



BOYS & GIRLS CLUBS
OF AMERICA



 **KEYSTONE**
The Ultimate Teen Program

 **the CLUB**  **Aaron's**

THERE IS NO PLANET B

A CALL TO ACTION

NATIONAL KEYSTONE PROJECT GUIDE 2020-21

Letter From Your National Keystone Advisors

Dear Keystone Family:

As we enter another charter year, our world faces new challenges that not only affect us, but also future generations. We have all seen photos of polar bears stranded on ice surrounded by melting glaciers and said, “What can I do to stop this from happening?”

Climate change has been discussed for many years, but now more than ever among young people. Youth today face a future where they are vulnerable to climate impacts. Many believe the rise in weather-related natural disasters, for example, is related to climate change. In addition, colder seasons are now much warmer, coral reefs are dying, numerous states face record-breaking droughts, areas affected by wild fires are not receiving enough rainfall to replace destroyed vegetation, and devastating storms are becoming more common as the temperature of our planet rises.

If no action is taken, future generations may live in a deteriorating world resulting from decisions made by those before them. Happily, Keystone Club members can lend their voices to make a difference in this year’s National Keystone Project: THERE IS NO PLANet B.

Keystone advisors can empower young leaders to reduce their carbon footprints and adopt the following action plans to educate themselves, their peers and community members.

- ▶ **Avoid Plastic:** Show off your hydro flask with those epic stickers you collected, and avoid plastic and Styrofoam containers. Everyone is meal prepping these days, anyways!
- ▶ **Commute Green:** Use public transportation, ride your bike or walk. You’ll get some good exercise and log more steps than your friends.
- ▶ **Plant Trees:** Create a landmark, and go back to visit your tree to see how it has grown.
- ▶ **Recycle:** Reduce greenhouse gas emissions, discover materials to create art, and even find some vintage treasures.
- ▶ **Get Up and Vote:** Vote for those who will fight against climate change, and get an “I Voted” sticker for your hydro flask.

We can all make a difference in our fight against climate change. It is our responsibility to save our environment now for future generations.

We are confident Keystoners will take this opportunity to develop, advocate and promote life-changing projects to shape our behaviors. We cannot wait to see the collective impact teens will bring to make our communities, nation and planet a safer place for all.

Laurie Rodriguez and Lisa Sunarth

National Keystone Advisors

TABLE OF CONTENTS

4

INTRODUCTION TO THE 2020-21 KEYSTONE PROJECT

4 The Topic: Climate Change

10

EXPLORING CLIMATE CHANGE

CONVERSATION STARTERS

- 11 Topic 1: Our Relationship With Our Environment
- 12 Topic 2: Understanding Climate Change
- 12 Topic 3: Our Feelings About Our Changing Environment
- 13 Topic 4: Climate Change and Equity
- 14 Topic 5: Our Environmental Footprint
- 15 Topic 6: Preparing for Change

18

PLANNING YOUR KEYSTONE PROJECT

- 18 Youth-Led Climate Change Project Ideas
- 23 Host a Project Orientation
- 24 Select Two Teen Leaders

26

SUPPORT FOR YOUR KEYSTONE PROJECT

- 26 Guidelines for Promoting Your Project
- 28 Submitting Your Keystone Project

30

ACKNOWLEDGMENTS

31

SOURCES

INTRODUCTION TO THE 2020-21 KEYSTONE PROJECT

THE TOPIC: CLIMATE CHANGE

Each year, Keystone members identify a relevant, critical issue impacting youth and the communities where they live so Keystone Clubs can design and implement a project. Keystone members register their input through a survey, and the highest ranked topic is selected. Projects are youth-led, in partnership with the Keystone advisor and other Club staff, and with the support of other adults, caregivers and the community.

You will enjoy lending your guidance, support and skills-development opportunities to help youth implement their projects and grow from the experience. But first, please read the following introduction to climate change. This will help you better understand key terms and concepts that you can teach your youth.

This introduction also highlights a number of practices to help ensure your climate change projects will be effective. A list of these research-based practices, titled “Effective Youth-Led Climate Change Activism,” starts on [page 9](#). Review and discuss these key practices with your Keystone members, and work as a team to integrate them into your project or activity. Also explore these important practices through the Conversation Starters, where youth can discuss the skills in a safe and supportive setting.

CLIMATE CHANGE – KEY TERMS

- ▶ **Carbon emissions:** This refers to carbon dioxide released through both natural processes – like breathing and photosynthesis – and unnatural processes – like burning fossil fuels.
- ▶ **Carbon footprint:** This is what we call the amount of carbon dioxide released into the atmosphere as a result of the activities of a particular individual, organization or community.
- ▶ **Fossil fuels:** Fossil fuels include oil, coal and natural gas. Like fossils, these materials are made from the remains of organisms – plants, animals and other living things.
- ▶ **Global warming versus climate change:** Global warming refers to increases in the Earth's surface temperature from greenhouse gas emissions. Climate change *includes* global warming, as well as other effects, such as changes in precipitation and wind patterns.¹
- ▶ **Greenhouse gas emissions:** These gases and particles are released into the air by various sources, like cars and factories.
- ▶ **Greenhouse gases:** Greenhouse gases include water vapor, carbon dioxide, methane, ozone and nitrous oxide. These gases in Earth's atmosphere let sunlight pass through, but they trap in heat.
- ▶ **Weather versus climate:** Weather includes conditions happening today, while climate describes weather conditions over a long period of time – more than 30 years.

CLIMATE CHANGE OVERVIEW

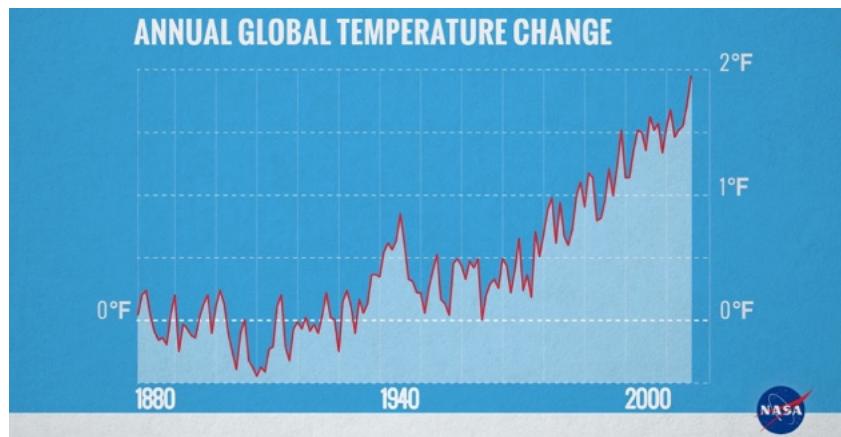
Climate change describes a change in the average conditions – such as temperature and rainfall – in a region over a long period of time.² The Earth's climate is constantly changing and a variety of factors, both natural and human, can influence the climate system. However, today's climate scientists believe humans are responsible for much of the recent changes.

Humans are influencing the climate and the Earth's temperature by burning fossil fuels, cutting down forests and farming livestock. Fossil fuels – such as coal, oil and gas – produce a large amount of carbon dioxide when burned. Carbon emissions trap heat in the atmosphere, leading to an overall rise in temperature across the world. In fact, Earth's average temperature has been increasing much more quickly than expected over the past 150 years. The last three decades have been the warmest on record.³

HUMAN-CAUSED SOURCES OF CLIMATE CHANGE

There are a number of ways humans contribute to the increase of greenhouse gases in our atmosphere. In the United States, the primary source is from burning fossil fuels for electricity, heat and transportation.⁴

- ▶ **Electricity:** The electricity we use in our homes, offices and factories is a major contributor to greenhouse gas emissions. This includes heating and cooling systems, refrigerators, lights, computers and cell phones.
- ▶ **Transportation:** Transportation is the largest source of greenhouse gas emissions in the United States.⁵ This is primarily from cars and trucks that burn gasoline and diesel fuel.
- ▶ **Food:** Approximately 10% of U.S. energy use goes into growing, processing, packaging and shipping food – about 40% of which ends up in landfills. Heavy chemicals and fertilizers are major contributors, and cows emit large amounts of methane gas into our atmosphere.



For the foreseeable future, we are not going to stop using electricity, driving cars, or eating and shipping food. However, there are ways we can use less and be smarter about how we use these things. For energy-saving alternatives, check out Conversation Starters: Topic 5 on [page 14](#).

WHY CLIMATE CHANGE MATTERS

On a global scale, climate change has led to rising sea levels, shrinking mountain glaciers, ice melting at a faster rate than usual and abnormal weather patterns.⁶ In America, we have experienced more intense wildfires and hurricanes, which have displaced millions of people and animals.

Climate change also impacts us at community and individual levels. For example, maybe you or someone you know had to move because of an extreme weather event, like a flood or a hurricane. Or you may have noticed it was hotter in your neighborhood than usual, which made it harder to be outside. The impact of these events, whether large or small, can affect our physical and mental well-being.

The ways climate change disturbs our physical environment and well-being is called **environmental impact.**⁷ It includes the following factors.

- ▶ **How we breathe:** Changes to our air quality, increase in pollen count and a longer allergy season, and wildfire smoke can contribute to asthma in children.
- ▶ **What we eat and drink:** The cost and availability of water and our favorite foods will likely change. This is particularly a problem in parts of the world where water is already scarce.
- ▶ **How we exercise:** Exercising when it's hot outside can be dangerous. High school athletes, in particular, are at a higher level of risk when they exercise during heat waves.⁸
- ▶ **Extreme weather events:** Severe storms, droughts, floods and wildfires can affect us, our homes and schools, and the animals around us. In some cases, we may have to move out of our homes if it becomes unsafe to live there.

The ways climate change disturbs our emotions and mental well-being is called **psychological impact**, and it includes the following.

- ▶ Thinking about climate change can be stressful for everyone, especially youth. For many kids these thoughts can trigger feelings of anger, grief, resentment, fear, frustration and being overwhelmed.
- ▶ Youth suffering from depression and anxiety might be at a disproportionately increased risk for worsening symptoms in the face of changing climate.⁹
- ▶ Youth who are displaced from their homes and/or schools due to extreme weather events experience a high level of stress and trauma that could impact them for a very long time.

TACKLING CLIMATE CHANGE

Climate change is happening. However, the most severe effects may be prevented if greenhouse gas emissions are substantially reduced by 2030.¹⁰ Tackling climate change is an enormous task that will require action from countries, companies, communities and individuals.

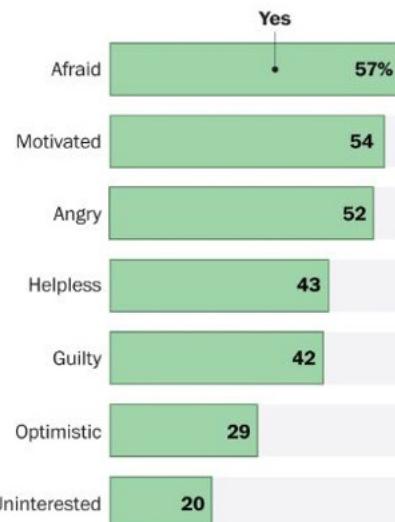
Young people will be impacted the most by climate change. So, it's normal for them to be concerned about the future of our planet and want to do something about it. **In a recent poll in The Washington Post,**¹¹ 70% of teenagers said climate change will harm their generation, and one in four teenagers had taken some sort of climate-related action. Lately, **youth all over the world**¹² are using their voices to raise awareness, lobby their local politicians, and spark changes in their countries, communities, schools and at home.

Change happens when you take action. Our first step is to reduce the greenhouse gas emissions responsible for climate change. We should find ways to use energy more efficiently. The good news is there are plenty of places to start. Check out the Conversation Starters section starting on **page 10** to build awareness. Then further explore these concepts and project ideas on **page 18** for ways you can take steps towards reversing the effects of climate change.

POLL Washington Post-Kaiser Family Foundation Poll

Majority of teens feel afraid and angry about climate change, but also motivated

Does the issue of climate change make you feel each of the following, or not?



Source: July 9 - Aug. 5, 2019, Washington Post-Kaiser Family Foundation survey of 629 teenagers aged 13-17. Results have an error margin of +/- 5 percentage points.

ADRIAN BLANCO/THE WASHINGTON POST

EFFECTIVE YOUTH-LED CLIMATE CHANGE ACTIVISM

Research has identified a number of practices to help ensure your climate change efforts will be effective.¹³

- ▶ **Learn more about climate change.** Youth should educate themselves on the science of climate change and the effects it has globally and locally. Adults can help youth analyze legislation and current policies to better understand what their own city, county or other local organizations are doing to address climate change. (See Conversation Starter Topic 2 for discussion.)
- ▶ **Find meaning/purpose.** Youth can gain a stronger sense of inclusion, purpose, and identity by fighting for something they believe in through activism and civic engagement. However, attaining and sustaining their interest can be a challenge. Guide youth to discover how climate change affects them personally to help them identify a cause. Then they can get up each morning believing they will make things better. (See Conversation Starter Topics 1 and 3 for discussion questions.)
- ▶ **Change personal behaviors.** Before youth can inspire others to change their habits, they should look at their own routines. Simple changes in their daily lives – like turning off unused lights or walking/riding a bike to school – can help reduce their carbon footprints. Youth can start their journey with this quick and easy online survey from ClimateHero (climatehero.me), which calculates their carbon footprint. (See Conversation Starter Topic 5 for discussion questions.)
- ▶ **Be inclusive.** Youth should be mindful of how climate change affects them, as well as how it affects others in their communities; especially the most vulnerable. Successful climate change projects consider the needs and abilities of people who have less access to resources. For example, during heat waves the elderly and those with health challenges are more at risk. Youth can think of ways they could help these populations through their projects. (See Conversation Starter Topic 4 for discussion questions.)
- ▶ **Work together with other generations.** Climate change is too big to solve alone, and blaming older generations will not fix it. Instead, youth should find ways to engage adults in their communities. Even the smallest actions can raise awareness and change minds. For example, youth who talk to their parents about climate change are more likely to increase their parents' concern about the planet.¹⁴

RESOURCES FOR YOUTH-LED CLIMATE ACTIVISM

- ▶ **Our Climate Our Future** Our Climate Our Future is an award-winning video experience that educates young people on the science of climate change and empowers them to take action.
- ▶ **Climate Generation's Youth Action Ideas** Check out this library of actions and projects youth can do to help reduce their footprint and raise awareness in their community.
- ▶ **United Nations' Youth for Climate Change** Learn about other youth activists around the world, and access a library of resources on what you can do about climate change.
- ▶ **Sunrise Movement** Sunrise Movement is a youth-led movement to stop the effects of climate change. You can connect with a local Sunrise “hub” to find out what they are doing to reverse the effects of climate change locally.
- ▶ **Zero Hour** Learn about youth activists from around the country who are raising their voices against climate change. Zero Hour believes in addressing systems of inequity and helping marginalized communities through “climate justice.”

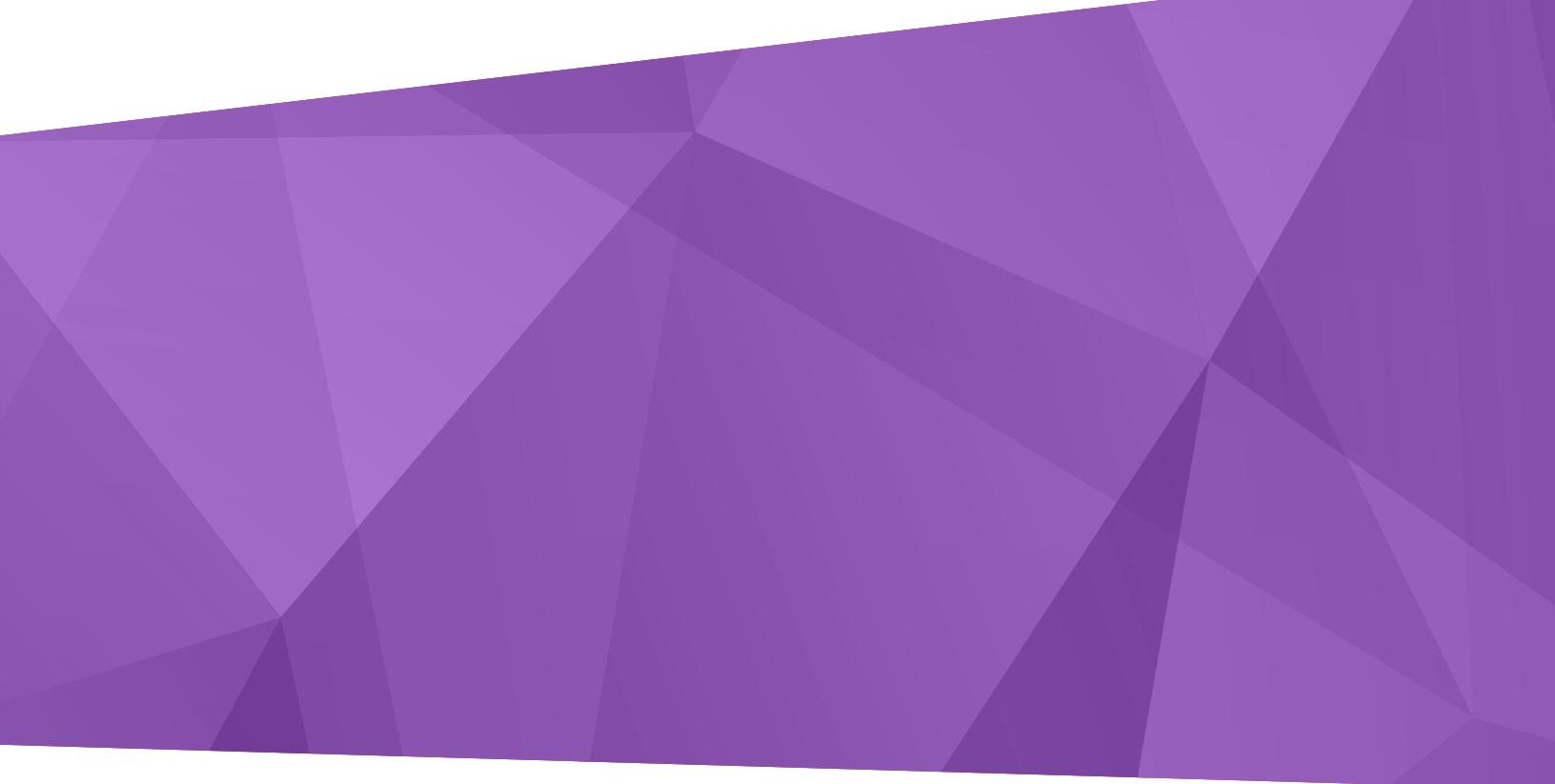
EXPLORING CLIMATE CHANGE CONVERSATION STARTERS

Youth bring necessary insights, experiences and leadership to issues affecting our communities. Through this year's Keystone Project, THERE IS NO PLANet B, Keystone members have a unique opportunity to impact positive change in themselves, other youth, adults and the community.

Engage youth in conversations on the following topics to raise awareness and explore climate change. This will help communicate what climate change is, how it affects all of us, and how we can take action to prevent it.

You can lead discussions on the following topics in any order. However, the Conversation Starter topics are listed in an order that will intentionally help youths' thinking evolve. Engaging in these dialogues can guide youth toward identifying the specific topic they want to address in their THERE IS NO PLANet B Keystone Project.

Conversation Starters provide the foundation for P+P=P in "**Teens Take the Lead**" They are designed for youth to explore their **P**assion and **P**urpose, which will lead them to their **P**roject selection. The Conversation Starters also reinforce the best practices listed on **page 14**.



TOPIC 1:

OUR RELATIONSHIP WITH OUR ENVIRONMENT

The truth is, we will not fight to protect something that we don't care about. That's why it's important to reflect upon what we love about nature and the environment outside our home and schools. We must nurture and strengthen our relationship with the environment.

- ▶ How do you spend time outside? How does it make you feel?
- ▶ What types of experiences have you had in nature (e.g., camping, hiking, swimming in a lake)? Did you enjoy these experiences? How did they make you feel? Did these experiences help you to develop a relationship with nature? Why?
- ▶ Is it important to have a relationship with nature? Does everyone have a relationship with nature? Why or why not?
- ▶ How could we help people develop a relationship with the natural world?

TOPIC 2:

UNDERSTANDING CLIMATE CHANGE

You have probably learned about climate change in the classroom, from the adults you know or on the news. It's important to have a solid understanding about what climate change is and what causes it in order to know what we can do to fix it. Equally important is where to find accurate information from leading scientists and experts, so that you can get the facts and not just someone's opinion.

- ▶ What does climate change mean to you?
- ▶ What confuses you about climate change?
- ▶ Where do you get your information about climate change? Are there right and wrong sources for information? What are some sources where we can get the facts?
- ▶ Do you think someone can be too young to learn about climate change? How should you teach younger kids about climate change?

TOPIC 3:

OUR FEELINGS ABOUT OUR CHANGING ENVIRONMENT

Climate change probably isn't something you talk casually about with your friends. It's complex, scary, and can make us feel hopeless and powerless. It's important not to keep these feelings in. Rather, we should acknowledge and talk openly about how our changing environment makes us feel.

- ▶ Does climate change worry you? What concerns do you have?
- ▶ Have you noticed your environment or climate changing? Have changes in weather patterns affected you (e.g., really hot summers or changes in snowfall)?
- ▶ Have you or someone you know been impacted by the changing climate? How so? How does that make you feel?
- ▶ How do changes (or future changes) to your environment make you feel?
- ▶ What is one thing that gives you hope for how we might be able to prevent climate change?
- ▶ If thinking or talking about climate change makes you stressed, how can you reduce that stress?

TOPIC 4:

CLIMATE CHANGE AND EQUITY

Climate change, like most things, will not impact everyone equally. Geographically speaking, certain places are more likely to be negatively affected, like coastal areas. Also, people who are poor and have less access to resources, and/or less ability to move, will be more affected by climate change. During Hurricane Katrina, people of color with limited resources were hurt the most by flooding, and many are still dealing with the aftermath of the storm.

- ▶ There are times when certain groups of people, or certain communities, are not treated the same or don't have access to the same resources. Can you think of an example of how climate change may affect these communities?
 - ▷ Example 1. Many people who live in developing countries do not have reliable access to water. During a drought caused by climate change, this could make things harder for them.
 - ▷ Example 2. People who have more resources can afford solar power, electric cars and have greater access to recycling. It can be harder for people with less resources to reduce their footprint.
- ▶ Knowing that people with fewer resources are more affected by climate change, how does that make you feel?
- ▶ How will climate change affect people with lower resources over time?

TOPIC 5:

OUR ENVIRONMENTAL FOOTPRINT

To reduce the potentially harmful impacts of climate change, every person – including you – must be part of the solution. Our world is made up of limited resources that we need to use responsibly. Our daily habits – like how we brush our teeth to how we get to school – impact our environment.

- ▶ What habits have you adopted to reduce your environmental footprint? Here are a few examples.
 - ▷ **Reduce water waste:** Commit to taking shorter showers, and turn off the tap while brushing your teeth.
 - ▷ **Reduce, reuse, recycle:** Try cutting back on the amount of trash you make. For example, use your own water bottle rather than buying bottled water, do not use plastic straws, or bring your own bags to the grocery store.
 - ▷ **Eat the food you buy and eat less meat:** Commit to wasting less of the food you buy. Livestock, like cows and pigs, are huge contributors to our emissions problem. If you eat less meat, you will be doing your part in helping to reduce those emissions.
 - ▷ **Pull the plug:** Phones and other electronics use energy when they are plugged in – even if they are fully charged. Don't leave fully charged devices plugged into your home's outlets. Unplug rarely used devices, or plug them into power strips and timers. Adjust your computers and monitors to automatically power down to the lowest power mode when not in use.
 - ▷ **Get there efficiently:** Cars and trucks burn gasoline and diesel fuel. If possible, walk, ride your bike, or take public transportation.
- ▶ What are some of the reasons it's hard to reduce your footprint? Can you think of any ways to overcome those barriers?
- ▶ Have you shown someone else how to take better care of their environment? If so, how?
- ▶ Do you know anyone who has worked to reduce their footprint? What have they done?

TOPIC 6:

PREPARING FOR CHANGE

Our global climate is shifting, and although there are daily actions we can take to help stop and slow this change, we should also be prepared for potentially extreme weather events.

- ▶ What does it look like to be prepared?
- ▶ What impacts are expected for your city/geographical region?
- ▶ How might you, your family and your community be impacted by climate change?
- ▶ Who are the people in your community that our most vulnerable? How can we help them?

USING THE CONVERSATION STARTERS

Engage youth in conversations on one or more of the topics on **pages 11-15** to raise awareness and explore climate change. This is a great way to enhance youths' understanding of this very broad and complex topic. Participating in these dialogues can guide youth toward identifying specific areas of climate change they want to address in their THERE IS NO PLANet B.

Keystone Projects. Refer to the guidelines below and Sample Agenda on **page 17** for information on how to use Conversation Starters in your Keystone Club. It also may be helpful to review guidance in the **Keystone Club Planner** about the role of the Keystone advisor.

PREPARE YOURSELF

- ▶ Your role is to be an active facilitator. That means you guide the conversation and participate along with youth. This creates an authentic and transparent environment that sets the tone for youth to share, and it builds a community of trust.
- ▶ Use your judgment as to the level of information you share, demonstrating you are actively participating in the conversation. You are not an outsider. At the same time, remain neutral on the topic and do not try to influence youth based on your views of climate change.
- ▶ You might not be a world-renowned expert on climate change, and that's OK. Before the conversation, familiarize yourself with the basic facts on global warming and climate change [here](#). During the conversation, you do not have to answer every question. You can simply say, "I don't know" and refer youth to the resources on [page 31](#).
- ▶ Model "being your best self." Before beginning the conversation, reflect on the chosen topic by familiarizing yourself with the Conversation Starter guiding questions. For example, if the conversation starter is Environmental Footprint, think about a helpful habit you adopted to reduce your footprint and help the Earth.
- ▶ If you would like support from another adult (Club staff or trained professional, such as a school counselor) with the Conversation Starter, consider the following.
 - ▷ Be clear about why you are seeking support. Is it because you need additional information about the topic? Do you need a co-partner in facilitation?
 - ▷ Whatever decision you make, talk with youth ahead of time and allow them to be part of the decision. That is also true for anyone who is new and joins the group.
 - ▷ Reach out to the support person in advance to connect on the topic and discuss roles.
- ▶ Topics may cause negative experiences and/or emotions for youth (e.g., anxiety about climate change, trauma related to a weather event), and that is OK. If you hear things that signal a concern about a young person's emotional wellness, you may want to talk with them separately after the conversation. Avoid answering questions or engaging in a back and forth dialogue. Allow the young person to speak about their experience.

PREPARE THE SPACE

- ▶ Identify a space in the Club or Youth Center to facilitate these discussions. Ensure Keystone members can speak freely without interruption and maintain the confidentiality of everyone present.
- ▶ Arrange chairs in a circle so participants can see each other's faces and build a sense of community.
- ▶ Hold a brainstorming session to identify topics of interest for youth, or use a Conversation Starter from [pages 10-15](#).
- ▶ The intent of this conversation is to explore topics, not to debate or compare experiences. Each person will have their unique perspective. It is important that everyone is heard and celebrated for their individual contributions to the conversation.
- ▶ Allow each person to speak without interruption. Everyone should practice active listening, which is to wait until the speaker has completed sharing.
- ▶ Since these conversations are often highly interactive and facilitated in a short period of time, a specific Community Builder is not identified. But feel free to include one if desired. A Community Builder is a three- to five-minute activity intended to engage the group. This creates the environment for learning and exploration. It is important for the Community Builder to be intentional and connect to the Conversation Starter in some way. For example, if the Conversation Starter is Our Relationship With Our Environment, choose a Community Builder that can be facilitated outside.
- ▶ To access Community Builders on the YDToolbox:
 - ▷ Go to your Google Play or Apple Store
 - ▷ Search: YDToolbox
 - ▷ Click Download
 - ▷ Find additional Community Builders in the online resource of the [Keystone Club Planner](#)

SAMPLE

AGENDA

This is a sample agenda that can be used to facilitate conversations using the Conversation Starters.

TIME ESTIMATE: 50 MINUTES	CONTENT POINTS	MATERIALS, ACTIVITIES
Opening 3 min.		
Welcome & Introductions 5 min.		
Learning Objectives 3 min.	<ul style="list-style-type: none">▶ Explore the concept of climate change.▶ Notice where and how climate change affects us as individuals and communities.▶ Identify practices that nurture our environment and reduce our footprint.▶ Help guide the group in identifying a specific aspect of climate change to address in their Keystone Project.	
Guidelines for Participation 3 min.	<ul style="list-style-type: none">▶ We are co-creating this experience; your active participation is important.▶ All questions are welcome and help shape this experience; we are learning together. No one is expected to be an expert on climate change.▶ Maintain confidentiality.▶ Take care of yourself. Move, eat or use the restroom as needed.▶ Mute or silence cellphones. If you need to take a call or respond to email, please step out of the room.	
Introduce Topic 5 min.		See list of conversation starters
Facilitate Conversation 25 min.		See list of guiding questions on chosen conversation starter
Reflection 5 min.	<ul style="list-style-type: none">▶ What did you notice as you were talking?▶ What did you notice as you were listening?▶ What is one thing you learned about climate change and how it impacts you?▶ What is one action you can take to nurture your environment or reduce your footprint this week?	
Closing 3 min.	<ul style="list-style-type: none">▶ Repeat key action steps and the people responsible.▶ Identify when you will be meeting back together as a group.	

PLANNING YOUR KEYSTONE PROJECT

YOUTH-LED CLIMATE CHANGE PROJECT IDEAS

Here are some project ideas to help raise awareness about and address climate change. Your Keystone Club may choose to use one of these topics for their National Project, or these topics can be used as a starting point to help youth brainstorm another project idea. The first set of project ideas, Global and National Projects, are connected to larger national and international movements. They can also be replicated at the local level. The next set of project ideas, Community Projects, are focused on creating meaningful change in youths' communities, Clubs or Youth Centers, and at home.



GLOBAL AND NATIONAL PROJECTS

Below are sample project ideas that connect local Keystone members to national and international climate change movements. Youth can take these ideas and implement them on a smaller scale in their communities.

- ▶ **Join the #trashtag challenge.** People all over the world, from the United States to Nepal, are cleaning up their neighborhoods and posting to social media with the hashtag "#trashtag." Organize your Club to clean up your neighborhood or adopt a highway. Be sure to take pictures and post them on Instagram.
- ▶ **Bring attention to a world event.** Organize a special event, conference or movie to draw attention to worldwide events, such as:
 - ▷ World Environment Day (June 5)
 - ▷ Earth Day (April 22)
 - ▷ Disaster Reduction Day (second Wednesday of October)
 - ▷ World Water Day (March 22)
 - ▷ International Youth Day (August 12)
- ▶ **Get politically active.** Lobby your local- or state-elected officials to support climate change and national environmental policies, like the Green New Deal. Organize your Club to call or write your congressman, or organize a march to raise awareness and demand change. Check out the resources on **Our Climate** to learn how to connect with your local and state officials and decide how to tell your story.

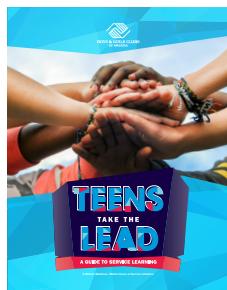
COMMUNITY PROJECTS

Below are sample project ideas that support positive change in the community, at the Club and at home.

- ▶ **Create a climate change certification.** What if all Clubs could be certified as Climate Change Heroes and promised to do more to reduce their footprints? What would it look like for a Club to be climate-friendly? Create a set of standards that each Club could use to measure themselves. Present your project to the local Club CEO to encourage adoption across many Clubs in your area.
- ▶ **Plastic water bottle-free Club.** Create a campaign to bring reusable water bottles, and educate community members on the harmful effects of using disposable plastic. Raise money to purchase BPA-free reusable water bottles for Club members. Encourage the Club to create a policy about being plastic water bottle-free.
- ▶ **Start a recycling program at the Club.** If a Club doesn't currently recycle, start a campaign to raise awareness about the benefits of recycling. Raise money to start a recycling program and get recycling bins at the Club. Encourage members to start recycling. Make it fun!
- ▶ **Make other forms of transportation safer.** If we want people to drive less, then we have to understand the barriers to taking other forms of transportation (e.g., bus, walking or biking). Conduct a community mapping exercise to understand how members get to the Club and where there is the greatest need for sidewalks, biking paths or better bus routes. Draft a petition to your local lawmakers to improve access to these forms of transportation.
- ▶ **Create a video.** Interview your friends and people in your community about how they feel about climate change. Host a viewing party at the Club or in your community to raise awareness. Following the video, discuss with attendees how climate change impacts them.
- ▶ **Build emergency kits.** Help your school or community to build emergency kits, which could include important phone numbers, copies of essential documents, flashlights, cell phone chargers, nonperishable food, water, etc.
- ▶ **Install solar panels on your Club.** Go solar! Many solar panel companies are willing to pay for space to install solar panels, especially in cities. Partner with a community solar company to install solar panels on your Club or Youth Center's roof for free! Check out this [website](#) for information on how to do it.
- ▶ **Make your Club Styrofoam-free.** Does your Club serve meals on Styrofoam trays? Styrofoam may be a cheap and easy solution for mealtime, but it is bad for the environment and our health. Develop the case for why your Club or Youth Center should find a new way of serving food that is good for everyone and our planet. Then help them take steps to make it happen.

We recommend Keystone advisors use BGCA's innovative **Teens Take the Lead** guide to help youth design and implement their projects to address climate change. The guide takes youth through the process of a sustained service-learning project. This step-by-step approach supports youth through the three-step Passion + Problem = Project formula.

PASSION + PROBLEM = PROJECT



The Teens Take the Lead guide details nine interactive 45- to 60-minute service-learning sessions and three 45- to 60-minute group work sessions. Each features a collaborative leadership structure for youth and staff to work together. Fillable checklists, tip sheets, worksheets and templates are included for each session in this easy-to-use resource.

Keystone Clubs have approximately 12 months to complete their service projects – beginning Sept. 1, 2020, and ending Aug. 31, 2021. Schedule a regular Keystone Club meeting to run each session. Depending on Keystone members' interests, needs and availability, collectively determine the cadence (e.g., monthly, bi-weekly, weekly) for running each session. A best practice is to allow approximately six months from start to finish to run a meaningful and effective service-learning project. Consider school events, holidays, breaks and summer programming, as well as events in individual youth and staff lives, when developing your project plan. See the Sample Project Plan Worksheet on page 55 of Teens Take the Lead for a timeline of the key action steps to assist in your planning.

STEP 1: PASSION

In this step, Keystone members discover what makes them come alive – interests, strengths, skills they want to learn – and things they want to change in their community.

- ▶ Session 1: Team Leadership. page 19
- ▶ Session 2: What is Your Passion? page 23

STEP 2: PROBLEM

In this step, Keystone members explore the specific aspect of climate change they want to address in their service project, and they dig deeper to understand some of the root causes.

- ▶ Session 3: What Does Our Community Need? page 25
- ▶ Group Work Session 1: Research page 29
- ▶ Session 4: A Closer Look at Our Community Need page 42
- ▶ Session 5: Conduct Additional Research page 45

STEP 3: PROJECT

In this step, Keystone members design the project, addressing their selected aspects of climate change; join a committee; develop a plan for action; and facilitate the project. Once the project is complete, they prepare for and lead a final presentation for the Club, other youth, their families and the community to showcase highlights of what they learned. As a final step, Keystone members submit their project to the Keystone Online Community and National Project Award.

- ▶ Session 6: Design the Service Learning Project page 47
- ▶ Session 7: Plan for Action page 53
- ▶ Group Work Session 2: Committee Work page 58
- ▶ Session 8: Get Ready for the Service Learning Project page 61
- ▶ Session 9: Do the Project! page 63
- ▶ Group Work Session 3: Prepare for the Presentation and Celebration page 64
- ▶ Session 10: Presentation and Celebration page 67

ADDITIONAL RESOURCES

- ▶ Promoting Member Participation page 68
- ▶ Recruitment Strategy Template page 70
- ▶ Tips for Recruiting Other Members page 71
- ▶ Marketing and Promoting Your Project page 72
- ▶ Using Social Media to Promote Your Project page 73
- ▶ Online Resources page 78
- ▶ Reference Materials page 78

HOST A PROJECT ORIENTATION

An orientation is a great kick-off event to begin your THERE IS NO PLANet B Keystone Project. Once your Keystone Club is formed, host a project orientation for Keystone members as an intentional time to:

- ▶ Officially introduce and orient youth to the national topic of climate change
- ▶ Review/discuss the goals of your Keystone Project
- ▶ Review/discuss the leadership skills and benefits youth will have the opportunity to discover or strengthen
- ▶ Review/discuss commitments for participation
- ▶ Confirm Keystone Club membership and/or form a Keystone Club

The orientation should be fun and interactive. Incorporate youth voice by including Keystone members or other youth who champion service. It can be designed for Keystone members who have already committed to the Keystone Club or other youth who are interested.

If you are still forming your Keystone Club, review the **Keystone Club Planner** for guidelines on how to get started.

Consider the following topics.

▶ **Goal of the Project**

Review the Keystone Project objective, which is to explore members' passions, skills and strengths; identify a community need; and work as a team to develop a project that makes a positive difference in our community.

▶ **Leadership Skills and Benefits**

Review the following leadership skills that youth will have an opportunity to discover or strengthen:

- | | |
|-----------------------------|-----------------------------|
| ▷ Discover who you are | ▷ Include others |
| ▷ Explore your passion | ▷ Set personal goals |
| ▷ Leverage your voice | ▷ Exercise your citizenship |
| ▷ Practice active listening | ▷ Discover your purpose |
| ▷ Work in a team | |

Share that the project is co-created by all youth who participate – the diversity of the group contributes to an exciting and engaging experience.

▶ **Commitments for Participation**

Be upfront about the commitments for participation (e.g., time requirements, attendance, arriving on time, following through on tasks, putting in additional work as needed, etc.). Ideally, have a working calendar that includes the dates and times for the service-learning sessions and the date for the service-learning project. Review the Club calendar and consider school holidays, major holidays and other community events.

▶ **Criteria**

A core criterion is that youth express an interest, willingness, and commitment to learn about their community and strengthen their leadership skills. Refer also to the commitments for participation from the previous paragraph.

▶ **Create Meaningful Change in Our Communities**

Help youth understand that their contributions matter and can make a big difference in the community. Make sure they understand that this program is for all interested youth.

It's a great idea to engage Keystone members, or other youth who are passionate about service, to help design and facilitate the orientation. Also consider inviting parents/caregivers to the orientation meeting. It's an excellent opportunity to involve them in the project and encourage the support of their teens.

SELECT TWO TEEN LEADERS

We recognize all Keystone members and all youth as leaders. To facilitate an effective service-learning project, we recommend identifying two teen leaders to work in partnership with the Keystone advisor or designated Club staff member to co-lead the service-learning process.

The teen leader is an important component of the leadership structure. This position raises the visibility of youth leadership and enhances peer-to-peer learning. When youth see people who look like them in leadership roles, they are more inclined to listen and stay engaged.

This is a great opportunity to pair youth with complementary skills (e.g., public speaking, technology, graphic design). You may have Keystone members in mind who would be a good fit for this role. A few guidelines may be helpful as you reach out to youth to co-lead the project. Remember that although just two participants will serve as teen leaders, every young person in the service-learning team is considered a leader and should be supported. You can also consider rotating the teen leaders. Decide this and the following criteria collectively with the group.

YOUTH VOICE AND CHOICE ARE CENTRAL TO THE SERVICE-LEARNING EXPERIENCE.

- ▶ **Designate teen leader responsibilities.** The teen leaders' primary responsibility is to take a leadership role in the service-learning process. Their responsibilities should be mutually agreed upon by youth and staff. Keep in mind that any tasks should be aligned to youths' passions, skills and strengths. This fosters engagement and makes it a fun experience. Some of the teen leaders' key tasks may include the following.
 - ▷ Lead Community Builder and Reflection activities. This may include being the first person to participate and providing a positive quote or thought to close each activity. As the process progresses, it's important for all youth to have an opportunity to lead in these areas, but it is helpful if the teen leaders set the foundation.
 - ▷ Be willing to be one of the first voices in the circle when questions are asked or feedback is requested. Active participation is key.
 - ▷ Help lead group work sessions to focus on specific tasks.
 - ▷ Serve as an ambassador for the service-learning project. Be visible in the project's leadership and outreach to family, friends and community members.
 - ▷ Review the service-learning activities and provide feedback on how they could be improved or modified to speak to youth.
 - ▷ Lead a portion, or all, of an activity as agreed upon by staff and fellow teen leaders.
- ▷ Meet with staff and other teen leaders before each activity to connect and determine each person's responsibility. See the Teen Leader Tip Sheet (page 18 of Teens Take the Lead). Also set up other times to check the process and address any challenges.
- ▶ **Review time commitments.** Since youth lead busy lives, it's important to have a transparent conversation about the time commitment. Design a leadership structure that works for both staff and teen leaders. For example, schedule a longer block of time to check in on a weekend, spread it over several afternoons in the Club, or meet 15 minutes prior to or after each activity. It's important to designate time for regular check-ins, but be creative and flexible with the time structure.
- ▶ **Consider necessary skills.** Active and aspiring teen leaders who show an interest in maintaining the commitment are great candidates for the teen leader role. Youth who have demonstrated skills to take initiative, modeled respect, and listened actively while working effectively with peers will greatly benefit the program. If you have a seasoned leader in your Keystone Club, you may want to pair that person with an emerging leader. Consider the balance of skills and experiences of each person. It's also important for each Keystone member to have an opportunity to choose this role, rather than having this role forced on them.

- ▶ **Collaborate with Keystone advisors or designated Club staff and youth.** Perhaps one of the most important roles of the two teen leaders is to collaborate with each other and Club staff to facilitate the service-learning experience. Teen leaders will work together to share responsibilities for leading activities in each session, initiate conversations by sharing first, and engage their peers to do the same. Teen leaders and Club staff will establish a meeting or check-in prior to and following each session to ensure each person is comfortable with the next session and role. And each party will set up a process for ongoing communication.



DESIGNATE TEEN LEADER RESPONSIBILITIES

The teen leaders' primary responsibility is to take a leadership role in the service-learning process. Their responsibilities should be mutually agreed upon by youth and staff. Keep in mind that any tasks should be aligned to youths' passions, skills and strengths. This fosters engagement and makes it a fun experience. Some of the teen leaders' key tasks may include the following.

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SUPPORT FOR YOUR KEYSTONE PROJECT

GUIDELINES FOR PROMOTING YOUR PROJECT

Marketing and promotion are important components of a successful Keystone Project. Projects elevate the importance of the issue, as well as root causes, and provide tangible ways for youth, adults/caregivers and the community to take action toward making a difference. See page 72 of Teens Take the Lead for marketing strategies and activities; guidelines for using social media; and choosing social media platforms such as Twitter, Instagram, Facebook, LinkedIn and Snapchat.

RECRUITMENT STRATEGIES

Determine how your Keystone Club plans to recruit different groups for the project. Recruiting non-Club members to participate will require different strategies.

NON-MEMBER TEEN RECRUITMENT STRATEGIES

- ▶ Promote the project through #WeOwnFriday events on social media.
- ▶ Connect with the local high school student body/ student council to see if they can be involved in the focus group, and collaborate on various projects that can be implemented at the high school and in the community.
- ▶ Connect with your city's local Youth Advisory Board (YAB). These boards consist of various teens in the community from surrounding high schools.
- ▶ Collaborate with your local community leaders to help you build relationships. They can provide additional resources when your Keystone Club begins to implement the project.
- ▶ Promote your project at community events where teens are gathered (e.g., back-to-school events, community fairs, local parks, coffee shops).

- ▶ Establish incentives for those who become registered Club members after they have participated in your project, especially for those who participate in developing the project.
- ▶ Create marketing materials that appeal to and target teens. Look at current trends or have a competition for artwork you can use in your promotions.

COMMUNITY RECRUITMENT

- ▶ Have Keystone members attend community events and local discussions that relate to the topic. Members should network to promote the Keystone movement and invite community partners to your Keystone Club meetings.
- ▶ Invite community leaders and various school groups to attend #WeOwnFriday. Create a fun experience in the Club with team-building activities and a raffle for gift cards for those who post on social media using the hashtag #WeOwnFriday.
- ▶ Host an information table at Club pick-up times to educate families.

SUBMITTING YOUR KEYSTONE PROJECT

In the spirit of sharing best practices and key things you learned among all Keystone Clubs, Boys & Girls Clubs of America requests that all Keystone Clubs report their project by completing an online form located on the **Keystone Zone**. Through your shared successes and lessons learned, BGCA can better serve Keystone Clubs through monthly technical assistance calls, ongoing communication and customized training.

The screenshot shows the homepage of the Keystone Online Community. At the top, there's a banner for the 'KEYSTONE CLUB OF THE YEAR AWARD' featuring a group of people. Below it, a section titled 'COMMUNITIES' shows a photo of a group of diverse individuals. To the right, there's a sidebar with social media links (Twitter and Facebook) and sections for 'ANNOUNCEMENTS & EVENTS' and 'RELATED LINKS'. The 'RELATED LINKS' section includes 'KEYSTONE PROGRAM ASSESSMENT', '#WEOWNFRIDAY', 'CHARTER APPLICATIONS', 'DOCUMENT LIBRARY', 'KEYSTONE CONFERENCE PHOTOS', 'NATIONAL PROJECTS' (which is highlighted with a purple arrow), and 'TORCH CLUB'. At the bottom right of the sidebar, there's a link 'See More Guides'.

**THE DEADLINE TO SUBMIT YOUR
2020-21 KEYSTONE PROJECT IS
AUG. 31, 2021.**

ONLINE PROJECT SUBMISSION

The online report form is a simple reporting tool for all Keystone Clubs and a requirement for silver-level chartering. Please complete the following.

- ▶ **Project Description:** Fully describe your project. Include how Keystone members have educated themselves about the topic, their involvement in the planning and implementation, and how your project has addressed the topic on a local, national or global scale.

- ▶ **Key Things Learned:** Explain what your teens learned as a result of participating in this project. Describe any growth that occurred in the teens who planned and/or participated in this project. What did they learn or experience that may have been different from what they previously experienced? Share stories and quotes from your teens about how the project impacted themselves and others.
- ▶ **Community Engagement:** Describe how your project meets the needs of your members and/or community. Briefly show how your project helped other youth in your Club and/or community. Include other agency involvement and partnerships.



ACKNOWLEDGMENTS

The members of the Keystone Regional Advisory Councils provided valuable input into the 2020-21 THERE IS NO PLANet B National Keystone Project to ensure the voices of teens in our Boys & Girls Clubs were heard. Regional Advisory Councils serve as local advocates for the direction of the National Keystone Program.

Midwest Regional Council

Northeast Regional Council

Pacific Regional Council

Southeast Regional Council

Southwest Regional Council

We would also like to thank **Jeff Goncalves**, National Keystone Advisor of the Year, for his valuable contributions in Keystoning.

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National Headquarters
1275 Peachtree Street NE
Atlanta, GA 30309
BGCA.org