

Camp For Climate Action

Workshop Guide

This guide is intended to help people to give talks to promote the camp. If you have any ideas for resources, or more stuff to go in it, please contact the networking group: networking@climatecamp.org.uk

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SECTION 1: Preparing the Talk

Ideas for places to do workshops

You have the best knowledge of your local town, so use your imagination and get networking! Try to target groups you wouldn't normally speak to.

Womens Institutes (<http://www.womens-institute.org.uk/federations/index.shtml>)
Friends of the Earth local groups (http://www.foe.co.uk/campaigns/local_groups_and_campaigns/#websites)
Local Anarcho Groups / forums / social centres
Green Peace local groups (<http://www.greenpeaceactive.org.uk/groupmain.php>)
Allotment associations
Stop the War local groups (<http://www.stopwar.org.uk/new/involved/groups/index.htm>)
Animal Rights Group
Alternative Media Groups
Community Centres
Youth Clubs
Permaculture / gardening groups
Environmental campaign groups
Womens Environmental Network (<http://www.wen.org.uk/>)
University Clubs / associations
Cycling Groups (http://www.britishcycling.org.uk/clubs/2003/clubs_contacts.shtml)

Agenda 21 Groups (contacted via your council)
Campaign for Nuclear Disarmament (CND) local groups (<http://www.cnduk.org/pages/ctc/lgp.html>)
People and Planet local groups: (<http://www.peopleandplanet.org/groups/list.php>)
Local anti-airport campaigns (<http://www.airportwatch.org.uk/campaigncommunity.php>)
Local anti-road campaigns (<http://www.roadalert.org.uk/>)
Transport 2000 local Groups (<http://www.transport2000.org.uk/>)
Naturalist Groups
Recycling / waste pressure groups
British Trust for Conservation Volunteers (<http://www2.btcv.org.uk/display/findgroup>)
Wildlife trust (<http://www.wildlifetrusts.org/index.php?section=localtrusts>)
Refugee support groups
Christian Ecology Link Groups (<http://www.christian-ecology.org.uk>)
Universities – green societies etc

Hints for public speaking

- Feel confident about your right to talk about climate change- it is something you care about and your commitment to the issue will immediately come over when you speak
- Don't be apologetic about your lack of scientific expertise, or worry that you are not a fluent public speaker – it is vital that people talk about climate change!
- Speak clearly and loudly, and take time to pause and collect your thoughts!
- Stand up, hold your head up and speak to the people in front of you
- Do the talk with someone else – it's easier for you, and makes it more interesting for the group to hear two people!
- See if you can get friends in the audience to give you confidence.

Tips for getting people there

- Make a contact in the group you are talking to and get them to advertise the talk well
- Make posters / fliers and make them available for download put them up in local colleges, universities, bars etc.
- Contact other groups (normally by phone) such as Friends of the Earth, People and Planet, Local Anti War groups, Community groups
- Post it to Indymedia or other announcement boards (www.indymedia.org.uk), and on any relevant email lists.

Adapting the talk to your group

It is important to give the right talk to your group. In this workshop guide, there is far too much material for one workshop – pick and chose to suit your workshop! The exercises we have designed have been graded for different target audiences to help you design your workshop.

How long have you got to talk to them? How much do they already know about the subject? Do they have biases towards different parts of the camp (ie. direct action group, alt-tech firm etc). Will they want you to do lots of speaking, or will they want to do lots of exercises and games?

Before the talk

- Find out ahead of time exactly how long you have to speak and ensure that you are not trying to say too much for the time available - remember to leave plenty of time for people to speak and participate and try to integrate their issues early on into the workshop
- Keep a list of all the things you need for the workshop and make sure you've got them on the day!
- Get there at least 30 minutes before hand to meet up with the people hosting you and give them a run through of what you were planning to cover. Always allow more time that you think for setting up technical stuff such as projectors etc.
- Bring leaflets and materials if you have them, and lay them out on a table for people to look at.
- Arrange the room how you want it – circles encourage interaction
- Tell everyone to turn their phone off / onto silent

At the end

- IMPORTANT! Get the contact details (usually emails) from everyone in the room. If they want general climate change events news, subscribe them to Rising Tide News Sheet: news-request@risingtide.org.uk
- It is a good idea to send a letter / email everyone afterwards to say thank you for their attendance, and to reinforce what they can do next.

Popular Education

The workshop we have prepared is interactive and uses popular education techniques. Popular education techniques are an easy and effective way to get the message across. They break down the conventional roles of the 'expert' telling people what to think, and rely much more on the knowledge of the audience themselves. We want people to form their own conclusions as we lead them through the ideas. It is empowering and inclusive, and leaves people 'owning' their ideas and makes them much more likely to act!

POPULAR EDUCATION means

- Developing a critical awareness about the world we live in
- Promoting social and environmental justice over economic gain
- Valuing creative, emotional knowledge as well as facts

IN PRACTICE this involves:

1. Getting to know the group and its context beforehand and adopting your sessions to meet their needs.
2. Working with existing experiences and knowledge within groups in a non-hierarchical way.
3. Stimulating debate and free thinking rather than dictating facts.
4. Helping with future action plans, looking at local opportunities for organising etc.

SECTION 2: The Talk

This is a guide that includes some facts about climate change and what can be done about it. It includes a number of games and exercises (in boxes) that aim to get people talking and thinking. Pick and choose to suit your group and make up more of your own! It also contains sections of general info around topics. These could be used as presentations, or fed in around the exercises.

Exercises are graded as being most suitable to certain groups:

Level 1: Kids upwards

Level 2: Ordinary adults upwards

Level 3: Adults who know a lot about climate change

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 very briefly talking about the camp and why YOU are concerned about climate change and involved with the camp – be honest about your politics (e.g. linking climate change to current unjust economic system). The camp will be focused on at the end of the workshop, but this allows you to refer to the camp all the way through.

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 (ie change lightbulbs, blockade oil refineries etc) – this brings the idea of action in at the beginning of the workshop.

Group Agreement

It is good to develop a group agreement about how people are going to behave in the workshop from the beginning. 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.

Level 1: 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 evil 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 evil 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!

Level 1: 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 lightbulbs"

"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"

"BPs 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.

What is climate change and what are the impacts?

Basic Facts

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 HCFCs 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.

What is climate change - Brainstorm (5 min)

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.

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 (eg refugees – already happening!). Use this to stimulate debate!

1^oc Tropical coral reefs wiped out. Deserts spread through the American mid-West.

2^oc: 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^oc 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^oc Likely collapse of the West Antarctic Ice Sheet, which holds 5 metres of sea level equivalent. Net food shortage leads to global starvation.

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

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

Peak Oil:

It is important to bring in peak oil when talking about climate change. Peak oil is the point at which half the oil contained on the planet is used up. The oil that is left in reserves is less easy and more costly to extract. After Peak oil, the world's growing demand will outstrip supply leading to massive price rises. It is predicted to happen between this 2006 and 2010. Oil reached its highest price in April (\$75). It has been relatively stable at around \$30 for the last 10 years, but has been rising steeply in the last 2 years.

Impact of Peak Oil: Oil is central to the world economy and to almost every thing about our modern life that we take for granted: our food, our medicines, our transport, our holidays, our energy.

- Everything is going to become vastly more expensive.
- There are likely to be more wars for oil.
- Rise of the far-right - resources are likely to be held by fewer people leading to governments being more and more controlling of their populations

Peak oil and climate change

- Peak oil and climate change are driven by the same thing: our capitalist, growth driven consumerist society. Peak oil is another reflection of the fact that we have an unsustainable system - at the same time as our resources are being depleted our dump space is filling up and becoming overloaded
- A market lead solution to peak oil will involve an attempt to use other fossil fuels to fill the gap. There are vast reserves of coal, tar sands and oil shale's. If these are used to replace oil, then carbon emissions will be enormous leading to terrible climate chaos.
- The only real lasting solutions to peak oil are also in the main the best solutions to climate change. Surviving the likely turmoil that peak oil will initiate will require strong social movements, building these will require actively pursuing solutions such as local agriculture and decentralised energy but also an attempt to stop the vested interests behind the fossil fuel economy and the resource wars were embroiled in.
- Peak oil seems to be the governments main worry where energy is concerned and their policies reflect this: wars for oil, dedication to getting all the oil they can out of the ground.

Level 1-2 Exercise: Ask the group to brainstorm all the good and bad consequences of rising oil prices

- World economic crash, wars, rich nations / groups having oil and no one else, breakdown of our food, medicine, transport systems. Try to get some good ones out of people as well eg less pollution, less cars, growing own food etc

Level 2: Exercise: Divide the group into small groups. Ask them to consider how oil is important in each of the following: Food, Medicine, Housing, Friends, Family, TV, Holidays, Jobs, Transport. Ask for brief feedback at the end.

The role of capitalism in climate change

Our whole society was built through burning fossil fuels. The industrial revolution and everything that came after it could not have happened without fossil fuels.

We live in a capitalist society. A prerequisite for capitalism is market expansion or the 'growth economy.' This requires the constant turnout of more goods and services

whether needed or not. **ASK GROUP TO THINK ABOUT ALL THE USELESS THINGS THEY BUY / USE / MAKE EVERY DAY.**

Growth in the economy is reflected directly in increasing the use of fossil fuels. Perpetual economic growth means accelerated consumption of finite resources, and creation of more and more toxic waste (including green house gases) which the earth's ecosystems cannot cope with. It doesn't take a genius to work out that something has to break!

The role of corporations

People (and governments) seem to be waiting for solutions from the capitalist market (hence reliance on emissions trading in the Kyoto Treaty). There is a belief that the market will create technological solutions to climate change that will allow us to maintain our standard of living and allow the economy to continue growing.

Corporations cannot and will not solve climate change. The collective purpose of corporations is to maximise profit. We need to look beyond ideas of making profit when seeking to solve a problem threatening the very existence of life on this planet.

In recent years we have seen more and more corporations spend millions on adverts telling the world how green they are, while behind the scenes they do everything they can to oppose or avoid any social or environmental law that might harm their profits. This is known as 'Green Wash.' For example BP rebranding themselves as 'Beyond Petroleum' (see section on communiques for criticisms of BP), or Shell sponsoring the British Wildlife Photographer of the year.

The role of governments

The government has huge pressure put on it by corporations and business to maintain the capitalist growth economy in a healthy state (ie growing). This is prioritised over things such as health (economy grows, but health service fails), happiness (economy grows fed by people in mindless jobs making useless products), and security (the economy grows but our communities break down and violent crime grows).

Our government is currently concerned about dwindling oil reserves. It is fighting wars to secure these. The government thinks in the short term – what will win votes / the support of the business community NOW. It needs to maintain the energy supplies to feed our economy.

The business community has power over the government in two main ways: First corporate control of media, advertising and consumption patterns has led to the ideology of material consumption becoming the dominant ethos of our age. Second. Corporations have simply infiltrated Government directly. Through lobbying, direct employment by government in the form of advisers, political donations etc.

Government Solutions to Climate Change

Kyoto Treaty: Aims to reduce emissions by average 5.2% by 2010 – no where near enough! it just distracts attention from the huge changes that need to be made. Does not include huge industries like shipping and flying. Attempts to use market-led solutions to a problem caused by the market – emissions trading (see acronymn game). This essentially privatises our atmosphere and allows us to buy the right to pollute.

Nuclear Energy: Nuclear energy is unsafe (what will we do with waste? What will happen if there are more accidents like Chernobyl? Links between nuclear power and development of nuclear weapons). Although no carbon emissions are produced while making electricity, in various stages of the process huge amounts of fossil fuel energy are needed (e.g. mining, uranium enrichment, building and decommissioning of power plants, processing and storing radioactive waste).

Techno Fixes: None of the techno fixes yet are capable of solving climate change – we need a massive reduction in consumption first! Hydrogen Fuel cells can be charged using electricity from alternative power like wind farms. Unfortunately, unless we dramatically reduce our car use, this will require doubling of the national grid and

covering the entire land surface of the UK and more with wind turbines just to keep our cars on the road. Biodiesel is a renewable form of fuel made from plants. If we were to run all our cars and lorries on biodiesel, we would need an estimated 4.5 times our arable land for growing biodiesel crops. How would we eat?

Level 2: Communiqués. (10 mins)

Aim

To encourage critical thinking and shared literacy of seeing through the green/white wash by deconstructing how they 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

- *'If we put forward as a solution to climate change, something which involves drastic cuts in growth or standards of living, it matters not how justified it is, it simply won't be agreed to'.* Tony Blair, World Economic Forum 2005

Interpretation: Tony Blair knows that drastic cuts in growth and the standards of living are necessary, but he is not prepared to act on this because business would crucify him. Growth - that is to say, increased consumption - over anything else, no matter how justified it is, even if the future of the planet depends on it.

- *'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.

Level 2: 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 capitalist society is based on the idea of economic growth. It demands that we produce more, buy more, and use more resources all the time. The government is under massive pressure from corporations to maintain the capitalist system. 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. It is not going to happen. We need to start creating an alternative world now!

Level 2: 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 timeline 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 Metreological Organisation bought 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 – Climate Camp

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.

Level 1: 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. We need to create a grass roots revolution NOW!

Level 1: 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!):

- Is Nuclear power is a viable, clean alternative to fossil fuels?
- The government will sort out climate change for us.
- Changing lightbulbs and using less water in the kettle are the sort of things that will sort climate change out.
- I think we can carry on the way we are now and not change anything.
- 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?
- Eating meat has nothing to do with climate change
- I have noticed a change in the weather in the last few years
- It doesn't make a difference if I change to energy efficient lightbulbs!
- I believe the solution to climate change has to come from the grassroots
- I think there is nothing we can do to stop climate change
- I don't believe the climate camp can do anything to stop climate change

Conclusions

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

Level 3: 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.

Acronymns / 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 – CDMs 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 joe 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, eg forests, the sea, peat bogs.
- *Alt-tech* – alternative technologies for creating energy eg 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.

Level 1: EXERCISE: THE CO2 CHAIRS GAME (5 mins..)

You need 10 people, 10 chairs in a line and 10 wads of 'cash' and a little dolls house size chair – improvise if you don't have these things! Say the things in italics.

"You 10 represent the world population of about 6 billion. The chairs are the amount of carbon we produce globally. So, of the 6 billion people in the world and the worlds wealthiest nations - which are ? [ask them to guess] "USA, UK, Japan, etc basically G8 countries plus a few more. Only 12% of the worlds population are part of these countries" [One person & chair representing these countries moves a little aside]

"Now, 48% of the worlds GDP is made by the worlds wealthiest countries"[4 people hand over wads of cash to rich nations]

"they also produce 62% of the worlds CO2 emissions" [hand over 5 chairs rest squash onto 4 chairs]

"There's a reason that just a few countries make almost half the worlds money, because those same few countries also own 98% of the worlds multinational corporations" [hand over all but 1 wads of cash, and take some out of that wad]

"The IPCC - who are? anyone know?" [get replies from group]) "they have reached a consensus that we need to reduce global carbon emissions by 60 % or we and the planet are in serious trouble. Who has both the financial resources and would make the most affect on cutting down CO2 emissions?"

So... some of these nations are putting together the Kyoto protocol.. - Can anyone explain what this is?[in 20 words or less!] So what have you got to give the rest of the world rich nations?" [rich nations gives the rest of the world tiny chair]

'However, The USA i& OZ aren't going to sign up and there are a lot loopholes and trade offs for those that do... So we can't quite manage this level of cuts right now..' [take dolls house chair off rest of the world]

"So, rest of the world. How are you feeling about developed nations?" [Riot ensues]

Taking Action!

This section is really important – DO NOT LEAVE TO 5 MINS AT THE END!! Recommended that this is at least half the workshop so people don't get too depressed! Popular education is political – it's about things being relevant- it's about people taking action from what they learn. It's about normalizing protest in an age where mainstream culture shies away from it.

Level 1: Exercise: Our own experiences

Share your own experiences of grassroots actions being successful and invite others to share theirs, or ones they have heard of: eg

We had been experimenting in truly sustainable communities which used small scale renewable energies, organic gardening and horizontal decision making. We had campaigned on various issues and used a variety of tactics to protest against and create what we believed in. We had done this through autonomous movements, without wages or leaders, which allowed us to feel able to determine our own destinies and live at least partly outside of a capitalist system.

Level 1: Presentation of Positive Action on Climate Change

Method: Present a few positive projects around climate change and get the group to share ones they know of.

Examples: The Climate Camp! Exeter Climate Action – campaigning to make Exeter the worlds first low carbon city. Rising Tide: direct action group mainly in London creatively resisting big oil corporations. Occupation of Newcastle Harbour Australia with flotilla of colourful canoes etc. to highlight Australia's inaction on CC. Critical mass bike rides. campaigns against airports and roads, protesters occupy cranes at Heathrow in protest against new terminal. Think of examples local or relevant to you.

Level 1: Brainstorm ways of resisting. (10 mins)

Aim To show the enormous and diverse way that we can resist and to place them in a relative context that people may choose many different ways of resistance.

Method Ask people to shout out what they have done, what's inspired them, what they have heard about. Write them down.

These are some of the examples we have had in the past;

Direct actions, tree sits, blockades, occupied buildings/ cranes/ land, banner drops, benefit gigs, changed their light bulbs to low energy ones, told their neighbours that they need to wake up, organised talks, made leaflets, posters, websites, Written letters, petitions, benefit gigs, leafleting, forming groups, boycott, lobby MP, demos, setting up social centres, organising meetings, doing workshops, teach ins, performance/music, making short films, hunger strike, and strike. Direct Action-Self organization/autonomy, self management.

Conclusions

There are absolutely loads of things we can do and do do.

Using Difficult Terms

'Direct Action' is a jargonistic term that means different things to different people. There are ways to describe direct action that aren't so loaded and less jargony for people who aren't in the movement: 'protest', or 'resistance' or 'a movement for eg. climate justice', or 'liberation struggle'.

Anticapitalism may also have negative connotations

Climate Chaos: may be a better phrase for describing our future than climate change.

What will the camp be like?

It will bring together thousands of people from the UK who want to act to stop climate change before it's too late. Guessing about 1,000-2,000 people. Emphasise fact that Camp is a part of a global movement for climate justice, which is resisting the madness daily.

What's on?

The camp itself will be a mix of workshops, meetings, socialising, information sharing and action. It aims to bring together education, sustainable living and radical action. It will be a place that encourages discussion on what we are faced with, what the alternatives are, how we can achieve them and the diversity of tactics and action we will need to get there. The camp will also facilitate direct action against some of key sections of the fossil fuel economy.

Ecovillage:

While we recognise it is not sustainable for several thousand people to come from across the country to live in a field for a week, we will be living as sustainably as possible: Compost toilets, grey water systems, vegan locally supplied food, powered by alt-tech, run on consensus, recycling, reusing, waste minimisation. it will be a living example of what the life could be like!

Neighbourhood system

- The camp will be split into areas of roughly 200 people, each area will have it's own large marquee with a kitchen at its centre, this kitchen will provide food for the 200 people in the neighbourhood.. This in effect means that the camp will have lots of communities within it, these communities or neighbourhoods will meet everyday probably after dinner to discuss issues relating to the camp, what's happening the next day etc.
- Neighbourhoods will be based on something those in it have in common – this could be a particular issue, campaign, group they're involved in, or it could be where they're from.
- Many groups are already hosting neighbourhoods but more are needed, if you or your group is interested in hosting a neighbourhood go to the neighbourhoods page for more information.

DIY ethic:

The camp is not 'laid on' for punters to come and consume. In order to change society to survive climate change, we need to take control of our own lives back- start doing things ourselves again, and not expecting to be able to consume all the time It is hoped you will get involved with running the camp when you come – whether this is doing the recycling, chopping veg, building compost toilets, staffing the gate, everyone should expect to do their bit.

People are invited to get involved with setting up and taking down the camp. It is a great opportunity to learn and teach all manner of social and practical skills. You don't need to have any prior skills or experience and you can do as much or as little work as you want with the Site Practicalities working group to guide you.

Accessibility

The camp will be wheelchair accessible. People with accessibility issues are advised to email the Site Practicalities Working Group - site@climatecamp.org.uk - so that we can cater specifically for their needs.

Level 1: EXERCISE: brainstorm what the Camp could/should include including actions that could be taken from the camp. Emphasise that people will be able to make it what they want when they get there!

Level 1: EXERCISE: Presents (15 minutes): Each person gets a present - Ideal things needed for the Camp to flourish, eg. invisibility cloak, £1m, Tony Blairs attention for a day, a bike for everyone in the camp, 5000 oak seedlings, spot on national TV news, large supply of organic locally grown potatoes etc. give 'em to small groups and ask them to say what they'd do with it in a Camp context. Works well as an ending. Could combine with the above brainstorm.
Aim- to have fun and for participants to 'think the unthinkable' and 'dream the impossible' it can be funny, empowering and is a positive ending.

Level 1: EXERCISE: Split groups into 'radical action' 'education' and 'sustainable living', get them to explain why theirs is important – hoping that they come to conclusion that all are important. Maybe ask them to speak in favour of theirs, in a wider debate.

EXERCISE: Discussion (20 mins)

As our workshops tend to be based on a specific arising event we generally tend to focus on the event. At the end of the workshop we would try to build it around the event in hand by asking questions.

For example around the climate camp:

How do people feel about coming to one place together to protest? Do you think it's useful? What could be effective? What would you like to do? What can be done before/after the camp?

Question and Answer

It is important to allow time for questions and answers. This could be in the previous discussion or at the end. Questions and points: limit to 2 minutes. Limit it to Camp or 'what you can do?' points.

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. *Add in any local ones you know of.*

- Monthly National Camp for Climate Action planning gatherings – for details see website.
- Campaign against Climate Change Conference 03/06/2006
10am – 6pm central London venue
Speakers include: Caroline Lucas MEP (Green Party), Mark Lynas author and 'climate journalist', George Marshall, co-director COIN. see www.campaigncc.org
- July 16th – Global day of Action around climate change – timed to coincide with G8 releasing a report saying nuclear energy / getting the most out of our hydrocarbon supplies is the way forward. For more info see climate camp website / contact actionsupport@climatecamp.org.uk
- August 26th – September 4th: Climate Camp.

SECTION 3

Resources

Films

- '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)
 - Climate Action (a short showing 6 years of direct action against climate change)
 - The Wind (excerpts from a Greenpeace film explaining what climate change is)

Web:

Nuclear:

<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

<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>

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