Community Climate Action
Toolkit

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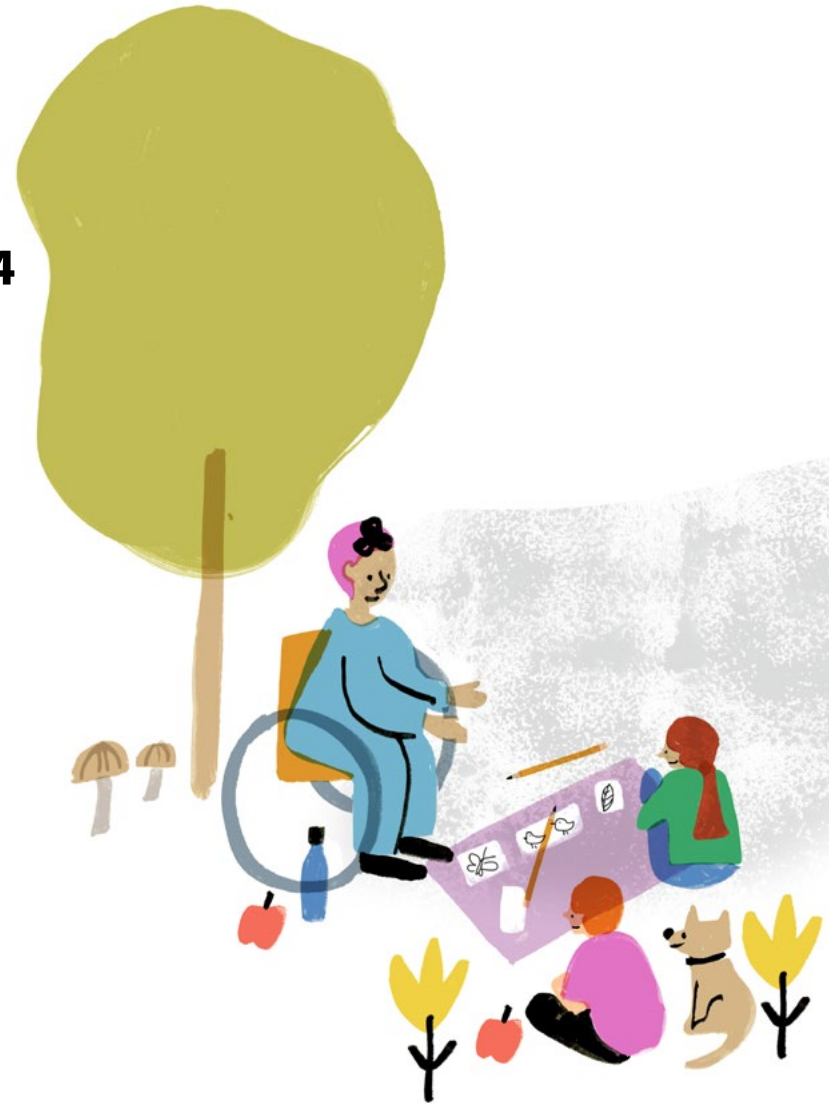
Community Climate Action Toolkit

The purpose of the *community* group climate action toolkit is to provide practical and easy to use guidance on how to set up and develop a new group, in any part of the world, to empower any community which wants to take action together. The Community Climate Action Toolkit (or simply Toolkit, for short) is arranged as a number of tabs, allowing readers to easily navigate between these main sections:

GETTING STARTED / TOOLS / RATIONALE / RESOURCES / ACKNOWLEDGEMENTS

Referenced *tools* are given in *italics,* with an embedded link including the title of the tool and page number. For example: *Postcards from the future p.112*

Referenced Sections and Resources will also be in italics, with an embedded link preceded by a designation. For example: *Resource: Project categories p. 197*

After clicking on a document link you can use the 'Go back' button (found at the bottom of every page) to go back to the page you were previously viewing. We'd suggest using adobe reader to get the best experience viewing this PDF. You can download the free Adobe Reader here for *mobile* or here for *desktop*.

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In this Introduction you will find the following sections:

- Summary
- Welcome and Introduction
- Principles of the Toolkit
- A story of a group
- A framework for your journey
- Tools overview
- Glossary of Terms

This is a long document but you don't need to read it all to get started. We suggest you read 'Getting started' and then look at a few tools. The rest is there as and when you want to dig deeper.

Summary

The Toolkit

- Provides practical and easy to use tools and resources on how to set up and develop or refresh your *climate change* action group
- Helps you understand your local situation
- Helps move into meaningful action to help reduce future climate change & cope with the change that is already happening
- Helps ensure a diversity of views and approaches are considered
- Encourages consideration of action at different levels – recognising the value of personal and community action as well as working to influence the wider context
- Helps you find a creative way forward not following a defined route (every community is unique!)
- Provides trusted resources to help you learn together and develop a healthy group

We provide

- A story of a group that illustrates the use of some tools
- A framework for your journey
- A list of Tools, with descriptions of the tools, how to use them and examples
- A range of Resources including References
- A Rationale for the toolkit, and guidance for mentors assisting groups
- Acknowledgement for the help and support of our international group of contributors, commenters sponsors and funders

Welcome and Introduction

> "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."
>
> MARGARET MEAD

Why?

UN Secretary-General António Guterres called the *IPCC* (Intergovernmental Panel on Climate Change) report of August 2021, a *"code red for humanity"*, and said *"If we combine forces now, we can avert climate catastrophe."*

Citizens have a crucial role to play in creating a groundswell for change.

We all know that there is a need to reduce emissions of *greenhouse gases (GHGs)*, particularly for those countries, businesses and individuals with high emissions. This '*mitigation*' includes reducing levels of consumption in high consuming countries and reducing the use of fossil fuels to zero in all sectors of the economy.

There is also a need to build *resilience*, to enable communities and ecosystems to cope with changing climate and extreme weather events already being felt across the world. This *adaptation* is particularly important to countries in the global south that are already experiencing the impact of *climate change*, but have the least historic responsibility for carbon emissions.

While governments and big businesses need to do more, local groups have an important role to play. Engaging with the hearts, heads and hands of the local community is crucial.

The question confronting communities is how to translate the complex global issue of climate change into straightforward meaningful action at the local level.

Who is the Toolkit for?

Communities like yours want to take action on climate change, but often find the tasks of forming a group, defining priorities and doing something, very challenging.

The Toolkit will help a new climate change community group to form, or an existing group to review progress and refresh itself, and to develop its initiatives. We hope it can be used to set up new groups of adults and young people as well as by groups established for other reasons such as a women's group that now want to undertake action on climate change.

The purpose of the Community group climate action toolkit is to provide practical and easy-to-use tools and resources on how to set up and develop or refresh a climate change action group to empower any group which wants to take action together. We have harvested knowledge about tools and use of tools from an international team of participants, and other sources.

What does it do for you?

The Toolkit aims to inspire you to act, engaging your creativity and ideas to work towards a positive future. It provides a framework for your journey and tools and resources to support you and to help build and maintain a healthy group. By 'tool' we mean any kind of activity that will enable the group to achieve its goals. Activities can include workshops with people sitting and talking, an outdoor event where participants make a map of what is important to them in their town, or engaging with the wider community in a conversation about an important topic. The possibilities are endless.

When a community group feels it has reached a block in the road, a tool can help to find new ways forward.

A menu of options

The Toolkit is not intended to be used as a blueprint of pre-determined activities and projects that a community must undertake. It provides suggestions that a group can draw on. We expect and encourage that the tools are adapted to local norms, customs and opportunities. Each group will develop its own personality and ways of working; there is no single pathway to achieving its goals. The tools included in the Toolkit are presented in the form of a menu. You can choose the tools to use and the order to use them giving you a great deal of flexibility and potential for creativity.

There are a wide variety of topics, such as sustainable agriculture, *climate justice*, renewable energy. The Toolkit will set out guidance on ways to explore these themes, blending local knowledge and insight with that from trusted sources. We provide a few pointers to expert opinions but we do not try to provide technical guidance associated with specific types of solutions of which there are many hundreds including solar power, reforestation, and drought resilience and for which there are many available resources. The Toolkit is not a comprehensive single source for all guidance on the technical aspects of climate action.

Understanding the wider context

We highlight the importance of joined up thinking or *systems thinking* in which each issue is understood in a wider context of relationships with other issues like, air quality and transport.

Similarly, we hope the Toolkit will assist groups wishing to influence action in different contexts such as household, community, civic, business and political and to explore how these are connected. A systems approach aims to explore these interconnections and recognise that small actions can often catalyse larger ones. See *Resource: Using systems thinking p. 178* for an introduction to good practice

Principles of the Toolkit

The Toolkit seeks to embed a number of principles:

Universality

People from a range of countries have contributed to the Toolkit to ensure it is adaptable to a wide range of cultural, political and geographical contexts. Situations where *mitigation* or *adaptation* is at least the initial focus, are both equally important.

Co-engagement

This refers to working 'with' the community rather than doing it 'to' them as a means of empowering people to get involved and act. Such an approach can build relationships and enhance existing networks.

Embracing diversity

Bringing in diverse views is a good way of questioning our own assumptions about the world and brings more knowledge to a group.

Shared Values

By gradually exploring issues, the group can naturally develop a collective sense of shared values and common purpose which helps projects to emerge.

Evolutionary

The themes, goals, ways of working etc, that a group adopts will naturally evolve. This is to be encouraged as it broadens and diversifies its engagement.

Broadening our ways of thinking

People engage in different ways of thinking all the time. Logical thinking and breaking down complex issues into bite sized chunks is particularly common. To complement this way of thinking in the Toolkit we stress the importance of systems thinking. Systems thinking is a practice that encourages us to look more broadly at a situation and embrace the messy complexity of the real world.
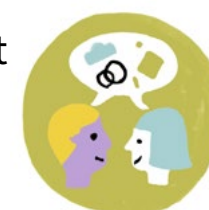
Drawing on diversity to build strength

Using the Toolkit will help ensure that a diversity of views are heard within a community and a broad range of talents and interests engaged. The group can become a powerful voice, working collaboratively with a variety of interested organisations across the locality.

Some individuals may come with an analytical or technological perspective, while others will prefer to work through the arts, local history, or social enterprise. The success of a group will often rest on its ability to embrace a diversity of voices and approaches. In this way we learn from each other, and lives are enriched as we take action.

Finally

Whatever the context in which you and your group use the Toolkit, please think of it as your companion, providing a helping hand to find your own voice and work out for yourself your priorities and the activities you wish to engage in.

A story of a group

This story illustrates the pathway that a group in Carbondown town might follow and how a selection of the tools might be used. A fuller version of this can be found in the *Resource: An extended story of a group p.184*. Carbondown town demonstrates just one of many possible ways in which a group might be established and begin to act. In summary the steps it took included:

- An advert in a local publication, social media posts on relevant pages and posters in the local area invited potentially interested people to a meeting

- Using the tool *Postcards from the future p.112* helped people envisage and explore a positive future for the community and led to a very early discussion of what they might want to achieve

- Using the tool *Brainstorming questions p.78* opened up discussion on issues and topics of interest to the group

- *Rich pictures p.50* helped highlight some local concerns and *Appreciating your environment p.52* helped to engage local school children and gather their views

- A *Climate Fresk p.146* workshop enabled the group to explore the root causes of man-made climate change and its impacts

- *Inclusive and productive meetings p.69* ensured everybody had a chance to voice their opinions and helped narrow down the focus issues of

the group for the coming period of time. Air quality was one particular issue identified

- A discussion on the current approach to air quality using *SWOT analysis p.91* (Strengths, Weaknesses, Opportunities and Threats)

- *Finding potential projects p.95* and the associated *Resource: Project categories p.197* to identify around six possible projects

- Selecting priority projects and using the associated *Resource: Project outcomes p.203* to narrow down to two projects in the first instance

- Running a *Climate cafe p.75* involved the local community to bring in the perspectives of teachers, parents and pupils

- An air quality monitoring project and communication of the results with a *2-Minute video p.88* produced by school children

- Celebrating its success and then readying itself to move into a new cycle of action by reviewing its understanding of the roles, groupings and institutions of the local *stakeholders* using *Influence diagram p.85*
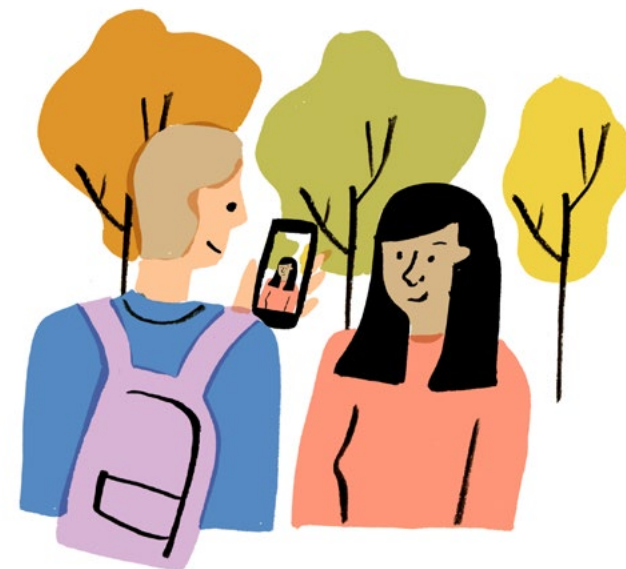
A framework for your journey

This framework provides a guide and companion for groups as they develop their practice.The journey that a group follows can vary greatly. The description in this section is based on stories similar to the one above but is not intended to be prescriptive. It provides a guide and useful framework, acting like a companion on the journey that the group is taking.

To be effective, a group will want to achieve outcomes of some sort. These can be short-term outcomes that people can see such as creating a woodland for community use or a project that leads to outcomes such as a survey of citizens to understand how the community wishes to improve its environment. Outcomes can also be invisible but very important like raised awareness of the need to reduce food waste.

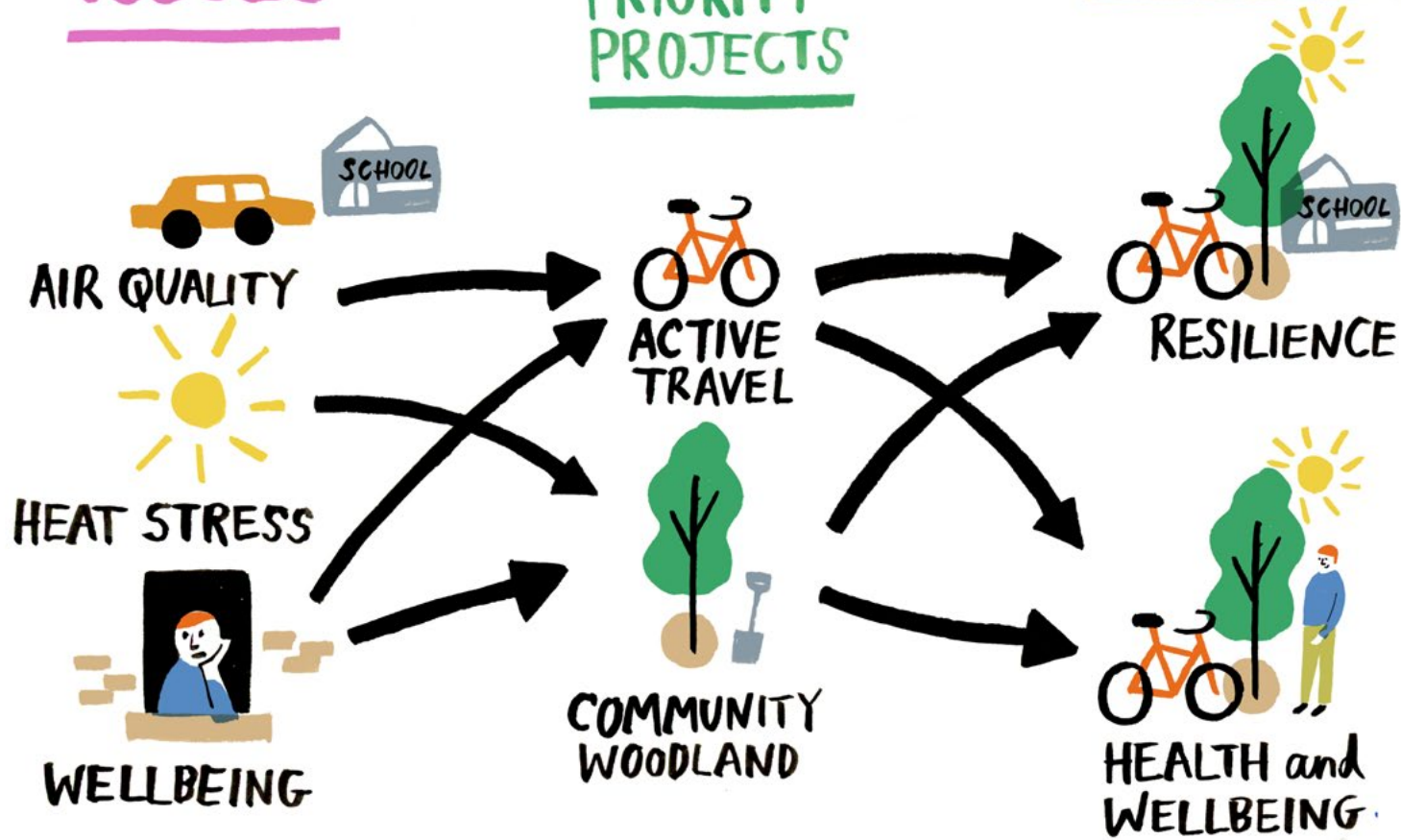**Whatever the situation, we can start a process from thinking about issues, to conducting some kind of action or project, to then achieving outcomes.**

A particular project may aim to address more than one issue and may give rise to more than one outcome. Multiple projects may be needed to achieve certain outcomes. This is illustrated in the following diagram.

FROM ISSUES TO OUTCOMES

Group formation or refresh

Groups often arise in a very informal way, but these are some tips on how to go about forming a group.

The way a group forms will vary considerably. It will typically start with a series of informal conversations between family, friends or colleagues who want to see action on climate change in the community, but cannot find an existing group doing this effectively.

A climate group can be an offshoot from an existing group that was not originally intended as a climate group, for example a women's group, where there are pre-existing relationships to build on.

The individuals may do some leafleting or advertising in a town's newspapers to find out if anyone is interested in joining a climate action group. They can plan an initial set of meetings to explore how the group will function.

Once formed, the group will very soon want to start doing something. But what is that, and how can it decide on next steps?

We offer ideas on how to go about this in this Toolkit.

After some years an existing group may feel that it is losing energy and momentum, and it may decide it needs to refresh itself or even relaunch itself. This is not inevitable. If a group is open to new people and can periodically refresh its membership and bring new people into the key roles, it can become a sustainable group looking for new ideas and approaches. See *Resource: Maintaining the health of the group p.191.*

In any case, perhaps every few years, a group may wish to review whether its values and practices should remain as they are, and how the work it is doing fits into other developments in the local community.

For example, organisations previously not interested might now be interested in collaborating.

Continuing cycle of exploration and action

Once your group is formed you will want to decide what you are going to do. There is often no shortage of people offering solutions even before there has been any discussion of the questions! A few strong voices can control the conversation so other voices go unheard.

We suggest a simple 4-stage framework for your journey as illustrated below A-D (see the *Introduction to the Toolkit framework p.175* for more background to the framework). A milestone is a point in time or an event. The milestones 1 to 5 bracket the stages, and are illustrated here:

MILESTONES (1-5)

1. START ACTION NEW CYCLE
2. ISSUES EXPLORED
3. PRIORITY ISSUES AGREED
4. POSSIBLE PROJECTS EXPLORED
5. PRIORITY PROJECTS DELIVERED

A — Explore issues
B — Focus on priority issues
C — Explore possible projects
D — Focus on priority projects

FRAMEWORK MILESTONES
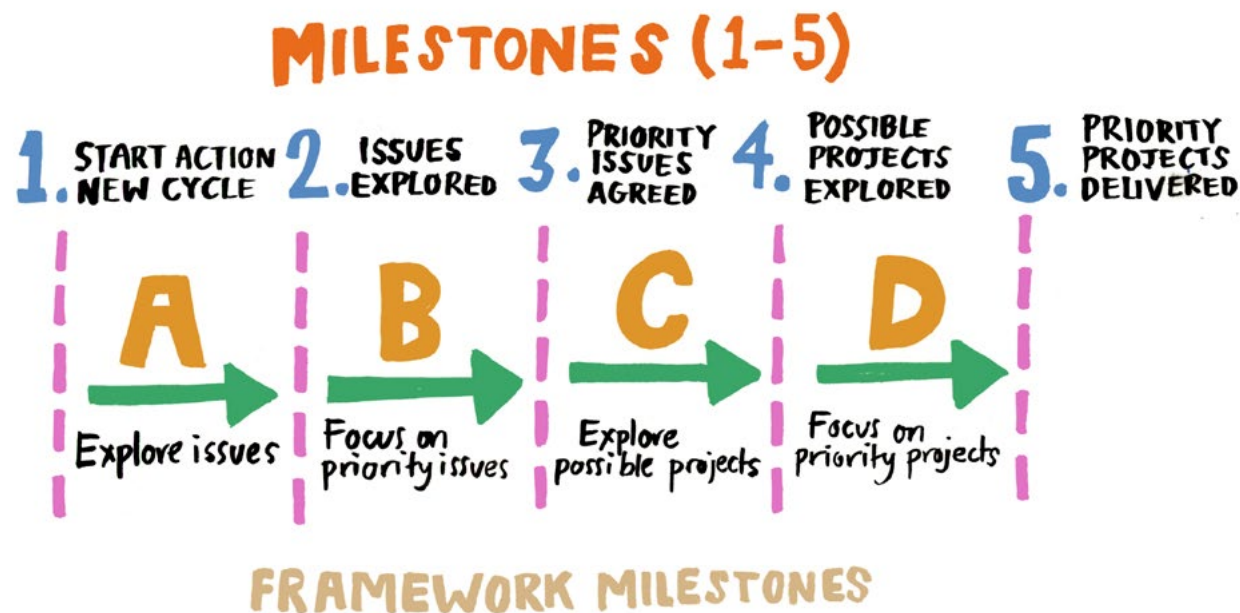
There are 4 main stages included in the framework: see the diagram on the next page

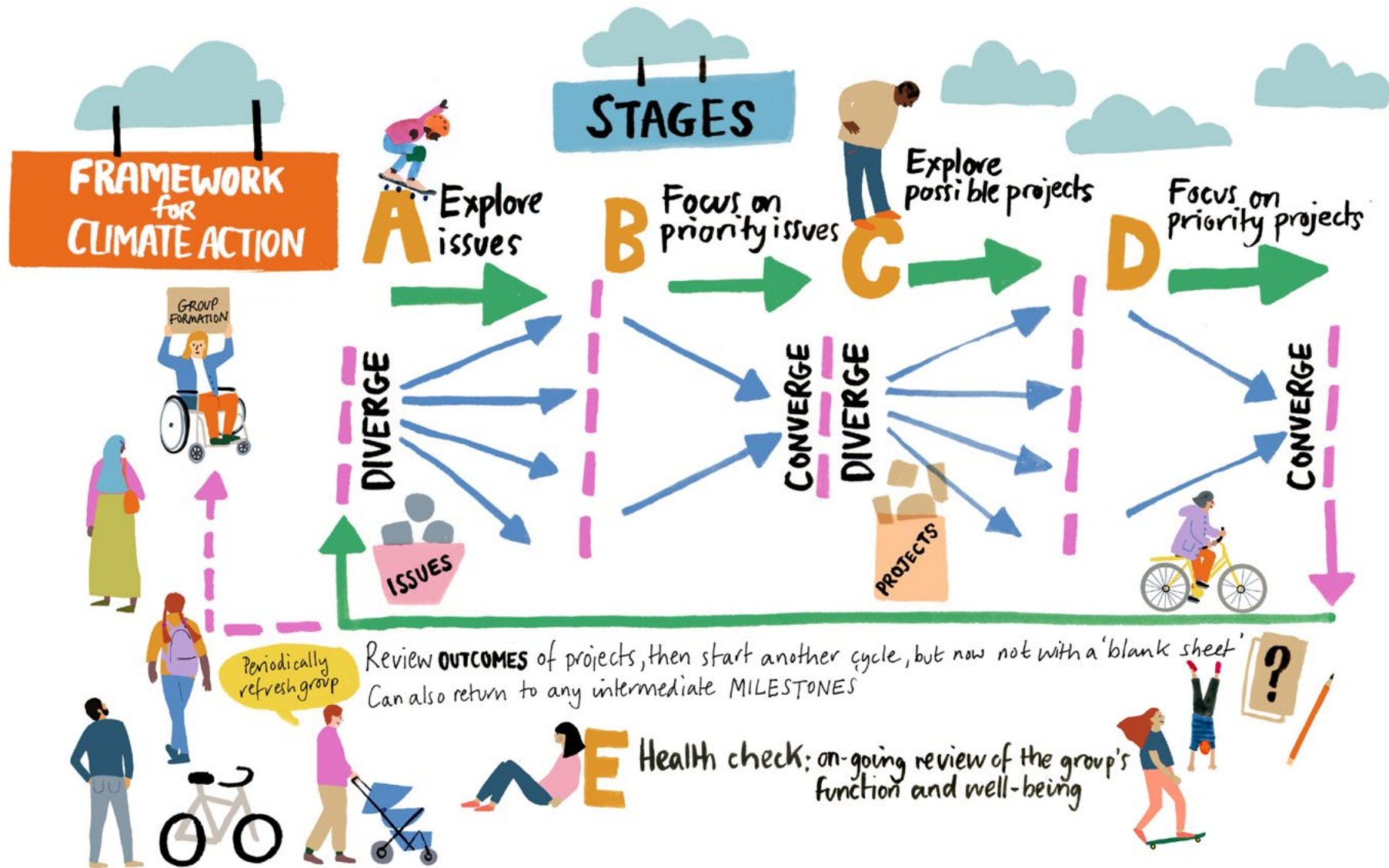**A.** Exploring issues important to the community. Think as broadly as possible, with all issues on the table and all voices heard. This is sometimes called divergent thinking. Do some background research on each topic. Consider gaps in local plans. Nurture inclusive dialogue.

B. Focusing on priority issues that have been selected by the group as of higher priority. Focusing on specific issues is sometimes called convergent thinking. Consider where your group can make the greatest impact with its current resources. Review achievements and assets within the group and wider community.

C. Exploring possible projects to address the priority issues. Think as broadly as possible, with no ideas off the table and all voices heard. This is a further stage of divergent thinking. Use the Tool *Finding potential projects p.95* and the associated *Resource: Project categories p.197* to help identify possible projects and consider the benefits of each proposed project. Reach out for help and assess capacity for action.

D. Focusing on priority project(s) using the tool *Selecting priority projects p.122* and reviewing the *Resource: Project outcomes p.203.* Focusing in on specific projects is called convergent thinking. For each project, develop plans and put them into action.

Exploration and focus

The interplay between exploration and focus, for both issues and projects, is extremely important, as it allows time for open debate, but then allows for a more targeted focus, leading to action.

This avoids rushing to pursue one idea that has been strongly advocated by one or two people, however good that idea is.

The approach taken here is adapted from a universally accepted design process, promoted by the Design Council from 2004 as the *'Double Diamond' model.*

FRAMEWORK for CLIMATE ACTION

STAGES

GROUP FORMATION

A Explore issues

B Focus on priority issues

Explore possible projects

C

Focus on priority projects

D

DIVERGE

CONVERGE

DIVERGE

CONVERGE

ISSUES

PROJECTS

Periodically refresh group

Review **OUTCOMES** of projects, then start another cycle, but now not with a 'blank sheet'. Can also return to any intermediate MILESTONES

E Health check: on-going review of the group's function and well-being

Project leadership

It is useful for someone to step forward and act as the project manager to ensure agreements are recorded and actions tracked. To implement a project, the project manager will need a small sub-group of 2 or 3 people who are passionate about it, so that not every detail of the project needs to be discussed by the whole group. However, it is important to report regularly to the larger group to provide feedback on progress, to ask for support and resources, and to agree significant decisions such as funds that are needed.

Once a project is completed, communicate the outcomes publicly to help build confidence and to gather support from the community.

Carry out health checks to help prevent members burning out or feeling they are being taken for granted.

Through the 4 stages of the Framework for climate action the group will arrive at a priority project or a small number of priority projects that are the focus for the next period. It can then put these into action.

In the following table, we show the tools recommended as the initial ones to use (at least for a newly formed group or an existing group now wanting to address climate change) during these stages.

This is a suggestion. You can browse the full set of tools in the *Tools p.26.*

After each project, you can return to any of the milestones to review previous ideas and conversations, to refresh these as necessary and then to reinforce actions already taken by developing new projects.

Table: Selected tools for newly formed group

Group Formation	A. Explore issues	B. Focus on priority issues	C. Explore possible projects	D. Focus on priority projects
Exploring Values *Postcards from the future* *Gender awareness*	*Brainstorming questions* *Rich pictures* *Appreciating your environment* *Climate Fresk*	*Inclusive and productive meetings* *Influence diagram*	*SWOT analysis* *Finding potential projects*	*Selecting priority projects* *Climate cafe* *2-Minute video*

E. Health checks
Postcards from the future
Revealing project value (Revaluation)
Developing a vision statement

Having completed a project, it is important to communicate outcomes and celebrate successes. The group can then start a new cycle. See *Resource: Starting a new cycle of action p.205* for things to think about as you revisit issues and projects.

The individual tools are described in detail separately in *Tools.*

Tools overview

A 'Tool' in the context of the climate action Toolkit, is any kind of activity that will enable your group to achieve its goals.

A specific tool will either help you gain a better understanding of what needs to be done, inspire others to become involved, or implement ideas in the community. This definition includes a wide diversity of tools, for example:

- Conversational styles to engage people in talking about change, using paper, blackboards or technology
- Diagrams on large sheets of paper to explore interrelationships in the community, for example between civic groups, businesses and other groups
- Physical activities such as mapping an area in a community
- Activities that explore the emotions such as those arising from loss of natural habitat
- Short videos to share group successes

Using a broad range of tools can help you to maximise participation in the activities of the group as different tools will appeal to different people. We would hope that all the tools can be used in ways to help build relationships with your group and between your group and the wider community.

Some tools can be used quickly in the first instance and then revisited.

For example, *Postcards from the future p.112* are simple to create but are very powerful in engaging the feelings of group members. Later, other tools can be used. For example, a very simple *Influence diagram p.85* could be developed to help identify the key people or organisations in your community influencing a specific issue. This could be elaborated into a more detailed diagram indicating what factors are most important in influencing change.
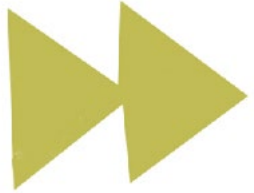
Glossary of Terms

Term	Description
adaptation	Any measures taken to reduce the human or ecological impacts arising from human caused climate change. Examples include: diverting water so flooding in towns is reduced; growing more drought resistant crops; improving natural cooling systems in buildings.
climate change	Sustained changes in the average weather over a few decades and over a region or the Earth as a whole. Climate change in the long history of the Earth has been triggered by different natural events such as large meteorite impacts. However, in all cases, greenhouse gases have played a major role in reinforcing or sustaining climate change. Since the start of the industrial revolution, carbon dioxide emissions from human activities have been the main cause of what is now rapid warming of the planet and resulting climate change.
climate justice	Term used to acknowledge that the communities hardest hit by the impacts of climate change are often those who have been the least responsible for it in terms of carbon emissions. Advocates measures to redress the balance, such as financial and technological support with adaptation and mitigation.
climate risk	A combination of the chance of an event happening, and the likely severity of the impact should it happen, applied to climate change. The severity of the impact can be broken down into two factors: exposure and vulnerability. For example, exposure would be the extent of flooding, whereas vulnerability would be the ability to respond to and withstand the flooding. As a simple equation, we can think of the overall climate risk as follows: Climate risk = Chance of event x Exposure x Vulnerability

Term	Description
co-engagement	Working with the community rather than doing it to them as a means of empowering people to get involved and take action. It is a principle of the Toolkit.
community	A group of people that are spatially connected and who, by virtue of this, share some common interests and concerns. We see the community climate action group as a relatively small group of people from the community who wish to take action on climate change and we see them as enablers of community empowerment.
community empowerment	The process of enabling communities to increase control over their lives. "Communities" are groups of people that may or may not be spatially connected, but who share common interests, concerns or identities. This is the definition of the World Health Organization (WHO)). In the case of this Toolkit we are referring to spatially connected communities.
dynamic system	A dynamic system is one which includes continuous movement of a flow of energy, material or information. A dynamic system that appears to be unchanging or stable is in dynamic equilibrium, such as water flowing over a natural dam in a river at a constant rate.

Term	Description
greenhouse gases (GHGs)	Any gas that absorbs infra-red light and contributes to trapping heat in the atmosphere and earth system. Carbon dioxide, methane, nitrous oxide and water vapour are all greenhouse gases (GHGs). Emissions of carbon dioxide arising from burning fossil fuels (gas, oil and coal) are the most important contributor to climate change because the raised levels of this gas in the atmosphere stay raised for a long time. Methane from agriculture is the second most important contributor. The IPCC publishes assessments of the relative importance of different greenhouse gases (see Figure SPM.2 in the Summary for Policy Makers *https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPCC_AR6_WGI_SPM_final.pdf*)
IPCC	The Intergovernmental Panel on Climate Change (IPCC). Founded in 1988 by the World Meteorological Office (WMO) and the UN Environment Programme (UNEP). The "IPCC provides governments with scientific information that they can use to develop climate policies."
mitigation	Any measures to reduce the release of human caused greenhouse gas emissions into the atmosphere, from any source. Examples of mitigation include: stopping cutting down old forests; closing electricity generation stations powered by coal, oil or gas; moving from petrol and diesel cars to electric vehicles; reducing release of methane from agriculture.
resilience	"The transformative process of strengthening the capacity of people, communities and countries to anticipate, manage, recover and transform from shocks" (UNDP). It is a process of developing these capabilities and capacities over time.

Term	Description
stakeholder	An individual, organisation, civic group, or anybody, that has an interest in the outcome of an initiative or project. For example, school children, parents, teachers, and school governors are stakeholders in a project to improve air quality outside a school.
Sustainable Development Goals (SDGs)	A set of commitments to promote social and environmental justice agreed by world governments in 2015. See *https://www.un.org/sustainabledevelopment/development-agenda/*
systems thinking	An approach to understanding interrelationships and influences between things and actions and to do this at different scales and different timescales. Systems thinking embraces the messy complexity of the real world. Its application can improve desired outcomes.
tool	For the Toolkit it is any kind of activity that will enable the group to achieve its goals. A specific tool will either help a group gain better understanding of what needs to be done, inspire people to become involved, or implement ideas in the community.
United Nations (UN)	An international organization founded in 1945. Currently made up of 193 Member States, the UN is guided by the purposes and principles contained in its founding Charter. It says that it is the one place on Earth where all the world's nations can gather, discuss common problems and find shared solutions that benefit all humanity.
UN Framework Convention on Climate Change (UNFCCC)	Adopted in 1992, the UNFCCC secretariat is the United Nations entity tasked with supporting the global response to the threat of climate change. Every year the UNFCCC holds a 'Conference of the Parties' (COP) to the convention.

Tools

A-Z list of Tools

Tool No.	Tool Name	Tool No.	Tool Name	Tool No.	Tool Name
14	*2-Minute video p.88*	12	*Crowd mapping p.81*	19	*Preferred and possible futures p.109*
3	*A Day in the Life p.47*	7	*Developing a vision statement p.62*	24	*Revealing project value (Revaluation) p.125*
22	*Action at all levels p.118*	1	*Exploring Values p.38*	4	*Rich pictures p.50*
2	*Active Hope p.41*	16	*Finding potential projects p.95*	23	*Selecting priority projects p.122*
5	*Appreciating your environment p.52*	6	*Gender awareness p.58*	8	*Story telling p.66*
21	*Backcasting p.115*	9	*Inclusive and productive meetings p.69*	15	*SWOT analysis p.91*
11	*Brainstorming questions p.78*	13	*Influence diagram p.85*	17	*Understanding your stakeholders p.99*
10	*Climate cafe p.75*	25	*Intersection street painting p.141*	18	*Visioning using a guided visualisation p.103*
26	*Climate Fresk p.146*	20	*Postcards from the future p.112*		

Introduction to the Tools

This section provides a description of all the *tools* included in the toolkit. Please also see the *Tools overview p.21* which describes what we mean by a 'tool' within this Toolkit.

Each tool includes the following:

- **Tool title**
- **Use to - a short description of the aims of the tool**
- **Description**
- **When to use it - a short indication of when to use the tool, sometimes with reference to the section *A framework for your journey p.13***
- **Effort required - an estimate of the time and effort required in preparing and using the tool**
- **Materials**
- **What to do - a description of the use of the tool**
- **Potential difficulties - a short description of possible difficulties**
- **References / taking it further - references, sources and some ideas on how to make more in-depth use of the Tool**
- **Example**

Some tools include printable templates for use by a group.

The following table provides an index of the tools, including a brief description.

List of Tools - in running order

No.	Tool Name	Use to	Description
1	*Exploring Values p.38*	Arrive at an agreed set of shared values for the group.	Provides support in opening up a conversation around the group's values.
2	*Active Hope p.41*	Share emotional responses to climate change and support the group in maintaining the energy for action.	A conversational tool exploring emotional responses to climate change and a supportive practice that can help build our *resilience* and encourage and empower us to take action.
3	*A Day in the Life p.47*	Help householders understand their carbon footprint in the context of everyday life.	A way for members of the group to log everyday activities that have a carbon impact.
4	*Rich pictures p.50*	Help explore issues and possible fruitful collaborations in addressing these issues.	Brings the group together to create an informal representation of issues, *stakeholders* and local geography, from which a shared appreciation of your local *community* emerges.
5	*Appreciating your environment p.52*	Create a shared appreciation of a locality and its meaning in the community, both the good and the bad.	A map making exercise. The map will be of a local location showing the networks, linkages and relationships that give the place its character.

No.	Tool Name	Use to	Description
6	*Gender awareness p.58*	Help embed gender awareness in the work of the group.	Provides a framework for a conversation around gender and gender bias in society.
7	*Developing a vision statement p.62*	Provide a positive statement of future goals for the community.	A group exercise about imagining a future in 5, 10 or 15 years' time and mapping out a path for your group to contribute to this.
8	*Story telling p.66*	Get your message across in a way that is compelling and meaningful to people.	Can help individuals in a group develop and rehearse stories of their own or other people's stories that can help get across a particular message.
9	*Inclusive and productive meetings p.69*	Enable everyone to have a voice, recognising the value of this when mobilising action and increasing chances of success.	Will help ensure that meetings and workshops are as interactive and inclusive as possible, to enable successful outcomes and maximum participation.

No.	Tool Name	Use to	Description
10	*Climate cafe p.75*	Attract local people to meet and discuss an issue and improve the engagement of people who are less comfortable attending meetings.	Involves members of your group and possibly also local leaders, practitioners, experts, businesses and others engaging in informal conversations with members of the local community.
11	*Brainstorming questions p.78*	To open up thoughts and thinking about a topic and appreciate other viewpoints through the diversity of questions raised.	Can be used to help the group to get to know each other and their ways of thinking and avoid immediately narrowing the discussion or worse, jumping to solutions before all perspectives have been explored.
12	*Crowd mapping p.81*	Crowd-mapping can enable the group to map climate hotspots in their area. These are areas of difficulty. For example, the quality of air and water and extreme temperatures. They can also add the group's projects to a map to reveal what is happening and encourage others to do the same.	A Crowd map is one that has been created by a 'crowd' of people, who can all participate and contribute independently of each other. This will normally require a digital platform, but it can also be done using a large piece of paper on a wall in a Town Hall where people come to add information.

No.	Tool Name	Use to	Description
13	*Influence diagram p.85*	Work out who might need to be influenced to support a particular project.	Used to show graphically the relationships between different roles and stakeholders in the community.
14	*2-Minute video p.88*	Share progress on initiatives and inspire action in a vibrant way, whilst widening the accessibility of the information to different audiences.	A way of succinctly communicating your group's achievements or progress on initiatives.
15	*SWOT analysis p.91*	Assess the Strengths, Weaknesses, Opportunities and Threats for the group and then build on strengths and address weaknesses.	Can help you assess how your group is doing and think about what you might want to do differently to help make the group stronger. It looks at both internal and external factors.
16	*Finding potential projects p.95*	Enable a group to come up with a list of potential projects to address an issue that is currently in focus.	Designed to help identify potential projects, supported by a classification system. It can help avoid groups jumping to one project idea before considering wider options.
17	*Understanding your stakeholders p.99*	Help the group understand those people with interest and influence in relation to a project the group plans to take forwards and ensure effort is put in the best place.	A group activity to share knowledge about local stakeholders, that is people or organisations that have a stake in the work of your group or a project.

No.	Tool Name	Use to	Description
18	*Visioning using a guided visualisation p.103*	Explore personal visions of the future and move group members beyond perceived blockers to positive futures.	Involves one person, as facilitator, guiding the group through a process of imagining a positive future for your community. A script is provided.
19	*Preferred and possible futures p.109*	Help see yourself as part of a chain of life connected back as far as grandparents and forward to possible grandchildren and to show there are pathways to different futures.	A group activity to reflect on the past and try to envision a possible future.
20	*Postcards from the future p.112*	Think imaginatively, feel unconstrained and to believe dreams can become reality.	Involves members of the group imagining a future and writing a postcard from this future about the positive changes they have seen.
21	*Backcasting p.115*	Imagine yourself having achieved a future vision and then thinking back as to how you got there.	Used as a group exercise. It can help by identifying a successful future so that the path to it becomes easier to envision.
22	*Action at all levels p.118*	Explore different levels at which action is possible such as regional government, community and business.	A conversational tool designed to reveal the different forms of 'agency' that a group and individuals truly have.

No.	Tool Name	Use to	Description
23	*Selecting priority projects p.122*	To help a group to prioritise a number of potential projects and overcome possible biases and fixed ideas on the best projects to pursue.	A group exercise that uses various criteria to select priority projects from the list of potential projects.
24	*Revealing project value (Revaluation) p.125*	Assess the group's progress and understand the value that it has added, as a basis for discussions of where to go next.	Used to help the group assess what it has achieved so that it can learn from what's been done and to make future actions more effective.
25	*Intersection street painting p.141*	Create a work of art that promotes engagement on climate issues.	The use of art work on the tarmac, where roads meet. Libraries, community gardens and other spaces, could also be places where art can be used to engage the community.
26	*Climate Fresk p.146*	Educate participants on established climate science and its implications, in an accessible and participatory workshop format.	Uses information cards covering the underlying causes; the science of how this is warming our world; then the impacts on the physical environment (including land, ocean and ice); and finally, the impacts on human systems and the wider environment (including agriculture and conflict).

When to use the tools

In Getting Started you'll find *A framework for your journey p.13*, where we identify which tools might fit best with each of the 4 stages. However, many tools are multi-purpose and can be used at two or more stages. These are suggestions only, because if a group considers a tool to be useful for a particular situation, then that is okay; the table below is indicative only.

Some Tools are particularly useful during the group formation, for example *Exploring Values p.38* while others can be used at any time to conduct a health check on the group. See also the *Resource: Maintaining the health of the group p.191*.

Table: When to use the tools

	Tool	Group Formation	Health Check	A. Explore issues	B. Focus on priority issues	C. Explore possible projects	D. Focus on priority projects
1	**Exploring values**	✓	✓				
2	**Active hope**	✓	✓				
3	**Day in the life**		✓	✓			
4	**Rich pictures**	✓	✓	✓			

	Tool	Group Formation	Health Check	A. Explore issues	B. Focus on priority issues	C. Explore possible projects	D. Focus on priority projects
5	**Appreciating your environment**	✓	✓	✓			
6	**Gender awareness**	✓	✓	✓		✓	
7	**Developing a vision statement**			✓		✓	
8	**Story telling**			✓	✓	✓	✓
9	**Inclusive and productive meetings**	✓	✓	✓	✓	✓	✓
10	**Climate cafe**		✓	✓	✓	✓	✓
11	**Brainstorming questions**			✓	✓	✓	✓
12	**Crowd mapping**				✓		✓
13	**Influence diagram**		✓		✓		
14	**2-minute video**				✓		✓
15	**SWOT analysis**					✓	✓
16	**Finding potential projects**					✓	

	Tool	Group Formation	Health Check	A. Explore issues	B. Focus on priority issues	C. Explore possible projects	D. Focus on priority projects
17	**Understanding your stakeholders**					✓	✓
18	**Visioning using a guided visualisation**	✓				✓	
19	**Preferred and possible futures**	✓				✓	
20	**Postcards from the future**	✓				✓	
21	**Backcasting**					✓	
22	**Action at all levels**	✓	✓			✓	✓
23	**Selecting priority projects**						✓
24	**Revealing project value (Revaluation)**		✓				✓
25	**Intersection street painting**	✓		✓		✓	✓
26	**Climate Fresk**	✓		✓		✓	

Tool 1 **Exploring Values**

Use to

Arrive at an agreed set of shared values for the group

Description

Exploring values provides support in opening up a conversation around the group's values.

When to use it

Exploring values is best used very early in the formation of the group. It might be periodically revisited as the group grows and new people join.

Effort required

One or two people are needed to lead the group through this exercise. You will need time to prepare and 1 to 2 hours for the group session.

Materials

- A board, markers and flip-chart.

What to do

Describe how the group was formed, its membership and any activities it has undertaken so far.

Then ask everyone in the group to individually write down the values that they believe should best represent the group. Values can come in many forms such as: loyalty, localism, inclusivity, positivity, etc. There are no rules as to what can be viewed as a value.

1. Pair people up to have a short discussion on what they have identified as values. This should be in the spirit of sharing and listening, not debating.

2. Bring everyone together and stick the ideas onto a large board or wall. Ask everyone to look at the responses quietly and reflect on what the others have written. The focus again at this stage should be on listening and asking questions, not debating or trying to come to any conclusions.

3. Ask everyone to consider the following:

   ➜ What are the values that are commonly expressed?
   ➜ What values had they not thought about before?
   ➜ What values seem to be not mentioned very much?

4. Start a discussion on the values expressed and their importance to individuals and the group. Is the group starting to find common ground.

For an existing group there are several questions to address:

- How are your values explicitly expressed now?
- What values are implicit to the way you work?
- What are weak/strong areas?
- How can your group improve?

5. Concluding the session. After further reflection, ask the participants to identify which values are most important for their group. Note the answers on a flip-chart and discuss again. Keep the list up on the wall and add to it if new values are identified.

Explain to everyone that a group is driven by its volunteers. While working together, people develop values to guide their work. In emerging groups these values are often implicitly understood. Sometimes members may even find it difficult to put a name to their

common values. In order to reinforce values, it is good to make them explicit.

For a climate group, there may be values related to how it wants to be perceived. For example, it might decide it wants to focus on positive, local activities, avoiding dystopian narratives and directing its efforts towards building a network of influence across the community in an inclusive manner. This would form part of its values.

Potential difficulties

It is important to decide what level of formality is appropriate for your group. If it is a group that has just come together in an informal way that is quite different to one that is a formally registered community group which has a board, employed staff and handles funds.

References / taking it further

If the group wants to register, as a charity for example, more work will be needed to determine its structure and to enshrine values in rules and policies. These more formal aspects will not be addressed in this document. It is useful to look at the *Resource: Maintaining the health of the group p. 191*.

Example

This tool was used by a new group and different contributions included personal attributes such as honesty, and group behaviour such as inclusiveness. The discussion led the group to focus on values that were most relevant to the initiatives it pursued, namely:

- Local - local stories, local issues
- Positive - highlighting benefits of change not just 'we need to use less, stop doing this or that'
- Actionable - to ensure people feel ideas are practical and achievable
- Inclusive - encouraging contact between people with diverse views and backgrounds
- Agency - helping people recognise their own power to make changes, as individuals and as part of wider community, or through lobbying

Tool 2 Active Hope

Use to

Share emotional responses to climate change and support the group in maintaining the energy for action.

Description

Active Hope is a conversational tool exploring emotional responses to climate change and a supportive practice that can help build our *resilience* and encourage and empower us to take action.

By acknowledging that climate change is happening, we may feel powerless to bring about any change and become disillusioned. *Active Hope* can be used to give people in the group the time and space to experience and share their emotional response (which will be different for everyone). It can help people feel they are not alone and recognise that whilst they can't do everything, they can do something and it is worth doing.

It may help take us from disengaged, discouraged, defeated, disillusioned to engaged, encouraged, enlivened and empowered.

This tool can be used once the group know each other a bit, as a way for the group to get to know each other further. You may also want to use it if you feel that energy levels in the group have become quite low. It is a good way to meet each other in a different way from how we do in daily life. We suggest that in the first instance the tool is best used with a closed group of the core people who are involved.

When to use it

- When the group seems disengaged or the energy of the group is low
- To deepen the relationships between members of the group

Effort required

One or two people lead or facilitate the Group through this exercise.

A couple of hours of preparation to think and feel your way through the tool on your own or, ideally, try it with one other person. You will then need at least 1.5 to 2 hours to run a session with your group and have some informal time afterwards.

Materials

- A timer

What to do

Preparatory steps

Familiarise yourself with the process below, read the background section below and whilst following the broad process, outline for yourself how you want to run the session. You will need a timer.

Introduce the process

Using an open sentence allows people to express themselves spontaneously and speak their thoughts and feelings frankly.

1. Invite people to sit in pairs, close enough to hear each other well and listen attentively.

2. Ask each pair to decide who is Person A and who is Person B.

3. Explain that you will be giving them the start of sentence such as 'What inspires me is …' as an open sentence that they must then try to complete.

The sentence starter should aim to invoke a personal response.

Person A will be given 2 minutes to talk. They should repeat the sentence starter and complete it with their own words for the duration of the two minutes, seeing what words flow naturally for them. If they freeze up at any point, they can go back to repeat the sentence starter, and see if anything more flows from there. Person B listens attentively but stays silent.

4. You may want to emphasise this is not like a normal conversation where talking goes back and forth. As the other person does not have to respond they can give their full attention to what is being said. The pair sits in silence when the person speaking has nothing immediate to say.

5. After the 2 minutes is up, ask them to switch roles and Person B talks whilst Person A listens.

Explain that you will be asking them to do this for a series of open sentences.

You will give them a brief warning each time before it is time to move on, saying "take a minute to finish up" or "thank you." That does not mean they have to stop straight away. If they are in the middle of saying something, they might want to finish that, or say whatever is needed to feel complete enough for now.

When they do finish speaking, it works well to have a moment of silence and invite the other person to say, "I hear you" or "thank you," before swapping over or going on to the next sentence starter.

A small bell can be used to bring people to silence for a few seconds before the next open sentence.

Before you start the process, you may want to agree with each other about the level of confidentiality. For example, you could suggest that everybody should keep confidential what they hear from the other person in their pair.

7 Sentence Starters

The seven sentences are detailed below but you may want to invent your own, whilst sticking to the broad process. There are also suggestions of how to swap between each person but feel free to experiment with this!

(Invite person A to do sentences 1 and 2 followed by person B to do sentences 1 and 2.)

1. Appreciation

"Some things I love about being alive in Earth are…", Or more simply, "I love…"

2. Thankfulness

"I'd like to thank…"

(Invite person A to do sentence 3 followed by person B)

3. Witnessing our concerns

"Looking at the future we're heading into, my concerns include…"

(Invite person A to do sentence 4 and then person B)

4.Seeing With New Eyes

"What inspires me is…"

(Invite person A and then person B to do sentences 5, 6 and 7)

5. Hope

"Looking at the future we're heading into, what I deeply hope for is …"

6. Our part

"A part that I'd like to play in support of this is …"

7. Next steps

"A step I will take towards this in the next week is…"

Reflection

Ask the pairs to find a way of thanking each other for their sharing and have a chat about how they found the process.

Optional group reflection

You may want to invite people to say briefly in the full group how they found the process. For confidentiality reasons, you may want to suggest that they do not share any of the content of what their partner shared with them.

Immediately afterwards, it may be useful for people to have some space for informal conversations by way of follow-up.

Follow-up

You may want to revisit this tool on a semi-regular basis, adapting the sentence structure as you see fit but retaining the overall structure.

Potential difficulties

Some people may experience very strong emotions. It is important to allow time for people to express these and for them to be acknowledged by the other person. The process is designed to be supportive by asking people to start sharing things that they love and that they are grateful for which helps to put us in a better position to cope with the difficult stuff.

Some people may find it uncomfortable to stay silent when it is their turn to, but it is important that they do so, and perhaps ask themselves why they feel uncomfortable.

References / taking it further

This Tool is taken from a free online course *https://activehope.training/* which is in turn based on the book by Chris Johnstone and Joanna Macy. It is based on the spiral of the Work That Reconnects. This website includes more practices based on the 'work that reconnects': *https://workthatreconnects.org/resources/practices/*

You might want to see if you can find someone locally with experience in running workshops of this type.

Example

This youtube video *Seven Sentence Starters in Support of Active Hope* - how Conversations can Energise Positive Change shows a paired conversation:

Tool 3 **A Day in the Life**

Use to

Help householders understand their carbon footprint in the context of everyday life.

Description

The *Day in the Life* tool is a way for members of the group to log everyday activities that have a carbon impact.

The purpose of this tool is not to make people feel guilty, but to help understand patterns of behaviour. Remember that if someone is using a car in a rural area without a good bus service, then it is not their 'fault' that they are using a car rather than a bus; but this story might contribute to an effort to improve bus services.

When to use it

As part of an effort to engage the group in conversations about carbon footprints and then for use with the wider *community*.

Effort required

Some preparation is required by all group members who make notes on their energy usage every day for a few weeks. The group may wish to come together afterwards to compare their notes.

Materials

- Paper and pens

What to do

1. **Individuals or households start a diary.**

2. **Each day they record what they have done that directly or indirectly uses energy.** They record activities, actions and products that involve energy use or consumption, such as:

   → any form of transport
   → foods (e.g. locally produced or imported, animal or plant-based)
   → use of energy in home (such as boiling a kettle, heating or cooling)
   → goods (clothes, electronics, etc.)
   → leisure (such as walking/ cycling, holiday trips, restaurant/ bar/ disco)

3. **The goal is not to try to calculate the exact carbon footprint, but to get a grip on which activities and products contribute to a smaller or larger footprint.**

4. **After a few weeks, a household can consider what the diary is telling them.** Are there patterns that they feel they want to change, or would like to change but are unable to (e.g. they cannot afford to change the source of energy they use)?

5. **The group come back together to discuss things they have learned.**

   → They may for example, share their surprise at the different carbon footprints of different foodstuffs purchased in a supermarket
   → There is no right answer to questions that arise from this Tool, because each situation is different and the purpose is not to judge
   → The group may want to do research into the relative carbon footprint of different activities and products
   → The group members can use such an exercise as the starting point for wider conversations

Example

Perhaps a number of people recognise that individual car use is much higher than is needed and they want to lobby for better bus services from a rural community to where shops and other services are based.

This tool helped them recognize that responsibility does not all lie on the shoulders of individuals, but rather, recognises that system change is required to help enable personal changes to be more effective.

Potential difficulties

People may feel guilt at certain things they like to do. Perhaps they like a food that turns out to have a higher than expected carbon footprint. The conversation might turn to alternatives or to reduced consumption, and this can be seen as 'judging' of people's preferences and behaviour. The Tool should only be used by those who are open to exploring their carbon footprint, and recognise that the goal is to explore patterns, not judge behaviours.

References / taking it further

The group could start to apply the tool more systematically across the community and start to record and publish stories (perhaps using the *2-Minute video p.88).*

Tool 4 **Rich pictures**

Use to

Help explore issues and possible fruitful collaborations in addressing these issues.

Description

Rich pictures brings the group together to create an informal representation of issues, *stakeholders* and local geography, from which a shared appreciation of your local community emerges. Exploring issues in this way can help identify fruitful collaborations to address these issues.

It is a very informal process so there are no rules, just guidelines. Don't worry if it gets messy because that is to be expected. There is no 'right' way to do a 'Rich Picture'. This process is designed to explore issues and relationships and help promote a 'rich' conversation.

When to use it

This tool is best used when exploring issues (see *A framework for your journey p. 13*).

Effort required

Invite a small group of people from the group to participate who can each reserve 2 hours of time to develop an initial version. Plan for breaks with refreshments and side conversations.

Can be created over time to develop greater 'richness' as it is presented and discussed with a wider group.

Materials

- A large sheet of paper or several stuck together
- Felt tip coloured pens, with thick nibs

What to do

Decide on whether the picture created will address all issues of interest to the group, or to limit it to issues related to a particular theme, such as 'Transport and mobility.'

Try to avoid making the picture analytical and 'tidy.' Various things may be represented: people, physical spaces, issues, organisations, processes, etc. Nothing is ruled in or ruled out.

1. Each participant is given the opportunity to discuss aspects important to them and make a little sketch, write some text or connect things together on the map.

2. Aim to stand while thinking and talking, but have seats available for those who need them.

3. Discuss the picture as it emerges. Discuss it and what is important and use it to encourage dialogue about what is important and also, gaps in knowledge.

Potential difficulties

The process may focus in too early onto some particular problems, so that the conversation becomes quite narrow. Remember, at this stage, the goal is not aiming to solve problems but to understand the breadth of issues and influences in the community related to a topic and to have a good conversation about it.

References / taking it further

Rich Pictures can be explored further as part of 'Soft Systems Methodology,', as discussed here: *https://www.betterevaluation.org/en/evaluation-options/richpictures*

Example

An example is provided in the *Resource: An extended story of a group p.184*.

Tool 5 **Appreciating your environment**

Use to

Create a shared appreciation of a locality and its meaning in the community, both the good and the bad.

Description

The *Appreciating your environment tool* is a map making exercise. The map will be of a local location showing the networks, linkages and relationships that give the place its character. A key aspect of the map is that it is made from personal impressions using different senses.

It can help:

- Compile a biography of a place/neighbourhood/landscape using any combination of words, sounds and images
- Show the connections of humans to their environment, how humans are inextricably linked to nature, how we are part of a greater whole and how our actions impact nature
- Present a location as inhabitants and users experience and know it, through multiple storylines
- Present reality at every level, in all its diversity

The map may help the group make decisions on the issues they'd like to tackle.

When to use it

This tool can be used at any time but is most powerful when the group is exploring issues (see *A framework for your journey p. 13*) and wishing to gain a shared understanding of its community and values to build a shared purpose.

Effort required

Creating an informal picture of your environment can take a long time. You can start with a group activity to collect information or ask participants to contribute knowledge and information they already possess. You can also keep adding on to your map as time goes by. Make sure that from time to time you have a conversation about your map: what is it telling you? How will you use that information?

Materials

- A large sheet of paper or several stuck together
- Felt tip coloured pens, with thick nibs
- Glue or tape to add drawings, photos or other artefacts, as needed

What to do

This exercise can be led by one person or a small group of people who facilitate decision-making on the form the map will take (will it be a paper map, a film or website?) Facilitators should encourage all group members to use their senses, imagination and creativity as they participate.

Facilitators are also responsible for ensuring that conversations take place on the meaning of the map (what is it telling us? What will the group do with the information?).

1. To begin, the facilitator explains that this exercise is used to:

   → Create a picture for inhabitants and users of a place
   → Connect information and experience to a place, to show how people experience their daily lives in their neighbourhood/area/landscape
   → Show what the makers of the picture find important, what is (purposely) left out, how and why
   → Demonstrate that the view of a neighbourhood can be both sketchy and accurate, dynamic, chaotic and never complete (because a system keeps on changing)
   → Encourage creative expression in the making of the map. E.g. making a collage or using multi-media
   → Empower people by giving everyone the chance to compose a story and add to the map. The pictures are a storyboard where everyone's story counts, a mosaic of multiple voices and storylines containing diverse and often contradictory information
   → Show that an area or a place is so much more that what an economist, cartographer or tourist sees and presents
   → Support a conversation

2. Decide which geographical area will be covered. This can be a natural or urban environment (or some combination. It can include both 'loved' (say an old tree) and 'unloved' aspects (a place where litter accumulates). Are there particular challenges in the area that you want to address? Where are the boundaries of your area/neighbourhood/landscape/map?

3. Walk through the area. Make contact with it using all your senses (sight, smell, hearing, touch), What does the place feel like? Explore the area, note tangible and intangible things like aromas, smells, soil type, soil life, references to history and use of the area over time, moods, light quality, acoustics, food sources for animals, traffic, buildings. Share impressions, memories, knowledge and associations. Discover and uncover connections, relationships.

4. Share the information you gathered as well as your experiences (drawings, paintings, collages, photos), items you picked up (dead leaves, sweet wrappers etc.), stories about the place (historical/personal), poems, haikus, songs, myths, sound recordings, emotions, dreams, animals, plants, watercourses, smells, colours etc.)

5. Record your findings by creating your map on a table or a wall, a collage, a website, or any other form.

Your map can constitute a matterscape (physical landscape), mindscape (mental landscape), powerscape (social landscape of relationships, rules and laws), heartscape (landscape of emotions), or a combination.

6. The facilitator uses the following conversation starters with the group:

→ What does the picture show?

→ What does it not show?

→ What is the perspective of non-humans (the landscape, the soil, animals, plants) if they could talk?

→ What challenges are there? For whom or what?

→ Which/whose interests are represented?

Potential difficulties

The creation of the map can be time consuming and its development may follow quite an unpredictable path. The output may be complex and chaotic and this is fine. It is best not to try to simplify it. It is best to think of these maps as conversation starters that can raise many questions and not as an immediate way to generate answers.

References / taking it further

This tool is derived from a technique known as 'Deep mapping,' but we prefer to use a more everyday language. Much of this tool description was drawn from *Paradijs in de polder, ontdek wat landschap je vertelt* (Paradise in the polder, discover what landscape is telling you), Arita Baaijens, 2018, ISBN 978 90 450 3602 1.

Example

In this example, a group of school children decided to create an informal map:

- They walked into the area/neighbourhood being mapped, each person going their separate ways. They listened to what the area was telling them, being as alert as possible, using all their senses. They made notes and made sketches of what they saw, heard or smelt. They picked up items that attracted their attention (a feather, piece of paper, a pebble etc...).

- After the walk everyone shared their impressions, expressed descriptive text, a poem, sounds (phonetically written down), drawings, etc. and worked together to create an informal map, and through the process discussed what they each experienced.

- The group shared impressions by asking themselves questions such as "What did the area tell you? Does everyone have the same story? What do you like and what would you like to change?"

- The compilation of stories shows the chaotic reality of everyday life, combining thoughts, memories and experiences of the group of people.

Tool 6 Gender awareness

Use to

Help embed gender awareness in the work of the group.

Description

The *Gender awareness* tool provides a framework for a conversation around gender and gender bias in society.

In society women and men have differing roles. These roles vary from one society to another. Because the roles affect the realities, the needs and the participation of men and women in activities, it is useful for members of community groups to have a deeper understanding of the subject.

The *Gender awareness* tool helps everyone understand what the concept of gender is so that the group can become more gender sensitive.

This is important to ensure everyone feels included and able to contribute to the group and also because this will enable a group to be more effective in working with the local community. It can help:

- Differentiate between sex and gender
- Recognise gender roles
- Understand that gender roles are changeable
- Understand gender equality
- Understand what it means to look with a gender lens
- Identify needs for change in one's own group

At the end of this exercise the participants will be able to:

- Explain the difference between gender and sex
- Explain the concepts of gender equality, gender lens and gender change
- Explain how their group is gender-sensitive and how this can be improved

When to use it

At any time during the group's formation or when it is exploring or conducting activities.

Effort required

Your session will need at least one facilitator to lead the session but you might benefit from two people, ideally a woman and a man.

Some preparation for facilitator to familiarise themselves with the material below and then around two hours for the group activity.

Materials

- Paper and pencils and/ or pens for each participant
- Printed or hand-written copies of the instructions below

What to do

- Read through and familiarise yourself with the material below and decide how you would like to use it / adapt it for your group. You might want to choose examples of occupations that are familiar in your community, rather than a farmer or a fisher
- Print or write out the instructions for the first exercise and prepare other materials

Exercise: Drawing farmers/fishers

1. Give each of the participants a sheet of paper and pencil.

2. Tell them that they will be doing some drawings but they are not allowed to work together, discuss or ask questions.

3. Hand them the following instruction sheet.

Instructions: Draw a farmer (or fisher)

Think of a farming (or fishing) community. Now imagine a farmer working on the farm (or a fisher at sea). Draw that farmer (or fisher) with the background scenery as you like. Try to be as realistic as you can in illustrating clothing, hat, farming (or fishing) implements, activities, etc. After finishing the picture write down the farmer's (or fisher's) name as well as your own name.

Note: In this exercise it is important that the facilitator always makes sure to refer to 'the farmer' or 'the fisher'. Never should there be an indication that the farmer or fisher is either male or female.

When everyone has completed their drawing ask the participants to hang them on the wall and to view the drawings of the other participants. Once everyone has done the round, count and announce the number of male and female farmers. It is likely that there will be more male than female farmers.

Conclude by saying that the drawings represent what we carry in the back of our minds. They show the traditional gender role whereby farmers and fishers are often considered to be men. The drawings are examples of gender bias. Gender roles are ingrained over generations and we usually act based on them. This is the reason that changing gender roles is not a simple affair.

Talk through: Distinction between sex and gender

Sex refers to the universal, biological and physiological differences between men and women.

Gender refers to the characteristics and qualities that societies associate with being a man or a woman. It is about the social roles and relationships between men, women and people who identify differently.

These roles and relationships are context specific and can change from one group of people to another and from generation to generation.

Gender is influenced by culture, race, wealth, class, age, education, religion and ideology. What is considered a woman's role in one society might be considered a man's role in another. Since society is constantly changing, the gender roles and status of women and men are also changing.

Potential difficulties

This can be a difficult area in some cultural or social contexts, so should always be approached with care and sensitivity.

References / taking it further

Reference Training source book: capacity building for local groups and associations by Judith van Eijnatten, Noumea, New Caledonia: Secretariat of the Pacific Community (SPC), 2010. ISBN 9789820003583.

Tool 7 Developing a vision statement

Use to

Provide a positive statement of future goals for the community.

Description

Developing a vision statement is a group exercise about imagining a future in 5, 10 or 15 years' time and mapping out a path for your group to contribute to this.

A vision is a future state to which a group contributes together with other *stakeholders*; it is not a future it accomplishes on its own

A vision statement can be used by a group to

- Define what a group wishes its future to look like
- Describe what will be achieved if the group is successful in, say, 10 or 20 years' time
- Provide a source of inspiration: the possibility of a future that, whilst stretching, is within reach
- Inspire the group and provide a reference point against which to judge current initiatives

When to use it

This tool can be used to provide a reference point exploring issues and considering potential projects.

Effort required

Some preparation to familiarise yourself with the process and decide

- Your focus – all aspects of your community or specific topics
- Whether you want to envision 5, 10, 20 or more years ahead
- If you will do it as one group or divide into smaller groups

The session will need at least one person to lead it and will need 1.5 to 2 hours.

Materials

- You will need pens, large paper and a timer.

What to do

Introduce the tool to the group, reflecting on the points in the description above and the points below, as you wish.

> *"If you don't know where you are going, any road will get you there"*
>
> **Lewis Carroll's The Adventures of Alice in Wonderland (a children's book)**

In other words, if your group has no vision (goal, objectives) to guide it, any result will be okay. Without a vision a group is unclear about what it wants to achieve and how to achieve it.

Explain why the group needs a vision:

- Visioning is about imagining a future in 5, 10 or 15 years' time and mapping out a path for your group to contribute to this. A vision is a future state to which a group contributes together with other stakeholders; it is not a future it accomplishes on its own

- The vision is a source of inspiration

- The vision should be documented as a vision statement

- The vision is not likely to be a detailed 'blueprint' but more likely described in terms of 'outcomes' eg "our town will be pollution free and pleasant for pedestrians"

Explain that you will work towards a vision statement but may not reach a final vision statement in one session.

The *Resource: Project outcomes p. 203* might provide ideas on the outcomes/benefits to include in the description of the vision, but you will want to identify your own.

The process

Ask each participant to think of one very positive experience he or she has had with the group, one that makes them think 'Yes! - this is why I am part of this group!' Ask them to explain why they remember this experience and why they feel it is positive. Write all the results on flipchart paper.

1. Now ask the participants to imagine it is the year 20xx. They are standing at the top of a hill and have the power to see the entire area and everything that is happening. At this time, in 20xx, three wishes for the area's future have come true. Give people 5 minutes to think on their own.

2. Then, ask the participants to share their wishes. Record the results on flipchart paper. Alternatively, participants can make a drawing of the area in 20xx.

3. Use the results of this exercise to formulate a vision statement.

Ingredients of a vision

-   Describes a bright future
-   Focuses on people, quality of life and the environment
-   Presents a clear and vivid picture
-   Uses positive and engaging wording
-   Uses present tense language
-   Aligns with the group's values and culture

If there is a natural consensus in the group, then you may be able to create a vision statement.

If there are some very different ideas then notice where you have agreement, or where there are issues that are particularly important for one or more people.

Multiple visions may be able to co-exist with each other so you may want to seek out ways in which different visions could complement each other.

- Record the vision statement(s) on flipchart paper and if appropriate hang it on the wall as a reminder when you meet

Potential difficulties

Visioning can compress the whole approach of exploring issues then moving to solutions, so is in danger of jumping to solutions. For that reason, 'visioning' should be seen not as a way to create a blueprint, but to fire the imagination and motivate people to engage in the ongoing work of exploring issues and solutions.

References / taking it further

Return to this vision tool on a periodic basis (possibly annually), with new members of the group. Review if and how the vision evolves over time.

Tool 8 Story telling

Use to

Get your message across in a way that is compelling and meaningful to people.

Use it to help individuals in the group think about how they want to communicate their stories and to help the group communicate with the wider community.

Description

Story telling can help individuals in a group develop and rehearse stories of their own or other people's stories that can help get across a particular message.

Story telling has deep roots in human society and was the way that culture and beliefs were transmitted through generations before the written word. Stories remain the most powerful form of communication. Stories are compelling because they highlight human experience and place information in context – time and place.

Information can be very difficult for people to take in. When included as part of a story, it makes it much more accessible and memorable. For example, someone talking about their experience of using an electric vehicle for the first time including their concerns and how they were overcome will be much more memorable than a dry technical presentation of the facts.

When to use it

Use in any situation where you want to share the group's vision for climate action (individual conversations, meetings, presentations, etc.)

Materials

- Pen and paper to jot down notes

Effort required

Some preparation to familiarise yourself with the process and decide on your own approach, giving some example stories of your own. It is best to 'speak from the heart' with clarity.

What to do

There are several sources for stories:

An individual thinks about an experience they have had that made a big impression on them. Sometimes it may be something apparently quite small but which conveys an important message.

For example, how they overcame hurdles to insulate their home, to make it more energy efficient.

It may be someone else's story, but one that has been shared and is then retold. A 'story' will need to be reasonably brief and will convey a message or messages. Jot down notes then practice telling your story.

Potential difficulties

Not everyone is confident in telling their own story, but being less polished can make it more convincing. Alternatively, someone may have to help by telling someone's story.

References / taking it further

You could gather a collection of stories and make these available more widely through a variety of methods.

Example

Expressive Dance as a way of engaging youth on climate change

An inspiring project in Nigeria with young people demonstrates the power of dance as a tool for change.

Elo E. Inyeinengi-Etomi, Founder & Creative Director of Mona Dance School, reports:

> *"through the performing arts we have discovered a creative way to engage their vibrancy, ingenuity, and ability to be trained/ nurtured towards contributing to the implementation of the Sustainable Development Goals (SDGs) in their localities"*

Photo credit: 7th April Photography, Port Harcourt, Nigeria

The individuals created a story drawing on their own experiences of the SDGs related to poverty, hunger and water. Their performance then communicates the heart of the issues as well as solutions.

Meticulously choreographed movements connect to the individuals' emotions providing an in-depth understanding of how lifestyle changes can transform both individuals and the community.

This is an example of a refreshing approach to communicating the challenges faced by a community, whilst empowering a group of young people and building their skills and capacity to contribute to the solutions.

Tool 9 Inclusive and productive meetings

Use to

Enable everyone to have a voice, recognising the value of this when mobilising action and increasing chances of success.

Description

Inclusive and productive meetings will help ensure that meetings and workshops are as interactive and inclusive as possible, to enable successful outcomes and maximum participation.

It can be used by the group itself or with members of the local community. The benefits of this tool align with the principles of this Toolkit, in particular:

Embracing diversity - if people are going to be involved in the long term they need to feel included and listened to. This refers to diversity in all its forms e.g. race, ability, creativity, level of education etc. It is important to bring in diverse views to bring more knowledge to the group and help everyone to question their assumptions.

Also, by understanding the different perspectives of participants, we get a better understanding of the complexity and messiness of the situation.

Co-engagement and working 'with' the community, not doing projects 'to' the community.

When to use it

Running an inclusive meeting is central to the success of any group activity so any of the techniques listed below can be used with most of the tools.

Effort required

At least one person is needed to lead a session. Preparation is required to decide what you will say to the group at each stage to guide them through the process.

The approach and behaviours need to become second nature, embedded in how the group works.

Materials

- Possibly paper and pencils / pens, depending on which of the ideas below you pick

What to do

Here are a few ideas to encourage Inclusive and productive meetings

Speed networking

Invite people to stand up and identify one other person to speak to, specifying that ideally this would be someone they have not met before.

Set a timer for 5 minutes and invite pairs of people to chat for that time, possibly giving them a topic to discuss after they've introduced themselves.

After 5 minutes, invite people to move on to speak to another person.

Repeat 2 or 3 times. This could be done online with break-out rooms in some video conferencing facilities.

1-2-All

1-2-1 All is a simple process that improves how participants share their thoughts.

Step 1 After a presentation or some discussion in a large group ask participants to reflect on the subject under consideration and make a few notes.

This step enables those who think better on their own to formulate their thoughts before being invited to share.

Step 2 Ask everyone to turn to someone beside them and share their thoughts.

Here the focus is on sharing, not having a debate about each other's ideas.

Step 3 After these pairs have shared, the whole group discussion begins as the small groups share a key point arising from their discussions.

1-2-All allows everyone to organize and test his/her thoughts with another person. The use of the group's time can be very efficient and easily managed. It also means that all get to speak and be heard on the topic (at least in a small group).

It keeps everyone engaged, even when the meeting is quite large and some people could begin to "tune out."

It can be used with Three Reaction Questions (see below) and works well when you have used seating arrangements to shift who sits beside whom.

Three Reaction Questions

This is a way to get more balanced reactions to a proposal and slow the tendency to focus on the "negatives." After some idea is proposed, three questions can be posed:

1. What did you like about this plan?

2. Where do you need more information?

3. Where do you have concerns?

Depending on meeting size, the leader can ask the group to discuss their replies in small groups first (e.g. 1-2-All).

When the whole group discussion resumes, take replies to the three questions, one at a time, beginning with the first. In this way, all hear first what they like before raising questions and concerns.

World Cafe event

The objective of a *World Cafe* event is to connect a diverse group of people and to facilitate them sharing ideas with one another.

- People meet in small groups (say 4 or 5 people max) seated around a table (cafe-style) with typically three or more twenty-minute meeting rounds of conversation

- At the end of the twenty minutes, the group breaks up and each member moves to a different table with new group members

- The group may or may not choose to leave one person as the "table host" for the next round, who welcomes the next group and briefly fills them in on what happened in the previous round

- Each round is prepared with a question for the specific context and purpose of the (World) Cafe

- The same questions can be used for more than one round, or they may build upon each other to focus the conversation or guide its direction

- Finally, everyone comes back together to combine the results of the group conversations in one place. See references for web link with further information

Other considerations in running a meeting

Seating arrangements can have a big impact on the dynamics of a meeting. It is very rarely a good idea to have everyone seated looking forward towards a facilitator. A circular table can be good, but for 1-2-All a restaurant style arrangement with small groups at different tables can be easier to manage.

It is worth considering different roles that can be performed when facilitating a meeting. There are typically four responsibilities that should be fulfilled to have a well-run meeting: discussion leader, timekeeper, recorder and note taker.

Note taking can be useful, but not a verbatim transcript. Find someone who is good at summarising the key aspects of the meeting including the mood, and some key outcomes. Maybe they could try to speak at the end of the meeting to summarise their observations and check that this reflects the mood of the participants and picks up on any missing outcomes.

Evaluation: Reviewing how the meeting worked for different people can help a group learn together. This could be a short chat at the end. In a public meeting people might want to offer anonymous feedback. If an evaluation form feels too formal, people could write comments on post-it notes which they stick on the wall.

Potential difficulties

You may feel overwhelmed by the range of possible ways of facilitating a meeting. If this is the case then start with one of the techniques and build from there, learning as you go.

References / taking it further

These are just a few of the many ways that interactive discussion can be encouraged.

If you would like some guidance on organising meetings in general see here: *https://www.seedsforchange.org.uk/meeting*

This website: *https://www.seedsforchange.org.uk/resources* also has guidance on facilitation.

http://theworldcafe.com/key-concepts-resources/world-cafe-method/

This article: *https://reimaginaire.medium.com/what-are-liberating-structures-de6f6d14c2c8* describes liberating Structures which are designed to embrace distributed control and include a fairer, larger number of people in shaping the next steps.

This book: *https://systemdynamics.org/product/climate-change-playbook-22-systems-thinking-games-for-more-effective-communication-about-climate-change/*

Tool 10 Climate cafe

Use to

Attract local people to meet and discuss an issue and improve the engagement of people who are less comfortable attending meetings.

Description

Climate cafe involves members of your group and possibly also local leaders, practitioners, experts, businesses and others engaging in informal conversations with members of the local community. They may stand by a table with leaflets or a display or simply mingle with a name tag describing their interest or expertise.

When to use it

Perhaps 3 or 4 times a year and linked to the issues a group has chosen to work on.

Effort required

A significant level of preparation beforehand to decide on a topic that the group believes will be of interest to the community; to agree roles in the team and to book a venue where refreshments can be served. You may want to invite members of the group or people from the community who bring specific experience and / or expertise.

2 to 3 hours in day or evening for the cafe itself.

Materials

- A venue or outdoor space large enough to host
- Scraps of paper on which people might write notes

What to do

Depending on the topic, local leaders, practitioners, experts, businesses and others might be invited to have a presence to help engage in conversations. Not all of these will need a 'table' or display, and many may simply be asked to wear a name tag. For example, saying, in the case of Mary, a permaculture practitioner:

> *"I am Mary and I'd like to talk about sustainable growing of food"*

Others can be based at a table or next to a display where they can be engaged in conversation.

Visitors will be offered refreshments and be introduced to the different topics being covered in different parts of the room(s).

The visitors can then move freely around, ask questions, and engage in conversations in a very informal manner.

Your group may have several leaders, practitioners, experts, and can also use its network to invite additional leaders, practitioners, experts to cover the range of topics it wishes to include in a particular event.

Potential difficulties

Some people are worried about attending meetings where they feel they might not be fully prepared to discuss their concerns. It is therefore very important to make climate cafes as informal and inviting as possible.

References / taking it further

The group can invest in larger and more ambitious events. It may also try to run smaller events closer to where a part of the town lives. For example, a less affluent part of the town where the citizens would find it difficult to attend a meeting in the centre of town in the evening.

Example

A group decided it wanted to run a climate cafe on 'home retrofit.' It was about insulating homes, dealing with poor air quality in homes, how to heat homes in winter and keep them cool in summer etc.

The group invited home energy experts, architects, builders, and others to help with the event, held in the Town Hall.

The event was advertised with posters put up in shops and cafes around the town and also on social media.

A local architect offered to construct a model house and each part of the house that might need treatment (such as badly maintained guttering and drains) was labelled, and information sheets were created, to allow visitors to read about measures they could take for themselves, or to discuss these with the experts on hand.

The model house will be used at other events. For example, at the local library and at schools, to help educate different parts of the community on 'retrofit.'

Image credit: *Jen Adams*

Tool 11 **Brainstorming questions**

Use to

To open up thoughts and thinking about a topic and appreciate other viewpoints through the diversity of questions raised.

Description

Brainstorming questions can be used to help the group to get to know each other and their ways of thinking and avoid immediately narrowing the discussion or worse, jumping to solutions before all perspectives have been explored. It helps conversations go deeper and puts people on a more equal footing.

When to use it

It can help the group to identify issues for the group to address and then it may help with prioritising (see *A framework for your journey p.13*).

Effort required

Some preparatory time to decide on an appropriate topic and, perhaps, have a go yourself before leading others. Typically the session itself will need at least 45 minutes.

Materials

- A large sheet of paper and felt tip pens/ pencils for each group

What to do

1. Place the topic of enquiry in the middle of each piece of paper. This could be an image, photo, a piece of text, or even a physical object.

2. Ask the participants to spend 5 minutes writing down on the paper as many questions that they would like to ask about the object, picture or issue. These can be 'closed' questions (like 'when was this created?') or 'open' questions (like 'why was this created?'). Open questions are often the best at opening the mind to other questions.

3. Anyone who starts to try to answer any questions should be politely asked to refrain from doing so.

4. The facilitator then starts a discussion with these prompts:

   → Are some of the questions a surprise to others in the group?

   → Do they encourage further questions and new ways of thinking?

→ What do the range of questions reveal about the diversity of viewpoints in the group or lack of it?

→ Can the questions be organised in some way, and if so, can you group them together?

→ Which of the questions are priorities for the group to explore further?

A definitive conclusion is not needed following the use of this tool. It is intended to raise questions, not to come to easy answers.

Potential difficulties

Some in the group will want to start to answer the questions, but this impulse must be resisted.

References / taking it further

Some of the questions may be of particular interest to the group to explore further, through some research and reflection. Some of the group may volunteer to come back with proposals as to how to build on this, for example, by using some of the questions as a basis for a community dialogue.

Example

A group decided to discuss the topic of *climate justice*. One member of the group researched the topic and discovered the well-known graphic from Oxfam's *'Extreme Carbon Inequality'* report. The group then raised lots of questions about the graphic, a few of which are included in this illustration.
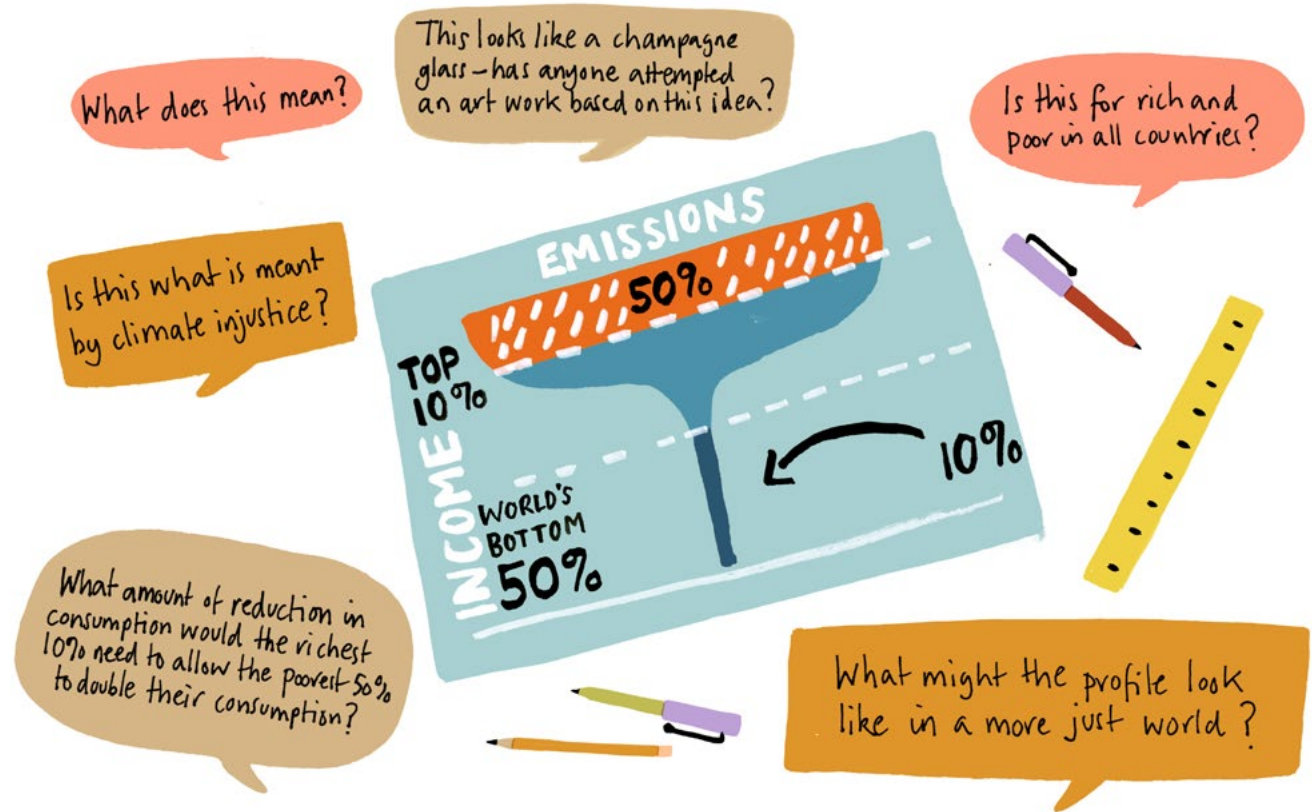
Tool 12 Crowd mapping

Use to

Crowd-mapping can enable the group to map climate hotspots in their area. These are areas of difficulty. For example, the quality of air and water and extreme temperatures. They can also add the group's projects to a map to reveal what is happening and encourage others to do the same.

The map can also be circulated widely and may allow different people to find each other and connect. Knowledge sharing can also be done face to face.

Description

A Crowd map is one that has been created by a 'crowd' of people, who can all participate and contribute independently of each other. This will normally require a digital platform, but it can also be done using a large piece of paper on a wall in a Town Hall where people come to add information.

This tool can be used to visualise the impact of climate-related changes. It allows the recording of the quality of air and water, extreme temperatures, availability of green space, soil erosion etc. Local communities can contribute by identifying such climate "hotspots" and suggesting local solutions.

They can also add markers for climate-friendly zones in the city or countryside. Based on the hotspots, where the density of negative markers is the biggest, the group might choose to initiate a local project to provide

a solution. This could draw on nature-based or green technological solutions.

Where additions are made to publicly available digital mapping platforms such as google maps this will make information about climate change visible to those using the platform for other purposes, broadening the reach of the group.

When to use it

This kind of mapping can help in identifying issues to work on, while using already existing maps for the area or creating a new one for the community.

The group could start by contributing to existing on-line interactive maps, engaging other local groups in this activity to identify the climate "hotspots." The group can then later consider how they might improve the situation in these places and add their projects to the map.

Contributions ideally include short descriptions and photos and might also include videos and audio recordings.

The Crowd mapping results, as figures and descriptions of the hotspots, alongside descriptions of the group's projects can also provide a good visualisation of the group's climate action achievements.

Effort required

One or two people will need to investigate possible existing free online mapping services / platforms to use, decide which is most appropriate, provide instructions for others on how to use the map and decide how to encourage others to add to the map e.g. hold an event or circulate the details of the map.

The more contributions from the area that are on the map, the more inputs and data the group will have for its work. Therefore, the promotion and dissemination of the selected map among local communities, for example in schools in the neighbourhood, is important for the tool to be really successful.

Materials

- Access to a computer and the internet or a printed copy of a local map

What to do

1. Decide which mapping service / platform to use and what you want to include on it (images, comments, icons etc).

2. Existing free platforms on the internet include OpenStreetMap or Google maps, or templates from *greenmap.org* platform or the open source tool from the TeRRIFICA project: *climatemapping.terrifica.eu*

3. Provide a clear description for the users (your group or a wider group in the community), outlining the purpose of the map and how to use it.

4. Draft a promotion and dissemination plan for the mapping project with milestones for reviewing and assessing the intermediate results.

5. Schedule a group meeting to study the local hotspots according to the map and to develop action plans for solutions to the issues identified.

Potential difficulties

It may take a little time to become accustomed to using the mapping platform. If the group can test out the map it proposes to use in the first instance and provide clear instructions for users then the end result can be very beneficial in helping to visualise the group's achievements.

References / taking it further

This tool is based on the "learning by doing" and inclusive approaches, and thus can be easily used for educational purposes, for example in non-formal activities with youngsters or early career teachers of Geography or Science.

Example

TeRRIFICA was a *Crowd mapping* project that took place in various regions of Europe. The cities of Minsk and Poznan, and agricultural regions of Brittany, Normandy and Oldenburger Muensterland.

The pilot regions used various promotional strategies to target groups of potential users: on-site workshops, posts in relevant social network groups, educational climate workshops as well as outdoor events like summer festivals and school fairs.

Each region identified some climate hotspots, where most of the users suggested ideas around how to improve the situation in relation to air quality or high temperatures in summer.

Then round tables, workshops or hackathons took place in order to brainstorm the ideas and develop place-based solutions for the hotspots, considering the opinions of the users.

Tool 13 Influence diagram

Use to

Work out who might need to be influenced to support a particular project.

Description

The *Influence Diagram* tool is used to show graphically the relationships between different roles and *stakeholders* in the community.

A stakeholder could be an organisation (such as a local institution like a school or a community centre) or a type of person such as a 'homeowner,'. The benefit of doing this is to explore different routes to gain influence in support of events, initiatives and projects.

The Influence diagram can be drawn as a set of bubbles connected by labelled lines indicating the direction of influence.

When to use it

This is worth doing at an early stage in the formation of a group to start to map possible paths of influence. When considering a significant project that requires support, an influence map can be created that is specific to the initiative. For example, if mobility and transport is the theme, a local bus company would be a key stakeholder.

Effort required

At least one person is needed to lead the session. Preparation is required to familiarise yourself with the process and work out the timing. An *Influence diagram* can be created during a session lasting as little as 1 hour.

Materials

- Large paper, pens

What to do

A group of 5-10 people gather and a large sheet of paper is stuck to a wall.

1. First, decide what the scope of the influence map covers. Is it a general Influence diagram covering all aspects related to climate change, or is it focused on a particular theme or project?

2. Second, the group brainstorm which stakeholders should be included on the Influence diagram, and create a simple list.

3. Thirdly, the stakeholders can be written onto the large sheet of paper, and arrows connecting these stakeholders, excluding the climate group itself.

4. Finally, the group can add itself as a stakeholder, discuss the kind of influence that exists (using one kind of arrow, labelled), and then add additional links (using dashed arrows) for the new influence that the climate group wishes to make.

This discussion can help the group in thinking more broadly about how they can create change by using networks of influence across the community. The group might like to spend time reflecting on the nature of connections/links. For example, is it two-way influence or is pressure one way only, is it informal (e.g. older people's network) or formal/legal, is there deference/hierarchy.

The exercise is intended to understand the possible routes of influence, but not expecting that all these can be achieved at once. If the current members of the group do not have all the relationships required, then there may be an opportunity to develop these relationships or recruit new supporters who already have these relationships. Building these relationships can occur over time and should not be a reason to delay starting a project.

Often, an initial project will demonstrate the group's credibility and may attract influencers to meet with the group. This means that as time goes by, future projects can exploit a strengthened network of influences.

Potential difficulties

Stakeholders in a community are not just those based in a building, like a local administrative office. For example, the administrators of a publicly owned and maintained housing site may be an important stakeholder for influencing action on domestic energy. A 'voter' is quite an abstract stakeholder, but potentially very important in influencing change.

References / taking it further

Repeat the exercise for specific projects and contexts.

Example

This is an illustration of an Influence diagram for a community. It shows a snapshot (at one point in time) of the links between different stakeholders. The goal is to recognise strong links that can sustain existing projects but also 'missing links', needed to advance new projects. This picture will evolve over time.

INFLUENCE DIAGRAM
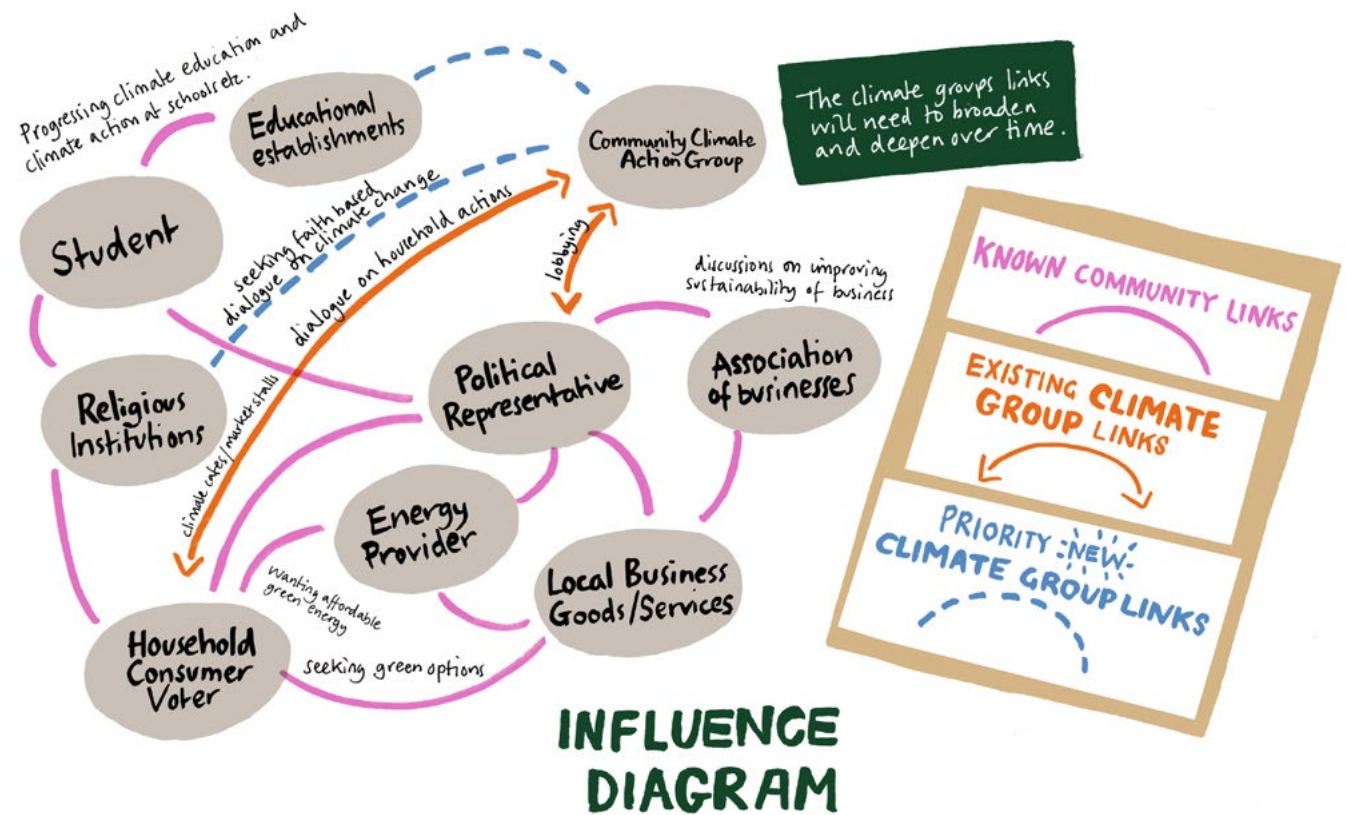
Tool 14 2-Minute video

Use to

Share progress on initiatives and inspire action in a vibrant way, whilst widening the accessibility of the information to different audiences.

Description

A *2-Minute video* is a way of succinctly communicating your group's achievements or progress on initiatives.

When to use it

At any time, and anywhere, to complement other ways of communicating with your local community.

Effort required

Some time is required to identify a site to carry out a video, prepare an outline 'message' and someone who is suitable to speak to the camera. Carrying out the actual videoing takes only a short time; even with a few 'takes.'

Materials

- A mobile phone with video recording facility or video camera
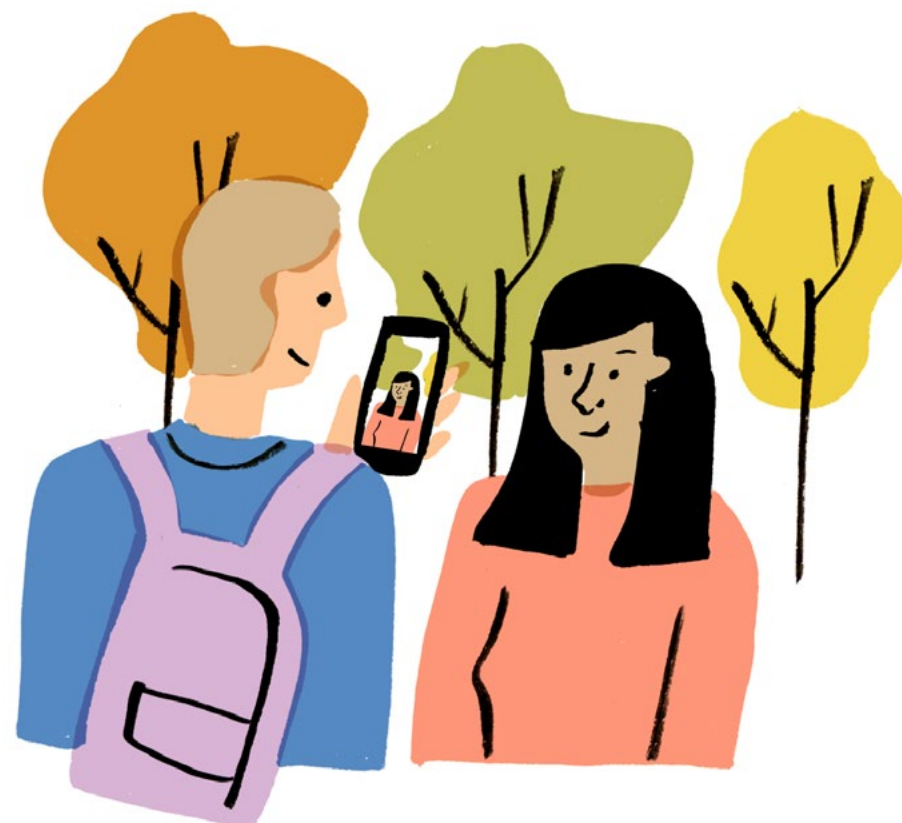
What to do

On deciding on the initiative / achievement to be celebrated, a video-blogger should proceed as follows:

1. Decide on the key message (or messages, no more than 3) to be communicated.

2. Identify someone prepared to act as the face who will talk to the camera (usually using a mobile phone), who is connected in some way to the initiative/achievement.

3. Ensure any permissions needed to take the video or publish it (for example, if it is taken near to a school) are acquired.

4. Take the video and try to keep it to 2 minutes. You may need to do a few retakes to get it right.

5. The video can then be posted on a platform (Youtube, WhatsApp, etc.), using hashtags to identify the nature of the initiative (e.g. #climatechange #solarenergy).

If many individuals are encouraged to share initiatives and achievements in this way, it can be a very powerful way to engage the wider public. This is much more likely to reach people than descriptive documents.

The short videos can also be embedded on web pages to help reduce the word count and make the content more accessible.

For locations with poor network, Whatsapp can be a good option for sharing videos, as it is good at reducing their data size ('compressing' them).

Potential difficulties

Not everyone will find it easy to make short videos with clear and succinct messages. It will be important for the group to learn how to improve the quality of the videos they make.

References / taking it further

If the group can develop a 'communication team' they can help to coordinate and curate videos and use them to enhance campaigns around particular themes and topics. They may decide to plan for a sequence of videos that together tell a bigger story.

Example

A local climate group was running a Retrofit Fair to encourage people to insulate their homes, amongst other activities. One of the key messages was that the local government was already supporting retrofit projects for publicly administered accommodation.

The video shows a Stroud District Council project where external wall insulation, new windows and roofs, are being retrofitted to council housing (provided by the local government) to improve comfort and reduce heating bills and doing their bit for the planet at the same time.

A local Councillor (Cllr Natalie Bennett) was approached and she agreed to appear in the video on the site where the work was taking place.

The video was taken on a mobile phone and then uploaded to Youtube. The link to the *Youtube video* was then included on the website page promoting the Retrofit Fair.

Tool 15   SWOT analysis

Use to

Assess the Strengths, Weaknesses, Opportunities and Threats for the group and then build on strengths and address weaknesses.

Description

The *SWOT analysis* tool can help you assess how your group is doing and think about what you might want to do differently to help make the group stronger. It looks at both internal and external factors.

When to use it

Use to explore how you are doing as a group and what projects you might want to take forward in future.

Effort required

This tool is best done in a group setting so that you draw on a variety of perspectives.

Some preparatory time to familiarise yourself with the process, decide if you want to propose a specific focus and work out your timing. Typically, the session with a group will need at least 45 minutes. Click the SWOT image to the right to see the *Guidance for Tool 15 - SWOT analysis p.150* and a *Printable template for Tool 15 - SWOT analysis p.151*.

Materials

- Paper and pens
- A timer could be useful

What to do

Preparatory steps

Write up the questions below in a table for each group to refer to. Or print out this one. You could focus this tool on a specific project you are doing or look more broadly at what your group is doing.

The Process

1. Each group of a suggested 3-4 people works through the following questions and populates a table. As you work through each section you'll inevitably think of points that should be raised in a different section. Look at the connections between the S, W, O and T. E.g. Could using more of your strengths open up further opportunities?

2. What actions might you want to take?

Capability

- What could you do with existing resources and within existing constraints?

Potentiality

- What could we do with more resources and / or

- You may just want to recognise a number of weaknesses where you do not have the resources or talents to take action and that is fine. It is good to celebrate what you are doing!

- Where you notice weaknesses, you might want to consider if you could bring in new people with additional talents and networks, or work in partnership with others in your community.

- Whilst it might be the case that a number of people in the community don't agree with what you are doing, this doesn't necessarily mean you need to actively go out and try and persuade them.

- Keep a note of your potential actions to feed into group discussions. E.g. with the *Finding potential projects p.95*.

Follow-up

This might be a useful tool to revisit on a semi-regular basis.

Table: SWOT analysis

Strengths	Weaknesses
- What do you do well? - What are the resources that only your group can draw on? - What do others see as your strengths?	- Where could you improve? - Where do you lack resources? - What are others likely to see as your weaknesses?
Opportunities	**Threats**
- What opportunities are open to you? E.g. relationships with people who might help. - What trends could you take advantage of? - How can you turn your strengths into opportunities? where can you complement or join forces with others and not duplicate what others are doing? - What have you seen in other groups that you admire?	- What threats could harm you? - What threats do your weaknesses expose you to?

Potential difficulties

There can be a natural tendency to focus on weaknesses and problems. If you become overly focused on weaknesses and the group's lack of resources, people in the group may feel disheartened. In this instance it is good to remind the group of what it is doing and where its strengths lie.

References / taking it further

SWOT analysis is a widely used approach and an internet search will reveal more information. It is often applied in a business context.

Tool 16 **Finding potential projects**

Use to

Enable a group to come up with a list of potential projects to address an issue that is currently in focus.

Description

Finding Potential Projects is designed to help identify potential projects, supported by a classification system. It can help avoid groups jumping to one project idea before considering wider options.

The reason to classify projects is to understands whether the group has specific preferences for the types of projects it pursues, and whether it might need to explore a broader range of projects or even go back and broaden the issues it is concerned with. See *A framework for your journey p.13* for further information on issues and projects.

When to use it

After the group has decided on the issues it wishes to focus on for the next period of activity (however it wishes to define that, but typically for a few months at least), it then has to come up with ideas for potential projects that will address these issues. See *A framework for your journey p.13* .

Effort required

This process may require a few group sessions and time for reflection, so is best not rushed. It could take a few workshops to get everyone to contribute their ideas.

Materials

- Printed copies of the templates provided or your own version of these on large pieces of paper
- Pens

What to do

The *Resource: Project categories p.197* can be used to group potential projects. The benefits of each project can be evaluated using the *Resource: Project outcomes p.203* to label each potential project.

The group can use the *Printable template (a) for Tool 16: Finding potential projects p.152* found at the end of this section. You can click the image to the right and jump straight to it. Note that a potential project may appear against more than one Project category.

They can then discuss which of the potential outcomes apply to the potential projects and add these details to the table.

Use this information to help stimulate a discussion on the relative merits of the potential projects.

If one project seems to cover several categories and outcomes, whereas another is more narrow, that might favour it in some people's eyes. Others may prefer to 'keep it simple.' There is rarely a single 'right' answer.

Projects inventory/ legacy tracking

After each successive cycle of the framework, an inventory or legacy of projects will build up. See *A framework for your journey p.13*.

These projects can continue to deliver value after they have completed. For example, if a lot of material was assembled to help inform the community on opportunities for domestic solar power in the locality, and these were made available online (e.g. a website for the group or via printed information boards), then

whenever new queries are made, people can be directed to these resources. It might be that the group periodically reruns the same event.

It might also be useful to identify projects that were not selected as preferences but represent aspirations for the future (they were perhaps deemed to be very important to achieving a vision, but would have required more resources than the group can yet access).

A table such as *Printable template (b) for Tool 16: Finding potential projects. Projects inventory/ legacy tracking p.153* could include completed projects, current project ideas and deferred future projects.

Click the clipboard image to the right to go straight to the printable template.

This might be useful when people are considering current project ideas : "oh, but we've already done 5 projects in this category, but have not yet done anything in this other one, which everyone said was very important to them".

Labelled/numbered projects will move from one column to another over time - as present becomes past.

Potential difficulties

Many groups will intuitively have ideas of what they want to do and do not feel the need to consider a wider set of options. This may well work initially, but over time the group may feel the need to step back and consider if they are addressing the full breadth of potential projects.

References / taking it further

This type of tool is useful in its own right. Taking it further might involve a wider consultative process with the community through surveys and workshops to seek other ideas on projects to follow. The tool, *Selecting priority projects p.122* can be used to narrow down the list.

Example

If we take the example of a story of a group from the *Resource: An extended story of a group p.184*, we had the following 5 project ideas which you can see in the example table *Example table for Tool 16: c) Projects inventory/ legacy tracking p.154. Click the clipboard image* to the right to view it.

Associated with this, the group could start to create a Projects inventory/ legacy tracking table, that should be preserved and maintained over time (labelled/numbered projects will move from one column to another over time - as present becomes past).

Tool 17 Understanding your stakeholders

Use to

Help the group understand those people with interest and influence in relation to a project the group plans to take forwards and ensure effort is put in the best place.

Description

Understanding your stakeholders is a group activity to share knowledge about local stakeholders, that is people or organisations that have a stake in the work of your group or a project. They may have an interest in outcomes from the project or influence over how it is executed. Not all stakeholders will be supportive of a project, and it is useful to identify this early on.

When to use it

Use this tool when exploring possible projects, to determine which ones have the best stakeholder support, and are therefore most likely to succeed. See *A framework for your journey p.13*.

Effort required

Some preparatory time to familiarise yourself with the tool, decide if you want to propose a specific focus e.g. a project, have a go yourself before leading others and work out your timing. Typically the session with a group will need at least 2 hours.

Materials

- Paper and pens

What to do

This activity is best done in a group to benefit from multiple perspectives. These are the suggested steps:

1. Ask the group to brainstorm to identify all potential stakeholders. These are people, groups or organisations who would be affected by your project or who could have influence over it.

2. Record all the ideas. It is worth at this stage recording everything and not dismissing any possibilities

3. Review this list of possible stakeholders: other community groups, local government, educational establishments, mayor, civil society groups, local businesses and possibly stakeholders specific to particular issues e.g. energy

4. You might want to group stakeholders

5. Prioritise stakeholders

To prioritise stakeholders, you could simply ask people to vote to say who they think is most important, or another way of doing this is to place stakeholders on this matrix, asking the questions:

- How much **influence / power** does this person / organisation have over what we are trying to achieve
- How much **interest** do they have in achieving the outcome we are trying to achieve

This then helps you to think through how much to work with each of these stakeholders.

With those who are high influence and high interest, you may want to have lots of face-to-face contact to build trust and ensure that support for a project is maximised. You may want to think about how you might find out more about the views of key stakeholders.

	Interest ➔➔➔	
Influence ➔➔➔	**High Influence/Low interest** Keep satisfied	**High Influence/High interest** Key to success - manage closely
	Low Influence/Low interest Monitor - minumum effort	**Low Influence/High interest** Keep informed

You might want to think about those who do not currently support your proposal. Is there anything that can be done to improve their level of interest or influence?

If so, what could you do, and how will your goals be achieved?

You may want to do it for different stages of the project, thinking ahead as to what blocks you might possibly face.

Potential difficulties

There may be some sensitivity in being open about relationships with stakeholders, but it is important to recognise that this is not a judgment on the stakeholders, but the group's relationship with them and something that the group can work to improve.

References / taking it further

You could develop a plan for how you will work with different stakeholders.

Tool 18 Visioning using a guided visualisation

Use to

Explore personal visions of the future and move group members beyond perceived blockers to positive futures. You can use this tool as an unusual way to step forward in time and imagine a positive future.

Description

Visioning using a guided visualization involves one person, as facilitator, guiding the group through a process of imagining a positive future for your community. A script is provided. The group then shares what has come up for them individually in small groups and then in a larger group.

When to use it

To help identify what issues are important to the group members. This could also be done with a wider group including members of the local community.

Effort required

Some preparatory time to familiarise yourself with the process. Typically, the session with a group will need at least 1 hour.

Materials

- The visualisation script
- A timer

What to do

Preparatory steps:

- Familiarise yourself with the process below by reading the proposed script and adapting it as you see fit
- Decide on your timing

You may want to discuss your proposed script with at least one other person in the group first.

You may want to practice it, reading it slowly and trying to use your voice to create a sense of calm and peace.

At the end of each paragraph give a pause. Give a longer pause where you are inviting people to imagine things

Introduce the process

(around 5 minutes)

When you introduce this to your group you may want to talk through the process:

- I am going to invite you to do what is called a guided visualisation
- I will invite you to imagine the future
- The technique of guided visualisation works for some more than others
- If you feel uncomfortable it is fine not to do it
- Alternatively, you could just experiment with dipping in and out, whatever works for you
- If you don't easily get images just let something else happen – it might be words, sounds or feelings
- For most people it's easiest to relax by closing your eyes, but it's also fine to keep your eyes open and just use your imagination

Guided visioning process: How to use your Time Machine to travel forward 10 years:

(around 10-15 minutes)

Invite people to assemble in groups of 3-4 and get comfortable. Ask them to close their eyes, and to take a breath. Then read out the following, or something similar:

"In a moment we are going to take a journey through time. This is a historic moment, the first time in (insert name of your community) that an act of collective time travel has been attempted. I have with me here my Time Machine that I have built from bits I had in at home. When I turn it on, we are going to travel forwards 10 years. The times we travel through, were the times of the most profound and remarkable transition in human history.

Change that today felt unimaginable and that built in positive and accelerating cascades. Institutions that felt so permanent today crumbled and fell, and new, infinitely better ones bloomed in their place. Those 10 years were the most thrilling time to be alive. They are times that those that came afterwards told great stories about and sang great songs about. I am turning this Time Machine on and we are travelling forwards together. Let's step out, emerging blinking into this new world. It's not a Utopia, but it is the result of everything that could possibly have been done being done. Take a walk around it in your imagination using all your senses."

(You then 'turn on' your Time Machine and leave people sitting in silence for 8 minutes to explore the future apart from an occasional prompt, with long pauses between, such as.)

What do you see as you walk around?

(pause)

What sounds do you hear?

(pause)

What does it smell like, feel like, taste like?

(pause)

What are people doing for work and leisure?

(pause)

then state

"Now we're going to leave this place, taking away a sense of what's possible and what's important. Let's get back in our time machine and travel back to the present. When you are ready, open your eyes and reconnect to the people you are with today."

Sharing in small groups

(around 15 minutes)

Invite the group to spend 1-2 minutes each talking about their experience. Others should just listen and not comment.

Then invite the group to spend 5-10 minutes discussing what has come up.

Ask them to think about:

- Anything you liked about the future world you visited?
- Anything you didn't like?
- What surprised you?

Ask the small groups to take a few notes.

Re-group as a larger group

(around 15- 20 minutes)

- Invite people to speak to what came up for them in their journey (Alternatively you could ask people to write down their ideas on a large piece of flipchart paper)
- Discuss the different imaginative visions that have emerged

Consider using the following mindset:

- It is fine for there to be multiple visions, they can potentially co-exist with each other
- a culture of 'Yes, And' rather than 'Yes, But'.

Seek out the ways that different visions could complement each other, instead of suggesting that visions are competing. Invite people to speak to some of the specific ideas that emerged.

End the session by thanking everyone for their time travel and agree an appropriate form of follow-up. For example: that you will discuss the ideas further at a future meeting or feed the ideas into your group's planning.

Potential difficulties

While guiding the process just check what's happening in the group – very occasionally people have strong or disturbing experiences when doing this kind of exercise - if this happens gently stop and bring the group back to a normal place.

References / taking it further

This was adapted from: *https://transitionnetwork.org/resources/what-if-visioning-exercise/*

There is an alternative script available here: *https://transitionnetwork.org/wp-content/uploads/2016/09/Visioning-a-post-Transition-future.pdf*

Tool 19 Preferred and possible futures

Use to

Help see yourself as part of a chain of life connected back as far as grandparents and forward to possible grandchildren and to show there are pathways to different futures.

Description

Preferred and possible futures is a group activity to reflect on the past and try to envision a possible future. Points to consider:

- Reflect on why you have joined the group and what influenced your journey
- Your hopes and fears for the future
- What actions the group might wish to prioritise
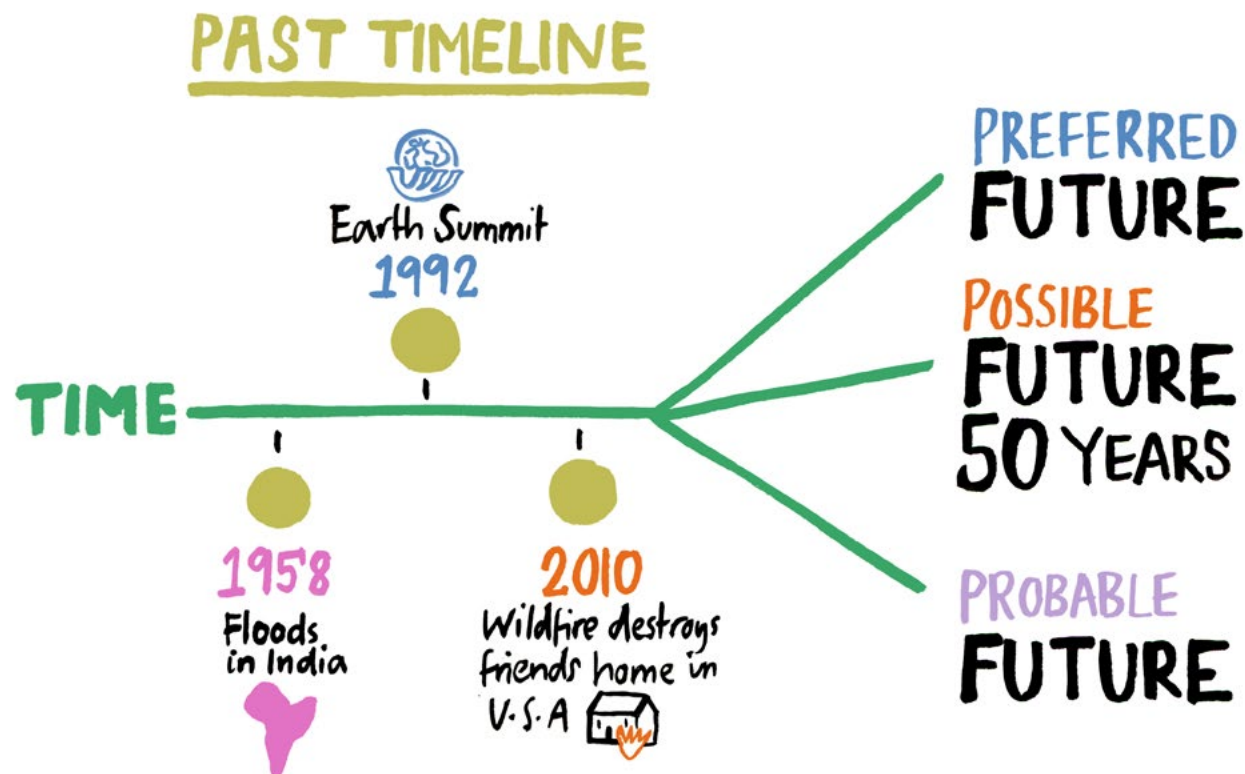
When to use it

A good way to open a meeting, to allow everyone to relax. It can be used to help the group to get to know each other and to share hopes and fears about the future. It can help the group to start to think about possible actions and priorities.

Effort required

Some preparation is required, including perhaps doing your own timeline. The group session will take between 1 and 2 hours.

Materials

- A large sheet of paper with a time line drawn on it for each group
- Felt tip pens / pencils for each group

What to do

When developing the timeline, ensure that each participant includes a personal touch, linking past and future with their own experiences or those of family, friends or communities they know:

Ask the group to organise themselves into small groups of 3-4 people.

Start by demonstrating your own version of the looking backward part of the time line. See the example below.

1. Ask each participant to think of 3- 4 key past events or experiences which have led them to be concerned about climate change and to note them.

2. Share these with their group and discuss their differing experiences.

3. Give each group a large sheet of paper with a blank time line and a pen/ pencil for each person and ask them as a group to note these down on the PAST timeline.

4. Then ask them to look into the future, 50 years from now and to note down on the PREFERRED FUTURE line what they would like to see in 50 years' time.

5. Then ask them to add 3-4 key steps which would be needed to get there.

6. After that invite them to consider the PROBABLE FUTURE that they might see in 50 years' time and note that down, followed by possible actions or lack of action which might cause it.

7. This leads to a discussion about how they can help to affect change towards their preferred future. They can then note down key points on the POSSIBLE FUTURE timeline.

Potential difficulties

Some or all of your group may find thinking about the future and changes that might result from climate change emotional. The facilitator should be aware of this possibility and consider in advance their approach.

References / taking it further

It is useful to keep the completed timelines and refer back to them at a later stage after the group has been working together for some time. They can be used again when new members join the group or for an awareness raising activity with invited members of the public.

Example

"This tool has been used with a number of different groups of different ages and backgrounds. I have personally used it with students, children, members of the public, trades unionists etc. It is both an enjoyable, social activity which engages people and helps them to get to know each other and it is also a great stimulus for discussion about key issues and plans for the future."

Ros Wade

Ros Wade is Professor of Education for Sustainability at London South Bank University and Director of the international Education for Sustainability programme.

Tool 20 Postcards from the future

Use to

Think imaginatively, feel unconstrained and to believe dreams can become reality.

Description

Postcards from the future involves members of the group imagining a future and writing a postcard from this future about the positive changes they have seen. This is an intuitive tool to gather insights into the expectations and underlying beliefs of your participants. It allows individuals
to imagine a positive future and engage their emotions in an easy way.

When to use it

This tool can be used on its own, although often it will be used as part of a longer workshop that includes discussions and presentations exploring possible futures where climate change has been addressed and a low carbon economy has emerged.

Effort required

Some preparatory time to understand the process and then the group session will need about an hour. Each participant will need time to reflect, but the process of writing a postcard will be quite quick, say, 10-20 minutes.

The group will then spend time processing what has been produced.

Materials

- Pieces of paper (which don't have to be 'postcard' sized) and pens

What to do

During a workshop that is discussing the future and exploring possibilities, the participants can be asked to try to write a 'postcard from the future'. Individuals can choose to imagine how far in the future they want to place themselves, and to whom they are addressing the postcard - to their younger (or current) self, or to a grandchild.

While in general this tool could be used for imagining of positive or negative futures, in this toolkit we wish to promote its use to imagine positive futures. People should not feel constrained by what others say is 'possible.' They can imagine anything they like, describing their family, the community or the wider world, as they see it standing in the future.

The resulting postcards can be kept private, but some participants may choose to share their postcards by standing up and reading them out aloud. Alternatively, postcards could be stuck to a wall, giving participants the choice to preserve their anonymity.

Potential difficulties

Writing to a granddaughter who is alive today, from the vantage point of a future in 2050, and imagining a positive world that they will inherit, is an emotional experience.

Not all cultures will relate to the idea of sending a postcard to the past. Take time to ensure everyone is comfortable with the idea.

References / taking it further

This exercise could be broadened to be a community wide initiative, perhaps at market stall, or friends and neighbours actually sending the postcards to each other.

Example

The following is a real example of a postcard (credit: Rosie Alabaster):

Dear younger me,

On the front of this postcard is a view I painted in late spring 2045. Landscape painting has taken off again for me in a surprising way. You will look at this image and wonder where in Britain this patchwork of meadows in full bloom and deep shadowy canyons can possibly be.

If you look closely you may be able to pick out poppy red brush marks deep in the shadows. Not poppies at all but London buses! Some things never change you will be glad to know. So these meadows are in fact in the heart of the city, high up away from the din and tumult. I often come, as many others now do, to these public roof top spaces and paint. Others read, play, relax and fall in love.

In one of these meadows you will usually find tall grasses and native plants and more often than not, tall oak trees giving relief from the sun. Bees, insects and birds soon settled up here and it still surprises me that the sound of a bumble bee or wren can drown out the traffic below.

Having said that, traffic is far less of an issue in London now. If you lean over the edge of the 20 story high block, you will see the red buses still but also trams and a lot of bicycles. In fact, if I close my eyes, I can mostly hear the chatter from people on their lunch breaks, wood pigeons, bees and bicycle bells. Open my eyes and I see fields in the heart of a once polluted city.

Oh, and we still have the monarchy, as you can see from the stamp! Love, Rosie"

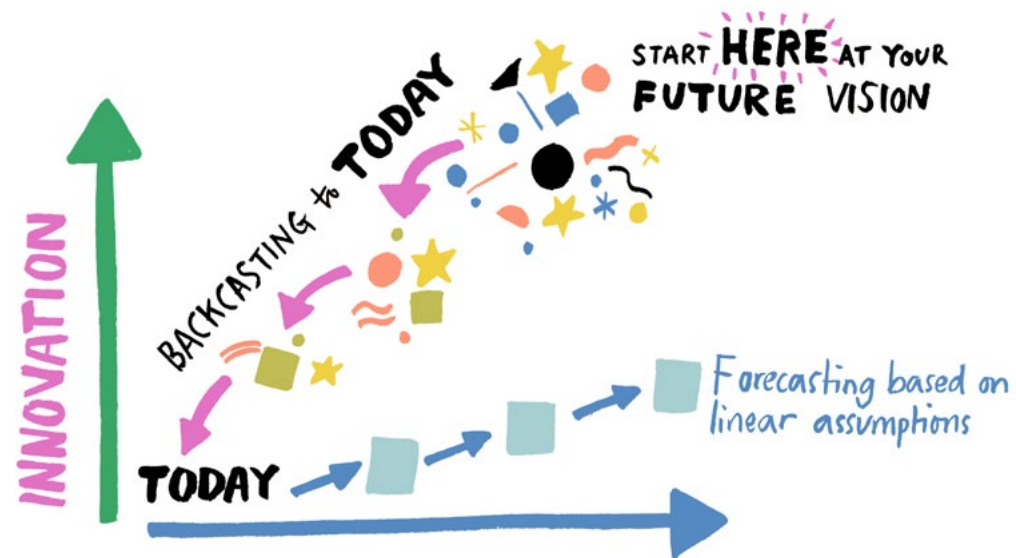# Tool 21 Backcasting

Use to

Imagine yourself having achieved a future vision and then thinking back as to how you got there.

Description

The *Backcasting* tool is used as a group exercise. It can help by identifying a successful future so that the path to it becomes easier to envision.

When we plan we usually think forwards and identify incremental steps that we think will lead us to what we want to achieve. This may lead us to think 'small' and it also assumes that change happens in a linear and predictable way. We, of course, need to plan but we also need to recognise that change does not happen in neat steps.

An alternative way of expressing this might be: **"The future is rational only in hindsight."** Backcasting frees us to think of big longer term goals and moves us away from focusing on current barriers.

When to use it

You could use it alongside visioning tools or separately as way of coming up with an ambitious vision and coming up with next steps in that direction. The back casting process always needs to be connected to a vision.

Effort required

Some preparation to understand the process and then at least an hour for a preliminary group session with the tool. You may well want to allow longer, particularly if you are including the visioning process.

Materials

- Paper and pens

What to do

First decide whether you are going to consider a vision for the group overall or consider action in a particular area.

- Whether you will do the visioning in the same session
- Who you want to involve
- Based on how many people you have, decide whether you will work as one group or more

The process

1. Brainstorm the vision you would like to achieve (you could consult the tool *Developing a vision statement p.62*, or *Visioning using a guided visualisation p.103.*

2. Decide on the vision or end point you want to focus on in this exercise.

3. Invite the group to develop a number of scenarios as to what this future vision or end point looks like. i.e. flesh it out a bit. E.g. looking to reduce waste you could envisage different households with different compositions e.g. family, single person, different lifestyles and values. You could consider a scenario where their consumption stays the same and they recycle better and another where their consumption patterns are changed significantly.

4. Then invite the group to imagine themselves having achieved one of these scenarios. They are feeling the success of having reached the vision. You could invite people to close their eyes for a few minutes at this point. Give people time to really sense into and imagine the experience of this success. Then invite them to think back as to how they got there, still thinking on their own, before initiating a discussion.

As you get into discussion you may need to steer the group away from thinking about any current barriers you are facing and towards thinking back from the vision.

Hopefully the group will come up with a few steps that will help you move in the desired direction. You may want to ask the group what potential barriers they might face and also ask them to hold in mind that more barriers will emerge and they will need to change their plans.

This figure is illustrative of the backcasting process.

Potential difficulties

You may find the group falls back into planning forwards and thinking about where it is now. If you can, remind the group to focus on the success it has achieved and reflecting back on how it got there.

References / taking it further

Hub Backcasting Template (mightynetworks.com)

https://www.terrainfirma.co.uk/backcasting-to-future/

https://www.naturalstep.ca/backcasting

http://foresight-platform.eu/community/forlearn/how-to-do-foresight/methods/roadmap/backcasting/

Tool 22 Action at all levels

Use to

Explore different levels at which action is possible such as regional government, community and business.

Description

Action at all levels is a conversational tool designed to reveal the different forms of 'agency' that a group and individuals truly have. By 'agency' we are referring to the potential to influence positive change. This can demonstrate how action in a community can reach upward and outwards into other groups and elsewhere.

When to use it

Particularly during the formation of a group, but also when considering possible projects on a particular issue.

Effort required

A specific conversation on this could take one hour, but it is likely to be an on-going discussion as the group grows and matures.

Materials

- Paper and pens

What to do

Decide how to conduct the conversation (perhaps using the tool *Inclusive and productive meetings p.69*).

Start by brainstorming the different levels in society where individuals and groups can make their voice heard. Here is an example list:

- Places of work
- Places of worship
- Educational establishments
- Local government representatives (in some countries referred to as 'councillors')
- Local businesses
- Local community groups
- Central government representatives

- Large nationwide or international business, including national transport companies, energy providers, national supermarket chain, etc

- National and international networks (faith, climate, business, etc.)

This will raise many questions:

- Which of these do people feel comfortable making contact with?

- How could contact be made (for example, face to face with a councillor, or via a letter with a national supermarket chain)?

- How effective does the group feel this engagement would be in influencing change?

- Where have we been successful before and should we do more?

- Where have we so far not made efforts to engage and should we start?

Any group will have limits on its capacity, and so has to make choices, but it is important to keep these choices under periodic review.

Example

A group decided that having a letter writing campaign on plastics used by national supermarket chains should not be a focus for the group, because it was not a locally owned business and the feeling was that the group could not influence the management of the business.

But then, due to growth in the group's membership, this decision changed, and a letter writing campaign, combined with leafletting outside of supermarkets, took place and was seen as a great way to make an impact, and empower local citizens.

The main message is that action is possible as all levels.

Sometimes, action at one level can help link to action at another level.

For example, a news story in the local newspapers about the action taken with the supermarkets might be used as a basis for a letter to a government representative for the region, asking for more to be done on policies to reduce unnecessary plastic.

Potential difficulties

This may seem to be remote and impractical to some in the group. It is important to ensure that the practical impacts are well described, to help motivate the group.

One way to do this is to take the output from an *Influence diagram p.85* workshop and to redraw it as a hierarchy, with national government at the top, and individuals or households at the bottom. The pathways through this network of influence, can then inspire ideas on 'action at all levels.'

References / taking it further

These ideas are central to a 'systems thinking' approach to social change. See *Resource: Using systems thinking p.178.* Further research by the group on how to map out different 'levels of agency' (and thereby, 'action at all levels') can help deepen and broaden the scope of the group's activities. See *Influence diagram p.85.*

Tool 23 Selecting priority projects

Use to

To help a group to prioritise a number of potential projects and overcome possible biases and fixed ideas on the best projects to pursue.

Description

Selecting priority projects is a group exercise that uses various criteria to select priority projects from the list of potential projects.

When to use it

Particularly during the stage *Focus on priority projects* (see *A framework for your journey p.13*), when a number of project ideas will be on the table and the group want to use a balanced consideration to decide on priorities. This tool works particularly well after completing *Finding potential projects p.95*.

Have a look at the *Printable template for Tool 23: a) Selecting priority projects p.156*.

There may be a bias in the group towards certain sectors or types of activity. This would be revealed by a lack of projects in certain categories that persists over several years. This may not be a problem in itself, as these may be the sectors where there is the greatest need. But it may also reveal 'blind spots,' and so the group can reflect on why this is. The tool can help explore possibilities.

Effort required

This process will require one or two workshops and time for reflection, so is best not rushed.

Materials

- A printed or hand-written list of potential projects or possibly more than one copy if you want to divide into groups
- Pens
- Small stickers for voting

What to do

The projects that have been named and numbered during the use of *Finding potential projects p.95* can be added to the template. Each person is given three votes to award to projects. There are a number of considerations that may influence votes

- The degree to which the project addresses the focus issues identified by the group

- Strength of arguments for the project, including its feasibility and ability to engage the public

- Commitment of the person and supporters offering to lead the project

- The number and quality of outcomes expected. See *Resource: Project outcomes p. 203*

Next level voting

Have a look at this *Example table for Tool 23: b) Selecting priority projects after voting p.157,* which shows the table after voting.

The voting could be made more sophisticated if each voter indicates their top 3 preferences in order, by writing (1), (2) and (3) against the 3 projects they are voting for. It may turn out that there are too many open questions related to the scope of a project. So while the go ahead may be given, answers to these questions needed to be resolved in order to have a clearer idea of scope, timescales, resources, outputs and outcomes for this project.

Potential difficulties

There will be advocates for different potential projects, and some may feel that the group should just get on with it. The process described in this tool may seem to some as delaying action, but it is important that everyone understands that action will be more effective if it has the support of the whole group.

References / taking it further

This type of tool is useful in its own right. Taking it further might involve a wider consultative process with the community through surveys and moderated workshops to seek other ideas on projects to follow.

Example

In *Example table for Tool 23: b) Selecting priority projects after voting p.157* we illustrate the tool with 5 potential projects:

1. Locating a community space that could be revived with tree planting, to provide relief on hot sunny days

2. A detailed air quality monitoring project outside 3 schools in the town

3. A crowd mapping initiative to enable school children and parents to understand better the transport alternatives to private cars

4. An information initiative, to engage local citizens at the open Market and other venues to raise awareness of air quality issues

5. A lobbying campaign to see if school bus services could be improved and if buses could become electric

The matrix indicates what the group feels is the priority project (or projects), simply based on the votes cast. In this case project 1 is the priority project. One factor to take into account is the commitment of someone to lead a project; simply wanting something to happen won't make it happen. The other projects were all seen as great concepts, to be revisited at a later date when the group has developed its confidence and built more competence in different areas by recruiting additional talents from the community.

Tool 24 Revealing project value (Revaluation)

Use to

Assess the group's progress and understand the value that it has added, as a basis for discussions on where to go next.

Description

The *Revealing project value* tool is used to help the group assess what it has achieved so that it can learn from what's been done and to make future actions more effective.

Key aspects of the tool are that it allows you to:

- Assess what you have achieved and identify what you and others most valued
- Begin to reach a shared understanding of what matters to you as a group
- Assess what might have taken place beneath the surface and not yet be visible. E.g. informing people or generating positive feelings amongst a group of people who were perhaps previously neutral or against something

When to use it

This tool can be used in a variety of ways to look at individual projects or the group's work as a whole. For example:

- As a framework for discussion **before starting a project** to highlight what the group thinks it should measure and to ensure it measures what matters
- **Part-way through** a specific project, perhaps at a planned staging post, to establish the value that has been created and consider how to create more of it
- At the **end of a project** or after the group has been going for a short period of time

Effort required

This tool requires a bit of effort to understand in the first instance but becomes more intuitive with practice. Putting it into action is likely to require at least a couple of hours. It is a tool that could usefully be revisited on multiple occasions. It can be used in a group scenario or could be used to collate views from one-on-one interviews.

Materials

- Paper and pens
- Depending on how you choose to use the tool, you might want to have copies of the six box table

What to do

Preparatory steps

- This session will need a facilitator or two to lead the session
- Read through and familiarise yourself with the background material below and decide how you would like to use it or adapt it for your group

Background

At its heart the tool looks to hear stories from people as to what they saw, felt and heard happening that mattered to them. This will be their unique perspective and may or may not align with others' views. This tool can be used with your group and it can also be used to bring in the opinions of the wider community. In the first instance we would recommend doing it with your group.

The principles behind the tool are:

- We can never quite know what our actions might achieve and how they might be felt by others. Others may identify benefits (or outcomes) that have mattered to them that we might not value ourselves and that we might see as unrelated

- We can learn from looking at how things happened in response to our action. In advance you will probably have planned and spoken about (or written down), the change you expected or hoped for, and you can then review what actually happened

- The assessment is done by those who are involved in the group as they are the people who are most likely to have an understanding of the benefits achieved, the detail of these and their significance. The tool can also engage a broader group of people who have experience of the group's actions

- When people tell stories they focus on what matters. Everyone can tell their story in any way. Whilst someone will need to record the output, not everyone needs to do so. Therefore, everyone, including those who are less confident and children, can contribute fairly equally. Stories can be compared and bought together to give a single shared account of what matters to the group

- It is a way of getting people to think beyond immediate outcomes to other changes that have, or could be, brought about by the actions of the group i.e. the indirect benefits

With the group

1. Initial reflections on what took place

Ask people individually to put down on paper what they saw, felt and heard happening and what they most valued i.e. what mattered most to them. They can do this with words, diagrams or pictures. Give people around 5 minutes to do this.

2. Reflecting back and drawing out the story

In small groups of between 2 and 4 people invite each person to talk through their notes on what they saw, felt and heard and what they most valued. This needs to be timed so that each person has equal time to speak uninterrupted. The rules for this are:

➜ One person is asked to tell their story. This is their view on the project, what they have valued about it and things that have mattered to them. These might be things that they have seen, felt and heard in association with the project. They can also reflect on what could have been done better, or unexpected downsides

➜ Others can ask questions to better understand what has been said, not to try to contradict it or debate it and to summarise what they have heard

- → It is the job of the listeners to spot the value in the story, rather than the job of the storyteller to focus what they are saying around value
- → After another person in the group has summarised what they've heard, the initial person may choose to add more to their story or clarify what they said
- → The next person then takes their turn to speak
- → As the group does this they record all the different things that have been valued about the project in the stories they hear from different members of the group. This does not need to be done in any particular format

Possible prompt questions to draw on are:

- → Tell us about the group / its project(s). What's most valuable about it?
- → (if appropriate) Why are you involved?
- → How does it make you feel? Why?
- → What is most valuable about the group / its project(s)? What matters most to you about it?
- → Can you give an example of some positive things that have happened?
- → Were there any unexpected outcomes that were positive or concerning?

3. Translate into six box table

Table: 6 box table

	Visible	Invisible
Numbers	**COUNT** Easily measured numbers that represent achievements.	**CALCULATE Hidden numbers** (theoretically could be measured) e.g. carbon emissions.
Reported benefits (non-number)	**FEEL Reflections from people on the benefits.** What they report seeing / feeling / hearing.	**REFLECT Assumptions around how change happened.** What do we think was the process? What can we learn?
Links between people (network)	**CONNECT** What **new connections** between people have been made? What **new ideas** have been developed and / or shared?	**PROJECT What might take place next?** Given everything else recorded here, how might we build on this? Is there some form of transformational change for the better waiting to happen?

This next step requires some introduction and discussion of examples. The six box table is a framework for organising and analysing different types of value. i.e. things that matter that have happened in association with your project.

You may want to talk through the following text with the group:

- We can never quite know what our actions might achieve (for good or bad) and how they might be felt and experienced or valued by others
- Some things that matter can be counted (number value) and some things that matter cannot be counted (non-number value)
- This tool also identifies another dimension of value which is the connections between people and what those connections might go on to produce in future
- We need to recognise that what we set out to achieve might not be what we actually achieved. What we actually achieved might not be better or worse, just different. Everybody will have different views which are all valid

Also, you may wish to talk through the example of this tool being used below.

Once the groups have done the initial recording of benefits, outlined above, you can then invite groups to fill in the table. We suggest 15-20 minutes for this to get to a very rough and ready table.

After that time you can share the results from each group. You will inevitably hear very different things from different groups. All perspectives are valid. Further discussion in a group may in turn bring out other things that people have valued that the individuals did not identify first time around.

In some areas it may well be useful to have a longer discussion to come to one agreed view as to what happened and why and to make sure you record the learning points.

To further develop the table you could have further conversations with individuals to understand their views.

4. Interviews with the wider community

In order to get a broader picture it may be useful to speak to people in the wider community (those who had some involvement and those who were not involved). You could use the approach above, adapting it for a one-on-one conversation and taking away the response to record it yourself in the six box table format.

5. Reporting

You may want to write up what you hear from everyone as a story to celebrate the achievements or hold an event to celebrate successes.

Potential difficulties

There are some key concepts to grasp before you can get going but once those are grasped by those running the process, others can simply tell their story.

References / taking it further

This tool is a simplified and adapted version of: *https://www.revaluation.org.uk/*

Example

There are two examples given here. One is a scenario of Carbondown town that chose to plant an orchard and the other is a real-life example from a Malawian schools programme.

1. Table: Carbondown town orchard

Carbondown town planted an orchard and recorded this after several workshop sessions at which people told their stories:

	Visible	Invisible
Numbers	**COUNT** Easily measured **numbers** of people. *20 trees planted; 47 volunteers involved in planting & watering*	**CALCULATE** **Hidden numbers** (theoretically could be measured) e.g. carbon emissions. *Pollinating insects provided with food*
Reported benefits (non-number)	**FEEL** **Reflections from people on the benefits.** What they report seeing / feeling / hearing *Enjoyable tree planting; children enjoyed making labels for different tree types; a pleasant place to sit and read. The weather was very dry and a couple of the trees died so another time we need to be more careful with the watering*	**REFLECT** **Assumptions around how change happened.** What do we think was the process? What can we learn? *It was a lot of hard work for those organising to get hold of the fruit trees, to learn about how best to plant them and to organise events. We worried that people wouldn't volunteer to help but we had more than enough volunteers. Perhaps next time we could be more ambitious?*

	Visible	Invisible
Links between people (network)	**CONNECT** What **new connections** between people have been made? What **new ideas** have been developed and / or shared? *We heard from Jo that she met one of her neighbours at the tree planting. When the pandemic hit her neighbour kindly supported her by offering to do her shopping as she was older and more vulnerable.* *A conversation was started in the group about the value of food that is grown without too many fertilisers and pesticides and a local expert came forward and gave some interesting talks about insects.*	**PROJECT** **What might take place next?** Given everything else recorded here, how might we build on this? Is there some form of transformational change for the better waiting to happen? *The project has generated some interest in the climate impact of our food consumption. Perhaps we could organise some discussions on this topic?* *Three of the people who met at the orchard and got talking heard that some local people have fruit trees in their back gardens and often fruit goes to waste. They are going to organise volunteer groups to pick the apples and share them in the community.*

2. Malawi Schools Permaculture Clubs

Malawi Schools Permaculture Clubs (MSPC) is a programme that supports primary school teachers in Malawi who want to run an after-school permaculture club at their school. There are now 28 schools in a rural district of Malawi involved.

In the regular weekly Permaculture clubs through fun and practical activities, children learn how to care for and regenerate their local environment, new ways to use and value local resources, practical methods to improve and maintain the health of soil and manage and store water.

They also learn how to produce their own diverse and nutritious food and other useful crops without the need for expensive chemical inputs.

In a country where 80% of people rely on subsistence farming to support themselves and their families and the majority live remotely, these skills are extremely relevant.

Farming can be precarious due to the extremes of the long dry season and very wet rainy season, and the changes seen with climate change (for more information see: *https://www.malawipermacultureclubs.com/*).

The programme has started to use revaluation. It started by holding storying workshops with its staff (who work closely with the clubs) and some of the volunteer club leaders (school teachers). The conversations were recorded using a simple audio recorder, and notes were taken with pen and paper. The sessions produced a lot of (sometimes lengthy) descriptions of what people valued.

There was then some work to extract value statements, as follows:

- The vegetation beautifies the school
- Visitors can easily see that something is happening at the school
- People are caring for the school (and it's very visible to all)
- Community members are eager to help us & share resources (e.g. seeds) with us
- Attitudes of community members has changed since start of club. Were initially negative but now supportive
- Community members are adopting (at their homes & smallholdings) permaculture practices that their children are learning at club
- Some community members attend clubs to learn for themselves

Next, a session was organised to place each of these statements into one or more of the six boxes. The value statements were written out on little strips of paper and placed into boxes drawn on a large piece of paper. In some cases, it was easy to decide where to place a value statement, in others it was difficult and sometimes a value statement was added to more than one box. The outcome is illustrated below.

The programme team have used the six boxes as a starting point for designing a longer term evaluation framework (using the 'value items' to help determine what to measure and which data to collect) and are already using the insights from the six boxes to improve the MSPC prorgamme and in promotion material.

MSPC have also gone on to adapt the storying method to enable them to gather more value stories from a wider group through quick informal conversations (one or two questions asked of one or two people, during or just after a permaculture club session, and recorded on a mobile phone). They also intend to run further storying workshops periodically.

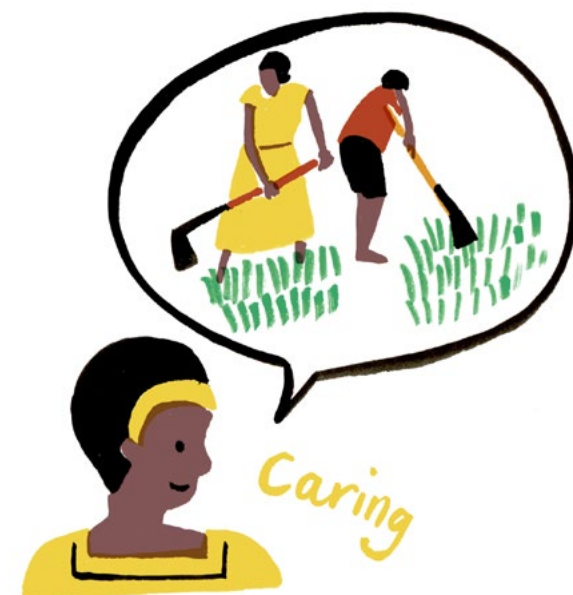The record below is from the storying workshops held with staff.

Table: Malawi Schools Permaculture Clubs

	Visible	Invisible
Numbers	**COUNT** Easily measured **numbers** • *MSPC running for 6 years* • *Healthier soil* • *Cooler temperatures from shady areas around the school* • *Ginger instead of (as well as coca cola)* • *Less plastic waste produced* • *Number of sessions attended by what number of community members* • *Number of bananas shared* • *Frequency of harvest; amount harvested* • *Lots of different kinds of fruit and vegetables produced* • *Strong areas turned green (through mulching)* • *Fewer chemical inputs / fertiliser*	**CALCULATE** Hidden numbers (theoretically could be measured) e.g. carbon emissions. • *£s saved to public health from better eating* • *£s saved from using compost not buying fertiliser*

	Visible	**Invisible**
Reported benefits (non-number)	**FEEL** **Reflections from people on the benefits.** What they report seeing / feeling / hearing • *'I feel better'* • *Healthy soil* • *Evergreen* • *More people have been persuaded that this is something that works* • *Attitude of community members has changed… including better care for growing spaces (not letting animals roam)* • *Increased knowledge including making gardens; risks/ managing diabetes; benefits of ginger in our diets* • *'more unity' between the school and community* • *Valuing what you have, pride in what we have in Malawi ('the best bananas in the world')*	**REFLECT** **Assumptions around how change happened.** What do we think was the process? What can we learn? • *Longevity* • *Health improvements (including from better / more diverse)* • *Resilience to dry seasons* • *Skills learning e.g. mulching, water management* • *Waste segregation / composting* • *Conservation attitudes in Malawi; resistance to change and evidence that attitudes to change are changing* • *MSPC makes relationships between teachers and parents more equal: builds mutual respect* • *Permaculture is useful e.g. produces bananas for everyone* • *The many benefits of growing (e.g. planting bananas next to wet patches)* • *Schools ask to enrol after seeing the benefits / sharing the produce* • *'relative location' concept being taught*

	Visible	Invisible
Links between people (network)	**CONNECT** What **new connections** between people have been made? What new ideas have been developed and / or shared? • *Club has been going for six years* • *Soil health (healthy foundation)* • *Sunny vs shaded areas* • *'Almost every week we have a fruit that is ripe'* • *Dry seasons.* • *Managing the flow of water around the site* • *Community members join in the planting and take up the skills in their homes e.g. Mr and Mrs Mb* • *Ginger: we talked about on the bus, understood as a medicine, available to buy now in the shops* • *From waste pit to waste management system* • *Community open day (links people and links ideas)* • *NB (nearly) all Limphasa community will have a child at the school (map homes of children who are in MSPC)* • *MSPC improves links with other MSPC schools in the area…plus networking with other local schools (e.g. see sharing, open days)* • *Wide varieties of fruit and veg grown*	**PROJECT** **What might take place next?** Given everything else recorded here, how might we build on this? Is there some form of transformational change for the better waiting to happen? • *Have passed a tipping point / gained critical mass of community support (Q: on trajectory towards where?)* • *Being evergreen (you need good soil, compost, irrigation, healthy ecosystem…) maybe evergreen schools become the norm across Malawi* • *Note: 'Evergreen' means 'almost every week we have a fruit that is ripe and ready to pick'*

Tool 25 **Intersection street painting**

Use to

Create a work of art that promotes engagement on climate issues.

Description

Intersection street painting is the use of art work on the tarmac, where roads meet. Libraries, community gardens and other spaces, could also be places where art can be used to engage the community.

This tool is used to create a dynamic and engaged effort from a group in order to bring forth a work of art that can be seen and celebrated by local residents, as well as those who come and visit. It establishes a vibrant sense of place for those who live close to it, while also creating a draw for others to come and see it and potentially become a part of the local community as well.

Besides the creation of a public work of art that everyone can be proud of, it also provides an opportunity for community engagement, dialogue between neighbours and folks nearby who otherwise may have never met or shared space together. In this way, it also becomes a *resilience* building project helping build a local network of familiar faces and people who get to know each other better.

The project(s) can be something other than an intersection or street painting.

Popular projects are:

- Shared/community garden projects (great ecological landscaping and permaculture teaching and learning opportunities)
- School garden and/or greenhouse building
- Cob or Natural/Earthen structures, benches, resource boards, pizza ovens, or all three combined!

When to use it

This tool can be used at almost any stage of climate action work. It can be done once, or could become an annual event. The art draws people in and provides opportunities for education and inspiration to be shared in this process.

Effort required

A street painting project can typically require months of planning before execution, although that does not always have to be the case. Some of this depends on access to resources (paint and supplies) and also the support (or permission/permit) from the local government.

Materials

- Paint and brushes
- Written permission, where appropriate

What to do

The steps required are different for each location and depend on local laws and access to materials, etc.

A basic breakdown of steps is:

1. A person or small group gets the wider group to commit to making the project happen, picking a date (typically at a dry and mild weather time of the year).

2. Set up a meeting with the local authority to discuss the project and find out what permissions need to be granted, as well as gather support.

3. Go door to door to discuss the project with the people living closest to the intersection or area to be painted, with the aim of gathering support!

Note: In Portland, it is a legal requirement to get 70% of signatures from the homeowners on the four streets that connect directly to the intersection that is being painted and 100% from the four houses directly on the corners of the intersection. This is something that was established over many years of work between the community members of the city, City Repair, and the Portland Bureau of Transportation. They have even established an entire permit process for this project that allows for the streets to be blocked off for the event.

4. Find an artist or artists to create a design for the painting and who are able to scale it to size.

5. Pick a date (ideally one that is several months out at this point).

6. Pick a fundraising party date (again, several weeks before the event).

7. Get an estimate of the prices of paint and supplies.

Note: In Portland, City Repair developed a spreadsheet with available paints and colors, along with approximate estimates on how much of each color was needed.

8. Additional event activity planning for the day of the event.

Note: In Portland, each year there have been many different ways to make this event more engaging and fun. This could be finding someone to hire (or volunteer) to do face painting, sing/play music, other fun kid activities (for when they are not painting).

Also, it can be surprising to see how generous local businesses can be in regards to sharing free, or heavily discounted food/drink for the day of the event (think donuts/snack bags/lemonade/pizza/etc).

Potential difficulties

There are always potential difficulties with community building and shared projects with multiple stakeholders and impacts that touch those living where these are taking place.

A primary difficulty can be gaining the support for the project in whatever place you hope to bring it to fruition. Sometimes people can be apprehensive about change.

Collaboration in a tool like this involves good listening, a few core/primary leaders/facilitators, and with all things, good communication throughout the project. This can be difficult. It is a great opportunity to strengthen bonds, build trust, and establish a base of *resilience* though if done with grace, compassion, and a willingness to work well with others.

Example output

The enormous graphic installation in Portland, USA at NE 8th and Holman was inspired by a Navajo chant and is an homage to the major flora and fauna of the NW Bioregion. In 2012 the design was enhanced with more contrast, clarity and resiliency.

The mural is a point of interest and gathering since its inception. Local restaurants donated pizza and other snacks, and neighbours came up with lovely potluck dishes. In 2014 a third coat was added to the painting. The community enjoys repainting and renewing the connections made on painting days past and looks forward to new connections.

As this has developed over the years in Portland, Oregon and become an annual event, supported by a central non-profit (City Repair), there have been not only ways for that organisation to help support and facilitate the promotion of these events/projects, but also relationships have been established with local paint suppliers who have donated, or provided 50% discount on paints.

Image credit: Jonathan Maus/BikePortland

In addition to this, there is an additional way to raise the capital, while also gaining awareness, and excitement for the project, by holding a fundraising event a month or so before the actual painting begins. This has numerous benefits though requires some organising agents, as well as external contributions from local businesses.

Typically, 1-3 core members of the project go out and seek gifts, gift-cards, and prizes from the local shops and businesses that can then be raffled off at a party to help raise funds.

During many of these initial events, often a local restaurant or pub will offer their space for this and will also sometimes contribute a portion of the sales for that day as well.

This is a wonderful example of the reciprocal benefit of this particular part of the community engagement and community building that goes along with these projects.

References / taking it further

In addition to this initial project, it can become an annual event that brings the community together, both in celebration, but also to further strengthen the bonds and *resilience* that comes as those closest to this project build better relationships and trust.

villagebuildingconvergence.com is a great reference point for further examples of how far this tool can be taken.

Tool 26 Climate Fresk

Use to

Educate participants on established climate science and its implications, in an accessible and participatory workshop format.

Description

A *Climate Fresk* workshop uses information cards covering the underlying causes; the science of how this is warming our world; then the impacts on the physical environment (including land, ocean and ice); and finally, the impacts on human systems and the wider environment (including agriculture and conflict).

It leads on to a discussion of how this knowledge can be used to inspire solutions and action on climate change.

When to use it

This tool is best used early in the formation of a group, in order to establish a level of knowledge of the risks posed by man-made global warming.

A Climate Fresk from Entaretoi Primary School (*credit 3Es Experience*).

Effort required

The session takes 3 hours.

Materials

- A set of the 'cards' used by the facilitator
- A reasonably large table (at least 1 metre x 2 metre) or space on a floor
- A large sheet of paper (or taped together pieces) to cover table or floor areas
- Coloured felt tip pens

What to do

The way that a Climate Fresk workshop is run is governed by a facilitator who has undertaken the remotely accessible public training (1.5 to 3 hours).

https://climatefresk.org/world/become-facilitator/

Individuals or organisations can then participate in workshops that are being scheduled (ideally, ones organised by someone who is local and has trained to be a Climate Fresk facilitator):

https://climatefresk.org/world/registration-workshop/

Potential difficulties

Some may question the need to understand the underlying causes (the basic science): aren't these obvious?

While these may appear obvious, there are a number of subtleties and difficult questions that can arise. It is important that those engaged in climate action have established a good degree of 'climate literacy.' They will then be able to answer questions on why action is so important.

References / taking it further

For further resources on the scientific findings of the *IPCC*, see our *Resource: References p.207*.

Example

3Es Experience is carrying out a Climate Change Advocacy Workshop with primary school students from Entaretoi Primary School in Kajiado East in Kenya.

The organization is also working with university students to promote Climate Change Education. The knowledge regarding climate change phenomenon helps young people to understand and tackle the consequences of global warming. It is also encouraging them to change their behavior and helping them adapt to what is already a climate emergency.

See *https://3esexperience.org/* for more on 3Es work.
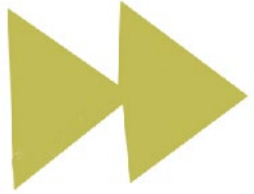
Examples and printable templates

Guidance for Tool 15 - SWOT analysis

Click here to go back to *SWOT analysis p.91*

Strengths	Weaknesses
• What do you do well? • What are the resources that only your group can draw on? • What do others see as your strengths?	• Where could you improve? • Where do you lack resources? • What are others likely to see as your weaknesses?
Opportunities	**Threats**
• What opportunities are open to you? E.g. relationships with people who might help. • What trends could you take advantage of? • How can you turn your strengths into opportunities? where can you complement or join forces with others and not duplicate what others are doing? • What have you seen in other community groups that you admire?	• What threats could harm you? • What threats do your weaknesses expose you to?

Printable template for Tool 15 - SWOT analysis

Click here to go back to *SWOT analysis p.91*

Strengths	Weaknesses
Opportunities	**Threats**

Printable template (a) for Tool 16: Finding potential projects

Click here to go back to *Finding potential projects p.95*
Click here to see *Resource: Project categories p.197*
Click here to see *Resource: Project outcomes p.203*

Project categories	Potential projects (name and label each project that is associated with a given category; repeat label if the project applies to more than one category)	Potential outcomes (indicate which outcomes apply to each potential project).
Communal spaces		
Crafts & making things		
Learning, education and indigenous knowledge		
Public art		
Loved & sacred places		
Civic engagement & lobbying		
Community network building		
Exchange and transaction		
Health, caring and wellbeing		
Mobility and wellbeing		
Community energy		
Construction and renovation		
Food: growing, sharing and diet		
Public and private transport		
Waste reduction and recycling		
Connecting to nature		
Conserving natural habitats		
Humanity in harmony with nature		
Tree-planting and wetland revival		
Water management and conservation		

Printable template (b) for Tool 16: Finding potential projects. Projects inventory/ legacy tracking

Click here to go back to *Finding potential projects p.95*

Project categories (see *Resource: Project categories p.197)*	Previous projects	Current potential projects	Deferred or aspirational projects
Communal spaces			
Crafts & making things			
Learning, education and indigenous knowledge			
Public art			
Loved & sacred places			
Civic engagement & lobbying			
Community network building			
Exchange and transaction			
Health, caring and wellbeing			
Mobility and wellbeing			
Community energy			
Construction and renovation			
Food: growing, sharing and diet			
Public and private transport			
Waste reduction and recycling			
Connecting to nature			
Conserving natural habitats			
Humanity in harmony with nature			
Tree-planting and wetland revival			
Water management and conservation			

Example table for Tool 16: c) Projects inventory/ legacy tracking

Click here to go back to *Finding potential projects p.95*

Project categories (see *Resource: Project categories p.197)*	Previous projects	Current potential projects	Deferred or aspirational projects
Communal spaces	#1 Locating a community space that could be revived with tree planting, to provide relief on hot sunny days		
Crafts & making things			
Learning, education and indigenous knowledge			
Public art			
Loved & sacred places			
Civic engagement & lobbying		#5 A lobbying (including letter writing) campaign to see if bus services could be improved to and from schools, and if these could become electric buses.	#4 An information initiative, to engage local citizens at the open Market and other venues to raise awareness of air quality issues
Community network building			
Exchange and transaction			
Health, caring and wellbeing			
Mobility and wellbeing			
Community energy			
Construction and renovation			
Food: growing, sharing and diet			

Example table for Tool 16: c) Projects inventory/ legacy tracking

Click here to go back to *Finding potential projects p.95*

Project categories (see *Resource: Project categories p.197)*	Previous projects	Current potential projects	Deferred or aspirational projects
Public and private transport	#2 A detailed air quality monitoring project (including school days and non-school days) outside 3 schools in the town.		#3 A mapping initiative to enable school children and parents to understand better the transport alternatives to private cars (pavements, cycling routes, bus stops, and known hazards such as busy junctions)
Waste reduction and recycling			
Connecting to nature			
Conserving natural habitats			
Humanity in harmony with nature			
Tree-planting and wetland revival			
Water management and conservation			

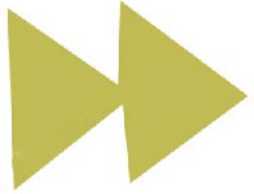# Printable template for Tool 23: a) Selecting priority projects

Click here to go back to *Selecting priority projects p.122*

Project categories (see *Resource: Project categories p.197)*	Potential projects (see *Finding potential projects p.95*	Project outcomes (see *Resource: Project outcomes p. 203*)	Votes (hand entered O mark or sticker)
Communal spaces			
Crafts & making things			
Learning, education and indigenous knowledge			
Public art			
Loved & sacred places			
Civic engagement & lobbying			
Community network building			
Exchange and transaction			
Health, caring and wellbeing			
Mobility and wellbeing			
Community energy			
Construction and renovation			
Food: growing, sharing and diet			
Public and private transport			
Waste reduction and recycling			
Connecting to nature			
Conserving natural habitats			
Humanity in harmony with nature			
Tree-planting and wetland revival			
Water management and conservation			

Example table for Tool 23: b) Selecting priority projects after voting

Click here to go back to *Selecting priority projects p.122*

Project categories (see *Resource: Project categories p.197)*	Potential projects (see *Finding potential projects p.95*	Project outcomes - (see *Resource: Project outcomes p. 203*)	Votes (hand entered O mark or sticker)
Communal spaces	#1 Locating a community space that could be revived with tree planting, to provide relief on hot sunny days	Community cohesion, Health & wellbeing, Resilience, Nature restoration, Carbon sequestration	O O O O O
Crafts & making things			
Learning, education and indigenous knowledge			
Public art			
Loved & sacred places			
Civic engagement & lobbying	#4 An information initiative, to engage local citizens at the open Market and other venues to raise awareness of air quality issues; #5 A lobbying (including letter writing) campaign to see if bus services could be improved to and from schools, and if these could become electric buses.	Health & wellbeing, Community cohesion Fairness & local economy, health & wellbeing, Carbon mitigation	O O O O O
Community network building			
Exchange and transaction			
Health, caring and wellbeing			
Mobility and wellbeing	See #1, #2 and #3		
Community energy			
Construction and renovation			
Food: growing, sharing and diet			

Example table for Tool 23: b) Selecting priority projects after voting

Click here to go back to *Selecting priority projects p.122*

Project categories (see *Resource: Project categories p.197)*	Potential projects (see *Finding potential projects p.95*	Project outcomes (see *Resource: Project outcomes p. 203*)	Votes (hand entered O mark or sticker)
Public and private transport	#2 A detailed air quality monitoring project (including school days and non-school days) outside 3 schools in the town. #3 A crowd mapping initiative to enable school children and parents to understand better the transport alternatives to private cars (pavements, cycling routes, bus stops, and known hazards such as busy junctions)	Health & wellbeing Health & wellbeing, Carbon mitigation	OO OOO
Waste reduction and recycling			
Connecting to nature			
Conserving natural habitats			
Humanity in harmony with nature			
Tree-planting and wetland revival	See #1		
Water management and conservation			

Rationale

Overview

Here we provide the context including the rationale, for the approach of the Toolkit and some suggestions on how someone external to a community climate action group might support or mentor the group or its leader(s). It may also provide helpful context for those helping to promote and distribute the Toolkit.

The purpose of the Toolkit is to provide practical and easy-to-use guidance on how to set up and develop a new group, in any part of the world, to empower any *community* which wants to take action together on climate change and related issues.

By community we mean a group of people that are spatially connected and who, by virtue of this, share some common interests and concerns. *community empowerment* is the process of enabling communities to influence and make changes for the benefit of all. We see the community climate action group as a relatively small group of people from the community who wish to take action on climate change. We see them as enablers of community empowerment.

The Toolkit itself includes a list of free-to-access and authoritative sources of information on climate change

A systems perspective

"… long before we were educated in rational analysis, we all dealt with complex systems. We are complex systems—our own bodies are magnificent examples of integrated, interconnected, self-maintaining complexity. Every person we encounter, every organization, every animal, garden, tree, and forest is a complex system. We have built up intuitively, without analysis, often without words, a practical understanding of how these systems work, and how to work with them."

Donella Meadows

Whilst people may not use the language of systems, everyone intuitively knows about systems. We all live in complex human societies with physical infrastructures such as the buildings where we live and work; transport systems; social systems of norms and rules; and forms of essential for life, like food and clothing. We all work with these different kinds of systems in our daily lives.

Many indigenous people learned to live in balance with their environment, which is something that is becoming increasingly difficult in modern societies. Rediscovering some form of balance is essential to sustainability.

The Toolkit recognises that many of us have been part of the systems that have produced our current problems. **We can all play a role in solutions; but with new ways of thinking.**

Concerning climate change and its impacts, we must consider the overlaps between different systems:

- **Earth systems (atmosphere, land, oceans, ice)**
- **Human systems (societal, energy, industry, infrastructure, urban & rural economies, culture)**
- **Ecosystems (habitat, biodiversity, freshwater, coastal, oceans)**

In the rationale we provide:

1. A simple diagram to illustrate the interconnections between these different systems and outline the global scientific consensus on climate change, the impacts that are being felt and the global action that is needed.

2. Awareness that climate change is but one symptom of globally unsustainable development. We then put **action on climate change in the context of sustainable development which has also been a key foundation for action** at a global level for many years.

3. We then move on to make the case for community action involving a diverse group of people in the face of such massive global issues.

4. Finally, we end with some pointers to support someone mentoring a group and helping it to thrive.

Earth system

Before considering how a systems perspective can help communities in action on climate change, it is worth reflecting briefly on how the world we live in is a system in itself, and how it is being disrupted by man-made global warming.

We can use a simplified picture of the Earth system.

The diagram shows interacting elements of the Earth system, including human society. Climate science is founded in Earth system science that has brought together information from many different disciplines to model the Earth system.
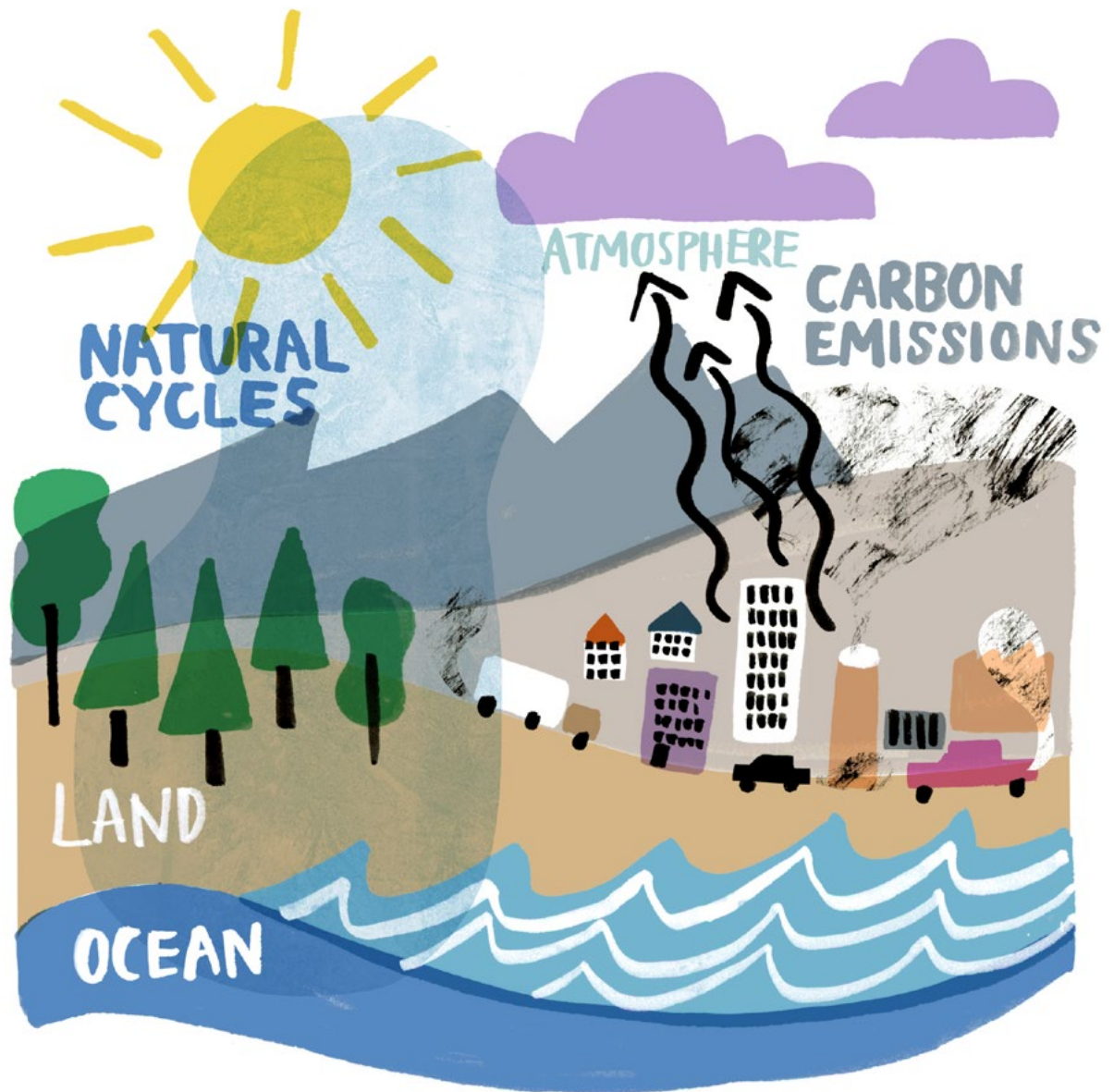
This work shows the very important links to nature protection and restoration and the impacts from unsustainable forms of farming. Actions to protect forests and the health of soil and ecosystems are also vital to address climate change. The same is true for our marine environment which is a key part of a sustainable Earth system.

Human civilisation emerged after the last ice age 12,000 years ago, and has experienced a relatively stable climate for most of this period. This is thanks to a stable atmospheric concentration of carbon dioxide. Due to emissions from human activity - mainly in industrialised societies - this has risen by nearly 50% in a mere two hundred years, and at an accelerating rate. The Earth has not seen current levels of carbon dioxide for at least 2 million years.

Global scientific consensus

The planet is warming and disrupting the climate with impacts on human society and all life on earth. The Intergovernmental Panel on Climate Change (*IPCC*) was established in 1988 to provide policymakers with regular scientific assessments on the current state of knowledge about climate change.

The *IPCC* published its 6th Assessment Report in 2021/2022. It is even clearer than previous reports on the need for action to prevent further dangerous climate change and to adapt to the change that is happening (note: when we talk about climate change in this Toolkit we are referring to the warming of the whole planet caused by humanity's emissions of *greenhouse gases (GHGs)*. The Toolkit itself includes a list of free-to-access and authoritative sources of information on climate change. For an introduction to climate change and the IPCC reports see *Resource: References p.207*

Climate change impacts

The impacts of climate change are being felt around the world, with extreme weather being attributed to climate change and predicted by global scientists to get worse.

These impacts are causing disruptions to ecosystems and to human society which are inter-dependent. Impacts vary across the world and include extreme heat waves, drought, flooding, rising sea levels, damage to infrastructure, and increased spread of disease. These impacts can affect people and ecosystems. Those who are poorest and most vulnerable are often being hit hardest and they are also the least able to adapt. Climate change impacts may interact with changes in other systems e.g. damage to ecosystems and rapid urbanisation by humans can magnify the impacts.

Global action

Because richer countries have been responsible for the greatest historical emissions, and on a per capita basis, remain the highest emitters, there is a strong argument that they have a greater responsibility to radically reduce emissions per capita. In international negotiations developing countries are asking for help to follow a path that no longer depends on fossil fuels to power development. Richer countries also have a responsibility to support countries who have the greatest need to adapt to climate change. The political debate continues and calls for '*climate justice*' are getting louder as impacts increase. Only by ceasing emissions of *greenhouse gases (GHGs)* can we stop further warming and avoid increasingly dangerous impacts.

Climate action in context of sustainable development

Sustainable development has many definitions, but they all see the need to ensure the well-being of people and the planet on which we depend – taking into account the needs of future generations.

For sustainable development to be achieved, it is crucial to harmonise action across three core elements: economy (or livelihood), social care, cohesion and inclusion, and our environment (the ecological health of the planet). These elements are interconnected and all are crucial for the well-being of individuals, societies and our planet.

Climate change is one symptom of globally unsustainable development. Other symptoms include poverty, inequality, water pollution, and air pollution. Climate change also threatens progress in all these areas, making it an important focus in itself.

One way of framing the different challenges of sustainable development is Agenda 2030 and the accompanying *Sustainable Development Goals (SDGs)* to which 193 countries around the world have signed up to. There are 17 goals which are focus areas and important pieces of a big and complex puzzle. These include ending poverty, good health and wellbeing, gender equality, reduced inequalities, sustainable cities and communities, and climate action. Whilst agreed globally, there is a need to implement these goals locally. This will take different forms reflecting different situations.

See the UN staff college web page, available in 8 languages, for more on the SDGs: *https://www.unssc. org/news-and-insights/news/understanding-dimensions-sustainable-development-now-available-8-languages/*

From global to local

Some argue that it is companies that are the big polluters and governments that most need to take action, and that individual action is irrelevant.

However, as the organisation Climate Outreach has noted *(https://climateoutreach.org/)*, all types of action are needed. Action by individuals can influence action by the big polluters and government. When individuals come together at a community level they are an even more powerful influence. While governments and industry need to do more, local community groups have an important role to play, not least in engaging with the hearts and minds of their local community.

The question confronting a community group is **how to go from knowledge of the global issues into meaningful action** at the local level. Community groups seeking to take action on climate change have been and are being formed across the world. Often, they find the task of forming a group, defining priorities, and taking action, very challenging.

There are **many inter-related problems** to be addressed (poverty, climate change, air quality, etc.) and a community group may want to start with whatever issue is most pressing for its community or where the community already seems to have the energy and motivation to act. A group might not discuss its action in terms of climate change even though it is contributing in this way.

One of the principles of this Toolkit is to look at the bigger picture. When we reflect on the many inter-related issues in the world, we can understand how they are connected and how they impact on each other.   Finding these inter-dependencies can help identify root causes and help us see how we might contribute to developing long term

solutions. For example, action to reduce climate change by reducing unnecessary consumption in rich countries can protect the environment by reducing what needs to be harvested or extracted from the earth, such as timber to make furniture or minerals for mobile phones. These actions are very energy intensive producing greenhouse gas emissions. Removing trees reduces the absorption of carbon dioxide, one of the main greenhouse gases.

Taking action to reduce climate change or adapt to climate change requires a broad range of actions and is not only about technical changes such as building renewable energy systems or flood resilient buildings. It requires, for example, inspiring people and learning from each other: through art; influencing local and national politics; building networks; enhancing wellbeing through social activities, relationships and the arts and creativity, and by encouraging people to spend time in nature.

This also means that in setting up a community group we need to attract many **different people with a variety of talents, skills and experience to make sure their different approaches** and contributions are valued.

Embracing diversity: In a group it is easy for a particular perspective to dominate a conversation. Bringing in diverse views is a good way of questioning our own assumptions and brings more knowledge to a group. Recognising the benefits of engaging people from a range of different disciplines means that a community group is thinking about bringing in different approaches and values a diverse range of skills and talents in the people that join the group.

Group members will have different preferences for how they work together and so employing a variety of *tools* will help to maximise participation in the activities of the group. Some will involve conversation only, others will involve visualising or drawing pictures, and some may involve movement. All should help build relationships between the group members and between the group and the community.

The story of the blindfolded people and the elephant demonstrates some aspects of the importance of allowing diverse views to be heard, encouraging us to think about:

1. How we all have a part of the story but not necessarily the whole picture.

2. Even if two people have the same experience their subjective interpretations will likely be different.

3. In real-life we are blindfolded and can't see the 'elephants'!

A community group can start with whatever issue is most pressing for its community or where the community already seems to have the energy and motivation to act. A principle of the Toolkit is *Co-engagement*. This refers to working 'with' the community, rather than doing it 'to' them, as a means of empowering local people to get involved and take action. Such an approach can build relationships and enhance existing networks.

A group might not talk about its action in terms of climate change even if it is contributing in this way. Action in many different areas can contribute indirectly to action on climate change.
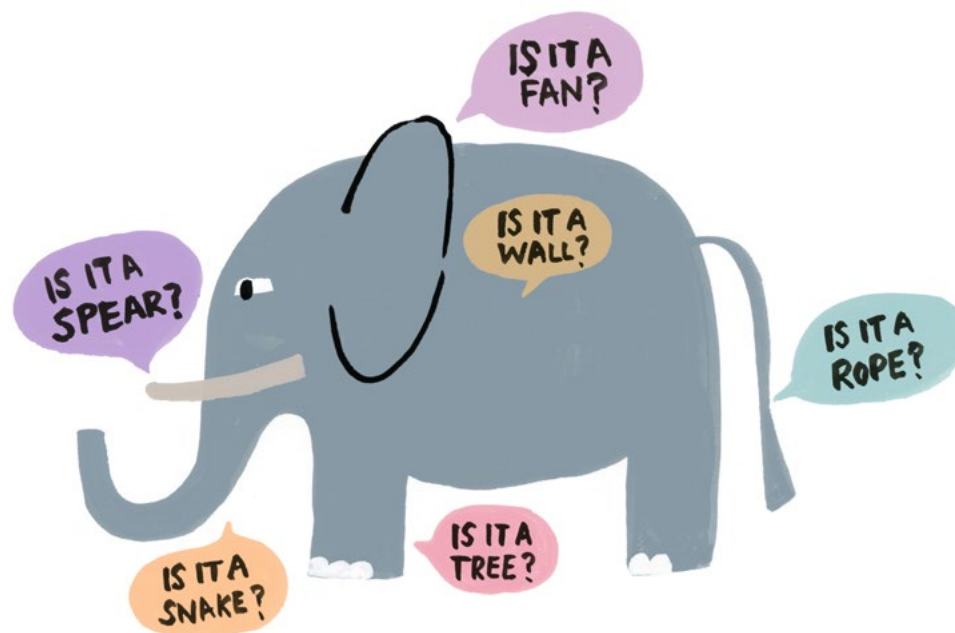
For example:

- Appropriate planting of trees can bring multiple benefits including supporting local biodiversity, providing shelter during hot weather, improving the soil, reducing the impact of local flooding as well as absorbing carbon dioxide and thus contributing to reducing climate change

- Working to reduce air pollution by encouraging lift sharing or campaigning for more local transport options might be focused on the health issues and bring together diverse communities, whilst also reducing greenhouse gas emissions

- Supporting people's wellbeing through encouraging community activities may help to build the *resilience* of the community to future climate change by providing a stronger network of support between people

It is not realistic for a group to have too many initiatives active at any one time, but by allowing a diversity of voices and perspectives, a group can develop focus, energy and commitment for change.

A Community as a system

When we live in a community, we get to know how it works. We may have a partial view from our own experience, but get a few people together and you can quite quickly develop a map or model of the community and what goes on.

You can also identify problems and issues this way. In our experience we all enjoy bringing our knowledge to the table and using it to understand what is going on. We can then discuss how we might make it better. This is all systems learning. The Toolkit includes an illustration of the use of the *Influence diagram p.85* tool which seeks to bring to light the different 'actors' (roles, groupings or institutions) and understand how they might be influenced by a community climate action group.

Massive response

We know that a massive response is needed to address climate change. But what does that mean from a systems perspective? We can approach this by looking at the scales of action.

Many small actions taken together have a very significant impact. Changes in communities and awareness can also help to set the scene for bigger scale action. We have seen this in the response in some countries to plastic packaging. A few community groups decided to take action outside supermarkets, taking plastic wrapping off products to demonstrate the excessive use of plastic. This fired the imagination of other communities, leading to nationwide collective action.

Humanity needs to make a massive response to the risks posed by climate change and to the consequences of it. This can be through very large interventions that may only be needed in a few places, or through smaller interventions that are replicated in many locations. These two approaches to making big change happen are complementary and are illustrated in the accompanying figure.
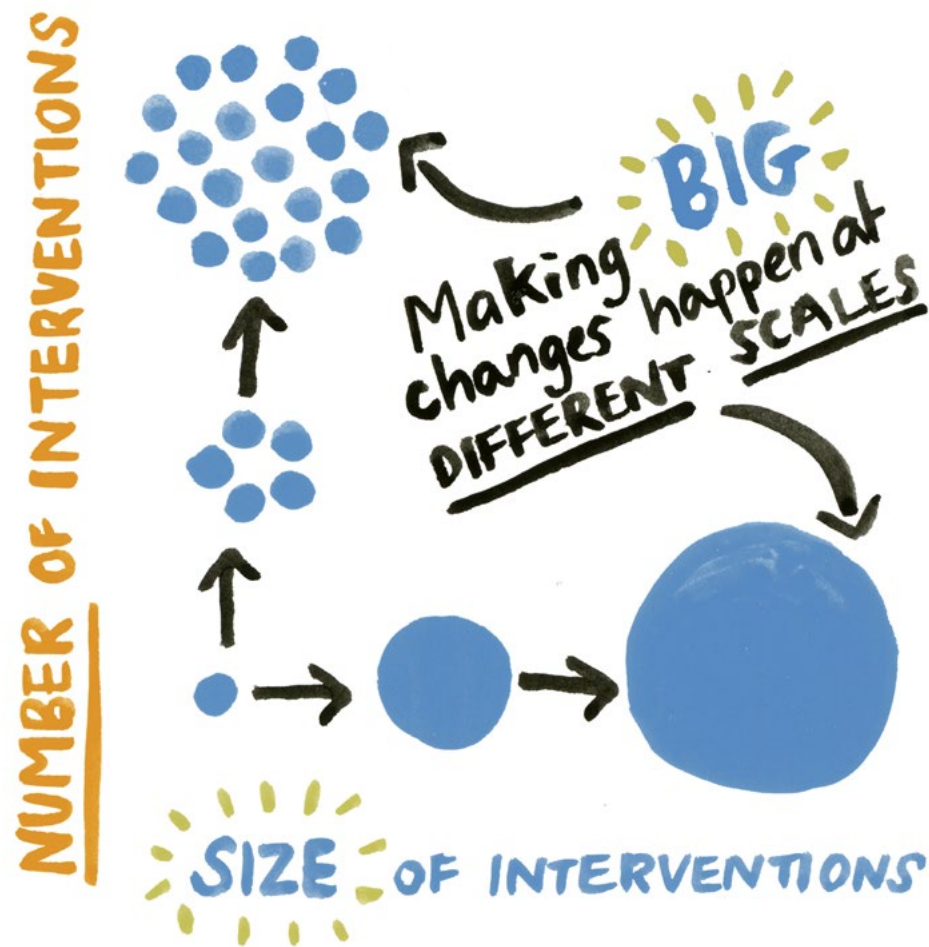

*Figure - A Massive Response at Different Scales*

In the energy sector, an example of a large intervention is the creation of grid-scale energy storage to help support a European-wide grid supplied by intermittent renewable electricity generation such as wind. A smaller intervention would be a community owned local solar generation facility located at a civic centre (that could include educational resources) for a rural community, that could be used to power community-run electric vehicles based at the centre.

There is a wide spectrum of interventions that can take place, but in almost all cases community groups can play a role, either through implementing local projects, or using citizen / consumer power to lobby for change. For a community group, influencing hearts and minds is a crucial first step in many cases.

Individuals as a system – heart, head and hands

If we are to maximise our response, we need to engage our full selves with this Toolkit to enable people to embrace the issues with heart, head and hands, through the use of the tools.

Some people start to engage a problem with their 'head', through thinking, writing and analysis. Others will more naturally find it easier to engage initially with their 'heart', through feeling, poetry, movement and song. Finally, others will want to act with their hands through the practical side of projects. There is no 'right way', and space is needed to allow different forms of engagement to be explored. In addition to personal preferences, there may be cultural preferences to be considered.
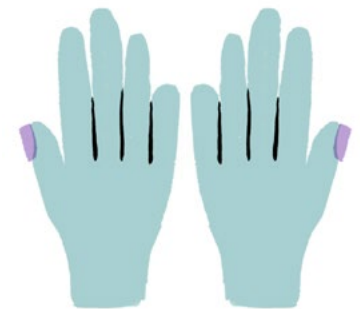
Mentoring a community group

We hope that the above information provides some useful context for an individual or organisation wanting to support an emerging or existing community group.

It needs to be read alongside *Getting started p.3* and *Resource: Maintaining the health of the group p.191.*

A supporter or mentor for a group is someone who can support a person or people leading the group in planning what it does and how it does it. They should be someone who is not actively involved in the group themselves. He or she does not need to be someone with particular credentials in the area of climate change, community work or mentoring. They may simply be someone to whom those taking more of a leadership role in the group might look for support. This could be as simple as providing a listening ear.

Supporting or mentoring a group can take many different forms. Below we provide a mentor with an understanding of the ways we envisage they might support a group that is using the Toolkit.

They could use the list in the Toolkit *Resource: Project categories p.197* to assist a group in broadening its perspectives on the range of possible projects they might be interested in pursuing.

The philosophy of the Toolkit is that groups find their own ways of working and identify their own ways of taking action. We see the Toolkit as a support and guide but not as a blueprint. We hope

that those that find themselves in the position of mentoring a group will respect this philosophy.

A mentor will work towards stepping back and allowing a group to flourish once it has found its voice and gained its self-confidence.

A mentor might particularly want to support the group in maintaining its health and using some of the tools that are supportive of a 'health check'. In doing so, a mentor could get an update on progress and ask the group how it is managing itself. There is no right way or wrong way, but a mentor could provide a prompt to ensure that a group has consciously chosen not to do something, rather than simply got caught up in a specific project - as can happen very easily. Particular areas where a mentor might like to prompt and possibly guide a group, depending on their own skills and experience, are:

- **structure of the group?**
- **does the group have objectives or a vision?**
- **how are meetings conducted?**
- **what roles are people playing? Is it just a very small group doing the work?**
- **what is being done to assess people's feelings?**
- **is there any group fatigue or conflict?**
- **does the group feel it is making progress?**

Introduction to the Toolkit framework

It is important that a mentor understands the reasoning behind the framework presented in Getting Started. See *A framework for your journey p.13.*

When looking for solutions to problems people have a tendency to jump to one answer. This is particularly true when a confident strong member has a favourite solution or topic of interest. There can be a positive side to this, in that projects do need people who are committed and passionate to see them through, but for a community climate group, this can crowd out other ideas and voices.

Another factor that can be easily overlooked, is the problem that needs to be addressed. Too often, a group can be drawn into solving a specific problem rather than stepping back and asking whether this is truly the issue that needs addressing.

The framework used by the Toolkit as adapted from a 'double diamond' model for design pioneered by the Design Council[1] from 2004.

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1 *https://www.designcouncil.org.uk/our-work/news-opinion/double-diamond-universally-accepted-depiction-design-process*

The framework is split into two phases:

1. Determining the issues the group would like to focus on;

2. Determining the projects the group would like to focus on to address those issues.

To ensure an open approach is taken to ideas, these two phases are each split into two parts:

1. 'divergent thinking' where any ideas, however unusual or unexpected, are included;

2. 'convergent thinking' where the ideas are assessed and filtered, to arrive at a small set of priorities (at least for the coming period of time).

In this way the group will first arrive at a set of priority issues, and then arrive at a set of priority projects to address the priority issues.

This process can be repeated every year (or some other interval of the group's choice), and ideas that may have not been selected last time around can be included in the new cycle. By tracking what issues and projects a group has done it can build up an idea of what it has achieved, celebrate the achievements, and identify gaps. This may suggest new ideas that need to be explored in the future.

These are just some ideas. They are not comprehensive, and an individual mentor may have other ideas of ways to support their group.

Resources

Resource: Using systems thinking

Here we offer some practical illustrations of systems thinking. The rationale section includes an extended section *A systems perspective p.160*, providing a background on *systems thinking*.

Systems thinking is a practice that encourages us to look more broadly at a situation and consider it in context, embracing the messy complexity of the real world. It helps us understand interrelationships and influences between things and actions, and to do this at different scales and timescales. It also helps us to look at what might be the underlying problems, rather than the surface symptoms.

It allows us to recognise that change happens in all sorts of different ways that are not always predictable and that unintended consequences can result from our actions. It also recognises that context is all important and we can't transplant a solution entirely from another place, although we can always learn from what others are doing. Systems thinking also recognises that there is not one 'right way' of viewing a system and that everyone's different views can help to understand what is happening.

In the context of *climate change* and its impacts, we must consider the overlaps between different systems:

- **Earth systems (atmosphere, land, oceans, ice)**
- **Human systems (societal, energy, industry, infrastructure, urban & rural economies, culture)**
- **Ecosystems (habitat, biodiversity, freshwater, coastal, oceans)**

Limiting impacts and ensuring a healthy and sustainable future requires that we consider interactions between these systems and actions that will ensure the following
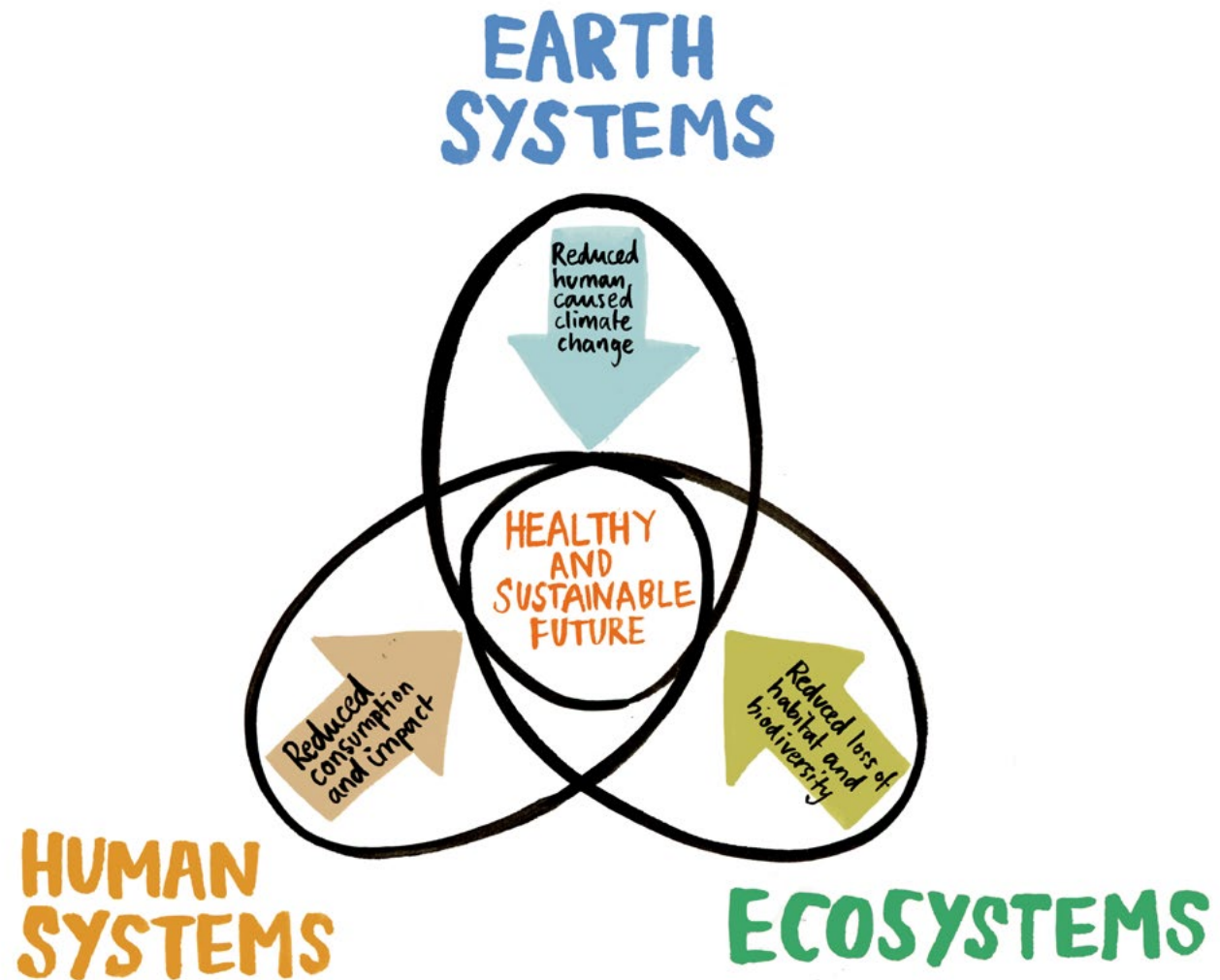
- **Reduced human caused climate change**
- **Reduced consumption amongst high consumers and related impacts**
- **Reduced loss of habitat and biodiversity**

These cannot be considered in isolation because what is done in one area will have impacts both positive and negative in another area.

Some of the key aspects of systems thinking are discussed in what follows, with references made to some of the *tools* **in the Toolkit.**

By seeking to understand the bigger picture within which you operate it may be easier to avoid unintended consequences and you may be able to work towards more than one outcome at a time. *Rich pictures p.50* helps understand the breadth of issues in the *community*. *Selecting priority projects p.122* encourages groups to think about how a project might contribute to achieving more than one outcome.

In seeking to understand the bigger picture, it is useful to draw on a variety of different perspectives

EARTH SYSTEMS

Reduced human caused climate change

HEALTHY AND SUSTAINABLE FUTURE

Reduced consumption and impact

Reduced loss of habitat and biodiversity

HUMAN SYSTEMS

ECOSYSTEMS

to understand the complexity and messiness of the situation. Everybody sees the world differently and has a unique perspective to bring. *Inclusive and productive meetings p.69* suggests ways of enabling everybody in a group to contribute.

A system's structure may be rigid, and difficult to change. You might wish to see a strong shift in one part of the system but find it is very slow to respond to the need for change. *Influence diagram p.85* recognises the multitude of players in a system who all have limitations in their ability to influence, However, combining different forces can bring about desired change.

Change can take place at a range of different levels and may not always be visible. If your project has not been outwardly successful it may still have produced shifts in people's understanding or views. This may change what seems politically possible. For example, a group's project may expose a strength of public feeling which may sway the local council towards adopting what might previously have been seen as radical or unthinkable. *Revealing project value (Revaluation) p.125* seeks to bring to the surface and value what might be less immediately visible changes.

Revealing project value (Revaluation) p.125 can also help a group ask itself how well it is doing, and whether a series of initiatives is having the impacts it desires. *Action at all levels p.118* can be used to challenge the group to move beyond its comfortable ways of working, to seek to impact *stakeholders* at different levels, such as big business or national agencies, that may have the power to make significant changes possible.

A system can appear static, whilst changes might be happening below the surface. It can then suddenly change. That is because there can be tipping points. These might be positive tipping points such as. a change in social attitudes towards environmental issues or could be negative such as sudden melting of the ice caps. Sometimes, the aggregated effect of many small changes can lead to a social tipping point - a change in the ways of thinking of a whole *community* or society - so we should not discount the power of small actions when undertaken as part of a broader strategy for change.

Systems thinking acknowledges that we have different ways of thinking and knowing. *Visioning using a guided visualisation p.103* invites people to slow down and move into a state of peace and calm in which they may have more creative ideas for the future. However, this approach will not work for everyone. *Active Hope p.41* invites the group to share their emotions, helping to build *resilience* and empowering them to take action.

Another way to describe the power of systems thinking is the iceberg model illustrated here.

This example helps to explain the model.

Consider an event such as a severe drought in East Africa with the failure of crops. Communities and governments will react by trying to replace lost crops through imports, but what are the underlying causes that need to be addressed to ensure a more sustainable solution?

It may be that there has been a pattern emerging over several decades where communities have grown cash crops in favour of traditional drought resistant crops. Increasingly common droughts due to *climate change* mean that the *community* could anticipate these impacts.
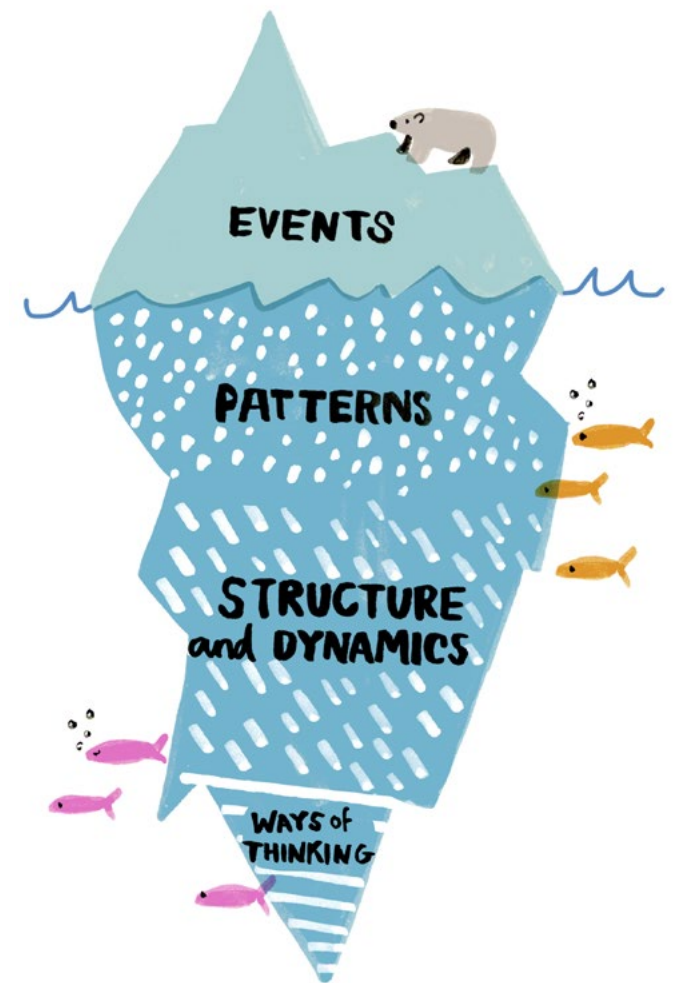
They may look deeper still and see that the underlying economic structures and dynamics[1] such as trading relationships, funding models, and flows of finance and goods, have been the root causes of the move towards cash crops.

This raises many questions for political and business representatives. These structures have led to a failure to invest in new irrigation systems and storage facilities to improve *resilience*, and instead have led to exploiting the land and farm workers.

At its deepest level, there are assumptions and ways of thinking that need to be challenged for change to flourish. The community conversation might question whether there has been an over-reliance on external loans and revenues, and if this has undermined a traditional culture of self-resilience and co-operative behaviour in the local economy.

In a similar way, many issues need to be explored by reaching down as deep as possible into the root causes at the bottom of the iceberg.

1 It is important to understand that systems almost always achieve some equilibrium through dynamic balance. For example, a Beaver's dam on a river restricts water flow but doesn't stop it; the rate of flow of water into the dam is eventually balanced by the same rate of flow away from the dam. However, the dam has enabled a body of water to be formed behind the dam, creating the environment the beaver needs to raise a family. This is an example of dynamic equilibrium. Many of the changes brought about by man-made climate change look at first to be small changes (a degree increase in temperature, for example), but these changes upset long established dynamic equilibria in the systems of the world, and this magnifies their impact greatly. When we consider solutions, we also need to think about balance and how to re-establish it in the human and natural systems we can influence, but we need to look at dynamic features of the system, not just static ones to understanding how to achieve equilibrium.
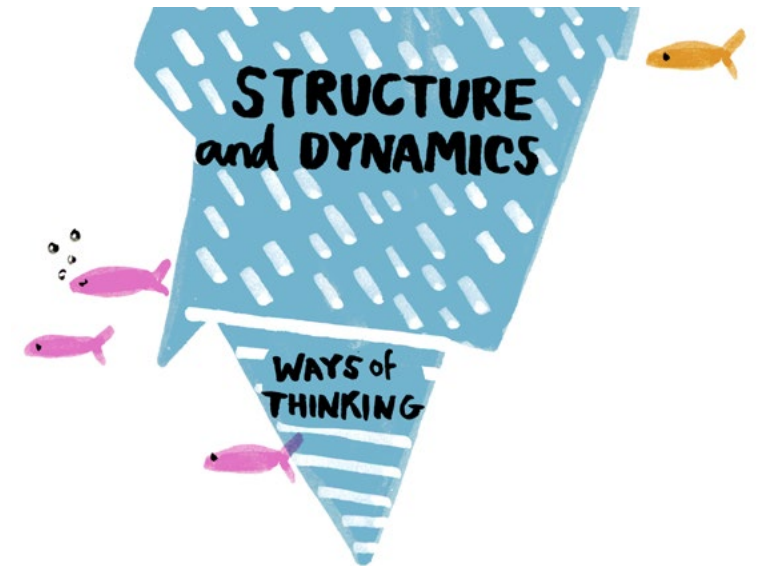
Resource: An extended story of a group

This story illustrates the pathway that a group might follow and how a selection of the tools might be used. It is important to stress this example story is purely an illustration for one particular group. There are thousands of potential choices a group can make at this stage and each subsequent stage in this story.

A group formed in one country may have very different immediate concerns from those in another. There may also be cultural and other reasons why some tools are preferable to others. One group might want to simply get on with some practical steps straight away, while another may wish to be more strategic and consider a range of possibilities and longer term objectives.

In your case, a different selection of tools will be used, with different outcomes. The following is not intended as a blueprint, merely an example.

Group formation

A few people in Carbondown town found that they shared a concern about climate change. After a few discussions amongst themselves they decided to set up a meeting to see if there might be enough interest locally to set up a climate action group. They were keen to promote the group as also potentially beneficial to people's health and wellbeing. They put out an advert in a local publication and on social media along the lines of:

> *"Concerned about the planet? Would you like to come to a meeting to look at how you might support positive action in your town on climate change, whilst also promoting health and wellbeing. We welcome everyone with an interest"*

At an early first meeting in Carbondown town there were 11 people, 8 people in addition to the 3 who had convened the meeting. These 3 each talked briefly about their reasons for calling the meeting but deliberately did not state exactly what actions they saw the group taking so as not to narrow its focus.

Postcards from the future p. 112 was used to help explore how people felt about a positive future of the community and the town. At a meeting a bit later, the group used *Exploring Values p.38*, to help open up a conversation on participants' values and what they wanted to be achieving as a group. This led to a discussion on how to initially describe a mission for the group, accepting that this would be likely to change.

Exploring issues

The new group's next meeting discussed the range of issues of interest to the current members. They used *Brainstorming questions p.78* to create an open ended set of questions that connected to issues they might want to address.

They then used *Rich pictures p.50* to explore their local situation. They were in 3 groups and came up with three very different pictures.

These collectively highlighted

- Although local government had climate targets for housing, transport, food and for energy in schools and it had been talking to local schools about installing solar panels, this had not actually happened. However, it was actively monitoring air pollution noting areas of high concern
- There was a lack of public spaces with trees to provide natural shading for people to go and relax, an increasingly important issue as heatwaves become more intense and common
- Environmental issues were discussed by an inter-faith group that met regularly
- Public transport had been highlighted in a local survey as of concern to 70% of the population
- Nature based solutions were a significant topic of interest

They then conducted an exercise using *Appreciating your environment p.52*. School children recorded on a picture, what their senses detected while walking or cycling to school. The picture gave insights to parents, teachers and local politicians on how traffic and the design of the environment were impacting on children.

Appreciating your environment helped to identify opportunities for both *mitigation* as well as *adaptation*.

The group reviewed the *Resource: Project categories p.197* to familiarise itself with possible actions.

The group then started to do some research on issues of interest such as air pollution.

The group decided it wanted to learn about the fundamentals of climate change but found the online material too complex. It discovered *Climate Fresk p.146* as a way to understand the findings of the *IPCC* in an engaging and collaborative way. As they could not find a local practitioner to run a workshop, one of the group volunteered to undertake the on-line training, and they then facilitated a *Climate Fresk p.146* workshop.

This really helped the group to appreciate the impact of increased *greenhouse gases (GHGs)* in the atmosphere and how this impacts the oceans and much more, but done in a way that was welcoming and easy to participate in.

Focusing on issues

The group moved on to the stage of identifying issues to focus on for the coming period of time.

The group used *Inclusive and productive meetings p.69* to find a meeting format that would ensure everyone had a chance to participate. The group identified air quality and general awareness raising as of most concern, whilst agreeing they would remain open to ideas as they started talking more with people in the community.

Finding potential projects

At their next meeting, the group explored which projects they might take forward to address their priority issues. Considering air pollution, the group noted that the local authority had been monitoring air quality and had noted several areas of concern. Several schools had taken action and banned cars in the immediate vicinity of the school gates due to concern about air pollution. This had proved unpopular with some local businesses who thought they might lose customers.

They asked parents and children about their concerns, and many identified the lack of trees in the vicinity of the schools, and how this was very unpleasant during breaks when it was hot and sunny outside.

The group considered a number of possible projects including identifying ownership and regulations related to community land, carrying out a survey, monitoring air quality and lobbying local politicians.

The group carried out a brainstorm using *SWOT analysis p.91* to consider air quality in the locality. This was done in small groups to consider the Strengths, Weaknesses, Opportunities and Threats of the current approach.

The group noted that there was a lot of appetite in the group to address the environmental issues near the school in ways that would bring measurable improvements.

SWOT	Conclusion
Strengths	Some local authority monitoring taking place.
Weaknesses	Monitoring was limited and no comprehensive programme had been put in place. The local authority's data had not been presented to the population.
Opportunities	Increased communication of the problem. More monitoring subject to sufficient funding.
Threats	Local businesses may be against changes they think could reduce the number of customers.

The group used *Finding potential projects p.95* to explore possible projects, which included

- Locating a community space that could be revived with tree planting and provide relief on hot sunny days
- Monitoring air quality on school and non-school days outside 3 schools in the town
- Mapping transport provision to enable school children and parents to understand better the alternatives to using private cars such as pavements for walking, safe cycling routes, bus stops and known hazards such as busy junctions
- Raising awareness through an information initiative to engage local citizens at various venues to raise awareness of air quality issues
- Campaigning to improve bus services to and from schools and to use electric buses

Selecting priority projects

The group used *Selecting priority projects p.122* to assess the relative benefits of the different projects. Based on this workshop there was clear voting preference for two projects.

Firstly, a tree planting project in a community space close to the school to provide a pleasant area with shade which also could encourage parents and children to walk to and from school. Secondly, monitoring air quality before, and after all the changes.

The group decided to host a Climate cafe (see *Climate cafe p.75*) to get wider input into the proposed projects to gain support from teachers, parents and pupils. There was a strong feeling that practical and hands on approaches would be needed to encourage involvement.

The tree-planting project got immediate support from children, parents and school governors. The local council who owned the land recognised the value of the project and offered some financial support.

The air quality monitoring project was planned and executed over a period of several weeks, and the initial results were then communicated using the group's social media outlets and website.

The portable air quality monitor recorded levels of particulates, nitrogen dioxide, and volatile organic compounds (VOCs). The portable air quality monitor cost about $100 and the group felt it was worth raising the money for a reasonably accurate device. It included an ability to upload data to a smart phone or computer and record levels of particulates (PM2.5 and PM10) and gases nitrogen dioxide (NO2), and volatile organic compounds (VOCs).

In addition to the written results, the group obtained some video content using *2-Minute video p.88*. This greatly helped in communicating the progress on both projects via social media.

The group was already energised by the support they were getting and started considering further projects. Having begun to build an understanding of the actors involved including their roles in the community, their groupings and the institutions they were linked to, they decided a future action would be an *Influence diagram p.85*, drawing on the existing relationships of those in the group and the new contacts the group had made in its early projects. This would help them decide on appropriate future projects.
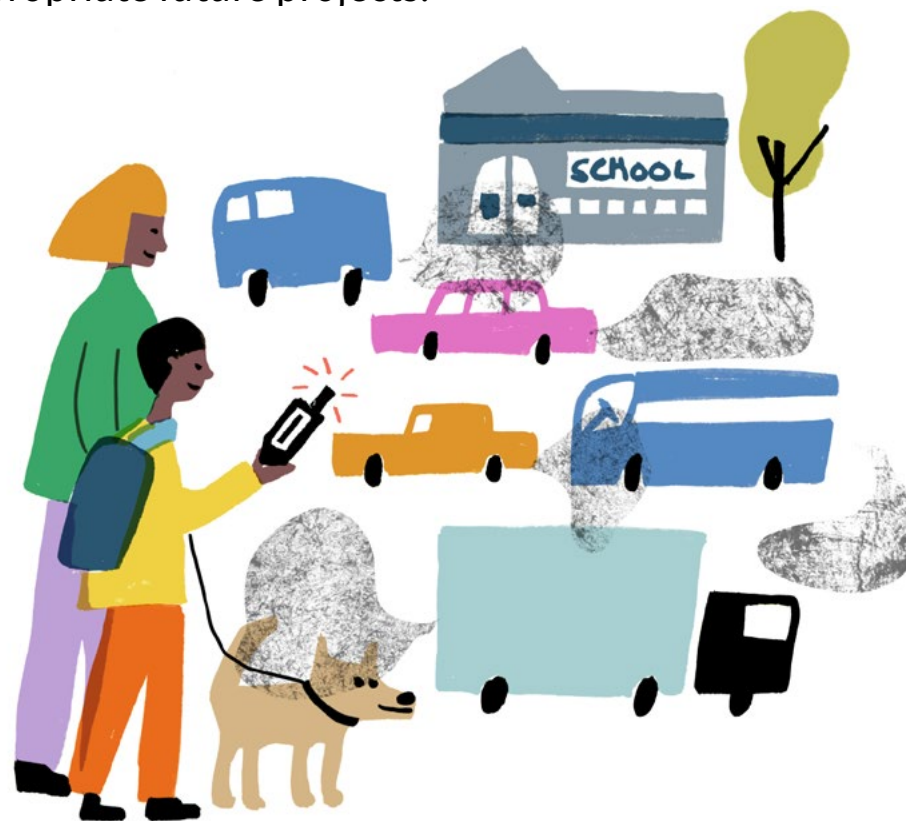
Air quality levels near a school, peak at drop-off time

Resource: Maintaining the health of the group

Climate change can be a difficult topic to handle. Those leading a group can feel emotionally drained from the experience. They are usually running the climate group as unpaid volunteers, alongside paid employment and supporting their own families.

Here are a few additional tips on how to deal with the pressures of running a climate group and points to bear in mind if the group decides to reinvent itself or wind down.

a. Structure

Whenever a new group forms, people will question how much administrative structure is needed to ensure the group can work effectively. Too much structure can stifle the group with bureaucracy and too little action, whereas little or no structure can create a chaotic atmosphere and poor communication that fails to deliver results and can cause ill-feeling.

People need to know what is happening and how they might contribute. Meetings need to be facilitated to allow everyone a chance to speak. The right questions need to be posed and answered and decisions recorded. This is important because there will be limits on people's time and resources, so when a group decides on its priorities, it will be very helpful if everyone comes together as a team to support agreed initiatives or projects.

Finding a good balance will be key to the success of the group. We recommend as much structure as needed, but no more!

The types of structure adopted by voluntary groups can vary greatly according to customs, culture and the personalities of those forming a group. At a minimum you will need individuals to chair or facilitate meetings and ideally a note keeper and a timekeeper.

There are potentially lots of different roles which can be rotated but in reality leading the group often falls to a small group. One model that works well is to have a small steering group with sub-groups focused on specific projects. Those projects might be very short term such as organising a small event or they could be much longer. In that way you may be better able to engage the diverse interests, talents and skills of group members and ensure no one has to attend too many meetings.

Having a set of small regular activities like being on a rota for 2 hours for a monthly climate stall at a market, is important and is a good place to start things happening before more complex projects are begun.

10 tips for working together

1. Dare to dream and share your dream. The visioning tools in this toolkit may help with this.

2. Keep in touch regularly as team members, using agreed channels of communication.

3. *"Challenges? What challenges?"* Together, as a team, we dare to go beyond our limits!

4. Silence has a meaning: it tells you your team member may need you. So, after a week, give them a sign of life, make a call, send a message.

5. Ensure that everyone has a chance to contribute and is listened to in group conversations.

6. Respect team members' opinions. A different opinion can enrich our own.

7. Hidden agendas should not exist in our group community. Our agendas should be an open book for all.

8. Start meetings with a positive greeting and finish with a parting wish.

9. Answer messages. When you are busy, a simple "got your message" is enough!

10. Share important and interesting minutes of meetings, conferences, documents and assignments with other team members, feeding your mutual concerns and interests.

Since a community climate action group has no formal powers, it only requires limited controls in how it operates but laws and customs still need to be understood and followed.

- At some point a group will want to write down a statement of its broad aims and objectives. To support it in bringing the group together to decide on these, it could refer to *Developing a vision statement p.62*, *Visioning using a guided visualisation p.103*, *Preferred and possible futures p.109*, *Exploring Values p.38* and *Inclusive and productive meetings p.69*

- Make sure that those who are part of a committee or steering group have a proper role to play that produces results of some kind. It can be demoralising to have someone on a steering committee who loves to talk but never does anything!

- Periodically change the roles played by members of the group, to allow fresh ideas and talents to be brought to the team. This can also offer opportunities to pursue specific projects that require sustained effort. For example, the current Chair of the steering group might want to put all their 'climate time' into a specific project and this will create a space for a new Chair for the group

b. Health checks

Remember that action on climate change should be viewed as a marathon, not a sprint, and so the group needs to pace itself in the activities it undertakes. If it takes on too much at any time this can exhaust the group or may exhaust a few people who take on the greatest burden. The group doesn't want to lose key talents by exhausting them.

It is good to find time to be open and to share one's feelings and find ways to resolve difficulties that people may be experiencing. This is best done informally. *Active Hope p.41* and *Postcards from the future p.112* can also provide an opportunity to share feelings.

We have labelled some Tools as appropriate for a health check. By health check we mean an opportunity for the group to come together to check out the group and how it is working. This might involve sharing knowledge

and experience of the local community within which it operates, sharing feelings, including those around climate change, learning together and reviewing what it has done and considering what it wants to do next. The Toolkit highlights specific Tools that can support a health check in the *Table: Selected tools for newly formed group p.20*.

The group needs to feel it is performing well as a team, with everyone doing their bit. In these ways, a group can sustain itself for many years without running out of energy and enthusiasm by remaining fresh and innovative in what it does and how it does it.

You may want to take time out to relax and re-energise, for example, by taking the group out into the natural environment to engage with nature and reflect on positive experiences.

To re-energise the group and support its work you might actively seek out talent in the community and try to bring it into the heart of the group. For example, to assist with activities such as

- Illustration: to produce eye-catching imagery and displays, and engage people

- Writing: to produce short written pieces for leaflets, social media or a website

- Video-blogging: to record short videos celebrating achievements in the community, to inspire and inform people (typically 2 minutes raw video, or edited down to this duration)

- Knowledge: to bring in people with particular knowledge that may be useful, on specific topics of interest, such as the local history of community self-help groups

c. Working alongside and with other groups

The group will not have the capacity to make all the changes it would like to see in the community. It can think of itself as a 'catalyst' for change. It will sometimes lead a project, and seek support from others, but in some cases it will be other organisations or groups leading a project, and the climate group will be the one offering support.

Making connections with local institutions such as religious groups, local government representatives, businesses, women's groups, etc. who might be allies may be helpful. This can help with building a sense of a joint effort across the community that will lighten the load on the group in terms of physical and emotional effort.

d. When a group decides to wind down

Sometimes, despite efforts to reinvigorate itself, a group may decide to close down. For example, a larger, well-funded climate initiative may have recently started combining a few towns. The current group members may like the vision and decide to join the new group.

But in such cases, it is crucial that before closing a group they reflect on their achievements and spend time celebrating them.

They should recognise that such an outcome is not a sign of failure but a recognition of a new beginning, building on what has been learned and cherishing relationships and achievements that will be carried forward to the new group.

A climate group can think of itself as part of a much broader structure in which systems are interlinked in continual adaptive cycles of growth, accumulation, restructuring, and renewal. If a group closes, the work it has accomplished is never lost because it will become part of the memory of the community and find new expression in the future.

Resource: Project categories

There is no single way to categorise projects. Project categories can reflect personal preferences but also the context and scale of activities. A community group will have a more local and down to earth perspective than a national government.

Here we provide a sample set of project categories, recognising that each group may wish to adapt these or use a limited number of categories. *Finding potential projects p.95* and *Selecting priority projects p.122* are useful tools to help with this. As in all aspects of the Toolkit, it is important for groups to develop their own ideas, methods and experience. The project categories used in this toolkit are organised as shown in the *Table: Themes and Project categories* on the next page:

- The systems where humans can have the most impact are divided into four major systems - cultural, social, material and natural
- Under each of these systems we can see a range of high-level themes, such as education and agriculture
- Under each of these Themes it is possible to think of a number of project categories that are relevant to a community group, such as Communal spaces, Public and private transport, etc

Table: Themes and Project categories

Systems	Cultural	Social	Material	Natural
Themes	Arts Education Values Views of nature	Health & development systems Economics and finance Government systems Legal system	Agriculture Built environment Industry Infrastructure	Conserving terrestrial & marine habitats Enabling a sustainable environment Improving biodiversity Reducing pollution and deforestation
Project Categories	Communal spaces Crafts & making things Learning, education & indigenous knowledge Public art Loved & sacred places	Civic engagement & lobbying Community network building Exchange & transaction Health, caring & wellbeing Mobility and wellbeing	Community energy Construction & renovation Food: growing, sharing & diet Public & private transport Waste reduction & recycling	Connecting to nature Conserving natural habits Humanity in harmony with nature Tree-planting & wetland revival Water management & conservation

A group can choose a different system if they wish. However, we believe it is useful to have some way of labelling projects with categories, and to be as broad as possible in how this is done so the group can monitor how much they have done and where they might go in the future.

At first sight, people may not always appreciate how every one of these project categories is relevant to the actions they can take on climate change, but it is important to understand that there are many direct and indirect ways to take action on climate change. For example, a public art project at a street intersection will get neighbours talking and this may in turn lead to a complete transformation in the relationship between householders and cars and give more space for people and nature.

In *Resource: Project outcomes p. 203*, we also include a description of outcomes or co-benefits, such as health and wellbeing and carbon sequestration that can result from projects.

Projects can be labelled according to multiple project categories that may apply to them. For example, a project to plant trees on unused land close to a school to provide shade can also aim to encourage parents and children to walk to school. This covers 3 categories: communal spaces, mobility and wellbeing and tree-planting.

To make the project categories more comprehensible, the following table has brief descriptions of each of the categories included in *Table: Themes and Project categories p.198*. It is deliberately a diverse set of project types.

Table: Project categories described

Project categories	Description
Communal spaces	To improve the quality and fair access to communal places.
Crafts and making things	To use cooperative work on crafts and making things, to not only produce things of social value, but also to build community dialogue.
Learning, education and indigenous knowledge	To learn together, including researching topics. To share knowledge with different groups such as schools, churches, Rotary and women's groups. To inform and empower groups, and promote dialogue and to draw on local and indigenous knowledge.
Public art	To engage the public in different settings through active participation in artwork, or as observers, to help promote dialogue. This can include any art form, including dance, story telling, public paintings, installations, craftwork and poetry.
Loved and sacred places	To protect and celebrate loved and sacred spaces and use them to inspire conversations on how generally to preserve local heritage and culture.
Civic engagement & lobbying	To run stalls and events in order to meet the public and present chosen topics, discuss people's ideas and feelings and to lobby local politicians and businesses.
Community network building	To develop relationships with existing groups such as religious institutions, Rotary and women's groups and key influencers in the community.
Exchange and transaction	To explore community-based alternatives to traditional currencies for the exchange of skills and produce. To explore how income is best invested for community goals.

Project categories	Description
Health, caring and wellbeing	To promote any form of activities and behaviours that will enhance care and wellbeing in the community. This includes sanitation in public and private spaces.
Mobility and wellbeing	To promote walking, cycling or public transport in favour of car use.
Community energy	To help with the development of solar, wind and other local renewable energy projects for the benefit of the community.
Construction and renovation	To ensure that existing and future buildings are as energy efficient and low carbon as practical, for example by improving insulation, air quality, heating / cooling systems and using less concrete in new constructions.
Food: growing, sharing and diet	To help communities become more sustainable in food production and exchange, and promote healthy diets.
Public and private transport	To reduce the impact of vehicles on communities by better availability of low or zero emission vehicles, traffic free areas, cycling lanes and improved town centre design.
Waste reduction and recycling	To reduce the amount of all waste through repairing, repurposing or recycling.
Connecting to nature	To help people reconnect with nature and appreciate it in itself and also in relationship to human society.

Project categories	Description
Conserving natural habitats	To work to restore and conserve habitats such as wild meadows to increase biodiversity.
Humanity in harmony with nature	To promote examples of how humanity can successfully live alongside wildlife.
Tree-planting and wetland revival	To promote plans and actions to restore important carbon sinks in their natural form such as woodlands, wetlands, peat bogs and sea grass around coasts.
Water management and conservation	To manage water infrastructures to cope better with weather extremes like floods and droughts and conserve water for human and nature's needs.

Resource: Project outcomes

You will expect multiple outcomes from projects, some immediate and others longer term, sowing the seeds for change in the future. The outcomes can be quite specific such as building a community garden when we would know when it is finished. Others are less easy to see, such as raising awareness on the need to reduce waste which may take months or years to be clearly demonstrated.

Project outcomes are used in the tools. *Finding potential projects p.95* and *Selecting priority projects p.122*

In the following list of outcomes, a small number of broad categories are included. The purpose of these is to help in understanding to what extent a group is covering a broad range of outcomes in its work. There may be good reasons to focus on a few outcomes, particularly for a new group, but as time progresses, the group may want to see if there are gaps in its thinking and actions.

A project might aim to achieve multiple outcomes.

For example, a community woodland project can bring community cohesion, health and wellbeing and carbon sequestration.

Outcome	Description
Community cohesion	To bring the community together
Cultural preservation	To preserve artistic, historic, natural, or other artefacts of cultural or emotional value in the community
Fairness & local economy	To provide solutions that are locally focused and will deliver benefits to all parts of the community in a fair way
Health & wellbeing	To provide better physical and mental health and wellbeing across the community
Resilience	To enable the community to better withstand shocks in the future such as the impacts of weather extremes and economic instability
Carbon mitigation	To work to reduce the carbon footprint of the town
Nature restoration	To restore natural habits, to enable long term conservation
Carbon sequestration	To enable solutions that draw down carbon into natural sinks such as trees and peat bogs

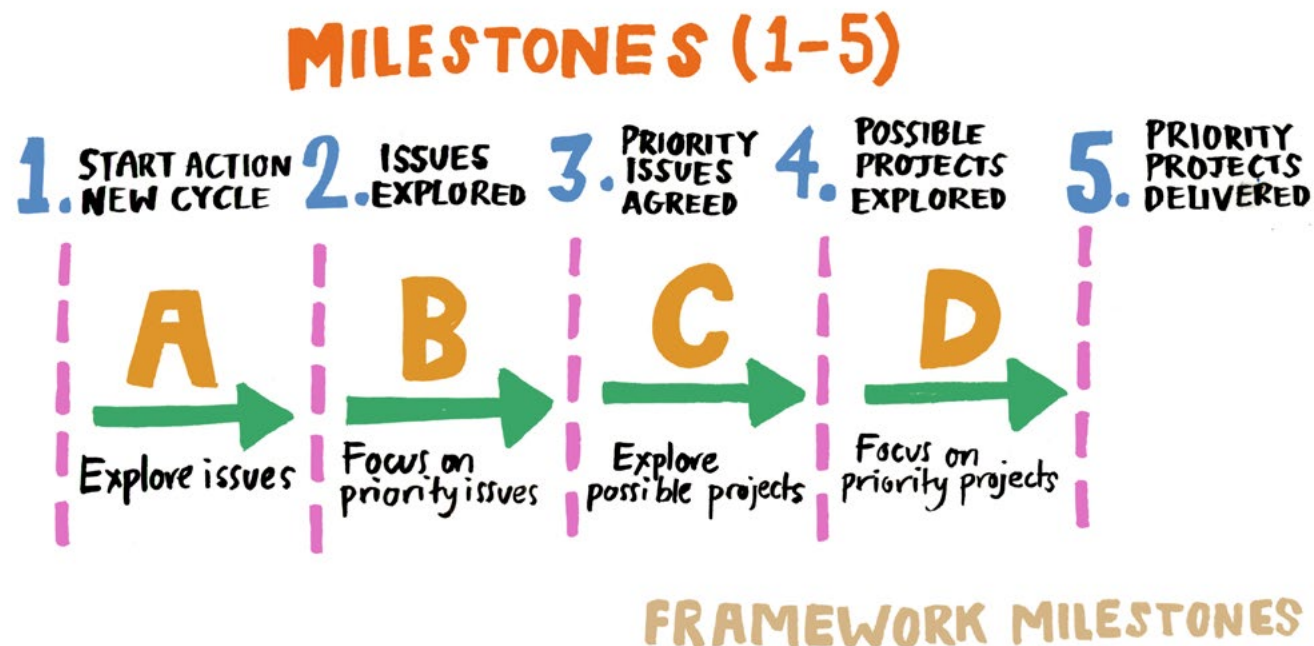# Resource: Starting a new cycle of action

The *framework* can be considered from the perspective of a group returning to the first milestone:

1. **Starting a new cycle**: The group can take any previous ideas, projects and outcomes as a starting point for each of the stages it chooses to revisit without having to completely start afresh.

2. **Issues explored:** Arrive at a new consensus on the wide range of issues of interest. After an influx of new recruits to the group, additional issues may be explored. New talents in the group may broaden horizons and bring new perspectives and knowledge.

3. **Priority issues agreed:** Having previously prioritised some issues, the group may now want to prioritise other ones on the list of issues it explored. For example, if it has spent 6 months focused on air quality it may now want to move on to community energy *resilience*. However, any issue is never completely resolved. In the future, the group may want to periodically return to an issue like air quality.

4. **Possible projects explored:** The group may be looking at possible projects that build on previous ones. For example, having held an informal Climate cafe on air pollution, they may decide they need a project to gather data to determine the scale of the problem. Alternatively, for a new issue in focus, the group will be starting with a blank sheet of paper.

5. **Priority project(s) delivered:** As before, having completed one project, the group may decide to develop a project on another aspect of the issue. For example, they may have decided to engage with schools to carry out a citizen science survey of air quality outside schools, involving students and parents gathering data, and then use the findings as a motivator for changes to mobility and transport.

Some groups may wish to get started as soon as possible to demonstrate their relevance and capacity to act. This can be very positive for a group wishing to attract new supporters, but it is also important to recognise the value of the framework in ensuring there is a collective response and consideration of different points of view.

So, it is advisable to return to the *A framework for your journey p.13* to reflect on any early actions and broaden the scope of activities.

In many cases, a group may loosely follow these steps but in an intuitive manner, iteratively refining its ideas and working to develop its plans and activities.

MILESTONES (1-5)

1. START ACTION NEW CYCLE
2. ISSUES EXPLORED
3. PRIORITY ISSUES AGREED
4. POSSIBLE PROJECTS EXPLORED
5. PRIORITY PROJECTS DELIVERED

A — Explore issues
B — Focus on priority issues
C — Explore possible projects
D — Focus on priority projects

FRAMEWORK MILESTONES

Resource: References

There are many resources available on the world-wide web, free to access, but it can be difficult to know which ones are useful and which ones can be trusted. We offer up a few international resources that are crucial authoritative sources on the current state of *climate change*, and in addition, ones that have a focus on solutions, from an international perspective.

Readers are also encouraged to seek out trusted sources in their own countries or regions, such as Earth Sciences departments in **Universities**, national **Meteorological organisations** which will have the benefit of focusing on the particular needs and issues of your locality, and in local languages.

Introduction to Climate Change

Learn more on Climate Change from this *United Nations (UN)* brief and accessible introduction *https://www.un.org/en/climatechange/what-is-climate-change.*

Intergovernmental Panel on Climate Change (*IPCC*)

This is an international body whose work is the product of an international team of scientists who give their time voluntarily to produce in depth reports. The Sixth Assessment Report addressed causes, impacts, *adaptation* and *mitigation*, both globally and from a regional perspective. The report came in three parts.

Part I, the Physical Science Basis Report assesses the causes and possible future scenarios with:

- an accessible summary is available as a short video: *https://youtu.be/e7xW1MfXjLA*
- a written Summary for Policymakers is available here *https://www.ipcc.ch/report/ar6/wg1/downloads/report/IPCC_AR6_WGI_SPM.pdf*

Part II: Impacts, Adaptation & Vulnerability Report assesses ecosystems, biodiversity, and human communities at global and regional levels. It also reviews vulnerabilities and the capacities and limits of the natural world and human societies to adapt to climate change.

An accessible summary is available as a short video: *https://youtu.be/SDRxfuEvqGg*

A written Summary for Policymakers is available here *https://www.ipcc.ch/report/ar6/wg2/downloads/report/IPCC_AR6_WGII_SummaryForPolicymakers.pdf*

Part III: Mitigation of Climate Change Report assesses ways to reduce carbon emissions.

An accessible summary is available as a short video: *https://youtu.be/7yHcXQoR1zA*

A written Summary for Policymakers is available here *https://www.ipcc.ch/report/ar6/wg3/downloads/report/IPCC_AR6_WGIII_SPM.pdf*

Climate Fresk

The Climate Fresk NGO brings people and organisations on board with the climate transition. It does this by enabling the rapid growth of climate education and shared understanding of the challenge that climate change represents. The organisation has a decentralised and participatory governance structure. Learn how to create facilitators and spread the word: *https://climatefresk.org/*

Monitoring action on climate change

As part of its international role, the United Nations Environment Programme (UNEP) monitors national progress on emissions. UNEP produces

- An accessible interactive map showing national targets, achievements, fossil fuel subsidies, and more *https://www.unep.org/explore-topics/climate-action/what-we-do/climate-action-note/climate-action-progress.html*

- An annual Emissions Gap Report, see the 2021 report *https://www.unep.org/resources/emissions-gap-report-2021*

- An annual Adaptation Gap Report, see the 2021 report *https://www.unep.org/resources/adaptation-gap-report-2021*

The Global Carbon Project (GCP) is a global research project of Future Earth *https://futureearth.org*, and is also supported by the World Climate Research Programme (WCRP) *https://www.wcrp-climate.org.* The GCP produces an inventory of carbon sources and sinks from different countries and sectors. See the results at *https://www.globalcarbonproject.org*

Solutions

There is a vast array of resources related to solutions covering all the climate, human and natural systems related to climate change. The *IPCC* reports on *adaptation* and *mitigation* provide a scientific background to support different approaches, but here we wanted to offer a few resources that are more practical in nature.

- Project Drawdown is a not-for-profit organisation aimed at developing knowledge on a wide range of solutions, including educating girls, restoring peatlands and renewable energy. It tends to focus on high impact projects that require significant investment in time and effort, but we feel it can offer inspiration to community groups who are wanting to start small, and who will benefit from understanding what is possible in the future.
See *https://drawdown.org* for more information

- There are many resources on solutions that relate to specific approaches or sectors such as agriculture and energy. When researching topics look for credible sources and compare several to get different perspectives. There are polarised views on solutions and also a lot of myths in favour of one or other solution. Some even aim to discredit others. Often those who are strongly in favour of one approach will be the same people trying to discredit opposing solutions. One of the advantages of having a diverse climate group is that there is a good chance that the group can work out for itself what are relevant and workable solutions and avoid the polarised arguments that are so common on social media
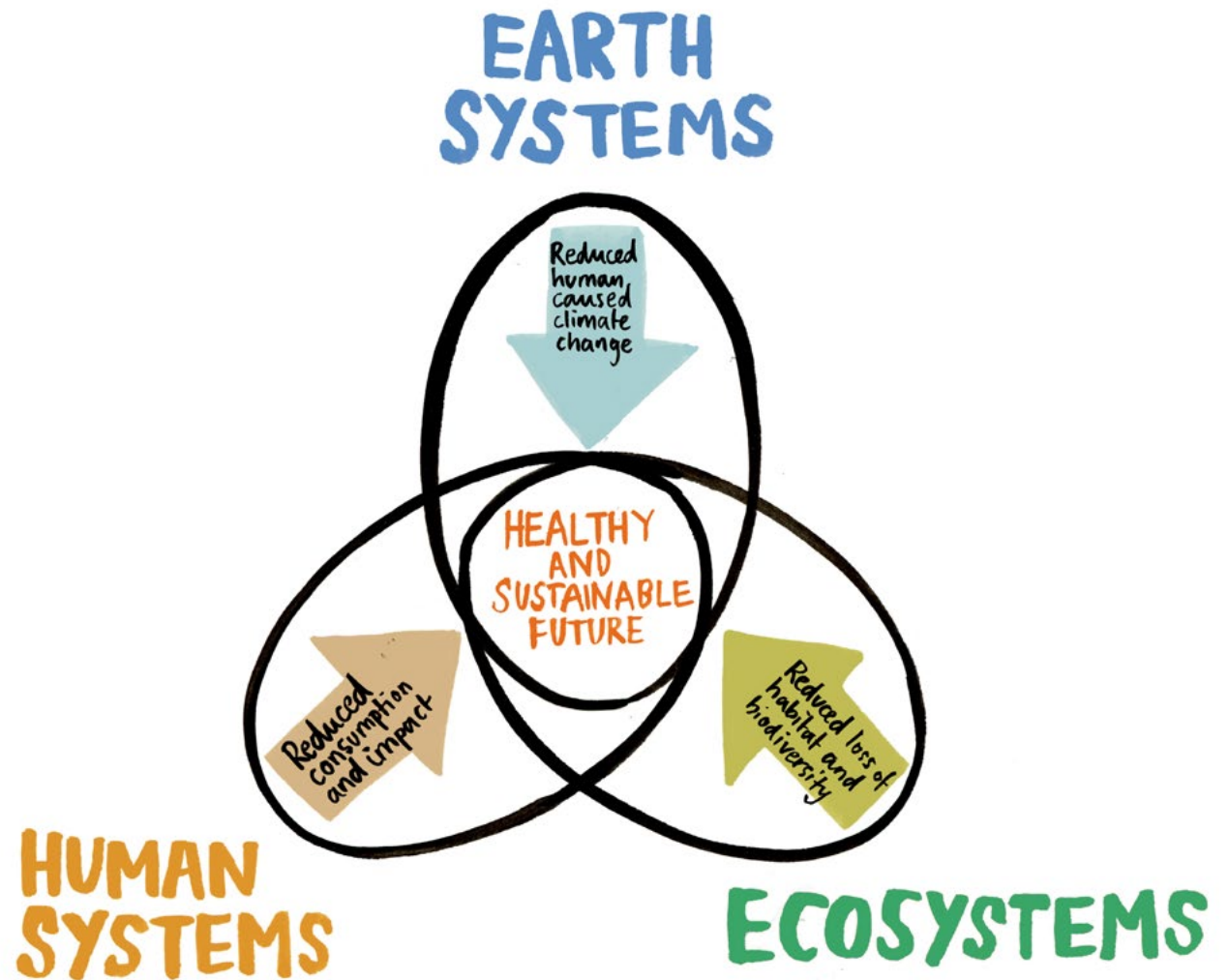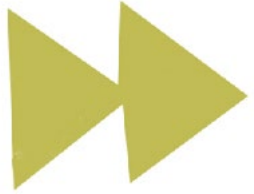
Systems Thinking

Thinking In Systems: A Primer, Chelsea Green Publishing (2008), by Donella Meadows is a classic introduction to *systems thinking*. It, and other systems thinking resources, can best be found at The Donella Meadows Project see:
https://donellameadows.org

Limits to Growth, Club of Rome (1972), was based on the application of systems thinking. See:
https://www.clubofrome.org/publication/the-limits-to-growth/

EARTH SYSTEMS

Reduced human caused climate change

HEALTHY AND SUSTAINABLE FUTURE

Reduced consumption and impact

Reduced loss of habitat and biodiversity

HUMAN SYSTEMS

ECOSYSTEMS

Acknowledgements

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Further information on the organisational co-sponsors

The *COMMEET* Fellowship has a vision to accelerate regional sustainable development through empowering local communities.

It is an international Fellowship and its mission is to "promote communities across the world to take responsibility for their future into their own hands. COMMEET helps communities by facilitating access to knowledge, networks, *tools* and resources".

This is one of several Toolkits that COMMEET has been developing and follows on from Toolkit Promoting the Wellbeing of Migrants and Displaced Persons. See: *https://commeet.org/*

Rosalind Wade, Professor of Education for Sustainability, has represented COMMEET and supported the development of the Toolkit. She was previously a leader in the Regional Centres of Expertise (RCE) on Education for Sustainability. See *https://www.rcenetwork.org/portal/rce-vision-and-mission*. Many of the contributors to the Toolkit are involved with the RCEs.

The *Schumacher Institute* is a diverse network of fellows dedicated to delivering innovative systems solutions to the world's most pressing problems through research, training, events and consultancy. It seeks to:

- Contribute to the transformation of society, so that countries and communities can converge to similar levels of development within the limits of the earth's resources, and with increasing equity for people today and for future generations

- Help people prepare for a future in which disruptive change will happen with increasing speed, and will demand a high degree of adaptability

- Build on the ideas expressed in the works of E. F. Schumacher, particularly working with nature, appropriate technology at the right scale, meaningful work, people-centred development, local actions, peace and non-violent approaches

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