

Youth Leadership in Climate Policy:

Workbook Facilitator's Guide



**Youth Leadership in Climate Policy: Turning knowledge
and skills into action for climate empowerment**

Plan International & Unbounded Associates



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Introduction

Welcome! This Facilitator's Guide will help you use the activities and content from the "Youth Leadership in Climate Policy" Workbook with groups of people (who we call "learners") who want to learn about climate change. Through this Guide and the Workbook, you can support your learners in developing the knowledge, understanding, and skills to participate in climate change policy and decision making (what we call "climate decision making"). No matter what kind of learning environment you are working in, this Guide can help you select and adjust the activities and content in the Workbook for your learners.

The Workbook does not cover everything you or your learners should know about climate change (see "Five things you should know about climate change" on page 3 of Chapter 1 for a quick introduction). Instead, it provides specific activities for your learners to gain knowledge and skills to help them get involved in climate decision making and climate action in your country. This Facilitator's Guide provides detailed Chapter descriptions and activity suggestions for each section of the Workbook. This includes suggestions for pair work, group work, competitions, presentations, performances, debates, and negotiations to help bring the Workbook content to life for your learners.

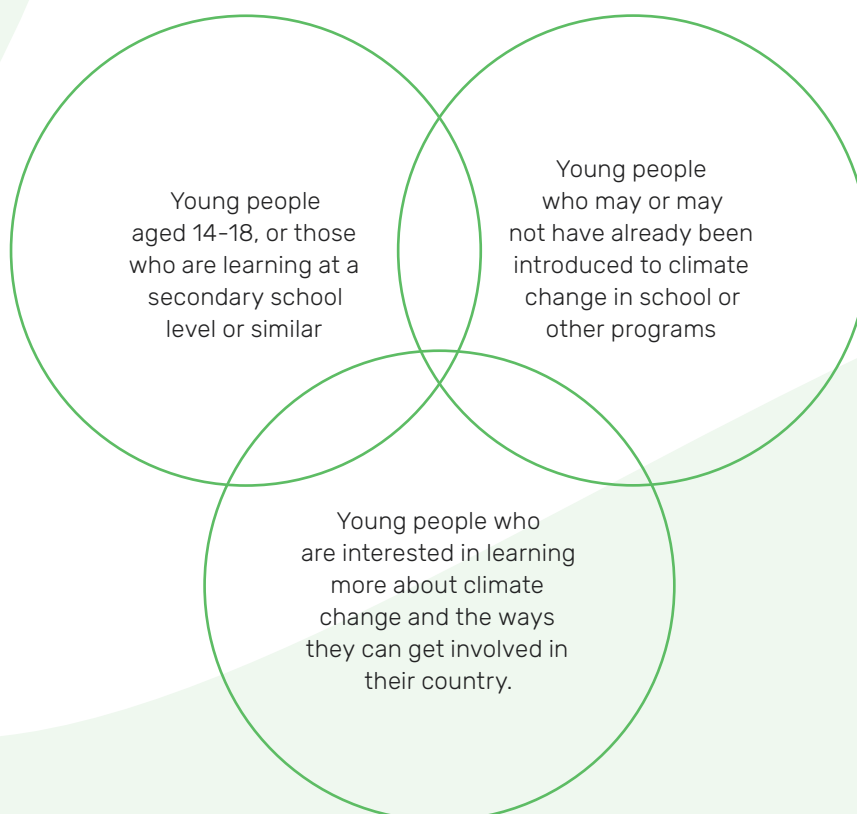
We hope that through this Guide and the Workbook you can address the important global issue of climate change with your learners and get them interested in learning more and taking action. Good luck, and we hope you have fun!

Anna Pettee, Christina Kwauk

The authors

Who do we hope will use this resource?

The Workbook content and activities are designed for young people aged around 14-18 and older, and the Facilitator's Guide is designed for adults of any age (18 and older) who are working with young people in schools, community programs, youth groups, etc. It is okay if your learners have not yet learned about climate change. We hope that they are interested in learning more and might want to get involved in climate change policy and action in the future.








Chapter Guide

We will now share how the Workbook is organized. The Workbook is divided into four Chapters that focus on different areas of climate decision making and the importance of equity, justice, and fairness in climate action.

| Chapter | Content |
|--|--|
| Chapter 1: What is climate policy and decision making? <i>Why action for climate empowerment is needed</i> | <ul style="list-style-type: none"> • Builds learner's knowledge and interest in climate decision making • Introduces the Paris Agreement, an important document in the recent history of climate decision making • Gives learners a chance to reflect on climate change-related problems and solutions in their own communities • Connects what the Paris Agreement and climate decision making is to the reasons <i>why</i> it is important to learners' everyday lives |
| Chapter 2: How are countries taking action? <i>What your country is doing and how you can contribute</i> | <ul style="list-style-type: none"> • Dives deeper into the content and context of the Paris Agreement • Introduces learners to Nationally Determined Contributions (NDC), the main way countries communicate their climate priorities and commitments to action • Has learners reflect on their country's priorities and decide what they would want to include in their country's NDC • Shows <i>how</i> the Paris Agreement calls on countries to address climate change, and <i>how</i> and <i>when</i> learners can get involved in climate decision making in their country |
| Chapter 3: Who can help you take action? <i>Who makes climate decisions and how you can reach them</i> | <ul style="list-style-type: none"> • Builds on learners' work in Chapter 2 • Has learners consider <i>who</i> the main stakeholders in their country are that make decisions about climate change, influence decisions, or are impacted by those decisions positively and/or negatively • Asks learners to consider <i>where</i> these stakeholders are acting in their country and how they can connect with them safely |
| Chapter 4: Turning your knowledge into action <i>Create your personal climate policy action plan</i> | <ul style="list-style-type: none"> • Asks learners to consider <i>what's next</i> for their involvement in climate decision making • Asks learners to turn their knowledge, understandings, and skills into actions that impact their lives, communities, and country by creating a Climate Policy Action Plan |

Section Guide

Each Chapter has three sections: **LEARN**, **PRACTICE**, and **ACT**. Each of these sections has content for learners to read and activities for them to complete. The activities come with **example responses** to help learners understand new ideas and concepts. Some activities have **reflections** for learners to think about what they're working on. Every Chapter has a final, recurring reflection activity for them to consider what they're learning.

| Name of Section | What it does |
|--|---|
| LEARN  | <ul style="list-style-type: none"> Helps learners LEARN new information to participate fully in the activities in the following sections If you want to give learners' more information, you can use the resources we list in the Workbook (see Additional Resources on page 8 for more information) |
| PRACTICE  | <ul style="list-style-type: none"> Helps develop learners critical thinking and other key skills by having them PRACTICE using the information they learned |
| ACT  | <ul style="list-style-type: none"> Asks learners to use what they've learned and practiced to ACT and create something new Brings everything learners have done in each Chapter together and helps them transition to the next Chapter |
| Activity Examples  | <ul style="list-style-type: none"> Activity examples are written in this font in each activity where learners must write their own ideas You can direct learners to read these examples if they are struggling or not sure of the activity instructions You can view the examples yourself to better understand the activities These examples are not "right answers" and learners should not copy them, but use them as guidance for thinking of their own responses |
| Reflections  | <div> <p>Short reflection questions or activities that help learners actively think about what they are doing and learning.</p> </div> |

Key terms and concepts

The Workbook also includes boxes that provide learners with extra information on specific vocabulary words and concepts. You can use these boxes in your facilitation to support learners' understanding of key ideas.

| | Page | Box #, Title | What you're learning |
|-----------|------|---|---|
| Chapter 1 | 05 | Box 1. What does it mean to use <i>mitigation</i> and <i>adaptation</i> to address climate change? | The two main strategies countries are using to address climate change |
| | 15 | Box 2. How is gender related to climate change? | How climate change worsens existing gender inequalities |
| | 24 | Box 3. What is <i>climate justice</i> ? | How climate change affects people and groups differently and how climate policies must address this |
| | 25 | Box 4. What do we mean by <i>social</i> and <i>political</i> causes and effects? | How we are using the terms "social" and "political" in the Workbook |
| Chapter 3 | 02 | Box 5. What and who are <i>climate change stakeholders</i> ? | The individuals and groups in your country connected to climate change |
| | 03 | Box 6. What's a <i>continuum</i> ? | The meaning of the term " <i>continuum</i> " |
| | 07 | Box 7. What is an <i>ACE Focal Point</i> ? | The main point of contact in each country for Action for Climate Empowerment (ACE) |
| | 14 | Box 8. How can you connect with climate change stakeholders in your country? | Examples of how you can contact and connect with stakeholders in your country |
| | 15 | Box 9. How did young people in Pakistan use social media to connect with their government? | The story of how young people in Pakistan made their voices heard using social media |
| Chapter 4 | 03 | Box 10. What are <i>common but differentiated responsibilities (CBDR)</i> ? | How all countries have a responsibility to address climate change but different abilities to do so |
| | 08 | Box 11. What does <i>tokenism</i> look like? | How efforts to be inclusive can sometimes not be truly inclusive |

Your Facilitator Tools

You can decide how you want to use the content and activities in the Workbook to support your learners' climate change education. To help you do this, we suggest four facilitation tools to strengthen and deepen your learners' experience with the Workbook.



Context Clues

While the Workbook provides information on concepts and ideas, it is up to you and your learners to connect it to your own context. Connect your learners' existing knowledge of what's happening in your community and country to help them understand complex topics and concepts related to climate decision making.



Brain Breaks

When we are thinking hard or working on one thing for a long time, our brains need a break. When your learners need a break from the Workbook, you can get them moving with a quick stretch, dance, or active game. Sometimes activities can overly excite learners. In this case, give them a calming brain break, such as closing their eyes, listening to relaxing music, or stretching silently in place.



Find Out More

Asking questions about what we don't understand and seeking out more information is a key part of learning. If your learners want to know more about something included in the Workbook, support them by helping find resources on the internet, printed resources available to you, or asking friends, family, or experts in your community to join the conversation and share their knowledge.



Wellness Check

Talking about climate change and its effects on our lives can be stressful and cause anxiety. This is especially true for young people who are feeling uncertain about their future. Recognize when your learners are feeling stress from what they are learning or working on and give them the opportunity to share their feelings. By doing this, you can make space in your learning environment for practicing peer support, self-care, and hopefulness about the future.

Additional Resources

In addition to the Workbook and this Facilitator's Guide, we also suggest that you explore other resources on climate change that are useful for young people. The resources listed below are just a few examples of materials that can help you and your learners gain a clearer and deeper understanding of climate change. We also provide links to other resources throughout the Workbook that you can access if you have an internet connection.

| Resource | Description | Suggested Use |
|--|---|---|
| <u>Children's Climate Cards</u> | The Children's Climate Cards were developed by a number of organisations, including Plan International, and provide a collection of inspiring and engaging activities to help children learn about climate change. | The Climate Cards target learners aged 7-12. If your learners have not learned about climate change yet, the cards can give you ideas on how to start talking and teaching about it. |
| <u>SENDAI Framework for Disaster Risk Reduction for Children</u> | The Sendai Framework is a document that was adopted in 2015 to support countries to understand disaster and risk and better prepare to respond to disasters in their country. The Children in a Changing Climate coalition developed this child-friendly version to explain key terms and concepts of the Framework using more simple language and activities. | Even if your learners are no longer considered "children," this resource can help them understand some important ideas related to climate change, such as risk, exposure, disaster, and preparedness. You can see what aspects of this resource would be useful for your learners and adjust them to fit your context. |
| <u>UNICEF YOUNGO Toolkit for Young Climate Activists</u> | The Toolkit for Climate Activists was developed by UNICEF with support from the Children and Youth constituency to United Nations Framework Convention on Climate Change (YOUNGO). It provides young people who are already engaged in climate change activism with targeted resources on climate governance, the Paris Agreement, the Escazu Agreement, tools for climate action, and a climate change glossary. The resources focus somewhat on the Latin America and Caribbean region but can be used by young people worldwide. | The Toolkit targets young climate activists who have already been introduced to climate change and climate decision making. If your learners are not yet at this level, we suggest starting with the climate change glossary from the toolkit to help them learn key terms in climate change education. The toolkit is also a great way to give learners more information on the topics included in the Workbook. |
| <u>Y-ADAPT</u> | Y-ADAPT is a curriculum developed by the Climate Centre to help young people learn the basics about climate change and take action in their local community to address it. It includes seven sessions, a facilitation guide, activity materials, and facilitation videos. | Y-ADAPT targets learners aged 12-25. It is best for a group setting with learners that meet regularly. You can also pick and choose the sessions you would like to use with your learners. This resource is great for helping your learners understand the causes and effects of climate change. |

Chapter Maps

The main part of this Facilitator's Guide is the Chapter Maps, which show you how to navigate each Chapter and facilitate it with your learners. Each Chapter Map includes The Big Picture (what each Chapter aims to accomplish), Learning Goals (what learners will know, understand, and be able to do after each Chapter), Key Terms and Concepts, What You'll Need (suggested materials and resources to help you facilitate), and Activity Suggestions.



The Big Picture



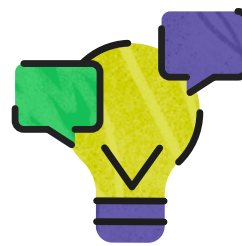
Learning Goals



**Key Terms
and Concepts**



What You'll Need



**Activity
Suggestions**

We suggest going through the Chapters and activities in order, starting with Chapter 1. Altogether, this process can take between **4-8 weeks**, depending on how often you hold sessions and how long each session is. *There is no need to rush!* If you are teaching a class or working with a program that already has a curriculum, you are welcome to use specific parts of the Workbook that align with your subject or existing content.

IMPORTANT! This Facilitator's Guide includes guidance on how to facilitate the activities in the Workbook. We highly recommend that you give learners time before, after, or outside of your sessions to read the accompanying text in the Workbook. Please make sure you give your learners time to read the text. It provides important information to support learners in each activity.

Chapter 1: What is climate policy and decision making?

Suggested time on activities: approx. 4 hours 30 minutes total, can be divided into 4 sessions.



The Big Picture

1. To introduce learners to the concept of climate justice in climate decision making using the Paris Agreement, and specifically Article 12: Action for Climate Empowerment (ACE) from the Agreement.
2. To start learners thinking about the connections between their local experiences of climate change's causes and effects and actions for climate empowerment.



Learning Goals

Learners will know:

- The Paris Agreement is a document signed in 2015 by 197 countries
- The Paris Agreement sets ambitious goals for tackling climate change through adaptation and mitigation strategies
- The Paris Agreement includes Article 12 on ACE, which is made up of six components and highlights the importance of public participation in climate decision making and action
- The differences between inequality, fairness, equity, and justice, and examples of what each looks like
- Intersectionality refers to the many different identities one person can possess at the same time
- Gender inequality plays an important role in how people are affected differently by climate change
- Climate change has causes and effects that are environmental, social, and political

Learners will understand:

- The Paris Agreement is a call to action and commitment from almost every country in the world to address the global issue of climate change
- The Paris Agreement promotes actions that empower individuals and groups, especially those that are most often excluded or more vulnerable in society
- People's many different identities mix together to affect how they are treated in society; this is called intersectionality
- Gender is an especially powerful aspect of identity because of how gender inequality worsens the effects of climate change on girls and women
- The causes and effects of climate change are deeply connected to the social and political realities in your country, and therefore also issues of justice, equity, and fairness in your country
- The Paris Agreement offers guidance on how to address the negative effects of climate change through ACE

Learners will be able to:

- Introduce the basic information about the Paris Agreement to a friend or family member
- Recite the six components of ACE and describe each one accurately
- Identify examples of climate change mitigation and adaptation strategies
- Describe and identify the differences between inequality, fairness, equity, and justice
- Explain the concepts of intersectionality and gender inequality to a friend or family member using examples
- Identify a climate change problem in their community and list the main causes and effects
- Identify a solution to this problem and list the main inputs and outcomes

Key Terms and Concepts:



- The Paris Agreement
- Mitigation and adaptation
- Article 12 of the Paris Agreement: Action for Climate Empowerment (ACE)
- Climate empowerment
- The six components of ACE (Education, Training, Public Awareness, Public Participation, Public Access to Information, International Cooperation)
- ACE Focal Point
- Equity, fairness, and justice
- Climate justice
- Intersectionality backpack
- Gender and climate change
- Causes and effects of climate change in learners' communities
- Social and political aspects of climate change
- Problem and Solution Trees
- Skills for climate empowerment

What You'll Need:



- Learners should all have access to the Workbook content either online or printed (they can also share copies with each other)
- Chalkboard and chalk and/or poster paper and markers
- Learners should all have their own pencils/pens and paper

Activity Suggestions

We suggest facilitating Chapter 1 in four separate sessions:

- **Session 1:** Activities 1.1 + 1.2 (approx. 45 minutes)
- **Session 2:** Activity 1.3 (approx. 1 hour)
- **Session 3:** Activity 1.4 (approx. 1 hour)
- **Session 4:** Activities 1.5 + Reflection (approx. 1 hour 45 minutes)

Activity

1.1 What is Action for Climate Empowerment (ACE)? Let's break it down

Suggested time:
30 minutes

Suggested Group Activity:
Pair or small group work with full group sharing

Suggested Facilitation

For this activity, consider having learners work in pairs or small groups.

20 minutes – Have learners work in groups of 2-3 people to read the definitions of each part of ACE and the examples for each part. Then have them write their own example for each part of ACE.

10 minutes – Have the whole group come back together and share their examples from each part of ACE with each other.



Find out more about the Paris Agreement by visiting the UNICEF/YOUNGO Toolkit for Climate Activists Resource: ["The Paris Agreement for Young People."](#)



To help learners connect what they already know with these new terms about ACE, you can ask questions like, "What parts of these new definitions are familiar to you? Do the examples of each definition remind you of anything from your own experience?"

Activity

1.2 Can you match each ACE component with its definition?

Suggested time:
15 minutes

Suggested Group Activity:
Team competition

Suggested Facilitation

For this activity, consider making it a competition between teams to see who can match all six components of ACE with their correct definition the fastest.

3 minutes – Depending on how many learners and Workbooks you have available, you can either create two large teams or make multiple small teams of 2–3 people. Each team is given a Workbook to complete the matching game.

[If you don't have enough copies of the Workbook for every team, you can write the six components of ACE and the six definitions on poster paper, on a chalkboard, or take a photo of the text and share with your class using the safest, most appropriate digital messaging platform.]

12 minutes – The first team that thinks they have matched all definitions correctly must stand in front of the other teams and recite their answers. If they are correct, they can come up with a 3-second celebration dance or cheer. If they make a mistake, another team can "steal" their win and attempt to recite all 6 matches correctly. This process continues until one team has recited all 6 matches correctly. If you are running out of time, give learners a 2-minute warning for their final chance to win the competition, and then go over the answers together.



Connect the six components of ACE to your learners' context by asking questions such as "What does/would this component look like in our community? Have you seen something like this component taking place before?"

Activity

1.3 What does a fairness, equity, or justice approach look like?

Suggested time:

1 hour

Suggested Group Activity:

Group presentations or performances

Suggested Facilitation

For this activity, we suggest having learners work in groups to prepare a presentation or performance for the whole group on one of the four concepts: inequality, equality/fairness, equity, and justice.

5 minutes – Divide learners into four groups. If you have more than 24 learners, we suggest making more than 4 groups and assigning multiple groups the same concept. Assign each group one of the four concepts from the image in Activity 1.3: 1) inequality, 2) equality/fairness, 3) equity, or 4) justice.

30 minutes – Make sure learners have read both the information in Activity 1.3 and also the text following it, including Box 4. This will give them important background information on how inequality, fairness, equity, and justice affect people differently because of intersectionality and gender inequality. Once they are done reading, they must now prepare a presentation or performance under 5 minutes long to present to the rest of the group.

25 minutes – Spend the rest of the session having groups perform or present for everyone. If groups are presenting for more than 5 minutes, let them know you'll have to stop them to make sure every group has the chance to present. If groups end before 5 minutes is up, you can spend the remaining time having other learners ask the presenting group questions about their presentation.



Not everyone will be comfortable presenting in front of others. Still, it is an important skill to build. Encourage even your most shy learners to speak at least once during their group's performance. While some learners might be more skilled presenters than others, make sure to compliment shy learners to encourage them to keep trying new things.

Activity

1.4 Can you break down these actions for climate empowerment?

Suggested time:

1 hour

Suggested Group Activity:

Puzzle Piece activity

Suggested Facilitation

For this activity, we suggest what we call a "Puzzle Piece" format. This activity is called Puzzle Piece because learners first work independently to complete pieces of an assignment and then come together to complete the "puzzle" by sharing their work with each other.

5 minutes - Form groups of at least 6 learners. In each group of 6, assign each learner an ACE component. In every group, one person should be assigned Education, one person assigned Training, and so on.

[If you have less than 6 learners total, you can also assign yourself an ACE component or have the entire group complete one component together as practice. If you have groups with more than 6 people in them, assign 2-3 learners to one component.]

25 minutes - Each learner in the group is now responsible for reading the two examples from their assigned component and filling out the table for that component. Let them work on this by themselves quietly.

30 minutes - Ask learners to rejoin their groups and share what they wrote for their assigned ACE component with the rest of their group, leaving time for other group members to ask questions.



Connect the examples in this activity to your learner's context by asking questions like, "If your assigned example does not apply to our context, what is a version of your example that could happen in our community? Have you seen an example of your assigned ACE component in our community or country?"



Your learners just completed two full sections of Chapter 1. Congratulate them for their focus and hard work so far, and give them at least a 10-15 minute brain break to stretch, eat a snack, or chat with their peers on something unrelated to climate change.

Activity

1.5 What's a climate change problem in your community, and how could you solve it?

Suggested time:
1 hour 30 minutes

Suggested Group Activity:
Role play

Suggested Facilitation

We suggest a role play for this activity, in which learners take on different identities (roles) and participate in the activity as their assigned role.

For this role play, learners will be assigned different identities. They will share their opinion on a chosen problem and solution based on how they think a person with the identity they have been assigned would respond.

15 minutes – Have the group first brainstorm climate change-related problems in their community that they want to see addressed. You can do this by asking learners to independently think up three big problems they see and then make a large list on a chalkboard or poster paper with all the problems they thought of. Then you can vote or discuss together which problem you all want to focus on for the Role Play.

[If you have less than 12 people in your group, you can do this as one group. If you have more than 12 people, we suggest having two or more role plays running at the same time.]

5 minutes – Once your learners have chosen a core problem, assign learners one of the six identities below (feel free to change these identities if others are more relevant to your context). If you have more than 6 learners, it is okay for more than one learner to be assigned the same identity.

Identities for Role Play

1. Local government education official
2. Rural male farmer
3. Young secondary school girl
4. Mother of three children
5. Climate refugee living in a refugee camp, miles away from his original home
6. Indigenous village leader

10 minutes – Once you have assigned learners their identities, have them come up with a list of details about their assigned identity related to climate change, such as:

1. The main ways their assigned identity interacts with nature and is affected by nature
2. The main ways climate change affects their identity's life in positive and negative ways
3. Their identity's priorities for the present and future, including their priorities for the wellbeing of their family and community

30 minutes – Now it's time for the role play to begin. Using the core problem your learners agreed on, give each learner(s) representing a specific identity the chance to stand up and share their perspective on the causes and effects of the core problem. As each learner shares their perspective, you might find that there are disagreeing ideas based on the identities they are role playing. This is meant to happen and can be a learning moment for the whole group to consider how people experience the effects of climate change differently.

30 minutes – Do the transition exercise to go from the Problem Tree to the Solution Tree as a group using the same voting or discussing process you did to choose the core problem. Once you have agreed on a core action, repeat the sharing process again, hearing from each learner who is representing a specific identity on what they believe the inputs and outcomes are for the core action.



Thinking about the negative impacts of climate change on learners' own communities and the actions needed to address them can be an emotional and stressful activity. Remind your learners that they are not responsible for "solving" climate change and give them space to process and share their feelings if they want to. If they don't want to share, you can take a silent moment together for each person to reflect and do what they personally need before re-engaging in the activity.



Learners just completed an intensive activity with a lot of critical thinking. Let them refresh their minds for at least 5-10 minutes by resting their eyes, stretching in place, or listening to music before moving on to the final activity of Chapter 1.

Activity

Recurring Reflection Activity: Skills for Climate Empowerment

Instructions for the Recurring Reflection Activity can be found at the end of the Overview section of the Workbook

Suggested time:

15 minutes

Suggested Group Activity:

Individual reflection and group sharing

Suggested Facilitation

This final activity repeats itself at the end of every Chapter and is not meant to be challenging or require a lot of energy from learners.

8 minutes – Have learners reflect on the skills listed in the table and respond to the prompt on their own.

7 minutes – Have learners share back with the whole group and ask questions about skills they did not fully understand.

[If you have a larger group, you can have learners share with a partner or in small groups of 4-5 people instead of sharing back with the whole group.]



This activity is meant to help learners think about their own learning and the skills they are using and developing through the Workbook activities and content. Connect the skills listed in the table to learners' lives by asking questions like, "Which skill do you use the most in your everyday life? Which skills do you think are going to be most important for your future and why?"

Chapter 2: How are countries taking action?

Suggested time on activities: approx. 4 hours and 20 minutes total, can be divided into 3 sessions.



The Big Picture

1. To introduce learners to Nationally Determined Contributions (NDCs) as an example of how they can get involved in climate policy and action in their country.
2. To get learners thinking critically about their own country in terms of climate change and have them set priorities, actions, and goals that they believe should be included in their country's NDC.



Learning Goals

Learners will know:

- The United Nations Framework Convention on Climate Change (UNFCCC) was adopted in 1992 and set the foundation for countries to start addressing climate change
- The Paris Agreement was adopted in 2015 at the 21st session of the Conference of the Parties (COP21)
- Nationally Determined Contributions (NDCs) are part of the Paris Agreement's call to action for countries to develop clear plans for addressing climate change
- Countries are asked to update their NDC every five years at the global stocktake starting in 2023
- NDCs should include seven key components
- NDCs should be transparent, equitable, and increasingly ambitious
- Social, political, environmental, and economic aspects of their country are important to consider when drafting their country's NDC
- In addition to NDCs, countries are also asked to prepare National Adaptation Plans (NAPs) to communicate their unique and changing adaptation needs

Learners will understand:

- The wider context of climate change decision making, including the UNFCCC, COP, NDCs, and the global stocktake, put pressure on countries to contribute to addressing climate change through clear and real actions
- To address climate change, countries often need cooperation, assistance, and/or support from other countries in the form of money, technology, training, or other resources
- A country's key characteristics shapes its priorities for addressing climate change
- Clarifying these priorities is necessary to take action, but also very complex

Learners will be able to:

- Explain the purpose of the UNFCCC, COP, NDCs, and the global stocktake to a friend or family member
- Describe the seven components of an NDC accurately
- Consider how the social, political, environmental, and economic aspects of their country are connected to climate change
- Translate the key characteristics of their country into priorities, actions, and goals for their country to achieve in addressing climate change
- Confidently share their version of their country's NDC with a friend, family member, teacher, etc.

Key Terms and Concepts:



- United Nations Framework Convention on Climate Change (UNFCCC)
- Conference of the Parties (COP)
- Nationally Determined Contributions (NDCs)
- Global stocktake
- NDC's seven components (Mitigation, Adaption, Financial Support, Technology Transfer, Capacity Building, Transparency, Conditionality)
- NDCs should be ambitious, transparent, and equitable
- Key characteristics of learners' country
- National Adaptation Plans (NAPs)

What You'll Need:



- Learners should all have access to the Workbook content either online or printed (they can also share copies with each other)
- Learners should all have their own pencils/pens and paper

Activity Suggestions

We suggest facilitating Chapter 2 in three separate sessions:

- **Session 1:** Activities 2.1 + 2.2 + 2.3 (approx. 1 hour 5 minutes)
- **Session 2:** Activity 2.4 (approx. 1 hour 30 minutes)
- **Session 3:** Activities 2.5 + 2.6 (approx. 1 hour 45 minutes)

Activity

2.1 What are three key terms in climate decision making?

Suggested time:
15 minutes

Suggested Group Activity:
Whole group learning

Suggested Facilitation

The goal of this activity is to introduce learners to three key terms in climate decision making: the UNFCCC, COP, and NDCs.

15 minutes – Make this a quick group activity by asking 3 different learners to read aloud the definition of each key term. Give 2 minutes for learners to reflect on each definition and ask any questions before moving on to the next term.



For a more complete timeline of events between 1992 and 2015, visit the UNICEF/ YOUNGO Toolkit for Climate Activists resource: "[The Paris Agreement for Young People](#)." (page 10).

Activity

2.2 Why is it called a Nationally Determined Contribution? Let's break it down

Suggested time:
15 minutes

Suggested Group Activity:
Think, Pair, Share

Suggested Facilitation

For this activity, consider using a Think, Pair, Share format. This gives learners the time to reflect on their own (Think), combine their reflections with a partner (Pair), and then share their thoughts with the whole group (Share).



To learn more about NDCs, you can visit the [UNFCCC's website](#).

5 minutes - (Think) Learners first read and reflect on the information by themselves.

5 minutes - (Pair) Learners work with a partner to discuss anything they had questions about, thought was interesting, or surprised them about what they read.

5 minutes - (Share) Have each pair share their thoughts with the whole group. If you have many pairs, have each pair share with another pair instead of the whole group.

Activity

2.3 What are the seven key components of an NDC?

Suggested time:
35 minutes

Suggested Group Activity:
Puzzle Piece activity

Suggested Facilitation

For this activity, consider using the Puzzle Piece format again.



This activity requires a lot of mental work for learners, so make sure to give them a rest before starting or once they are finished.

5 minutes – Since there are seven components of NDCs, make groups with at least 7 people in them. Assign each learner in each group one of the components of the NDC to become an “expert” on.

[If you have less than 7 people, you can assign yourself a component and/or the whole group can read one together as practice. You can also assign more than one learner an NDC component if you have groups with more than 7 people in them].

10 minutes – Have learners read the definition and example of their assigned NDC component, and then come up with an example or strategy for explaining it to the rest of their group.

20 minutes – Once everyone has become an “expert” on their assigned NDC component, have learners get back in their groups and share their assigned component. This way, learners learn about the seven components of NDCs from their peers and become extra familiar with one component.

Activity

2.4 What do you need to know about your country to make an NDC?

Suggested time:
1 hour 30 minutes

Suggested Group Activity:
Small group project

Suggested Facilitation

For this activity, learners will form small groups with people they want to work with, as they will be asked to return to these groups for future activities.

5 minutes – Ask learners to form groups of 3–5 people. The people they choose will be their group for this activity and the next activity in this Chapter. If learners are having a hard time creating groups fairly and kindly, you can assign groups.

5 minutes – Once learners are in groups of 3–5 people, share with them their project for the rest of Chapter 2: creating an NDC for their country. The first step of this project is to brainstorm key characteristics of their country as a team. To do this, have each group assign roles to make sure everyone is contributing:

Project Roles:

1. The Recorder (this person writes down the ideas for the group)
2. The Question Asker (this person asks the group questions to keep them thinking)
3. The Timekeeper (this person makes sure the group finishes their work on time and isn't spending too much time on one question)
4. *Optional.* The Overthinker (this person purposefully asks their group follow-up questions to help everyone consider different perspectives and opinions)
5. *Optional.* The Reporter (this person shares back to the other groups when asked)

1 hour 10 minutes – After each group has assigned roles, have them begin working through the table of questions in Activity 2.4. As they work, you can visit each group to check on their progress. If they are stuck on a question, you can help them brainstorm. If they have finished quickly, you can help them add to their responses.

10 minutes – If there is time at the end of the session, have one learner from each group – it can be The Reporter – share back to the whole group. They can share what questions they struggled with and what questions they would like help from others to complete their response to.



Working in a group can be challenging for some learners, and thinking about all the different characteristics of their country is a large mental task. If you see groups are losing energy or slowing down in their progress, help energize them by getting them up and moving, making them laugh, or suggesting they take a 5-minute break to clear their minds before getting back to work.



If learners are struggling to answer questions about their whole country, help them with leading questions that focus first on their local context like, "Instead of thinking about the whole country, what about our town or city? What is important in our local context? How do these local key characteristics connect to things going on in other parts of our country?"



If learners have the time and desire, you can also encourage them to do more work on this project outside of the session. They can ask their family, friends, and community members what they think are important about their country, too.

Activity

2.5 What should your country's NDC include?

Suggested time:

1 hour 30 minutes + take home time + Sharing Event

Suggested Group Activity:

Small group project

Suggested Facilitation

For this activity, learners will continue to work in the groups they formed in Activity 2.4.

5 minutes – Have learners re-assign the Project Roles from Activity 2.4, so every member of each group is taking on a different role.

1 hour 20 minutes – Learners will use their country's key characteristics to fill out the table in Activity 2.5. Let them know that this table is to help them organize their thoughts, but the final project that they will share with the group will be a presentation or performance of their choice. Have learners work on the table and start planning their final presentation for the rest of this session.

5 minutes – Before ending the session, decide with your learners on a date and time for a Sharing Event. This will be for groups to present their NDC to everyone and can include inviting others from the community, such as friends and family.



If learners are struggling to turn their country's key characteristics into NDC priorities, actions, and goals, you can help by asking questions like, "How are the important aspects of your country related to climate change? How do they contribute to its causes, and how are they affected by it? What needs to happen in your country to limit climate change's causes and effects? How will addressing climate change affect the important aspects of your country positively or negatively?"



Like the last activity, learners can also involve their family, friends, and community in this activity by asking for their thoughts and advice. They can also work with their group outside the session to prepare their presentation for the Sharing Event.



Thinking of all the priorities, actions, and goals that should go into your country's NDC is a large and overwhelming task. Remind your learners that this is just an activity, not a test or competition, and there are no "right answers." The goal of this activity is for them to use what they've learned so far, including the seven components of NDCs, to think about what's important for addressing climate change in their country.

Activity

Recurring Reflection Activity: Skills for Climate Empowerment

Instructions for the Recurring Reflection Activity can be found at the end of the Overview section of the Workbook

Suggested time:
15 minutes

Suggested Group Activity:
Individual or group reflection

Suggested Facilitation

For this reflection activity, learners are asked to consider which skills they've used during Chapter 1 and Chapter 2 of the Workbook.

15 minutes – You can structure this as a group reflection activity and have everyone sit or stand in a circle and share one skill they have used and how they used it.

If your learners are feeling more independent, you can have them find a quiet place and complete this activity by themselves.



If learners are wondering why this is a repeating activity, you can explain that it is to help them think about their own learning. Being able to recognize the skills you are developing is an important skill in itself and can help learners describe their abilities and experiences clearly. This can be very useful in interviews for jobs or other opportunities.

Chapter 3: Who can help you take action?

Suggested time on activities: approx. 5 hours 45 minutes total, can be divided into 4 sessions.



The Big Picture

1. To introduce learners to the concept of climate change stakeholders and get them thinking critically about two kinds of stakeholders: those who influence and are affected by climate decision making, and those who make climate change decisions in their country.
2. To connect learners' understanding of climate change stakeholders in their country to the NDC they created in Chapter 2 and get them thinking about how their NDC affects stakeholders differently.
3. To help learners think about how they can connect with climate change stakeholders in their country effectively and what their personal message about climate change is.



Learning Goals

Learners will know:

- Stakeholders in their country are made up of formal and informal groups who have some interest in climate decision making because they are affected by it positively or negatively
- The two continuums of influencing stakeholders (power and vulnerability)
- The four organizational levels of stakeholders that make climate change decisions in their country
- The four quadrants of stakeholders who influence climate change
- The ways stakeholders are affected by the NDC they prepared
- Examples of how they can connect with stakeholders in their country
- To connect with stakeholders, you need a strategy that works for your context
- A clear, meaningful message to stakeholders includes who you are, why you care, what you care about, and what you are asking others to do
- According to the Glasgow Work Programme, every government should have an ACE Focal Point for coordinating and managing action for climate empowerment in their country

Learners will understand:

- Climate change decision making is a complex and complicated process that makes it very difficult to satisfy every stakeholder's needs and wants
- Climate decision making requires power and influence, and the stakeholder groups with the least power and influence need to be heard and protected the most
- Accounting for stakeholders, including understanding their needs and wants, listening to them, and ensuring the most vulnerable and marginalized are protected, is a critical aspect of climate decision making, especially in writing an NDC
- Connecting with stakeholders is an important and necessary part of climate decision making, and requires thoughtful reflection on the best ways to connect based on cultural and societal expectations
- Climate change is both a global and personal issue for many people, and creating a message that connects your personal experiences of climate change with a global call to action can help inspire others to take action

Learners will be able to:

- Describe the importance of stakeholders in climate change decision making to their friends or family members
- Identify examples of stakeholders for each of the four quadrants of influencing stakeholders
- Identify examples of stakeholders for each of the four organizational levels of decision making stakeholders
- Explain how different stakeholders are affected by their NDC priorities
- Consider the different perspectives of specific stakeholders in regard to their NDC
- Explain the four aspects of a clear, meaningful climate change message (Who, Why, and Double What) and identify each aspect in example messages from young people
- Write their own message about climate change that includes the Who, Why, and Double What

Key Terms and Concepts:



- Climate change stakeholders
- Continuum
- Continuum of Vulnerability
- Continuum of Power
- Influencing stakeholders
- Four quadrants of influencing stakeholders
- Decision making stakeholders
- Glasgow Work Programme and ACE Focal Point
- Four organizational levels of decision making stakeholders (town/village, city, national, and international)
- Debate and negotiation
- Connecting with stakeholders
- Social media as a tool for connecting with stakeholders
- Who, Why, and Double What of an effective climate change message

What You'll Need:



- Learners should all have access to the Workbook content either online or printed (they can also share copies with each other)
- 4 pieces of large poster paper and a pack of markers (enough for at least half of your learners)
- Tape if you are inside
- Learners should all have their own pencils/pens and paper

Activity Suggestions

We suggest facilitating Chapter 3 in four separate sessions:

- **Session 1:** Activity 3.1 (approx. 1 hour 30 minutes)
- **Session 2:** Activity 3.2 (approx. 1 hour)
- **Session 3:** Activity 3.3 (approx. 2 hours)
- **Session 4:** Activities 3.4 + 3.5 + 3.6 (approx. 1 hour 15 minutes)

Activity

3.1 Who are stakeholders that influence climate decision making in your country?

Suggested time:
1 hour 30 minutes

Suggested Group Activity:
Group work, Puzzle Piece activity

Suggested Facilitation

For this Chapter, learners will work in the same groups they formed to create their country's NDC (referred to as "NDC groups"). This way, learners can continue building on their ideas from the NDC they prepared in Chapter 2.

This first activity requires a lot of content knowledge. By using a Puzzle Piece format, you can encourage peer-to-peer learning and increase the time learners spend actively working.

5 minutes – Start by assigning each NDC group one of following key questions:

1. Who and what are climate change stakeholders?
2. What is a continuum and what is the Continuum of Vulnerability?
3. What is a continuum and what is the Continuum of Power?

If you have more than 3 NDC groups, you can assign the same question to multiple groups. If you have

less than 3 groups, have groups focus on questions 2 and 3, and go over question 1 about climate change stakeholders together.

20 minutes – As an NDC group, learners will become "experts" on their assigned question by reading the LEARN section of Chapter 3, stopping at Activity 3.1. In their NDC group, they will prepare to share their response to their question with everyone.

20 minutes – Bring everyone together to have each NDC group share their response to their assigned question.

5 minutes – Once learners understand the concepts included in the three key questions, it is time to start filling out the chart in Activity 3.1. We suggest using a Puzzle Piece format again, this time within groups. Within each NDC group, assign each person one quadrant of the chart. Since there are 4 quadrants, if a group has less than 4 people, they can fill out one quadrant together as practice. If they have more than 4 people, two learners can work together on one quadrant.

5 minutes – Now that learners are assigned a quadrant within their NDC groups, have them match up with people from other groups who have also been assigned the same quadrant. Now they are working across NDC groups as well, in “quadrant groups.”

20 minutes – Have learners work with their newly formed quadrant groups to think of as many climate change stakeholders as possible for their assigned quadrant.

15 minutes – Have learners return to their NDC group and share the climate change stakeholders they came up with for their assigned quadrant with the rest of their group.



If learners want to keep learning about climate change stakeholders in their country, they can continue this activity on their own by going online if they have internet access, or asking their friends, family, and community members who they think are important climate change influencing stakeholders.



Thinking about stakeholders who are vulnerable to climate change and/or have little power in decision making can be personal for some learners and can trigger emotions such as anger or sadness. Recognize when your learners are feeling emotionally heated and give them an outlet for their feelings that is supportive and safe. Although we can't fix every problem or make every pain go away, we can be present to listen and provide comfort as learners process their feelings.

Activity

3.2 Who are stakeholders that make climate decisions in your country?

Suggested time:

1 hour

Suggested Group Activity:

Think, Pair, Share + Bus Stop Activity

Suggested Facilitation

For this activity, we suggest a Think, Pair, Share activity followed by a "Bus Stop" activity. The "Bus Stop" activity has learners move around as though they're on a bus, and stop at specific stations to read information that's provided on posters and add their ideas. This lets learners think independently while still interacting with their peers' ideas.

5 minutes - Prepare for the Bus Stop activity with four large pieces of poster paper. Write in large letters at the top of each paper the organizational levels for decision making stakeholders. You should have one paper that says TOWN/VILLAGE, one that says CITY, one that says NATIONAL, and one that says INTERNATIONAL. If you are working inside, use tape to hang each paper on the wall, spaced apart from each other like different bus stops around the room. If you are outside, you can lay each paper on the ground and weigh it down with rocks or something heavy.

Now you can begin the Think, Pair, Share activity, which prepares learners for the Bus Stop activity.

5 minutes - (Think) Have learners read the information presented in Activity 3.2 by themselves.

5 minutes - (Pair) Learners chat with a partner about the information they read in Activity 3.2.

5 minutes - (Share) Come together as a whole group to answer any questions learners might have about the different levels of decision making stakeholders.

20 minutes - Once learners understand each of the four organizational levels of decision making stakeholders, start the Bus Stop activity by passing out markers. If there aren't enough markers for every learner, they can share. Have them stand up and move around the space like they're riding a bus. They can have fun with this and pretend one learner is

the driver, making stops and "getting off the bus" at different posters. As learners stop at each poster, have them write climate change stakeholders that fit for each level written on the poster. Learners should stop at all the posters many times so they can see what their peers are adding. If a learner thinks of a stakeholder that's already been written, they can add a ✓ next to that stakeholder's name instead.

15 minutes - Once all four posters have been filled out with lots of stakeholders, look at the posters together and discuss any stakeholders that seemed to receive a lot of ✓'s, or stakeholders that learners might disagree on.



If learners are struggling to think about decision makers related to climate change, you can help them by first thinking about decision makers they know about already, such as their local government officials, the president/prime minister, and different ministries. Connect these stakeholders with climate change by asking questions like, "At this level, who makes decisions about what we can, cannot, or must do? Are these decisions affected by climate change, or do they affect actions to address climate change?"

Activity

3.3 What would stakeholders think of your NDC?

Suggested time:
2 hours

Suggested Group Activity:
Bus Stop activity + Role Play Debate

Suggested Facilitation

For this activity, you can use a Bus Stop activity again to join all the NDC groups together and decide on 5 top NDC priorities. Then you can hold a Role Play Debate about these priorities.

10 minutes – Using the Bus Stop activity again, give each NDC group a piece of paper (you can use the backs of the paper you used in Activity 3.2 to save paper!) and a marker. Have groups write their top 3 NDC priorities from their own NDC on their paper, and then place the paper somewhere in the space you're working.

15 minutes – Now, have learners “ride the bus” and stop at each NDC group's poster to read their priorities. Each learner can vote for three priorities. They can add a ✓ next to the three priorities they think are most important across the different posters. When time is up, count which priorities have the most ✓'s and choose the top 5.

5 minutes – Once learners have chosen their top 5 NDC priorities, prepare for the Role Play Debate by dividing learners into 7 teams. If you have 7 learners or less, then each learner is their own team. For each team (or individual), assign them a decision making stakeholder level (town/village, city, or national) or an influencing stakeholder quadrant (Quadrant 1, 2, 3, or 4) from the table in Activity 3.4. This means one group will be assigned a town/village level decision maker, one assigned a city level stakeholder, and so on. If you have less than 7 learners, you won't be able to assign every stakeholder, but that's okay. Once groups are assigned a stakeholder level or quadrant, they can now choose a specific group or individual stakeholder who fits their assigned level/quadrant from their country. This will be the group/individual they represent during the debate. They can use the stakeholders they thought of in Activities 3.1 and 3.2 to help them choose.

20 minutes – Having chosen their stakeholder, have learners fill out the table in Activity 3.3 based on their stakeholders' perspectives. What they write in the table will be their main arguments for the debate.

1 hour – When learners have finished filling out the table for their chosen stakeholder, introduce the debate process to them and start the debate. Let them know that the goal of the debate is to convince other stakeholders to agree with their stance (accept or reject) on the top 5 NDC priorities.

Debate Process

- Opening Statements (2 minutes for each group).** Each group/individual representing a stakeholder will have 2 minutes to share their opening statement. They will explain why they accept or reject the top 5 NDC priorities.
- Direct Questioning (10 minutes).** Any stakeholder group that wants to speak can raise their hand and ask a direct question to another group about their position on the NDC priorities. This part of the debate might get energetic, but make sure to keep it under 10 minutes. You can reassure learners they will have 20 minutes in the next part of the debate to continue discussing with other groups.
- Negotiation Period (20 minutes).** This is the most important part of the debate. Stakeholder groups will have 20 minutes to mix with other groups and ask them questions, challenge their position (to reject or accept the NDC priorities), and try to convince them to change their position. You can allow learners to move freely and talk to different stakeholder groups. They can talk to whoever they want, but they must always be acting as their stakeholder! By the end of this period, each stakeholder group has to decide if they will keep

their opening statement the same or change it. Remind learners that their goal for this period is to convince other stakeholders to agree with their position on the NDC priorities.



This is a long activity. Make sure to let learners stretch, eat and drink, and take bathroom breaks as they need it.

4. *Final Statements (2 minutes for each group).* Having had the chance to update their position during the Negotiation Period, each group will now have 2 minutes to share their final statements, which can be the same, totally different, or slightly changed from their original opening statement.



Debates are most fun when people care about their position, but this can also lead to emotional exchanges. You can encourage learners to engage in passionate debate while also being respectful and professional, like they would be expected to do in a real debate. If you see some learners are taking things too far, you can pause the debate and add a quick reminder that we are here to learn together and help each other. You can also take time before the debate begins to establish "guidelines" that learners agree on together. This makes it more likely they will remember and follow them during the debate.

10 minutes – Once the debate has ended, bring everyone together to reflect on the activity using the following questions as guidance

1. Based on the final statements from stakeholder groups, are the 5 NDC priorities we chose at the start of the activity suitable for our country? Why or why not?
2. Did you think about the principles of equity, justice, and fairness in your negotiations? Why or why not?
3. In a real debate about climate change decision making in our country, do you think stakeholder groups from all the different levels and quadrants would be included? Why or why not?

Activity

3.4 What are young people's climate change messages?

Suggested time:
30 minutes

Suggested Group Activity:
Group work

Suggested Facilitation

For this activity, we suggest having learners work in groups to read through the climate change messages from young people and identify different parts of their message.

10 minutes – Introduce the four key parts of a clear climate change message to your learners: Who they are, Why they care about climate change, What they care about most, and What they are asking others to do. We call this the Who, Why, and Double What of a clear message.

15 minutes – In small groups, have learners go through each young person's message in the table in Activity 3.4. Have them circle and label the Who, Why, and Double Whats of each message.

5 minutes – You can take the last 5 minutes of this short activity to go over one message from the table together, calling on different groups to identify the Who, Why, and Double What.



If learners have access to the internet and want to read more messages from young people, they can visit Patagonia's website by clicking on [this link](#) and then scrolling down to see more messages from young people.

Activity

3.5 What's your climate change message?

Suggested time:
30 minutes

Suggested Group Activity:
Independent or pair work

Suggested Facilitation

For this activity, we suggest giving learners the choice of working on their own or in pairs to create a personal message about climate change that's important to them.

20 minutes – Give learners the choice to work by themselves or with a partner to write their message about climate change that they might someday share. You can suggest learners find a quiet place either inside or outside to work. Let them know you will be available as they work to answer questions or help them brainstorm.

10 minutes – Give learners the option to share their message with the rest of the group. If some learners choose to share, make sure others are being respectful and listening. You can give positive feedback after they share, too. This is not required, and it's okay if no learners want to share.



For many people, talking about why climate change matters to them is very personal and can be emotional. Make sure your learners do not feel pressured to write or talk about something they're not yet ready to share. Let learners know that the message they write now doesn't have to be the one they share with stakeholders someday. Instead, they can use the activity to start working through their feelings about climate change. When they're ready to share their story, they can turn their feelings into a clear message.

| Activity | |
|--|--|
| Recurring Reflection Activity: Skills for Climate Empowerment Instructions for the Recurring Reflection Activity can be found at the end of the Overview section of the Workbook | |
| Suggested time: 15 minutes | Suggested Group Activity: Independent activity |
| Suggested Facilitation | |

15 minutes – For this final reflection activity, have learners follow the instructions for Chapter 3 by themselves. If you are able to play some calming music, this can also help them relax. If there is time, you can come together as a group and have learners share what they wrote.

Chapter 4: Turning your knowledge into action

Suggested time on activities: approx. 4 hours 15 minutes total, can be broken down into 3 sessions.



The Big Picture

1. To support learners in applying the knowledge, understanding, and skills they developed throughout the Workbook to creating their own Climate Policy Action Plan.
2. To give learners examples of how young people around the world have taken collective and individual action to address climate change.
3. To remind learners to keep thinking about equity, justice, and fairness as they seek opportunities to engage with climate decision making.



Learning Goals

Learners will know:

- What common but differentiated responsibilities (CBDR) refers to in climate decision making
- Concrete examples of young people around the world who are engaging in climate decision making
- The difference between meaningful inclusion and tokenism in climate decision making
- The initial considerations to making a Climate Policy Action Plan of their own
- The important differences and similarities between their Climate Policy Action Plan and their version of their country's NDC

Learners will understand:

- All countries have the responsibility to address climate change but have different abilities to do so based on their access to money, time, resources, etc.
- Engaging in climate decision making can take many forms and is different for each person depending on their location, resources, and individual identity
- Opportunities for climate decision making are not always inclusive or equitable
- Specific steps must be taken to address these inequities in opportunity, and sometimes efforts to be inclusive still leave many people out
- Preparing a Climate Policy Action Plan of their own is an ongoing process of learning, making mistakes and growing from them, and staying committed to what they believe in

Learners will be able to:

- Explain the concept of CBDR to a friend or family member using an example
- Share examples of young people from around the world who have engaged in climate decision making
- Describe how opportunities to join climate decision making processes can and should be made more inclusive
- Combine and apply the knowledge, understanding, and skills they have developed throughout the Workbook to create a plan for taking action on their own
- Write an initial outline of their Climate Policy Action Plan.



Key Terms and Concepts:

- Common but differentiated responsibilities (CBDR)
- Individual versus collective action
- Examples of collective climate action led by young people
- Examples of how young people are taking climate action
- Inclusion versus tokenism
- Barriers to participation in climate decision making
- Climate Policy Action Plan



What You'll Need:

- Learners should all have access to the Workbook content either online or printed (they can also share copies with each other)
- Learners should all have their own pencils/pens and paper

Activity Suggestions

We suggest facilitating Chapter 4 in three separate sessions:

- **Session 1:** Activity 4.1 + 4.2 (approx. 1 hour 30 minutes)
- **Session 2:** Activities 4.3 (approx. 1 hour)
- **Session 3:** Activities 4.4 + 4.5 (approx. 1 hour 45 minutes)

Activity

4.1 How have young people started collective climate action?

Suggested time:
30 minutes

Suggested Group Activity:
Think, Pair, Share

Suggested Facilitation

For this activity, we suggest a Think, Pair, Share format.

15 minutes – (Think) Make sure learners have read the LEARN section of the Workbook up to Activity 4.1, and then have them read the examples in Activity 4.1. Once they are done reading, have them reflect on the following questions either by thinking to themselves or writing down their thoughts:

1. What is most inspiring to you about each action and why?
2. Are these actions something you would want to get involved in? Why or why not?
3. The table shares the international impact of each action. What do you think could have been some of the national or local impacts of each action?

7 minutes – (Pair) Once learners have reflected independently, have them work with another learner to share their reflections on the three questions above.

8 minutes – (Share) Have learners from each pair share their reflections with the whole group. If you have a lot of people, you can have pairs share with another pair instead of the whole group.



If learners have access to the internet and want to know more about the examples included in this activity, they can go online and visit the linked websites in the Workbook or do their own research! They can also search for youth-led climate groups and organizations from their own country and think about reaching out to them.



While the examples in this activity are international, you can encourage learners to think about the possibility of these kinds of actions in their own context by asking questions like, "Do you think this is something that would successfully engage young people in our country and/or community? Why or why not?"

Activity

4.2 How are young people taking climate action in their own communities?

Suggested time:
1 hour

Suggested Group Activity:
Group presentations

Suggested Facilitation

For this activity, we suggest giving learners the chance to be creative and perform for their peers by preparing presentations/performances that share each example with the rest of the group.

5 minutes – Instruct learners to make 6 groups. If you do not have enough learners for 6 groups, make as many groups as you can with at least 3 people in them. Assign each group one of the examples from Activity 4.2.

25 minutes – Each group will now read the example they have been assigned and prepare a 4-minute presentation or performance in whatever style they like (for example, they can prepare a short role play, a formal presentation, a song, a dance, etc.) to share with everyone.

30 minutes – Bring everyone back together to share their performances. At the end of each performance, you can leave 1 minute for the audience to ask questions.



If learners have access to the internet, they can learn more about each young person from the examples by going online and visiting the websites included in the Workbook, or searching for them on social media. They can also search for youth leaders in climate decision making from their own country.



Reading examples of what others have done can be inspiring, but it can also lead learners to compare themselves to others. Make sure learners know that this activity is to show the different kinds of actions that some young people have taken and what young people like them are capable of achieving. They are not expected to do the same actions as the people they read about but can instead learn from others' experiences and think about what they might like to do in their own community.

Activity

4.3 What are barriers to participating in climate decision making?

Suggested time:
1 hour

Suggested Group Activity:
Puzzle Piece Activity

Suggested Facilitation

We suggest a Puzzle Piece activity within groups of 4 people for this activity.

5 minutes – Have learners form groups of 4 people and instruct them to work with people they have not yet been in a group with (if possible).

10 minutes – In their groups, have learners read through the four opportunity descriptions in Activity 4.3, and then have learners each choose one opportunity they would like to become an “expert” on.

20 minutes – Working independently, each learner will fill out the table in Activity 4.3 for their chosen opportunity according to the assigned perspective.

20 minutes – Have learners rejoin their small groups and share with their group members what barriers and example solutions they identified for their opportunity and given perspective.

5 minutes – Bringing the whole group together, ask learners to share their initial reactions to the activity and how it might apply to their own lives.



To help learners understand the opportunities described in this activity and connect them to their local context, you can ask them questions like, “What opportunities, either related to climate change or something else, have you seen in your country that are similar to the ones described here? Did those opportunities leave anyone out? How could we make those opportunities more inclusive?”

Activity

4.4 What's Next for You? Your Climate Policy Action Plan

Suggested time:
1 hour 30 minutes

Suggested Group Activity:
Small group or independent work + partner sharing

Suggested Facilitation

For this activity, we suggest giving learners the option to work in a small group or independently. Let them know that their Climate Policy Action Plan will likely require collaboration and cooperation with others eventually, but if they want to start on their own, that's okay.



Creating a Climate Policy Action Plan is an intense process that cannot be finished in one session. Make sure learners are not feeling rushed or pressured to complete their plan during this session by creating a relaxing work environment. The work they do now is just the beginning of the process, and they can always change and add to their ideas later on.

10 minutes – Give learners time to read through all the questions in the Climate Policy Action Plan table and ask any initial questions.

50 minutes – Use the rest of this session to let learners brainstorm ideas for their Climate Policy Action Plan by themselves or in small groups. As they work, you can walk around and visit each individual/group to see their progress and help as needed. If you are able to play some relaxing music during this work period, that's great!

5 minutes – Once learners have had some time to start thinking about their Climate Policy Action Plan, have them find another group (if they made their plan in a group) or another individual (if they made their plan by themselves) to work with.

25 minutes – Once all learners have found a partner group or a partner individual, instruct one partner to be the "Listening" partner and one partner to be the "Presenting" partner. Have the Presenting partner take 7 minutes to share their plan and any areas they would like help with. Once they are finished, the Listening partner can spend 5 minutes asking clarifying questions and helping their partner think of new ideas. Repeat this process by switching who is the Listening and Presenting partner.

Activity

Recurring Reflection Activity: Skills for Climate Empowerment

Instructions for the Recurring Reflection Activity can be found at the end of the Overview section of the Workbook.

Suggested time:

15 minutes

Suggested Group Activity:

Group reflection or independent

Suggested Facilitation

2 minutes – For the last reflection of this Workbook, you can ask learners if they would like to share their thoughts in a group or work by themselves. Ask learners to raise their hands for the option they prefer and go with the option that the most learners want.

13 minutes – Give learners the rest of the time to consider the skills they will need for their Climate Policy Action Plan.



Coming to the end of the Workbook activities, learners might still feel confused about certain topics from the Workbook or unsure about where to go from here. Remind them that they can always return to the Workbook and the work they completed whenever they need inspiration or resources and that so many more resources exist beyond this Workbook, including in their peers, teachers, community, and online.

What's Next For You?



Congratulations! You have come to the end of our suggested activities for the Workbook on Youth Leadership in Climate Policy. Although the Workbook activities are now complete, the work to engage in climate decision making with your learners has only just begun. Whatever is next for you and your learners is up to you both to decide. We hope that through the Workbook, this Facilitator's Guide, and the other resources we've shared, you feel confident and prepared to continue promoting and supporting education for climate action with your learners.

