



A CLIMATE CHANGE AWARENESS AND ADVOCACY TRAINING PROGRAM TOOLKIT

CADPRO



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CADPRO

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INTRODUCTION

WHAT IS CADPRO AND ECHOES PROJECT?

The CADPRO Toolkit (Climate Awareness and Advocacy Toolkit) was created under the "Youth Voices for Climate Action in European Elections" ECHOES Project, a European initiative aiming to empower young people to engage actively in climate action. CADPRO brings together the experience and creativity of multiple partners to offer a complete, ready-to-use training package that connects climate education, critical thinking, advocacy, and youth leadership.

The ECHOES Project believes that today's young people are not just future leaders—they are leaders now, shaping communities and policies through their energy, innovation, and voices. For more information please visit <https://youth4climaction.com/> address.

PURPOSE OF THE TOOLKIT

This Toolkit was developed to equip youth workers, trainers, and educators with flexible and engaging tools to:

- Raise awareness about the causes and effects of climate change.
- Strengthen critical skills like media literacy, policy engagement, and public communication.
- Empower young people to create change through local and global advocacy campaigns.
- Foster collaboration, emotional resilience, and creativity in approaching climate challenges.

The CADPRO Toolkit supports the development of young climate advocates who can think critically, communicate effectively, and act locally and globally.

WHY THIS TRAINING PROGRAM WAS CREATED

Climate change education needs more than information—it needs active engagement, creativity, and action. Youth want to move beyond awareness to real influence and leadership. According to needs analysis report we conducted as part of the ECHOES project and findings from the literature review, many youth workers and educators asked for practical, adaptable, and inspiring tools to work on climate topics in non-formal settings. This program answers that need by offering ready-to-implement activities tested for flexibility, inclusivity, and youth participation.



TARGET GROUP: YOUNG PEOPLE & YOUTH WORKERS

- **Primary Audience:** Young people aged 16–25, depending on the activity and module, are the target audience of the CADPRO Training Program. It has special focus on youth from diverse backgrounds, including those who are often underrepresented in climate discussions.
- **For Youth Workers, Trainers, Facilitators:** It is designed to support those roles in non-formal education settings, youth groups, schools, community centers, or climate initiatives. It helps you guide, inspire, and build leadership skills among young participants.

HOW TO USE THE TOOLKIT

- **Flexible and Modular:** You can deliver the full 32-hour training (4 modules) or select individual activities based on your group's needs and available time.
- **Adaptable:** Activities are designed to be easy to localize. You can adjust examples, case studies, or media materials based on your local & national context.
- **Youth-Centered:** All sessions encourage participation, creativity, and reflection, ensuring young people actively shape their learning experience.
- **Trainer-Supported:** Each activity includes trainer tips, reflection questions, and adaptation suggestions to make delivery easier, no matter your experience level.
- **Tools and Templates Ready:** Handouts, worksheets, storytelling templates, game cards, and planning canvases are provided in the annexes for easy printing and use.





PROGRAM STRUCTURE AND EDUCATIONAL APPROACH

ABOUT THE CADPRO TRAINING PROGRAM

The CADPRO (Climate Awareness and Advocacy Toolkit) is a 32-hour modular training program developed under the ECHOES Project. It is designed to empower young people with the knowledge, skills, and tools to understand climate change and take action through advocacy and civic engagement. The program is meant for:

- Young people, especially those from diverse or underserved backgrounds¹
- Youth workers, educators, and facilitators working in non-formal learning environments

It supports climate literacy, youth empowerment, and active citizenship through a flexible, interactive training model.

MODULAR & FLEXIBLE STRUCTURE

The program consists of **4 thematic modules**, each containing **4 tools**, delivered over **32 hours** total. Each module includes different types of activities—games, simulations, storytelling, teamwork, reflection exercises—to cater to different learning styles.

Module	Title	Hours
1	Climate Change Awareness	8
2	Climate advocacy Skills	8
3	Mitigate and Mobilize	8
4	Leadership and Campaigning	8

Trainers may choose to implement the entire program or select tools based on their group's needs, time, and local relevance.

(1) The broad target group of the training program is young people between the ages of 14 - 30, but this wide range can be narrowed according to the module, title and activity content. Which activity will be implemented with which target group is left to the initiative of the facilitator & trainer. This is because knowledge, skills and awareness levels may vary from country, region and audience to audience.



LEARNING METHODOLOGY

The CADPRO Toolkit uses a non-formal education approach based on the following principles:

- **Learner-centered**

Young people are at the center of the learning process. Activities are built around their interests, ideas, and lived experiences.

- **Participatory and experiential**

Participants engage through doing: debating, acting, designing, storytelling, and reflecting. This approach ensures **active learning** and **critical thinking**.

- **Peer-to-peer learning**

Many tools encourage collaborative learning, where participants **learn from each other**, co-create content, and build trust through teamwork.

- **Reflective**

Each activity includes structured **reflection prompts** to encourage personal and group reflection on what was learned and how it applies to real life.

- **Inclusive and adaptable**

Activities can be **adapted to different cultural, linguistic, and local contexts**, and facilitators are encouraged to ensure all youth feel safe and valued.

TOOLS & METHODS USED

The toolkit includes diverse educational methods such as:

- Interactive games
- Roleplay and simulations
- Visual mapping
- Group storytelling
- Social media content creation
- Campaign planning
- Fact-checking and media literacy
- Team-based challenges
- Peer discussion and reflection
- Critical thinking exercise

This variety makes the program suitable for a wide range of youth learners with different learning preferences and levels of prior knowledge.



THE ROLE OF THE TRAINER

Trainers, facilitators, or youth workers are not “instructors” but rather learning facilitators. Their role includes:

- Creating a safe and inclusive learning space
- Encouraging curiosity, creativity, and participation
- Supporting reflection and critical thinking
- Adapting tools to the specific context of their group
- Fostering collaboration and group connection

Trainer tips, reflection prompts, and adaptable templates are provided throughout the toolkit to support delivery.





TRAINING MODULES OVERVIEW TABLE

Module	Key Learning Goals	Responsible Partner	Activities (Tools)
M1: Climate Change Awareness	Raising climate change awareness; understanding causes and effects	CRH, Green Muse	<ul style="list-style-type: none"> • Climate Change Board Race • What Do You Understand About Climate Change • Media Climate Framing Analysis • Transforming the Language of Media
M2: Climate Advocacy Skills	Developing advocacy skills, critical thinking, influencing decision-makers	CERA, VALS	<ul style="list-style-type: none"> • Advocacy Essentials • Policy Makers Outreach • Climate Storytelling for Social Media Advocacy • Tone It Right: Crafting Powerful Climate Advocacy Posts
M3: Mitigate and Mobilize	Empowering youth civic engagement; fighting misinformation	EKO GREECE, Inspira!	<ul style="list-style-type: none"> • Complete the Story • Truth or Myth? Debunking Climate News • Echo Valley • From Post-its to Voting
M4: Leadership and Campaigning	Giving responsibility, influencing peers, providing a space for action, taking responsibility	EFTA, Stichting Youth	<ul style="list-style-type: none"> • Decision Room - Leading Under Climate Pressure • Analysing Climate Leadership • Unlimited Funds • Web of Life



MODULE

1

CLIMATE CHANGE AWARENESS



1. INTRODUCTION TO CLIMATE CHANGE AND LOCAL IMPACT ²

Activity 1: Climate Change Board Race



Purpose: Encourage young people to share their prior knowledge about climate change through a high-energy, team-based activity. Visual elements help them connect facts with real-world images and develop ownership of their learning.



Duration: 50 - 60 minutes



Materials Needed:

- pen/pencils/colour pencils
- sufficiently large sheet of paper visible from a distance
- Magazines
- scissors, glue,
- timer (optional)



Learning Outcomes:

- Youngsters will develop their knowledge and understanding of climate change.
- Youngsters will share their knowledge and understanding about climate change with others.



Trainer Tips:

- Try to have a room big enough for the activity. Young people will move during the activity.
- Read carefully the instructions. Take the activity in hand, make it yours! The timing is an approximation. You can add time if you need it.
- Motivate young people throughout the whole activity. Question them, add content, and make the young people as much active as possible.
- Encouraging creativity (e.g., during poster making)
- Don't forget to welcome your participants and get to know each other with an icebreaker.

Activity Steps

Step 1: Welcome & Icebreaker (5 min)

- Briefly greet the group and ask:
- “If climate change were a sound, what would it be?”
- Let each group give a fun or creative answer.



(*2) These tools were taken from the [OXFAM set](#) and adjusted in line with our target group profile and project objectives.



Step 2: Explaining the Board Race Game (10 minutes)

Step-by-step guidance:

a. Form Groups

- Divide participants into equal groups of **4 to 6 people**.
- Each group stands in a line in front of a **large sheet of paper** or a section of whiteboard.

Write the title “**CLIMATE CHANGE**” at the top of each group’s board.

b. Explain the Goal

- The goal is for each team to **write as many different ideas as possible** about climate change.
- First round will be **causes** and the second round will be for **effects**, or **key terms** related to the topic. Trainer can decide the topic.

c. How It Works – The Race Format

- This is a **relay-style game**:
 1. The **first person** in the line runs to the board, writes one idea, and runs back.
 2. They **hand the pen** to the next teammate, who runs up and writes a **new idea**.
 3. This continues **until the time is up** (suggested: 5–7 minutes).
- **Important rule**: No repeating answers. Each idea must be unique.

d. Adaptation for Small Spaces

- If there's not enough space for running, use the “**pass-the-pen**” version: Groups sit at tables. One person writes, then passes the pen to the next person in their group, continuing in a circle.

e. Mini Practice Round (2 min)

- Do a short example round using a simple topic (e.g., “**Weather**” or “**Recycling**”)
- This helps ensure everyone understands the rules and rhythm before starting the real activity.



Step 3: Board Race Activity (10–15 min)

- Give teams 5–7 minutes for each round.
- Suggested two rounds:
 - Round 1: **Causes of climate change**
 - Round 2: **Impact of climate change (can be changed to solutions, key terms etc.)**

Allow teams to choose whether to write words, draw symbols, or add visuals.



Activity Steps

Step 1: Introduction, welcome, and icebreaker (5-10 minutes)

Introduce the activity and start with a warm-up: “Climate in 3 Words” – Ask each participant to describe climate change using just 3 words. Collect these on a board.

Step 2: Create the Earth Map (25-30 minutes)

- Give each group a large sheet with a circle drawn in the center labeled “CLIMATE CHANGE.” (see below for example)
- Instructions:
 - **Inside the Earth:** Write or draw what you already know.
 - **Outside the Earth:** Write questions you still have.
- Encourage visuals, keywords, symbols, and creativity.
- Use post-its for questions or “I’m not sure” ideas.
- Display each Earth map on the walls.
- Any questions that youngsters have about climate change could be written outside the Earth. Discuss how youngsters might find out the answers to these questions.
 - What information sources could you use?
 - What support might you need?
- As an animator, challenge young people to go further with their basic questions.

Step 3: Research and Expansion (20 minutes)

- Invite groups to use tablets, phones, or printed materials to **research answers** to the questions outside the Earth.
- Ask them to update the inside with facts, definitions, and examples.
- Focus areas:
 - What is climate change?
 - What causes it?
 - What are its effects?
 - What solutions exist?



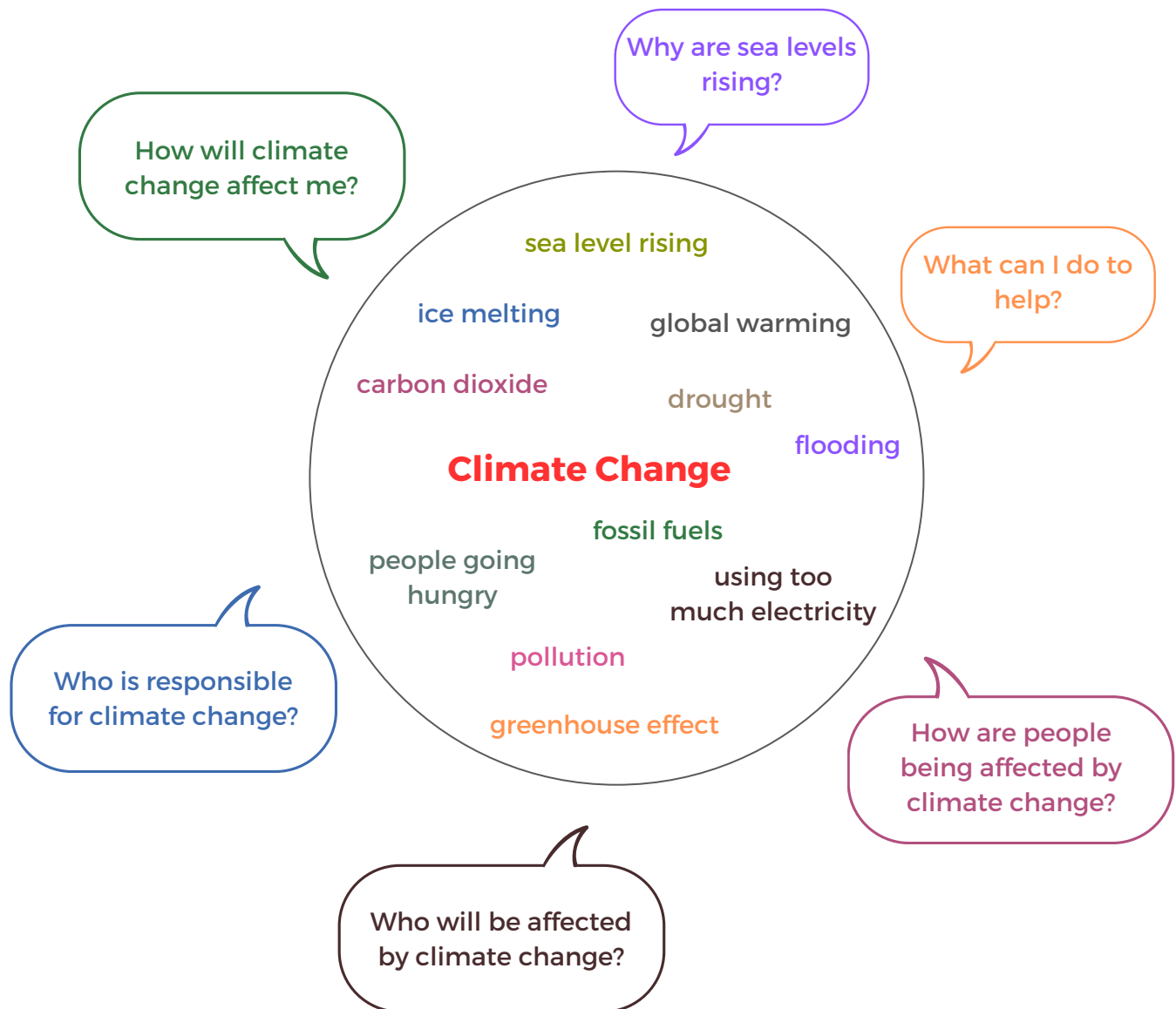
Step 4: Reflection & Debate (15 minutes)

- Have each group explain their Earth and discoveries.
- Discussion prompts:
 - “How did your understanding change?”
 - “Which sources were the most useful or surprising?”
 - “What more would you like to explore?”



Step 5: Optional - Gallery Walk (5 minutes)

- Invite participants to walk around and observe each other's work.
- Use post-its to leave comments or ask further questions.





2. UNDERSTANDING THE ROLE OF MEDIA IN CLIMATE COMMUNICATION

Activity 1: Media Climate Framing Analysis Workshop



Purpose: This tool is designed to help youth workers guide young people in critically analyzing how different media outlets report on climate change. The goal is to develop participants' ability to distinguish between various forms of media framing and understand the impact this framing can have on public perception and climate action.



Duration: 2 hours



Materials Needed:

- Projector and computer for video clips/news articles.
- Printed handouts of selected climate news articles or access to online articles.
- Flipchart or whiteboard and markers.
- Media Framing Analysis Worksheet (provided below).



Learning Outcomes:

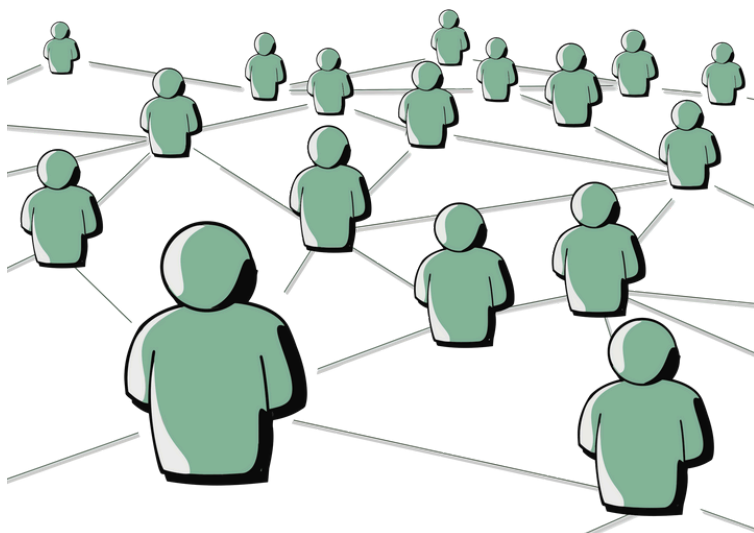
By the end of this workshop, participants will:

- Understand how media framing influences public perceptions of climate change
- Critically analyze climate news reporting for bias, tone, and framing
- Strengthen their media literacy and communication skills for climate advocacy



Trainer Tips:

- Choose media examples that resonate with participants' cultural and regional context
- Encourage respectful discussions; avoid debates turning confrontational
- Use smaller breakout groups if the participant number is large
- Debrief participants on how they can use this analysis to **shape their advocacy narratives**





Activity Steps

Step 1: Introduction (15 minutes)

1. Explain the importance of media in shaping climate narratives:

- The media is a powerful tool that influences public perception of climate change. Understanding how climate issues are reported helps us identify biases, highlight key issues, and develop better communication strategies.

2. Present examples of how climate change is reported differently:

- The facilitator will select and present the outlet or video, depending on the country and case. So it is not given ready-to-use unified material.

3. Set the stage for critical analysis:

- Ask participants to pay attention to how each piece frames climate change (e.g., as a crisis, a distant problem, a debate, etc.).

Step 2: Group Activity – Media Framing Analysis (50 minutes)

1. Divide the participants into small groups (4-5 people per group).

2. Distribute different climate-related news articles to each group (or provide them with links to online articles). Make sure articles come from a variety of sources (e.g., conservative, liberal, scientific, populist, business-focused). This needs to be made by the facilitator and needs preparation before the session. The facilitator will select suitable articles depending on the country, region, and target audience.

3. Provide the Media Framing Analysis Worksheet (see below) to each group. Each group will analyze their assigned article using this worksheet, looking at key aspects of media framing.

4. Worksheet Questions:

- What is the **tone** of the article (optimistic, neutral, alarmist, skeptical)?
- Who are the **main voices/experts** cited in the article (scientists, politicians, activists, industry representatives)?
- How does the article **frame the urgency** of climate change (urgent action, long-term problem, no action needed)?
- What **solutions** are presented (technological, policy, individual action)?
- Are there any **conflicting views** presented, and if so, how are they treated?
- Does the article suggest that climate change is a **controversial issue**, or does it present it as a **scientific consensus**?
- What is/are the **dominant feeling(s)** when you read the article?



Step 3: Group Discussion and Feedback (40 minutes)

1. Groups present their findings:

- Each group shares a summary of their article and their answers to the worksheet questions.
- Highlight how media framing can change the perception of the same issue.

2. Discussion:

- Compare and contrast how different media outlets frame climate change. For example, does one outlet focus more on the economic impacts, while another emphasizes environmental destruction?
- Discuss the potential consequences of these different framings on public understanding and action on climate change.

3. Facilitate a discussion on how these framings might influence policy decisions, public opinion, and behavior, as well as the importance of critical media consumption in climate advocacy.

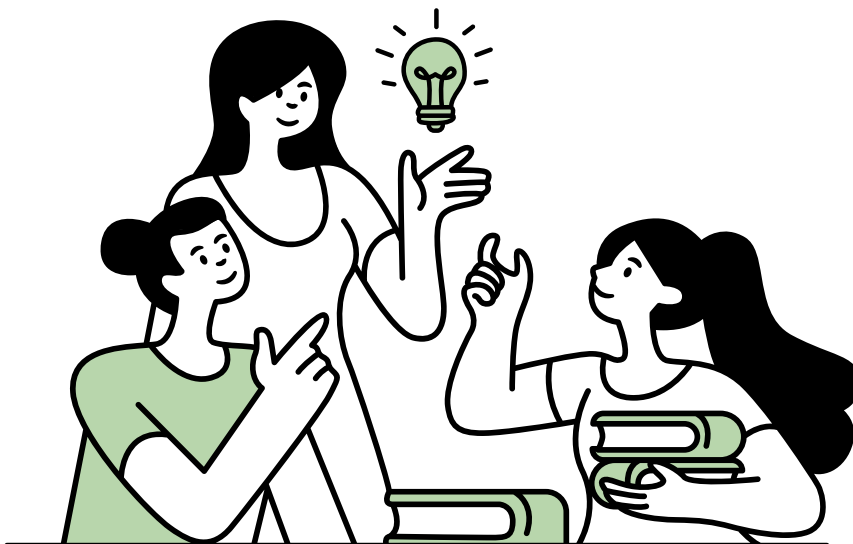
Step 4: Wrap-Up and Reflection (15 minutes)

1. Summarize key points:

- Media framing plays a crucial role in shaping how people understand climate change. It's essential to be aware of biases and different perspectives to build an informed view.

2. Actionable takeaway:

- Encourage participants to think about how they can frame climate issues effectively in their own advocacy work or campaigns. Discuss how youth workers can teach young people to become more media literate in the context of climate communication.





Media Framing Analysis Worksheet

Question	Notes
What is the tone of the article?	(Optimistic, neutral, alarmist, skeptical)
Who are the main voices/experts?	(Scientists, politicians, activists, industry reps, others)
How is the urgency of climate change framed?	(Urgent, long-term, no action needed, etc.)
What solutions are presented?	(Technology, policy changes, individual action, none, etc.)
Are there conflicting views presented?	(Yes/No - How are these treated?)
Is climate change presented as controversial or a scientific consensus?	(Controversial, consensus, mixed)
What was the dominant feeling when you read this?	Anger, anxiety, suspicion, hope

Reflection Prompts for Youth Workers:

- How can you help young people become more aware of media framing around climate change?
- How can you support young people in creating their own climate narratives for media and social media?
- What are some strategies you can use to teach critical thinking and media literacy in your work with young people?

These prompts are designed to encourage youth workers to think critically about the content and delivery of the training, ensuring that they can effectively apply what they've learned when working with young people. These prompts can be used in different parts of the training program depending on the facilitator/trainer to facilitate reflection, deepen understanding, and help youth workers transfer their new knowledge into practical application.





Activity 2: Transforming the Language of Media



Purpose: This activity is designed to help participants critically explore how media narratives shape public understanding and emotional responses to climate change. By combining elements of behavioral psychology with strategic media framing, young people will learn to create impactful, emotionally engaging, and action-oriented climate stories. Through hands-on group work, reflection, and creative storytelling, participants will develop the skills to tailor climate communication to different audiences and inspire meaningful engagement in their communities.



Duration: 2 Hours



Materials Needed:

- Barometer Activity
 - A short media clip (positive or negative climate-related content is found by the trainer & facilitator). “Hopeless” and “Hopeful” signs for the room. (is prepared by the trainer & facilitator)
- Storytelling Workshop
 - Flipcharts, markers, sticky notes
 - Annex I - Narrative Creation Template
- Presentations
 - Flipcharts or digital tools for visual support



Learning Outcomes:

- Understand how the media shapes perceptions of climate change.
- Use behavioral psychology principles to craft emotionally engaging and action-oriented messages.
- Equip participants with tools to create impactful media narratives tailored to different audiences.



Trainers Tip

- Select media clips that resonate with the cultural and social context of the group
- Encourage creativity, collaboration, and respectful dialogue
- Ensure every group defines its audience and adapts their message accordingly
- Use the Narrative Creation Template to guide structure and tone

Activity Steps

Step 1 - Opening: Barometer Activity (15 minutes)

- Place signs at opposite ends of the room labeled “Hopeless” and “Hopeful.”
- Show a short media clip (e.g., about plastic pollution or a renewable energy success story). The facilitator will select the clip. Finding a clip is the facilitator’s responsibility.
- After the clip, ask participants to position themselves in the room based on how they feel.
- Facilitate a brief discussion:
 - “What emotions did this clip evoke?”
 - “What elements made the message impactful or not?”



Step 2 - Storytelling Workshop – Creating Climate Narratives (75 minutes)

1. Behavioral Psychology in Media Communication (15 minutes)

- The trainer briefly presents the following information to the participants and lays a foundation

Mini Introduction:

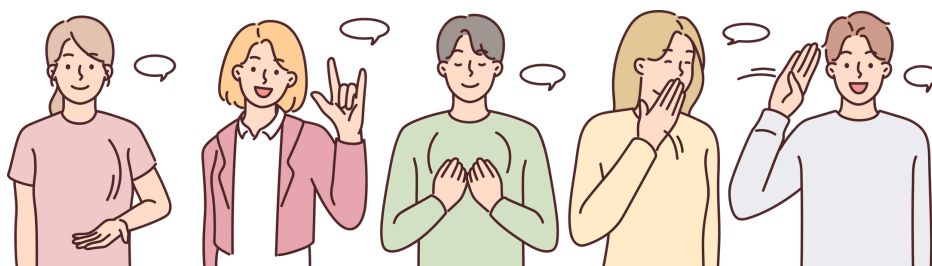
- Key principles from behavioral psychology:
 - People respond more positively to hopeful and solution-focused messages than fear-based narratives.
 - Action-oriented messages with clear next steps are more likely to inspire engagement.

Media Framing Approaches:

- Threat Frame: Highlights risks or dangers (e.g., environmental destruction).
- Solution Frame: Focuses on innovative ideas or successful outcomes.
- Action Frame: Encourages specific actions by the audience (e.g., reducing waste, joining campaigns).

2. Group Work – Crafting Media Stories (60 minutes)

- Divide participants into small groups.
- Assign or let each group choose a scenario:
 - Raising awareness about water conservation.
 - Promoting the benefits of sustainable solutions.
 - Encouraging the Use of Energy-Efficient Appliances in Homes
 - Highlighting the Role of Regenerative Agriculture in Fighting Climate Change
 - Promoting Zero-Waste Practices in Local Markets
 - Advocating for Urban Green Spaces to Combat Heatwaves
- Define your **target audience** (e.g., youth, local communities, policymakers).
- Choose a **media format like**:
 - Social media posts.
 - 30-second video script.
 - Newspaper headline.
- Decide on the **tone and framing approach** (threat, solution, or action).
- Draft your narrative, incorporating visuals, tone, and a clear call to action. Use and benefit from **Annex I - Narrative Creation Template** while creating your story





3. Presentation and Discussion (30 minutes)

- Each group presents their media narrative (3–4 minutes).
- Use prompts to guide feedback eg.
 - Which narratives felt the most effective and why?
 - How did framing and tone impact your reaction?
- Discuss which narratives were most effective and why.

Step 3 - Closing and Reflection (15 minutes)

Group Reflection:

- “How can you apply this storytelling approach in your work?”
- “What did you learn about using the media to communicate climate issues?”

Individual Action Plan:

- Ask each participant to write down one media project or message they would like to create in their own context.





MODULE

2

**CLIMATE
ADVOCACY SKILLS**



1.A. UNDERSTANDING ADVOCACY ESSENTIALS

Activity 1: Understanding Advocacy Essentials



Purpose:

- To learn the fundamental concepts of advocacy.
- To develop strategies tailored to specific target audiences.
- To experience creative methods for practicing advocacy skills.



Duration: 2 hours



Materials Needed

- flipcharts, colored cards,
- markers,
- post boxes or envelopes.
- Examples and guiding questions for message design
- Annex II - Advocacy Essentials Example Scenarios
- Annex III - Advocacy Roadmap Creation Canvas



Learning Outcomes:

By the end of this session, participants will:

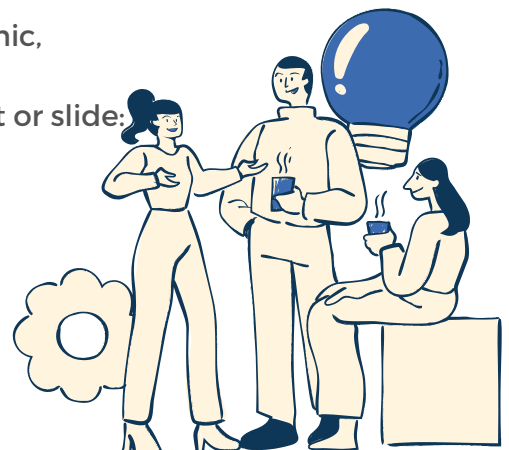
- Understand the key concepts and components of effective advocacy.
- Develop targeted advocacy messages for specific audiences.
- Gain hands-on experience in teamwork, message design, and feedback processes.
- Gain foundational knowledge and skills for understanding and implementing advocacy.

Activity Steps

Step 1: Core Concepts of Advocacy (30 minutes)

1. Introduction to Advocacy (5 - 7 minutes)

- Begin with a simple question: "What comes to mind when you hear the word 'advocacy'?"
 - Allow 2-3 participants to share their initial thoughts.
- Provide a brief definition:
"Advocacy is the process of influencing political, economic, and social decisions to bring about positive change."
- Present the 4 key components of advocacy on a flipchart or slide:
 - Goal: What do we want to change?
 - Message: What do we need to say?
 - Target Audience: Who needs to hear it?
 - Strategy: How will we deliver the message?





2. Illustrating Advocacy in Action (5 - 7 minutes)

- Share a brief real-life or hypothetical example:
- Example: "Imagine a community advocating for cleaner public transportation. Their goal is to introduce electric buses, their message is 'clean air for everyone,' their audience includes city officials, and their strategy involves petitions and public demonstrations."
- Break the example down into the 4 components, showing how they connect.

3. Interactive Brainstorming (15 - 18 minutes)

- Divide participants into small groups of 3-4.
- Provide each group with a short advocacy scenario. Use **Annex II** for scenarios.
 - Encouraging Youth Engagement in Climate Policy Discussions
 - Advocating for Sustainable Energy Solutions in Public Institutions
 - Reducing Carbon Footprint in Local Businesses
 - Combatting Climate Misinformation on Social Media
 - Promoting Climate-Resilient Agriculture Practices Among Farmers
- Ask each group to identify:
 - Goal: What change is needed?
 - Message: What message would they use to inspire action?
 - Target Audience: Who has the power to make this change happen?
 - Strategy: What methods will they use to reach their audience?
- Groups present their answers briefly (1 minute per group).

Facilitator Tips for Step 1

- Keep the tone conversational and ensure all participants feel comfortable sharing ideas.
- Use visual aids like charts or slides to make advocacy components clear and easy to remember.
- Encourage participants to think creatively and focus on local or relatable issues for their scenarios.

The Facilitator can benefit from some of the materials to explain what is advocacy and its importance

- <https://www.youtube.com/watch?v=4rPRQXwJObc> (show this video or one you can choose any)
- <https://www.climateadvocacylab.org/> (choose one of the examples)





Step 2: Advocacy Roadmap & Post Office (90 minutes)

- Flipcharts, markers, colored cards, and envelopes.
- Templates for the roadmap and message creation.
- Visual aids for presenting advocacy concepts.



1. Introduction and Group Formation (10 minutes)

- Explain the activity
- "In this session, you'll work in groups to design an advocacy roadmap and then test its effectiveness by creating and delivering messages to different target audiences."
- Divide participants into groups of 4-5

2. Advocacy Roadmap Creation (25 minutes)

(Steps for Groups)

1. Define the Issue and Goal:

- Each group selects or is assigned an advocacy issue (e.g., reducing energy waste, or promoting urban green spaces).
- Define a clear and measurable goal (e.g., "Increase community recycling rates by 20%").

2. Identify the Target Audience:

- Determine which audience(s) can help achieve this goal (e.g., policymakers, local businesses, schools).

3. Craft the Message:

- Develop a central message that aligns with their goal and resonates with their target audience.

4. Outline the Strategy:

- Plan specific actions to deliver the message (e.g., community events, petitions, social media campaigns).

Use the Advocacy Roadmap Creation Canvas (**Annex III**)

3. Creative Advocacy Post Office (35 minutes)

Setup:

- Create "Post Boxes" representing different target audiences (e.g., youth, policymakers, media, environmental organizations).



Tips for Facilitator

Example Post Boxes:

- Youth: Engaged in environmental activism.
- Policymakers: Focused on public policy and budgets.
- Media: Interested in reporting on climate change.
- Environmental Organizations: Advocating for climate justice.

Label each box with the audience it represents.



- Distribute blank materials for creative message creation, such as:
 - Large sheets of paper for posters.
 - Envelopes and paper for letters.
 - Templates for social media posts (e.g., blank tweet cards or Instagram frames).
- Provide markers, colored pencils, and other creative tools.
- Explain the Rules:
- Groups will create messages targeting at least two different audiences.
- Messages must be creative, clear, and aligned with their advocacy goals.

Steps for Groups:

Message Creation (15 minutes):

Instructions for Groups:

- Each group revisits its advocacy goal and message from the earlier session.
- Adapt their message for at least two different target audiences:
 - Consider **tone** (e.g., professional for policymakers, relatable for youth).
 - Adjust **content** to echo the audience's interests and concerns.
- Use the provided materials to create:
 - A poster for community outreach.
 - A formal letter for policymakers.
 - A social media post for youth or media channels.
- Ask groups to think outside the box—use visuals, slogans, or storytelling to enhance impact.
- Remind them to keep their **call to action** clear and specific.

Message Delivery (10 minutes):

- Groups place their messages in the corresponding "Post Boxes" for the target audiences.



Feedback and Discussion (15 minutes):

– Each group retrieves the feedback left in their "Post Boxes." Feedback is provided by other groups acting as the target audience.

What Worked:

- "Which elements of your message were most impactful?"

What Didn't Work:

- "What feedback did you receive about areas for improvement?"

Reflection on Adaptation:

- "How did you adapt your message for different audiences, and was it effective?"

Step 3 - Wrap-Up and Reflection (10 minutes)

- Facilitate a group discussion:
 - "What did you learn about creating and delivering advocacy messages?"
 - "How did the roadmap guide your message creation?"
 - How can you apply these advocacy skills in your own community or school?
 - How did your group decide on the tone and strategy?
- Summarize key takeaways:
 - A strong advocacy roadmap provides clarity and direction.
 - Adapting messages to target audiences increases impact.





1.B. POLICYMAKERS OUTREACH

Activity 2: Understanding Advocacy Essentials



Target Audience:

Youth workers, educators, and civil society advocates.



Purpose:

- Learn how to effectively engage with policymakers.
- Develop strategies to influence decision-makers for climate advocacy.
- Enhance communication and negotiation skills through practical activities.



Duration: 2 Hours



Materials Needed

- Flipcharts or large sheets of paper for group activities.
- Markers in various colors.
- Sticky notes or index cards for brainstorming and mapping.
- Annex IV - Why Engaging Policymakers Matters presentation
- Annex V - Decision-Maker Map Template
- Annex VI - Policy Maker Presentation Template
- Name tags or table cards for mock “decision-maker roles” (e.g., Mayor, Minister of Environment).
- Example profiles for policymakers to provide realistic context during the simulation.
- Projector and screen for the mini-presentation slides.
- Timer to manage activity durations.
- Mini presentation (attached)



Learning Outcomes

By the end of the workshop, participants will:

- Understand the importance of engaging with policymakers and their role in climate action.
- Be able to identify and map key decision-makers and their influencers for effective advocacy.
- Develop tailored, data-driven, and persuasive messages for policymakers.
- Gain hands-on experience in presenting advocacy proposals to policymakers through simulations.
- Be equipped with practical tools and strategies to implement in their own advocacy work.





Trainer Tips

Consider these to lead the session effectively.

Before the Session

- **Know Your Audience:** Adjust the complexity of examples based on the participants' age and experience.
- **Customize Role-Play Profiles:** Use decision-maker examples that participants can relate to (e.g., local council members, school principals).

During the Session

- **Encourage Empathy:** Ask participants playing decision-makers to consider real-world constraints (e.g., budgets, public opinion) in their decisions.
- **Balance Group Sizes:** Ideally, 4-6 people per group for collaborative mapping and presentation tasks.
- **Timekeeping:** Use a timer or time signals to keep group work and simulations on track.
- **Model Advocacy:** Show an example of a short, clear advocacy pitch before the simulation begins.
- **Feedback Guidance:** When providing feedback during role-play, highlight both strengths and constructive areas for improvement.

After the Session

- **Debrief Emotionally:** Acknowledge that engaging with power structures can be exciting but also challenging.
- **Offer Resources:** Provide links or handouts about youth advocacy networks or upcoming local policy meetings they could engage with.
- **Follow-Up:** Suggest participants work on personal action plans (even brief ones) for local policymaker engagement.

Activity Steps

Step 1 - Warm-Up and Introduction: “Why Engaging Policymakers Matters” (15 minutes)

Mini Presentation (use Annex IV)

- Explain the role of policymakers in climate action, supported by examples.
- Key points for effective communication with policymakers:
 - Use data-driven arguments.
 - Maintain a professional and constructive tone.
 - Have clear and actionable requests





Discussion Prompt:

- “What are the biggest challenges when engaging with policymakers?”
- Participants briefly share their thoughts.

Step 2 - Group Activity: “Mapping Decision-Makers” (30 minutes)

- Begin with a short example (2 mins)

“To make meaningful change, it’s essential to understand who holds power, who influences them, and how to engage these stakeholders effectively. In this activity, you will map these dynamics for a specific advocacy goal.”

- Provide an example of (3 mins)

<p>Advocacy Goal: "Promote renewable energy in public buildings."</p>	<p>Key Decision-Makers: Local council members, and public works directors.</p>
<p>Influencers: Environmental NGOs, local media, renewable energy companies.</p>	<p>Strategies: Organize town hall meetings, present case studies of successful projects, and engage media to raise public support</p>

- Divide participants and form groups of 4 or 5 (2 mins)
- Select topics (3 mins)

Groups can either select from a list of predefined topics or brainstorm their own (relevant to their context). Examples:

- Advocating for more bike lanes in cities.
- Reducing plastic waste in schools.
- Introducing energy-efficient street lighting.

- Decision Maker Mapping (25 mins)

Use the Decision-Maker Map Template (**Annex V**)

- Presentation and Feedback (15 mins)
 - Each group presents their decision-maker map in 2-3 minutes, highlighting key insights.



Facilitator note

After each presentation, other groups and the facilitator provide constructive feedback:

- “Are there any stakeholders missing?”
- “Are the proposed strategies realistic and impactful?”

Encourage the sharing of ideas between groups.

Step 3 - Policy Maker Presentation Simulation (45 minutes)

- Scenario Setup: Each group prepares a 5-minute presentation for a policymaker. Their presentation should include:
 - Problem statement (e.g., high carbon emissions in urban transport).
 - Proposed solution (e.g., introducing electric buses).
 - Support request (e.g., funding allocation, regulatory change).
- Groups are given 25 minutes to prepare their presentation using the Policy Makers Presentation Template (Annex VI).
- Groups deliver their presentations to a “decision-maker panel” (played by the facilitator and other participants).
- The panel provides constructive feedback on the clarity, tone, and persuasiveness of each presentation.

Step 4 - Wrap-Up and Reflection (25 minutes)

- Discussion Prompts:
 - “How can you apply what you learned in this workshop to your community?”
 - “What did you find most important about engaging with policymakers?”
 - What is one small action you can take this week to start engaging local decision-makers?
 - Why do you think engaging policymakers is important for climate action?
 - What was the biggest challenge in preparing your policy pitch? How did you overcome it?
 - If you were a real policymaker, what kind of messages or strategies would convince you?
- Action Plan Writing:
 - Participants outline a policy outreach plan they will implement in their own context and share it with the group.





2. SOCIAL MEDIA AND COMMUNICATION FOR CLIMATE ADVOCACY

Activity 1: Climate Storytelling for Social Media Advocacy



Purpose: To empower young people to use social media for personal climate advocacy by focusing on an aspect of climate change that resonates with them. Participants will share their personal connection to the issue and raise awareness through social media content creation.



Duration: 2 hours



Materials Needed:

Printed Props:

- Example climate stories (1-2 impactful posts from real campaigns).
- **Annex VII - Climate Storytelling Template**
- Infographic with tips for engaging storytelling.

Digital Tools:

- Access to smartphones or laptops.
- Wi-Fi access.

Stationery

- Markers, sticky notes, and flip charts for brainstorming.

Reflection Cards

- Printed reflection questions for post-activity discussions.



Learning Outcomes

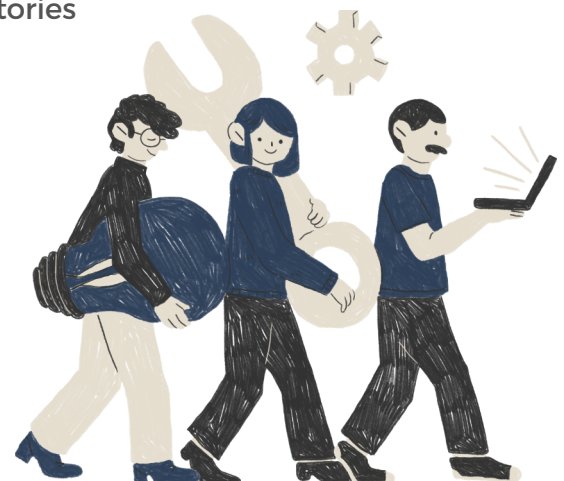
By the end of this session, participants will

- Develop and share a compelling climate story tailored to their audience
- Gain confidence in using social media to advocate for climate action
- Understand the role of personal storytelling in climate advocacy



Trainer Tips

- Use real-world, relatable examples that reflect participants' experiences
- Emphasize emotional connection and authenticity in stories
- Encourage peer feedback in a supportive and constructive environment
- Share easy-to-use tools (e.g., Canva) and relevant hashtags for social media climate advocacy
- Create a safe, inclusive space for reflection and sharing





Activity Steps

1. Introduction and Icebreaker (15 minutes)

Objective: Create a welcoming environment and set the tone for the session.

Welcome (5 minutes):

- Briefly explain the purpose of the session:
- “Today, we’ll explore how storytelling can amplify your voice as a climate advocate and inspire others to take action.”
- Highlight the power of storytelling in advocacy, using examples like Greta Thunberg or grassroots campaigns.

Icebreaker: “Your Climate Passion in 10 Words” (10 minutes):

- Ask participants to describe their connection to climate action in exactly 10 words.
- Allow 5 minutes for them to write and 5 minutes to share in pairs or small groups.

Facilitator Tip:

- Provide your own example to break the ice and encourage participation. For instance: “Protecting biodiversity inspires me to speak up for a greener future.”
- Gently encourage shy participants by asking follow-up questions like, “What inspired your phrase?”

2. Understanding Climate Storytelling (20 minutes)

Objective: Identify the elements of an impactful climate story and inspire participants with examples.

Steps:

1. Examples of Effective Stories (10 minutes):

- Share examples of successful climate stories (e.g., a viral tweet, an emotional Instagram post, or a short TikTok video).
- Read one aloud and analyze its structure:
 - Hook: How it grabbed attention.
 - Challenge: The problem it highlighted.
 - Resolution: The solution offered.
 - Call to Action: What it encouraged the audience to do.

2. Discussion: What Makes Stories Effective? (10 minutes):

- Facilitate a group discussion on these questions:
 - What emotions did the stories evoke?
 - How did they inspire action?
 - How do visuals enhance the message?
- Write key insights on a flip chart for reference.





Facilitator Tip:

- Choose diverse examples that resonate with the group (e.g., stories from youth activists, indigenous communities, or urban sustainability projects).
- Encourage participants to look beyond the content and focus on how the story's tone and delivery amplify its impact.

3. Crafting Your Climate Story (30 minutes)

Objective: Equip participants with a structured approach to creating their own story.

Steps:

1. Introducing the Story Template (5 minutes):

- Distribute printed climate storytelling templates with sections (**Annex VII**):
 - Hook: How will you grab attention?
 - Challenge: What's the problem?
 - Resolution: What's the solution?
 - Call to Action: What do you want people to do?
- Share an example to guide participants through the template.

2. Drafting the Story (15 minutes):

- Give participants time to brainstorm and draft their own stories. Encourage them to draw from personal experiences or climate issues they're passionate about.

3. Peer Feedback (10 minutes):

- Pair participants to exchange stories and provide feedback. Use prompts like:
 - What part of the story stood out the most?
 - Is the call to action clear and compelling?

Facilitator Tip:

- Walk around the room to check in with participants. Offer supportive suggestions like, "How could you make this part more personal?" or "What specific action do you want your audience to take?"

4. Translating Stories to Social Media (20 minutes)

Objective: Teach participants how to adapt their stories for different social media platforms.

Steps:

• Sharing Tips for Social Media (10 minutes):

- Present the printed infographic and discuss platform-specific tips:
 - Instagram: Use eye-catching visuals and concise captions.
 - TikTok: Use engaging short videos to tell your story.
 - Twitter: Share punchy tweets or threads with a clear call to action.
- Show how to adapt a sample story for each platform.

• Brainstorming Social Media Strategies (10 minutes):

- In small groups, participants brainstorm ideas for enhancing their stories with visuals, hashtags, or videos.
- Groups share their ideas with the room.



Facilitator Tip:

- Emphasize the importance of authenticity—stories should reflect their genuine voice.
- Highlight tools like Canva for creating visuals or common hashtags for climate advocacy.

5. Creating a Mock Post (20 minutes)

Objective: Provide hands-on practice in creating shareable content for advocacy.

Steps:

1. Crafting the Post (15 minutes):

- Participants create a mock social media post based on their story:
 - Write a tweet or thread.
 - Sketch an Instagram post or carousel.
 - Script a TikTok video.

2. Showcasing (5 minutes):

- Invite a few participants to present their mock posts.
- Provide positive feedback and group suggestions.

Facilitator Tip:

- Encourage creativity and highlight the importance of storytelling elements like emotion and visuals.
- Suggest practical improvements: “How could a simple infographic make this clearer?”

6. Reflection and Discussion (15 minutes)

Objective: Reflect on the learning experience and inspire participants to apply their skills.

Steps:

• Reflection Cards (10 minutes):

- Distribute printed cards with questions:
 - What did you learn about storytelling?
 - How can storytelling drive climate advocacy?
 - What challenges might you face, and how can you overcome them?
 - How will you use storytelling in your advocacy work?
- Participants write individual reflections.

• Group Discussion and Closing (5 minutes):

- Ask a few participants to share their reflections.
- Conclude with encouragement:
- “Your stories have the power to create change. Keep sharing them!”

Facilitator Tip:

- Create a safe, supportive space for reflection by validating every contribution.
- Share follow-up resources, such as links to advocacy campaigns or storytelling tools.



Activity 2: Tone It Right: Crafting Powerful Climate Advocacy Posts



Purpose: Equip young people with the skills to use tone effectively when communicating climate advocacy on social media. Participants will create climate change-related posts that match different tones and learn how the tone of their message can influence engagement and action.



Duration: 2 hours



Materials Needed:

- **Annex VIII Tone Cards for Social Media Communication** (printed with different tones of voice: Informative, Urgent, Hopeful, Empowering, Compassionate, Inspirational, Challenging, Community-Oriented)
- **Smartphones, tablets, or computers** (for creating digital posts, if available) OR **Poster board, markers, pens** (for creating physical posts)
- **Printed examples of climate change statistics and facts**
- **Printed prompts or climate-related topics** (e.g., renewable energy, deforestation, extreme weather events, youth climate strikes, etc.)
- **Hashtag Cards** (printed with suggested hashtags like #ActOnClimate, #ClimateJustice, #GreenFuture)

Activity Steps

Step 1. Introduction to Tone in Social Media (15 minutes)

Objective: Introduce the concept of tone and its importance in climate advocacy

Materials Needed: Whiteboard/ flipchart, tone cards, printed handouts with communication tips for climate advocacy.

Steps:

- Welcome participants and introduce the goal of the activity: "To create powerful social media posts that inspire people to take climate action using the right tone."
- Briefly explain the role of tone in communication. Tone can change how a message is received, whether it motivates action, or simply informs or persuades.
- Introduce the **Tone Cards (Annex VIII)** (Informative, Urgent, Hopeful, Empowering, Compassionate, Inspirational, Challenging, Community-Oriented) and give examples for each tone.
 - **Informative:** "This is a scientific fact."
 - **Urgent:** "We must act NOW before it's too late."
 - **Hopeful:** "We can make a difference together."
 - **Empowering:** "You have the power to create change."
 - **Compassionate:** "Think of the people and communities affected by this."
 - **Inspirational:** "The future is bright if we act today."
 - **Challenging:** "What are YOU doing to fight climate change?"
 - **Community-Oriented:** "Together, we can make a massive impact!"



Step 2. Group Activity: Tone Exploration (25 minutes)

Objective: Allow participants to experiment with different tones and learn how tone affects their message.

Materials Needed: Tone cards, printed climate facts and statistics, poster board/markers or digital devices.

Steps:

- Divide participants into small groups (3-4 people per group).
- Each group draws a **Tone Card** randomly. This will be the tone they will use to create their social media post.
- Provide groups with a **climate change topic** (e.g., renewable energy, plastic pollution, deforestation, etc.). Each group will use their assigned tone to:
 - Craft a compelling, short social media post (e.g., tweet, Instagram caption, Facebook post).
 - Decide on key facts/statistics to use, based on the provided printed material.
 - Choose relevant hashtags (from the **Hashtag Cards**) to extend their message.
- Groups create their posts on **poster boards** or **digital devices** (depending on available resources).

Step 3: Presentation of Posts (30 minutes)

Objective: Share and reflect on how tone affects the impact of climate advocacy posts.

Materials Needed: Poster boards or digital posts, whiteboard/flipchart for feedback.

Steps:

- Each group presents their social media post to the rest of the participants.
 - They should explain the **tone** they used and why, what climate issue they focused on, and why they chose that specific tone.
 - They will also explain their choice of **facts/statistics** and **hashtags**.
- After each presentation, allow time for feedback from other groups:
 - Was the tone effective? Did it match the topic?
 - How would the post make the audience feel or act? (e.g., motivated, informed, concerned)
 - Was the post clear, engaging, and inspiring?
 - Was the call to action (if included) strong and clear?





Step 3: Presentation of Posts (30 minutes)

Objective: Share and reflect on how tone affects the impact of climate advocacy posts.

Materials Needed: Poster boards or digital posts, whiteboard/flipchart for feedback.

Steps:

- Each group presents their social media post to the rest of the participants.
 - They should explain the **tone** they used and why, what climate issue they focused on, and why they chose that specific tone.
 - They will also explain their choice of **facts/statistics** and **hashtags**.
- After each presentation, allow time for feedback from other groups:
 - Was the tone effective? Did it match the topic?
 - How would the post make the audience feel or act? (e.g., motivated, informed, concerned)
 - Was the post clear, engaging, and inspiring?
 - Was the call to action (if included) strong and clear?



Step 4 Group Reflection: The Power of Tone in Advocacy (20 minutes)

Objective: Reflect on the impact of tone on climate advocacy messages and share insights about communicating effectively on social media.

Materials Needed: Whiteboard/flipchart, printed reflection questions.

Steps:

- Hand out **reflection questions** for participants to answer individually:
 - How did the tone you used influence the message and its potential to inspire action?
 - Why is it important to choose the right tone when advocating for climate change?
 - How can you adapt your tone to reach different audiences (e.g., youth, policymakers, the general public)?
 - How do you feel about using social media as a platform for advocating for climate action?
- After participants have reflected, encourage them to share their answers with the group. Facilitator can capture key insights on the whiteboard/flipchart.



Step 5. Wrap-up and Key Takeaways (10 minutes)

Objective: Summarize the activity and reinforce key learning points.

Materials Needed: None.

Steps:

- Summarize the key takeaways:
 - Tone matters! The way we communicate about climate change can inspire action, create awareness, or motivate others to join the movement.
 - Different tones work for different situations. For example, an urgent tone might be appropriate for a climate emergency, while a hopeful tone might be better for promoting solutions.
 - Social media is a powerful tool for spreading messages, but we must use it responsibly and thoughtfully.
- Encourage participants to think about how they will use tone in their own social media posts going forward.

Key Takeaways:

- **Tone and Engagement:** The tone of your message can inspire action, build awareness, and create engagement on social media. Choosing the right tone is key to getting your message across effectively.
- **Creating Impactful Posts:** Simple, clear, and persuasive posts with the right mix of facts, emotions, and a strong call to action can drive change.
- **Social Media for Advocacy:** Social media is a powerful platform for climate change advocacy—by using the right tone and message, you can reach a wide audience and make a difference.





★ GOAL
★ PLAN
★ ACTION

MODULE
3

**MITIGATE AND
MOBILIZE**



1. COMBATING CLIMATE CHANGE MISINFORMATION

Activity 1: Complete the Story



Purpose:

- Realizing the importance of fact-checking to have a full image about climate change.
- Helping youth workers guide young people in combating misinformation about climate change.



Duration: 2 hours



Materials Needed:

- **Annex IX** - Game Cards to be printed
- **Annex X** - Climate Misinformation MCQs
- Projector and laptop for presentation.
- Good internet connection.
- Mobile phones with a connection to the internet.



Learning Outcomes

By the end of this session, participants will:

- Recognize the role of misinformation in climate change discussions
- Apply fact-checking skills to evaluate climate information
- Understand how misinformation impacts public opinion and policy
- Collaborate in teams to solve challenges based on factual accuracy



Trainer Tips (Suggested)

- Prepare climate misinformation examples based on the local context
- Emphasize respectful discussions during reflection
- Use timer cues to keep group transitions smooth
- Ensure equal participation in group decision-making
- Debrief participants on fact-checking tools (e.g., reliable websites, fact-checking organizations)





Activity Steps

Step 1: Complete the story game (60 minutes)

The game consists of 8 stations, each containing a part of the story, and each team has a different story. The 20 participants are divided into 5 groups, each assigned a specific color represented by a card containing the first part of their story, and a card with a statement about climate change, either true or false. The participants must determine whether the statement is true as quickly as possible to move to the next station and find the next part of their story.

If the participants answer incorrectly (e.g., the statement is correct, but they choose incorrectly), they will move to the wrong station and thus lose parts of their story. By the end of the game, each group must gather all parts of their story in the correct order. The winning groups will be rewarded.

Groups are following colors:

Orange

Blue

Purple

Green

Red

Each Station will include the following:

Station 1 Orange card no. 1 Blue card no. 3 Purple card no. 4 Green card no. 6 Red card no. 2	Station 2 Orange card no. 7 Blue card no. 1 Purple card no. 5 Green card no. 5 Red card no. 4	Station 3 Orange card no. 8 Blue card no. 7 Purple card no. 2 Green card no. 1 Red card no. 5	Station 4 Orange card no. 4 Blue card no. 6 Purple card no. 1 Green card no. 7 Red card no. 8
Station 5 Orange card no. 2 Blue card no. 4 Purple card no. 3 Green card no. 4 Red card no. 6	Station 2 Orange card no. 3 Blue card no. 2 Purple card no. 6 Green card no. 8 Red card no. 7	Station 3 Orange card no. 5 Blue card no. 5 Purple card no. 8 Green card no. 2 Red card no. 3	Station 4 Orange card no. 6 Blue card no. 8 Purple card no. 7 Green card no. 3 Red card no. 1



Step 2: Group Reflection (15 minutes)

Feedback and Reflection Session

- 1. Encourage Open Sharing:** Begin the session by inviting participants to share their experiences during the game:
 - "What were your thoughts as you moved through the stations?"
 - "How did you feel when you realized you had made a wrong decision and ended up at the wrong station?"
 - "Was there a moment that stood out to you during the game?"
- 2. Focus on Emotions:**
 - Highlight the emotional aspect of decision-making: "Did you feel confident or uncertain when determining if a news piece was true or false? Why?"
 - Address teamwork and collaboration: "How did your group work together to make decisions? Were there disagreements? If so, how did you resolve them?"

Discussing the Game's Purpose

- 1. Link Game Experience to Real Life:**
 - "In the game, believing in misinformation led to wrong decisions that caused delays and confusion. How does this parallel a real-world situation where misinformation spreads in communities?"
- 2. Explore the Impact of Misinformation:**
 - Discuss how misinformation can affect decision-making:
 - "Misinformation doesn't just mislead individuals—it can influence the attitudes and actions of entire communities.
- 3. Highlight the Importance of Critical Thinking:**
 - Emphasize the importance of questioning and verifying information:
 - "What strategies can we use to identify reliable sources and verify facts?"
 - Relate this to the game: "How would these strategies have helped you in the game?"

Step 3: Answer the questions (10 minutes)

Check MCQ questions (**Annex X**) before the presentation. In this step, the facilitator will present 9 MCQ questions as an introduction to the presentation.

Step 4: Presentation on how climate change misinformation can affect our perception (30 - 35 minutes)

The presentation will focus on answering the following:





- **Who funds climate change misinformation campaigns? And why?**

Climate change misinformation campaigns are primarily funded by entities with vested interests in fossil fuels and deregulation. Notably, the Koch brothers, through Koch Industries, have financed numerous think tanks and advocacy groups to oppose environmental regulations that could impact their extensive fossil fuel operations. Similarly, ExxonMobil has historically provided substantial funding to organizations that challenge climate science, aiming to protect its business interests. These funders seek to sow doubt about climate science to delay policy measures that could affect their profitability.

https://www.campaigncc.org/climate_change/sceptics/funders

- **The impact of misinformation on the public's perception of climate change:**

Misinformation significantly skews public perception of climate change by creating confusion about its causes, consequences, and the scientific consensus. It fosters doubt and apathy, reducing the public's willingness to support or demand effective policy action. For instance, misinformation campaigns have led many individuals to underestimate the urgency of addressing climate issues or to believe in debunked myths, such as claims that climate change is a natural phenomenon. Research by the Center for Digital Society (CfDS) at Universitas Gadjah Mada (UGM) highlights that misinformation worsens these misconceptions, particularly in developing nations like Indonesia, where public understanding plays a critical role in driving climate action. This diminished awareness slows collective and governmental responses to the climate crisis ([CfDS UGM](#)).

- **The dangerous impact of AI applications on climate change misinformation:**

Artificial Intelligence (AI) has significantly heightened the potential for spreading climate misinformation. AI-powered tools can generate and distribute false or misleading content—such as fake studies, manipulated images, and fabricated news articles—at a speed and scale that traditional methods cannot match. This technological capability poses a severe challenge in combating misinformation, as AI-generated content often appears highly credible and is widely disseminated through digital platforms. According to a study highlighted by Inside Climate News, AI can spread climate misinformation "much cheaper and faster" than before, undermining public trust and delaying critical climate action ([Inside Climate News](#)).

- **Combating climate change misinformation using fact-checking tools:**

Addressing climate change misinformation requires robust fact-checking mechanisms. Organizations like the Environmental Defense Fund advocate for public engagement in identifying and correcting false information. They recommend using resources such as Climate Feedback, a network of scientists that evaluates the accuracy of climate-related media coverage, to verify claims and promote accurate information. By leveraging these tools, individuals can contribute to a more informed public discourse on climate issues. [EDF](#) (InVID "Extension", Google Fact Check Tools, Factinsect, factfully.ai)

* It is recommended that a presentation be created based on information found in the links.



Activity 2: Truth or Myth? Debunking Climate News



Purpose:

This workshop is designed to help youth workers guide young people in combating misinformation related to climate change.



Duration: 2 hours



Materials Needed:

- Projector and laptop for presentation.
- Good internet connection.
- Mobile phones with a connection to the internet.
- 10 pieces of news on climate change (Up to the facilitator to prepare)
- colored pencils
- blank sheets of paper



Learning Outcomes

By the end of this activity, participants will be able to:

- Differentiate between factual information and misinformation related to climate change.
- Apply basic fact-checking techniques using trusted sources and critical analysis.
- Identify emotional and manipulative framing in climate-related news and social media content.
- Reflect on the consequences of spreading misinformation, both online and in real-life advocacy.
- Collaborate in small groups to analyze, debate, and justify judgments about climate claims.
- Develop more responsible media-sharing habits in their personal and advocacy communication.



Trainer & Facilitator Tips

- Step 2 answering questions stage can be handled in different ways. Facilitator can use prefabricated emotion cards, Dixit-like ready tools or want participants depict their emotions in paper.





Activity Steps

Step 1: Introduction (20 minutes)

- **Explain how misinformation can affect people's perceptions of climate change**
 - How exaggerating or downplaying news related to climate change has a profound impact on how people engage with environmental issues, as it directly influences public awareness levels, the emotions associated with the problem, and an individual's willingness to take practical action.
 - The importance of the scientific approach in discussing environmental issues, particularly those related to climate change, lies in its ability to enhance public awareness and encourage logical thinking that rejects any misleading or inaccurate information.

Step 2: Group Activity - (50-55 minutes)

1. Part 1 - Question session (20 minutes)

- In the first part, the cards of the news pieces will be given to the participants.
- The participants will search the credibility of each piece of news in small groups (4- 5 participants), and they have to fill in all answers within 50 minutes.
- To facilitate an increase in participants' awareness about the importance of looking for sources, the trainer should ask participants to provide the sources from where they took the information in their answers.

2. Part 2 - Answer session (20 - 30 minutes)

- Before sharing their answers, they are required to complete a challenge given (e.g: 1) The facilitator brings up an environmental issue and asks the participants to think about what emotion triggers them, (optionally Dixit Card like ready tools can be used. In case use, based on that emotion, and group explains to the rest of the group why they chose that particular card; 2). The facilitator asks one participant to think of the environmental issue that worries them the most and try to draw it on a clipboard. After completing the illustration, the rest of the group will be asked to guess the environmental issue. The first person to find it will be the next to capture the environmental issue that worries them. Bear in mind that the two challenges are indicative and can both be used, one after the other, or one of them, depending on the time and equipment available and the audience you are dealing with.
- Then they present their answers and the source from which they took the information.





The participants are expected to answer

1. Is it true or false?

* Their team's final judgment after discussion and research.

2. Which source(s) did you use to check it?

* They must cite at least one reliable online source, article, or platform they used to verify the information.

3. Why do you consider your source reliable?

* A brief justification – for example:

4. "We used ClimateFeedback.org, which works with climate scientists to fact-check news." or "We avoided opinion blogs and focused on official reports."

(Optional if included in the template) What emotional reaction did this news evoke?

→ Some versions of the activity include an emotional mapping or reflective component (especially if using Dixit cards).

3. Part 3 - Debriefing (10 - 15 minutes)

Points system:

- The groups that give the correct answers take points, which are calculated until the end of the activity.
- In parallel, the whole group of participants will analyze, together with the trainer, how reliable the sources used are for each answer given.
- There will be one winner, to be decided on the basis of a "points" system. One point will be granted to a participant for each of their correct answers, 2 points for the use of a reliable source in each of their answers, and -1 for the use of unreliable sources.
- At the end of the activity, the group that has the most points will get a gift (e.g., a small chocolate)

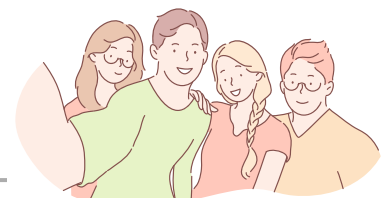
Step 3: Wrap-Up and Reflection (20 minutes)

Explain how we can check information related to climate change

- Presentation of some platforms that track climate change misinformation (<https://climatefeedback.org/>, <https://www.edf.org/>)
- Presentation of some digital free fact-checking tools ([InVID](#) "Extension", Google Fact Check Tools, Factinsect, factfully.ai)

References:

1. <https://www.edf.org/how-we-can-fight-climate-change-misinformation>
2. [ERMIScom ADDENDUM](#)





2. ENGAGEMENT AND MOBILIZATION OF YOUTH VOTERS FOR CLIMATE ACTION

Activity 1: Echo Valley



Purpose: Show young people how every person can be a local actor and influence the political outcome of a given matter.



Duration: 2h (including thematic energizer and debriefing)



Materials Needed:

- Role cards (**Annex XI - Section 5 Roleplay Profiles**)
- A box and paper to carry the elections



Learning Outcomes

By the end of this activity, participants will:

- Understand the complexity of policy negotiations around climate issues
- Develop advocacy, lobbying, and public speaking skills
- Gain experience in consensus-building and stakeholder engagement
- Recognize the importance of youth participation in decision-making processes
- Connect simulated voting outcomes to real-life democratic processes and youth voter mobilization strategies



Trainer Tips

- No of Participants: ideally 20 - 22 participants (it can be added or reduced)
- Type: Roleplay
- Theme: Engagement and Mobilization for Climate Action
- Trainer & Facilitator can extend the discussion and total activity time if needed

Activity Steps:

Step 1: Presenting the story (5 minutes)

Sit the participants on the floor and read them the story of Echo Valley, the town where all voices are heard (**Annex XI - Echo Valley Story: The Enchanted Town**)

Step 2: Dividing the roles (5 minutes)

Give each participant a role (**Annex XI - Roleplay Profiles**), this can be aleatory or you can choose certain roles for a specific participant depending on how well you know the group and what your goal is (to make it more interactive or to give a specific challenge to participants). Rules to be pointed out:

- Participants cannot tell their goal out loud.
- They can use their phones to search for Information
- They can campaign however they want.
- They have to try to reach their goal at all costs.



Step 3: Energizer Imagine (10 minutes)

This will help participants to enter into their character (**Annex XI - Energizer**).

Step 4: Role discussion(10 minutes)

Clarifications about roles. Explaining the Echo Valley map (**Annex XI**). The mine is in red, and there are only 2 possible options for roads A or B. For the road A option, farmer 1's land has to be used and the traditional cottages (in blue near the river) have to be destroyed, for the road B the farmer 2's land has to be used.

Step 5

Preparing the town meeting space while participants prepare their roles. Free time (35 min) to speak with each other, mobilize, search for information, and advocate for your goal

Step 6: Town meeting (20 minutes)

The mayor will moderate the town meeting, where every citizen can speak their opinion. The investor is not allowed to assist at the town meeting.

Step 7

The mayor is preparing for the negotiation (5min).

Step 8: Negotiation between the mayor and the investor (10 minutes)

Reporters recording: This will be in a private room with only the mayor, the investor, and the two reporters.

Step 9

Reporters preparing the news (5min).

Step 10: Reporters presenting the news (5 minutes)

Each reporter will have a minute and a half to present the news to the citizens of the outcome of the private meeting of the major and the investor.

Step 11

Elections for mayor (5 min)

Step 12: Debriefing (10-15 minutes)

(Questions for debriefing in **Annex XI - Debriefing Questions**)

Sidenote: The problematic of lithium mining was chosen for various reasons: First because is close to our heart since is a problem we are facing in our community, second and most important because is a very actual hot topic in climate change discussions with many perspectives to be taking into account which allows for a very balanced conversation and incentive to reflect in further topics such as - Lithium is critical for the green transition, yet its extraction comes with significant environmental and social costs.



This presents a dichotomy: local sacrifices for the greater global good. Furthermore, the discussion often centers around electric cars, yet we must reflect on whether the real solution lies in supporting public transport systems rather than focusing solely on individual electric vehicles. Feel free to modify this activity to adapt it to the needs of your group, changing roles or topics.

Since lithium is a very specific topic, there is also a short resume (**Annex XI - Lithium Mining Information**) with everything participants need to know to gain insight into the topic and start their research.



Activity 2: From Post-its to Voting



Purpose: Empower participants to identify climate issues, propose policy solutions, and design campaigns to mobilize youth voters for those policies.



Duration: 2h



Materials Needed:

- Post-it notes
- Large sheets of paper or a whiteboard
- Markers and pens
- Access to the internet (optional, for research)
- Presentation tools (e.g., flipchart, digital slides, or posters)



Learning Outcomes

By the end of this activity, participants will:

- Identify pressing climate issues relevant to their local or national context
- Draft actionable policy proposals that address climate issues
- Develop a youth-focused campaign plan to mobilize voters and advocate for policy change
- Practice teamwork, strategic thinking, and public speaking
- Understand the role of youth voting in influencing democratic processes and climate policies



Trainer Tips

- Type: Experiential Learning
- Theme: Engagement and Mobilization of Youth Voters for Climate Action
- No of Participants: 20 - 30 people



Activity Steps

Step 1

Start the activity by reflecting with the participants about the fact that to effectively address the climate crisis, individual actions, while important, are not enough and lead the reflection towards the importance of strong, coordinated policies at every level—local, national, and global - for effectively addressing the climate crisis. You can ask: **“Can you think of other examples where public campaigns were crucial for the success of a policy?”**.

Step 2: Identifying Climate Problems (15 minutes)

Distribute post-it notes to participants and ask them to write down one climate-related problem per note (ask them to be specific, e.g., "air pollution in urban areas" instead of "pollution").

- Participants stick their notes onto a large sheet of paper or whiteboard.
- As a group, categorize the problems into broad themes (e.g., pollution, deforestation, renewable energy). Discuss why each problem fits into its category.

Step 3: Forming Interest Groups and Drafting Policies (20 minutes)

Allow participants to join small groups (2–3 people) based on the categories that interest them most. Each group selects a problem from their category and brainstorms a policy solution for it. Groups draft a simple policy proposal, answering the following questions:

- What is the problem?
- What solution does the policy propose?
- Who would it target (e.g., local government, companies, individuals)?
- What impact would it have?

Step 4: Presenting Policies and Gathering Feedback (15 minutes)

Each group presents their policy to the entire group.

After each presentation, the audience shares feedback:

- Are the problem and solution clearly defined?
- Is the policy actionable and realistic?
- How could it be improved?

Step 5: Designing Campaigns (50 minutes)

Participants form new groups based on the policies they resonate with the most (no more than 4 people per group). Each group creates a campaign to mobilize youth voters to advocate for their policy. They choose whichever campaign format they like (**Protest/Strike Plan, Social Media Campaign, Community Event, etc.**) or that they come up with. Ask participants to prepare a 3-5 minute pitch demonstration of their campaign idea and to be as creative as possible. Encourage groups to use visual tools (posters, mock social media posts) or even role-play demonstrations.



Campaign Planning Template

Section	Description
Goal	What do you want to achieve?
Target Audience	Who are you trying to reach?
Key Message	What message will inspire them to act?
Tactics	How will you deliver your message?
Timeline	When will each action take place?
Alliances	Who can support or partner in your campaign?

Step 6: Campaign Pitches and Closing (30 minutes)

Each group presents their campaign idea to the whole group. Facilitate a discussion on how these campaigns could be implemented in real life. Wrap up by reflecting on the importance of youth voter mobilization and how participants can take these ideas forward.

Debriefing questions:

- Which campaign strategies felt most impactful or realistic to you? Why?
- How can youth effectively mobilize to push for climate-related policies?
- What makes a policy proposal more likely to gain support from policymakers?
- What did you learn about the challenges of proposing and advocating for effective policies?
- What barriers do you anticipate when engaging with policymakers, and how can they be overcome?





MODULE

4

**LEADERSHIP AND
CAMPAIGNING**



1. DEVELOPING LEADERSHIP SKILLS FOR CLIMATE ACTION

Activity 1: Decision Room - Leading Under Climate Pressure



Purpose:

- To simulate real-world leadership under pressure and complexity.
- To explore ethical decision-making, risk, and responsibility in climate action.
- To build confidence in taking initiative and defending values in challenging contexts.



Duration: 2.5 hours



Materials Needed:

- Pre-prepared scenario packets,
- **Annex XII** Role cards for climate leadership, event timeline cards (used during simulation)
- **Annex XIII** - Leadership Reflection Sheet
- Debrief handouts,
- “Press room” backdrop (optional for immersion),
- bell/timer.



Learning Outcomes:

By the end of this session, participants will:

- Experience high-pressure leadership dynamics through simulation.
- Practice ethical reasoning and quick decision-making.
- Reflect on personal leadership instincts and communication styles.



Facilitator Tips:

- Embrace the drama—use visual or sound effects if available.
- Stay neutral but challenge decision-making logic during rounds with news bulletins or protest cards
- Offer optional “wildcards” to throw into the scenario (e.g., “youth strike,” “media leak,” “citizen assembly”).

Activity Steps

Step 1: Setting the Stage - Leadership Simulation Briefing (20 minutes)

1. Introduction (5 minutes)

Explain the format: participants will act as a leadership task force managing a city affected by a climate emergency. They must make real-time decisions that impact the safety, sustainability, and trust of the community.

2. Role Distribution (10 minutes)

Each group (5–6 participants) is assigned a “City Task Force.” Within each group, assign or let them choose leadership roles (**see Annex XII**):

- Mayor, environmental scientist, community organizer, youth representative, business leader, journalist (observer/recorder role)



3. Scenario Briefing (5 minutes)

Each team receives a city profile and situation:

“A coastal city faces devastating floods due to an extreme weather event. Infrastructure is failing, and public trust is low. Your team must coordinate an emergency response that balances safety, climate sustainability, and social justice.”

Step 2: Simulation – The Decision Room (60 minutes)

1. Round-Based Gameplay (45 minutes)

Participants are given three rounds, each simulating a phase in the crisis:

- **Round 1: Immediate Response (20 minutes)**

Event: Flash floods destroy parts of the city center.

Decision: Allocate limited emergency funds. Do they protect economic areas, vulnerable neighborhoods, or green recovery plans?

- **Round 2: Public Pressure (15 minutes)**

Event: Public protests rise. Misinformation spreads. The media demands statements.

Decision: Who speaks? What do they say? How do they address both fear and climate values?

- **Round 3: Long-Term Recovery (10 minutes)**

Event: The Government offers funding, but only for fossil fuel-based solutions.

Decision: Accept the compromise or propose alternative plans?

2. Timing

Each decision round is timed (5–7 minutes), with a bell signaling deadlines.

Step 3: Debrief and Reflection (40 minutes)

Group Debrief (15 minutes)

Provide handouts with reflection prompts (**Annex XIII**):

- What leadership choices did your group make?
- How did you balance competing values (speed, equity, sustainability)?
- Which role was most challenging and why?

Whole Group Discussion (15 minutes)

Facilitate a dialogue:

- “What surprised you about how you or others led?”
- “What compromises did you make, and what would you change with more time?”

Personal Takeaways (10 minutes)

Ask participants to write a short “Leadership Note to Self”:

- One quality I discovered in myself as a leader
- One skill I want to develop under pressure





Activity 2: Analysing Climate Leadership



Purpose:

- To explore the concept of leadership in the context of climate action.
- To identify qualities and values of effective climate leaders.
- To reflect on personal leadership potential and how it can serve environmental goals.



Duration: 2 hours



Materials Needed:

- Flipcharts, markers, post-its
- Leadership traits cards
- Reflection worksheets
- Printed leadership profiles (real-life case studies)



Learning Outcomes:

By the end of this session, participants will:

- Understand what climate leadership means and why it matters.
- Identify different leadership styles and their relevance to climate activism.
- Reflect on personal strengths, values, and areas for growth as emerging climate leaders.



Facilitator Tip:

Emphasize and summarize key takeaways with participants at the end of the session.

- Climate leadership is inclusive and value-driven.
- Everyone has the potential to lead from where they are.
- Leadership starts with self-awareness and grows through action.
- Trainer & Facilitator should make preparations for leadership profiles and materials, which will be distributed

Activity Steps

Step 1: What is Climate Leadership? (25 minutes)

1. Warm-Up Question (5 minutes)

Pose the question: “When you think of a climate leader, who comes to mind and why?” Invite 3–4 participants to share briefly.





2. Definition and Discussion (10 minutes)

Introduce a definition:

- “Climate leadership is the ability to inspire, mobilize, and guide others toward actions that address climate change and promote sustainability.”
- Facilitate a short discussion on the difference between traditional leadership and climate-specific leadership.

3. Leadership Traits Sorting (10 minutes)

Prepare and distribute cards with leadership traits (e.g., empathy, resilience, vision, collaboration, assertiveness). (Trainer will prepare cards before the training. The list is not exhaustive.)

Ask small groups to sort them into three categories:

- Essential for climate leadership
- Nice to have
- Not relevant

Next up: Groups share highlights from their discussion.

Step 2: Profiles in Climate Leadership (35 minutes)

1. Leader Profiles (10 minutes)

Distribute 3-4 short case studies of young climate leaders from around the world (e.g., Greta Thunberg, Vanessa Nakate, Licypriya Kangujam, or local youth leaders) (These are example characters and the trainer/facilitator can use their own list. Trainer/facilitator should prepare leaders and case studies in advance)

2. Group Analysis (15 minutes)

Assign each group one profile. Ask them to identify:

- What leadership features are shown?
- What challenges did this person overcome?
- What made their leadership effective?





3. Gallery Walk (10 minutes)

Groups write key insights on flipchart paper and post around the room. Participants walk around to read each other's findings.

Facilitator Tips:

- Use diverse examples to promote inclusion.
- Encourage participants to think critically, not just admire well-known figures.

Step 3: My Leadership Reflection (30 minutes)

1. Personal Mapping (15 minutes)

Distribute reflection worksheets (**Annex XIII**)

2. Peer Dialogue (15 minutes)

Participants pair up to share one key strength and one area they want to grow. Invite volunteers to share insights with the larger group.

Step 4 - Wrap-Up and Reflection (10 minutes)

Group discussion prompts:

- “What does climate leadership mean to you now?”
- “What is one leadership trait you want to strengthen?”
- “How can young leaders support each other in the climate movement?”





2. DEVELOPING CAMPAIGNS FOR CLIMATE ACTION INCLUDING COLLABORATIVE TEAMWORK AND NETWORKING

Activity 1: Unlimited Funds



Purpose

Participants will work in small groups to identify a social problem related to unsustainable consumption, brainstorm innovative solutions, and design a fictional organization that addresses the issue. With "unlimited funds" at their disposal, they are encouraged to think boldly, creatively, and collaboratively about transformative strategies to promote sustainability.



Duration: 90-120 minutes



Materials Needed

- Flipcharts or large paper sheets
- Markers, sticky notes, and index cards
- Printed list of social problems related to unsustainable consumption (see below) - or the youth worker leading the activity can invite the participants to brainstorm on the problems, instead of giving them easy examples
- Organization planning template (see one of the methods below, and make necessary preparations based on the method)
- **Annex XIV** - Unlimited Funds Group Design Method



Learning Outcomes:

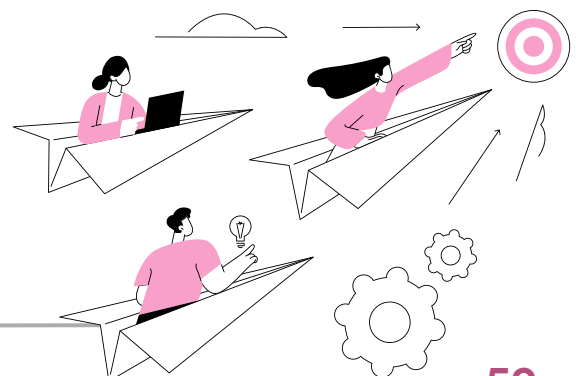
By the end of this activity, participants will be able to:

- Identify and analyze real-world consumption-related challenges
- Apply creative and critical thinking in problem-solving
- Design a strategic plan for a fictional organization
- Work collaboratively to turn abstract ideas into structured solutions
- Reflect on how imagination can fuel practical change



Trainer Tips

- Participants are divided into small groups of 4-6 people
- Each group works collaboratively on the same activity structure





Suggested List of Social Problems (for brainstorming inspiration)

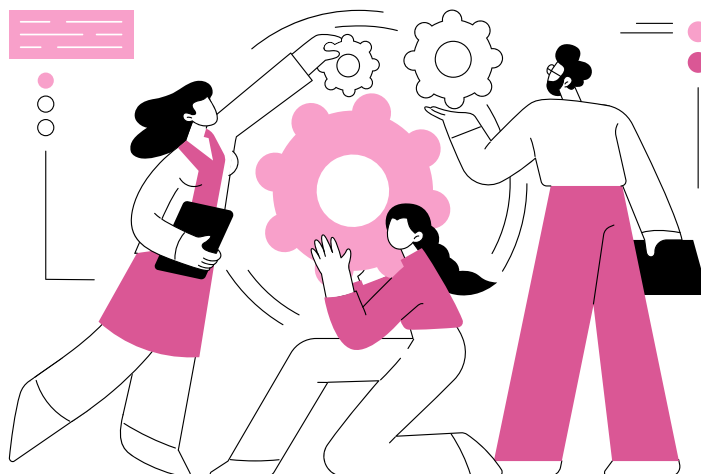
1. Fast Fashion Waste
2. Single-Use Plastics
3. Food Waste
4. E-Waste (electronics waste; battery waste)
5. Overpackaging and plastic waste, but also paper waste
6. Unsustainable Food Consumption (including meat consumption and meat waste)
7. Overusing fossil fuels and high energy consumption in daily life.

Activity Steps

This activity is designed to immerse youth workers and the youth in a creative problem-solving exercise focused on unsustainable consumption. Participants are divided into small groups and presented with a list of social problems (or they brainstorm on them first) – ranging from fast fashion waste and single-use plastics to food waste, e-waste, overpackaging, unsustainable food consumption, and energy-intensive lifestyles. The core idea is that, with "unlimited funds" at their disposal, groups can set aside typical budgetary constraints and brainstorm bold, transformative solutions. This scenario is meant to inspire innovative thinking and encourage participants to explore radical approaches to addressing the deep-rooted issues in modern consumption patterns.

- **Introduction (10 minutes)**

The activity begins with an introductory session where the facilitator explains the objectives, outlines the rules, and describes the concept of having unlimited financial resources. This opening stage is crucial for setting a collaborative manner, ensuring that participants understand the exercise as both a creative exploration and a strategic planning session.





- **Problem Selection and Brainstorming (20 minutes)**

Participants are then organized into small groups of four to six people. Each group receives a printed list (or they create them themselves from the template) of potential social problems related to unsustainable consumption. With this list in hand, groups choose one issue that resonates with them and begin to turn upside down the root causes, societal impacts, and potential innovative solutions. They use sticky notes, markers, and flipcharts to explain their thoughts and ideas freely, ensuring that every suggestion is considered, even the most unconventional ones.

- **Organization Planning & Design (45 minutes)**

After the initial brainstorming session, each group moves on to the organization design phase. Here, participants are provided with an organization planning template questions below that guides them in structuring their ideas into a coherent strategy for a fictional organization. Important emphasis should be put on how "unlimited funds" can be creatively used to implement their vision. Questions:

- mission statement
- innovative strategies
- key activities
- target audience
- potential partners

- **Presentation & Feedback (25 minutes)**

The next phase of the activity involves a presentation and feedback session. Each group is given time to present their fictional organization, explaining their mission, strategy, and the innovative use of unlimited funds to tackle the chosen problem.

Group can choose the method they prefer (**Annex XIV**)

- **Reflection & Debriefing (15 minutes)**

The activity should end with a debrief and reflection session. In this final part, all participants are discussing the key takeaways from the exercise. The facilitator guides a reflective discussion on the innovative ideas generated, the challenges of tackling unsustainable consumption, and the potential for these imaginative solutions to inspire real-world change. Participants are encouraged to think about how the creative strategies and collaborative skills they practiced can be applied in their work environments, ultimately preparing them to be effective agents of change in their communities.





Activity 2: Web of Life



Purpose: The purpose of the "Web of Life" activity is to help participants understand the interconnectedness of living systems and how human actions can disrupt ecological balance. Through an interactive, physical simulation, this activity encourages young people to visualize the complex relationships between species and environments, reflect on the cascading effects of environmental change, and recognize the importance of collaboration and responsibility in protecting ecosystems.



Duration: 120 minutes



Materials Needed

- **For the Web Game (Step 2):**
 - **1 ball of yarn or string** (enough to connect 20+ participants),
 - **Annex XV - Web of Life role cards** with clear visuals or symbols (laminated if possible)
 - **Annex XVI - Web of Life scenario cards** describing ecological events (e.g., Deforestation, River Pollution, etc.)
- **For Stakeholder Councils (Step 3)**
 - **Flipchart paper or large posters** (1 per group)
 - **Markers, pens, and post-it**
 - **Printed stakeholder group cards** (optional, to help structure groups like "Oceans," "Human Society," etc.) (**Annex XVI**)
 - **A timer or bell** to manage group rotations or transitions
- **For Climate Collab Fair (Step 4)**
 - **A4-sized "Action Plan Templates"** for each group (structured with sections like: Problem, Roles, Proposed Action, Expected Impact)
 - **Projector and laptop** (optional, for visual summary or keyword board)
 - **Name tags** (optional, to assign expert roles for "networking switch")
 -
- **For Reflection & Personal Commitment (Step 5)**
 - **Small cards titled "My Role in the Web"** (1 per participant)
 - **Pens or colored pencils**
 - **Clothespins or string board** (optional - to create a visual web of participant commitments)
 - **Speaker or music (optional)** for ambiance during reflection



Learning Outcomes:

By the end of this activity, participants will be able to:

- gain core skills like systems thinking, collaboration, communication, solution-building, and climate awareness



Activity Steps

Step 1: Introduction - “Everything is Connected” (15 minutes)

- Goal: Set the tone; explain ecosystems and the concept of interdependence.
- Add a brief presentation or short video showing an ecosystem in balance, and one under stress due to climate change.
- Highlight human roles as both impactful agents and solution creators.

Step 2: The Classic Web Game - “Tug on the Thread” (30 minutes)

- Distribute role cards (encourage participants to read them out loud or act them out briefly).
- Participants form the physical web with the yarn, connecting based on ecological relationships.
- Introduce two or more climate-related scenarios, with brief transitions in between:
 - Scenario A: River Pollution
 - Scenario B: Bee Population Decline
 - Add a 1-minute reflection after each: “What changed in the web? How did you feel when the system started falling apart?”

Step 3: Ecosystem Stakeholder Councils - “From Collapse to Action” (30 minutes)

This is the teamwork and networking component.

- Group Work (25 minutes):
 - Divide participants into 4-5 “Stakeholder Councils” (e.g., Land and Forest, Water and Oceans, Human Societies, Biodiversity, Energy and Industry).
 - Each group:
 - Reflects on the scenario they found most impactful.
 - Discusses how each of their represented roles is connected to the issue and what actions can be taken.
 - Creates one collaborative action plan (e.g., a cross-sectoral policy idea, a community initiative, a tech solution).
- Mini Networking Element (Optional): Midway through, switch one participant from each group to another group for 5 minutes to “exchange expertise.”





Step 4: Climate Collab Fair - “Pitch Your Ecosystem Action Plan” (25 minutes)

- Each group presents their action plan in 3 minutes.
- Others can ask questions or offer support (“What would your role contribute to this?”).
- Trainer notes keywords on a board: Cooperation, Adaptation, Innovation, Inclusion, Resilience.
- Groups may present using a flipchart, sketch, or verbal pitch. Trainer can give each observer a post-it to write one idea or question.

Step 5: Reflection & Personal Commitment - “Threads of Change” (20 minutes)

- Group reflection:
 - “What surprised you about the web of life?”
 - “How did collaboration affect your approach to the solution?”
- Give each participant a card with the words: “My Role in the Web” – they write one action they’ll take in real life to protect ecosystem balance (e.g., reduce plastic, plant native trees, join a community cleanup, educate others).
- Form a circle again and invite them to read their actions while gently tossing a string across again, forming a new web, this time made of intentions and climate action.





TRAINER MANUAL

This section provides essential guidance to help trainers, facilitators, and youth workers effectively deliver the CADPRO training modules in diverse non-formal education settings.

Practical Implementation Advice

- Read each tool in advance and adapt it to your group's **age, cultural context, and experience level**.
- Prepare all materials beforehand, including printouts, digital tools, and activity spaces.
- Begin each session with a **clear objective** and end with a structured **reflection or debrief**.
- Consider the **emotional impact** of the content—climate change can provoke eco-anxiety, fear, or frustration.
- Co-facilitation is recommended for larger groups to support inclusive participation and group monitoring.

Group Organization Tips

- Ideal group size per activity: **12–25 participants**. Adjust according to space and facilitators available.
- For team activities, divide participants into **small groups (3–5 people)**. Aim for diverse groupings based on skill levels, experience, and backgrounds.
- Rotate roles within groups to ensure that everyone contributes (e.g., note-taker, presenter, timekeeper).
- Allow **participants to suggest topics or directions** when appropriate—it builds ownership and engagement.

Time Management Guidance

- Stick to the suggested duration of each tool, but be flexible when rich discussions are taking place.
- Use **visual timers**, time signals, or countdown music to keep the group aware of transitions.
- Build buffer time between activities (especially for those involving creativity or deep reflection).
- Plan for **breaks every 90–120 minutes** to maintain energy and focus.



Handling Different Learning Styles

CADPRO is built with **varied learning styles** in mind. Here's how to engage all learners:

Learner Type	What Works Best
Visual	Infographics, storytelling maps, diagrams
Audio	Discussions, podcasts, presentations
Kinesthetic	Roleplays, movement based games, mapping
Reflective	Journaling, personal action plans, debriefs
Social	Teamwork, peer exchange, group challenges

Use **multi-modal activities** whenever possible and let participants express ideas in different formats.

Facilitating Reflection Effectively

Reflection is key for deeper learning and transformation.

- Use **open-ended questions** like:
 - “What surprised you today?”
 - “How did this activity connect to your everyday life?”
 - “What action does this inspire in you?”
- Use **written reflections**, **pair-shares**, or **talking circles** to accommodate different personalities.
- Allow space for **emotional processing**, especially after simulations or media-based content.





Encouraging Participation

- Set a **safe and inclusive tone** from the beginning—create ground rules together.
- Use icebreakers and energizers early and between modules to build comfort.
- Address language barriers by using **simple language, visual aids, and translation support** if needed.
- Celebrate small contributions and build **confidence gradually**, especially for shy participants.

Dealing with Sensitive or Emotional Topics

Climate issues can bring up anxiety, grief, frustration, or hopelessness. Trainers should:

- Acknowledge these emotions without trying to “solve” them.
- Create safe spaces for expression through art, storytelling, or guided dialogue.
- Incorporate **climate optimism**, success stories, and examples of youth-led change.
- Know when to **pause or check-in** if the room feels overwhelmed.
- Be prepared with **referrals to support resources** (local mental health services, trusted adults) if needed.





ANNEX LIST: PRINTABLE TOOLS AND TEMPLATES

Annex I - Narrative Creation Template for Understanding the Role of Media in Climate Communication

Annex II - Advocacy Essentials Example Scenarios for Understanding Advocacy Essentials

Annex III - Advocacy Roadmap Creation Canvas for Understanding Advocacy Essentials

Annex IV - Why Engaging Policymakers Matters for Policymakers Outreach

Annex V - Decision Maker Map Template for Policymakers Outreach

Annex VI - Policy Maker Presentation Template for Policymakers Outreach

Annex VII - Climate Storytelling Template for Social Media and Communication for Climate Advocacy

Annex VIII - Tone Cards for Social Media and Communication for Climate Advocacy

Annex IX - Game Cards for Combating Climate Change Misinformation

Annex X - Climate Misinformation MCQs for Combating Climate Change Misinformation

Annex XI - Echo Valley Supplementary Docs for Engagement and Mobilization of Youth Voters for Climate Action

Annex XII - Role Cards for Climate Leadership for Developing Leadership Skills for Climate Action

Annex XIII - Leadership Reflection Sheet for Developing Leadership Skills for Climate Action

Annex XIV - Unlimited Funds Group Design Method for Developing Campaigns for Climate Action including Collaborative Teamwork and Networking

Annex XV - Web of Life Role Cards for Developing Campaigns for Climate Action including Collaborative Teamwork and Networking

Annex XVI - Web of Life Scenario Cards for Climate Action including Collaborative Teamwork and Networking

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