




Climate box

UNBOX IT

Climate Box

IO2 Learning Activities

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Module 6: Networking and Multiplication

Networking is not just about exchanging information; it is a way to create mutually beneficial long-term relationships. By listening to others, we find out how much we know and how much we don't. Putting oneself and ideas "out there" and identifying common interests brings attention and possibilities for further development. This module explores how uniting strengths contributes not only to personal goals, but also to a higher purpose. If lacking common interests, the user will still be stimulated to think "out of the box" and find valuable offers to the counterparties. By expanding personal networks and investing in relationships, it will be easier to gain and offer assistance. By helping others, one creates trust, long-lasting connections and further personal development, as each person becomes a multiplying point for the idea. The module looks into networking as a path on which individuals improve creative intellect; as a free library of knowledge and experiences provided by everybody around, but most importantly by professionals in the field. Furthermore, the activities of this module highlight that boosting self-confidence and communication skills are key factors that improve through networking and thus stimulate personal job satisfaction.

Content:



Topic 1: Active participation and reliable research



Topic 2: Effective dissemination and networking



Topic 3: Discussions and debates

Topic 1: Active participation and reliable research

Active citizen participation can manifest as non-financial and non-material contributions from community members for the development and implementation of activities as well as projects for the benefit of all members and conditions within their living environment. Active participation and community engagement allows for a democratic and bottom-up process for projects and initiatives. This two-way road of exchanging knowledge and ideas enables the flood of information and perspectives, which enhances the value of the decisions made and, finally, contributes towards meeting the real needs as well as addressing active concerns.

Everyone can be an active member within their local communities, regardless of their:

- Knowledge level,
- Qualifications,
- Language,
- Culture etc., considering everyone is able to express their needs, opinions, likes or dislikes.

As active members, people have ownership of ideas or projects along with the decision-making process, which can be characterized as a successful outcome and also, according to the Arnstein's model of participation, it puts them on top of the 8 degrees of the Ladder of Citizen Participation. The feeling of contribution and seeing the benefits on personal and community level is a strong motivator and a reward. Most local authorities or organizations have active social media accounts or space where individuals can express themselves, even anonymously if preferred. Online engagement is increasing and online tools like surveys, pools and etc. are used to foster consultations with local communities.

Methodology:

The activities of this module aim to activate participants to use their knowledge and experience. They will learn to cooperate through group work, will develop better communication skills by presenting and discussing, and think critically by researching.

The first activity is aimed to stimulate creativity, foster interaction between the participants and the learning process of researching along with being able to critically analyze the information.

The second activity is aimed towards stimulating cooperation skills, creativity and understanding of active participation in the local community.

The third activity is aimed at participants' self-reflection, development of critical thinking, as well as broader understanding of the topic.

The fourth activity aims to develop research data analysis skills along with understanding personal impact in an ecosystem. The facilitator's role is to present the task as well as guide the reflection and discussion after the group presentations.

Learning Objectives:

- To gain knowledge and understanding of active participation.
- To develop creativity, group work skills and cooperation.
- To develop skills necessary for participating in local democracy and development.
- To understand the interconnectedness of things in nature.
- To understand the outcomes of personal consumption and using products in an eco-friendlier way.
- To learn how to find reliable information.

Learning Materials:



Laptop and internet connection.



Further Reading:

- Community Participation

https://ec.europa.eu/echo/files/evaluation/watsan2005/annex_files/WEDC/es/ES12CD.pdf

- Arnstein's Ladder of Citizen Participation

<https://organizingengagement.org/models/ladder-of-citizen-participation/>

Learning Activities

Activity No.

M6-U1-A1

Activity Name A glossary of climate change

Activity Type Research activity

Duration 160 minutes

No. Of participants Any number of participants

Language Level Progressive

Moderate

Depth of information Basic (no required background knowledge)

Advanced

Learning Objectives To gain knowledge and understanding of climate protection, causes and consequences of climate change and to find reliable sources of information.

Description

Trainer should instruct the participants to gather as much information on climate change and climate preservation as possible (key words, terms, data, important persons etc.). Participants should search within online platforms as well as, if possible, already printed material, for example newspapers, magazines, brochures, etc., that may be cut up for illustrations). The trainer can advise participants to choose and explore topics from the other modules.

1. Trainer should explain that the goal of this activity is to create their own unique climate glossary.
2. As a warm up, trainer should start with the “word association” game. Each participant should say the first word that came up to their mind related to “Climate protection”.

3. Trainer and participants should brainstorm about what can be put inside the glossary. Examples, key words and terms definitions (such as main climate problems, human impact linked to climate change and/or the laws, initiatives, events, protests, conferences, companies and organisations concerned, quotes, illustrations and so on).
4. Trainer should instruct the participants to feel free to put in the glossary anything they consider important, to use materials and sources they want, to be creative in the design of their glossary.
5. Trainer should divide participants into a group of 3-4 people (depending on the total group number).
6. While they are working, trainer should go from group to group and provide help, guidance and advice if needed.
7. When everybody has finished, each group should present their work.

Debriefing and evaluation.

Trainer should start with a review of the activity and ask the participants the following questions:

- Did the participants enjoy this activity? (5 min)
- What have they learned? (10 min)
- Did they notice any errors and contradictions in the information they found? (5 min)?
- How does climate change impact their daily lives? Do they see any effects? (5 min)
- What role can participants in environmental organizations play in global climate protection? (5 min)
- Are they sure the information they found is true? (5 min)
- How can you as an individual promote climate protection? (15 min)

Trainer should close the session by asking the participants to highlight the new words, terms etc. that they have learned during the activity.

Additional Remarks The focus of this activity is on the learning process (searching for information, analysing) and the interaction between the participants.

Trainer should provide as many different resources as possible (magazines, newspapers); however, the main resource of information for the participants will be the internet. Trainer should instruct the participants to be clear and concise while presenting their glossary.

Needed materials:

- Access to the Internet
- Flipchart
- Printer
- Dictionaries (at least 4)
- Paper, A3 and A4 size (white and coloured)
- Tape and scissors
- Pens and markers of different colours
- Printed material, magazines, leaflets...

Online Implementation The activity is fully adaptable to online environment; the trainer should use ZOOM and break out rooms (or equivalent) for group work. Participants can use Power Point (or equivalent) presentations for presenting.

Sources Adapted and based on - COMPASS manual on human rights education with young people, 2002. "A glossary of globalization" activity.

Activity No.

M6-U1-A2

Activity Name My waste, my plan

Activity Type	<ul style="list-style-type: none"> • Storytelling • Research activity
Duration	200 minutes (flexible related to the number of participants)
No. of participants	6+
Language Level	<ul style="list-style-type: none"> ✓ Moderate ✓ Progressive
Depth of information	<p>Basic (no background knowledge required)</p> <p><input type="checkbox"/> Advanced</p>
Learning Objectives	<p>To understand that the outcomes of development are not inevitable.</p> <p>To develop creativity, group work skills and cooperation.</p> <p>To develop skills necessary for participating in local democracy and development.</p> <p>To see own contribution and possibilities of change.</p>

Description

Trainer should start by asking the participants to discuss / share how and why, in their opinion, their local community/city has developed within the last 20 years.

1. Trainer should discuss with participants about the sources and aims of these changes (economic, political...) and who benefited from them. What impact did these changes have on the environment? Have measures to preserve it been taken? Trainer should ask the participants: What in their opinion could be done better? (20min).

2. Trainer should ask the group to shortly present their local/city waste management and provide time for the participants to research, if needed (15 min).

Trainer should discuss with the participants on the question: "How can I contribute to improve the local waste system?"

3. Depending on the group size, trainer should divide participants into groups of 5 people.

4. Trainer should instruct them to:

Research into their local area and choose one site to work on. Research in the locality to find out if there are any sites, which are due to be developed.

Collect past and present maps and pictures of the town or area where you live.

Research how waste disposal is managed in your city/area.

Collect the data on waste disposal over the years.

Research how can waste disposal be improved.

Is there a necessity to build a new complex and is there any possible site to facilitate the waste management?

Is there a recycling facility in the area chosen and what materials are recycled?

What are the materials used in the recycling process? What products are coming in and out?

What can I recycle?

How can I contribute to the circular economy? (30min)

*Each group should choose the best option for their local environment.

(Examples: The existing waste complex needs an upgrade. There are materials that can be recycled but currently are not; proposed solution is to build a new recycling facility)

Groups should also research what local actors (the municipality, organisations, private investors...):

A) Have planned for that site (if any).

B) Who are the stakeholders / interested parties?

C) How will their plans affect the environment, especially the aspects regarding waste production and management (whether their project will result in the creation of large waste, etc.).

Trainer is allowed to share ideas and encourage the participants to act.

Ideas for action for participants:

Participants should find out how they can impact the chosen site development. They should conduct research on how they can submit their ideas for waste management upgrades.

The participants should find out how planning decisions are made in their local community. How much are local people involved in the decision-making process and how can they have more say in planning decisions that affect them?

Each group should develop the chosen site in a way that would contribute towards more efficient / green waste management.

Each group task is to make a model and to present their plan. (60min for model and 5-10 min per presentation).

Debriefing and evaluation.

Trainer should start the debriefing with a review of the group dynamics and ask the participants:

- Was everybody involved? What was the decision-making process?
- How did they feel after this activity?
- What were the key aspects while deciding on the development of the chosen site? (Cost, time, needs, profit...) Is the proposed plan sustainable?
- How does this plan meet the needs of the local community?
- What resources are required for the development?
- Did they plan to use renewable resources?
- Did they consider the management of non-renewable resources? What waste would be produced during the construction? How would they dispose of it?
- What did do the participants learn?
- How would their project / initiative impact the environment?
- How can they apply the idea in reality?

Additional Remarks Needed materials:

- Pens and paper
- Materials for making the models
- Glue and tape
- Paint and paint brushes
- Stiff cardboard

Online Implementation The activity is fully adaptable to be implemented online; the trainer ZOOM and break out rooms (or equivalent) for group work. Participants can use Power Point presentations for presenting and outputs.

Sources Adapted and based on - COMPASS manual on human rights education with young people, 2002. " Garden in a night" activity.

Activity No.

M6-U1-A3

Activity Name Earth Numbers

Activity Type Quiz

Duration 90 minutes

Nr. of participants N/A


Language Level Moderate
 Progressive

Depth of information Basic (no required background knowledge)
 Advanced

Learning Objectives To understand the connection between economy and pollution.
To understand the outcomes of personal consumption and using products in an eco-friendlier way.
To learn how to find reliable information.

Description

Preparation:



Trainer should investigate the facts, i.e., numbers related to the environment, climate change, large corporations and their impact on the environment. Trainer should use examples that are used by most people, food products, detergents, clothes etc:



Example:

Report says plastic from 4 drink producers could cover 83 football pitches every day. Many of the 100 billion garments bought each year get thrown out: 92 million tons annually, in fact. By 2030, that number is expected to go up to 134 million tons. A clothing manufacturer that pioneered fast fashion, is partly to blame for this waste. It currently churns out 3 billion garments a year and, as of 2019, was sitting on \$ 4.1 billion worth of unsold clothes, some of which are used as fuel for a power plant in Sweden.

The plastic typically used in bottles, bags and food containers contains chemical additives such as endocrine disruptors, which are associated with negative health effects including cancers, birth defects and immune system suppression in humans and wildlife.

We use 5 trillion plastic bags... per year! That's 160,000 a second! And over 700 a year for every single person on the planet.

The ocean absorbed 90% of the heat gained by the planet between 1971 and 2010.

The CO₂ is at its highest in 2 million years.

Earth is losing 1.2 trillion tons of ice each year.

Humans influenced two-thirds of extreme weather events in the last 20 years.

The last ice age was approximately 12 000 years ago.

Some researchers predict that the climate change could cause around 250 000 deaths every year by 2030-2050.

Further research is encouraged (trainers). The focus can also be on local environment.

Trainer should prepare a quiz for participants with numbers and facts he/she have found related to products they most likely use in everyday life.

After the quiz is over, trainer should ask the participants about the information presented:

- Were you aware of this information?
- Do you know how to find this information?

Trainer should instruct them to find 5 facts related to human or personal consumption or pollution. Trainer should divide this activity per group or individually (depending on the number of participants). In addition to this, the trainer can task the participants to find specific data examples: on EU level, country level, water consumption, renewable sources, etc.

After gathering the information, participants should present them.

Debriefing and evaluation.

Trainer should ask them:

- How do the participants feel after this activity?
- What are the sources they used for finding the data?
- How can they be sure that the data provided is reliable?
- How hard was it to find the data?

Trainer should enable brainstorming activity by instructing the participants (by group or individually) to write down how they can contribute to minimizing their personal contribution to this.

Trainer should ask them:

- What did they learn?
- Do they believe their contribution can have an actual impact on global level?
- How would they manage mass production to be eco-friendly, and at the same time sustainable (economy and employment factor)?
- Which law would they execute for the purpose of preserving the environment if they had that power?
- What do they/ can they do now in line with implementing this new knowledge in reality?

Additional Remarks Needed materials:

- A4 paper and pencils for each participant
- Internet access for each participant or group

Online Implementation The activity is fully adaptable to online environment; if implemented online, the trainer should use ZOOM (or equivalent teleconferencing equipment). Mentimeter can be used for the quiz.

Sources Useful resources for inspiration:
<https://climate.nasa.gov/>
<https://earth.org/>
<https://www.unep.org/explore-topics/climate-action/facts-about-climate-emergency>

Activity No.

M6-U1-A4

Activity Name City web

Activity Type Storytelling

Duration	120 minutes (flexible related to the number of participants)
Nr. of participants	10-15
Language Level	<input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Progressive
Depth of information	<input checked="" type="checkbox"/> Basic (no required background knowledge) <input type="checkbox"/> Advanced
Learning Objectives	<p>To find out about the relation of living and non-living things.</p> <p>To appreciate the implications of human activity on ecosystems.</p> <p>To develop respect for the intrinsic value of life.</p>

Description

This activity is divided into 3 parts: 1 - building the city web, part 2 - its destruction, part 3 - city defense.

In nature everything is connected to everything else. All living and non-living entities are linked through cycles.

Part 1

1. Trainer should ask the participants to form a circle.
2. Trainer should explain that they are to build a "model of the city web".
3. Trainer should be the one to start the game. Trainer should keep the ball of string in their hand and give the city a name, for instance Utopia.
4. Trainer should throw the ball to one of the participants (across) but keep the end of the string. A new connection is made.
5. This person has to name something they want to see in the city, but it has to be something environmentally friendly (example: park, river, trees, electric cars, bicycle lanes etc.) The trainer should instruct the participants to remember what the person before them incorporated. They then hold onto the string and throw the ball to the next person across the circle.
6. The game goes on until everybody in the circle has "built" something, and a city web environment is created.



Part 2

1. Trainer should take a pair of scissors and ask the last person to start the destruction process. He/she should destroy or specify damage to the thing the person before them has built. For example: one person incorporated a park, and the following person decides that the park isn't necessary and builds another city mall. Rivers are damaged by waste, etc.
2. For each example the trainer cuts the string in the web until the city environment is demolished.

Debriefing and evaluation.

The trainer should ask the participants how they felt seeing the web destroyed.

What can be done to protect the city and environment and whose responsibility is it?

Trainer should then ask the participants to think and research how they can defend their city, specifically the thing they incorporated, or contribute towards the prevention of the demolition. Example: how can river waste be managed? What did they learn?

For people whose creations were not destroyed, trainer should ask what might threaten their ideas (e.g., if they wanted a river but no one destroyed it, they are asked to think what might threaten the health of the river – waste, garbage, etc.).

Trainer should close by allowing participants to share their “defense” ideas and tying up the city web again.

Trainer should ask the participants:

- How can they apply this in reality?
- Ideas for action for participants as “homework”:

To research what initiatives and projects exist in their local communities regarding Environment Protection and find out how can they engage.

To get in contact with local environmental organization and ask for information on how to minimize their personal footprint on the environment and how they you become more environmentally friendly individuals.

Additional Remarks After cutting all the strings trainer should leave some time for the participants to discuss about Environment Protection. In the moment of the web being destroyed, they may feel helpless, but the aim is for them to realize that they can contribute to the protection of the environment.

Needed materials:

- A ball of thin string or strong thread
- A pair of scissors

Online Implementation The activity may be implemented online; recommended equipment - ZOOM and whiteboard or annotation option.

You can find instructions here:

<https://support.zoom.us/hc/en-us/articles/115005706806-Using-annotation-tools-on-a-shared-screen-or-whiteboard> <https://www.youtube.com/watch?v=YtsTytOcBVs>

Sources Adapted and based on - COMPASS manual on human rights education with young people, 2002. "The web of life" activity.

Topic 2: Effective dissemination and networking

Communication is part of our everyday life and an essential part within the business sector. By networking we gain knowledge and experience, a broader audience, and strength. Networking is about making, maintaining, and using the connections. This part of the module reminds us that the process of exchange has 3 main factors:

- The sender,
- the message,
- and receiver that keeps changing during the activity.


It is important to clarify why and what should be communicated, and to whom. While communicating, there are several aspects to consider:

- Cultural background,
- putting oneself in the shoes of the other,
- giving time for reflection,
- building and keeping trust,
- remembering being right is not equally as important, as achieving the goal is.

Successful networking can be characterized as a process of giving and receiving information, showing interest, identifying common interests, organizing meetings and, finally, collaboration. It is also important to have in mind what topic is interesting to the receiver during the communication.


Methodology:

Participants will learn how to effectively inform others, how to network and to present. What could be important information to disseminate, what may be interesting to the third parties, and what information is not necessary? The activities aim to activate participants and use their knowledge and experience. The participants will learn to cooperate and communicate through



group work, develop better communication by presenting and discussing and think critically by researching.

The first activity is aimed at developing a better understanding of the advocacy process.

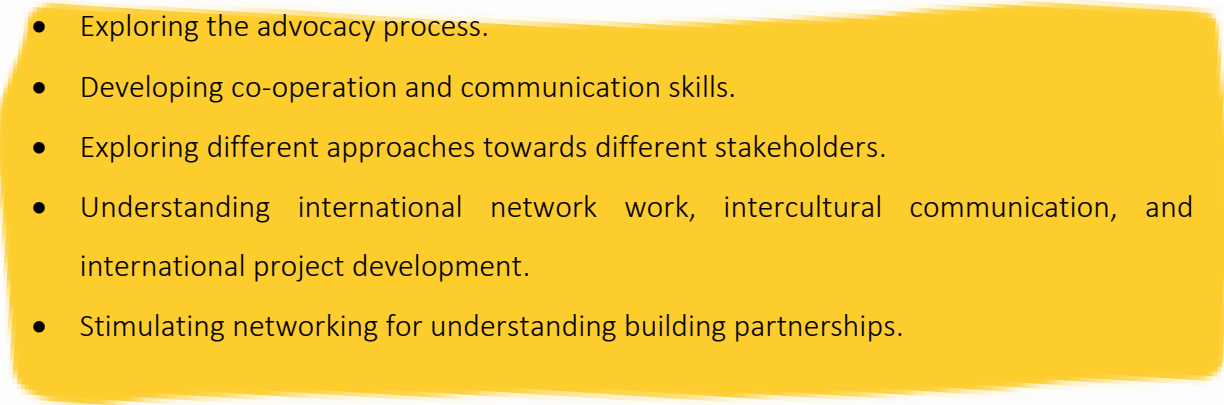



The second activity is aimed at exploring different approaches towards different stakeholders and the development of negotiation skills.

The third activity aims to give participants an idea about the way international networks, partnership building, intercultural communication, and international projects development works.

The fourth activity stimulates understanding of the networking and building partnerships and enhances communication skills.

Learning Objectives:

- 
- Exploring the advocacy process.
 - Developing co-operation and communication skills.
 - Exploring different approaches towards different stakeholders.
 - Understanding international network work, intercultural communication, and international project development.
 - Stimulating networking for understanding building partnerships.
- 

Learning Materials:



Laptop, internet connection.

Learning Activities

Activity Nr.

M6-U2-A1

Activity Name Making links – community mapping and stakeholder analysis

Activity Type Role Play, Discussion

Duration 150 minutes

Nr. of participants 8 – 20

Language Level Moderate
 Progressive

Depth of information Basic (no required background knowledge)
 Advanced


Learning Objectives To develop an understanding of the link between rights and responsibilities.
To develop discussion and co-operation skills.
To explore the different approaches towards different stakeholders.

Description


1. Trainer should explain that the aim of the activity is to make a “map” of the relationships between four “actors” within (an ideal) ecologic friendly society.

2. Trainer should divide the participants into four groups to represent four “actors” in ecology and climate protection that is an eco- friendly society: the government, the NGO sector, the media and citizens.

3. The trainer should give each group a sheet of A4 paper and a pencil and ask them to spend ten minutes brainstorming on the role that their “actor” plays in climate protection. What are the main functions and what the actor can do for climate protection? They should agree on the five most important functions.



Next, they are going to prepare their “record sheets”. Trainer should hand each group a large sheet of paper (A3 or flip chart paper) and a red marker / pen and ask them to write down the “actor” they represent at the top and underneath it their five most important functions.



4. Trainer should bring the groups together to present their “record sheets”. Trainer should ask if they agree about the main functions of the presented four “actors”.

5. Trainer should divide the groups again in the same structure as before and give them green markers / pens. They should brainstorm on what they require from each other to successfully carry out their function. Each group needs to highlight 2 demands for each other actor (group). They should list them under separate heading with a green marker / pen.

6. Trainer should give out the “Rules of play” and make sure everyone understands their task. The groups should bring their “record sheets” to the middle of the room (slightly separated). Each group should stand near their paper.

7. Trainer should give each group a roll of tape, blue pen and 6 strands of wool.

8. Negotiation process starts. Each round lasts 10 minutes.

The aim is to map the relationships between the actors. When the negotiation is successful, and the demand is fulfilled – one piece of wool should be taped in between.

This will represent the bridge and the acceptance of the responsibilities.

At the end there should be a web and links between the actors.

Debriefing and evaluation.

Trainer should close the session by asking the participants:

- How do they feel after the activity?
- Was it hard to map the functions of their assigned actor?
- Were there any disagreements within the group?
- Was there a demand from one actor to another that was not recognized as a responsibility in the first place?
- What are the learning points for the participants?
- How can they apply those learning points in real life and/or work?

Additional

Needed materials:

Remarks

- A sheet of A4 paper and pencil for each group for making notes
- 4 flipchart papers
- 3 markers, one red, one green and one blue (for each group -9 total)
- 4 balls of string or wool (a different color yarn for each group)
- A roll of sticky tape for each group
- Scissors
- Rules of play - one per group
- Cut 6 lengths (1.5m long) of string or wool from each ball. (24 strands in all; 6 of each color, one color per group)

Online Implementation

The activity is adaptable to online environment; when implementing online, the trainer should use ZOOM and break out rooms (or equivalent) for group work. Participants can use Power Point presentations (or similar) for presenting.

Sources

Adapted and based on - COMPASS manual on human rights education with young people, 2002. "Making links" activity.

Handouts

Rules of Play

The goal is for each actor to get the other actors to accept their demands.

The negotiation process is divided in 3 rounds:

- Round 1 of negotiation pairs:

Citizens and NGOs.

Media and the government.

- Round 2:
Citizens and the media.
NGOs and the government.

- Round 3:
Citizens and the government.
The media and NGOs.

Groups need to decide who will start the demand first. While demanding, they need to be clear, explain and highlight the importance of the demand. Why is it important for them to fulfill their own function? While deciding on acceptance or rejection, the actors need to be sure they will be able to fulfill the task.

When a demand is accepted, the actors use one of the “demander’s” strands of yarn and tape it between the two “record sheets” as a sign of agreement. A brief note on the acceptance “record sheet” in a blue pen should be written as a reminder of their responsibilities.

At the end of the process there will be a map to represent the relationships between the different actors in establishing ecologically friendly environment.

Activity No.

M6-U2-A2

Activity Name	Step by step to advocacy campaign 2 Advocacy and lobbying (steps, strategies, and tools)
Activity Type	Role Play
Duration	180 minutes (flexible related to the number of participants)
Nr. of participants	15 - 20

Language Level Moderate
 Progressive

Depth of information Basic (no required background knowledge)
 Advanced

Learning Objectives Better understanding of advocacy as a process.

Description

1. Trainer should divide participants into three groups.
2. Trainer should distribute a set of advocacy cards to each group and make sure that the cards are mixed.
3. Trainer should explain that on one side of the card is one step of the advocacy process and on the other side there are questions for participants to brainstorm about the steps.
4. Trainer should instruct each team to read the cards and to make the order of the advocacy campaign.
5. The teams should now post their cards and their advocacy structure next to each other on the floor, so everybody can see it and make comparisons. Now as a group they should identify similarities and differences between their choices.


Trainer should ask the group:

- Did they reach a consensus as a group regarding the final order?
- What were the points of disagreements on the sequence of the cards?
- What were they debating mostly on?
- Was there anything the participants had difficulty understanding?
- Do they have any questions for the other teams?
- Did all teams have the same starting step and the same or different ending step?
- Are there any appointed steps left out of the process?



Annex 1

Theoretical input: Trainer should present the advocacy process as shown below and give input on each of the steps:




While providing the input, trainer should leave space for open discussion sharing examples, practices, challenges, etc.

Building strategy for advocacy “Road Map”.

The participants should go back to their groups. Trainer should give each group a flipchart.

The flipchart should be divided and numerated in 5 parts. The participants should follow your instructions.

Step-by-step:

1. While on point 1, groups should brainstorm and write a challenge or a problem on which they could work. They should explain briefly what the problem is and how others see it.
 2. While on point 5 they should write down the ideal solution. Their vision and the change they want to see.
 3. While on point 2 they should write the roots of the problem and the barriers. Why does the problem exist and who is responsible for solving it?
 4. While on point 4 they should make a strategy to enable the solving of this problem. How to achieve the change? Focus should be on how an individual can contribute to solving this.
 5. While on point 3 they need to answer how to build the bridge between the two sides. What steps need to be done to enable the process? What specific actions for this advocacy process need to be done? (Example: lobbying, protest, media influence, raising awareness campaign, empowering communities).
- 

Each group should present their work.



Debriefing and evaluation.

Trainer should ask the participants:

- How do they feel?
- Share key learning points.
- How can they apply this new knowledge in their own realities?

Trainer should close the session with providing space for discussion and final remarks.

Additional Remarks

Needed materials:

5 flipcharts with numbering from 1 to 5

Flipcharts, markers, A4 paper, printer

Printed cards

Cards – and questions for brainstorm.

Issue:

- What are the main things to consider when approaching an issue with the aim for advocacy?
- Do you think you would always be the best representative of the cause, or you would be willing to hand over that to someone else?

Goal and objectives:

- Do you know the difference between a goal and an objective?
- What do you consider as the most important when setting goal and objectives?

Target audience:

- How would you target your audience?
- What characteristics do you think are the most important?

Message development:

- Do you think a long or a short message is better in advocacy campaigns?
- Can you provide an example of a campaign that you remember?

Channels of communication:

- How would you communicate your goal?
- What tools and actions would you consider as the most effective and useful?

Fundraising:


- Where would you look funding your advocacy campaign?
- Do you think it would be expensive and what costs can you think of?

Implementation:

- How would you monitor your advocacy campaign?
- What other steps would you take to ensure success?

Theoretical input: Trainers presentation on the advocacy process:

Issue – firstly, a needs assessment needs to be done in order to scan who is in the political jurisdiction to make the decisions. In line with that, have in mind, when asking for something, if you are asking within their ability to provide. Look into the legal background and regulations on local and state level regarding the rules for advocacy. Scan if there are any allies in the field, and if yes, if it is good to build on and strategically use the relationship? It is important to know the main aim, and what you want to accomplish as well as what may be accomplished in the first place. The



representation of your cause is also important. Consider the fact that you may not be the most suitable representative of your own cause.

Goal and objectives – it is important to set a realistic goal. The most important questions to ask:


“What do I want to achieve? ” and “How do I achieve this?”

Answering these questions will lead you through a breakdown of the activities you need to complete in order to achieve your goal. While you may be working towards one goal only, there may be several objectives (in line with the goal) you need to reach. It is essential to make the objectives clear, leaving no space for questions and misunderstandings.

Example: The goal of the XX project is to create a tool box which adult educators can integrate into their courses to increase climate awareness and motivate participants to live a more eco-friendly lifestyle. The objectives are to produce a report on climate education, develop training materials, develop learning platform, publish guide for adult educators.

Target audience – for advocacy action there are two main target audiences: the decision makers (primary) like ministries, the prime minister, the president etc., the influencers (secondary like individuals, experts, researchers etc.) and the groups (international organizations, media etc.) that may have access and be able to influence the primary group. It is important to analyze their motivation, interests and the format of information needed to persuade them to join the cause.


Message development – defining your message is an important step. It will reflect on your goal and cause. The message should be clear and structured in a way that leaves no space for



misunderstandings. The message should be about raising awareness on a specific matter. You should define the message points for the targeted groups. The message should aim to engage the audience, present the problem, share your story, connect the issue to the values of the audience, their self-interests etc. Having clarified this, you should make the request.

Channels of communication – firstly, it is important to have in mind the level on which you are planning the advocacy activities (local, regional, international). Having determined this, you can start creating a communication plan involving communities and decision makers. For advocacy on the local level, you should consider local events, local social media and etc. For the national and international levels, use social media, national events, talks, public representatives, lobbying campaigns, influencers and so on.

Fundraising – funds may be collected through individual donations, fundraising events, grants from the public or private foundations. While contacting possible future donors keep in mind that they should understand the work you do in order to spread the word. When organizing an event be creative, use digital tools, consider organizing a marathon, an auction, or any other event that fits in line with your cause. Advertise it and ask people around you to get involved. Make the donation process easy and transparent. Thanking your donors is the last step, that may ensure further collaboration in the future.



Implementation – track the process and results. The plan should be dynamic and agile, ready for adaptations in a constantly changing environment. Stay consistent in your implementation and don't



give up easily. Be aware of the resources you have and stick to the planned timeline.

Online Implementation The activity is fully adaptable to online environment; the trainer can use ZOOM and break out rooms (or equivalent) for group work. Participants can use Power Point presentations (or similar) for presenting.

Sources Adapted from: Training curriculum on Advocacy for Global Citizenship Education.

Activity No.

M6-U2-A3

Activity Name Peacock

Activity Type Simulation and Role Play

Duration 180 minutes (flexible related to the number of participants)

Nr. of participants 10 -30

Language Level Moderate

Progressive

Depth of information Basic (no required background knowledge)

Advanced

Learning Objectives The activity is aimed at giving participants a clear idea about the way international network work, partnership building, intercultural communication, international projects development.

Description

Introduction to simulation:

The participants should be split into 5 groups.

- **ECOME** – an International NGO with a great deal of experience and a good internal structure, with duties clearly assigned. They want to organise a training course on “Personal waste management”. They need 2 partners for that project. They have to make a description of the project (summary) including 2 partnership agreements and to apply for money to a funding body.
- **INOVA** – this is a recently founded SME with no experience at all. They want to develop their first project (Recycling facility), but don’t have very clear ideas about what they have to do. Nevertheless, they are very enthusiastic and expect to have their enthusiasm corresponded. They have to ask ECOMe and the “Funding body” for help.
- **EIE** – this is an informal group with no legal structure. One person of this group participated in a previous “Ecological international exchange” and is now spreading around with some friends the idea about ecology and international cooperation. Their main problem is to find the way and means to do it. They also want to get to know more about and get involved with other EU international organisations, so they are trying to establish contacts, take part in projects etc.
- **FUNDING ORGANISATION** – a body that gives away grants for projects. They are obligated to make priorities for the grants for 2022.
- **MAIL OFFICER(S)** – they carry the correspondence from sender to destination.

When the groups are formed, they need to be separated into a different room or area. The only contact will be through mail offices that are in charge for communication (trainers will take this role).

Trainer should give to each group a sheet where they will write their tasks and responsibilities.

Groups have to work together in order to achieve these tasks, by assigning positions, duties, responsibilities etc.

At the end of the role play there should be a presentation of results and outcomes. Each group presents their impressions.

Debriefing and evaluation.

Trainer should ask the participants:

- How did they feel during the activity?
- How did they work as a group and how did they connect with the others?
- What have they learned?
- How can they apply this in their work / reality?

Additional Remarks Participants should also be advised that, for the purposes of better task management, they should split tasks and assign responsibilities for each member (this is a suggestion; without it, it's very likely that the work is going to be chaotic – which can also be a positive input to discuss in the debriefing).

Needed materials:

- Sheets with the descriptions of the features, composition and tasks of each group
- Paper sheets and pencils
- Envelopes (mail)

Online Implementation If implementing this activity in the online environment, trainer can use ZOOM and break out rooms for group work. Participants can use Power Point presentations for presenting.

Activity No.

M6-U2-A4

Activity Name Match me

Activity Type Storytelling
Story/Experience sharing

Duration 90 minutes (flexible related to the number of participants)

Nr. of participants 15 – 20

Language Level Moderate
 Progressive

Depth of information Basic (no required background knowledge)
 Advanced

Learning Objectives Stimulating networking for understanding building partnerships.
Enhance communication skills.

Description

Trainer should prepare and present two examples of the “card”, in order for participants to have insight in how this card should look like.

The card is consistent of 5 values of the ideal organization and one problem that requires partnership.

Introduction:

Trainer should hand out out a sheet of A7 format paper to each participant. Trainer should instruct them to imagine their ideal organization. Trainer should explain that this organization can be either environmentally friendly, or it can have a bad influence on the environment (recycling organization, clothes manufacturer, restaurant, etc.). Participants should write down values of their organization, one thing their organization has problems with and needs a partner for. Trainer should give participants 15 minutes to brainstorm and write it down. After this, trainer should give participants 40 minutes to network, go around and search for potential partners. Participants can glue the description of their organization with the values in front on their chest. The aim is to participants to create full network by complementing each other’s needs. This will give the insight into how different actors build a network. At the end of the activity participants will share the difficulties they had when searching for a partner.

Debriefing and evaluation.

Trainer should ask the participants:

- How did they feel during the activity?
- Was it hard to communicate their goal?
- What have they learned?
- Share key learning points.
- How can they apply this learning points in their work / reality?

Additional Remarks Needed materials:

- Pencils
- Paper A7 format

Online Implementation If implementing this activity in the online environment, you can use a combination of ZOOM and Glimpse.
Instructions:
<https://www.joinglimpse.com/post/how-to-do-speed-networking-on-zoom>

Sources Adapted from SYNERGIES, a European seminar on teamworking, group dynamics and networking, The “speed dating” networking game.
[https://www.salto-youth.net/downloads/toolbox_tool_download-file-1791/SYNERGIES%202017%20-%20FINALE%20SYNTHESIS%20\(EN\)\(VD\)\(1\).pdf](https://www.salto-youth.net/downloads/toolbox_tool_download-file-1791/SYNERGIES%202017%20-%20FINALE%20SYNTHESIS%20(EN)(VD)(1).pdf)

Topic 3: Discussions and debates

Discussions and debates can be characterized as the action of talking about specific topics in order to exchange knowledge and ideas, reach a decision and / or compromise. Engaging participants in discussion and debate enables them to form their own understanding of the topic and connect it to their reality. The learning moment happens when participants are encouraged to form and develop personal ideas related to chosen content.

This enables participants to think deeper and gain broader insight in perspectives and ideas shared in the discussion. As some participants may feel uncomfortable expressing themselves, especially if they disagree with certain statements, a general discussion or introduction to the topic with different perspectives can be started to help boost and build participants' confidence. Questions that can inspire a conversation should be prepared in case a discussion starts to subside. Finally, the possibility that participants will need preparation in advance should be considered and they should be instructed accordingly and in time. The argumentative part should be timed, and responses and feedback should be allowed.

Methodology:

Participants will learn to have effective and constructive discussions, make proper argumentation, at the same time accepting diversity. The first activity aims to develop understanding about the importance of Fauna and its role in the ECOSystem and encourages practising decision making and consensus building skills. The second activity aims to develop an understanding of the complexity of environment protection, to compare different ways of decision-making (climate change and human approach) and to develop skills of communication and co-operation. The third activity aims to develop knowledge about community life, rights and responsibilities. Participant will build on their cooperation skills and gain knowledge on EU plans and initiatives regarding climate protection.

When planning a discussion, the trainer should:

1. Set objectives.

2. Set a schedule but remain flexible in order to adapt according to the participant needs.
3. Establish the rules of engagement.
4. Prepare information they think might be needed or will come up.
5. Give introduction to the participants.
6. Enable supportive and comfortable environment.
7. Pay attention to participant body language.
8. Listen actively and summarize the responses if needed and encourage further discussion.
9. Remain impartial.
10. Set the space for the activity.
11. Follow groups and provide input if needed to stimulate participants.
12. Track questions, ideas and problems shared.
13. Conclude the discussion and acknowledge the participants.

Learning Objectives:

- Developing critical thinking
- Practicing decision making process
- Building communication skills
- Developing cooperation skills
- Enhancing creative thinking
- Enhancing problem solving thinking
- Enhancing research skills
- Stimulating acceptance of diversity.

Learning Materials:



Laptop and internet connection.

Further Reading:



Allan and Barbara Pease _The Definitive Book of Body Language

[https://eedu.nbu.bg/pluginfile.php/331752/mod_resource/content/0/Allan_and_Barbara_Pease - Body Language The Definitive Book.pdf](https://eedu.nbu.bg/pluginfile.php/331752/mod_resource/content/0/Allan_and_Barbara_Pease_-_Body_Language_The_Definitive_Book.pdf)



The Handbook of Communication Skills

<https://www.routledgehandbooks.com/doi/10.4324/9781315436135-4>



Discussion & Debate short articles

<https://intranet.ecu.edu.au/learning/curriculum-design/teaching-strategies/discussion-and-debate>

<https://www.uopeople.edu/blog/debate-and-discussion/>

<https://depts.washington.edu/fammed/wp-content/uploads/2018/06/3d-HANDOUT.pdf>

Learning Activities

Activity No. 1

M6-U3-A1

Activity Name 5 species

Activity Type Research activity

Duration 120 minutes

Nr. of participants 15-20

Language Level Moderate

Progressive

Depth of information Basic (no required background knowledge)

Advanced

Learning Objectives To develop understanding about the importance of Fauna and its role in the ECO system.
To practise decision making and consensus building skills.
To foster empathy towards animals.


Description

Which 5 endangered species would you rescue from extinction?

1. Trainer should introduce the topic of endangered species by brainstorming the reasons why and how animal species become endangered.
2. Trainer should explain that in the activity the participants are going to imagine that they have to choose which 5 species they will rescue from becoming extinct. Trainer should point out the “deadly factors” that cause animal species extinction, natural extinction or human impact. Trainer should then ask the participants to guess how many endangered species there are in the world.



3. Trainer should divide them into small groups and give each group small pieces of paper and pencils.



4. Trainer should ask everyone to imagine that all the animals in the planet are on the verge of extinction and that they have to choose 5 species to preserve from extinction. Which five species would they choose? They should write one species per one piece of paper.

5. Next, trainer should ask each group in turn to present their personal choice. They should briefly explain it and reasons why.


6. Trainer should instruct the groups to discuss and to try to come to a consensus. They should prioritise the species using the diamond ranking method. The method is used to encourage the collaboration of the participants and it helps them to focus on most and least preferred options. The groups receive nine ideas, regarding a specific question. The one they perceive as a priority it's placed on the top followed by two below on the second place with less priority, three in the third place, then two with the lower priority, and finally the one with the lowest priority at the bottom. Then the diamond shape is formed. This way of deciding will enable discussion and the aim is for the groups to reach a consensus among themselves.

7. Trainer should take notes and identify similarities and differences. Let each group go around and see results of the others.

Debriefing and evaluation.

Trainer should start by reviewing how each group ranked the species.

Questions for the participants:

- 
- Was it easy to rank the species?
 - How do they feel?
 - What differences were there within the groups?

-
- Did they think mainly about their own physical survival and their own needs or did they also think about the future and evolution process.
 - Do they know of species (animal, plant, etc) that have become extinct or are endangered in the last 150 years?
 - What are your learning points from this activity?
 - What can you do to draw attention to conservation of animal species in our community (or across the world)?
 - Are you aware of any EU laws or initiatives that help preserve animal species?
 - How can you apply this learning points in reality?

Additional Remarks The trainer can find a list of extinct or endangered animals here:
<https://www.popularmechanics.com/science/animals/g201/recently-extinct-animals-list/>
https://www.worldwildlife.org/species/directory?direction=desc&sort=extinction_status

EU guidance on nature protection laws:

https://ec.europa.eu/environment/nature/legislation/index_en.htm

EC guidance on species protection:

https://ec.europa.eu/environment/nature/conservation/species/guidance/index_en.htm

When introducing the activity, trainer should try to get participants to think about climate change impact on the animal world in general. Examples of why animals become extinct and how climate change affects them and ultimately humans.

At the end of the brainstorming, the trainer should summarise the different reasons people stated for animal extinction into two lists, according to whether they are “natural” (the natural course of

evolution) or “human caused” (climate change, economy etc.) factors.

At step 4 create a scenario that can be imagined as a possibility. Trainer should clarify that the species they choose will be the only ones left at the planet and will impact the evolution of the world.

Ideas for action for participants:

To ask family, friends or colleagues which 5 endangered species they would rescue from extinction.

To find an organisation locally that is working on this topic and find out how they may assist with their work.

Needed materials:

- Post-its or small squares of paper (approx. 8cm x 8cm), 3 per participant
- Pens or pencils, one per participant

Online Implementation	The activity is fully adaptable to an online environment; the trainer can use ZOOM and break out rooms (or equivalent) for group work. Participants can use Power Point presentations (or similar) for presenting.
Sources	Adapted and based on - COMPASS manual on human rights education with young people, 2002. “3 things” activity.

Activity No.	
M6-U3-A2	
Activity Name	Isla rights
Activity Type	Research, Simulation
Duration	190 minutes (flexible related to the number of participants)
Nr. of participants	16 – 30
Language Level	✓ Moderate

Progressive

Depth of information Basic (no required background knowledge)

Advanced

Learning Objectives To develop an understanding of the complexity of environment protection.

To compare different ways of decision-making (climate change and human approach).

To develop skills of communication and co-operation.


Description

This activity consists of two parts (simulation of the trial and a consensus-building phase).


The trial (60 minutes).

1. Trainer should set the scene. The small island of Isla located on the high seas of Italy belongs to the Saint Angel National Park. The island is very isolated from the rest of the National Park and very difficult to reach. The island has 159 inhabitants. The National Park is located far from the coast, harder to reach and depends on media promotion. The ferry runs once a month, shipping groceries and enabling the residents to perform necessary activities. The inhabitants eat mainly fish and food that they grow themselves. The problem is the following: The inhabitants are catching 3 fish species, Mrgada, Terentina and Icona. The National Park Saint Angel conducted a study that showed that those 3 species live only in that locality and belong to endemic species. A decision was made to ban their fishing. The inhabitants rebelled because these species of fish were their main source of food and filed a lawsuit against the National Park in the European Court.

2. Trainer should explain that participants will be involved in simulating a trial. The question is: Is the 'human right to have a standard of living appropriate to health and well-being' a valid argument to jeopardise the protection and possible extinction of these 3 species.



3. Trainer should then, divide the participants into 5 equal groups to represent the National Park, the Isla inhabitants, HUMANO (NGO fighting for human rights), SavE (NGO fighting to protect endangered species) Judges and distribute the trial role cards.



4. Groups have 20 minutes to read their role cards and preparation for the trial. They should prepare their questions and statements. Each group will have a representative and one person to help them answer questions during the trial.

7. When each group is ready, the trainer should call them back to the plenary and they should stay in their five groups.

8. National Park, HUMANO, SavE and Isla representatives each have 5 minutes to present their positions. After each group is done, each representative has the right to ask 3 questions to each representative (mini-interrogation).

9. After everyone has finished, judges have 10 minutes to answer any questions raised by the groups. They should summarise groups arguments and positions.

Consensus-building phase (90 minutes).

1. Trainer should ask participants to divide themselves into small groups of 5 people. In each group there should be one former member of the National Park, one former Isla inhabitant, one former member of HUMANO, one former member of SavE and one former judge.

2. The groups should have 30 minutes to try to reach a consensus decision about how to resolve the problem.

3. Trainer should call everyone back into plenary and ask them to present the results of their discussion. Each group has five minutes to do so. Write down the solutions and issues left on a flipchart.

Debriefing and evaluation.

When all groups have presented their results, the trainer should ask them:

- How did they feel during the activity and how do they feel now?
- Was it easy to reach a consensus?
- Was there any tension while trying to come to a consensus?
- Were all members of the group involved in the decision?
- Which were the biggest issues?
- What have the participants learned?
- Have they heard of similar cases before?
- What was their initial assumptions on this case?
- Did their assumptions change during the activity?
- How do people compare the two forms of the decision-making process, the profit and environmental and the human survival?
- How do these issues relate to their own social realities?
- How can they apply the new knowledge in their work / reality?

Additional Remarks Considering this activity is long and that participants may need more time to think trainer can divide it into two days. For those groups that did not reach a consensus, the trainer should ask them to also elaborate the points that brought them closer and the points that divided them.

Ideas for action for participants:

To find out if there were similar cases in their local communities or in their countries of residence. Research if there are any endemic species in their environment or species in danger. Find laws, initiatives and organizations that have dealt with similar cases and see how they can contribute.

Needed materials:

- Flipchart paper and pens
- Trial role cards
- Space for plenary and small group work

Online Implementation

The activity is fully adaptable to an online environment; the trainer can use ZOOM and break out rooms (or equivalent) for group work. Participants can use Power Point presentations (or similar) for presenting.

Sources

Adapted and based on - COMPASS manual on human rights education with young people, 2002. "Access to medicaments" activity.

Handouts and Cards

Trial role card: National Park

You are a group of Saint Angel National Park representatives. The Park has a good reputation as a representative of the protection of flora and fauna and the main reason why people visit is to see all the endemic species that live there. You need to maintain your reputation to please environmental organizations and keep the good reputation to ensure the flow of visitors, as this generates the income and provides salaries and constant investment in the National Park.

Thus, you wish to protect the National Park and the species keeping in mind also the people employed in the park. To have a media outburst and backlash would jeopardise income and sustainability of the National Park. You should prepare your arguments to defend your position. You will have five minutes to present them during the trial.

Trial role card: Judges

You are the group of judges who are presiding over the protection of animal species and human rights.

Your role is to invite the four parties in turn to present their respective positions. At the end of the presentations, you should

not make a judgement or come to conclusions. Your job is to help to summarise the arguments and clarify the problems.

The National Park claims the right to property and environment protection under their territory.

You should prepare questions to the two parties. You will have ten minutes to ask your questions and listen to the answers.

Trial role card: Isla inhabitants

You are the group of Isla inhabitant representatives. You wish to preserve your way of living and one of the main sources of food. You stand for the human right to have a standard of living appropriate to health and well-being. You should prepare your arguments to defend your position. You will have five minutes to present them during the trial.

Trial role card: HUMANo

You are the group of HUMANo, (NGO fighting for human rights). Investigate human rights and how you can assist the ISLA inhabitants. Research into good practices and former cases that can help you in your advocacy.

Trial role card: SavE

You are the group of SavE (NGO fighting to protect endangered species). Investigate how you can help with the preservation of endangered species. Research into good practices and former cases that can help you in your advocacy.

Activity No.

M6-U3-A3

Activity Name Present and Future meeting

Activity Type • Storytelling

- Research activity

Duration 90 minutes (flexible related to the number of participants)

Nr. of participants 15-20

Language Level Moderate
 Progressive

Depth of information Basic (no required background knowledge)
 Advanced

Learning Objectives To develop knowledge about community life, rights and responsibilities.
To promote skills to discuss openly, to work in a team and to have a vision.
To see the world as a developing and open-ended opportunity to which every person can make a positive or negative contribution.
To gain knowledge on EU plans and initiative regarding climate protection.

Description


1. Trainer should start by asking participants to think about their childhood and how their community looked like, and how it change overtime. Trainer should ask the participants to think of reasons why this change happened and who were the decision makers.

2. Trainer should ask the participants to think about what changes they would have made if they had the power to do so or were consulted.


3. Trainer should ask the participants if they think that in the future the human rights will be less or more important for the decision makers in the future and why.

4. Trainer should ask the participants to get into two groups.

The first group will represent present EU officials (or specific country). Trainer should instruct them to research how they involve people in the decision-making process of the EU



development and what their plans for the future are. Trainer should then, hand out the papers and pens and ask them to present what is being done now at EU level for climate protection, cultural solidarity, democracy. What is their plan for the next 50 years? Groups should research into EU policies, initiatives, etc.



The second group will represent future inhabitants (100 years from now). Trainer should instruct them to research the current problems of the EU. Trainer should hand out the papers and pens and ask them to draft or sketch ideas for their ideal version of EU future. The environment they live in. The only limit is their imagination.


When the work is done, trainer should ask each group in turn to present their plan.

After presenting the plans:

Trainer should give 10 minutes for each group to make feedback about their plans and questions for the other group. Trainer should provide space for debate on differences and similarities of the plans. Possible current restrains and actual possibility of realization. “How can I personally contribute to this?”

Debriefing and evaluation.

Trainer should start with a review of how people worked together in their groups.

- 
- How do they feel?
 - How it felt to receive and give feedback about plans presented.
 - How did they make their decisions?
 - Was everyone able to participate and to contribute to the work?
 - How did each group put into motion the individual talents and abilities of their members?
 - How did it feel to be able to build their future?
 - Do the participants believe that their idea could come true? Elaborate why yes and why no.
 - What did they learn?
 - Was there a point that surprised them in any of the plans developed?

- What do they think will be the rights and duties of citizens in the future?
- What steps can they take now to influence the democratic processes which shapes their lives and futures?

Ideas for action for participants:

To find out more about the planning processes for local or EU development and how to influence them. To get involved with decision-making in the local community or EU.

Additional Remarks The main goal of this activity is to emphasize that the future is not predetermined and that every individual can make a difference. To bring closer to the participants the concept of change trainer can reflect on the fact that Internet did not exist 30 years ago or on similar changes that had global impact.

If the participants have trouble imagining the future concept steer them with some question about the inhabitants, environment, daily routines, food, habits, infrastructure, social life, technology, etc.

Needed materials:

- Large sheets of paper for the plan
- Paints, pens and markers

Online Implementation The activity is fully adaptable to an online environment; trainer can use ZOOM and break out rooms (or equivalent) for group work. Participants can use Power Point presentations (or similar) for presenting.

Sources Adapted and based on - COMPASS manual on human rights education with young people, 2002. "Our futures" activity.



References

COMPASS manual on human rights education with young people

Written by: Patricia Brander, Rui Gomes, Ellie Keen, Marie-Laure Lemineur, Bárbara Oliveira, Jana Ondráèková, Alessio Surian and Olena Suslova.

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SYNERGIES, An European seminar on teamworking, group dynamics and networking. Last visited: 27.27.2021.

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