

Active Citizens

Climate Action Toolkit

Globally connected,
locally engaged



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Section 1

Climate change and Active Citizens



Introduction

Climate change is one of the defining issues of our age. It lays bare our global interconnectedness, and with it the need to work together, in ever greater numbers, across personal, cultural and professional boundaries to make sense of and address the challenges we face.

The Climate Connection

In August 2021 The British Council launched The Climate Connection programme as a global platform for dialogue, cooperation and action against climate change. It will reach millions of people from the UK and the rest of the world through collaborative and creative solutions to the climate crisis.

The Active Citizens approach has contributed to the Climate Connection through the Challenge Grants for Young People Fund which supports young alumni from 22 countries in the Active Citizens network to deliver grassroots action against climate change. These young people are supported to design and deliver social action projects aimed at tackling climate change, underpinned by global virtual networking sessions to raise awareness of these initiatives.

We recognise the urgency of addressing the current climate emergency, as do the communities, young people and organisations we work with worldwide.

The British Council can make a real difference to the climate change agenda by bringing diverse groups together to share ideas and experience, and to learn from and collaborate with one another. The strength of our approach lies in building human and ecological connections as a foundation for sustainable, collective action.

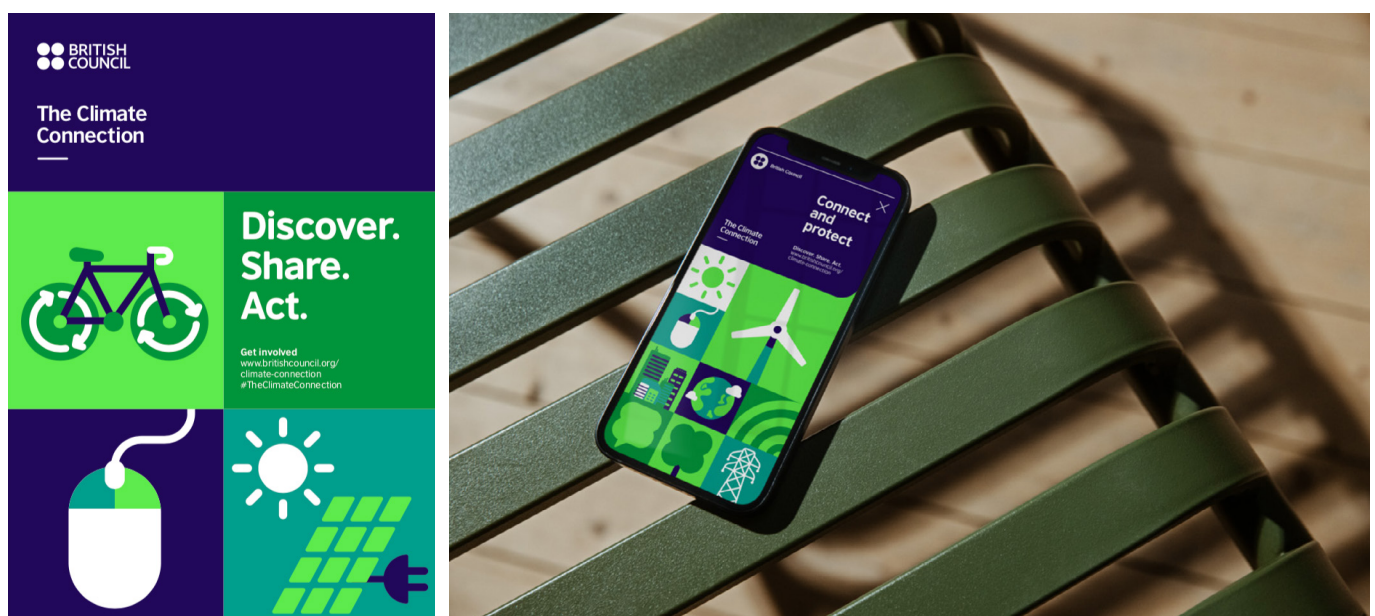
We see the Climate Connection campaign as the best way to positively contribute to the climate change agenda by connecting and inspiring others.

‘Globally Connected, Locally Engaged’ is a simple but powerful manifesto for addressing the climate crisis, and we have seen that the Active Citizens approach in bringing people together and making change can be particularly effective on sustainable development and climate issues.

Sustainable development is one of the two interdependent pillars of Active Citizens, along with building trust and understanding, and climate change has been a major theme since Active Citizens started 12 years ago. Climate change has activated many thousands of Active Citizens across the world who are now taking action locally to globally, from planting trees to podcasts to policy work.

This work is evolving within the context and the communities who are working to make a real difference. The Active Citizens global network is also an opportunity to bring committed climate activists together with shared purpose, to learn from each other and to multiply impact through collective voice and action.

The Climate Connection campaign



Climate justice

The impacts of climate change affect every community across the world, but they do not do so equally. Communities already experiencing poverty, scarcity and insecurity, and those already vulnerable to flooding and extreme weather events, are often worse affected as well as least able to afford its consequences. Climate change is also a cause of forced migration. In 2020 it was estimated that there were 55 million climate refugees.

Why the British Council?

Looking after the planet is a global issue, a health issue, a human rights issue, gender and racial equality issue, a development issue, and a peace and security issue. Connecting these is cultural relations – the world urgently needs global understanding and empathy, creativity and collaboration, imagination and innovation.

There is a vast amount of climate action going on around the world, but it is through the British Council's cultural relations approach to climate action that Active Citizens finds its unique place. We work across generations, across countries, communities, beliefs and professional boundaries to build trust and understanding and a deeper connection between people and planet. These connections and networks provide the foundations of sustainable action and sustainable change.

We are not climate change experts, but there are thousands of experts, activists and advocates among our large global network, and we can often work in places and with people that governments and other large organisations cannot reach.

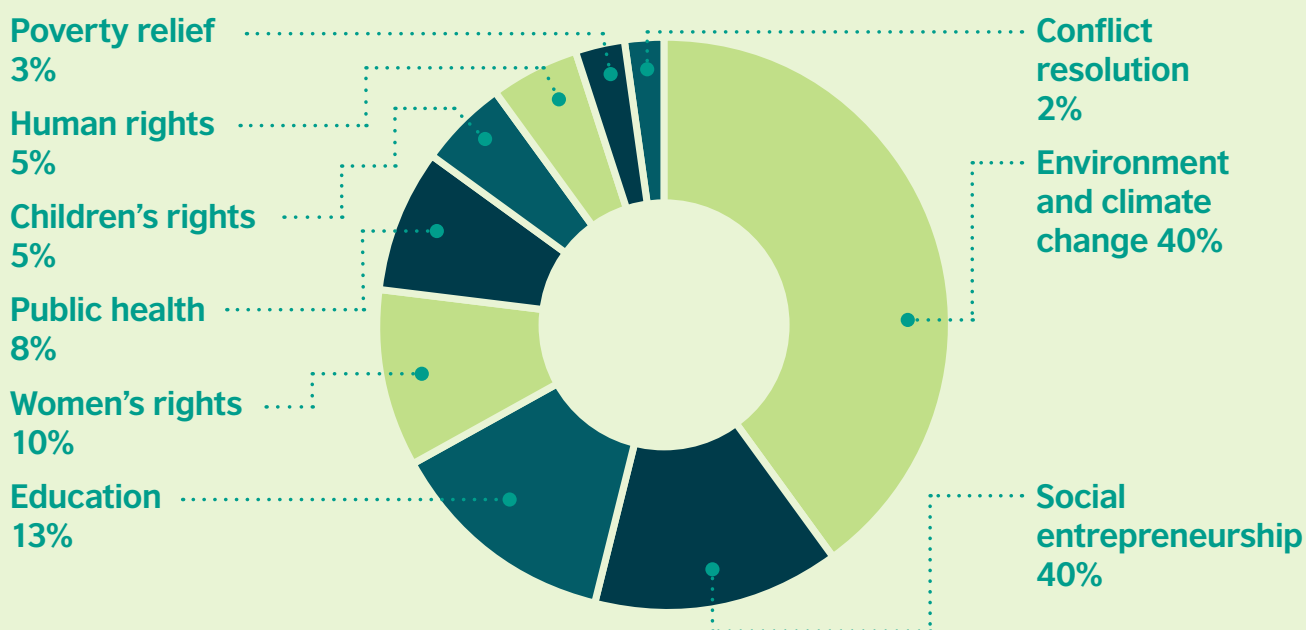
**The vision of
Active Citizens is
a world where people
are empowered to
engage peacefully and
effectively with others
in the sustainable
development
of their communities.**

Climate change is the largest and most consistent concern among young people, and amongst Active Citizens

We reviewed 7 major global surveys that asked young people in different countries. Climate change was cited as the issue of highest concern in 4 of these, and second most important issue on a further two. Environment and climate change ranks a close second in terms of issues that Active Citizens feel are important to them personally.

Environment and climate is also the largest focus of social actions by Active Citizens with 2 out of every 5 social action projects focused on environmental or climate issues.

Active Citizens social action projects by theme



(Intrac, 2021)

“For us, the expectation in AC is not to create climate experts and activists – in 6 days – but a climate consciousness. They might not recognise themselves as climate activists – but down the road they will see value of AC content and experience.”

British Council Programme Manager

About this toolkit

This toolkit aims to strengthen, support and grow Active Citizens work on climate change.

It is primarily aimed at Active Citizens facilitators, British Council teams, and AC partners who want to deliver or support climate change programmes.

Use of the toolkit does not require any previous knowledge of climate change or any significant amount of previous experience. It is designed to be accessible for those starting out on their journey into climate action, but we hope also provides valuable approaches and activities for specialists and environmentalists and those with more experience.

Climate change is a cross-cutting issue, and all Active Citizens programmes can work to address climate change in different ways. This toolkit can support Active Citizens at 3 different levels:

1. Make your AC programme ‘**climate sensitive**’ – e.g. during the programme you are aware of and act in accordance with the ‘8Rs’ (see page 77).
2. Bring a **climate lens / additional theme** to your AC programme – e.g. bring relationship to nature into discussions of identity and culture; or include environmental impact analysis to your SAP planning.
3. Deliver a dedicated **climate change programme**

Section 1: introduces climate change and the Active Citizens approach to addressing climate change issues.

Section 2: supports programme planning and development. It contains strategic considerations and guidance on effective programming drawn from experience of Active Citizens climate change programmes across the world. It also looks at how AC programmes themselves can be more climate sensitive.

Section 3: contains an introduction to each module and the workshop activities.

Please note

This toolkit sits alongside the Active Citizens Global Toolkit, and we expect that they will be used together.

At the end of each Module in Section 3 there are suggested activities that can be readily adapted from the Global Toolkit for climate change programmes.

You can download the latest version of the Global Toolkit from the Active Citizens website at: <https://active-citizens.britishcouncil.org/facilitator-resources>

The Active Citizens digital toolkit will also support planning and delivery if you are working digitally or with a blended model.

Acknowledgements

This toolkit has been written by James Edleston and Charo Lanao, but its development has been a collaborative endeavour, drawing on the abundance of wisdom, expertise and experience of the Active Citizens global network.

In March 2021 we hosted two workshops for Active Citizens, partners, facilitators and British Council staff involved in climate change work and social action projects, through which we harvested much of the draft content for the toolkit. We have also benefitted from direct contributions from individuals and organisations, existing AC Climate change resources – particularly from Sri Lanka and Pakistan – interviews with country teams and the generous sharing of reflections, ideas and resources from across the network throughout.

A special thanks to:

Global / Master Facilitators: Dan Smith, Mike Waldron and Dan Boyden

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And everyone who contributed through the development workshops.

© Muslim Aid Sri Lanka



Active Citizens equips participants with a 'systems lens' that helps them to see inter-relationships, navigate the mess and discover new ways to influence the world around us.

We need sustainable development

Progress on Sustainable Development Goals is essential for reducing greenhouse gases and adapting to the consequences we already face. At the same time, the reverse is true: Progress on climate action is essential for achieving Sustainable Development Goals like good health and well-being, clean water and sanitation.

Sustainable development has always been central to the vision of Active Citizens. It's embedded in the learning journey, values, language and approaches. This means it's been delivering climate-related impact not only through climate focused initiatives but also alongside other outcomes.

We need to build trust

Climate change is a complex issue for which there is no simple solution. Our collective ability to respond is dependent on trying out a vast range of local responses to local and global issues, acknowledging that deep insights could emerge from anywhere.

Building trust and understanding across different people and cultures is core to Active Citizens. We bring together people from all walks of life because we recognise that alongside scientists and politicians we also need to learn from indigenous peoples, traditional farmers, ethical businesses, activists, ambitious educators, women, men, young and old...

By nurturing the space and skills to build trust with others, listen without assumptions and find common ground we can support people from different backgrounds to work together to take informed collective action.



Change needs to happen with people

...not just to them. The learning journey begins by exploring our identities and cultures as a starting point for engaging with climate change and envisioning climate action. This ensures the issue is experienced as local and personal and the response is owned and understood by people everywhere.

We need to connect with heads, hearts, bodies

It's easy to feel confused when talking about climate change. There's a lot of jargon and science. Active Citizens uses metaphors based on nature (trees, rivers, landscapes) to communicate complex ideas like inter-dependency in a way that feels simple – whilst providing opportunities to go deeper where necessary.

Understanding why something is important is often not enough to change behaviour. People need to feel motivated and able to act. That's why the learning journey is a lived experience centred around relationships, action and discovery.

We need to change systems

as well as people...

Systems as well as people are contributing to climate change. Messy inter-connected systems like the economy, the internet, local and global politics are all having an impact and they're notoriously difficult to control.

Active Citizens equips participants with a 'systems lens' that helps them to see inter-relationships, navigate the mess and discover new ways to influence the world around us.



© Fadilia Foundation

“In our belief in applying the SDGs, the project aim to turn the slums into sustainable communities with the ability of resilience and sustainability by 2030.”

Active Citizens Facilitator, Egypt

Stories of impact – how is Active Citizens making a difference?

Project: Virtuous Alley Project, Egypt Description

The project focuses on the urban greens under the umbrella of the 26th UN climate change Conference of the Parties (COP26) in 3 Governorates, which is working on roof planting and empowering the community beneficiaries and increasing the green area of the marginalized communities, by creating a community hub in each GOV to be a safe and friendly space for families and Youths.

Lessons learned

- Engaging the community beneficiaries is one of the most important steps in the implementation of the project.
- Bring fresh air and nature into people's lives. Get people to enjoy the environment to care about it.
- Engage children and youth in the workshop and make use of that diversity.
- Really know what you are doing! For example, understand the right type of plants to use and grow for the seasons of the year.
- Combine with work – link livelihoods and climate action. People are happy that they can do something themselves – make organic food and be a bit more self-sufficient – feel that this action is for a better life.

Project: Green World, Sri Lanka

Description

In Sri Lanka, two ethnic communities from the Araiampathy and Kattankudy villages in the Batticaloa district have continued to experience conflict and mistrust since the end of the civil war. To address this, Active Citizens who are students from both communities initiated the 'Green World' project to reconcile relations by growing fresh fruit and vegetables together.

Due to COVID-19, it became even more important that everyone has reliable access to enough affordable, nutritious food. The team therefore continued to provide home gardening support to their communities and share success stories, tips and information on social media during the lockdown.

The Active Citizens facilitate visits by the Batticaloa Agricultural Authority who provide additional technical support for further expansion. The initiative has enabled the communities to become both self-sufficient and helped build community resilience and trust through a shared purpose.

What's working

A sense of hope, in many instances young people can use climate action as a way to put aside other differences (political or otherwise) that may have separated them.



© Muslim Aid Sri Lanka

“There is an emphasis in social actions on working with the community, rather than undertaking environmental improvement projects in isolation or with a small group of active individuals.

This focus on local action makes the contribution of Active Citizens distinct from the focus of other environmental youth movements... which seek to support young people engage on a political level with climate issues.

Active Citizens is also distinct and more community-orientated than traditional conservation initiatives which target young people as volunteers rather than change-makers in their own right.”

Intrac 2021

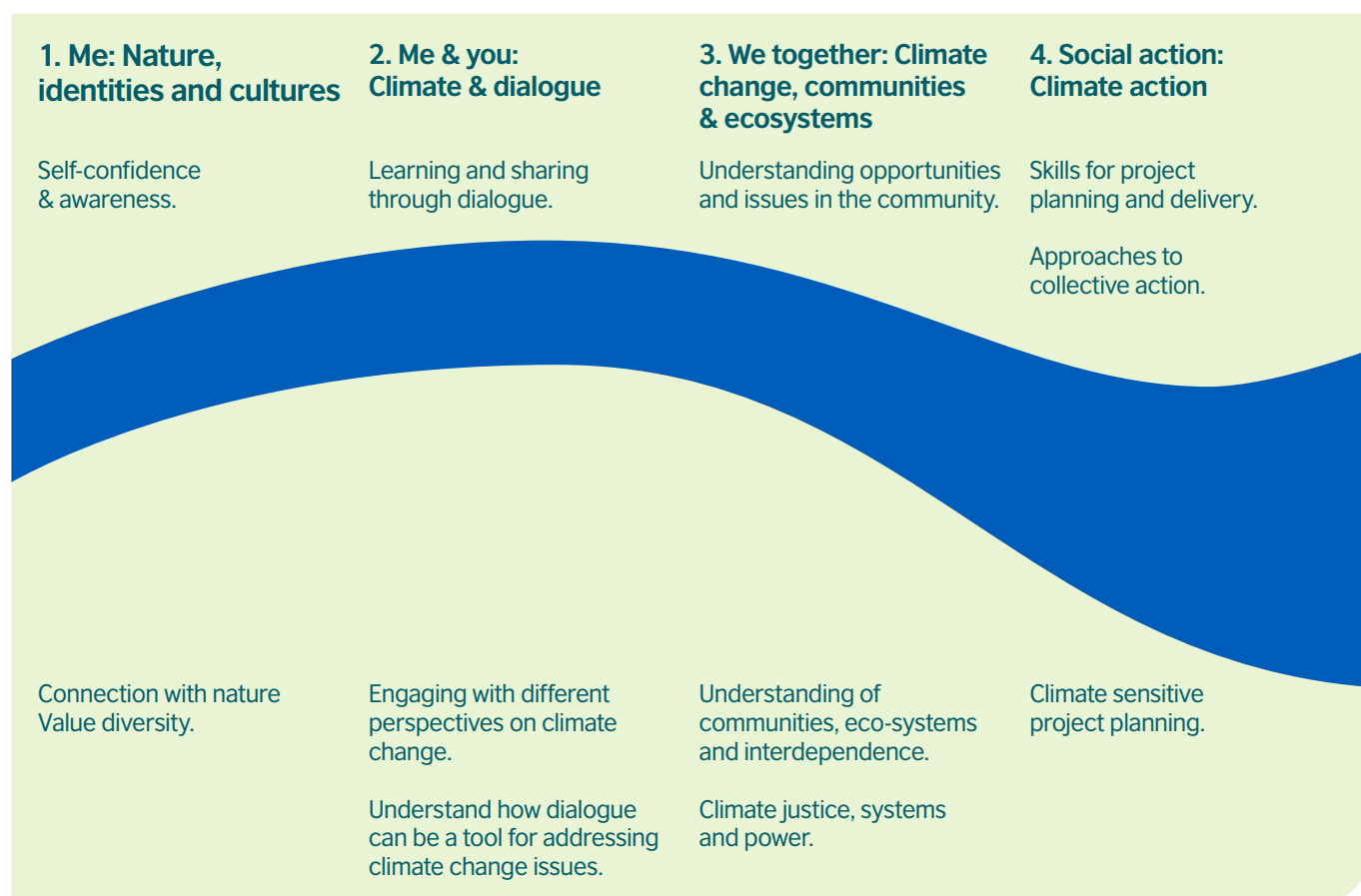
The Active Citizens journey and climate change

Each Active Citizens module, and the way the learning journey is conceptualised and experienced as a whole, is extremely well suited to address climate change.

Below is an adapted learning journey that details the core climate change related learning outcomes integrated into the AC journey and supported through this toolkit.

Module	Themes	Core learning outcomes
Module 1 Me Nature, identities and cultures	This module is about personal connection to the world and nature, and how this shapes our identities and cultures.	• Self-confidence • Self-awareness and our relationship with nature • Understand how identities and cultures form, are expressed, change and are connected • Value diversity and different perspectives. Hold assumptions lightly • Understand the relationship between climate change, our identities, cultures and everyday lives • Understand climate related issues of rights and responsibilities
Module 2 Me and You Climate change and dialogue	This module is about coexistence and building human and non-human relationships, and about understanding different experiences and perspectives towards nature and climate change.	• Understand dialogue and how it can be used for community development • Ability and confidence to learn and share through dialogue, including listening, storytelling and questioning skills • Confidence to engage with multiple perspectives on climate issues • Deepen a connection with nature • Share and learn different climate solutions • Understand how dialogue can be a tool for climate justice
Module 3 We Together Climate change, communities and ecosystems	This module is about communities, ecosystems and interdependence, and about how we can work with communities on issues of climate justice.	• Deeper understanding of communities, ecosystems and interdependence • Understanding the social, economic and environmental impacts of climate change • Climate justice, including interconnected issues around gender, race and marginalised communities • Different collaborative and inclusive approaches to sustainable development
Module 4 Social Action Climate action	This module is about addressing climate change, through dialogue, collective action and systemic approaches, and strengthening connections and networks.	• Understanding approaches to change and how change happens • Stakeholder and community engagement • Skills in project planning and management • Understanding approaches to climate dialogue and action • Mitigation and adaptation strategies • Systems approaches to social action, including design-based and adaptive approaches • Climate sensitive project planning

The Active Citizens learning journey



“There’s been a move away from the more traditional, ‘planting a tree’ approach to climate change/environmental issues. The AC methodology speaks to a bigger picture, more holistic approach to engaging with the climate issues, placing ourselves, who we are, what we care about etc at the heart of how we can deal with the problems. The AC methodology works shifting mindsets first and foremost, not ‘creating solutions’.”

AC programme manager

A short introduction to climate change

What is climate change?

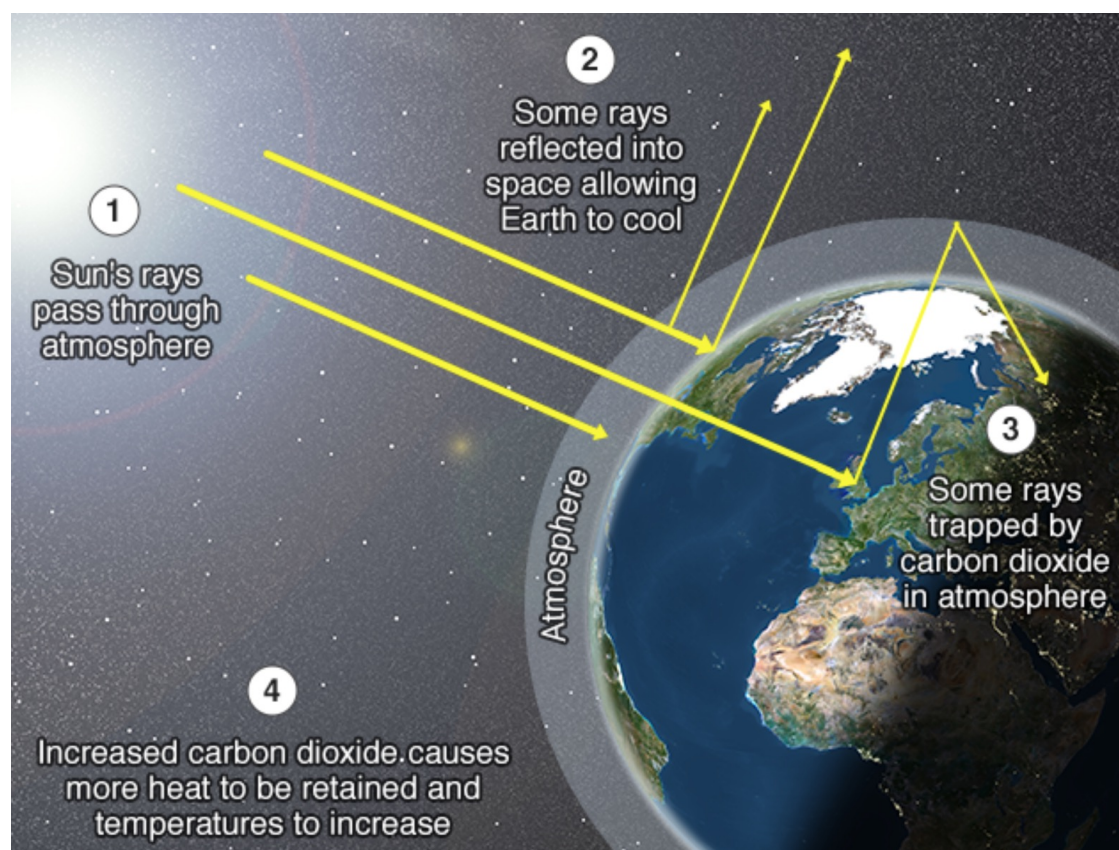
The UN describes climate change as ‘...long term shifts in temperatures and weather patterns’ either through natural occurrences, or human activities such as burning fossil fuels like oil coal and gas. One effect from the burning of fossil fuels is the release of ‘greenhouse gasses’ (including carbon dioxide and methane) which trap energy from the sun and warm the earth. Many scientists say this has become the main driver in climate change since the 1800’s. The earth’s climate has always changed. However, evidence suggests that it is now changing more rapidly (UN, n.d.) .

The greenhouse effect describes how the Earth’s atmosphere traps some of the Sun’s energy. Solar energy radiating back to space from the Earth’s surface is absorbed by greenhouse gases and re-emitted in all directions.

This process heats both the lower atmosphere and the surface of the planet. Without this effect, the Earth would be about 30C colder and hostile to life.

Scientists believe we are adding to the natural greenhouse effect, with gases released from industry and agriculture trapping more energy and increasing the temperature. This is known as climate change or global warming. In other words, human activities have increased carbon dioxide emissions, driving up temperatures. Extreme weather and melting polar ice are among the possible effects.

The greenhouse effect



© BBC

How might climate change affect us?

There is uncertainty about how great the impact of a changing climate will be, but it will certainly affect us all. Some possible scenarios that have been predicted include, fresh water shortages, a change in our ability to produce food, and an increased number of deaths from floods, storms and heatwaves. This is because climate change is expected to increase the frequency of extreme weather events.

However, climate change does not and will not affect everyone equally, some countries and communities are feeling the impact more seriously. So climate justice is a crucial consideration, and understanding how different issues combine to affect some more than others.

Many people ask what can they personally do and how does this fit into the bigger picture? Plenty! For example, change your own habits as a consumer, get people talking – including those with different ideas, raise the importance of issues to policymakers and businesses, use your voice as a consumer, a member of the electorate and an active citizen. All of these are part of the response; but this toolkit is all about ways of making to difference.

See page page 102 for a climate change glossary and more resources.

Valuing and strengthening diversity in nature and in communities

A recent UNEP report, “Addressing climate change: Why biodiversity matters”, concluded that any action on climate change must go hand in hand with the maintenance of biodiversity. Sustainable development cannot be achieved if diversity in the ecosystem is undermined. It states:

“Climate change mitigation and adaptation can be supported by biodiversity conservation actions

Biodiversity loss and ecosystem degradation undermines... mitigation and adaptation.

Adaptation and mitigation actions that do not consider the role of, and potential impacts on, biodiversity can have adverse consequences.”

(UNEP, 2014)

This understanding sits at the heart of the Active Citizens approach to climate change action.

Active Citizens strengthens the confidence and ability of individuals and communities to build relationships across diversity. Networks, communities and eco-systems that are connected across diversity are more able to adapt and respond in a changing world.

“We break down the bigger issue of climate justice down into three headings; Science, Solution, Solidarity.

Science – through climate experts – but we still need to personalise the problem, and humanise the science Solution – we need to flip the narrative, we normally hear about or focus on the problems, but we could do with creating spaces to also look at solutions; where is the innovation? Who’s doing what well, etc?

Solidarity – youth solidarity, solidarity right from the local voices up to the global connections”

Active Citizens Facilitator, Bangladesh

Section 2

Developing a climate change programme: strategy and approaches



Climate change is a cross-cutting issue, and all Active Citizens programmes can work to address climate change in different ways. This toolkit can support programmes at 3 different levels:

1. Make your AC programme '**climate sensitive**' -
2. Bring a **climate lens** / **additional theme** to your AC programme
3. Deliver a dedicated **climate change programme**

At whatever level you are working, the guidance and considerations below will support your strategy and planning as well as your delivery.



© Pablo Cuellar Bedoya



Developing a climate change programme

Every programme will need to adapt to the specific country, context and people involved. However, here are some broad strategic questions to consider, and some insights and reflections from experience of developing and delivering AC climate change programmes around the world.

General strategic questions

How can we adapt the delivery of the programme to meet the needs and interests of the communities we are working with?

- How can we engage the wider community in the design and delivery of our strategy?
- How can we deliver Active Citizens in communities where there is political / social / cultural tension (where appropriate)?
- What additional measures do we need to take when working online?
- What do we need to ensure materials and toolkits are appropriate for the target audiences?

How can we recruit and sustain the commitment and motivation of participants?

- How can we connect people across sectors and expertise to enhance the quality of our programme?

How can we ensure our programme is inclusive?

- Evolving the programme to work effectively with new and different audiences – including those who are time-poor, output focused and invested in the system as is.

How can we identify and access the resources and support we need to successfully deliver Active Citizens CC in our community?

Considerations for climate change programmes

Understand the landscape

There is so much work going on in the name of addressing climate change. Understanding this landscape can help in identifying potential partners and possible focus areas, and to adapt the programme to the national and local contexts. This may involve looking at national policy and international agreements, meeting or consulting with key stakeholders, carrying out research and mapping the different actors.

A multi-stakeholder approach

Working with partners and across sectors and different parts of the community can strengthen your climate programme. You can mobilise different sections of the community to help design, shape and implement effective responses to local climate issues – systemic issues can best be understood and addressed with participation from across the system. And there is potential for innovation, especially if there are stakeholders involved that wouldn't traditionally be connected to community development but are still affected by climate change.

Working with governments and decision-makers

Impact can be amplified by engaging with government early on and throughout the programme. There are opportunities for advocacy and to feed into policy work, but also to influence how decision-makers understand and feel about climate change and those who are most affected. Active Citizens can be a bridge between the grassroots and government.



“In Sri Lanka, we commissioned a climate change ‘youth perception survey’ to provide baseline data and a starting point for planning.”

British Council, Sri Lanka

“In slum areas, legislators and lives are disconnected. There is power of having a shared experience through AC. It can change their perspective on young people... and build more awareness of local needs”

Active Citizen Facilitator, Egypt

Diversity amongst participants

A diverse group of participants can enrich the learning, outcomes and the social action projects. This may include people from across the climate landscape and representing different perspectives, opinions and approaches – including those who choose not to engage in climate issues. Revealing and exploring different perspectives together, and engaging in positive dialogue, is central to the outcomes.

Outreach and engagement

How might the project work in areas facing other more immediate challenges, where climate is not a priority – yet might be most impacted by these issues. How can the issues be grounded to make it real and meaningful in these contexts?

A climate sensitive approach

How can the programme align with its messaging and ‘walk the talk’. How can it be climate sensitive in its approaches and delivery? See below

Sharing success and learning

There is huge potential in the network for mutual learning to strengthen the climate work. Consider how you might best support learning within the AC network and with partners and stakeholders through your experience.

Capture strong stories that resonate with existing climate change organisations, government bodies, etc – examples that reflect the quality and impact of the work. As one AC manager put it, “Not just feel good work.” Sharing your stories not only engages key audiences but can also change perceptions of young people and other groups that are involved.



“In Uganda money is available for climate action through the government but government staff need more training to help them understand how best to integrate and support climate action. To do this we will be delivering Active Citizens with government staff. This is a strength of AC – to bring different groups together.”

Active Citizen Facilitator, Uganda

“We are explicit that everyone is welcome – whatever their opinions on climate change – but that we are learning and growing together.”

Active Citizen Facilitator, Fiji

Involvement of AC alumni

There are some excellent, experienced Active Citizens alumni within the network locally, national and globally, including climate champions, facilitators and activists. They started as Active Citizens in their communities and so have been in the shoes of the participants, but can also see the programme from the country perspective. They can help bridge the gaps, and take roles as advisors, speakers, observers, mentors, etc.

Creating safe and open spaces

Engaging in climate issues can be emotional. Everyone experiences climate change differently and for many people it is a daily lived reality. Consider what is needed to ensure a safe and open space for dialogue and to explore the issues, including facilitator training and support and the methods used by facilitators, including flexible approaches that enable conversations to move on quickly if they prove to be sensitive.

How can we effectively support impactful climate action projects?

(See Module 4: Climate action)



“For example, we held a SAP showcase for stakeholder engagement. We got to meet a government committee and they then used the content for their programme.”

Programme Manager, Pakistan

“Some things don’t happen through toolkit and training – it resides in the facilitators – so the big question is, who are they and how are they prepared.”

AC Manager, Bangladesh



Delivery approaches that work well for climate change

Link the complexity of the topic to everyday issues and allow people to feel the issue and root it in their personal lives and experiences. Make the topic more accessible – through indirect and holistic approaches – and help people answer the question, why is this my problem? The great strength of AC is that it roots issues in people's experiences and lives – what emerges, emerges from them not from an NGO, so it is more sustainable.

Use the Active Citizens landscape and other AC activities that strengthen an understanding of ecosystems. For example, **Ubuntu** and the climate change version in this toolkit speak to the idea of connection, interdependence and collective responsibility. **Highlight the interconnectivity of different issues** linked to climate change, including gender inequality and economic development – seeing issues in a 'web' rather than on separate 'tracks'.

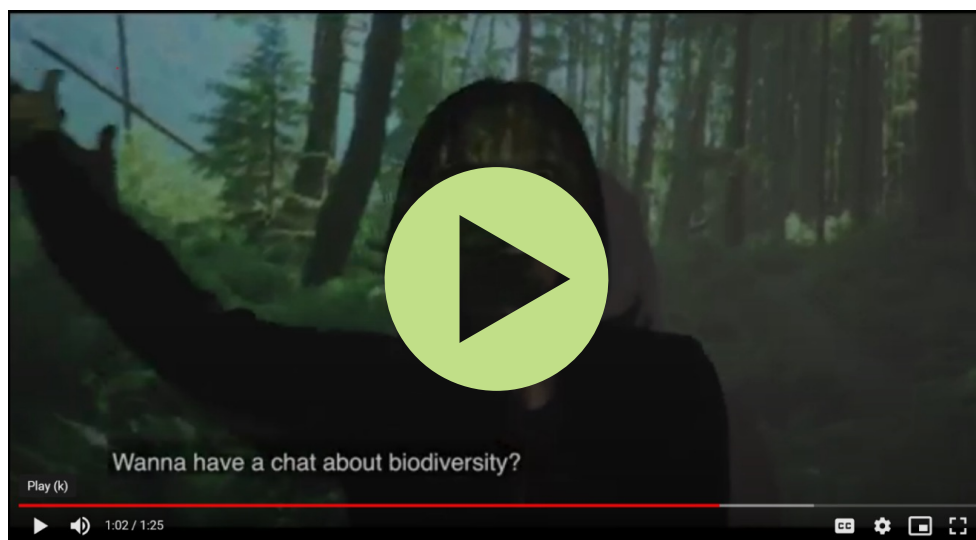
Listening and storytelling and other activities that connect the heart as well as the head – on an emotional as well as an intellectual level – are crucial for the addressing the issues of climate change together. They can also be powerful when looking to connect at a policy level with decision makers. If we can surface and connect emotionally to the human consequences of some of the decisions being made, then we will have started to make a difference.

Arts-based and embodied approaches can be an effective way into the conversation. They can help find the human quality within a topic that can appear distant, abstract or impersonal – or too vast and impenetrable.

Sometimes comedy and laughter can help address complex or difficult themes; bringing a lightness to counterbalance the weight of the subject.

Take a look at this comedy music video created by; Aruhan, an Active Citizen from the UK.

Whisper Me Answers



Also, see [Clowns Without Borders](#). [The Applied Improvisation Network](#).

“We organised a ‘climate activist session’ where different agencies were invited in to explore participants’ climate questions and ideas from their different perspectives.”

Active Citizens Manager, Sri Lanka



Connect with people and organisations through the programme.

Connect with people and communities with lived experience of the impacts of climate change, to hear stories and learn about responses. And connect with organisations and groups active on climate issues, to learn from their work and potentially identify ways of supporting them through SAPs.

Organisations can also be gatekeepers to places, people and networks and young people don't always have access. Active Citizens can help young people gain access.

“There is an opportunity for AC to escape from the workshop room, to ditch the post its and the flip charts and to embrace the very thing that we’re talking about: how can we bring nature into the process? Conversations around climate maybe should be best placed to happen in hotel room with the air-conditioning blasting? Why are we drawing a river on a flip chart when we could take a walk to the river and feel it on our feet?”

Active Citizens Facilitator, UK

Outdoor activities.

Involve nature in the learning process, which could start quite simply by taking breaks outside of the workshop, or going for a walk in pairs; but could also connect in a deeper way, for example by bringing rituals around the land to the workshop, and asking participants to share or deliver their own rituals.

Walk the streets – or the fields, hills, roads, etc.

Ground the discussions in what is going on in the immediate area. Practise noticing human relationships with nature, environmental risks in the area, how different groups are addressing the risks – or contributing to making things worse. Reflect on spaces that connect people with nature and those that disconnect.

Carry out days / times of action through the event.

Put the values and the learning into practice by taking action, even small actions, within the workshop. For example, hold a climate strike, organise a clean up, host a community stall to engage with the public, or share a social media pledge. This will contribute to group building and a sense of solidarity, and provide inspiration and learning for social action projects.



Climate sensitive programming

Not only do we have a responsibility to limit the environmental impact of the delivery of Active Citizens, but the environment in which it is delivered and the approaches that are taken can contribute to climate change outcomes.

Experiencing change – a shift in mindset or behaviour – within the group, over the period of your programme, could be one of the most powerful outcomes. For example, making agreements to reduce paper and plastic waste, or to address a local environmental concern as part of learning about social action; or simply, to begin each day outside.

What does a ‘greener’ Active Citizens look like?

- **A mindset**, that is conscious and reflective of relationship with nature
- **Considerate resource use.** Consider the use of water, bottles, flip charts, food, air conditioning, electricity, hotel towels, food waste, mode of transportation during visits...
- **Uses virtual and blended approaches** where appropriate to limit environmental impact. (See the Active Citizens Digital Toolkit)
- **Uses climate sensitive language and ideas** through the workshops to reinforce climate sensitivity. For example, ecosystems, biodiversity and climate justice; and how other issues of power and inequality intersect, e.g. gender and marginalised groups.
- **Models ‘pro-planet’ behaviour.** Be an example to the group in your language and action. Encourage others to do the same.
- **Creates experiences nature.** Where possible make physical connections with nature. Go outside, deliver sessions in different environments, bring the outside inside by using natural props, etc
- **Uses the workshop as a live experience of change.** Encourage and support change within the workshop itself. See below.

However, this is a journey, and every person and programme is at a different stage – and also has different possibilities to deliver in the most environmentally friendly and climate sensitive way possible. Don’t feel too bad about using sticky notes just yet!

“There’s an opportunity to turn the mirror back onto ourselves; as BC staff, facilitators, partners etc. How as a programme do we live it, as well as advocating or encouraging it? What do the offices look like in terms of energy consumption? How many plastic bottles of water are we shipping in for the workshop?”

Active Citizens Global Facilitator



Use the workshop as a live experience of change

Workshops and events are opportunities for participants to be part of a change process following the Active Citizens methodology, for example:

- Exploring personal values and feelings about how climate sensitive the workshop itself is. Consider some of the issues listed above.
- Share and explore the different perspectives amongst participants, (and perhaps others too) including about what changes they will target; for example, reducing waste. Negotiate different needs and explore win win scenarios.
- Collectively gain an understanding of the context, other perspectives, possible approaches, who to involve, etc. For example, the venue manager, or the British Council. Consider what can be done directly by participants and what will have to be advocated for.
- Make a plan, or plans, and try to bring about the desired change, with the participation of other stakeholders where possible.

Experiencing and being part of even a small change in action or behaviour through the workshop / programme could be a powerful outcome. This can be done in a light touch way, for example including a specific question for the trunk of the Tree of Expectations, or in a World Café.

However, there is the potential to address this in a deeper way and make it a central part of the workshop. Included in the toolkit is an introductory activity called 'A climate sensitive workshop: ideas storm', which can be used to start the process. (See page 50)

This approach could even be the basis of an entire workshop.

Don't wait to make a change! Reducing waste during an Active Citizens workshop

I took part in the Active Citizens Facilitators training Programme in Mexico, with other 30 people from all over Mexico. We were invited to participate in a five-day training. I took part in the training because I am the founder of a Social Action Project that fights against food waste.

I've noticed that we were a big group and I asked for the opportunity to talk about the negative impact of food waste on the environment. As an organic waste expert, I knew that a lecture won't be enough, so I reserved my speech till the end of our first meal together.

I showed the waste generated by the group after the first meal – it was 3.2 kilos. Everyone was very surprised. I explained that if we kept the same rate of waste, we were going to waste around 60kg of food by the end of the week.

I explained that food waste is one of the biggest contributors for climate change, and that currently we waste 1/3 of the entire food production on earth.

After discussing ideas together, over our week together the group managed to reduce the waste of food as they implemented suggestions such as don't put on your plate more than you need. The last day there most of the waste were only lemon peels.

I think the group changed their behaviour because they could witness the amount of waste on the first day. They understood the implications, they got an invitation to act during the training – and of course they care about the topic.

Active Citizens Facilitator, Mexico



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Integrating climate change in other Active Citizens programmes

Climate change, like all the Active Citizens ‘themes’ is a cross cutting issue. Being able to make connections and integrate climate change with these themes can strengthen the outcomes of both and ensure that are work are also working towards climate justice. Below are some examples and you can find more details about the themes in the Active Citizens facilitator toolkit.

Gender

Not only are women and girls often impacted more by climate change, but climate change affects can widen existing gender inequalities. However, they often also have unique experience and skills to support effective responses (UNDP, 2012). Climate work should take account of the different needs and experiences of women and men, including those from different social and ethnic backgrounds, build the capacity of women and girls as part of supporting equal participation; and integrate approaches that challenge gender inequality.

Conflict

Active Citizens seeks to reduce and transform conflict in all its work, but there is significant crossover between conflict and climate. As the world gets hotter, conflict increases (Burke. M, Hsiang. S & Miguel. E, 2015), so there is a need to address climate issues in fragile or conflict affected areas, and understanding and working together on shared climate change issues can itself be a peacebuilding activity. Climate change work must be ‘conflict sensitive’ (e.g. in language and approaches in how it is delivered) and conflict issues and their relationship to climate change can be explored through dialogue.

https://www.undp.org/content/dam/undp/library/gender/Gender%20and%20Environment/PB1_Africa_Overview-Gender-Climate-Change.pdf

<https://www.annualreviews.org/doi/pdf/10.1146/annurev-economics-080614-115430>

“Young people have a sense of hope, but also urgency... In many instances young people can use climate action as a way to put aside other differences – political or otherwise – that may have separated them.”

Active Citizens Facilitator, Bangladesh

Disability

Climate change impacts disproportionately affect people with disabilities. The Active Citizens approach to mainstreaming disability focuses on applying an inclusion lens to the programme delivery, content, partnerships and social action. For example, proactively engaging with disability organisations, ‘designing in’ for disabilities in climate responses, and supporting people with disabilities to participate in environmental decision-making. We can also learn from their resilience and ways disabled people navigate a world not designed for them (350.org)

Youth

Young people are often at the forefront of climate action. Amongst younger generations there is a momentum driven by experience and greater awareness that is allowing for practical conversations about climate action that hadn't previously been there. In some contexts, the impact of climate change is very visible, so there is a willingness to act, however ‘eco-anxiety’ is also impacting young people's wellbeing. Active Citizens aims to harness the urgency and drive of young people, engage across generations, and empower young people to connect with and influence wider networks and decisions.

Arts

Arts-based approaches can be particularly effective for dialogue and action around the complex issue of climate change. For example, by facilitating deeper personal connections with the issues and dialogue between different groups, the arts can be a powerful shield to explore sensitive issues in communities and create a safer space to take risks. These approaches give us embodied ways of understanding eco-systems, and they support much needed innovation and creativity in social action.

Social enterprise

Social enterprise can be an effective and sustainable approach to addressing social and environmental issues. The approach has been found to be particularly effective in communities where accessing resources is a major challenge. Approaches to social enterprise help develop a mindset of innovation and experimentation, and build sustainability of climate action into the conversation from the beginning.

See pages 53-55 for more on ‘Intersectionality’ and issues that are interconnected with climate change.

“Environmental issues can be seen as a luxury in poorer communities. I’m told, “I have to feed my children” – so ground the response in economic empowerment – like rooftop gardens, recycling car tyres for furniture, weaving with natural materials. Social entrepreneurship has been a key tool in the Egyptian context.”

AC Facilitator, Egypt

The Active Citizens journey and climate change

Module 1 – Me

Nature, identities and cultures

This module is about personal connection to the world and nature, and how this shapes our identities and cultures.

Module 2 – Me and you

Climate change and dialogue

This module is about coexistence and building human and non-human relationships, and about understanding different experiences and perspectives towards nature and climate change.

Module 3 – We together

Climate change, communities and ecosystems

This module is about communities, ecosystems and interdependence, and about how we can work with communities on issues of climate justice.

Module 4 – Social action

Climate action

This module is about addressing climate change, through dialogue, collective action and systemic approaches, and strengthening connections and networks.

© Juan Pablo Reyes/British Council



Example programme

Sample agenda to deliver a dedicated **climate change programme** for Active Citizens.

Day 1	Day 2	Day 3	Day 4	Day 5
Start 09.00	Start 09.00	Start 09.00	Start 09.00	Start 09.00
• Welcome • Globingo for Climate Action • Introductions and Mapping who is in the room • Tree of expectations • Baseline targets • Agenda key messages	• Energiser and reflections • Values Continuum: climate change	• Energiser and reflections • Listening at three levels • The power of questions	• Energiser and reflections • We: Community • Systems triangles • Power Walk	• Energiser and reflections • Visioning the changes you want to see • Our ideas, our assumptions
Break	Break	Break	Break	Break
• Building our vision together – Introduction to climate change and SDGs	• The Planet we Inherit • Cultural Investigators	• Widening Circles	• Climate Justice	• Planning social action
Lunch	Lunch	Lunch	Lunch	Lunch
• Energiser: The Mirror Walk • Active Citizens 'learning journey': the river • A climate sensitive workshop: ideas storm.	• Energiser • Climate Change is keeping you up at night? • Me: reflecting on Module 1	• Four Words • Forum theatre	• Riddle of the Commons	• Problem tree/ objectives • Inform, consult, involve
Break	Break	Break	Break	Break
• Me: Nature, identities and cultures	• Me and you: dialogue • Elephant and six wise elders in the mist	• Forum theatre – debrief • Me and you: reflections	• Community Mapping	• Next steps for writing a social action plan • Reflecting on the learning journey • Evaluation and goodbyes
Finish 16.30	Finish 16.30	Finish 16.30	Finish 16.30	Finish 16.30

Section 3

Modules and activities



Introductory activities

Introduction

- 0.1 Globingo
 - 0.2 Group identity mapping
 - 0.3 Tree of expectations
 - 0.4 Speed networking
 - 0.5 Active Citizens and climate change
 - 0.6 Active Citizens learning journey – The river
 - 0.7 Introduction to climate change
 - 0.8 What is climate change?
 - 0.9 Snap competition: SDGs and climate change
 - 0.10 Sustainable development goals (SDGs) and Active Citizens
 - 0.11 A climate sensitive workshop: ideas storm
- Climate change and interconnected issues
-

Module 1

Nature, identities and cultures

Introduction to module 1

- 1.1 The mirror walk
 - 1.2 The planet we inherit
 - 1.3 Cultural investigators: exploring different ways to relate to nature'
 - 1.4 Values continuum: climate change
 - 1.5 Climate change keeping you up at night? Eco-anxiety
- Suggested adaptations from Global Toolkit
-

Module 2

Climate change and dialogue

Introduction to module 2

- 2.1 Debate the difference: climate change
 - 2.2 Council of all beings
 - 2.3 Widening circles.
 - 2.4 How to talk about climate change
 - 2.5 When I made a difference
 - 2.6 Climatic walk!
- Suggested adaptations from Global Toolkit
-

Module 3

Climate change, communities and ecosystems

Introduction to module 3

- 3.1 The '8Rs' for sustainability and managing waste
 - 3.2 Power walk
 - 3.3 Riddle of the commons game
 - 3.4 Systems triangles
 - 3.5 Community mapping
 - 3.6 Who decides?
- Suggested adaptations from Global Toolkit
-

Module 4

Climate action

Introduction to module 4

- 4.1 Stories from seven young activists
 - 4.2 For earth's sake!
 - 4.3 Action design using the principles of permaculture
 - 4.4 Stakeholder mapping
 - 4.5 Valuing innovation in climate action
 - 4.6 A story about a river
- Suggested adaptations from Global Toolkit
-

Introduction to Active Citizens and climate change

The way participants enter a workshop is very important. It can set the tone and feeling for the whole session.

Participants might not feel confident at the beginning. They don't know one another or the space, or perhaps they hold assumptions about the other participants that make them uncomfortable. Perhaps they have opinions about climate change which they feel not be acceptable to the group.

This is natural. Work with the group to build a positive and supportive environment where the whole group is responsible for asking themselves 'How can I help to make this a brilliant workshop?' Try to include introduction and networking activities that are fun and encourage participants to feel comfortable with one another.

Another important aspect of the introductory activities is to build awareness about the purpose, approach and logistics of the Active Citizens programme, as well as beginning to understand more about climate change and the connection to their personal lives. This is also an opportunity to have a collective agreement on the group's behaviour for climate sensitive workshop.

The key learning outcomes from these introductory sessions should be reinforced throughout the programme.

Outcomes

- Build relationships within the group.
- Understand Active Citizens and expectations for the workshop.
- Understand climate change and related issues.
- Begin to connect personally with climate change issues.

Activity 0.1 Globingo with a climate action focus

(15-30 minutes)

Learning outcomes

- Team-building and networking within the group.
- Open the dialogue focussing on climate change.

Summary

Each participant receives a sheet with questions on. They are asked to go around the room to find people in the group to answer a question. They are not allowed to answer the question themselves.

Preparation and materials

There should be one Globingo sheet and pen for every participant. Questions on the sheet can be chosen locally but should be crafted to make sure there is a mix of personal questions and questions that reflect the content of Active Citizens and climate change.

Approach

1. Tell the group they're going to have to use other people's knowledge to answer questions to win this game.
2. Hand out a Globingo sheet to all the participant.
3. Explain that they have ten minutes to go around the room speaking to individuals and finding out if any of them satisfy the answers to the questions on their sheet. Participants use the Globingo sheet to write the name and country of the person who satisfies the criteria. They might find many names against each criteria. They have to choose one answer for each question on the sheet and make sure the same name is not used more than once and that they do not use their own name.
4. The first person to complete the sheet shouts 'Bingo!' and the game ends.

Online version

Put the statements on a type of poll and ask participants to vote. Follow with the debrief.

Debrief

Go through the questions and for each call on one or two members of the group to give the answer as well as the name of the person who gave them the answer. Complement information if needed, see notes below.

Notes

- 1) 8Rs for sustainability: Refuse, reduce, reuse, repair, recycle, regift, recover, rethink.
- 2) International Agreements:
See page 32

International agreements

United Nations Framework Convention on climate change (UNFCCC) is an international agreement signed by 197 Parties. Its objective is to stabilize greenhouse gas concentrations at a level that would prevent dangerous human-induced interference with the climate system.

The Paris Agreement, adopted in 2015 in Paris, France, changed the course of global climate action. It united nations behind the common cause: undertaking ambitious actions to tackle climate change, adapt to its various effects and ensure adequate support for developing countries.

Escazú Agreement, a pioneering treaty intended to guarantee the full and effective implementation of access rights and help protect the environment and human rights in Latin America and the Caribbean.

See more at: <https://www.unicef.org/lac/media/19311/file/tools-for-climate-action.pdf>

Agreements for climate change (UNICEF)



Sample Globingo sheet

I can play a musical instrument. What instrument?	I have been mentioned in the news. For what reason?	I have engaged with a climate change project. What was the project about?
Name:	Name:	Name:
I practise at least 2 of the 8 Rs for sustainability. Which?	I have heard of/know of an international agreement on global climate change.	I've had a difficult conversation with someone about climate change.
Name:	Name:	Name:
I have planted a tree.	I've had a difficult conversation with someone about climate change.	I know of other ways to refer to Mother Earth from around the world.
Name:	Name:	Name:

Activity 0.2

Group identity mapping

(15-20 minutes)

Learning outcomes

- Self-awareness.
- Awareness of how identities and cultures form and change.

Summary

This activity can come before activities specifically about climate change to reveal the variety of shared identities and cultures which exist in the room. Participants get into groups based on their hobbies, work, studies, etc and recognise the diversity of cultures that we bring to the conversations.

Approach

1. Explain to the participants we are going to map some of the identities in this group.
2. Invite the participants to move around the space randomly, walking in different directions and exploring the space. Explain that when you call a number you want the participants to quickly get into groups that contain that number of people in them. Call out a number i.e. 4, the participants should quickly rush to get into a group of four some may be left in a smaller group.
3. Repeat this process two or three times.
4. Invite the group to get into groups based on their favourite food, the participant should move around discuss and form groups within 2-3 minutes.
5. Now invite the participants to get into groups based on their main interests or hobbies – they can interpret this in any way they want and form groups accordingly. For example, there may be one group which is the 'sports and exercise' group and another which is 'politics', the participant should move around discuss and form groups within 6-7 minutes.
6. Now invite the participants to quickly form groups based on their work (or the work they want to do), studies or experience. They can discuss with each other, self-organise and define themselves; each participant should choose to join or form a group (it is self-organisation not 'you should be there'). It should take only a couple of minutes. For example, there may be a group formed around 'education' and another around 'creativity'.
7. You can repeat this process several times including groupings such as: neighbourhoods, size of family etc.

Debrief:

What did we learn by doing this activity?

i.e. we share things in common with other people, there are different cultures and identities present and the people we associate ourselves with depends on the lens we are using at the time.

Key messages:

The cultures or groups we identify with depends on the lens we are using. Through this workshop we will reflect on how each of us belongs to many different identities and cultures.

Simply by changing our perspective we can discover things which we share with others, these are an opportunity to build trust. By valuing our differences, we embrace new learning which makes us more able to adapt and grow.

Activity 0.3

Tree of expectations

(40 minutes)

Learning outcomes

- Understand Active Citizens.

Summary

This activity allows participants to reflect on what they want to achieve in this workshop and consider what they are bringing to support this. It is an opportunity to hear more about the interests and experience of other participants.

It also allows the facilitator to find out what the participants want to achieve through the programme. This should help facilitators design and adapt the delivery of the programme.

Participants are invited to share their expectations for the programme, along with some of the skills they can contribute. These are posted onto a drawing of a tree.

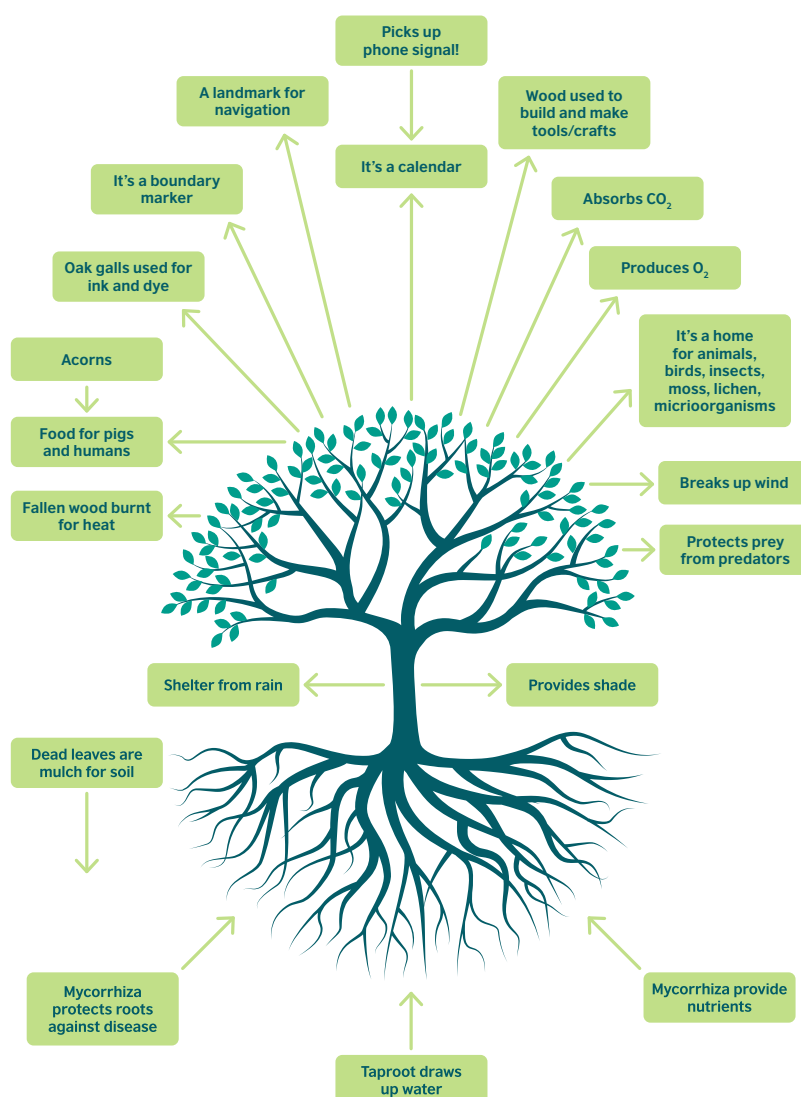
Preparation and materials

Draw the tree of expectations on a large piece of paper (four sheets of flipchart connected with sticky tape in a square shape). Bring sufficient sticky notes for the group to have at least ten each.

Approach

1. Begin by explaining to the group we're going to imagine that this group is like a tree.
2. In plenary explore this idea by first asking the group some of the questions below:
 - Are there any trees that you like or appreciate? Why do you appreciate them? i.e. the coconut tree because of the fruit.
 - Describe some of the characteristics of those trees? What are they like? i.e. they have deep roots, they survive the monsoons.
 - What is the value of those trees – what do they provide for nature and the community? i.e. shelter, fruit, firewood, medicine, oxygen stabilizing the landscape. Share with the participants: 'imagine if this group was like those trees. Rooted in the community, stabilising the landscape, bearing fruits and offering shelter.' What are some of the things which support trees to live a long time, surviving winds, storms and in some cases changing climates...? i.e. deep roots, strong but flexible trunk... also being part of a bigger ecosystem which provide the nutrients, moisture and shelter a tree needs to grow.

Our oak tree



3. Now place an image of the tree up in the room. Explain that the **roots** of the tree represent the **skills, attitudes and knowledge** each participant is bringing. Ask the participants to write in capital letters the skills, attitudes or knowledge you are bringing on separate sticky notes. For now they should hold on to these sticky notes.
4. Now explain that the **branches** of the tree represent **what you want to achieve by the end of this workshop**. Using different coloured post-it notes participants are invited to write down what they want to achieve by the end of the workshop.
5. In groups of two and three participants share for 10 minutes what they wrote and why they wrote it. Once they have finished sharing they place the appropriate post-its around the roots and the branches of the tree.
6. Start with the branches 'what the participants want to achieve by the end of the workshop'. Notice and explain how their expectations link to the overall objectives of the workshop and how this **information will be useful for facilitators when they reflect on and adapt the workshop agenda** each evening.
7. Now ask the group to look at the roots and notice the things which are repeated many times (these can be called patterns i.e. 'ah look one pattern is that many of us work with education!') as well as identifying things that they have written which are different ('ah and one member of the group knows indigenous traditions, please share more..').
8. **(OPPORTUNITY TO GO DEEPER: key point: strong patterns/cultures encourage speedy efficiency, diversity encourages adaptability and resilience)**
Share with the group: In ecosystems being surrounded by strong patterns such as a stable and predictable climate can encourage efficiency – in predictable landscapes plants and animals often become specialists who are really good at doing just one or two things over and over again i.e. (use a local example if available) in Australia, Koala bears have become really good at stripping and eating eucalyptus leaves, eucalyptus trees have always been available in abundance so it's pretty much the only thing Koala's eat. Let's apply that as a metaphor for our group, the roots show that we are surrounded by knowledge and expertise (i.e. education) which suggests this group will be able to share and learn quickly and deeply on that issue. **Let's value the strong patterns, the things we share.**

At the same time **let's value the diversity of experience and attitudes in this group.**

When an ecosystem, like a forest, is connected across diversity it is more able to adapt to a changing landscape (changing climates, new species, natural disasters). That's because the animals and plants are exposed to lots of different relationships, they don't depend solely on one other plant or animal. If they did, a change anywhere in the ecosystem could trigger a chain reaction i.e. the death of one species (like eucalyptus trees) could lead to the death of another (like koala's) which could be vital for the survival of another... leading to an ecosystem collapse.

Being connected across diversity has the potential to make ecosystems, as well as networks and communities like ours more flexible and resilient to change. In a changing world let's value our diversity.

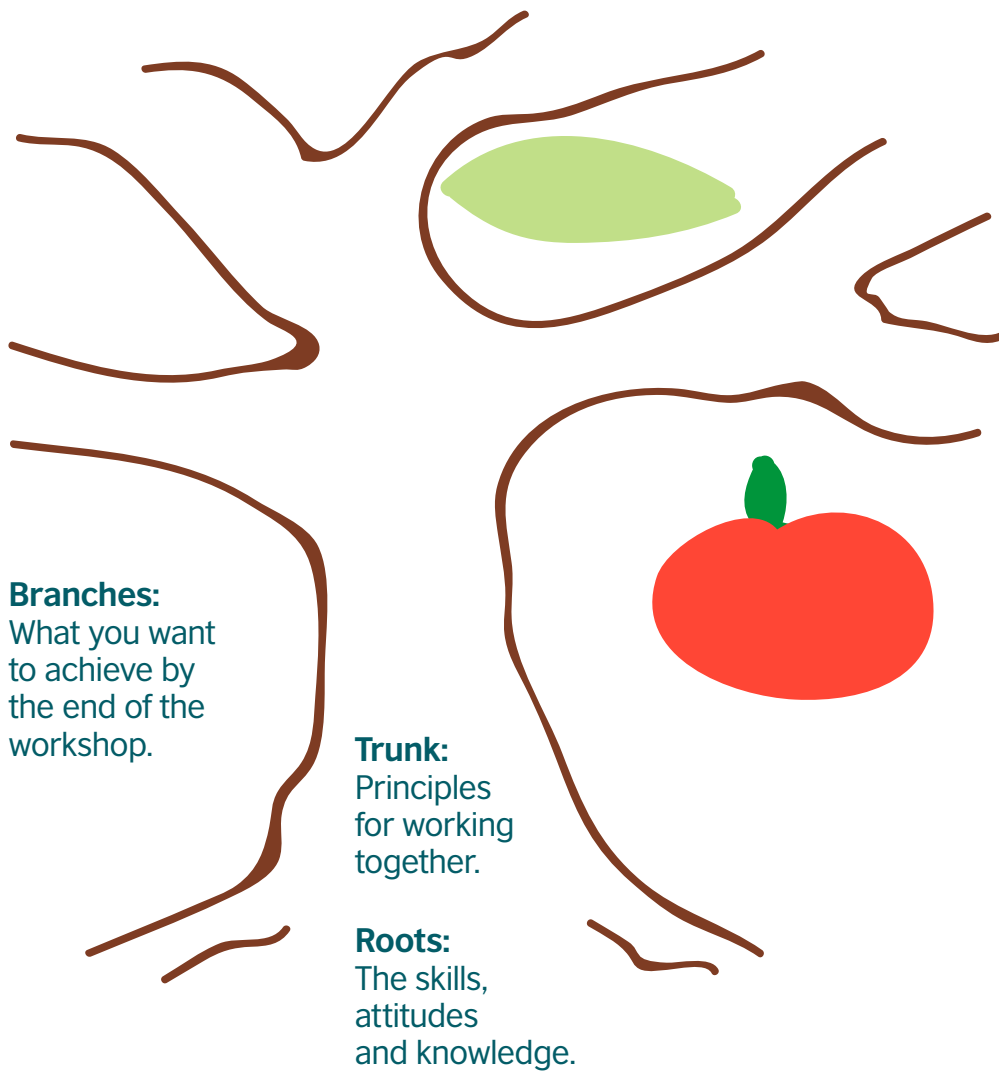


9. Finally note that the **trunk** of the tree represents the way the group work together, invite the group in plenary to share some ideas for principles of working together i.e. 'put names on water bottles, listen respectfully to different opinions..

Note: if you do not intend to deliver the 'climate sensitive workshop activity on page 50 you may want to invite participants here to discuss ideas for making the workshop more climate sensitive and place these around the trunk.

Optional resource to stimulate further conversation:
'How trees secretly talk to each other' (BBC news) Video
<https://www.youtube.com/watch?v=yW0qeyPIVRo>

Tree of expectations



Activity 0.4

Speed networking

(15 minutes)

Learning outcomes:

- Team-building and personal sharing.
- Begin conversations about nature.

Summary

This activity gives participants the opportunity to move get to know other participants and share a story that connects them with nature.

Approach

Provide instructions to the whole group.

- Introduce yourself, why you are here, and share your earliest memory of nature.
- You have 2 mins each – and then 6 mins to open up and ask questions to each other.
- Be curious about each other. Try to find out what you have in common.

Break out into small groups of 2 – 4 participants.

Debrief:

- Would anyone like to share briefly something that they heard?
- Is there anything you found that you had in common?



Activity 0.5

Active Citizens and climate change

(90 minutes)

Learning outcomes

- Understand Active Citizens.
- Participants explore the Active Citizens vision and take ownership of it.

Preparation and materials

Write the following on flipchart paper and pin to the wall in a place all can see it.

“Building trust and understanding and addressing climate change”

Approach

Explain to the group that the vision has two principal ideas: 1) **‘building trust and understanding locally and globally**, and 2) **‘sustainable development’** – but in this case we will be specifically focused on **‘addressing climate change’**.

This activity will help us to explore these ideas and take ownership of the vision by linking it directly to our lives and communities.

1. Show the template flipchart sheet with the three questions and explain that in small groups the participants will have around 45-50 minutes to answer three questions. Some of the groups will focus on answering questions about ‘peaceful co-existence’ and other groups will focus on answering questions about ‘fair and just communities’. While answering the questions they should share examples from their community or life.
2. Separate the group into small groups of 5 or 6, participants. Give each group a template flipchart. They should now discuss **what they understand by the term ‘trust and understanding’**, or for some groups what they understand by **‘addressing climate change’**. They should focus on the discussion and capture a few key comments in the top box of the flipchart (‘the vision is like our horizon’) i.e. there’s no need to write everything down. (15 minutes)
3. Participants will then share with each other **what are the challenges their communities face in achieving ‘trust and understanding’ or ‘addressing climate change’**. Ask the group to capture some challenges by writing them in the left-hand column on the flipchart. Walk around the groups and prompt them to **give examples from their own lives as well as consider how these challenges might be different for boys, girls, women, men, people from different ethnic groups, and so on)**. (20 minutes)
4. Repeat steps four and five but this time ask the groups to consider **what are they proud of in their community that could help to achieve trust and understanding or addressing climate change?** (35 minutes)
5. **CREATIVE PRESENTATIONS** Share with each group that they will soon **present the key point/s they discussed to one other group**.
The presentation should not be focused on reading from their flipchart, **it must be creative or participatory!** It does not have to cover all the points on their sheet (just one or two). The presentation will last for no more than 5 minutes. It should catch make the group they are presenting to feel something. Examples of creative presentations could include: **a quiz, a short theatre play, a dance, a facilitated activity, a collage of pictures, a dialogue with the other group**.
6. Each group has approximately 20 minutes to prepare their creative presentation. The facilitator then puts the groups together (a group focused on ‘trust and understanding’ should present to a group focused on ‘addressing climate change’ and vice versa). Organise a space for these groups to present to each other (2 presentations of 5 minutes).
7. Alternatively the facilitator may choose to invite all the groups to present to each other in plenary.

Debrief

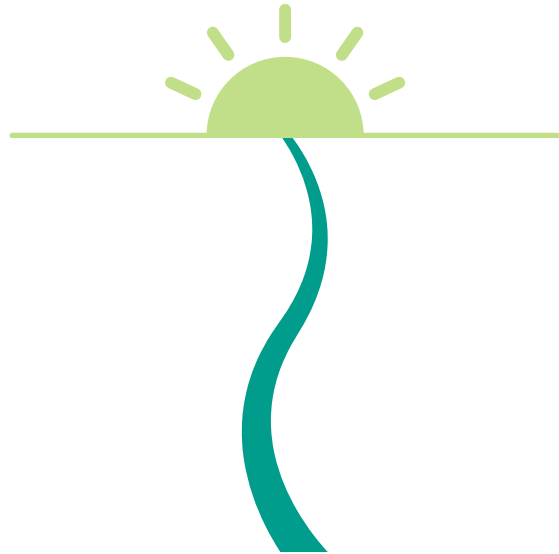
- What was learned during the exercise?
What inspired the group?
- What change is required in the community to achieve our vision?
- Do they see any relationship between 'trust and understanding' and 'addressing climate change'?
- How did it feel making the creative presentations?
Did it change the conversation in any way?
- Are there any issues participants are passionate about? These could be an opportunity for social action.

Opportunity to go deeper

Let's map some of the relationships in the ecosystem. How are these issues and opportunities connected? Sit in mixed groups (trust and understanding and addressing climate change) begin drawing connections to explore the relationships between the different problems and opportunities – you may want to use a separate flipchart, brainstorm 'inter-relationships'. Are there patterns which are repeated again and again across the group? This analysis can later be deepened further through the activity Problem Tree (see Activity 4.2 in Global Toolkit).

Flipcharts drawing for 'building trust and understanding locally and globally' and 'addressing climate change'

What do you understand by the term 'building trust and understanding'.

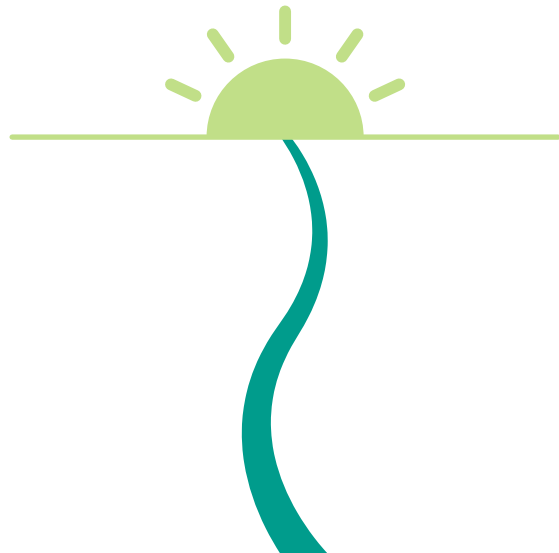


What are the challenges to building trust and understanding in your community.

What are you proud of about your community that could help build trust and understanding?

The river = our learning journey

What do you understand by the term 'addressing climate change'.



What are the challenges to addressing climate change in your community?

What are you proud of about your community that could help address climate change?

The river = our learning journey

Activity 0.6

Active Citizens learning journey – The river

(45 minutes)

Learning outcomes

- Understand Active Citizens.
- Understand ecosystems.

Summary

This is an adapted river journey introduction activity that builds on the metaphor of the river and introduces ecosystems, interdependence etc. as a foundation for climate change learning outcomes through the journey.

This activity helps participants understand (and question) the logic of the learning journey and how it contributes to the overall vision. Participants will be challenged, but should emerge with excitement and motivation at the purpose and flow of the journey and how it will support them in achieving success.

Participants reflect on the metaphor of the river and the logic of the learning journey.

Preparation and materials

1. Begin by sharing the landscape image of the climate change Programme. Note that each element of the programme is connected with and embedded in the local landscape.
2. Prepare a flipchart river across 4 flipcharts horizontally in a row on the floor (see the Active Citizens river diagram on page 43).
3. In the top corner of each flipchart write the module heading and include key learning outcomes. So, on

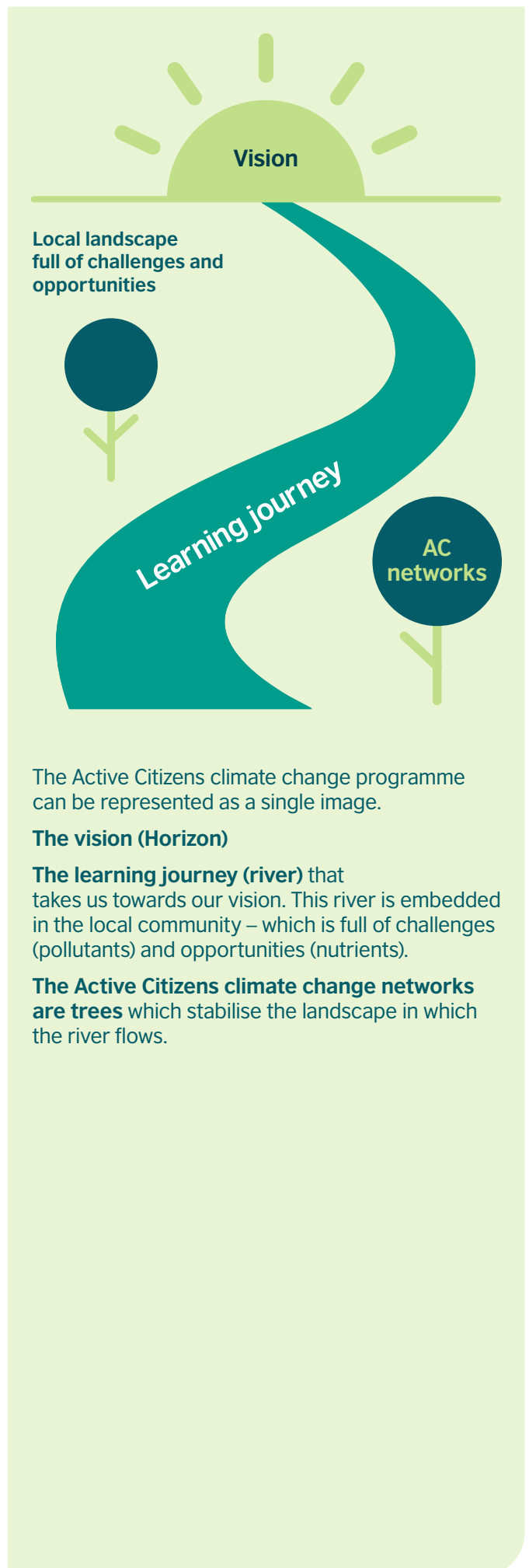
Flip 1 write ***ME: Identity and Culture: confidence, self-awareness, understanding identities and cultures;***

Flip 2 write ***ME AND YOU: Dialogue: learn and share through dialogue and skills to support dialogue in the community.***

Flip 3 write ***We Together: community; a deeper understanding of issues and opportunities in the community. Feeling motivated to act.***

Flip 4 write ***Social Action: skills for preparing and delivering social action.***

4. Attach the sheets to the walls.



Approach

1. Tell participants we are going to visualise Active Citizens climate change as a journey on a river. The journey will travel through the landscape of our communities (see the Visioning Together activity) which is filled with challenges and opportunities. By following the river we will build skills and knowledge which will help us navigate the landscape and move towards our horizon: 'building trust and understanding and addressing climate change'.

2. Sharing the learning journey story:

'Let's imagine our river taking shape up in the mountains, beginning as small droplets from the sky, it becomes fast streams that adapt to the landscape. These small streams represent (Module One) Me: identities and cultures. As these streams come down the mountain they meet creating energy and turbulence, here they become deeper and stronger. The point where streams meet represents (Module Two) Me and You: Dialogue. As the rivers join together and flow out onto the lowlands they get bigger, slower and more powerful. Now it doesn't just adapt to the landscape but shapes the landscape, becoming a big resource for people and ecosystems. This wide river represents (Module Three) We Together: Communities.

Finally the river enters the sea as one body of water (a single big action) or as lots of small streams (lots of small actions). The sea represents Module Four: Social Action in the world.

Over time the water from the sea goes to the clouds, and soon raindrops fall on the mountains shaping our identities and cultures, the journey is not a straight line, it's a connected system like rivers and the climate, turning and twisting, creating cycles, patterns and unpredictability.

3. Split the group into groups of 5 or 6 participants and ask them to look at the learning journey and learning outcomes and reflect on the below question (20 minutes):

What do you think is the logic of this learning journey?

(i.e. Why does it start with identity and cultures, then dialogue and then understanding more about the community? Why not start with the community or with social action?).

4. Invite groups to feed back on what they think the logic of the learning journey is and any reflections.
5. Share the basic logic:

Key message: By building confidence and self-awareness and valuing different cultures and identities in Module 1 we can have better conversations and dialogue involving different groups in Module 2 which leads to a deeper understanding of the issues and opportunities in our communities in Module 3 which in turn enables greater trust and better ideas around how to respond to community issues through action in Module 4.

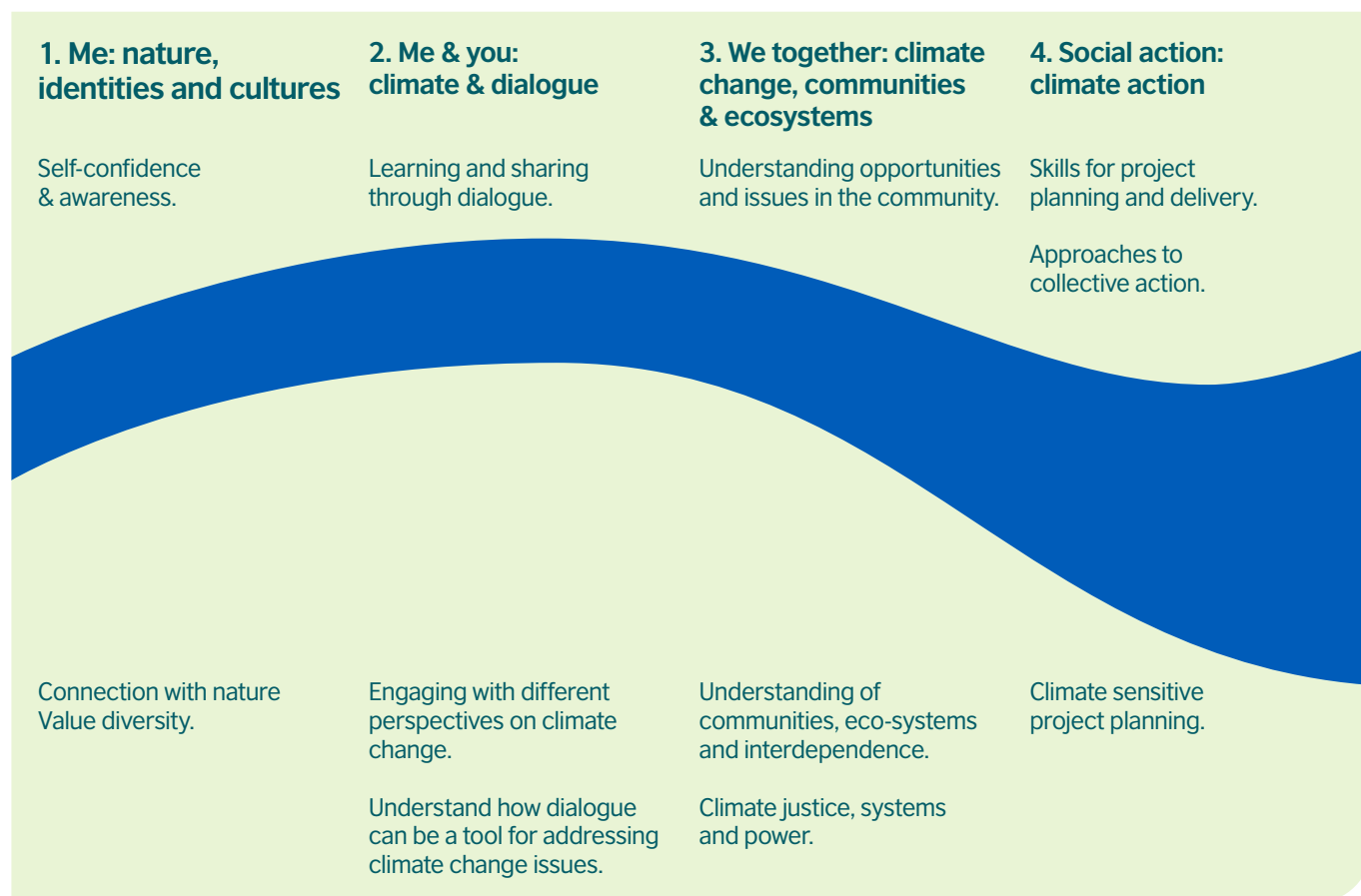
Opportunity to go deeper

Either here or later in the journey see 'a story about a river' (last page in this selection of activities).

Now let's dip our toes in the water and get ready to travel the river together...

Optional resource to stimulate further conversation: 'The Largest River on earth is in the Sky': <https://www.youtube.com/watch?v=VGurBZ0b6nl>

The Active Citizens river



Activity 0.7

Introduction to climate change

(45 minutes)

Watch video 'Three Seconds'

Learning outcomes

- Introduction to climate change and the role of humans.

Summary

'Three Seconds' is about putting things into perspective. The title 'Three Seconds' relates to how much time humans have spent on the planet if we assume that the entire history of the planet is one day. If that is the case, we humans have been here only 3 little seconds. The movie highlights the damage humans alone have caused in just those three seconds by polluting, wasting and deforesting, which really puts human impacts in a whole new perspective. But the film ends with hope. The film delivers when it comes to highlighting the benefits of a single action from a single person. The film reminds us that together, we can tackle climate change. "Let's make it together to the 4 seconds".

Preparation and materials

Video, pen and paper for journaling.

(Note: This video can be a great starting point and spark for lots of conversations, however it doesn't have subtitles and he speaks quickly. If it helps you can slow down the video in YouTube by clicking on the cog icon for 'Settings' and then choose 'Playback speed').

Approach

1. Watch the video.
2. Provide individual time for individual reflection. Invite participants to do some journaling or drawing.
3. Form groups of 3 to share what they got from the video. Each group writes a tweet size message from their reflections, big enough to put these messages in a gallery.
4. Individual gallery walk, participants could leave messages. Music on the background.

Debrief

- What thoughts and feelings did you have watching / listening / etc?
 - What inspired you?
- What kinds of communications, messages or media...
 - Inspire you?
 - Frighten you?
 - Make you think?
 - Etc.
- Did you find trying to communicate a message in such a short format?
 - (How) can we communicate complex issues in a simple, short way?
- What can we learn from this about communicating about climate change and engaging with others on the issue?

You could close by inviting the group to share videos, media, etc that prompt dialogue, or that communicate climate change, or something about climate change effectively.

Watching and discussing videos and other media might also be an informal evening or out of workshop activity.

Activity 0.8

What is climate change?

(30 minutes)

Learning outcomes

- Understand more about climate change and surrounding issues.

Summary

This activity helps participants understand what climate change is, why it's happening, how it affects humans and nature and what could be done. It starts with the knowledge that participants have.

Preparation and materials

Flipcharts with key words about climate change you can choose from the glossary. Here are some suggestions: Global warming, climate change adaptation, climate change mitigation, climate justice, greenhouse effects.

Approach

1. Invite participants to walk around and write in the flipchart what they know about these words. Ask to provide examples and write any questions they have about these words.
2. Participants divide in smaller groups – one or two flipcharts each (depending on the size of the group) the task is to prepare how to explain the concept in a creative and engaging way. Encourage them to read the easy guide (link below) Ask them to explain it in a way that speaks to the mind (cognitive) the heart (emotions) and the hand (actions). Provide an example.
3. Each group has 5 minutes to present.

Debrief

- What main points emerged?
- Draw out issues or ideas that are complex or contested. Discuss what is confusing, hard, divisive, etc
- Do you feel better equipped to understand and explain climate change?

And...

[A really simple guide to understand Climate Change \(BBC resource\)](#)

Activity 0.9

Snap competition: SDGs and climate change

(60 minutes)

Learning outcomes

- Improved understanding of climate change and the SDGs.
- Understanding inter-relationships.

Summary

Fun competitive activity which encourages participants to establish the relationships and inter-connections between SDG issues and climate change.

Approach

1. The facilitator provides a brief introduction to the SDGs.
2. Participants are split into four teams. Each team is handed 16 SDG cards (a card for each SDG apart from SDG13 with a brief headline of the SDG). Example cards can be found here, which can be accompanied by a short description: <https://www.globalgoals.org/resources>
3. The teams have 30 minutes to identify **1. (Positive impact) how could achieving this SDG help to address climate change? 2. (Negative impact) Could there be a negative impact on climate change if it's achieved without taking other SDGs into account?**

They will be taking part in a competition, so they need to prepare to give short and concise answers?

They can choose their strategy for preparing for the competition i.e. *they could do this through a small group discussion of all of the SDGs or by assigning specific SDGs to pairs within their group etc.*

The facilitator should give an example i.e. *SDG 4: Quality Education: 1. by ensuring quality education and promoting lifelong learning opportunities for all we can increase the likelihood that people will be better educated on issues related to the environment and climate change 2. But only if schools and education systems become more sustainable and responsible in their consumption.*

(Note they are not looking at how these issues are impacted by climate change but how these issues impact on climate change).

4. Each team should also identify one of their team members to act as a judge (you will have 4 judges).
5. Explain that after 25 minutes they will compete with other teams to demonstrate connections between the SDGs and climate change.
6. Once the 30-minute preparation time is up. The teams are invited to the competition. Ask each team to give themselves a name, and then write the two team names on the top of a piece of flipchart paper with a line down the middle to divide them. This is to record the scores.

Ask each team to identify the one person who will not take part in their team but will act as a judge.

Ask teams one and two to sit opposite each other, and teams three and four to sit opposite each other (everyone in the groups should ideally be able to see everyone). Ask the judges to stand to the side.

7. Explain the rules (these can be shared on a flipchart).
 - There will be two separate competitions (teams 1 vs 2, and teams 3 vs 4)
 - The facilitator will read out and reveal a statement on the flip chart (see the following page) which will could either be a simple description of an SDG (i.e. Zero hunger) or an issue which is related to an SDG (i.e. 'the price of maize rises').
 - The first person from either team to put their hand up and shout SNAP! at the same time (practise this) is invited to speak for 30 seconds explaining the connection between the statement:
1. (Positive impact) how could achieving this SDG could help address climate change?
2. (Negative impact) Could there be a negative impact on climate change if it's achieved without taking other SDGs into account?
 - Only the person who raised their hand can speak. Everyone else should be silent.
 - Once a participant has raised their hand they cannot speak in subsequent rounds.

The two judges from the teams not participating will independently indicate with a thumbs up or thumbs down if they believe the connection was clear and realistic. (If they both indicate a thumbs up = 1 point for the team. If it's one thumb up and one down, the facilitator decides. If it's two thumbs down it's a point for the other team).

Note: if it's unclear who put their hand up first you may want to allow both teams to give a short description and then judge the quality of both explanations (just 20 seconds each).

8. After team 1 and 2 have responded to one statement and the score has been awarded, the facilitator then passes over to teams 3 and 4 and the process is repeated.

Repeat the whole process for at least four rounds (4 statements for each of the two competitions). You may then identify the two leading teams and carry out a final head-to-head round between them (i.e. team 3 may be against team 1 with the facilitator judging).

Note: after a few rounds focused on SDGs you may want to use more specific statements that are loosely connected to SDGs (see following page). Explain to participants that they will need to improvise their responses to explain the possible positive or negative impact of these events on climate change.

Debrief

1. The facilitator encourages stretching and moving around the space to shake off the activity and then invites the group to sit in a circle (not in their teams).
2. Ask the group how they felt during the activity? Challenged, energised, stimulated, frustrated... i.e. *the process did not encourage collective collaboration, the element of competition the intention was to ensure that we were all learning from and challenging each other collectively.*
3. Was there anything you found interesting or inspiring from the activity or the ideas that were shared?
4. Why do you think identifying connections (inter-relationships) between issues may be important when tackling an issue like climate change?
5. How could recognising connections between issues have an impact on how we design our social action projects.

Key message:

Alongside directly reducing carbon emissions we also need to help to create the conditions in which communities feel motivated and able to work together, to explore strategies, discover solutions and adapt to more sustainable lifestyles which benefit people and the eco-systems we are part of.

Statement examples:

Facilitators should start simple with SDG statements before choosing statements that are more specific and indirect. Facilitators should adapt the statements for the local context.

1. SDG3 Good health and well-being
2. SDG16 Peace justice and strong institutions
3. SDG8 Decent work and economic growth
4. SDG14 Life below water

The facilitator may choose to include specific statements like those below. Explain to participants that they will need to improvise their responses to explain the possible positive or negative impact of these events on climate change.

5. SDG3: A virus spreads around the world creating a global pandemic
6. SDG16: A conflict breaks out between two communities over access to land and resources
7. SDG14: local fishing techniques destroy coral reef surrounding a large island, leading to a reduction of fish in the sea.
8. SDG5: A livelihoods programme aimed at providing jobs in a local community promotes opportunities for men only.

Activity 1.0

Sustainable Development Goals (SDGs) and Active Citizens

Time: 45 minutes

Learning outcomes

- Introduction to the Sustainable Development Goals (SDGs).
- Understanding of connections between the SDGs and climate change.
- Ideas for connecting SDGs into Active Citizens Social Action Projects.

Summary

Basic understanding on the history and principles of Sustainable Development Goals (SDGs), why they are important and how they link with Active Citizens Vision and climate change.

Approach

Do this activity after you have explored the Active Citizens vision and the group have discussed their understanding of sustainable development.

Part 1: Connecting with the SDGs

Part 2: The SDGs and Active Citizens

Part 3: A focus on SDG 13: Climate action

Part 1: Connecting with the SDGs

1. Start with getting an idea of how much knowledge there is in the group about the SDGs. E.g. Go around and ask to them rank how much they know 1 – 10 (or in the chat if online). Ask for a few contributions – from those who know less as well as more.

Acknowledge the different levels and make everyone feel comfortable with their level. Explain that there is no expectation to know about SDGs at this point, but that understanding them and how they relate to one another can help understand the context of climate change and support effective climate action.

2. Briefly describe the SDGs and show the image below.



3. Explain that the SDGs have 5 principles.

- **Universality:** The agenda is applicable in all countries, in all contexts and at all times.
- **Leaving no one behind:** The agenda seeks to benefit all people, leaving no one behind.
- **Inclusiveness:** The Agenda calls for participation of all segments of society.
- **Multi-stakeholder partnerships:** all stakeholders are needed to reach the Goals.
- **Integrated:** The goals are all interconnected. We cannot aim to achieve just one goal. We must achieve them all.

4. Get into small groups, assign each a different principle and ask them to share and discuss:
- What SDG they are most interested in and why.
 - What the principle means to them.
 - Examples of where they have seen the principle in practice, or how it might be applied.
5. Return to plenary to hear a little from each group about the principles.

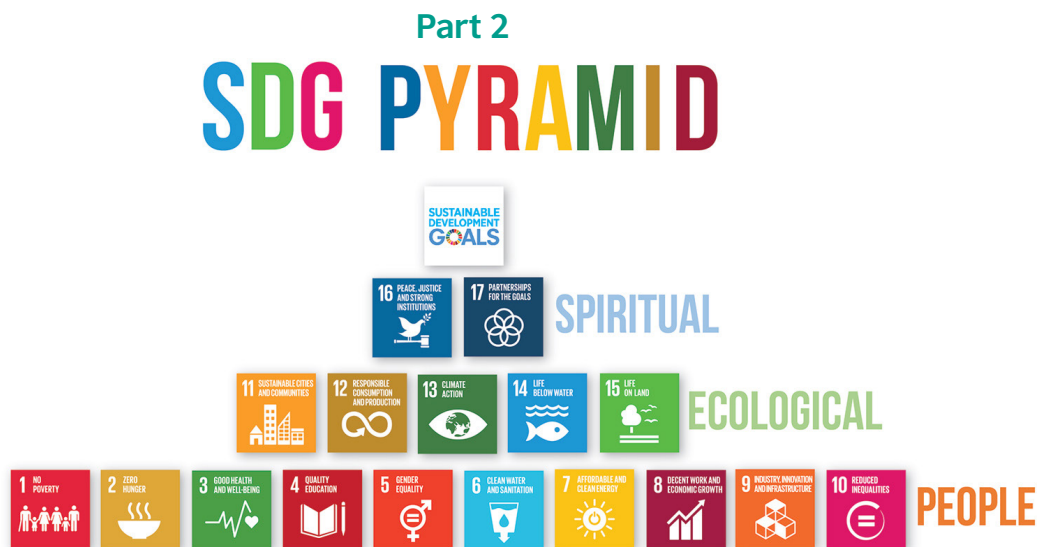
(Alternative: Ask each person to write one line of a poem about the SDGs, or the one they are interested in most, and then bring the poem together. You could also ask for volunteers to create a poem from all the contributions)

Part 2: The SDGs and Active Citizens (Optional, depending on the discussions from the AC vision activity)

- Split the group in smaller groups, of 4 to 6 people, and invite them to discuss:
 - How the Active Citizens approach supports the SDGs
 - Examples of how our everyday actions impact the SDGs
- Share back as a whole group, then either in plenary or in small groups, ask participants to find examples of specific actions that contribute to the SDGs. Prompt the group to think of actions at personal, family, community, country, and regional levels.
- Now you have connected the SDGs with the AC approach, with everyday actions and with social action, close with the question, what should we consider in planning and delivering our social action projects to contribute to the SDGs?

Part 3: A focus on SDG 13: Climate action

- Ask participants why we need an SDG on Climate Action and what is the connection with the other SDGs. Invite them to look at the image and reflect on what is the connection with the other SDGs.
- After this exploration, you could continue with the next activity: What is climate change.



Part 3



Activity 1.1

A climate sensitive workshop: ideas storm

(60 minutes or 90 minutes)

Learning outcomes

- Identifying interventions.
- Skills for innovation and collective action.

Summary

Participants generate a lot of ideas quickly. At first they focus on something playful and then they focus on how to ensure this Active Citizens workshop is climate sensitive, exploring what participants, facilitators, venue staff and others could do differently.

Ideas are brainstormed without judging and new and wild ideas are welcomed. Participants recognise that generating a wide range of innovative ideas with others is often useful when planning climate action.

Shorter version: If you are short on time there is the option to skip the opening activity 'generate as many different ideas for using an umbrella' and jump straight into PART 2 generating ideas for a climate sensitive workshop – though this may lead to less innovative or expansive ideas.

Preparation and materials

Post-its and pens.

Process

1. Share with the group we are now going to get creative and develop skills for innovation. Innovation can support groups to generate more effective ideas and solutions on challenging issues like climate change.
2. First we will apply our innovative minds to something strange and fun before turning to the more serious question of how we can make this workshop more climate sensitive.
3. In order to encourage creativity, we are going to use a process called 'visual thinking'. Visual thinking is where instead of writing down our ideas we draw them.
4. In order to practise visual thinking, give each participant a number from one to five. Now hand out post-it notes so that everyone has a post-it. Share with the group there are going to be five rules during our innovation activity and in order to practise visual thinking all the number ones should draw a visual representation of rule number one. All the number twos should draw a visual image of rule number two and so on for numbers three, four and five. Once the participants are clear. Read out each rule, pausing after each one.

Five rules to support the innovation process:

- Don't judge.
 - Encourage wild ideas.
 - Build on the ideas of others.
 - Be visual.
 - Go for quantity.
5. After participants have drawn their rule. Explain the innovation activity. Split the group into smaller groups of five or six. Each small group will receive a pack of post-its. **The idea is for all the smaller groups to draw as many different ideas as possible for using an umbrella that they can imagine, each one should be on a separate post-it note.**

Remind the group of the rules and emphasise that the group can go wild and don't judge the ideas that emerge.

Hold up an example of a visual post-it note – for example a drawing of a person using an umbrella as a parachute or using an umbrella as a weapon. Explain that the groups will have just six minutes to come up with as many ideas as possible! Encourage the groups to work in complete silence for the first few minutes (the ideas flow better without discussion). The facilitator may wish to put on music to create the atmosphere. Each group should aim to come up with a minimum of thirty ideas (thirty visual post-it notes).

6. After eight minutes invite the participants to walk around and look at the ideas which have emerged from all the other groups.
7. In plenary ask:
 - How did you feel during the activity? i.e. 'It was challenging', 'I found it hard to be creative under pressure', 'it was fun', 'I felt free to think differently'.
 - What happened during the activity? i.e. at the beginning it was hard then the ideas started to flow, the ideas towards the end were really wild and different, we inspired each other to think differently.

Share this quote from the global design company IDEO (who designed the first manufacturable mouse for Apple).

'The first forty ideas are usually quite obvious, the second forty are unusual and offbeat.

The last twenty are strange and surreal – it is usually one of these that we use.'

- How do you think using innovation techniques could help us to design more effective climate action?

At this point you might want to take a short break.

Part 2

1. Share with the participants we will now do an ideas storm to explore ways to make our Active Citizens workshop climate sensitive.
2. Explain that the participants will now be split into separate groups of five or six (you may want to stick with the same groups used in the opening activity). Each group will focus on one key stakeholder in this workshop (stakeholders are people or organisations who have an interest or influence in the workshop). They will identify **actions to make the workshop more climate sensitive** that could be taken by that specific stakeholder.
3. Here is an example (facilitators should feel free to adapt this list in conversation with participants).

Group one will focus on: Participants.

Group two will focus on: Facilitators.

Group three will focus on: Venues staff (hotel, meeting room, caterers etc.).

Group four will focus on: British Council, partner organisations and other stakeholders.

Alternatively:

The facilitator has the option of focusing the groups on different elements of the learning journey. i.e. Group one will focus on: this workshop, Group two will focus on: delivering social action, Group three will focus on ongoing networking and communication within the group, partners and the British Council.

4. The facilitator can give an example i.e. if you're in group three focusing on 'Venue and venue staff' you could include an image to represent 'don't wash our towels every day' or one to indicate 'don't provide individual plastic water bottles everyday, instead we will re-fill from a large bottle'. Feel free to go beyond the usual and get wild.
5. Now invite the participants to start their ideas storm using the same rules and visual method as the opening activity. They will have 8-10 minutes. Invite the participants to carry out the activity in silence, they can stand up, walk around do anything they need to simulate creative thinking. You may want to use music, cushions, lighting to create an atmosphere.
6. Once they've completed the activity, the participants in each group should rapidly share a few of their ideas amongst themselves (6-7 minutes). Then one person in each volunteers to stay as the 'host' whilst everyone else circulates around the room looking at the different ideas. As people arrive the host can point out or explain images or ideas that are not clear.
7. Returning back to their groups they discuss and identify what they feel are their top 3 (maximum 4) ideas based on two criterion:

- How much could it contribute to making this workshop more climate sensitive?
- How realistic and achievable does it feel?

8. Each group then bring their top three ideas over to the matrix (see the following page).

The horizontal line of the matrix is MOTIVATION: is there a strong incentive to do it?

The vertical line is ABILITY: how easy is it to do it?

Give an example i.e. visual of 'hotels give the option to guests to indicate that they don't need their towels washing everyday by leaving them on the rail'. Place this in the top right corner. Explain the motivation / incentive for hotels was high because not only is it good for the environment, it's also cheaper. It's also easy to action: you simply place a small sticker or sign in each room. It's a 'win win' idea, good for the hotel, good for the guest who has the choice and good for the environment.

9. Now invite each group to post their top ideas on to the matrix based on where they feel they would sit. They can do this simultaneously. The group now reflect on the matrix. Note that those which sit in the top right corner seem immediate and realistic to test but there may be others on the matrix which are intriguing.

Note: by selecting climate actions the group are agreeing to test and learn about these ideas by trying them out. We should not assume that we will be successful in each action, nevertheless, we should communicate our learning with future active citizens groups via the network.

10. At this point the facilitator has options.

- a) You may want to invite the group to discuss and identify the three or four ideas they collectively want to action. Some may involve advocating other people to do things (partners, venue staff etc.) and some may be for the group to do. It's important that the discussion feels open, honest and the group are open to different perspectives. The facilitator may also invite an open a voting process in which each participant has two ticks and can vote by ticking alongside the two post-it notes they believe the group should action.
- b) If the conversation appears like it will be challenging for the group or you want to explore skills for dialogue in greater depth you may want to encourage deep dialogue to aid the decision-making process using:
 - Values Continuum: allow participants to passionately advocate for or against an idea whilst allowing those who are 'undecided' (in the middle) to act as the final decision-making panel. (page 62)
 - A Fishbowl Dialogue (Activity 2.10 in Global Toolkit).

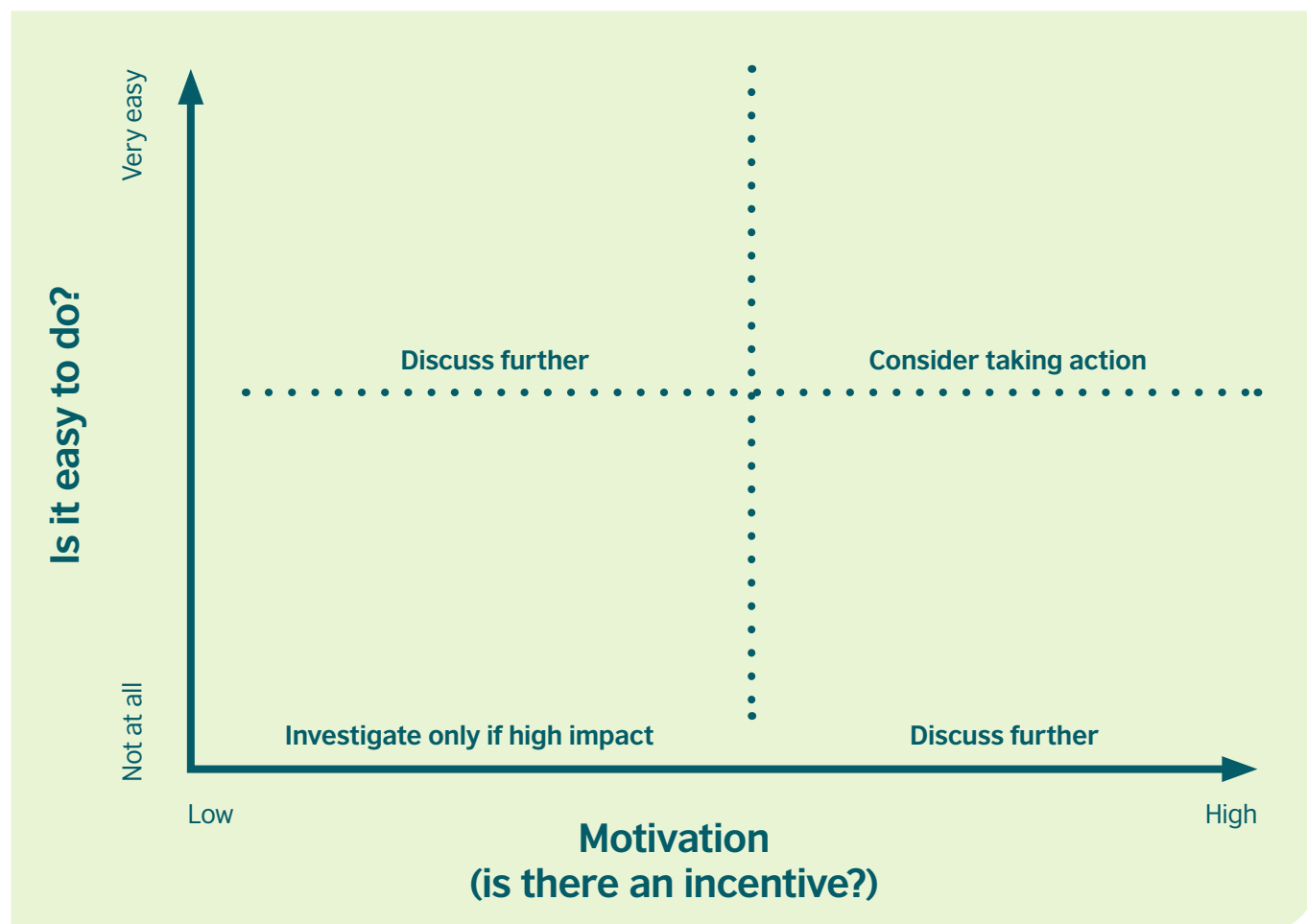
11. Once collective actions are identified volunteers choose to take the lead in promoting and testing the ideas. Note, their job is not to militantly enforce the idea rather to find ways of making their stakeholder group feel motivated and able to do the action.

Volunteers may wish to self-organise or, if there's a lot of excitement a follow-up world café, or session on advocacy could support strategic planning.

Debrief

1. Ask participants how did you feel during the activity? Why?
2. Have you learnt anything that could support you when designing climate social actions in the community?

Matrix:





Climate change and interconnected issues

Active Citizens supports an understanding of the wider social, economic and environmental context and impacts of climate change, locally to globally, and this section provides information and resources about some issues that are interconnected with other climate change, including gender and race.

This content is only an introduction, but we hope that you will bring some awareness of these issues and discuss their interconnections through your programme.

Discussions about intersectionality, climate justice and interconnected issues might come after activities around the SDGs – and how they are connected – and other explorations of systems, for example, the Snap game in this toolkit and in the Global Toolkit, and the Systems triangle activity.

Intersectionality and climate change

Intersectional Environmentalism is the idea that **oppressions and social injustices are inextricably interlinked** – they cannot be isolated and dealt with individually.

The word intersectionality was first used in this context by civil rights activist and scholar *Kimberlé Crenshaw* in 1989 to describe the way people's social identities overlap. Racial injustice, women's empowerment and many other social injustices all intersect with the environmental movement. They are part what makes society function in the way it does, and therefore are must be considered in our efforts to address climate change in a sustainable way.

*'It's basically a lens for seeing the way in which various forms of inequality often operate together and exacerbate each other. We tend to talk about race inequality as separate from inequality based on gender, class, sexuality or immigrant status. What's often missing is how some people are subject to all of these, and **the experience is not just the sum of its parts.**'*
(Crenshaw, 1989)

“The human rights approach to climate change considers the ways and levels at which the effects of climate change can impact people, limiting economic and social progress. It also analyses climate actions in terms of their potential human rights impact.

Similarly, it considers aspects such as poverty reduction, the strengthening of human rights and the improvement of health and well-being as actions that help to reduce inequalities and vulnerabilities in the face of climate change. If climate change mitigation and adaptive actions do not integrate a human rights approach, these rights may be affected.”

(UNICEF)

Socio-economic impacts of climate change

Climate change impacts all aspects of life regardless of geographical location and economic status. It is important that participants understand how climate change can negatively affect local economies, communities and further impact existing social issues. Individuals from different sections of society will be/ are being impacted by climate change differently; and power, gender, marginalisation and economic status all play a role, and also influence the ability and resources to adapt and respond to the impacts of climate change.

Climate change and gender: Is climate breakdown sexist?

Climate action must consider gender-based inequalities, which have social and economic consequences, as well as political and cultural implications for women and girls – and everyone – and their responses to climate change. These inequalities lead to disproportionate suffering from the effects of climate change.

Engage with some of the content below and discuss how participants can consider gender as part of their climate action, and ensure the inclusion of different realities and vulnerabilities.

Resources

- a) Gender responsive climate finance – <https://youtu.be/YKmvdiXIDFI>
- b) Introduction to Gender and climate change – <https://unfccc.int/gender>
- c) Adapting to climate change: do more, do better and do new <https://www.youtube.com/watch?v=u6R5LkbBNXo>
- d) We can solve climate change – if we involve women <https://www.weforum.org/agenda/2019/09/why-women-cannot-be-spectators-in-the-climate-change-battle/>
- e) Creating changes that will lead to gender parity – <https://youtu.be/kgd1zVA10tk>
- f) Why climate change is a feminist issue – <https://www.youtube.com/watch?v=JEIBUC0tI2I>
- g) Climate change and gender – <https://www.youtube.com/watch?v=579XPcc5ERw>
- h) Gender inequality is showing up – in climate change <https://www.youtube.com/watch?v=iPigdDzBDOE>

Source: Friends of the Earth, UNICEF



What is climate justice?

How are climate and inequality connected?

Climate justice is a term that acknowledges the climate crisis is not only an environmental problem but also social and political. Different communities feel the effects of the climate crisis in a different way and to different degrees.

Climate justice is about understanding and recognising the interdependence between reducing emissions and how to create a fairer and more just world. Understanding that those who've done the least to cause climate breakdown are the ones who suffer the worst of its effects, like flooding, drought, rising sea levels and heatwaves.

Climate breakdown disproportionality impacts people of colour, women, disabled people, working class and poor people. For example, according to the United Nations Development Programme, 80% of people displaced by climate change are women.

Resources

A guide to climate justice. Friends of the Earth:
<https://takeclimateaction.uk/resources/your-guide-climate-justice>

Race and Climate reading Friends of the Earth:
<https://takeclimateaction.uk/resources/race-and-climate-reading-list>

Anti-racism and environmental justice:
<https://takeclimateaction.uk/resources/anti-racism-and-environment-movement>

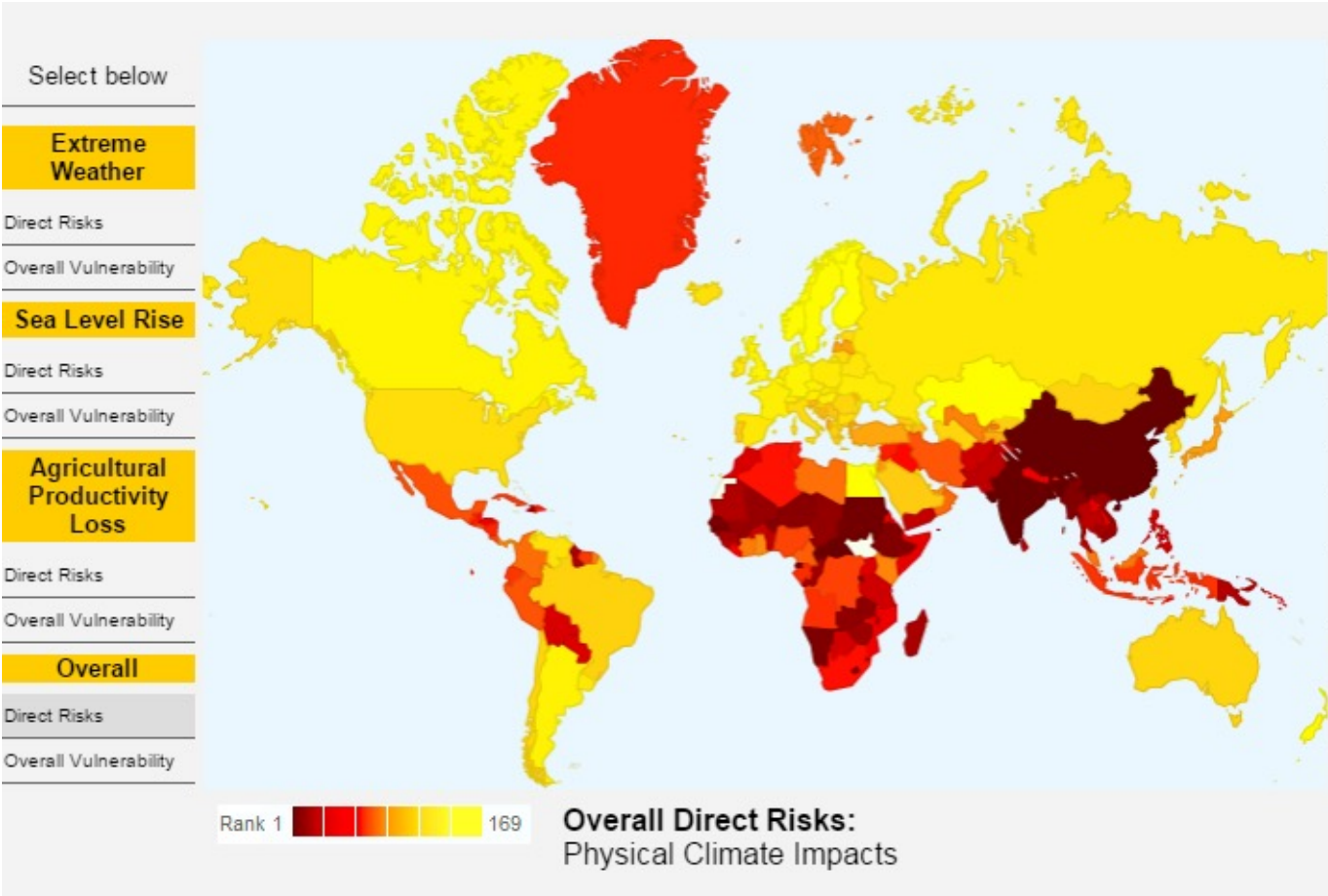
Gender equality and the global food production and distribution systems

Food production and distribution systems have shifted dramatically in the 21st century: the last century saw abundant production and low international food prices, whereas the current context is marked by rising market prices and constraints to production, posing threats to food security, often with gendered consequences. Farmers, particularly female farmers, have borne the brunt of cutbacks in public funding of agricultural inputs, such as seeds and fertilisers. Climate change is driving shifts in food production potential with particularly severe consequences for female smallholders, who are the least equipped to adapt to changing conditions, because of the constraints

they face in accessing information, credit and inputs. Growing investment in agricultural land, known as 'land grabs', in response to fluctuating prices in world food markets, is making it difficult for poor and marginalised farmers to maintain access to their land, often resulting in their dispossession. Women's lack of decisionmaking powers in resettlement schemes for the dispossessed and their exclusion from common property resources on which they are disproportionately dependent leads to a further deterioration in their wellbeing and status.

(Adapted from World Survey on the Role of Women in Development 2014, UN Women.)

Mapping the impacts of climate change



Source: Friends of the Earth

The World	Ranking	
	1-55 56-111 112+	
South America	1	China
Central America	2	India
Caribbean	3	Central African Republic
All of Africa	4	Equatorial Guinea
Central Africa	5	Burundi
South Asia	6	Sudan
Asia - Pacific	7	Bangladesh
Asia - Central	8	Rwanda
Middle East	9	Senegal
Eastern Europe & North Africa	10	Namibia
	11	Ethiopia
	12	Myanmar
	13	Malawi
	14	Niger
	15	Swaziland
	16	Lesotho
	17	Zambia
	18	Chad
	19	Mali
	20	Guinea-Bissau
	21	Zimbabwe
	22	Congo, Rep.
	23	Vietnam



Module 1 – Me Nature, identities and cultures

This module is about personal connection to the world and nature, and how this shapes our identities and cultures.

Learning outcomes

- Self-confidence.
- Self-awareness and our relationship with nature.
- Understand how identities and cultures form, are expressed, change and are connected.
- Value diversity and different perspectives. Hold assumptions lightly.
- Understand climate related issues of rights and responsibilities.
- Understand the relationship between climate change, our identities, cultures and everyday lives.

Why is it important to understand identities and cultures?

- Exploring our identities and cultures can help us to grow and learn through developing a richer, more nuanced understanding of ourselves and others.
- It can contribute to our sense of self, self-esteem and sense of belonging.
- Our identities and cultures inform our values, shape our understanding of the world and determine our choices.
- Valuing that which is similar or shared with other people and cultures, as well as valuing that which is different, can help us to discover new insights and build trust and collaboration.
- **Exploring how climate change is connected with our personal choices and the cultures we belong to can help us to stay motivated and active on the issue in our everyday lives.**
- **Climate change has an impact on different people and cultures in different ways, recognising that is vital to ensuring a just and sustainable response.**

What is identity?

Identity, for the purposes of this programme, is our unique sense of self. Some people argue that a person also has a pre-determined sense of self.

Your personal identity is made up of all the beliefs, values and interests that you feel define you as an individual, and your social identity includes the race, religion, language, gender roles and cultures you are identified with in wider society.

Each of us has multiple social identities, for example we might be a student, an activist, a mother, a fan of a particular sports team and a Bangladeshi. Some elements of our identity are visible, others are invisible, and others we choose not to reveal. Our identities are more hidden than visible and as a result the assumptions we make about other people are often wrong.

As we move through life, our identities change as we encounter new people, experiences and environments. These shape us and the cultures and communities we are part of. There are many times when our identities might change, including during our teenage years, marriage, becoming a parent, or during a time of social upheaval.

Tensions can arise within our identity where different and sometimes opposing influences affect us. For example, young people today are influenced by the traditional culture of their families as well as new cultural influences.

There might be a difference between how one sees oneself and how others see you. There are groups of people such as politicians, media, religious groups, scientists and activists who are especially influential over the way different social groups are viewed.

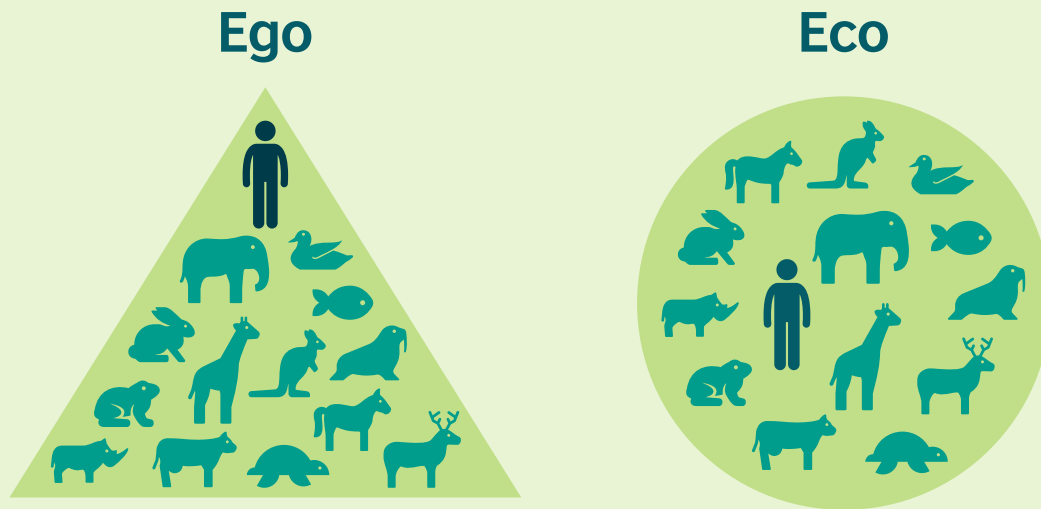
How different groups are perceived has an impact upon the level of equality and justice in society. For example, some people might assert that women have less ability than men or are less deserving of rights. This might be reflected in the cultural norms of wider society and even in legal practice. Which can undermine women's ability to fulfil their potential and access the same opportunities, resources and skills as men.

Likewise, the issue of climate change has an impact on different groups in different ways.

For example women are more likely to live in poverty than men, have less access to basic human rights like the ability to freely move and acquire land, and face systematic violence that escalates during periods of instability. This means that as climate change intensifies, women experience the impact more than men. With this in mind, the Paris climate agreement includes specific provisions to ensure women receive support to cope with the hazards of climate change.

From ego to eco

Where do we see ourselves? At the top of the pyramid? Amongst other animals?
What does this mean for how we see and act in the world?



Does it have to be either or? We're living in a world where we're asked to make binary choices, but that won't work when it comes to Climate issues, it's complex and murky and the answers sit in the shade in the middle.

What is culture?

Culture is a set of values, beliefs, attitudes and behaviours that are learned and shared in a group, for example a family, football club, country or religion.

Something becomes part of the culture when clear habitual patterns are established across that group or community.

Cultures are often visible, made up of easy-to-identify expressions such as food, dress, music and dance, as well as less visible expressions such as values and attitudes towards nature, family, justice.

Cultural practice forms a type of communal contract which helps people to understand and interact with each other. It also gives a sense of protection, responsibility, belonging and pride.

Cultures, like identities, are not static – they are constantly evolving and changing.

Some cultural habits and practices are contributing to climate change. Others are making positive contributions to addressing the issue. Our cultures also hold a depth of untapped knowledge and insights which could shape our response locally and globally.

How are our identities and cultures connected to climate change?

Everywhere, for everyone the issue of climate change looks and feels different. In one sense it's a global issue that requires collective global collaboration. In another, the issue is local and personal as the environmental and social systems that surround each of us are diverse and unique.

Addressing the issue of climate change means learning from different experiences and perspectives whilst at the same time changing habits and behaviours that are contributing to the problem.

To do this we will need to be self-aware, we will need to learn and share approaches, ensuring that change happens with us and not just to us. We need to build on local knowledge and practice, honouring that which we're proud of and maintaining the social fabric that allows us to connect and collaborate as communities. At the same time, we need to keep asking the question: what needs to change? How might that change happen?

Climate change is a pressing issue, which requires direct and immediate action. With that in mind there will be a need for leadership and rapidly engineered solutions, whilst acknowledging that it's difficult to sustain change over time if the process is not owned and understood by people everywhere.

Importantly our ability to adapt in a changing world is intertwined with our ability to maintain and value our diversity of perspectives. **Climate change is a complex issue for which there is no simple solution. Our creativity and adaptability are dependent on mobilising a vast range of local responses, acknowledging that deep insights could emerge from anywhere.**

We need to learn from science and technology, we also need to learn from indigenous peoples, traditional farmers, ethical businesses, activists, disabled people, ambitious educators, women, men, young and old...

A globally connected world can catalyse our collective potential to survive and thrive, but only if we acknowledge and value our differences.

Activity 1.1

The mirror walk

Learning outcomes

Self-awareness and our relationship with nature.

Summary

This activity awakens sensory awareness, trust and our connection with nature.

Approaches

Face to face workshop.

1. Form pairs.
2. Provide instructions that people will take turns being guided with eyes closed, in silence. Without vision, they use their other senses with more curiosity than usual, and practise relying on another person with their safety. Their partners, guiding them by the hand or arm, offer them various sensory experiences – a flower or leaf to smell, the texture of grass or tree trunk, the sound of birds or children playing – all the while without words. The tempo is relaxed, allowing time to fully register each sensory encounter.
3. Every so often, the guide adjusts his partner's head, as if aiming a camera, and says, "Open your eyes and look in the mirror." The ones being guided open their eyes for a moment or two and take in the sight.
4. Demonstrate with a volunteer as you give instructions. Remind participants to remain silent, except for the periodic invitation to look in the mirror.
5. After a predetermined length of time, roles are changed. Provide an audible signal when it is time to switch.
6. When they return at the end of the second shift, each pair forms a foursome with another pair to speak of the experience.

Debrief

After ten minutes or so, invite a general sharing in the whole group. "What did you notice?" "What surprised you?" "What feelings came up, in guiding or being guided?"

This activity opens up a broader exploration about the role of our/people's connection with nature plays in addressing Climate change – and the group's own. Reflecting on this and rehearsing these discussions is a valuable foundation.

Virtual approach

In a pandemic, not everyone has access to a partner, so this is a self-guided experience. You could send a voice message with the following instructions:

Invite participants to breathe in the air. Move freely as is natural. Take time to fully register your senses. Notice the breeze on your skin. Go in any direction you wish. Allow the more-than-human world to be your muse. If you feel pulled toward a tree – go there. Feel the bark, smell the bark. Look at the tree as if you have never seen it before. Say to yourself, "I am looking in the mirror" and deeply look (smell or touch) for 20 seconds or so. Continue to move through the world naturally. When your heart calls you to explore a smell, sound, sight, allow yourself to drop deeply into that sensation say to yourself "I am looking in the mirror". Can you see yourself in the tenacious plants emerging from the sidewalk? In the new leaf buds of spring? A pebble?

After fifteen minutes, find a comfortable spot to sit, maybe with your back to a tree. Journal or draw about your experience.

Source: Work that reconnects network

Activity 1.2

The planet we inherit

(40 minutes)

Learning outcomes

1. Sensitize participants on climate change, its impact under our nose and need for action.
2. Understand how we are all in it together and living in ways that are unsustainable.
3. Recognize our responsibility to our planet with the rights we claim to its resources.

Resources

1. Slides or printed photos.
2. Charts and markers.

Approach

1. Get the participants to stand comfortably, breathe in deep and close their eyes if they like.
2. Ask them to visualize our blue/green earth in their minds, revolving around the sun and rotating on its own axis in the fascinating solar system amid the galaxies.
3. Now ask them to zoom into the earth in their minds and start seeing its wonderful details (this can be done really nicely online with Google Earth)
4. Trigger participants' imagination with nature-full details such with cues like:
 - a. Think of the breath-taking sights they have seen on earth.
 - b. Many animal species that they have witnessed and know of.
 - c. Rivers, rains, forests (Say after pauses giving time to think and feel free to add more).
5. Ask everybody to open their eyes and share how they feel.
6. Now share the exercise name 'The Planet we Inherit' and set context for how we inherit this wonderful and resourceful earth.
7. Show pictures of climate change impact from across the world, read the caption and ask for 1-2 inputs on each picture before moving on to the next.
8. Put participants into 4 groups preferably (no more 8 to a group), give them charts and markers and ask them to reflect upon the following questions:
 - a. How did the picture collage from across the world make them feel?
 - b. Why is climate change everyone's concern?
 - c. What are the possible causes of these challenges?
 - d. What's our responsibility as an Active Citizen towards our shared inheritance?

Debrief

1. Bring participants back to the plenary and ask them to stay with their groups.
2. Now ask each team to share reflections on the first question.
3. Facilitate the dialogue and summarize after the last group. Ask participants to avoid repeating.
4. Now go to the next question and this time ask another team to go first with their reflections.
5. Repeat for all 4 questions giving each team the chance to go first.
6. You could also ask a new teammate to share each time engaging wider group.
7. Bring it all together for everyone and thank the participants for contributing.

Source: Active Citizens Pakistan

Activity 1.3

Cultural investigators: exploring different ways to relate to nature

(40 minutes)

Follow instructions from Activity 1.7 in the Global Toolkit.

Climate change focus:

Split the group into smaller groups of four – a detective squad.

Use a world map and asked them to research for indigenous cosmovision's (way of understanding and relate to nature) and/or Traditional Ecological Knowledge.

Case study 1

Ecuador became the first country to enshrine the rights of nature – personified as Pachamama, the Andean earth goddess – in its constitution, in 2008. In Ecuador's case, the new constitution has been used to block plantations and road-building that threatened forest, but it hasn't proved enough to transform an entire system geared toward economic development; cases brought by indigenous activists have ended in Pachamama's rights being trumped by those of businesses.

Case study 2

New Zealand. For the Maoris, humans are deeply connected with nature; the two are equal and interdependent, even kin. The idea is reflected in the Maori word 'kaitiakitanga', which means guarding and protecting the environment in order to respect the ancestors and secure the future. As a national park, land surrounding the Whanganui River in New Zealand was off limits to the Iwi Maori tribe who had hunted and fished there sustainably for generations. In 2017, the dispute was resolved by making the river a person in its own right, owned by neither the state nor the tribe. This reflects the relationship the country's indigenous people have with the environment – one that sees no division between what's good for people and the planet.

Case study 3

Mexico – eastern Sierra Madres of Chihuahua:

The Raramuri, also known as Tarahumara, live in one of the highest biologically diverse regions in the world – they call their homeland Gawi Wachi (the Place of Nurturing), they continue to live a traditional lifestyle of horticulture, gathering, and agroforestry. Raramuri spirituality was historically influenced by Jesuit Catholicism, yet the ceremonies, rituals, and manners of giving thanks to the land remain primarily pre-Columbian.

Case study 4

Inuit elders in Alaska have knowledge of beluga whales and how the mammals might respond to the changing Arctic, and how its connected with beavers. There had been an increase in beaver populations, they explained, which had reduced spawning habitat for salmon and other fish, which meant less prey for the belugas and so fewer whales. They have a holistic view of the ecosystem

Activity 1.4

Values continuum: Climate change

(45 minutes)

Learning outcomes

- Value difference.
- Skills for dialogue and debate.
- Knowledge of issues related to climate change.

Summary

Participants share their opinion on issues relating to climate change. First they listen to a statement, then they stand close to an 'agree' or 'disagree' sign before expressing why they have chosen to stand there. Finally, they identify a question which could inform their social action.

Resources

Signs with 'Agree' 'Disagree' written on.

Approach

1. Explain to participants that the group will now explore important issues related to climate change.
2. Make a continuum in the room: Create a line across the training room. Point out to participants that each end of the line indicates an extreme position: for example, the wall on one side represents 'really agree' whilst the wall on the other represents 'really disagree' and the point in the middle is neutral, somewhere in between. It is a continuum. Stick an 'Agree' sign on one side of the room or space and a 'Disagree' sign on the opposite side, then place a marker to show where the middle of the space is.
3. Test this idea by posting the sign agree on one wall and disagree on the opposite wall. Ask participants to choose where they stand on the issue of 'I love coconuts.' Depending on how much they love coconuts participants should stand closer to the agree or disagree wall.
4. Now share one of the following statements (you may wish to create your own statements in advance). Choose a statement which seems simple, powerful and relevant to the group.

Read the statement aloud slowly, repeat once and allow time for the participant to consider and then move.

Statements:

- If we all make more ethical choices in our everyday lives, we will make a meaningful difference to climate change.
- Many people around the world face immediate challenges like poverty, bad health or conflict. Climate change is something only richer or more privileged people have time to address.
- Education is the key to addressing climate change.

- Influencing decision-makers to create new laws and policies locally and globally is the key to addressing climate change.
- Climate change is now unavoidable we should focus on adapting.

5. Once all the participants have stood somewhere in the space. Invite the participants to ensure that everyone can see everyone else – this may mean that those participants who are towards the middle may have to move slightly over to the side. Then begin by inviting them to share briefly why they are standing where they are.

Note for facilitators: it's not important to hear from everyone but it's important to hear from different points on the continuum i.e. towards 'Agree', 'Disagree' or the middle point.

The facilitator should notice whether there are clear tendencies in where people are standing. For example, all the women are standing on one side and all the men on the other. Or all the younger people are on one side and all the older people are on the other. If so, you may want to explore this further through another dialogue session.

6. After the discussion invite participants to spend 4 minutes reflecting on a useful insight or question which emerged for them from the discussion that they want to carry forward to their social action. Example: for the statement 'climate change is an issue for richer or more privileged people' the question could be *'how can we enable people from all backgrounds to identify climate change as something important and relevant to their everyday lives?'*
7. Allow people to change their minds after each discussion and take up a new position, and share why they have moved.
8. Invite participants to share a few insights or questions and capture the questions on a flipchart.
9. Now invite participants to shake and relieve any tension in their bodies, move around the room and then respond to the second statement of your choice. Repeat the process. If the energy is good you may also include a third statement.
10. Thank the participants for their participation and share a few key questions and insights which emerged.

Considerations for delivery

- Be aware of the sensitivities amongst diverse groups.
- Aim to bring a range of different voices into the discussions, for example from indigenous people or from scientists. If these perspectives are not amongst the group, you could ask additional questions about what they might think about the statements.
- Be conscious and prepared for any potential conflicts which could emerge. For example, between activists, who might take a direct approach to change, and researchers who may take a more indirect approach.
- Keep an eye on the time as the activity generates a lot of discussion.

**“The situation
is hopeless;
we must
take the
next step.”**

Pablo Casals

Activity 1.5

Climate change keeping you up at night? Exploring climate/ eco-anxiety

(20-30 minutes)

Learning outcomes

Explore what eco-anxiety is and how to build resilience around it.

Summary

Most people realize that climate change can affect physical health through pollution, spread of disease and food scarcity. Also, there are also mental health consequences; with one being climate/eco-anxiety. It's important to talk about these worries as climate change is a real threat, however distant it may seem. This anxiety can paralyse us and prevent us from taking action, but can also function as an emotional driver to act and seek out solutions.

Preparation and materials

Read notes and resources

Approach

1. Ask participants what eco-anxiety means to them and why it happens. Capture their words on a flipchart.
2. Invite participants to reflect and then dialogue in pairs about their own levels of anxiety around climate change and what are their coping mechanisms.
3. In plenary using cards, make a list of tips on how to cope with it.

Debrief

- What did people feel during that activity? Why?
- Why is it important to talk about eco- anxiety?
- Did we get any inspiration to develop our personal resilience?
- What can help us move forward with hope, despite the challenges?

Notes and resources:

Eco-anxiety is about the persistent worries about the future of the Earth. Sometimes it is referred to as climate change distress, eco trauma, ecological grief.

What it feels like:

If the thought of permanent changes to temperature, weather, and animal and human habitats alarms you, this fear is perfectly reasonable. Maybe you, like many others, feel deeply traumatized by the harm already done to some natural environments and species. An increased sense of hopelessness about the planet's changes is just one way eco-anxiety might show up.

Where it comes from:

Climate change is a global concern, but also a personal one. You may not spend much time actively considering your connection to the planet, yet that link exists for everyone. You've heard of Mother Earth, certainly — there's truth behind this name. Earth is the original home, the original provider of resources. Though you might feel pretty far removed from this reality, without Earth, you wouldn't exist. It's only natural to grieve as you witness the planet rapidly change.

For some people it is a live experience:

Hearing about the long-term effects of climate change is one thing. Living through them is quite another. Perhaps you've faced some tough times as hurricanes or wildfires drove you from your home or destroyed it entirely. Maybe you've lost loved ones in those same disasters — lives that, unlike homes, can never be replaced.

Expanding news coverage:

On one hand, increasing media reports of climate change are a sign of positive progress, as greater awareness can lead more people to take action. But also feeling unable to escape news of climate change may not always motivate change. Deep despair can, in some cases, make it difficult to begin taking any action at all.

Who's most at risk:

Certain groups face a higher chance of climate-related distress, in part because of their greater vulnerability to climate change.

Particularly vulnerable groups:

- Indigenous communities. e.g Native Alaskans, Inuit tribes, and other Indigenous people whose lives revolve around sea ice and other changing climates face losing not only their way of life, but also their cultural and personal identity.
- People living in coastal or island regions, dry areas or other regions with high geological risks. e.g communities that rely on fishing, hunting, or farming face the loss of land, income, and their way of life.
- Socioeconomically disadvantaged communities.
- Children and older adults.
- People living with disabilities or chronic health concerns.

Coping tips:

- Talking about it, talking through fear often helps dull its intensity. Validate the distress, ask questions and find relevant information. Open, honest conversations lead to more conscious and informed actions. Talking about climate change can provide empowerment and provide a sense of agency to explore actions.
- Instead of denying the reality of climate change and the fear or anxiety, allow yourself to acknowledge those feelings. If you feel guilty for your past behaviours, forgive yourself and make better choices. Have compassion with yourself and others.
- Appreciate nature. Spending time outdoors, connecting with nature, with those places that you want to protect, they have healing benefits to be more at peace.
- Connecting with your community participating in neighborhood activities, trash pick up or waste reduction efforts can also reduce feelings of eco-anxiety. Emotional and social support can help boost resilience, increasing optimism and hope. Many voices may have a higher chance of success when standing together as a community.

Adapted from Friends of the Earth and article climate change Taking a Toll on Your Mental Health? How to Cope With 'Eco-Anxiety' in [Healthline.com](https://www.healthline.com/health/eco-anxiety)

Resources

What is climate/eco anxiety?

A 2017 report by the American Psychological Association links the impact of climate change to mental health and references 'eco-anxiety' as "a chronic fear of environmental doom."

Climate change and mental health are two of the most significant and pressing challenges facing societies across the world. While the climate crisis is increasingly recognised as a health emergency, the interplay between climate change, mental health and emotional wellbeing has been relatively neglected. A new report by Imperial College London experts presents evidence that climate change has a detrimental and multi-faceted impact on mental health such as the following.

- Rising local temperatures are strongly associated with increased rates of suicide (1% for every 1°C temperature rise) and reduce population mental wellbeing
- People with pre-existing mental illnesses are at increased risk of dying during a heatwave (2-3-fold increase)
- Cases of psychological trauma caused by climate-driven disasters exceed those of physical injury (40:1 ratio)

<https://www.imperial.ac.uk/news/222193/healthcare-must-count-costs-climate-driven-mental/>

[Climate Change keeping you up? Podcast](#)



Suggested activities from Global Toolkit – Module 1

Activity 1.1

Me and my identity

In the debrief reflect with the group if nature appears in the things that are important for the participants, and how. Discuss what types of relationship we have with nature and how the relationship shapes our identity. And the other way around, how our identities shape our relationship with nature. How do this co-evolve together?

Activity 1.2

Identity lenses

Ask participants to emphasise their identity as a human living on planet Earth.

The idea is to explore that there are other perspectives (non-human beings).

Activity 1.4

A story about assumptions

Ask participants if they can think about assumptions we make about people and their position on climate change. For example. A farmer that is a climate change Activist. A young person that doesn't have interest in climate change Actions. A chemical engineer that is lobbying for climate change action. A rural community in the Amazon region asking the government to build a road. What are the assumptions that we hold?

Activity 1.5

Visible and hidden parts of our identity

Are there values and beliefs connected with our relationship with nature that are hidden?

Have we noticed/observed behaviours in other cultures connected with nature that maybe we don't understand because we only see the behaviour but not the belief and value that holds it? Do you have an example? For example: rituals, forest bathing, representation of mountains, etc.

Activity 1.6

The wall of greatness

After asking the question "What makes me proud of my community?" Add the question: Nature in our neighbourhood? In our community? In our country? What makes me proud of our planet earth?



© Zuppa Filmes

Activity 1.10

Frames and reframing

Using the approach step three, invite participants to explore climate change and design a campaign slogan about the issue that would appeal to people who has the same perspective.

You could show them this image – to identify polarized opinions – then follow the next steps.



Activity 1.12

Exploring cultural baggage

Suggested question: What is the cultural baggage we carry in how we perceive nature? In how we relate or not to nature?

Activity 1.13

Appreciating difference

On step 4, ask participants to choose a story "when they experienced difference(s) about climate change and found it a positive experience" Ask them to vividly recall the situation by getting them to answer: 'Who was involved?', 'Where did it take place?' and 'What happened?' We are looking for situations where despite, or because of, the difference, the experience was positive.

Step 5. The group should share their experiences and then, together, notice what contributed to the positive outcome. What factors produced the positive outcomes that participants recalled?



Module 2 – Me and you

Climate change and dialogue

This module is about coexistence and building human and non-human relationships, and about understanding different experiences and perspectives towards nature and climate change.

Learning outcomes

- Understand dialogue and how it can be used for community development.
- Ability and confidence to learn and share through dialogue, including listening, storytelling and questioning skills.
- Confidence to engage with multiple perspectives on climate issues.
- Deepen a connection with nature.
- Share and learn different climate solutions.
- Understand how dialogue can be a tool for climate justice.

What is intercultural dialogue?

‘Dialogue’ in Active Citizens refers to conversations, and interactions, in which people with different beliefs and perspectives learn from and share with one another. This focus on learning and sharing makes dialogue different from other forms of conversation, such as debate or negotiation. Because dialogue is about learning, it is an approach that values different ideas and beliefs, and when it comes to climate change and environmental issues there increasingly seems a vast number of often conflicting ideas, beliefs, emotions and possible ways of dealing with the challenge.

The more perspectives involved, the greater the opportunity for learning, at both local and global level, and out of multiple perspectives greater collective wisdom can emerge. This doesn’t happen easily and it isn’t always a quick process, something that we will be wrestling with throughout this Module. It is based on the principles of participation and the belief that more inclusive dialogue not only contributes to learning but also builds mutual understanding and stronger communities. It can help develop our empathy with people, as we see not just actions and words but the beliefs and motivations behind them.

Dialogue builds trust and understanding and underpins participatory approaches to conflict resolution. It is a need that is pervasive, required throughout the project cycle – It is a vital skill in any leader, working at any level in society.

Conversations that are rooted in dialogue we aim to both reveal our differences and to find our common ground. As dialogue might address questions that have no conclusive answers, it can also support us in developing and finding ways forward those who see the world differently to us. Dialogue can be planned or spontaneous, structured or unstructured, formal or informal. It can happen between people who are genuinely interested in one another’s perspectives; some of the best dialogue happens in our homes, schools and public spaces.

But it’s also important to be aware of some of the barriers to intercultural dialogue; discrimination, exploitation and poverty act as structural barriers to dialogue and impact particularly on marginalised and excluded groups. Making sure there is a level playing field for intercultural dialogue, and conversations around our impact on the environment more broadly, involves recognising the power and politics that keep these barriers and structural complexities in place. The key to successful intercultural dialogue lies in creating spaces that are inclusive and promote values of tolerance, mutual understanding and respect. In cases where there are underlying conflicts or unequal power relations, dialogue requires careful preparation, design and facilitation.

When in dialogue you seek to question your assumptions, open yourself up to new ideas; increase your empathy with differing views; find common ground to explore new possibilities.

Depending on the aims and the context of a dialogue, it might last for minutes, hours, days, or it could be a continuous process.

There are many skills, attitudes and behaviours that can support us in dialogue, for example listening and questioning skills. There are also useful methods and processes that can be used to organise conversations in a way which maximises effective learning and sharing. You’ll find several examples in this toolkit, useful not just in Module 2 but throughout the Learning Journey. Dialogue can help us to learn more about each other and share our hopes, fears, aspirations and obstacles that we face. For many disabled people, for example, it is societal obstacles, including access barriers, negative attitudes/stigma and prohibitive policies and laws, that are the truly disabling factors in their daily lives. Creating opportunities for Active Citizens to share and learn through dialogue around these issues can be enriching and of practical benefit to individuals and communities.

“Activists often are not listening to people that have a different point of view or who take actions that are destroying the planet.”

“We are living in a world that often tells us we are either in or you’re out, something is either completely right or totally wrong, but really the answers aren’t always found at those hard edges, they’re found somewhere in between. The complex and sometimes overwhelming nature of climate change means that it could be useful to develop some of the key listening skills in Module 2.”

AC Global Facilitator

Why is it important in Active Citizens?

Globalisation has led to people around the world increasingly encountering different perspectives and cultures at home. Global systems such as markets, media, finance, climate and faith, significantly influence the lives of the people living in local communities. Some of the most pressing issues including climate change, are of global concern and cannot be understood and addressed effectively without dialogue and co-operation. As humans, our ability and willingness to connect with one another in order to better understand each other’s experience and perspectives, will make a difference in how the climate change story is told in generations to come, the local stories as well as the national, regional and global stories. Encounters with new cultures and diverse opinions can lead to more learning and opportunities but can also create a sense of disempowerment, challenge our sense of identity and create tension, in our heads and between the people we’re rubbing shoulders with.

How is dialogue connected to climate change?

The words ‘climate change’, and the conversations around the impact of this pressing global issue, can be deeply emotive, especially for people who are experiencing the consequences first-hand. As the urgency of the issue increases, so too does our need to act, but there are many different ideas circulating as to what kind of climate action is needed, and many people feel that collective action is the only way to really deal with the enormity of the challenge.

Listening and understanding different experiences and perspectives of climate change whilst also better understanding how to have difficult conversations and nurturing the space and skills to engage across difference, is useful as we move through the Active Citizens Learning Journey towards climate action. With an issue that divides opinions as much as climate change, there will always be a need to have conversations across difference, be that different sectors, communities, generations and cultures. By breaking down the polarisation of views and inviting difference into these conversations, we are supporting ongoing learning and helping channel the motivation of communities to take the necessary collective action, based on trust, understanding and shared responsibility, that is needed. For some climate activists it remains challenging to listen to people that have a different point of view or who take actions that may be harmful to the planet. However, these different worldviews about nature, climate and our world, help build a more cohesive and inclusive picture. It’s through dialogue between the scientists, the activists, the deniers, the environmentalists, the Global North and South, the young people, the corporate, and the NGOs that effective and sustainable climate solutions can be found.

As we look at intercultural dialogue in the context of Active Citizens and through an environmental lens, **we are also beginning to broaden our understanding of what ‘dialogue’ means, helping us look at communication on a deeper level too.**

As well as building relationships between humans, we are also exploring our relationship with the planet, and interrogating our often overlooked ‘non-human’ relationships and how we care and co-exist with other species. The dialogue we have with nature and our relationship with the land will also be a defining part of the climate story over the next chapter. By bringing awareness to how we’re connecting to each other in these different forms, we are being consciously part of the systems around us, not just witnessing them.

As we can see, at the core of lots of the central themes in Module 2 is the aim of building empathy and understanding, often across difference. Seeing the world as clearly as we can through someone else’s eyes, opens up the possibility of learning something that we don’t already know. There are many ways we can try to create the conditions for this to happen, and part of our role as a facilitator is to choose the right mechanisms. This won’t always happen in the mind, it can also happen through the body or the creative arts. It can happen **through storytelling which unlocks power of seeing and feeling the human consequences of the economic and political decisions** made elsewhere. What are the mechanisms to engage decision makers in dialogue around climate change issues?

At this stage in the Active Citizens journey we can play with notions of the past, the present and the future to create spaces that examine the impact of the decisions we’re currently making; what might a conversation with our future selves tell us about what the world might be like for babies born in 2021? What can we learn from how things have worked for generations in cultures and communities all over the world? What might listening in to the wisdom of indigenous rural communities tell us about how to minimise the damage and divide of continuous consumption of fossil fuels in urban areas?

Dialogue can make abstract data deeply personal, something that can be used as a powerful force for change.

We may also see a number of tensions surface when we think about dialogue through a climate lens; the realisation that often behaviour change and shifts in mindsets take time, and if we are to believe the experts time is limited when it comes to making the changes we need. Often cultural, mindset and behavioural change is gradual, and may require committing to having difficult conversations time, and time again. As Active Citizens how can we develop the right approach to work across differences, when the clock seems against us?



Activity 2.2

Debate the difference: Climate change

(1 hour 20 minutes)

Learning objectives

- Value difference.
- Respect and understanding.
- Skills for dialogue and discussion.
- Knowledge of other faiths.

Overview

An opportunity for participants to build a deeper understanding of different perspectives. Participants engage in a debate with each other about controversial topics – the twist is that they must debate in favour of the opinion they disagree with.

Materials

Flipcharts and pens

Process

Choose an important topic related to addressing climate change for the debate, one in which you know there will be different perspectives in the group. Try to choose something people are passionate about and frame the statement in a non-biased open-ended way.

1. Follow the instructions for the activity 'Values Continuum.'
2. This time, however, once the participants are in position on the continuum do not invite them to share their opinion. Instead, inform the group we are now going to challenge the group to develop critical thinking skills through engaging in a debate with each other.

This debate, however, will be particularly challenging because your job will be to win the debate whilst representing the opposing viewpoint. What this means is that everyone who is near the 'Agree' sign will be asked to debate on behalf of the 'Disagree' viewpoint. And everyone who's near 'Disagree' will be asked to vote on behalf of the 'Agree' viewpoint. People who are positioned towards the middle can be assigned to either 'Agree' or 'Disagree' to make sure the debate is fairly equal in terms of numbers on each side.

3. Separate the group into debating teams – ideally each person should be in the team which represents the opposite of their personal viewpoint. Teams can be between three and eight people. If there are more than eight people who will debate on behalf of the 'Agree' or 'Disagree' motion separate them into two teams in favour of that motion.

4. Inform the group that each debate team now has 15-20 minutes to prepare as strong a case as possible to defend the viewpoint. Thinking from the opposite point of view is challenging and it may take five minutes before they really start to open up to the possible arguments of the alternative viewpoint.

Guidelines

- Everyone should participate.
- Noticing if they are taking up too much or not enough talking space.
- Disagreement is to be expected, but it should be done respectfully.
- All participants have a shared responsibility for the success of the conversation.

Once the teams are almost ready, inform them that they have three minutes to prepare their speech to the group. The speech must last no longer than three minutes – if (because it's a large group) there are two teams favouring one motion then those teams can come together at this point and agree on what they feel are the key points and who should make the speech.

Explain that the 'Agree' group will go first. Followed by the 'Disagree' group.

Following this both teams will have 10 minutes to prepare a one-minute speech to counter any of the arguments made by the other team. The 'Disagree' group will go first and the 'Agree group' will finish.

The facilitator should interrupt when:

- The opinion may be misunderstood or is offensive – ask a follow up question for clarification or point out the guidelines of the workshop.
- Misinformation has been shared and no one has challenged it. Ask the group if they think this information is correct.
- Individuals instead of opinions are being challenged and there is a threat to physical or emotional safety. Share what has happened and how it could have been better expressed i.e. instead of saying 'you're wrong' you can say 'I feel that x opinion is wrong'.
- An opinion has not been challenged during the debate that should have been challenged. At the end ask the group are there any alternative perspectives to this opinion.

Debrief

Once the debate is over, ask the group to get together in small mixed groups to reflect on the experience, how they feel, if they had any insights and why might reflecting on the alternative viewpoint be useful as Active Citizens. (10 minutes)

Bring the group back together as a whole group and ask if anyone would like to share:

- How do you feel following this experience?
- Was there anything you found particularly useful or interesting or insightful?
- Why might reflecting on alternative viewpoints be useful as Active Citizens?

Option: you may want to invite one participant to map the perspectives during the debate – writing up key points from each side – for example using the ‘ideas mapping’ technique.

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Activity 2.3

Council of all beings

(45 minutes)

Learning outcomes

- Connection with nature.
- Listen to different perspectives.
- Grow the ecological self.

Summary

This activity invites us to step aside from our human identity and speak on behalf of other life-forms. To see the world from non-human perspectives.

Approaches

1. Invite participants to sit in a circle and reflect that everyone is part of the circle. You can do some grounding activity like breathing together and that we are all part of a council.
2. Explain that this council is very unique because in this process we imagine that other beings, other life-forms apart from humans, seek to be heard at our Council. You could focus on other life-forms in a particular geographic area or leave it open.
3. Give participants time alone to let themselves be chosen. If time and setting permit, they walk outside for fifteen minutes. Indoors, allow three to five minutes. Ask people to relax deeply, opening their mind. Encourage people to stay with the first impulse that arises. It is not a question of choosing a species one knows a lot about, but rather allowing oneself to be surprised by the life-form that comes, be it plant, animal, or ecological feature, such as swamp or mountain – any nonhuman being. They can draw it, create a mask or write the name of the being in a piece of paper.
4. Suggest that they visualize this being fully and from every angle, its size and shape and ways of moving.
5. Finally, they ask the being how it wishes to be represented.
6. In groups of three or four, each person's turn takes about ten minutes and covers three parts. Facilitator explains these questions before going into the small groups.
 - a) Describe what it's like to be this life-form, the powers and perspectives you enjoy, the relationships that nourish you and that you nourish in turn.
 - b) Describe the disruptions and difficulties you may be experiencing now, due to loss of habitat, pollution, toxic dumping, drift nets, clearcutting, factory farming, etc.
 - c) Since humans are causing these difficulties and abuses, and only they can correct them, consider what strengths you can offer to the humans to help them make the changes necessary to your survival – and the survival of life on Earth.

Debrief

When the whole group has drawn together, people may share what life-forms spoke through them, what gifts they offered, and what they discovered in the process. Show some way of gratitude to all the beings that were present.

Other approaches

Include mask making, drawing or plasteline to represent the council members.

This activity could be done online or as a face-to-face activity.

Source: Work that reconnects network

Activity 2.3

Widening circles

(60 minutes)

Learning outcomes

- Dialogue and listening to different perspectives.
- Widening circles of identity.

Summary

Activists want to be able to express their views about an issue clearly, even passionately. At the same time, for their own understanding and skilfulness, they want to see differing and opposing perspectives on this issue. This activity helps to do both.

Approaches

People sit in groups of three or four. Ask them each to choose a particular issue or situation that concerns them. After a minute of silence, invite them to take turns speaking about their issue. Each person will speak to their issue from four perspectives, while the others in the group listen.

1. from their own point of view, including their feelings about the issue;
2. from the perspective of a person who holds opposing views on this issue, introducing themselves and speaking as this person, using the pronoun “I”;
3. from the viewpoint of a nonhuman being that is affected by that particular situation;
4. and lastly, in the voice of a future human whose life is affected by the choices made now on this issue.

After describing these four perspectives out the outset, the facilitator provides cues for each perspective as each speaker’s turn unfolds, reminding them to always speak in the first person. Allow some two to three minutes for each perspective, perhaps a little longer for the first. People find it helpful and enjoyable to stand up and turn around before moving on to the next voice.

To speak on behalf of another and identify even briefly with that being’s experience and perspective, is an act of moral imagination. You are asking people to imagine another point of view. Allow some silence as they choose for whom they will speak, and imaginatively enter that other’s experience, so they can respect it and not perform a caricature of it. It is a brave and generous act to make room in your mind for another’s experience and to lend them your voice; let the participants appreciate that generosity in themselves and each other.

Allow time at the end for people to share in their small groups what they felt and learned.

Source: Work that reconnects network

Activity 2.4

How to talk about climate change

(40 minutes)

Learning outcomes

- Develop skills on how to talk about climate change.

Summary

Caring about the climate doesn’t mean that it’s easy to talk about it, and creating a feeling of freedom in others to talk about climate change, no matter where they are in their journey is crucial. This activity that reminds us to talk with people that think differently holding their assumptions lightly, listening for understanding and building bridges.

Approach

1. Go for a walk and listen to the podcast – How to talk about climate change Minute 3.55 to minute 27’
2. In plenary list key elements mentioned in the podcast
3. Ask participants if they have any other idea to enhance the ability to talk about climate change.

Debrief

- What are the tools that you could put in practice?
- How can we draw out / make space for feelings of guilt, apathy... and ‘stupid questions’ etc.
- How do you feel?

How to talk about climate change In this podcast, Cassie Flynn (Strategic Advisor on Climate for the United Nations Development Programme) about key lessons she’s learned from a long career of having those difficult conversations.

Source: Friends of the Earth

Activity 2.5

When I made a difference

(30 minutes)

Learning outcomes

- Reflect on our capacity to act.
- Storytelling as a tool for change.

Summary

Recounting incidents from our own lives where we recognize our capacity to create positive change. This can be particularly valuable for those less accustomed to sharing this kind of experience or understanding it as power.

Approach

Invite participants to sit comfortably and close their eyes if they wish.

Think of a time in your life when something important and good happened because of what you said or did. Recapture the scene, play it back for yourself.

Now in groups of three people take turns telling their stories. The guide suggests: *As you listen to each story, discern the qualities in that person that were at play.*

You might consider using storytelling triads here: where one speaks, one is the listener / witness, and the other captures notes or 'harvests' what is being said. The triads can rotate roles each story.

Debrief

When the small groups are finished, the facilitator asks people to call out the qualities they discerned in each other's stories, and writes them up as they are named, e.g. empathy, trust, letting go, flexibility.

Then ask the group to point out those qualities and behaviours that fit new paradigm understanding of power.

Source: Work that reconnects network

Activity 2.6

Climatic walk!

Learning outcomes

- Add an 'environment lens' to observations. Find things around us that cause environmental damage.
- Recognize opportunities for social action.

Resources

- Sticky-notes & Pens (or phone cameras if available).
- Charts.

Approach

Ask participants to self-organize in groups of 3 and get ready for Climatic Walk!

Brief the participants using the following:

- a. They have 10 minutes to walk around the training facility and take a little sneak-peak outdoors into the neighbourhood (if safe, possible and participants are comfortable).
- b. With the learning from previous exercises, participants now have an 'Environment Lens' developing in their observation. Ask them if it's true and if they can see more things with regard to climate change around them?
- c. Tell them we'd be together sharpening our climate sense even more with 'Climatic Walk'.
- d. In the 'Climatic Walk', teams must observe and take notes/photos of things, spots and acts that are climates:
 - Family – and breathe life into it.
 - Friends – and are there for it.
 - Fools – and can take advantage of it.
 - Foes – and are against it.
- e. Let the teams of 3 now go around (assign area limits here) and takes notes on sticky notes around the Family, Friends, Fools & Foes of climate change.

Debrief

1. Once each team is back, give them a few minutes to collate their observations on the chart.
2. Give each team an opportunity to share Family, Friends, Fools & Foes of climate change.
3. Ask participants to think about: A. Learnings from the observation walk and difference 'environment lens' made B. Opportunities for climate change advocacy, awareness and action?

Source: Pakistan Active Citizens



Suggested activities from Global Toolkit – Module 2

Activity 2.2

Four words

At step 2, ask the participants to think on their own of four words that are “the four most important characteristics of a ‘Climate Activist’”. Each word should be a possible ending to the sentence: “A real Climate Activist should be...”

Activity 2.4

Listening at 3 levels

Ask participants to share stories of a challenging or unresolved situation about climate change; for example about a difficult conversation or relationship, or something about a project they are involved in.

This activity can work well when participants have a chance to think in advance about a story they would like to share, so you could introduce the activity the day before.

Activity 2.5

The power of questions

Begin in the same, gentle way, asking people to think of questions that make others smile; and then move into questions that relate the natural world and human relationships with it. The aim is the same: to trigger an emotional reaction. For example, “a question that make people feel close to nature”, or “a question that makes people feel motivated to take action”.

Activity 2.11

Forum theatre

Ask participants to think of an issue in their community and how climate change affects or intensifies that particular issue. This issue can be presented as a drama in order to highlight the impact of these global issues (like climate change) on local communities. The participants will present this as a drama (or audio recording if delivering online) and they will be watched / listened to in plenary. In plenary the participants will then discuss possible changes in the story that might lead to more positive conclusions.



Module 3 – We Together

Climate change, communities and ecosystems

This module is about communities, ecosystems and interdependence, and about how we can work with communities on issues of climate justice.

Outcomes

- Deeper understanding of communities, ecosystems and interdependence.
- Understanding the social, economic and environmental impacts of climate change.
- Climate justice, including interconnected issues around gender, race and marginalised communities.
- Different personal and collective approaches to sustainable development.

What is community?

The role of community is ever more important when we consider the effect of climate change upon interconnected groups of people, and their invaluable and urgent role in combating and mitigating its harshest impacts.

The most common use of the word ‘community’ is a group that share a geographic locality and have shared interests in the quality and opportunities of that locality. It can also mean a group of people who have a shared set of values and / or interests.

An individual may belong to several communities, with each having a strong influence over the values and choices that individual makes. In this way the concept of community is also sometimes key to understanding a person’s identity. Whereas some communities merely exist and are affected by changes around them, some are organised to protect their interests and influence change. A community can be understood in several ways, e.g. in terms of interests, in terms of power or as a protective system. The way in which a community is organised to protect its own interests can be seen as a system. For these reasons understanding community from different perspectives is an important part of sustainable problem-solving and agenda setting.

What is active citizenship?

Citizens are members of an organised state or country. Such ‘citizenship’ can describe their status and by implication the rights and duties they have in relation to their country. For example, a citizen might have the right to have a passport issued by the state and the duty to pay taxes to the state. From this definition the term ‘citizenship’ has developed further to denote the process of participating in the common life of a community and the Active Citizens programme uses this broader definition. ‘Active Citizens’ are those people who look beyond these basic legal duties (previous examples) and are further engaged voluntarily in activities that somehow affect the public life of their locality or communities. This might be through ‘civil’ society (citizens using their freedom to join together, usually for the purpose of managing social change in their locality) or ‘civic’ society (relating to the ruling powers or decision makers of the community). This programme focuses on a particular aspect of active citizenship: social development projects.

What is inclusive citizenship?

Inclusive citizenship means that all people can participate in decision making processes and hold others to account. Empowerment through inclusive citizenship at the local level is important for the promotion of people’s human rights and for sustainable development, but can also lead to previously excluded groups, in particular the poor, women and girls, and people with disabilities, becoming more involved in political and decision-making processes at a wider, possibly regional or national level. Inclusive citizenship becomes ever more important as those affected more immediately and to a greater degree, seek to have their perspective appreciated and their voices heard, by local and global influencers and decision-makers.

What role can community play in advancing climate action?

Climate change is a unique and complex challenge affecting communities around the world in diverse ways. It is not something that can be tackled through conventional or 'one size fits all' approaches. It demands innovative and creative responses that can be applied in sustainable ways. Active Citizens ensure that, in keeping with the programme's overall values, the discussions about climate change and their collective responses are inclusive, meaningful and not imposed from the 'top down'.

Climate action is not a project. It is an approach. It requires ongoing work that adapts over time. Taking a 'human-centred' or design thinking approach for example, enables us to **mobilise communities, with building trust and understanding at the heart of the ambition**. The approaches embrace important concepts such as empathy, collaboration, a preparedness to fail and learn, and creative approaches to ideation, innovation and prototyping. This enables us to embed the inclusive concept of 'nothing about us without us, into our delivery.

This approach can be particularly useful when applied alongside the principles of 'permaculture' (see page 93). **In seeing communities as part of the natural environment and vice versa**, these principles enable us to learn from a methodology that has been applied to gain the best from ecosystems. The principles of permaculture encourage us to observe and to interact, to integrate rather than segregate, to value and utilise diversity and to make our interventions, creative, adaptive and well timed. This is particularly useful when considering social actions across communities.

Active Citizens strengthens the confidence and ability of individuals and communities to build relationships across diversity. Networks, communities and eco-systems that are connected across diversity are more able to adapt and respond in a changing world.

If we are able to imagine communities as ecosystems we are able to engage diverse elements of the whole community in a harmonious way, for the benefit of the whole. A key lesson from this approach, is that interesting things happen at the boundaries of our communities - where different communities meet.

We know that climate change disproportionately affects those from disadvantaged or marginalised communities, those with fewer resources, and often those with less of a platform for their voice. It can also disproportionately affect women and girls. Active citizens can support these communities by building bridges between and across communities – for example with indigenous communities, climate researchers and young people - to understand local priorities, evaluate the impact of climate change and take action in collaborative, context ways. This module offers a variety of tools to help us in that journey.

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Activity 3.1

The '8Rs' for sustainability and managing waste

(45-60 minutes)

Learning outcomes

- Explore their own habits regarding waste.
- Develop a sense of personal responsibility.
- Understand the 8Rs as a model for taking action on waste.
- Collective problem-solving and decision making.

Summary

A practical way to explore sustainability, as participants explore their relationship with waste, look at their own habits and consider how these might be changed. Through these activities it is hoped that Active Citizens develop a sense of personal responsibility with regard to waste and its environmental impact.

This activity can be focused on reducing waste within the workshop itself, if you are not including the 'Ideas Storm' activity in your programme.

Preparation and materials

Pre-prepared flipcharts / paper

Approach

Waste

What is waste? *Anything discarded, rejected, abandoned, or otherwise released into the environment in a manner (or quantity) that could have an impact on that environment.*

- Start with a collective mind map / spider diagram on waste. Write the word 'waste' in the centre of a large piece of flipchart paper (or 2 or 3 taped together).
- Ask participants to call out words and phrases they associate with 'waste', and write these on the paper, linking connected words in groups and with lines.
 - Alternatively, you could gather around the paper and all complete the mind map together.
- Pick up on questions and issues as you are doing this; for example where people have different perspectives, or if someone does not understand a term.
- Allow some time for the mind map to be populated by the group before filling in gaps or adding content with some questions for specific headings / groups of words. For example:
 - What are the different journeys that waste takes after humans have created it?
 - What are the different impacts on the environment?
 - What behaviours drive waste drive waste – and what is influencing these behaviours.
- Give everyone the chance to see and reflect on what is in the mind map, and open up for questions and discussion.

A focus on food

- Explain that you are going to look briefly in more depth at food waste. Ask participants if they know how much food is thrown away in their respective country. It's likely that they will not know, but you can ask them to guess, and if are online, or have access to phones, you could ask them to do some quick research.
- Share that 8.3 tonnes of food is thrown away by families in the UK each year – that's 9.5 million tonnes in total every year. If we stopped throwing this food away it would have the same effect on the environment as taking 1 in 4 cars off the roads in the UK. (1 tonne is 1000 kilograms – or roughly 1 great white shark / fully grown giraffe).

“We are all thinking about what we can do for the environment and this is one of the most simple and powerful ways we can play our part. By wasting less food, we are helping to tackle the biggest challenges this century – feeding the world while protecting our planet.”

Waste and Resources Action Programme

- Ask why they think there is such a huge amount of food waste. For example:
 - People cook, prepare and serve too much – at home and in hotels and restaurants.
 - Food expires before being used.
 - Over production of certain foods.
 - ‘Throw away’ cultures.
 - Supply chain disruption.
- Explain that part of what is needed to address climate change is for people to be open and honest about their own part in creating waste – or other actions that might negatively impact the planet. By acknowledging how we are personally connected to climate change through our actions, and discussing this with others, we can help shift our own behaviours and allow others to be open and explore their behaviours too.
- Ask the group what they do to try and reduce their waste and what they do that creates unnecessary waste. Give them a few minutes to reflect.
- Organise the group into 3s or 4s and ask them to each share what they do that creates unnecessary waste, and what they might want to do differently.
- Remind participants that their role is to listen openly, ask questions, and to help others be comfortable sharing and to reflect – it is not to judge or to lay blame.
- After 15 minutes bring everyone back to plenary and ask for any reflections.

Understanding and implementing the ‘8Rs’

The 8R model and methodology described here could be used to continue the conversation about food, or on a topic that is particularly relevant to the group. Here we describe how it can be used on the workshop itself.

- Write each of the 8Rs on a paper, with plenty of space around / under each, and ask participants to write examples of things they are already doing.
- In plenary, ask for some examples from what has been written. Ask how easy to implement these things, and what are the challenges? Celebrate how much is already being done.
- Explain that we are going to turn our attention to this workshop itself. Divide the group into 4s and ask them to generate ideas on how to implement the 8Rs during the workshop. At least one idea for each R.
- Back in plenary, listen to the ideas and discuss which you might be able to implement for this workshop.



Refuse
Reduce
Re-use
Repair
Re-gift
Recover
Recycle

Support for the 8Rs

Refuse. First, simply ask if you need an item or if you could do without. Do we really need post-its?

Reduce. Can you use something less often and can you plan ahead for events or activities and research if there are ways to host your event with less waste? Planning ahead is key.

Re-use: You can “reuse” materials in their original form instead of throwing them away, or pass those materials on to others who could use them too. Think about longevity of things.

Here are some examples of how to re-use ...

- Take along washable cups or travel mugs instead of disposables; a lot of restaurants and stores will be glad to fill or refill your own mug.
- When you do use disposables like plastic cups, plates, utensils, and plastic food storage bags, don't throw them away! Wash and reuse them!
- If you are replacing household items donate the old items to charity shops so that someone else may get use from them.
- Use cloth gift bags and stop ripping the paper off gifts! If you remove the wrapping paper carefully, you can use it again!
- Use washable table napkins instead of paper napkins.

Refill. There are more opportunities than ever to refill containers with bulk products instead of buying items with new packaging. Could we use refill markers?

Repair. Can you give electronics, appliances, tools, and so on another life? Can you bring your shoes to be repair?

Re-gift. Do you have extra toys, appliances, tools, art, plants that you could pass along?

Recycle. This is one of the last steps; recycle after you have tried the other six. But make it count! Read your recycler's list of acceptable products.

Recycling occurs when you save and take reusable materials to places where they can be remade into either the same product or new products, rather than to just toss them away. Making new items from recycled ones also takes fewer energy and other resources than making products from brand new materials.

Some examples:

- Aluminium cans, cardboard, glass (particularly bottles and jars), building materials, electronic equipment, newspapers and magazines, paper, garden waste, oil, plastic bags, plastic bottles, tyres, metal.

Repeat. Repeat it all over again.

Activity 3.2

Power walk

The activity will be delivered in the same format as indicated in the toolkit with the following highlighted changes being incorporated (see Activity 3.3 in the Global Toolkit).

See pages 53-55 for additional information about the intersectional issues related to climate change.

Characters

(review characters according to the local context)

- A housewife
- Parent of an agricultural family
- An IT professional
- A local minister
- A local migrant worker
- A daily wage labourer
- Member of a farming community
- A child
- A local politician
- A labourer
- A trader
- A fresh produce trader
- A senior citizen
- A single parent
- An individual who lives on the coastal line
- A slum dweller
- A tourism operator
- A female community leader
- Member of a fishing community
- A teenage refugee (transgender) A temporary housing dweller
- A teenage refugee (female)
- An environmental officer
- A university lecturer
- Mother of a woman headed household in a farming community
- A doctor

Questions

1. Do you feel safe in your community?
2. Do you have access to a secure source of income?
3. Is your income affected by rapid environmental changes (levels of rainfall, floods, drought etc)?
4. Have you been in danger/are in danger of being displaced from your home due to adverse weather conditions?
5. Are your opinions acknowledged and given adequate consideration when decisions are being made about your environment?
6. Do you have access to basic educational resources?
7. Are you consulted on matters regarding your family and choice of residence/accommodation?
8. Do you feel safe to travel in public transport at any time of the day?
9. Do you feel you can impact a significant change in your community as a community/society leader?
10. Does your livelihood depend directly on natural, local resources?
11. Are you aware of the impact of your lifestyle on the environment?
12. Do you have access to resources that can help you to reduce your impact on the environment?

Digital delivery note:

Characters assigned to each participant can be shared with them privately via WhatsApp or direct messaging on zoom. Use of interactive tools such as Quizizz can be used to effectively visualise the levels of 'power' of different individuals. Those who are on the leaderboard would have more powerful social roles while those ranked lower would most likely be representatives of marginalised communities.

*Facilitator note:

Be sensitive to the participant's background/level of understanding prior to assigning the characters and reading out scenarios.

Debrief

1. Ask participants who are in the top 5 to read out the characters that were assigned to them.
2. Then ask participants who were ranked in the last 5 spots to reveal their assigned character.
3. What pattern do you see in those who are listed in the top 5 and last 5?
4. How are individuals belonging to these groups viewed in your community?
5. When extreme events linked to climate change take place who is impacted the most?
6. Do the individuals most impacted by climate events have a voice to raise awareness on these matters?
7. What is the current situation of these communities?
8. How are gender and economic discrimination linked to the impacts of climate change? As situations arising as a direct result of climate change increases – those who are more wealthy will face a situation of great inconvenience and at a higher cost may be able to work around some of issues arising due to climate change, in the meantime the poor and lower middle class will face exceedingly tougher situations – with no financial resources to cope up they may face a life and death situation. (<https://www.independent.co.uk/environment/climate-change-crisis-rich-poor-wealth-apartheid-environment-un-report-a8974231.html>)

Source: *Active Citizens Sri Lanka*

Activity 3.3

Riddle of the commons

(30-45 minutes)

Learning outcomes

- Understanding challenges and responses of the sustainable use of shared natural resources, locally to globally.
- Exploration of the balance between individual and community or collective needs.

Summary

This activity is about the use of shared natural resources, based on the idea of the Riddle or 'Tragedy of the Commons'. It starts with a short game that gives a model and experience of this idea before exploring what it means for communities, society, and sustainability.

Preparation

Prepare an unbreakable bowl with 10 of the same small objects inside, e.g. marbles, counters, coins, nuts. Have a separate container of the objects to replenish the bowl as you go.

Introduction

This activity is about the use of shared natural resources, based on the idea of the Riddle or 'Tragedy of the Commons'. We will play a short game that will give us a model and some experience of this idea before exploring what it means for us, our communities and society, and about sustainable development.

Sit around the bowl and explain the scenario. Sit far enough away so that you cannot reach the bowl from your seats.

- This bowl represents a lake and the objects in it are fish.
- We all live in and around this lake.
- It is an open-access, public lake, and we all fish here for ourselves and rely on the catch to earn our living for us and our families.
- We are going to play a short game to explore the use of this common community resource.

Explain the rules

- 3 people will play at a time. We'll do multiple rounds.
- Each 10 seconds is equivalent to 1 month of fishing.
- Every 10 seconds you are able to catch as many fish as you want by taking them out of the bowl one by one and placing them where you are sat.
- I will pause you after every 10 seconds and we'll see who has caught what.
- Your goal is to catch as many fish as possible.
- When there are no fish left the game is over – and we'll see who has the most fish.
- Everyone not fishing will be observers.

Before you start, check that everyone understands the rules.

Round 1

- Decide on 3 players for the 1st round.
- Explain that there is to be no communication.
- Start the group off and then stop them after 10 seconds.
- If there are at least two fish left in the lake then double the amount left by adding some from your extras. This represents the natural replenishment of the stock, but do not explain that at this point.
- Continue in rounds of 10 seconds until there are no fish left. (It is likely that all the fish stocks are used up in the first 10 seconds).

Round 2

- Explain that the fish stocks naturally replenish after 1 month / 10 secs – as long as there are two fish left to breed.
- Swap the players and repeat that there is to be no communication.
- Again, the goal is to catch as many fish as possible.
- Continue as before in rounds of 10 seconds, replenishing when possible, and finish when there are no fish left, or up to a maximum time, e.g. 90 seconds.
- After this round ask the observers for their feedback on what happened in the 1st and 2nd rounds.

Round 3

- Give the group five minutes to discuss and invent rules that might increase their harvests on the next round.
- Swap the players and start again.

You can experiment with different rounds and rules.

Debrief

- This is a micro example of a common system that exists locally to globally. Let's start by looking at the system...
 - What characterises this system?
 - What are the commons? What are the tragedies?
 - E.g. limited resources, multiple actors, short term benefits – over long term sustainability, ends badly for everyone.

There is a dynamic between individual and collective interest. Where each is necessary for the common good.

It's a valuable mental model for sustainable development – This model symbolises a resource pool (the lake); the resource (the fish), the actors (the people fishing), the replenishment cycles, with natural resource regeneration rates.

- Where else do we see the 'Tragedy of the Commons'? How do we spot them?
 - E.g. carbon emissions, use of agricultural land, traffic, coffee consumption.

The "Tragedy of the Commons," occurs when a community consumes a common resource too fast for regeneration to occur. In such situations, people must choose between restricting their own consumption for the good of the community, or continuing to consume at a rate that satisfies their immediate "self-interest" with dire consequences later.

- What behaviours and actions drive the Tragedy of the Commons? What influences those behaviours?
 - E.g. no communication – either will not or cannot talk together, lack of trust that others will make the same efforts / care about depletion, market competition, short term v long term thinking, etc
 - People are often acting in their own rational self-interest – for livelihoods, food, etc. – And wider to companies and their business interests
 - Balance these personal and collective needs
- What are some of the lessons and ideas from this activity?
 - What helped – (e.g. information about the system (replenishment))
 - How did you respond? What did you do?
 - E.g. that we can consume sustainably – the Earth can replenish, up to a point
- How can some of these ideas to preserve the commons – that you came up with – be shared and embedded? What are the challenges? E.g. rules, relationships and communication, stewardship / protection, ownership...
- Are there any creative solutions or rules, that might increase 'playability' – that might encourage people to act more sustainably because it is more enjoyable, or benefits them in other ways?

The original paper on the Tragedy of the Commons (by Garrett Hardin in 1968) concluded that, "what's good for all of us, is good for each of us". This seems to be the opposite of some economic thinking that striving for what's best for the individual will benefit us all – that what's good for each of us is good for all of us)

Two videos on the 'Tragedy of the Commons'

<https://www.youtube.com/watch?v=CxC161GvMPc>

<https://www.youtube.com/watch?v=WYA1y405JW0>

Online version

This activity works best when participants can access and use a shared whiteboard. Prepare a picture of a lake and add pictures of fish – 10 in the lake itself and at least 30 extras to add through the activity. You can see examples of a Padlet and a Jamboard here:

Padlet: <https://padlet.com/jedleston1/sjo4zj3x54me20vb>

Jamboard: https://jamboard.google.com/d/1brlzF2HQFqU4FvRRv_1zOTiOZB_BWgQZyo9jK1qyk_Y/viewer?f=0

Participants can move the fish one by one on the screen and you can go through the rounds as described above.

Low tech / simple version

- Set the scene by asking people to imagine that we all live close to a lake. (*Show a picture of a lake on your screen if possible*).
- In the rules explain that every 10 seconds you are able to choose the number of fish to catch, by making a note / putting the number in the chat.
- Keep a visible record of the scores for everyone to see if possible.

Adapted from: Work that reconnects network.

Activity 3.4

Systems triangles

Follow instructions from main toolkit systems triangle game (Activity 3.13) and add these elements connected to climate change.

1. **Endangered ecosystem.** Have everyone repeat the process, but this time tell them you will move through them and surreptitiously tap one person on the shoulder. After silently counting to five, this person will sink to the floor or squat down. Then anyone who has chosen to move in relation to this person will also silently count to five and sink down; and then those whose movements have been affected by these will follow suit, until the whole group is down. After starting out slow, the progression begins to accelerate and ends in a cascade effect. If after you tap someone and they go down, nothing else happens, you realize no one else chose this person – so you go tap another.

Debrief

Ask participants what they think it happened and how we can use this example to understand about endangered ecosystems.

2. **Social innovation.** As a follow on to “Endangered Ecosystem,” have the whole group start out squatting down. Walk through and secretly tap someone; this person silently counts to five and then rises, and so on.

Debrief

The above process now plays out in reverse, illustrating the accelerating effect of new ideas or behaviours spreading throughout a social system.

3. **Social restrictions.** As a follow on to the original game, and maintaining the same relationships, immobilize two or more players and then proceed.

Debrief

In the discussion that follows, people may reflect on the diminished fluidity they sensed in the group as a whole, or on their own experience if one of their partners didn't move. The decreased responsiveness is often experienced as a dysfunction within the system, and comments on this fact can bring fresh insights.

Note

It may be a good point to introduce other interconnected and intersectional issues as part of the discussions about systems. See the content on pages 53 – 55.

Activity 3.5

Community mapping

Follow instructions from main toolkit systems community mapping activity (Activity 3.1)

Learning outcomes

- Understand different perspectives on a community.
- Ability to identify social development issues to address in the community and insights into needs and opportunities.
- Use Permaculture principles to observe and interact with our communities.

Summary

Participants create a shared visual map of their local community, including positives and areas of concern, with broader community engagement if possible.

Look for any issues directly or indirectly linked to climate change, which their community is facing. Also identify resources, stakeholders and influencers / leaders in the community who can help to address this problem effectively.

Use principles of permaculture to understand the community and identify possibilities to take action.

Preparation and materials

Paper and lots of coloured pens;

Provide participants with the principles of permaculture (see page 92). This could be a handout or flipcharts with the headings. There are 12 principles of permaculture, we suggest that you focus on these five principles for this activity.

- **Observe and interact:** Take time to engage with nature to design solutions that suit a particular situation.
- **Integrate rather than segregate:** Proper designs allow relationships to develop between design elements, allowing them to work together to support each other.
- **Use and value diversity:** Diversity reduces system-level vulnerability to threats and fully exploits its environment.
- **Use edges and value the marginal:** The border between things is where the most interesting events take place. These are often the system's most valuable, diverse and productive elements.
- **Creatively use and respond to change:** A positive impact on inevitable change comes from careful observation, followed by well-timed intervention.

Approach

Follow the same approach as activity 3.1 in the main toolkit but add the five principles of permaculture and ask participants to explore in what way the community mapping reflects the connection with nature, the coexistence between humans and nature. The principles of permaculture could help to explore this connection.

Activity 3.6

Who decides?

The activity is carried out as per the instructions set in the global toolkit (Activity 3.2) However, the following questions can be integrated into the activity in order to understand the decision-making process especially in issues relating to climate change.

- Who decides if members of my community recycle effectively?
- Who decides on permitted levels of carbon emissions (locally and internationally)?
- Who decides if we, as a community, are ready to face any climate change?
- Who decides on our climate-friendly day-to-day choices?
- Who decides on actions taken towards conservation of wildlife resources?
- Who decides on access to climate change educational resources?
- Who decides on availability and access to renewable energy sources?
- Who decides on national level commitments to international agreements on climate change?
- Who decides on local actions to combat climate change?

Debrief

This activity would help participants to identify different levels of decision makers within the community. A resource of people that can help to create community and policy changes.

Debrief can be guided by the following questions:

- What levels of decisions do each of these people make?
- Are they all official leaders/decision makers?
- How many of these decisions are driven by us and our perspectives/perceptions? What level of change can we effect on a personal level?
- Is it important for you to engage these leaders in your social action projects (either through advocacy or awareness building)?
- How can you engage each group of decision-makers?

Source: Active Citizens Sri Lanka



Suggested activities from Global Toolkit – Module 3

3.6

What is power?

1. After exploring what power is and where we see it, open up discussions to where it can come from, for example: position in society, ability to be heard, being part of a collective, having people advocate on your behalf, etc.

Apply this to climate stakeholders – human and non-human. E.g. the natural environment, animal, climate affected communities.

2. Explore the visible, hidden and invisible forms of power that influence climate change and climate action.

Issues of power and power relationships can be complex and subtle. Consider using the creative approach to illustrate real life scenarios and the various power dynamics involved.

3.9

Our communities

- What is the relationship between the communities identified in the activity and the natural world? And more broadly, the impact of these communities on climate change?
- What influences these communities beliefs and actions towards the planet and the climate – both positive and negative? Are their cultures associated with these communities that embed these beliefs and actions?
- How do these communities and cultures shift and change? What stops them?
- What can you do as a member of these communities to change them in ways that are more climate positive?

3.10

Ubuntu – exploring our connectedness

Through this activity participants explore interconnectedness through the concept of Ubuntu, and sharing similar ideas from their language and culture.

The activity could instead begin with other relevant words from around the world and from different cultures that can teach us about different and important ways of seeing the world; for example, about earth/planet, nature, communities or ecosystems.

You can find some examples of ways of describing 'mother nature' on page 61.

3.11

Global snap

This is a simple method to help see and understand connections between different issues. You can turn the game from connecting local with global issues to connecting environmental / climate related issues with others by asking one team to identify development issues (local, national or global), and the other team to identify climate related issues.

3.12

Systems we are part of

This could be a valuable activity for a climate change workshop. Start as the activity suggests and then use a climate related system to explore in depth. Discuss the questions suggested, including:

- Who gains and who loses in the current system?
- How have you contributed to this system?
- What local systems does it connect with?

This may be a good place to explore interconnected inequalities and injustices, for example around gender or minority groups.

3.14

Principles for social action

We suggest that this activity is covered, if possible, with a specific focus on the question, 'How can we develop and deliver 'climate sensitive' social action'.

“Use your voice, use your vote, use your choice.”

Al Gore

“We as Active Citizens can also monitor what our governments and local governments are doing.”

Active Citizen, Morocco



Module 4

Climate action

This module is about addressing climate change, through dialogue, collective action and systemic approaches, and strengthening connections and networks.

Learning outcomes

- Understanding approaches to change and how change happens.
- Stakeholder and community engagement.
- Skills in project planning and management.
- Understanding approaches to climate dialogue and action.
- Mitigation and adaptation strategies.
- Systems approaches to social action, including design-based and adaptive approaches.
- Climate sensitive project planning.
- Trans-local action, collective action and advocacy

Before beginning this module participants should have identified:

- What issue/problem or changes they would like to address.
- Who they might work with. Possibly in groups with other participants.
- Resources, challenges and power relations in their community.

What is social action?

This is action to enhance community life locally involving groups of people working together on a voluntary or not-for-profit basis. It is action that is principled, well organised and done in consultation and collaboration with others in the community and those affected by the initiative. Social action should be:

- Principled – reflecting the principles of Active Citizens (see Global Toolkit p33).
- Contributing to the vision of Active Citizens.
- Participatory – planned, organised and delivered with others in the community.
- Inclusive – reflects the needs and perspectives of those who are most excluded in the community.
- Building on skills and knowledge acquired through the Active Citizens programme.
- Building on local resources (skills, interests, knowledge and facilities).

There are many approaches to social action. Active Citizens might:

- **Start something** – ideate and innovate, take small steps, learn from your action, share your learning and develop your ideas and actions further.
- **Join or support something** – understand what is already being done, find what interests and excites you and where you might add value.
- **Build on something** – find ways of strengthening existing work, being more effective, connecting with new groups, test and learn from new approaches, etc.

Active Citizens also recognise that how we live, the decisions we make, and how we relate to others is also part of making a difference. It is important to reflect on how we ‘walk the talk’ in our climate work, and how we demonstrate our everyday leadership.

Social action projects are also an invitation to connect with others. It is not only about an individual or group project, but also how that contributes to other action and builds communities, coalitions and networks.

Intercultural dialogue and coalition building in the community

Just as climate action must not undermine biodiversity to be sustainable, social action must also maintain and strengthen diversity in communities to be sustainable. (See page 15). Active Citizens projects aim to strengthen communities as part of their approach and outcomes. Facilitators should encourage participants to apply their learning and skills for dialogue and understanding the community in their social action planning.

There are many approaches to planning social action. Different approaches suit projects that are different in scale, nature and geographical focus. Positive social action is informed by the diverse needs and perspectives of the local community and surrounding communities that may be affected.

For this reason, community projects carried out by Active Citizens should incorporate intercultural dialogue and coalition building. Examples of how this might be achieved are provided in training but include:

- Learning about what actions and groups already exist.
- Identifying interests of other stakeholders, for example through surveys, focus groups and open meetings.
- Advocating publicly, and joining advocacy networks.
- Entering into dialogue (inc. online) to find out about global campaigns and perspectives on the same issue.
- Use an appreciative approach – identify and build on what’s working.
- Carrying out a project in partnership with others in the local community or the global Active Citizens network.

Project planning and delivery is both a science and an art. Although there might be many existing tools used across communities, things will often be much more difficult in practice. Groups might disagree, time and interest could vary and the operating environment might change. This does not represent failure: it is the ability to adjust and keep going that will indicate successful learning and hope for success in the future.

“Right now, in Sri Lanka it’s a huge issue because lack of bio-diversity is having a meaningful impact on people’s lives so it’s trending.”

Active Citizens Facilitator, Sri Lanka

“Young people surprise us with amazing work with trash – and make a living out of it too. We help start green spaces in slum communities – the spaces are so small but they used them to create can grow some vegetables, and supplement a bit of income. They only have small opportunities, but they use them – they see opportunities everywhere.”

Active Citizen, Uganda

Considerations for climate action

Work with communities and cultures.

Awareness raising and identifying areas for action is vitally important and can have a meaningful short-term impact. For longer term and sustainable impact people need to feel and identify the relevance of issues related to climate change for themselves in a way that feels integrated with their identities and cultures, with climate awareness and action emerging from within. Embrace diversity, including intergenerationally, and connect with communities with lived experience of climate change.

Engage stakeholders from the beginning,

like the community and decision-makers.

Building a relationship with and between these stakeholders will support the responsiveness and the sustainability of initiatives. Longer-term approaches can be difficult to deliver with governments, businesses, etc, that are more focused on hard outcomes, growth and scaling. Consider how to reach out and engage these audiences through the AC process.

You don't need to reinvent the wheel.

There is so much climate action going on out there. You might make most impact, at least at first, by joining an existing group or organisation, and offering your skills, time, networks, etc. In addition, in some cases, there are 'gatekeepers' – organisations who control access to services or how things are done. Young people in particular might not have access to do the things they want to do without connecting with these organisations.

Support long-term thinking and action.

Change on climate issues can take time, and action may not have an 'end date'. Reflect on the purpose and outcomes and what the expected pace of change might be. Plan in times and ways to sustain energy and momentum over time, for example towards 'moments' like COP26.

If possible, support for Active Citizens should be extended, and the channels for feedback and learning kept open.

Connecting with nature (e.g. tree planting), including through the workshops, can help broaden a sense of time and open up questions about different ways of seeing and experiencing time.

Start small, start somewhere – then learn and develop as you go.

Taking on large scale climate action often starts from a series of small, personal or group actions, and then grows to connect with others and with community and wider society. Find an idea you believe in and follow it. Stick to your purpose, but be flexible to adapt your approach.

Build learning into the approach.

Social Action Projects are a way to seed and test different models and approaches. Innovation is needed, and SAPs can test new ideas, with learning and insights feeding back into the wider network to strengthen their work, as well as to government and decision-makers. Make this explicit, and build learning and feedback into the action.

Make it easy for others to join you.

First by inspiring a sense of hope and shared responsibility, and by providing simple actions and ways to contribute that are rooted in their everyday lives. Also, respond to specific target groups – everyone's experience of climate and the natural world is different, so each response needs to be different. Understanding the way different target groups, think, feel and act is key.

Explore how social enterprise and economic empowerment can be integrated from the start.

We can recognise the personal and community impact of the climate crisis whilst simultaneously addressing needs for economic opportunities and sustainable livelihoods. How can climate action and social enterprise initiatives mesh in meaningful ways?

Stay aware of insights from innovation and technical expertise.

Our collective knowledge about climate change and what works in climate action is developing rapidly. For example, about what can be recycled and how, or about cause and affect relationships that challenge accepted wisdom. Try to keep up to date with current thinking in your field and bring it into your action.

Connect with others nationally and globally.

There will be groups taking action on the same issues as you, in their communities, all over the world, including within the Active Citizens community. You can find inspiration, ideas and a sense of solidarity and support by connecting with them, and possibly opportunities to collaborate. This can also come through joining networks, which may also enable you to showcase your work and be part of a more powerful collective voice.

Activity 4.1

Stories from seven young activists

Learning outcomes

- Inspiration from young activists from around the world.
- Ideas for engaging other in climate action.

Summary

For young people, climate activism is often not even a choice. The climate crisis threatens the future of all people, especially young people. In these stories, young activists explain what made them join the climate movement.

Preparation and materials

Be sure that all participants can read at least one of the stories. Print out enough for one story each if possible for face-to-face delivery; or the group could read them on their phone / computer.

Approach

1. Distribute the stories among the participants, ideally with at least 2 people reading the same story. Give them enough time to read the whole story.
2. Group participants according to the story which they read. There should be 7 groups – one for each story.
3. Ask the groups to discuss:
 - What made these young activists join the climate movement. What inspired them? What was the context? What were the key moments?
 - What do you feel and think when you read the story? Does anything stand out for you? Or relate to your own experience?
 - What can we learn about engaging others?
4. In plenary share personal inspiration and ideas for inspiring and engaging others.

Resource

Seven young activists stories

- Yusuf Baluch | 17 | Balochistan, Pakistan
- Mitzi Jonelle Tan | 23 | Philippines
- Anna Kernahan | 18 | Ireland
- Nyombi Morris | 23 | Uganda
- Sarah Goody | 16 | United States
- Mai Thi Thuan | 13 | Vietnam
- Devishi Jha | 17 | United States

Source: [Globalcitizen.org](https://www.globalcitizen.org)

“Some people say, “It’s not for me to fix.” People perceive it as a government issue so awareness raising and advocacy through networks, social media etc. is key.”

Active Citizen, Pakistan

Activity 4.2

For earth's sake!

(30 minutes)

Learning outcomes

- Understand key concepts of climate mitigation and adaptation.
- Explore 'Mitigation' to curb/stop/reduce climate change and its impact.
- Explore 'Adaptation' to deal with climate change impact ensuring well-being and prosperity.

Summary

Climate change mitigation and adaptation are two strategies utilised to address climate change. The understanding of concepts facilitates a better ability to understand and address the challenges posed by climate change.

Materials

1. A4 sheets with 1 mitigation and adaption strategy on each.
2. Two charts, one with Mitigation and one with Adaptation written on it.
3. Videos explaining the topic.

Approach

1. Build upon the learning from previous exercises on why it's important to work on climate change, what are it's biggest causes and effects and the country profile.
2. Invite participants for an open dialogue on what they think we should do for 'Our Earth's Sake...' and let them share many thoughts on it. Encourage everyone to participate and challenge them in fun ways to think more (what else), deeply (zoom in...) and broadly (zoom out).
3. Now ask them that you have an interesting challenge for them to do together as a group.
4. Ask all participants to stand in a circle, get in the middle and put the two charts, Mitigation and Adaptation, side by side. Explain what the two terms mean or show the video.
 - a. Mitigation
 - b. Adaptation
5. Share the strategy sheets with the group and read one strategy out and ask the group whether it's Mitigation or Adaptation. Place it under the right chart and hand over the sheets to the group and let them solve it together.
6. Give them 5 minutes to do this collectively and encourage everyone to participate through active participation.
7. Be available to answer to any questions, clarify and help the learning process.

Debrief

1. Congratulate the group on completing the challenge.
2. Now discuss each strategy quickly involving participants in sharing understanding on it.
3. Correct where necessary but do listen to their thinking on why they placed on the other side to answer pragmatically.
4. Ask the participants to think of many examples of social action around the strategies they have just learnt.
5. Gain thoughts on how this session may have changed their perceptions of climate change mitigation and adaptation including innovative methods to address climate change.

Resources

- Mitigation & Adaptation – <https://energy.techno-science.ca/en/resources/climate-change-lesson-plans.php?platform=hootsuite>
- Climate Change mitigation & adaptation – <https://www.mrgscience.com/ess-topic-73-climate-change-ndash-mitigation-and-adaptation.html>
- What is mitigation and adaptation mean to climate change – <https://sgerendask.com/en/what-does-mitigation-adaptation-and-resilience-mean-to-climate-change>

Sources: Youth for Climate Action – UNICEF, Friends of the Earth

Activity 4.3

Action design using the principles of permaculture

(30 minutes)

Learning outcomes

- Motivation to act towards sustainable development.
- Learn about the principles of Permaculture and use these principles to identify where to focus next with the group to allow you to plan social action.

Summary

Reflect on the principles of permaculture to identify and prioritize where to focus next with the group to allow you to plan social action.

Preparation and materials

Handout with the principles of permaculture (see below).

Approach

1. Ask the group if they have heard about Permaculture and its principles. Listen to what they know and complement information.
2. Put the list of principles and ask participants how these principles could help them to identify where to make an intervention through social action.
3. Apply the principles to identify the intervention, choosing not just to focus on the problems but also recognising the opportunities and assets your community/ies has will open up more possibilities for powerful interventions.
4. Explore with your group how they would like to go about identifying their social action project/s. They can select which of the following is important going forward:
 - examples of social action from around the world.
 - agreeing our principles for social action.
 - by reflecting in the group on interventions that could make a lasting difference in the wider community.
 - by undertaking research in the local community.
 - by spending time exploring the root causes of the problem and mapping the influence of different stakeholders (government, media, business) on the issue.

The principles of permaculture

- **Observe and interact:** Take time to engage with nature to design solutions that suit a particular situation.
- **Catch and store energy:** Develop systems that collect resources at peak abundance for use in times of need.
- **Obtain a yield:** Emphasize projects that generate meaningful rewards.
- **Apply self-regulation and accept feedback:** Discourage inappropriate activity to ensure that systems function well.
- **Use and value renewable resources and services:** Make the best use of nature's abundance: reduce consumption and dependence on non-renewable resources.
- **Produce no waste:** Value and employ all available resources: waste nothing.
- **Design from patterns to details:** Observe patterns in nature and society and use them to inform designs, later adding details.
- **Integrate rather than segregate:** Proper designs allow relationships to develop between design elements, allowing them to work together to support each other.
- **Use small and slow solutions:** Small and slow systems are easier to maintain, make better use of local resources and produce more sustainable outcomes.
- **Use and value diversity:** Diversity reduces system-level vulnerability to threats and fully exploits its environment.
- **Use edges and value the marginal:** The border between things is where the most interesting events take place. These are often the system's most valuable, diverse and productive elements.
- **Creatively use and respond to change:** A positive impact on inevitable change comes from careful observation, followed by well-timed intervention.

Activity 4.4

Stakeholder mapping

(60 minutes)

Learning outcomes

- Different perspectives on a community.
- Ability to identify key stakeholders in the community.
- Systems and systems thinking in problem solving.
- Understand concept of community and connections between local and global community.
- Power and decision making in the community.

Summary

Participants identify who has influence over the issue they want to transform and use role-play to explore strategies to influence these key stakeholders.

Preparation and materials

A stakeholder mapping matrix across two sheets of flipchart for each social action team, post-its, pens.

Approach

This activity works best once participants have identified the problem or objective they want to work towards.

1. In their social action project teams invite participants to **brainstorm a list of all the main people, groups and organisations who influence (or who are influenced) by the problem they want to change.** Write each one on a small piece of paper. Be specific: which newspaper? Which government department? What type of young people? Ask other people to help you.

For example, the 'stakeholders' related to the issue of low quality formal education might include: students, girls, boys, parents, schools, teachers, non-governmental organisations, businesses, local government, religious groups, media, community leaders etc.

2. Now ask the teams to decide whether each group or organisation has a lot of power over the problem or not, and whether they are supporting positive change on that issue. **One by one they should then place each stakeholder in one of the boxes in the matrix** (on the following page).

For example, if your project is seeking to improve trust and understanding between different ethnic groups and a local newspaper has a lot of power to influence that issue but in fact is contributing to increased tension and conflict you would then place 'local newspaper' in the box 'High power', 'Low support' i.e. top left box. Note people may have different opinions on this, which can be a great opportunity for discussion.

3. Once they have placed the different people and organisations onto the matrix, they should identify **which ones they feel they could realistically influence.** If they're 'Low power', 'High support' they will need to empower them. If they are 'High power, low support' they will want to advocate and influence them to support change.
4. Invite participants to brainstorm a variety of strategies – for example if you're looking to improve the quality of education, they might build the capacity of schools and teachers (empower them). Or we could influence local government to increase their education budget (influence them to support change). Each time they should return to the question could this have a lasting impact on the issue? Is it realistic that we could influence them?
5. An inter-connected system: Point out that the stakeholders are not isolated they are connected with each other.

Participants should now reflect on how when they move one stakeholder towards the box in the top right corner this may lead to others moving as well. Who else would move?

For example, if the media begin supporting positive change that might influence local politicians and businesses to also move to support the change. This is important because sometimes it's difficult to influence people or institutions directly. Instead, we need to find out who or what influences them.

As strategies emerge it is normal for new stakeholders to be added to the matrix.

Through this activity participants should identify which stakeholders they will try to influence and what types strategies they could use. This can then be included into their project plan.

Optional role-play extension

In order to bring this activity to life the facilitator can invite participants to take on the role of different stakeholders – using their imagination to ‘act the part’

1. Create the matrix in the room (by sticking A4 sheets with the axis titles on two adjacent walls or by using long strips of tape on the floor). Now invite some of the participants to become some of the key stakeholders by standing in the matrix (the room) in the appropriate position.
2. Next, invite the rest of the group to decide on how they will try to influence the stakeholders. For example, a group of participants may choose to approach the local media stakeholder asking them to support the cause. This should be acted out and the local media stakeholder should respond in the way they believe the actual local media representative would respond (don't make it too easy!).

Allow the action to flow for a few minutes then stop the action and ask the group: Is this realistic? Could this strategy work? Would the local media stakeholder move as a result of this strategy? If so, who else might move?

3. Various strategies can be explored in this way. At the same time, you may wish to ask stakeholders? How do you feel about this issue? What do you think would influence you (in your role)?

Acting out the perspectives of different stakeholders can help participants to start to see an issue from different perspectives and get creative about how they might achieve change.

Going deeper: Unheard voices

So far we have been considering human stakeholders for our climate change issues. However, widening who and what are considered stakeholders may itself an important part of the change, and seeking out and ‘listening’ to those who are not heard is a responsibility and will also provide us with important insights.

Start by discussing, ‘who are all the other human and non-human ‘stakeholders’? For examples, young children, birds, the sea. Continue the conversation – in plenary or smaller groups with these questions as prompts.

- Why are we asking this question?
- What is the impact on them?
- What power do they have? Why?
- What would increase their power? What part can we play in that?

Stakeholder mapping matrix

HIGH POWER to influence change on the issue	<i>Examples could include: media, national government, celebrities, tribal leaders, parents.</i> <i>Action: influence or encourage them to support change.</i>	<i>Examples: Non-governmental organisations, Minister ‘x’, university department ‘x’.</i> <i>Action: from partnerships and alliances.</i>
LOW POWER to influence change on the issue	<i>Example: local businesses, local school teachers.</i> <i>Action: don't engage for now.</i>	<i>Example: your target group ‘unemployed 16-18 year olds in x community’.</i> <i>Action: empower them to have more influence over the issue.</i>
	LOW SUPPORT for the change you would like to see	HIGH SUPPORT for the change you would like to see

Activity 4.5

Valuing innovation in climate action

(30-40 minutes)

Learning outcomes

- To enable participants to develop an understanding of the value of innovation in Design Thinking, the role it plays in Human Centred Design; and how it can add significant social value to communities by driving change.
- To consider the role and value of innovation in tackling climate change.

Introduction

Design Thinking is a methodology which works very well to bring teams together in solving problems. Design Thinkers (DTs) are ready to fail, and learn from that failure. Design Thinkers put the person at the centre of their idea or design. They are prepared to research, identify problems, ideate, innovate, prototype, tinker, test and evaluate.

Innovation, especially through teamwork and discussion, can be a valuable DT approach, which can be applied to tackling climate change challenges.

Approach

Innovation, if it is to be applied, requires an empathetic approach to those who will use the ideas and concepts that are developed.

Step 1

Begin by showing the 1-minute film clip developed for Apple's campaign 'Here's To The Crazy Ones'.
<https://www.youtube.com/watch?v=tjgtLSHhTPg>

Ask the participants:

- How do you feel when you watch the film?
- Do you feel a connection to the film?
- What does it say to you?
- Who do you see?
- Do they share certain qualities?
- Who do we know, who has innovated to ameliorate the effects of climate change?

Distribute or show a copy of the voice over and ask:

- What unites many of the individuals in the clip?
- Do you think these individuals were followers, or leaders?
- What is the difference?

“Here’s to the crazy ones. The misfits. The rebels. The troublemakers. The round pegs in the square holes. The ones who see things differently. They’re not fond of rules. And they have no respect for them, disagree with them, glorify or vilify them. About the only thing you can’t do is ignore them. Because they change things. They push the human race forward. And while some may see them as the crazy ones, we see genius. Because the people who are crazy enough to think they can change the world, are the ones who do.”

The one-minute commercial featured black-and-white footage of 17 iconic 20th century personalities. In order of appearance, they were: Albert Einstein, Bob Dylan, Martin Luther King, Jr., Richard Branson, John Lennon (with Yoko Ono), Buckminster Fuller, Thomas Edison, Muhammad Ali, Ted Turner, Maria Callas, Mahatma Gandhi, Amelia Earhart, Alfred Hitchcock, Martha Graham, Jim Henson (with Kermit the Frog), Frank Lloyd Wright and Pablo Picasso.

Ask the participants to form into pairs or clusters. Each pair / group is given the name of one of the characters shown in the film. The participants have ten minutes to research online, in pairs, who they were and what made them different.

The facilitator asks each pair to give a 1-minute report back on the individual they have been allocated, selecting one distinct word to describe the individual. The pairs should create a symbol. Which they can draw or stick onto a shared flipchart (or a shared whiteboard if online) which is presented to characterise, the individual they will talk about.

Debrief

- What is it that makes some people think differently?
- Where does innovation come from?
- Why is this mindset important for addressing climate change issues?
- How can innovation help us to work together to tackle climate change issues?
- What gets in the way of innovation? And how can we overcome these challenges

Each person in the film clip is a social entrepreneur. An Innovator. They are people who bring change through innovation. Not only do they do things differently they “Think Different.”

Of course you do not have to be ‘crazy’ to be innovative. But the ‘crazy ones’ were fearless, they thought differently, they worked outside of the box. They were unfazed by the orthodoxies of the day. Even small incremental changes that they made to the way everyone else did things, had the power to ‘nudge’ us into a new of working thinking, singing, exploring, creating, making social policy or doing business.

Finally

‘Human-centred design’ puts individuals and communities at the heart of the design process – whether that’s for an object or a social action project. It responds and adapts to their experience so it can be innovative and effective in the specific context. However, in the context of climate change, should we be considering ‘non-human centred design’? What might that mean and what might it look like?

Activity 4.6

A story about a river

(40 minutes)

Learning outcomes

Skills in strategic thinking, adaptive project planning and management.

Summary

Participants reflect on different strategies for working with complex messy issues and identify insights for social action design and delivery.

Use a picture of a river, or objects in the room to represent the river to help bring the story to life.

Preparation and materials

Create a relaxed but focused atmosphere for listening and discussing a story.

Approach

Share with the group: many of the issues we are working on including climate change are not simple and straight forward, they are messy and always changing, that's because they are connected to lot's of other things which are also always changing – like economies, politics, technology, the environment.

To explore different strategies for achieving our objectives with our communities we are going to share a story about travelling the Active Citizens River.

Listen carefully to the river story. Afterwards we will explore what you feel are some of the different strategies we can use for navigating the mess.

Once upon a time...

A group of SCIENTISTS wanted to know the most efficient way to travel down a river in a canoe from point A to point B.

The scientists understood that finding the most efficient way to travel down a river was not easy. Because rivers are complex.

Rivers are connected to a myriad of others systems like the weather, trees, plants and wildlife, the minerals in the water, soil and stones, human activity... from one moment to the next a river is never the same.

As part of their research the scientists decided to visit different communities that lived by rivers.

One day they visited an indigenous community. As they observed them travelling the river in their canoes. They noticed something interesting: different members of the community travelled the river in different ways...

The YOUNGER PEOPLE tended to get into their canoe and use their strength to paddle as fast as they could down the middle of the river.

Their approach was direct and single minded. With deep breaths, they carved through the currents, stroke after stroke they subjugated the river to their will.

The scientists watched this and were impressed. 'Those young people are travelling very fast', they said, '...but they are not very efficient.'

Next they watched the OLDER PEOPLE. When the older people travelled the river, they tended to let the river currents take them, only putting their oar in to keep direction and avoid the jagged rocks.

The approach of the older people was calm yet vigilant. Their attention shifted between the currents of the river and their destination. And the route was never quite the same.

The SCIENTISTS watched them and were impressed. 'Those older people are travelling quite slow'. They said. 'But they are very efficient.'

Not wanting to jump to conclusion too quickly the scientists decided to stay longer to test their findings. After a while they noticed something unexpected, the strategy which worked best changed according to the conditions of the river.

- *When the river was **calm and predictable** the young people's method of going straight down the middle of the river was effective and efficient*
- *Yet when the river was growing **turbulent and unpredictable** the older people's approach worked best.*
- *But if the river was **wild and destructive** a combination of both was required.*

Copyright: Daniel Smith 2018

Debrief

- How would you describe the strategy of the younger people? (in terms of travelling the river and managing the food crisis) i.e. direct, ego, using their strength, engineering change, dominating and controlling the river.

When applied to social action the YOUNGER PEOPLE'S APPROACH might look like this: You decide to use a standardised 'best practice' model that is working well in another community, reproducing it for your community. You make a 'linear' plan in which there is a clear cause and effect relationship between the activities and outcomes, you engineer change i.e. by reducing the number of airplane and car journeys = reduced greenhouse gases.

When we're working with predictable situations, issues and environments we can apply control, clear long-term plans and standardised best practice models.

- How would you describe the strategy of the older people? (in terms of travelling the river and managing the food crisis) i.e. indirect, humble, adaptive, being present, sensing, leveraging, working with the river

When applied to social action the OLDER PEOPLE'S APPROACH might look more like this: You have a sense of purpose you try things out, learning and adapting as you go. The way you travel is influenced by your purpose, your values and the changing conditions. You travel with these questions: what are my assumptions? Is this working? How do I know? How could I improve?

Strategic leverage points (places to put the oar in) are identified where small actions could have a big impact. These are often indirectly related to the overall change you want to see (by empowering indigenous people's to influence local decision-making..). Your strategy seeks to take advantage of existing currents, habits and patterns of behaviour as well as anything which might be emerging on the horizon.

The process is one of sensing, listening, trying things out and learning as you go.

When we work with messy and uncertain situations, issues and environments we can apply control alongside flexibility and experimentation.

Share these key points on a flip chart:

Think like scientists:

- Research and value the diverse experiences of those who are close to the issue.
- Experiment, try out small things and analyse the impact.
- Map the systems, look for patterns and leverage points
- Build hypotheses whilst holding your assumptions lightly.

Think like the younger people:

- Be simple and direct,
- Provide a clear strategic focus with a simple story about how change will happen
- Know your strengths, use the resources at your disposal.
- Be prepared to work against the social currents to assert your values and vision.

Think like the older people:

- Apply a flexible strategy with clear values and purpose.
- Work with the existing currents by responding to trends, habits and norms.
- Be present, humble and self-aware.
- Don't rely on past patterns.
- Recognise that life and change is not always linear.

Post-script:

In the evening time the scientists were welcomed by the community to spend the night in the village. Sitting around the fire the group mingled with young and old, talking about village life. The young people were especially curious, about what the scientists had observed and whether it might have practical value for the daily life of the community.

One of the younger people asked the scientists for their opinion on an issue that was a source of tension in the village. The previous year had been dry leaving the community with less food. This year a young leader was proposing to cut down the trees around the riverbank – to provide material for a dam. The intention of the dam was to control the flow of the river so it could be used for irrigating village land.

Some of the older people – who were generally responsible for cultivating the land – were opposed, they believed that cutting the trees and building the dam would irrevocably change the river, anger the nature spirit and bring harm to the community. They proposed making small changes to their methods, applying what they had learned from nature.

The scientists felt unsure of how to respond. 'This is a local question, more of values than of science' they said.

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Suggested activities from Global Toolkit – Module 4

4.3

Our ideas, our assumptions

Focus the activity by asking participants to come up with 'if / then' statements about their beliefs about taking action on climate change. For example, 'if we educate children about climate change this will have the biggest long term impact. Or, 'if we could access decision-makers in our community we could influence them to do more about climate change.'

4.4.

World cafe

Consider who or what else should be represented around the world cafe tables. For example, other living creatures or future generations. How can they be represented?

Include who or what is most relevant to you, your communities and contexts.

4.12

Identifying risks

Include a specific part of the activity to identify environmental and sustainable development risks. Ask how they have considered environmental and climate risks, and how they will give ongoing consideration to the mitigation of these risks.

Support the group to think about interconnected risks, for example regarding livelihoods, power inequalities or safety/security issues.

4.15

Conflict-sensitive social action – force field analysis tool

It may be valuable to make connections between climate action and conflict in communities and/or wider society. Conflict of different kinds may impact the potential for climate action, or engaging in climate action may create or heighten conflict.

You can put a shared climate issue at the centre of the 'force-field' model in this activity to explore actual and potential conflicts in climate action.

Resources

Glossary – Climate language and terminology

These definitions are from the BBC climate change glossary except where stated otherwise. <https://www.bbc.com/news/science-environment-11833685>

Climate change

A pattern of change affecting global or regional climate, as measured by average temperature and rainfall, or an alteration in frequency of extreme weather conditions. This variation may be caused by both natural processes and human activity. Global warming is one aspect of climate change.

Global warming

The current climate change comes from global warming caused by human actions. This warming refers to an increase in global temperature that has been recorded over a period of 30 years or more. It is generally expressed in relation to the levels that existed before the Industrial Revolution.

Climate change adaptation

Climate change adaptation refers to the adjustments societies or ecosystems make to limit the negative effects of climate change or to take advantage of opportunities provided by a changing climate. Adaptation can range from farmers planting more drought-resistant crops to coastal communities evaluating how best to protect themselves from sea level.

Climate mitigation

Human actions that seek to reduce greenhouse gas emissions, for example eliminating the burning of fossil fuels. Mitigation also refers to actions that enhance sinks of greenhouse gases, for example conserving mangrove ecosystems, which are considered sinks.

Mitigation measures may be carried out at different levels:

- International: countries may cooperate to mitigate their greenhouse gas emissions.
- National: governments may opt for renewable energy to replace fossil fuels.
- Local: a community may integrate waste management and establish its own programme, led by community members.
- Individual level: You may also make changes on a personal level in your consumption habits, for example by using public or alternative transport to get around, such as bicycles.

Climate Justice

Climate justice is a term used to frame global warming as an ethical and political issue, rather than one that is purely environmental or physical in nature. This is done by relating the causes and effects of climate change to concepts of justice, particularly environmental justice and social justice.

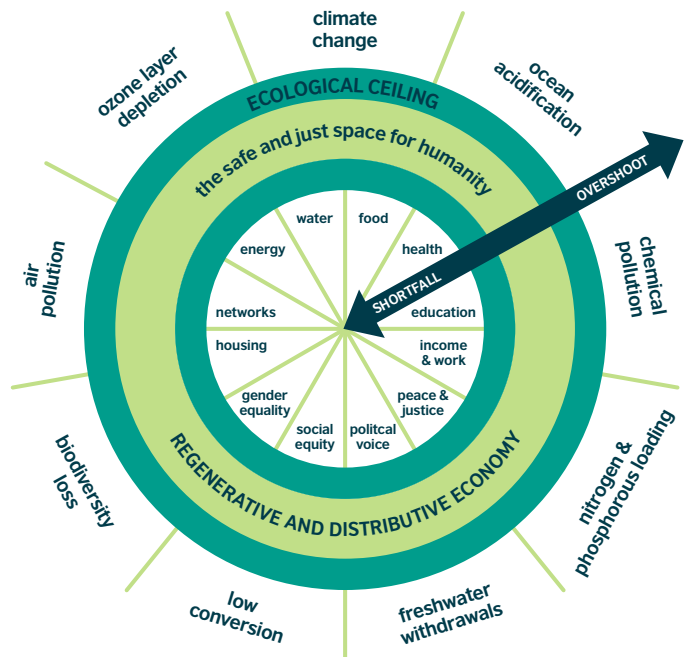
Video hyperlink: [It's time for Climate Justice](#)

Circular economy

The 'Doughnut economy' delineates a safe and just operating space, within which basic human needs can be met and critical natural thresholds avoided.

The Doughnut of social and planetary boundaries

(Kate Raworth and Christian Guthrie. CC-BY-SA 4.0)



Fossil fuels

which we know of as coal, oil and gas. When burned, these fuels release carbon dioxide which traps heat in the atmosphere. You can think of a thick blanket of gases around the planet, keeping heat from exiting the atmosphere because of which, average global temperatures may rise as much as 4°C in this century. (Intergovernmental Panel on climate change)

The complexity surrounding the phenomenon of climate change can mean decreased temperatures in some parts of the world and increased in others. Some regions may become more prone to extreme weather events such as cyclones, hurricanes and storms.

Permaculture

Permaculture is an innovative framework for creating sustainable ways of living. It is a practical method of developing ecologically harmonious, efficient and productive systems that can be used by anyone, anywhere.

By thinking carefully about the way we use our resources - food, energy, shelter and other material and non-material needs - it is possible to get much more out of life by using less. We can be more productive for less effort, reaping benefits for our environment and ourselves, for now and for generations to come.

(Permaculture.co.uk)

See also UNICEF Climate Glossary for young people

Video hyperlink: [Climate Glossary for Young People](#)

