

COMMUNICATING CLIMATE CHANGE

Trapeze Resource pack: Educational Workshops for Climate Action www.trapeze.org.uk

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1. How to inspire change through learning together-Tips for Starting Off

How things are taught is as important as what is taught in inspiring people to take action in their own lives. In these days of compassion overload we can't assume that any shocking statistic or distressing story will have any impact. Instead we need creative ways to think and learn about the problems we face. Think of a really boring teacher at school. What made them boring? Were they monotonous, arrogant, bossy, or stern? Think of some piece of information that really impacted on you. Why do you remember it? What struck you about it? How was it presented? Thinking about being a participant yourself will help you to plan a workshop. At the same time, remember people learn in different ways – through listening, writing, drawing, speaking, and acting – so try and use a variety of senses. Hopefully this and the resources in the Resources section will help you get out there, there is no better way to learn than by doing!

Getting Organised

a) Knowing the subject

- Remember to have a clear focus for the workshop.
- Find out as much as possible about the participants, how often they meet, what their interests are, what level of awareness they may have about the topics you want to talk about.
- While you don't need to be an expert, it's important to have some concrete facts as they will help give you credibility and confidence., (see next section for a brief overview.) Use books, films and websites, newspaper clippings and quotes from the radio/TV/films.
- Research any existing campaigns and try to understand the arguments of all sides.

b) Designing the workshop

- Running a workshop with more than one person can really help practically - it also gives more variety.
- Bear in mind that people normally retain more if they have an opportunity to discuss, question and digest. Less is more.

- Remember that there are neither correct answers nor easy conclusions. Plant the seeds of questioning and encourage people to find out more for themselves.
- Use a variety of films, games, debates, free time for questions and informal discussion.
- Include plans for action and possible future steps early on.
- Allow time for breaks

c) The practical stuff

- Getting people along can be the main challenge, look out for existing groups, unions, community groups/ centres and spaces which have similar events.
- Advertise as early and as widely as possible using posters, websites, email lists, personal invitations, local press etc.
- Set up all the equipment you need well in advance to avoid last minute stress.
- Arrange the chairs in a circle, if space permits, as people can see each other and there is no one at the front lecturing.
- Think of a method for people to give feedback and to exchange contact details.
- Provide snacks and drinks if a long session.
- Offer people the possibility of further sources of information, either through handouts or websites

d) Facilitating

- Keep to an agreed time-frame and explain the aims and structure of the workshop.
- Be friendly and respectful, other people should follow your example.
- Make a brief group agreement at the start –e.g. turn off mobile phones, agree to listen wait their turn, etc. (see next section for how)
- Ask people who haven't spoken if they would like to contribute.
- Don't be afraid to admit that you don't know the answer. You can offer to find out, or suggest that you find the answer together.
- People learn best when they come to their own conclusions. The facilitator's role is to lead people through information, rather than presenting completed solutions. Ask questions and encourage participants to ask questions. For example, '*the way it works is....*' can be replaced by '*why do you think it works that way?*' This may take a bit longer but it is more likely to be absorbed.
- Use bright, colourful props and a range of media to draw people's attention. Dress appropriately to the group.

Challenge dominance Both from vocal participants and as facilitators. Be open from the start about why activities are being undertaken and do not manipulate participants to certain ideological ends.

Don't judge Be supportive in your approach and recognise the validity of a diversity of actions and viewpoints. It's not about persuading people to think or act as you want them to!

Listening is crucial Learn the importance of active listening to allow necessary discussion. Letting people talk, reducing dependency and empowering people to think for themselves are at the heart of radical education.

1. What is climate change and what are the impacts?

2.

A brief summary of facts and figures, how is climate change caused?

- Main gases involved are Carbon dioxide, methane (fossil fuels, rice paddies, waste

dumps and live stock) and nitrous oxide (fertiliser and industrial processes). CFCs and HFCs are also important.

- As gases rise up, the ozone layer keeps them trapped in the earth's atmosphere
- Greenhouse gases retain heat and cause the the atmosphere to retain more heat from the sun and cause what is known as global warming or climate change
- The effects of this are unpredictable

What are the impacts of climate change

- *Global temperature rise* Global temperatures have risen by over 0.7C in the last 300 years, and are predicted to rise by between 1.4C and 5.8C by 2100 (IPCC). The IPCC has recently taken off the top cap as it says it is possible that the temperature rise will be much greater. The last time there was a 6c global temperature rise was in the Permian, and this led to 90% species loss across the planet!
- The heatwave of the summer 2003 (hottest on record in Europe) killed 30,000 people across Europe
- *Rising Sea levels* The sea will expand as it warms and as the glaciers and ice caps melt. Scientists predict about a 1m rise in sea levels by the end of this century, but if the icecaps melt it will be much greater.
- *Melting Ice Caps and Glaciers:* Snow cover in the Northern Hemisphere has declined since the late 1960's by around 10%. According to NASA, the polar ice cap is now melting at the rate of 9 percent per decade. The Greenland ice sheet is all but doomed to melt away to nothing, according to a new modelling study. If it does melt, global sea levels will rise by seven metres, flooding most of the world's coastal regions. This could start in the next 50 years.
- *Increase in rainfall in some regions* There is evidence of more precipitation in large parts of the World - an increase of 0.5-1% per decade in many mid and high level areas of the northern hemisphere
- *Intensifying of tropical storms* The cause of intensifying tropical storms in the Atlantic is currently under study, and some scientists believe rising sea surface temperatures to be the cause.
- *In the UK:* The UK's meteorological office says the UK is set to get warmer and drier. By 2080 there will be, at worst, 50 per cent less rain than there was in the 1990s. Average summer temperatures are set to rise by up to 3.5 degrees, while temperatures swings will be wilder, with the top 10 per cent of daily highs soaring as much as 7 degrees.

3. Activities

Here are a variety of activities you could use in an interactive workshop on climate change. Many of these activities are easily adapted, there is also a lot of information contained within them. They should help you plan a talk/workshop and facilitate discussion and action planning.

Introduction

Introduce yourself, say why you are here, and explain the format of the workshop. Let people know if they can ask questions as they go along or have to wait till the end. Tell people to turn their phones off/ on silent.

Start off with talking briefly about why YOU are concerned about climate change, be honest. Its good to get people to start talking immediately – here's some hints how:

- Do a go round: ask people to say their names, where they are from, and what they hope to get out of the workshop
- Ask everyone to turn and talk to someone they don't know about when they first became worried about climate change. You could also ask them to say one or two things they have done in response to this (i.e. change light bulbs, etc.) – this brings the idea of action in at the beginning of the workshop.

1. EXERCISE: Group Agreement

It is good to develop a group agreement about how people are going to behave in the workshop from the beginning. This can help as a facilitator, you can refer back to it if a problem arises. Have a proposed one prepared on a flip chart that can be altered if necessary. Ask the group if there is anything else they want to add. Things you might want to include:

- Try not to interrupt other people talking
- Be respectful of other peoples opinions etc.
- Make sure that everyone is aware that sometimes women don't speak as often as men in groups.
- Try to not speak for more than 2 minutes at a time.

2. EXERCISE: Warm up: Penguin game (5 mins)

This is based on musical chairs.

- Put large sheets of paper on the floor that are big enough for all the group to squash on together. These are ice bergs.
- Tell everyone they are penguins and you are an oil baron. Ask them to waddle around the ice bergs whilst you play music. When the music stops they

all have to cram on the icebergs, and if you catch any not on the iceberg, then they have to become oil barons as well.

- Each time tear off bits of paper off the icebergs to make them smaller, and the penguins more threatened! If you don't have music, you could blow a whistle or shout something to signify the music stopping.
- If groups are empowered, the penguins might gang up on the oil barons and stop them destroying their environment.

3. EXERCISE: *Warm Up: Common Ground Game (5 mins)*: This is an icebreaker and also helps the person facilitating the session, and the participants to see how many similarities exist between the members of the group.

Method Everyone stands in a large circle. Explain to the group that when a statement is read out, if they AGREE they should take a small step forward. If they DON'T AGREE, stay put. Don't take steps backwards. The statements can be changed every time according to the group. Keep it light, and have some questions about opinions, so as not to alienate the high carbon users etc. You can decide where it's going depending on the response to each question. Some examples that we have used:

"I worry about climate change"

"I think corporations are taking over our political processes"

"I think we should try to save the rain forests"

"I use low energy light bulbs"

"I'm not confident the government is doing enough!"

"I ride a bike"

"I drive an SUV"

"I look at where my food comes from"

"BP's advert campaign makes me feel sick"

"I think if we all come together we can make a difference"

Depending on the size of the circle/group within 10 or so statements everyone should be in the centre of the room.

4. What is climate change – Brainstorm (5 mins)

Aim- to establish a group idea as to what climate change means to them

Method - On a large piece of paper write down what people shout out. Often what climate change is and what causes climate change are difficult to separate, so maybe writing headings on either side of the page. You could get the group to split off into small groups to do this. Talk about what people bring up and make sure the whole group understands.

5. EXERCISE: Prediction Game

Create a chart with 1-6 degree temperature rise shown. Have cards with predicted consequences of climate change written on them. Ask people at what temperature each consequence is likely to happen.

These facts were personally communicated by Mark Lynas, journalist and climate change campaigner. He is writing an extensively researched book about the what will happen at each degree temperature rise. Some of the effects can be placed in any temperature rise (e.g. refugees – already happening!). Use this to stimulate debate!

1°C Tropical coral reefs wiped out. Deserts spread through the American mid-West.

2°C: Greenland ice sheet begins irreversible collapse, raising sea levels. Polar bears extinct. Glaciers disappear from the Andes, causing drinking water crisis in Peru, Ecuador and Bolivia.

3°C Collapse of the Amazon ecosystem, destroying half the world's biodiversity and giving a massive boost to global warming. Stronger hurricanes strike tropical coastlines around the world.

4°C Likely collapse of the West Antarctic Ice Sheet, which holds 5 metres of sea level equivalent. Net food shortage leads to global starvation.

5°C Collapse of human civilisation due to pressures from famine and water shortage. Conflicts emerge as refugees flood into habitable areas.

6°C Mass extinction involving nearly all life on Earth. Only a few human survivors hold on close to the poles.

This exercise can be very depressing, it is important to give time for discussion afterwards.

6. EXERCISE: Communiqués. (10 mins)

Aim: To encourage critical thinking and shared literacy of seeing through the green/white wash by de-constructing how those in power communicate with the world.

Method

Read out these statements from Tony Blair and ask people to say whether or not they agree with the statements (break statements down)– if not, why not? Why do you think he said these things? What are the likely consequences of our 'leader' taking these attitudes? A possible interpretation is given.

• *'Action now can help avert the worst effects of climate change. With foresight such action can be taken without disturbing our way of life.'* Tony Blair, foreword to book called 'Avoiding Dangerous Climate Change' after a government organised conference (of

that name) of scientists in 2005.

Interpretation: 'Our way of life' got us into this mess. One way or another, 'our way of life' *will* be disturbed by climate change. Talk about everything that currently relies on oil: flying, food miles

• *'As a global energy company, we believe we can play a major part in finding and implementing solutions to one of the greatest challenges of this century'*

BP, on their website

Interpretation: BP is committed to finding and selling as much oil as possible. Beyond Petroleum? BP has increased oil and gas production by an average of 4.4% a year since 2000 - the fastest growth rate of the world's top three oil companies. BP invests 2.6% of its annual budget in solar & other renewable energy sources, much less than it ploughs into advertising and PR. 'Exposed: BP, its pipeline, and an environmental time-bomb', Independent (26.6.04) on BP's US-inspired and protected Baku-Tbilisi- Ceyhan oil & gas pipelines, which will be a human rights disaster & produce over 150m tonnes of CO2 each year for 40 years, causing untold damage to the world's climate.

Conclusions

We know that our elected leaders and the corporate interests they represent are not going to lead the way to the change we need. Despite being in full possession of the facts, they want to carry on making it worse. They are not the solution; they are the main agents of the problem.

7. EXERCISE: What action is the government taking?

Do a brainstorm of all the action the government is taking to stop climate change, and all its policies that make it worse.

Suggestions: Good: climate levy, carbon trust, energy saving trust, Kyoto treaty

Bad: massive airport and road expansion programmes, no tax on aviation industry, going to war for oil, pursuing policies of economic growth, setting emission reduction targets far too low, not prioritising it, poor investment in public transport, legal challenge against EU to increase emissions UK allowed

Conclusions:

Our society is based on the idea of economic growth. It demands that we produce more, buy more, and use more resources all the time. However, you cannot solve problems of dwindling resources and environmental destruction and maintain a 'growth economy.' The need for action on climate change is so urgent and so important that we cannot wait for governments and big businesses to sort the mess out. We need to start creating an

alternative world now!

12. EXERCISE: The YES/NO game (around 20-30 mins)

Aim This activity is to give people a chance to see their opinions in relation to other points of view and to try and defend or persuade others. It is a great way to stimulate debate.

Method

All stand up and explain that you are all standing on a continuum between YES at one wall and NO on the other and not sure in the middle. Read a statement and ask people to move depending on their point of view. When people have moved, ask someone each side, and in the middle to explain their view. Ask anyone if they want to move after what they have heard.

Questions / statements (make up more!):

- I have noticed a change in the weather in the last few years
- Is Nuclear power is a viable, clean alternative to fossil fuels?
- Could renewable energies could meet all of our current energy needs?
- Can international agreements like Kyoto be trusted to cut greenhouse gas emissions?
- Is Tony Blair serious about tackling climate change?
- Are carbon sinks and emissions trading effective ways of reducing carbon emissions?
- Is it desirable that levels of consumerism in the developing world equal that of those in the 'developed' world?

Conclusions

Whilst these debates are often lively the people giving the workshop need to be careful that they do not 'rant' to much and when they give their opinion it includes an "I personally believe"- from our past experience its normally where we let loose.

13. EXERCISE: How long have we known about climate change? (5 mins)

Aim-To show that climate change is not a new phenomenon and that the inability of government to take serious action even now is absolutely criminal. We are going to have to do it ourselves! Ask people when they first heard about climate change /global warming

Method

Use the following time line to explain the history of climate change. Have dates and events on separate cards, and get people to put them together.

1896-The first scientist came up with the theory that carbon dioxide could cause global warming with potentially disastrous effects

1979- The World Meteorological Organisation brought together scientists for the 1st world climate conference. They issued a call to governments to prevent and prepare for the

negative impacts of human induced climate change.

1988- J Hansen, a climate scientist at NASA warned a meeting in Washington that the world was getting warmer. This led to the formation of the IPCC, (Intergovernmental Panel on Climate Change.) This body has input from around 2000 scientists from around the world. Since their formation they have released what are called “assessment reports”

1994-The earth summit in Rio de Janeiro in which 177 countries came together agreed that action need to be taken

1997- The Kyoto Protocol to cut emissions was agreed- this calls for only a 5.2% emissions cut by 2010.

2001- The US and Australia pulled out of climate change talks and Kyoto

2005- The Kyoto protocol was signed, the US finally agreed that climate change was happening-

2006 – the first camp for climate action!

Conclusion

It's clear that an enormous fault lies at the heart of governments who through vested interests in large multinational companies have failed to act in the interests of the people despite international processes which have attempted to avert the worse effects of climate change.

14. EXERCISE: Spider Gram (15 mins)

Aim- to show the interconnectedness of whys, what's and rebound effects of climate change.

Method Divide the group into smaller groups (depending on size 4/5 is a good number in each group). Give each group a large piece of paper with climate change written in the middle of it and some 'key' words and phrases, e.g. deforestation, rising sea levels, food miles, consumerism, cars, asthma, war, government, industry, meat, dairy, TV, holidays abroad, road-building, extensions etc. Ask the group to come up with more words and draw links between the words that are related to each other. They can be really interesting diagrams and can help groups to see how all these issues are related.

Conclusions

Our modern way of life is completely linked to climate change and our governments are supporting the system which is creating it

15. EXERCISE: Acronym Game (10-15 mins)

Aim The idea of this game is to expose the world hidden behind acronyms, jargon bust

and prepare people for some of the info coming later related to these things.

Method

With this game its useful to gage the level of knowledge existing in the group as some of the acronyms are really obscure. Cut out the acronym cards. Divide the group into three or four and give each team three/ four cards. Ask the groups to discuss the cards within their small group. Go round the groups and make sure they know which each acronym means. Bring the participants together again- each group has to present the acronym to the other groups without saying any of the words in the name. The first person to correctly guess what the acronym stands for wins the card (although of course it's not about competition!) Ask the person who guessed the correct answer to explain what the acronym does and then open it up to the wider group if they have any other information. Then deal with any questions people might have- WARNING this game can become extremely long. It can be good to use much more simple terms such as carbon, emissions etc, chose depending on the group.

Acronyms / words:

- *IPCC, Intergovernmental panel on climate change*, The purpose of the IPCC is to assess information in the scientific and technical literature related to all significant components of the issue of climate change. The IPCC draws upon thousands of the world's expert scientists.
- *CDM, clean development mechanisms* – part of the Kyoto treaty – CDM projects in developing countries can be funded by non-developing countries which gets them carbon credits, and helps them meet their targets – CDs include renewables, creating carbon sinks etc.
- *CO2 ppm- parts per million*, - how CO2 measured in the atmosphere
- *UNFCCC- united nations framework convention on climate change*. The international treaty unveiled at the United Nations Conference on Environment and Development (UNCED) in June 1992. The UNFCCC commits signatory countries to stabilize human-induced greenhouse gas emissions to levels that would prevent dangerous climate change.
- *Kyoto Treaty* - international agreement struck by 159 nations attending the Third Conference of Parties (COP) to the United Nations Framework Convention on Climate Change (held in December of 1997 in Kyoto Japan) to reduce worldwide emissions of greenhouse gases.
- *Nuclear fission* – splitting an atom to create energy
- *Nuclear Fusion power* – creating power by fusing two nuclei from atoms. Said to be cleaner than normal nuclear power, but is still in developmental stages

- *Climate levy* - tax on the use of energy in industry, commerce and the public sector- does not apply to fuels used by transport sector, or fuels used for the production of other forms of energy (e.g. electricity generation) or for non-energy purposes or oils and energy intensive industries get an 80% discount.
- *Emission Trading Schemes* – part of the Kyoto treaty – if countries do better than their emissions targets, can sell their right to pollute to other failing countries. Can also get emissions 'credits' by funding carbon sinks projects.
- *COP* - meeting of Conference of Parties to the UNFCCC.
- *Energy Saving Trust* -government funded company dedicated to helping the public reduce emissions
- *Carbon Trust* - government funded company dedicated to helping business reduce carbon emissions
- *Climate change communications initiative* - government initiative to communicate climate change
- *Carbon Sinks* - things that capture and absorb carbon dioxide, e.g. forests, the sea, peat bogs.
- *Alt-tech* – alternative technologies for creating energy e.g. solar, wind

Conclusions

It's important that we demystify these important sounding acronyms and understand how they all inter-connect with each other. It also is a fun way to introduce lots of background info and get people working in teams.

16. EXERCISE: Chair game

Aim: A simple way to show the imbalance between the G8 countries and the rest of the world. This game can be modified to represent other imbalances or statistical information e.g. debt, trade, or carbon emissions

Method: Ask ten volunteers to form a line with their chairs and sit on them. You are going to ask a series of questions and in each question, one chair equates to 10% of the total. During the game, people will move along the chairs according to their allocated amount. Always try to get the answers from the participants.

Source: Alberta council for Global Cooperation.

Explain that the ten people represent the world's population, which is roughly six billion - so each person represents ten per cent or 600 million people.

Question: What percentage of the world's population is in G8 countries?

Answer: Twelve percent. Nominate one person (ideally at one end of the line) to

represent the G8. The remaining 88 percent are the majority world.

Question: What percentage of the world's total Gross Output (GNP) is produced by the G8 countries?

Answer: 48 percent (roughly 50 percent) so ask the nominated G8 person to occupy five chairs while the remaining nine squeeze onto the other five chairs.

Question: What percentage of the world's total annual carbon emissions are produced by the G8 countries?

Answer: 62 percent so ask the nominated G8 person to occupy six chairs while the remaining nine squeeze onto the other four chairs.

Question: Of the top 100 multinationals how many have their headquarters in G8 countries?

Answer: 98 percent. That would leave the majority without any chairs but if the G8 generously gave a bit of aid that would leave them with one chair. Ask the nominated G8 person to occupy nine chairs while the remaining nine squeeze onto only one chair. This is obviously quite difficult.

Outcomes and tips: Ask the G8 how he/she is feeling – then ask the majority world what they would do to change the situation. Some people might try to persuade the G8 to give them their chairs back; others just go and take them.

17. EXERCISE: Calendars of Action on Climate Change (5 mins)

It is great to be able to give people ideas of things they can get involved in, talks, demos, actions, tours, campaigns, film screenings etc. Write up all the possibilities and maybe people will decide to organise transport together or plan their own event.

18. EXERCISE: Planning for Action

The aim of the game is that people leave with concrete ideas about what they are going to actually do – a next date, an ambition, or a vision. This stage is also a chance for people to share ideas about the things they are already doing and plug any events or projects.

19. EXERCISE: Action mapping

Aim: To show a variety of actions and inter-connections

Method: Ask groups to think of two ways to tackle the issue that the workshop is dealing with at different levels: the individual, local and national/international

What can you do individually	What can you do locally	What can you do inter/nationally
Energy efficiency in	Join or set up a	Get informed about

the home, re: food, heating etc	group to talk to others about the issues	legislation, international agreements etc.
Cycle, walk or use public transport , reduce flying	Promote neighbourhood recycling and composting	Publicise, support struggles of those against fossil fuel extraction e.g. new pipelines.

Outcomes and tips: Get groups to think about time scales for their actions and how they practically might do them. A variation is to think about two things to do this week, this month, this year etc.

20. EXERCISE: Presents

Aim: To end the workshop on a high note and to get participants to 'think the impossible'.

Method: Identify the main problem that people want to focus on. Give out cards with an imaginary present written on to each participant. Ask them to describe how they would use their present to solve the problem.

Examples: the ability to look like anyone you want, £1 000 000, a minute of prime time TV, a key that unlocks any lock, an invisibility cloak etc.

21. EXERCISE: Social Change Pub Quiz

Aim: To provide a subversive environment for people to congregate socially and to have fun by organising a pub quiz where the content matter is related to important ideas and issues. Find a venue that will host you- open mic nights, student union bars, and your local pub and advertise the event. Make up some questions and answer sheets.

Consider using different topics and rounds such as picture or music rounds.

EXERCISE 22: Word Search Game for teenagers

You can copy and print out this word search for individual or group activity. Discuss what each of the word means and how is it relevant to the issue.

G	U	L	F	S	T	R	E	A	M	X	R	CLIMATE
A	C	E	G	I	K	Y	G	R	E	N	E	DROUGHT
P	O	L	L	U	T	I	O	N	M	O	T	WATER
Q	S	S	E	L	I	M	D	O	O	F	A	CARS
C	A	R	S	U	S	O	L	A	R	W	W	POLLUTION
X	S	C	H	O	O	L	R	U	N	Y	Z	AEROPLANE
W	O	O	D	L	A	N	D	Q	O	X	U	WOODLAND
E	V	C	O	Z	W	X	Y	Z	I	Q	P	ICECAPS
T	P	D	C	Q	D	I	L	M	T	N	T	RIVER
A	E	R	O	P	L	A	N	E	A	V	H	GULFSTREAM
M	A	R	I	W	J	K	L	M	L	W	G	ENERGY
I	C	E	C	A	P	S	O	N	U	X	U	INSULATION
L	B	V	H	L	F	U	E	L	S	Y	O	SOLAR
C	C	I	G	K	P	Q	R	S	N	Z	R	HEAT
E	D	R	F	H	E	A	T	Z	I	L	D	WALK
T	E	M	P	E	R	A	T	U	R	E	M	SCHOOLRUN
Look at the words in the right hand column. Can you find them in the word search?												FOODMILES
												TEMPERATURE
												CO2
												FUELS

4. USING FILMS IN AN INTERACTIVE WAY

- Stopping films and getting feedback, offering choices of what film to see next
- Having the films introduced by relevant people, Q and A sessions with people who were involved in the film, plants in the audience to stimulate debate
- Using extracts of videos for 'what happened next' role plays.

Choosing films with an audience and activity in mind

It can be a good idea to think of films to communicate a message to a specific group. Specifically targeted flyers, mail shots to email lists and personal contact and announcements at events work well. You can work with groups to choose a video with a suitable social change message.

Reclaim power, 1hour documentary, Voices from the Camp for Climate Action, Cine Rebelde.

- 'Cheeky Apocalypse' Short made up of TV clips to spell the truth hidden between the networks endless self denial over Climate Change

<http://www.beyondtv.org/beyondtv/page.php/363/soma/>

- 8 shorts made by the BBC documenting climate change around the world
<http://www.bbc.co.uk/bbcfour/documentaries/features/climate-shorts.shtml>
- Government 2 minute educational film on why climate change is happening
<http://www.climatechallenge.gov.uk/downloads/film.html>
- Reach for the Sky (about aviation and climate change – you may want to short show sections of this only)
http://enr.clearerchannel.org/media/reach_for_sky_undercurrents_xvid.avi
Available on CD from rising tide: info@risingtide.org.uk
- Emissions statements (6 minutes on why we should take direct action against climate change)

5. Final Thoughts, Overcome powerlessness

If everything is connected you can't change anything without changing everything. But you can't change everything, so that means you can't change anything! (A student after a lesson on globalisation from the book 'Rethinking Globalisation')

While it's not true that we cannot change anything, this student's comment demonstrates how depression and a feeling of powerlessness is a logical reaction when solutions seem very small in the face of such large forces. Here are some tips for giving positive workshops about negative subjects.

- Don't cram in too much information. Go step by step and give things time and space to develop.
- Mention the empowering side. Look for the positive things we can do and emphasise our creativity, our adaptability. Sharing personal experiences and failures can be very useful. Start with concrete achievable aims and develop from there.
- It is important that people are not left feeling isolated and that there is follow up
- Try making a presentation about initiatives or protests that have inspired you with images/photos and use this as a springboard for talking about the viability of these ideas.

6. FURTHER RESOURCES There are a huge number of resources out there. Here are some of our favourites.

Climate Change

[Rising Tide](http://www.risingtide.org.uk) www.risingtide.org.uk

Rising Tide UK is a network of groups and individuals dedicated to taking local action and building a movement against climate change.

Camp for Climate Action www.climatecamp.org.uk

14-21st August 2007

[Climate Justice](http://climatejustice.blogspot.com/) <http://climatejustice.blogspot.com/>

[Climate Science](http://www.climate.org/CI/europe.shtml) <http://www.climate.org/CI/europe.shtml>

[The Intergovernmental Panel on Climate Change](http://www.ipcc.ch/)

The Intergovernmental Panel on Climate Change (IPCC) has been established by WMO and UNEP to assess scientific, technical and socio-economic information relevant for the understanding of climate change, its potential impacts and options for adaptation and mitigation. It is open to all Members of the UN and of WMO. <http://www.ipcc.ch/>

[Climate Outreach and Information Network](http://www.coinet.org.uk/) <http://www.coinet.org.uk/>

[The Centre for Alternative Technology](http://www.centreforalternative.com/)-We offer solutions to some of the most serious challenges facing our planet and the human race, such as climate change, pollution and the waste of

precious resources. <http://www.cat.org.uk/>

[Indymedia Climate](#)

Global independant grassroots media focused on climate issues and action.

Peak Oil An evolving exploration into the head, heart and hands of energy descent.

<http://transitionculture.org/>

Just Transition <http://www.jtalliance.org/docs/climateenglish.pdf>

Peak Oil http://en.wikipedia.org/wiki/Hubbert_peak, http://en.wikipedia.org/wiki/Hubbert_peak

Nuclear:

[Nuclear Information and Resource Service](#)

Nuclear power: no solution to climate change. <http://www.nirs.org/climate/climate.htm>

<http://cca.movingpages.org/resources/nucleur.htm>

<http://cca.movingpages.org/resources/nuclear.pdf> (good for yes/no game)

<http://archive.greenpeace.org/comms/no.nukes/nenstcc.html>

<http://www.nirs.org/mononline/nukesclimatechangereport.pdf>

Kyoto

<http://risingtide.org.uk/pages/voices/kyoto.htm>

http://en.wikipedia.org/wiki/Kyoto_Protocol

<http://www.christian-aid.org.uk/indepth/0010hagu/hague2.htm>

<http://archive.corporatewatch.org/magazine/issue11/cw11cc1.html>

Flying

How and why to travel without flying - the benefits of slow travel <http://www.noflying.info/>

<http://www.monbiot.com/archives/2006/02/28/we-are-all-killers/>

<http://www.redpepper.org.uk/temp/x-mar2005-stewart.htm>

Carbon offsetting / Emissions trading

<http://www.monbiot.com/archives/2006/01/17/buying-complacency/>

http://en.wikipedia.org/wiki/Emissions_trading

<http://www.tni.org/archives/bachram/cns.pdf>

<http://www.sinkswatch.org/pubs/Durban%20Declaration%20January%202006%20leaflet.pdf>

<http://www.sinkswatch.org/pubs/carbon%20offset.pdf>

Reducing consumption

<http://www.monbiot.com/archives/2005/11/29/how-much-energy-do-we-have-/>

<http://www.robnewman.com/grasping.html>

Biodiesel: <http://www.monbiot.com/archives/2005/12/06/worse-than-fossil-fuel/>

Four by Fours: <http://www.monbiot.com/archives/2004/07/06/war-x-4/>

Contraction and Convergence: <http://www.twinside.org.sg/title/twr125h.htm>

Impacts of Climate Chaos: <http://www.marklynas.org/wind?document=34>

Denial about climate change: <http://www.marklynas.org/wind/document/11>

Climate change in the news: <http://www.guardian.co.uk/climatechange>

<http://climatewire.org>

What the government is doing about it <http://www.defra.gov.uk/news/2006/060328a.htm>

Film Resources

Global Exchange

<http://store.gxonlinestore.org/films.html>

Eyes on IFIs

<http://www.if-watch.net/eyes/index.shtml>

Carbon Trade Watch

<http://www.tni.org/ctw/>

Undercurrents

<http://www.undercurrents.org/>

Beyond TV

<http://www.beyondtv.org/>

Big Noise Films

<http://www.bignoisefilms.com/>

Clearer Channel

www.clearerchannel.org

Educational

[Climate Speakers http://www.climate-speakers.org.uk/](http://www.climate-speakers.org.uk/)

UK network of climate change speakers available for talks to schools, community groups, faith groups, councils, businesses, etc.

[Seeds for Change](http://seedsforchange.org.uk/)<http://seedsforchange.org.uk/>

Seeds for Change provide training and support to grassroots campaigners, NGOs, Co-ops and other community groups and organisations in the social sector.

[Schnews DIY Guides](http://www.schnews.org.uk) www.schnews.org.uk

Everything from squatting to tunneling to gardening to blockading to linux to making your own biodiesel.

This is partly adapted from chapters in this book:

DO IT YOURSELF: A Handbook for Changing Our World edited by **The Trapeze Collective** *A Radical Guide to Ethical and Sustainable Living*

Climate change, resource wars, privatisation, the growing gap between rich and poor, politicians that don't listen. Massive issues, but how can we make any difference? This book shows how it's not a book about what's wrong with the world, but a collection of dynamic ideas which explore how we can build radical and meaningful social change, ourselves, here and now. Covering nine themes, the book weaves together analysis, stories and experiences. It combines in-depth analytical chapters followed by easy to follow "How to Guides" with practical ideas for organising collectively for change. OUT **MAY 2007**, published by **Pluto Press**

www.handbookforchange.org

Thanks to all the many people that have contributed ideas and information to this resource pack, and especially Shiri for all her support. The contents are entirely Copyleft but please let us know of anything you do with it.

Get in touch if you need clarification, want us to help plan a workshop, have any feedback or additions, etc. Good luck!

Cheers, Alice, Kim and Paul, March 2007
trapeze@riseup.net