWING RESOURCES!

MOVIES/DOCUMENTARIES:

1. An Inconvenient Truth: a famous American documentary film about global warming. Produced by former United States Vice President Al Gore.
www.an-inconvenient-truth.com
2. Reports from the Front Line of Global Warming. Description: Eight short films dealing with climate change around the world.
www.bbc.co.uk/bbcfour/documentaries/features/climate-shorts.shtml

WEB SITES:

1. Intergovernmental Panel on Climate Change: A must-read Web site if you want to dig deeper on issues of climate change. It provides many useful resources and reports.

The Working Group II Report “Impacts, Adaptation and Vulnerability” would be a good starter. **www.ipcc.ch**

2. U.S. Environmental Protection Agency: The Glossary of Climate Change Terms is very useful. Plenty of other helpful resources.
www.epa.gov/climatechange/glossary.html
3. Climate Change Kid’s Site: a Web site with concise and easy-to-understand information about climate change. Also has quizzes and many mini-games. Suitable for kids and teens. **www.epa.gov/climatechange/kids**
4. BBC News Global Climate Change: interactive and user-friendly Web site introducing terms and issues related to climate change. **www.bbc.co.uk/climate**
5. TakingITGlobal: A social media portal where you can learn from and interact with people who care about climate change.
<http://issues.takingitglobal.org/climate>

DID YOU KNOW...

In North America some cities will face increased frequency, intensity and duration of heat waves, possibly resulting in health problems. Pests, disease and fire will be increasingly problematic in forested areas, with an extended period of high fire risk and a significant increase in the surface area of forest fires.

IPCC, 2007: Summary for Policymakers

A world map is shown in the background, with a large, melting ice cube placed on top of it. The ice cube is partially melted, with water dripping down, symbolizing the impact of climate change. The map is colorful, showing various continents and oceans.

“As a global communion of churches, we suffer with those affected in different parts of the world and are called to take concerted actions that will be effective in mitigating the impacts of climate change—especially on the poorest and most vulnerable communities.”

**Rev. Dr Ishmael Noko, General Secretary,
The Lutheran World Federation**

This LWF Youth toolkit supports young people in organizing climate change activities and Bible studies.