

Green Citizenship Workshop Handbook



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This handbook is meant for young people who are concerned about climate change, want to take action, and express themselves in a creative and artistic manner.

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Welcome to the Green Citizenship Workshop of Green Activism

Achieving A Green Transition Through Digital Artistic Tools

We are more than happy to welcome you as a facilitator of the Green Citizenship Workshop!

The aim of the Green Citizenship Workshop Handbook is to clearly and comprehensively present the guidelines that will enable you to deliver the “Green Citizenship” Workshop worldwide. The aim of the Workshop is to promote international dialogue on the topic of Climate Change and social responsibility. Green Activism will provide fertile ground for interaction and dialogue even (and especially) under the conditions of social distancing and the travel restrictions that Covid 19 imposed. With the finalisation of the project, it is expected that a cycle of empowerment and advocacy will be established, where more and more youth NGOs and participants will be able to join the Green Activism network and independently express and fight for their environmental rights and for a better future with a strong, healthy and democratic civil society.



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1 | Green Artivism- An Erasmus plus project

1.1 About Green Artivism

GREEN ARTIVISM is an ERASMUS+ project aiming to create young civic bodies that are well informed and well equipped in order to express their environmental concerns and struggles efficiently. Through the creation of a cycle of empowerment, the overarching goal of this project is for the political and social relevance of the climate crisis to regain momentum even without its main advocacy tool: physical protesting.

1.2 Description

In 2018, the young generation, led by Greta Thunberg, managed to create the greatest momentum for stopping the climate crisis in history. For months, thousands of youngsters gathered every Friday for climate strikes around the world, following the movement "Fridays for Future" and groups such as "Extinction Rebellion". At the same time, in 2019 the newly appointed European Commission adopted the European Green Deal as its new growth strategy, aiming at becoming the first climate neutral continent by 2050.

However, the Covid-19 outbreak put a halt in both the climate strikes and the implementation of the European Green Deal. Now, we must fight to ensure that the recovery from Covid-19 will be done in a green manner and to ensure a sustainable future for the young generation, through empowerment tools that do not require accumulations of great crowds (e.g. physical protests). Arguably, two of the main up-and-coming alternatives are digital tools, artistic ones or a combination of the two. Going back to normal must be done in a sustainable, resilient yet democratic and participatory way.

This is why questions like "What is my power as an EU citizen?", "What is my power as a young person?" are now more timely than ever. The alternative way of answering these questions through this project will be a mixture of digital tools, tutorials, and thematics that promote the use of small workshops, artistic-digital expressionary platforms, and Virtual Think Tanks in the form of an online forum.

1.3 The project's results: CREATIVITY Web Toolkit, Green Citizenship Workshop, Virtual Think Tank

1.3.1 CREATIVITY Web-toolkit: Artistic Tools, digital and physical

In the first part of the Green Artivism project, a "CREATIVITY Web-toolkit" consisting of 4 different tools were proposed to the target audience. The toolkit's aim is to educate and train youngsters in engaging in active citizenship and most importantly provide them with alternative forms of expression inspired by the Arts and digital trends of our era to uphold the interests of future generations as equal to those of present ones. More specifically, these 4 tools suggest an alternative option to organise a digital protest or a campaign for the environmental cause, against climate change, etc. without engaging in physical protest.

Read about the 4 tools below:

★ **How to inspire action through video creativity:** Social media, over recent years, have become a **fundamental tool** in the distribution of information, opinion and entertainment. A vital medium in response to new social movements, public demands and activism. However, in order to further extend certain aspects connected with a particular topic, such as Artivism, there are other instruments: as is the case of the video-essay. To explore in greater depth and understand the key elements of a particular subject, the **video-essay** may be seen as one of the most fruitful options. It involves audiovisual content from which critical, reflective and subjective opinions are drawn, in an approachable and colloquial tone, with the aim of taking the discussion of a subject to the next level. Get to know, through this video-tutorial, CELTX and Avid First to be able to make your own script and your own audiovisual content!

Find the material:

- <https://green-artivism.eu/index.php/how-to-inspire-action-through-video-creativity/>
- <https://youtu.be/r52K2IGrqVM>

★ How to visualise the change you want to see - Camera Obscura & Anthotypes:

Through these 2 video tutorials (5 minutes each) you will learn how to make a handcraft camera obscura and how to create artistic images and produce an alternative kind of typography, using raw materials that respect the environment. The first video will guide you through the process of building your own camera obscura, and the second video will show you how to create anthotypes, images similar to photographs but by using natural pigments.

Find the material:

- <https://green-activism.eu/index.php/how-to-make-camera-obscura/>
- <https://green-activism.eu/index.php/how-to-make-anthotypes/>
- <https://youtu.be/BcmTVkXOOWc>
- <https://youtu.be/dc98YGpoAaA>

★ **Storytelling through social media:** Are you a keen user of social media? Do you like to communicate with your peers, find interesting news, join events, take action through common activities, share your thoughts and comment on others' posts? With the tool we present here – storytelling through social media – you will find a practical guide on how to use your favourite platforms (here we chose Facebook groups in Facebook) in order to convey your own message, to tell an important story, to make others engage with your cause, to spread the word!

Find the material:

- <https://green-activism.eu/index.php/storytelling-through-social-media/>
- https://youtu.be/zW70Yow_fjc

★ **Crowd Creative Urban Design:** Public space is a commons with a cultural, artistic, social, mnemonic and environmental dimension. Public space is received as our day-to-day activities, as "our place" – a place of community building, social life, art and culture. In this context, the meaningful and creative participation of those who use and give life to public space appears to be more than necessary. The main goal of this tool is to provide the methodological steps and propose tools and techniques in order to perform collective public space design through artistic expression. It is developed as a guide that



can be used by different teams, academics, students, foundations, artistic groups, associations in neighbourhoods and young researchers in different cases of participatory workshops and projects. It operates as a tutorial and a repository to relevant material that will support grass-root movements, young researchers and practitioners in the fields of urban planning, urban design, environmentalism and climate change adaptation, including participatory planning and art methodologies as an integral part of their approach.

Find the material:

- <https://green-artivism.eu/index.php/crowd-creative-urban-design/>
- <https://repository.participatorylab.org/en/group/web-toolkit>

1.3.2 Green Citizenship Workshop

The Green Citizenship Workshop consists of 3 Sessions that aim to inspire action to young people. **Session 1**, "The academic and policy debate behind each European Green Deal topic", aims to analyse the European Green Deal (EGD) issues and enhance the understanding of the policy debates behind each of them. **Session 2**, "Local relevance of EGD for me", aims to connect the EGD to the local problems, and **Session 3**, "Citizen power. Can we influence European policy developments?", wants to inspire action providing young participants with a number of advocacy tools and methodologies. All 3 Sessions are analysed thoroughly in the next pages, along with tips about the preparation of each session by the facilitator.

It is also important to note here that in this project people with **fewer opportunities** wishing to express their voices online on the topic of climate change are included. This means that people with disabilities should have the option to participate in the Green Citizenship workshop and thus the facilitator should pay attention to accommodate these people as well. You can find some suggestions and tips for the facilitator in **Extra Material No3**. Likewise, younger people, like students under the age of 12 should have the option to participate in the workshop, thus, we also give some advice on how this could be done in the same Extra Materials Section.

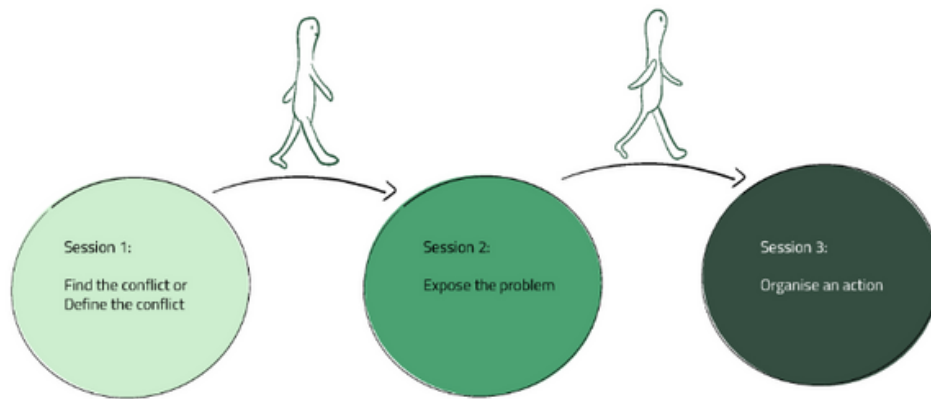


Figure 1: “Walk” from one Session to the next

1.3.3 Virtual Think Tank

The **Virtual Think Tank** is a critical component of the Green Activism project, aimed at supporting dialogue and collaboration among young people, youth leaders, youth workers, policymakers, and other key actors from diverse backgrounds beyond the timeline of the project. It provides a dedicated space for participants to showcase their creations, network, find collaborators, and foster learning and capacity building between locally rooted organisations and individuals and more mature CSOs and NGOs. With the finalisation of the Green Activism project, we hope to establish a cycle of empowerment and advocacy, enabling more youth NGOs and participants to join the Green Activism network, independently express and fight for their environmental rights and a better future with a strong, healthy, and democratic civil society. The Virtual Think Tank, named Art for Climate Forum, can be accessed through the Green Activism website's forum area, where users can join, create discussion topics, and upload photos and links to their work.

- **Art for Climate Forum:** <https://green-activism.eu/index.php/login/>

2 | The art of agenda making

To create an effective agenda, you must first define your target group and write down the main learning aims. This will help you to identify the most important topics and issues that need to be addressed during the meeting or event. Once you have identified your learning goals, think about any constraints that may affect the meeting, such as time, number of participants, their pre knowledge, as well as the availability or nature of the seminar room and materials. With these factors in mind, choose your activities (from this handbook) or create your own. Be sure to align your chosen activities with the phases of a change process to ensure a meaningful learning experience for your participants. By following these steps, you can create an agenda that is well-organised and effectively addresses the needs of your target group.

The phases of a change process

Note your activities for each phase

Check in phase

- Make people feel welcome
- Create an atmosphere of openness and safety
- Set up ground rules

Phase of evocation

- Analysing current situation
- Stir up emotions
- Raise awareness

Visionary phase

- Developing a vision and alternative scenarios
- Take a look at a better future

Phase of action

- Developing objectives and strategies
- Capacity building: improvement of competences and skills
- Planning measures

Phase of feedback

- Summarising the main points of lessons learnt

Figure 2: Agenda making

2.1 Proposed Agenda of the Green Citizenship Workshop

Here, you can see a proposal on how to set up the Green Citizenship Workshop's agenda, including all 3 Sessions material, taking into account the time you will need for the welcoming, the registration, the check-in of the participants, the ice breaker and energiser games you will need to perform in order to keep the momentum and the reflection time at the end in order to recapitulate and take some feedback.

| TIME (min) | SESSION |
|------------|---|
| 20' | Registration and Welcome |
| 10' | Check in: Getting to know each other and orientation phase |
| 10' | Warm-up exercise/ ice breaker game |
| 90' | Session 1: The academic and policy debate behind each EGD topic |
| 10' | Coffee BREAK |
| 5' | ENERGIZER GAME |
| 90' | Session 2: Local relevance of EGD for me |
| 10' | Coffee BREAK |
| 5' | ENERGIZER GAME |
| 90' | Session 3: Citizen power - can we influence European policy developments? (2 rounds) |
| 15' | Reflection Time |
| 10' | Check out |

| | |
|-------|--------|
| TOTAL | 6h5min |
|-------|--------|

* **Note!** Please consider the "registration time and welcome" as the time that participants need to feel comfortable, find their seats, sign in the participants list, take some water on the table, etc. It should not be considered as the net time of the whole workshop. Overall, we should consider that the net workshop time will be 4 hours or even a bit less.



3 | How to facilitate a workshop

Facilitating a workshop is an important responsibility, and it requires careful planning and execution. With proper planning and implementation of **effective teaching methods**, it can be a rewarding experience for both facilitators and participants. To properly facilitate a workshop, it is essential to start by thoroughly **preparing for the event**. This includes having a clear understanding of the objectives, goals, audience, agenda, the learning formats and teaching methods that will be used and ensuring that all necessary materials are in order. You should also utilise teaching aids and incorporate **icebreakers** to create a welcoming and engaging environment for participants. You can find ideas for icebreaker activities in Extra Material No3.

It is also important to create a safe and inclusive environment for participants, where they feel comfortable sharing their thoughts and opinions. To achieve this, you should be skilled in managing group dynamics, maintaining focus on the objectives, and ensuring that all participants have the opportunity to contribute. During the workshop, it is important to provide support and guidance to participants, as well as to foster open discussion and debate. Active listening and feedback are also key components of effective facilitation, and you should be able to adapt to unexpected situations or challenges that may arise.



Finally, the workshop should end with a clear summary of the key takeaways and action items, and you should provide resources or next steps for participants to continue their learning beyond the workshop.

By following these best practices, you can create an engaging and productive workshop experience for all participants. We hope this advice helps you to facilitate your next workshop with confidence and success. With these guidelines in mind, you can successfully deliver workshops that educate, inspire, and empower participants to make positive changes in their lives and communities.

4 | The Green Citizenship Workshop 's sessions

4.1 Session 1: The academic and policy debate behind each European Green Deal topic.

4.1.1 Introduction-Objectives

Welcome to the session titled "The academic and policy debate behind each European Green Deal topic". The European Green Deal (EGD) is a comprehensive and ambitious plan to make the European Union's economy sustainable and tackle climate change. This session aims to help you understand the policy debates behind each EGD issue by engaging in debate rounds, while also learning how to graphically express these issues to the target group and understand the EGD issues and policy debates on the 8 EGD policy areas. The learning format for this session is group work, which will promote collaboration and discussion among participants. The teaching methods employed include the jigsaw method, world school debate, and conflict mapping, which will help participants engage with the material in a dynamic and interactive way. By the end of this session, participants will have a deeper understanding of the policy debates and issues addressed by the European Green Deal, and the skills to effectively communicate them to others.



You will find all materials needed for the above methods in the Extra Materials at the end of the handbook and also in our repository with materials in the Green Artivism website here: <https://green-artivism.eu/index.php/library>.

4.1.2 Guidelines-Methodology

Steps in brief

1. Start with **welcoming** your participants. Introduce yourself, where you come from (your organisation), and what this session is about in a few words. Quick presentation of the Green Artivism project and its objectives. Present the outline of the workshop to the participants, so they know what to anticipate.
2. Make sure that before you start with your workshop, you use a light-hearted strategy to foster connections between the participants. You can choose between various icebreakers.
3. Write **European Green Deal** on the whiteboard/flip chart, etc. Then invite participants to come to the board and write down their associations with the phrase. The knowledge of the topic will, of course, differ from participant to participant. Based on the answers, you can encourage a discussion, and the participants have the chance to elaborate on their answers and the answers of others.
4. Sum up the main points and give a short presentation on the **European Green Deal and its eight thematic areas**.
5. The facilitator then gives instructions for **group work with the jigsaw method**. Read about the jigsaw method here: <https://green-artivism.eu/index.php/session-1>
6. End the jigsaw session with a pre-prepared quiz on the platform of your choice ([Quizziz](#), [Kahoot](#), etc).

7. Give instructions for the debate format. Divide participants into groups and give them enough time to prepare. Make sure that you give your participants support and help during their time of preparation. Some may be new to the topic and might need some help or guidance on how to oppose or propose new arguments.

8. Explain the logic behind **conflict mapping** – give simple examples of a conflict, draw the map on the board, show participants a video, etc. Then divide participants into groups and assign them a topic about 8 EGD policy areas. As a facilitator, help the groups and give suggestions. After some time, moderate the presentations of conflict maps. (See an example of **conflict mapping** at Extra Material No5)

9. Provide a summary of the main points of the workshop. It's beneficial to hold a short discussion on the effectiveness of the workshop. Take time to recognize contributions, suggestions, recommendations, and critiques. Let participants know how they can continue their learning and follow up if they have questions. If you have a feedback form prepared, let the participants fill it out.

4.1.3 Methodology, materials, outline and plan for Session 1

| Materials and plan for session 1: The academic and policy debate behind each European Green Deal topic | |
|--|--|
| Goals and aims | <ul style="list-style-type: none"> • To understand the policy debate behind each EGD issue through debate rounds. • To learn how to graphically express these issues about the target group personally and the other EGD issues. • To understand EGD issues and policy debates on the 8 EGD policy areas. |
| Learning formats | Group work |
| Teaching methods | Jigsaw method, world school debate, conflict mapping |
| Teaching aids | Whiteboard/flipchart, smartphone or computer, worksheets for jigsaw activity |



| | |
|--|---|
| Resources and literature | <p>Part 1: The European Green Deal. European Commission. Available at: https://eur-lex.europa.eu/resource.html?uri=cellar:b828d165-1c22-11ea-8c1f-01aa75ed71a1.0002.02/DOC_1&format=PDF</p> <p>Part 2 and 3: The EU Green Deal – a roadmap to sustainable economies. Available at: https://www.switchtogreen.eu/the-eu-green-deal-promoting-a-green-notable-circular-economy/ European Green Deal – striving to be the first climate-neutral continent. European Commission. Available at: https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal_en European Green Deal. European Climate Foundation. Available at: https://europeanclimate.org/the-european-green-deal/ Siddi, M. (2020). The European Green Deal: Assessing its current state and future implementation. Sikora, A. (2021, January). European Green Deal—legal and financial challenges of climate change. In Era Forum (Vol. 21, No. 4, pp. 681–697). Springer Berlin Heidelberg. Leonard, M., Pisani-Ferry, J., Shapiro, J., Tagliapietra, S., & Wolff, G. B. (2021). The geopolitics of the European green deal (No. 2021/04). Bruegel Policy Contribution. Eckert, E., & Kovalevska, O. (2021). Sustainability in the European Union: analysing the discourse of the European green deal. Journal of Risk and Financial Management, 14(2), 80. Fetting, C. (2020). The European Green Deal. ESDN Report, December. Wolf, S., Teitge, J., Mielke, J., Schütze, F., & Jaeger, C. (2021). The European Green Deal—more than climate neutrality. Intereconomics, 56(2), 99–107.</p> |
| OUTLINE OF THE SESSION | |
| Introduction (5 minutes) | <p>Introduction of the facilitator. Welcoming the participants. Quick presentation of the Green Activism project and its results, goals, and aims. An outline of the workshop session is presented. Time for questions.</p> |
| Introductory motivation (10 minutes) | <p>It's important to use a light-hearted strategy to <i>foster connections</i> between participants and encourage them to share their <i>background knowledge and interest in the workshop</i>. You can choose between various icebreakers.</p> |
| Part 1: Presentation and analysis of each EGD topic using the jigsaw method (optional) | <p>The facilitator writes (European) Green Deal on the whiteboard/flip chart, etc. They invite participants to come to the board and write down their associations with the phrase. The knowledge of the topic will, of course, differ from participant to participant. Based on the answers, a <i>discussion</i> takes place, and the participants have the chance to <i>elaborate</i> on their answers and the answers of others.</p> <p>The facilitator sums up the main points and gives a short presentation on the European Green Deal and its eight thematic areas (if the participants mention them beforehand, the facilitator can write them down on the board as they go).</p> |

| | |
|--|---|
| | <ol style="list-style-type: none"> 1. Increasing climate ambition 2. Clean, affordable, and secure en 3. Industry for a clean and circular economy 4. Energy and resource-efficient buildings 5. Sustainable and smart mobility 6. Farm to fork 7. Biodiversity and ecosystems 8. Zero-pollution, toxic-free environments <p>The facilitator then gives instructions for group work with the jigsaw method. The objectives of the jigsaw method are to present one's work results and to learn about the work results of others and to directly share and communicate the results to others. The facilitator forms (<i>home</i>) groups to work on a specific problem or issue – in our case, these issues will be the 8 topics of EGD. The learners are then placed in new groups (<i>expert groups</i>) so that each previous group is represented by at least one member in the new situation.</p> <ol style="list-style-type: none"> 1. The participants are divided into <i>groups of 4</i> (this is a HOME GROUP). 2. Each participant is assigned <i>2 thematic areas of EGD</i>. They have direct access only to their own segment/topic (materials are taken from the EU Green Deal document – chapter <i>Designing a set of deeply transformative policies</i>). 3. The participants are given time to read over their materials at least a few times to become familiar with them (10 minutes). There is no need for them to memorise it. 4. The facilitators form temporary EXPERT GROUPS by having one participant from each jigsaw group join other people assigned to the same segment. Give participants in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group (10 minutes). <i>E. g. Everyone in expert group 1 was dealing with EGD thematic areas 1 and 2.</i> 5. Participants return to their home groups. Each person presents their segment to their home group. Others are encouraged to ask questions for clarification (10 minutes). |
| <p>Part 2: Demonstration of policy debate behind every EGD topic through world school debate format</p> | <p>The second part of the session takes place in a debate format. The aims and objectives of the debate format are to deepen, disseminate and apply knowledge, promote critical thinking, develop information skills, and develop communication skills.</p> <p><i>See the prompts/questions for the debate included in Extra Material No6.</i></p> <p>Participants can vote on the topic of their debate, or the facilitator can choose one topic.</p> <p>The teams comprise three to five people who prepare together (of which only 3 speak in the debate). Based on the number of participants, proposition and opposition groups are formed. If there are more people, various separate debates can take place one after another, each dealing with a different EGD topic.</p> <p>The groups have 20 minutes to prepare.</p> |

| | |
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| | <p>The first three speeches from each team are <i>8 minutes long and alternate between proposition and opposition</i>, starting with the proposition. After the initial 6 speeches (3 from each team), each team delivers a "reply" speech of 4 minutes. This is delivered by either the 1st or 2nd speaker on their team. "Reply" speeches begin with the opposition first. The facilitator is timing the speeches.</p> <p>During the first 6 main speeches, the speaker from the opposing team may offer a "Point of Information – POIs" between the first and the seventh minute of the speech. This is a short interjection, which includes a question for the opposing team, or an objection to the person currently delivering their speech (max. 2 POIs/speech allowed).</p> <p>The debating procedure:</p> <p>1st speaker of the proposition: presents the proposition's group position on the debate argument and the objective (explain what the group's position is and why they will defend it), presents the group's arguments.</p> <p>1st speaker of the opposition: presents the opposing group's position on the debate argument and the objective (accepts or rejects the definitions of the key terms of the debate argument), presents the arguments of the opposing group.</p> <p>2nd speaker of the proposition: re-presents the arguments of the proposition group and increases their strength with additional support, rejects the arguments of the opposing group.</p> <p>2nd speaker of the opposition: re-presents the arguments of the opposition group and increases their strength with additional support, rejects the arguments of the proposition group.</p> <p>3rd speaker of the proposition: summarises the debate (arguments and counterarguments), highlights the strongest parts of the proposition's arguments and points out the weaknesses of the opposing arguments, convincingly concludes the defense of the proposition's group position.</p> <p>3rd speaker of the opposition: summarises the debate (arguments and counterarguments), highlights the strongest parts of the opposition's arguments and points out the weaknesses of the proposing arguments, convincingly concludes the standpoint of the opposition group.</p> |
| <p>Part 3: Illustrating parties involved in EGD issues and their power relationships using conflict mapping; identifying hypothetical solutions</p> | <p>Firstly, the facilitator explains the logic behind conflict mapping – gives simple examples of conflict, draws the map on the board, shows participants a video, etc.</p> <p>An example of conflict mapping is included as an Extra Material. That particular conflict map explores the dynamics between stakeholders on the topic of offshore renewable energy.</p> <p>Then, the participants are divided into 8 (or more) groups of 3-5 people. Each group either decides on which of the 8 EGD policy areas they will work on or the facilitator assigns a topic to each group, so no topic is left undiscovered.</p> |

| | |
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| | <p>By this point, all participants should be familiar with all EGD policy areas at least platonically. Participants can provide them with prompts that are left from the debate, or give them the prepared materials on 8 thematic areas to read once more.</p> <p>Participants follow the steps of conflict mapping (it is recommended that they are shown an example for reference). The facilitator helps participants and makes suggestions. Participants search for a key point that makes the conflict more constructive, and high leverage points.</p> <p>After approximately 20 minutes, the groups present their work and strategic points of entry they have identified that could help solve the issues in a certain policy area.</p> |
| <p>Reflection and transition to session 2</p> | <p>The closing of the session provides time for participants to briefly think, reflect and consolidate what they have learned.</p> <p>The facilitator should provide a summary of the main points of the session. It's beneficial to hold a short discussion on the effectiveness of the session. Take time to recognize contributions, suggestions, recommendations, and critiques. Let participants know how they can continue their learning and follow up if they have questions.</p> |

Literature and resources:

McGill. SKILLS21. Facilitator Guide. Available at:
<https://www.mcgill.ca/skills21/facilitator-guide> (5. 1. 2023)

Jigsaw Classroom. Available at: <https://www.jigsaw.org/> (5. 1. 2023)

English Speaking Union: discovering voices. Introduction to WSDC Format. Available at:
<http://www.esu.org/wp-content/uploads/2019/01/Introduction-to-World-Schools-format-guide.pdf> (5. 1. 2023)

Conflict Analysis Tools: Conflict Mapping. Available at:
<https://www.youtube.com/watch?v=iywM-o-ym1Y> (5. 1. 2023)



Literature and resources:

- Computer
- Whiteboard/flipchart
- Paper
- Pens, (coloured) pencils
- Document with 8 thematic areas of EGD printed (see Extra Material No6)
- Prompts for debate if needed (see Extra Material No6)
- Example of conflict mapping (see Extra Material No5)

4.2 Session 2: Local relevance of EGD for me

4.2.1 Introduction-Objectives

The session "Local relevance of EGD for me" aims to raise awareness about the connection between the European Green Deal (EGD) and local communities. The interactive photo-voice method will be used to engage participants and educate them on collaborative policy-making through logical tools, reasoning, and discussion. The session will also involve mapping local problems to EGD policy areas. Participants are encouraged to bring pictures that represent both their communities and personal views on common environmental problems in their city. The session will include a discussion on how local society treats the environment and climate change, with a focus on overall local environmental problems. The session is designed to be interactive and engaging, providing an opportunity for participants to share their experiences and learn from each other.

4.2.2 Guidelines-Methodology

Steps in brief

1. Start with welcoming your participants. Introduce yourself, where you come from (your organization), and what this session is about in a few words.

Make a quick reference to the interactive photo voice method that is at the core of this session, saying that it will be explained analytically later on.

2. Start presenting the PowerPoint slides. Find the slides here:

<https://green-activism.eu/index.php/session-2>

The slides contain:

- **What participants will have learned at the end of this Session 2**
- **Present the main educational material of this Session:**

-Climate Change

-European Green Deal & thematics

-National Energy Climate Plan

-European Climate law

- **Present the local issues of your country** (Here, we have made a presentation about Cyprus. You have to prepare the relevant material for your country based on the structure you will find in this presentation): 1) Where does my country stand in relation to the EGD? The “pain points” in your country (main environmental issues), 2) Best case practises: examples of some positive steps your country has taken regarding the environment.
- **Play the video about EGD** and its local relevance (this video is closely related to Cyprus & it has English subtitles). You can play the video and listen to a Cypriot activist talking about the EGD in general and more specifically about Cyprus, or you can prepare your own video concerning your country or you can skip this step totally. Find the video here <https://green-activism.eu/index.php/session-2>
- **How to map the environmental local problems:** By a: Interactive photo voice method – Join the workshop & by b: Digging into knowledge – Using local sources & interacting with the community.

Start from B!

B. Present the ways someone can map the local problems (use the sources & interact with local communities/authorities). Just mention that they can find further sources for reading and a glossary in this presentation (slides 40-48) when it will be given/sent to them after the workshop, but do not read the sources one by one.



Then go to A which is the core of this Session!

A. Explain to the participants how they will implement the **interactive photo voice method** in a mini workshop and organise them in groups in order to practise it on spot! Find in Extra Material No7 analytical steps on how to facilitate this **interactive photo voice method**.

4.2.3 Methodology, materials, outline and plan for Session 2

| Materials and plan for session 2: The local relevance of the EGD for me | |
|--|---|
| Goals and aims | <ul style="list-style-type: none"> • To raise awareness about the connection between the European Green Deal (EGD) and local communities • To learn how to map the local problems using two methods: digging into available sources & implementing the interactive photo-voice method |
| Learning formats | Presentation of educational material by the facilitator & group work |
| Teaching methods | Slides presentation & Interactive photo voice method |
| Teaching aids | <ul style="list-style-type: none"> -Post-it notes in different colours -Whiteboard -Laptop connected to a projector -Blue tack -Participants list -Pens, A4 blank papers -An image bank you will have created prior to the workshop reflecting the local environmental issues & that it will work as an alternative in case participants will not have brought their own photos. (See our example of an image bank in the projects' website here: https://green-activism.eu/index.php/session-2) |
| Resources | <p>You will need the following (all found at Green Artivism website here: https://green-activism.eu/index.php/session-2)</p> <ul style="list-style-type: none"> • The pdf presentation in slides titled "Session 2_GREEN CITIZENSHIP WORKSHOP_slides presentation.pdf" with all the educational material you will present to the participants. • A video interview of a Cypriot activist Orestis Matsas with English subtitles. • An image bank, titled "Cyprus in pictures". |

| OUTLINE OF THE SESSION | |
|---|--|
| Introduction (5 minutes) | Make an intro to the participants about what this session is about and what participants to expect & what is the interactive photo voice method. |
| Presentation of the educational material & video (½ hour) | <p>Start presenting the PowerPoint slides. Find the slides here: https://green-activism.eu/index.php/session-2</p> <ul style="list-style-type: none"> • What participants will have learned at the end of this Session 2 • Present the main educational material of this Session: <ul style="list-style-type: none"> -Climate Change -European Green Deal & thematics -National Energy Climate Plan -European Climate law • Present the local issues of your country (Here, we have collected information on Cyprus’ problems. You have to prepare the relevant material for your country based on the structure you will find in this presentation): 1) Where does my country stand in relation to the EGD? The “pain points” in your country (main environmental issues), 2) Best case practises: examples of some positive steps your country has taken regarding the environment. • Play the video about EGD and its local relevance (this video is closely related to Cyprus & it has English subtitles). You can play the video and listen to a Cypriot activist talking about the EGD in general and more specifically about Cyprus, or you can prepare your own video concerning your country or you can skip this step totally. |
| Mapping the local problems: Methods explained & Practise the interactive photo- voice | <p>How to map the environmental local problems in 2 ways: A: Interactive photo voice method – Join the workshop & B: Digging into knowledge – Using local sources & interacting with the community</p> <p><u>Start from B!</u> Present the ways someone can map the local problems. Present them the slides from the pdf presentation pages 28-36. Just mention that they can find further sources for reading in the same presentation (slides 42-50), but do not read aloud the sources one by one.</p> <p><u>Then go to A</u> which is the core of this Session! Explain to the participants how they can implement the interactive photo voice method in a mini workshop (slides 38-41) but also find in Extra Material No6 all the analytical steps on how to facilitate this mini-workshop.</p> |



4.3 Session 3: Citizen power. Can we influence European policy developments?

4.3.1 Introduction-Objectives

The responsibility of promoting actions that can mitigate the consequences of climate change is cross-national and transversal to society. It is true that actions at all levels matter, from governmental initiatives to you leaving the car at home and using public transportation. But what if you want to do more at the public level? What can you do? Here we will try to provide some answers to that.

The main goal of this session is for the participants to discuss real subjects that are part of their daily life in their neighbourhoods, working spaces, municipalities, schools, etc., to connect them with the European Green Deal topics and try to design plans and actions, or promote policies about them.

Adapting the European Green Deal goals, topics, and general framework locally is an important step that reflects the connection between the theoretical context with our everyday practices. This process can provide us with valuable tools and arguments to communicate our experiences, share them and compare them with similar actions at a local or European level.

The session has two (2) specific objectives:

- Adapt or design from scratch an action-oriented to improve an already identified problem related to climate change.
- Adapt or design a roadmap in order to engage the targeted public and engage the adequate stakeholders, so the action becomes a reality.

CONTENTS

- Basic tips about what **advocacy tools** are, and examples of how to put them to work.
- Graphic information about the 8 pillars of the **European Green Deal**.

- Set of ideas of local actions connected to the 8 pillars of the European Green Deal.
- Set of meaningful questions or ideas to discuss.
 - Define the action that the table wants to promote at a local level.
 - Identify the steps that need to be taken to get people involved in the proposed action.
- Presentation of results and general discussion.

4.3.2 Guidelines-Methodology

The session will follow a co-creation methodology. The co-creation process boosts the participation of attendees and robust the exchange of ideas, which might lead to valuable and more inclusive outcomes. In this case, we have chosen the World Café format, but you can use a different interactive facilitation technique.

Prior to starting the World Café format, we will provide some context, recovering meaningful information about the European Green Deal and the connection to the potential actions to develop, along with an introduction to advocacy tools; then, we will proceed to develop the World Café.

The World Cafe is a method that simulates an **informal cafe setting**, for **participants to explore an issue by discussing it in small groups**. Discussion is held in multiple rounds of 20-30 minutes. The cafe atmosphere is intended to create a more relaxed context and encourage open conversations.

The success of the World Café method is based on some principles like

- Creating a cosy atmosphere, so people feel comfortable sharing their thoughts.
- Providing a well-defined and organised context.
- Having some people in the room that can inspire the participants to equip themselves with wisdom and creativity to face the topics suggested.
- Posing meaningful questions to the audience.

Steps in brief

1. Set the context: Provide basic tips about what **advocacy tools** are, adding an example of how to put them to work.

— Presentation / Speech format.

— To be done by an expert. It might be a representative from an NGO, city council, environmental organisation, etc. Someone who can share with the audience examples of using advocacy tools.

— Time frame: About 20 min.

- Recovering information about the 8 pillars of the European Green Deal and how to connect them to potential actions at the local level.

— Short presentation.

— You can find information about European Green Deal, in different languages, here:

https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal_en

— This information is already at the tables where the attendees are seated.

— At this point, attendees might have a fair idea about this topic. The intention here is to go through the graphic information that they already have at their disposal, over the tables.

— Time frame: About 10 min.

- Explain the next steps of the world café process.
- Introduce the questions that they are going to answer.

2. Create a cosy atmosphere: The main idea is to recreate a coffee shop atmosphere so the participants feel safe and comfortable, boosting the mood for sharing. Participants should be distributed at small tables, with 4 or 5 people per table. You can even have some drinks and snacks at their disposal. Over each table, the participants will have the necessary context information. They will also have a panel with the questions chosen for discussion. This panel, fulfilled with the answers, will be displayed and presented at the last part of the session.

3. Explore questions that matter: This is the core step of the process. The participants are called to decide, discuss and design an action regarding a local subject and connect it to the EGD goals. During this step find questions that are relevant to the real-life concerns of the participants. Set up progressive (at least two or three) rounds of conversation, approximately 20 minutes each.

In this case, we propose to have two (2) rounds of questions:

- **Round 1:** Define the action that the table wants to promote at a local level.

Questions proposed for this round:

1. Write down three proposed actions you'd like to work with. Then vote with your table team for the final action
2. What is the subject or problem to which this action refers?
3. Why is this action important? What is the goal of the action?
4. What are the target groups that you address your action to?

At the end of the round, the participants should have chosen 1 action

— Time frame: About 20 min.

- **Round 2:** Identify the steps that need to be taken to get people involved in the proposed action.

Questions for round 2:

1. Which steps will you follow so your proposed action will become a reality?
2. What means and advocacy tools will you use? (for example, social media, campaign, event, local participatory action, protest, mapping)
3. What other resources or infrastructures will you need for your action?
4. Describe your action with a title and 3 keywords

— Time frame: About 20 min.

- Presentation of results and **general discussion.**

— Time frame: About 20 min.

In order to get a visual expression of the discussions gathered in every round, you might include a panel or poster on the table, where the participants will glue, draw, and write the result of their discussion. After each round, you may ask one person to remain at the table as a "*table host*" for the next round, while the others *travel* to another table. The *travellers* will carry key ideas, questions and themes to the new round of discussion, while the *table host* welcomes to his table the new *travellers*.

Make sure every time the travellers change tables they do it in a manner that gets mixed. Try to avoid a pair or a group of people travelling together to another table.

4. Encourage participation: As a provider, make sure the participants understand the importance of engaging in the process. Encourage them to share their thoughts. If possible, you can have two or three stakeholders in the room, willing to help you encourage the discussion and also to answer questions that the participants might have.

5. Connect perspectives: Moving people around different tables, and sharing ideas with different people, creates the opportunity of cross-checked different perspectives and views.

6. Listen together for patterns & insights: Encourage the participants to listen to each other, and be open-minded and respectful. By listening some general patterns and insights might be detected.

7. Share discoveries: After round 2, every table will present a summary of the conversations gathered and the results or answers they might reach. After creating their action, they can gamify it by creating a visual card describing the action's main body (title of the action, description, to whom it is addressed). Then, the floor is open for a general discussion. You can compare the different results, look for strong and weak points over them, and even vote for those that might be moving forward.

- Further information about the world café methodology can be found at: <https://www.theworldcafe.com/wp-content/uploads/2015/07/Cafe-To-Go-Revised.pdf>
- Ideally, each table will produce a panel that summarises the main agreements reached on the table, that are related to the questions shared.

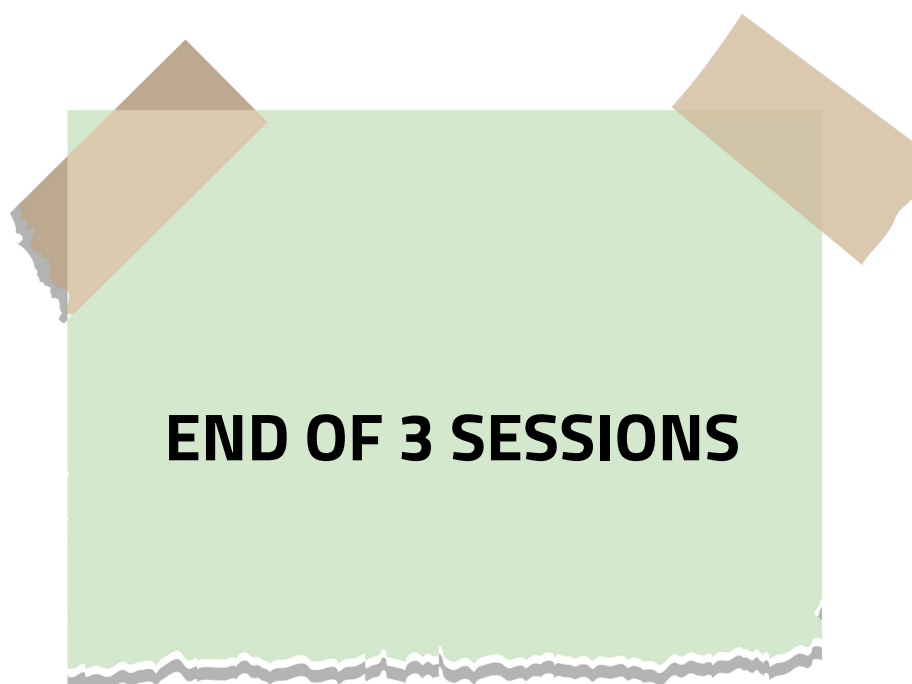


Figure 3: The seven steps of the world café method

4.3.3 Methodology, materials, outline and plan for Session 3

| Materials and plan for session 3: Citizen power- Can we influence European Policy Developments? | |
|---|---|
| Goals and aims | <ul style="list-style-type: none"> The main goal of this session is for the participants to discuss real subjects that are part of their daily life & to connect them with the European Green Deal topics Design plans and actions, or promote policies about environmental problems |
| Teaching methods | Presentation of advocacy tools by an expert & educational material on EGD by the facilitator & world café format - group work |
| Teaching aids & resources | <ul style="list-style-type: none"> Table boards. There might be two (2) A2 paper sheets (one per round) where the participants will write down and draw their ideas summarised. Graphic material for a good understanding of the contents: <ul style="list-style-type: none"> - Explanatory material for "Greenhouse gas emissions data" - Explanatory material for "The European Green Deal" - Explanatory material regarding "advocacy tools" - You might include small cards (10x10 cm) with examples that they can use and stick to the table board, e.g. cards with potential actions to be taken at the local level. - Questions for round 1 & 2 <ul style="list-style-type: none"> • Post-it papers, pens, colourful papers, stickers, etc. • Ice breaker game. • Material that you think you need to create a cosy atmosphere. <p>! FIND all this material in Extra Material No8 and on the website here:</p> <p>https://green-activism.eu/index.php/session-3</p> |

| OUTLINE OF THE SESSION | |
|---|---|
| Introduction (5 minutes) | Make an intro to the participants about what this session is about and what participants to expect & what is the world cafe format in brief. |
| Presentation of the advocacy tools by an expert Time frame: 20 min | An expert from an NGO or other body presents briefly the advocacy tools used in the environmental campaigns. |
| Brief presentation of the EGD pillars Time frame: 10 min. | Short presentation of the EGD pillars. Go through the graphic information that is already placed on the tables. Graphing information material should be printed by the facilitator and located on tables. You can find this material in the project's website section [add link] |
| Time frame: 20 min. | Start practising the world café format following the above guidelines. Use the graphic information provided and the proposed questions for Round 1 and Round 2. Find them in the website https://green-activism.eu/index.php/session-3 |



5 | Evaluation Questionnaire for debriefing and reflections

After ending the workshop's sessions, you should hand out to the participants 2 types of questionnaires (A and B) in order to get feedback, to assess what they learned and how your presentation and facilitation is actually evaluated. Here you can find two types of questionnaires. The first one is related to the evaluation of the workshop itself (content, presentations, quality, etc) while the second one assesses the knowledge the participants gained during the 3 sessions.

A. Workshop Evaluation Questionnaire

1. On a scale of 1 to 5, how well do you feel you understood the workshop content?
2. Did you find the workshop engaging and interesting? Yes/No
3. Did you find the workshop relevant to your personal or professional goals? Yes/No
4. How likely would you recommend this workshop to others?
5. Did the workshop provide sufficient opportunities for hands-on practice and application of the concepts covered? Yes/No
6. How comfortable did you feel in asking questions and participating in group discussions during the workshop?
7. On a scale of 1 to 5, how well do you feel you can apply the concepts covered in the workshop to your personal or professional life?
8. Were the workshop materials (slides, handouts, etc.) clear and easy to follow? Yes/No

9. Was the length of the workshop appropriate? Too long, too short, or just right?

10. Any other comments or feedback you would like to share about the workshop?

11. On a scale of 1 to 5, how well did the virtual format of the think tank work for you in terms of facilitating discussion? (Art for Climate Forum, find it here: <https://green-activism.eu/index.php/login/>)

12. Did you encounter any technical difficulties during the use of the Art for Climate Forum that affected your ability to participate fully? If so, what were they and how did you cope with them?

13. Was the methodology of Session 3 easy to follow?(possible answers: a. Very difficult to follow, b. Difficult to follow, c. Ok, e. Easy to follow, f. Very easy to follow)

14. Have you (and your group) been able to provide a full answer to the 2 rounds of questions in Session3? (possible answers: a. I could provide a full answer to the 2 rounds questions, b. I could provide partial answers to the 2 rounds of questions, c.I could provide a full answer to just 1 of the questions and some things about the other).

15. Knowing that the main goal of this session was to discuss real subjects that are part of your daily life in your neighbourhoods, working spaces, municipalities, schools, etc., to connect them with the European Green Deal topics and try to design plans and actions, or promote policies about them, do you think that the questions asked were relevant? (possible answers: a. Yes, they were relevant, b. No, not relevant at all, c. Partially relevant)

B. Participants knowledge evaluation questionnaire

The following questionnaire will be handed out to participants to evaluate the knowledge they gained from the 3 sessions of the whole workshop. You will find a different list with questions that relate to each of the 3 sessions and **you can pick 3 of them from each session to edit your own questionnaire** that should have **9 questions in total** (3 related to each session). The right answer in each question is signified with green colour.

→ Questions related to Session 1 (pick 3)

34 What is the target set by the European Green Deal to reduce greenhouse gas emissions by 2030?

- a) Reduce emissions by 30% compared to 1990 levels
- b) Reduce emissions by at least 50% compared to 1990 levels**
- c) Reduce emissions by 70% compared to 1990 levels

Which of the following is not an example of clean energy technology promoted by the EU?

- a) Coal-fired power plants**
- b) Wind power
- c) Nuclear power

What is the aim of the EU's circular economy policy?

- a) To increase waste and decrease resource efficiency
- b) To promote unsustainable production and consumption
- c) To reduce waste and increase resource efficiency**



How does the EU aim to improve the energy efficiency of buildings?

- a) **By setting targets for the renovation of existing buildings to improve their energy performance**
- b) By promoting the use of fossil fuels in buildings
- c) By not setting any targets for energy efficiency in buildings

What measure is being taken by the EU to promote sustainable transport?

- a) Encouraging the use of high-emission vehicles
- b) **Encouraging alternative transport modes, such as cycling and walking**
- c) Investing in fossil fuel infrastructure

What does the Farm to Fork strategy want to ensure?

- a) **That agriculture, fisheries and aquaculture, and the food value chain contribute appropriately to the objective for a climate neutral Union in 2050.**
- b) That an end is put to wasteful packaging.
- c) That operators and traders will have to prove that their products are deforestation-free and legal.

What is the main objective of the EU's biodiversity strategy?

- a) To destroy ecosystems and habitats
- b) To promote unsustainable agriculture and forestry practices
- c) **To protect and restore ecosystems and habitats**

Which of the following is not a main source of pollution targeted by the EU's Zero Pollution Action Plan?

- a) Air pollution
- b) **Land pollution**
- c) Water pollution

→ Questions related to Session 2 (pick 3)

What is the European Green Deal?

- a) It is a deal among EU countries on the common agricultural policy
- b) It is a joined agreement among EU countries to make Europe the first climate-neutral continent until 2050**
- c) It is an economic agreement among the EU and external countries about taxes, tariffs, and duties.

The National Energy & Climate Plans are

- a) The plans each EU member state takes to tackle the issues of forest fires
- b) The scientific studies of the Ministry of Environment on local weather phenomena
- c) It is a roadmap with plans & actions that each EU country promises to take in order to meet the goals of the EGD**

Among the main issues concerning the environment in Cyprus, we have to include:

- a) Carbon emissions, lack of public transport.**
- b) The low levels of self-awareness on environmental issues of the young generation.
- c) The abundance of sunlight during each year.

In order to understand better the local environmental problems in your country, what should be your very first step:

- a) Ask yourself where you stand concerning the environment and which is your own ecological footprint.
- b) You should do some research on your country's National Climate & Energy Plan, which will show you where your country stands concerning its promises related to the European Green Deal and its goals.**
- c) You should take interviews from your peers about the local issues and publish them on social media.

→ Questions related to Session 3 (pick all 3)

What are the advocacy tools you could use to organise an action? (Choose two)

- a) Social media, an event, local participatory action.
- b) Organise a physical protest outside the Ministry of Environment.
- c) Write a collective letter of complaint along with your peers, co-student, and co-workers.

What are the goals of the use of advocacy tools? (Choose two)

- a) They are appealing.
- b) They seek to provide key arguments and messages.
- c) They promote the activity on my social media.
- d) They are oriented towards bringing some change.

Is this sentence true or false: "My communication strategy will be more successful if it is not oriented to a target group"

- a) True
- b) False

6 | Endnotes & Checkout

The closing part of a workshop is crucial in ensuring that participants leave with a clear understanding of the key takeaways from the session. This part of the workshop should include a summary of the main points covered during the 3 sessions, highlighting the key learnings and insights gained. It is also an opportunity to provide participants with any additional resources or information that they may need to continue their learning on the topic. Additionally, it is important to encourage participants to provide feedback on the session (to hand out the questionnaires mentioned above), so that improvements can be made for future workshops. It is important to thank participants for their participation and contributions and to provide contact information for further questions or follow-up. By ending the workshop on a positive note, participants are more likely to feel satisfied with the experience and motivated to apply what they have learned in their own work or personal lives.



The End



7 | EXTRA MATERIAL SECTION

No1

Where to find all the project's materials (Creativity Web Toolkit, Virtual Think Tank, Green Citizenship Workshop)

All the materials (results) of the Green Activism project, the guidelines to the 4 tools of the CREATIVITY Web-toolkit as well as the accompanying files (docs, pdfs, mp4, etc.) of the Green Citizenship Workshop can be found on the projects' website, <https://green-activism.eu/index.php/library> and the project's youtube channel, [GREEN ARTIVISM](#).

Which are the materials you will find:

Session 1:

- Conflict mapping guidelines.docx
- World School Debate Format.png
- European Green Deal_More than climate neutrality.pdf
- European Green Deal (2).pdf
- Sustainability in the European Union_Analyzing the Discourse of the European Green Deal.pdf
- European Green Deal policy guide.pdf
- The geopolitics of European Green Deal.pdf
- European Green Deal_Legal and financial challenges of the climate change.pdf
- European Green Deal_Assesing its current state and future implementation.pdf

European Green Deal.pdf

Session 2:

- Session 2_GREEN CITIZENSHIP WORKSHOP full presentation.pdf
- Orestis Matsas interview with eng subtitles.mp4
- Cyprus in pictures.pdf



Session 3:

- European Green Deal_What is the plan?.pptx
- Get inspiration for your next action plan.pptx
- Greenhouse gas emissions data.pptx
- Advocacy tools.pptx
- Questions round 1.pdf
- Questions round 2.pdf

No2

Suggested icebreaker, warm up and energiser games

In Session 1 of the workshop (see in previous pages), we proposed two ice breaker and warm up games, mingle-mingle and speed networking. Below, you can find a list with other games to select from:



Warm-up exercises:

1. (for youth workers) <https://www.youtube.com/watch?v=sMDPON51y6Y> | Get to know each other, simple, no special preparation, fun
 2. (for everyone) <https://www.sessionlab.com/methods/one-word-method> | Creating a sentence relating to a specific topic or problem with each person contributing one word at a time | Simple, needs no preparation, could be related to the workshop's theme.
- Find more games here: <https://www.sessionlab.com/team/iaf/library/warm-ups>

Energizer games:

1. <https://www.sessionlab.com/methods/stand-up-if> | Stand up if: short, fun, energizing team activity, remote-friendly, needs small preparation from the facilitator
2. <https://www.sessionlab.com/methods/doodling-together> | Doodling together: Create wild, weird and often funny postcards together & establish a group's creative confidence, needs some stationery material.
3. <https://www.sessionlab.com/methods/rock-paper-scissors-tournament> | Rock, paper, scissors: This is a fun and loud energiser based on the well-known "Rock, Paper, Scissor" game - with a twist: the losing players become the fan of the winners as the winner advances to the next round. This goes on until a final showdown with two large cheering crowds! It can be played with adults of all levels as well as kids and it always works!

- Find more games here: <https://www.sessionlab.com/library/energiser>

No3

Tips for inclusion

As we mentioned in the beginning of this Handbook, the matter of inclusion of people with fewer opportunities, disabilities and younger kids is very important. Here you can find some tips on how to take this issue into account and find ways to present Green Activism project results and facilitate the Sessions of the Green Citizenship workshop to different kinds of audiences.



For younger kids

- Use comic strips to elaborate how to create anothotypes and a camera obscura, which are part of the Creativity Web Toolkit of the Green Artivism project. (<https://green-artivism.eu/index.php/how-to-visualise-the-change-you-want-to-see/>)
- Use Tik Tok examples when you explain the Social Media Storytelling Tool, which is part of the Creativity Web Toolkit of the Green Artivism project (<https://green-artivism.eu/index.php/storytelling-through-social-media/>)
- More ideas: <https://weezevent.com/en-gb/blog/organising-workshop-kids/>

For people with disabilities

- Make sure the venue of your workshop can accommodate people with physical disabilities.
- Make sure that in the venue of the workshop there is a stable internet connection, so you can live stream the workshop if needed.
- Contact a special educator who can manage people with disabilities if you do not know the way yourself.
- Find some inspiration in other EU projects that involve disabled people:

<https://www.edf-feph.org/projects/>

<https://easpd.eu/project-list/>

- Find some ideas on how to facilitate workshops for disabled people:

<https://www.seedsforchange.org.uk/accessiblemtg>

<https://www.independentliving.org/docs2/daakit45.html>

https://www.mcgill.ca/skills21/files/skills21/accessibility_workshop_pdf.pdf

<https://depts.washington.edu/uwdrs/faculty/faculty-resources/tips-for-working-with-different-disabilities/>

No4

Tips for the whole workshop

- A tip regarding all 3 Sessions! You can use the [Art for Climate Forum](#) of the project (the Virtual Think Tank mentioned in the project results at the beginning of this Handbook) while you facilitate the Green Citizenship Workshop. Specifically, you can suggest your participants to share their ideas during the 3 sessions of the Workshop, by entering the project's website, www.greenactivism.eu, clicking on the forum section and exchanging their ideas virtually as well, either on spot or even after the workshop ends. The use of the forum itself is also evaluated in the questionnaire you should hand out at the end of the workshop, so it is rather crucial to include the use of the forum section during your workshop.
- Make sure the venue of the workshop has a stable wifi connection. You will need to live stream the workshop if needed, for the participants to be able to enter the forum section of the project and exchange ideas on spot and also to be able to send you their photos by email during the Session 2 and the interactive photo voice method.
- Check the venue of the workshop beforehand. Does it have enough space? Enough seats? Does it have access to people with disabilities? Is there a restroom facility for them?
- Is there a projector, a laptop, cables, or should you bring them along?
- Buy the stationery/materials - paper, pens, pencils, etc.
- Have you planned a catering service with coffee and some snacks for the participants if your workshop is going to take some time?
- Use digital platforms for collective, participatory design in case there are participants who will join online. A suggestion is the Miro platform, part of the Crowd Creative Design Tool of our project, Green Activism (https://miro.com/app/board/uXjVO1a83Kc=?share_link_id=756890627820)
- Communicate the workshop beforehand: by email, social media posts, other online publications.



- Send a reminder about the workshop a day or more before the workshop.
- Decide if you will have a participants registration list online prior to the workshop. There, you can ask for their name, age, status, email.
- Print out the participants lists.
- Prepare the necessary materials and have them printed out in order for the group work/debate/conflict mapping to be carried out smoothly.
- Be prepared to answer questions regarding the EGD and explain certain concepts, as well as to explain the process of conflict mapping with the help of an example provided (see Extra Materials Section No5).
- More ideas on how to facilitate a workshop:

<https://howspace.com/blog/how-to-facilitate-a-workshop/>

<https://www.youtube.com/watch?v=4-RZRLdBpFc>

No5

Conflict mapping example- Session 1

[Conflict mapping example: Offshore renewable energy.](#)

Stakeholders:

- Local society (residents, businesses, etc.)
- Environmental groups and activists
- Marine activists and organisations
- Energy companies and renewable energy developers
- Petrol companies and other fossil fuel-based energy producers
- Government authorities and regulators
- Fishermen and other commercial users of the marine environment

Interests and Goals:

- **Local society:** access to affordable and reliable energy, protection of property values and quality of life, preservation of local environment and natural resources
- **Environmental groups and activists:** protection of marine biodiversity and ecosystems, reduction of greenhouse gas emissions and promotion of climate change mitigation, support for sustainable development and renewable energy
- **Marine activists and organisations:** protection of marine life and ecosystems, preservation of natural habitats and ecosystems, opposition to industrial activities in the ocean
- **Energy companies and renewable energy developers:** expansion of renewable energy sources, increase in profits, promotion of energy independence and security, reduction of greenhouse gas emissions
- **Petrol companies and other fossil fuel-based energy producers:** protection of profits and market share, resistance to change, promotion of fossil fuel-based energy
- **Government authorities and regulators:** promotion of renewable energy and reduction of greenhouse gas emissions, economic development and job creation, regulatory oversight and protection of the public interest
- **Fishermen and other commercial users of the marine environment:** protection of livelihoods and access to fishing grounds, preservation of marine resources and ecosystems





Figure 4: Conflict mapping stakeholders example

Power Dynamics:

It is difficult to provide a definitive order of stakeholders in terms of their relative power in the context of offshore renewable energy, as power dynamics can vary depending on the specific circumstances and the resources and strategies that stakeholders employ. However, based on general trends and common assumptions, the following list represents a rough estimate of the relative power of stakeholders from most to least:

- 1. Energy companies** - they typically have significant financial resources, technical expertise, and political influence, which they can use to lobby for favorable policies and to finance and develop offshore renewable energy projects.
- 2. Government authorities** - they have the power to shape policies and regulations that can create favourable conditions for offshore renewable energy development, as well as the authority to grant permits and licences for project development.
- 3. Local communities** - they have the power to influence public opinion and to mobilise political support for or against offshore renewable energy projects, and can sometimes use legal and regulatory mechanisms to challenge development proposals.

4. **Environmental groups** - they have the power to shape public opinion and to advocate for more environmentally sustainable policies and practices, and can sometimes use legal and regulatory mechanisms to challenge development proposals.
5. **Marine activists** - they have the power to shape public opinion and to advocate for more sustainable use of marine resources, and can sometimes use direct action or civil disobedience to disrupt offshore renewable energy projects or draw attention to their environmental impacts.
6. **Petrol companies** - they may have some level of financial or political influence, but their power may be limited by the declining demand for fossil fuels and the increasing emphasis on renewable energy development.
7. **Other stakeholders**, such as birdwatchers or recreational fishermen, may have limited power in the broader context of offshore renewable energy development, but can still influence decision-making processes and advocate for their interests.

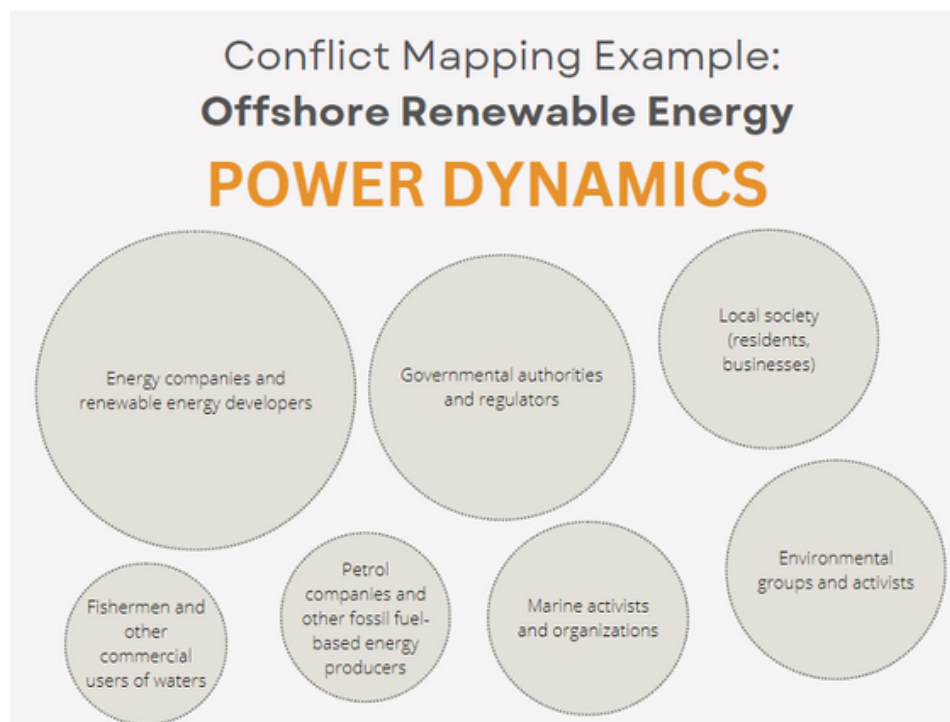


Figure 5: Conflict mapping power dynamics example

Sources of Conflict:

- Differences in goals and priorities between stakeholders
- Disagreements over the impacts of offshore renewable energy on the marine environment and society
- Resistance from fossil fuel-based energy producers and their supporters
- Opposition from marine activists and commercial users of the ocean who may be affected by offshore renewable energy projects
- Conflicts over land use and access to marine resources
- Regulatory and legal challenges related to the development and implementation of offshore renewable energy projects
- Conflicts over the distribution and pricing of offshore renewable energy

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Potential Solutions/Strategic Ways of Entry:

- Engagement and consultation with local communities and stakeholders to address concerns and mitigate impacts
- Development of policies and regulations to promote offshore renewable energy and reduce greenhouse gas emissions
- Investment in research and development to improve the efficiency and reliability of offshore renewable energy sources
- Encouragement of cooperation and collaboration between stakeholders to promote sustainable development and offshore renewable energy
- Adoption of innovative financing and business models to support the growth of offshore renewable energy
- Increased education and awareness among the public about the benefits of offshore renewable energy and the importance of reducing greenhouse gas emissions.

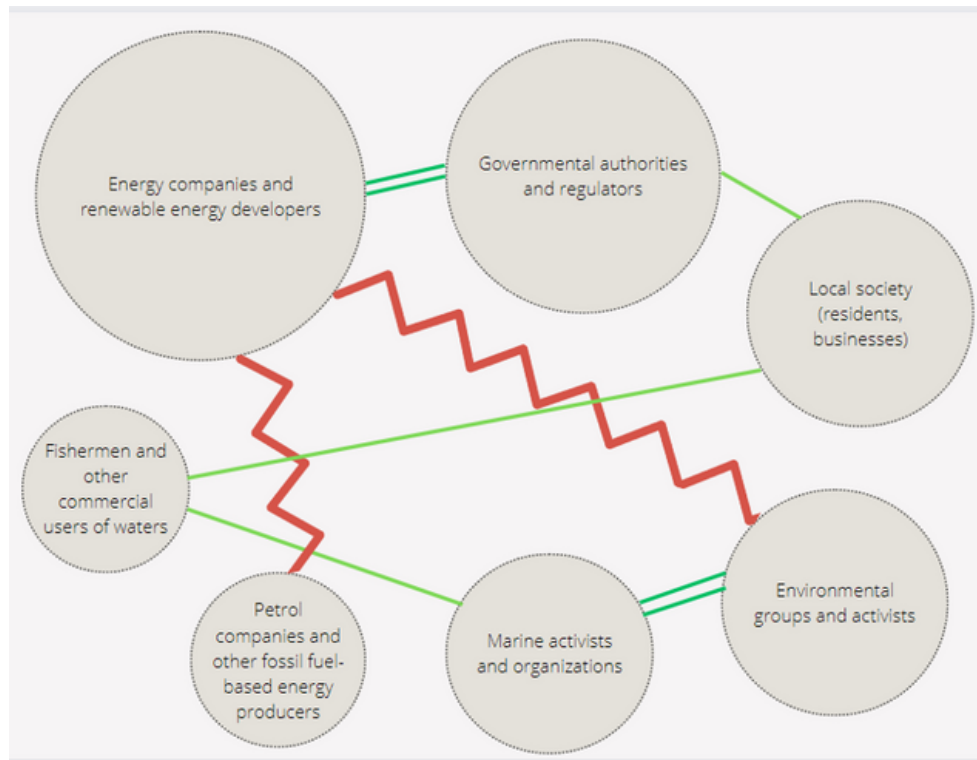


Figure 6: Conflict mapping diagram example

No6

Prompts for debate- Session 1

Prompts for debate

1. The European Green Deal provides opportunities for job creation and economic growth in green industries.
2. The promotion of renewable energy sources can reduce our reliance on fossil fuels and help to mitigate the effects of climate change.
3. The implementation of the European Green Deal places a disproportionate burden on certain member states and sectors, leading to economic inequality and social unrest.
4. The European Green Deal fails to adequately consider the needs of businesses and corporations, and unfairly penalises them for their environmental impact.



5. The circular economy principles of the European Green Deal are too expensive and impractical to implement.
6. The biodiversity strategy of the European Green Deal threatens economic development and job creation in industries such as agriculture and forestry.
7. The promotion of renewable energy sources will lead to job losses in traditional industries such as coal and oil.
8. The European Green Deal will result in higher energy costs for consumers, particularly those in lower-income households.
9. The EU's efforts to combat climate change through the European Green Deal will be ineffective without the cooperation of major emitters outside of the EU.
10. Electric cars are more expensive to purchase than gas-powered vehicles, putting them out of reach for many consumers.
11. The implementation of the European Green Deal may lead to unintended consequences, such as increased energy poverty or land-use conflicts, due to poor planning and execution.
12. The circular economy may not address the root causes of environmental problems, such as overconsumption and overproduction, and may simply lead to a shift in waste and pollution to other regions or industries.
13. The circular economy may not be scalable or applicable to all industries and regions and may require significant investments in infrastructure and technology to be successful.
14. Sustainable mobility may not be able to address the needs of all transportation modes, such as air travel or long-distance shipping, which may be essential for certain industries and regions.
15. Sustainable mobility may not be able to fully replace individual car ownership in certain regions or for certain populations, leading to reduced mobility and economic exclusion.
16. The Farm to Fork Strategy may be too rigid and inflexible, limiting the ability of farmers and producers to adapt to changing market conditions and consumer preferences.

17. The Farm to Fork Strategy may conflict with other policy priorities, such as promoting international trade or maintaining food security, potentially leading to policy gridlock and slow progress.
18. Offshore wind energy can be visually and aesthetically intrusive, detracting from the natural beauty of coastal areas and negatively impacting tourism and recreation.
19. Offshore wind energy can have negative impacts on marine ecosystems and wildlife, disrupting migration patterns and causing disturbance to marine mammals.
20. Offshore wind energy can be expensive and require significant upfront investments, potentially leading to higher energy costs for consumers.
21. Energy-efficient buildings may face opposition from traditionalists who prefer conventional design and construction practices, potentially limiting market acceptance and demand.
22. The protection of biodiversity and ecosystems can sometimes be unnecessary or even counterproductive, leading to unintended consequences such as the spread of invasive species or the loss of traditional agricultural practices.
23. Some argue that the protection of biodiversity and ecosystems can sometimes lead to restrictions on land use and property rights, potentially infringing on individual freedoms.

No7

Interactive photo voice method- How to practise it- Session 2

Step 1: Preparation

Ask the participants before the day of the workshop to bring a printed or digital photo/picture (on their mobile phone) that reflects an environmental problem in their neighbourhood, city, or other surroundings. Ideally, it should be a photo the participant has shot.



How will you facilitate this?

Prior to the day of the workshop, ask all participants to prepare and ideally take a photo of their own, or find another published photo (good to have the credit of the photo with them) of an environmental problem and either bring it in printed form or in digital. If in digital form, tell them to send it to you prior to the workshop day.

There is always the case that they won't bring any photos or only some.

Alternatively, on the day of the workshop, provide them with an image bank you will have created in digital or printed form and present this image collection with the projector. See our example here <https://green-activism.eu/index.php/session-2>. If the photos they bring are in digital form and they have not sent them to you prior to the workshop, ask them to send them to you by email or another app during the workshop, so you can present them with the projector. If they bring printed photos, put them on the whiteboard with blue tack and write underneath each photo, on a post-it note, a title that reflects the issue shown in the photo. If they bring printed and digital photos, use a combination of all mentioned above.

Time needed: 5 min

Step 2: Workshop begins!

Explain the method to the participants in a few words. Tell them to put all their photos on the table in front of them. Tell the participants to write an essay about the local problem raised in their photo of choice. Tell them that they should try to connect it with one of the 8 thematic areas of the EGD. In their essay, they should elaborate on the problem with a few words and suggest some solutions. Give them 15 minutes to write their essay.

Here is a proposed description to explain to them what they should do: *"Each one of you has brought a photo that reflects a major environmental issue in his/hers local community. I want everyone to put his/her photo on the table in front of him/her. Now, I want you to write individually a small essay, a short text, explaining what is the problem raised in the photo and how it connects to one of the 8 thematic areas of the EGD. To make it easier for you, I will stick on the board the 8 thematic areas on post-it notes. After you finish, I will tell you what we are going to do as a next step."*

How will you facilitate this?

Present them the 8 thematic areas of the EGD in 8 post-it notes glued on the whiteboard, so they can see them and try to connect their photo with one of them. You do not have to explain the thematic areas analytically, as they have already been presented during Session 1 and/or Session 2 during the slide presentation in the beginning.

Time needed: 20 min (explanation of this step & writing the essays)

Step 3: Presentation of their photos

Tell participants to present their photos, read their essay to the group & discuss with other participants the specific problems raised.

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How will you facilitate this?

Tell them to begin one by one starting from the one you will select and then proceed clockwise. Each of them will have 2 min to present their photo (topic, relation to the EGD, proposed solution). When everyone has finished, give them 10 minutes to discuss loudly all together exchanging opinions on which issue from the aforementioned is the most serious one in their country. Each one should write their opinion on a post-it note on the whiteboard. You, the facilitator, group the post-it notes on the whiteboard together and present the findings to the group. Which seems to be the most serious problem in their country? Which comes second, which third, etc. Tell them to discuss the common environmental problems in their city, how local society treats the environment, and climate change. After talking about the pictures the discussion expands to the overall local environmental problems.

Time needed: 2 min per participant to present photo & essay & 10 minutes discussion

Step 4: Collaborative story making

Ask the participants to write in collaboration a short story based on their individual essays. This story could act as a letter of complaint that they would like to send to the public authorities or their local bodies, to publish on social media, to demonstrate the more crucial environmental issues of their communities, and stir debate.



How will you facilitate this?

Split the participants into groups of 4. Each group will appoint one editor. Then, all together should start brainstorming loudly on what they should write in this “letter of complaint” that is supposed to address a local authority, the national Ministry of Environment or a Parliamentary Commission about the environment and could possibly be posted on social media, published on various websites, and used as part of an awareness campaign. Give them 15 minutes to do this.

Time needed: 20 min

Duration of the whole workshop of interactive photo voice method:
1 hour approximately.

More info: Watch this great video on the interactive photovoice method

<https://www.youtube.com/watch?v=aZM8fb32rN8>

Materials for the interactive photo voice method

- Post-it notes in different colours
- Whiteboard
- Laptop connected to a projector
- Blue tack
- Participants list
- Pens, A4 blank papers
- An image bank you will have created prior to the workshop reflecting the local environmental issues & that it will work as an alternative.

Preparation for the interactive photo voice method workshop

- Participants emails
- Printed participants lists
- Buy the stationery/materials
- Ask the participants prior to the workshop day to prepare a photo, to print it or bring it in digital form (in their mobile phones) or even better to send it to you by email.
- Prepare your educational material for your country’s problems, a video if you want and the alternative image bank in case participants do not bring theirs.

No8

Session 3 materials

In the following link you will find all the materials for Session 3:

<https://green-activism.eu/index.php/session-3/>

- Explanatory material for “Greenhouse gas emissions data”
- Explanatory material for “The European Green Deal”
- Explanatory material regarding “advocacy tools”
- Action cards: small cards (10x10 cm) with examples that they can use and stick to the table board, e.g. cards with potential actions to be taken at the local level.
- Questions for round 1 & 2



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This Handbook is designed by Future Needs