

# Shared Energy Toolkit

ClimateWalk

ClimateTalk

ClimateQuiz

FutureView

Thinking about how your organisation and  
community can adapt to climate change

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## **Yorkshire & Humber**

Barca Leeds  
Cardigan Centre  
North Doncaster Development Trust

## **London**

Bankside Open Spaces Trust  
Maiden Lane Community Centre  
St Luke's Parochial Trust

## **South West**

Barton Hill Settlement  
Kingswood Foundation  
Vassall Centre

# Introduction

You have probably heard the term climate change many times. You may also recognise the need for urgent action to ensure the security and wellbeing of our current and future society. Climate change and the transition to a low carbon future will have an effect on every living person on a daily basis. But what could this mean for the future of

your organisation and the communities you work with? How does climate change link with your organisation's vision and mission? What can you do to raise awareness and encourage practical action? How can you help build communities that are resilient to future shocks and pressures?

This toolkit will help you to begin answering some of these questions. It recognises the key role of community organisations like yours in leading the response to climate change, which will be a challenge on every level. The work that you already do in and for your community means that you care about giving people better life chances. You understand the importance of improving people's skills and knowledge, giving people fair access to services and creating healthier, safer places for people to live.

The exercises in the toolkit can be used for organisational planning, as a means of raising awareness with people who use your services or as a way to influence other organisations and policymakers. In particular, the toolkit will help you to think about what you might need to change - or be prepared to change - to help your organisation adapt to climate change and make it more resilient within a range of possible futures.

## In the toolkit you will find the following resources:

- four future newspapers – all set in 2027
- a table of ideas for reducing your carbon emissions
- a list of terms and their meaning
- a list of places to go for further information and advice.

The toolkit provides a range of exercises using the above resources. All the exercises can be run on their own so it is up to you whether you go through all of them or pick and choose the ones that are most relevant to you. You might also like to adapt them to make them more relevant for your organisation or the people you work with.

# The toolkit exercises

## FutureView

Have you ever wondered what the future might look like? This range of exercises is based on four different newspapers, all set in 2027. The exercises will help you visualise what life might be like in the future and explore how your organisation might be affected and what it can begin to do to build resilience. There are suggestions for how to adapt these exercises for use with service users.

## ClimateWalk

Take a walk into the future and find out what effect your individual and collective response to climate change could have. ClimateWalk enables your group to explore how climate change may affect us all throughout the rest of the century. Your group will go on an imaginary walk that will take you from the present day to 2100. A mixture of chance and choice about your actions will take you to one of three climate change scenarios.

## ClimateTalk

These stories act as jumping off points for discussion. They might be things that you have heard people say before in response to the challenges of adapting to climate change; or they could raise new issues for you. Use the stories to generate discussion and to help you think about how you might respond to the issues raised. There are story cards for organisational issues as well as individual lifestyle issues.

## ClimateQuiz

Have you ever wondered how far your food travels from its source to your plate? Do you know how polar bears adapt to their cold environment? The answers to these and many other questions can be found in ClimateQuiz. Use the quiz as a fun and informal way to help raise awareness.

**Suggested 'discussion questions'.** These provide a starting point for more in-depth conversations about climate change. There are no right or wrong answers – the point is to get people talking and thinking about the future. You could use the questions as an add-on to some of the exercises, or as an exercise in their own right. You will probably want to include questions of your own.

Although the exercises don't need formal facilitation, they will need someone to take the lead and keep the exercise to time. This will involve some pre-reading in order to become familiar with the material. The following boxes at specific points throughout the exercises will help with your planning:

	A list of people that the exercise is aimed at.
	A list of items you need for each activity, such as pens or paper.
<b>Preparation time:</b>	The amount of time that you need to allow for preparation.
<b>Preparation activities:</b>	An outline of specific activities that you need to do before beginning the exercise.
	Exercise length – the amount of time you need to allow to complete the exercise.
<i>Facilitator's script</i>	This is either specific wording to use in your facilitation of the exercise or a specific set of instructions. Once you are familiar with the script you may choose to adapt it depending on the participants.

# FutureView

## Introduction

In this toolkit you will find a set of four newspapers. These are all set in 2027 and their names and content give a picture of what life might be like in each of the worlds they describe. Please note that they are possible scenarios, rather than probable ones or predictions, and as such they are simplified. However, whether these scenarios

actually come about or not, we can be sure that the future will be different from today. Planning for different scenarios can help your organisation and community become more resilient to future pressures and shocks; so try to put aside any issues you may have about timescale and accuracy and let your creative juices flow!

The first two papers are based on the best-case scenario suggested by the Intergovernmental Panel on Climate Change (IPCC) in its last report in 2007. Carbon emission targets are met, keeping the rise in temperature to a maximum of 2° celsius by 2100 (see what this would mean on page 15 of this toolkit).

### Newspaper

### Scenario

#### The Interdependent

Values of community and solidarity overtake individualism and consumerism. This leads to a sense of interdependence and global solidarity. We do what it takes to bring emissions down, in time.

#### Control Express

Between 2010 and 2020 shocks such as the decrease in available oil make us realise that our current system will not reduce emissions enough. We need the government to force this to happen.

The second two papers are based on the IPCC's worst-case scenario. Emissions stay out of control, with the rise in temperature by 2100 possibly up to 6° celsius or more (see what this would mean on page 15 of this toolkit).

### Newspaper

### Scenario

#### Coping Standard

The same change in values takes place as in The Interdependent scenario. This is not enough to meet emission targets, but it gives us our best shot at adapting to a hotter climate – although that climate puts great stress on those values.

#### Chaos Telegraph

This scenario starts with 'business as usual' and then degenerates into chaos. All we can do is preserve as much as possible in the midst of that chaos as the monasteries were said to have done in the (so-called) Dark Ages.

**TIP!**

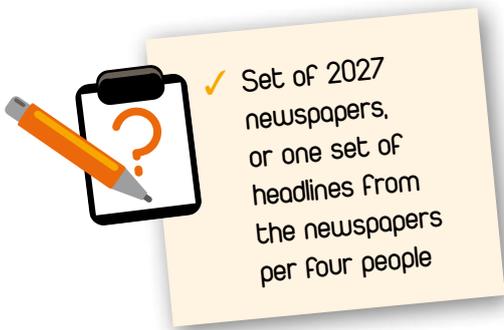
To save time and make these exercises more accessible, try photocopying/printing two or three articles of your choice from the newspapers and use these instead of the full newspapers to help you paint a picture of life under each scenario.

Alternatively, you could write out the headlines from each of the newspapers to give a quick overview of the themes in each scenario. This might be appropriate, for example, if you are working with people for whom English is not their first language.

# As a strategy/planning aid for your organisation



In a group, work through the following stages to identify the ways in which different possible futures may have an impact on your organisation. You can do these all in one go or have several meetings to cover the stages.



## Stage 1

Preparation time: 5 minutes

In your group read through each newspaper in turn and discuss the following questions:



- How might your mission change in this scenario (assuming your organisation still exists)?
- Does this scenario take you away from your purpose or does it enhance it?
- Who would your service users be?
- What would your role in the community be?
- Would you thrive or would you firefight?

## Alternative exercise

Preparation time: 20 minutes



You may want to complete this exercise as part of Stage 1 or use it as a separate discussion exercise. Either way, the aim is to structure your discussion around four key topics in order to understand better the scenarios and the types of society they present.



Preparation activities: use the pens to highlight articles in each newspaper relating to the following topics:

- government yellow
- law and order pink
- food green
- community life blue

This is an example - use any colours you wish

Starting with whichever topic you want, spend about 15 minutes reading the corresponding articles from each paper. Think about the following questions:

- What happens to each topic under each scenario?
- Is there anything that scares you?
- Is there anything that encourages you?
- What can you learn from each scenario?

## Stage 2: Part 1



30 mins

Now think of a regular activity or service that your organisation runs or is involved in; this could be a fete, a lunch club, a language teaching course, a cafe and so on. In your group discuss the following questions:

- How would the activity/service change under each scenario?
- Would the activity/service continue to reflect local need under each scenario?
- Would the activity/service cease to exist - and if so, what would replace it?
- What new opportunities might each scenario present for your activity/service?
- What challenges might occur?

Try using the following light-hearted example to give you inspiration for creating your own:

### The Interdependent - The sun shines for Bentley Bonanza

On Tuesday 21 May 2027, the residents of Bentley, North Doncaster, came together for their annual Bonanza. The day was filled with the usual feast of entertainment: potato and spoon race, 'veg swap' and wellie wanging competition.

Joy, a local resident, said "It was a great afternoon. I swapped my courgette for some broccoli and really enjoyed getting together with everyone. The future's bright, the future's Bentley!"

### Chaos Telegraph - Bonanza cancelled as violent gangs invade

Local residents from Bentley tried in vain to come together for their annual Bentley Bonanza. However, the day was hijacked by black marketeers who raided the event at gunpoint, stealing vegetables, tipping the stalls into the water and causing people to flee the area. This is the third year that the bonanza has been hijacked and the future is not bright.

Joy, a local resident, said "It is a sad day in the history of the Bentley Bonanza. I don't see how we can carry on and I won't be coming again next year."

### Control Express - The spirit of the Bonanza shines through red tape

On Tuesday 21 May 2027, the residents of Bentley, North Doncaster, came together for their annual Bonanza. Government officials oversaw the entertainment, ensuring that the 'veg swap' was fair and that everyone got their portion of the veg on offer. The wellie wanging competition was cancelled this year for fear of wellies destroying the vegetables.

Joy, a resident of neighbouring Pontifract, said "I saved my carbon rations to drive here because it is always such a great day and I would be disappointed to miss it."

### Coping Standard - Bentley Bonanza a floating success

Since the River Don burst its banks two years ago, Bentley has been flooded. However, this did not stop local people coming together again this year to make sure the annual Bonanza went ahead. All stalls were built on rafts and people swapped watercress and seaweed for life jackets and arm bands.

Joy, a local resident, said "The raft and canoe-making classes run by North Doncaster Development Trust have proved a real success. I'll be putting my new skills into practice when I get home."

## Stage 2: Part 2



30-45 mins

To add a bit of creativity to this exercise, work in groups of two or three to choose your own headline and write a brief article for each of the newspapers about one of your organisation's activities or services. If you have split into more than one group, come back together after 30 minutes and share your stories. Are there any issues in common? Are there any shared optimisms or concerns?





✓ Pens and paper

### Stage 3

Now take each newspaper in turn. In your group think about what you would do now, soon and later in order to prepare your organisation for life under this scenario. This might include practical actions, changes to activities for service users and building new relationships within your area and beyond - both to influence others and build strength in numbers. If you like, use the table below to help you structure your thoughts.



1-1½ hours

	Now	Soon	Later
<b>The Interdependent</b>			
Practical actions			
Services/activities			
Working with others			
<b>Control Express</b>			
Practical actions			
Services/activities			
Working with others			
<b>Coping Standard</b>			
Practical actions			
Services/activities			
Working with others			
<b>Chaos Telegraph</b>			
Practical actions			
Services/activities			
Working with others			

**TIP!**

Could you draw on other resources to help you plan for the future? Why not check out the resources page at the end of this toolkit for inspiration around developing an action plan for your organisation and taking practical actions.

# As an awareness-raising exercise for service users



The purpose of these exercises is to raise awareness of the potential impacts of climate change with your service users and encourage them to take some practical actions.

In a group, work through the following stages to identify the ways in which different possible futures may impact on your own life as well as that of the local community. You can do these all in one go or have several meetings to cover the stages.

## Stage 1

Preparation time: 5 minutes

In your group read each newspaper in turn and discuss the following questions:

- How might your life change under this scenario?
- What might you have to do differently?
- What would you find most challenging?
- Is there anything that appeals to you and, if so, what?



- ✓ Set of 2027 newspapers
- ✓ a selection of stories or headlines from the newspapers
- ✓ paper and pens



## Stage 2

Now think of a regular activity that you do. How would this change under each scenario? Think as big or small as you like. For example: shopping, attending a class, going to the swimming pool or gym, travelling within your local area or further afield, attending an event, eating out, having a holiday.

- How would the activity change under each scenario?
- Would the activity continue to be available or achievable? If not, what might replace it?
- What new opportunities might each scenario present for your activity?
- What challenges might you face?



## Stage 3

In your group, identify three things that you can all do now, soon and later to help prepare you for each of the scenarios. If there is one particular scenario that you prefer, what could you do now, soon and later to help that happen?

Use the table on the next page to help structure your answers.



Stage 3 continued...

	Now	Soon	Later
The Interdependent			
Control Express			
Coping Standard			
Chaos Telegraph			

### Stage 4

What one thing will you change when you leave here today? Take it in turns to make a pledge for action. Make sure someone writes these down and decide how you will help support each other to act on your pledges. For example, could you meet up in a few weeks' time to check progress and share experiences?



15 mins



### Discussion questions

- What could happen to our political system in the UK if climate change starts to have a serious impact? For example, will a three-party system still work?
- Do you think that we will develop new political and economic systems?
- What are the key institutions that shape our society? How far do you think they can be influenced to take the lead in preparing for the impacts of, and adapting to, climate change?
- What new opportunities might each scenario present for your activity?
- What challenges might you face?

“ I have always been aware of the issues around climate change, but using the newspapers and doing the scenario planning exercises really helped to emphasise the seriousness of it. The exercise also helped me to think strategically about the future of our organisation.”

Helen Firminger, Bankside Open Spaces Trust

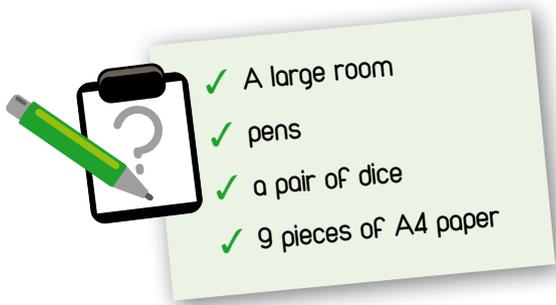
# ClimateWalk

## Introduction

Sometimes it can be difficult to see how the actions we take now can have consequences later on and to understand what those consequences might be. This exercise will take you on a journey from the present day to 2100. Where you end up will depend partly on the choices you make and

partly on chance. ClimateWalk has two main aims:

- to highlight how the choices we make as individuals can have an impact on society as a whole
- to raise awareness about our possible future.



Preparation time: 30 - 40 minutes

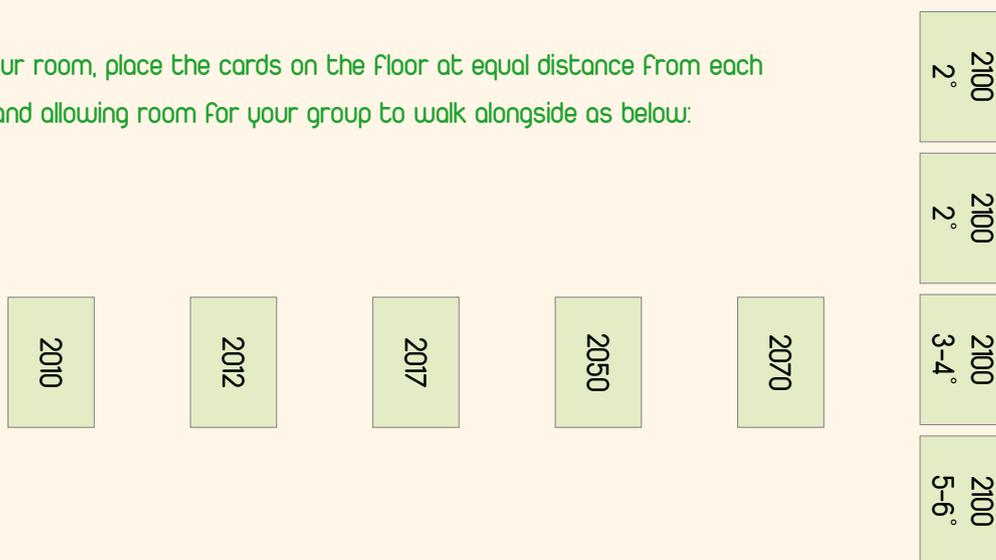
Preparation activities:

1. Take nine pieces of blank A4 paper and write the following dates on them:

2010    2012    2017    2050    2070  
 2100 (5-6°)    2100 (3-4°)    2100 (2°) x2



2. In your room, place the cards on the floor at equal distance from each other and allowing room for your group to walk alongside as below:



3. Put the pair of dice to one side of the 2010 card.
4. Read the Facilitator's script and familiarise yourself with the process of the walk.

## Taking the walk

1. Stand with your group at 2010 and pick up dice.



### *Facilitator's script*

Sometimes it can be difficult to see how the actions we take now can have consequences later on and to understand what those consequences might be. This exercise takes us on a journey from the present day to 2100. Where we end up will depend on the choices we make along the way, but will also involve an element of chance as we can't know exactly what will happen.

Although we are all individuals, we now need to imagine that our group is a 'society'. Where we end up rests in part on the balance of choices that we make as a society. Even though we will only be asked about what we are prepared to do or accept as individuals, it is important to remember that there is a collective element to this exercise.

Let me stress that the exercise is not about winners and losers. Wherever we end up, this will be partly due to chance and we will at least be exploring something that will help generate discussion at the end even though the situation may feel uncomfortable.

Can we also try to put aside any issues we may have about timescale and accuracy and let our creative juices flow!

So, let's move forward to the first point in our Climate Walk: the year 2012.

2. Walk forward to 2012

### *Facilitator's script*

We are now at the first decision point. Are we individually prepared to reduce our carbon emissions by 90 per cent by 2050? In order for us to decide, I am going to read out three behaviours that will help towards reducing our carbon emissions; we need to answer 'yes' or 'no' to each. It is important that we are as honest and realistic as we can be.

3. Read out the behaviours in turn and try to generate discussion while you are reading out each one. You could use some of the prompts to help you do this, but keep your eye on the time to make sure the discussion doesn't go on too long:

### *Facilitator's script*

1. Giving up flying
2. Giving up private cars (assuming public transport is much improved)
3. Eating apples instead of bananas, drinking dandelion or nettle tea instead of tea and coffee and fudge instead of chocolate - in other words only eating locally produced food.

#### **Prompts**

1. What would it mean to give up flying? Why might it be harder for some people to give up flying than others? What would it mean for the tourist industry in some countries?
2. Who owns a car? What do you use your car for? How easy would it be to give it up? What would this mean for car manufacturers?
3. Some of the foods you eat now would no longer be available. How would you cope with this? What would it mean for others - coffee growers in other parts of the world, for example?

## Facilitator's script

I am now going to record how many 'yes' answers we have in a table. The results will determine what happens to us later on!

4. Record how many people say 'yes' and 'no' in the box below (allow one tick per person):

Behaviour	Yes	No
1. Giving up flying		
2. Giving up private cars (assuming public transport is much improved)		
3. Eat apples instead of bananas, drinking dandelion or nettle tea instead of tea and coffee, and fudge instead of chocolate. (In other words only eat locally produced food.)		
<b>Total</b> (based on one tick per person per behaviour)		

5. Write the total number of 'yes' answers in the bottom row of the following table.

Number of people in your group	4	5	6	7	8
Cut-off score (this number is equal to twice the amount of people in your group)	8	10	12	14	16
Your score					

## Facilitator's script

If our score is **less than or equal to the cut-off score** this means that we are not doing enough collectively to keep carbon emissions down. We therefore need to move the **2017** card to the right so that it is in the 5-6° column.

If our score is **more than the cut-off score** this means that collectively we are making the changes needed to keep carbon emissions down. We therefore need to move the **2017** card to the left so that it is under the 2° column.

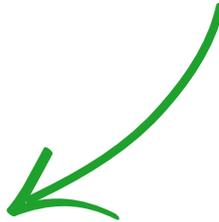
Now let's move forward to the next decision point, which is set in **2017**.

## 6. Walk forward to 2017

### *Facilitator's script*

The year is 2017. As we experience global shocks resulting from climate change, we begin to realise that our current efforts may not be sufficient to reduce emissions to a safe level. Government intervention may be needed, in case individual action alone is not enough.

We therefore reach a second decision point. Are we each prepared to allow the government to take measures to reduce our carbon emissions by 90 per cent by 2050? In order for us to decide, I am going to read out three interventions that could help towards reducing our carbon emissions. Which ones are we individually prepared to accept?



## 7. Read out the behaviours in turn and try to generate discussion while you are reading out each one. You could use some of the prompts to help you do this, but keep your eye on the time to make sure the discussion doesn't go on too long:

### *Facilitator's script*

1. Government control over how we use our appliances (such as kettles, washing machines): they would have the power to switch them off remotely if necessary
2. State ownership of land where food can be grown (this could include private gardens)
3. Carbon rationing - for example saving up carbon rations for up to four years to go on a long haul flight.

#### **Prompts**

1. How would you feel about this level of government interference in your daily life? Do you think it is fair? Is it a case of 'needs must'?
2. Would you be happy for parks, squares and even your garden, to be owned by the state for the purposes of growing food? What benefits could there be to this? What would the drawbacks be?
3. There may come a time when we each have carbon rations. Although it is preferable not to fly at all, we have already explored some of the reasons why people choose to fly. How would you feel about saving up your ration to allow you to fly?

## Facilitator's script

I am now going to record how many 'yes' answers we have in a table. The results will determine what happens to us later on!

8. Record how many people say 'yes' and 'no' in the box below (allow one tick per person):

Behaviour	Yes	No
1. Government control over how we use our appliances; they would have the power to switch them off remotely if necessary		
2. State ownership of land where food can be grown (this could include private gardens)		
3. Saving up your carbon ration for up to four years to go on a long haul flight		
<b>Total</b>		

9. Write the total number of 'yes' answers in the bottom row of the following table.

Number of people in your group	3	4	5	6
Cut-off score (this number is equal to twice the amount of people in your group)	6	8	10	12
Your score				

## Facilitator's script

If our score is **less than or equal to the cut-off score** this means that we are not doing enough collectively to keep carbon emissions down. We therefore need to take the **2050** card and move it one column to the right of the 2017 card, if possible. (If our 2017 card is in the 5-6<sup>th</sup> column we should place the 2050 card above it in the same column).

If our score is **more than the cut-off score** this means that collectively we are making the changes needed to keep carbon emissions down. We need to move the **2050** card one column to the left of the 2017 card.

Now let's move forward to the next decision point, which is set in **2050**.

## 10. Walk forward to 2050

### Facilitator's script

We are now in 2050. What is happening to the climate, your communities, your society and the planet now partly depends on the choices you have made so far. However, we cannot know in advance exactly how climate change will progress.

There are some things we can't predict or guarantee. However, the choices you have made so far may work to your advantage and will affect your society's ability to cope with the climate changes that do happen.

Where we go from here depends on whether we hit a negative climate change tipping point (an event or effect which will hugely speed up the rate of climate change) or a positive event.

#### Does anyone know what a tipping point is?

Small changes may have little effect until they build up to critical mass, then the next small change may suddenly change everything. This is the tipping point.

For example, think of a canoe. Wobble it a little and it will return to its original position. A small increase in the amount of wobble - in other words, going past the tipping point - leads to a big change in its position - and will leave it upside down.

The likelihood and consequences of hitting a tipping point depends to some degree on the decisions we took earlier, but there is also an element of chance as we can't predict the future.

## 11. Throw the dice. Use the table below to see what your dice roll means:

You throw:	Do you hit a tipping point?	What happens now?
An even number	Yes	If possible, move the 2070 card one column to the right of the 2050 card; otherwise put it in the same column. Go and stand at 2070.
An odd number	No	Place the 2070 card above the 2050 card in the same column. Move forward to 2070.

## 12. If you have hit a tipping point, read out one of the following examples to the group:

### Facilitator's script

**Tipping point:** Huge amounts of carbon are stored in the world's soil as the half-rotted remains of long-dead vegetation. This carbon could total more than twice the entire carbon content of the atmosphere. As soil warms, bacteria multiply faster and release the stored carbon back to the atmosphere quicker, as carbon dioxide.

**Tipping point:** With summers now so hot in Europe, air conditioning will be mandatory, using more energy and making climate change worse.

So, we have/have not hit a tipping point in 2050. However, there might be further climate change tipping points between 2070 and 2100, so we need to throw the dice again to find out if we hit another one.

13. Throw the dice. Use the table below to see what your dice roll means:

You throw:	Do you hit a tipping point?	What should we do?
An even number	Yes	If possible move one column to the right of the 2070 card; otherwise, stay in the same column. Walk up to the 2100 card at the top of the column.
An odd number	No	Stay in the same column as the 2070 card and move forward to 2100.

14. If you have hit a tipping point, read out one of the following examples to the group:

### *Facilitator's script*

**Tipping point:** The Amazon rainforests have collapsed and released the carbon in the soil.

**Tipping point:** 500 billion tonnes of carbon are locked up in permanently frozen Arctic soils. Once the soil begins to thaw, the carbon will escape.

### *Facilitator's script*

It is now standing 2100. You will see that there is a temperature under the date and this relates to the temperature increase of the planet between 2010 and 2100. We have got to this temperature partly by choice and partly by chance. Remember that these are possible futures, not predictions! I will now read out what might be happening at this temperature:

#### **2° celsius rise in temperature**

- More than half our summers could be warmer than 2003, when over 14,000 people died of heatstroke in France and crop losses totalled 12 billion dollars. **How would such summers affect you and your organisation?**
- Climate change this rapid has not been seen for thousands of years and would outpace the capacity of plants, animals and humans to adapt. A study in Nature magazine in 2004 said that over one-third of all species would be 'committed to extinction' by the time global temperatures increased by two degrees. **How do you feel about this?**

#### **3-4° celsius rise in temperature**

- Global warming on this scale would lead to rapidly diminishing vegetation and raging sandstorms in parts of Africa. A country like Botswana would drown in sand.
- As water supplies dwindle, there may be conflicts over how much water is stored in Indian reservoirs on rivers which supply Pakistan. Millions of Pakistani refugees may try to move into India, to areas better watered by the Ganges. **What would be the effect of these stresses on your organisation? Access to services such as call centres, for example?**
- A global food shortage would start to drive up food prices around the world. **How will you respond as a loaf of bread or packet of rice become more expensive?**

Facilitator's script continued...

- Millions will try to migrate from Central America to Mexico and from Africa to Europe. **Could new fascist parties make large electoral gains by promising to keep these refugees out?**
- Flooding will be increasingly common in the UK. This will promote the spread of waterborne diseases and the growth of fungi, both of which may affect food and water supplies as well as health. **How would you be affected if malaria establishes itself in the UK?**

### 5-6° celsius rise in temperature

- With 5° of global warming, an entirely new planet would come into being, largely unrecognisable from the Earth we know today.
- The Arctic and Antarctic ice sheets have thawed. Rainforests have already burned up and disappeared.
- Rising sea levels have flooded coastal cities around the world, including the UK, and water is beginning to penetrate far inland.
- Humans are herded into an ever-shrinking zone of habitable land by both drought and flood.
- Globalisation goes into reverse. Capital markets collapse, precipitating a worldwide economic depression.
- A drastic reduction in human populations is unambiguously the most likely outcome of a rise in global temperatures towards 5°.
- **The UK could be one of the few habitable areas left. What would our responsibilities be to people in areas becoming uninhabitable? Would we have to limit immigration at some point?**

## Facilitator's script

So now we know where we have ended up what do you think this future might mean for us, our family and friends, our organisation, our community, the UK and the planet?

What positives can we take away from the exercise? Did we manage to influence each other? Can we see the importance of collective action?

Finally, let's take a few minutes to think about the following questions:

- Which of the behaviour changes you had to consider in 2012 and 2017 were the hardest to decide on? Why was that?
- Would you do anything differently if you had a second chance?
- Has this exercise made you want to change anything? If so, what? Would you like to make a pledge to do something differently when you leave here today?
- What would you like life to be like in 2100?

## Discussion questions

- Do you think that we will be better off working individually or together to tackle the impacts of climate change?
- If we work individually how much impact can we have on the big institutions that shape our societies?
- What do we need to do to transform the power structures in our society in order to respond positively to the challenges of climate change?
- How could people be persuaded to take collective action?
- What kind of society do you want to live in and how can you help this society come about?

“The ClimateWalk completely changed my view of climate change. It was this exercise in particular that made me think ‘we need to act now’.”

Alan Bell, North Doncaster Development Trust

# ClimateTalk

## Introduction

Not everyone supports action to tackle the potential effects of climate change and adapt to future challenges. However this isn't necessarily due to a lack of interest. Many people don't feel that they have the time or money, some don't understand the

issues, while others feel helpless in the face of such a huge problem and don't know where to start. The following exercise is aimed at helping you address and find solutions to common issues and concerns.

**Part one** covers organisational issues; you could use this within your organisation as a means of raising awareness, as well as agreeing collective responses and understanding in relation to concerns.

**Part two** considers issues and dilemmas for individuals; you could use this to generate discussion and raise awareness with your service users about adapting to climate change.

### Part 1: Stage 1

Preparation time: 5 minutes

Preparation activities: Cut out eight strips of paper and write one comment from p18 on each strip



30 mins



Staff,  
volunteers  
trustees



- ✓ Pen and paper
- ✓ scissors

## Comments

### Leroy

"Doing our bit for climate change sounds great in theory but I don't see how it is relevant to the work we do."

### Dan

"Local people have enough to deal with without having to think about climate change. They have other priorities, like working out where the next meal will come from. Why should we expect them to care? I would feel embarrassed to start pushing this issue with them."

### Zoha

"I try to do my bit within the organisation to tackle our energy use; I always switch the lights off when I leave a room, for example. I would like to encourage more people to take action but some of my colleagues say they think it's a waste of time and I don't want to be seen as 'preachy'."

### Chris

"At the end of the day it is cheaper to buy whatever is on offer in the supermarket for our lunches and meetings. We are a charity after all and I would feel guilty spending so much more on locally sourced products."

### Nina

"As a charity we have to be true to our mission and can't go off and do anything we like because it is the latest fashion."

### Charlotte

"I believe so strongly that it is us human beings who have caused climate change and I know we urgently need to do something about that. I have tried to convince my chief executive and some of the trustees that we should be doing more as an organisation but they just say that the climate has always changed and this is no different."

### Keith

"I would like us to do our bit as an organisation but it just feels like such a huge mountain to climb. I don't know where we can start."

### Jack

"All this talk about climate change assumes that people and organisations own their own buildings. We rent space so don't have control over what the landlord decides to do. We therefore can't really do anything to tackle the impact of climate change."

## Facilitator's script

In a small group choose five comments that you think will stimulate the most discussion and read the comments on them.

- How you would respond to the comments?
- What would you find difficult about responding?
- What would help you to respond more confidently?

Note down your thoughts on a piece of paper.

There are no right or wrong responses to the comments. The main aim is to stimulate discussion. However, if people are struggling, you may want to encourage them to think about:

- the link between climate change and the mission and vision of the organisation - for example, does your organisation aim to build stronger communities, reduce isolation or tackle poverty, for example?
- the role of the organisation in giving people a voice and engaging them in issues that may affect their communities.
- tackling climate change in organisations as a long-term project – people won't be convinced overnight, so ideas such as setting up a green team to share responsibility across a number of people, running fun events and activities to highlight issues and making links with the overall aim of the organisation can all help to bring people on side.
- some of the small things that people can do to get started - see page 27 of this toolkit for some ideas.
- the challenges we face as consumers – how do we know what's best and what do we do when we don't have much money? Can we buy some things locally, if not everything?

## Part 1: Stage 2

Preparation time: 10 minutes

Preparation activities: draw the table below onto a piece of flip chart paper



- ✓ Set of comment cards
- ✓ Flip chart
- ✓ pens and paper

### Facilitator's script

If you have split into groups, come back to the whole group. Choose one person to write on the flip chart. Take it in turns to read out your issue and discuss:

- how you thought you would respond to it
- what challenges you might face in responding
- what help or support you might need to respond.

Issue no.	Possible responses	Challenges	Help

## Part 1: Stage 3

### Facilitator's script

Now take some time to think about what you will do with this information. How will you make sure that you put your responses into practice and get the support you need? Use the table below to help structure your answers.



20 mins



Issue no.	Putting responses into action	Securing support

## Part 2: Stage 1

Preparation time: 10 minutes

Preparation activities: write one comment from the list below on each piece of paper



### Comments

#### Sandra

"You can't eat ice cream all the time, love, you need to eat some fruit and veg," I said to my six-year-old daughter Angie. "I like strawberries," replied Angie. "But darling it's February, strawberries don't grow around here. They have to fly them in from the USA." "At least she likes something," my husband said, "and the supermarket is doing three for two this week."

#### Paula

"I've been flooded for the third time in seven years. I'm sick of replacing furniture and dealing with the insurance company. I just want to feel safe in my own home. When my friend asked me to a meeting on climate change, I snapped, 'I'm too busy dealing with soggy carpets to worry about climate change.'"

#### Zena

"Me and my husband use the car much less since we worked out how much it costs and also because we realised how bad it is for the environment, and I've been amazed how good it makes me feel. But sometimes when my friends drive off for shopping trips and I'm struggling with my bags on the bus, I do feel left out."

#### Jim

"If I bust a gut for the environment, what effect will it have? If my contribution will be insignificant, why should I bother? If I take the train to visit my brother in Scotland rather than fly it would take longer and probably be more expensive and I'd be tired and fed up when I arrived. No one's going to give me a badge for my pains."

#### Ian and Amal

"We've heard people say how bad it is to fly but it's the only way we can visit our family. We both work 12-hour days just to save enough to see them once a year and it doesn't seem fair that we can't spend this money in the way that we want to."

#### Shania

"My mate Drew has just got a bicycle to cycle to work. I think that's great – it's eco-friendly and he'll get fitter too. But he mostly got it because it's the 'in thing' to have one. How on Earth am I going to persuade him to do anything else to live a greener lifestyle?"

### Facilitator's script

In your groups, take a card and read it out loud. Then ask yourselves the following questions:

- What are the issues that this person faces?
- How would you respond to their comments?
- Does their situation sound familiar?

There are no right or wrong responses to the comments. The aim is to generate discussion, but you might want to encourage participants to think about:

- the difficulty in deciding the best course of action and the dilemmas that are often involved
- the importance of recognising even small actions
- the different motivations that people have to take action
- the other options available to people – for example buying food locally, using different forms of transport – and the positives of these options (such as supporting local economies or less stressful travel) versus the drawbacks (such as decrease in choice of food or length of travel time).

## Part 2: Stage 2

Preparation time: 10 minutes

Preparation activities: draw the table below onto a piece of paper or a flip chart



- ✓ Flip chart
- ✓ pens and paper

### *Facilitator's script*

As a whole group, take it in turns to read out your issue and discuss:

- how you thought you would respond to it
- what challenges you might face in responding
- what would help you to feel more confident in responding.

Issue no.	Possible responses	Challenges	Help



## Part 2: Stage 3

### *Facilitator's script*



Let's now take some time to discuss how to take things forward when you leave here today. Check out the top ten carbon saving ideas on page 27 for ideas about taking action.

- Has your level of awareness changed?
- Will you do anything differently yourself?
- Will you share what you have learnt with other people?

Use the table below to make some individual pledges:

Name	Things I will do differently	People I will tell

## Discussion questions

- Do you believe that life will be more or less as it is now but just changed round the edges?
- What impact do you think climate change will have on our social life?
- What will we do more of, and what will we do less of?

“Attitudes at Barton Hill Settlement have begun to change but changing attitudes isn't enough by itself. I liken it to smoking: people who smoke know it's bad for them but they still do it. So it's about giving people practical ways to take action and lessen the effect. It has been through finding ways for people to play a part, through our activities, that awareness and action has grown – not just within the settlement but across the community as a whole.”

Gary Blake, Barton Hill Settlement

“We want to provide another voice in our city. One that says we can do things differently by being a sustainable city with sustainable communities. I definitely see a role for the Cardigan Centre in influencing others – first our community, but then other organisations and policymakers – and I also believe that we have responsibilities as community organisations to address environmental sustainability alongside economic and social resilience.”

Penny Bainbridge, Cardigan Centre

# ClimateQuiz

This exercise can be used as a fairly lighthearted way of raising awareness about climate change, while covering fairly broad ground.

 Staff  
volunteers  
trustees  
service users



## Stage 1

Preparation time: 2 minutes

Preparation activities: choose someone to read out the quiz questions and run the session. If you have enough people, split into groups of two to four people.



20 mins

## Facilitator's script

Read through the quiz questions, giving people time (about 30 seconds) to decide their answers. You can give people extra time at the end if they need it.

Once you have gone through all the questions, ask teams to swap answer sheets. Read out all the questions again and give the answers. Scoring is one point for each correct answer.

Once all the answers have been read out, ask each team to total the score on the sheet they are marking and hand it back to the team it belongs to. The team with the highest score wins!

## Stage 2

### Facilitator's script



10 mins

Ask the group to briefly discuss the following:

- Did anything surprise you?
- Is there anything you didn't understand or would like to know more about?
- Which fact will you remember and why?
- What will you do with your new knowledge? Could you share it with others, for example?

# Question card

- Who said about climate change: "I say the debate is over. We know the science, we see the threat and the time for action is now."?
- Name the two most important greenhouse gases.
- How many tonnes of carbon are emitted every year worldwide?
  - 2.5 billion tonnes
  - 7.5 billion tonnes
  - 12.5 billion tonnes
- What does ppm stand for?
- What is global dimming?
- Which country is expected to overtake the US as the world's biggest emitter of greenhouse gases by 2020?
- Where do polar bears live?
- Which of the following is an adaptation that polar bears have for living in an extreme cold climate?
  - heating pads on their feet
  - black skin
  - hibernate all winter
- What is permafrost and what gas is released when permafrost melts?
- The US has approx 4 per cent of the world's population. What percentage of the world's CO<sup>2</sup> does it produce?
  - 5%
  - 18%
  - 25%
- Which singer supported the planting of enough trees to offset the CO<sup>2</sup> produced from making 500,000 copies of her album Eye to the telescope?
- How much of the fresh water on Earth is available for human use?
  - 0.3%
  - 3%
  - 13%
- Why is the melting of the Arctic ice less of a danger than the melting of the Antarctic and Greenland?
- What percentage of the UK's CO<sup>2</sup> emissions are down to our homes?
  - 10%
  - 18%
  - 27%
- Which famous band bought 10,000 mango trees in India to offset the CO<sup>2</sup> from their 26 million album sales?
  - U2
  - Coldplay
  - Rolling Stones
- How fast is the Arctic warming in comparison to the rest of the world?
  - the same
  - three times as fast
  - twice as fast
- What have actors Leonardo DiCaprio, Cameron Diaz and Harrison Ford got in common?
- What is the name of the process by which plants use sunlight and CO<sup>2</sup> to produce their fuel and emit oxygen?
- How far on average does our food travel to get from farm to plate?
  - 500 miles
  - 1300 miles
  - 1900 miles
- Who said "Everybody's talking about the weather, but nobody's doing anything about it"?
  - Mark Twain
  - David Attenborough
  - Albert Einstein
- How much crude oil do we consume every day in millions of barrels?
  - 14 million barrels
  - 48 million barrels
  - 84 million barrels
- How many trees-worth of toilet paper gets flushed down the world's toilets every day?
  - 127,000
  - 187,000
  - 270,000

# Answer card

1. Arnold Schwarzenegger
2. Carbon dioxide and methane.  
Human activity produces CO<sub>2</sub> from burning coal, oil and gas. Methane comes from rotting rubbish in landfill, cattle and other animals, and fermenting rice paddies.  
Global emissions of greenhouse gases are:
  - 61 per cent from energy transport and burning fossil fuels
  - 18 per cent from land-use change, primarily deforestation
  - 14 per cent from agriculture
3. **b.** 7.5 billion tonnes - 60 per cent stays in the atmosphere; the rest goes into the soil and oceans.
4. Parts per million - a way of measuring the concentration of a gas in the atmosphere.  
Pre-industrial levels of carbon dioxide stood at 280 ppm; they are now 382 ppm. This is a 36 per cent increase.
5. The effect of pollution and smoke, mainly from burning coal, oil and wood in the lower atmosphere, where it shades out the sun and masks the effects of global warming. The visible air pollution reflects sunlight back into space.
6. China (it may have already done so now).  
Approximately every seven to ten days they open a new 1 gigawatt coal-fired power station.
7. In the Arctic.
8. **b.** They have black skin. Polar bears will be extinct by 2050 like many other species.
9. Frozen soil. Methane.
10. **c.** 25 per cent.
11. K T Tunstall.
12. **a.** 0.3 per cent - the rest is mainly in the ice cap, in glaciers, etc. Antarctica alone is home to 70 per cent of all freshwater.
13. The Arctic is floating ice and won't raise sea levels when it melts, - but we don't know the impact of extra fresh water in the sea. Antarctic and Greenland is ice on land; sea level would be dramatically raised as it melts – by as much as 70 metres with total melt.
14. **c.** Our homes account for 27 per cent of the UK's total CO<sub>2</sub> emissions.
15. **b.** Coldplay.
16. **c.** twice as fast.
17. They all drive hybrid cars.
18. Photosynthesis.
19. **b.** On average, 1,300 miles.
20. **a.** Mark Twain.
21. **c.** 84 million barrels a day.
22. **c.** 270,000.

# What do we mean by...?

## Climate change

The climate is constantly changing and in the past the world has experienced extreme changes to its climate. However, when we hear people nowadays referring to climate change, they are specifically referring to changes in the Earth's temperature over the last 100 years.

Since 1900, the average temperature of the planet has increased by 0.74° celcius and the UK's sea level has risen by about 10cm. Further global rises are expected, as well as more extreme weather events like flooding and drought. More importantly, what makes these changes different from those experienced in the past, is that there is plenty of evidence that current levels of climate change are due to human activity rather than natural causes.

## Carbon emissions

Every time we burn fossil fuels such as gas, coal or oil, carbon dioxide is released into the atmosphere. In a natural carbon cycle, carbon dioxide is re-absorbed by plants and trees. However, we are now burning fuels where the carbon dioxide has been trapped under the Earth's surface for millions of years, and we're doing it so quickly that plants and trees that are alive now have no chance of soaking it up.

## Carbon emission targets

In November 2008 the Climate Change Act became law. It set a target for the UK to cut greenhouse gas emissions by 80 per cent by 2050. It also introduced five-year carbon budgets as a tool to achieve this target and set up the independent Committee on Climate Change (CCC).

## IPCC (Intergovernmental Panel on Climate Change)

The Intergovernmental Panel on Climate Change (IPCC) was set up in 1988 by the United Nations. It is a body of scientists from all parts of the world which assesses the best available scientific and technical information on climate change.

In 2007 the group produced a report that warned of an increase in average global temperatures ranging from 1.1 to 6.4° celcius by the end of this century, depending on future levels of emissions. It also said that recent changes to the climate were "very likely" (over 90 per cent probable, based on current science) the result of human activity.

# Top carbon saving ideas

If you are struggling to think about what practical actions you could take to save carbon, try looking at the list below. Take a look at the 'Where can we find out more?' section for more information about putting these ideas into practice.

## Zero/low cost; very quick payback and easy to do

- Walk or cycle short distances instead of driving.
- Wear additional layers indoors in winter.
- Turn off all electrical appliances when not in use (standby off).
- Don't overheat rooms - turn down the thermostat.
- Draw the curtains as soon as it gets dark.
- Draft-proof your windows and doors.
- Top up your loft insulation.
- Change all light bulbs to energy-saving ones.
- Buy local, seasonal produce.
- Dry clothes on a line rather than in a tumble dryer (this is the cheapest form of solar energy).
- Change to a water meter.
- Put a 'hippo' bag in your toilet cistern.
- Install a water butt; harvest rain water for watering plants (or even flushing the loo).
- Bulk buy long-life goods – larger sizes means less packaging.
- Mend things rather than throwing away and buying new.
- Sell or give away unwanted items. If there are no takers, recycle wherever possible.
- Make your own compost.
- Don't waste food (know the difference between 'best before' and 'use by').
- If you just want a cup of tea, just boil a cup of water – no more.
- Use natural ventilation in preference to air conditioning.
- Avoid printing material that you can easily read on screen; if you must print, then do so double sided.

## Zero/low cost; very quick payback; but more complex and may challenge lifestyle or values

- Fly less.
- Drive less – use public transport instead.
- Change to a low-impact diet – eat less meat and fish.
- Have fewer children.
- Buy goods with clear environmental credentials - for example buy only wood that has the Forestry Stewardship Council certification.
- Grow your own food.
- Plant trees.
- Develop a green transport plan for your organisation.
- Conduct a waste audit – understand the nature of your waste and then plan a strategy for reduction.
- Use telephone or web conferencing instead of getting people to travel to meetings.
- Instigate a green procurement strategy including a 'cradle to grave' analysis of purchases that include running and disposal costs.

## Costs incurred; longer-term payback and easy to do

- Replace older appliances (fridges, washing machines etc) with new A+ rated energy efficiency ones.
- Get an independent energy audit and action plan for your building (eg Display Energy Certificate).
- Send staff on an environmental awareness or environmental management training course - for example CIEH Award in Environmental Principles and Best Practice or IEMA Certificate in Environmental Management, delivered by a range of organisations, such as Groundwork.
- Buy rechargeable batteries.

## Costs incurred; longer-term payback; more complex; and may challenge lifestyle or values

- Install double glazing throughout your building.
- Install micro-generation systems - for example, wind, solar, geothermal power.
- Insulate walls (method will depend on wall construction).
- Sell your car – or change to a new energy-efficient hybrid fuel model.
- Change your old boiler for a new energy-efficient one.
- Adopt an environmental management system, for example BS8555, Acorn or ISO14001.

# Where can we find out more?

There is a good number of resources available to help you make your organisations and community more resilient to the potential impacts of climate change. Try some of the following to get you started:

## Main resource

JustAct! Bring the third sector declaration on climate change to life [www.justact.org.uk](http://www.justact.org.uk)

From April 2010, when JustAct! goes live, this website will house a vast range of resources for third sector organisations on climate change. It will also contain an action planning tool and lots of hints and tips about how to carry out a range of actions.

Some of the publications that will be available on the website include:

- Changing for good: an EAC guide to sustainable planning (2009)
- Changing the way we work: an Every Action Counts guide to greening your office (2008)
- Every Action Counts...for our event (2009)
- Every Action Counts...for our people management (2009)
- Every Action Counts...for our finances (2009)
- Every Action Counts...for our board (2009)
- Your community building counts: helping community buildings lead the way to a better future (2008)

## Other useful publications

### Federation of Community Development Learning (FCDL) – Taster sessions

This is a series of training sessions that covers a range of topics from communicating climate change to climate justice and community action to policies that support action. They can be downloaded from the FCDL website at: [www.fcdl.org.uk](http://www.fcdl.org.uk)

### Baring Foundation Climate Change Initiative

In 2008, the Baring Foundation funded four projects to develop activity and resources for different sections of the third sector. The resources available as a result of these projects include:

## Useful website

Directgov

[www.direct.gov.uk/en/Environmentandgreenerliving/index.htm](http://www.direct.gov.uk/en/Environmentandgreenerliving/index.htm)

This website has lots of information on climate change and carbon footprints, and outlines government priorities and targets.



# We hear about climate change on TV and in the newspapers, but have you thought about how it could actually affect you?

The Shared Energy Toolkit is designed to help community organisations get staff, volunteers, trustees and clients talking about climate change. It illustrates the damage climate change has already caused and shows how different climate change scenarios could affect you and your organisation.

The toolkit also gives ideas about how you can improve your organisation's sustainability, and how to work with your local community to raise awareness and increase resilience. It contains newspapers from 2027, a climate change quiz, instructions for a climate change walk and practical topics for discussion.

