



SCOUT MEETING SCHEDULE : Week 4

Theme: Climate Change Impacts

Date:

<i>Time</i>	<i>Activity</i>	<i>Program Details</i>	<i>Leader Responsible</i>
10 mins	Gathering Activity In the News		
10 mins	Opening Ceremony		
15 mins	Game Earth, Air, Fire, Water		
55 mins	Theme Activity Weather Challenge		
10 mins.	Game Fool Ball		
15 mins	Patrol/Troop Meeting Climate Change Crest Requirements		
5 mins	Closing Ceremony		
15 mins	Leader Discussion Time		

Meeting Notes:



SCOUT MEETING SCHEDULE

CLIMATE CHANGE: WEEK 4

Theme: Climate Change Impacts

Introduction: No one is entirely sure what impacts any one region can expect from climate change. However, scientists have determined a number of impacts that we are likely to expect with increased global warming. These impacts will vary in intensity and frequency. Among other things, the impacts will affect wildlife habitat, seasonal changes, weather patterns, and environmental tolerances. All of these are relevant to the outdoor camping and learning focus of Scouts.

Objective: To teach Scouts how climate change could impact local and regional weather patterns and prepare them to know proper safety procedures associated with this weather for outings. Activities are aimed to complement and enhance programs focused on developing weather, trip planning and preparedness skills.

GATHERING ACTIVITY

In the News

The week before, ask Scouts to find an article in the newspaper depicting a type of weather that may become more frequent or pronounced with climate changes for your region. Have each Scout present to his/her patrol what the article says and how they could be prepared for a camping expedition in the face of this type of challenge. What should individual Canadians and the government do to help Canadians face such weather conditions?

GAME

Earth, Air, Fire, Water

Equipment:

- None

Instructions:

1. Scouts stand in the centre of the room.
2. Label the four walls of the meeting room Earth, Air, Fire and Water.
3. When a leader calls out a word, the Scouts move in the appropriate way to the wall. Last one to the correct wall is eliminated.

Actions are:

Earth – slither like a snake

Air – fly like a plane or bird

Fire – run to the wall, stop, drop and roll and stand up

Water – lay on belly and swim to wall

4. Add these two actions for more fun. Scouts can do them in the centre of the room, or at the wall where they are standing. Flood (get up off the floor); Hurricane (spin like a top).



THEME ACTIVITY

Weather Challenge

Objective:

To help Scouts understand some of the anticipated weather changes climate change will bring to their province and help them to be prepared to plan ahead based on different weather conditions.

Equipment:

A variety of materials including:

- One piece of paper per patrol with a scenario and a set of climate change impacts associated with a season (see below).

Opening discussion:

1. Scouts sit in their patrols.
2. Tell Scouts that it is the year 2050. The world is experiencing different weather conditions as a result of climate change. These include not only increased temperatures, but also changes in wind patterns, the amount and type of precipitation, and the types and frequency of severe weather events.
3. Provide Scouts with a typed sheet outlining potential weather impacts at different times of year (one group could deal with spring conditions, another with summer, another with winter – select from regional conditions below) and a different scenario to respond to. Sample scenarios include:
 - a. You are a Scout leader planning a three-day canoeing trip for your troop.
 - b. A Cub Pack has asked you for advice on how to prepare for their weekend camping trip to a local park.
 - c. You are advising an eco-tourism company that is planning a week long trip in a Canadian park for a group of tourists from Australia.
4. Each patrol should develop a list of:
 - a. precautions they would suggest taking,
 - b. equipment they should be sure to bring,
 - c. things they need to determine about their camping location.

Ensure that there is one adult volunteer or leader per group to help them with the discussion.

5. Patrols present their results to the entire troop once they are finished.

West Coast and Prairies:

1. Spring: increased precipitation; earlier ice melt and spring run-off discharge; increased flooding of low-lying coastal areas or small rivers.
2. Summer: hotter temperatures; lower summer flows in streams and rivers; less water for agriculture; industry; household use; power generation; increased stress on salmon from warmer water, possibly reducing salmon populations; warmer summers will trap more air pollution which is a health hazard; more forest fires and drier summer conditions; increased forest disease and insect infestations; shifting of forests and grasslands northward; more intense summer storms; increased risk of drought; variable river flows.
3. Winter: warmer, shorter winters with intense winter storms.

The North:

1. Summer: increased chance of permafrost melt triggering landslides and unstable ground for buildings to stand on; altered ecosystems; longer summers with increased growing season; increase in insects and plant and animal diseases; shifting of ecosystems and animal populations; increased number of forest fires; more severe flooding in spring.
2. Winter: reduced thickness and extent of ice cover; warmer temperatures; ice roads melt sooner and freeze later; more severe winter storms; shifting of ecosystems and animal populations; more vulnerability of animal species from loss of habitat resulting in fewer babies being born; changes in weather patterns to guide hunting; more dangerous travel.



Central:

1. Summer: more frequent heat waves; increased number of very hot days and the number of heat-stress related sickness; warm air traps more pollution; more severe thunderstorms; lower water levels; growth of more water microbes and algae blooms; shift of ecosystems northward; less rainfall; more chance of drought; stronger winds; more frequent forest fires.
2. Spring: lower and earlier spring run-offs; worse rain storms; more frequent flooding and hail; change in the distribution of migratory species.
3. Winter: more ice storms and other winter storms; warmer winter temperatures; shorter winters; later frost.

Maritimes:

1. Winter: reduced extent and thickness of sea ice; increased winter storms and erosion of beaches; ecosystem and wildlife shift northward; earlier ice break up; increased tree damage from strong winds.
2. Spring: more icebergs in the short term; stronger spring runoff; increased storm surges and flooding; hail; coastal erosion; larger peak flows from rivers; more flooding of low lying coastal areas.
3. Summer: lower water levels and flows; reduced number and size of some species of fish and shell fish due to warmer water; higher water level and erosion of coastlines; longer summers; heavier rainfalls; increases in insects; pests and diseases; disruptions to wildlife habitat.

Topics which could be raised and discussed as answers by patrols:

- More precaution to avoid sunburns, heat stroke, exertion, etc.
- Proper gear and camping techniques in heavy or frequent rain. Awareness of precautions to take during lightening storms.
- Extra care around water bodies in spring, extra planning for water way navigation where flows are lower.
- Extra care during dry times to avoid forest fires.
- Habitat loss and dangers of more confrontations with animals looking for food. Extra care to avoid damaging environment, habitat or food sources. Extra precautions with storing food out of animals' reach.
- More risk of infectious diseases, malaria bearing mosquitoes, etc. and associated precautions to take.
- Need to understand what to do in the event of an intense winter storm.
- Extra caution around ice which could be thinner and break up sooner. Wetter winters could pose more problems for keeping warm and dry.
- Extra care swimming in and drinking/using water. Using water wisely in times of drought.
- Possibility of a longer snow-free camping season.
- Be prepared for all kinds of weather.

Data from: http://www.climatechange.gc.ca/english/issues/how_will/regional.shtml



GAME

Fool Ball

Equipment:

- One volleyball
- List of Climate Change questions. Use true and false questions from Weeks 1 and 3 of the Climate Change JUMPSTART.

Instructions:

1. Scouts form a circle – with their hands clasped behind their backs.
2. One Scout is the “fooler”. He/she stands in the centre of the circle with the volleyball.
3. The fooler tries to fool the Scouts by faking a throw at them. If one moves his/her hands on a fake throw, or misses a catch on a real throw, he/she leaves the circle to answer a climate change question.
4. Change the fooler frequently, perhaps after failing to fool three players. The last player would take his/her place.

PATROL/TROOP MEETING

Review the Climate Crest requirements found on Scouts Canada’s web site, www.scouts.ca, scouts, Climate Change. Decide on a course of action to earn the crest.