



DEAF
CLIMATE
ACTION

Handbook & Curriculum

for Trainers and Youthworkers

Project no: KA220-YOU-E62FAB3C

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by
the European Union

Content

About the project.....	3
Cooperation	4
Background – EU-Programme Green Competence.....	4
Target groups.....	5
Approach Access	5
Holistic learning.....	5
Blended Learning	5
What do we want to promote?	6
How to encourage critical thinking	6
How to promote future competence	6
How to promote political action.....	7
How to encourage joint action.....	7
How to promote your own actions	7
Topics, content and materials.....	8
Workshops	10
Information for the workshops	10
Language.....	11
Room / Equipment	11
Methods.....	12
Icebreaker.....	14
Feedback.....	15
Moderation	15
Curriculum – 5 Modules	16
Climate Change & Distasters – Social Justice – Environmental Health	17
Sustainable Consumption	21
Protecting water and Our Natural Resources	25
Sustainable Energy	34
Political Action for Climate Advocacy	38

Dear users of this handbook!

Are you a trainer or involved in youth work with Deaf young people?

Would you like to work with young people on the topic of the climate crisis and climate change?

Then you've come to the right place!



About the project

"Deaf Climate ACTION" is a project on the topic of climate protection and environmental protection. Deaf Climate ACTION is a project for Deaf activists for climate and inclusion.

By ACTION, we also mean activism. Activism means that people want to change and improve something. That's why people act together or alone for change and improvement. They are committed to improvement and change.



Project information in Sign Language and all materials you will find at the project website <https://Deafclimateaction.eu/>

Fotocredits: © freepik.com

Cooperation

The following partners have worked on this project:

equalizent, Austria | Turkoois, Netherlands | Deaf Studio, Slovakia | signcoders, Hungary
| EUDY (European Union of Deaf Youth), Brussels.



All partners are extensive experienced with Deaf people. The teammembers are Deaf themselves or hearing people with sign language skills. More information on each partner are available at the project website.

Background – EU-Programme Green Competence

„GreenCom“ is a framework of the European Union.

Green competence means that you know about the environment and environmental protection. And that you also think and act in an environmentally conscious way.

The Deaf Climate ACTION project uses the contents of the framework.

Here you can find more information:

[GreenComp: the European sustainability competence framework - European Commission](#)



Target groups

The topic of climate protection and environmental protection affects us all. People with disabilities are often forgotten. There are few materials, that are made for people with different communication needs. We want to change that with this project.

Deaf Climate ACTION was developed in collaboration with Deaf adolescents and Deaf adults. We provide information in simple language and in sign language. We also use a lot of images.

The exercises and materials are for:

- people who work with young people
- Deaf adolescents
- all those who prefer to read in simple language

Approach | Access

Holistic learning

- Learning through understandable information.
- Learning through experience.
- Learning through personal experimentation.
- Learning through exchange with others.
- Learning through action.



Blended Learning

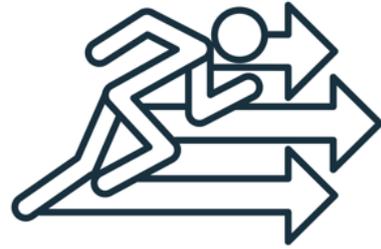
Our approach is also blended learning.

Blended learning means that young Deaf people can learn in a mixed form **online** and independently or **in presence settings** together with trainers / youth workers.



What do we want to promote?

- critical thinking
- future competence
(learning and teaching the future)
- political action
- joint action
- own actions



How to encourage critical thinking

- Find, evaluate and check information independently
- To empower young people to form and represent their own opinions
- Be able to communicate with others
- be able to think about the personal, cultural and social background



How to promote future competence

- Learning to distinguish between short-term, medium-term and long-term
- Understanding connections between past, present and future
- Understanding opportunities, limits and risks and classifying them in time
- Taking responsibility for one's own actions – now and for the future
- Promoting cohesion for the people of the future
(How do I want to live? How do I want people to be able to live in the future?)



How to promote political action

- Understanding politics as action and possibility of action
- Know political institutions on the topic of climate protection and sustainability
- Understanding political responsibility
- Promoting exchange with political representatives
- Recognizing that one's own opinion is a part of politics



How to encourage joint action

- Experience the strength of a group
- learn to respect other opinions
- Learning to learn and mutual understanding
- Learn to form a community
- learn how everyone in the group can work well together and can take on different roles in the group



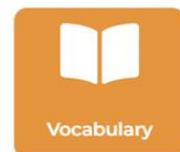
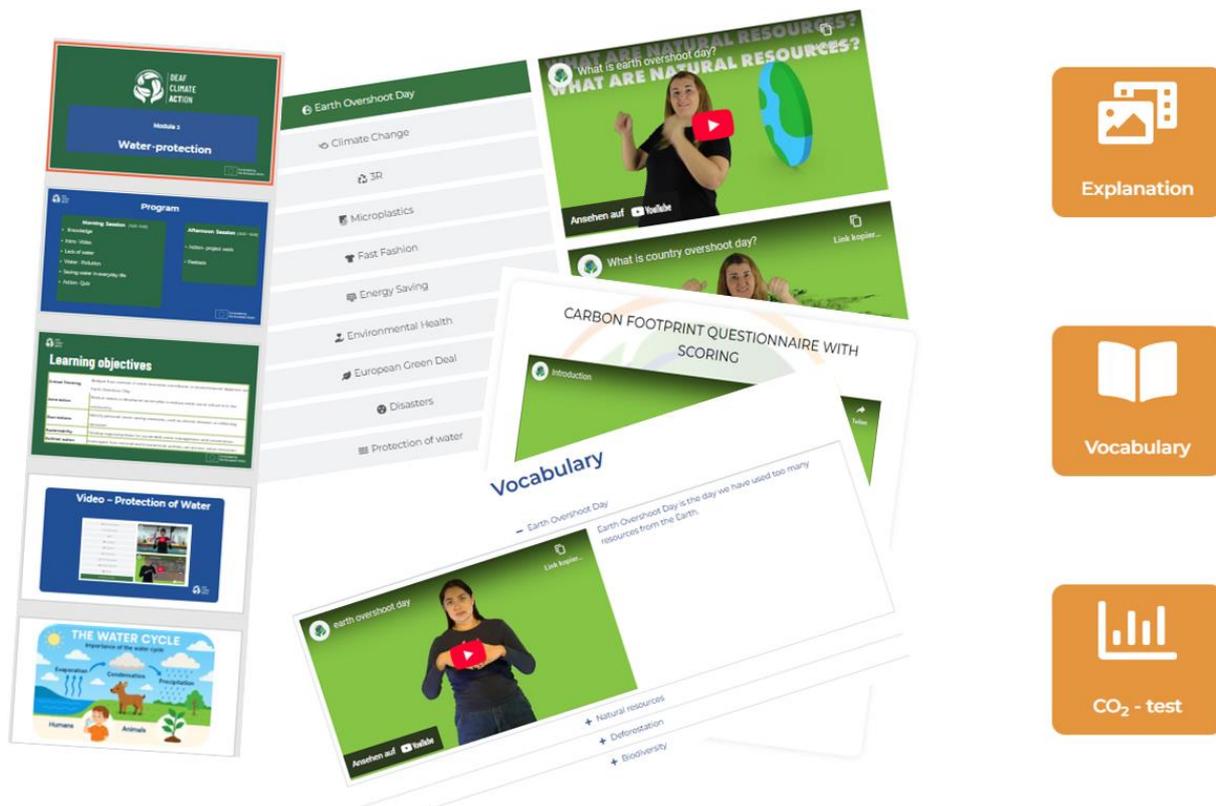
How to promote your own actions

- Learning to recognize one's own potential
- Be aware of one's own responsibility
- Example: sustainable living, waste separation
- Knowing that one's actions have an impact on others
- dare to start their own actions
- dare to seek exchange with others



Topics, content and materials

Deaf Climate ACTION has developed a range of materials which can be used to work with the young Deaf people.



- ✓ 20 Video-Tutorials in Sign Language
- ✓ Carbon Footprint Questionnaire in Sign Language
- ✓ Lexicon with important terms in Sign Language and transcripts in easy reading
- ✓ Curricula with Materials (Powerpoints and Worksheets)



Curricula with 5 Topics

No.	Thematic Areas
1	Climate change and social justice
2	Sustainable consumer behaviour, eating behaviour
3	Protection of water and natural resources
4	Sustainable energy
5	Political action for climate policy

Tutorial-Videos - 10 topics (per topic 2 videos)

No.	Topic-Content
1	Earth Overshoot Day
2	Climate justice
3	3R – Reduce – Reuse – Recycle
4	Micro·Plastics
5	Fast Fashion
6	Sustainable enetgy, save energy
7	Environment Health
8	The European Green Deal
9	Civil protection
10	Protection of Water

Workshops

For the 5 topic contents, we have prepared workshops that you can do with the Deaf young people.

At the workshops, you can install all materials online and offline.

The workshops enable

- the practical application
- and promote cooperation between young people.



The series of workshops is a suggestion from us.

You are also welcome to create further workshops with the materials.

Information for the workshops

Duration:

Each workshop is set up for 6 hours.

Recommendation for the timeline:

09:00 – 12:00	Content-related information and impulses
12:00 – 13:00	Lunch break
13:00 – 16:00	Action, practical work

Language

For Deaf young people, it is of course best if the entire workshop is conducted in sign language. The use of visual material also promotes understanding of difficult topics. This applies to all of us.

If you yourself as a youth worker cannot sign or cannot sign so well, then it is important that sign language interpreters are present.



Room / Equipment

A sufficiently large room is necessary for the workshops!

The workshops are divided in an information part (morning-session) and in an active project work part (afternoon session). Detailed information see the Curriculum.

Technical equipment:

Whiteboard or projector

Laptop

If available: Tablets for eLearning

TIP: eLearnings can also be done on the participants' mobile phones.

Material:

Flipchart

Moderation cards

A-4 Paper

Pens

Adhesive dots (different colors)

Shear

Tixo, Adhesive

Methods

Methods	Description
Plenary – Discussions	<p>Plenary means that ALL participants are together. In the plenary, EVERYONE can exchange ideas with each other.</p> <ul style="list-style-type: none"> ▪ Dealing with the ideas and experiences of the participants ▪ Solving tasks together
Video based learning	<ul style="list-style-type: none"> ▪ Use of the video toolkit, ▪ to convey core content in sign language ▪ Benefit: Pause and watch again
Self-directed learning	<p>Activities and work assignments promote independence and enable the application of what has been learned</p>
Group exercises	<p>Formation of groups for individual exercises.</p> <ul style="list-style-type: none"> ▪ The formation of groups allows for smaller groups, e.g. formation of groups with a maximum of 4 people or 2 people. ▪ At the end of the exercises, the groups can show each other their results.
Individual Work	<ul style="list-style-type: none"> ▪ Each person deals with a topic himself. ▪ Individual work is very suitable for self-reflection. ▪ Each person deals with the question: What does this have to do with me personally?
Practical exercises	<ul style="list-style-type: none"> ▪ Through practical exercises, the young people learn what the individual topics and contents have to do with their everyday life and their lives. ▪ Practical exercises consolidate knowledge.
Role Playing	<p>Simulation of real scenarios: Learners can put themselves in the shoes of others</p>

	<ul style="list-style-type: none"> ▪ Ensure that scenarios contain experiences relevant to young Deaf people. ▪ Provide props or visual aids to support the role play. ▪ Take time for preparation and feedback.
Learning journeys	Learners come into contact with reality, so they remember certain things better and can apply them
Learning stations	<p>Through learning stations, the young people can work in small groups.</p> <p>At the end, the young people show each other what they have done in their group.</p>
Cross-generational learning young and old	<p>Young and older people learn together. They exchange their experiences.</p> <p>For younger people, it's interesting how it used to be Or what is important to older people.</p> <p>For older people, it is interesting to see how young people think about climate protection and what is important to younger people.</p> <p>The future is discussed together in the group.</p>

Icebreaker

Example 1: Brainstorming – the first association

Brainstorming "CLIMATE CHANGE"

First, the participants introduce themselves with their name/sign name. In turn, everyone signs a word that comes to mind, e.g. global warming, air pollution, energy etc.

Example 2: Eye facial expressions

Rules:

Left eye blinking = sitting

Right eye blink = standing

Raising the eyebrows = arms up

Pulling down the eyebrows = arms to the side



Each participant introduces himself by name/sign name and does an eye facial expression.

Example 3: Eye Contact

The participants move around the room. A participant seeks prolonged eye contact with another person. They introduce themselves to each other. The warm-up is over when everyone has introduced themselves to each other. Finally, 1 person introduces another person with the name/sign name.

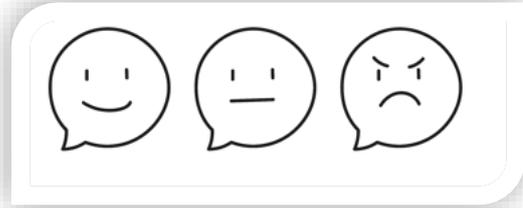
Example 4: Group Finding

Everyone moves around the room. The leader calls out a number. Now groups must form with exactly that number of people. Variation: groups are formed with the same shoe size, the same sock colour, the same eye colour.

Feedback

At the end of each workshop,
we do a feedback round.

1. with a questionnaire
2. with an open round



Moderation

In the workshops, you are the moderator.

- You make sure that the objective is clear (orientation).
- You make sure that EVERYONE actively participates (every young person should be able to participate. Some are very open, some are rather shy at the beginning. Make sure that every teenager have enough attention, time and space.
- You ensure that everything runs smoothly.
Show the plan for the day at the beginning so that the youth can prepare well for the day.
- Offer many opportunities for the young people to share their experiences and knowledge.
- For exchange rounds: Write down keywords on a flip chart. If possible, make a drawing as well.
- Offer opportunities for young people to have enough time to make up their own minds.
- Use many examples from the everyday life of the young people



Curriculum – 5 Modules

No.	Topic	additional materials (PowepointPresentations)
1	Climate change and social justice	PPT 1
2	Sustainable consumer behaviour	PPT 2
3	Protection of water and natural resources	PPT 3.1 & PPT 3.2
4	Sustainable energy	PPT 4
5	Political action for climate policy	PPT 5

Curriculum 1

Climate Change & Distasters – Social Justice – Environmental Health

This Curriculum provides knowledge and activities on:

- Basics of Climate and Climate Change
- Natural Desasters
- Climate Justice
- Environmental Health



Learning Goals

Critical thinking	Understand the impact of climate change on different communities. <ul style="list-style-type: none"> - local (= location-bound) Example: in a country, in a city - Global (= world wide)
Joint action	Thinking about solutions together: What can we do about injustice? Example: Resettlement after natural disasters
Own actions	What can you contribute yourself? Example: Volunteering, Donations, personal allday awareness
Sustainable planning for the future	Working together to think about an action to make communities more resilient to climate disasters. Reflexion about your personal health situation.
Political action	Exchange and discussion, ACTION project

Workshop - Information

Morning (09:00 – 12:00)

Minutes	Form	Content - step by step	Materials
10	group	Welcome & Icebreaker	see handbook examples
150	lectures videos individual Work group work presentations participants	Day's schedule Climate (basics) Climate Change (scientific basics) Disasters Social Justice Environmental Health	PPT 1
20	2 short breaks	2 breaks of 10 minutes each WHEN: depending on the concentration	

Afternoon (13:00 – 16:00)

Sculpture for a social and healthy environment

Formation of 2 groups

Each group makes a sculpture.

The sculpture is intended to reflect the contents of the morning.

It's about the climate, justice, disasters
and a healthy environment.

Materials:

Glue, Cords, cardboard, scissors, empty boxes, etc.

Materials from outside (stones, branches, leaves, garbage ...)



Before the participants start,
they receive information on what a project
plan looks like:

1. Gather ideas
2. Decide together how the sculpture should look
3. Division of labor and work plan:
WHO DOES WHAT (distribution of tasks)

Youthworker will only support
on upon the request of the participants.



Curriculum 2

Sustainable Consumption

This Curriculum provides knowledge and activities on:

- Reflection on sustainable eating and consumptions
- Become aware on your own consumption behavior



Learning Goals

Critical thinking	Consumer behaviour with a focus on fast fashion and pollution from Mikro-plastik.
Joint action	Implementation of an awareness-raising campaign to promote sustainable consumption habits
Own actions	What is my own consumer behavior? What do I want to change? What can I change? Plan: ACTUAL & TARGET
Sustainable planning for the future	Exchange on consumption habits. Waste reduction and recycling-wirtschaft
Political action	Exchange and discussion, ACTION project

Workshop - Information

Morning (09:00 – 12:00)

Minutes	Form	Content - Step by step	Materials
10	group	Warm-Up reflection brief review of the previous module, f.e. discuss the sculptures again, What can be seen here?	
150	lecture videos group work individual Work presentation discussion	Presentation of the day's schedule Food - Eating Food Waste Farm to Fork Carbon footprint - TEST Clothing - Fast Fashion - Slow Fashion 3Rs (Reduce, Reuse, Recycle)	PPT 2
20	2 short breaks	2 breaks of 10 minutes each WHEN: Decision of the YES, depending on the concentration	

Afternoon (13:00 – 16:00)

Recycle workshop – we do a Deaf ClimACT textile print

Material:

Old T-shirts from the participants

Printing Ink (ECO)

Masking Paper

Shear

Pencils

Cardboard Paper (for the stencil)

Each participant makes a template according to your own idea.

Then the T-shirts are printed.

Goal:

These T-shirts are a visible sign for everyday use.

Trainers explain how to make templates easily:

Tip: clear lines, clear elements, cut the template out on paper first



Curriculum 3

Protecting Water And Our Natural Resources

This Curriculum provides knowledge and activities on:

- How to protect water
- How to use and protect natural resources responsibly



Learning Goals

Critical Thinking	Analyze how overuse of water resources contributes to environmental depletion and Earth Overshoot Day.
Joint action	Work in teams to develop an action plan to reduce water use at school or in the community.
Own actions	Identify personal water-saving measures, such as shorter showers or collecting rainwater.
Sustainability	Develop regional policies for sustainable water management and conservation.
Political action	Investigate how national and international policies can protect water resources.

Workshop – Information

Morning Session (09:00 – 12:00)

Minutes	Setting Methods	Content - step by step	Materials
10	group	Warm-Up reflection brief review of the previous module, f.e. 1 important word/sign with connection to sustainability	
5	presentation	Presentation of the day's schedule	Flipchart with the contents of the day or PPT3
20	video discussion open questions	Intro: Water protection and Microplastics	Website DCA
125	presentation group work discussion individual work Quiz	Lectures & Exercises <ul style="list-style-type: none"> - Lack of water - Water pollution - Saving water in everyday life - Action & Quiz - Plastic waste in the oceans - Microplastics – What is it? - Action & Quiz - Conclusion 	PPT 3.1 – Water protection PPT 3.2 - Microplastic
20	Breaks	2 breaks of 10 minutes each (WHEN: decision of the trainers, depending on concentration of the participants)	

Afternoon Session (13:00 – 16:00)) – 2 proposals

Version 1: Optional: My Water – Smart City plan

You design a sustainable city that protects water resources and prevents pollution (including microplastics).

Your task is to build a model city and show:

1. How the city gets clean water (sources: river, well, rainwater, water treatment plant).
2. How to protect water (e.g. wastewater treatment, rules for industries, green parks filtering rainwater, no trash in rivers).
3. How to reduce microplastics (examples: fewer plastic bottles, refill stations, awareness posters about washing synthetic clothes, recycling bins).
4. How to inform the citizens about water protection and microplastic dangers (campaigns, posters in schools, leaflets, social media, stickers near fountains).

Materials:

- Empty boxes (buildings, factories, water towers)
- Flip chart paper, colorful pens, glue
- Blue paper or ribbons (rivers, lakes)
- Natural materials (stones, grass, sand)
- Old plastic wrappers, straws, bottles (to represent microplastic pollution – but later collected & sorted for “recycling”)
- Picture-box with images (microplastics, clean river, water filter, refill stations)

Learning Goals:

- Understand the importance of water protection in urban life.

- Recognize sources and risks of microplastics in daily life.
- Practice creative problem-solving by designing a sustainable city.
- Learn how to inform and motivate others about eco-friendly actions.

Stps of the Activity

1. Brainstorming (20 – 30 min)

- Small groups discuss:
 - Where does water come from in their city?
 - How is it polluted?
 - Where do microplastics come from?
- Collect ideas on a flip chart.

2. City Building (60 – 70 min)

- Each group builds part of the model city:
 - Residential area (rainwater collection, water-saving toilets).
 - Park/river (clean water, animals, signs “No littering”).
 - Industry (filter systems, less plastic packaging).
 - Schools/hospitals (awareness posters, refill water stations).

3. Awareness Campaign (30 – 45 min)

- Groups create posters, leaflets or info signs for their city:
 - “Save Water – Every Drop Counts!”

- “Say NO to Microplastics!”
- “Refill, don’t throw away.”

4. Presentation (20 – 30 min)

- Each group presents their part of the city and explains:
 - How they protect water.
 - What actions reduce microplastics.
 - How citizens are informed.

Version 2: Water Guardians

Materials

- Transparent bottles/jars with water
- Glitter, small plastic pieces, paper confetti (as “microplastics”)
- Flipchart paper, markers, glue
- Cardboard for model building (filters, rivers, pipes)
- Magazines/newspapers (to cut & paste for posters)
- Stickers / colored tape

Learning Goals:

- Show how easily water gets polluted and how difficult it is to clean.
- Understand where microplastics come from in daily life.
- Practice teamwork, creativity, and critical thinking.
- Empower young people to be ambassadors for water protection

Activity Flow

Kick-off (15 – 20 min)

Facilitator introduces:

Why water is precious.

What microplastics are, and where they come from (clothes, cosmetics, packaging, etc.).

Explain that teams will take on missions to save their city's water.

Water Challenges (90 min)

Teams rotate through 3 stations, each with a hands-on challenge:

The Source Challenge:

Build a simple model of a clean water system (river → water plant → tap).

Then, facilitators add “pollution” (colored paper pieces, glitter as microplastics).

Teams must figure out: how to stop pollution entering the system? (filters, awareness campaigns, rules).

Microplastic Detective:

Teams analyze “samples” (clear bottles filled with water + glitter/plastic pieces).

They brainstorm:

Where do these microplastics come from?

What solutions can reduce them? (washing bags, avoiding fast fashion, refill bottles, banning cosmetics with microbeads).

They create a short info poster (e.g. “5 tips to stop microplastics”).

Awareness Campaign Jam:

Teams design a creative action:

Social media campaign (#NoMicroplastics).

Street art idea (murals near rivers).

Flash-mob / short video / slogan for schools.

They sketch or act out their campaign.

Water Guardians Assembly (30 – 45 min)

All teams come together.

Each presents their outcomes (filter system, poster, campaign idea).

Together they “seal” a Water Guardians Charter – 5 concrete rules everyone agrees to follow (e.g. Refill bottles, Wash clothes less often, No littering in rivers).

Curriculum 4

Sustainable Energy

In this Curriculum you will get information about:

- - Energy consumption
- - Saving energy
- Improve awareness of your own energy behavior



Learning Goals

Critical Thinking	Assessment of the environmental and social impact of different energy sources
Joint action	Joint creation of an energy plan for a "climate-neutral" neighbourhood (town)
Own actions	My options for reducing personal energy consumption? Examples: Switching off appliances or using green electricity
Sustainability	Developing a long-term plan for a city or region to transition to sustainable energy
Political action	Analysis of the role of the European Green Deal and other policy initiatives in the energy transition

Workshop - Information

Morning Session (09:00 – 12:00)

Minutes	Setting Methods	Contents Step by step	Materials
10	group	Welcome & Warm-Up	see examples of warm ups in the handbook or carry out your own ideas
5	presentation	Presentation of the day's schedule	Flipchart with the contents of the day or PPT4
20	video discussion open questions	Intro: Energy Saving	Website DCA
125	presentation group work discussion individual work quiz	Lectures & Exercises <ul style="list-style-type: none"> ➤ Forms of energy ➤ How does energy work? ➤ Green energy ➤ Use of Energy (Society & Individual) ➤ Energy Consumption ➤ Saving Energy ➤ Reflexion: Blackout ➤ Conclusion 	PPT 4
20	Breaks	2 breaks of 10 minutes each (WHEN: decision of the trainers, depending on concentration of the participants)	

Afternoon Session (13:00 – 16:00)

My Energy City Plan

You plan the energy supply
of the City you live.

You build a model city and show

1. how to power your city
2. how to inform the residents about saving energy (e.g. information leaflets on houses or in the subway).

In your model city there are: hospital, many residential buildings, parks, schools, etc.

What does the cityscape look like? E.g. houses with solar panels, streets with trees, e-cars ...

Material:

empty boxes

flip chart paper, pens (colorful), glue

natural materials (e.g. grass, leaves)

picture-box



Curriculum 5

Political Action for Climate Advocacy

This Curriculum provides knowledge and activities on:

- What is climate advocacy?
- The primary cause of climate change
- Climate change effects
- Collaborative / Individual Action
- Future Sustainable Planning
- Political Actions



Learning Goals

Supporting Themes: *Environmental Health, Earth Overshoot Day, Disasters from Climate Change*

- **Critical Thinking:** Explore the barriers to effective climate policies, such as lobbying, misinformation, and lack of public awareness.
- **Collaborative Action:** Work in teams to design a youth-led campaign addressing a specific climate issue, such as reducing energy consumption or banning micro-plastics.
- **Individual Action:** Identify ways to influence climate policies, such as writing to local representatives, organizing petitions, or using social media platforms to raise awareness.
- **Future Sustainable Planning:** Create a roadmap for long-term youth engagement in climate action, emphasizing local and national initiatives.
- **Political:** Learn how to engage with political systems, including attending council meetings, joining climate protests, or advocating for change through established organizations like Fridays for Future or Greenpeace.

Workshop – Information

Morning Session (09:00 – 12:00)

Minutes	Setting Methods	Contents Step by step	Materials
10	group	Welcome & Warm-Up	See examples of warm ups in the handbook or carry out your own ideas
5	presentation + Video	Presentation of the day's schedule	Flipchart with the contents of the day or PPT 1
125	group work discussion individual work	<ul style="list-style-type: none"> ▪ What is climate advocacy? ▪ The primary cause of climate change ▪ Climate change effects ▪ Collaborative / Individual Action ▪ Future Sustainable Planning ▪ Political Actions 	PPT 5 – Political Action for Climate Advocacy
20	breaks	2 breaks of 10 minutes each (WHEN: decision of the trainers, depending on concentration of the participants)	

PPT 5 – Explanations:

1. Present a YouTube video "**The Earth Story**"
 - a. https://youtu.be/QG9ZcsL4INc?si=z4BjcgrkrSu3_4iQ
2. Present the program and learning objectives
3. "**What is climate advocacy?**"
 - a. Show examples of pictures to observe.
4. #1 Activity : **Fishbowl discussion**
 - a. after the activity, we can share feedback
5. "**The primary cause of climate change**"
 - a. How do we participate in politics?
 - b. Understand the important keywords: Inclusive, Participation, Future, Networking, Self-determined
6. Explain the Deaf Climate Action's mission goals
7. "**Why is Earth Overshoot Day important?**"
 - a. Present the videos: <https://youtu.be/WkWfCE4Qvt8?si=YkJ9LmUnt4P1BLRL>
 - b. Show the videos from Deaf Climate Action:
https://www.youtube.com/watch?v=hXXIVa9MtA4&list=PLch0MP_EcE_eZyJfEI9PHSumYeG6xAv_W

8. #2 Activity: **Climate change effects**
9. #3 Activity: **Collaborative / Individual Action**
 - a. Once the game ends, share the answers and explain the roles
10. Storytelling: Climate Activists
11. #4 Activity : **Theater Forum**

ACTIVITY 01: Fishbowl Discussion

Method:

a discussion strategy that divides a large group into an inner "fishbowl" circle of active participants and an outer circle of observers

Benefits of the method:

- Encourage active listening
- Increases participation
- Develops comprehension
- Promotes critical thinking

Groups (4-7 people):

- Inner Group (to discuss a topic)
- Outer Group (to observe)

During the activity:

- Switching the roles after set time
- Debriefing (Outer group)
- ask questions
- share their observations
- provide feedback

ACTIVITY 02: Research on Climate Change Effects

30-Min Activity:

Create a mind-mapping, a visual note-taking technique where you start with “the impacts of climate change” and create branches for this topic

Materials:

Markers

Flipchart

ACTIVITY 03: Puzzle

Method:

Chart : The "What type of climate activist are you?"

Cut the chart sheet with each title, role, text, change it then let the group re-establish the families.

Where to find Chart, under table (ready to change) or on site (for example copy under table chart to know where to cut):

<https://developmenteducation.ie/infographic/which-kind-of-climate-activist-are-you/>

Groups: Individuals to pair

ACTIVITY 04: Theater Forum

Method:

an interactive form of theater that allows an audience to intervene and change the outcome of a performance

How it works:

Changing the scene: a member of the audience can replace a character on stage and try out their new idea

Rehearsing solutions: this process is repeated, allowing multiple “spect-actors” to experiment with different approaches to the conflict

Exploring alternatives: the performers and the audience work together to explore and rehearse potential solutions to the problem, analyzing the results of each choice

Facilitator role: a facilitator guides the process, helping to explain the rules and encouraging discussion and exploration without providing solutions

Benefits of the method:

- To empower individuals and groups to identify and challenge forms of oppression they face in their daily lives
- To raise awareness and understanding of social issues, conflict, and different perspectives
- To provide a safe space for people to rehearse and explore solutions to real-life dilemmas and difficult conversations before they happen
- To build solidarity and generate creative, collective ideas for social change

Groups (3-16 people):

Performers (to rehearse)

Audience (to observe)

The members of the audience are allowed to replace a character on stage and try out their new idea

Suggested Topics:

Ocean plastic pollution

Natural disasters