ICYE - INTERNATIONAL CULTURAL YOUTH EXCHANGE

ICYE

ICYE'S Greener Together Training Toolkit

CONTENT

Introduction

In 2022, ICYE adopted the *Greener Together* Policy to spell out ICYE's commitment for a sustainable and regenerative future. Recognizing the urgency of the climate and environmental crisis and its central importance for global justice, ICYE is committed to advance, sensitize on, and advocate for environmental sustainability and regeneration. One of the actions identified to achieve that goal was to develop training and awareness raising materials for NCs for their work with volunteers, host families and host projects.

Aligning with the Policy, the aim of the *Greener Together* toolkit is to present interactive and participatory activities that NCs can use in their training with volunteers (or other stakeholders) to motivate them to have a positive impact on the environment through their IVS experience. The activities in the toolkit are therefore connected to a learning journey that is aligned with ICYE's competence framework. The corresponding skills that informed the journey of change are:

- Volunteers understand how people's behaviours and consumption patterns impact the environment and biodiversity.
- Volunteers understand the linkages between inequality, climate colonialism, power dynamics, poverty and climate change and embrace the concept of climate justice.
- Volunteers implement environmental actions during their volunteering time.

The toolkit has been developed for the ICYE National Committees and staff in order to give them guidelines and ideas about how to implement the learning journey for their volunteers on climate justice.

Supported by ICYE Austria/ Grenzenlos, ICYE's **Greener Together Toolkit** was developed during a workshop in Vienna in May 2025. 20 people of different ages from 12 countries and with different experiences came together to analyse, discuss, and develop a journey of change for volunteers on climate justice with corresponding activities. They included their various perspectives on climate justice – scientific, educational, spiritual – that allowed for diverse approaches and methodologies to be considered during the development of the activities.

The toolkit addresses main concepts around climate change, climate colonialism, climate justice, and how these intersect with experiences of social and gender inequality. For the learning journey, minimum activities for the workshops during pre-departure to final evaluation have been identified, focusing on strengthening individual engagement as well as promoting collective action to achieve systemic change.

Additional background material:

1. **Climate Box (UNDP)** – interactive lessons, games and teacher guide https://climate-box.com/toolkit/ UNDP Climate Box

2. · **Young Climate Activists Toolkit (UNICEF & UNDP)** – skills and resources for regional & global action https://www.unicef.org/mena/press-releases/young-climate-activists-toolkit-empowering-young-people-take-action-climate-change UNICEF

3. · **Toolkit on Pro-Environmental Youth Engagement (UNEP)** – practical steps from personal to international level https://www.unep.org/resources/toolkits-manuals-and-guides/toolkit-pro-environmental-youth-engagement UNEP - UN Environment Programme

4. · **UNICEF Toolkit for Young Climate Activists** – Paris & Escazú Agreements in youth-friendly language, plus "Prepare to Act" guide https://www.unicef.org/lac/en/toolkit-young-climate-activists UNICEF

5. · **A Young Person's Booklet on NDCs** – how to advocate for child-sensitive Nationally Determined Contributions https://www.unicef.org/georgia/documents/young-persons-booklet-nationally-determined-contributions-ndcs UNICEF

How to use the toolkit

The following *Greener Together* toolkit, provides you with
   a) A **journey of change** that is linked to the skills that ICYE wants to strengthen in relation to the competence of environmental sustainability and justice (also check out ICYE's overall competence framework):
      - Volunteers understand how people's behaviours and consumption patterns impact the environment and biodiversity.
      - Volunteers understand the connections between inequality, climate colonialism, power dynamics, poverty and climate change and embrace the concept of climate justice.
      - Volunteers implement environmental actions during their volunteering time.

   b) A set of minimum **training activities** to implement during the IVS mid-term and long-term programme cycle of preparation, implementation and evaluation, including the pre-departure, on-arrival, mid-term and final evaluation training.

The toolkit is based on the following principles related to non-formal learning:
   - **Experimental learning:** the activities from the toolkit promote the development of skills and competences.
   - **Constructive and non-judgemental**: the activities strive to foster dialogue spaces where all voices are heard with respect, empathy, and openness.
   - **Participatory methodology**: the activities promote inclusive processes that enable the active contributions from the participants.

- **Encouraging engagement in climate justice:** the toolkit wants to strengthen the involvement of the volunteers in actions contributing to environmental regeneration, the protection of the planet's biodiversity and climate justice.
- **Localise with an evidence-based approach**: To localise the activities, NCs should link the activities to reliable data, research, and proven experiences on the ground.

Structure of the toolkit

The activities in the toolkit are organised with regards to the **ICYE programme cycle**. For each of the training workshops (pre-departure, on-arrival, mid-term and final evaluation training), you will find a set of minimum activities that we encourage you to include in your workshops. Additionally, you will find exercises that you could use to strengthen the reflection and go deeper if time allows.

If you choose not to use a suggested activity, we expect you to implement an activity that is following the same aims and strengthens the same skills.

Each activity is organised according to the following structure:
- Recommended for which part of the volunteer cycle
- Activity Objectives:
- Related Skill(s):
- Leaning outcome:
- Duration:
- Materials needed:
- Facilitators tips:
- Steps to follow

Learning Outcomes

a) Personal level

(*Focus: Self-awareness, lifestyle reflection, and individual responsibility*)

LO 1: Volunteers understand the environmental impact of everyday products and services (e.g. food, clothing, waste, AI) and can assess the potential and limits of individual climate action. (pre-departure workshop)

LO 2: Volunteers have developed emotional resilience and empathy by exploring their connection to nature and the social dimensions of climate change. (on-arrival workshop)

LO 3: Volunteers are aware of environmental practices and resources in their host and home countries. (mid-term workshop)

b) Structural level

(*Focus: Power structures, inequality, historical responsibility, and intersectionality*)

LO 4: Volunteers understand the concept of climate justice, can identify systemic drivers of climate change (e.g. capitalism, colonialism) and have critically examined the roles of governments, corporations, and economic systems in contributing to or addressing environmental injustice. (pre-departure workshop)

LO 5: Volunteers understand how colonial legacies and global inequalities influence present-day climate injustices. (On-arrival workshop)

LO 6: Volunteers can apply an intersectional approach with regards to climate justice, having analysed how gender, class, race, geography, and global power dynamics affect vulnerability and decision-making power. (On-arrival workshop)

LO 7: Volunteers have explored alternative and sustainable ways of living—including indigenous/traditional knowledge—and have reflected on how cultural sensitivity can enhance climate action and how different communities experience environmental justice. (Mid-term workshop)

c) Action level

(*Focus: Empowerment, collaboration, and action for change*)

LO 8: Volunteers have identified and are motivated to take realistic and context-sensitive climate actions they can take individually and collectively during and beyond their volunteering experience. (On-arrival workshop and in between)

LO 9: Volunteers have developed skills for collective action, including understanding strategies of climate movements and ways to increase their ecological handprint. (mid-term workshop)

LO 10: Volunteers critically evaluate the environmental and ethical impact of social media and apply principles of responsible digital communication in their personal and volunteer-related online activities. (pre-departure workshop)

Glossary

- **Adaptation:** Adjustments in natural or human systems in response to actual or expected climate impacts, aimed at reducing vulnerability and enhancing resilience.

- **Carbon Footprint:** The total greenhouse gas emissions caused directly or indirectly by an individual, organization, event, or product.

- **Climate Change:** Long-term changes in temperature, precipitation, wind patterns, and other elements of the Earth's climate system, largely driven by human activities.

- **Climate Colonialism:** The continuation of colonial power dynamics through the imposition of environmental policies or practices by wealthy countries onto poorer or formerly colonized nations, often displacing local communities, or exploiting their resources under the guise of sustainability.

- **Climate Justice:** A framework recognizing that climate change disproportionately affects marginalized communities, and advocates for equitable solutions that address root causes, ensure fair distribution of burdens and benefits, and protect human rights.

- **Climate Fairness:** An approach to climate action that promotes equity among nations, communities, and generations, acknowledging that those least responsible for emissions often face the greatest risks.

- **Consumption Patterns (Climate Change and Justice):** The analysis of how consumption habits—especially in wealthy nations—drive emissions and environmental harm, and how shifting to more sustainable, equitable lifestyles is key to climate justice.

- **Decarbonization:** The process of reducing carbon emissions by transitioning to renewable energy sources, improving efficiency, and reforming systems of production and consumption.

- **Ecological Handprint:** A measure of the positive impact individuals or communities can have on the planet, such as conserving resources, restoring ecosystems, or supporting sustainable practices—essentially the inverse of the ecological footprint.

- **Environmental Racism:** Policies or practices that disproportionately expose communities of color and marginalized groups to environmental hazards or deny them access to environmental benefits.

- **Fossil Fuels:** Carbon-rich energy sources such as coal, oil, and gas, whose extraction and use are major contributors to global warming and environmental degradation.

- **Gender and Climate Justice:** Recognizes that climate change impacts women, girls, and gender-diverse individuals differently due to social, cultural, and economic inequalities—and emphasizes the importance of gender-responsive climate solutions.

- **Greenhouse Gases (GHGs):** Gases like carbon dioxide (CO_2), methane (CH_4), and nitrous oxide (N_2O) that trap heat in the Earth's atmosphere, intensifying global warming.

- **ICYE:** International Cultural and Youth Exchange. The International Cultural Youth Exchange (ICYE) is a non-profit international exchange organisation which provides intercultural learning and voluntary service to help people break down prejudices and acquire competencies for a more sustainable, just and peaceful world.

- **ICYE Green Policy:** The ICYE Green Policy describes the goals, and strategies with which our Federation will address risks and impacts of climate change and contribute to environmental sustainability.

- **Indigenous Communities and Climate Justice:** Indigenous peoples are on the frontlines of climate impacts yet are also knowledge-holders of sustainable living and environmental stewardship. Climate justice includes respecting their rights, land, and traditional knowledge.

- **Intersectionality (Climate Context):** The concept that individuals and communities experience climate impacts differently based on overlapping factors such as race, gender, class, age, and ability—requiring climate action to address these multiple, interconnected forms of inequality.

- **Just Transition:** A framework that ensures workers, communities, and the environment are supported through the shift away from fossil fuels and toward a sustainable economy, with a focus on justice, equity, and participatory decision-making.

- **Mitigation:** Actions to limit or reduce greenhouse gas emissions, helping to curb the pace and severity of climate change.

- **NCs:** National Committees of the Federation of ICYE.

- **Power Dynamics in Climate Policy:** The influence and control exercised by certain governments, corporations, or groups over climate decision-making, often marginalizing vulnerable communities. Climate justice calls for transparent, inclusive, and accountable processes.

- **Resilience:** The ability of people, ecosystems, and systems to absorb and recover from climate-related shocks and stresses.

- **Strengthening Community Climate Action:** Building the capacity of local communities to organize, advocate, and implement solutions to climate challenges that reflect their needs, priorities, and rights.

- **Sustainability:** Living and developing in ways that meet current needs without compromising the health and well-being of future generations and the planet.

- **Vulnerability:** The degree to which people or systems are likely to suffer harm due to exposure to climate hazards, often shaped by poverty, discrimination, and lack of access to resources or decision-making.

Structure of the Greener Together Toolkit

Skills the activities will contribute to strengthen:

- Volunteers understand how people's behaviours and consumption patterns impact the environment and biodiversity.
- Volunteers understand the connections between inequality, climate colonialism, power dynamics, poverty and climate change and embrace the concept of climate justice.
- Volunteers implement environmental actions during their volunteering time.

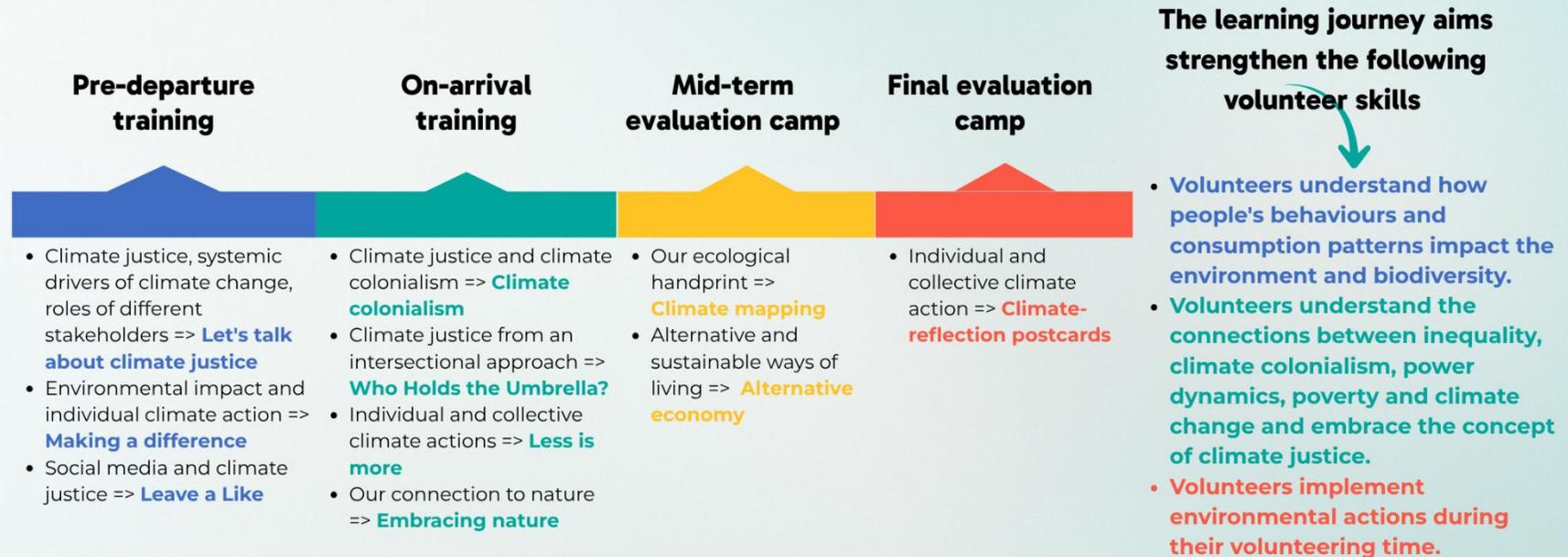| Volunteer cycle	Learning outcomes (LO)	Primary activities	Optional activities
Pre-departure training	LO 4: Volunteers understand the concept of climate justice, can identify systemic drivers of climate change (e.g. capitalism, colonialism) and have critically examined the roles of governments, corporations, and economic systems in contributing to or addressing environmental injustice.	1.1. Let's talk about climate justice	
	LO 1: Volunteers understand the environmental impact of everyday products and services (e.g. food, clothing, waste, AI) and can assesses the potential and limits of individual climate action.	1.2. Making a difference	1.2.1. Climate Justice in Data
	LO 10: Volunteers critically evaluate the environmental and ethical impact of social media and apply principles of responsible digital communication in their personal and volunteer-related online activities.	1.3. Leave a Like - on the use of social media	

Volunteer cycle	Learning outcomes (LO)	Primary activities	Optional activities
On arrival training	LO 5: Volunteers understand how colonial legacies and global inequalities influence present-day climate injustices. LO 6: Volunteers can apply an intersectional approach with regards to climate justice, having analysed how gender, class, race, geography, and global power dynamics affect vulnerability and decision-making power.	2.1. Climate colonialism 2.2. Who Holds the Umbrella? Gender, Climate, and Intersectional Justice	2.1.1. Negotiating Climate Action
	LO 8: Volunteers have identified and are motivated to take realistic and context-sensitive climate actions they can take individually and collectively during and beyond their volunteering experience.	2.3. Less is more	
	LO 2: Volunteers have developed emotional resilience and empathy by exploring their connection to nature and the social dimensions of climate change.	2.4. Embracing nature	2.4.1. Big friendly giants

Volunteer cycle	Learning outcomes (LO)	Primary activities	Optional activities
Mid-term training	LO 9: Volunteers have developed skills for collective action, including understanding strategies of climate movements and ways to increase their ecological handprint.	3.1. Climate mapping	
	LO 7 Volunteers have explored alternative and sustainable ways of living—including indigenous/traditional knowledge—and have reflected on how cultural sensitivity can enhance climate action and how different communities experience environmental justice. action.

LO 3: Participants are aware of environmental practices and resources in their host and home countries. | 3.2. Alternative economy | |
| Final evaluation workshop | LO 8: Volunteers have identified and are motivated to take realistic and context-sensitive climate actions they can take individually and collectively during and beyond their volunteering experience. | 4.1. Climate-reflection postcards | |

GREENER TOGETHER: JOURNEY OF CHANGE

Pre-departure training

On-arrival training

Mid-term evaluation camp

Final evaluation camp

The learning journey aims strengthen the following volunteer skills

- Climate justice, systemic drivers of climate change, roles of different stakeholders => **Let's talk about climate justice**
- Environmental impact and individual climate action => **Making a difference**
- Social media and climate justice => **Leave a Like**

- Climate justice and climate colonialism => **Climate colonialism**
- Climate justice from an intersectional approach => **Who Holds the Umbrella?**
- Individual and collective climate actions => **Less is more**
- Our connection to nature => **Embracing nature**

- Our ecological handprint => **Climate mapping**
- Alternative and sustainable ways of living => **Alternative economy**

- Individual and collective climate action => **Climate-reflection postcards**

- **Volunteers understand how people's behaviours and consumption patterns impact the environment and biodiversity.**
- **Volunteers understand the connections between inequality, climate colonialism, power dynamics, poverty and climate change and embrace the concept of climate justice.**
- **Volunteers implement environmental actions during their volunteering time.**

Activities for pre-departure workshop

1.1.   Let's talk about climate justice

Recommended for: Pre-departure training

Activity Objective: Highlighting different perspectives and narratives on social inequalities, classism and climate justice.

Related Skill: Volunteers understand the connections between inequality, climate colonialism, power dynamics, poverty and climate change and embrace the concept of climate justice.

Leaning outcome: Volunteers understand the concept of climate justice, can identify systemic drivers of climate change (e.g. capitalism, colonialism), and have critically examined the roles of governments, corporations, and economic systems in contributing to or to or addressing environmental injustice.

Duration: 90 minutes

Materials needed: prepared flipcharts, markers for everyone

Facilitator's tips: For step 2, it is important that the questions and materials can lead to an interesting discussion on which the people in the room actually have different opinions. Point out that spelling mistakes are perfectly okay and that it's all about the content and not the language.

Steps to follow

Step 1: Understand the concepts of climate change and climate justice and the role capitalism plays. (45 minutes)

Divide the participants into three groups and ask them to prepare a 5-minute presentation on the topic they are given. They have 20 minutes to prepare their presentations.

Group 1: What does climate change mean? They can watch this video: https://www.un.org/en/climatechange/what-is-climate-change or research information on the internet: What Is Climate Change? | United Nations or Causes and Effects of Climate Change | United Nations

Group 2: What does climate justice mean. They can watch this video: Module 1: Introduction to Climate Justice | Climate Justice in BC: Lessons for Transformation or research information on the internet: Explainer: What Is Climate Justice and Why Is It Important? | Earth.Org or Climate change is a matter of justice – here's why | UNDP Climate Promise

Group 3: Who is responsible for climate change? They can watch this video: Who's Responsible for Climate Change? | The Key Players and Industries or

research information on the internet: [Who is responsible for climate change? | Oxfam](#) or [Tackling The Climate Crisis Requires Systemic Change, Not Just Individual Action](#)

In plenary, ask each group to share their presentation.

Step 2: Individual reflection (30 min)

Flipcharts with discussion questions or statements on the topic of climate justice are distributed around the room.

The participants are given the following instructions: Everyone walks around in silence and comments in writing on the flipchart papers with the questions / statements / materials. They can also comment on the opinions of others and thus start a discussion. It is helpful to encourage the participants to write a 'plus' next to comments that they agree with or explain why they disagree. Participants should also re-read the flipchart papers they have already written on. It is not necessary to comment on every flipchart paper, nor do they need to write their names next to the comments. It is important to mention that everyone discusses respectfully, even if they disagree. During the silent discussion, it is a good idea to play quiet music in the background.

Here is a collection of possible questions/ statements for a silent discussion on climate change and climate justice. Choose three to four or more, depending on the size of your group:

- Climate change is urgent. Should we really spend precious time and resources to address issues around gender inequality or poverty when we should be finding solutions to the climate crisis?
- A just transition from fossil fuel-based economies to equitable, regenerative, renewable energy-based systems is possible.
- It is utopian to think that we can achieve a system change from capitalism to sustainable economic models.
- It doesn't really matter what I do – we can't hold up the climate crisis anymore.
- In these times of political uncertainty, it is the role of grassroots communities to address climate justice.
- Change is possible.
- Climate justice is an important aspect of a just transition towards a sustainable future.
- The solution to climate change is technical innovation.
- Addressing climate change is about addressing who is responsible for causing the problem of global warming and who can take action.

After the silent part, all flipcharts can be collected in the centre so that everyone can see how the various discussions have developed. Finally, controversial topics from the silent discussion can be discussed in plenary.

You can also ask participants to discuss the following questions:

- What's one thing that surprised you?
- What can I do in my community to promote climate justice?

To close, explain the key aspects around climate justice:

- Injustice: Unequal distribution of emissions (global north as main producer of CO2 emissions, rich people in comparison to poor people)
- Where does it come from: Climate crisis is founded in the injustices that come from colonialism, patriarchy, capitalism, religious ideas on being superior to nature, social injustice => these are based on political and social decisions
- Climate justice therefore goes hand in hand with the fight against racism, social injustices and patriarchy
- Technological versus political: when we talk about climate justice, it is not primarily about technical solutions but about systemic change – changing capitalist narrative on growth, on the idea of work and profit, the exploitation of labour

Based on an activity from ICJA and one from Buwa: „Klima & Klassismus. Zusammenhänge zwischen Klimakrise und sozialer Ungleichheit.

1.2 Making a difference

Recommended for: Pre-departure training

Activity Objectives:
- Participants learn about the impact food production has on the environment and how this can be addressed.
- Participants compare the different decomposition times of individual materials and discuss the 10 R's of a circular economy
- Participants understand how fast fashion contributes to the environmental crisis.

Related Skill: Volunteers understand how people's behaviours and consumption patterns impact the environment and biodiversity.

Learning outcome: Volunteers understand the environmental impact of everyday products and services (e.g. food, clothing, waste, AI) and can assesses the potential and limits of individual climate action.

Duration: 60 minutes

Materials needed: see below under preparation

Facilitator's tips: It is important to have one facilitator for each table. If necessary, prepare one participant for each table beforehand, so that they can coordinate the tasks related to their specific table.

Also consider having visual and emotional material alongside, since the negative facts can disturb participants and make them feel guilty. It would therefore be good to have some breaks and include art or encouraging stories that give hope.

Note: When talking about the impact of eating meat, it is important to highlight that e.g. cows also have positive effects for biodiversity, traditional livelihoods and landscapes, cultural heritage and ecosystems. It is not cows as such that are a problem but the way we humans exploit nature and its resources. The question is how we can live in harmony with nature.

Preparation:

Table 1:

Cut out cubes using, e.g., cardboard or foam with the following side lengths:
- 0.53 cm (this size relates to fresh vegetables)
- 1.05 cm (f this size relates to fresh fruit)
- 1.57 cm (this size relates to wheat and rye)
- 3.15 cm (this size relates to milk)
- 4.67 cm (this size relates to eggs)
- 99.48 cm (this size relates to beef)

Then cut out images of the above food items (also real food can be used, as long as it does not go to waste).

Table 2:

Prepare two sets of cards – one set depicting the waste items and another set depicting the decomposition time:
- Paper tissue   approx. 3 months
- Apple core   2 weeks
- Orange peel   up to 2 years
- Newspaper   1-3 years
- Cigarette   1-5 years
- Chewing gum   5 years
- Tin can   10-100 years
- Crisp packet   80 years
- Plastic bottle   500 years
- Glass bottle   up to 1 million years

Table 3:

Prepare either on cards or on a flipchart some facts about fast fashion and its impact on the environment (Fast Fashion and Its Environmental Impact in 2025 | Earth.Org and Greenpeace):
- The world consumes around 80 billion new pieces of clothing every year, 400% more than the consumption twenty years ago. 85% of all textiles go to dumps each year while only 1% of used clothes is being recycled into new clothes.
- Washing clothes releases 500,000 tons of microfibres into the ocean each year, the equivalent of 50 billion plastic bottles.
- The fashion industry is the second-largest consumer industry of water, requiring about 700 gallons to produce one cotton shirt and 2,000 gallons of water to produce a pair of jeans.

- Europe is dumping 37 million pieces of plastic clothing on Kenya.
- Fashion brands bulk order larger and larger amounts from factories, which lowers the price of each garment. But because they're ordering so much (to make it cheaper per item), they're creating far more clothing than could ever be sold or worn.

Steps to follow

World Café: Prepare 3 tables that will address different topics around consumption and their environmental impact. Each table should have a facilitator that can explain the approach and answer questions. Tell the participants that they can move from table to table and discuss the specific topic.

Alternative: Ask participants to discuss for 15 minutes in one table and then ask them to move to another one for the next 15 minutes if they wish. In this way, they can visit two of the three tables.

Table 1: *Food - Participants learn about the impact food production has on the environment and how this can be addressed.*

The six cubes that represent the GHG emissions are arranged in a row according to size. The food symbols (or replica food items) are then handed out to the participants so they can match up the food items with the cubes. The facilitator checks the contributions. For answers to possible questions regarding the differences between the GHG emissions, see below *Annex 1*.

The group can then discuss how to address the impact food production and consumption has on the environment:

- It is estimated that over 780 million people worldwide suffer chronic hunger –caused e.g. by food waste, resource intensive diets (largely due to an increased intake of animal protein), natural disasters due to the climate crisis, armed conflicts.[1] What has to change to make ecological food consumption more affordable for more people and ensure food sovereignty/ prevent hunger? (e.g. change to sustainable agriculture systems like permaculture, localise food systems, rights of consumers to control their food and nutrition)
- What can we learn from traditional/ indigenous communities regarding food sovereignty?

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[1] Food Security Is a Question of Environmental and Social Justice

- What different models of food consumption do you know that already reduce the greenhouse emissions for food? (e.g. slow food, plant rich diets, local/regional products)
- What are your own strategies to make your food consumption more sustainable?

Table 2: *Waste - Participants compare the different decomposition times of individual materials and discuss for example the 10 R's of a circular economy (Refuse, Rethink, Reduce, Reuse, Repair, Refurbish, Remanufacture, Re-purpose, Recycle, Recover).*[2]

The participants at the table are given a set of picture cards depicting 10 different objects and timecards representing decomposition times. Their task is to assigns the objects to the decomposition times.

Possible questions to discuss with the participants:
- How is waste also a question of power dynamics between countries? (e.g. Africa has become a dumping ground for electronic waste, exposing workers to toxic substances and polluting the environment)
- Taking into account, you the specific context you live in and the challenges your community faces, what could be possible actions to decrease the impact of waste on the environment? If the participants don't mention these, the facilitator can discuss the 10 R's with the participants.
- Ask them what they are doing already and what they could change during their volunteering time and beyond to reduce waste.

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[2] R-Strategies for a Circular Economy

Table 3: *Fashion – Participants understand how fast fashion contributes to the environmental crisis.*

The facilitator shares with the participants some facts about fast fashion and its impact on the environment from the cards or the flipchart and asks them whether any of this information is new to them.

Possible questions to discuss then with the participants:
- What needs to be done to address the environmental impact of fast fashion? (e.g. hold companies accountable, join campaigns like as Fashion Revolution or Labour Behind the Label, join up with communities that sell, swap, rent, mend or upcycle, developing new business models for clothing rental, slow and circular fashion)
- How to motivate young people to reject fast fashion?

Plenary: After 30 minutes come back to the plenary and ask the facilitators of each table to share the key insights (5 min/ table). Ask participants what key insights they take away from the discussions. You could also ask them to make a pledge on flipchart paper or write their commitments down to take along from the workshop.

Source: The activity draws on information from the toolkit: IJAB (2023), *Learning Mobility in Times of Climate Change* - Toolbox for more sustainability in international youth work: Mobility, diet, waste and energy.

Website: Listening to young people: Mobility for future – A study by the Institute of Social and Organisational Education (ISOP) of the University of Hildesheim in cooperation with the International Youth Service of the Federal Republic of Germany (IJAB)

Annex 1[3]: Answers to GHG emissions

Note: the values associated with the foods are global averages. The calculation of GHG emissions is based on a number of aspects including changes in land use (e.g. soybean farming on cleared rainforest areas), fertiliser use or emissions caused by liquid manure, production of animal feed, transportation (this means transportation from farms to food retailers, not include transportation from food retailers to consumers' homes), packaging, food retail (energy consumption in e.g. supermarkets, for instance for refrigeration). (Cf. Hannah Ritchie (2022): FAQs on the Environmental Impacts of Food.)

Note: When talking about the impact of eating meat, it is important to highlight that e.g. cows also have positive effects for biodiversity, traditional livelihoods and landscapes, cultural heritage and ecosystems. It is not cows as such that are a problem but the way we humans exploit nature and its resources. The question is how we can live in harmony with nature.

Why has the beef been matched up with the largest cube?

Cows are ruminants and hence produce large amounts of methane emissions when they belch and break wind. Their manure also produces nitrogen. Besides CO2, they produce other GHGs that contribute towards climate change, such as methane and nitrous oxide. Grazing land is fertilised, which is another factor. A cow that lives and hence produces methane for one year is as damaging to the climate as one car that travels around 18,000 km. Methane is 21 times more harmful to the climate than CO2. Also, cows require large amounts of feed, which often has to be transported from the feed producer to the farm.

Look at the difference between the cube with the beef and the cube with the milk. Why do you think the difference is so great?

This is all about how many litres of milk a dairy cow can produce each day and how long a cow needs to grow to produce one kilogram of beef. A dairy cow produces between 15 and 40 litres a day depending on performance. So if a cow produces, say, 24 litres of milk every day, it will emit one hour's worth of methane per litre as it belches and breaks wind. Beef "grows" much more slowly, and so a cow destined to produce beef will emit far more methane per kilogram.

Why do you think vegetables are more climate-friendly than fruit?

This mostly depends on where the vegetables and fruit are produced. Vegetables often have a slightly smaller carbon footprint than fruit because they are more often produced regionally, so the distances over which it is transported tend to be smaller. Some fruits don't grow in Europe (e.g.,

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[3] The text for the Annex is taken as direct quotes from IJAB (2023), Learning Mobility in Times of Climate Change - Toolbox for more sustainability in international youth work: Mobility, diet, waste and energy.

exotic fruits like pineapple, mango and banana) so they have to be imported and hence travel longer distances. There are also major differences in carbon footprint among vegetables depending on how they are grown. For instance, sun-ripened tomatoes grown outside of a greenhouse have a far smaller carbon footprint than tomatoes that are grown indoors in heated greenhouses.

Why do animal products generally have a larger carbon footprint than plant-based foods? For instance, why are soy cutlets better in this regard than a steak?

The term "soy" often makes us think of the destruction of the rainforest. However, it is often forgotten that most of the soy that is farmed there is used for animal feed. The soy used to produce soy cutlets is often produced regionally. Plant-based products are usually better for the environment than meat because their production is less resource-intensive. Soy and other plants could help feed far more people if they were not used as animal feed but instead were used directly in the production of food for human consumption. Farmed animals require the energy they get from feed for all kinds of metabolic processes. Only around 10 to 35% of the calories contained in feed goes into producing meat, milk or eggs.[4]

What is bread made of? And why does bread production impact on the climate?

Provided the grain for the bread is produced regionally, the climate impact of bread production is attributable to the baking. Most types of bread are baked at temperatures ranging from 200 to 270 degrees C for up to around 50 minutes. Baking requires a great deal of energy, usually electricity. Electricity generation can cause major GHG emissions.

Where do the emissions in chicken farming come from?

Chicken-rearing in batteries, which are large barns with up to 30,000 chickens, is highly energy-intensive. In addition, chicken manure releases large amounts of methane. Battery-farmed chickens are fed on soy, corn and grain that is often imported from halfway across the world. For instance, the soy that goes into chicken feed may be produced on fields that used to be rainforest. Eggs produced by free-range chickens are better for the climate. The same goes for eggs that are laid by chickens kept by neighbours and fed on kitchen scraps.

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[4] Cf. https://albert-schweitzer-stiftung.de/aktuell/warum-sojawurst-nicht-dem-regenwald-schadet [last accessed on 12 December 2022] (in German)
https://www.researchgate.net/publication/263192492_Embodied_crop_calories_in_animal_products [last accessed on 12 December 2022]

Annex 2: Facts around waste

The time it takes for materials to decompose depends on many different factors, such as exposure to the sun, temperature, humidity, size of the waste pieces and the microorganisms involved. The exact composition of the material is another important factor. Paper, for example, is often coated with varnishes or plastics, which means it takes much longer to break down than if it were only made of cellulose.

Waste that is not disposed of properly significantly contributes to global climate change. Large quantities of hazardous methane gas escape from open landfills or illegal waste dumps. Illegally incinerated waste produces soot which is damaging not only for the climate but also for our health. According to the Intergovernmental Panel on Climate Change (IPCC), landfills and sewage plants are responsible for about 5% of global greenhouse gas emissions.

Another problem is plastic waste in our oceans. Every year, an estimated 14 million tons of plastic end up in the sea. Marine animals such as seabirds, whales, fish and turtles often mistake plastic waste for prey and ingest it. Many ultimately starve to death because their stomachs are filled with plastic debris. They also suffer from lacerations, infections, reduced ability to swim and internal injuries.

Plastics – so synthetic materials – are made from petroleum, among other things. Over 300 million tons of plastic is produced every year, half of which is used to make single-use items such as shopping bags, cups and straws. This means half of all products are used only once and then discarded.[5]

Fortunately, more and more laws are being introduced to ban single-use items. But incorrect waste disposal is not the only cause of greenhouse gases. The items that eventually end up in landfills have to be produced in the first place, and these production processes also cause greenhouse gases.

Recycling an aluminium beverage can requires 95% less energy than producing a new one from raw materials. However, recycling aluminium is a complex process because aluminium is rarely used on its own but is mixed with other metals (producing what is known as alloys), which are difficult to separate. During the recycling process, some of the aluminium is lost. This means we cannot just make a new can from an old can. Incidentally, an average smartphone is made from about 60 different raw materials, including about 30 different types of metal. [6]

Recycling plastics (synthetics) poses similar problems. Plastics are made from different materials (made up of molecular chains, or polymers) such

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[5] Cf. https://www.iucn.org/resources/issues-brief/marine-plastic-pollution [last accessed on 12 December 2022]

[6] Also check out: Recycling rates of metals: A status report | UNEP - UN Environment Programme

as carbon, hydrogen, nitrogen, sulphur, chlorine or phosphorus. There are many different types of plastics, each with different properties (flexible, rigid, fire-resistant). When different plastics are combined, as is often the case, for example, with cheese packaging, recycling becomes difficult.

Background information:

1. Food

Food Security Is a Question of Environmental and Social Justice
feminist-climate-justice-think-pieces-04-food-systems-transformation-en.pdf
Food and Climate Change: Healthy diets for a healthier planet | United Nations
Environmental Impacts of Food Production - Our World in Data
Indigenous Food Systems Network | Indigenous Food Systems Network
Indigenous knowledge in food system transformations | Communications Earth & Environment
The Principles of Indigenous Food Sovereignty | UC Agriculture and Natural Resources

2. Waste

Zero Waste & Social Justice - Eco-Cycle
TRUE_Waste-White-Paper-Waste-Health-Environmental-Justice.pdf
Waste trade worldwide - statistics & facts | Statista
What is the waste trade? Your questions answered | Trash Hero World

3. Fashion

Fast Fashion and Its Environmental Impact in 2025 | Earth.Org
How fast fashion fuels climate change, plastic pollution, and violence - Greenpeace International
The impact of textile production and waste on the environment (infographics) | Topics | European Parliament

1.2.1. Climate Justice in Data

Recommended for: Pre-Departure

Activity Objectives:

- Learn comparative data and facts on climate change.
- Reflect on one's own position in an interconnected world and one's own contribution to climate change.
- Learn how different places are affected differently by climate change.
- Appreciate the complexity of these relationships and processes.
- Understand the concept of climate injustice.
- Develop a critical approach to how data is presented in the media.

Related Skill: Volunteers understand how people's behaviours and consumption patterns impact the environment and biodiversity.

Learning Outcome: Volunteers understand the environmental impact of everyday products and services (e.g. food, clothing, waste, AI) and can assess the potential and limits of individual climate action.

Duration: 60-90 minutes

Materials: Paper, Flipchart paper + markers, climate factsheets per country.

Facilitator's tips:

Depending on where your volunteers are from and in which host country they are going to volunteer, it makes sense to ask them to compare those countries in the working group. Make sure that the selection is sufficiently diverse with e.g. high-income and low-income countries, those from the majority world and those from minority world, from the different regions etc.

To address internet challenges, you could also print out the material to be read in groups to encourage them to explore the data together.

As facilitator mention how numbers can also be interpreted/used differently, depending on the perspective, aims, biases and background of the person selecting/ presenting the data and those interpreting them. Ask the participants to come up with other factors and numbers that could be relevant and interesting to compare and to research.

Note: This activity requires some background knowledge from the facilitator around data collection and analysis e.g. regarding energy production, etc.

Steps to follow

In plenary, explain to the participants that in this activity they are going to compare and discuss data and facts on climate change for a selection of countries that you have defined beforehand.

Divide the participants into 4 groups and ask each group to prepare a short presentation with a comparative data analysis showing the differences between the selected countries. Ask them to answer the question: What do the data show us? and present their key insights. They have 30 minutes to prepare their presentation of the data.

Group 1 will compare data on the different energy consumption rates of the selected countries: Energy Production and Consumption - Our World in Data

Group 2 will compare data on CO2 emissions in the selected countries: CO$_2$ emissions per capita

Group 3 will compare data on the access to electricity in the selected countries: Share of the population with access to electricity, 2022

Group 4 will compare data on poverty levels and GDP in the selected countries: https://ourworldindata.org/poverty and https://ourworldindata.org/grapher/gdp-per-capita-worldbank

During this process, check how the groups are doing and offer help.

After 30 minutes, ask all groups to present their data. In plenary discuss:

- How was the process of analysing the data?
- Was there anything that surprised you?
- If you compare the data from the different presentations, what strikes you as important to consider when addressing the climate and environmental crisis?
- What can we learn from the data regarding the need for climate action? How does this make you feel about these countries and their relationships?
- Did you notice any tendencies? What do you think are the reasons?
- Is there anything important that this data does not or cannot show?
- Do you think this will change the way you act or think?

Refer participants to activity 1.1. on climate justice or include a short introduction of the concept of Climate Justice.

1.3. Leave a like – on the use of social media

Recommended for: Pre-departure training

Activity Objectives:
- Raise awareness of the environmental impact and ethical responsibilities associated with social media use, and support volunteers in making conscious, inclusive, and sustainable choices online.

Related Skill: Volunteers implement environmental actions during their volunteering time.

Leaning outcome: Volunteers critically evaluate the environmental and ethical impact of social media and apply principles of responsible digital communication in their personal and volunteer-related online activities.

Duration: 1,5 hours

Materials needed: Internet access/ or download the material beforehand, flipcharts, pens, paper, computers/mobile devices

Facilitators tips:
- Be knowledgeable about ICYE's policies *Care to Engage* and *Safer Together* and the corresponding principles regarding communication.
- Be aware that the topics can be offensive or sensitive. Give a trigger warning. We recommend that you debrief afterwards to check in with the participants.
- You can use other similar articles in your local language.
- Check in with them e.g. in the midterm or final evaluation workshop on how they have been keeping up with their commitments.

Steps to follow

Divide the participants into 2 groups:

Group 1: The role of social media to address climate change
Group 2: The impact of AI on the climate

Ask each group to either research about the topic themselves or share with them the examples below of videos/ articles on the topic. Explain, that their task is to develop a presentation of their topic in which they showcase:

a) their key insights from the video/article and
b) their ideas to address the problem, including at personal level.

After 30 minutes, each group shares their presentation in plenary. Have a discussion on what the use of social media and AI means for environmental regeneration. Together collect ideas on how principles for ethical and greener social media and AI use could look like.

Ask participants to write their own commitments regarding the social media use during their volunteering time on post-its or on a flipchart.

Group 1: The role of social media in climate change

Examples of Videos: https://youtu.be/Byl7SBFoo8?feature=shared

The Role of Social Media Content Creators in Climate Communications https://www.youtube.com/watch?v=AczAoi1MuQo (2:13 min)
How Do Social Media Platforms Contribute To Climate Change Denial Campaigns? https://www.youtube.com/watch?v=90yWFsy9GyI (3:59)
Climate Change Miss Information In Social Media https://www.youtube.com/watch?v=ppZBM1iodyo (2:46 min)

Examples for Articles:

https://en.reset.org/just-how-effective-is-social-media-in-tackling-the-climate-crisis/
https://theconversation.com/climate-misinformation-is-rife-on-social-media-and-poised-to-get-worse-247156
https://ccaps.umn.edu/story/power-social-media-climate-justice-advocacy

Group 2: Impact of AI on the climate
Examples for Videos:

Impact of AI (water, energy, metals):
https://www.youtube.com/watch?v=ARF2EhIML54 (12.31 min)

How AI uses our drinking water
https://www.youtube.com/watch?v=b0C56yqIkbk (6:36)

Examples for Articles:

Overview of pros and cons: AI has an environmental problem. Here's what the world can do about that.
Graphics and data: Environmental Impact of Generative AI | Stats & Facts for 2025 https://news.mit.edu/2025/explained-generative-ai-environmental-impact-0117

Activities for on-arrival workshop

2.1.   Climate Colonialism

Recommended for: On-arrival training

Activity Objectives:

- Participants understand how colonialism is related to climate change.
- Participants reflect on global power structures and the consequences of Climate Change.
- Participants summarize ideas about how to take action both on individual and collective levels.

Related Skill(s):

- Volunteers understand the connections between inequality, climate colonialism, power dynamics, poverty and climate change and embrace the concept of climate justice.

Learning outcome: Volunteers understand how colonial legacies and global inequalities influence present-day climate injustices.

Duration: 90 minutes

Materials needed:

- Prepare two flipcharts with the following titles:
  One: "Extractivism & Neocolonialism: Implications for Climate Activism",
  Two: "Colonial dynamics of inequality: Implications for Climate Activism"
- Three flipcharts for the World Café with the questions written on it beforehand
- Markers
- Computers for participants to watch videos

Facilitator's tips:

Check wifi or internet connection for watching the videos online. If internet is not working well, it is recommended to download the videos in advance.

If all groups are to watch a video at the same time (in Step 2), make sure there are sperate rooms/locations where the groups can watch videos without disturbing the others.

For the second part of the activity, there are two alternatives to choose from:

a) A world café deepening the topics above.
b) Discussing the concept of 'buen vivir'.

For reference: Buen Vivir means "living well," in Spanish. It is a concept originating from indigenous philosophies in the Andes in Latin America that emphasizes a harmonious relationship between humans and nature, and within communities. It contrasts with Western notions of development focused on material accumulation and exploitation of resources, advocating instead for a holistic and sustainable way of life.

Steps to follow

Step 1: Introduction

Watch with the participants the following video: COP 26: What is climate colonialism? - BBC My World (youtube.com) and ask them if anyone has any comments, thoughts or feelings they would like to share. (15 min)

Step 2: Group Work on topics

Divide the participants into four groups and give each group one of the following videos to watch. Ask them to report to the others what their key insights from the videos are. They have 25 minutes to prepare:

- Group 1: The relationship of extractivism and neo-colonialism. Ask them to read the following text (up to the section header "Colonising the Mind") Extractivism and Neo-colonialism – The Pillars of Fossil Capitalism and watch the corresponding video clip Living Wetiko, where two members of communities affected by the Cerrejón coal mine in Colombia speak of/to the European coal supply chain.

- Group 2: The relationship of science and indigenous knowledge: Indigenous Communities Are on the Front Lines of Climate Change | Hot Mess 🌍 (youtube.com)

- Group 3: Trevor Noah interviewing Vanessa Nakate 'Why Africa should be at the centre of the climate conversation': Vanessa Nakate - Why Africa Should Be at the Center of the Climate Conversation | The Daily Show (youtube.com)

- Group 4: Young climate activists demand action: Young climate activists demand action and inspire hope | UNICEF

World Café

Step 3: Let participants know they will be working in small groups in a World Café Style activity. Explain that there will be three tables, each with a different theme. Participants can join whichever table they like and can also move between tables as they choose. Each table has one facilitator who stays put and takes notes. Let them know they have around 30 minutes total for the discussions.

Explain the themes of the three tables to the participants. Ask if any clarifications are needed.

Table 1: Extractivism

To start the discussion, the table facilitator can decide if they want to directly go to the questions, maybe just highlighting some of the aspects from the presentations or whether they want to first share the following quote: *"Colonialism, capitalism and catastrophic climate change are structurally [...] linked. Colonialism does not simply prepare the ground for capitalism's expansionist impulses in the pursuit of markets for its products; colonial extraction remains integral to that expansion. The latter is not a consequence of the economic imperative of capitalism, rather it is a consequence of the logic of colonialism and its political economy. Not recognising the patterns of political economic development that produce the global inequalities associated with climate change undermines the possibility of developing effective and socially just political solutions to the problems we face."[7]*

The group then discusses the following questions written on a flipchart (or any other that the facilitator regards relevant):

o Why is capitalism intricately linked with climate colonialism and climate change?
o What different forms of exploitation of the majority world can you think of (e.g. mining/ extractivism of resources, brain drain of intellectuals to study in universities of the Global North, land grabbing, patenting of medicinal plants from indigenous communities)?
o If extractivism in the majority world is seen by some activists as a form of neocolonialism as well as a driver of climate change and cause of severe impacts on frontline communities, what implications does this have for climate activism?

The table facilitator notes down the comments on the flipchart.

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[7] Gurminder K. Bhambra and Peter Newell: *More than a metaphor: 'climate colonialism' in perspective*. In Global Social Challenges Journal, Volume 2:2 (13. Oct 2022), page 179-187. More than a metaphor: 'climate colonialism' in perspective in: Global Social Challenges Journal Volume 2 2 (2023)

Table 2: Neo-colonial power relations

To start the discussion, the table facilitator reads the following quote: *"Centuries of colonial rule have created highly unequal global structures. There are great disparities between the Global North and Global South in terms of financial wealth. The capitalist economic system and its global supply chains continue to reproduce colonial forms of exploitation. Since these structures have never been fundamentally changed, colonial power relations continue to maintain or even increase global inequalities."*

The group then discusses the following questions written on a flipchart (or any other that the facilitator regards relevant):

- Why is it important to understand how colonial power relations continue to impact on global inequalities?
- If modern dynamics of inequality, vulnerability to climate impacts, and exploitation relate to histories of colonial plunder and expropriation, what implications does this have for climate activism?

The table facilitator notes down the comments on the flipchart.

Table 3: Solidarity

To start the discussion, the table facilitator reads the following quote from Ruth Wilson Gilmore: *"And solidarity is something that's made and remade and remade. It never just is. And I think of that in terms of radical dependency. That we come absolutely to depend on each other. And so, solidarity and radical dependency that I keep thinking about and keep seeing everywhere is about life and living and living together. And living together in rather beautiful ways...."*[8]

Before opening the discussion, the table facilitator asks participants to take a few minutes to reflect individually on their own experiences of solidarity - both when they have shown solidarity to others, or when others have acted in solidarity with them.

The group then discusses the following questions written on a flipchart (or any other that the facilitator regards relevant):

- When thinking of your experiences, was it solidarity of the type that Gilmore is talking about, radical dependency or what other forms of solidarity have you experienced?
- Were there other times when you have experienced solidarity as radical dependency, but it wasn't named as such?
- What implications does Wilson Gilmore's idea of solidarity have for climate activism?

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[8] https://mapping.capital/wp-content/uploads/2022/04/geographies_of_racial_capitalism_with_ruth_wilson_gilmore.pdf

The table facilitator notes down the comments on the flipchart.

Step 4: Once the tables wrap up, ask the participants to come back to the plenary and invite each facilitator to share a summary of their table's discussion for a few minutes each. Ask if anyone else has any reflections they'd like to share.

Alternative: Discussion on Buen Vivir

Step 3: Sumak Kawsay – collective well being – buen vivir

Ask everyone to read the following article:

[Buen Vivir: South America's rethinking of the future we want (theconversation.com)](theconversation.com)

Ask them to share what they learnt about the concept of Sumak Kawsay or buen vivir. Then ask participants to write down on flipcharts how they can contribute in their own life to a good living in harmony with other humans and nature.

Finalise the activity by reading out the ideas and commitments.

Source: This activity is a combination of an internal activity from ICJA and Activity 3.2 – Extractivism, Neocolonialism and Climate Change in: Sian Cowman, Colonialism, Extractivism and Climate Change - Facilitators and Learners' Handbook. Page 28ff. https://www.friendsoftheearth.ie/get-involved/resources/climate-change-extractivism-and-colonialism/

2.1.1. Negotiating Climate Action

Recommended for: On-arrival training

Activity Objectives:
- Recognise how climate injustice is rooted in structural inequalities and historical responsibility.
- Reflect critically on how national interests can conflict with global sustainability goals.
- Advocate for fair, inclusive, and effective climate solutions from both a national and global perspective.

Related Skill: Volunteers understand the connections between inequality, climate colonialism, power dynamics, poverty and climate change and embrace the concept of climate justice.

Learning outcomes:
- Volunteers understand how colonial legacies and global inequalities influence present-day climate injustices.
- Volunteers can apply an intersectional approach with regards to climate justice, having analysed how gender, class, race, geography, and global power dynamics affect vulnerability and decision-making power.

Duration: 90 to 120 minutes

Materials needed:
- Country profile documents (Norvana, Zalandia, Indora, Atana) – you find these in the extra folder on our collaboration space
- Printed or digital role sheets for negotiators
- "Citizen of the World" transition cards or ribbons
- Voting tokens (stickers, post-its, or coloured paper dots)
- Poster board or flipchart paper for the "Global Declaration"
- Markers, pens, and paper for notes
- Timer or bell to manage phases
- Optional: printed icons or flags for each country

Facilitator's tips:
- Familiarise yourself with the country profiles and themes in advance
- Emphasise that the simulation reflects real power asymmetries—participants should embody the perspectives given but also challenge them ethically
- Clearly mark the transition from national role to global citizen with a symbolic gesture or object

- Use the reflection space to explore discomfort, bias, or breakthroughs—these are key learning moments
- Allow space for disagreement, but ensure discussions remain respectful and inclusive
- Consider using a co-facilitator to support timing, note-taking, or emotional check-ins

Background information

In this role-playing activity, participants take on the roles of delegates from four fictional countries that reflect contrasting realities inspired by the Global North and Global South. While some countries are technologically advanced and economically dominant, others face challenges related to poverty, climate vulnerability, resource exploitation, and limited global influence. This setup creates a space for participants to critically explore how geopolitical, historical, and socio-economic disparities affect international climate action.

Each country is carefully designed with its own profile, including national values, a representative character, specific environmental challenges, development goals, key statistics, and ideological keywords.

These profiles provide the basis for participants to embody their roles and articulate realistic, sometimes conflicting, positions on four major themes:
- Climate Change
- Climate Justice
- Climate Colonialism
- Gender and Climate

The activity simulates high-level climate negotiations through structured panels, alliance-building, and symbolic transitions of identity. It includes moments of ethical tension and strategic decision-making, reflecting the dynamics of real-world international climate summits.

As the activity progresses, participants are first invited to adopt and defend the position of their assigned country. They must prepare statements, represent national interests, and argue based on their country's specific context. Later, in a symbolic shift, they are asked to let go of their national identity and step into the role of **global citizens**, empowered to vote based on what they believe is fair, just, and necessary for a sustainable planet.

This transition—from national delegate to global actor—serves as a powerful learning moment, challenging participants to reflect on the tension between national priorities and global justice. The final result of the activity is a "Global Declaration" composed of the most supported positions

in each theme, symbolising a collective vision for inclusive and equitable climate action.

Overall, the simulation offers participants an experiential opportunity to examine how **power, privilege, and structural inequalities** influence global responses to the climate crisis. It also encourages empathy, critical thinking, cross-cultural understanding, and cooperation beyond borders.

Steps to follow

Step 1: Introduction (10min)

Explain the goals and structure of the simulation and introduce the four main topics: climate change, climate justice, climate colonialism, gender and climate. Divide the participants into four groups and assign each group one of the fictional countries. Distribute the corresponding country profiles.

Step 2: Group Work (20 minutes)

Explain that each group should read their country profile and define their strategies. They should appoint four negotiators, one per theme. Each negotiator drafts a position statement using the ideological framework and keywords provided.

Step 3: Thematic Panels (30 minutes)

In four thematic panels - one per theme, the negotiators from all countries present their statements (max 2 min each).

Everyone else will set aside their national roles and become global citizens. The "Citizen of the World" cards or ribbons are distributed. At the end of each panel, the global citizens vote for the statement that best represents a fair, just, and sustainable position. The winning statements form the basis of the "Global Declaration" (written on poster/slide)

Step 4: Reflection and Debrief (15–20 minutes)

After all the four panels have presented their statements, the participants are encouraged to reflect on connections between the fictional roles and real-world dynamics. Close with reflections on personal responsibility and collective action.

2.2. Who Holds the Umbrella? Gender, Climate, and Intersectional Justice

Recommended for: On-arrival training

Activity Objectives:

- Participants will analyse the topic of climate change from a gender perspective.
- They will specifically understand how gender norms, roles and expectations shape vulnerability and resilience in climate contexts.
- They will analyse how gender intersects with cultural, economic, and social inequalities.
- They will apply this understanding to projects and regional contexts.

Related Skill: Volunteers understand the connections between inequality, climate colonialism, power dynamics, poverty and climate change and embrace the concept of climate justice.

Learning outcome: Volunteers can apply an intersectional approach with regards to climate justice, having analysed how gender, class, race, geography, and global power dynamics affect vulnerability and decision-making power.

Duration: 2 hours

Materials needed:

- Laptop and projector
- Video: NAP Global Network's "Gender and Climate Change" (3–4 minutes)
- For Step 3, prepare beforehand a mini PowerPoint presentation with (see tips for the content in *Annex 1*):
  Definitions on gender, climate justice, intersectionality

  Key gender/climate justice facts

  Regional/global case examples (e.g., women farmers in sub-Saharan

  Africa, Pacific Islander perspectives, Indigenous land defenders)
- Flipchart or whiteboard
- Sticky notes
- Pens/paper
- Role play character cards

Facilitators' tips: Designed to be interactive, reflective, and adaptable across National Committees, this activity is modular and can be used alone or as part of a broader session on intersectionality or colonization.

Steps to follow

Step 1. Welcome and Warm-Up (10 min)

To start, ask participants whether they have examples from their own experiences or their communities on how climate change and gender might be connected.

Energiser to get into the theme: Ask participants to stand in a circle. You then read several statements and ask participants whether they want to share personal experiences or examples related to the statement.

Here are examples of statements:

- "I've seen how climate change impacts my community."
- "I think gender plays a role in climate solutions."
- "I have seen that gender plays a role in grass root actions on climate change or the protection of the environment."
- "I think gender affects climate financing."
- "I have experienced that a more inclusive gender approach gives hope in climate change and environmental crisis."

Step 2. Watch the Video (5 min)

Show a video from the **NAP Global Network** on gender-responsive adaptation, introducing general concepts: https://napglobalnetwork.org/resource/video-why-gender-matters-%20for-adaptation-to-climate-change/

Ask participants to write 1 word they associate with **gender and climate** after watching.

Step 3. Mini-Presentation (20 min)

Use a **PowerPoint** to present the following (see definitions and some selected facts in Annex 1) or alternatively, ask small groups of participants (2-3) to clarify key terms – also considering local differences:

- Definitions of gender justice, climate justice, and intersectionality.
- Brief facts (e.g., "Women make up 80% of people displaced by climate change" - UN Women).
- Case examples of marginalized gender groups facing unique climate risks (Example: www.climatecentre.org)

Tip: Highlight regional relevance — customize examples where possible.

Step 4. Mapping Gender Dimensions (20 min)

This is an individual exercise. Ask participants to work each choose a project, region, or community they know and ask them to answer the following questions:

- Who is most vulnerable to climate impacts in that region/project/community?
- What roles do women, men, and other gender identities play?
- Who takes major decisions in the average family what the money is spent for?
- Are there policies in that region/ community in place that promote gender equality?

Step 5. Presentation and Peer Feedback (20 min)

Ask participants to break into small groups (3–5 people) to share the insights from their mapping with the others. Use sticky notes to offer suggestions/questions to each other.

Step 6. Mini Role Play: "The Climate Fairness Committee" (45 min-)

Explain that the participants will act out a small role play with the following **scenario:**

Your group is designing a municipal climate change adaptation plan. Each person adopts a role (e.g., single mother, Indigenous elder, climate scientist, youth activist, local business owner, representative from a local community impacted by climate change, a representative from the ministry on environment).

- Debate priorities and develop a mini-strategy for the municipal climate change adaptation plan.
- Focus question: "What makes this plan **gender-just** and **fair**?"

Debrief: How did gender or identity affect whose voice was heard?

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ALTERNATIVE:

Step 6: "Climate and Society"

This interactive game by the Climate & Development Knowledge Network explores how people's different gender, social, economic, and cultural roles interact with and contribute to climate vulnerability and risk. Participants assume various roles to understand how these attributes affect people's ability to respond to climate change. Climate & Development Knowledge Network

The role play to negotiate resilience plans with specific character cards are available for Asia, Africa and Latin America

Source: https://cdkn.org/resource/resource-training-game-on-climate-and-society-explores-gender-and-social-inclusion?utm_source=chatgpt.com

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Step 7. Reflection & Close (10 min)

To close the session, ask participants to share their insights on the following question:

- How does an intersectional lens change how we plan or act on climate issues?

Optional: Participants write a takeaway message or action pledge.

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REFERENCES

NAP Global Network. "Gender and Climate Change" (Why gender matters): https://napglobalnetwork.org/resource/video-why-gender-matters-%20for-adaptation-to-climate-change/

Climate Centre, www.climatecentre.org, "Gender and Climate Change": https://www.climatecentre.org/wp-content/uploads/Gender-and-Climate-Change.pdf

Training game on 'Climate and Society' explores gender and social inclusion: Climate & Development Knowledge Network

https://cdkn.org/resource/resource-training-game-on-climate-and-society-explores-gender-and-social-inclusion?utm_source=chatgpt.com

MORE ABOUT THE TOPIC

COPGendered: Gender and Climate Justice E-learning Tool has been launched: https://wideplus.org/2025/03/04/copgendered-gender-and-climate-justice-e-learning-tool-has-been-launched/

Women's Forum. Making sense of gender-climate-nexus – the journey of the women4climateaction daring circle: https://www.womens-forum.com/articles/e19ed5ef-2bb4-ed11-a8df-000d3a49e15d/making-sense-of-gender-climate-nexus-the-journey-of-the-women4climateaction-daring-circle

"The struggle for women's rights is deeply impacted by and connected to the struggles for racial justice, queer justice, immigration justice, climate justice, and so many more." (https://www.globalfundforwomen.org/what-we-do/gender-justice/)

Definitions:

Gender justice: takes an intersectional approach and looks to achieve both equity (equal distribution of resources, access, and opportunities) and equality (equal outcomes for all) by transforming gender and power relations, and the structures, norms and values that underpin them.

Climate justice: seeks to address the social, racial, and environmental injustices related to climate change by identifying the disproportionate impact climate change has on vulnerable and excluded communities and groups.

Intersectionality: describes how multiple forms of discrimination affect the daily lives of individuals by highlighting how various aspects of individual identity—including race, gender, social class, and sexuality—interact to create unique experiences of privilege or oppression.

Brief facts

https://www.unwomen.org/en/articles/explainer/how-gender-inequality-and-climate-change-are-interconnected
https://www.un.org/womenwatch/feature/climate_change/downloads/Women_and_Climate_Change_Factsheet.pdf
https://unfoundation.org/blog/post/five-facts-about-gender-equality-and-climate-change/
https://unfccc.int/news/five-reasons-why-climate-action-needs-women

2.3. Less is more

Recommended for: On-arrival training

Activity Objectives:
- Participants can identify key areas of daily life that impact on the environment (e.g. food, water, energy, waste, consumption, transport).
- They can describe specific actions that reduce environmental impact and estimate their tangible outcomes (e.g. CO_2 saved, water conserved).
- Participants will understand how small actions create tangible effects in reducing their carbon footprint and increasing their ecological handprint.
- They feel empowered to make conscious choices and to communicate them to others, inspiring collective environmental responsibility.

Related Skill: Volunteers implement environmental actions during their volunteering time.

Leaning outcome: Volunteers have identified and are motivated to take realistic and context-sensitive climate actions they can take individually and collectively during and beyond their volunteering experience.

Duration: 45 min

Materials needed:
- Papers with: "Strongly agree", "Agree", "Neutral", "Disagree", "Strongly disagree" (to label chairs)
- Pens and sticky notes or cards
- Flipcharts (or large sheets) with six labelled columns: transportation, consumption, water, food, home, waste
- Pre-prepared commitment cards with estimated impact values – you find these in the extra folder on our collaboration space
- Printed or projected infographics
- Tape or adhesive for participants to attach their chosen commitments

Facilitators tips
- Make sure participants adapt commitments to the local context.
- Encourage diversity of choices – not all participants need to commit to the same actions.

Steps to follow

Step 1: Introduction

The facilitator introduces the concepts of the ecological footprint and handprint, explaining how individual behaviour contributes to climate impact and how small actions can also reduce it.

Ecological footprint: Developed by Mathis Wackernagel and William Rees in the mid-1990s, the ecological footprint measures how many resources from the environment are required to support a specific way of life.

Ecological handprint: Originally launched by the Indian organisation CEE (www.ceeindia.org) as an open concept of action that positively impacts our planet. This includes connecting with people or communities already engaged in ecological ways of life and encouraging others to take positive action.

Step 2: Take a stand

Place five chairs or papers across the room with signs: "Strongly agree", "Agree", "Neutral", "Disagree", "Strongly disagree". Tell participants that you will read out a statement (see examples below), and they should then move to the chair that best represents their opinion. After each statement, some participants can share their reasoning briefly.

Examples of statements:
- Less is more.
- I live in a society where the average person has a high carbon footprint.
- I have planted at least one tree in my life already.
- My government is doing enough to address biodiversity loss and environmental crisis.
- Individuals don't have the power to address climate change.
- People are not willing to change.

Step 3: Group Work and Personal Commitment

Participants are then divided into small groups (4–5 people). Ask the groups to collect their joint ecological footprint after having answered one of the quizzes individually:

- Ecological Footprint Calculator or
- Carbon Footprint Calculator – Calculate your carbon footprint with myclimate | myclimate

Ask them to write down their overall carbon footprint as a group.

Each group then receives a flipchart with six columns that are named: Transportation, Consumption, Water, Food, Home, Waste. They then receive a set of the commitment cards; each linked to one of the infographics and displaying an estimated annual CO_2 (or water saving). Each participant selects at least one action per category they are personally willing to commit to. They place these on the respective column of the group flipcharts. The group then calculated how much CO_2 / water they will save as a group.

Step 4: Reflection in Plenary

After 30 minutes ask the groups to come back to the plenary and ask each group to present how much they are spending as a group and how much they would save through their commitments in CO_2 or water. Participants are encouraged to share challenges and motivations behind their commitments.

Once all the groups have presented, ask the participants to reflect on common themes, surprising choices, or collective impact or lead a discussion on the following questions:

- How can we reduce the impact households have on climate change?
- How can individuals be empowered to take positive action to benefit the environment?

Propose that participants track their actions over time or revisit their commitments in the mid-term evaluation workshop.

To finalise, show participants the poster from ICYE Costa Rica on possible actions volunteers can take.

Source: Based on Ecological-Handprint-Backgrounder.pdf

10 tips for practicing Green Volunteering in Costa Rica

ACI Voluntariado Verde · ACI Green Volunteering

Costa Rica

A small action from you can make a big difference for the planet and your neighborhood.

The carbon footprint it's a way to measure our environmental impact in terms of climate change. It includes all emissions produced directly or indirectly, for example:

- The energy we use at home or at work.
- Transportation (car, bus, airplane, etc.).
- The production and transport of the food we eat.
- The manufacturing of goods and services we purchase.

Recycle properly

Find out how recycling works in your new community. Apply your knowledge with respect.

Reduce your carbon footprint

Use public transport as much as you can. If possible, use bicycle in your community.

Consume local and seasonal

"La Feria" is a fruit & vegetable market on weekends in each town. Help local farmers, good prices always.

Give your clothes a second life

Buy fewer new clothes. Choose swaps, second-hand options, or repair garments instead of throwing them away.

Optimize water use

Turn off the tap while brushing your teeth, take shorter showers, and collect rainwater we have plenty during 6 months per year.

Save energy

Turn off lights and unplug devices you're not using. Take advantage of about 11 hours of daylight every day.

Avoid single-use plastics

Use reusable bottles, fabric bags, and your own cutlery.

Consume consciously

Before buying something, ask yourself if you really need it. Avoid overconsumption that creates more waste.

Join volunteering or cleanups

Take part in environmental initiatives in your new community and in your own project. You can also propose new ones.

VOLUNTARIO VERDE

Get informed and share

Follow environmental accounts, podcasts, and projects. Share good practices with friends and ACI to inspire positive change.

Green Volunteering:

It is a network of **awareness, support and visibility** for environmental actions in ACI. It's goal is for ACI volunteers to **develop the program with the smallest possible ecological footprint** and actively contribute to environmental balance.

We connect volunteers communities, and organizations to promote active participation in activities such as: **garbage collection, recycling campaigns, tree planting, environmental education,** and more. We will **inform, connect, and mobilize** our volunteers toward existing green actions.

aci

2.4. Embracing nature

Recommended for: On-arrival training

Activity Objective: To immerse in and explore nature to build an emotional connection that will motivate volunteers to engage in environmental action.

Related Skill: Volunteers implement environmental actions during their volunteering time.

Learning outcome: Volunteers have developed emotional resilience and empathy by exploring their connection to nature and the social dimensions of climate change.

Duration: 1 hour

Materials needed: large paper (for paintings), brushes, colours, glue

Facilitators tips: The activity is best done in a park, forest, near a river or in a garden In case this is not possible, you can also facilitate the activity in a big open workshop room. In this case, you can use nature sounds, smells and natural elements (leaves, stone...) to trigger the senses and perform a kind of 'guided meditation/reflection' with the participants.

Share with participants after the activity, that research shows that the closer we get to nature the more we are willing to take meaningful action to protect our environment: "Isolated actions like recycling, electric cars, and insulating homes are a good start but are not enough to meet the scale of the problem or address its root causes. The changes that most need to happen are those inside us, with radical and fundamental shifts in how we think and feel about nature."[9]

Steps to follow

Explain to participants that you all will go out to experience nature and to recognise ourselves as part of the natural world. The activity is about feeling and not knowledge and will therefore focus on our emotional connection and not on facts and figures. Highlight that knowledge and environmental education are important, but how we interact with the natural world and feel about it, often motivates us more to take environmental action.

Ask them to leave all their technology behind. Then go out with the participants to a park, forest, river, garden etc.

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[9] University of Derby, The nature Connection Handbook, page 3. the-nature-connection-handbook.pdf

Once you arrive, ask them to choose a spot where they can lie down, sit, stand and use their senses to feel, hear, smell, touch, see the nature around them.

Tell them to notice the structure of leaves, little animals that might be in the area, listen to the wind, look at the clouds, feel the bark of a tree etc.

Ask the participants for the first 10 minutes to just be quiet and concentrate on their senses.

You can also lead them with some questions like e.g.:

- What do you hear? Are there birds around, the wind, other sounds?
- What do you smell?
- How does the grass feel?
- What structure are the leaves on the tree?
- What colours do you see?
- Is beauty hiding in a place that you least expected?
- How would it feel like if you are a tree, a plant, an insect, a stone?

Give participants as much time as they need to immerse themselves in their connection with nature.

Then ask them to observe the nature around them.

Option 1: Ask them to create a piece of art about themselves and their connection with nature. They can write a poem, or journal their feelings, paint or create something out of materials they find in the spot. Ask them to only take things that are either abundant or lying around. These can be leaves, stones, plants, sticks, flowers, fallen fruit. They can also just sit down and paint what they see.

Option 2: Participants can also just use their body, in combination with some image theatre techniques. They can think of a word or an idea of their connection with nature and then embody this word/idea. They create a statue with their body - this statue can be in connection with other natural elements around them (like a tree, a flower, a leaf...). Once everyone has the word and the statue, ask everyone to freeze in their pose/statue. Then ask one half to unfreeze and walk around to look at the statues of others, thinking about what kind of word, feelings, ideas the statues convey. If wished, the audience can say what they see and then the 'artists' can share the meaning of their statue. Then switch the roles: the ones who freeze before now unfreeze and walk around to observe others.

Before going back, ask participants to stand in a circle and ask them:

- What does it feel like to be in nature?
- Think of a bucket list. What is something you would really like to see, hear, or experience in Nature? Why?
- What is Nature offering you today? e.g. *Sunshine, colourful leaves, the scent of fruit on the breeze*

Something you could share with participants (from Unveiling the 5 Pathways to Nature Connectedness - Reveal Nature):

- Nature holds layers of meaning, waiting to be uncovered. Whether it's seeing the resilience of a tree growing through concrete or the cyclical rhythms of the seasons mirroring life's own ebb and flow, the natural world offers endless metaphors for human existence. Taking time to reflect on these patterns enriches our connection, turning nature into a source of personal insight and wisdom.
- To truly connect with nature, we must not only observe it but also **care for it**. Recognizing the intrinsic value of all living beings—from the smallest insect to the ancient oak—cultivates empathy and a sense of responsibility. Acts of kindness, whether planting wildflowers for pollinators or rescuing stranded earthworms after rain, reinforce the understanding that we share this planet with countless other lives.

You could also share some quotes about the connection with nature from famous and inspiring people.

- "*To be is to interbe. You cannot just be by yourself alone. You have to be interbe with every other thing.*" Thich Nhat Hanh
- "*The goal of life is to make your heartbeat match the beat of the universe, to match your nature with Nature.*" Joseph Campell
- "Now I see the secret of the making of the best persons. It is to grow in the open air and to eat and sleep with the earth." Walt Whitman
- „The future of our fragile, beautiful planet home is in our hands. As God's family, we are stewards of God's creation. We can be wantonly irresponsible, or we can be caring and compassionate. God says, "I have set before you life and death... Choose life." Desmond Tutu

Once back in the workshop room, hang up/ exhibit the art if the artists agree.

Background material:

ALL-CHALLENGES-–-ACTIVITY-Workbook-–-Final.pdf
the-nature-connection-handbook.pdf
Unveiling the 5 Pathways to Nature Connectedness - Reveal Nature

2.4.1.   Big friendly giants

(Developed by Greensteps)

Recommended for: On-arrival training

Activity Objective: To embrace and get a better and broader understanding of the local nature, that will surround volunteers during their volunteer year in a new country, as well as analyse its state and form a new bioregional identity.

Related Skill: Volunteers implement environmental actions during their volunteering time.

Learning outcome: Volunteers have developed emotional resilience and empathy by exploring their connection to nature and the social dimensions of climate change.

Duration: 1-6 hours for the activity itself depending on the length and complexity of the route; 1-2 days for the preparation.

Materials needed: mobile phone/tablet to navigate the quest (for the facilitator or a few participants), a rope to measure the trees, bioregional passports (optional), proper shoes and clothes, bottle of water (in a warm season) / warm drink (in a cold season), additional materials depending on your own tasks/activities you would like to include in the quest

Facilitators tips:

To get a better understanding on how to create and lead the quest, the facilitator are advised to take part in Greensteps' community & commons mentor training.

This is a place-based learning format that helps you to understand local nature and culture (check out the best practice library from Greensteps)

Volunteers play the quest by hiking the locally planned routes and understanding ecosystem services of trees step by step. Usually, there are three main roles during the quest/route:
- geographer – the one who navigates the group with the mobile phone and a map,
- biologist – who can identify the species and tell participants more about it, and
- arborist – someone who helps with measurements and provides the instruments needed for certain activities.

You can use these roles with your colleagues who help you to organise the quest, or give these roles to participants, especially if you decide to split them into smaller teams or groups.

If you want, you can add a story behind your route/quest, connecting each stop with different characters of the story. If you want to introduce the participants more into local culture, you can connect it with one of the famous local stories or fairy-tales (e.g. "The Moomins" in Finland) and name the stops after its characters, adding some information about them to the "info page" of each stop.

Preparation of the quest

Decide on the location where you would like to organise a quest for volunteers: it can be a route in the city including some nice parks and some historical buildings, or a trip to a national park or nature reserve where volunteers would get a good impression of the local nature.

Walk around the area and map potentially interesting objects using ARK application – it could be trees, especially old ones (as they usually provide more information about the place), big rocks, monuments, bridges, historical buildings, etc. (in the ARK mapping tool you can find the full list of the objects that can be mapped). The most important characteristic for those objects should be that they are stable and will not disappear the other day.

Create a route based on your mappings, connecting them into a nice walk with different stops. Provide each stop with a short description, which you can use to help the participants become more familiar with the place, its history and nature.

To make a quest out of the route, add questions or different activities to each stop. You can use standardized questions and activities that are already in the app (e.g. description of the bark type or leaves shape for the trees, estimation of the age of a tree based on the measurement of its trunk, observation activities like counting birds or other species that you can spot on a tree, etc.), or you can create your own questions and activities depending on what you would like the participants to learn or do.

When the quest is created, test it out with your colleagues or friends to make sure everything works.

Steps to follow

On the day of the quest, start by showing this short video on the overview effect and bioregional identities.

Then go to the area you selected and walk with the participants through each stop asking them different questions or encouraging them to do the activities you have planned for the different stops.

You can plan to have some breaks during the walk where participants can just relax in some nice spots, have a snack or explore around freely.

When the quest is finished, ask the participants to share their feedback on how they liked the route and the activities they did. What did they learn and what was new or unusual for them? You can also do the main feedback session indoors after coming back from the walk, but it's good to ask the participants to share their impressions right after the quest even in a short way.

Encourage them to spend more time in nature during their stay as well as create their own routes.

Activities for mid-term and final evaluation workshops

3.1. Climate mapping

Recommended for: Mid-Term, Final Evaluation

Activity Objectives:

- Reflect the local aspects and the interconnectedness of climate justice
- Learn about other volunteers' projects
- Reflect on the own project's climate impact

Related Skills:

- Volunteers understand the connections between inequality, climate colonialism, power dynamics, poverty and climate change and embrace the concept of climate justice.
- Volunteers implement environmental actions during their volunteering time.

Leaning outcome: Volunteers have developed skills for collective action, including understanding strategies of climate movements and ways to increase their ecological handprint.

Duration: Depending on the number of participants: 30 – 120 minutes (+ preparation)

Materials needed: According to participants' needs, possibly: Computer/projector, flipchart + markers.

Facilitators tips: It is very important that the volunteers are contacted beforehand and are able to prepare their maps. See also Notes below at the end of the activity description.

## Steps to follow

Before the training

As facilitator, you need to contact the volunteers some weeks before the training with an introduction to the activity. Volunteers should have been in their host projects for some months and therefore been able to build experience and a personal connection with the host project and its surrounding area.

Volunteers should use this knowledge to draw a map of their project area (or use an online tool to draw on a map). They should freely decide the size of this area, depending on what is visible and accessible to them in their daily routine (e.g. in some projects volunteers may always be inside a

building, while in others they may do street work and therefore know their surroundings well).

First, they should draw on this map what they perceive as relevant "climate sites" – any site that they feel could have some relation to climate change and climate justice. The participants should ask themselves these questions:

- Is this place impacted by climate change in some way(s)? Is it positive or negative?
- Does this place have an impact on climate change in some way(s)? Is it positive or negative?
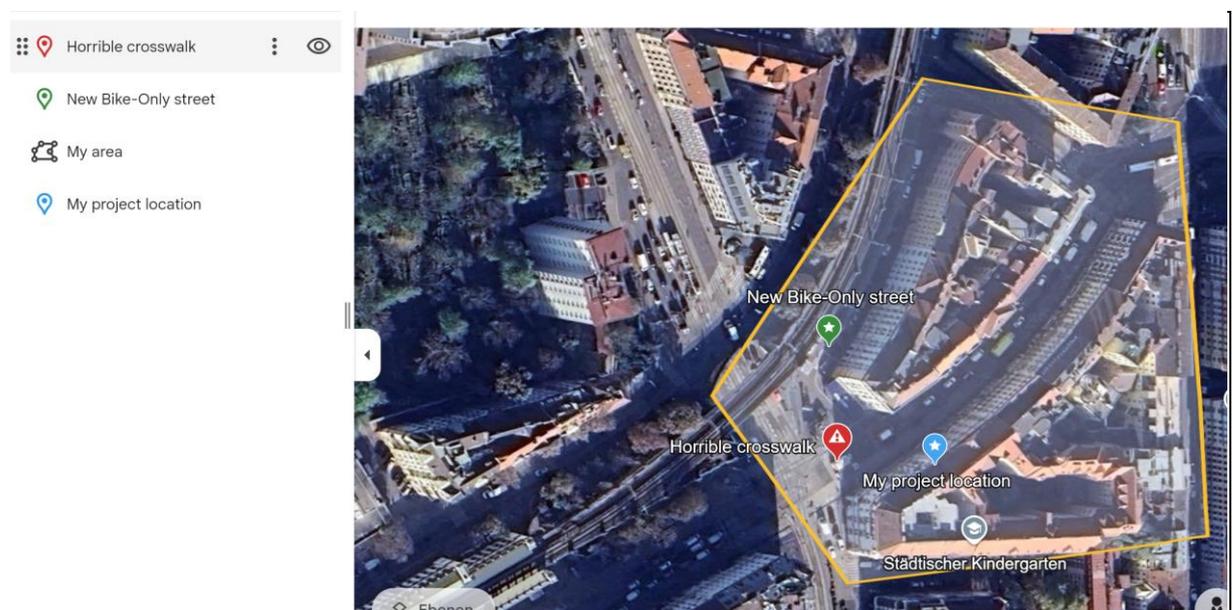
Possible realization with Google Earth

For example, a place may have a positive climate impact but be impacted negatively by climate change. Note that the field of "positively impacted" will be seldom used – but encourage volunteers to see if they can find an example of this.

After finishing this first map, they should check their results with the local community. This can take many forms and is very dependent on the project reality. Some examples are:

- Ask a person of trust from the project or from the community to do a walk together through the area, passing by some of the sites defined in the map and asking for their opinion
- Showing locals the map and asking them to identify their own sites and give them the same attributes
- Visit the sites and ask open questions to people in the surroundings

- Suggest a "climate walk" as a project activity where, for example, a group of project beneficiaries is taken on a walk and asked to share and discuss their associations with sites they encounter on the way.

The result should be an individual map that has sites marked by their attributes and is commented with the individual experiences and associations of the volunteer and the local community/ project community.

Presentation

At the workshop, each volunteer presents their map to the group. This can be combined with a pre-existing activity of presenting the host projects.

Note: The facilitator should make sure beforehand that all maps can be presented well to the other participants (e.g. use a projector, hand a drawn map through, or even provide volunteers with flipcharts to draw the map larger).

Depending on the number and diversity of the projects, there may be differences between the intensity of their relationship with climate justice. For example, an office project may not have the same way of relating to climate justice as an environmental project. However, since the participants present the projects to each other, they have the chance to understand connections between their projects (for example, a volunteer working in a project / area that emits pollution may see how another project is affected by pollution).

Debriefing:

A debriefing should emphasise the global-local and interconnected nature of climate change and climate justice. Volunteers should be asked to draw connections between the projects themselves. Facilitators can prepare specific questions based on their knowledge of the projects.

Some example questions are:

- Did you notice any strong differences between the climate maps?
- Did you notice any connections?
- After seeing other maps, do you see yours differently? How?
- How do you think this compares to a place you know well in your home country?
- Are there any hidden impacts that we may not see?

Notes

This activity requires volunteers to invest time beforehand. While for some volunteers, doing this can be an interesting activity to provide to the project, for others it can be extra work. Making sure volunteers understand the instructions well and commit to doing the preparation is key. The instructions should be sent to the volunteers early enough for the facilitators / coordinators to follow up with them in order to make sure they will bring their finished map to the seminar.

This activity will be more engaging if some of the volunteer projects are environmental. If no projects work in this area, some other input about environmental work can be provided. However, in any case it is essential to emphasize that climate justice affects and is affected by other areas.

Some ways volunteers can create their maps are:

- Drawing on a printed map
- Digitally drawing on a map image
- Drawing their own map on a paper sheet
- Using digital mapping tools like Google Earth

Keep in mind that:

- If the map is presented on paper, remind volunteers that it needs to be big enough to be presented easily
- Participants have the necessary resources for elaboration and presentation of their map

3.2. Alternative and sustainable ways of living

Recommended for: mid-term evaluation training

Activity Objective: Participants explore alternative & sustainable ways of living (including indigenous/traditional knowledge).

Related Skill: Volunteers understand the connections between inequality, climate colonialism, power dynamics, poverty and climate change and embrace the concept of climate justice.

Leaning outcomes:

- Volunteers have explored alternative and sustainable ways of living—including indigenous/traditional knowledge—and have reflected on how cultural sensitivity can enhance climate action and how different communities experience environmental justice.
- Volunteers are aware of environmental practices and resources in their host and home countries.

Duration: 2 hours

Materials needed: Projector, computer with internet access, flip chart and cards, pre-printed texts

Facilitators tips: This activity is highly context dependent. It offers a collection of ideas how you can implement it in your country, region or community. The video on capitalism is from a US American perspective but explains quite well the profit-orientation of capitalism, how it caused climate change, and the irresponsibility of global corporations.

Steps to follow

Step 1. Recap on Climate Justice (10 min)

Show the video Module 1: Introduction to Climate Justice | Climate Justice in BC: Lessons for Transformation to remind everyone what climate justice is about or recap the definition and key aspects of climate justice.

Definition: Climate justice seeks to address the social, racial, and environmental injustices related to climate change by identifying the disproportionate impact climate change has on vulnerable and excluded communities and groups.

Step 2: Alternative economic models to capitalism (15 min)

Watch and discuss one of the following videos on ecosocialism:

[Degrowth and Ecosocialism | Bonus](#) (10:24 min)
[Ecosocialism explained](#) (6:23 min)
[What is Eco-Socialism? | Means TV](#) (2:17 min)
[Why Capitalism Can't Save Us | Jason Hickel on Climate, AI & Empire (Better Future 003)](#) (on the benefits of ecosocialism 36:02 – 40:12)

Lead a discussion on the video. Here are some guiding questions:

- What was the main message of the video?
- What climate solutions could be developed if capitalism wasn't the dominant ideology in the world today?
- Do you think eco-socialism is a realistic alternative? What would be needed to move towards ecosocialism?

Step 3: Explore alternative and/or indigenous/traditional economies or ways of living in your host community (60 min)

Facilitate an interactive activity in which participants can learn about alternative ways of living or sustainable economic systems. This is very context-specific, and we recommend that you connect this activity to the knowledge present in your country/region/community, e.g. by inviting local experts.

Here are some ideas on how to explore the topic:

- Invite members of an indigenous community to talk about their ideas and experiences of how a way of life in harmony with nature could look like.
- Invite members of a group, organization or community that lives in an eco-village or who already practice alternative/sustainable ways of living together.
- Watch a video or read a text on the topics of indigenous forest guardianship, de-growth/post growth, welfare economics, solidarity economy, sufficiency etc. and discuss it with the participants. You may also split the participants into groups and let them watch different videos or ask them to search for videos.
  After the group work, the groups can present their key learnings in the plenary e.g. through a short theatre clip.
  Examples:
  o https://www.youtube.com/watch?v=Ia8u5P0KbPQ ("Degrowth: Is it time to live better with less?" by CNBC Explains, 06:35)

- o https://www.youtube.com/watch?v=YKK7KNiAD2k ("Why Indigenous Forest Guardianship is Crucial to Climate Action" by Nonette Royo (TED), 08:58)
- o https://www.youtube.com/watch?v=3vns5eyNEg8 ("Understanding the philosophy of the Sufficiency Economy" by Animania, Thailand, 05:00)
- o https://www.youtube.com/watch?v=fOMJqshXsoY ("Understanding Indigenous Science, Environment and Climate Change Canada, 06:14)

Step 4: Reflection and discussion (25 min)

Discuss in plenary the key learnings. Possible questions for reflection:

- What can we learn from alternative / indigenous concepts of ways of living and/or economy?
- What are the (structural and political) obstacles that prevent this way of living from being considered more strongly in our societies/ media/ politics?
- How does this relate to your volunteering service and your intercultural exchange?

Alternatively, you could use a world café approach in which below topics or those you choose are discussed at different tables and participants can move among them:

Table 1: How can we find ecological ways of living in the community we are volunteering in? (e.g. at the level of the host projects, family, village/city) Share examples.

Table 2: Are there existing networks or groups that already live alternative, ecologically friendly approaches? (e.g. food systems, second hand, car pools)?

Table 3: What international networks and systems of alternative economy and lifestyle do you know that you could try out during your volunteering time?

MORE SOURCES:

https://www.biologicaldiversity.org/programs/population_and_sustainability/pdfs/alternative_economies_survey_results_report.pdf

https://economics4emancipation.net/module-4/

https://www.climatecentre.org/training/

4.1.   Climate-reflection postcards

Recommended for: Final Evaluation workshop

Activity Objective: Support volunteers to reflect on their climate-justice journey during their volunteering time and encourage them to engage further on climate justice.

Related Skills: Volunteers implement environmental actions during their volunteering time.

Leaning outcome for the volunteer: Volunteers have identified and are motivated to take realistic and context-sensitive climate actions they can take individually and collectively during and beyond their volunteering experience.

Duration: 45 minutes

Materials needed: different postcards + stamps, pens, paper, envelops for the letters

Facilitators tips: Participants can either write a letter, a postcard or both.

Steps to follow

Step 1: Introduction

Tell the participants that they will write a letter or/and a postcard to a person in their home-country or to themselves. The aim of the letter or postcard is to reflect on their personal journey on embracing climate justice, by summarising their own experience during their volunteering time and by sharing ideas for future actions on climate justice.

Give the group some guiding questions/topics that they can use for structuring their letter. Examples could be:

- What have you learned about climate justice during your volunteering? Did you gain any new insights on this topic?
- What are examples of how your host community is impacted by climate change?
- What actions did you take to promote environmental issues? Have you changed your behaviour in some way or started doing something differently?
- What is a message that you would like to share on the topic of climate justice?

Step 2: Individual reflection

Let the participants choose a postcard or a paper for their letter and tell them that they have 30 minutes to write their letter/postcard. Suggest that they find a comfortable place where they can think about their experience in the project. Put some background music that might help them to concentrate, if everyone's ok with that.

After everyone has finished, discuss together in the group how they felt during the activity and if they want to share any thoughts or ideas they wrote about.

If possible, arrange a (short) walk to the nearby post office to post the letters/postcards together. They can also exchange their ideas and share their reflections in pairs during this walk.

If such a walk is not possible/feasible, make sure that the letters/postcards are collected and will be posted. Instead you could ask participants to collectively create a big poster of change where everyone is invited to either write a few keywords or draw reflecting their learning outcomes/ changes during the volunteering time.