HANDBOOK FOR ACTION AGAINST CLIMATE CHANGE

IFM • SEI

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Editing and Proof-reading
Christine Sudbrock and Tamsin Pearce

Graphic design, Illustrations and Layout
Eugeni Brigneti Masgrau

Contributors
Adria Pujol Rios, Adriana Grau, Alex Farrow, Amina Lehner, Anna Porcuna Ferrer, Artis Daugins, Christine Sudbrock, David Janicek, Enoch Asare Nsiah, Jiri Let, Juuso Nurminen, Karla Presch, Kat Budd, Kit Jones, Lari Heimonen, Lena Ulbrich, Liene Jansone, Lloyd Russell-Moyle, Martin Kacik, Miroslava Dobiasova, Monika Oravcoca, Natalia Chueco Leon ,Nemos Thorpe, Nickolas Schwickrath, Nina Langslet, Pal Jonathan Palacio Ellingsen, Pekka Osterberg, Saul Russell-Moyle, Simon Walter, Tamsin Pearce, Tomas Prokop, Zane Kalnina

www.ifm-sei.org
International Falcon Movement-Socialist Educational International
Rue du Trône 98
1050 Brussels

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Introduction

Introduction

This handbook is the culmination of the All Together Against Climate Change project (ATACC). Young people from across Europe came together throughout 2011 to learn together, discuss and develop campaigns against climate change for their local communities. They learned about the causes and effects of climate change, considered the needs of their communities and gained skills in media and campaigning. The content of this handbook was developed by the participants, based on their experiences in running campaigns against climate change.

ATACC is the development of two strands of work in IFM-SEI. The first is our 'All Together' inclusion strategy. Since 2007 IFM-SEI has been working consciously on developing strategies to become more inclusive. Local groups identified the need to better reflect the societies they were based in, so the All Together strategy was developed to support young leaders to reach out and include disadvantaged young people.
The second strand is our work on climate change. For over ten years IFM-SEI has been actively working on the issue of climate change. Our approach of combining education and advocacy saw us running seminars and workshops on the topic as well as supporting children and young people to get their voices heard at the World Summit on Sustainable Development in Johannesburg and several COP meetings.

ATACC is the logical development of these two processes. All Together had seen clear progress, yet while young people with fewer opportunities were more and more engaged as participants in local groups, we were missing their input at European level. It was important for IFM that they were given the space to contribute and shape our international movement. At the same time our activists told us that they needed a firmer grasp of the science of climate change to be more effective in this area and ATACC was born. ATACC brought together young people with fewer opportunities to lead a European project and feel more connected to IFM-SEI.

Who are we?
The International Falcon Movement – Socialist Educational International is an international educational movement working to empower children and young people to take an active role in changing society for the better and fight for their rights. We are an umbrella organisation for sixty child and youth-led movements all over the world, educating on the basis of our values of equality, democracy, peace, co-operation and friendship.

Children's Rights
The UN Convention on the Rights of the Child is a key document for IFM-SEI. Through our member organisations and the activities of our international, we aim to ensure that children and young people are well informed about their rights and are empowered to ensure they are respected. To reach this goal, we organise a variety of activities including seminars, training courses, international camps and conferences. Our work is based on peer education: We believe that young people have as much to teach as they have to learn.

By children and young people, for children and young people
Children and young people are involved in all levels of decision-making in our movement, from their local groups to the world congress. It is our firm belief that children are competent to make decisions and have strong opinions on global issues as well as matters directly affecting them. They only need the empowerment to feel that their voices will be heard in society.

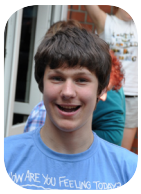
How to use this publication

The publication is divided into two parts:

The first focuses on climate change. You will find some theory, providing you with information and 'food for thought' on the science of climate change as well as educational methods for use with groups on climate change. We have also included some tips on how to plan an educational activity and our favourite climate change energizers, which can be useful for any kind of educational activities you do.

The second part of the book focuses on campaigning. Here you will find a step-by-step guide to planning a campaign, tips for campaigning and pitfalls to avoid. You will also find some methods to do with your group to develop your core message, slogan and campaign strategy. Throughout the handbook you can read impressions from participants about their campaigning experience.

You can use the workshops during weekly group nights, on camps or on seminars, as an experienced group leader, a peer educator or someone who is running a workshop for the first time. One thing you should bear in mind is that all the workshop plans are just proposals; you should always adapt them to your group. Some groups are more experienced than others, some will need more time and some will get more into the activity, others not. Don't take our proposals as they are, but adapt them for your group and for your setting to get the best results from the ATACC handbook.



David, Kinderfreunde (Austria)
For us it is important to get other organisations on board, so we prepare a campaign with some other left-wing youth organisations. Somehow sustainable development is not high on the agenda for socialists in Austria, so we try to change this. It's not so easy to involve many different organisations, but we believe in the end we will be stronger and can achieve more.

Facilitators' Guide

This short facilitators' guide aims to support group leaders in planning activities and ensuring everyone involved gets the most from them. Whether you are an experienced group facilitator or running an activity for the first time, we hope that these tips will help you in your work. Before starting to plan individual activities, take a few minutes to work through the questions and reflect on your motivation, needs and preparation. Then familiarise yourself with a few of the key educational concepts outlined below. It is likely that much of this content will be known to you but perhaps some of the terminology will be new. We hope this section will refresh your memory and give you the confidence to facilitate successful workshops with your group.

Questions for reflection

Motivation/ aims

- Why do you want to run educational activities on climate change with your group?
- What do you want to achieve?
- What would you like to change as a result of the activities?

Needs of your group

- Do the participants have any experience working on climate change? (Does the workshop need to be very basic or can it be more complex?)
- Where do they need help? What would you like them to understand in particular?
- Have they expressed an interest in learning about climate change?

Are you prepared? Do you have...

Knowledge?

- Do you feel confident to work on the topic of climate change? If yes go on. If no, read the section on climate change science (P. 13 to 17) as well as suggestions for further reading.

A setting?

- Do you have a seminar room/ youth centre/ space in a camp that is suitable for the kind of activity you want to run? Is the space big enough/ quiet enough? Does it have tables and chairs if you need them?

Equipment?

- Do you have access to the equipment and material you need for the activity? If not, how can you get hold of it?

Participants?

- Do you work with a regular group? A participant group in a seminar? Are the participants interested/motivated? Will they commit to the workshop for the length of the session or are there lots of distractions?

A team to work with?

- Educational work is much easier in a team. People have different facilitation styles, approaches and ways of dealing with situations. Different approaches can compliment each other and enrich the learning environment.

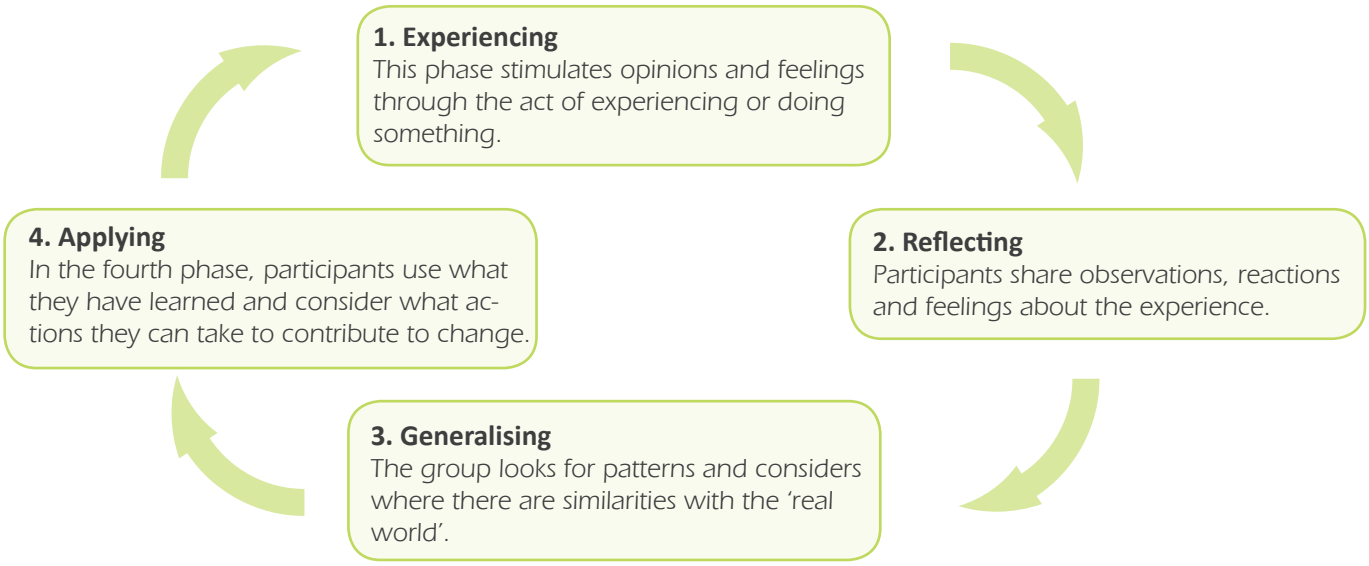
Adria, Esplac (Catalonia)

First of all we want to educate our youngsters. We believe that education is the most important tool for change. We want the youngsters to change their lifestyle and then to bring their message to a higher political level. Through creating a strong group, having good methods in our workshops and through organising exciting activities together like a big flashmob action, people in our organisation really like what we are doing for the ATACC project.

Key Educational Concepts

Experiential learning

The activities in this publication are based on the approach of experiential learning or 'learning by doing'. While the different phases in the experiential learning cycle may not be obvious in all activities, the workshops are all planned with this four-stage cycle in mind.



The logic behind this approach is that in each activity participants are consciously given the space to reflect and digest their learning, ensuring that what they have learned will be consolidated and that participants don't leave the activity confused or with negative feelings. The cycle leads the group logically to consider actions they can take, ensuring education contributes to wider social change.

Debriefing

The most important element of any educational activity is the debriefing. It's during this part of the activity that the participants are led carefully through the three phases of reflecting, generalising and applying. If debriefing is not well thought-through or is rushed, learning can be jeopardised and the activity is reduced to the level of a game, soon forgotten. Throughout this publication, we have developed suggested debriefing questions for you to use. Take some time to review the questions carefully before each activity and develop your own if necessary.

Learning styles
Every person learns differently. It's very important to remember this simple sentence when planning an educational activity. In order to ensure that all participants gain something from your workshop, try to vary the type of learning you use. Consider the following learning styles:

- **Visual/ spatial** learners understand best when something is explained visually, using diagrams or pictures. Visual learners may be good with puzzles, maps and drawing.
- **Body kinesthetic** learners like physical activity and to try something out in order to understand it. They may be good at building things with their hands and enjoy sport or dance.
- **Inter-personal** learners enjoy learning with others. They like to discuss and are often good communicators.
- **Intra-personal** learners benefit from time and space to reflect on their learning or a problem alone. They are often quite philosophical and have a good understanding of themselves.
- **Linguistic** learners are good at using written or spoken words. They often thrive in discussions and enjoy reading or expressing themselves in writing.
- **Mathematical – logical** learners are often good at problem solving and understanding patterns.
- **Musical – rhythmical** learners often use songs or music to learn. They enjoy the pattern of rhythms.

It is important to note that people cannot easily be defined by one learning style. It is not as simple as saying 'person A is a linguistic learner'. Everyone can learn in a variety of ways but how well they learn in each way varies greatly. The best approach is to keep different learning styles in mind and to try to vary which are used in each activity.
Remember: As a facilitator you also have a preferred learning style so be conscious that you do not plan every activity according to your own preferences!

Adapting activities
Educational activities should be taken as proposals to be adapted to meet the needs of your group. Some groups are more experienced than others, some will need more time and some will get deeply into an activity, others not. Don't take our proposals as they are, but adapt them for your group and for your setting to get the best results.

Promoting participation
Your role as a facilitator is to promote the participation of everyone in a group. The needs of each will be different so here are a few tips to consider when working with a group:

- When asking questions, try to rephrase them a couple of times to make sure everyone understands.
- Use clear language and instructions to avoid confusion.
- Make sure you know what you want to say before you open your mouth to say it.
- Take responsibility for communication. Ask: 'Did I express that clearly?' not 'Did you understand that?'
- Ask open questions that promote reflection and cannot be answered with 'yes' or 'no' to encourage deeper participation. Try to think about questions you will ask before an activity and write them down for use in the debriefing.
- Establish ground rules for discussion (eg chairing a discussion and not allowing people to shout out).
- Summarise regularly or ask participants to do so.
- Be aware that you cannot control or predict everything. All you can be is prepared and flexible.

Energizers

Trees, People and CO2

This energizer is a variation of Goblins, Wizards and Giants. There are two groups; in each round one group will try to catch members of the other group. When someone is caught, they join the other group.
Each group decides on one of three roles in each round (without telling the others). Then the groups stand in two lines facing each other. On the signal, they 'perform' their roles by doing the action specified below. The group whose role beats the other chases the other group to their side of the room (or a defined line outside) and tries to catch any they can from the other team. If both have chosen the same role, they have to go back into their groups to decide on a role again.
The three roles are: People, trees and CO2:

- People beat trees (by cutting them down)
- Trees beat CO2 (by sucking it up)
- CO2 beats people (by creating climate change).

Trees: swaying arms above the head
People: chopping down a tree with an axe
CO2: Rising from the earth into the atmosphere (doing a 'starjump' jumping up with arms and legs spread widely)

Impact Game

Everyone stands in a circle. Without telling anyone, each person chooses another person to copy. When you say go, everyone has to try to stand as still as possible, but people will inevitably make small movements. Each participant should copy their chosen person's movements, but exaggerate them just slightly. The game ends when everyone is jumping in the air or rolling on the floor!
This energizer shows how small changes can have a large impact.

Polar Bears and Melting Ice Bergs

This energizer is a variation of musical chairs. Put several sheets of newspaper on the floor, just big enough so that everyone will fit on a piece of paper, and with enough space between them to dance around. The newspaper sheets are icebergs and the participants are polar bears. The music plays and the polar bears swim (dance) around the icebergs. When the music stops, they have to find place on an iceberg. After each round fold one of the sheets of newspapers in half. When the music stops again, it gets more difficult for each polar bear to find place on an iceberg. Fold another sheet after each round. The polar bears help each other to fit on the icebergs. If someone doesn't find a place, they need to leave the game.

COP Energizer

This energizer is a variation of 'The Crazy Professor and Their Robots'. Form groups of four. One person in each group is a negotiator. The others are countries. The negotiator has to bring together three countries walking in different directions. One person does not have a group and represents the USA.
The groups spread out in the room. The three countries stand with their backs close together. When the facilitator says 'Go', the countries start walking. They can only walk straight forward. When they cannot continue walking (because there is a wall, a chair or another country), they walk on the spot and say "I can't accept that" over and over, so the negotiator knows where they are.
The role of the negotiator is to bring the countries back together, facing each other. The countries can change direction if the negotiator taps on their shoulder. If they tap on the right shoulder, the country must turn 90° right. If they tap on the left shoulder, they must turn 90° left. The USA runs around trying to sabotage the struggle by tapping different countries on the shoulder.

Island Drowning

This is a variation of 'Baby on the Highway'. The players all stand in a circle except for one who stands in the centre. The person in the middle points at someone in the circle and gives them an instruction. The person who was pointed out must 'act out' this instruction with the help of the two people either side of them. If one of the three people makes a mistake, they replace the person in the middle.

Island drowning: The person in the middle goes down, holding their nose. The two on the side hold their arms around the person in the middle, swinging them like waves and going up.

Rainforest: The person in the middle is a rainforest tree, swaying their arms above their head. The two on the sides cut it down with axes.

Renewable energy: The person in the middle is standing still, holding their arms up like a high pole of a wind turbine. The people on the side are the rotating wings (swinging arms around).

Heavy storm: The person in the middle blows loudly, holding their hands next to their mouth like a megaphone. The two on the side are heavy rainfall, moving their hands like a shower above the person in the middle.

Globingo

Sit in a circle. One person doesn't have a chair and stands in the middle. The person in the middle says an activity that contributes to climate change. All participants who answer this with yes need to change places. The person in the middle tries to get a chair. Examples:

Change places if…

- You like eating food from other countries
- You have ever been abroad by plane
- You have a relative or friend living in another country
- You buy products made in different countries
- You or your parents own a car
- You eat meat
- You don't recycle everything you can
- You have a tumble dryer at home
- You…

Energy Game

Explain that there are different types of fuel we use to get energy. Some of these are called 'fossil fuels'. These are coal, oil and gas. They are dirty to use, and the gases they give off are making the earth warmer. There are sources of energy that do not have a bad effect on the environment. These include power from wind, waves, the sun, and rivers.

Call out different words, and the group should respond with different actions as follows: wind (run around the room blowing), waves (swim around the room), sun (stand still with eyes closed, lying in the sun), rivers (spin arms around each other in front like a turbine). Occasionally shout 'fossil fuels'. At this everyone should sit down in a ball (like a piece of coal) and shout back 'no thank you'. Stop when everyone gets tired.

Squash the Rubbish

For this energizer you need a large box full of 'rubbish' (toilet rolls, drink cans, plastic milk cartons, sweet wrappers…) and four plastic bags. Make sure the rubbish is much too big to fit into the four bags.

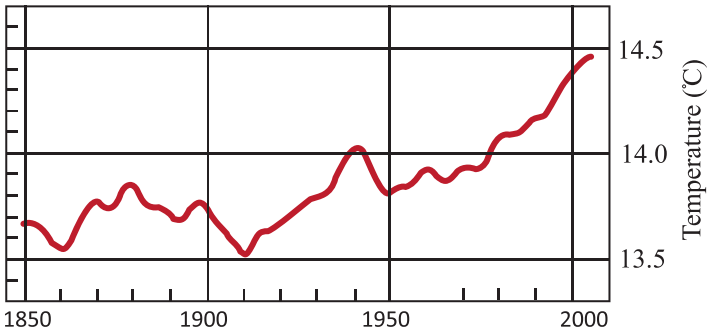
Divide into four teams and divide the rubbish between them (every group should have a 'portion' of roughly equal size). The teams must try to get all their rubbish into their bag as fast as possible. This can be the start into a discussion about throwing fewer things away/ buying less rubbish.

Climate Change – The Basic Facts

Everyone talks about climate change - even car companies use words like eco, green and sustainable to promote their cars. But what does climate change actually mean? Why is it bad? Where does it come from? What are its causes? Why do we care? Searching the internet for climate change information can be very confusing because of the sheer amount you can find there. In this section we will provide you with some basic essential information that is very important to understand if you want to work with a group of children or young people on climate change.

Climate change or global warming?
The climate is warming. All of the evidence, including air temperature, ocean temperature, melting of snow and sea level rise, indicates a rise in the average global temperature. Sometimes, this is called global warming, but using the term climate change is more accurate because it describes change, rather than using the oversimplified term of 'warming'. Even though the average global trend shows an increase in temperature, there may be localised places that have not become warmer.

Global average surface temperature (source: IPCC)



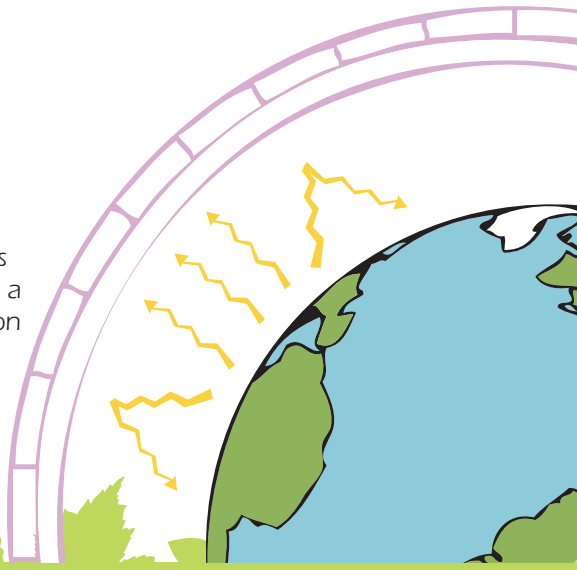
Climate change can be measured
Scientists have been measuring the global mean temperature with satellites for the last few decades and they have been measuring it with detailed thermometer readings for the last century. There are also a few indirect methods they can use to get a picture going back hundreds, or even thousands of years. For example, some scientists look at the size of the rings of ancient trees (which vary according to the temperature each year); while others look at ice cores drilled deep into the polar ice caps, which contain tiny bubbles of ancient atmosphere going back thousands of years. With thousands of scientists working all over the world collecting this data from many different sources, they have been able to build up a picture that shows the temperature has been rising rapidly since the industrial revolution.

How does the climate warm up?
Of course, the temperature wasn't flat up until that point. The climate changes when, broadly speaking, the earth receives energy from the sun quicker and stronger than it loses energy to space. The global average temperature goes up and down each year according to natural cycles. However in the last decades climate change has also increased due to human activity through an increased emission of 'greenhouse' gases.

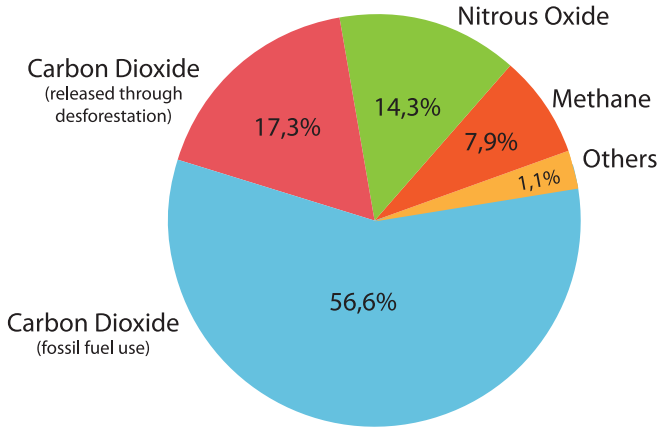
The Greenhouse effect
The earth is surrounded by a layer of gases that works just like the glass roof of a greenhouse where you plant tomatoes. The sun comes through the layer to warm the inside, but some of the sunlight that is reflected from the Earth's surface can't exit through this layer, so the sun energy is 'trapped' inside. Without these 'greenhouse' gases, it would be very cold on the earth because the warmth couldn't be kept inside the earth's atmosphere. In the last years, the layer of greenhouse gases has become thicker and thicker because more greenhouse gases have been released into the atmosphere, so more and more heat is trapped inside. This means that the average temperature on earth is rising.

What are greenhouse gases?

Carbon dioxide
Carbon dioxide (or CO2) is by far the most important greenhouse gas simply because so much of it is produced by human activity – most of the power stations that generate electricity produce it, it is produced whenever we drive cars, or burn gas to heat our homes. Even the way we treat the soil when farming has an impact on the level of carbon dioxide in the atmosphere. CO2 is produced through the burning of so-called 'fossil fuels' (coal, oil and natural gas). These fuels are composed of dead material that is millions of years old. Carbon dioxide can to a big part be stored in plants and absorbed through water surfaces, so not all carbon dioxide that is emitted is released to the atmosphere.



Methane
There is less methane in the atmosphere than CO2, but it is much stronger. It is naturally generated by microorganisms. Cows and sheep for example produce methane as they digest food. Human beings are eating much more meat than in previous years, industrial farming methods have reduced the cost of producing meat and this has resulted in a dramatic increase in the release of methane into the atmosphere. Just like carbon dioxide it is also released through the burning of fossil fuels.



Ozone
Constantly created and destroyed in the atmosphere, it has a far weaker effect than carbon dioxide. It is created and destroyed by ultra-violet sunlight.

Water vapour
It is the biggest contributor to the greenhouse effect, but it only stays a few days in the atmosphere. This means it is too short-lived to contribute to climate change! Too much of it in the air will simply rain out, not enough and the ocean surface will provide the difference through evaporation. This is why it is not mentioned in the tables of the biggest greenhouse gases. But once the air is warmed by other means, H2O concentrations will rise and stay high, thus providing a 'feedback loop'.

Nitrous oxide
It makes up a very small part of the atmosphere, but is very powerful. Nitrous oxide is also released through the burning of fossil fuels, but it is mainly emitted through the use of nitrogen-based fertilisers. Micro-organisms remove nitrogen from the soil and put it back into the atmosphere and this process produces nitrous oxide.

Climate change is linked to human activity
So we have an observed rise in temperature, an observed rise in the level of carbon dioxide in the atmosphere and now a strong theory that links them together. Scientists can also use computer models to show that by looking only at the natural factors we know about (like changes in the sun's output) you can't explain the changes in global temperature over the last century, nor can you explain it by looking only at the human factors (i.e. the rise in carbon dioxide levels in the atmosphere); but when you put both of these together the temperature rise predicted by the computer fits almost exactly the temperature rise that has been measured. Of course, there is always a remote possibility that there is another natural factor that hasn't been indentified yet which could explain the change, but so many people have looked at this from so many different angles that most scientists now agree that this is unlikely.

Climate change has profound human consequences
Scientists can use the same computer simulations of the climate to try to predict what else might happen as a result. These things are less certain and will be different in different parts of the world but we can be relatively confident in saying there will be:

- **A rise in the sea level** affecting billions of people who live in coastal areas and particularly affecting people who live in small island states
- **More droughts** in regions that are already dry
- **More heavy rainfall:** As temperatures rise and the air becomes warmer, more moisture evaporates into the atmosphere. More moisture in the air generally means we can expect more heavy rains in many regions.
- **More storms:** Tropical storms get their energy from warm ocean water. Because the ocean temperature is rising, these storms become stronger.
- **Shrinking icecaps and glaciers.** As ice and snow reflect sunlight back out to space, there is a concern that if there is less ice, less sunlight will be reflected and the earth will heat up even more.

Feedback
The example of shrinking icecaps is an example of a feedback effect. Another example is that if the Siberian permafrost melts this could release huge quantities of trapped methane – another very powerful greenhouse gas. There is evidence to suggest that these feedback effects could start occurring after we reach 2 degrees of warming compared to pre-industrial temperatures (we are currently at about 0.8 degrees) and this is why there is a global agreement to try and cap temperature rise at this level (although currently no plan of how to do this).

For people these consequences mean severe changes to their lives:

- **Less food supply** because of droughts, storms and heavy rainfall and because many of the most fertile soils will be flooded by rising sea levels – this causes hunger, migration and conflict.
- **Less water supply** because of droughts and fewer ice and snow masses – this can cause serious conflicts in regions with water scarcity and many people will have to leave their homes. In regions where drinking water is obtained from snow and ice masses the prices for drinking water will rise.
- **Risk to homes on small island states** through rising sea levels.
- **Increased health problems** because diseases like malaria spread more easily in warm temperatures. Heat waves also cause health problems especially for children and elderly people.

If the global average temperature continues to rise, the natural world will be influenced dramatically, with animals and plants trying to move or to adapt to the change in temperature, causing possible extinctions.

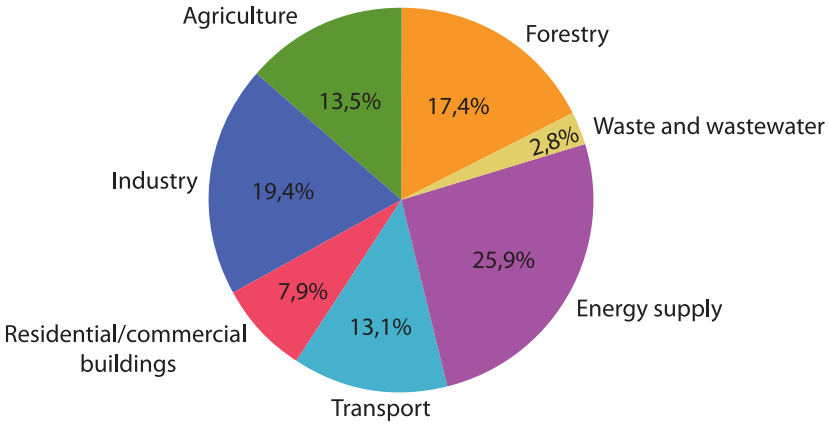
In IFM-SEI we are particularly concerned about climate change because it will be people living in poverty that will be affected the most. The people in the South suffer more under droughts and rising sea levels than the people in the North and they have fewer resources to adapt to climate change. Poor people all around the world are also more affected by rising food prices.
This is even more unfair considering that the people who suffer the most are the ones who contribute the least to higher greenhouse gas emissions.

Climate change and sustainable development
Often people are confused by what politicians, researchers and NGOs talk about – climate change or sustainable development. Sustainable development means a development that 'meets the needs of the present without compromising the ability of future generations to meet their own needs'. It includes environmental, social and economic wellbeing for today's and future generations.
Climate change therefore has a huge impact on sustainable development or rather leads to 'unsustainability'. As you have seen above, the consequences of climate change already pose a big threat to the economic and social wellbeing of many people, and the wellbeing of future generations is at much greater risk.

What needs to change?
If we want to find out what needs to be changed to reduce greenhouse gas emissions, we need to look at what is contributing the most at the moment, so that we can change things efficiently.

This is the share of different sectors contributing to greenhouse gas emissions (global anthropogenic greenhouse gas emissions in 2004, source: IPCC):

Energy supply (25.9%) - this comes directly from the power stations that burn fossil fuels to produce energy.
Industry (19.4%) - especially in energy-intensive industries like iron and steel, other metals, minerals like cement, glass and ceramics, fertilisers and chemicals, paper and pulp, petroleum refining
Deforestation (17.4%) - by cutting down trees, carbon is released and there are less trees that can store newly emitted CO2.



Agriculture (13.5%) - Agriculture is a big contributor due to the use of nitrous oxide based fertilisers, methane released through rice cultivation and through the digestive systems of cows and sheep.
Transport (13.1%) - the CO2 emissions from this sector have been growing more than any other sector in the last decade. Transport includes road, air, boat and rail transport. They rely on the use of petroleum (a fossil fuel).
Residential and commercial buildings (7.9%) – heating, cooling and lighting of buildings.
Waste and wastewater (2.8%) - Waste and wastewater can be sources of methane and nitrous oxide if not treated correctly.

What can be done to reduce the emissions from these sectors?

1. **Innovation** (Increase energy efficiency, improve industrial processes, organise agriculture differently, treat waste properly)
2. **Use of renewable energies** (Instead of fossil fuels)
3. **Lower consumption** (Fewer emissions from industry, transport and agriculture)

Some of these things each and every individual can do: You can decide to buy your energy from a company that produces renewable energy. If you own a house, you can decide to have better insulation so that you need less heating in winter and cooling in summer. Of course you can consume less. You can decide not to travel very much, to take the bike instead of the car; you can decide to eat less food that causes high greenhouse gas emissions (for example meat). You can simply buy fewer things.

These things are important, but you cannot make a significant impact on your own. You cannot decide on industrial processes or even on the heating of your school. You cannot decide on your own not to cut down the rainforest or to use renewable energy in the city hall.
These are decisions that need to be taken on the political level to be effective. We need political decisions on the amount of fossil-fuel based energy allowed, and on how to support things like innovation, the use of renewable energies and decreasing consumption. It is for example not always an individual choice to take the bus instead of a car if there is simply no bus line to take.

Because these political decisions are so important, we made this handbook not only about climate change, but also about campaigning so that we can push politicians to make these changes.

Anna, Esplac (Catalunya)
In our Esplai we want our young people to be critical towards society in all aspects. This year we focused on the environment, but combined it with social questions.
First we wanted to talk with the young people only about transport, but we realised that the topic they want to focus their campaign on needs to come from them. We have already talked about emissions caused by meat production and if it would be good to become vegetarian. And we talked about how difficult it is to receive unbiased information. Big energy companies have a huge interest in not talking about climate change. There is so much information you don't get because the big business wants to hide it.

The politics of climate change
Many politicians know that a lot of things need to change in order to ensure the global average temperature does not rise above an acceptable level. Climate change is a global challenge. Some countries will face more severe consequences, and some are higher contributors than others (the ones facing more severe challenges are usually the ones that contribute the least), but no country alone can reduce greenhouse gas emissions enough to make a real impact. This is why the member states of the United Nations meet regularly to negotiate how they can commit politically to a reduction of greenhouse gas emissions.

In 1992 the United Nations set up a process for trying to get an international agreement on climate change. This process has the very long name 'United Nations Framework Convention on Climate Change' (UNFCCC). Regularly politicians meet at international negotiations where they try to reach an agreement on how to tackle climate change. These meetings are called 'COP' (Conference of the Parties). The meeting in Copenhagen in 2009 for example was 'COP 15'.

Kyoto-Protocol
The first and only legally binding agreement that was reached by the UNFCCC is the 'Kyoto-Protocol'. The agreement was made in 1997, but only became legally binding in 2005. This is because it required countries responsible for a total of at least 55% of global emissions to sign. This only happened when Russia signed up in 2005. Not all UN member states signed this agreement – the USA and Australia, two countries with very significant carbon emissions, never agreed to this. The Kyoto Protocol treats rich countries and poor countries differently. Rich countries must reduce their emissions, and developing countries are allowed to increase emissions to aid their development. Each rich country has its own reduction targets. Some countries with very high emissions, like China, signed the agreement, but are treated like developing countries and don't have to reduce their emissions.

The agreement comes to an end in 2012 and most countries will not meet their targets. This will not have any consequences, because very few sanctions were written into the agreement.

What after Kyoto?
In the last years several other 'COPs' have taken place where politicians have tried to reach an agreement that can replace the 'Kyoto-Protocol' after 2012 and that can force more countries to reduce their emissions, particularly the USA and China. So far they were not very successful. In 2011, the 17th Conference on Climate Change (COP17) took place in South Africa. They agreed that the Kyoto Protocol will continue after 2012, until a new agreement can be signed in 2015 and implemented in 2020. It is not yet clear what will be the commitment of countries in this new agreement, but bad signs have appeared already. Canada for example withdrew from Kyoto a day after COP17 ended.

Sources
IPCC (Intergovernmental Panel on Climate Change): The IPCC is the leading international body for the assessment of climate change. It was established by the United Nations Environment Programme and the World Meteorological Organisation to provide the world with a clear scientific view on the current state of knowledge in climate change and its potential environmental and socio-economic impacts. Many scientists work together on the IPCC reports to get a very clear picture. You can find all their information, especially their very detailed reports on www.ipcc.ch.
EPA (Environmental Protection Agency of the United States) with useful information for children (and everyone else who finds usual climate change reports and explanations difficult to understand) www.epa.gov/climatechange/kids
Greenpeace Climate Science: www.greenpeace.org/international/en/campaigns/climate-change/science/

Climate Change Activities

Opinion Check

Age group	8+
Group size	5+
Time	30 minutes

Overview
This activity introduces the topic of climate change by exploring personal attitudes to the issue.

Objectives
- To introduce the topic of climate change
- To get an overview of the knowledge and attitudes of your group

Material
- Flipchart paper, markers
- Pens for everyone or little stickers (approximatly 15 per person)
- Posters (appendix): Draw each poster onto a piece of flipchart paper and put them in different places, not too close to each other.

Step-by-step instructions
1. Explain that if they want to run a campaign, it is important that they know what knowledge their target group already has and what their attitudes are towards the topic. The very first step is to reflect on our own attitudes.
2. Ask them to answer the questions on the posters by putting a dot or sticker in the appropriate place. They should answer the questions by themselves and try not to take notice of what others have answered. Explain that no one will be judged or graded on their answers!
3. Have a look at the posters together. Are there any questions on which opinions differ very much? Do not give any judgement, but let the children discuss. Make clear that they should not judge anyone else, this is an introduction and it is okay if someone has never thought about climate change before or has never been given any information.

Tips for facilitators
This activity cannot stand alone but must be followed by activities exploring climate change facts. Otherwise questions will be left unanswered.

Appendix: Posters

Do you agree or disagree that the world's climate is changing? (Answers in a table: Agree strongly, agree slightly, disagree slightly, disagree strongly, unsure)

Do you think climate change is (write each sentence in a circle: Due entirely to human behaviour; Due mainly to human behaviour; I don't know; Due entirely to natural causes; Due mainly to natural causes)

How soon do you think the world and your country will be affected by climate change? Put a dot in each row. (Table with two rows and six columns. **Rows:** My country; The world. **Columns:** Already affected by climate change; will be affected in the next five years; will be affected in the next 6-20 years; will be affected in the next 21-50 years; will be affected in more than 50 years; won't be affected at all)

How much do you think you will personally be affected by climate change? The further in the middle you place your sticker, the more you think you will be affected. (Big circle)

How does climate change make you feel? (Bubbles, each with one of the following words in it: Hopeful, Fearful, Unmotivated, Motivated, Negative, Positive, Frustrated, Enthused; participants can put as many dots as they like)

How often do you talk with your friends and family about climate change? (Speech bubbles around with the words: Never, Daily, Weekly, Fortnightly, Monthly, Every six months)

To what extent do you agree with the following statements: (Table with statements in rows, values in columns. **Values:** Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree, unsure. **Statements:** Humans have the right to release into the atmosphere as much pollution as they wish; The effect of climate change on plants and animals is as important as its effect on humans; Humans will eventually be able to provide technological and scientific solutions to climate change; The possible consequences of climate change have been greatly exaggerated).

Greenhouse Theatre

Age group	10+
Group size	10+
Time	45-60 minutes

Overview
This activity helps participants to understand the effect of greenhouse gases through acting it out.

Objective
- To understand the mechanisms of the greenhouse effect

Materials
- Copies of the text and pictures in the appendix
- Make-up and clothes for dressing up (optional)

Step-by-step instructions
1. Split the group into smaller groups of around five people. Explain that it is their task to explain the causes of climate change.
2. Hand out the explanations in the appendix. Ask the groups to carefully read the text together. If there is anything they don't understand, they should first discuss it in their small group and then come to the facilitators for help.
3. After they have read the text, they should come up with a short play showing how the greenhouse gas effect works. They can use make-up and dress up to show the different roles they take.
4. Let everyone present their play in turns.

Debriefing
- Did the plays help you to understand how the earth's climate changes?
- Is anything still unclear? (If yes, take time to explain.)
- Can you already see the effects of these mechanisms in your life?
- Why is it important to reduce the emission of greenhouse gases?

Tips for facilitators
The children can see the effects of the greenhouse gas effect if they put two thermometers on the same surface outside. Over one they put a glass jar. Let them check the temperatures of both thermometers after a while. Explain that gases such as carbon dioxide have the same effect as the glass jar. This is why it is called greenhouse gas effect.

Appendix: The Greenhouse Effect

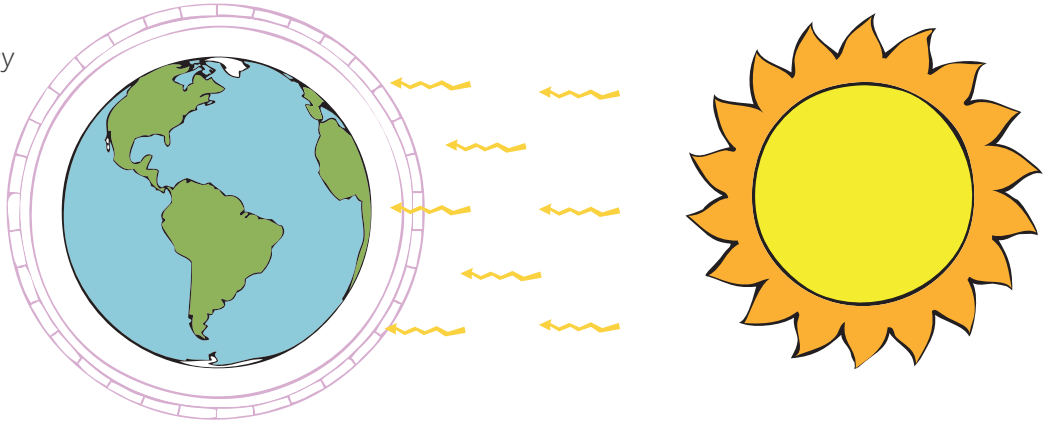
The earth gets energy from the sun through sunlight that passes through the atmosphere that surrounds the earth. The earth's surface absorbs this energy. This is how the earth warms up. Then the earth releases this energy as 'infra-red radiation' back into space. This is how the earth cools down again. Some of this infrared radiation cannot pass through the atmosphere because it is absorbed by 'greenhouse gases' in the atmosphere. This radiation is sent back to the earth and heats it up. This works like a greenhouse: sunlight comes in, but not all of it can go out again. This is how a greenhouse – and the earth - stay warm even if the sun is not shining. Without these gases, it would be very cold on earth because the sun's energy could not be kept inside the atmosphere.

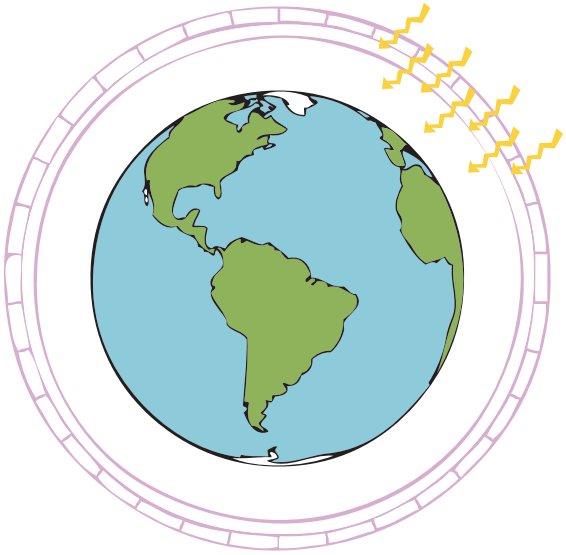
There are several gases that absorb infrared radiation. The most important one is carbon dioxide. Others are methane, nitrous oxide and water vapour.

In the last few decades, the layer of greenhouse gases has become thicker and thicker because more greenhouse gases have been released into the atmosphere, so more and more heat is trapped inside. This means that the average temperature on earth is rising.

Greenhouse Effect

The earth gets most of its energy from the sun through sunlight. It can pass through the atmosphere.

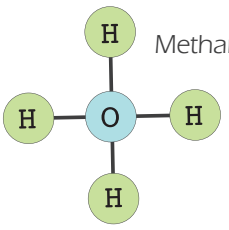




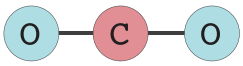
The earth's surface absorbs the solar energy and releases it back into the atmosphere as infrared radiation. Some of it goes back into space.

But some of the infrared radiation emitted by the earth is absorbed by greenhouse gases in the atmosphere and sent back towards the earth's surface. That warms the earth's surface.

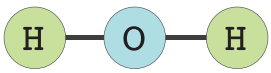
The three main gases in our atmosphere that contribute to the greenhouse effect are carbon dioxide, methane and water. These gases absorb the infrared radiation emitted by the earth and re-radiate the energy as heat back towards the earth, causing a warming known as the greenhouse effect.



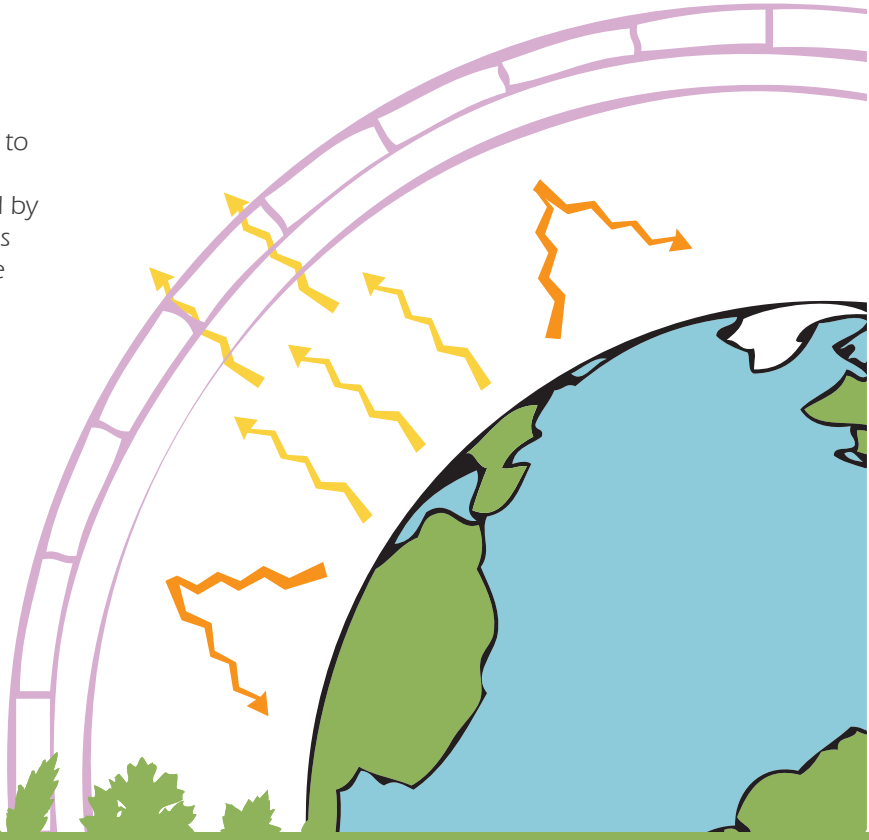
Methane (CH_4)



Carbon Dioxide (CO_2)



Water (H_2O)



The World in 2050

Age group	6-12
Group size	4+
Time	60 minutes

Overview

The children think about what might happen in the future by creating a fictional newspaper set in 2050.

Objectives

- To reflect on the consequences of climate change
- To raise awareness of the urgency to take action

Materials

- Paper, crayons
- Flipchart paper, markers

Step-by-step instructions

1. Tell participants that they will take a trip into the future in their minds. The destination is the year 2050. Ask everyone how old they will be then and what they want to do at that age.
2. Put some relaxing music on, ask them to lie comfortably on the floor and close their eyes. Ask the following questions, leaving time in between for them to think about the answers:
   - What will your town look like? How will people move around?
   - How will you and other people live? What will your homes look like?
   - What will the countryside look like in 2050? What will have changed from now?
3. Tell participants that they will create a newspaper for 2050, using their imagination.
4. In pairs, they should create one or two newspaper items. They can be interviews, point of view columns, news stories, cartoons…all with catchy headlines.You can find some future facts to use below.
5. Put all news items on a big 'wall-newspaper' displayed on a wall, and give time for everyone to read everything. Later on, you can also lay them out in a normal newspaper format.

Debriefing

- What did you imagine to be the main changes between now and 2050?
- Is the future you imagine better or worse than today?
- If it is better: Why?
- If it is worse: Why? What needs to be done to change this and make it a better future?

If the children do not mention climate change, point out that this will have a very big impact on the future. Explain that the global average temperature is rising every year, especially due to carbon dioxide emissions (emitted by cars, planes, factories, heating…). In 2050, the average global temperature will most probably be around 2-3 degrees Celsius warmer.

- What consequences can this have? (Note their answers on a flipchart and explain more if needed.)
- What actions need to be taken to have a world with fewer carbon emissions? (Write their ideas on a flipchart.)

Tips for facilitators

It is important that this activity does not stand alone, but that you continue with a more positive activity about action to reduce carbon emissions.

Appendix: Future facts

In 2050, the north-pole will be ice-free during the summer.

In 2050, people in most African countries will have to fight for food during hot summers.

In 2050, one million refugees from Africa will live in Europe because they had to flee from droughts.

In 2050, some towns in Belgium, the Netherlands, France, England and Germany will have to be moved because the sea is rising.

In 2050, there will be different fish in the Atlantic due to the higher sea temperature.

In 2050, ¾ of the glaciers in Switzerland will have melted.

My Ecological Footprint

Age group	10+
Group size	10+
Time	45 minutes

Overview

This activity shows participants how much their personal lifestyles impact on the ecosystem.

Objectives

- To introduce the concept of the ecological footprint
- To understand how sustainable different personal behaviours are
- To discuss what behaviours we can change

Materials

- Outside space or big room where all participants can stand in one line and walk forwards up to 70 small steps
- Pen and a copy of the questionnaire for each participant

Step-by-step instructions

1. Explain that in the following activity the participants will see how much their lifestyle impacts on our ecosystem. For each question, every participant should consider for themselves which answer to give. Remind them that this is not to make them feel guilty, but to show them in which areas improvements might be possible or might not be possible. If they are not sure which answer to give, they should estimate or else take the average answer.
2. All participants stand in a line. One question at a time is read out and the participants step forward according to the answer they give. They also mark their answer on the questionnaire.
3. After having read all the questions, come together in the group. Give the participants time to individually sum up all their answers. Explain what the numbers mean and let the participants compare their footprint with the global average.

Debriefing

- How did it feel to always move on or be left behind?
- Which behaviour could you change and which not? Why is it possible to change some activities and not others?
- Is it a life choice or a necessity to reduce your footprint?
- What would you be ready to give up? Change?
- Where should we stand in the end?

The ecological footprint

The ecological footprint estimates the area of land and ocean required to support one's consumption of food,goods, services, housing and energy and assimilate one's waste. The ecological footprint is expressed in 'global hectares', which are standardised units taking into account the differences in biological productivity of various ecosystems impacted by consumption activities. Nowadays the expression 'carbon footprint' is used more often to express the total set of greenhouse gas emissions caused by a person, an organisation, an event or a product.

Total your score by adding up the circled values from the above questions.

- If your score is less than 150, your ecological footprint is smaller than 4 hectares.
- If your score is 150-350, your ecological footprint is between 4.0 hectares and 6.0 hectares
- If your score is 350-550, your ecological footprint is between 6.0 hectares and 7.8 hectares
- If your score is 550-750, your ecological footprint is between 7.8 and 10 hectares
- If your score is more than 750, your ecological footprint is greater than 10 hectares.

Only 2.1 hectares per person are available on earth. If everyone in the world used more, we would need more than one earth to sustain us. The average footprint in the UK and Canada is 6 hectares, in Austria 5, in Nicaragua 3, in Sri Lanka 1.

Appendix: Ecological Footprint Questionnaire		
HOUSING	**Steps**	**Points**
How many people live in your household?		
1	3	30
2	2	25
3	2	20
4	1.5	15
5 or more	1	10
How is your house heated?		
Natural gas	3	30
Electricity	4	40
Oil	5	50
Renewable energy (solar, wind)	1	10
How many individual taps (in your kitchen, bathrooms, and outside) and toilets do you have in your house?		
Less than 3	0.5	5
3-5	1	10
6-8	1.5	15
8-10	2	20
More than 10	2.5	25
What type of home do you live in?		
Apartment/ flat	2	20
House	4	40
FOOD		
How many meals per week do you eat meat or fish?		
0	0	0
1-3	1	10
4-6	2	20
7-10	3.5	35
More than 10	5	50
How many meals do you eat per week prepared from fresh ingredients (not 'ready' meals or frozen pizzas)?		
Under 10	2.5	25
10-14	2	20
14-18	1.5	15
More than 18	1	10
When purchasing your food items, does your family try to buy locally produced goods?		
Yes	2.5	25
No	12.5	125
Sometimes	5	50
Rarely	10	100
Don't know	7.5	75
TRANSPORTATION		
If you or your family own a car, what type of car is it?		
Motorcycle	1.5	15
Small compact	3.5	35
Mid-sized	6	60
Large	7.5	75
Sports, 4 by 4 vehicle or mini van	10	100
Pick-up truck or full-size van	13	130

	Steps	Points
How do you get to school/ work?		
Car	5	50
Public transport	2.5	25
School bus	2	20
Walk	0	0
Bicycle, rollerblade or skateboard	0	0
Where did you go on holiday/ vacation within the last year?		
No vacation	0	0
Own country, own region	1	10
Own country, different region	3	30
International	4	40
Intercontinental	7	70
How many weekend trips per year do you take by car or plane?		
0	0	0
1-3	1	10
4-6	2	20
7-9	3	30
More than 9	4	40
PURCHASES		
How many large purchases (stereo, TV, computer, car...) has your household made in the last year?		
1-3	1.5	15
4-6	3	30
More than 6	4.5	45
Have you bought any energy-efficient products in the past year instead of non-energy efficient (fridges,etc.)?		
Yes	0	0
No	2.5	25
WASTE		
Do you try to reduce the amount of waste you generate (eg. Buying food in bulk, refusing junk mail/ flyers...)?		
Always	0	0
Sometimes	1	10
Rarely	2	20
Never	3	30
Does your household compost?		
Always	0	0
Sometimes	1	10
Rarely	1.5	15
Never	2	20
Does your household recycle paper, cans, bottles etc.?		
Always	0	0
Sometimes	1	10
Rarely	1.5	15
Never	2	20
How many rubbish bags of waste do you fill each week?		
One half-full garbage bag	0.5	5
1	1	10
2	2	20
More than 2	3	30

How Bad are Bananas?

Age group	12 +
Group size	5-26
Time	60 minutes

Overview
In this activity participants discuss the impact of different actions on their carbon footprint.

Objectives
- To encourage participants to reflect on the carbon intensity of different activities
- To get a feeling for the carbon intensity of different activities
- To show how difficult it is to calculate the difference in carbon intensity of different activities
- To raise awareness of the necessity to take action individually and also on the political level

Materials
- Cards, markers, pens
- Masking tape
- Music player

Preparation
- Write the items/activities from the appendix on cards (only the bold writing, not the numbers and explanations!)

Step-by-step instructions
1. Spread the activity cards on the floor. Put the music on. Participants should dance around and when the music stops take a card. They should discuss with two other people who they think has the card with the highest carbon footprint. Repeat this a few times.
2. The last time, everyone should stick their card onto them.
3. Ask everyone in the big group to form a line, with high impact carbon items at one end of the room, and lower impact activities on the other end of the room. They should discuss with each other while trying to form an order.
4. When they have decided on a line, ask everyone to say what they are. Then they can put their card on the floor in the same order.
5. If there are any disagreements, allow for short discussion on these cards. Then give the missing information about the carbon footprint of the activities. Participants can add the numbers to the cards.
6. Ask participants to choose the activities that they can't have any individual influence on, but that need to be carried out by a higher level (city administration, national politics...) and put them in a separate line.

Debriefing
- Why did you put them in this order?
- Were there many disagreements in the group?
- Was anything very easy to place? What was difficult to decide on? Why?

Make it clear that it is always very difficult to put activities in an order, because a complete measurement of all greenhouse gas emissions of an activity is almost impossible. However, there are many estimates made by researchers and it is better to have a rough measurement than to not think about the carbon footprint of these things at all.

- On which end of the line are the activities that can be carried out at individual level?
- Should we start reducing our carbon footprint through individual actions or by focusing on influencing the political level?

Appendix: Impact cards

All figures are taken from the book 'How Bad are Bananas?' (Berners-Lee, 2010). The numbers are estimates of Carbon Dioxide 'equivalents' (CO2e), also taking into account other greenhouse gases.

One web search (Between 0.7 and 4.5g CO2e dependent of computer's energy efficiency)
Drying your hands (10g CO2e with one paper towel; 20g CO2e with standard electric dryer)
A plastic bag (10g CO2e for a standard, disposable supermarket bag – if you take one 5 times per week, over the year it has the same footprint as one large cheeseburger)
Boiling one litre of water (70g CO2e with an electric kettle)
An apple (80g CO2e on average - sometimes local and seasonal, sometimes not)
A banana (80g CO2e – not bad at all, because they are grown in natural sunlight, they are transported by ship because they keep well and they don't need much packaging because they have their own)
One mile by bus (150g CO2e on a normal city bus)
One mile by train (150g CO2e on a normal intercity train)
500ml bottled water (160g CO2e on average – 80g just for the plastic)
A shower (500g CO2e for 6 minutes in a typical electric shower)
1kg of rubbish (700g CO2e for average bin contents)
One mile by car (710g CO2e on average)
A veggieburger (1kg CO2e)
A cheeseburger (2.5kg CO2e)
A pair of cotton jeans (6kg CO2e)
1kg of tomatoes (9.1kg on average)
Using a mobile phone (1250kg CO2e a year's usage at one hour per day; 47kg for a year's usage at just under 2 minutes a day)
Flying from London to Hong Kong return (4.6 tonnes CO2e on average, more in first class)
1 tonne of fertiliser (between 2.7 and 12.3 tonnes CO2e depending on how efficiently it is made)
Having a child in Europe (373 tonnes CO2e on average)
A swimming pool (400 tonnes CO2e per year)
1 hectare of deforestation (500 tonnes CO2e per year – equivalent to a car driving 28 times around the world: Every year 13 million hectares are cut down or burnt.)
A space shuttle flight (at least 4,600 tonnes CO2e)
The World Cup (2.8 million tonnes CO2e the 2010 South Africa World Cup for accommodation, stadia use, construction and transport)
A bushfire (165 million tonnes CO2e the Australian bushfires 2009)
A war (250-600 million tonnes CO2e, the war in Iraq 2003-2009)

Potato Race

Age group	6+
Group size	6+
Time	30 minutes

Overview
This is a short fun race where the children bet on their results. Their stakes in the bet are proposals on how they can reduce their carbon footprint.

Objectives
- To encourage action against climate change in a fun and energetic way
- To think about different carbon-reducing activities individuals can do

Materials
- One spoon and one potato of roughly the same size per team
- A space big enough for a race course (preferably an outside space)
- Chairs or obstacles for the finishing line (one per team)
- Cards from the appendix

Preparation
- Lay out a race course with a starting line and a finishing line. Put one chair or other obstacle per team on the finishing line with space to run around.
- Copy and cut out the cards from the appendix.

Step-by-step instructions
1. Form teams of around four or five people. Each team should come up with a team name. Explain that they will race against each other.
2. In their team, they need to agree on a stake for if they lose the race. The stake needs to be something that reduces their carbon footprint. Spread the cards (appendix) out on the floor and ask the participants to look through them. They can agree on one of these actions or come up with their own. All members of a team need to agree on the same action.
3. Ask the teams to present their stakes to each other and to agree on all of them. They can also write them down on a flipchart and sign them.
4. Now the teams will run their race. Each player of each team needs to run from the starting line to the finishing line, run around the chair and run back to the starting line. During the whole race they need to carry a potato with a spoon. If the potato falls down, they need to go back to the beginning and start again. When they are back at the starting line, they pass the spoon to the next person. If there are uneven team sizes, one person should run twice in the smaller team.
5. The team who finishes the race first wins. Remind the others of the commitments they gave before the race. They will need to fulfil them.

Debriefing
- Was it difficult to decide on a stake in your team? Why did you choose your specific stake?
- Is it fair that the winning team does not have to fulfil a commitment?
- Does this reflect real life? How?

Explain that it is important that the teams fulfil what they promised, even if the winning team doesn't, because someone always needs to start taking action. Maybe the winning team agrees to commit as well if you create an atmosphere where it is exciting that the others will all take action.

Tips for facilitators
The children can also ask other people to bet on them and cheer for their team. If the team they bet on loses, they have to do something to reduce their carbon footprint that they decided on before the race.

Appendix: Ideas for stakes	
Do a fundraiser to collect money for a rainforest reforestation project. 1 hectare of deforestation causes 500 tonnes CO2 emissions.	**Do not take a plane for your next holiday.** Going by plane from Paris to London return: 122kg CO2; going by train: 11kg CO2
Don't talk for more than 2 minutes per day on your mobile phone during the next month. 47kg CO2 per year if you use your phone only 2 minutes per day, compared to 1250 kg if you use it one hour per day. Texting has a much lower carbon footprint of 10.22 grams per year if you send two texts per day.	**Don't eat cheese for two weeks.** 12kg CO2e per kilo of hard cheese (don't replace your cheese with meat)
Don't eat meat for two weeks. Beef: 18kg CO2e per kilo	**Don't buy new clothes within the next two months.** 11.5 kg CO2e per average pair of shoes, and 6kg CO2e per pair of cotton jeans
Don't drive or let your parents drive you anywhere for the next two months, but take the bus or train. 710g CO2e per mile in an average car, 150g CO2e per mile by train or bus.	**Only eat seasonal vegetables for two months.** You can find lists of seasonal vegetables that do not have to be transported long ways or grown in greenhouses online.

What do you Think?

Age group	Any
Group size	15 - 20
Time	20-30 minutes

Overview

Participants position themselves on a line according to their opinions about various issues.

Objectives

- To start the thinking process amongst participants regarding climate change
- To introduce the topic of consumption in the wider field of sustainability

Preparation

- Mark one side of the room/ space as 'agree' and the other side as 'disagree'.

Step-by-step instructions

1. Read out the statements one by one and ask the participants to stand on the 'agree' side of the line or the 'disagree' side.
2. After each statement ask participants why they are standing where they are and initiate a short discussion on each point.

Statements
There's nothing we can do about climate change, it's irreversible so we may as well continue living as we always have.
The most important thing is to develop low energy technologies. If effort was put into developing these, we could all continue to live as we do now.
We all need to radically change our lifestyles to reverse climate change.
Shoppers cannot change the way goods are made.
If we don't spend our money on one thing, we'll spend it on another.
Live simply so others may simply live.
I often follow what others do rather than be different because of something I believe in, because it's easier that way.
It's easy to live your life according to your beliefs.
I don't wear fair trade clothes because they don't make clothes that I like.
I need my bank to give me a good interest rate, it's not my responsibility to check how they invest my money.
It's ok to take money from rich people and give it to poor people.
Those who have more choices need to take the responsibility for the planet by consuming less.
If I recycle more, switch off lights and don't take long-haul flights, I've done my bit for climate change.

Debriefing

- On which questions did everyone agree? Why?
- On which questions was there disagreement? Why?

Treasure Hunt: Is it all about Reducing?

Age group	12+
Group size	15-35
Time	60 minutes

Overview

A treasure hunt for questions on energy consumption and climate change.

Objectives

- To start the reflection process on consumption and individual behaviour
- To introduce some facts about climate change and and the impact of different activities

Materials

- Questions on cards
- Prepared jigsaws made from different pictures (copies of three complete jigsaw puzzles per team)
- Envelopes

Preparation

- Copy and cut out the climate change questions (see appendix I).
- Find three different pictures (you can google images). One of them should have a positive climate change message on it. Copy them so that you have one copy of each picture for each small group. Cut them into jigsaws of eight pieces, one per question. The same pictures need exactly the same shaped jigsaw pieces.
- Place the same pieces of each jigsaw into each envelope so you have three envelopes for each question, each containing the same jigsaw pieces (one per group). Mark A, B or C on each envelope for the different answer possibilities. The pieces of the picture with the positive message need to all go into the envelopes for the right answer!
- Hide the questions together with the three envelopes A, B and C for this question in different places in the workshop venue.

Step-by-step instructions

1. Form groups of three or four people.
2. The groups should go around the seminar place and search for the questions. When they have found one, they need to decide in their group which answer they think is correct.
3. Then they take a jigsaw piece from the envelope on which their answer is marked and search for the next question.
4. After finding all questions, they can check if their pieces fit together. If they do, all answers are correct. If the pieces do not fit, they can go back and check the questions again. (There is the possibility that they were always wrong, but put one of the other jigsaws together fully. This is why only the right jigsaw has a positive message.)
5. Come back together, present the jigsaws and go through the answers.

Debriefing

- Which questions did you find most difficult?
- Which were most surprising?
- Which were easiest?

Appendix I: Questions

1. The Arctic Circle will face the first ice free summer by...
a) 2040 b) 2090 c) 2015

2. Which gas is not a greenhouse gas (gas that traps sun energy inside the earth's atmosphere)?
a) Neon b) Vapour c) Carbon dioxide

3. What activity is a bigger contributor to the world's greenhouse gas emissions?
a) Eating meat b) Driving cars c) Paper production

4. How many trees does the average American use every year?
a) 7 b) 70 c) 700

5. What has a bigger carbon footprint: a cup of tea or a couple of google searches?
a) Google b) Tea c) Both the same

6. How much water on earth is suitable for direct human use?
a) 0.007% b) 7% c) 0.7%

7. Which country has the biggest carbon emissions per person in the world?
a) Australia b) China c) Qatar

8. Which country cuts down most trees each year?
a) Guatemala b) Russia c) Brazil

Appendix II: Answers

1. 2040

Some reports even say 2013, but most scientists agree that sea ice loss will lead to a first ice-free summer in human history in 2040. The Arctic serves as a 'high-sensity' indicator of climate change because of the high sea-ice loss and the melting of the Greenland ice sheet.

2. Neon

Water vapour is the biggest 'greenhouse' gas both in terms of quantity and intensity. However it returns back to earth and its effects are only temporary. Carbon dioxide is next in terms of quantity, but methane is higher in terms of intensity. Neon is not a green house gas of any significance.

3. Eating meat

The FAO (Food and Agriculture Organisation of the UN) revealed in 2006 that 18% of the world's entire greenhouse gas emissions come from rearing livestock. The road transport sector emits fewer greenhouse gases. The total transport figure is contested, because no one knows exaclty the effect of air travel (many scholars say that carbon released higher up in the air has a greater impact). In the US, paper production is number four in greenhouse gas emissions.

4. Seven

Trees are used for paper, wood and other products. In the USA, 2,000,000,000 trees are cut per year. This equals 7 trees per American. Trees absorb carbon dioxide from the air and produce oxygen, this is why they are very important for a balanced climate.

5. Tea

On average, one google search uses 7 grams of CO2. The actual search itself only takes 0.2 gram, but of course your computer also needs energy. To boil a litre of water in a normal kettle (6 cups), you need 70 grams of Co2 (11.6 gram per cup of tea). Both activities are rather insignificant if you want to make an impact. As a comparison one visit in a public swimming pool can have a carbon footprint of around17kg CO2!

6. 0.007%

Less than 1% of the world's fresh water (0.007% of all water on earth) is accessible for direct human use.

7. Qatar

In 2008, the average Qatari had a carbon footprint of 53.5 tonnes CO2, an average Australian 18.9 tonnes and an average Chinese of 5.3 tonnes China is considered the world's biggest contributor, but per person it emits much less than many other countries. (Source: United Nations Millennium Development Goals Indicators, accessed 13 October 2010)

8. Brazil

Rainforests once covered 14% of the earth's land surface; now they cover a mere 5% and experts estimate that the last remaining rainforests could be consumed in less than 40 years. The Amazon Rainforest has been described as the "Lungs of our Planet" because it provides the essential environmental world service of continuously recycling carbon dioxide into oxygen. More than 20 percent of the world oxygen is produced in the Amazon Rainforest. Commercial logging is the single largest cause of rainforest destruction, both directly and indirectly. Other activities destroying the rainforest include clearing land for grazing animals and soy production.

Climate Refugees

Age group	8-12
Group size	10+
Time	90 minutes

Overview
Participants put together a picture story about a family that has to flee from their home as a result of climate change.

Objectives
- To realise that many people are already suffering from the consequences of climate change
- To raise awareness that the poorest are hit the hardest by climate change

Materials
- Pictures from 'Samha's story' (appendix I)
- Eight Envelopes

Preparation
- Copy one complete set of the pictures in appendix I for each group and cut them out.
- Put the copies of each picture in the same envelope and hide the envelopes around the space.
- Copy Aziza and Phil's stories (one for each group).

Step-by-step instructions
1. Split into two or three smaller groups. Explain that they have to find pictures that are hidden in envelopes around the space. From each envelope they should take one picture. All pictures belong to a picture story about a child.
2. When they have found all eight pictures, they should put them in the right order and create a story about the child based on the pictures.
3. Come back together. Every group should now share their story.
4. If the stories are very different from 'Samha's story', read out her text in appendix II to the group.
5. Discuss with the group:
   - What did you base your story on? Did the pictures remind you of anything you have heard about?
   - Was your story close to the refugee story?

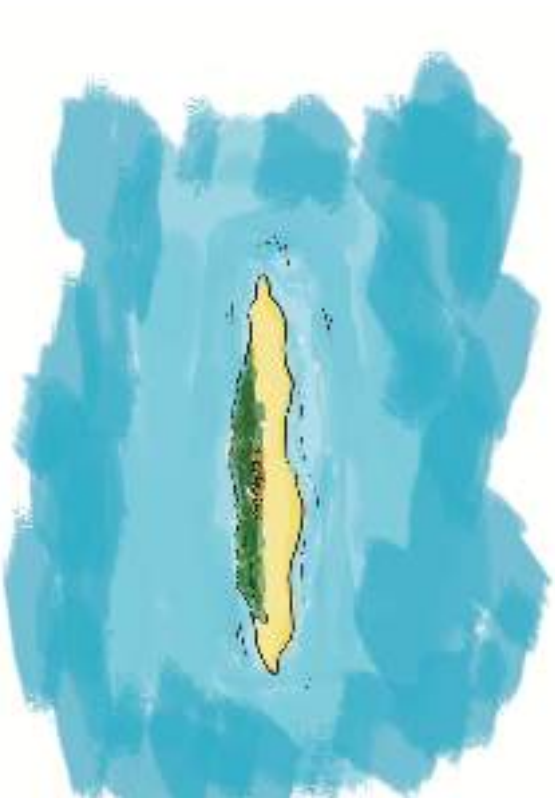
   Explain that the characters are invented, but that some islanders in the Maldives have really had to leave their homes.
6. Divide into two groups (or four if you have a large number of participants). Give one group 'Aziza's story' and the other 'Phil's story' from appendix II and ask them to read the text together.
7. Ask the groups to draw a picture story for Phil or Aziza.
8. Share the picture stories and ask the groups to explain to the others what happens in their story.

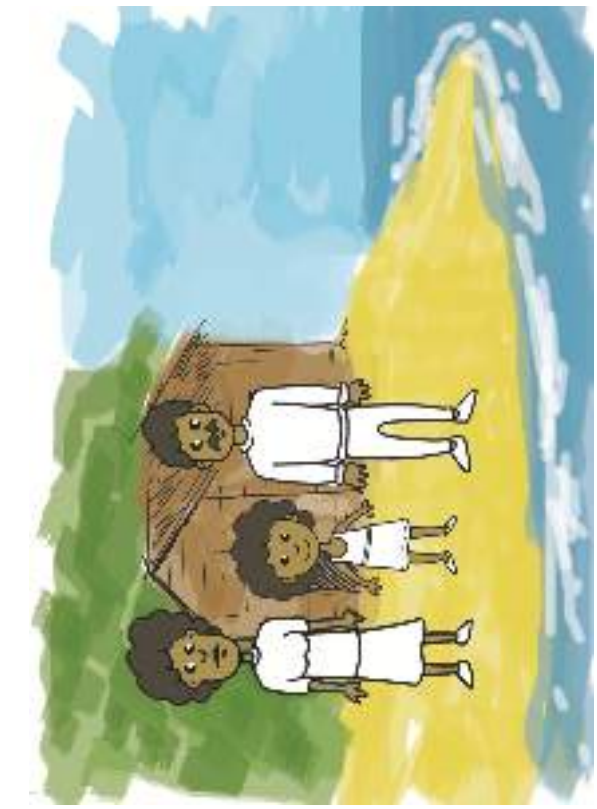
Debriefing
- What did you think of the stories? How did they make you feel?
- Why do you think the families in the stories had to leave their homes?

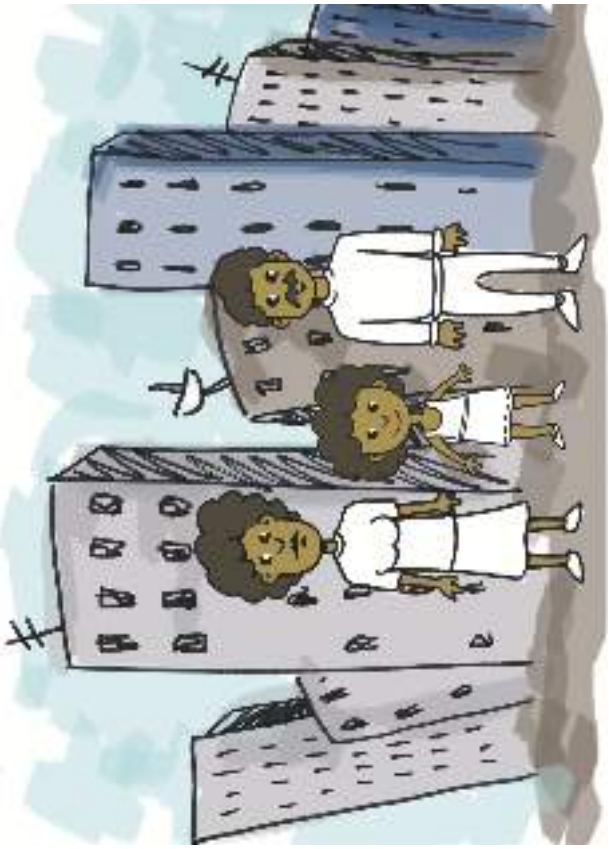
Lead into a discussion about why the environment of the families has changed. Make it clear that this is because of human-made climate change, caused by high greenhouse gas emissions such as carbon dioxide.
- Who do you think are the biggest greenhouse gas emitters?
- Is it fair that these three families had to flee from their homes? Why? /Why not?
- Do you think the same could happen in your country?
- What can be done to prevent that more people become climate refugees.

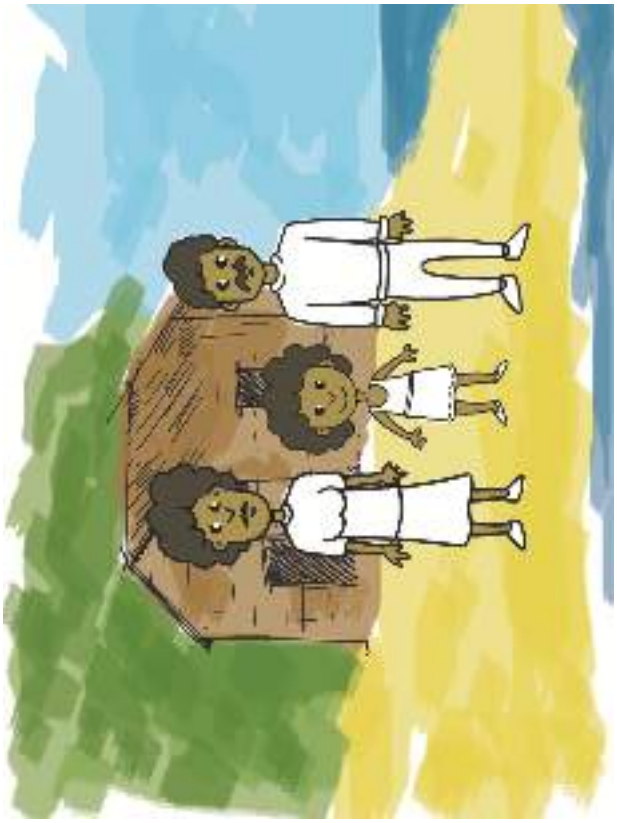
Tips for facilitators
If you are looking for an activity for groups aged 12 and over on climate refugees, we recommend 'Letters from the Past on page 38.
For information on climate change refugees see the box on page 39.

Appendix I: Samha's story









Appendix II: Climate refugee stories

1) Aziza from Kenya

Aziza lives with her little sister Zara, her parents and her grandparents in a small village in West Kenya. Aziza loves the life in the village. All her neighbours are her friends; they have a small garden in front of their house where her mum and her grandma grow vegetables. It is Aziza's task to get water from the well, which is easy, because it is very close to their house. Her dad watches over the cattle each day and sometimes they have a great meal after he and grandad have slaughtered one of their animals.

But as Aziza grows older, there is less and less rain in their village. The plants in the garden dry out and her mum and her grandma can't grow many vegetables in it anymore. There is less and less food. There is also less and less water in the well until they cannot get any water out of it anymore. Now Aziza has to walk for one and a half hours every day to get to another well close to another village. This well is deeper and gives more water. She cannot go to school anymore because it takes her the whole morning to get water. But there is also less water every day in this well. The women from the other village get angry with Aziza and her friends. They say this water belongs to them. Every day they shout at her and they even try to keep her away from the well.

All the adults from Aziza's village meet to discuss the situation. The parents and grandparents of Aziza and her friends decide that they cannot stay there, because they cannot survive without water. They need to leave quickly, the well only has water for one or two more days. The old people and children like Aziza's little sister are already very weak. The next day they go away to the east, hoping to find a better place to stay. After one week of walking, they finally reach a huge refugee camp where thousands of other families already live in white tents. They can stay there as well. It is very crowded, and the village was much nicer, but at least everyone gets enough to drink and also food packages.

2) Samha from the Maldives

Samha lives with her parents on a beautiful island in the Maldives. The island in very small, there are only around 20 other families living there. Samha loves playing on the beach right in front of their house. Her father is a fisherman like almost all men from the island. Very early in the morning they leave on their boats. But when Samha gets older, something changes on the island: The beach where Samha and her friends play every day after school is getting smaller and smaller. When there is a storm, the waves already reach the house. The men can still go fishing, but everyone is more and more worried about what will happen in the future. Will their island, where every one of them was born, suddenly disappear under the sea? Where will they live? Will they find another island? All families come together one evening to think about what they can do. The president of the Maldives has agreed to help them to move to a bigger island in the Maldives.

One day the water reaches up to the first line of houses – when Samha steps out of the door, her feet are almost immediately in the sea. It is time for everyone to leave the island. Very sadly they get onto the ship that has come to pick them up and wave goodbye to the island that was their home. The ship brings them to Male, one of the main islands of their island state. There they live in the capital city, a very crowded town. Samha's parents have to find work. There are already so many fishermen that the fishing boats don't need her father anymore. But they are sure they will find something.

3) Phil from Alaska

Phil lives with his parents in Newtok, a small village in Alaska on the banks of a small river. His mother Anna works in a small fish-processing factory that is right next to the village. Phil likes to go fishing in the river and the nearby sea. His village stands on permafrost ground, it is always frozen because it is so close to the North Pole and they have snow almost all year round. Only in the summer the snow melts, but the ground stays frozen.

When Phil gets older, the snow starts to melt much earlier. Phil really likes the time without snow, but then the ground starts to change. It is not so hard anymore, and it gets muddy. His parents say that this is because the ice below their village is slowly melting. Phil doesn't care very much about this, but his parents do! Because their house is not standing on stable ground anymore, they are worried that it will be damaged.

The biggest change is that the river, that was narrow and without much water when Phil was a small child, now grows bigger and stronger every year. The people who lived close to the river have already had to move away to the other side of the village! There is no longer a street to Anna's factory. It is so muddy that they had to build a bridge to reach to the building. One day the bridge is washed away by a storm. The river extends so much that there is suddenly a new lake between the village and the factory. The children really like the lake, but the parents cannot go to work anymore. Together the community decides that they will build a new village, up on a hill, where they are safe from the river. During the holidays, Phil also helps to build their new house. After two years, the new village is ready.

Letters from the Past

Age group	12+
Group size	6-15
Time	90 minutes

Overview

Participants imagine they are in the year 2050 and find letters written by climate refugees 40 years ago.

Objectives

- To realise that many people are already suffering from the consequences of climate change
- To raise awareness that the poorest are hit the hardest by climate change
- To discuss how climate refugees can be supported

Materials

- Letters (appendix) copied onto different coloured paper and cut into 5-10 puzzle pieces
- Paper and pens

Preparation

- Hide all the puzzle pieces in different places in your workshop space, except one piece per letter that you give to each group at the beginning of the activity.

Step-by-step instructions

1. Split into three smaller groups and assign a colour to each group. Explain that they live in different western countries in the world in the year 2050. In their house, they suddenly find a piece of a letter that looks very old. Give them each the first piece of their letter. It is a letter from the past! They will now want to find the other pieces of their letters that are all hidden somewhere in the seminar space.
2. When they have found all the pieces of their letters in the colour of their group, come together in the big group.
3. Read the letters together.
4. Explain that the characters are invented, but that some islanders in the Maldives have really had to leave their homes, and droughts in Africa really cause thousands of people to flee. The village in Alaska hasn't moved yet, but they have already built their new houses and will move in 2012.
5. Explain that you are lucky, because in 2050 a simple time machine has just been invented and it reaches back to 2012 (it cannot go further back). So they can go back to this year and try to help the refugees in their story. Explain that simply reducing carbon emissions will not help these refugees anymore. They have to get support to adapt to climate change. In the stories, they can already find many hints on what kind of support the refugees would need.
6. Explain that the groups should now think about what actions might help 'their' refugee and how can they ensure that these actions will be taken. They should then write a letter back to their refugee, telling them about their plans.
7. Come back together and read out the new letters.

Debriefing

- What did you think of the letters? How did they make you feel?
- What were the ideas to help the refugees? Which do you think are realistic?
- What are the obstacles to this support?

Tips for facilitators

If you want to work on this topic with a younger age group, you can use 'Climate Refugees' on page 34.

Environmental/ climate refugees

The Red Cross estimates that there are more environmental refugees (including those fleeing from natural disasters such as earthquakes and volcano outbreaks) than political refugees fleeing from conflict and war. There were 36 million environmental refugees in 2009. In 2050 there might be more than 50 million people who have to migrate because of desertification, lack of water, salination of irrigated lands (because the sea level is rising) and the loss of biodiversity. Estimates go up until 250 million climate refugees in 2050 if the greenhouse effect continues at the same rate as in the last years.

Appendix: Letters from the past

Dear John, Male, Maldives, Monday 30th January 2012

How are you? I hope all is going well with you and your family in Sydney! It was so nice to meet you five years ago when you came for your holidays to our little island in the middle of the Indian Ocean with your parents. It must have been a dream holiday for you, because for us it was our dream home. Everything was so calm and relaxed, and we had a great sense of community among our neighbours. There were only 15 families there, so of course we knew each other really well.

Now maybe you ask yourself why I wrote 'was our dream home'. We had to move away! No one is living on the island anymore, and maybe in some years there will be no island anymore. Can you imagine? The Ocean will cover our houses, our harbour and our trees. We had to leave our island because it was not safe anymore. The sea level of the ocean around us was rising a tiny bit every year during my whole life. You could not see the difference with your eyes, but when we compared photos from different years, we could see that our beach was eaten away by the ocean! There was less space to live every year and this year the sea arrived more or less at our doorstep! Already for a year or so we had to import drinking water from Male, because ours was salty. The sea water had come into our drinking water system.

I now live in Male, the capital of the Maldives. You will say that Male is also a very small island, but for us it is so much bigger than our own. So many people live here, I heard that it has the densest population of all islands in the whole world! Now we and our neighbours also live here, and make it even more crowded. There are 60 people in my class in school, but there is no space to build a new school. My parents try to find work here. My mother works part-time in a kitchen, but my father hasn't found anything. There are already enough fishermen in Male. He is also getting really depressed; he doesn't like to live with so many people around. All around Male we have a thick concrete wall that makes me feel as if we are in a prison. But without this wall, maybe the same will happen to Male that happened to our small island: it will erode and soon be covered by the ocean.

I cannot believe that this will really happen one day, but our politicians are very serious about that. We have 200 islands in our state, and 14 are already abandoned, including ours. Our government is saving money to buy land for us in another country. They already had talks with the governments in Australia, India and Sri Lanka. But for the moment all these governments don't seem to be very interested in having us on their land. Australia is such a rich and big country, with lots of land where no one lives. We are 315,000 people in my country. We would only need to build one city to live there, when our islands will all disappear. We wouldn't harm anyone.

You are from Australia – maybe you can help us in some way?

In friendship,
Samha

Dear Lena,

Dadaab, Kenya, Friday, 28th July 2011

I'm sending you my best greetings from Dadaab! This is where I live now with my mother, my grandma and my sisters. I guess you have never heard about Dadaab, although it is really big! It is like a city, with 400,000 people living here. But Dadaab is not a normal city. It is a camp in Kenya, a camp for refugees who have had to flee from war, and from hunger.

You know that I really loved our little village in West Kenya. We had a peaceful life, and when you came to visit us 10 years ago you could see how good the life was there. Of course there was not so much to do as in your city in Germany, we don't have a cinema, or a swimming pool or a zoo. But you experienced the parties we had with all our neighbours, the good food and the music. I really miss these times. It is a pity that you left Kenya, but of course I understand that you wanted to go back to your family in Germany.

So many things have changed here, you cannot imagine! The year after you left was extremely hot and the rain period simply didn't come. Almost nothing could grow in our garden. Also our cattle complained – they always drank the water from the river. But the river was almost empty, and the cattle were thirsty. Some of them died, and some my father had to sell, because the garden didn't give us much food anymore either.

My parents were so upset! They had long talks about what to do. No one wanted to leave the village. But my father decided that he would go to Nairobi to work there and to send us some money. We really needed it, because the food in the market got more and more expensive. My neighbour told us that this is because there is less food available. Because of the drought many farmers had a very bad harvest. And many farmers also decided to sell their food to fuel companies. Europeans would buy food to burn it in their cars. Can you imagine? Plants can make cars go so fast...
Well, my dad found a job and could send us money, so we were okay.

But suddenly one day, our well was empty! There was simply no water in it anymore. Somehow this came really suddenly. Of course I knew about all the problems with the dry weather, but no water? This seemed impossible! There was another well one hour away from our village. We went there for a couple of weeks, but this well belonged to another village, and the women from this village started to complain that we would steal their water...

Our village organised an assembly of all neighbours and they decided that we have to leave. Can you imagine? I have lived here for 18 years, and then we just left, on foot! I want to spare you the story about the long walk, it was just terrible. A week later we arrived in Dadaab. In the camp many organisations from your country and other countries from the North distribute food and they also build a school and gave us tents and mosquito nets. But it's never enough; we only eat once a day because there are so many people who arrived here in the last weeks. They all didn't have enough to eat in their villages, isn't it crazy? Now we have to stay here, we cannot leave because no other city or country wants to have so many refugees.

I know this is not the happy letter you expect from a friend, but I thought maybe you could help us in some way?

In friendship,
Aziza

Dear Kate

New Newtok, 30th January 2012

How are you? I hope you still remember me, your old friend from Alaska? How are things going in Florida, on the other side of our huge country? What are you doing now? Are you still going to high school? I'm in my last year now, but guess what, it's not the same high school that you went to when you lived here. We are in a new school, in a new Newtok! Our whole village moved 50km to the East. This sounds crazy, doesn't it? You will ask yourself, how can they just move a whole village, 2000 people, to another place? Well, we simply built new houses, shops and a new school, packed our things and left. The government told us where we had to move and the army helped us to build New Newtok. They started two years ago, and this winter we said goodbye to our old village. I thought you might want to know what happened with the place where you lived before moving to Florida.

It all started with the ground of our village. It has been frozen forever, even in the summer the ice our village was built on didn't melt. But this changed in the last years. The summer became warmer every year and the permafrost ground started to melt. It felt strange to stand on melting ground – it was always a bit muddy. Lots of the kids loved to play in the mud, but my parents were really worried that our house wouldn't be stable anymore.

This was not the only change. The river is not as quiet and narrow anymore as you will remember it. It carries so much water now that comes from the melting ice up North. The houses that were built on the banks of the river were all destroyed by the water. Our old friend Sam and his family had to move to the other side of the village two years ago. And there are some new smaller creeks suddenly finding their way through our village. We have built lots of new bridges in the last few years; the whole village looks kind of funny with all the bridges, the mud and the big river.

Two years ago some people from the government came and told us that we should move and they would build a new place for us. Most people of course didn't want to leave. They all grew up in Newtok and said they would rather drown than go away. But the government said they will build New Newtok anyway, because with all the environmental changes our old Newtok wouldn't be there for much longer.

Now people are relieved that we have a place to stay, because life in Newtok had become really difficult. The fish factory where most people worked was cut off of the village by a big lake that was formed by the river. The lake was too big to build a simple bridge over it so it took a very long time for people to go to work. Now there is a new fish factory in our new village.

I have the feeling that people don't really question why we had to move. We live such a simple life up here, in harmony with the nature around us. It is not our fault that our village is drowning in the mud and the river. But we have to live with the consequences. I know that you and other Americans cannot really help my village anymore, but I heard that others will face the same problems very soon. Do you think there is anything we could do together to help them?
I hope to hear from you soon!

In friendship,
Phil

Elephant Footprints

Age group	10-15
Group size	any
Time	60-90 minutes

Overview
This activity encourages participants to think about their overall consumption and their resulting carbon footprints.

Objectives
- To introduce the concept of a 'carbon footprint'
- To consider what lifestyle changes everyone would have to make to have sustainable footprints
- To show consumption in context

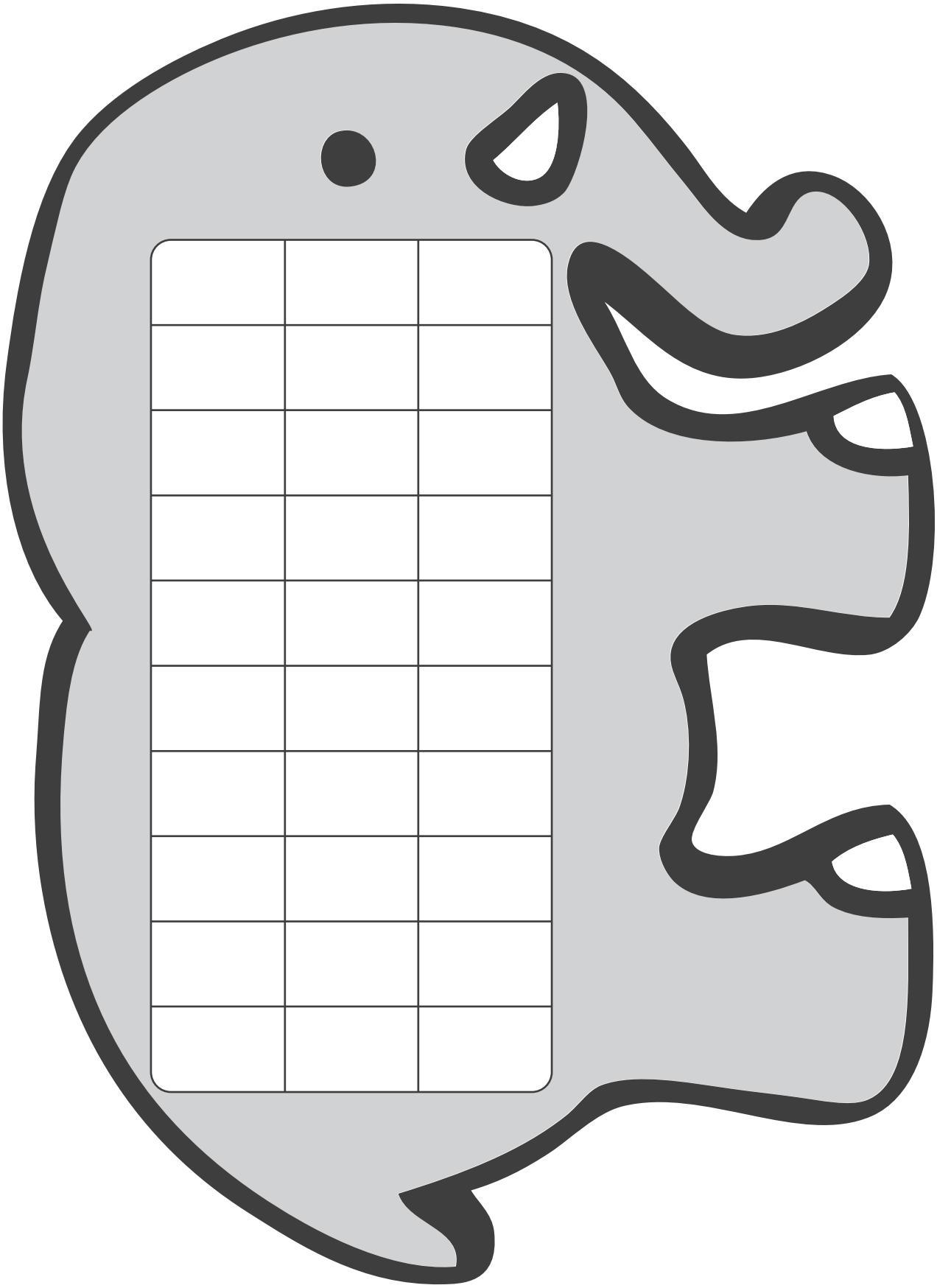
Materials
- Copies of the baby elephant (appendix I) enough for one per group
- Copies of the 'lifestyle cards' (appendix II) enough for each participant to have one set
- Scissors to cut out the lifestyle cards

Step-by-step instructions
1. Ask the participants to work individually at first. They should cut out the lifestyle cards and separate those that fit with their life in the last year and those that don't (ie, if they eat meat more than once a week as well as exotic fruits and vegetables and cheese regularly, they should choose the large food card, if they went on a holiday to the US last year they should choose the inter-continental holiday card). They should be careful to include the appropiate energy card with each electrical appliance they own.
2. When they have done this they should add up the squares to calculate their carbon footprint. Each square equals 100kg of C02e . (Do not reveal the size of an average footprint or a sustainable footprint yet!)
3. In pairs or small groups the participants should share their footprints and divide the items into those they need and those which they simply want. Then they should try to decide together on a reasonable yearly consumption that they imagine would be sustainable.
4. Introduce the baby elephant with a three tonne annual footprint and explain that in Europe we have an average footprint of approximately 15 tonnes Co2e which is the same as two fully grown elephants. A sustainable level would be that of a baby elephant (three tonnes).
5. Give each group a copy of the elephant and ask them to try to reduce their footprint further to fit in the baby elephant.

Debriefing
- Did you manage to reduce your carbon footprint to a sustainable level?
- Were there things that you had to remove but really didn't want to?
- What would be hardest to live without?
- What changes were you prepared to make?
- What things are you not prepared to live without?
- What do you think is an achievable footprint for you?

Background information
The calculations used in this method are rough but are reasonably accurate (it is almost impossible to get a perfectly accurate calculation due to all the different factors and processes involved). Many of the estimates are adapted from 'How bad are bananas' by Mike Berners-Lee, Profile Books 2010.
'Carbon footprint' is a term we have used loosely. 'Footprint' indicates the impact something has, 'carbon' is used to cover all greenhouse gases.
Co2e is a rough calculation meaning 'carbon dioxide equivalent' (including all greenhouse gases, not only carbon dioxide). Therefore the carbon footprint indicates the rough climate change impact of something measured in kilos of carbon dioxide.

Appendices I & II: Baby elephant and lifestyle cards



Cinema once a month **200kg**	New **clothes** and **shoes** twice a year **100kg**	**Energy** for **MP3** player **100kg**	Local **camping** and **cycling** holiday for 2 weeks **100kg**	**MP3** player **100kg**	Desktop **PC** **400kg**
* **Energy** for basic laptop for a year **150kg**	One year's **power for high specification computer** **800kg**				
Swimming once or twice a week in a local municipal pool **1000kg**					
INTERCONTINENTAL HOLIDAY This only includes the cost of the flight. With the hotel, food and travel in the country of destination it would be more. **3000kg**					
New CAR *(10 000kg spread out over 5 years* = **2000kg**)					
High specification **computer** *(eg new mac)* **500kg**			**Energy** for smart phone **250 kg**	Games **console** **150kg**	Energy for **games console** **100kg**
New basic **energy** efficient laptop **200kg**	**TV** **100kg**	**Energy** for **TV** **100kg**	**Power** for average desktop **600kg**		

* Low carbon Christmas: Presents worth maximum of one euro, vegetarian meals, no travelling, LED Christmas lights, no Christmas cards 50KG

Smart phone 300kg	**DVD player** or digital TV box **100kg**	**Energy** for DVD player or digital TV box **100kg**	Simple 2 year old **phone 100kg**	**ENERGY** for simple phone **100kg**	**TV 100kg**	**Energy** for **TV 100kg**	**$**	**#**

Car travel for a year *(2 miles per day, 5 days per week)* **250kg**	**HOLIDAY** to neighbouring country for 3 weeks by car **750kg**

NEW CLOTHES AND SHOES once a month *(one pair of shoes plus the equivalent of a pair of jeans, a jumper and two tops each month)* **600kg**	**Washer-dryer**, used 2-3 times a week at 40 degrees. Clothes dried in the machine. **300KG**	**BUS travel** for a year *(2 miles per day, 5 days per week)* **100kg**

Heat for your home **300kg**	Average **Christmas** celebration including excess food, presents, travelling to see family, Christmas lights, sending 20 christmas cards **300kg**	**Gold necklace** made from new gold mined in Africa **300kg**	**Washing machine.** Used at 30 degrees **100kg**

Low impact food for a year: No meat, cheese only once a month, pulses, beans, potatoes, carrots, bread, apples, other local seasonal fruit and vegetables **500kg**	**Basic electricity** (lights, refrigerator, cooker etc) **500kg**

Medium impact food for a year including meat or cheese once a week, only seasonal, local fresh fruit and vegetables, bread, potatoes. Rice once a month **1000kg**

HIGH IMPACT FOOD

for a year including meat and cheese at least 3 times a week, wine, beer, exotic fruits and vegetables, fast-food, highly processed foods, chips, chocolate, rice pasta etc **3000kg**

EUROPEAN HOLIDAY for 2 weeks including a short haul return flight, hotel, food and travel in the country **1000kg**

$ Bike travel for a year (2 miles per day, 5 days per week on basic food 'fuel') 50kg

Two books per month 50kg

Green Technologies

Age group	Any
Group size	Any, depending on the amount of resources you have
Time	30 minutes plus cooking time of up to one hour for the apple baker

Overview

This activity encourages children to think about climate change and possible solutions by building simple examples of renewable energy technologies.

Objectives

- To introduce the concept of renewable energy
- To consider simple ways of maximizing the efficiency of renewable technologies

Materials

For cup spinners

- Paper or plastic cups, paper cones or egg box cones (enough for 4 per pair/group)
- Plastic drinking straws (enough for at least one per pair/group)
- Thin wooden sticks (that fit inside the straws easily allowing movement) enough for at least 4 per pair/group
- Glue or tape
- Needle or sharp object to make small holes in straw and cups

For solar apple baker

- White A3 paper to make cones
- Tape
- Plastic cups (enough for at least 4 per pair or group)
- Plastic food wrapping (cling-film)
- Newspapers
- Aluminium foil to line the cones
- Apples

Step by step instructions

Cup spinners

1. Make two holes through the straw, about 2cm from the top at right angles (Picture 1).
2. Push the wooden sticks through the straw creating a cross inside the straw (Picture 2).
3. Make holes in both sides of each cup and push the wooden sticks through, gluing or taping each side to the cup to keep them firm (Picture 3).
4. Insert one wooden stick into the straw (Picture 4).
5. Test the spinner by placing the wooden stick in the ground and watching to see if it spins.

Apple bakers (each pair or group should make two bakers)

1. Place one apple slice inside each plastic cup and cover the cups with plastic food wrap (Picture 5).
2. Make two large paper cones and wrap them around the cups.
3. Line one paper cone with aluminium foil.
4. Place each cone and cup inside another cup to hold everything together.
5. Place scrunched up newspaper around the bases of the cups as insulating material.
6. Stand the apple bakers in full sun, aiming them directly at the sun by propping them up if necessary.
7. Leave the bakers in the sun, testing every 20 minutes to see if the apple has cooked.

When you have made the spinners/ bakers, discuss with the group:

Cup Spinner

- How could we enhance the cup spinner so that we can use its wind energy?
- Do you know how wind can be used on a larger scale to create electricity?

Apple Baker

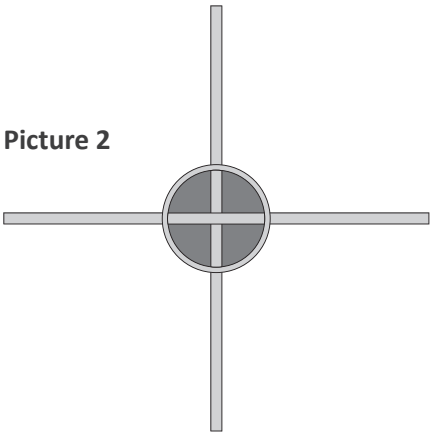
- What differences did you see between the two models?
- Do you know of any other uses of solar energy?

Renewable Energy

- Can you think of any ways to make your models more efficient?
- What other sources of energy have you heard of?
- What are the advantages and disadvantages of each?

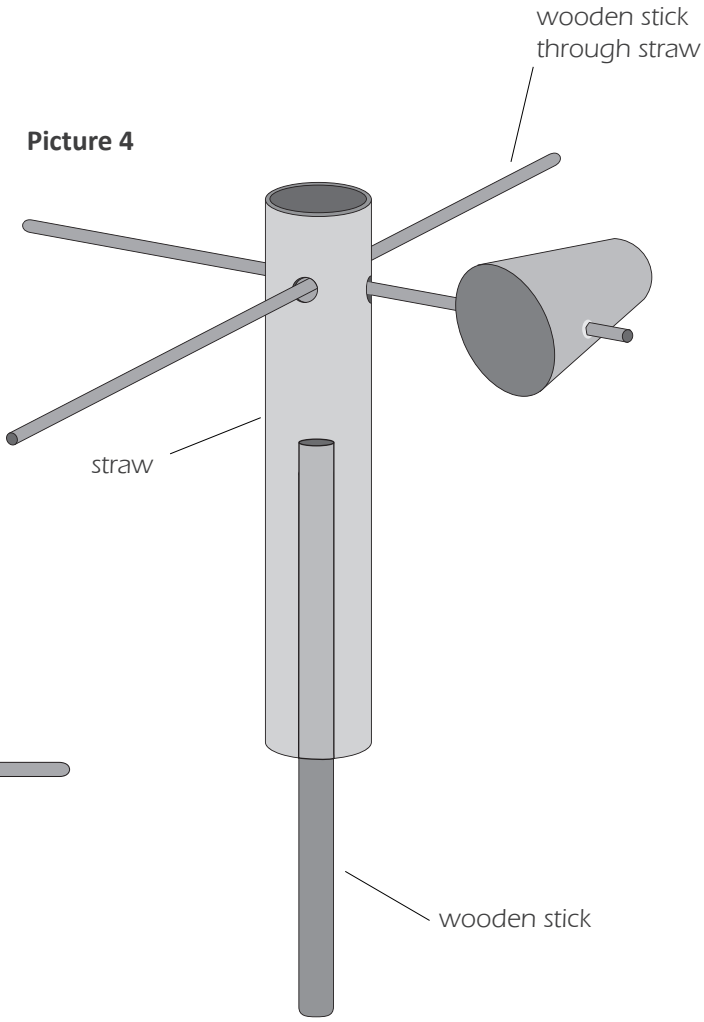
Cup Spinners

Picture 2

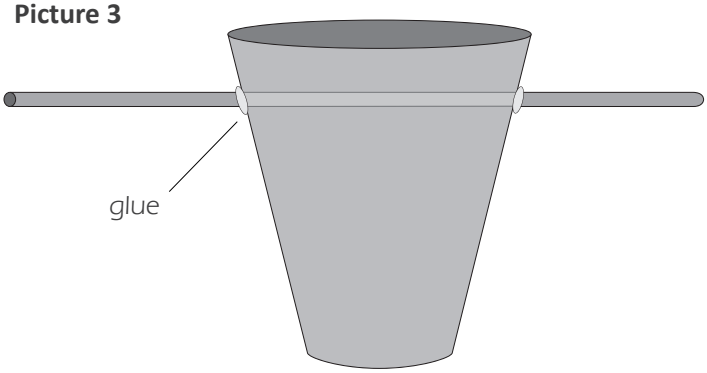


Picture 1

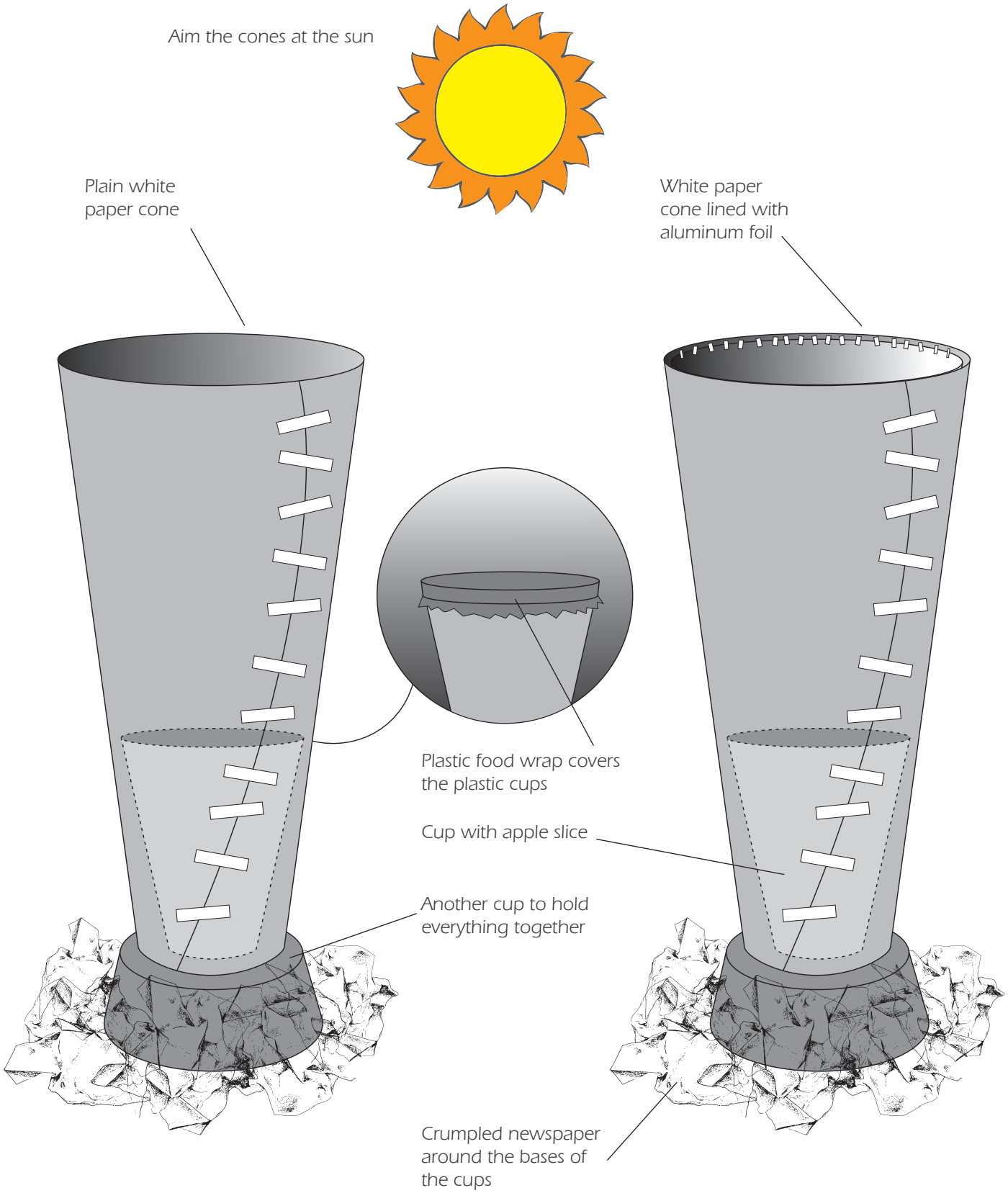
Picture 4



Picture 3



Picture 5


Aim the cones at the sun
Plain white paper cone
White paper cone lined with aluminum foil
Plastic food wrap covers the plastic cups
Cup with apple slice
Another cup to hold everything together
Crumpled newspaper around the bases of the cups

Action Plan

Age group	6-12
Group size	4+
Time	60-90 minutes

Overview

Participants design a step-by-step action plan on how to reduce greenhouse gas emissions in their meeting space.

Objectives

- To reflect on energy use in buildings
- To plan concrete steps to reduce the use of energy in the group's room/ building

Materials

- Checklist (appendix) copied for each small group
- Flipchart paper and markers

Step-by-step instructions

1. Split into groups of about four people. Give each group a piece of flipchart paper and some markers. They should draw a plan of their seminar room/ class room/ youth house.They should include every light, door, radiator, window and electrical appliance in their plan.
2. Read the check list together (appendix) and make sure that everyone understands the questions. Explain that they will have to find the answers to all the questions in their group. If they cannot find an answer from their own experience or from looking around, they should try to find someone who can help them.
3. After answering the questions, the small groups should think about what needs to change to reduce the use of energy in the room. Ask them to write or draw all their ideas in their plans, next to the items concerned.
4. After 10 minutes, come back together in a circle. Ask all groups to share their ideas for energy reduction. After reading each one out, they should put it in a table marked on a flipchart, with three columns 'short-term', 'medium-term' and 'long-term' measures. The group should decide how fast and easily a measure can be implemented.
5. For each action, they should also decide who is able to make this change – is it the caretaker, the children, the parents, the director of the building?
6. Now the group should agree on what to do with this plan. You can propose that they all sign an agreement to start with all the changes on the flipchart that they can do on their own. They can also go together to the caretaker or the director of the building to demand other changes.

Appendix: Checklist

Lights:

- Are lights on unnecessarily?
- Are all lights turned off in empty rooms?
- Can you switch on the lights in one area only (e.g. the area furthest away from the windows)?
- Are there any non energy-efficient light bulbs?

Electrical equipment:

- Are all unused computers (including monitors) and other electrical appliances turned off?
- Are all computers and other electrical appliances turned off at the end of the day?

Windows and doors:

- Are there drafts around the edges of windows and doors?
- Are the windows double-glazed?
- Are windows and doors left open in winter?

Heating:

- Can you turn heating up or down in this room only?
- Are the corridors kept as warm as the classrooms? (Heating can be lower in corridors, as people are moving around).
- Is the heating timed to turn off when the room is not use

The Rainforest Summit

Age group	10-16
Group size	10-30
Time	90-120 minutes

Overview
This activity explores the importance of rainforests through role play.

Objectives
- To raise awareness of the importance of rainforests for the climate
- To consider different interests in rainforest protection and destruction

Materials
- Fact files (appendix I)
- Role cards (appendix II)
- Thick paper and markers

Preparation
- Copy and cut out the fact files and role cards (one for each group and an entire set for the chair)

Step-by-step instructions
1. Explain that everyone will participate in a summit on the sustainability of the rainforest, taking place in Brasilia, the capital of Brazil. Different interests will be represented. The aim of the summit is to recommend to the government what should happen in a particular area of the Brazilian rainforest. Two big agricultural companies would like to buy 25,000 hectares of land each to produce soy and to farm cattle and many civil society organisations don't want them to do this.
2. Elect a chair (or two chairs) to host the summit. They are the Brazilian minister of the environment. They will be responsible to facilitate discussions and must take into account everyone's needs. Give the chair their role card and a list of all roles, so that they can prepare themselves.
3. Split into five groups and give each group a fact file (the chair will prepare their role during this time). The fact files inform them about one particular aspect of rainforests and are important to prepare for the following rainforest summit where everyone will be a delegate. Give enough time for each group to read their fact file.
4. Every group should summarise the two or three main points of their fact file to the rest of the group.
5. Distribute the role cards. Form pairs or groups of three if you have more participants than roles. In that case some or all organisations will have two or three representatives. Give everyone some minutes to read their cards and to discuss their roles with the delegates from the same organisation. They should also make name tags with their name and organisation on thick paper that they can put in front of them on the table.
6. Ask everyone to note down what their preferred outcome of the summit is.
7. The chair opens the summit. The facilitator should take the role of the chair's 'assistant', write the speaker's list and watch the time (if there are two chairs, they can divide these roles between them).

Debriefing
Tell everyone that they are now themselves again and not in their roles anymore. They should jump around and shake off their invisible role suits.

- Are you satisfied with the results of the summit? Why (not)?
- How did you feel during the negotiations?
- Was it difficult to come to a result? Why is that?
- What were the different interests at stake? Which arguments did you find convincing?
- What can we as young people do to help protect the rainforest?

Appendix 1: Fact Files

1. Getting to know the rainforest

There are around 625 million hectares of undisturbed rainforests; this is a bit less than 5% of the earth's land. The largest rainforest is in South America. About one third of the world's rainforests lies in Brazil. Other large rainforests can be found in Indonesia and the Congo Basin. All rainforests are situated around the equator.
Rainforests are one of the most complex ecosystems. They sustain as much as 50% of all species of plants and animals that live on earth. They are home to 350 different mammal species, such as jaguars, sloths, agoutis and many primates; 950 bird species such as macaws, humming birds and eagles; 4000 species of fish and 2.5 million species of insects. In a tropical rainforest, you can find more than 400 different tree species in a single hectare. A single bush in the Amazon may have more species of ants than the entire British Isles.
The diversity of species can be so extremely high in the rainforests because they are so close to the equator and receive a lot of sunlight which is transformed into energy and stored in plants. Because there are so many plants, there are also many animals who need the plants for food supply and for shelter.

2. Rainforests and the climate

Rainforests are very important in helping to regulate the climate.
Rainforests are often called the lungs of the planet for their role in producing oxygen, upon which all animals and humans depend for survival. Each year tropical forests produce 28 tonnes of oxygen per hectare and they help clean pollutants from the air. They are extremely important for absorbing carbon dioxide from the air, so that it cannot go into the atmosphere. Carbon dioxide is a major greenhouse gas contributing to climate change. If there are fewer trees, less carbon dioxide can be stored and the greenhouse effect will become stronger.
The effect of deforestation of rainforests for the climate is widely accepted, and every year fewer hectares of rainforest are destroyed, but the number is still very high (around 13 million hectares per year between 2000 and 2010).

3. Rainforest products

These are some of the products that can be made from plants of the rainforest:
Wood: Teak, rosewood, mahagony, sandalwood
Fibres: Rattan, bamboo, jute, kapok, kenaf, raffia, ramie
Fruits: Avocado, banana, breadfruit, coconut, grapefruit, guava, jackfruit, lemon, lime, mango, orange, papaya, pine-apple, tangerine
Other foods: Brazil nuts, cashews, figs, chocolate, okra, sugar cane, peanuts, peppers, sweet potatoes, manioc and annato (used as a food colouring)
Spices: Pepper, cardamom, cayenne, chilli, cinnamon, cloves, ginger, mace, nutmeg, paprika, turmeric, vanilla
Medicines: 25% of all prescription drugs are based on plants found in tropical rainforests. Quinine from the cinchona tree is used to treat malaria and as an antiseptic, insect repellent and sun-cream. Hydrocortisone, used to treat arthritis and rheumatism, comes from the Mexican yam. Tubocurarine, used as an anaesthetic, comes from the curare plant. Relaxants and anti-leukaemia drugs are all based on rainforest plants. Rosewood, ylang-ylang and sandalwood are used in aromatherapy.
Other products: Wax palm is used in lipstick; the bark from some trees is used to make dye or perfumes; latex from trees is used to make chewing gum and golf balls.

4. The destruction of the rainforests

Rainforests around the world are being destroyed at a terrifying rate. 13 million hectares have been destroyed on average every year between 2000 and 2010. 20% of the Amazonian rainforest has already been destroyed.
It is estimated that one plant species per day is becoming extinct as a result of the destruction of rainforests. Each extinct species can cause the extinction of up to 30 dependent species of plants, insects or animals. Around 90 tribes of indigenous people living in the Amazonian rainforest have been driven to extinction in the past 100 years.
The causes of destruction:

- **Agriculture:** massive areas of land have been cleared to grow crops such as soya beans. The demand is rising massively also because of the use of soya beans for bio fuel and as an industrial oil.
- **Cattle ranching:** The biggest contributers to deforestation are cattle farms, accounting for more than 2/3 of annual forest clearing.
- **Logging** (cutting down trees to use the wood)

5. Rainforest workers

Many people depend on the collection of rainforest products to provide for their basic needs and as a source of income.

Rubber tapping: Rubber tappers collect latex from wild rubber trees. A line is cut into the tree each morning and the latex is collected in a pot left hanging from the tree.

Brush and mat making: Vines and palm leaves have strong fibres which are collected and woven to make strings, nets, baskets, hammocks and sleeping mats.

Dye collecting: Dyes are collected from trees and plants. They are used in cosmetics as well as for colouring clothes and woven baskets.

Fishing: More than 4,000 different species of fish live in the waterways of the Amazon rainforest. Many people who live in the forest still catch fish using spears, bows, harpoons, nets or traps. Large fishing-fleets have over-exploited fish stocks in the main rivers.

Hunting: The inhabitants of the forests have developed their own set of rules which are designed to ensure that animal numbers are kept at levels that don't threaten the survival of a species. However there is a growing demand for the meat of rainforest animals from markets and restaurants around the world.

Appendix 2: Role Cards

Brazilian Minister of Commerce

You take the environmental impact of deforestation seriously, but your main aim is to support Brazil's export economy. In your opinion economic growth comes first, only when people have jobs you have time for green politics. But you also stress that your government has already decreased deforestation in the last three years. The 25,000 hectares that each of the companies wants to buy are only 'peanuts' to you – you think this is not very big, as usually every year 13 million hectares are destroyed world-wide.

The CEO of JBS Friboi

Your company is Brazil's largest meat producer and the world's biggest player in the beef industry. You decided to not buy cattle that come from places that have been illegally deforested and where slavery is still prevalent. You are very proud of this decision. You think that after this decision you have the right to buy more legally deforested land. Several thousand people work in your factories.

The President of 'Forest People's Alliance'

This is a campaigning organisation created by people living in Amazonia.
You help to make sure that the opinions of groups like the rubber tappers and Kayapo Indians are heard by the decision-makers. Your organisation wants to make sure that all new settlers are taught how to live in the rainforest without destroying it. Education projects help by making local people better informed about conservation of the forest. You want that you, together with other NGOs, get a stronger voice in rainforest politics.

The Spokesperson of McDonalds

You have a growing demand for your products and are the main client of JBS Friboi. It is very important for you that the company can buy land for their cattle and you are willing to 'offset' the destruction of rainforest by re-planting in an area less appropriate for grazing cattle.

A representative of a group of local manufacturers

Your members are small businesses that want to sell natural products with an eco-label to the West and also to a growing number of people in Brazil. One of your members is a chewing gum manufacturer who wants to develop a new gum taking its raw ingredients from the natural habitat. Another is an ecological cosmetics company who wants to increase the amount of ingredients it can take from the rainforest for its products, particularly for aromatherapy.

A soy bean trader from Germany

You would like to buy and develop 25,000 hectares of rainforest for growing soya. The soya oil will be used as bio-fuel that is more and more popular. You think bio-fuel is much more environmentally friendly than fossil fuels, so needs to be promoted by the Brazilian government. You promise to create several hundred jobs with your new farm.

A Kayapo Indian

Your livelihood depends on the rainforest. The forest sustains you with everything you need: shelter, freshwater, food, medicines, clothing.... When one area becomes infertile, you move on. You consider yourself to be part of the ecosystem. The problem is that there are fewer and fewer places where you can go. You just moved to the part that the soy bean trader wants to buy. The soy bean trader thinks you should move away, they asked to buy the land before you came there.

The chair of the summit

You are the Brazilian minister of the environment and you are responsible for dealing with rainforest issues. The official aim of your ministry is to protect the environment, but in this summit you have to be impartial. Your government wants to find a balance between economic growth and environmental protection.

The reason for the summit:

The soy bean trader and the meat producer have wanted to buy 25,000 hectares of land in the rainforest for a long time, but many social groups protested against it. This is why you decided to organise this summit, so that all groups can come together to discuss the matter. The final decision about if and how the part of the rainforest will be sold will be taken by the government; the summit should recommend a decision.

Your aim:

It is your aim to reach a consensus on a common proposal to the government, no matter what it will look like. You would like the protests to stop, as they are very bad publicity for you.

Your tasks:

1. Explain the speaking rules to the delegates:
   - After you have opened the summit, make a round where everyone can briefly present themselves, say why they are here and what they would like to see as a result of the summit.
   - A discussion will follow: If they want to say something, they must raise their hand. You will have a 'speaker's list' where you note in which order they raised their hand.
   - There is a time limit for speaking. Each contribution cannot be longer than two minutes.
   - You need to come to a conclusion after 60 minutes.
   - If the delegates have questions or proposals that are not about content, but about the procedures of the summit, they have to raise both hands.
   - There will be a 5 minute break after 30 minutes where delegates can discuss possible solutions in smaller groups.
2. Moderate the discussion according to these rules. If there are two of you, of one of you should be the assistant – checking the time and writing the speaker's list (swap roles after 30 minutes). Otherwise the group leader can be your assistant.
3. Formulate the result of the summit: What is the summit's proposal to the government?

Campaigning

Step-by-Step Campaign Planning

When we talk about campaigning, we mean 'to work in an organised and active way towards changing a particular behaviour or policy of groups or institutions'. In 'All Together Against Climate Change', we organised campaigns against climate change, focussing on the carbon reduction of our peers or on political decisions concerning climate change. Whether you campaign against climate change or on any other issue it is always tempting to simply start doing. Creating flyers, planning street actions and contacting lots of people is certainly more fun than sitting down and planning carefully, but these things will never be as effective as a well-planned and consciously targeted campaign.
Take some time to answer the following questions (in the right order!) to prevent later frustration and make your campaign work a lot easier!

Lena, SJD Die Falken (Germany)

Food has also something to do with climate change. To raise this ecological awareness we produced a cookbook to make it easier to eat sustainably. Together with children in our workshops we chose the recipes and tried all of them out. All recipes are vegetarian and use only regional and seasonal fruits and vegetables. We wanted to make our campaign locally, because we felt this is really achievable. And it was! Working together with the children and trying out all recipes was great fun.

What's wrong?

Every campaign is developed as a response to something that the campaigners want to change in a community, in individuals or in politics. When starting to plan your campaign, analyse the situation around you: What problem do you want to address? When you have identified the problem, try to find as many facts as possible to inform your campaign.

Throughout this chapter we will follow one example to illustrate the steps in developing a campaign. One of the ATACC groups chose to address the problem that the majority of their camp menus included a lot of meat. They researched further and realised that there were several reasons for the high meat content:

1. Few people understood that eating meat regularly has a very high carbon footprint.
2. Few people knew how to create balanced and tasty vegetarian camp menus.
3. Many people associated vegetarian food with bad flavour and no protein.

On the basis of this analysis, they did some quantitative research: How many camps does our organisation run each summer? How many children participate? Do any groups already run vegetarian camps? They then gathered together facts regarding the impact of high meat consumption on our carbon footprints. All these facts helped to identify the next steps.

What do you want to see in the end?

You need to set an aim for your campaign. An aim is the ultimate goal or outcome you want to have achieved at the end of your campaign. The aim describes the whole purpose of your campaign. You can easily define it by asking questions such as 'Why are we doing this?', or 'What will be different after my campaign, what should change?'. You should be able to explain your aim in a few words, maximum one sentence. You can identify several aims but be aware that the fewer aims you have, the more deeply you can campaign for them.

In our example, the aim was simple: To reduce our organisation's carbon footprint thourgh organising meat-free camps.

Pekka, Nuoret Kotkat (Finland)

Our campaign reaches the leaders from our organisation. And through the leaders it will automatically also reach the kids. We have so many leaders, so we reach lots of people and they can make a huge change. We wrote articles in our magazine, we wrote lots of e-mails to people, I went to a big meeting of all leaders from the organisation to present our idea.
For us it was important to get as much feedback as possible. This helps to spread your message and also to get support from others. Talk to others about your campaign as much as you can!

What are the steps towards the aim?

Having developed a clear aim, you can get even more concrete, and define your 'objectives': things you want to achieve that will contribute to achieving your overall aim. These are smaller steps towards your aim. Objectives need to be SMART: specific, measurable, achievable, relevant and time bound – otherwise they will not be useful.

In our example, the objectives were:

- To raise awareness amongst falcon volunteers of the impact of a high-meat diet through articles, discussions and educational work in 2011 and 2012
- To develop a camp cookbook to support those wishing to organise a vegetarian camp by January 2012
- To show falcon volunteers that vegetarian food can be tasty by offering to cook at summercamps in 2011
- To run at least two fully vegetarian camps in 2012
- To have meat-free days on 50% Falcon Camps in 2012

Juuso, Nuoret Kotkat (Finland)

We want to achieve that our organisation Nuoret Kotkat will be greener: that we eat less meat at our camps. We should also rather go to our camps in one big bus instead of taking lots of cars that are not even full. We should also go to a higher level. Our organisation is close to politics, so we can try to influence politicians too.

If you only think with your stomach, it's not possible to achieve anything. But if you think with your head, it is.

Who do you want to reach?

In a campaign, you always target other people. You can try to influence the behaviour or the decisions of groups of people or you can try to influence decision-making bodies like the parliament, so that they help you reach your aim.
A campaign is rarely successful if the target group is too wide so try to be as specific as possible.

In our example, the target group is falcon volunteers running summer camps. This target group is quite specific. They are all volunteers, all organising summer camps and all people who have a similar political outlook. This should help us in specifying the means to reach them.

What is our message?

You already know what you want, but how to tell this to the people you target? You need a message! Ask yourself 'what should people remember from our campaign'? One strong message is better than a hundred weak ones.

Our message to falcon leaders was: 'Organising vegetarian camps is a political statement – let's fight for social justice through sustainable food'.
Try this exercise when you have formulated your message: Light a match and explain your message. If you cannot explain it before the match is extinguished, it is not concise or clear enough.

Before continuing to plan your activities, remember that clearly defined aims, objectives, target group and message are not your enemies, they are your tools. Only when you are clear about them in your group, should you continue.

What and why?

Now you will have to think about what to do to achieve your objectives. Don't choose the fanciest activity without considering alternatives and answering why you think that this activity will be the most useful one. You want to influence people's behaviour – all information that you give them should motivate them to act, not only to 'nod and forget'.

The core of our efforts to promote vegetarianism is the development of an attractive and easy-to-use vegetarian camp cookbook. This will influence people because it will make it easier for them to make the change they believe in.

When and where?

It is important to get both the timing and location right. Where can you best reach your target group? Is there an ideal time to contact them? In our example, the campaigners identified that the cookbook would need to be ready by January 2012 for volunteers to take it into consideration for their camp planning. They used 2011 to generate interest in the cookbook and raise awareness of the problem of high meat consumption. They reached their target group at volunteer meetings, in the national newsletter and online as the target group was national.

Enoch, Framfylkingen (Norway)

I want to change the train system. The money in Norway should be used in a better and more effective way. In 20 years, the trains from Oslo to Bergen – the two biggest cities in Norway - became two minutes slower. The time should be decreasing, not increasing. People complain about how slow the trains are and about the traffic. When the trains are so slow, people will just take planes instead. If it's possible in other countries, then it's possible in Norway. For what I can change in my country, I think transport is number one.

Who can help you?

You cannot run your activities on your own, and even in your group you might need a bit more help.

In our example, the campaigners chose to seek the support of the national board and the communications team, this was essential to ensure their message reached all members.

How much does all of this cost?

Draw up a budget including all costs: communication costs, printing costs, layout, distribution, attendance at meetings to publicise the cookbook etc. You need to think about where you can find this money – Will people pay for the cookbook? Will the national board give you some money? Is there a local printing company that supports your work and could give you a discount? Are there local funds you can apply to?

Our group was granted some money from a European Comission grant to print the books.

What can go wrong?

Knowing about the risks will help you deal with them if they come up. In our case, the volunteers thought that they might not finish the cookbook in time, that older members would resist this change and that no one would like to buy the cookbook.

In our example the campaigners decided to volunteer to do the cooking at a camp to convince older members that vegetarian food tastes just as good as meat meals. The price for the book should be less then 5 euro because their friends said this would be the maximum amount they would be willing to pay.

How will we know that it worked?

You should plan the evaluation before you start with your project. What do you want to evaluate in the end? How do you want to do this? With whom do you have to evaluate?

In our example, you could count how many people asked for a copy of the cookbook, how many chose to organise at least a partly vegetarian menu and how many people were reached with the communication.

Implementation phase

Let's do it!

How was it?

After the activity you will have to evaluate. Are you where you wanted to be? Take your aim and the list of objectives. Can you tick off any objectives after this action? What did you achieve and what did you not achieve? Why? What can you do better next time? And then it's time for the next activity.

Liene, Liepajas Jaunie Vanagi (Latvia)

We put a lot of work in promoting our project. Artis even ran a marathon with a T-Shirt telling about the game and the other activities we do. We talked with lots of people in our schools about what we're doing, and they started to support us and helped organising things. They really liked that we're part of an international project, of ATACC. In our city there's not so much going on, so something like this can really get people excited. Also for the newspaper and the radio station what we're doing is really something special. Things like this don't happen very often in Liepaja.

What can go wrong and how to avoid it

They understand our message, but don't change anything...

There are so many campaigns against climate change going on, but why do so few people decide to act against it? Here are a few tips to increase the chances that action happens:

- **Don't talk about individual behaviour only.**
  Yes, everyone knows that they should use less energy produced from fossil fuels, but they also think that it's not enough if only they change their behaviour. They might be more inspired to fight with you for political decisions to reduce carbon emissions.
- **Find the right balance in communicating climate change.**
  It's important to give practical examples of climate change consequences and possible solutions to it. If you draw a too negative image, many people are put off immediately and think they cannot do anything anyway. If you say it's very simple to reduce carbon emissions, many people quickly forget about it and also don't do anything...
- **Don't only talk about nature.**
  Nature will change, but the planet will survive – only the people on it might suffer more. Talk about the social consequences of climate change, not only about the natural changes.

There's not enough time.

When you plan your activities, be aware that everything always takes longer than you think. Don't over exaggerate the energy you are willing to spend on your campaign in the first enthusiastic planning moments. Remember that all of you also have other things to do.
Having a precise aim will also save you a lot of time – you need information on fewer topics, you need to target less people… and you can see a clearer result in the end!

I end up doing everything.

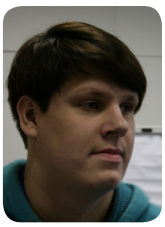
Communication is not always easy, especially when group members live in different towns. Define clear responsibilities from the start, so everyone knows what to do even if you don't see each other very often. If you know that you will not manage one of your tasks, say it as soon as you know about it, so the others can support you or find someone else to do it. Set up regular meetings (for example over skype) to update each other on progress and problems.

We haven't seen any result.

Be aware that your objectives need to be SMART – specific, measurable, achievable, realistic and time-bound. If you only decide that 'our organisation should be greener', it will be difficult to see if you have succeeded or not. If you want that 'our organisation reduces its carbon footprint through meat-free summer camps, then you can decide after the camp: Yes, we did it! (Or 'no, our members haven't understood this yet').

The press doesn't talk about us.

Local press is usually happy about youth activities they can report on, especially about events with good photo opportunities! A street action alone doesn't make a campaign, but some journalists will surely come along if you send them a short and precise press release the day before. It is useful to prepare what you will say if a journalist asks you about your aims – a short explanation that summarises what you want to achieve.



Lari, Nuoret Kotkat (Finland)

We find a different language for when we speak to politicians, leaders or children. I'm always scared when I meet new people and I have to talk to a big group, this is the hardest part of our campaign. But I have to do it, so that's good! The fear goes away when I start talking and after a minute it's okay. And then when I say the same thing to another group it gets easier. I think that people already changed their minds about some things because of our campaign.

Ten Tips for Video Campaigns

Videos can be a very powerful tool to spread a message. They are easy to spread through social networks and e-mail and most people like to watch short video clips as they are often entertaining and do not take much time or energy to watch. If they are well done, powerful pictures and sound will stay in people's minds for a long time….

… But only if they are well done! No one wants to see five-minute long clips that show pictures that are so shaky that you get a headache. Only if they catch people's attention will they forward them to their friends and post them on their walls.

It's not difficult to make a catchy video with children or young people in your group if you follow some very basic advice. You only need a camera, for example one on a mobile phone.

1. Try it out.
To get a good feeling for different effects, different lightings and movements, let your participants play with the cameras to try out different functions, different settings etc. You can give small tasks to the groups of what they should show in their try-out films.

2. Watch.
It's not enough to try out, you also need to watch your attempts to see what works well. Watch everyone's tests together and give feedback to each other.

3. Have a message.
You must know before you start thinking about the story what exactly you want people to remember from your film.

4. Define your audience.
You need to know who you are talking to – who should get your message? Your film will look different if your audience is a group of teenagers or if they are all the people in your town.

5. Write down your story.
Do not start filming before you have written an exact script of what you want to film. You should write down or draw what exactly you want to film in which order. You should also take note of the time – most people don't want to watch videos that are longer than a minute. You also save a lot of time editing if your film is shorter.

Liene, Liepaja Jaunie Vanagi (Latvia)

We are developing an online game about 'green lifestyle'. Everyone in our city knows about it because we got a lot of media attention! The game is similar to 'Sims' – you have a character in the game and you have to take decisions about your life. Whenever there is a decision that will affect your carbon footprint, a bit of information will pop up and you will also be able to collect points for a lifestyle that will contribute to a more sustainable world. Artis went to Riga to talk to the people who run the Latvian version of Facebook. They liked the game from the start, so everyone can play it through this website. Right now, people don't change their lifestyle because they simply don't know that what they're doing has severe consequences.

6. Take time.
Filming and especially editing always takes longer than you think. It will take you at least half a day to film and edit a one-minute video.

7. Check the sound and the light.
Check if the sound is right – avoid background noise and check if the microphone in your camera is good enough to record voices. If you don't have a very good camera, filming outside in sunlight is usually better than filming inside. Shoot with the light from behind, and the person you are filming should not stand in the shade.

8. Use a tripod.
No one wants to see a film where the images are shaking all the time. If you don't have a tripod, put the camera on someone's shoulder or on something else that is more stable than your hand. You should film at the same height as the subject, so you have to put your camera on something of the same height.

9. Don't forget editing.
Of course your film needs editing at the end. You can make cuts, add text and music (use music without copyright, so that youtube doesn't delete your clip). Most computers come with simple editing software, but youtube now also has its own editing programme.

10. You're responsible.
Whatever your film is about, you're responsible for what you are showing. You use your right of freedom of speech, but it is important to respect the dignity and rights of other people at the same time.

How to spread your message online?

There is an overwhelming range of social media – facebook, youtube, twitter and lots of other sites that make the internet an exciting space where many people like to spend a lot of their time. Often you come across videos on social issues, people forward links to interesting articles, or you are asked to give your opinion on political affairs… So it is very possible that your group will also want to use social media for their campaign.
We don't want to tell you every advantage and disadvantage of every social online platform here, but rather give some guiding questions and tips to think about when you discuss possible online campaign strategies with your group.

Don't think about all this too early in the planning!
Many people like things like facebook so much that they start thinking about facebook pages before they even know what their campaign should be about. Media should be a way of achieving your aim and objectives; it is not an aim in itself!

What is your aim?
First of all, you need to know clearly what you want to achieve. Do you want to change behaviour? Do you want to influence decisions? When you know what final outcome you want to see, you can define some 'smaller step' - objectives that will help you to get there: Give people examples of how they can change their behaviour, get support, inform them about the reasons for your campaign etc.

Define your audience.
You might have two different types of audience – the people who can make the change that you want to see (for example members of parliament who decide on a law on emission reductions, or people who you want to change their behaviour) and the people who can support your cause (for example people who can help you to convince the members of parliament, who can join your demonstrations and provide other support).

Zane, Liepajas Jaunie Vanagi (Latvia)

In Latvia many people don't know anything about this topic and a 'green lifestyle' is really not popular. I really recommend that you make personal contact when you have a message to tell. Then you get full attention from them and they will believe you more.

Which media formats do they follow?
The politicians who will decide on the emission reduction law might have facebook pages and twitter accounts, but may not be online very often. And if you want everyone in your town to stop driving cars, you might better reach older people through the local newspaper and not through the internet.

Which social media do they use?
If you know that your audience uses social media, your next step is to find out which. Internet geeks might tell you that you need your own blog, a twitter account, a youtube channel, a facebook page and many other things. But have the people you want to reach ever been on twitter? Do they use facebook or rather the national equivalent? Do they even know what a blog is? Don't waste your energy on things that no one will ever see.

Create a call to action.
Again: Media is not an aim in itself. You need to know what you want to achieve with your facebook page or twitter account. 'Raising awareness' doesn't create change, so it's not enough that people know that your group and your aim exist. You should have a 'call to action', something easy they can do to help you achieve your aim. Lead them to a ready-to-use text for a letter to politicians, invite them to your public action in front of the parliament, let them participate in a poll on the emission law that you can then show to the members of parliament.

Update it.
When you have decided that your audience is easy to reach in social media, and when you have a call for action, you need to work very regularly on updating it. Social media is only useful if it's really a living space, if people comment on posts, spread information or participate in your poll. So you should post your call again and again, find more friends or followers who you can invite and publish new actions to get support almost every day.

Campaigning Activities

The Train Line

Age group	12+
Group size	9-30
Time	90 minutes

Overview

The participants play the roles of young people from different towns who want to plan a campaign for a new train line connecting these towns.

Objectives

- To learn about the different steps necessary to plan a campaign
- To realise that different target groups need different approaches
- To learn to formulate smart objectives

Materials

- Flipchart paper, markers
- Other materials to make presentations (coloured paper, scissors...)
- Copies of the town descriptions for each group (Appendix II)
- Copies of the map for each group (Appendix III)

Preparation

- Copy the map and town descriptions for each group.

Step-by-step instructions

1. Explain the following:
   All participants will play the roles of young people who live in the same region, but in three different towns: Unitown, Banktown and Oldville. There is a regional council with elected delegates from all three towns. The council takes decisions that concern the whole region. Some delegates have proposed to build a train line between the three towns. All of you really like this idea! Unfortunately lots of council delegates are against it, because they think it's too expensive. You want to make a campaign in favour of the train line in your towns. It is now September, and the decision will be taken in January.
2. Split the group into three smaller groups (or six smaller groups if you have more than 15 people in total). Each group represents one town. Hand them out their town description and the map.
3. Explain that they now have time to plan a campaign appropiate for their town, but that they have to follow some specific steps. Remind them of their aim: The regional council should vote in favour of the train line in January. They need to convince people from their town. Write the first three questions on a flipchart. They should answer them in writing.
4. After 20 minutes, all groups meet at a 'regional planning meeting' for all 'pro train campaigners' in the region. All groups should present their answers to the other campaign groups. They can ask questions and give feedback to different ideas to strengthen all the campaign plans (ca 20 minutes).
5. Give them question four. Again they should take sufficient time to answer the parts of the question. They should prepare a creative presentation to present their plan to the other groups (this can be a creative poster, a theatre play or another creative format).
6. The groups present their campaigns.

Debriefing

- Are you satisfied with your ideas? Do you think you could be successful in your campaign?
- What was the most difficult step to decide on?
- What will be the most difficult step in the realisation of your plans?

Appendix I: Questions

1. Your aim is that the train line will be built. Why do you find this important?
2. Who do you want to influence in your town to help you reach your aim? Why these people?
3. What do you want them to do to help you reach your aim? (these things need to be SMART – specific, measurable, achievable, realistic and time-bound).

4. How will you influence the target group?
   - What are your most important arguments to convince them?
   - What actions will you take so that they listen to your arguments?
   - Draw the timeline of your actions – when do you want to do what?

Appendix II: Town descriptions

Unitown:

Unitown is a university city with a population of around 70,000 inhabitants. 30,000 of them are students or work in the university and most of them were not born in Unitown, but moved there because of their studies or work. Unitown has a beautiful city centre with old buildings and many little boutiques. It doesn't have a big shopping centre. The city has some pubs, a theatre and two cinemas.

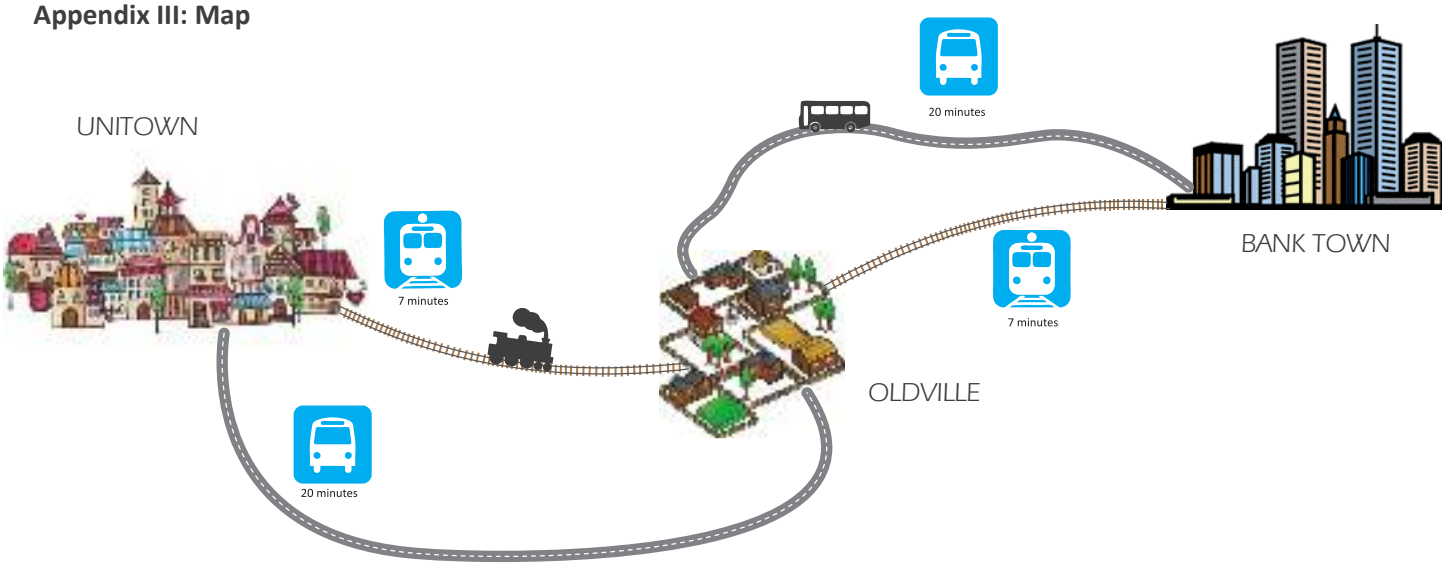
Banktown:

With 150,000 inhabitants Banktown is the biggest of the three cities. It is well connected to the rest of the country by a highway and a train station where long-distance trains stop. As the name says, Banktown has several big banks and other big companies. The average income per person is relatively high, but there are big financial differences between the inhabitants. Banktown has an opera and several small theatres and cinemas. There are lots of bars, discotheques and restaurants and two bigger shopping centres.

Oldville:

Oldville is a small town of around 40,000 inhabitants. There are not very many employment possibilities in Oldville. The unemployment rate is quite high, and many old people live in the town. Younger people either move away when they find employment, or they commute every day to Banktown or Unitown to work there. Oldville has a small town centre with basic shopping possibilities. There are some cafes and restaurants. Oldville has a beautiful park with a big lake where people like to spend their time. The new train station is planned to be built centrally next to the park.

Appendix III: Map



Telling your Story

Age group	10+
Group size	6+
Time	60 minutes

Overview

Participants learn how to tell the message of their campaign in a personal and convincing way. By explaining what inspires them to take action they will learn how to encourage others to do the same.

Objectives

- To learn how to tell a message in an inspiring way
- To reflect on why participants find their message important

Materials

- Flipchart paper
- A4 paper

Step-by-step instructions

1. Explain to the group that we all like stories. When you are spreading the message of your campaign and talking to people about it, it is always good to tell them why you care about this message, what inspired you to run this campaign and why you are motivated to take action. Telling stories about what inspired you will encourage others.
2. Ask the group to get together in pairs. Each person should tell a two-minute story to the other one. It should be something funny, or about an adventure they have been on. It should be a story about them.
3. Come back together and ask the group: what kept you listening to the story you were told? Make a list on a flipchart of all the things that kept you interested in the other person's story.
4. Ask everyone to write down the message of their campaign (this should have been formulated in a previous exercise) so that they have it clear in their heads.
5. Form two circles with an equal number of participants in each. One circle should be inside the other with pairs of people facing each other. Each pair should now tell each other in two minutes what their message is and what inspired them to take action and to get their particular message out. Remind them of the list they made earlier about the things that kept them interested in other people's stories. They should use these things to make their stories interesting.
6. When one person has finished their story, the other one should give feedback to the speaker: was this inspirational? Why (not)? What could have been told differently? Then they swap roles.
7. After both people have told their stories and got feedback, the outer circle moves, so that everyone stands opposite a new person. They repeat the exercise, keeping in mind the feedback they got. You can repeat this a third time if you want.

Debriefing

- How do you feel now?
- Were you inspired by other people's stories? If so, why?

Tips for facilitators

You should do this activity after participants have defined the message of their campaign.

How to write a good slogan

Age group	12+
Group size	4+
Time	60 minutes

Overview
This activity will help the group to come up with slogans for their campaign.

Objective
- To come up with slogans for a campaign

Materials
- Flipchart paper, masking tape, pens, markers
- Slogans (see appendix)

Preparation
Write each slogan on a piece of paper. (appendix)

Step-by-step instructions

1. Start by asking the group why they think slogans are important for their campaigns. What do they want to achieve with a good slogan? Let them discuss in pairs for two minutes and ask them to share afterwards. Note their answers on a flipchart.
2. Put the slogans (copied from appendix) in the middle of the room. Give participants some minutes to go through the room and read all of them. They should choose the one they like most and stand next to it.
3. Ask everyone to read out their preferred slogan. Then come back in to a circle. Ask everyone why they like their particular slogan.
   - Do they make you think?
   - Do they inspire you?
   - Why (not)?

   Write their answers on a flipchart and let them discuss if they disagree.
4. Explain that you want to write inspiring slogans that will help to achieve your campaign aim. Put several pieces of flipchart paper taped together in the middle of the room. If you have more than 10 participants, use two posters and split the group. Write the aim of your campaign in the middle of the poster.
5. Explain that the group can write or draw whatever comes to their mind related to this aim. Emphasise that this is a group process; they don't have to come up with a slogan immediately. It is important to be influenced by the ideas of others. It's okay to just write a word, or an idea, or to draw something. They should react to what others have written, making questions, contradictions, suggestions... Always having in mind what they liked about other slogans and what they want to achieve with their slogan. They should never only write 'yes' or 'no'.
6. When the poster is full or participants get tired, it is time to choose the slogans that they want to use in the campaign. Everyone should take a marker and circle the text or texts they like most. If they think that something needs to be changed or added, they can still do this now.
7. Come back together and read out the texts that are circled most. Write them on a separate flipchart. Is there anything someone still wants to change in the wording?
8. You can end the workshop by painting the slogans onto coloured paper or bed sheets or to lay them out on a computer.

Appendix: Example slogans

Cut defence spending:
a white flag isn't that expensive.

George W. Bush is still looking for carbon dioxide on his map.

True poverty:
when the biggest treasure you own is money.

Free the market
– buy less.

Don't let school get in the way of good education.

Money can travel everywhere, so why can't people?

When you are 18 the world is:

- A playground
- A career opportunity
- Black and White
- Something to be changed

Make railways, not wars

The next climate meeting will be even warmer.

If the climate changes on global level
– why can't people?

Everything is ready for a war against Iraq.
Except for a reason.

Most of these slogans are taken from Loesje, an international creative writing organisation (www.loesje.org). You can find more slogans on their website.

IFM • SEI

International Falcon Movement
Socialist Educational International

www.ifm-sei.org