

**ATACC
PEER
EDUCATION
TOOLKIT**



IFM • SEI



Introduction

This tool kit was produced as part of IFM-SEI's project "All Together Against Climate Change" (ATACC), a project that aims to create a European network of peer educators trained on media, campaigning and climate change. The peer educators understand the impact of media and have gained the capacity to put together media campaigns to raise awareness and educate their local communities about climate change and its impact.

This tool kit is a companion to the ATACC Training Course and contains practical information and activities for a better understanding of peer education, climate change, media and campaigning. You will find activities, articles and questions for reflection that may help you in organising training activities with your local group.

The toolkit is divided into the following sections:

- 1) **Peer Education**
- 2) **Climate Change**
- 3) **Media**
- 4) **Campaigning**

Use the tool kit for inspiration and support for your climate change campaigns!

Editing

Ana Maria Almario

Layout

Eugeni Brigneti

Contributors

Katherine Budd, Kit Jones, Christine Sudbrock, Lloyd Russell-Moyle, Jiri Let, Nina Langslet

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www.ifm-sei.org

International Falcon Movement-Socialist Educational International

Rue du Trône 98

1050 Brussels



Education and Culture DG

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Peer Education

Do you think that society can change through education? We consider that important changes in society, especially behavioural changes can be achieved with the tools of nonformal education and peer education. In this chapter you can find some tools to understand what peer education is and what you need to become a peer educator. You can use these tools to train groups of young people to be peer educators using simple activities that let them develop their skills and confidence using their own knowledge and experience. The section starts with an article reflecting on peer education, peer education training tools and questions for reflection.

Peer Education

Are you an educator? A facilitator? A youth worker? Maybe a peer educator?

And why are you active in your youth organisation? To learn? To support other people in learning something? Learning sounds nice, doesn't it? So constructive and productive!

Learning is easily romanticised and glorified. However, real learning always means changing something. Changing a perception, a mindset, an understanding or changing a behaviour. And change is hard. We are comfortable when we know how things work, what we need to do and what not. Learning means to admit to not knowing how things work and to start a process of finding out. Learning is difficult; it's stressful and at times painful.

If we consider ourselves educators, our task is to put other people into this difficult place where learning happens and to support them in dealing with it.

But just as learning is difficult and uncomfortable, it happens all the time. Learning happens in all circumstances, including when there are no educators around, no facilitators or at least no facilitators that would call themselves that. We learn in all possible kinds of ways and in all possible places, for all possible reasons. We learn with people and without; organised and incidental; theoretical and practical things.

Education in Youth Organisations

Youth organisations and movements are a place where a lot of learning takes place. Often we hear this described as a process of 'non-formal education'. This is understood as a structure and process of learning that is organised, where individuals or groups of people have thought about what they would like others to learn and how they want to facilitate this learning process. It is in this way similar to schools and universities. There are, however, some important things that make non-formal education exactly this: non-formal.

Who Evaluates Whom?

An important aspect of non-formal education is that those that plan the learning process don't judge the participants on how well they learned. They don't grade the learners like school teachers. The participants themselves evaluate how and what they have learned and how they can use this in their lives. This reduces the power distance between the facilitators and the participants. A power distance remains however. It is quite remarkable how much trust and goodwill participants give to their educators. When we facilitate non-formal learning activities, we don't earn the trust with the title 'trainer' or 'facilitator', but by being authentic and honest and credible in our purpose.

Where Does it Take Place?

In principle, nonformal education can take place anywhere. It happens in school buildings, in tents and sports halls, in the forest and in seminar centres. An ideal nonformal education space would allow for the participants to move and sit in different constellations, it would have lots of creative materials available to express opinions in different ways and it would make sure that people can see each other when they talk with each other (for example sitting in a circle of chairs).



What is it About?

The content of nonformal education can be very diverse. Whilst what is being discussed is often closely related to the reality of the participants and thus mostly practical rather than theoretical it is not unheard of that also abstract ideas or concepts can be discussed and presented in nonformal education activities. In fact, issues that you might find in some places in the world in a school curriculum can be the content of nonformal education in another part of the world. Whether it is reading and writing, financial management, social inclusion, human rights, team work, the content of nonformal education is always an answer to a concrete need of the participants.

What Does it Look Like When it Happens?

Communication and interaction, creativity and openness are important aspects of nonformal learning. The participant is in the centre, actively communicating, reflecting and deciding what to learn. Often 'experiential learning' is used as a methodological approach. Through exercises, games, simulations, and role-play the participants can learn from concrete experiences. But group discussions or individual work can also be nonformal learning processes.

Who's in Charge?

One fundamentally important thing about nonformal education is that the learner is responsible for the learning, not the facilitator, educator or trainer. As a facilitator, we are responsible to create a stimulating environment and process, to remove as many barriers for learning as possible and to challenge the participants to ask themselves questions they might not have asked before. But what happens in the head and heart of the participant is their choice and responsibility. If someone doesn't find what is offered interesting or relevant, that is ok.

The better we know the needs and circumstances of the participants, the better we can remove barriers for learning (stress, physical or financial barriers, irrelevance of the content, etc) And a great way to know a lot about our participants is if we are one of them, if we are their peers.

Peer? What's That?

Being a 'peer' means that we are similar to each other. We might be of a similar age and from a similar background, having grown up in the same neighbourhood, or we might share a passion. We are part of the group. When we are in the role of a facilitator or trainer and the participants are our peers - then this is essentially peer education.

What Does it Have to do With Nonformal Education?

The 'rules' of nonformal education don't change in peer education. Quite the opposite: they are reinforced. Designing a learning process from the perspective of the participants is even more natural when we look at the world from their perspective anyway. We know what is needed and relevant to our target group because we are part of the target group. Evaluating what we have learned together is easier when the power distance between the participants and the facilitators is smaller. It is then talking with each other, not to each other.



What are the Advantages of Peer Education?

Peer education is an incredibly powerful form of education because it comes from within. Whilst we know that learning has the greatest sustainable impact when it is powered by an intrinsic motivation – a motivation coming from within us – we can say that the same is true for a community that wants or needs to learn something. Having identified together what problem needs to be solved, what injustice to be addressed or which structure needs to be changed, peer education can bring the methods and approaches of nonformal education to give a structure and a frame to fulfilling this need of the community.





Peer Education Training Tools

The aim of these activities is that they are flexible tools. Each activity explores a different competence relevant to peer education. The sessions are all fairly short so that they can be used together as part of a longer seminar or separately. They are practical activities and, although they aim to offer advice where needed, their prime functions are to facilitate active learning and to use existing knowledge, personalities and problem solving skills within the group. As much participation and input as possible is needed to get the most out. As communication is one of the key skills of peer educators, this is a strong focus within the activities.

As with any 'tool box' of methods, it is important to adapt exercises to fit the precise needs and experience of the group you are working with. Versions of the sessions in this publication can be used with groups of different ages, sizes and experience levels, working in different settings on different topics, but changes will be necessary. Most sessions include suggested timings. They are meant as a guideline only, the exact time you need for each exercise will depend on the group you are working with and the context in which you are working.

Session 1: What is Peer Education? Is Peer Education For Me?

Time - 90 minutes

Objectives

- To come to a common understanding of peer education
- To explore the added value of peer education
- To give people the space to decide if they want to be peer educators

Materials

- Post-it notes
- Pens
- Definitions of the terms 'peer'
- Flipchart or other paper

Preparation

- Copy the definitions of the term 'peer' onto larger pieces of paper to stick on the wall.

Instructions

1. Ask the participants to close their eyes and think back to three important learning experiences they had in their lives. They can write them down if they feel more comfortable doing so. Ask them the following questions:
(10 minutes)
 - What did you learn?
 - How did the learning take place? What was the context? Where were you?
 - Who was involved in this learning experience? Who did you learn from?



2. Ask a few people to share their learning experiences briefly with the group (5 minutes)
3. Ask the participants to write the names/ roles of people they learned from on post-it notes. Collect the post-its on the wall, grouping them. (10 minutes)
4. Discuss in a large group: Which of these people are your peers and which are not? Divide the post-it notes into two groups on the wall. (5 minutes)
5. Give a couple of definitions of the word 'peer', stick them on the wall and allow time for questions/ short explanations. (5 minutes)
6. Form groups of four or five. Ask them to brainstorm the added value of peer education: Does it make sense to be educated by a peer? Why? Report back. (10 minutes)
7. In the same groups, the participants draw a person on a flipchart poster. On one side of the person they write qualities of a good peer educator, on the other side things to avoid as a peer educator. (15 minutes)
8. The groups should present back. They should only say new things, not repeat what groups before them have already said. Add qualities from the list below that are missing. Ask the whole group which of these things are only valid for peer education and which are valid for all kinds of education. (15 minutes)
9. Draw a simple mountain slope on a piece of flip chart paper on the wall. Take each quality, asking individuals to say how far they are up the mountain with that quality. Ask individuals to share with the group. (10 minutes)
10. Point out those qualities, although part of our personality, can be developed. Also highlight that 'skills' such as speaking to groups or leading discussions are not included - they can be learned. Draw together other points made. (5 minutes)

Appendix I: Some qualities of a peer educator

Interested - genuinely interested in the issues

Concerned - want other people to learn about the topic/ issues

Committed - able to give your time and energy

In touch - aware of interests and attitudes of young people today

Accepting - tolerant of people and their opinions, regardless of race, culture, sex and ability

Respectful - respect peoples' rights to their own choices, ideas and opinions

Confident - but not arrogant

Good at relationships - forming friendships and maintaining them

Approachable - others talk to you openly and trust you

Self aware - know your own strengths and needs

Open - ask for help and learn from mistakes

Trustworthy - can be relied upon to keep an agreement

Good team member - can work with others towards a goal

Appendix II: Definitions of the term 'peer'

A peer group is a social group consisting of people who are equal in respects such as age, education or social class. Peer groups are an informal primary group of people who share a similar or equal status and who are usually of roughly the same age. Members of a particular peer group often have similar interests and backgrounds. However, some peer groups are very diverse, crossing social divides such as socioeconomic status, level of education, race, creed, culture, or religion. Wikipedia

One that is of equal standing with another, especially one belonging to the same societal group based on age, grade, or status. Webster's dictionary

1. A person of the same legal status: 'a jury of one's peers.'
2. A person who is equal to another in abilities, qualifications, age, background, and social status. Dictionary.com



Session 2: How People Learn

Time - 60 minutes

Objectives

- To raise awareness that different people learn best in different ways
- To reflect on the favourite learning styles of the peer educators
- To consider how to adapt methods to address more learning styles

Materials

- Flipchart paper
- Markers
- Methods/ activities copied from this manual or another source
- Post-it notes

Preparation

- Copy methods from this manual or another source for each small group.

Instructions

1. Ask participants to consider in pairs an issue/ task from the list and discuss how they think they learned or learn about it. When they have finished with one issue/ topic they should talk about another. (10 minutes)
2. Allow each pair to share two points with the group and write these on a flipchart. (10 minutes)
3. Facilitate a whole group discussion:
 - How do you learn best?
 - What methods of learning do you like to be used in a context such as this session? Why?
 - Do you prefer different methods for learning different things? (20 minutes)
4. Hand out copies of methods (you could use some of the activities in the ATACC manual for example) to small groups. Together they should: (20 minutes)
 - Read the method.
 - Discuss which learning styles it makes use of.
 - Consider how it might be adapted to include more learning styles.
 - Place their method on the wall with post-its marking the learning styles and adaptations.
5. Short wrap-up.

Appendix I: Some possible issues/ topics to consider

- Learning about the MDGs
- Riding a bike
- First aid
- Understanding globalisation
- Using a camera
- Cooking a meal
- Working with kids



Appendix II: Possible ways of learning

- Listening
- Trial and error
- Seeing photographs/ pictures/ graphs
- Drawing/ visualising something
- Music/ rhythm
- Talking
- Working on the computer
- Working in a small group
- Reading
- Group discussion
- Being lectured to
- Reflecting alone on what you have heard
- Being given statistics and numbers to digest
- Being taught or shown
- Asking questions
- TV/ Video
- Internet
- By doing something
- Observation



Session 3: Messages: What do we Want to Say?

Time - 60 minutes

Objectives

- To come up with common messages the group wants to share with their peers
- To consider how best to ensure this message reaches their peers

Materials

- Small pieces of paper (A5 size)
- Flipchart paper
- Markers/ Pens

Instructions

1. In small groups, look at the issues or area around which your peer education is based (for example climate change) and consider the following:
 - What do we want to educate for?
 - What do we want our peers to understand/ think about?
 - What do we want our peers to do/ change as a result of this process? (15 minutes)
2. Record key points on small pieces of paper.
3. Share the discussions in the large group and try to agree on common messages for your peer education project. Try to keep the messages short, clear and achievable. (15 minutes)
4. In the whole group discuss the following questions:
 - How can peer education help us in getting our message across?
 - Why might our peers listen to us and not to others?
 - What advantages do we have over teachers/ newspapers/ TV/ other sources of information?
 - How can we use these advantages in our project? (15 minutes)
5. In pairs, ask the participants to list all the things that 'help' get a message across and things that 'hinder'. What puts people off our message and what attracts people to it? Use the list below to support the discussion. (10 minutes)
6. The pairs should share their discussions in the larger group. (5 minutes)

Appendix:

Hinders

- Shock or fear stories
- Patronising people
- Lots of technical information
- Overloading with facts and figures
- Blaming people/ making them feel guilty about their behaviour
- The 'I know best' approach
- Message is seen as irrelevant
- Linked to 'moralising'

Helps

- Clear information without jargon
- Seeing different ways to look at the issue
- Learning in a fun way
- Having pictures and illustrations



Session 4: Communication

These sessions can be divided into several sessions and used as 'pick and mix' exercises depending on the types of communication you want to strengthen in the group.

Exercises

- I. One and two-way communication
 - II. Interpreting body language
 - III. Challenges in communication
 - IV. Listening
 - V. Asking open questions
-

I. One and Two-Way Communication

Time - 20 minutes

Objective

- To demonstrate information flow and the differences between one-way, partial two-way, and fully two-way communication

Materials

- A simple drawing (you can draw one yourself)
- A piece of paper and a pen for each person

Instructions

1. One-way communication: In small groups a volunteer should describe a picture that the other group members should draw. Only the narrator can speak and describe the picture in his or her own terms. They should not use any terms that immediately identify the object.
2. Partial two-way communication: The drawers are allowed to ask the narrator questions to improve the drawing, to which he or she is allowed to answer only with "yes" or "no".
3. Fully two-way communication: The narrator is able to speak freely when responding to the drawers.
4. Comparison and debriefing: Bring the results of the drawing together and discuss the three levels of communication. Did you feel comfortable that your drawing was accurate after the first round? After the second? The third? Did the narrator feel confident that his or her description was being interpreted accurately by the drawers?



II. Interpreting Body Language

Time - 20 minutes

Objectives

- To explore the importance of body language in communication.
- To identify different types of body language and what they could signify

Materials

- Small cards or pieces of paper with emotions written on them

Preparation

- Cut out small cards for each pair (and add your own if you like).

Instructions

1. Split the group into pairs.
2. One person in each pair is given a piece of paper with an emotion written on it. They should attempt to communicate or 'act' this emotion only using body language.
3. The second person should try to guess the emotion and imitate the first.
4. The whole group should discuss body language, its importance and possible impact during peer education.
 - What types of body language do you need to look out for during peer education? Why might you see them?
 - If you see these emotions expressed during a peer education session, what could you do?
 - What body language would you like to see from participants during peer education? How might you ensure this happens?

Appendix: Possible emotions

- Interested
- Bored
- Angry
- Annoyed
- Happy
- Confused
- Uncomfortable



III. Challenges in Communication

Time - 20 minutes

Objectives

- To stimulate thought on challenges of communication
- To consider how to overcome common communication challenges

Materials

- Photocopies of role cards

Instructions

1. Divide the group into pairs. Ask for volunteer pairs and assign three pairs each one of the role cards A to C.
2. Each pair should act out their role in front of the group, for about 2 minutes. Discuss as a whole group, after each one
 - What was happening in each role play?
 - Do these things happen in real life?
 - How might you overcome such a communication challenge?
3. Ask pairs to talk together about other possible communication problems. After a couple of minutes, ask if any pairs have thought of one and allow them to act it out.
4. Discuss these with the group.

Appendix: Role cards

Pair A

Two people meet – one talks excitedly and quickly about the topic. The other tries to get a word in or ask a question; but the first just talks on and on. In the end the other has no option but to remain in a resigned silence.

Pair B

Two people meet and each starts telling the other about the health topic or an event connected to it. Each has a different tale to tell. Neither is listening to the other and both are talking at once.

Pair C

Two people meet and begin to talk to each other; each listens while the other speaks; they ask questions. They listen to the answers and share ideas and news with each other.



IV. Listening

Time - 40 minutes

Objectives

- To become aware of silence and the need for it sometimes during peer education
- To consider what makes a good listener and develop listening skills

Materials

- Flipchart paper and markers

Instructions

1. Divide the group into two, one half will be the group leaders, and the others young people.
2. Take the group that are going to take on the role of the young person into another room and brief them with a scenario, for example:
They are young Polish children and they don't speak English very well. On the first night of the camp they wet the bed, and the other children have been laughing about it, and playing tricks on them, like putting water on their bed. Now they want to go home and leave camp.
Tell them that before they answer any question from the group leader they must count slowly to five in their head. If the questioner makes any noise, then they must start the count again.
3. Brief the group leaders, tell them that they are group leaders and they have noticed that one young person in their group is unhappy on camp. They should try to get as much information as possible from the child as to why they are unhappy.
4. Bring the groups back together, and pair people up, give them time for the questioner to get as much information as they can from the young person. (10 minutes)
5. In the large group, find out how much information was revealed, and ask how each side of the situation felt during the role play, discuss approaches different questioners used and how this might apply to peer education situations. (15 minutes)
6. In groups of three, ask participants to compile their ideas about what makes a good listener and a bad listener on flip chart paper under two columns. (10 minutes)
7. Stress that a good peer educator should be a good listener. Remind them of other important qualities of peer educators from session one. (5 minutes)



V. Asking Open Questions

Time 40 minutes

Objectives

- To raise awareness of the importance of the phrasing of questions in peer education
- To develop skills in asking open questions to aid the learning process

Materials

- Flipchart paper and markers
- A set of word cards for each pair

Instructions

1. Divide a flipchart paper into three sections and write: 'Open questions', 'closed questions' and 'leading questions' in the columns. Underneath write an example of each, for example:
Open: What do you think of this workshop? (Any response can be given.)
Closed: Do you like this workshop? ('Yes', or 'no' is needed.)
Leading: This workshop is excellent isn't it? (The question is phrased in order to 'lead' the listener to an answer.)
Make sure you have a number of examples prepared to show the difference. (5 minutes)
2. Ask the group to come up with examples of the different types of questions. (5 minutes)
3. In the whole group discuss the following: Which type of question is best for encouraging discussion? Why? Briefly discuss the importance of open questions and of being aware of the other two; knowing their limitations and, in the case of leading questions, bias. (5 minutes)
4. Give out word cards with one question word on each card (see activity sheet).
5. In pairs participants should think of a topic related to their peer education project and take each card in turn trying to use the word on the card to create a good 'open question' on the given subject. At this stage do not use the 'In what way do you mean?' card. (10 minutes)
6. Ask the whole group to try to think of other ways to ask open questions. Also ask them to consider the card 'In what way do you mean?' Did they feel like using other phrases similar to this to help develop discussion? List feedback on the flip chart as a whole group. (10 minutes)
7. As a whole group spend a few minutes adding more examples of open questions and other phrases to develop conversation on the flip chart. Emphasise 'wh' questions (who? what? why? when? how?) and phrases that open up conversation ("Can you tell me a bit more about that?"). Would any be particularly useful for the specific content being shared in your peer education project? (5 minutes)

Appendix: Word cards

- How?
- Tell me?
- When?
- In what way do you mean?
- What?
- Why?



Session 5: Working With Children and Young People

Time - 90 minutes

Objectives

- To consider the specific challenges of peer education with different target groups
- To share approaches to overcome these challenges

Materials

- Flipchart paper and markers

Instructions

1. Divide the group into three sub-groups, each focussing on a different age group (under 12, 13 – 16 and 17 upwards). They should brainstorm some possible challenges with working with that age group from their own experience. (15 minutes)
2. The groups should then prepare a short play around one challenge to illustrate the challenge. (15 minutes)
3. Each group in turn presents their short play.
4. Following the presentation, the audience should try to identify the challenge and the group should confirm that they have guessed correctly.
5. The group then performs the short play again, but this time audience members can 'jump in' to the scene at any point to try to illustrate how to manage that challenge. It is very important that no 'magic solutions' are used (eg if a child is not willing to co-operate, they cannot suddenly change to be co-operative). The solutions should focus on what peer educators can do to alter the situation.
6. Facilitate a whole group discussion following each play. The group should discuss the solutions. (up to an hour depending on the number of groups)
 - Were they realistic?
 - Could they be applied in real life?
 - Can we think of other ways to deal with this challenge?



Model Session Outlines

In this section you will find example session outlines that can be used for longer training courses on any topic. Their aim is to create a positive learning environment for all involved. These session outlines were developed for the ATACC Training Course in 2011.

Introduction: Welcome Space

Context

- Participants have just arrived and are slowly accustoming to being in the venue and in this group of people. They have gotten to know each other already a little bit at the welcome evening, but are still unfamiliar with each other and the team.

Objectives

- To introduce the participants to each other, the programme, the stakeholders
- To start a reflection process on concepts relevant to the course
- To share expectations
- To create a welcoming atmosphere and hand the ownership of the Training Course to participants

Materials

- Soft, silent music and music player
- Flipchart paper and markers
- Post-its
- Coloured paper

Preparation

- All spaces need to be prepared. There are chairs and tables in the room, but they are arranged either to suit the 'spaces' or chaotically distributed.
- Put up envelopes/ boxes for each participant and one for the team. This will be used at the end of the seminar.

Instructions

Participants enter the room. The team members are all at their 'space' ready to help and/or explain or facilitate. Soft, silent music is playing.

In the middle of the room is an 'Info-Point' with two flip charts hanging back to back explaining what happens and where participants can go. It says:

"This is the Welcome Space! You can find out what will happen in the next week in many different spaces: The Programme Flow space can give you more information about the objectives of this Training Course and of the whole project, and how we plan to achieve them. Visit the Portrait Space with a person you never met before in your life! Find out more and comment on the Stakeholders and Concepts of this Training Course. Share your Expectations and tell us more about your fields of expertise, so we can start learning from each other! The team is here to help you. But it's all up to you and your initiative! Enjoy!"



Space I: Programme Flow (facilitator needed)

The programme of the week and of the overall project is displayed in a 'non-table' way on a part of the wall. It could be a River. The display should also include the TC's and project's objectives and indicate how different programme elements are designed to support achieving those objectives. A team member is at this 'space' to explain to participants who come there the programme flow and answer possible questions.

Space II: Biographical Portrait (facilitator needed)

Participants are asked to come here in pairs. They find material to paint each other's portraits. While they paint, they should find out more about each other and symbolise that on the painting. If possible, there should be no words on the final paintings.

Space III: Stakeholder and Concept Space (facilitator needed)

This space is primarily informational. On the wall the key stakeholders in this project are displayed on A3 Paper: IFM-SEI, European Commission, Participants and their different member organisations. Around each of the stakeholders are smaller pieces of paper, indicating that stakeholders' interest in this project.

The pieces of paper for the participants are empty, and participants who come there should add what they think is the interest of the group of participants and their organisations to take part in this TC.

Then there are also concepts: Campaigning, Climate Change, nonformal education. Around these words are smaller pieces of paper, explaining this concept a bit more. For example for NFE they could say: voluntary and self-organised learning, participative processes, learner-centred and flexible, openness and transparency, collective and shared evaluation, the right to make mistakes, individual responsibility for learning, group support of learning, sharing of results. Participants are asked to write comments and questions on post-its and attach it to it, discuss with the other participants that are at that time at the space and see if they agree, what they think is difficult, what has inherent conflicts, etc. There is a team member to facilitate this process.

Space IV: Expertise sharing (no facilitation)

In another space in the room are several continuums symbolised on the wall, each on different topics to allow the participants to communicate to the rest of the group and the team for which topic they might be a resource. There are post-its available for the participants to write their name on and place themselves on the continuum to show how they feel they stand on this. The two extremes on the continuums are: 'I hardly know anything about this' to 'I actually know quite a bit and am happy to share it'. The topics can be: 'Climate change', 'Campaigning', 'Video', 'Street action', 'Visual communication', 'Writing', 'Interviews', 'Group work...'

Space V: Expectations Space (No facilitation)

On another part of the wall is a big table with two columns and two rows. One column is titled 'Give' and another is titled 'Get'. The upper row is titled 'Done'; the lower row is titled 'Not yet done'. There are post-its available. Participants are asked to write on post-its what they expect to get and to give in this Training Course. If they want they can add their name. Then they should place the post-its on the lower row of the table. Throughout the week they should come back to the tables every once in a while and check if something that they wanted to get or to give has been achieved for them and then move their post-it up to 'Done'. The higher the degree to which it has been achieved, the higher should the post-it come. At the end of the week we can look at the table and review how many expectations we have been able to achieve, and which we haven't been able to reach.

Space VI: Video Message Space (no facilitation)

A video camera is operated in one corner of the room, where participants can record little messages, say who they are, what their message to the world is etc.

Space VI: Quiz Space (facilitator needed)

A first quick introduction to climate change/ the topic of the seminar. Questions and pictures are displayed on the wall. Participants are expected to come to this space in small groups to do together a short quiz on climate change.



Mission Impossible: Building a Positive Working Environment

Objectives

- To build a positive and effective working environment and a sense of the group as a team
- To develop ground rules for working
- To interact directly with all the other participants
- To touch on all topics related to the Training Course
- To get to know the space and interact with the people working here

Preparation

- Think about tasks for the Mission Impossible according to the space and the topic of your seminar and prepare a Power Point presentation to present one task after the other, with Mission Impossible Music in the background.

Instructions

1. Show the Mission Impossible PowerPoint Presentation. At the end of the presentation tell participants that they have one hour to accomplish all the tasks they have just read. The team then leaves the room and comes back after one hour. The tasks are:
 - Learn everybody's name by heart.
 - Decide on a 'song of the week' and sing it all together.
 - Count the steps in the venue.
 - Find out the lunch menu for the whole week.
 - Make a theatre play, explaining what education is, and involving the whole group.
 - Find out which other groups share the house with us.
 - Come up with 25 ideas on what to do in the evenings.
 - Make a list of what participants brought for the international snack evening.
 - Find out which participant is the oldest and which is the youngest, which participants have birthday on the same day, which have birthday in the same week and which in the same month.
 - Make a picture of all participants in front of the house.
 - Come up with a list of what you are willing to do to save energy in this week.
 - Make a poem, using the words: youth, yoga, face, climate and words.
 - Come up with 30 reasons why it is better to be here rather than back at home right now.
 - Make a list with your phone numbers, e-mail addresses and Skype names.
 - Paint a map of Europe, showing where all participants come from.
 - Make a twitter account for the group and decide on a first common 'tweet' to send out.
 - Film the group trying to get all these things done.
2. Go back the group and ask for some results.

Debriefing

- How did it work? How did you manage to accomplish those tasks?
 - What lessons can we draw from this experience?
 - Did you experience something that you would like to see happen again in this week?
 - Did you experience something that you would like to avoid in this week?
3. After the debriefing, the participants are asked to agree on a team-contract, establishing some guiding principles for the upcoming week to ensure a pleasant and respectful working environment.



Evaluation

Objectives

- To commit to continue the project back home
- To consider what kind of support is needed for the future
- To say goodbye to each other
- To evaluate the seminar

Materials

- Cards
- Washing line
- Pegs/Paper clips
- Flipchart paper
- Tape
- Glue
- Pens and papers

Preparation

- Prepare the 'river of reflection'. Write the names of each session on a separate paper and lay them in the form of a river on the floor.
- Hang a washing line across the room.

Instructions

River of reflection

1. Ask the participants to remember what happened throughout the seminar. Talk them through the journey that they have taken throughout the week.
2. Ask questions like the following to evaluate the seminar. They should always stand on the session that answers the question for them. After each question, ask some participants why they stand where they stand. Examples:
 - What was the part of the seminar that you liked the least?
 - What session was the funniest?
 - What session was the most boring?
 - What was the part of the seminar where you learnt the most?
 - Which part of the seminar will you re-use with other people?

Putting out the washing:

1. There is a washing line hanging across the room and little paper and paper clips or pegs lying next to it. Ask the participants to write down the things that they would like to leave at the seminar and hang them on one side of the line, and what they want to keep and would like to work on again on the other side of the line.
2. After they have pegged the cards on the washing line, ask them to look at what each other have put – if this reminded them of anything they can always add more cards.
3. Ask them to each choose one thing on the washing line (something they or others wrote) which they would like to do more work on. They should go up to the washing line and take that card off.



4. They should draw a cross on this paper so that there are four parts and stick the card in the middle of a piece of plain paper. In each section, they should answer the following question:
 - What support do they need from their home organisations to do this?
 - What support do they need from IFM-SEI to do this?
 - How can use what I learned back home?
 - Do they need any resources for this?
5. Everyone should stick their pieces of paper on the wall.

Letter Writing

1. Give the group a moment with paper and pens. Ask them to write a letter to the team. Tell them that you will not open the letters until they have left. We would like an honest reflection about us as their teamers. The letters can be anonymous or signed with their name. Play some sad music whilst this is happening.
2. Then encourage them to write notes and letters to each other.

Questions For Reflection on Peer Education

- How can peer education be used to promote social change?
- How can a peer train me?
- How do I learn?
- Why is it important to have a positive working environment?
- What do you consider to be the key elements of peer education?





Climate Change

In this chapter you will find some important articles and information that will help you to understand climate change.

Climate change has become a popular term but there is a lot more we need to understand. How is it affecting us? Why should young people be involved in this topic? Why is it important what politicians do about it?

You will find easy and flexible activities that you can adapt depending on the context or people you are working with. They will help you to plan an educational activity to support a better understanding of and reflection about climate change.

What is Climate Change?

Everyone's heard of it. Everyone's talking about it. But what is climate change?

Let's start with the basics by understanding the words. Even words can have different political meanings, but we have to understand the different uses of them, so that we can communicate.

Climate change: noun. A change in the regional or global climate; especially the change in global climate patterns being more apparent from the mid to late 20th century onwards, and largely caused by the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels (Oxford English Dictionary 2010).

Quiz on the basic facts of climate change

1. Which statement is true?
 - a) The climate is warming
 - b) The climate is cooling
 - c) The climate is not changing
 - d) Nothing has been proved yet
2. What is climate change caused by?
 - a) Humans
 - b) Nature
 - c) Both
3. What is a greenhouse gas (GHG)?
 - a) Carbon dioxide (CO₂)
 - b) The gas released by greenhouses that causes climate change
 - c) Gases that trap (capture) heat in the atmosphere
 - d) Methane (CH₄)
4. What has caused the increase in Greenhouse gas emissions?
 - a) The use of fossil fuels
 - b) Change in land use
 - c) Agriculture
 - d) All of the above



5. What is a fossil fuel?
 - a) Burning dinosaur fossils
 - b) Coal, oil and natural gas
 - c) Petrol
 - d) Solar panels
6. How much do experts think the temperature will rise by the end of the century?
 - a) 0.0C
 - b) 0.0 - 1.4C°
 - c) 0.3 - 6.4C°
 - d) 2.0 - 6.4C°
 - e) 0.6 - 4.0C°
7. What are the likely impacts of climate change?
 - a) 20-30% of species (animals and plants) will be at an increased risk of extinction
 - b) Poor communities will suffer the most
 - c) Global crop production (agricultural production) will increase
 - d) Global crop production (agricultural production) will decrease
 - e) Increased malnutrition
 - f) All of the above

Answers

1. **a)** 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 using the oversimplified term of 'warming'. Even though the average global trend shows an increase in temperature, there may be localised places that did not become warmer.
2. **c)** Both. The climate changes naturally. It changed throughout history and we can study how this happens. But with industrialisation, humans started to change the climate too. (This answer does depend upon the definition that is given to climate change: some organisations define climate change as being purely anthropogenic in order to isolate the issue they are targeting.)
3. **c)** Gases that trap heat in the atmosphere. They are called greenhouse gases because they work in the same way as the glass of a greenhouse. Some of the sunlight that is reflected from the Earth's surface is trapped by the layer of greenhouse gases within the Earth's atmosphere. This has a warming effect. Each gas has a warming influence on the atmosphere. The different greenhouse gases are: carbon dioxide (CO₂), methane (CH₄), nitrous oxide (N₂O), hydrofluorocarbons (HFCs), perfluorocarbons (PFCs) and sulphurhexafluoride (SF₆). Water vapour (steam) can also be included.
4. **d)** All of the above. Since the industrial revolution, humans have been emitting more Greenhouse gases into the atmosphere. These emissions come from things like cars, planes and machinery which are powered by fossil fuels. Generally, the increase in CO₂ is mainly caused by fossil fuel use and partially by changes of land-use. The increase in CH₄ is due to fossil fuel use and agriculture, and the increase in N₂O is primarily due to agriculture.
5. **b)** Coal, oil and natural gas. These fuels are actually composed of historic dead material, so it's kind of like burning dinosaur fossils! There is a limited amount of these resources for this reason (we won't have any more dead dinosaurs quickly enough!). Petrol is in fact an example of a fossil fuel, because it is a type of oil. At the moment, most of our lives are powered by fossil fuels, which are the main source of greenhouse gases. But we are developing renewable technology, like solar panels and wind turbines which can provide us with energy that doesn't emit greenhouse gases.



6. **c)** and **e)** 0.3 - 6.4C° and 0.6 - 4.0C°. The likely range that could occur would lie anywhere between 0.3 - 6.4C°, depending on the different actions that humans take to lower their emissions. The best estimate is that it will lie between 0.6 - 4.0C°, again depending on different scenarios. Notice that warming will happen, even if emission levels remain at the same concentration as in the year 2000.
5. **b)** Coal, oil and natural gas. These fuels are actually composed of historic dead material, so it's kind of like burning dinosaur fossils! There is a limited amount of these resources for this reason (we won't have any more dead dinosaurs quickly enough!). Petrol is in fact an example of a fossil fuel, because it is a type of oil. At the moment, most of our lives are powered by fossil fuels, which are the main source of greenhouse gases. But we are developing renewable technology, like solar panels and wind turbines which can provide us with energy that doesn't emit greenhouse gases.
6. **c)** and **e)** 0.3 - 6.4C° and 0.6 - 4.0C°. The likely range that could occur would lie anywhere between 0.3 - 6.4C°, depending on the different actions that humans take to lower their emissions. The best estimate is that it will lie between 0.6 - 4.0C°, again depending on different scenarios. Notice that warming will happen, even if emission levels remain at the same concentration as in the year 2000.
7. **f)** All of the above. 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. Human societies will be highly affected, but it will generally be those living in poor conditions that will be affected the most. Crop productivity could see an increase with the rise in temperature, but only up to 1 - 3C°. Above this, there will be a decrease. Malnutrition and diseases will increase.

The information for this quiz came from the 'Climate Change 2007: Synthesis Report' produced by the Intergovernmental Panel on Climate Change (IPCC). Have a look at the original document, found here (available in 6 languages):

http://www.ipcc.ch/publications_and_data/publications_ipcc_fourth_assessment_report_synthesis_report.htm



How do we find out about climate change?

We must be critical about where the information we use comes from. Media coverage can be varied, for an example, try typing 'climate change' into Google and see what you get.

Information from scientific sources, on the other hand, is generally highly reliable because it is quantifiable and measured.

To prove that climate change is happening and to make sure we are not using bad data, we use evidence that comes from a primary source – something we have measured, not just copied from someone else. Using reliable detection and measurements is very important to understanding the scientific basis of climate change.

The following things can be measured to determine climatic changes:

Air and sea temperature: Measuring the temperature of our environment is one obvious method used to test if the climate is changing. We can compare current temperatures to historic ones.

Greenhouse gas levels: It has been shown that as the level of greenhouse gas emissions increases, so does the temperature. So we can estimate the potential rise in temperature by measuring the amount of GHG emissions.

Snow, glacial and permafrost melt: If global temperatures increase, ice and snow will melt. We can measure the amount and rate of melting.

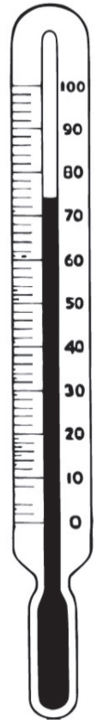
Sea level: This melting can cause the sea level to rise. Not all ice in the world will cause sea level rise, only ice that previously has been on land (e.g. mountain glaciers and permafrost). Also, when water warms, it can cause the volume to expand; therefore the level of water will increase.

Ice coring: Ice is made of H₂O – and part of this is oxygen. Oxygen can come in different forms (= isotopes). The ratio between different isotopes marks the temperature of the water. We can core ice (digging deep down into ice sheets like Antarctica) to find out what the ratio was (and therefore, what the temperature was) at different points in time.

Lake sediments: We can also core through the bottom of a lake! The sediment (soil) that lies here will show us the different isotopes of Oxygen and Carbon, but also what species of plants and animals used to live nearby to the lake. This can show us if the environment has changed by looking at where the same species would live today.

Radiocarbon dating: carbon (C) also has different isotopes. Carbon is stored in most natural things, such as wood or animals. We can estimate how old something natural is by looking at the carbon isotopes.

Tree rings: have you ever looked at the rings seen on the trunk of a cut down tree? These show the tree's seasonal growth. The amount a tree grows depends upon climatic conditions; you can therefore measure the size of the rings to study what the weather was like in the past. (Have a look at how old the oldest living tree is!).



Number, intensity and location of extreme weather events:

Climate change doesn't just mean that the planet will warm; there will also be an increase in extreme weather events, for example hurricanes and storms. Think about the damage that Hurricane Katrina had. Now imagine if that was more frequent and at a larger scale.

Animal and plant migration distributions: Different species of animals and plants are adapted to certain environments. If the conditions of these environments change (e.g. climate change) then they have three options – move, adapt or die. We can check if there have been climatic changes by looking to see if there has been any difference to migration routes.

Phenology: we can study the timings of natural life cycles, for example when birds come out of the eggs, to check if the change in climate influences seasonality.





The Effects of Climate Change

The observed 0.74C° temperature increase (1906-2005) already has strong impacts on our natural environment. These changes are affecting the whole world, from low-lying islands to the polar regions. Local effects can be very different in different parts of the world, and these affect natural systems in different ways.

For example, today, 25 per cent of GHG emissions due to human activities are absorbed by oceans that function as carbon sinks. When CO₂ is absorbed by seawater, chemical changes occur in sea water, reducing both its pH and the concentration of carbonate ions, a process known as ocean acidification. This phenomenon affects corals, causing their bleaching and it could lead to the degradation of entire marine ecosystems that depend on them.

Ecosystems

Changing conditions have consequences on ecosystems such as coral reefs, rainforests, glaciers, wetlands and oceans. A 1-2C° increase in global temperature poses major risks to many unique and threatened systems, including biodiversity hotspots - the richest and most threatened reservoirs of plant and animal life on Earth. Scientists predict that 20 to 30 per cent of species are at risk of extinction if global average warming exceeds 1.5-2.5C°. This is because, as temperatures rise, environments change too quickly for the species to either adapt or migrate to somewhere more suitable for them. Small, slow changes in a natural system can quickly become big, quick changes when they reach a tipping point.

Tipping points are critical thresholds, beyond which natural systems are not able to recover from further disturbance. Major climate system tipping elements include Arctic sea-ice loss, melting of Greenland ice sheet, dieback of the Amazon rainforest and Sahara greening.

Credits: <http://unesdoc.unesco.org/images/0021/002128/212876E.pdf>

Impacts on people

Climate change impacts people by affecting agricultural production, water supplies, sanitation and levels of nutrition and health. These are all severe consequences for countries with a growing population.

The health of millions is at risk because of climate change. Clean water supply will be under pressure because warming temperatures increase water pollution from bacterial growth leading to a rise in diarrhoeal diseases. Limited access to clean water can lead to malnutrition, dehydration and inadequate sanitation. People suffer from water shortages since climate change is expected to alter the seasonal flows in regions fed by melt water from mountain ranges, such as the Himalayas. While melting glaciers are likely to increase flood risk during the rainy seasons, they will strongly reduce dry-season water supplies to one sixth of the world's population.

In addition, as precipitation patterns change with prolonged dry seasons, crop productivity is predicted to decrease, exposing people to starvation and diminishing water supplies for drinking and hygiene.

This is particularly devastating for developing countries where 98 per cent of the world's poor live. Although hurricanes and floods are already happening, they will rise in frequency and intensity along with other extreme weather events because of climate change, increasing the likelihood of destroying homes, roads and farmland.

Young people

Young people in developing countries are likely to feel the impact of climate change on their lives more quickly and directly than young people in developed countries. Most young people in Africa live in rural areas, where agriculture, which is extremely vulnerable to climate-related damage, accounts for 65 per cent of total employment. In the short term, agricultural production is threatened by soil degradation and erosion, crop damage and reduced harvests resulting from extreme weather events such as droughts, heat waves, severe storms and floods. Because of these threats, many young people are migrating to cities and other countries. Climate change may also cause conflicts due to resource scarcity, which could affect the lives of many young people in the long term.

Many young people in developed countries work in the service sector, like tourism, where there are likely to be long-term impacts such as the skiing season being shorter in Europe because of melting glaciers, and tourists may be less attracted to coastal environments.



Indigenous youth

Young people who still live a traditional lifestyle with their families, based on local resources and culture, are likely to be the most affected because their livelihood is directly dependent on their natural environment.

They can see climate change directly changing their lands and homes. As with youth in developing countries, climate change is therefore not only an environmental but also a human rights issue for them, as they are forced to change their lifestyle, livelihood, culture and worldview.

Girls and women

Girls and women in developing countries are especially vulnerable to climate change. Drought and floods caused by climate change can create more work for them and take more of their time for finding and fetching water or growing crops, as they collect water, fuel and firewood and often grow food for their families.

As a result, many of them miss out on education, which means fewer opportunities for them to have better living conditions and become actors of sustainable development. Nonetheless, many girls and young women are working hard to escape from these conditions by becoming agents for change and finding ways to adapt to climate change in their daily lives and build stronger communities.

Islanders

Small island developing states are among the lowest GHG emitters but they are the most affected. As low-lying islands with limited land and freshwater, they are likely to be severely affected by sea level rise and more extreme weather events. Settlements, critical infrastructure, economic activities, such as tourism, and ecosystems are at risk.

Unsustainable human activities such as sand mining and extensive coastal developments already represent a problem for many island states and increase their vulnerability to climate change impacts.

Credits: <http://unesdoc.unesco.org/images/0021/002128/212876E.pdf>





Training Activities on Climate Change

What happens When...?

Objectives

- To understand why climate change is a global problem
- To understand how actions in one part of the world affect the life in another part

Materials

- Media articles about recent crises
- Compass sheet for each participant (appendix)

Instructions

1. Discuss a recent crisis that has been reported in the media, preferably in the locality of the participants.
2. Facilitate a discussion about who has been affected by the crisis and in what ways. Try to draw out how some people will be affected more than others, and that it is not always those responsible for the crisis. For example, increasing food/ fuel prices will have more impact on those who are poor than on those who can afford to spend more.
3. Split the participants into groups. Give each one of the case studies. Ask them to read and discuss the situation, and then analyse the situation on the Compass Rose sheet (see appendix)

Appendix: Compass Sheet



N - Natural

- What is the impact on the natural environment?
- Landscapes, plants, animals, sea, weather

W - Who Decides

- Where are the political decisions made about this story?
- Who has the power to decide how this situation is handled?
- Who has control over their own destiny?

E - Economics

- What are the economic implications?
- What happened to people's businesses and livelihood?
- Who can afford to move away or diversify income?

S - Social - Who is affected and how?

- Think particularly how different people are affected- women, men, children, politicians, poor people, wealthy people
- Is everyone's response to the situation the same?



Where in the World?

Objective

- To reflect on consequences of climate change throughout the world

Materials

- A large map of the world (projected on the wall)
- A set of the 'Where in the World' cards (appendix)
- 'Where in the World' answers or suggestions (research beforehand)
- Tape

Instructions

1. Put the 'Where in the World' cards face down at the front of the room.
2. Participants take it in turns to come to the front, select a card, and read it out.
3. With help from the other participants, they discuss where in the world that impact might be felt, and stick the card onto a relevant part of the map using tape, or around the outside using string to point to the suggested country.

Appendix: 'Where in the World' Cards

| | | |
|---|--|--|
| Ice caps and glaciers are melting. | Coral reefs and mangrove swamps are being destroyed. | Increases and new strains of malaria. |
| Wine production increasing due to warmer and drier summers. | Ski tourism badly affected by lack of snow. | Lower rainfall reducing fresh water availability. |
| Rising sea levels cause beach erosion and coral bleaching. | Glacial melt causes more severe flooding and water shortages. | Moderate temperature increase could see crop yields increase by 20 per cent. |
| Reduced crop yield caused by drought and temperature increases causing conflict. | Increased heatwaves leading to health risks. Loss of tourism as areas become too hot. | Loss of biodiversity – the number of species found in the sea and on land in this area. |
| Extreme weather events cause increasing numbers of casualties. | Tropical rainforest replaced by savannah. | Climate change related drought and conflict causes migration. |
| Penguin numbers falling. | Exposure to higher levels of UV light increase risk of skin cancer. | Increasing pressure on water resources for drinking and agriculture. |



Address Scepticism

Objective

- To help address the scepticism that is surrounding climate change, its causes and effects

Materials

- Flipchart paper and markers
- Tables and chairs

Preparation

- Prepare the room for a global cafe: one table for each statement

Instructions

1. The participants enter the room and can go to any of the tables they want to. At each table they should discuss in groups how to argue the statements (participants can give arguments in favour or contra the statement). One person at each table is chosen to be the 'relator'. This person stays all the time at this table to summarise discussions to new groups.
2. The groups should write on flipchart paper on the tables notes of their discussion.
3. Every 15 to 20 minutes, all participants should choose another table to participate and discuss (make sure that all the tables have enough participants to discuss).

Suggestions for statements

- There is no absolute evidence for climate change.
 - The recent weather shows no signs of global warming.
 - The Earth will adjust to cope with the effects of climate change.
 - Scientists keep changing their mind about the main effects and impacts of climate change.
4. At the end all the relators should share the conclusions with the whole plenary.

Life Style!

Objective

- To understand that our personal behaviours and decisions can contribute to climate change
- To be critical about the actions that human beings take that affect climate change every day
- To provide information and ideas of how our lifestyle could be more sustainable

Materials

- Paper,
- Flipchart paper
- markers

Instructions

1. Form small groups. Each group should write down on small pieces of paper single words to describe the way they live
– what they consume, possess, their social relations, what they like to do, how they like to dress...



2. They should then classify all the activities in 7 groups:
 - Work/school/university
 - Home
 - Garden
 - Food
 - Transport
 - Politics
 - Infrastructure
3. They should then think about which of the things have the biggest negative effect on the environment. Each group should choose at least 10 cards. From these cards, they should decide which they could change and which they do not want to change.
4. Come back together. The small groups should share what they are ready to change and what not.

Debriefing

- Why did you choose these things?
 - Why is it so difficult to change some lifestyles?
 - What are you ready to give up? Do you have to give up something?
-

Links in the Chain

Objectives

- To realise the interconnection of the world
- To emphasise the impact of human actions

Materials

- 'Links in the Chain' cards, cut up (appendix)

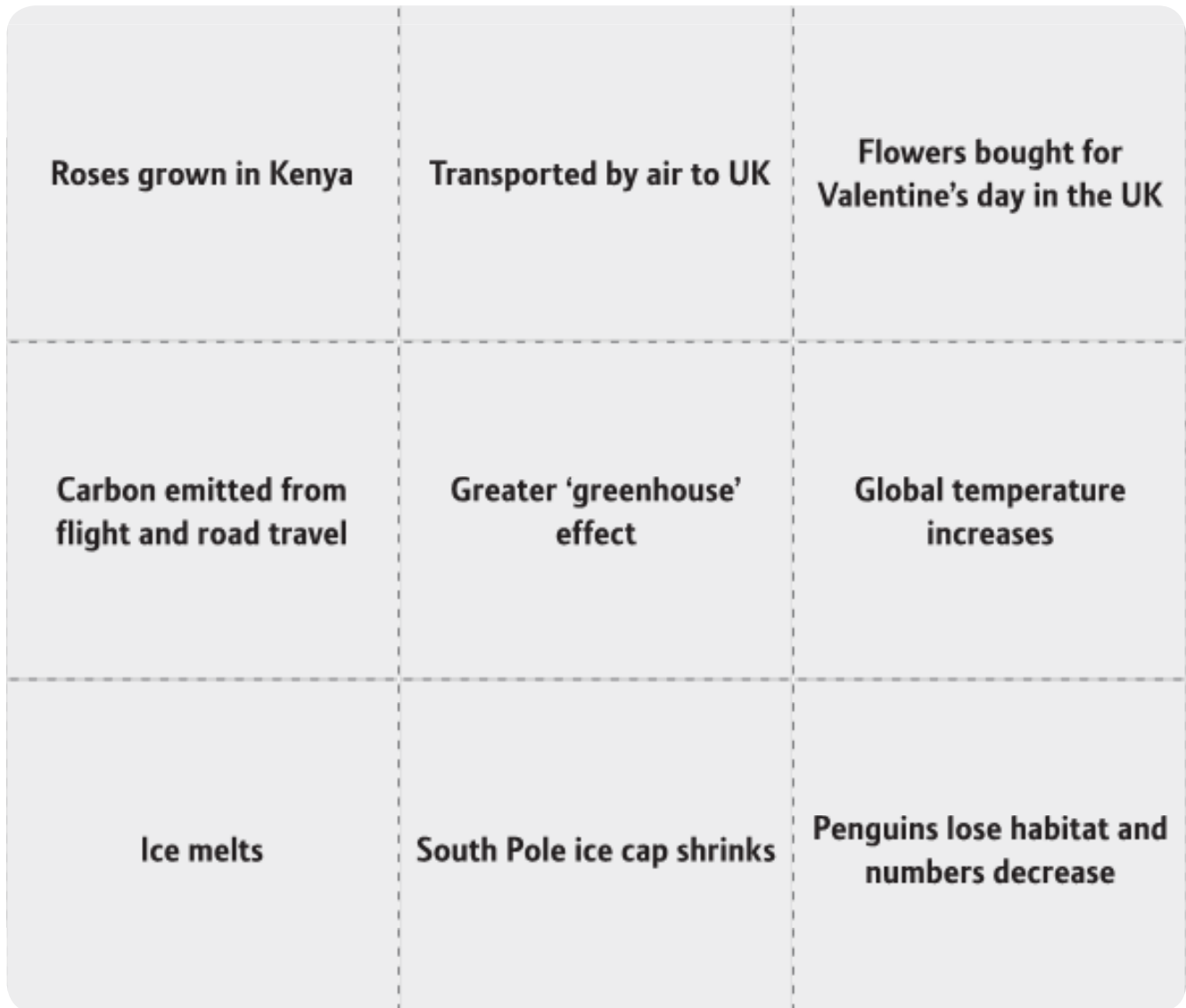
Instructions

1. Split the participants into small groups, and give each group one of the following pairs of two apparently unconnected things:
 - Roses grown in Kenya and dead penguins
 - Leaving the light on and evacuation in Papua New Guinea
 - Eco-friendly fuel and 100 million Indonesians
2. Ask the participants to discuss how they might get from one to the other.
3. Ask them to write out the links in the chain and come back to discuss. Give them the cards of 'Links in the Chain' (appendix), cut up and mixed up.
4. Ask them to put that chain in order. They should compare the two chains and discuss any differences.
5. Encourage discussion around the fact that consequences are never clear-cut, and there can be positive outcomes as well as negative ones, and that there is dispute over impact and effect. The scenarios are given to start discussion rather than proving definitive cause and effect!



Appendix: Links in the Chain

1. Roses grown in Kenya and dead penguins



2. Leaving the light on, and evacuation in Papua New Guinea

| | | |
|--|---|--|
| Leaving a light on | Lights use electricity supplied by coal, oil and gas power stations | Burning oil, coal and gas creates carbon dioxide which goes into and remains in the air |
| Carbon dioxide forms an invisible blanket around the earth keeping it warm – more carbon dioxide means the 'blanket' gets thicker | Heat comes to the earth from the sun, bounces off the earth and more of it is trapped by the thicker blanket | Temperatures on earth rise – global warming, leading to climate change |
| Sea warms up, expands, and sea levels rise | Glaciers and land ice melt, adding to rising sea levels | People living on Cartarel Islands evacuated due to flooding and rising sea levels |

2. Eco-friendly fuel and 100 million Indonesians with threatened livelihoods

| | | |
|---|--|---|
| Search for eco-friendly fuel to reduce carbon emissions | Bio fuel promoted as an eco-friendly option | Mass commercial production of palm oil for bio fuel |
| Land cleared for massive palm oil plantations in Indonesia | Forest destroyed and burned | The 100 million Indonesians who make a living from the forest are threatened |



Measuring Carbon Intensity

Objectives

- To provide an indication of the carbon intensity of different activities
- To use these figures to develop campaigns that would provide the largest reduction in GHG emissions for the same amount of effort
- To show how difficult it is to calculate the difference between different activities
- To provide an optimistic approach

Instructions

1. Exaggeration: everyone stands in a circle. Without telling anyone, everyone chooses a 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 make a large impact.
2. Split participants into 6 groups. Ask each to brainstorm on things they could change to fight climate change related to the following aspects:
 - Home
 - Work/school/university
 - Garden
 - Food
 - Transport
 - Infrastructure
3. From these brainstorms, ask everyone in the group to choose one thing within their topics that if carried out, they think would make the biggest reduction to GHG emissions. Ask them to write this on a post-it, then stick it to themselves. People can put the same thing if they both think it has the largest impact.
4. Now ask everyone to try to form a line, with high impact carbon reduction activities at one end of the room, and lower at the other end. They should discuss why with each other.
5. When we have a vague line, ask everyone to say what they are. Then get everyone to stick their ideas to the wall, still in order. This should take around 15 minutes.
6. Now, as a whole group discuss why they put this order. Were there any disagreements? Was anything easy to place? Was it hard? Why? Discuss that you cannot order without a specific measurement, which cannot be applied generically to all activities.
7. Split into groups and give each group a type of resource (books, internet etc – group sizes depend on what resources are available). Give participants 20mins to look up what the literature believes to cause the highest CO₂e emissions and to see if their own scale represents all of the issues. Use sources such as:
 - 'How Bad are Bananas?' (Berners-Lee 2010)
 - BBC Bloom – <http://www.bbc.co.uk/bloom/>
 - Zero Carbon Britain (downloaded at - <http://www.zerocarbonbritain.com/>)
 - 'How to live a low-carbon life' (Goodall 2007)
 - 'Time to Eat the Dog?: The Real Guide to Sustainable Living' (Vale & Vale 2009)
8. During this research time, ask participants to re-arranging and add more examples on post-it notes to the wall if needed. Feedback with whole group discussing the new arrangement.
9. Discuss other issues that arise, for example, sometimes reducing emissions doesn't comply with other values, e.g. organic eggs produce more emissions than battery eggs.



10. The participants should now have a general idea about what aspects of the average European lifestyle are highly energy consumptive. We can now focus this, and start to plan a campaign that would be high impact, realistic to achieve and specifically targeted towards their community.
11. Ask participants to get into their own country groups. Ask each group to highlight the key areas that a campaign could focus on to improve their community's carbon footprint.

Questions for Reflection

- How important is it to the world that we change our lifestyle?
- How important is it to the world if climate change is dealt with on a political level?
- Is the world interconnected? How do our actions affect others in the world?
- Is climate change a local problem?





In this chapter you will find information about media and some tips on how you can use media for social activism. We have also gathered some articles on approaches to media and the interests involved. Several training activities will help you to work on these topics with a group. Last but not least, you will find questions for reflection on the use and the power of media.

Social Media

There are so many types of social media today, the variety can be overwhelming. What to use? How to use them? Why getting involved? Why not?

We want to give you a short overview of some tools that you can use in your campaigning strategy and also in your social activism.

What is social media?

Social media is a group of different tools that are based in interaction with the public; open to all, easy to use and self-developed. Normally they are free.

They can be an interesting tool for campaigners for several reasons: They are easy to use and normally for free. You can also reach a large audience through social media.

Of course there is also some criticism to this new form of media: concerns about invasion of privacy, the credibility and quality of the information that we get through these channels.

It is also important to remark that not everybody in this world has access to internet or to a computer.

Tips on Social Media

When considering using social media, take into consideration the following:

1. Is your audience using this form of media?

You need to make sure the people you want to reach are really using this type of social media. Think about the people you want to reach with your message and who you want to persuade with your message.

2. What is my objective?

You need to have a clear objective of what you want to change with your message: If you want to inform, introduce changes in society, change behaviour, get support, etc.

3. Do you have enough time to commit to social media?

Social media is easy to use but requires a lot of time to build presence as well as energy to post or to keep in touch with the public.

You need to make sure that you will have someone responsible to feed the audience without oversaturating people with info or posts.

4. What kind of social media will help fulfil my objectives?

You need to review your possibilities and the results that you will get out of the tools available. How do you want people to receive messages to you and how much time do you have to feed your audience?

5. How do I encourage participation?

The key with social media is that you can interact with your public. Make sure people can get involved in your campaign (ex. Like your message, comment, forward, share, vote, answer a survey, etc)



Communication and Change

We all know that media is an important part of our lives and also plays a key role in our society providing us with information and keeping us on track of what is going on in the world and in our community.

Communication and especially media can change our perspective about something; present us a perspective of reality, reproduce role models and stereotypes. It can also influence our behaviour, such as consumption and elections patterns.

Media plays a key role in today's democracies, introducing the concept of public opinion through polls or surveys on what people think about a topic, issue or candidate.

It is important to be aware that no one has the 'truth', all media has a point of view presenting the reality, interest or product. So we need to educate ourselves in order to have a critical point of view of all media and be able to differentiate between the intentions of the ones that are providing us with information and the point of view.

Rather than looking for censure it is important to train ourselves in the ability to find an appropriate balance between trusting media and exercising a critical understanding of media.

The process of effective media analysis is based on the following concepts:

- All media messages are 'constructed'.
- Each medium has different characteristics, strengths, and a unique 'language'.
- All media messages contain embedded values and points of view.
- People use their individual skills, beliefs and experiences to construct their own meanings from media messages.
- Media and media messages can influence beliefs, attitudes, values, behaviour and the democratic process.



Training Activities

Introduction to Media

Objectives:

- To understand the definition(s) of 'media' and 'mass media'
- To be able to recognise the different types of media and those most prominent to the participants
- To give examples of different media types
- To highlight the types of tools that the media uses

Materials:

- Flipchart paper and markers
- Images (appendix)
- Examples of media (magazines, newspapers etc)
- Glue, Scissors, Pens
- Laptop(s)

Preparation:

- Find different examples of commonly used media.

Instructions:

1. Energizer 'The machine': one person starts to act out one part of the machine and other people join in to make other parts of the machine (variation: give the machine a goal - a social democrat machine, a computer network, money machine, internet machine).
2. Split into groups of around 5 people and ask them to brainstorm what media means to them. After 5 minutes get them to feedback to the rest of the group.
3. Read out standard definition of the media ('communication of a message or text between senders and receivers'). Compare participants' answers with the definition. Does it encompass everything they put? Does it show change in different contexts?
4. Explain that media theory suggests five ways we conceptualise the mass media:
 - Technical definition
 - Understanding as industries or organisations
 - Commodities
 - Cultural products
 - Social - agents of social change and globalisation and powerful sources of social meaning
5. Discuss what these could mean/imply and if our group's definitions fit with these conceptualisations. Discuss the difference between media and the mass media.
6. Back in the same groups, ask participants to brainstorm all the different possible media types.
7. Now give each group an image. Ask them to individually write down how they feel about that image and what they think the meaning or message is.
8. Feedback to whole group, compare answers. Explain that understanding the message from the image or hidden messages is crucial to media. The concept of conveying a message by a symbol is called 'semiotics'.
9. Split the room into different sections, giving each area a main media type. Try to have an example of each type at the different stations (obviously depends on what participants chose, but you can anticipate – internet (specifically social networking), TV, newspapers, radio, posters).



10. Split participants into same amount of groups as room sections. Ask them to create a mood board for each station, leaving enough space on it for every group to add to. This mood board should show the tools used to create this media. Ask them to think about the physical processes required, such as printing, placement, equipment, costs; and the emotive tools used such as repetition, colour, sex, social standing. Allow 5 minutes maximum for each group per station then rotate.
11. Once all groups have analysed all sections, swap one last time so that group is where they started. They therefore get to see what others have added to their initial ideas. Each group feedback to the whole group.

Appendix:

Examples of images:

- Polar bear: climate change etc
- Radio waves: how do you symbolise something you can't see
- David Goldblatt, "Saturday Morning at the Hypermarket: Semi-final of the Miss Lovely Legs Competition, Boksburg, South Africa. 28th June 1980
- WWF forest lungs
- Coca cola 'happiness factory'
- Macro image of a cauliflower









Analysing Media

Objectives

- To understand the messages that media want to give us
- To deconstruct a media message

Materials

- Different pieces of media messages (videos, posters, articles, etc. They can be advertising material, campaign materials, info materials etc.)
- Flipchart paper and markers

Instructions

1. Divide your group into small groups and give each group one media message
2. Each group should write down the principal conclusions on a flipchart.
3. Ask the groups to discuss the following questions:
 - Who created this message and why do they send it?
 - Who owns and profits from it?
 - What techniques are used to attract and hold attention?
 - What lifestyles, values and points of view are represented in this message?
 - What is omitted from this message? Why was it left out?
 - How might different people interpret this message?
4. Rotate clockwise after a few minutes, so everyone looks at every piece of media.

Questions for Reflection:

- How does media affect our perception of reality?
- Is media powerful enough to change behaviours?
- How are role models reinforced by media?
- Can social media help to spread my own message? How?





Campaigning

The purpose of this chapter is to help you with the planning process of a campaign. You will find practical tools that will help you to develop a media campaign and to have a basic approach to campaigning from a social activism perspective.

Planning Your Campaign

1. Define and study your target audience

Basically, this process allows you to segment the general population into the people you are interested in, and profile that portion of the population.

To define your target audience you have to answer the following questions:

- Whose behaviour or attitudes do you want to change?
- What are the characteristics of those people? These characteristics should be both demographic (geography, age, gender, etc.) and psychographic (religion, cultural affiliation, political affiliation, level of education, etc.)

To study your target audience you have to become aware of their knowledge, attitudes and behaviour.

Questions to answer in this process include:

- Whom do they trust?
- What do they already think about your issue?
- Where do they get information? This question is particularly important because it will guide what media channels you choose?

2. Determine your desired result

What do you want to accomplish through your campaign? Answering this question thoroughly and specifically is essential to your success.

After completing this part of the process you should be able to say with certainty what specific action or awareness you want your target audience to adopt.

3. Develop your core message

The core message is the essence of what you want to convey with your campaign. The core message is the guiding force for all events, slogans, advertising and materials.

The development of the core message should be interactive, resulting from brainstorming, discussion, testing with the target audience and revision.

The message should position your desired result so that it is unique and appealing to the target audience. You can use focus groups or surveys to lead you to build your core message.

4. Select the most appropriate media channels

Your information about where the target audience gets their information is essential in this step. You can use different social media to raise awareness and to involve people in your campaign.

Take into consideration the tips of media you have in the media section.



Developing your own message

When you are going to plan any type of campaign or to get involved with media the first thing you need to make sure is that you have a clear message that you want to spread.

Focus on what you want to express: make sure your message is clear, interesting and comprehensive. Before you start dealing with media, you can prove your message with a focus group: a group of people from the audience you want to reach that can evaluate your message and give you some ideas of how to express it better or improve it.

Ask yourself some questions such as:

| | |
|----------------------|---|
| Objectives | What would I like to accomplish spreading this message? |
| Audience | Who do I want to listen to this message? |
| Specificities | What is my audience like? Do they have special needs? Are they organised? |
| Language | Which language should I use to spread the message? Do I need translation, subtitles, etc.? |
| Impact | What do I want to change with my message? (change behaviours, spread information, criticism, get support, etc.) |

Training Activity: Building your campaign

Objectives

- To learn how to build a campaign plan
- To explore media solutions

Materials

- Masking tape
- Coloured paper
- Markers

Instructions

1. Divide your group into small ones. Each group will develop an idea for a campaign on raising awareness on climate change.
2. Using a timeline made out of masking tape participants should define each step of their campaign taking into consideration:
 - Audience
 - Outcome
 - Message
 - Means
 - Media you will useIn each section participants should ask themselves: *When? How? Why?*
3. Always two groups should now to share their campaign plans. Others will give feedback and give new ideas that could help to improve their plan.
4. At the end each group will have a full campaign plan that will help them to develop a successful campaign.



Training Activity: Focus group and core messages

Objectives

- To learn how to use simple focus group methodology
- To understand what people think about your message

Materials

- Markers and flipchart paper

1. Suggest a topic of your interest (Ex: Climate change)
2. Ask questions and encourage everyone to share. Give everyone the chance to talk. Be aware of the body language of the participants.

Types of questions you can use

- Why do you think is so hard to change behaviour?
- Why do you think it is important to care about climate change?
- What should we do about climate change?
- What can others do about climate change?

3. After the discussions, choose the most representative words that came out from the discussion and note them on the flipchart.
4. Prioritise the words putting first the ones that the whole group consider more important or relevant.
5. Select 3 or 4 words out of the most important ones.
6. Together with the group, build a message you want to transmit using the 3 or 4 word that you selected.

