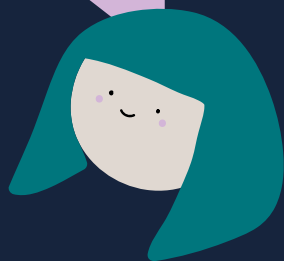


GREEN DIVERSITY

Storytelling for Climate Justice

A toolkit for climate
activists, youth workers,
educators, and other
active climate protectors
and storytellers



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HELLO AND WELCOME

You are about to embark on a journey of storytelling for climate justice. This toolkit is designed to accompany you on this journey.

In this toolkit, you will find useful information on these topics:

- different methods for your workshop
- your training
- your meeting with others who would like to speak up for climate justice.

You can use the presented methods in any setting that suits you. Use the material to train yourself and others in speaking up for our climate.

We have tried to make them as inclusive as possible. Make adjustments if needed, and feel free to give us feedback about your experience.

Yours in solidarity,

The Green Diversity?! team



INTRODUCTION

In educational work, who talks about sustainability and climate protection?

And who do we reach with these talks?

Mostly the answer to both questions is: people who are already interested in environmental issues and who already have access to education.

The climate crisis is now being felt worldwide and is hitting many regions and places badly. **Marginalised** and disadvantaged people around the world suffer most from its effects. They often have the least opportunity to speak out for climate justice. And they have contributed the least to the causes of the climate crisis. These aspects show us the injustices of the climate crisis. And they push us to look at diverse perspectives in our educational work.

This is how the idea for “Green Diversity?!” was born.

Many young people have already experienced the effects of the climate crisis.

Many of them have experiences of disadvantage and discrimination.

And many of them want to actively work for the climate.

We want to encourage young people in particular to bring their perspectives to the stage.

Their concerns, but also their commitment and hopes can raise our awareness for climate protection and sustainability and inspire others.

In “Green Diversity?!”, five organisations work together to address different target groups and pursue different educational approaches. What we have in common is our vision of uniting social and ecological justice and thinking globally about climate justice. Because green must be diverse!

Storytelling methods can help make the climate crisis and possible solutions more personal and thus more tangible. They enable a wide variety of people to share their stories on climate justice.

In this respect, we invite all interested people to use this toolkit as a basis for storytelling workshops to reach even more people and bring even more voices forward.

Have fun reading and trying out the methods!

WHY STORYTELLING?

Telling stories is a powerful way to share different views and inspire others. Stories enable us to see realities from different perspectives and train our empathy. Stories have helped pass information from generation to generation. Stories have the power to cross borders and other obstacles. They can basically fly through time and space.

Storytelling methods also have the potential to make the climate crisis more personal and more tangible. Stories enable us to share our experience and our ways to cope with and adapt to the problems we face. And they make others comprehend the complexity and the diversity of human experiences.

When we tell a story, others can hear us and understand our perspective. When we hear a story, we make a connection to the person who tells it. One person's story resonates with others. Through this, a story can spark social processes. And big and broad social movements are exactly what we need when addressing climate justice!



Here are a few thoughts, which the participants of one of the international Green Diversity?! Youth Activities shared about storytelling:



A good story will make you feel as a part of the story yourself.

Through storytelling, I can share experiences and ideas that can influence other individuals and societies.

I can make myself heard by sharing my story. People can relate and they can understand me. Understanding and shared emotions can drive people to take action.

Stories have the power to bring people together and to create lasting memories.



The abstract idea of climate change gets a human face when we share stories of concrete examples.

Telling my stories can influence public opinion and can lead to more informed discussions, policy changes, and collective action.

Also, we admit that storytelling is quite popular in educational work and other fields at the moment.



WHAT DO YOU MEAN WITH CLIMATE JUSTICE?

LET'S START WITH CLIMATE INJUSTICE.

The **climate crisis** affects everyone on earth, but not all equally. The effects of **climate change** often hit those who are least responsible – the young, poor, or marginalised – the hardest.

Climate injustice has so many facets and is actually very complex. We can better understand climate injustice by looking at different aspects of inequality that individuals and groups may face.

Think of these aspects as different pieces of a mosaic that make up yourself. All pieces together create the picture of you. As a whole, they have an impact on how the world interacts with you and the challenges you face. If you change one piece, it might change the whole picture.

Every human being has different societal characteristics, such as geographic and social origin, gender, physical appearance, physical features, age, mental health, educational and economical status, and so on. In our society and world, these characteristics are not always neutral. They often give a clue about how we face structural, institutional, and individual **discrimination**.

*If this does not yet make sense to you, you might check out the concept of **intersectionality**.*

***Intersectionality** is a way of understanding how people can be affected by various forms of discrimination and privilege at the same time, making their experiences complex and different.*

*The term **intersectionality** helps us put inequalities and different aspects of discrimination into words. It is supposed to help us acknowledge how people are affected differently. It's not about asking "Who is more privileged than the other?", but to make clear that discrimination is multi-faceted and that it has different layers.*

Because the concept of climate injustice is rather abstract, we will try to illustrate larger trends and realities with some examples. This naturally does not apply to every individual case. We would like to point out that there are always exceptions to these generalisations.

GEOGRAPHY, POLITICS, AND GLOBAL RELATIONS

- At the global level, people in the **Global South** suffer most from droughts, floods, or the loss of species and biodiversity. This is despite the fact that they have a considerably smaller share in the man-made greenhouse effect in a worldwide comparison due to their degree of industrialisation.
- Many industrial and polluting facilities or giant dumping grounds are located in or near marginalised neighbourhoods. This results in higher levels of pollution and adverse health effects. People living there often also have less access to healthcare.
- Diseases – such as from dirty water – spread faster where no medicine is available.
- Escaping the effects of climate change by migrating or crossing national borders is restricted for some, like people in war areas, people without money, people without a passport, or people with the **"wrong" passport**.
- While some citizens of the European Union consider buying their own electric car to be more "climate-friendly", some citizens in the African Union mine the raw materials needed for the same e-car under unhealthy, often life-threatening working conditions. Cobalt from the Republic of Congo is one of those materials. The mining activities destroy the natural environment more and more. Often children do the dangerous mining work. This example shows that exploitation from centuries of colonialism continues today. For the comfort and the economic development of one group of people, the habitats and livelihoods of another group of people continue to be destroyed.

ECONOMY, SOCIETY, AND LIVELIHOODS

- Some people, more than others, have to work in jobs that are highly exposed to climate-related risks, such as outdoor labour or agricultural work. These jobs can be more hazardous during extreme weather events.
- Many people with low income do not have any insurance against damage by severe storms. Their governments often do not provide the **resources** they need.
- Someone who cannot afford heating materials cannot warm their house or cook a warm meal. And sometimes you cannot find wood due to deforestation.
- When people are affected by climate disasters, not only their environment but also their physical and mental health suffer. Based on their location and economic status they have different access to health care systems and mental health support.
- Other living beings are exploited and killed for the benefit of our own way of life. Think of factory farming, fur trade, habitat conflicts between humans and wild animals, animals killed in traffic, insect die-off, overfishing, loss of biodiversity in fauna and flora, and so on.

BODY, GENDER, AND AGE

- Children and young people face an uncertain future on our planet.
- An elderly person and/or a person with disabilities might have lower chances to escape from a sudden event, such as a mudslide or a storm.
- Some people have more responsibilities for **care work** in the household, such as for the care of children, siblings, or old and sick people. They are often very busy and less mobile
- because other people depend on them. At the same time, they have fewer resources at their disposal. This means that they have fewer opportunities to move away from a changing climate or adapt to changing circumstances.
- Lack of access to clean water can pose major risks, for example during menstruation or childbirth.
- Depending on where they live, people are still oppressed, criminalised, imprisoned, injured and murdered because of their gender. They are already in danger, and the climate crisis puts them in even more danger.

Depending on their geographical and social origin, language, customs, economic situation, level of education, outer appearance, and so on, people are put into certain groups. This happened during **colonialism** in particular. But it still happens today, as it is also a natural way of orienting oneself in the world.

Because of this way of putting people into categories, some people have profited from **resource** distribution and access and have more privileges. This results in other people facing:

- limited access to education and information,
- having responsibility for others who depend on them,
- being excluded from higher working positions,
- struggling with poverty or lack of income, and
- a lack of options to deal with the climate crisis (Distribution Game, page 26).

The above examples can be seen as small pieces of the mosaic that make up ourselves or our group. Just as the mosaic, we belong to a certain context. This can be the time and space we live in, our political system, our rules of society, our customs, our economic system, or even our religious beliefs. And climatic and environmental conditions are becoming more and more important influences on this context.

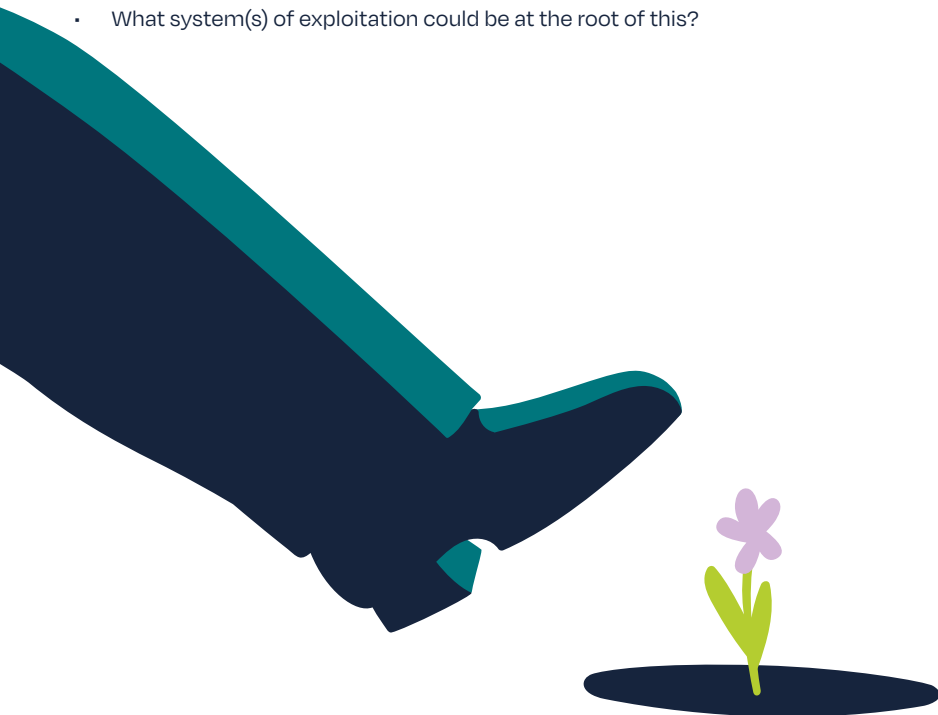
Now, to climate justice

The burdens and opportunities of climate change should be fairly distributed. However, not everyone agrees on what “fair” means.

For example, much political debate has centred on greenhouse gas emissions. Many people believe that the countries that emit a lot of gas (generally the Global North) should give payments to the countries that emit less (generally the Global South).

But greenhouse gases are only one example of how the global economic and social system is unjust. In this system, capitalism, **(neo-)colonialism, racism, sexism, classism**, and other “-isms” play a big role. In short, capitalism means that a small group of people exploit a much larger group of other people, as well as the natural resources of our planet, for their own profit. Have a look at the examples above, or think of other examples you have observed. Think about:

- Where are the injustices?
- Who benefits and who suffers?
- What system(s) of exploitation could be at the root of this?



So, in our definition, climate justice means:

- first of all, acknowledging intersectional realities of individuals,
- finally putting an end to the exploitation of humans, animals, and nature,
- and making the world a better place to live in for everyone.

Or to put it another way: Climate justice means living in a way that is socially and ecologically just for all.

Everyone should have the right to have their needs met. This must be done within the confines of our world. We only have this one planet and we cannot push it any further.

We have to keep talking about climate justice and adapting to today's needs.

- What does a "good life" mean?
- How can we live in a way that honours our interdependence with each other and with other living beings and plants in the natural world?

The answer looks different for different people, and developing this vision (or visions!) is an important process towards climate justice. We also need dialogue and cohesion among ourselves in order to understand each other's visions and support each other in their implementation.

There are numerous and creative approaches to climate justice. We have to stick together to protect our climate. Only together we are strong! For a broad cohesion, we must listen to others and give everyone an opportunity to participate. We can achieve this by taking each other seriously and creating encounters where all people can feel the freedom and security to share their experiences and perceptions.

With this thematically focused toolkit and the methods it contains, we are trying to make our contribution.

By using it or by making other climate-friendly choices, you can make an impact yourself. Your choice matters and your actions will make the difference!



WHO EXACTLY IS A CLIMATE ACTIVIST? AM I ONE, REALLY?

To achieve more climate justice, we all have to act to the best of our abilities. There is no single recipe here. The opportunities to take action for our climate are numerous and vary depending on who you are, where you live, or what opportunities you have.

The previous sections have shown us that within the climate justice movement, there are more privileged and less privileged activists. It is this diversity that defines the global movement for climate justice and from which our planet and all of us can benefit. Let us overcome our borders and stick together, because we are strongest when we stand together!

The perspectives of the makers behind this toolkit might be very different from other climate activists. Yet, the way we see it, you are an activist from the moment you start caring about what happens to our planet earth, our climate, and other living beings. Being an activist means that you start doing the work yourself and are no longer relying on others.

Find your passion!

Find others to work together!

Start educating yourself, you are your own driving force!

Every little bit helps!

Find here a selection of activities for climate justice in the attachments p. 55:

Example fields of action:

We would like to introduce you to the Green Diversity? Interactive Map. Here you have the opportunity to make yourself heard by sharing your climate justice story. You can also get inspiration and impressions from other climate activists around the world and deepen your understanding. Check out the Interactive Map here: <https://globe.jugendeinewelt.at/>

Of course, you can also organise your own Storytelling about Climate Justice event – in the marketplace, at a camp, in your seminar, with the kids from your street, with 2 people or 200 ... whatever suits you!

Use the methods described in the next section as inspiration.



STORYTELLING METHODS FOR CLIMATE JUSTICE

Here we present some selected methods that we have tried out ourselves in (international) workshops. Each of these methods is intended to contribute in different ways to motivating the people who participate to tell their own stories about climate justice.

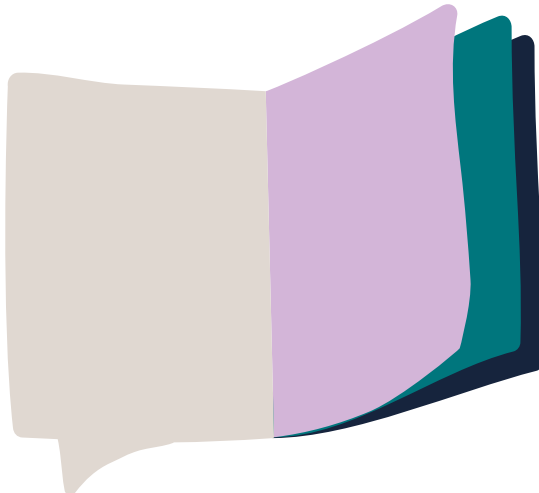
In principle, you can try out the methods in any social context that suits you. The number of participants is indicated, as well as the time and materials needed. Feel free to try out and adapt the method to suit your and your participants' needs. Or let a method give you inspiration for new experiments!

We have tried to make each method as accessible as possible. Still, this toolkit or certain methods in it might be challenging to use with certain impairments or impediments. Unfortunately we cannot tailor this toolkit to every person's unique learning needs. If you have suggestions when reading through or trying out a method, we would be very happy if you would let us know.

A good group feeling and trust amongst all participants should be created right from the start. To achieve this, participation should be accommodated to the group's or people's abilities as much as possible while encouraging their motivation.

A respectful environment is one where everyone can access information and represent themselves in an equitable way according to their capacities [examples in bubble]. This requires trying to get to know participants in advance to understand them. If this is not possible, prepare and offer multiple ways of participation and sharing suited to different skills. The aim is to create an environment in which all participants can feel physically and emotionally confident to express themselves and interact with others and be free from exposure, force, discrimination, or judgement.

Depending on how much time you have, you can combine methods.



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A. WARMING UP – ENERGIZERS FOR CLIMATE JUSTICE



A.1. CLIMATE CLAP

Storytelling

Clap, Clap!

You wake up to find out that the world you are living in is suffering from

You keep scrolling your social media feed and the answer does not come till...
Oh, wow! A workshop about climate activists.

It says that you will learn three skills that climate activism needs: imagination, communication, and cooperation.

Why not? Let's go!

Main aim	Team-building and reflection on the topics mentioned above in order to create a nice group atmosphere.
Time/space	40 minutes
Participants	10 - 20 people, from approx. 12 years of age
Materials	Nothing
Description	<p>You will carry out three short games and reflections afterwards to find a word that defines the game. The reflections will be led by the facilitator to make sure that the group agrees on the correct word.</p> <p>Invisible ball (IMAGINATION)</p> <p>In a circle, without saying anything, the facilitator will take out an invisible ball from their pocket and throw it to another person. Everyone must have a chance to interact with the ball. Later, the facilitator will change the size of the ball and start to throw it in different ways. Then, the group is going to use their imagination to continue and finish after a few minutes.</p> <p>Sound barrier (COMMUNICATION)</p> <p>The whole group is placed together in an open space. Two of the group members are placed in such a way that the group forms a wall between the two individuals. The facilitator gives a message to each of the individuals outside the wall, which they have to say out loud to the person on the other side of the wall. The group that forms the wall has to speak loudly or shout to prevent the two participants from communicating.</p> <p>Count to 20 (COOPERATION)</p> <p>Have everyone sit in a circle. Anyone can start the count off or say a number at any time, the goal being to count from 1 to 20. However, if two people jump in at the same time to say a number, the count starts over. This game requires team members not only to be cognizant of the group dynamic, but to work together — with limited communication— to get to the end.</p>
Questions	<ul style="list-style-type: none"> • What did we do? How did we feel? • What did we learn with this method? • Which competence was needed to carry out the task appropriately? • Why might this competence be important for fighting climate change?

A.2. THE GREEN ARTIST

Storytelling	<p>After an energetic start of the workshop, it's time to turn into an artist.</p> <p>You might not understand why the facilitator is giving you pens and papers and saying that you have to draw. Wasn't this about climate activism? But you remember that imagination is an important skill as well, so you trust the process and when you finish the method you come up with a conclusion:</p> <p>"The drawings are hilarious even if we are not professional painters. We all come in different shapes, we all have different views and talents, and we all can be activists!"</p>
Main aim	Get to know other people and understanding diversity by obtaining colourful and diverse-looking faces by the end.
Time/space	40 minutes
Participants	10 - 20 people, from approx. 12 years of age
Materials	Papers / coloured markers (1 per person)
Description	<p>Instruct participants to create two parallel lines with chairs and sit down. Each participant sits in front of another one with a paper and a marker. The number of participants should be even. If you have an odd number of participants, you can join the activity yourself.</p> <p>Give the instructions one by one:</p> <ol style="list-style-type: none"> Participants write on the top of the paper the name of the person sitting opposite of them, and draw ONLY the shape of the face of that person. Next, they pass the paper to the person who is sitting to their right. Each participant now has a new paper with an empty face in front of them. The facilitator names a part of the face (such as the eyes). Participants now draws the eyes of the person who is sitting in front of them. This process should be repeated as many times as needed until each participant receives back the initial paper with the name of the person sitting opposite of them. The facilitator repeats steps C and D, giving instructions to draw different parts of the face at each turn. Repeat these steps until each participant receives back their initial paper with their name. <p>Once each participant has the paper with their name, they now interview the person in front of them for some minutes about themselves and environmental-related topics.</p>

Description Once the interviews are done, participants introduce their partner to the rest of the group showing the artistic portrait one by one.

- Questions**
- Could you introduce yourself without mentioning your education/job/background, your place of origin, or your age?
 - Do you have any hobbies? Which ones?
 - Are you worried about climate change? Why?
 - Do you do anything to fight climate change? What?
 - Do you know any sustainable practices? Do you implement them?
 - What is a situation you remember when you have spent time outdoors?
 - When have you felt connected to the natural world?

A.3. MARKET PLACE

Storytelling You feel much more confident now that you know that “everyone can be an activist”. But... are we the same type of activist throughout our entire life?

Probably not! Let's discover which types of activists there are in the workshop and think of a method you've already encountered in the past:

We're going to build a marketplace where we can communicate our opinions and feel identified with one another's activism type.

Main aim Discover different types of activism

Time/space 40 minutes

Participants 10 - 20 people, from approx. 12 years of age

Materials 2 cards per person, pens

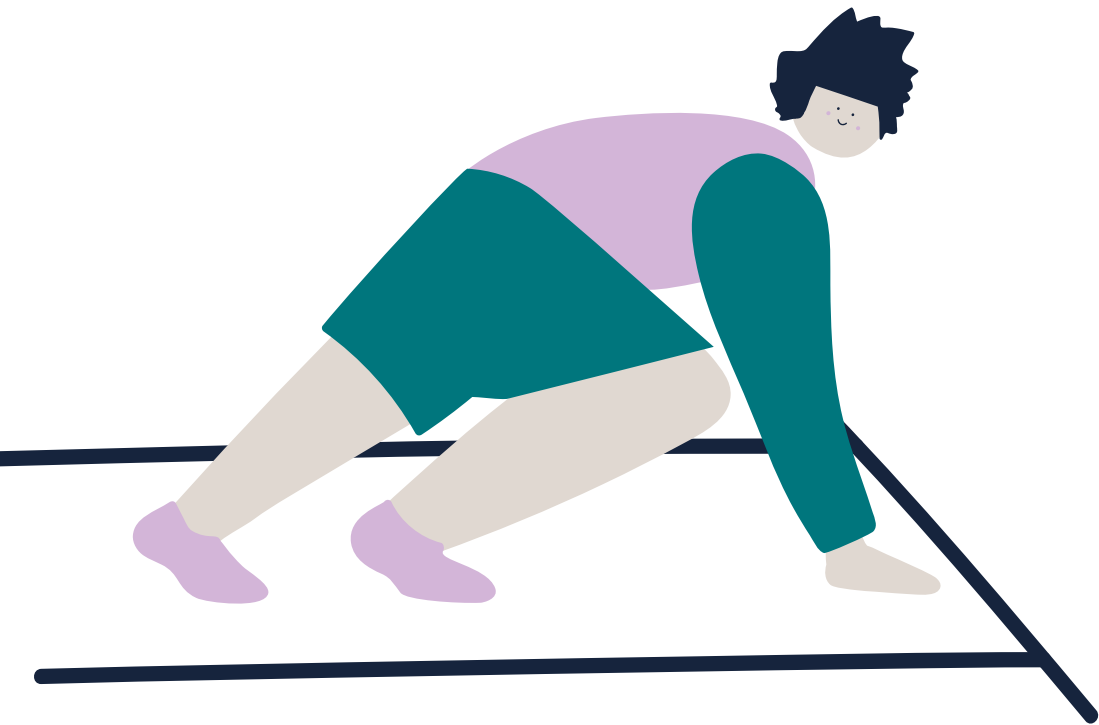
Description Let each participant write (and/or sketch) a climate activist description on a card. You can also make use of the attached suggestions ([printable attachment](#)).

Write 2-3 cards each, depending on group size. Then open the trade market by encouraging participants to swap their cards with others, in order to find two new cards that they can somehow relate to, identify with, find inspiration in, that resonate most with them, etc. Participants should get into active dialogues and get to know each other better.

After 10-20 mins, bring everyone together and discuss closing question.

Questions What stories about yourself would you like to share with the group using these two cards?

B. GETTING STARTED WITH CLIMATE JUSTICE – THIS IS WHERE IT ALL STARTS



B.1. ECO BINGO

Storytelling	The marketplace was extremely enriching, as it gave you an overview of other activism types and actions. Now it's time to get more familiar with your peers and their interests. Accept the challenge and scream out "Bingo" once you have assigned one statement to one of your fellow activists.
Main aim	Make group members more comfortable with each other. Hear about different aspects of climate justice.
Time/space	10 minutes
Participants	10 - 20 people, from approx. 12 years of age
Materials	Human bingo cards (printable attachment), some blank cards, pens
Description	<p>Invite participants to walk around the room and ask the others whether a statement applies to them.</p> <p>When a participant has found a person to whom one of the statements applies, they should enter the person's name in the corresponding field. Each person may only be entered in one field. Continue to the next person.</p> <p>When a participant has filled in four squares vertically, horizontally, or diagonally, they call out "Bingo!". Alternatively, the game can be played until all participants have at least one "Bingo".</p> <p>Finally, ask the winner to read out the persons with the respective characteristics, who can then tell more about it.</p>
Questions	<ul style="list-style-type: none"> • What did you find inspiring about the shared inputs? • Which stories do you already have in common?

B.2. MY JOURNEY

Storytelling	You got to know a little bit more about your peers, but what about you? It is important that you reflect on yourself to discover what has brought you here and what made you care about the environment. Knowing where one comes from helps to decide where to go!
Main aim	Reflect and share one's personal story, motivations, and expectations that led the participant to be the person they are today.
Time/space	90 minutes: 45 minutes for preparation of personal posters, 45 minutes for sharing of one's own story

Time/space	A calm space where it is possible to talk and where everyone can engage in deep listening to each story.
Participants	Maximum 20 - 25 people, from approx. 12 years of age
Materials	Sheets of paper (3 for each participant), markers, various creative materials available to participants (colours, fabric cuttings, glue, coloured cardboard, thread, stapler, etc.)
Description	<p>Ask the participants to create a timeline that represents the most significant steps/moments in life that have led the participants today to be who they are, specifically to be people interested in the issues of climate justice and fighting for the environmental and ecological protection of the planet.</p> <p>Each participant will depict their "path" according to their own creativity with the creative materials provided. They should include at least 3 significant steps/ moments of their life. The idea is to bring their personal timeline to life through unique and precious experiences.</p> <p>When all participants have constructed their own timeline/artwork, invite participants to share their work and speak to some of the significant moments.</p>
Questions	<p>This type of activity can be intense for participants. It is very important that facilitators accompany the sharing process both before the sharing and afterwards.</p> <p>Before starting personal sharing, it is important to remind the group that facilitators will try to create a safe environment and they are welcome to express any concern/feeling they might have. Some questions for reflection could be:</p> <ul style="list-style-type: none"> • How did we feel? • How was it to look back on our history? • How was it to try to remember the steps that led us to be who we are today?

B.3. MY STORY - YOUR STORY

Storytelling	<p>By now, you might have discovered that we all carry stories with us, whether they are good, bad, exciting, adventurous or just everyday stories we might not have time to share with others. We can tell stories by using our words, symbols, and drawings. Try out what works best for you!</p> <p>It doesn't matter if it's not a funny or inspiring story, it doesn't need to be told perfectly. What matters is that you find your courage to speak up.</p> <p>Now it's your turn! Tell a story related to climate justice or to your engagement towards the earth. Share, listen, and help others so their stories get their way through as well.</p>
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Main aim	Foster interactions among participants through storytelling and symbology related to climate justice.
Time/space	50 minutes
Participants	12 - 20 people, from approx. 12 years of age
Materials	Rectangle paper cards (A4 paper can be cut into 3 pieces) and pens (1 per person)
Description	<p>Hand out a rectangle card to each person. On one side, they write their name. Then, they think about a story, about something fun/inspiring/weird/life-changing related to climate justice and the environment. The story should be able to be told in no more than 2 minutes. On the other side they draw three symbols that summarise that story. (10 minutes)</p> <p>After they draw their symbols, ask the participants to move around the space and go into pairs to share their stories with each other with the help of the symbols. (5 minutes for both stories)</p> <p>After the first pairing, they exchange cards and go find a new partner. This time, they will repeat the process but explain the story of the person whose card they are holding. They cannot talk to the person whose card they are holding to ask again about information. (5 minutes for both stories)</p> <p>After the second pairing, the process repeats itself with new partners.</p> <p>After the final exchange, have everyone hand back the card they have to the "story owner" and tell them the story.</p>
Questions	<ul style="list-style-type: none"> • Why did we use symbols to tell our stories? • What happened to our stories? Was it accurate how the last card-holder explained it? • Which story moved you and why? Which story stuck in your mind? • What do you think a good story needs? • When and how do we tell stories in our daily lives? • Has social media changed the way we tell stories? How?

C. EXPLORING – OK... BUT WHAT IS CLIMATE JUSTICE?



C.1. WORLD DISTRIBUTION GAME

Storytelling	<p>From a general definition of climate justice, we will now go deeper into how justice is closely connected to resources distribution.</p> <p>Climate justice has to be approached through global lenses, because what happens in one part of the world affects the other. Due to power structures and colonial legacy, we have to be critical about how countries in the Global South suffer an impact that they are not originating.</p>
Main aim	<p>Visualise some global statistics in a practical way facts and data that tend to be difficult to grasp. Create discussion about the implications of those realities through learning about global correlations of gross domestic product, environmental consumption, carbon emissions, and demographic data.</p>
Time/space	<p>30 - 45 min / A space where all participants fit</p>
Participants	<p>10 - 50 people, from approx. 12 years of age</p>
Materials	<p>Chairs or other items to represent each continent (North America, South America, Oceania, Europe, Africa, and Asia) to lay out on the floor to form a rough map</p>
Description	<p>Paper sheets with a chosen data collection (to be prepared by facilitator in advance, according to group's needs)</p> <p>Preparation</p> <p>Research some data in advance. (See examples in the attachment.) Calculate what would be the right distribution of participants or objects among the different continents to represent real data about the questions that will be asked.</p> <p>Prepare a rough outline of a world map beforehand and position it on the floor before giving the participants instructions.</p> <p>Implementation</p> <p>Each person/object represents several hundred million people.</p> <ol style="list-style-type: none"> 1. Ask participants to make estimations in response to a question about world distributions. They will position themselves/objects among the continents according to their data estimations. Participants can briefly exchange ideas about this. 2. Once they have finished, show them real data about the current distribution. 3. Reflect on the difference between what they estimated and the real data. Ask if they feel represented in the data from where they are coming. 4. Repeat the process by using other examples. <p>Check out the different global maps online, such as a carbon map. These can also be used for visualising the distributions at the end of the method.</p>

Questions	<ul style="list-style-type: none"> • What does climate justice mean for you? And for the group? • For which estimations would you have expected other results and data? • Were you positioned in continents that have abundance or scarcity? How did you feel in each of them? • How did this distribution of wealth in the world take place? Which processes in history have contributed to this? • What connections do you see between the different data sets? • How are wealth and environmental consumption connected in the different regions of the world? • What things are happening currently in the world that may be related to this unequal distribution? What is the relationship? • Why has it not been possible so far to distribute global wealth more equitably? What would be needed to achieve this? • What do you think countries affected by climate change need? Do you think we know how to help them in reality?
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C.2. CLIMATE WITNESSES

Storytelling	It's great that you are learning about global issues, but what about the local experiences? People affected by climate change usually have impactful voices on climate justice because they know which demands will benefit their communities and which won't.
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Listen to a climate witness to get inspired and to understand their day-to-day reality!

Main aim	Report on observations from specific countries and make demands.
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Time/space	60 minutes
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Participants	10 - 20 people, from approx. 12 years of age
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Materials	Copies of the climate witness report (one per group) from https://www.klimazeugen.eu/en/home/ (website in English and German) Flipchart (one per group), colourful pens and markers, and the questions for the group work
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Description	<p>Preparation</p> <p>Prepare the climate witnesses report (shared through QR codes) and write the following questions on papers (one per group): Who is your climate witness? What is their place of residence, age, profession?</p>
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- Which changes in nature (animals, plants, habitat) are reported?
- What changes in the living conditions resulting from this?
- Are the causes for the changes mentioned?

- Description**
- What are the prospects for people in the future?
 - Are demands made or wishes expressed?

Implementation

Divide participants into small groups (3-4 people) and give them a climate witness report, the paper with questions for group discussion, and the flip-chart. Ask them to work in groups, reading the story of the climate witness and preparing a small and visually appealing presentation to be shown to the rest of the group. (5 minutes)

Bring everyone again to the plenary session and ask participants to present the stories of their climate witnesses in their assigned groups. Each person from each group should take part in the presentation and all questions should be answered.

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- Questions**
- Which areas of climate witnesses' lives were most affected?
 - Have you experienced anything similar due to climate change? How did you feel?
 - Did climate witnesses have similar demands?
 - Which changes will they propose? Could you also do those changes in your context? Why or why not?
-

C.3. MOVING FORWARD

- Storytelling** You've gotten to know different climate witnesses' stories, but would you like to "walk in their shoes" for a while? How would that feel?

When we look at the climate crisis, we can see that different demographic groups are more affected by climate injustices. Some of the following socio-economic factors play a role in this such as origin, class, gender, appearance, habits, religion, and nationality.

Try to empathise with others and understand how climate injustice affects certain groups of people much more than others and how privileged positions can strongly mark one's pathway.

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- Main aim** Empathise and acknowledge how different power structures and power inequalities affect different people in different ways. Make **intersectionalities** more tangible.

-
- Time/space** 30 Minutes / Open space to move around

-
- Participants** Any size group, from approx. 12 years of age (but might have to be adapted for younger people)
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Materials	Roles of climate witnesses (Attachment, page 60)
Content note	Note that this method might reproduce stereotypes, which must be reflected. We use stereotypes here because they help us bring biases that we have in society back to the surface, but also help understand the intersection of different discriminative axes.
Description	<p>First distribute the roles (printables/attachment) and let the participants read them and “embody” them by writing a small diary of what their daily life looks like. They must not tell each other their roles. (5 minutes)</p> <p>Have the participants line up in one row and make space for each to move forward if needed. Explain that if they think the statements you are going to read out apply to their character role they should move forward.</p> <p>Read the statements aloud. When a statement is true, they take a step forward. When the statement is not true, they stay in their place.</p> <p>After all the statements have been read aloud, start the discussion round. Everyone should get the chance to reflect on their character’s position and share. Then they can discuss how they personally felt during this exercise.</p>
Questions	<ul style="list-style-type: none"> • How did you feel in the role? • How did you feel when left behind/leaving the others behind? • What was difficult?

C.4. CLIMATE REFUGEES

Storytelling	<p>Life pathways are closely connected to life stories. Stories of climate migrants and refugees are more common nowadays, as climate injustice constantly provokes migrations and people are forced to become refugees to suffer consequences they did not originate. Let’s raise our awareness by getting to know 6 different stories, which are attached to different pathways of climate refugees.</p>
Main aim	Empathise with and raise awareness about the struggles faced by climate refugees
Time/space	90 - 120 minutes / Big room with 6 tables
Participants	12 - 50 people, from approx. 12 years of age
Materials	6 climate refugee stories (taken from the attachment), paper and pens for each participant, flipcharts and markers, guiding questions

Content note

Political persecution, extreme events, flight, violence, loss

Be aware of potential triggers for yourself or for participants, give them the information about the content in advance

Description**Part 1**

1. Ask participants to discuss the definition of “refugee” to assess participants previous knowledge. (Who is a refugee? What does it mean to be a refugee? What is the difference with an asylum seeker?) You can also show a short video about the topic: <https://www.youtube.com/watch?v=vNauOYGcKig>
2. Set up some ground rules: No accents. Speak respectfully. Avoid speaking about the refugees ONLY as victims. Consider what power they have and what decisions they make. Stay engaged with the activity.
3. Divide the group into 6 smaller groups of roughly equal size and ask them to work together at a table.
4. Then distribute the refugee story for the group to each member of the group. Participants in the same group should have the same story.
5. Ask members of each group to create one simple name tag for the corresponding climate refugee and country. Put this on top of each table.
6. Ask participants to read their stories individually. Have them highlight hopes, worries, and emotions within the text.
7. After reading the story, ask participants to reflect on some questions about climate refugee’s story:
8. How did they become a refugee?
9. What was the moment they realised they might have to leave their home?
10. How has it affected them to be in a different country/new environment?
11. Ask participants to share these narratives in the small groups.

Part 2

1. Tell participants that they will be participating in a climate refugee convention activity, where they will move through stations to meet other climate refugees from around the world.
2. Divide each small group into two smaller groups: one group will be the “travel group” and the other will be the “home group”. Ask the groups to position in a circle.
3. Give each smaller group a paper with guiding questions to prompt conversations and take notes:
 - Why did you become a refugee?
 - Who or what is responsible for your situation?
 - What is your life like since you migrated? How is it different?
 - How can the international community support you and your situation?

Description	<ol style="list-style-type: none"> 4. Ask the “travel” groups to move in a clockwise direction to another group. The “home” groups will stay in their location and greet other “travel delegations”. (7 minutes per round) 5. Repeat the process until participants come back to their original group. 6. Ask the “travel” groups to share what they have learned through other “home” groups, and vice versa. <p>Participants should now get out of their roles, shake it off, and find their way back to themselves. Debrief: How do they feel now?</p>
Questions	<p>Participants should stay in their climate refugee roles, if possible. Possible questions for the conversation:</p> <ul style="list-style-type: none"> • What are some common themes regarding why people are forced to flee their homes? • What were some of the most surprising things you learned from the other climate refugees? • What do you need to live a life of dignity? • What demands do you have of the international community?

C.5. SILENT EXHIBITION

Storytelling	<p>You are slowly turning into an activist by working on your critical thinking. But sometimes, even if you want to learn about a topic, you find it difficult to navigate information sources or to find time and relaxed spaces, right?</p> <p>It is important to dedicate quality time for learning about topics that concern us, but also to enjoy the learning process as a hobby. We have the perfect space for you to start finding those moments and spaces that allow you to connect with the topic of climate justice. Come and visit our silent exhibition!</p>
Main aim	<p>Gain general/and specific knowledge on climate justice and how it is interlinked with colonial history and other types of power structures. Dive deeper into the topic and gather diverse information in a small amount of time.</p>
Time/space	<p>90 minutes / Room where you can move around</p> <p>Plan enough time (up to several days) for the preparation of this method - not only for the material collection but also for turning the room into an exhibition. The more creative you get, the better.</p>
Participants	<p>Variable</p>
Materials	<p>Phone, headphones, and internet plus all the materials you want to exhibit.</p> <p>Ask the participants to bring their mobiles and headphones but be aware that</p>

if that's not possible you need to think of alternatives to make the resources accessible for all (for example watching videos in groups/ or printing out more materials).

Description**Preparation**

When choosing the materials you want to exhibit, think about what you've learned about storytelling so far. A lot of times hearing stories from the people they're about has more impact than raw scientific facts.

Convert a room into an exhibition. It can also be an exhibition on the Internet. Create stations for various information sources. The more creative you get, the better. In order for the participants to learn from the information given it is important to activate all their senses. For example, they can watch videos, listen to audiobooks or podcasts, read through interesting articles, and maybe even chapters of books. (For online-resources you can create QR codes.)

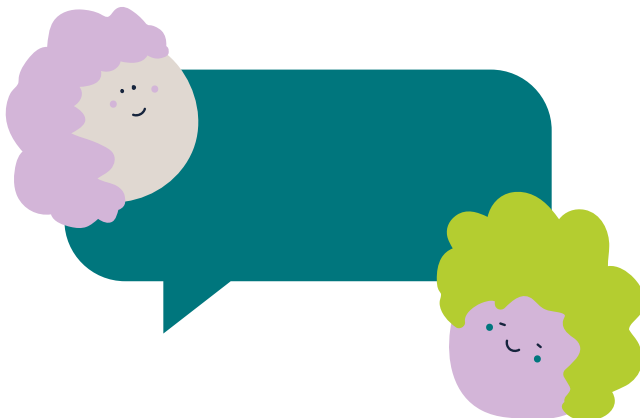
Implementation

Have participants move around to different stations in the exhibition and take in the various information sources.

Questions

After everyone has had a chance to visit most stations, end with a closing round in the plenary with the following questions.

- What was new, what was already known to you?
 - What questions do you have regarding the exhibit?
 - What was most interesting for you?
-



D. DREAMING ABOUT A JUST AND WONDERFUL WORLD



D.1. WHO SAID IT?

Storytelling	Before speaking out, one needs to listen to other voices and understand what has been said about the topic in question. Let's travel throughout history and discover what famous people said!
Main aim	Get to know different climate activists and different perspectives and approaches in the climate debate.
Time/space	60 minutes / Flexible on the space needed
Participants	12 – 30 participants, from approx. 15 years of age
Materials	Printed quotes (printables in last pages)
Description	Make teams of 3–4 people and distribute 1–3 quotes to each group. Give them 15–20 min to talk about the quotes and make a guess on who said them. At the end, talk about the discussion questions as a group.
Questions	<ul style="list-style-type: none"> • Who do you think said this? Why? • What is the message? • What similarities and differences do you see when hearing all these statements? • Which quote stirs which emotions in you?

D.2. GLOBAL MAP OF CLIMATE ACTIVISTS

Storytelling	Through history, there are many voices that go unheard, even if the contribution and ideas beyond those words were enriching. If we reframe whose voices are worth listening to and we start valuing all voices, we will manage to engage in broader debates.
Main aim	Listen to stories from climate activists to diversify the discourse about climate change experiences and raise awareness about youth actions.
Time/space	25 - 30 min
Participants	3 - 5 people, from approx. 12 years of age
Materials	Papers and coloured markers (1 per person) Devices with access to internet https://globe.jugendeinewelt.at
Description	<ol style="list-style-type: none"> 1. Explore the Global Map of Young Climate Activists together. 2. Form groups of 3–4, and let each group choose one climate activist. 3. Let them read and listen to their story.

Description	<ol style="list-style-type: none"> 4. Have them read more information online about how the region is affected by climate change. 5. Ask participants to prepare a little presentation about the issue in the country they researched and how the young activist is contributing to a solution. 6. Share presentations about the climate activist in one minute with other groups. <ul style="list-style-type: none"> • What is the main issue? • What is the activist project about? • What was the person's motivation to get active?
Questions	<ul style="list-style-type: none"> • What would motivate you to get active? • What do you think people need to get active on climate issues? • What do these activists have in common? • Do you see a similar problem in your own context? • Could you do a similar project in your community?

D.3. CHANGES AROUND ME

Storytelling	<p>Have you ever stopped for a moment to reflect on how everything is constantly changing around us? Roads, parks, houses, new buildings, trees – everything shifts, everything recreates, and us? How do we experience all this?</p> <p>In this artistic storytelling experience, we will relive together our favourite places to reflect on the role that communities and the inhabitants of places have or can have in choosing the environmental transformations all around us.</p>
Main aim	Use art as a form of storytelling to share personal experiences of environmental changes and transformations that each of us has witnessed.
Time/space	120 minutes: 60 minutes for preparation of personal artworks, 60 minutes for setting up the art gallery and sharing the various works / A calm space where it is possible to talk and where everyone can engage in deep listening to each story
Participants	Maximum 20 - 25 participants, from approx. 12 years of age
Materials	All the artistic, creative, and recycled materials that can be found. The more materials that are made available to the participants, the more creative the artwork will be.
Description	Ask participants to take a few seconds to think about the place where they live (city, village or country, etc.), imagining the places they most love or have loved about that place. Ask each participant to name a place in their town/village/ country has changed over time.

Description Once the place has been identified, ask each participant to create an artistic work representing that place before and after the change it has undergone. Everyone can bring their artistic work to life in the way they prefer and use the artistic and creative techniques they want. The only common task is to give life to an artistic work that represents the transformation of the chosen place by bringing out the before and after transformation.

Once the artistic work has been completed, each participant will choose a place in the room display their work, along with a name and description to their work. Once all works are finished, the “art gallery” will open and participants can tour the exhibit, listening to the stories behind the creations.

After everyone has toured the art gallery, return to the plenary circle and reflect together on the activity we have just done, focusing on the sharing of the environmental transformations that each participant has brought with their work.

-
- Questions**
- How have the environmental transformations that we have experienced changed our lives?
 - How did these experiences make us feel when we lived them?
 - Were they perceived by us and our communities as improving or worsening our quality of life?
 - How can we take action if we see environmental transformations in our homes that we consider harmful and dangerous?
-

D.4. YOUR STORY IS ART

Storytelling We have already heard a lot about climate justice. Now let’s look at your personal connection to the topic and create some connections with others.

With this method, you can practise communicating your own concerns in a way that others can understand. Through different sensory approaches you can express yourself to others and make them find your story interesting or your ideas inspiring.

Main aim Get into the storytelling and make your own story comprehensible. Make the abstract concept of climate justice more concrete and tangible through individual stories. Make the story more tangible through an artistic approach. Visualise stories in intimate and quiet constellations. Foster empathy and teamwork.

Time/space 120+ minutes or full morning or afternoon session / Enough tables and chairs in a calm and light environment, maybe some relaxing music

Participants

Any size group for the materials available

Materials

Reflective and guiding questions on handout or as a text message to participants' mobile phones. Materials to take notes. All kinds of art materials, ideally recycled or repurposed ones, such as watercolour, oil pastels, pencils, felt-tip pens, crayons, glue, scissors.

Description

Give reflective questions to the participants. Pair them in groups of two. (Think about how to match the pairs before you start the activity.) Encourage the pairs to go for a walk (or find a nice space to talk). Duration: 40-60 minutes.

During the walk, Person A should ask Person B: What is the most significant story for you personally when you think of climate justice? This can be anything, such as a personal experience, an important event, an inspiring encounter, a situation with certain emotions, a great concern or motivation, a vision, a search for allies, or so on.

Person A should help Person B make a story out of this matter by asking follow-up questions like:

- What are the relevant aspects for you?
- Explain this to me in simple and few words.
- Try to catch me with your story.
- Where and when, in what context does your story take place?
- Who are the actors?
- What are the challenges, obstacles?
- Who do you want to tell this story to and why?
- What feeling moves you when thinking of this? Make me feel the same!
- Name one particularly relevant detail.
- Don't say too much. Less is more.

Person A should take notes while Person B answers.

While participants are on the walk, the facilitator arranges the room: set up tables where participants can sit and access all art materials.

After 20-30 minutes, the partners change roles. Person A thinks about the reflective question and Person B helps them to develop a story out of it and takes notes.

After both partners have been interviewed, partners exchange their notes so that each person has the notes to their own story and return to the seminar room. Encourage them to read the notes taken by their partner and develop the story they just told into an artistic representation. Provide participants with some more guiding questions, like:

- Description**
- What could be the cover picture of the story you would like to tell?
 - What should the rest of the group see when they hear your story?
 - Which illustrations could make your story even more impressive?
 - What colour and shapes does your story contain?
 - How can you express your emotions about this story in a picture?

They should now work in silence and only focus on themselves for about 20–40 minutes. When all are ready, set up a gallery of the collected art pieces. Encourage participants to tell their story again with the whole group, if they like.

- Questions**
- What is your own perspective on the topic? Why exactly is climate justice important to you? What are the most important aspects?
 - What have you experienced that might be new for others?
 - What do you want to achieve by making others aware of your topic?
 - How can you best create awareness?
 - How did your interview partner inspire you?
 - Which stories and art pieces can you relate to and why?

D.5. UTOPIA

Storytelling We all have dreams and hopes of how the world should be. When we talk about climate justice, fears, threats, and horrors often come up.

In this exercise you can be creative and put no limits on your mind to create your utopias. After all, how can the world be changed if you don't picture it positively?

Main aim Imagine a utopia, where there will be equality.

Time/space 60 minutes / Any open or closed space

Participants 3 – 25 people, from approx. 12 years of age

Materials Laptop and projector (if you show a video first). Chairs, paper, pens for participants, flipchart/board and marker for the facilitator.

Description It might be helpful to first show a video of your choice to introduce the topic. The video can demonstrate how climate change increases inequality between people, for example. After the video, brainstorm with participants what utopia means while taking notes on the flipchart/board.

Then ask the participants to imagine their own utopias 10 years in the future. If you wish, you can invite participants to find a comfortable place and close their eyes. You can also give leading questions such as:

- When you look at your utopia, what do you see?
- What is the nutrition of the inhabitants?
- How is nature treated?
- How is the community organised?
- Who is making the decisions for the community?
- How is money shared?
- How is food shared?

After enough time for reflection, divide them into pairs or small groups (max. 4 people) to discuss their utopias. During this time, they should:

- decide some common aspects of their utopias
- describe a typical day of the person who lives in the utopia
- find some connections between their utopias and their own real-life experiences
- plan how they want to present their ideas to the whole group (for example by drawing, acting or dancing).

Give them some time to have a discussion and plan their presentation. After a group discussion, each group can share their vision.

End with a discussion, taking notes on the flipchart/board, if you find that useful.

Questions

- What did I write? What did others write?
 - What occurred often?
 - Were there any common aspects in our utopias?
 - How do we find compromise?
 - Which aspects from our utopias could we bring to reality?
 - How did we work as in small groups; how did we find compromises?
 - Why is the world not like our utopias? What can we do about this?
-

D.6. FOLLOW YOUR INNER HERO

Storytelling

And last but not least... never forget about listening to your own voice. Other people's voices are insights from which you can learn a lot. However, you have an inner hero who knows what is right for you. Go find it!

Main aim

Do an introspection exercise and create a short story of a character based on your own ideas, emotions, experiences. The character will somehow resemble your "own hero voice".

Time/space

1.5 hours / Big space

Participants

10 - 25 people (individual or group exercise), from approx. 12 years of age

Materials

Flipcharts, pens and markers, digital tools, etc.

Description

Explain to the group that they will create their own story based on the narrative structure of the Hero's Journey. First, explain to the group what the Hero's Journey narrative structure is and what its rules and characteristics are (see the attached material with details for the facilitators). Display the essential steps for structuring the story on a projector or a large flipchart.

Encourage participants to create and plan the story of their Hero's Journey in the format of their choice (for example, drawing, writing, recording a video or audio, drama). The crucial aspect is that each story features a main character who embarks on a transformative journey to address something they dislike about the world and themselves. This adventure leads the character to uncover something hidden within themselves while at the same time working to change an unfair and climate-threatening aspect of the world from a climate justice perspective.

Once they are finished, invite participants to present their story. This part can be done in pairs with partners switching after 5-10 minutes, or in plenary, in which everyone who wants to tell the story can do it. If creating the story is done in groups, it is easier to make the presentations in plenary.

Questions

- What part of the journey did you like the most? And the least?
 - Did you identify with the "hero journey" you drafted?
 - What did your "hero" learn during the journey?
 - Did you find similarities with the journeys of your colleagues? Which ones?
-

E. GETTING ACTIVE – I, THE CLIMATE ACTIVIST



E.1. MY PERFECT COMMUNITY

Storytelling	You have a vision, a utopian vision! And you have made yourself heard and can reach out to others with your story.
	<p>Now it's time to get into hands-on work and be more practical. Imagine how this vision and ideas could take place in your own community and neighbourhood. Try to be as realistic as you can and keep in mind the resources you could have to implement change.</p>
Main aim	Reflect on the possibilities that are available to build a sustainable local community by establishing links between problem, action, and positive change.
Time/space	60 minutes
Participants	12 - 20 participants, from approx. 12 years of age
Materials	Flipcharts (one per group), pens, markers.
Description	<p>Divide the group into teams of 3 - 5 people. Give each group a flipchart divided into three columns.</p> <p>The group will work on each column and respond to a set of questions by using their imagination and drawing the response they want to represent. There will be three different stages of 15 minutes each:</p> <ul style="list-style-type: none"> ▪ Column 1: Respond in a drawing: "What ecological problems do you encounter in your local community (village, town, city, neighbourhood...)" ▪ Column 2: Respond in a drawing: "What would your ideal sustainable community be like?" ▪ Column 3: Respond in writing: "What could you do to get from the first drawing to the second one?" <p>After the time is over, the groups will present their work to the other participants.</p>
Questions	<ul style="list-style-type: none"> ▪ Why are there problems in the first column? ▪ Why is what you have in the second column? ▪ Why are we failing to achieve what is written in the third column? ▪ How could you contribute to achieve "the perfect community" that was drawn in the second column?

E.2. WHAT CAN I DO?

Storytelling

Participation is all about making small steps forward. Have you thought of the benefits of participatory societies? Have you thought of the role you play in your community? Join other young people and climb up the ladder of participation!

Main aim

Reflect on participation and factors that enable or hinder it, while also developing a sense of cooperation and responsibility for one's own actions.

Time/space

90 minutes

Participants

12 – 25 people, from approx. 12 years of age

Materials

[Online handout: Stages of Participation](#), flipchart, marker pens, scissors, post-its

Description

Part 1: What is the ladder of participation?

1. Ask participants what they understand by “youth participation”
2. Hand out the diagram of the ladder of participation and explain the model and the different levels.
3. Divide the group into small groups and allocate them one level of participation.
4. Ask groups to prepare a 2-3 minute role-play to demonstrate their level.
5. Invite groups to present their role-play to the rest of the group and allow participants to ask questions.

Part 2: How do we participate?

1. Ask participants to reflect individually about examples in their own lives (at home, school, work, with friends, etc.) for as many of the 8 levels as they can. (5-7 minutes)
2. Invite participants to share their examples in small groups of 4-5 people. They should also discuss:
3. obstacles (things that stop them from moving up the ladder)
4. enabling factors (things that help them to move up the ladder).
5. They will write each idea on a separate sticky note.
6. Bring the groups back together and ask them to stick their papers on the wall under two columns with the headings “obstacles” and “enabling factors”.
7. Review the two lists with the participants and add two more columns under the previous ones with the headings: “control” and “no control”.
8. Ask participants to divide their statements in those sub-lists according to whether they have or don't have control over those statements.
9. Finally, review the four lists and start the debriefing.
 - Did the activity help you think more clearly about the ways you participate in different areas of your life? What surprised you most?

Questions

- Do you think that youth participation in general is high or low? Why does it matter that the youth participates more?
- Was low participation explained as a result of internal factors, or mostly as a result of external factors?
- How do people feel when they are able to participate in a genuine real sense?
- Would participants in the group like to go up the ladder and participate at a higher level? Why or why not?
- How many people feel they could participate more and how many feel that they will do so? If so, how and when?

E.3. DREAM EVENT**Storytelling**

Once you play an active role, it is easier for you to get others to join your journey and think of joint events. Events are one good way to influence and to campaign for the cause you believe in.

We can all be climate activists, as we have now learned! But how can we share our stories with a wider audience and find other people interested in the same issues? Let's find out how events could help us!

Main aim

Awaken the creativity of the participants. Think without limitations, what kind of climate event they want to arrange. Practise sharing their ideas and learning from others.

Time/space

120 minutes: 30 minutes for dreaming session, 90 minutes for brainstorming and presenting dream event / Small or big space, depending on the number of participants.

Participants

Any size group, from approx. 12 years of age

Materials

Poster-sized paper (one per group) and markers

Description**Part 1**

Invite participants to get in a position where they feel relaxed (for example, seated or laying). Ask participants to close their eyes and imagine their dream event. You can help by asking in a calm voice:

- What does the ground below your feet feel like?
- What do you see when you look up?
- What do you smell?
- How is the temperature?
- What do you hear?
- Where are you?

- Description**
- Who is the person sitting/standing next to you?
 - Who else is here?
 - Why are they here, what is the purpose?
 - What kind of programme is there? Is there music, a band playing?
 - What is going to happen here next?

Ask participants to gently open their eyes and slowly return to this moment.

Ask participants to share their ideas with the participants next to them. (This can be done in pairs or small groups.) When you see that all participants have shared their dream events, invite the participants to share their ideas with the whole group.

Write down words, themes, or images that came up in the discussions on the board of flipchart. This can be used as inspiration for Part 2. Then you can have a short 5-minute break.

Part 2

Divide the group into small groups. Give each group a large paper and markers and ask them to brainstorm a dream event together. A “dream” event means that you have no barriers or limitations in this event: the sky is the limit. They have all the necessary resources (staff/volunteers, money, material, space,) as well as the permission of the local authorities.

Ask participants to plan the following aspects of the event:

- reason for the event
- outcome
- when and where it will take place
- who the main audience is (who will attend)
- what kind of programme there is
- where they will promote their event.

Give each group a flipchart paper or cardboard and markers and ask them to brainstorm a dream event in their groups. Or encourage them to work with other ways of presentation, such as acting or oral narration.

Invite everyone back and ask each group to present their event to the other participants. After each presentation, ask if anyone would like to comment on the event. Remember to support the participants and to show them that they have developed good event ideas.

-
- Questions**
- How did you feel during this exercise?
 - How are you feeling (energised, exhausted, empowered, scared...)?

- Questions**
- How did this exercise inspire you to start planning your own event?
 - Which presented dream event do you like most and why?
-

E.4. CAMPAIGNING FOR A GOOD CAUSE

Storytelling Some stories are worth telling, but how do you do it? Stories can convey powerful messages, but the way we deliver them makes all the difference. We need to build a narrative that connects emotionally with the target group, and that is compelling and engaging. This means that the story gets into the minds of the audience. When we talk about activism and raising awareness, we need to find the right way to get our message across in the most effective way.

Main aim Practise writing a communication campaign to raise awareness and convey the message effectively. Learn how to compose a story according to the target audience, tone, style of the narrative, the most effective channels, and the goals we want to reach.

Time/space about 90 minutes (depending on how many groups participate) / Offline or online

Participants Groups of 2 - 6 people, from approx. 12 years of age

Materials Paper and pens, flipcharts, and markers. [The Context scheme to print or project](#)

Description Divide group into pairs or small groups. Give each group is given a set of context information, such as a topic or goal of the communication campaign. Ask each group to develop a communication campaign that is most effective for the context they have been given. For example, developing a campaign for a big city is different from one in a small town. Introduce the 5 Ws to help participants plan their campaign:

- **Who** is our target audience?
- **What** is the message we want to pass along?
- **Why** are we communicating this message?
- **When** is the right time to tell it (example: a particular day or month)?
- **Where** will our message be seen most effectively?

Groups should have at least 40 minutes to work together. After their campaigns are finished invite groups to present their campaign. Discuss the decisions they have taken.

- Questions**
- Why did you choose a certain type of media/channel for your campaign?
 - Who is/are the protagonist(s) of your story?
 - Who is the target of your campaign?
-

Questions	<ul style="list-style-type: none"> • How much money do you think is needed to implement your campaign? Do you think it is financially sustainable? • Could you do a similar project in your community? If you could, should you change something to make it more effective? • What were the most difficult things to imagine? What are your doubts about the campaign?
------------------	---

E.5. CLIMATE EMOTIONS

Storytelling On your journey to climate justice, resilience will be your greatest ally. Resilience is the ability to recover from setbacks and to adapt to adversity. Imagine a rubber band: When stretched, it withstands immense pressure but returns to its original shape. Resilient people can stretch and adapt under difficult circumstances and remain true to themselves.

When you learn about climate justice and the current state of the earth, you will face different emotions such as sadness, frustration, anger and even hopelessness, because seeing such a beautiful place being destroyed can be overwhelming.

Don't give up! There are many good things happening and you can always count on other climate activists who are full of optimism. Resilience can be a superpower, so always remember: Just like the rubber band, you can bounce back.

We wish you strength and perseverance as you continue on your journey. You are not alone in this.

Main aim	Build resilience towards climate emotions, talking about own emotions
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Time/space	about 90 minutes or more, quiet space with accessible tables or walls to display every illustration
-------------------	---

Participants	5 to 30 people, from approx. 12 years of age, but note the warning about the content.
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Materials	Collection of suitable materials and media on different aspects of climate change, such as pictures or audio recordings of nature being destroyed, protest groups, politicians talking about climate change, etc., or prepared sensory materials such as charred wood, ice cubes, etc. (You can also go outside and see what you find.)
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'Flower of Resilience' template

Markers or coloured pencils, natural materials if working outside (optional)

Content note/ Trigger warning Be aware that graphics or illustrations of disasters can cause negative emotions. Give enough time for everyone to be prepared for this and to cope.

For younger people: It may be helpful to do an exercise before on emotions, or give some words as orientation, what different emotions there are.

Description **Part 1: Discovering emotions**

Invite participants to engage with the materials. Ask "How does it make me feel...

- ...when I am confronted with the destruction of nature?"
- ...when I hear about climate change and its effects on the future?"
- ...when I get news on climate issues?"
- ...when other people struggle or protest"

Let them record their emotions to these situations in writing or drawing. Let the participants collect more situations and relate their emotions.

Part 2: Showing emotions

Explore the different materials and media together as a group. Ask participants to:

- describe the emotion they are feeling. What is it that makes them sad/angry/ etc.? Where do they feel it in their body?
- explain what they feel only by body language, not talking.
- notice who in the group feels the same.

Part 3: Strengthening resilience

Explain the concept of resilience to the group. Use relatable examples, such as how trees bend but do not break during strong winds. Emphasise that just like trees, people and communities can also develop resilience to adapt to challenges, including those brought about by climate change.

Show the Flower of Resilience to the students. (Check attachments.) Explain that it is divided into different segments/petals, each representing a factor that contributes to building resilience. Depending on the availability of resources and your setting (indoors or outdoors), you can choose between two options:

Poster Activity

Provide materials to the participants to illustrate their own Flower of Resilience, copying the template. Ask the group to fill in each petal of the flower with words, phrases, or drawings that represent actions or practices related to that aspect of

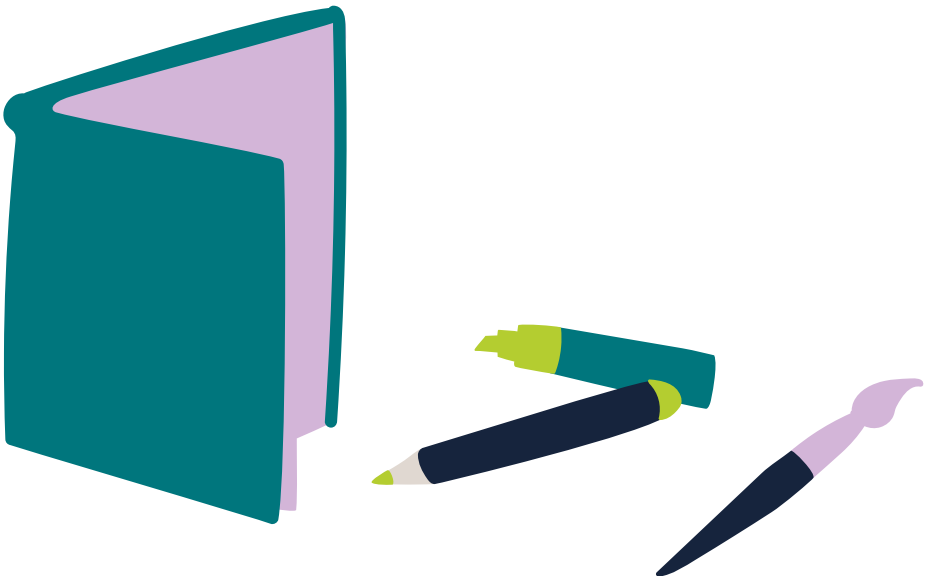
Description resilience. Encourage them to think of examples related to climate change, such as how they can emotionally cope with **eco-anxiety** or build social support to address climate challenges.

Natural Materials Activity (Outdoors)

Take the group outside and find a suitable location. Represent the Flower of Resilience with appropriate materials. As a group collect natural materials like leaves, pebbles, or twigs. Let the participants arrange these materials within each segment to represent the different resilience factors. For example, leaves might represent emotional resilience. Discuss their choices and why they placed specific materials in certain segments.

Questions

- Wrap up the activity with a group discussion.
 - What did you learn about climate resilience?
 - How are the different aspects of climate resilience interconnected?
 - How can you apply these concepts in your own life to better cope with the emotional and practical challenges of climate change?
-



ABOUT GREEN DIVERSITY?!

Green Diversity?! is a European project involving five partner organisations from five countries (Austria, Finland, Germany, Italy, and Spain).

Public debates on climate justice are often led by privileged actors who are the least affected by climate change. They tend to tell stories about marginalised groups, victimising people rather than acknowledging and affirming their often long-standing active and creative resistance.

“Storytelling for Green Diversity?!“ is a visual toolkit on storytelling for climate justice aimed at climate activists, youth workers, educators, climate protectors, and storytellers. The toolkit will enable them to connect the discussion on the climate crisis and discrimination in a more effective way.

For the global movement for climate justice to grow and include all voices, we need new narratives about climate justice. Diverse stories inspire us to take action for climate justice and to create resilient environments and communities.

The partner organisations:

We are diverse organisations, with different areas of work and sizes.

Some of us work with volunteers or in development cooperation, humanitarian work, or mobility. We see injustice all over the world, we see the changing climate, and we see how this is connected. Together we want to make a contribution towards climate justice. We have therefore developed this toolkit to support those who feel the same need to act. United in diversity!

Jugend Eine Welt - Don Bosco Entwicklungszusammenarbeit | Austria

(Youth One World) is an Austrian aid organisation that has been working to improve the future prospects of children and young people on the margins of society around the world since 1997. Following the principle “Education overcomes poverty“, Jugend Eine Welt supports aid projects, schools, programmes for street children and education projects in Asia, Africa, Latin America, the Middle East and Eastern Europe.

Jugend Eine Welt

Don Bosco Entwicklungszusammenarbeit

Münichreiterstraße 31

1130 Wien, Austria

<https://www.jugendeinewelt.at>

info@jugendeinewelt.at

Instagram: [@jugend_eine_welt](#)

Facebook: [@Jugend Eine Welt](#)

KVT Kansainvälinen vapaaehtoistyö ry |**Finland**

Kansainvälinen Vapaaehtoistyö ry (KVT) is a non-governmental organisation that promotes peace, cooperation, equality and active citizenship through grass-roots level voluntary work. We have over 70 years of experience of voluntary work in Finland and abroad. We are a member of Service Civil International (SCI), an international peace organisation, and we send volunteers to projects of our partner organisations from the network.

KVT Finland**Veturitori 3**

00520 Helsinki, Finland

<https://www.kvtfinland.org/>

kvt@kvtfinland.org

Instagram: @kvtfinland

Facebook: @KVT

LVIA - Lay Volunteer International Association | Italy

LVIA is an international cooperation NGO that in Italy provides opportunities for active citizenship education, youth exchanges and conducts inclusion and socialisation activities in disadvantaged urban environments. Abroad, and more specifically in many countries in Africa, it promotes pathways to peace and justice.

LVIA

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10110 Cuneo, Italien

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Email: lvia@lvia.it

Instagram: @lvia_ong

Facebook: @LVIAong

NEO SAPIENS | Spain

It is a European mobility and training social company, whose main aim is the design, management and implementation of education, training, entertainment, culture and transnational mobility projects. The entity also offers consulting services focused on implementing this kind of activities and the development of pedagogic and learning materials related to global citizenship education.

Neo Sapiens SLU

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SERVICE CIVIL INTERNATIONAL (SCI) |**Germany**

SCI Germany is the German branch of the global SCI network, a peace organisation with a history of more than 100 years. SCI's idea is to unite young people from all over the world through voluntary work for non-profit meaningful projects. Through this, we promote respect, understanding, community and cooperation. Climate-related issues and social justice are among our core topics, as they are also crucial elements of peace.

Service Civil International - Deutscher Zweig e.V.

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GLOSSARY

ableism: when someone is treated unfairly or differently because they have disabilities. This can mean not giving them the same chances or not understanding their needs.

care work: everyday work for the well-being of others that is rarely or never paid, e.g. caring for children or the elderly, housekeeping, cooking meals, shopping, cleaning, emotional support.

classism: when someone is treated unfairly or differently because of the social class they belong to. Sometimes people are judged or treated better or worse based on how rich or educated they are. Sometimes it can also be about which area you live in.

colonialism: the system where wealthy trading countries (mostly European) took over less wealthy countries by force between the 15th century and end of 19th century. They did this through slavery, resource theft, environmental destruction, violence, genocide, and religious persecution.

climate change: the way Earth's weather and temperatures are changing over time, such as rising temperatures, extreme weather, and rising sea levels.

climate crisis: the serious problems for people, animals, and the environment that come from climate change

discrimination: when someone is treated unfairly because of individual characteristics. Discrimination can take place on different levels, such as against people, groups, or entire countries.

eco-anxiety: the fear of the effects and consequences of climate change. This can feel like constant stress and anxiety that we cannot escape the destructive effects of the climate crisis.

Global North and Global South: terms that can be used to describe the social, political and economic position in the global system. The Global North refers mainly to those who profit because of their whiteness or their economic opportunities. The Global South describes those who are primarily exploited and disadvantaged due to more than 500 years of colonialism. Within a country, people can belong to both the Global North and the Global South. For example, the majority of people in Australia belong to the Global North. However, the Aboriginal population belongs to the Global South.

intersectionality: when parts of a person's people's identities (like origin, appearance, gender, and abilities) overlap and affect how they're treated. This helps us see the bigger picture of discrimination. For example, a woman of Colour might face unique struggles that are different from a white woman or a man of Colour.

marginalised groups: people who are often treated unfairly or left out of important things because of their race, gender, abilities, or other reasons

neo-colonialism: when powerful countries or groups control and take advantage of less powerful countries or groups. This relationship often looks like the historical colonialism period. Although most colonised countries gained independence, the differences between the former colonial powers and colonies are still visible. For example, in the wealth distribution and global political and economic influence.

racism: when someone is treated unfairly because of their origin or skin colour, hair structure or other external characteristics. This was done, for example, during colonial times to deny people their humanity and to be able to treat them like objects. The difference is that discrimination can be directed against individuals or groups. However, these situations are limited in time and/or space. Racism, on the other hand, is a system that has lasted for centuries and spans the entire world, affecting all people of dark skin colour, regardless of where they live, their gender, age, level of education or other characteristics.

resources: what someone needs to live a healthy life in their environment. This could be money and things, but also sufficient clean water, fresh air or arable land. Other resources include education, information, health, the right to participate, a good job with a secure income, or a stable social network.

sexism: when someone is treated unfairly because of (perceived) gender

“wrong” passport: when a person’s freedom of movement is restricted because of their passport. It might be difficult for them to enter another country, or they cannot enter at all, because of relations between countries.

ATTACHMENTS

In this appendix you will find supplementary materials for some of the methods. These are intended to provide inspiration and support for your activity. Of course, you can adapt, modify, combine etc. according to the needs of your group or your own needs.

Please keep the environment in mind when preparing for your activity. You can use parts of the appendix as a copy template, but perhaps the template can be presented in a more sustainable way than on printed paper. Try it out and have fun with the materials!

ADDITIONAL INFORMATION TO “WHO EXACTLY IS A CLIMATE ACTIVIST? AM I ONE, REALLY?” (PAGE 13)

Some inspirational suggestions:

Consumption

- Repair, share and exchange instead of buying new things. In many places in the world this is common and necessary already. But be aware that not all people have all the useful things that make their lives easier.
- Save electricity and only use electricity from renewable sources if they are available to you. But be aware that not all people have access to “clean” electricity or to electricity at all.
- In the supermarket, think about where your fruit or vegetables were flown in from, or where the shirt you buy in the store was made. How many air miles did it travel? Did its raw materials use a lot of water, and was it possibly produced in a region already affected by water scarcity? But be aware that people elsewhere in the world directly depend on your purchase decision.
- Refrain from animal products if they are available to you in abundance and from those that are provided for you through poorly paid labour. But be aware that not all people can feed themselves sufficiently or healthily.
- Avoid plastic and other petroleum products, such as many cosmetics. People are losing their homes, their farmland and their health for coal and oil. But be aware that some people only have access to plastic products.

Mobility

- Cycle, walk, or use the bus and train instead of a car or plane. But be aware that not all people have these options where they live.
- Is it necessary to make this trip? Perhaps you can avoid it or combine it with other activities at the destination.

Learning and listening

- Listen to those who describe their problems with the climate or with social injustice. Above all, pay attention to people to whom the majority in your society may not pay much attention to. But be aware that you might not know better.
- Read, listen to podcasts, follow other activists on social media - get informed! Listen especially to experts in the Global South, because they have less power and visibility than people from the Global North and are experiencing greater effects. But be aware that not all people have access to information.
- Check out calls to action from climate groups or different organisations. But be aware that these approaches may look different from each other.

Protest and being loud

- Go to demonstrations and protests, and demand more commitment from your government, if that is safe for you. But be aware that not all people can express their opinions freely and safely.
- Act in solidarity and share your knowledge and skills. If you come from the Global North, find ways to support people in the Global South who are directly affected by climate disasters. If you know a lot about a certain topic, share your knowledge with others. But be aware that not all people have the same educational opportunities as you.
- Don't be afraid to speak up and use your platforms. But be open to others and accept criticism as a contribution to your learning.

Care for yourself and others

- Connect and network - locally or online with the whole world. Be aware of your own wellbeing and information overload.
- Be patient and gentle with each other. Encourage everyone to do what is within their individual possibilities. But be aware that pressure, compulsion and perfection do not protect our climate. Take good care of yourself, but also be considerate of others!
- Take over care work tasks for people or groups that are directly affected. Be aware that some people are experiencing greater challenges from the climate crisis and social injustices than you.



A.3. MARKET PLACE

Climate activist descriptions for 15 participants (feel free to add more words for your group)

Dreamer	Critical Thinking	Nature Lover
Singing	Dancing	Free Spirit
Courage	Family	Friendship
Optimism	Collector	Politics
Demonstration	Speaker	Sports
Play	Curiosity	Independency
Love	Activism	Community
Local	Global	Earth
Nature	Ambition	Action
Inspiration	Challenge	Confidence
Honesty	Goals	Imagination
Knowledge	Mindfulness	Patience
Passion	Realist	Trust
Visionary	Focus	Relaxing
Creativity	Kindness	Art

B.1. ECO BINGO

Add your own text fields!

Has joined a local climate protest or demonstration	Repairs or reuses used items again	Has climate activist role model(s)	Feels personally affected by climate injustice
Has some knowledge about supply chains	Takes a risk for the climate	Likes to spend time outside	Actively cares for the community
Wears mainly second-hand clothes	Is part of a climate group	Follows climate activists on social media	Likes to read books on climate
Feels they could do more for climate justice	Intentionally lives with less consumption	Is a volunteer for climate	Avoids using plastics

C.1. WORLD DISTRIBUTION GAME

The data and percentages vary. You can get updates when searching online for real data about the current distribution. According to the group's interest, you can add figures such as demographic figures (population), gross domestic product, trade figures, availability of natural resources etc.

CO2 emissions:

- Asia: Approximately 45-50% of global CO2 emissions.
- Americas (North, Central, and South): Approximately 20-25% of global CO2 emissions.
- Europe: Approximately 20-25% of global CO2 emissions.
- Africa: Approximately 3-5% of global CO2 emissions.
- Oceania: Approximately 1-2% of global CO2 emissions.
 - Who produces these emissions?
 - Why do some continents have such high (or low) emissions?
 - What could this be related to?
 - ♡ Consider global supply chains! E.g. production of medicine, clothing, electronics in Asia, main demand and consumption in Europe or North America
 - ♡ Consider colonial history and injustices
 - ♡ Consider that crisis such as armed conflicts, natural disasters, political blockages etc. can hinder reductions of emissions

Affected by climate change effects:

- Approx. 45% of the global population are affected by climate change (3.6 billion out of 8 billion people worldwide).
- Natural disasters are indirect effects of CO2 emissions and global warming.
 - Which regions are affected the most?
 - What additional challenges do some of these regions face?

Wealth distribution:

- Top 1%: Approximately 45-50% of global wealth.
- Next 9%: Approximately 35-40% of global wealth.
- Bottom 90%: Approximately 10-15% of global wealth.

Extreme poverty:

- 20% = approx. 1.6 billion people of the world suffer from extreme poverty. Extreme poverty is defined by the World Bank as living on less than \$US2.15 per day.
 1. Sub-Saharan Africa: 40-45% of the population live in extreme poverty
 2. South Asia: 12-15% of the population
 3. Southeast Asia: 5-10% of the population

4. Central America and parts of South America: 10-15% of the population
 5. North America & Europe: less than 1% of the population
- Discuss how regions with extreme poverty levels will be affected by effects of climate change and how they might react to them. Which protective or adaptive measures will they undertake? What does that mean?

The figures above are the result of online research throughout 2023, e.g. IPCC Report 2022, NGO websites, Data and statistics offices, research papers.

C.3. MOVING FORWARD

Please choose - depending on the context and the target group - the most fitting, least problematic roles. You can also change/modify them.

Agriculture: A farmer from a rural community who finds smart ways to grow crops in a changing climate. They teach others about sustainable farming and adapting to weather changes.

Business owner: A city resident who starts a small eco-friendly business. They face challenges in obtaining loans and licences but work to start a small eco-friendly business, providing renewable energy and waste solutions for the neighbourhood.

Climate justice advocate: An indigenous rights activist from a marginalised community who is fighting for recognition of traditional knowledge and the protection of sacred lands against climate-induced threats. They work to influence in-game policies for inclusive climate action.

Climate expert: An expert researcher who studies climate change impacts on different socio-economic groups. They provide valuable data and insights that guide players' decisions and help assess the effectiveness of climate policies.

Youth leader: A young city activist who is leading a youth movement for climate awareness and adaptation. They use social media and community events to engage other players and raise funds for climate projects.

Former environment professor: An elderly person with a physical disability who is living in a remote rural area. They draw on their knowledge and experiences to adapt to climate change and support their community in building resilience.

Artistic climate activist: A creative advocate for climate action who is raising awareness through art and social media. They focus on diverse voices, including LGBTQ+ individuals, to make a stronger impact.

Marine ecosystems: A fisherman living in a coastal community who is facing the impacts of climate change on marine ecosystems. They work towards sustainable fishing practice.

Teacher: A young teacher who is working very passionately and hard in a low-income urban

neighbourhood. They integrate climate education into their classroom to empower students from diverse backgrounds to become climate advocates.

Migration advocate: A person who moved due to climate impacts and is raising awareness about the difficulties faced by displaced communities, ensuring their rights are respected. They try to organise and mobilise their community to fight for climate resilience and advocate for policies that benefit vulnerable groups.

Eco-fashion innovator: An immigrant college student who is running a sustainable fashion business. They use their education to create eco-friendly options and promote ethical consumption.

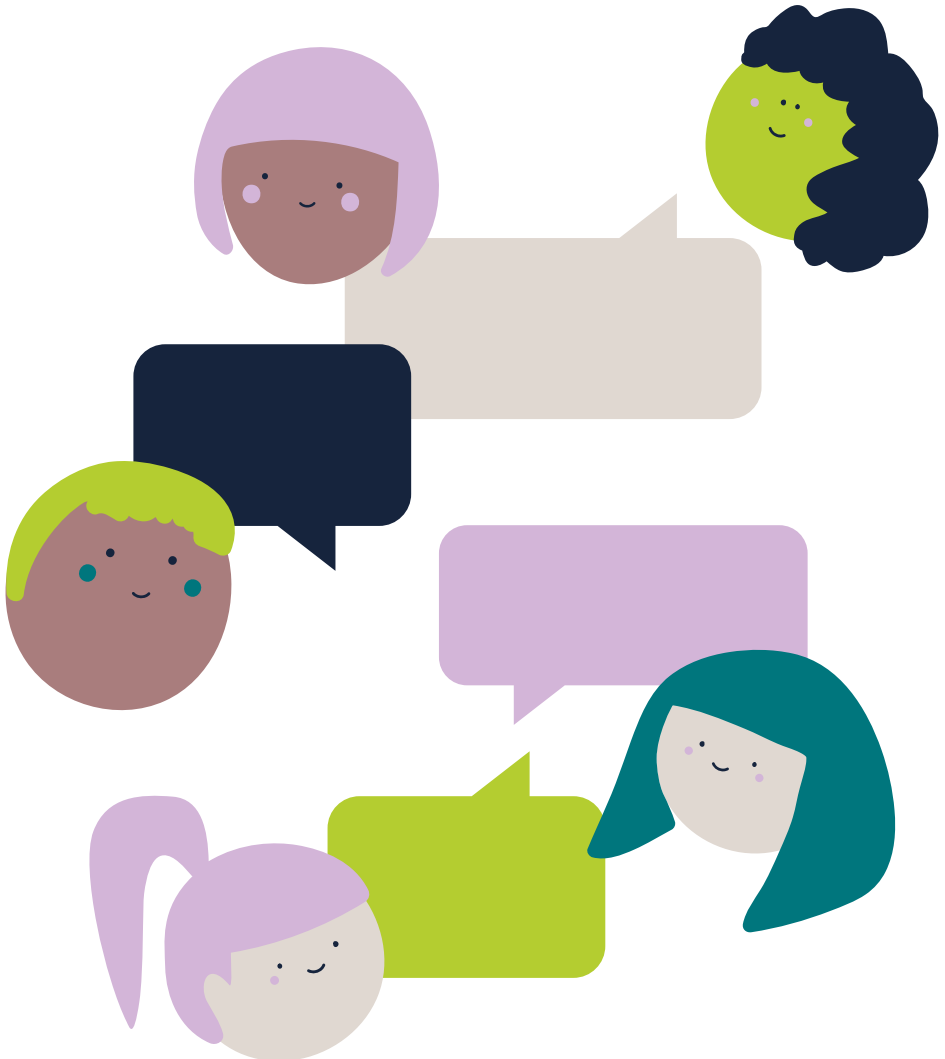
Statements:

1. I quickly understand scientific contexts.
2. I am interested in the political landscape in the world.
3. The climate crisis is the most important issue for me.
4. I can take part in the Fridays for Future demonstrations.
5. I can follow the news about climate issues on TV or radio without any problems.
6. I can read the texts of the IPCC report in English.
7. I can talk about climate change and climate protection in my environment.
8. I feel represented by the demonstrators at the global Fridays for Future movement.
9. I could get involved in a climate demonstration/activism.
10. I get financial aid when my place of residence is destroyed by flood.
11. I have experienced the impacts of extreme weather events, such as floods, hurricanes, or wildfires.
12. I have access to reliable healthcare and medical assistance.
13. I live in a city or region affected by urban heat islands.
14. I have received climate education or training.
15. I have a steady source of income and stable employment.
16. I have access to clean drinking water and reliable sanitation facilities.
17. I have witnessed changes in traditional ecological practices or cultural heritage due to climate change.
18. I have been involved in climate activism or community mobilisation.
19. I have access to public transportation or other sustainable mobility options.
20. It's safe for me to use public transportation.
21. I have experienced loss or displacement due to climate-induced events.
22. I have participated in sustainable initiatives or projects to combat climate change.
23. I have seen an increase in the frequency or intensity of extreme weather events in my region.
24. I have influence in political decision-making processes.

C.4. CLIMATE REFUGEES

On the following pages you will find some stories of climate refugees.

Warning: Reading these stories may cause anxiety and stress for you or the people involved. Some of the stories are about political persecution, extreme events, flight, violence and loss. Therefore, inform the participants about the content of this activity beforehand.



1. Afzar, Age 15, Afghanistan

Afghanistan has been ravaged by natural disasters my whole life. I remember the earthquakes and flooding that destroyed many lives. There was no protection, so we lived in fear. In Afghanistan, 85 percent of people rely on agriculture, making it hard for most families to stay alive. If you were lucky, your family might have the resources to leave, but many were forced to stay.

My name is Afzar and I have become a climate refugee because of the instability caused by natural disasters, a direct effect of climate change. Because of climate change, this is what we can expect: more extreme weather, more floods and more drought.

Growing up, my father dreamed of providing me not just a roof over my head, but a good education. Not all things in Afghanistan were bad and I was content in the house we lived in. I spent my days playing in the field next to my house and swimming in the lake close by. I was young and knew little about the hardships my family faced.

The family farm that once produced wheat was forced to surrender to the increasing temperatures, which led to frequent outbreaks of pests and diseases. Friends and family became poor and anxious, living between disasters. With two-thirds of Afghans affected by natural disasters, the odds were against us, so my parents decided to leave. I was devastated to leave my country, filled with rich culture and memories. I hoped one day I could return home safely.

My family fled to Turkey hoping to receive refugee status that would give us the opportunity to start a new life. But the authorities claimed that we were not true refugees because we were fleeing climate change. However, we weren't the only ones. In 2018, more than 400,000 Afghans were displaced due to natural disasters.

Refusing to give up hope, my father decided we would continue by boat to Greece, but in the middle of the Mediterranean, our boat broke down. Stranded in the sea, we waited for three hours until Greek police arrived and took us to a camp in Samos. It was overcrowded, six people sharing one small tent. Originally intended to hold 640 refugees, the camp now housed almost 4,000. Hundreds of refugees were forced to wait in long food lines, drink dirty water, and we were ignored by local authorities.

My mother told me not to complain. She told me to be thankful that we were safe, that dozens of refugees had died on the boats to Greece. But how could I be thankful when climate change had forced me to eat raw food, to exist in a community without my culture, and to live without a permanent home? It felt like my life was filled with waiting — for escape, for a home, for recognition that climate change has forced me and thousands of others to flee.

We have stayed at the refugee camp for months, wishing to be home. Without refugee status we were vulnerable. I want to be recognized as a climate refugee. I want protection for Afghanistan and the hardworking farmers who live off its land. But I also want safety, security, and to live a life without the fear that I could lose everything in the blink of an eye.

2. Jeremy Rohde, Age 26, Germany

When I was a little kid, I lived in East Germany. It was a nice time I spent there with my parents and my younger sister. I went to kindergarten there and my sister was still a baby. Then, on one day in summer, there was as much rain as normally falls in three months. This rain brought the “flood of the century”. The river where we lived swelled so fast that we couldn’t react quickly enough.

I guess my parents weren’t warned either. Actually, there are sirens in our village, and there are also television, radio, mobile phones. But my parents didn’t know anything about the water coming. There were no warnings. Luckily, we were all at home and together. I remember my parents grabbing my sister and me and running upstairs to the house. We were then taken out of the house through the window by a man in an inflatable boat, I remember that. There was water everywhere, it even ran into the windows of the houses. You could only see the roofs of the cars on the street. One house was all crooked. I think it collapsed.

After that we stayed with friends. That was great because we could play together every day. Later we moved to West Germany. My parents told me that it was a very stressful time, but then we came to a whole new house and I had my own room because the insurance and some organisations supported us. At school I made many new friends.

Today I am an adult. I have just graduated in business administration. Until two years ago, I was with my girlfriend. We had big plans, wanted to travel together. We had just moved into a ground-floor flat in the Ahr valley in West Germany, very close to the river. It was our first flat together and the location was beautiful. It was summer again, when within a few days there was an extreme amount of rain. I was on a bicycle tour with friends when I heard the weather forecast for West Germany. I phoned my girlfriend in the evening. She had been warned by the fire brigade to stay at home and keep the windows and doors closed. She seemed quite relaxed and wanted to make herself comfortable in front of the TV. Later that evening, she called again and was totally panicked - there must have been water in the flat. I remember how annoyed I was, because we had just finished decorating the flat. Then the connection broke down and I couldn’t talk to her anymore. I tried to reach her parents and siblings, but nobody knew anything. It took my friends and me all night to go back to our hometown, anxious and nervous of what to expect when we would get there.

But there was no home. There was only water everywhere, everything was broken. Bridges and houses had collapsed, nothing was recognisable. For two days I searched helplessly for my girlfriend until I learned that she had drowned in our flat. Again, just like 20 years ago, people had not been warned of the extreme amounts of water that would threaten their existence. I never went back to the flat, I couldn’t.

Today I live alone in a 3rd floor flat high up on a hill. When the weather forecast announces heavy rain, I panic. There have been floods before, but these rains in such a short time are something new. At the moment I don’t know where to go anymore. I am a climate refugee - although I again have found a good place to stay thanks to support from different donors, I cannot find peace of mind and will always be on the run from the water.

3. Ricardo Gregorio Hernandez Vasquez, Age 16, Guatemala

I used to be happy when I was a child. I loved playing with other kids. Nowadays I talk a lot with my family about social issues such as how we have a shortage of water that causes a lot of problems with crop production. All around the world people are fleeing their homes as climate change forces them out of their communities.

My parents fled due to the drastic impact that droughts had on the agricultural production of key cash crops like coffee and beans. Fossil fuel companies had been filling the air with unprecedented amounts of greenhouse gases, accelerating the climate change that was causing the droughts. To make things worse, these same unregulated companies have polluted our water, making it harder for us to grow our vital crops. In addition, Guatemala was suffering from rising temperatures, floods, and food insecurity, which have all been made more common by climate change.

Forty-seven percent of families in Guatemala, Honduras, and El Salvador are food insecure, and water availability is expected to decrease in Guatemala by 82 percent. All of these environmental factors drove my parents to seek refuge in the United States, even though that country has horrendous policies for immigrants from Central America, which negatively impacts migrants who don't have enough money to seek refuge. The stereotypes toward migrant groups from Central America only makes it harder. My uncle was barely able to get into the United States, and was able to work only menial jobs making 69% of what his white co-workers make. Even though climate change is caused mostly by the rich countries, Guatemala doesn't have enough support from the international community to reduce the amount of climate refugees.

But things changed when I was 16. I left home by boat to meet my parents in the United States. When I got to the United States, I started to feel hot and cold at the same time, and I knew something wasn't right because I felt so sick. My time in the United States was cut short though, when everyone was forced off of the boat and was taken to a detention centre. When I was taken to the detention centre in Texas, the nurse there checked my temperature and I was diagnosed with the flu. She said that they will send me to the hospital, if my state gets any worse.

But my condition was already bad enough and I was confused as to why I was in the detention centre. I started to feel sorry for my family and wondered if I would ever reunite with them at their house. I tried to walk to the small, unsanitary bathroom in my cell, but I noticed that I couldn't even walk straight anymore. I cupped my hands on my mouth to stop myself from gagging, but I saw that there was a puddle of blood falling from my hands.

Ricardo died, becoming one of the many, who have died while detained in U.S. immigration centres.

4. Hana Tioti, Age 10, Kiribati

Hello, I am Hana Tioti. My skin constantly burns because of the sun. I am from Kiribati, and I am a climate refugee. My father is Ahomana Tioti and my mother is Wailani Erika. Even though both my parents are originally from Kiribati, my siblings and I were all born in New Zealand. My family migrated to New Zealand, but, facing deportation, my father tried to gain legal recognition as a climate refugee. But the courts rejected our request, stating that we weren't actually refugees because what we were escaping wasn't war, persecution, or violence. They deported my entire family back to Kiribati, even though it was the exact place we were trying to escape from.

Here our homes are flooding, and our crops are failing. Although we are surrounded by water, we are still lacking it and we are constantly thirsty. My skin itches, but there's nothing I can do now except to hope for a better life. Many people wonder why we would ever want to leave this country where our situation is absolutely dismal.

Kiribati relies on fishing, farming, and rainwater to survive. However, that rainwater is hard to come by. Sometimes it is much too dry outside and I feel really thirsty. Other times, like in 2015 when tropical cyclone Pam hit our country, we watched how Kiribati was destroyed and almost half of our people were forced to leave their homes. These types of events shouldn't be happening in Kiribati, but they are, because rich people in faraway lands are destroying us.

Us I-Kiribati are not contributing much of anything to the climate crisis, yet our homeland is being destroyed right before our eyes.

As the climate crisis grows, events like droughts and rising sea levels intensify, putting everyone in danger. People in developed countries have enough money to ignore this crisis, while only a quarter of my people can even think about leaving Kiribati with the money that they have, even though staying in Kiribati at this rate is practically a death sentence. That is because our country is only 1.8 metres above sea level at its highest point and by 2100, most of our land will sink beneath the ocean if nothing is done for climate change. Rich oil barons — who have received huge profits from the burning of fossil fuels, filling the atmosphere with greenhouse gases — are making our country disappear and poisoning it along the way.

We are the first to see the sun rise every day and we will be the first ones to never see it again. I was a refugee and I still am. This small strip of land, constantly assaulted by the ocean and beaten by winds and storms, is no longer Kiribati. Legally, I am unable to escape this wasteland, unable to flee to another foreign country.

My siblings and I still have a future, but for now, we are trapped. All we want is safety. All we hope to do is become recognized as climate refugees so we can live a peaceful life back in New Zealand. Climate change has ravaged our country and it is now practically uninhabitable. I am a climate refugee. I just need the law to see me as such and recognize that I need to be safe now.

5. Aung Hussein, Age 20, Myanmar

My whole life I have been living in fear. Fear of going to school, being outside, and leaving my house to support my family. The majority of my neighbours and friends are farmers and rely on agriculture to provide for their families. The impact of climate change has not only had a disastrous effect on our economy and resources, but also on the stability of our government.

As rising waters compress people even closer together, my government of Myanmar has slowly taken a turn for the worse, turning its people against each other. The Buddhist leaders of Myanmar claim that we, the Muslim Rohingya minority, are taking up their resources and need to be removed. Sometimes people are ignorant of how cruel some countries can be to their own people, especially with the threat of worsening monsoons destroying our agriculture. Since we as a country are running out of good land and food for our people, the government treats the Rohingya minority as outcasts and creatures who need to be exterminated.

I lived through this reality while growing up and will always have the scars from it. 560,000 people, including myself, had to leave our families as we fled to Bangladesh, the location of the largest refugee camp in the world, in an attempt to survive. Not knowing whether my parents were still with me or departed to the next life. There are more than a million Rohingya refugees who have fled Myanmar into Bangladesh. My life here was difficult at first, not having parents or a place to officially call home, just an overpacked refugee camp.

However, I found people from a charity organisation who helped me achieve my dream of saving climate refugee children like myself who were lost or separated from their parents. I set up a booth and since then, have reunited many lost children with their parents in this refugee camp. I hope to become the parent figure that I never had for kids who themselves do not have parents.

My story as a minority in Myanmar is just one of thousands of stories of people who, like me, have also faced the brutal realities of climate change and the struggle of being a climate refugee. I feel that many people are unaware of the fact that climate change causes wars, and not everyone flees their country because of the immediate effects of climate change, but instead because of how the government handles the fear of losing resources.

As fossil fuel companies control governments like ours and developed countries pollute and destroy all of our resources with their consumption, we are pushed out. Just like thousands of my people, when our countries turned against us, we had no choice except escape.



G. Maria Lopez, Age 22, Puerto Rico

I am currently studying for my master's degree in the USA. This was not my dream or plan. I am from Puerto Rico. Don't get me wrong, I'm not ungrateful that I have the chance to study and receive an education. My parents always told me that was the most important thing. But I never thought I'd have to choose my education over my home, my beautiful Puerto Rico.

I remember the day I understood I had to leave. We had been hit by hurricanes before, but Hurricane Maria was particularly devastating. Climate change has worsened the effects of these storms, making the normally brutal weather even more destructive. Later I would find out that Hurricane Maria and storms like it are almost five times more likely to happen today than half a century ago because of the warmer air and seawater.

The hurricane destroyed homes, bridges and roads and lives. I found myself having to drive more than two hours every day to a place where I could get Wi-Fi, electricity, and charge my laptop. When I eventually ran out of gas, I had to write my thesis by hand. I lived at home with my two brothers and parents, but we began sharing the house with my cousins after the hurricane destroyed their house. I knew I had to leave Puerto Rico when my advisor told me she was worried I wasn't going to finish graduate school. She knew of my situation and handed me a brochure for a college in the USA where she thought I could be accepted and could finish my degree. I had never thought about moving before.

Two months later, I bought a plane ticket and the first winter clothes. There are thousands of people in situations like mine or worse. Through the charity organisations, I've been able to help many of the people who fled after Hurricane Maria. Many of these folks live in hotels and feel lost trying to settle into the new country. We've helped people look for homes, translate their documents from Spanish to English, and conducted practice interviews to help them with jobs. It seems impossible to go back to our home, we cannot go back to our homes after entire neighbourhoods have been destroyed.

Greenhouse gas emissions are accelerating climate change at an unprecedented rate, and as the world's climate changes, we will see more disasters like Hurricane Maria requiring more expensive help. We have received help, but the truth is that it is not enough. We don't just need relief funds, but access to clean energy and drinking water. We need a sustainable future and we need opportunities for our people to be heard. We need to be seen as climate refugees, fleeing a country we don't want to leave because of the damage amplified by climate change.

D.1. WHO SAID IT?

Statements by Climate Justice activists and other inspirational people:

There is a saying that goes: 'The best time to plant a tree is 20 years ago; the next best time is now.'

— **Bhekumuzi Dean Bhebhe, Author and Campaigner, 2023**

I definitely suffer from Climate anxiety, and I know that so many people my age do, too. And it's really overwhelming sometimes but I just really wonder if we're doing enough.

— **Billie Eilish, US Singer, 2023**

In Lerma, the rainfall of 2015 flooded my town, new factories contaminated the air, and buildings were sinking into wetlands. All that pushed my family out of my home. [...] This crisis is our present, but we cannot let it be our future. That's why youth across the globe are uniting against corporate power, climate racism, and the deterioration of Mother Earth.

— **Xiye Bastida, Mexican-Chilean Climate Activist, 2022**

Young people today have not created this reality; we've inherited it. And we're told we are the last generation with a chance to save the fate of our planet. Is it any surprise that there's an epidemic of mental health problems? "Eco-anxiety" is on the rise, and young people seem to be some of the worst-affected. Research from 2019 shows that in the UK, 70 percent of 18–24 year-olds were experiencing "eco-anxiety" — helplessness, anger, insomnia, panic and guilt. Environmental disaster is the biggest mental health issue of our lifetimes. And in our war against nature, young minds are the collateral damage.

— **Clover Hogan, UK Climate Activist, 2021**

The reality is that it's not always possible to cope with anxiety stemming from the climate crisis, but it's important to find something that gives us positive energy and can reaffirm our hope for the future.

— **Hakim Evans, US Climate Activist, 2021**

Young people are the agents of change. Some of us will be leaders of tomorrow, so it is a must that we are informed about what is happening around us so that we can plan better, sustainable solutions for the future.

— **Nkosilathi Nyathi, Zimbabwean Environmental Activist, 2021**

We need to stop capitalists destroying the planet.

— **Daniel "Swampy" Hooper, British Environmental Activists, 2021**

I don't think it's fair for us to be impacted by that if we don't have a say in it. We're not rocket scientists who could come up with a whole new fuel for planes... We need to put pressure on our government to work with scientists and engineers to help fix it, to come up with better ideas, better ways of travel.

— **Izzy Raj-Seppings, Australian Climate Change Activist, 2020**

We are the guardians of the land. It is our duty to protect it for future generations.

— **Raki Ap, West Papua Indigenous Peoples Representative, 2019**

People ask me why I became vegan. I went plant-based overnight after finding out it's the single most influential thing you can do for the planet. Having that knowledge I wouldn't be able to look myself in the mirror if I'd continued to eat meat. I didn't want to be a part of.

— **Izabella Miko, Polish-American Actress and Environmental Activist**

The process of global climate change must be slowed down and reversed, otherwise it can have major consequences.

— **Zuzana Čaputová, 5th President of Slovakia**

At first I thought I was fighting to save rubber trees, then I thought I was fighting to save the Amazon rainforest. Now I realise I am fighting for humanity.

— **Chico Mendes, Brazilian Rubber Tapper, Trade Union Leader and Environmentalist**

Let us wake up! We're out of time. We must shake our conscience free of the rapacious capitalism, racism, and patriarchy that will only assure our own self-destruction.

— **Berta Cáceres, Honduran Environmental Activist**

We have intelligent species on our planet that we are not even trying to communicate with.

— **Paul Franklin Watson, Founder of Sea Shepherd Conservation Society**

The writer cannot be a mere storyteller; he cannot be a mere teacher; he cannot merely X-ray society's weaknesses, its ills, its perils. He or she must be actively involved shaping its present and its future.

— **Ken Saro-Wiwa, Nigerian Civil Rights Activist**

Rivers do not belong only to fish but also to the community.

— **Berta Caceres, Honduran Environmental Activist**

It's essential that we reach the global centres of power to fight not just centralised planning, but privatisation-based planning.

— **Medha Patkar, Indian Social Activist**

This is all wrong. I shouldn't be up here. I should be back in school on the other side of the ocean. Yet you all come to us young people for hope. How dare you. You have stolen my dreams and my childhood with your empty words. Yet I am one of the lucky ones. People are suffering.

— **Greta Thunberg, Swedish Climate Activist, 2019**

How can we take action and work together if everyone is not equally informed about what is happening? The only way to do this is to make sure that everyone gets an empowering and relevant climate and ecological education in their school curriculum. It is our right as young people to learn about the climate crisis.

— **Mitzi Jonelle Tan, Filipino Climate Justice Activist**

One person cannot save only their part of the world. We either save the whole world or we don't save it. We all have to work together. The idea that we can all pull together to do this is really important.

— **Frank Ettawageshik, Native American Activist, 2017**



It's not too late. We can still save our planet but we need to cooperate and we need to act right now!

— **Frank Deboosere, Belgian Weather Presenter**

Change is never easy, and it often creates discord, but when people come together for the good of humanity and the Earth, we can accomplish great things.

— **David Suzuki, Canadian Academic, Environmental Activist and TV Host**

What astonishes me is that the oil and gas industry makes apparently no effort to get on the right side of history. The slavery industry self-justified itself during a certain period of time. But now post-factum there is no one who would justify the slavery industry. The same is going to happen to the oil and gas industry.

— **Christina Figueres, Costa Rican Executive Secretary UNFCCC 2010-2016**

You cannot protect the environment unless you empower people, you inform them, and you help them understand that these resources are their own, that they must protect them.

— **Wangari Maathai, Kenyan Environmentalist**

Most people care about the environment; but let's be honest, it's not on the top of their list. How can it be? It's not some sort of luxury item. It's the most essential ingredient in our ability to continue on this planet. [...] Through telling stories and using those stories to inspire businesses, politicians, and citizens. It's about reenergizing people to recognize that we all have a stake in our future. We all have an ability to vote for a leader, and we can make good choices. We all have an ability to become the champions that we want to be.

— **David Mayer de Rothschild, British Global Adventurer, 2017**

You cannot have climate justice without racial justice. It isn't justice if it doesn't include everyone.

— **Vanessa Nakate, Ugandan Climate Activist**

Many stories matter. Stories have been used to dispossess and to malign. But stories can also be used to empower, and to humanise. Stories can break the dignity of a people. But stories can also repair that broken dignity.

— **Chimamanda Ngozi Adichie, Author, 2009**

You cannot get through a single day without having an impact on the world around you. What you do makes a difference, and you have to decide what kind of difference you want to make.

— **Jane Goodall, British Behavioural Scientist**

Climate change is the single greatest threat to a sustainable future but, at the same time, addressing the climate challenge presents a golden opportunity to promote prosperity, security and a brighter future for all.

— **Ban Ki-moon, South Korean Diplomat and 8th UN Secretary General**

The struggle to avert catastrophic climate change is bigger than all the other struggles, whether it is slavery, democracy struggles, the woman's right to vote, and so on ... I would argue that if what is at stake is securing life as we know it, then there can be no bigger struggle that we face.

— **Kumi Naidoo, South African Human Rights and Environmental Activist**

Ethics and equity are at the core of the debate of climate change. Debate has to move from Climate Change to Climate Justice.

— **Narendra Modi, 14th Prime Minister of India**

One thing leads to the other. Deforestation leads to climate change, which leads to ecosystem losses, which negatively impacts our livelihoods – it's a vicious cycle.

— **Gisele Bündchen, Brazilian Model and Activist**

We can't save the planet without uplifting the voices of its people, especially those most often unheard.

— **Leah Thomas, US Climate Activist**

I would say to all young people, start taking action from your place right now. It's our time!

— **Tahsin Uddin, Bangladeshi Climate Change Activist**

We are the first generation to feel the impact of climate change and the last generation that can do something about it.

— **Barack Obama, 44th US President**

The belief that young people have that we can change the world is real because actually we can change the world.

— **Bunny McDiarmid, New Zealand Environmental Activist**

Next time you meet a climate-change denier, tell them to take a trip to Venus; I will pay the fare.

— **Stephen Hawking, British Physicist and Author**

The world is reaching the tipping point beyond which climate change may become irreversible. If this happens, we risk denying present and future generations the right to a healthy and sustainable planet – the whole of humanity stands to lose.

— **Kofi Annan, Ghanaian Diplomat and UN Secretary General**

One of these days Mother Nature is gonna toss her head and drop all the humans off it and The Earth will go back to what it used to be!

— **Tofiq Pasha, Pakistani Horticulturist**



D.2. GLOBAL MAP OF CLIMATE ACTIVISTS

QR code for the interactive world map to present:



D.6. FOLLOW YOUR INNER HERO - NARRATIVE STRUCTURE AND CHARACTERISTICS

What is The Hero's Journey?

The Hero's Journey is a classic storytelling method with the following structure:

The protagonist is confronted with a problem that disrupts normal life and pushes the protagonist into a great adventure.

Along the unknown path, the hero encounters obstacles and dangers, meets new friends and allies, and puts their character to the test.

In the end, the quest is mastered and the hero returns home a changed person.

Guidelines for writing a story

Use these guidelines to encourage all workshop participants to write a story based on the 'Hero's Journey' narrative model. There are different modes, guidelines, steps that narrative theorists have outlined. The following suggestions represent a summary designed specifically for the purpose of this activity:

- **Take your time:** Before you start writing, take some time in silence for yourself. Inspiration needs a calm, clear mind. Go inward and imagine your personal hero. A hero who faces a dangerous and unjust situation related to climate justice. Who can that be? What do they look like? Who are they? Why them?
- **Start thinking, structuring and composing your story:** To do this, some typical steps may guide the structure of your story. feel free to modify them according to what you need:

1. The beginning

Think about the initial situation. This is your introduction. Your hero lives an average life. It should be easy for the audience to identify with the hero and the situation. What does it look like? Where does it take place? What is worth mentioning?

2. The problem and the reaction

Very unexpectedly, a major problem arises for your hero. This can be a change in the environment, an extreme event, a disruption in everyday life - think of something to do with climate justice that could affect basically anyone. Maybe you have a personal connection to it. Your hero can now choose whether or not to react to the problem. Of course, not reacting would end the story right away! Maybe another character appears here who motivates or supports the hero.

3. The journey

Your hero has made up their mind and will tackle the problem. Great challenges and the step from the known to the unknown are ahead. This part is the description of all the hurdles and challenges your hero will face in the adventure.

What paths will your hero take? Who or what will provide orientation? Who or what can provide support? What does your hero try that fails or succeeds? Your hero can find new allies. Surely there are also opponents. What are the dangers and challenges?

4. The lowest point and the climax

This is the central and longest part of your story. In this part, your hero encounters the biggest problem. This problem seems unsolvable and brings a huge crisis. Your hero is full of negative feelings. To overcome, your hero pulls everything together and faces the challenge. How can this be managed? What needs to change? What could be the motivation to get out of this crisis? At the end of this section, your hero has succeeded and is no longer the same person as before. Take enough time to explore and explain your hero's transformation and growth.

5. The end

At the end of your story, your hero looks back on the challenges and efforts. The problem has been successfully solved. Through the hero's transformation, real change can also occur in their environment. This message can now spread throughout your hero's world.

- **Create your story, live your journey:** Now you are ready. Bring your story to life, live your journey. Use any form of creative storytelling that works for you. Write, paint, speak, act, create. All materials provided by the facilitator are available and ready for you.
- **Share and spread:** Get ready to share your story with the group. Use your creativity to decide how to present your story. You can decide in what form to share it freely.

E.2. WHAT CAN I DO?



The power of civil society — a (civil) participation ladder

The following chart shows the stages one can go through when becoming engaged in civil movements and political action.

Leadership and Empowerment & Sustained Engagement	<p>Individuals and groups take on leadership roles within civil society initiatives and inspire others to get involved. Through their guidance and empowerment, they foster a sense of collective purpose. They mentor new advocates and cultivate sustainable engagement within their communities.</p> <p>They commit to their chosen cause and stay involved. Also, they try to contribute to long-term impacts on the cause.</p>	<p>Example: Joining/creating a climate justice advocacy group, collaborating with like-minded organizations and leading awareness campaigns. Over time, remaining dedicated, attending conferences, promoting renewable energy access and mentoring others to keep the mobilisation going.</p>
Advocacy and Activism & Collaboration and Coalition Building	<p>Advocacy and Activism involves actively speaking up for a chosen cause through activities such as peaceful protests, awareness campaigns and engagement with policymakers to influence public opinion. In Collaboration and Coalition Building, participants work towards building partnerships with like-minded organizations, stakeholders and movements. These collaborations create a united front that can effectively advocate for change and address complex issues within civil society.</p>	<p>Example: Forming a coalition of local environmental organizations, community groups and concerned citizens to work together on a conservation project, such as reforestation or protecting a natural habitat. Maybe also collaborating with other nonprofit organizations to establish a comprehensive support network and amplifying voices.</p>
Networking and Building Connections & Volunteering and Participation	<p>To make a tangible impact in civil society, individuals should actively network and build connections with like-minded organizations and people, fostering collaboration and resource-sharing to work towards common goals. Volunteering and/or participating in civil society organizations or grassroots movements is essential as it allows individuals to contribute directly to projects and campaigns addressing their chosen issues. By engaging in volunteer activities and supporting initiatives, they can raise awareness, provide practical assistance and get a sense of communality.</p>	<p>Example: Participating in a local clean-up campaign to help remove litter from parks or beaches, contributing to environmental conservation and raising awareness about waste management.</p>
Education and Learning Interest and Concern Awareness	<p>The first stage of participation in civil society involves individuals and groups becoming aware of social, political, or environmental issues. They develop a deeper concern about these issues, actively gathering information to understand the root causes better and learning to enhance their knowledge related to the problems at hand.</p>	<p>Example: Individuals or groups may attend workshops, seminars, or engage in non-formal education to enhance their knowledge and expertise.</p>

Participation of the civil society—especially of young people—in decision making processes is crucial to creating change within our socio-political systems. It engages people to become politically active, be vocal about their needs and motivates them to work in community.

There are also several levels in the extent youth can be included in collective decision making as shown in the next chart.

Levels of participation	Examples
Young people are decision makers	Young people have the opportunity to set up, promote and have projects and have unlimited freedom in making decisions.
Young people lead and initiate action	Young people are leading projects and decide how the projects are carried out. They still rely on adult supporting their decisions.
Young people are involved in decision making processes	Adults initiate projects and ideas, but young people are very involved when it comes to carrying them out, make decisions and take steps.
Young people are consulted	Adults carry out projects but young people's opinions have weight in the decision making process.
Young people are involved in projects	Young people volunteer in adult's projects, but they are well informed and their opinions are well respected.
Tokenism, Decoration, Manipulation	Young people are sometimes performatively visible but in reality have little choice when it comes to decision making processes. The power hierarchy is very unequal and remains unchallenged. Young people's voices are tokenised.





E.4. Campaigning for a good cause

<p>Context 1</p> <p>You are in the central business district of a million city. You can buy every kind of clothing here. In order to offer clothing at extremely low prices, fast fashion brands have to keep their costs down. To achieve this, they lower the wages of garment workers in the supply chain. They further lower production costs by using cheap synthetic fabrics for their designs. Due to poor quality and fast changing fashion trends, much of the clothing ends up in the rubbish after a few wears. The fast fashion industry is responsible for the enormous waste of resources and pollution of the environment.</p> <p>What can you do to raise awareness?</p>	<p>Context 2</p> <p>You are in a metropolis with a waste management system that is paralysed and no longer able to absorb the waste. Trash is everywhere and the citizens are very upset about it. There is a need to implement zero-waste strategies, such as reducing emissions at source by implementing waste prevention policies and programmes, banning single-use plastic, improving zero packaging delivery and reuse systems, improving recycling and composting systems, etc.</p> <p>What can you do to raise awareness?</p>	<p>Context 3</p> <p>Did you know that bees and other pollinating insects play an essential role in the entire food chain, just as they do in all natural ecosystems? Yet these species are at high risk of extinction due to anthropogenic activities triggering the climate crisis. These include environmental pollution, disruption of ecological corridors, reduction of plant biodiversity and global warming. The concern for pollinating insects is becoming a global challenge on which the future of all species, including humans, depends.</p> <p>What can you do to raise awareness?</p>
<p>Context 4</p> <p>The recycling system in your city works quite well, except for the disposal of waste oil. This substance is very harmful to the environment: every litre of oil disposed of through household drains pollutes 1 million litres of water. Waste oil, if recycled, can enter the circular economy and be used to produce lubricants, biodiesel, soaps, surfactants, printing inks and much more. Waste oil is a special waste, but compared to other wastes, people know little about it because there is little talk about how to manage it.</p> <p>What can you do to raise awareness?</p>	<p>Context 5</p> <p>You are in a small tourist town in the mountains. There are no rubbish bins in the mountains and at the mountain huts; people have to carry their rubbish back to the valley themselves. The many people who visit the mountains without this special knowledge often leave their waste in the forests and along the paths. This poses a risk to wildlife, which can get caught in it or eat the litter and die from it. The waste pollutes the soil and water and makes the whole environment look bad.</p> <p>What can you do to raise awareness?</p>	<p>Context 6</p> <p>At the market where you regularly shop, you get a plastic bag for every small purchase. You buy water in disposable plastic bottles. Plastic pollution is a big problem. All the squares, paths, rivers and fields are full of plastic. This also applies to the beach and the water. Marine animals and livestock ingest microplastics, and we take them with us when we eat them. Something must be done to stop the pollution.</p> <p>What can you do to raise awareness?</p>

Suggestion: Think of your own context to which you would like to draw more attention.

E.5. CLIMATE EMOTIONS

Flower of Resilience

YOU

You are a miracle. Amazing as you are, you can change the world.

What qualities do you value most in yourself?

What's your dream for this world?

MIND

Information is very important. Too much information can be stressful.

Where do you get your information from?

How do you make sure you ease your mind?

SOUL

In addition to information, feelings can influence your actions.

Which feelings spark your soul?

Listening to those emotions, how can you embrace them?

BODY

Your body is exposed to the environment. Your feelings manifest in your body.

What are all the things your body can do?

How can you take good care of your body?

PASSIONS

Our passions motivate us. We make a special effort for them.

When do you thrive?

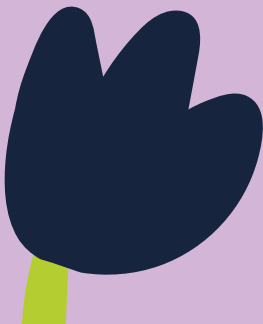
Which passions do you share with others?

VALUES & BELIEFS

Our values determine how we see the world. It can be useful to reflect on one's own beliefs.

Who or what influences your beliefs?

Which values and beliefs can strengthen your core, which ones maybe not?



GOALS

Goals can give our life purpose. We can always set new goals.

What do you dream about?

How can you achieve it?

PEOPLE YOU LOVE

Beloved people give us a lot. Often, they also demand of us.

With whom do you feel particularly connected? Through what?

Where should you draw boundaries?

YOUR COMMUNITY

Humans are social beings. Only together we are strong.

How can you connect well with others?

What can you achieve together?

THE UNKNOWN

The unknown often frightens us. But great potential might hide in it.

What doors could you open?

How could you face the unknown?





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