

# YOUTH CLIMATE AMBASSADORS PROJECT

## WORKSHOP TOOLKIT 2020

**This package contains:**

- Workshop Facilitation Guide
- Icebreaker Guide
- Climate Storytelling Sheet
- Workshop Feedback Form

# YOUTH CLIMATE AMBASSADORS PROJECT

## OFFICIAL FACILITATOR'S GUIDE

### ABOUT THE PROJECT

The Youth Climate Ambassadors Project is a program developed by The UBC Climate Hub that highlights the role of youth in moving towards a just and sustainable future. We know that young people understand the severe implications of climate change, and aim to steer the conversation in a new direction that focuses on hope and agency. Through our free workshops aimed at grade 8 to 12, UBC student facilitators use a lens of justice and systems change to highlight the role that youth storytellers can play in the climate movement. Through conversations around vulnerability, climate justice, and community resistance, we hope to empower young people with the confidence and resources they need to become Climate Ambassadors in their communities.

### CREATING SAFE SPACES FOR LEARNING

#### CLIMATE HUB VALUES...

- Agency & empowerment
- Climate justice
- Peer-to-peer learning

#### CLIMATE HUB COMMUNITY GUIDELINES

- Respect towards yourself and your community
- Safety and confidentiality
- 100% participation, whatever that looks like for you today

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#### KNOW BEFORE YOU GO:

- How will you and your co-facilitator split up the content?
- How do you get to the workshop space?
- How do you contact the workshop organizer?
- What time does the workshop start?
- Will the workshop fit the allotted time period?

#### MUST-HAVES:

- Worksheets
- Sticky notes
- Chart paper
- Pens and markers
- Laptop or confirmed access to a computer

## INTRODUCTION

Introduce yourselves and your pronouns.

- Explain what the UBC Climate Hub is.
- Explain what it means to be a facilitator.

### TERRITORY ACKNOWLEDGEMENT

Acknowledge that you are on the traditional, ancestral and unceded territory of the Musqueam, Squamish, and Tsleil-Waututh peoples (if in Vancouver).

- Mention the importance of this acknowledgement when discussing climate change, as Indigenous people face severe climate impacts but are also leading the fight against climate change.
- Make your acknowledgement personal. It's not just important that we say this, it's important that we mean it.

### AGENDA & GROUP GUIDELINES

Go over the agenda, then ask the group if there are any group guidelines to add that are important in creating a safe space. It's possible that the class already has some existing agreements.

- Emphasize respect, give 100%, & confidentiality.
- Ask for a show of hands to confirm agreement.

## PART 1: ASSOCIATIONS

**ASK:** What words and ideas come to mind when you think of climate change?

- Ask class to pair-share then transition to a class brainstorm.
- Fill out **Sticky 1: Climate change looks like...**

**ASK:** How often are you thinking about climate change?

- Show of hands for: more than once a month? Once a week? Once a day? Several times a day?

### SHOW SIT-IN FOOTAGE FROM INDIGENOUS YOUTH OCCUPATION

## PART 2: CLIMATE JUSTICE

**ASK:** Do you think the youth in the video clip are thinking about climate change more or less than you? Do they have the same worries?

- Explain how climate change affects communities differently. Urgency and magnitude depend on access to economic & natural resources, barriers to equality, etc.
- Ask class to brainstorm communities on the frontlines.
  - When we talk about vulnerable communities, we can make them seem like passive victims. We use “frontline” to emphasize the most vulnerable are often the ones taking the most collective action. These communities are looking for solidarity not asking for saviours.
- Fill out **Sticky 2: Groups on the frontlines of climate change include...**

### **ICEBREAKER: THERMOMETER (see Icebreaker guide for more information)**

Ask students to pretend the room is a spectrum that ranges from 100% disagree to 100% agree. Ask them to move closer to the left side of the room if they disagree, or the right side of the room if they agree. After reading out each of the following statements, invite students to share why they chose their position.

- Sometimes I get overwhelmed thinking about how communities will be affected by climate change.
- Due to climate change, I worry that I might lose things that are important to me, like certain people, places, communities, or opportunities.
- When I make decisions about my future, climate change is an influential factor.
- I feel hopeless about the possibility of stopping or mitigating climate catastrophe.
- I feel comfortable talking about my climate change worries with my friends and parents.

## PART 3: FEELINGS AND EMOTIONS

**ASK:** Thinking about these statements, and the inequalities of climate change that we talked about earlier, what emotions and feelings arise?

- Fill out **Sticky 3: The climate change threats we are facing make me feel...**
- Invite students to share what they wrote
- Validate and empathize with the class’ feelings; leave room for discussion or thoughts

## PART 4: STORYTELLING

Explain that you've also felt climate grief, but that taking collective action has helped you feel a sense of hope and agency. Tell your story of getting involved in climate action.

**WRITE YOUR STORY HERE:**



### TELLING THE TEENS' STORY

The sample story we use is based on teens we worked with last year.

- Nina, Luca, and Uma participated in the workshop as part of their grade 10 outdoor education programme.
- In June, Vancouver City Council voted on a motion to explore asking fossil fuel companies to pay their fair share of the city's climate adaptation costs.
- Before the teens spoke at the meeting, it was unclear whether councillors were going to vote to approve the motion.
- Nina, Luca and Uma gave speeches (play 2:46-4:59 of [Planet Potluck podcast](#)).
- The city councillors ended up voting in favor due to the students' speeches.

**ASK:** Are sit-ins and speaking at city council often discussed as solutions to the climate crisis? What's more common to hear?

- Brainstorm solutions as a class, and discuss which ones are most often suggested to youth. Which are most accessible?

**ASK:** Thinking about the teens' action, does this seem like something you could do? How does it feel seeing people your age take action on a systemic level?

- Fill out **Sticky 4: Knowing we can take action makes me feel...**

**Transition:** "Now that you've seen a few different ways to take systemic action, and we've talked about many more, how can you mobilize others in your community? When you're talking to people about what they can do, you won't always have time to give them a full spectrum of options, so we've boiled it down to a few key actions.

## PART 5: THE THREE V'S

The Climate Ambassador program uses **The Three V's** to explain ways to take action on climate change. You can think of it as an updated version of "reduce, reuse, recycle."

- **Voice** your opinion about the need for climate action.
- **Volunteer** your time to help organizations working towards climate justice.
- **Vote** for people and ideas that are striving for climate justice, and encourage others to do the same.

We'll have resources for volunteering and voting at the end so we'll focus on **voice** for now:

- Central to making your voice heard is telling a captivating story. Telling your climate story can be as simple as talking to your community about why climate change concerns you.

**ASK:** What medium will you use to tell your story?

- Ask students to think about ways stories are told in their community.
  - Eg. A soccer club's newsletter, a school's morning announcements, Instagram stories, family dinner table conversations, a church's community bulletin.
- Fill out **Sticky 5: I will share my story with my community by...**

**ASK:** What is a call to action you want to rally your community behind?

- Ask students to think about the community they have in mind, and a specific action that members of that community might be interested in. Pair and share.
- Fill out **Sticky 6: I will rally my community to...**

## PART 6: USING THE WORKSHEET

Hand out the worksheet, which guides the students in the creation of their own climate stories.

**TELL:** Whichever facilitator did not tell their story earlier should do so now, explicitly using the worksheet framework. Confirm students understand where each prompt fits into your story.

**PRACTICE:** the rest of the workshop will be putting together stories and practicing them.

- Give students time to figure out the phrasing of their story, then invite them to practice telling them to each other.
- Mention that if students would like to let us keep the sticky notes for data collection, they should write their story directly on the sheet.
- Volunteers can share their story or share thoughts on the experience of creating their story.

## CLOSING

Show gratitude for listening and participating! Mention volunteer opportunities and ways to get involved.

- Hand out feedback forms and invite students to put their sticky notes on the back.

## Body-thermometer activity

**Activity introduction:** "I'm going to read out a series of statements. After each one, move to this side of the room if you 100% agree, stand near the middle if you're neutral, or go to the opposite wall if you 100% disagree. You can place yourself anywhere along the continuum."

**Activity example:** "Ready? Does everyone understand? Let's do an example: Mango is my favourite flavour of ice cream"

### STATEMENTS

- Sometimes I get overwhelmed thinking about how communities will be affected by climate change.
- Due to climate change, I worry that I might lose things that are important to me, like certain people, places, communities, or opportunities.
- When I make decisions about my future, climate change is an influential factor.
- I feel hopeless about the possibility of stopping or mitigating climate catastrophe.
- I feel comfortable talking about my climate change worries with my friends and parents.

After reading out each of the following statements, *if time allows*, invite students to share why they chose their position. Prompt them to think about whether their friends and family would share their opinions or feel differently.

**Activity debriefing:** At the end, ask people why they think we did the activity, or if they were surprised by any of the results.

## ASSOCIATIONS

1. Climate change looks like...

2. Groups on the frontlines of climate change include...

## EMOTIONS

3. The climate threats we are facing make me feel...

4. Knowing we can take action makes me feel...

## ACTIONS

5. I will share my story with my community by...

6. I will rally my community to...

## Climate Ambassador Workshop Feedback

*Thank you so much for participating in the workshop. We greatly appreciate your anonymous feedback so we can learn and improve the experience for future participants. Feel free to write as much as you'd like!*

1. How would you rate this workshop on a scale of 1 (not engaging) to 5 (engaging)?

(Not Engaging)      1      2      3      4      5      (Engaging)

2. Please share why you found the workshop engaging or not.

3. Look back at your sticky #2...how have your feelings changed since the beginning of the workshop?

4. How did this workshop change your perspective on your role as a young person in the fight against climate change?