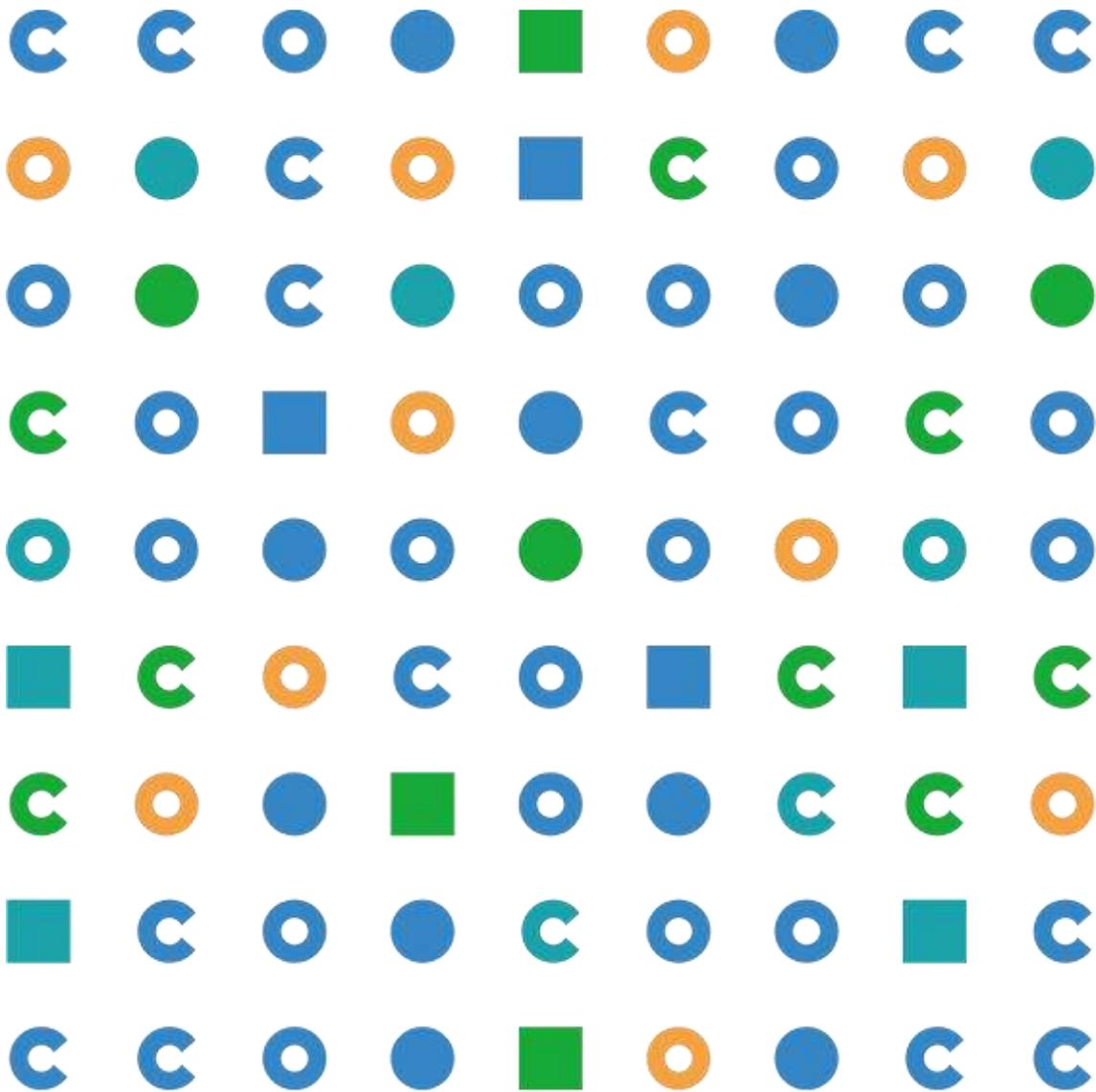


Facilitator Handbook

For teachers and educators



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Welcome,

If you are reading these pages you are a teacher in the Clicks ON project or someone having a contributing role in the development and making this project a success in your school. In this toolset you will find useful instruments, methods, practices and activities to facilitate your work with students, measure your schools' GHG emissions and support the students into taking action to reduce them and sharing their actions with the world.

The state of the planet today means **we must take action**.

- Climate change is a reality, and must be mitigated as much and as rapidly as possible.
- Europe has made a commitment to become carbon-neutral by 2050.
- Environmental regulations are increasingly strict.
- The perspective of diminishing oil reserves forces us to think of ways to make our activities more resilient and less energy dependent.
- Young people are now expressing very strongly for concrete action that will have a real impact on the climate.
- We must facilitate young people to foster initiatives that will raise awareness and facilitate the transition to a low carbon society.

This handbook will help you **raise awareness on climate change** among students, colleagues and ANE staff and **help you facilitate your students to become main actors** of the climate change challenges, providing solutions to improve their environment. As such, the toolkit has a particular focus on the role of the student as the center of his/her education. In the next pages you will find a set of guidelines designed specifically for the Clicks On project, to be used in schools, by teachers and students around Europe.

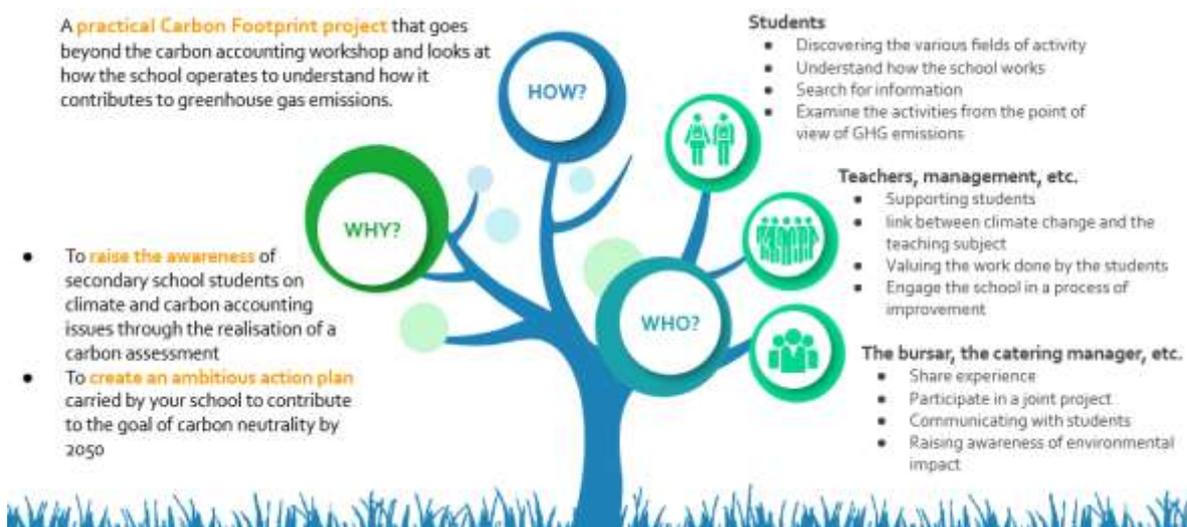
Keep in mind that your school, its environment, its constraints and actors make it a unique case, and the action plan must be tailored to your institution to be truly effective. This handbook outlines a method that can be followed step by step to establish an operational plan based on your collective thinking. This process is designed to produce an action plan that will work!

In the following handbook, you will find:

- The Glossary, with the main terminology employed throughout the project.
- The Clicks On Project. A brief presentation of the project.
- The Clicks On process. The project consists of 5 phases, each specifically designed to guide you throughout the project and the process.

Enjoy your reading, and your thinking!

What is Clicks On...



Clicks On project aims at raising awareness on climate issues and carbon accounting among the greatest number of students, teachers, school leaders and ANE staff. The Clicks On project's objective is to provide a **Climate change educational toolkit replicable at European Scale**, giving students and teachers the tools to take action in reducing the GHG emissions of their institution and community.

However, we are aware that schools do not face the same time and resource constraints, which is why the Clicks On project has been designed to be as adaptable as possible.

Therefore, two versions are available: a light initiative and a complete initiative. It is up to you to seize them and adapt them if necessary.

The main difference between the two initiatives is that the materials used would not be as extensive and the calculation will not be so detailed: in fact, the complete initiative will be done in a full scholar year while the light initiative will have a shorter timeline, as the project will be done in a few months and will be used as a pilot.

Light and complete initiative

In the **light initiative**, Clicks On will give teachers the basic elements for them to choose the topic (please see phase 2) that will best suit the school and students. Clicks On will give these basic materials to facilitate the work of teachers on this first experimentation. It is expected for the schools to go through the process and prototype the materials to adjust for the complete initiative.

In the **complete initiative** teachers and students will have the possibility to go deeper into the Clicks On process, using extensive material both in scientific content as well as methodological processes.

This document will provide teachers a source of pedagogical approaches they can use with their students as well as a source of suggested activities that can be performed to improve the experience of the Clicks On project.

Clicks On will be developed in a five-phase process:



Phase 1. Awareness session: for teachers and ANE staff (especially headmasters) involved in the project, the aim is to explain methods and goals, and to present the materials¹

Phase 2. Understanding climate change: content for students in three modules (energy issues, human activities and climate).

Phase 3. Carbon accounting: scientific content on carbon accounting, data collection, and instructions on how to use the calculator to measure the institution's GHG emissions.

Phase 4. Action plan: development of an action plan based on the calculation of the GHG emissions, with a step by step guide to do so.

Phase 5. Spread the word: tackle low carbon strategies to study climate change at an international and national scale. Students will be able here to share the results of the carbon assessment, involve Clicks On community but also the rest of the school, parents and partners of the school to ensure the action is well understood and will be applied in the following years.

¹ For the awareness session, the following methods do not apply, given this is an information session for adults that includes the presentation of the methods and the Clicks On material.

Glossary

Design thinking²:

Design thinking is a human-centered approach to innovation that draws from the designer's toolkit to integrate the needs of people, the possibilities of technology, and the requirements for business success. (Tim Brown. CEO IDEO)

Evaluate:

This is a made up word that combines evaluation and evolution. This is specifically designed for including on this phase the space for students to reflect on what they have done (good, or to improve), and to evolve their ideas into new ones or adjust the ones they have had to be better

Toolkit:

Set of tools given to teachers and students made to reach the project's objectives. It is a step by step design that facilitates the comprehension of the methodology and guides them throughout the process in detail.

Prototype:

Prototype a first or preliminary version of the idea or solution that students have chosen. Prototyping can be in different resolutions. For example, It could be as simple as a drawing that explains the action that students want to carry out their plan. This resolution can evolve in more sophisticated ones.

Insight³:

An insight is a focused understanding of a human emotion, behavior, or belief. Insight Statements succinctly articulate the most valuable learning or "aha" moments that emerge from your research. Creating insight statements will help point the way forward. Your insight statements will help you frame How Might We questions and give shape and form to subsequent Brainstorm. It's not always easy to create them, and it will probably take some work editing them down to the three to five main insights that will help you drive toward solutions.

Framework:

The starting point to identify where to direct the gaze of the people who are going to work on the project, within their close environment or reality.

Cooperative Learning (CL):

Students assume a **particular role in order to reach the same objective**. They work together but different micro-objectives are assigned to reach a common goal.

Learning by doing (LBD):

It considers **action and direct experience as the real basis for learning**. The more an individual is involved actively in the learning process, the more durable and effective the learning process is. **Experience must be conscious**, because doing without thinking about consequences is meaningless and useless. Thinking by doing should go with learning by doing.

² <https://designthinking.ideo.com/>; <https://landor.com/five-fundamentals-of-great-design-insight>

³ <https://www.designkit.org/methods/create-insight-statements>

Project Based Learning (PBL):

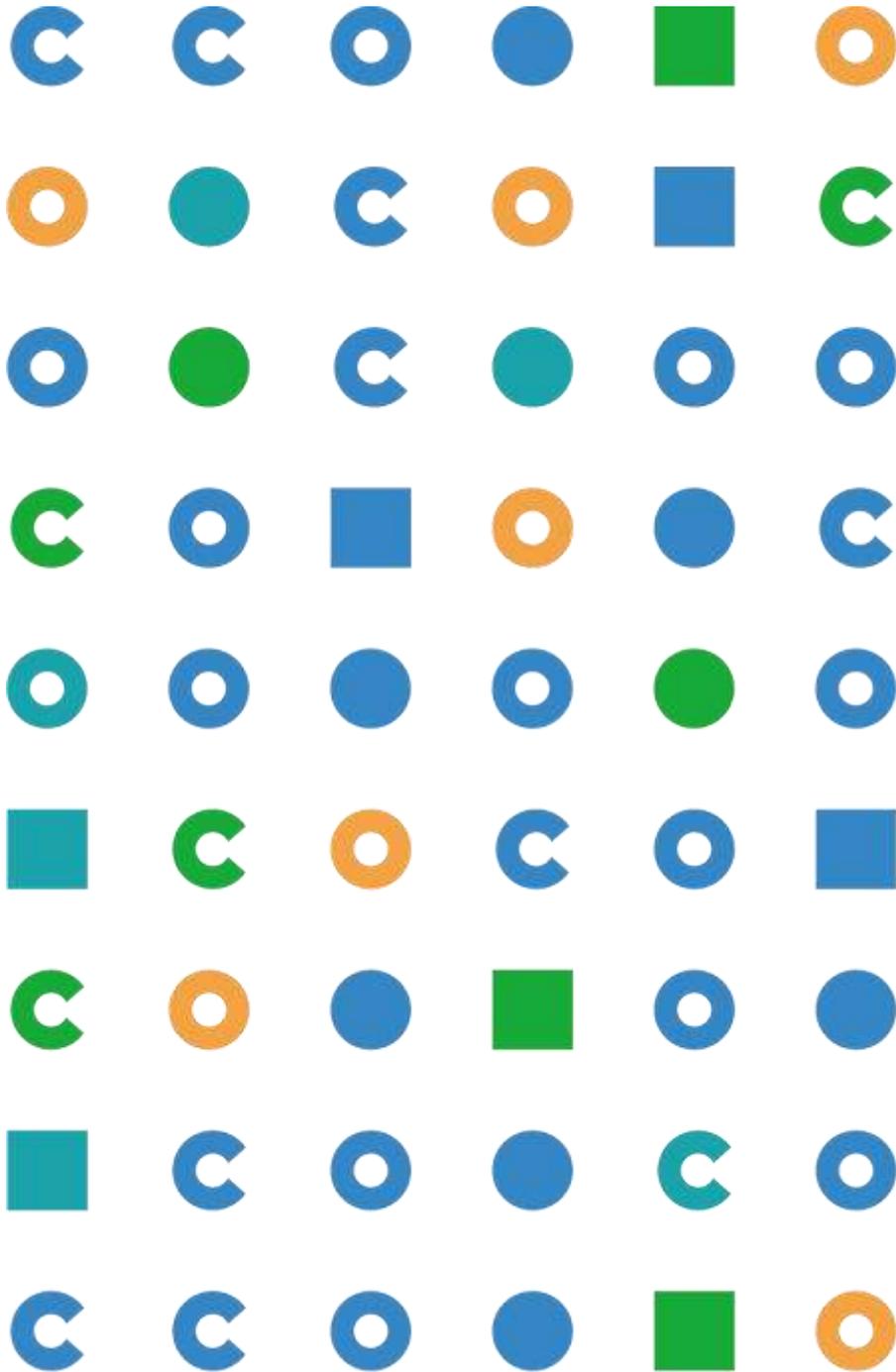
Students are pushed to **reach long-term objectives which deal with problems of real life**. This method allows students to observe the complexity of many interdisciplinary aspects. Any kind of activity is approached more realistically in order to prepare students for future challenges.

Problem Based Learning (PRBL):

The starting point of this model is the problem, which is the focus of the knowledge acquisition process. PBL allows a connection between “knowing that” and “knowing how”. Analysis, investigation and discovery are crucial aspects of this practice. Students are called to activate their self-learning ability and connect a great amount of information and knowledge in order to develop new solutions and ideas.

DFC methodology (DFC).

The DFC process can start with an observation of the students’ surroundings and environment, or within a framework that establishes the general topic to approach. This methodology is divided in 5 steps to ensure that the students are the main protagonists of the process and their ideas are listened to as teachers’ facilitate.



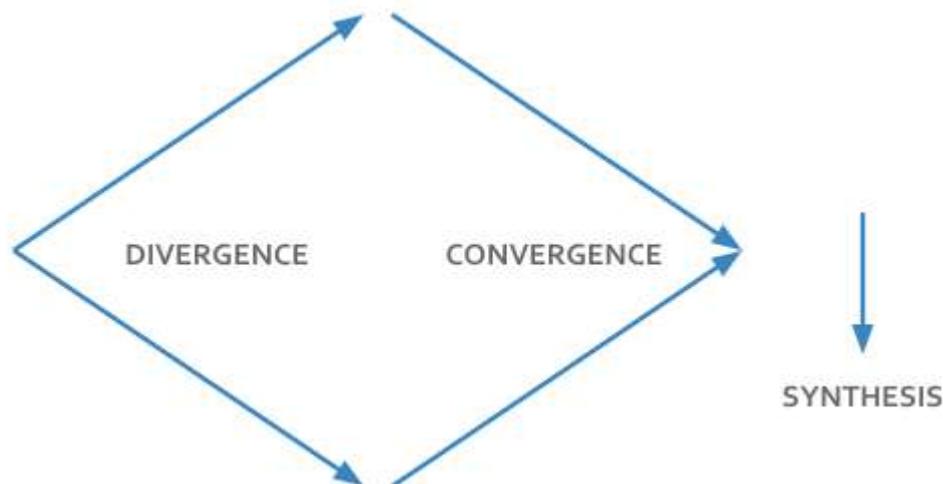
THE PROCESS- phases II- V

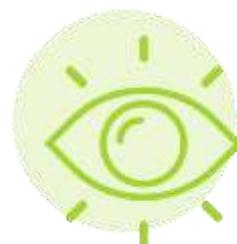
Main key to develop the process

You (as a facilitator of the process) can decide how much time to dedicate to the project and how to distribute it. It can be done in hours as well as days, depending on the time that teachers and schools can manage to have with students taking into account their characteristics and their environment.

This process is based on a succession of cycles of divergence, convergence, and synthesis. During divergences, the goal is to capture information. In these moments it is essential to keep in mind the premise of not judging, neither what oneself nor others express (not even in a positive way) their opinions and thinking.

Converging consists of ordering and classifying the information obtained in the divergence. At this point, the key lies in dialogue and listening. And, finally, comes the synthesis, to delve into the key message of each convergence. The collective reflection of all the members of the team is the fundamental piece of this step.





PHASE 1 - Raising awareness session

Awareness session for adults

Even a highly motivated carbon assessment team and clearly targeted reduction measures would not, by themselves, be enough to ensure the success of your action plan. **The success of the action plan will depend on a strong commitment from the school's head office**, i.e. the principal and the administrative and support staff.

To help you do so, we suggest introducing the project in the form of an awareness session. This session will include the general information about the project, its main characteristics, the topics that will be addressed and the role and responsibilities of each participant.

You should consult the administration to understand the administrators' outlook and integrate their expectations in your plan so that they can approve and support it. Don't be shy – to gain their support you can propose an initial presentation of the carbon inventory with the main emission categories and figures (don't worry, you will learn how to do so!). This approach will lay the foundations for joint thinking and co-construction of the action plan.

Several criteria must be met to obtain this collaboration and commitment:

- Follow the pedagogical principles and values of the school in drawing up and implementing the action plan. You will have to be sure that no steps or measures are in contradiction with these principles.
- Provide opportunities and benefits for the school. Here is a non-exhaustive list of points that will enhance your argumentation. You can add other aspects on the basis of your survey and experience at the school.
 - prepare young generations for climate change mitigation and adaptation
 - develop a strong pedagogical approach that actively includes students and favours interdisciplinary work
 - implement concrete experience that corresponds to the main objectives of the curriculum
 - strengthen student motivation by addressing their concerns in these areas
 - improve the image of the school
 - obtain a quality label or rating (E3D certification for sustainable schools, for example)
 - take action to protect climate systems
 - anticipate future constraints that may be imposed by national objectives to attain climate neutrality
 - reinforce energy resilience to mitigate the effects of rising prices
 - cut certain costs and save money over the long term.

- In setting up the work with your students, keep in mind that you do not want to create more work for the school staff.
- Establish shared values with all stakeholders in order to federate everyone around your project.
- Facilitate writing up a plan that is readily accessible to all – principal, administrative and support staff, property managers, teachers, students – in terms of content and length. It should be concise and easy to read!

Please find the raising awareness video here: **TO DO**

Launch the project

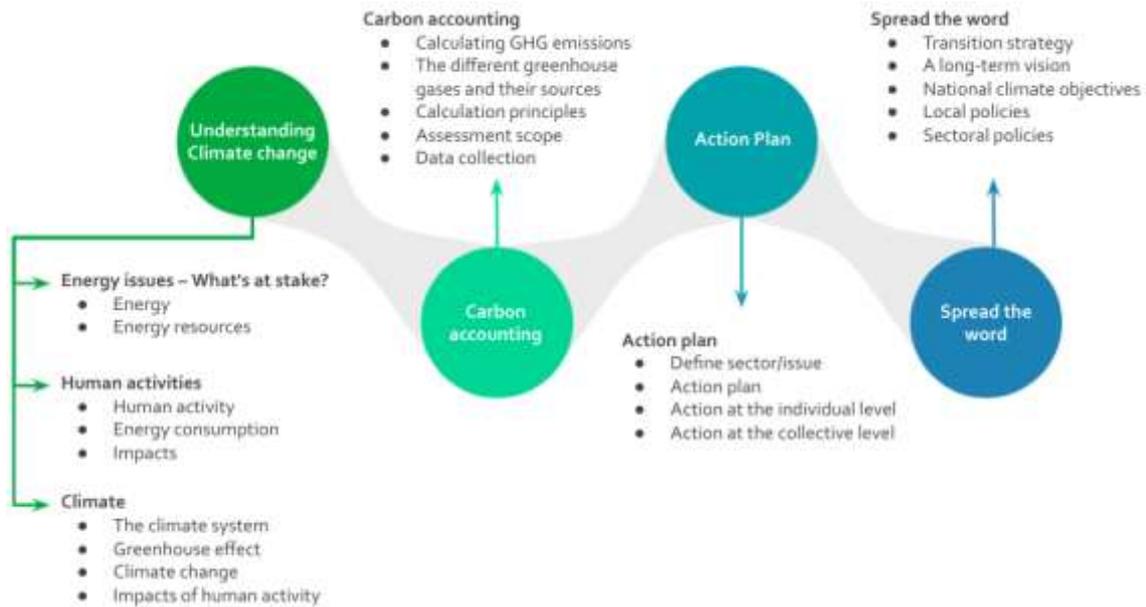
As soon as you get the authorization and commitment of the schools main actors, you should revise the materials of the Clicks On project to identify when and how you are going to make this project a reality. You can for example use the time of your classes, integrate it into the students' curriculum, propose it as an extracurricular activity, etc.

And you are ready to go!

PROCESS- phases II - V

This Handbook includes suggested activities for the modules to be done in class, as homework, in groups or individually, as well as different levels of difficulty. Every phase is deliberately divided into modules and activities. For each phase you will find theoretical (to understand the concepts) and practical (to facilitate) contents and activities that integrate the concepts. Phases 2 to 5 are to work with the students. The presentations (pdf or ppt) are enriched with presenter notes to help you guide the theoretical sessions even though you don't have all the knowledge needed but you are motivated to do the project with your students. As you are working with your students and you need to provide them with new tools to develop skills as world citizens, this handbook also provides innovative methodologies that can be used and combined.

First the students will learn and study the topics of the module about energy, human activities and climate: **Understanding climate change**. These are the basic concepts that the students need to understand the reality of the planets' challenges and where they come from, and the urgency of action. In phase 3 - **Carbon Accounting** - students will have more detailed information on what the GHG emissions are, and the presentation of the Clicks On calculator will help them to learn how to measure the carbon footprint of their school. In Annex 5 you will find a guide to the data collection and things to take into account when measuring. For the **Action Plan**, you will have a step by step guide to get your students to put their ideas together and work towards action. And finally, but not less important, is phase V, **Spread the word**, where students will identify the actions and steps they need to take to make their project bigger and disseminate all the work they have done in all their schools, with their families and communities.



Each module is divided into:

Content: What is this module about?

Messages: These are the main messages that, at the end of the module, students will have to take with them.

Methodologies: These are examples of innovative methodologies that can be combined and used during the sessions.

Soft skills: The skills that are strengthened or developed during the module.

Materials: The material provided for you.

Activities: The suggested activities that you can do with your students.



Phase 2: Understanding climate change

Objective: provide the teachers materials to give students proper knowledge and background about energy, human activities, climate change, GHG.

You can go through all presentations of the modules and guide yourself by the presenter notes that are developed to make the sessions easier.

Module 1 Energy issues – What's at stake?

Content: students will learn what is energy, advantages and disadvantages of different energy sources, uses of energy

Methodologies: PBL, LBD, CL, DFC

Materials: Module 1 presentation

Soft skills: curiosity, empathy, critical thinking, teamwork

Messages:

- Energy can't be created or destroyed, we can only transform it from one form to another.
- We use different forms of energy according to our needs
- Difference between renewable vs non-renewable sources
- Global energy consumption has been raising for the last century
- Now, we are greatly use fossil resources (84%) that means world relies on fossil fuels
- Oil is the most used source of energy
- We never replaced a source of energy, we are only adding other sources

Module 2: Human Activities

Content: students will learn about what energy is used for, changes in lifestyle and their impact on the environment

Methodologies: PBL, LBD, CL, DFC

Materials: Module 2 pptx,

Soft skills: curiosity, empathy, critical thinking, teamwork

Messages:

- We use energy for everything
- With fossil fuels, we go faster but we emit a lot of GHG (CO₂, CH₄ and N₂O)
- The energy consumption is directly connected to our way of life and the organisation of our societies. That's why not every society has the same impact.

Module 3: Climate

Content: students will learn about climate and consequences of climate change

Methodologies: PBL, LBD, CL, DFC

Materials: Module 3 pptx,

Soft skills: curiosity, empathy, critical thinking, teamwork

Messages:

- Climate ≠ weather
- Greenhouse effect is a natural phenomenon but it is reinforced by our GHG emissions
- We have to reduce our emissions quickly because today emitted gases will remain in the atmosphere for decades.
- Small variations in the global temperature can generate significant consequences



Phase 3: Carbon Accounting

Content: In this phase the contents related to carbon accounting are presented and the work that will be done with the calculator is planned ahead. In this phase students will learn about why emissions should be accounted for (in order to reduce them effectively), define the perimeter of our assessment and learn how to use the calculator (it is needed to use a common unit, CO₂eq, and emission factors to estimate emissions we can't measure directly). This phase is divided into two steps: the data collection, and the calculator.

Materials: Carbon Accounting (pptx), calculator (online), collecting data guide (Annex 5), handbook

Methodologies: CL, LBD, DFC

Soft skills: curiosity, teamwork

Messages:

- We do carbon accounting to know how to reduce our emissions efficiently
- To do so we use a common unit, CO₂eq, and emission factors to estimate emissions we can't measure directly
- It is very important to define the perimeter of our carbon assessment
- it is also very important to note all our assumptions and hypothesis somewhere to share our work
- A carbon assessment is not wrong or true, we are trying to take every activities related to the school into account and have an idea of the orders of magnitude
- A carbon assessment is not good or bad, we all have lots of efforts to do to reduce our emissions and that is why we are doing a carbon assessment.

Data collection

Content: In this step students will learn that a carbon assessment is not wrong or true, they will take into account every activity related to the school and have an idea of the orders of magnitude by talking with people and gaining insights on what may be hard or not to do.

You will present the data collection step with a preview of the calculator to give an idea to students on why they have to collect and how they are going to use this data. The carbon accounting pptx will guide you through this.

This step prepares the students for the calculation phase: the data to collect are presented to the students introducing the different parts that compose the calculator (Energy, Food Service, Travel, Supplies, Fixed Assets).

As the facilitator of this step, you can split the class into smaller groups and assign the collection of certain data (at least one source should be collected by the students, to have a "real" carbon assessment) that will be later presented to the rest of the class, thus reinforcing Collaborative

Learning. The active data collection in the surrounding environment can also be considered as a Learning By Doing activity as the students will be actively and consciously looking for information.

With the data collection guide (Annex 5) , students will have the proper tool to see which information they need, how to collect and some tips to do so, and where to find it (who to ask for).

Calculator

Content: In this step the Clicks On calculator will be used to measure the carbon emissions produced by the school.

The data collected in the previous section will be entered by the students in the calculator to promote Learning By Doing (LBD) and this will give a result that the students will later have to evaluate and reflect on.

The calculator will be the tool to introduce all data and to have a final result on GHG emission of the school in the different areas. For each area you will see the total amount of GHG emission linked to it in tons of CO₂ equivalent. Those figures are neither good nor bad. They are what they are. Now you will have a baseline to start acting upon and to achieve lower emissions each time you measure them.

After the data collection and measurement of the CO₂ emissions from the school, we propose one simple tool for evaluation that allows you to both reflect and imagine the project beyond the present moment and the measurement students have just done.

To make a final reflection on the phase 3 with your students you can use the activity: Difficult, Different, and Learned⁴:

In this case, propose to students, divided into groups of three to reach a team consensus on something that they found different, something difficult, and something they have learned. Ask them to write it on a post-it and stick it on three panels with the questions: What did we find different, what did we find difficult, and what did we learn? Alternatively, you can use the Difficult, Different, Learned Template attached in the annexes. If possible, somebody can then read them out loud and discuss them with the whole group.

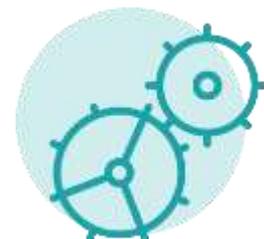
Remember that solutions can be improved and that you can carry out the work process as many times as you consider necessary. Skill comes from practice; so, the more times you do it, the better results you will get.

⁴ **To be inspired we present an example of real projects using Evaluate, please refer to the project:** Waste consumption (Secondary school Spain). In this project students, organized in teams, undertook different actions such as the design of posters to save light, water, and energy, the creation of educational video games, a video to raise awareness, sending emails to vendors to request the replacement of plastic bags by paper bags, writing stories to tell the smaller students, and encourage teachers and older students who drink coffee at school to bring their cups and spoons to reduce the consumption of plastics. In the Evaluate step (8:05 min) students work with post its to identify what was difficult, what was different and what they have learned of the process. They expressed having learned from environmental content, to cooperative skills, use of new technologies, use of applications. The students highlighted during the Evaluate step, what they liked and enriched being able to choose for themselves what to do, how and for what. They also highlighted that they really enjoyed working with students from other grades (they were mixed from 1st to 6th grade of primary school depending on the overall objective they had chosen. **Project video:** https://www.youtube.com/watch?v=m9Rx2cMyoe8&list=PLNEukvDxkIGm_nCz84n3bxZDMLbvkSNZo&index=11



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CLICKS ON



Phase 4: Action Plan

NB: This phase covers only action plans to reduce direct and indirect GHG emissions related to the functioning of a school. **They do not refer to carbon offset or compensation measures**, which alone will not be sufficient to attain the reductions that climate scientists deem to be necessary, and thus will come last in a carbon strategy.

Another point to keep in mind is that a school alone cannot hope to be carbon-neutral. Carbon neutrality, defined as an overall equilibrium between GHG emissions to the atmosphere and carbon sinks, capture or sequestration, is appreciated on a broader scale, territorial, regional, national or multinational. Schools are part of a territorial entity. By reducing emissions your school will contribute to climate improvement on a national scale, helping the country to balance GHG emissions to the atmosphere and carbon sinks on a larger territorial scale.

Content: In this phase students will learn about individual and collective actions to reduce GHG emissions and how to work together to develop an individual and group action plan. To create an action plan that can be put into work it is necessary to involve people outside the group (school management and administration, families and facilitators, agencies and territory). On the basis of what has been learnt students must be able to interact with the different actors and to talk with them about their necessities and strategies on climate change and on the opportunity of actions that can be adopted on a collective level

Methodologies: ABP, PBL, LBD, CL, DFC Methodology⁵

⁵ **To be inspired we present an example of real projects using the methods:**

Example 1. Name of the project: "Kairós: Your consumption consumes the Earth" (Secondary school Spain)

The students of 3rd ESO determine in the Feel step that the situation in which our planet finds itself urges that we get down to work to take care of it and recover it. This project is much more than concrete actions to recycle or reuse goods. It is an in-depth analysis of our consumption system to understand the environmental crisis that the Earth is suffering and to raise awareness of our reality by proposing a sustainable consumption model that is respectful of nature and people. **Project video:** <https://www.youtube.com/watch?v=63zjir4dJ0k&list=PLNEukvDxkIGnqTGE-2bOIWShWJg3bK8T9&index=9>

Example 2. Name of the project: #EcoVedruna " (Secondary school Spain)

Based on the imminent need to take care of the environment and try to stop climate change, the 3rd ESO students, after studying the different materials in technology (including plastics), have realized that none of us did enough to separate and recycle. Hence our project: #EcoVedruna, whose main objective is the creation of a recycling system in the center, and thus make the entire educational community aware of the importance of caring for the environment. To do this, we have contacted a company to request containers to separate the garbage, the students have created digital posters with slogans to fill the school with the message of #EcoVedruna, they have created the Hashtag on social networks to make people see an image of what they want to change, both at school and in the city, to favor the care of the environment. As sharing the message is important, also for social networks they have made small explanatory videos on how to recycle and where the different waste separation containers will be, in addition to recording their messages to make the rest of the world aware that, as one of their mottos, "The bravest thing is to take care of the environment". **Project video:** <https://www.youtube.com/watch?v=JsvY4GEawNE>

Materials: Taking action pptx and Handbook

Soft Skills: Creativity, critical thinking, teamwork, empathy, leadership

Messages:

- Have an idea of the repartition of our emissions as individuals
- Understand the reduction objectives and the forecasts if we do nothing
- 1. Reduce energy consumption, 2. Improve the efficiency of our activities, 3. Use low-carbon sources of energy, in that order !
- We can take some actions at our personal level, but to tackle climate change we have to act collectively
- A transition is imperative because the consequences are huge
- To limit global warming, we must stop burning fossil fuels and keep 75% of them in the ground
- The low carbon transition is also the opportunity to shape a more inclusive, fair and caring society

Before the activity, prepare the material you are going to use. The kit we propose below is designed for classes up to 30 students:

- Post-its, 1 pad per group
- Black markers, 1 per student
- Colored markers, 1 pack per group
- Flip chart paper, 3 sheets per group
- Folios

You have to organize the students into groups (it is recommended to make groups of 5-6 people, never less than 4 per group). The number of groups must be even. The class has to be positioned in such a way as to facilitate intergroup dialogue.

During the activity, it is necessary to facilitate that the work rhythm of the groups is similar.

The Challenge

Based on the knowledge acquired in Phase 2 and 3 and the results of the carbon measurement, during the Challenge step the students jointly identify the focus on which they are going to work. This step is based on empathy and understanding. At this time, the concepts learned during Phase 2 and 3 go further to understand more the problem presented and the people affected.

The steps for the facilitation process are as follows:

1. Identify a framework

Your students will develop projects to improve the world starting from their environment, that is, in this case, their school. The framework from which they start should not be too generic or open, because they could get lost in it. However, if we close it and narrow it down too much,

there will be no space to find several possible focuses of action. In other words, we have to find a sufficiently broad framework to allow students to investigate possible action focus, but without leaving it so open that they are lost.

A framework could be one of the areas seen in Phase 2 (transport, food, etc.), or other motivating frameworks can also be found (a collaboration between schools, participation of children, etc.).

2. Distribute the material (with the whole class).

The material must be distributed the same to everyone. The idea behind the "same material for all" is to not be able to identify "who wrote what". This is why all students have the same markers and the same materials for the process. This promotes freedom of expression and builds trust.

3. Explain the diverse, converge and synthesis process. (with the whole class)

It begins with an individual brainstorming where each participant writes down on post-its what they know or think they know about the framework (chosen topic to be discussed). This is the moment of divergence since EVERYTHING that is considered relevant must be put on paper. It is then placed on a wall so that everyone can see it and all the pieces of information are read aloud. Once finished, the pieces of information are grouped according to their content, through group conversations (convergence). Finally, a title is given to each grouping that contains insight (synthesis). The teacher can explain him or herself with gestures such as opening your arms like a "crocodile mouth" (divergence), closing them (convergence), and with the hand that is underneath performs a movement descending simulating that something is extracted (synthesis). Once they have understood the process, students should be encouraged to start writing on the post-its.

4. Start the divergence process (with small groups)

It starts by asking the students questions such as: What do you know or think you know about the framework selected? What does the framework selected produce/inspire/ feel in you and to you?

At this time it is not a question of seeking a definition as such of the framework, simply they should express what they know or think they know about it, and what feelings and emotions it provokes in them. This is a moment of individual work: each one fills in the pieces of information (post-its) that they consider appropriate, thus enhancing the different points of view.

It is important to emphasize that each post-it contains one piece of information, that is: it must be a full sentence (not a word), that communicates only one thing (it limits several possible interpretations), and no solutions are sought in this part of the process. This is the best way for communication to be facilitated.

5. Share and end of the divergence (with small groups)

Each student reads post-its randomly and places them on the continuous paper, without ordering them (it is not necessary to go one by one, it can be simultaneous to speed up). If someone comes up with something new, new post-its can be added.

6. Begin the convergence process (with small groups)

The group begins to arrange the post-its according to what they consider to have similar information (that is called making clouds of information). It should not be categorized by words, but by semantic fields. It is important to note that the objective is to identify the focus of action.

7. Synthesize process (with small groups)

To finish the Feel phase, the students, together, have to synthesize the different groupings of post-its in a sentence (it is not a summary, nor can it be a word, for the reasons explained above). Next, give each group a pack of colored markers and invite them to draw the synthesis: it will help them to think, and each will have the opportunity to express themselves as they see fit. Each synthesis will be a focus of action.

8. Select one focus per group

They have to agree between teams to see what focus of action each one is going to work on (you cannot put two together, or reformulate a new focus of action. The reason is that too many times we want to do so many things that at the end, we do nothing). The focus of action has to be written on half a page.

9. Gain understanding

Now is the time to broaden and enrich the vision of the situation that you have chosen to improve. Fundamentally understand how it happens and why it happens that way, and what other people think. Which people do you think the situation can affect? Talk to them to find out how they live it.

It is not a question of knowing if what you think is good for them, but knowing what they think about the subject that is addressed. It is better to ask open questions that lead to conversations. This way you will be able to listen to anecdotes and experiences, avoiding questions whose answer is only yes or no.

Write down everything that catches your attention, without overlooking anything, documenting the research as well as possible (making drawings, photographs, videos ...) If you take photos or videos, ask permission first.

10. Synthesize what you have learned

Synthesize everything you know, making it clear:

What is the situation?

You have likely built a new interpretation based on what you have learned, in such a way that the focus of work has evolved. If so, reformulate the phrase that expresses what appears in the cloud, to express the focus as you understand it at this moment, and write it large on a new sheet.

Which people it affects and how it affects them.

What do these people think, feel, do about the problem? Remember that the clearer and more visual it is expressed, the better.

11. Specify the challenge

For this you can use the formula **How could we ...?** as follows.

How could we.. [increase, reduce, lower, improve, change, optimize, delete, create, achieve] that ... [users /targets] solve the... [need] in... [framework]?

Example: How could we achieve that students consume less meat in the schools' canteine?

Develop several challenges and choose the one that is most attractive and motivating for you.

b. Looking for solutions

The objective of this step is to generate ideas to improve the situations previously identified as a challenge and to prepare its implementation. In this phase, creativity is the key.

1. Energy change activity (with all the class)

Students are asked to get up and to greet each other in any way they want (can be a wink, a fist bump... whatever comes up). The importance of this dynamic consists in promoting a change of energy to a more active one. This is especially needed if the previous phase has just been finished and since it is a more contemplative one, students have to change the pace and energy for this looking for solutions step.

2. Brainstorming work (with small groups)

Students are asked to turn over the flip chart paper and explain the dynamics: we are looking for solutions. In small groups, your students have to identify possible actions that could be carried out to resolve the selected challenge. For this, brainstorming is the way to work. In this part of the process, quantity matters: all ideas are accepted. Invite students to build their ideas on the ideas of others. And remind them that "the only idea that is not valid is the one that is not said".

3. Choosing a solution (with small groups)

Students are invited to choose a solution, just one or a combination of several solutions. For this selection there will be two rounds:

- Round 1: The students vote on the ideas they like best. Depending on the number of ideas that have come out in the divergence, you can give them 2 or 3 votes per person
- Round 2: On the ideas with the most votes in the previous round, a new vote is taken. This time they are asked to vote on ideas based on their feasibility and impact; that is, the ideas they think are most viable and will have the greatest impact.

c. Prototyping & testing the solution

Once an idea has been selected, it is time to further develop and test it. For this, we will use the prototype. In the first step, the prototype helps us to define more detailed characteristics and functions of the idea. In the second step, we will test the idea by showing the prototype to other people, so that they can give us feedback and help us improve the idea.

1. Prototyping (with small groups)

The teacher explains what a prototype is and what it implies. For this, there are two fundamental premises. The first one, the prototype, has a main premise: "fail fast, fail cheap". This means that at first, you do not look for the best option but you look for a good starting point. And second, to carry out this exercise keep in mind that "the hands also think". This means that to counteract the blank page syndrome, it's best to pick up a marker and be carried away by what comes up, and start drafting! There are very different types of prototypes: drawings, models, collages, roleplays... Even a small theatrical performance can work very well. Any support that helps students form an idea to reality.

It must be built between all the members of the team so that everyone feels the prototype is their own and wants to take action.

2. Sharing the prototype (with all the class)

In this step, students, by groups, show the prototype and idea to others to see how well the prototype works.

All the teams show their prototype to the rest of their classmates and give each other feedback. The feedback should focus on the potential they see and give advice on what could be done to give it more. The formula suggested to give feedback is the one by Sue Walden's technique of using "Yes (and what you see as potential, what they liked) and also (give feedback, what they would improve)". This replaces the usual way to give feedback "Yes....BUT" By using the word "ALSO" instead of "but", constructive criticism is encouraged.

As for the response to the feedback, the group presenting the prototype should always reply: "thank you" (and nothing more). With this technique, students learn not to justify themselves; and to give and receive the correct feedback, without neglecting or wasting learning opportunities from every opinion.

d. Launching the action plan

In this step, the prepared actions will be carried out and it will be time to take action. The actions proposed by the students will have to be carried out in the school, with the help of the teachers and ANE staff if necessary. The time used for this step will vary, depending on how much you want to delve into the actions.

1. Developing an action plan (by small groups)

Through the "specify your proposal" template, each team will prepare to take action. Each group will write:

1. What is the idea? A short sentence that summarizes the proposal.
2. Who is it going to help? Identify the people who will benefit from the solution.
3. What is it going to do? The achievements once it is put into practice.
4. What does it take to be able to carry it out? Needs, both for material resources and collaboration from other people outside the team.

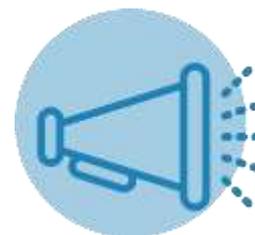
You can use the Action Plan Template attached in the annexes.

2. Take action (in groups)

The moment comes when the prototyped idea is put into practice

To DO students just have to review the action plan and...
Go for it!

Actions may not turn out exactly as they were envisioned. Students should be prepared that this is a first step, the "first form" that the solution takes. Later, students can improve it and carry out more advanced actions: the important thing is that your solution does not remain an idea.



Phase 5: Spread the word

Content: In this phase students will learn more about transition strategies, key factors to reach the transition and the benefits that will be achieved with the transition. Now, students will share their experiences and results of their project

Materials: Spread the word pptx and handbook

Methodologies: DFC

Soft skills: communication, leadership, and empathy

a. Lessons learned on Climate Change

The objective of this phase is to offer a space to reflect, since growth is born from thinking about the process that has been undertaken and learning what comes with it. We propose one simple tool for evaluation:

STOP, START, CONTINUE (by groups)

It is very constructive to identify those aspects that have worked better or not so good. Use this assessment tool:

Start / Stop / Continue

Come to a team consensus on three things. First, something that has not been done during the process and that you wish you could have done (START); second, something that has been done and it's considered that the group has to stop doing (STOP); finally, something that has been done and that is worth continuing to do (CONTINUE). Write each aspect in three panels, each one belonging to each block (START / STOP / CONTINUE). Then read them out loud and discuss them with the whole group.

You can use the Stop, Start, Continue Template attached in the annexes.

Remember that solutions can be improved and that you can carry out the work process as many times as you consider necessary. Skill comes from practice; so, the more times you do it, the better results you will get.

b. Comparing teachings & transitions strategies

Evolution of the emissions
National and international climate objectives
Goals
Discussion

c. Raising our voice

Sharing the project at school

In this phase, groups present their solutions. Students have carried out actions to change the world, and they must share the experience that they have lived.

The structure proposed in the Action Plan can be again used:

- What is the idea?
- Who is it going to help?
- What is it going to do?
- What does it take to be able to carry it out?

To present it, apart from answering these questions, you may also want to encourage students to use images, videos, presentations, etc. Everything is valid, as long as it complies with the regulations regarding image rights and data protection.

If the teacher is up for it (optional), a closing activity that fosters the sense of teamwork and the importance of sharing lessons learned with others to extend the behavioral change that the students had just experienced. To do this, students are asked to write something they want to share on a sheet of paper. Then they have to make a plane out of that paper and throw it all together from a countdown (3, 2, 1...). Each student will be able to catch a plane of those who have flown through the class and thus take with them the message that another person has shared.

Sharing beyond school: eG. Clicks On webpage

d. Involving others⁶

Who we can involve?

Who can help you multiply your impact?

⁶ *To be inspired we present an example of real projects using the share step*

Example 1. Name of the project: The wipes to the bin (primary school in Spain)

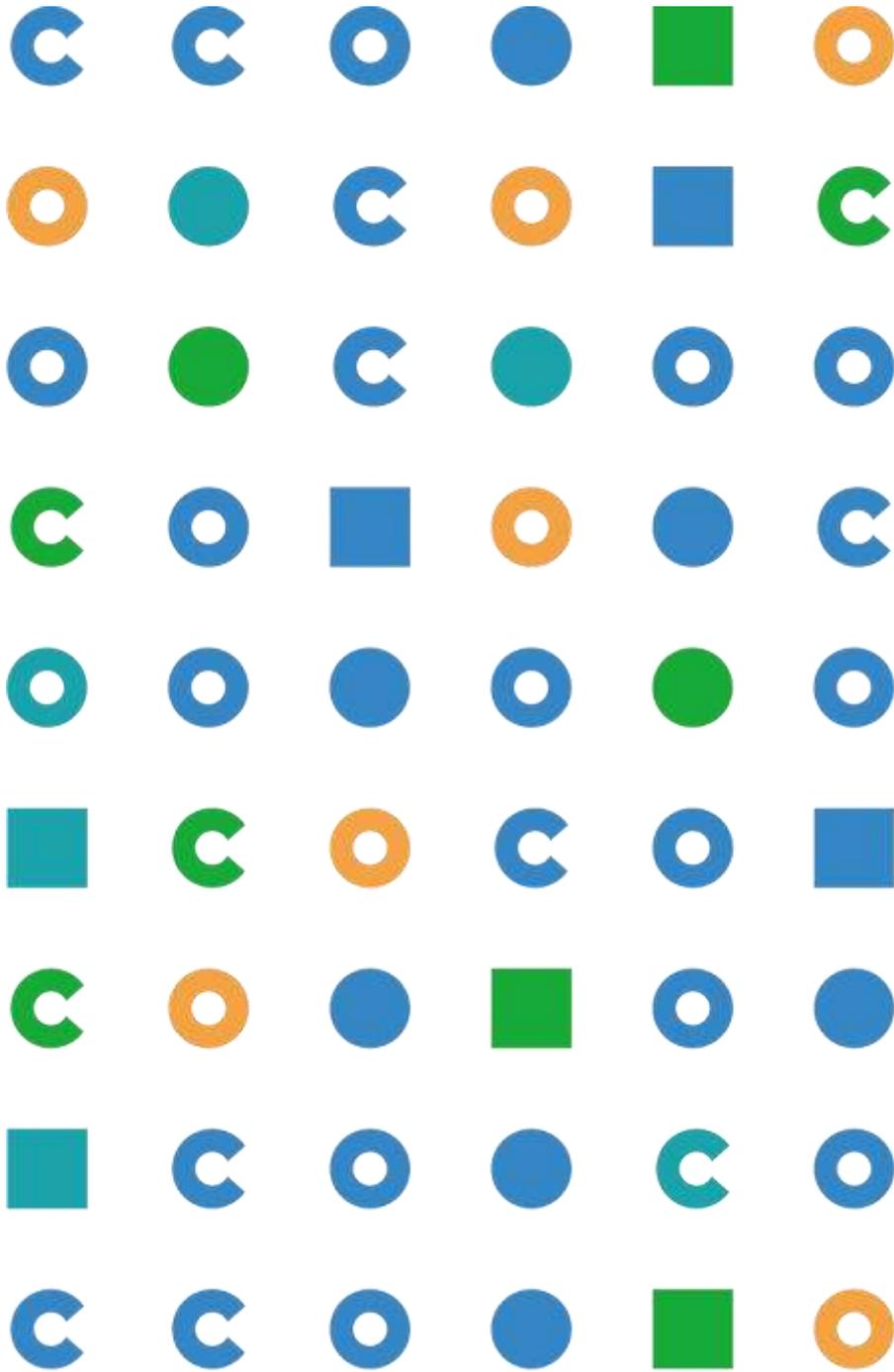
The students sent letters to their parents telling them the importance of not flushing the wipes down the toilet and that the solution is to put a trash can in the bathroom. They made some posters with the slogan "The wipes in the bin, not the toilet." They hung them around the school and sent them to supermarkets to be hung in the aisle for the wet wipes. The Masymas supermarket collaborated by hanging the posters and made an explanatory video of the project that was seen on the screens of its 22 stores in Oviedo (Spain). A total of 15 establishments and/or professionals collaborated by hanging our posters in their stores. In the last phase, SHARE, the SER Asturias network interviewed one of the tutors about the project, the news was published by the online newspaper Asturias Mundial, the newspaper La Nueva España conducted an interview in class with the children. Link: https://www.youtube.com/watch?v=rTk_MehHQOU&list=PLNEukvDxkIGIs8-FXiV52oUNu4hailEz&index=13

Example 2. Name of the project: Without Limits (Secondary school in Spain)

Secondary students have carried out their projects on inclusion. Upon reviewing their reality, they realized that many people around them had a lot to offer them and whom they wanted to get to know up close. They have got down to work and have created ties of friendship with the elderly from the Madre de la Veracruz residence, and the boys and girls with different abilities from the Aviva de Salamanca Foundation; designing and working together on activities that promote social inclusion. With the motto: "You too can have a heart without limits" they want to invite us to discover, welcome, and value all the people who make up our society. Link: <https://www.youtube.com/watch?v=KuygVC-5qol&list=PLNEukvDxkIGIs8-FXiV52oUNu4hailEz&index=2>

For an active and planned involvement of the whole school, the community and families as well as other relevant stakeholders, students can:

- asking them to report events and issues of importance around their action plan and also to seek help to adapt the contents for institutional communication through the schools' website and social media;
- connecting to their social profiles and tagging/mentioning them while they publish relevant information;
- giving them the space on the Clicks On webpage to include their process and actions;
- organizing events to disseminate their results and solutions.



ANNEXES

ANNEXES

Annex 1- To keep in mind (for teachers and ANE staff)

First of all, thank you for taking the step and being surprised by this handbook. This document is the starting point to start implementing the innovative methodologies and processes within the climate change and carbon accounting framework. Now you have the tools to adapt it to the needs of your group and incorporate it into your dynamics, timing, and ways of working.

We know that only you have the knowledge to carry it out and make it as useful as possible for your students. Feel the process and make it yours. From here, imagine ways to adapt it to your needs, take action by taking action, *evaluate* on your own learning, and, of course, share the experience with the world (and with the Clicks On project).

For our part, we invite you to read some key aspects to take into account when energizing the "Clicks On" process, in case they are useful to you.

The role of the facilitator is to become a guide so that the protagonist is the student. This does not mean that you will disappear; only that you don't point in any directions. We do invite you to take an active role when necessary to encourage participation, open perspectives, reflect what is heard, and so on

The fundamental aspect of the teacher's interventions is by listening and acting when it is considered that the group needs it, without attachment, that is, do not try to impose your own opinion. To work as a facilitator the teacher will also be considered as a student since the teacher will have the information on topics to learn about them to enrich the process.

Language is important. For example, in the Feel step, it is not necessary to talk about ideas since they tend to reach the solution, and it is not the moment; you have to refer to the relevant information: what you know or think you know.

You have to communicate what is the objective of the Clicks On process and what your students can take from it. If you can show how the process can be applied in other areas of life, the interest you will generate will be greater.

Allow yourself to be flexible: the process allows you to go back and forth.

Do not be obsessed with the result: the process guides you, trust it; it is designed to learn from experience and develop the capabilities of your students. Besides, we insist that not only the result is not important, because even if it is not achieved, there is no problem: in the *Evaluate* phase students have the chance to analyze what has happened, and from that reflection, the learning is extracted, the most valuable part of the process. Remember that the key is to become aware and take action, assuming the individual responsibility that each person has and acting accordingly to reduce the carbon footprint.

For your part, it is important for the correct execution of the process, to define and follow the times of each phase, to be able to dedicate the necessary time to each one, and to maintain the coherence of the systematization of the dynamics.

As a facilitator of the Clicks On process, you must pay attention to what type of energy is needed at each moment: in the Feel step, observation predominates, therefore, the students have to be calm; In the Imagine step, more creativity is needed, so dynamism will have to be encouraged; and during the *Evaluate* step, we need time for reflection.

Your students have to learn from what they have done during the project session, both individually and in groups. It is important to also learn from what others have done. Teamwork has to stand out.

Annex 2. Timing proposal for the Clicks On Process

STEPS	ACTIVITIES	TIME
Climate Change Learning	Energy issues	
	Human activities	
	Climate	
Carbon Accounting	Dara Collection	
	Carbon accounting	
	Transition strategies	
Feel	Distribute the material	5 min.
	Explain the diverse, converge and synthesis process	5 min.
	Start the divergence process	5 min.
	Share and end of the divergence	10 min.
	Begin the convergence process	15 min.
	Synthesize process	15 min.
	Select one focus per group	5 min.
Imagine	Energy change activity	5 min.
	Brainstorming work	10 min.
	Choosing a solution	5 min.
	Prototyping	15 min.
	Sharing the prototype	20 min.
	Developing an action plan	30 min.
Do	Take action	Depend on each project
<i>Evaluate</i>	DIFFICULT, DIFFERENT, LEARNED	5 min.
Share	Groups present their solutions to the other groups	3 min. each group

Annex 3. Suggested activities for Phase 2

Suggested activity 1:

Participants: Groups of students (4-5)

Duration: 5.5 hours

Difficulty: medium

Activity type: Classroom and homework

Topic: Energy issues

Instructions: Divide the class into groups (4/5 people). Each group represents a newspaper (name to choose) that deals with energy issues. Students have to organize their work to gather information (web, books, research, interviews) about:

- **what is energy:** energy cannot be created or destroyed it can only be transformed in one form or another
- **energy** use according our needs
- **forms and sources of energy** (renewable/non-renewable) + their **advantages/disadvantages:** world relies on fossil fuels and oil is the most used source of energy, we never replaced a form of energy, just added new ones
- **global energy consumption** raised in the last century

Students should develop a product or deliverable for the class (article-presentation-storytelling-picture-artwork...) that contains all the information explored.

The duration can be freely decided by the teacher. The suggestion is to split the material collection and the creation of the product in two different moments (e.g. one day two hours dedicated to collection, another day two hours dedicated to production). Concerning the duration of the presentation it is related to the number of groups, ideally 15 minutes per group with the possibility for everyone to talk.

Suggested activity 2:

Participants: Groups of students (4 groups)

Duration: 2 hours

Difficulty: high

Activity type: Classroom

Topic: Human activity

Instructions: After an explanation by the teacher concerning problems linked to the usage of fossil fuels, positive aspects and criticalities about fossil fuels in our daily life are listed. Divide the class in two big groups: each group represents a smartphone producer. They will draw a picture of a smartphone and its four components: SCREEN-ELECTRONICS-BATTERY-CASING. Their task is to produce an eco-friendly smartphone, by using substitutional materials or by reducing those mostly used in order to lower GHG emissions. Both groups have to present their solutions to the class.

Given the presentation of their solutions, they could have a debate around issues such as how energy is connected to our way of life and the organisation of our societies (for example: how much Western societies rely on smartphones, how and how much are they used in developing countries) or the possible and useful alternatives to live a greener life. As for the timing of the activity we recommend two hours: 15 min. dedicated to the presentation of the activity by the

teacher, 15 min. organization of the roles within the group and assignment of the tasks, 30 min. planning of the output and collection of information, 30 min. production of the output, 30 min. presentation and discussion.

This activity could seem very difficult but it can be developed thanks to a smartphone drawing/picture divided into four parts (SCREEN-ELECTRONICS-BATTERY-CASING), indicating four groups. Each group should focus on writing down, next to the smartphone part of reference, the actual materials used for the majority of mobile phones and substituting them with possible other materials with lower carbon emissions.

All the information can be found on the web and integrated by the teacher's help, as said above.

The more information students have, the more interesting the debate will be.

→ This exercise can help students to think about how energy is connected to our way of life and the organisation of our societies (for example : how much Western societies rely on smartphones, how and how much are they used in developing countries).

Moreover, this activity should encourage the debate within the groups that have to start thinking about possible and useful alternatives to live a greener life. Starting from a tool (the smartphone, that is not the only one to consider obviously, but for this activity we thought it was an emblematic example), which is constantly used in our daily lives, the discussion on how to cope with it, how to improve an extremely used item with a lower carbon impact along with the discussion on different materials composition and their suitability, can be set.

Suggested activity 3:

Participants: Individually

Duration: 0,5 hours

Difficulty: low

Activity type: Classroom or homework

Topic: Human activity and energy issues

Instructions: Create a word puzzle to evaluate the concept understanding of the students: <http://www.crosswordpuzzlegames.com/create.html>. Teachers can make the puzzle as difficult or easy given the objectives of the exercises at a given time.

Duration and organization: this activity can be assigned as homework to the students and can be used to verify the students' comprehension of the contents.

You can find a first draft of the word puzzle on energy here :

<https://drive.google.com/file/d/1GzCQ79Tdy-lXrFG1UPkwjK2xrPlh88nO/view?usp=sharing>

Suggested activity 4:

Participants: Classroom or groups of students (4-5 per groups)

Duration: 0.5-0.75 hours

Difficulty: low-medium

Activity type: Classroom

Topic: Human activities

Instructions: The idea of this activity is for children to estimate how much emission is linked to

different human activities. In order to do that, the teacher will give them a lot of cards (~30) that represent different human activities (At the beginning, only the Face A is visible). They do not know how much CO₂ they emit yet, they have to estimate these emissions and rank all the human activities (by putting them next to each other for example). Once all the cards are ranked, they flip the cards to check the real emissions and see how the reality is different from their perception (Face B). They can also flip a card during the activity if they are struggling and need some clues. The cards are downloadable in the Clicks On website at this link: [LINK TO THE CLICKS ON WEBSITE PAGE](#)

This activity can be conducted with the whole class, but students also understand easily what they have to do, so the teacher can split them into small groups and check how they are going from time to time.

Face A: Human activity presentation



Face B: Figures and explanation



Suggested activity 5

Participants: Groups of students (4-5)

Duration: 4.5 hours

Difficulty: high

Activity type: Classroom

Topic: Climate

Instructions. This activity will help students to think about the necessity to reduce our emissions quickly because the gases produced today will remain in the atmosphere for decades. After a brief explanation about the difference between climate and weather led by a brainstorm, students should focus on a real problem: climate disruption and global warming. If the school/teacher is in touch with the regional commission (or other local entities) he/she can introduce a specific issue linked to the regional climate changing phenomena and the commission organization to the students, and assign roles for each group and their main characteristics.

Students are members of their regional commission on climate change. After analyzing the biggest problematics (in their region) that causes an increase of global warming (with all that it entails) they have to design objective solutions (different forms: document, Social campaign, Press article, video for the News) in order to set an action plan to reduce them in the future.

Organization and duration: (in class - 30 min.). After this phase the students deepen the problem according to the role assigned, trying to find solutions (this deepening phase can be conducted even at home as homework - 2 hours). After discussing the possible solutions within the group they can design the output (in class - 2 hours).

Suggested activity 6:

Participants: Groups of students (4-5)

Duration: 4,5 hours

Difficulty: medium

Activity type: Classroom

Topic: Climate

Instructions. Teachers will search for a video on climate change adaptation from their region (you can find videos of WWFtv, GIZ or the national agencies). The video should be short (no more than 10 min). Students in groups have to analyze the main consequences of climate change in their region and then they have to find a way (presentation, press article, videos, podcasts, etc.) to raise awareness on climate change and its consequences on their community.

Organization and duration: (in class - 30 min.). After this phase the students deepen the problem according to the role assigned, trying to find solutions (this deepening phase can be conducted even at home as homework - 2 hours). After discussing the possible solutions within the group they can design the output (in class - 2 hours).

Suggested activity 7:

Participants: Individually

Duration: 15 minutes

Difficulty: high

Activity type: Classroom or homework

Topic: Climate

Instructions. A small math quiz. Explain the concept of percentage with the climate issue !

Duration and organization: the mathematics quizzes presented below can be introduced to the classroom during a lesson or as homework. There is not a suggested timing for this activity but

we recommend, especially in the case of homeworking, to verify if there were difficulties in solving the exercises.

1. The Building Sector emits 446 million tons of CO₂e. The total emission in Europe is about 3 493 million tons. **How much represents the building sector emission in the total emissions ?**
 $446/3\ 493 = 12,3\%$, the building sector emissions represent 12,3% of the total of emissions.

2. Today, the European Union is emitting 3 493 million tons of CO₂eq/year. More precisely, the european countries are emitting 2 864 million tons of CO₂ (carbon dioxide), 12 million tons of CH₄ (methane) and 727 thousand tons of NO₂ (nitrous oxide). Knowing that a molecule of CH₄ is equivalent to 28 molecules of CO₂ and a molecule of NO₂ is equivalent to 268 molecules of CO₂, **determine how much each gas is contributing to the total european CO₂eq emissions.**

1st : how many tons of CO₂eq, the emissions of CH₄ and NO₂ represent :

**12 million tons of CH₄ * 28 = 339 million tons of CO₂eq,
727 thousand tons of NO₂ * 268 = 194 millions tons of CO₂eq.**

2nd: what is the composition of the total CO₂eq emissions :

2 864/3 493 = 82% of the total GHG emissions come from CO₂,

339/3 493 = 10% of the total GHG emissions come from CH₄,

194/3 493= 8% of the total GHG emissions come from NO₂.

3. To achieve carbon neutrality in the EU, we have to reduce our greenhouse gases by 7,6% per year until 2050. Today the EU is emitting 3 493 million tons of CO₂eq.

How many tons of CO₂eq should the EU be emitting next year to be in line with the carbon neutrality objective ?

Decreasing the amount of emissions by 7,6% is equivalent to multiplying it by 92,4%. The target for next year is then : $3\ 493 \times (92,4/100) = 3\ 227$ million tons of CO₂eq.

Data from : <https://www.eea.europa.eu/data-and-maps/data/data-viewers/greenhouse-gases-viewer>

Suggested activity 8:

Participants: Individually

Duration: 1 hour

Difficulty: medium

Activity type: Classroom (can be done also online)

Topic: Human activities

Instructions: To get an idea of how energy has transformed our lives we will estimate the travel time across Europe with different means of transport. This activity will help students to reflect on fossil fuels: we go faster but we emit a lot of GHG (CO₂, CH₄ and N₂O). The teacher will decide the two points of the measurement (Eg: Madrid- Oslo), and present the challenge to the students. Individually they will search on the internet the distance covered in terms of time and GHG emissions.

First the teacher will ask to raise their hand if they agree: "Do you think that the travel time to Oslo by foot can be counted in days? In weeks? In months? " Once you have the answer "months", have participants raise their hands again. "Do you think it would take 1 month, 2 months, 3 months, 4 months?"

After this first question, teachers will present the challenge to the students, for them to search: How long would it take to get to Oslo by foot? How many emissions?; and by train? by airplane? How many emissions?

The first student that has the answer will raise their hand to share it with the group. Does everyone agree? Anybody with a different answer?

Organization and duration: this activity has to be supported by web applications (such as Google Maps) for the teacher to calculate the time of travelling by different means of transportation. The duration of the activity will depend on the number of iterations but it is a very fast activity useful to introduce critical thinking

Annex 4. Suggested activities phase 3 Carbon Accounting

Suggested activity 9:

Participants: Groups of students (4-5)

Duration: 1 hour 'game' + 1 hour 'debrief'

Difficulty: high

Activity type: Classroom

Topic: Calculation

Instructions : This activity allows the students to think and learn how to collect the data in a school, in a game case, before making the real collection of data. .

“Enquête Carbone” (“Carbon Survey”) is a game to understand carbon accounting and its approach within a high school. It is conceived to be played by 2 to 8 players who slip into the shoes of 4 characters who explore their establishment to collect clues (and data) and find the high school's activities that emit greenhouse gas.

To do so, they have to draw cards from different places. There are 20 cards but they can only choose 16 of them, so they will have to think about whether they need more information on Food or Transport for example. Once they have all the information they could, the students have to pick up the relevant figures, estimate the ones that are missing and make some calculations to do a complete carbon assessment. Then they can compare with the other teams and with the correction.

<https://educlimat.fr/la-mediatheque/enquete-carbone-2/>

Suggested activity 10:

Participants: Individually

Duration: 0.5 hour

Difficulty: low

Activity type: Classroom

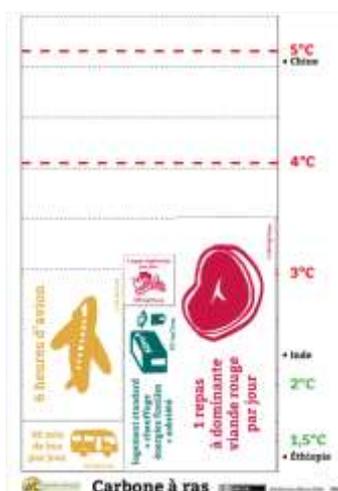
Topic: Human activities and Carbon accounting

Closest teaching subjects: -

Instructions: Each student receives a board with a specific size and multiple stickers representing consumption habits which also have a specific size according to their GHG emissions. The goal of the student is to select all the stickers that represent its own consumption habits and arrange them on the board without going out of the frame, from the bottom to the top.

On the right of the board, there is a “temperature scale” which represents the global mean temperature rise if all people on the planet had the same consumption habits. Some national means are also presented.

Example of a board partially filled :



Annex 5. Data collection Guide



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Annex 6. Suggested activities Phase V

Suggested activity 11:

Participants: Groups of students (4-5)

Duration: 2- 4 hours

Difficulty: medium

Activity type: Classroom/school/community

Topic: Spread the word

Instructions. In this activity students will learn that the low carbon transition is also the opportunity to shape a more inclusive, fair and caring society. Given what has been learned about climate change and the actions carried out have a greater impact, it is advisable to share everything beyond the school center. For this, the internet offers multiple options: open a blog, upload videos to YouTube, create a communication campaign on social networks, etc. They can carry out information and awareness campaigns, and carry out performances in the neighborhood through role-playing games, dances, songs, or any other type of show. The objective is to create awareness in more people and that actions against climate change do not end at the end of the project.

Suggested activity 12:

Participants: Classroom

Duration: 0.75 hours

Difficulty: medium-high

Activity type: Classroom

Topic: Spread the word

Instructions : 1. First, the teacher places 5 posters with the names of the 5 continents (Africa, North America, South America, Asia-Oceania, Europe) in the classroom. Then he asks the students to divide themselves into each zone according to the distribution of the world population. (17% Africa, 5% North America, 9% South America, 60% Asia/Oceania, 10% Europe). If the repartition made by the student is not correct, the teacher rearranges them to fit the real repartition of the world population. If it was not correct, the teacher can ask the students why they think they under/overestimated some areas.

2. Once all the students are in position, they have to think about wealth repartition. In this game, the wealth is represented by the students' chair. Students have to split the chairs between each continent according to the wealth distribution in the world (5% Africa, 18% North America, 6% South Africa, 50% Asia/Oceania, 20% Europe). Once the students have finished, the teacher checks their repartition and rearranges it to fit the real repartition. After that, the teacher asks all students to sit on the chairs, leaving none empty or unoccupied.

North America and Europe have a large number of chairs with few people so students must lie down to occupy them all, while the other 3 areas must squeeze to fit in. Then again, after every change, it is important to let the students talk about how they feel with this new information.

3. Now, the teacher places one GHG symbol (printed before) per participant in the center and asks the students to divide them among the continents according to the emissions they think have been emitted since the beginning of the industrial age.

Once the GHG symbols have been distributed, the facilitator gives the correct distribution (3% Africa, 30% North America, 3% South America, 31% Asia/Oceania, 34% Europa). If the students did not estimate well, the teacher rearranges the symbols accordingly and starts a discussion with the students.

4. It is now time to think about future emissions. We can only emit a certain amount of GHG to limit global warming below 2°C, let's say 50 GHG symbols. The teacher places these 50 GHG symbols in the center of the room and starts a discussion with the students : how would they split the remaining emissions ?

The principle of this activity is to physically visualize the distribution of wealth and the climate responsibilities of the different countries. The visual effect is achieved through the distribution of the students in the classroom, the use of chairs and the distribution of symbols.

Annex 7. Templates

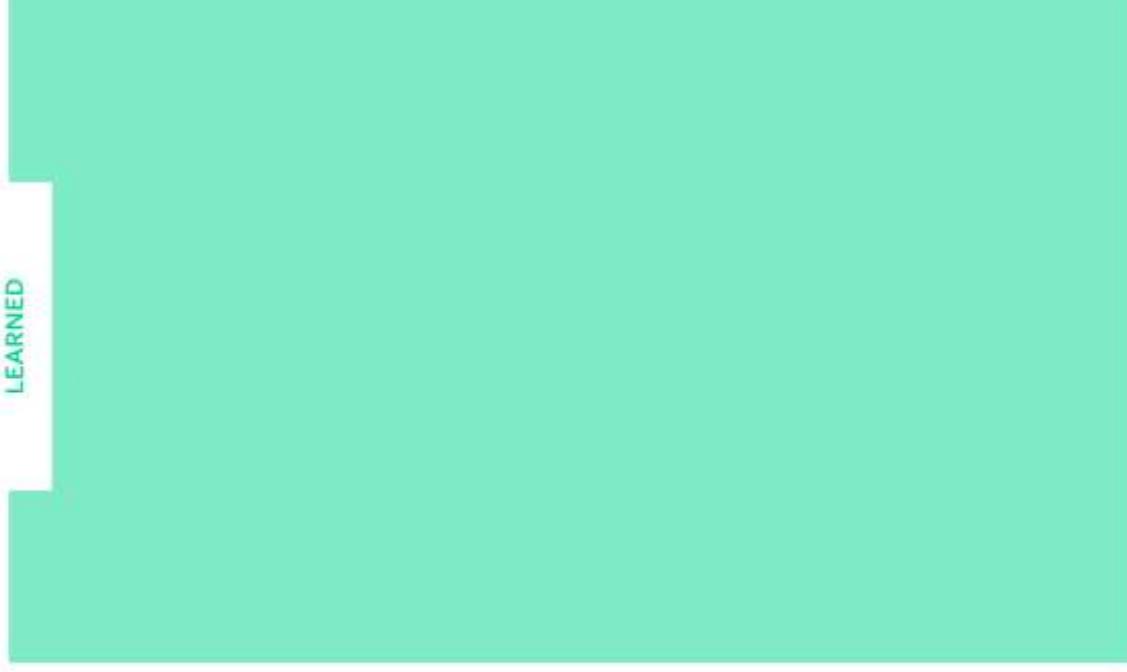


Difficult, Different, Learned Template

DIFFICULT

DIFFERENT

LEARNED





Action Plan Template



Challenge

How could we...?

What is the idea?

A short sentence that summarizes the proposal.

Who is it going to help?

Identify the people who will benefit from the solution.

What is it going to do?

The achievements once it is put into practice.

What does it take to be able to carry it out?

Needs, both for material resources and collaboration from other people outside the team.

Prototype

A drawing, model, collage...



Stop, Start, Continue Template

STOP

START

CONTINUE