Youth Rescue Squad – WP2 Resilience Building

A3 – Resilience Mentoring Workbook



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Youth Rescue Squad: Cultivating Climate Resilience Through Youth Action
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Resilience Mentoring Workbook

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Main Author(s)	Anne Schulte (JFV)
Contributors	Katerina Maniadaki (KMOP); Montse Llinares (Pilcrow); Kalliopi Lennax (Headway); Josephine Gosvig (cirka)
Document Reviewers	All partners

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1 Introduction and Purpose of the Workbook

1.1 Youth Rescue Squad and Resilience-Building

Climate change affects communities in different ways, from extreme heat, flooding and wildfires to longer-term changes in living conditions and local environments. Young people need more than awareness of these challenges. They need opportunities to develop practical preparedness, coping capacities, confidence and the ability to contribute to resilience within their communities.

The Youth Rescue Squad project was developed to support young people in building these capacities through accessible, practical and participatory learning. It combines climate-related knowledge with preparedness, resilience-building and opportunities for young people to become active within their communities.

The Resilience Mentoring Workbook was developed as part of YRS to support the youth workers and mentors who facilitate these learning processes. While it draws on the experiences and approaches developed within the project, it is designed for continued use in different youth work settings beyond the project itself. The Resilience-Building Camp, introduced later in this Workbook, provides one example of how these approaches can be combined in practice.

1.2 Purpose of the Workbook

This Workbook is designed for youth workers and mentors who support young people aged 15–29 in developing climate resilience. It does not require previous specialist knowledge of climate science, emergency preparedness or related fields.

It combines essential background knowledge with practical guidance, reflection prompts, planning tools and adaptable approaches. Rather than providing a fixed training programme, it is intended as a flexible resource that mentors can use according to their group, local context and learning setting.

The Workbook aims to help mentors:

- understand climate resilience and its relevance to youth work;
- reflect on their role and responsibilities as resilience mentors;
- design participatory, experiential and inclusive learning processes;

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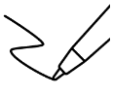
- create supportive learning environments that acknowledge and respond appropriately to climate-related emotions;
- connect climate-related knowledge with practical preparedness, reflection and action;
- support young people in recognising their own capacities and opportunities to contribute to resilience within their communities; and
- adapt activities and approaches to different groups, local contexts and learning settings.

Mentors are not expected to become climate scientists, emergency response professionals or mental health professionals. The Workbook instead helps them understand where their role lies, how they can facilitate meaningful learning and when additional expertise may be required.

1.3 How to Use This Workbook

You do not need to use this Workbook from beginning to end as a fixed training manual. The chapters provide different types of support that can be used according to your experience, your group and the activity you are planning. You can use the Workbook when preparing an individual activity or workshop, designing a longer learning programme or supporting a Resilience-Building Camp.

Throughout the Workbook, practical elements invite you to work with the content rather than simply read it:

	REFLECT	Consider your own experience, assumptions and role as a mentor.
	APPLY	Connect the content to the young people you work with and your local context.
	PLAN	Prepare a learning activity, workshop or Resilience-Building Camp.
	CHECK	Use practical prompts and checklists to review your preparation and practice.

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The Mentoring Workbook should be distinguished from the activity workbooks developed for the Resilience-Building Camps, which accompanies young participants through activities during the Camp. While the Activity Workbook focuses on what participants do and learn, this Mentoring Workbook focuses on how mentors prepare, facilitate, support and reflect on climate resilience learning.



Your Starting Point

Before continuing, take a moment to consider your own starting point as a resilience mentor.

What do I already bring?

Experience I have in working with young people:

_____
_____
_____

Climate resilience or environmental topics I already feel comfortable discussing:

_____
_____
_____

Experience I have with practical, participatory or group-based learning:

_____
_____
_____

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Where would I like more support?

☐ Understanding climate resilience

☐ Climate-related risks and preparedness

☐ Planning practical learning activities

☐ Facilitating groups and discussions

☐ Working with climate-related emotions

☐ Encouraging participation and youth-led action

☐ Adapting activities to different needs

☐ Other: _____

Keep your answers in mind as you work through the Workbook. You will return to them at the end to reflect on what has changed.

2 Being a Resilience Mentor

2.1 The Role of the Resilience Mentor

Climate resilience mentoring is not simply about transferring knowledge about climate change. Young people need opportunities to understand climate-related challenges, connect them to their own lives and communities, develop practical capacities and experience that they can contribute to resilience-building themselves.

The role of a resilience mentor is therefore broader than that of an instructor. Within this Workbook, resilience mentoring is understood through three interconnected roles:

Role	What does this mean in practice?
Facilitate Learning	Create opportunities for young people to explore climate resilience actively. Ask questions, encourage discussion, connect knowledge with practical experiences and help participants learn from one another rather than simply providing all the answers.
Provide Support	Create a respectful and supportive learning environment in which different experiences, perspectives and emotions can be expressed.

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	Listen, take concerns seriously and help participants remain engaged without taking on the role of a counsellor.
Enable Agency	Give young people opportunities to contribute ideas, make choices and take an active role in the learning process. Help them recognise their own capacities and explore how they can contribute to resilience together with others in their communities.

The balance between these roles may change depending on the group, activity and situation. A practical exercise may require more guidance, a discussion may require more attention to group dynamics and support, while a community-based activity may give participants greater responsibility for developing their own ideas. Resilience mentoring therefore requires mentors to respond to the learning process rather than follow one fixed way of working.

How Do I See My Role?

Think about your usual way of working with young people.

Which of the three roles already feels most familiar to you?

☐ Facilitating learning

☐ Providing support

☐ Enabling agency

Why?

_____

_____

_____

Which role would you like to strengthen in your own practice? What could this look like?

_____

_____

_____

_____

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2.2 Knowing Your Boundaries

Being a resilience mentor does not mean becoming an expert in every topic that climate resilience may involve.

Mentors are **not expected to replace**:

- climate scientists or other subject-matter experts;
- qualified first aid, CPR, fire safety or emergency response trainers;
- mental health professionals; or
- public authorities and emergency services.

Knowing when to involve other expertise is part of responsible mentoring.

Before facilitating an activity, consider whether it requires specialist knowledge, professional instruction or specific safety precautions. Practical training involving CPR, first aid, fire extinguishers or other emergency-response skills should be delivered or supervised by appropriately qualified persons.

The same principle applies to emotional support. Mentors can listen, acknowledge concerns and create supportive learning environments, but they should recognise when a young person's needs go beyond the scope of a learning activity or mentoring relationship and follow the appropriate safeguarding or referral procedures in their organisation.



My Role as a Resilience Mentor

Before facilitating climate resilience learning, can I answer yes to the following?

☐ I understand the purpose of the activity and my role within it.
☐ I have considered the different experiences and needs participants may bring.
☐ I know how I will encourage participation rather than only provide information.
☐ I have considered how participants can contribute their own ideas and perspectives.
☐ I know what organisational safeguarding or support procedures are available if needed.
☐ I am prepared to adapt my approach if the group responds differently than expected.

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3 Understanding Climate Resilience

3.1 What Do We Mean by Climate Resilience?

Climate resilience is about being able to deal with climate-related hazards and changing conditions before, during and after they occur. It involves preparing for possible challenges, responding when something happens, coping with difficult situations and adapting to changing conditions over time.

For this Workbook, climate resilience is understood as the capacity of individuals and communities to prepare for, cope with and respond to climate-related hazards and changing conditions, to adapt when necessary, and to learn from these experiences in ways that strengthen their capacity to deal with future challenges.

Four concepts can help make this broad idea more concrete:

Concept	In simple terms	Example
Preparedness	What can we do before something happens?	Knowing what to do during a heatwave and having important emergency information available.
Response	What do we do when something happens?	Taking appropriate action during a flood, storm or heat-related emergency.
Coping Capacity	What helps us manage a difficult situation?	Staying calm, using available resources, asking for help and supporting one another.
Adaptive Capacity	How can we adjust to changing conditions?	Changing routines, environments or practices in response to increasingly frequent periods of extreme heat.

These concepts are connected, but they should not be understood as four fixed steps. Depending on the situation, they may overlap and influence one another. Experiences during a climate-related event, for example, can help individuals and communities prepare differently for future events.

Climate resilience is also not only an individual capacity. People rely on information, relationships, services, infrastructure and support within their communities. At the same time,

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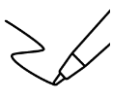
individuals and groups can contribute to strengthening the resilience of the communities around them.

3.2 From Concept to Youth Work

The concepts above provide a starting point for exploring different aspects of climate resilience with young people. The table below translates these concepts into possible areas of focus for youth work and illustrates the kinds of questions that can be explored with young people.

Focus	Young people can explore…	For example…
Understanding the context	**What risks are relevant to us?**	Which climate-related hazards could affect our local area?
Preparedness	**How can we prepare?**	What information, resources or practical skills could be useful before an extreme event?
Response & Coping Capacity	**How can we respond and cope?**	What could help us make decisions, stay safe, seek support and work together in a difficult situation?
Adaptive Capacity	**How can we adapt?**	What could individuals, organisations or communities change when climate-related conditions change?
Community & Agency	**How can we contribute?**	Where can young people participate in strengthening resilience in their community?

Not every learning activity needs to address all of these questions. A short workshop might focus on one aspect, while a longer programme or Resilience-Building Camp can connect several of them. The important point is that climate resilience learning should help young people connect understanding with preparedness, reflection and action.



Climate Resilience in My Context

Climate resilience looks different depending on where you live and the young people you work with. Before planning an activity, consider your own context.

Which climate-related hazards or changes are particularly relevant in your local area?

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_____

_____

How might these affect the young people you work with?

_____

_____

_____

_____

What resources already exist in your community that could support young people in preparing for or dealing with these challenges? Think about people, organisations, services, places, knowledge or existing initiatives.

_____

_____

_____

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4 Designing and Facilitating Climate Resilience Learning

Climate resilience learning can take many forms: from a short group activity to a workshop, project day or Resilience-Building Camp. The following principles and tools can help mentors select, plan and facilitate learning experiences that fit their group and context.

4.1 Principles for Climate Resilience Learning

Five principles can guide the design of climate resilience learning with young people:

Principle	What does this mean in practice?
Participatory	Involve young people actively rather than deciding everything for them. Create opportunities to ask questions, contribute experiences and ideas, make choices and work together.
Experiential	Give young people opportunities to learn through doing, exploring and practising. Scenarios, simulations, practical challenges and hands-on activities can help connect knowledge with experience.
Locally Relevant	Connect learning to risks, resources and situations that young people recognise from their own environment. Local examples can make climate resilience more concrete and meaningful.
Inclusive	Consider different levels of knowledge, experience, confidence and access. Activities should offer different ways to participate and should not assume that everyone is already interested in or knowledgeable about climate change.
Emotionally Aware	Recognise that climate-related topics can evoke different emotions and reactions. Create space for these responses without requiring participants to share personal experiences or pushing them towards a particular emotional response.

These principles do not prescribe one particular method. They can instead be used as a lens when choosing or adapting activities for different groups and settings.

Does My Activity Follow the Principles?

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Not every activity will address all five principles to the same extent. Use the questions below when selecting, designing or adapting an activity to identify where it is already strong and where a small adaptation could make it more suitable for your group.

☐ **Participatory:** Do young people have an active role rather than mainly listening?

☐ **Experiential:** Is there an opportunity to explore, practise, experience or apply something?

☐ **Locally relevant:** Can participants connect the activity to their own environment or everyday life?

☐ **Inclusive:** Can young people with different levels of knowledge, experience and confidence participate meaningfully?

☐ **Emotionally aware:** Have I considered how the topic or activity might affect participants and how I can respond appropriately?

4.2 Methods in Practice

The methods below provide practical options for exploring different aspects of climate resilience with young people. They can be adapted to different topics, groups and local contexts. In addition, time and group size are also indicative and can be adapted unless specified by the original method. The information provided for each method can help you quickly decide which approach fits your learning goal, available time and group.

Community Risk & Resource Mapping

Useful for: Understanding the Context | Preparedness | Coping Capacity | Community & Agency
Time: 30–60 minutes
Group size: 4-20 participants
How it works: Provide participants with a map of their local area or ask them to create a simple sketch themselves. First, identify places that could be particularly affected by a climate-related hazard. Then add resources that could help people prepare, cope or respond. Resources might include people, organisations, public services, safe places, infrastructure or other forms of community support.
Try it with climate resilience

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Choose one locally relevant hazard, such as extreme heat or flooding. Use two questions to build the map:

Where might people or places be particularly affected?
What resources could help before, during or after the event?

Afterwards, compare the two perspectives. Are resources available where they may be needed? Are there areas or groups for which fewer resources are visible?

Mentor tip:
The aim is not to produce a technically accurate hazard map. Focus on participants' observations and use the map as a starting point for discussion. For reliable information about actual hazard zones, use official local sources.

Problem Tree

Useful for: Understanding the Context | Adaptive Capacity | Community & Agency | Systems Thinking

Time: 30–60 minutes

Group Size: 4-20 participants

How it works:
Draw a tree with three sections:

Roots = Causes: Why does the problem occur?
Trunk = Core problem: What exactly is the challenge?
Branches = Effects: What happens as a result?

Participants first agree on a clearly defined problem and place it on the trunk. They then identify possible causes and consequences and arrange them around the tree.

Try it with climate resilience
Use a local challenge such as:

"Our youth centre becomes extremely hot during summer."

Possible roots might include increasing periods of extreme heat, limited shade or the design of the building. Branches might include health risks, cancelled activities or young people avoiding the space.

Once the tree is complete, ask:

Where could change be possible? Which causes or effects could individuals, organisations or the community influence?

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Mentor tip: Encourage participants to distinguish between causes and effects rather than immediately searching for solutions. There may be several interconnected causes, and not all of them will be within the group's control.

Fishbowl Discussion

Useful for: Understanding the Context | Community & Agency | Awareness
Time: 20-40 minutes
Group size: 8-30 participants
How it works: Arrange chairs in two circles. A smaller group sits in the inner circle and discusses a question while the remaining participants listen from the outer circle. After a set amount of time, participants rotate or exchange places so that others can contribute. Alternatively, leave one chair in the inner circle empty. A participant from the outer circle can temporarily take the empty chair to contribute and return to the outer circle afterwards.
Try it with climate resilience: Choose a question that allows different perspectives rather than one correct answer, for example: *"Who is responsible for preparing our community for increasingly frequent heatwaves?"* Participants might consider the roles of individuals, youth organisations, schools, municipalities, businesses or other community actors.
Mentor tip: Do not treat speaking as the only form of participation. Listening and observing can also contribute to the learning process. At the end, ask which perspectives were represented and which may have been missing.

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What? – So What? – Now What?

Useful for: Reflection | Preparedness | Response | Coping Capacity | Community & Agency
Time: 10-20 minutes
Group size: 2-30 participants
How it works: Guide reflection through three consecutive questions: **WHAT?** *What happened? What did you notice?* **SO WHAT?** *Why does this matter? What did you learn or realise?* **NOW WHAT?** *What can you take from this experience? What might you do differently or apply in another situation?* Participants can first reflect individually before exchanging their thoughts with a partner or group.
Try it with climate resilience: After the Fishbowl Discussion on *"Who is responsible for preparing our community for increasingly frequent heatwaves?"*, use the three questions to debrief: **WHAT?** Which responsibilities and actors came up during the discussion? Which different perspectives did you hear? **SO WHAT?** What does the discussion tell us about how climate preparedness works within a community? Where do responsibilities overlap? **NOW WHAT?** Who could young people work with in their own community to improve preparedness for extreme heat? What could be a realistic first step? The same structure can be used after simulations, practical challenges or other climate resilience activities.

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Mentor tip: Do not rush directly to “Now What?”. Giving participants time to describe and make sense of an experience first helps turn an activity into a meaningful learning process rather than immediately searching for the “right” lesson.

Act To Adapt

Act to Adapt is a participatory game developed as part of the Y-Adapt programme by the Red Cross Red Crescent Climate Centre. It introduces young people to practical climate adaptation at community level.

Useful for: Preparedness | Adaptive Capacity | Community & Agency
Time: 30-60 minutes
Group size: 10–30 participants
How it works: Participants work as a community team. They explore how a climate-related hazard can affect important community resources and consider actions that can reduce these impacts. The game encourages participants to distinguish between actions people can take themselves and actions that require wider community collaboration.
Why use it? Act to Adapt connects climate risks with concrete opportunities for adaptation. Rather than discussing adaptation only as an abstract concept, participants explore what can be protected, what actions are possible and where collective action is required.
Mentor tip: Use the original facilitation guide and game materials provided by the Red Cross Red Crescent Climate Centre rather than recreating the game. The activity can also provide a starting point for discussing which adaptation measures would be relevant in participants' own communities.
Resource: Red Cross Red Crescent Climate Centre – *Act to Adapt*, part of the Y-Adapt programme. The link is included in Chapter 8 – Further Resources.

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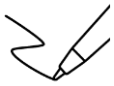
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Explore Further

The methods presented here are only a small selection of approaches that can support climate resilience learning. Other participatory methods, including scenario cards, role plays and different forms of simulation, can also be useful depending on the learning goal, group and context.

A particularly extensive collection of climate-related games and learning activities is available from the Red Cross Red Crescent Climate Centre. Its resources include games addressing climate adaptation, disaster risk reduction, preparedness, resilience and community action. The Y-Adapt programme additionally provides a games-based curriculum specifically designed to help young people understand climate change and take practical adaptation action within their communities.

Further links and resources can be found in Chapter 8 – Further Resources.



Which Method Could Fit?

Think about a climate resilience activity you already run or would like to run.

Which of the methods above could strengthen it?

☐ Community Risk & Resource Mapping

☐ Problem Tree

☐ Fishbowl Discussion

☐ What? – So What? – Now What?

☐ Act to Adapt

Why might this method fit your group or learning goal?

_____

_____

_____

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4.3 Planning your Activity

A good climate resilience activity starts with a clear purpose, but it also needs to fit the young people involved, the local context and the conditions in which it takes place. Use the planning tool below to turn an initial idea into an activity that is relevant, participatory and manageable.

You can use one or combine several of the methods introduced in the previous section, adapt methods you already use in your own practice, or choose another approach that fits your group and learning goal.



My Climate Resilience Activity

1. PURPOSE: What should participants take away from the activity?

What should participants understand, practise, explore or feel more able to do afterwards?

_____

_____

_____

Which aspect of climate resilience is the main focus?

☐ Understanding the Context
☐ Preparedness
☐ Response
☐ Coping Capacity
☐ Adaptive Capacity
☐ Community & Agency

2. CONTEXT: What makes the activity relevant?

Which local climate-related risk, situation or question will the activity connect to?

_____

_____

_____

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3. PARTICIPANTS: Who am I planning for?

Number of participants: _____

Consider: What do I know about their previous knowledge, experiences, interests or support needs?

_____
_____
_____
_____

4. APPROACH: How will participants learn?

Method(s):

_____
_____

How will participants actively explore, practise, discuss, decide or contribute rather than mainly receive information?

_____
_____
_____

5. PRACTICALITIES: What do I need to prepare?

☐ Time and space are suitable for the activity.
☐ Materials and equipment are available.
☐ I have considered accessibility and different ways to participate.
☐ I have checked whether the activity involves any physical, emotional or other safety considerations.
☐ Where specialist instruction or expertise is required, an appropriately qualified person is involved.
☐ Anything else I need to prepare:_____

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6. FOLLOW-UP: How will we make sense of the experience?

How will participants reflect on what they experienced or learned?

_____

_____

_____

Is there an opportunity to connect the activity to participants' everyday lives, community or possible next steps?

_____

_____

_____

4.4 Responding to Challenges During Climate Resilience Learning

Climate resilience activities can sometimes lead to situations that are difficult to anticipate during planning. Climate-related topics may feel overwhelming, participants may strongly disagree, questionable information may enter a discussion or questions may go beyond the mentor's expertise.

The following examples provide practical options for responding to these situations.

If this happens...	Try this...
The scale of the climate challenge leaves participants feeling overwhelmed or powerless.	Bring the discussion back to something concrete and manageable. Ask what resources, capacities or opportunities already exist and distinguish between what participants can influence themselves, what requires collective action and what lies beyond their immediate control. Avoid promising that every problem can be solved through individual action.
Participants strongly disagree or have very different attitudes towards climate change.	Do not aim for immediate agreement. Ask participants to explain the reasoning or experiences behind their perspectives, distinguish between opinions and factual claims, and bring the discussion back to the question or

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	activity. Intervene if contributions become disrespectful or prevent others from participating.
A participant introduces information that may be inaccurate or misleading.	Avoid turning the situation into a competition over who is right. Ask where the information comes from and, if necessary, check it together using a reliable source. If this is not possible during the activity, leave the question open and return to it later rather than confirming information you cannot verify.
A climate-related question goes beyond your own knowledge.	Say so. You do not need to provide an immediate answer. Identify where reliable information could be found or whether an appropriate expert could contribute. An unanswered question can also become a starting point for further exploration by the group.
The discussion triggers strong emotions or personal concerns.	Acknowledge the reaction without asking participants to disclose more than they want to. Offer the possibility to step back from the discussion or participate in another way. If a participant appears to need support beyond the learning setting, follow your organisation's safeguarding or referral procedures rather than trying to provide professional support yourself.

Keep the Learning Process Open

Adapting an activity does not mean that the original plan has failed. A question, disagreement or unexpected reaction can itself become part of the learning process. The mentor's task is not to resolve every issue, but to help the group continue exploring it in a way that is respectful, manageable and appropriate to the learning setting.

4.5 Reaching and Engaging Young People

Not every young person will enter a climate resilience activity with the same level of interest, knowledge or concern. Climate resilience learning should therefore not assume that participants already identify as environmentally engaged.

A question raised by one of the YRS partners during the contextual analysis captures this challenge well: *“How do we reach young people who are not already engaged in climate issues?”*

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Research on climate change education provides some useful starting points. Studies suggest that learning is more likely to engage participants when it connects to personally relevant and meaningful issues and uses active rather than primarily information-based approaches. Participatory approaches can additionally give young people a more active role in exploring and responding to climate-related challenges.

Create Different Entry Points

Start with what is close to everyday life.

Climate resilience does not always need to begin with the broad topic of “climate change”. Extreme heat in a youth centre, changes in local recreational spaces, public transport during extreme weather or the question of where to get reliable information in an emergency can provide more immediate entry points.

Connect to different interests.

Young people may connect with climate resilience through very different topics: health, technology, outdoor activities, social justice, community life, emergency preparedness, local politics or future jobs. Look for connections rather than assuming that climate itself must be the initial motivation.

Give young people something to do, decide or shape.

Use activities in which participants can investigate a question, make decisions, compare perspectives, solve a problem or develop an idea. Where possible, give them meaningful choices about the issues they explore or the direction an activity takes.

Make opportunities for action concrete and realistic.

Avoid presenting young people with the expectation that they should “solve” climate change. Instead, explore where they can realistically contribute, who they could work with and which actions require wider community or institutional involvement. A sense of agency can grow from recognising meaningful opportunities to act, rather than from simply being told to remain hopeful.



Creating an Entry Point

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If you are unsure whether an activity will engage your group, ask:

☐ Can participants connect the topic to something they recognise or care about?

☐ Is there more than one way into the topic for people with different interests?

☐ Do participants have something meaningful to explore, decide or shape?

☐ Are possible actions realistic and connected to the participants' actual sphere of influence?

5 Putting It into Practice: The Resilience-Building Camp

The Resilience-Building Camp (RBC) is one way of bringing the approaches presented in this Workbook together in a practical learning setting. Within the Youth Rescue Squad project, RBCs were implemented as full-day, face-to-face trainings for young people, supported by mentors.

The camps combined several elements of climate resilience learning:

RBC component	Contribution to Resilience-Building
Basic CPR training and survival tips for climate extremes	Builds confidence in how to prepare for and respond to potentially dangerous situations and helps participants recognise when professional or emergency support is needed.
Stress-management techniques for dangerous situations	Strengthens coping capacity by helping participants recognise stress reactions and consider how they can remain able to act and seek support under pressure.
Case studies on the importance of community for climate resilience	Shifts the perspective from individual preparedness to collective resilience by exploring how people, organisations and community resources can support one another.
Group challenges	Creates opportunities to practise cooperation, communication and shared decision-making when working towards a common goal.
Group discussions and evaluation	Helps participants reflect on their experiences, connect different parts of the camp and identify what they can transfer to future situations.

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The RBCs were not designed as one identical programme to be delivered in every setting. While they shared the core components above, their implementation reflected the local context, participants and practical conditions in each country. Within the YRS project, common implementation guidance helped ensure that these core components and relevant safety and evaluation requirements were considered across the different camps.

The principles introduced in this Workbook – participatory, experiential, locally relevant, inclusive and emotionally aware learning – can similarly provide a basis for designing future resilience-building activities or camps in different settings.

Practical training involving CPR, first aid, fire extinguishers or other emergency-response skills should be delivered or supervised by appropriately qualified persons.

Learning from the YRS Camps

The RBC Activity Workbooks were developed for the specific camps implemented in the participating countries and reflect their respective activities and local contexts. They provide examples of how the different elements of a Resilience-Building Camp can be translated into concrete learning activities and participant materials.

Because each camp was adapted to its particular setting and group, the Activity Workbooks should be understood as examples and sources of inspiration rather than ready-to-use programmes. Activities may need to be adapted substantially when used with another group, in another location or for a different climate-related context.

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6 Conclusion – Looking Back and Moving Forward

Climate resilience mentoring is not about having all the answers. It is about creating learning opportunities in which young people can explore climate-related challenges, develop practical capacities, reflect on different perspectives and recognise how they can contribute to resilience within their communities.

Throughout this Workbook, you have explored your role as a resilience mentor, key concepts of climate resilience, practical methods and ways to plan and facilitate learning. The Resilience-Building Camps have shown one way in which these elements can be brought together in practice.



Looking Back

At the beginning of this Workbook, you reflected on what you already bring to resilience mentoring and where you would like more support.

Take another look at your answers.

What feels different now?

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Is there one area in which you feel more confident or better prepared?

_____

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What is one thing you would like to try in your own practice?

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Climate resilience is an evolving field, and mentoring practice develops through experience. You do not need to apply everything in this Workbook at once. Start with what is relevant to your group and context, reflect on what happens and continue adapting your practice along the way.

7 Further Resources and References

The following resources provide additional guidance, methods and background information for mentors who would like to explore climate resilience learning in greater depth.

Practical Resources and Methods

Red Cross Red Crescent Climate Centre – Y-Adapt
A games-based curriculum designed to help young people understand climate change and take practical action to adapt to climate-related challenges in their communities. It includes seven sessions, facilitation guidance, videos and printable materials.
https://www.climatecentre.org/priority_areas/youth/y-adapt/

Red Cross Red Crescent Climate Centre – Climate Games
A collection of participatory games addressing topics including climate adaptation, disaster risk reduction, preparedness and resilience.
https://www.climatecentre.org/priority_areas/innovation/climate-games/

Red Cross Red Crescent Climate Centre – Act to Adapt
The game introduced in Section 4.2 of this Workbook. Participants explore how climate-related hazards can affect community resources and consider individual and collective adaptation actions. Facilitation guidance and resource cards are available.
https://www.climatecentre.org/games/2541/act-to-adapt/

UNICEF – UPSHIFT Bootcamp Handbook

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A practical resource for working with young people on identifying challenges and developing solutions. It includes the Problem Tree method introduced in Section 4.2.
https://www.unicef.org/innovation/sites/unicef.org.innovation/files/2020-06/UPSHIFT%20Bootcamp%20Handbook%20-%20designed.pdf

Liberating Structures – What, So What, Now What?
Detailed facilitation guidance for the structured reflection method introduced in Section 4.2.
https://www.liberatingstructures.com/what-so-what-now-what

Climate Resilience – Concepts and Background

United Nations Office for Disaster Risk Reduction (UNDRR) – Terminology
Definitions and explanations of key disaster risk reduction concepts, including preparedness, response, capacity and resilience.
https://www.undrr.org/drr-glossary/terminology

Intergovernmental Panel on Climate Change (IPCC) – AR6 WGII, Annex II: Glossary
Definitions of climate-related concepts including adaptation, adaptive capacity, coping capacity and resilience.
https://www.ipcc.ch/report/ar6/wg2/chapter/annex-ii/

Research on Climate Change Education and Youth Engagement

Geiger, N., Dwyer, T. & Swim, J. K. (2023). *Hopium or empowering hope? A meta-analysis of hope and climate engagement.* Frontiers in Psychology, 14, 1139427. https://doi.org/10.3389/fpsyg.2023.1139427

Monroe, M. C., Plate, R. R., Oxarart, A., Bowers, A. & Chaves, W. A. (2019). *Identifying effective climate change education strategies: a systematic review of the research.* Environmental Education Research, 25(6), 791–812. https://doi.org/10.1080/13504622.2017.1360842

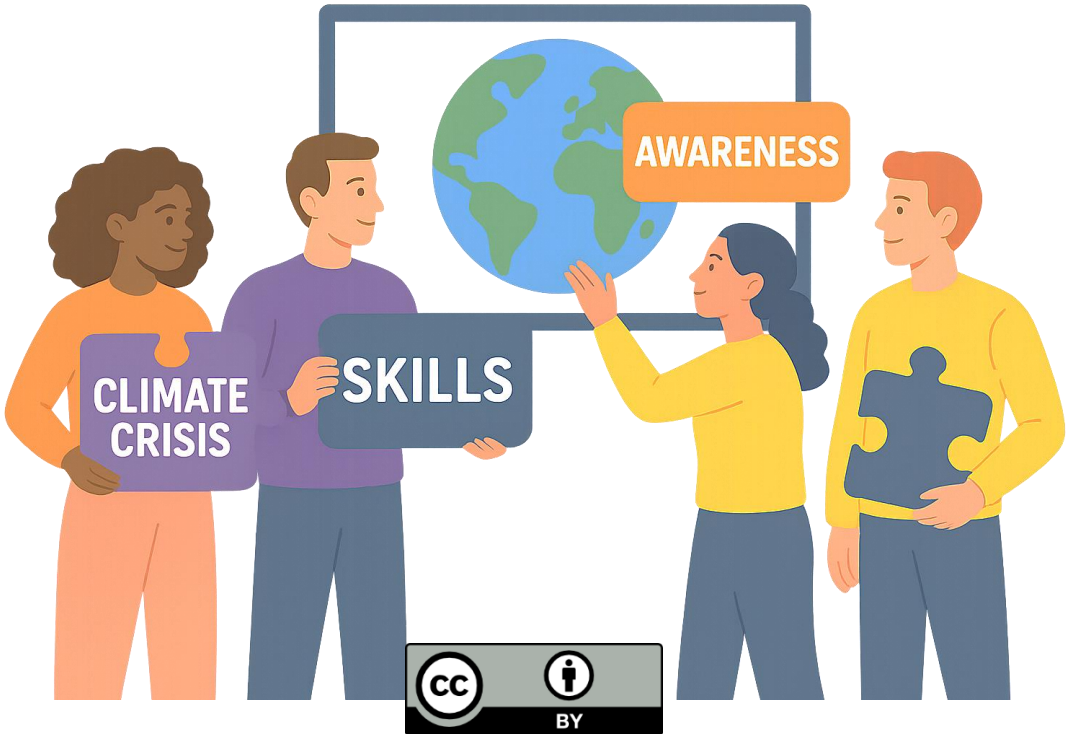
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https://youth-rescue-squad-project.eu/



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