



YOUTH ACTIVATING YOUTH FOR CLIMATE ACTION GUIDEBOOK



Resilience
by **DesignLab**

INSPIRING
CLIMATE ACTION

YOUTH ACTIVATING YOUTH FOR CLIMATE ACTION

A guide for facilitating a one-day climate-focused workshop to investigate and spark action

The campus is located on the traditional Lands of the Lekwungen-speaking Peoples, the Songhees and Esquimalt Nations. With gratitude, we live, work and learn here where the past, present and future of Indigenous and non-Indigenous students, faculty and staff come together.

AN AWESOME TEAM!

If you are reading this *Youth Activating Youth for Climate Action* guide, welcome! We are all connected to the Resilience by Design (RbD) Lab¹ at Royal Roads University in Victoria, Canada, and have developed the guide just for you. Before you picked this up, a group of talented youth and adults developed the workshop and 4P Framework that guides its principles. Youth from Pearson United World College in Victoria, Canada, attended the first workshop, offered helpful feedback on the guide, and then used it to plan their own workshops with their peers to develop climate actions in their communities. We sincerely thank them and everyone else involved. And we **thank you** for your initiative, drive, innovation, and excitement as climate action leaders.

Please let us know about your experiences in facilitating your own workshops. Links to our RbD Lab social media can be found at www.resiliencebydesign.com.

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YOUTH CHAMPIONING CHANGE IN A CHANGING CLIMATE

As one of 1.8 billion youth,² you are on the frontline of a changing climate that is increasing disaster severity around the world. You are a powerful force for positive change. Your leadership is critical for understanding local risk, advocating for justice, and developing solutions. You are an expert in your own life with ideas for how to minimize, cope with, or respond to climate change that threatens your rights to safety, health, education, and participation.³

“Governments in general should give youth more opportunities to speak out on these issues. Coming from a youth person who is a teenager, my perspective is that we have a lot of different ideas and ways of thinking that sometimes just aren’t considered by people who are older than us and by talking to us and discussing with us you can discover a whole new bunch of ideas. By consulting with youth, a whole new outlook and view on climate change can be discovered.”

— Youth panelist, age 17, at 6th Annual National Roundtable on Disaster Risk Reduction

Through your passion to work with your peers for climate action, you are joining a global youth movement acting boldly to try and stop the climate crises and the chaos that will erupt if global warming is not drastically slowed. By exploring how climate change impacts your community, you are one voice among many asking adults to listen and involve you in multiple ways, including policy and practice decisions, educational opportunities, and green jobs.

Your concerns, ideas, and feelings are critical for finding the practical, innovative solutions society needs today to address the impacts of a changing climate; solutions that stem from your individual way of seeing the world and unique lived experiences. Your voice, opinions, activism, and action are at the centre of a better world; and what is needed for today and well into the future.

Through your passion to facilitate a *Youth Activating Youth for Climate Action* workshop, you’re not only exploring and demonstrating your leadership, you are also applying your energy, intelligence, and willingness to act to address climate and other threats. In tackling the climate emergency head on, you are a leader in championing change for a healthy, sustainable future.

² www.unfpa.org/sites/default/files/pub-pdf/EN-SWOP14-Report_FINAL-web.pdf

³ www.schoolstrike4climate.com, www.fridaysforfuture.org and <https://rebellion.earth>

PART 1: LET'S HOLD A WORKSHOP

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What does the guide do?

Youth Activating Youth for Climate Action is a one-day awareness-raising and ideas-generating workshop. It is designed as a “first-step” in a longer engagement process to ensure your and your peers’ voices are heard and respectfully integrated in local climate decisions and plans. The workshop is rooted in an understanding that what happens today affects your lives for many years and generations to come. Through promoting games, art, activities, and dialogue, the workshop supports you to connect with others who are passionate about climate action so together you can learn, explore, and generate ideas for change.

Who is the guide for?
This guide is for youth who want to learn how to design and facilitate a workshop with their peers to take climate action now!

The guide is driven by the idea that citizens of all ages should have a say in decisions that shape their communities. You use government services like healthcare, education, and transportation. You are affected by decisions on the environment, climate, housing, education, employment, and more. As citizens, you have a right to influence policies, laws, protocols and programs so they can be better designed with you in mind. You have a right to make sure that governments, schools, and organizations support you in ways that are safe, secure, and beneficial.⁴

The *Youth Activating Youth for Climate Action* workshop aims to turn your ideas into reality. It creates a space where you and your peers can openly and honestly express your perspectives, desires, visions, and concerns. The guide specifically offers you:

- Guidance on how to develop and facilitate an adaptable one-day workshop with other youth in ways that spark their ideas for local climate change action.
- Suggestions for how to connect with decision-makers to encourage their listening and responding to participants’ unique experiences and ideas.
- Ideas for how to engage your peers and other potential participants as creators and collaborators in local initiatives, plans, and decisions.
- Links to resources, tools, and global initiatives that can support you in moving climate action forward.
- An overview of the RbD Lab 4P Framework principles of Process, Purpose, Place and Partnerships that are the foundation of the workshop design.

⁴ www.unicef.org/crc/files/Rights_overview.pdf www.unicef.org/crc/files/Rights_overview.pdf

The guide privileges the knowledge, insight, and solutions of you and your peers, and promotes mutually supportive Youth-Adult Partnerships (YAPs). This is where you and adults collaborate as equals – learning from each other’s lived experiences to implement climate actions that can benefit all of society. Effective YAPs work through respecting and valuing each other’s unique perspectives, energy, and relationships, and by capitalizing on the unique aspects each group brings to the table through equal and reciprocal learning and feedback loops.

For instance, you and your peers can provide unique skills in building capacity, educating each other and your families, mobilizing movements, building climate campaigns, and developing bold innovations, as just a few examples. Adults can provide information on the local climate context and offer supportive environments for dialogue, engagement opportunities, and access to key information, knowledge holders, and resources. Working together is critical in times of crisis. This why the workshop includes a session to bring adult allies together with the participants to support the ideas for climate action generated through the workshop activities.

What do we mean by...

- **Climate and weather** describe the difference between climate and weather is an important point that looks at the duration in terms of humidity, temperature, precipitation, cloudiness, visibility, and wind. Weather is what happens day to day in the atmosphere, while climate refers to "long-term overall patterns and averages, which are different from place to place, and are – compared to weather – relatively stable and predictable."⁵
- **Climate change** describes the process of significant, long-term change to expected patterns of climate, such as the planet warming over time. Climate change is altering short-term weather patterns, local temperatures, and increasing the frequency and intensity of disasters and extreme weather events around the world.
- **Climate change mitigation** describes efforts to “reduce or prevent emission of greenhouse gases. Mitigation can mean using new technologies and renewable energies, making older equipment more energy efficient, or changing management practices or consumer behavior.”⁶
- **Climate change adaptation** describes efforts to reduce vulnerability (see below) and the impacts of climate change such as loss of life, injury, livelihoods, and environments. Adaptation actions can address economic, social, cultural, and environmental impacts through policies, practices, and behaviours designed to reduce current and future harm.⁷
- **Disaster** describes a sudden or ongoing event that disrupts a community or society in ways that exceed its coping capacity using its own resources. This includes events that cause injuries or the loss of life, as well as damage to or loss of buildings, infrastructure, economic activities, and the environment.⁸

⁵ <https://climateatlas.ca/climate-vs-weather>

⁶ www.unenvironment.org/explore-topics/climate-change/what-we-do/mitigation

⁷ www.nrcan.gc.ca/environment/resources/publications/impacts-adaptation/reports/municipalities/10081

⁸ www.unisdr.org/we/inform/publications/51748

- **Hazard** describes a process, event, or thing that threatens to cause loss of life or injury, or other harm to property, livelihoods, the environment and other things of value to us. These threats may be natural, human caused, or technological.
- **Resilience** describes having the capacity individually and within a wider community to anticipate, adapt to, learn from, and even grow from adversity, challenges, stress, and trauma.
- **Vulnerability** describes the ways in which an individual or a group are constrained by economic, social, material, or environmental factors that affect their ability to prepare for, respond to, and recover from threats to and impacts on their well-being due to increasing hazards. This can include factors related to access to knowledge, living with a disability, violence in relationships, intergenerational trauma, food and housing insecurity, and cultural and gender norms.
- **Youth** describes an age in years defined by communities, organizations and countries, which often differs. For this guide, we have adopted age 15-24 as defined by the United Nations⁹ and Human Resources and Skills Development Canada.¹⁰
- **Youth-Adult Partnerships (YAPs)** describe collaborative action where you, your peers, and adults work together to bring different strengths, experiences, and perspectives to the activity or initiative.
- **Youth rights** describes rights specifically articulated in Article 12 of the *United Nations Convention on the Rights of the Child*, which has been ratified by 195 countries.¹¹ This includes your right to:
 - Express your views and have them given weight
 - Receive sufficient information and support for participation; and
 - Be protected on the freedom of expression, association or religion.

Safeguarding and celebrating participants

For your workshop, it is important to understand the concept of safeguarding. This means to respect and support other facilitators and participants “wherever they live and whatever their circumstances. Safeguarding means that everyone has the right to be protected, nurtured and free from all forms of violence; physical, sexual or emotional abuse, neglect, maltreatment, and exploitation.”¹² For more information, refer to Plan International’s safeguarding policy.¹³

The workshop is also designed to incorporate and celebrate the strengths of diverse individuals – being mindful of all the different ways that humans think and are in the world. It promotes inclusion when inviting participants and an appreciation for similarity and difference during the workshop itself. At the heart of the *Youth Activating Youth* workshop is a commitment to acknowledge and value the

⁹ www.un.org/development/desa/youth/what-we-do/faq.html

¹⁰ www.youthpolicy.org/factsheets/country/canada

¹¹ <https://kenyadjibouti.lutheranworld.org/sites/default/files/documents/childfriendlycrc.pdf> and www.ohchr.org/en/professionalinterest/pages/crc.aspx

¹² www.unicef.org/csr/files/UNICEF_ChildSafeguardingToolkit_FINAL.pdf

¹³ <https://plan-international.org/publications/global-policy-safeguarding-children-and-young-people>

different realities cultures and worldviews that exist and the uniqueness of every participant as you work towards bold climate action together.

What is the RbD 4P Framework for youth engagement

The *Youth Activating Youth for Climate Change* workshop promotes the four principles of the RbD 4P Framework (See page 29). The workshop includes:

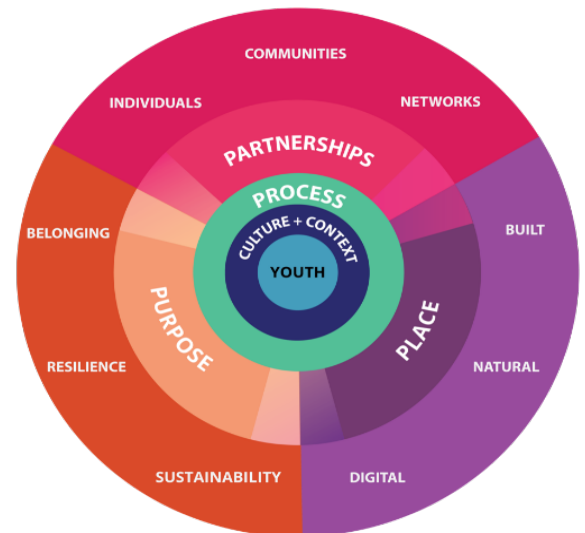
A youth-led, participatory **PROCESS** that aims to stimulate and strengthen agency and engagement in culturally and contextually sensitive ways;

Activities that explore how individual and collective climate-related activities and actions respect and respond to the connection you and your peers have to physical and symbolic meanings of **PLACE**;

Activities that explore the **PURPOSE** concepts of belonging, resilience, and sustainability. The activities aim to ensure climate actions are meaningful and beneficial to you and your peers in your unique communities (however you define them) and the environments in which you live; and

A focus on **PARTNERSHIPS** that support ideas for action that bring people together to collectively act on climate change.

YOUTH are at the centre of the RbD Lab 4P Framework as key stakeholders in climate-related decision making. This focus promotes creating actions that benefit you and your peers through strengthening agency. The 4P Framework also prioritizes values and actions that are inclusive and responsive, and that can translate your ideas into concrete action.



PART 2: FACILITATING THE WORKSHOP

Ready. Set. Go!

Individuals, communities, and networks planning for or having experienced the impacts of a changing climate have unique cultures and contexts. Be sure to modify the workshop to suit your culture, context, and goals. As a facilitator, there are a few ways for you to get prepared for and to run the workshop. You should be realistic about the time and resources you will need to learn about workshop facilitation and the local climate context, to recruit participants and adult allies, and to prepare and run the workshop itself. This section is designed to support you through four steps: learn, plan, guide, and reflect & act.

Facilitating the Workshop

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Step 1: Learn

Learn about where you live

Understanding the history and peoples that have been on the land that you now call home is an important first step to understanding and developing a land acknowledgement. Land acknowledgements are a recognition of the original peoples of the land they are on, before first contact and who continue to live and care for the land. Land acknowledgements are completed at the beginning of a gathering or event. Land acknowledgements are more meaningful when the individual delivering the acknowledgement develops a deeper understanding of the original peoples and making a personal connection. This connection should be rooted in an appreciation for the land, language and people. Land acknowledgements can also incorporate the non-human beings that inhabit the land you are in.

- [Royal Roads Indigenous Education](#)
- [Calgary Foundation – Indigenous Ally Toolkit](#)
- [Indigenous Climate Action](#)
- [Vancouver City Planning Commission – Territorial Acknowledgement](#)
- [YWCA – Metro Vancouver – Why do we do land acknowledgements](#)
- [Native Land Map](#)
- [Territories by Land](#)

Learn about climate change

Understanding climate change allows you to plan the workshop, answer questions from participants, offer ideas if participants are unsure about climate impacts in their communities or local region, and to help connect participants' ideas to local action. You can also share these resources with participants before they come to the workshop to increase their own knowledge.

- [Al Gore's Climate Reality Project –Truth in Ten](#)
- [Connect for Climate](#)
- [NASA climate resources](#)
- [Red Cross/Red Crescent Climate Centre Toolkit: Youth Module](#)
- [Red Cross/Red Crescent Climate Centre Y-Adapt Curriculum for Youth](#)
- [The 350.org Climate Resistance Handbook](#)
- [Yukon Indigenous Community Climate Change Curriculum](#)

In addition to general climate change knowledge, it is also useful to get to know what climate actions are already happening in your community. Understanding what is already underway can help you to prioritize your efforts and shape your goals to build from local initiatives and activities, rather than duplicate them. To understand what climate actions are happening in your community, you might

- Explore government websites to understand local policies, protocols, initiatives, and actions you can get involved with or work to influence;
- Learn whether there are local youth councils, youth-focused networks and groups, or youth-serving and youth-led organizations focusing action and efforts on addressing climate change;

- Identify schools, churches, and other community groups as potential sites for climate actions; and
- Talk with your peers to see if they know of climate actions underway.

Learn facilitation skills

Facilitation is more than showing up on the day of the workshop. It's about making sure you can create and hold a safe and brave space in which groups can gather and work collaboratively in activities and decisions made during your time together. As a facilitator, you are the neutral guardian of the process. Facilitation is always a balance between ensuring good process (i.e., that people who participate feel valued and safe, and that their investment of time and energy has been worth it) and getting things done (i.e., that the goal or outcome of the workshop is met).

- [Act for Youth Facilitation Tips](#)
- [350.org Facilitation Training Resources](#)
- [Facilitation 101 Training](#)
- [BC Health Community Strategies for Youth Facilitation \(and activities\)](#)
- [Skills of a Youth Facilitator](#)

Like all skills, every time you facilitate you will learn, grow, and improve. You don't have to be perfect. That's not a realistic goal for anyone. Just like riding a bike, facilitating will not be easy the first time. But with practice, you will soon be speeding ahead. To do this, you just need to understand the content, group, goals, and process, and be able to shift and adapt to what comes up during the workshop. Know that even when or if you fall, you can get back up and carry on.

Step 2: Plan

Create a safe and brave workshop space

Participation is more than inviting your peers to attend an activity. To fully participate, the participants need to feel safe sharing their ideas and bringing their whole selves. Creating "safe and brave" spaces requires thinking about what will ensure that everyone who attends the workshop feels comfortable and can take risks. To do this, think about:

- Choice of location it is important to know whose traditional territory you are in and what that means. This will be needed in order to create the land acknowledgement.
- Your choice of participants (e.g., consider how you will support people who don't know each other getting to know each other, and how to address issues of power and privilege);
- Your choice of space as some are more welcoming than others (e.g., a local youth center may be more comfortable than a formal meeting room);
- How participants are welcomed to the space (e.g., acknowledging traditional land and peoples); and
- How the value of diversity is recognized (e.g., physically through accessible spaces; explicitly recognizing everyone as a knowledge holder and an expert in their own lived experience).

Identify and invite participants

Youth Activating Youth for Climate Change is designed for you and your peers who have an interest in or passion for making a difference by lowering climate risks locally, nationally, and globally. Including everyone in the conversation is important, so keep this in mind when you select participants as you may need to take additional steps to lower barriers for some people in being able to participate (such as location, cost, transportation, accessibility, issues of culture, etc.). An understanding of *who* will participate also allow you to identify, understand, and respond to participants' concerns that may arise in the workshop.

Identify your goals

To decide who to invite, you first need to understand what you hope to accomplish by holding a workshop specific to climate change action. For instance, you may want to keep your workshop focus broad to see what ideas emerge. Or you may want to focus on a specific climate-related topic (such as education, housing, or land use). Either way, it helps to be clear on what you hope to accomplish so your planning choices reflect those goals.

Decide who to invite

With its short timeline, the workshop is designed primarily for youth who have shared experiences or are part of a group already working together who want to come together to spark ideas. This might include peers involved directly with one organization (such as a school, a youth council, or a climate action group) or representatives from multiple groups (such as from Indigenous communities or environmental groups in a region). For example:

- Youth leaders, activists, and innovators focused on climate change who are already working together, but need help in generating specific climate actions; and
- Members of a youth-led decision-making body (youth council, Mayor's or organizational advisory, youth parliament, etc.); or
- Youth from a school, youth centre, faith-based group, cultural organization, environmental club, summer work program, science and technology network, etc. who are interested in starting a dialogue with their peer and/or adult allies on climate action.

Who is in the workshop will affect *what* activities you will run in the workshop, *which* adult allies to invite, and ultimately *how* the participants are uniquely able to achieve the desired benefits, impacts, and outcomes they want for climate action.

Decide the number of participants

The workshop is designed for 12-18 participants, allowing for 4-6 individuals in each break-out group. This could be expanded as long as there are enough facilitators to provide support. The workshop builds on participants' existing capacities and strengths, and aims to generate experiences that are meaningful, fun, and mutually beneficial. This means everyone needs to be able to have their voices heard. For instance, keeping the small groups at five or six participants each would more easily allow for all voices to be heard in a short time period, but expanding the group could improve diversity. With three breakout groups proposed, you can easily work with 12-18 total participants.

It is important to have a facilitator in each group to help ensure equal participation. What this means is that as you increase the number of facilitators, you can also increase the overall group size as long as you feel each person can equally participate. Keeping the numbers at or below 20 participants is a good benchmark.

Invite adult allies

In the workshop, participants will develop action plans. Some of the ideas might be for actions led by the participants themselves, as not all activities need adult support. Other ideas may require additional support to initiate specific actions, or for gaining specific skills or capacities. If they do, the workshop has time for you to run a session with adults to brainstorm about how you can take your ideas to action. If you want, participants can present their ideas to adult allies (or youth peers). Doing so can open a dialogue and provide space to brainstorm ideas for climate action together.

If you decide to hold this session, it's important to identify and invite adult allies who are already connected with participants, or who are interested in learning from and involving the participants in future initiatives. You can do this by asking workshop attendees in advance if there are any leaders or key influencers they want at the meeting, so they can continue or start to build a relationship and trust. Relationship-building takes time, but the workshop can accelerate connection and build a deeper understanding of the participants' perspectives. Importantly, the foundation that is built at the start of any action shapes the strength, relevance, and sustainability of everything that follows. This can help strengthen existing Youth-Adult Partnerships, or help you build new YAPs for the future.

Working with adults

Youth-Adult Partnerships (YAPs) can be helpful and rewarding but are not always necessary. You bring unique and valuable life experiences, knowledge, lessons, and innovations to initiatives. At the same time, adults may have access to resources that you and your peers may not, such as workshop space, funding, and networks of other knowledge holders. For YAPs to work, they require processes and structures that support everyone participating fully and equitably without losing the leadership and direction that you and your peers provide.

Determining who to invite needs some thought. Adults who attend should be open to listening to and working with the participants. Make sure the knowledge, connections, and resources they can bring are relevant to the focus and goals you've defined for the workshop. Be sure too that the adults you invite (if any) understand the value of including youth in local climate action decision-making and actions.

Finalize facilitation roles

Facilitators

Make sure you have enough facilitators to manage the group discussions. For instance, with 15 participants, having four facilitators would be ideal so each could focus on one group during the break-out sessions, and one could monitor the overall event. This number could be expanded to accommodate a larger group. If you have more than one facilitator, appoint one person to be the lead workshop facilitator.

Lead facilitator

If you are the lead workshop facilitator, it means that you are there to keep things moving in ways that are respectful, inclusive, and welcoming, while also sticking to the agenda. You are also

responsible for helping the group make clear decisions (e.g., if you need to change anything on the agenda) and handling any conflicts or other disruptions if and when they occur. The lead facilitator's role is also to handle questions about the process itself. This allows you to maintain neutrality and maintain your authority about the process).

As the lead facilitator, you do not need to be a content expert. However, having knowledge of the content (e.g. climate action) or ensuring there are others in the room with that knowledge is important to make sure the information being shared is accurate. These three key actions can help you build your own capacity as a lead facilitator or facilitation team: Learn about climate change, study and prepare to facilitate, and prepare for the workshop as a facilitation team.

Decide where to hold the workshop

It is important that where you hold your workshop works for your participants. In deciding the location, be sure to consider:

Participant location

Make sure your location is comfortable and is easily accessible from where you and your peers live, work, and hang out. This way, they can easily access the space by walking or public transit (for instance, at a school or community/youth centre near their homes). If you will be conducting activities outdoors, you'll want to make sure that the outdoor space is easily accessible from your indoor space.

Transportation

Make sure that if participants must travel, they can easily and affordably reach the location (offering transportation or vouchers in support if needed, organizing the day around the transportation schedule).

Availability and budget

Make sure the venue is available at the time your participants can attend and falls within your budget. Some locations might be free, so explore whether local community centers, churches, schools, or recreation centers may be able to offer free space.

The right environment

Make sure the workshop allows you to engage in all the activities you will include, by asking:

- Is the space large enough for the group to gather and engage in all activities including break-out sessions, games, creative arts?
- Are there enough tables and chairs for participants, facilitators, and adult allies?
- Is there audio/visual equipment if we need it (depending on activities, size of group)?
- Is there Wi-Fi connectivity if needed?
- Is there a place for breaks and lunch (including places for the participants to relax, or places to get lunch if you are not providing it at the workshop space)?
- If you are not providing lunch, can you provide funding to ensure all participants can afford it?
- Is there a place for the adult allies to meet separately so that they can gather and be invited to the workshop when you decide that is helpful?

- Is the place accessible for all the participants (ramps for wheelchairs if needed, etc.)
- Does the space have some of the materials you might need (e.g., flip chart paper, white boards, places to hang drawings/large map, etc.)?

Prepare for the workshop as a facilitation team

Adapt the workshop to your culture and context

Take time to review the workshop structure to decide the activities and timing to achieve your goals (see *Step 03: Guide*). Having a solid plan will help the day to run smoothly so you can achieve the workshop goals. The workshop structure presented in this guide is designed to support your leadership and can be adapted as you see fit.

Always remember that you are the most critical part of the *Youth Activating Youth for Climate Action* workshop. You are the expert in knowing your community and what will work best for and your peers for a workshop. For instance, the guide presents a one-day workshop. However, you could run the activities over two days for more time for activities, discussion, or developing action plans. You could run the workshop in short sessions after school over a longer period of time to allow deeper exploration into each topic. Or you could adapt it in other ways that respond best to your culture and context.

In designing the workshop, be sure to choose activities that are suitable for the participants you are working with (for instance, including traditional or Indigenous games) and the goals you have identified. Here are a few teaching modules that you can refer to for ideas for this workshop and future activities (related to climate change, or action in general). You can also use these resources for researching local climate action before the workshop, or for taking climate action after the workshop:

Create a detailed agenda

For planning the workshop, create a detailed agenda from the schedule by reviewing the action plan on Page. This is where you take the workshop schedule and determine what you need for each step. This includes which facilitator is running each of the sections, what materials they need to have, and other details. For example, for the Ignite purpose section, you might need specific art supplies for different groups. Be sure your schedule explains what you need, and also who is responsible for making sure you have it.

Incorporate ethics procedures

When designing a workshop, you may work closely with a group, school, organization, or university. As such, it is important to know if they have an ethical protocol to follow to ensure the safety of their members or students. For instance, if you will use any of the information for research, you may need approval from an ethics board. The process is designed to minimize harm to participants.

Prepare for the workshop day

Use your workshop plan to determine the support materials you will need for the day. Here is an example of a “to do” list for preparing the workshop. Be sure to remove and add items as relevant to your workshop:

- Assign roles and responsibilities (sign in, activities, photos, manage adults, etc.)¹⁴
- Print Sign-in Forms (or have a digital version)
- Print Certificates of Participation (or create digital versions to send, if appropriate)
- Print Feedback Forms (or have a digital version available to fill out)
- Print 4P Framework (or prepare to show digitally)
- Acknowledge yourself and all your amazing efforts along the way
- Get permission forms from participants (print extra copies if not acquiring signatures digitally)
- Arrange or buy lunch, plates, cups (reusable or recyclable), drinks, and snacks
- Know where to access First Aid
- Develop a crisis plan
- Get materials to bring to the workshop: Nametags, markers, flip-chart paper, sticky notes, tape, pens, notebooks, etc.
- Get materials for games: print outs, string, computers, etc.
- Celebrate your leadership and be ready to have fun!

Invitations and permission forms

For the workshop, send invitations to the participants in a format that is familiar (e.g., social media, in person, etc.). Try to do this well enough in advance to allow invitees to schedule their attendance and obtain parental or guardian permission to attend. When engaging your peers, be sure to seek proper consent for younger participants to act as facilitators or join in the workshops. For instance, many Canadian institutions and provinces require those under age 18 to provide parent or guardian permission – along with their consent – to participate in activities.

You can adapt the workshop Participation Permission Form on Page 34 to the local context. This is needed not only for their attendance, but for permission to use photos, media, and recordings of discussions created in the workshop if this is desired. Having a record and sharing the experience can support the participants as they work to move their ideas into action.

Preparation information

Because the workshop is only one day, you can also support participants' capacity to participate by helping them prepare. This can include asking them to read about climate change or watch specific climate videos, podcasts, and webinars before attending the workshop. For participants not already deeply engaged on the climate change issue, having some exposure to key ideas and concepts can be helpful. Refer to the "Learn about climate change" section on Page 8.

Participation certificates

By joining a workshop, participants are taking time and sharing their knowledge, creativity, and energy. Acknowledging these contributions in a concrete way (e.g., participation certificates) not only recognizes this contribution, but it can also provide participants with something that acknowledges

¹⁴Navigating Meaningful Youth Engagement in DRR: https://resiliencebydesign.com/wp-content/uploads/2023/03/ARC-Guidebook_FINALJuly4_19.pdf

their contributions. A formal acknowledgment can be shared with others in their social media profiles, on their resumes, and for job and school applications.

Step 3: GUIDE

Facilitate the 4P workshop

The day is finally here! Remember to maintain a positive attitude and your participants are likely to follow your lead. Have your annotated agenda with you, remember to take short breaks when you need to, and touch base with your co-facilitators during the breaks to make adjustments, handle issues, and provide each other with encouragement.

You will be amazing!!!

This is a high-level overview of the workshop with explanations below on how to run each section, including ways to adapt it for your own culture and context. Note that the times are estimates and will depend on the group and activities you choose. Depending on your context, you may also choose to run the workshop in one day or break it up into multiple days.

30 min	Ignite Process	<ul style="list-style-type: none"> • Sign in/mingle • Conduct a simple climate change-related activity to spark discussion
30 min	Ignite Place	<ul style="list-style-type: none"> • Offer an Acknowledgement of Territory or other culturally and contextually appropriate activity to recognize place • Connect the day to local climate change through a game or activity
1 hour	Ignite Purpose	<p>Introduce the 4P Framework in fun way. Hold break-out group activities:</p> <ul style="list-style-type: none"> • BELONGING: Define belonging through an activity, how it will be impacted by a changing climate, and ideas to maintain a sense of belonging • RESILIENCE: Exploring individual and/or organization or community strengths and capacities to survive and thrive in a changing climate • SUSTAINABILITY: Exploring how the Sustainable Development Goals (SDGs) are valuable for local action
20 min		Groups share what they did and learned in the break-out session
25 min	Break	<i>Provide time for mingling, food, and rest</i>
1 hour		<p>Hold a LIGHTENING DESIGN JAM!</p> <p>This includes holding small group activities that build on the ideas for action generated in the last session</p>
45 min	Lunch	<i>Provide time for mingling, food, and rest</i>

30 min		Groups migrate the small group ideas jam information to the larger group
1 hour	Ignite Partnerships	<ul style="list-style-type: none"> • Hold an IDEAS JAM! Adult allies join the meeting to listen to the ideas; answer youth questions; and offer ideas and opportunities for partnerships, resources and other supports • Alternative: Hold a SUPPORT NEEDS JAM! Participants identify needs and individuals for support; and work together to develop strategies to contact them. As time allows, include skills building to do so (such as letter writing to build connections, relationships and partnerships)
20 min	Break	<i>Time for mingling, food, and rest</i>
20 min	Ignite Youth climate action	As individuals and/or small groups, develop action plans that responds to the ideas developed in the workshop
25 min		<ul style="list-style-type: none"> • Time to complete the feedback form • Participants join in a sharing circle or other closing activity • Potentially take a group photo

Ignite Process

Some participants will arrive earlier than others. Be sure to set your start at a specific time, but then give some time for people to arrive and settle in. It is often a good idea to track who has arrived by having participants sign in on a sign-in sheet that asks for names, preferred contact number, and email. When relevant, be sure you have individual permission forms, or ask for it beforehand to avoid problems on the day of the workshop if any participant fails to bring it.

Since not everyone will arrive at the same time, you can keep participants engaged during this time by asking them to sign in and then participate in an activity. Ideas include:

- Asking climate-related questions for the participants to answer and discuss on sticky note boards around the workshop space
- Asking a fun question for participants to answer on their nametags and prompting them to discuss. For instance: What would you write on a climate action sign? What is the best animal you could be to adapt to a changing climate?
- Asking participants to add their own drawing to a mural you've started showing climate resilience

As people are settling in, briefly explain the schedule for the day. Let everyone know where emergency exits and washrooms are, and the importance of respecting each other throughout the day.

Ignite Place

Culture and context

Once the group has gathered, welcome the group in a way that honors the place on which the workshop is being held. For instance, in many cultures it is culturally appropriate to show recognition and respect for Indigenous peoples on whose traditional territories you are conducting the workshop. For instance, here is an example of an acknowledgement from Victoria, Canada: “We acknowledge and respect the Lekwungen-speaking Peoples on whose traditional, unceded, and ancestral territories we are holding our workshop today, and the Songhees, Esquimalt, and WSÁNEĆ peoples. We acknowledge the original stewards of this land and show our gratitude for allowing us to be guests as we gather here to do this work in a good way.”

Before the workshop, take time to research the traditional territory of place and local protocols to decide how best to open the workshop. For instance, you may want to invite an Indigenous Elder, representative from the territory, or ask if anyone that is participating is from the territory and if there is anything we need to do to honour your work on the land in a good way. Each culture will have its own considerations for culture and context. In a Muslim community, for example, you may invite an Imam from the local mosque to offer the welcome.

Afterwards, you might run a simple activity to connect people to the local **Place**, such as a sharing circle, or very short ice-breaker session, such as the Circle of Connection.¹⁵ If you have time, you might also want to play a game that brings everyone together to strengthen connection and relationships. If you choose a game, make sure it is appropriate for the participants (including for people of different genders, cultures, abilities, education, etc.). Also be aware of personal boundaries. For instance, if the game involves touching others, be sure to provide safe ways for people to opt out. Instead of a game, you could also show a climate-related video.

GAMES

- [Greenhouse Gas game](#)
- [Snap game](#)
- [Ready game](#)
- [Climate games](#)
- [More Climate games](#)
- [Climate Change and SDG games](#)

VIDEOS

- [Bill Nye the Science Guy – Climate Change](#)
- [Greta Thunberg on why to act now on climate](#)
- [Sir David Attenborough: Climate Change – The Facts in 4 minutes](#)

Ignite Purpose

The intention of this session is to explore different elements related to why participants want to engage in climate action in their communities. To run this session:

¹⁵Navigating Meaningful Youth Engagement in DRR: https://resiliencybydesign.com/wp-content/uploads/2023/03/ARC-Guidebook_FINALJuly4_19.pdf

- Briefly link the workshop to the 4P Framework principles of Purpose. You can do this in a fun way, sharing information like a game show host or with facilitators around the room each sharing different parts of the framework on flip chart papers.
- Explain the **Ignite purpose** activity:
 - Let participants know you will be asking them to break them into three small groups—each focused on one of three core concepts: belonging, resilience, and sustainability.
 - Explain each of the concepts (see Page 38) and share a little bit about each of the activities that will be used to explore that concept.
 - Ask participants to go to the area where they have the greatest interest. Explain that you want to try to balance the groups and ask for volunteers to move to other areas if the groups are not balanced.
- For each activity, use a creative arts method that you think fits well with the participants’ context and culture, and that you or another facilitator would most like to lead.

Small group sessions

In this workshop, an hour is too short to deeply explore the concepts of belonging, resilience or sustainability. But you can introduce the topic and spark ideas in this time. You can then use the resources in each section for follow-up activities if you are working with a group of youth over time, or to share with participants.

Explore belonging

Belonging is tied to individuals feeling valued and feeling like their authentic selves, so the activity focuses on exploring participants’ sense of self in relationship to a changing climate. This will include discussions and creative arts-based activities connected to how they identify, where they come from, and how their stories or lived experiences are accepted, celebrated, and shared. Belonging, in this sense, will focus on the places and spaces where the participants feel free to be fully their authentic selves. To run this session, here are suggested steps:

- Share and briefly discuss the 4P Framework principle of **belonging**: “Having a sense of belonging or acceptance to a group or space supports a sense of being valued and can support you in managing difficult emotions (e.g., loss, stress). Validating ideas, contributions, and concerns can build a sense of belonging and trust. A focus on belonging also includes identifying the places where you can go to feel safe, brave, supported, connected, and confident while navigating your unique roles and responsibilities in your communities.”
- Lead the group in a discussion about what they understand about belonging as a concept, what supports or hinders a sense of belonging that can inform how you work together, and how they understand climate change as a concept (and then expand on this individually in the smaller group).
- Complete the activity with this focus.

Belonging activity ideas:

Run the following activities as a two-step process where the participants first explore belonging through the activity, and then connect it to climate impacts and action. Note that the answers may come in the form of relationships, physical places, non-physical places, or land-based spaces. Prepare for how the conversation can be applied to a changing climate based on what emerges.

- **Creative arts:** Create art, theatre, song, poetry, or take phone photos that creatively represent where individuals define how they understand belonging from their perspectives. Then lead a discussion that could include the places and spaces of belonging and how they are changing due to climate impact, shifting demographics, perceptions about how the world is changing, who they are and what matters to them in light of these changes, and how this connects to where they belong as the climate changes.
- **Mapping:** Use a map or have participants draw a map of where they are or live. Have them map spaces, places, and people that help them feel like they belong or that hold special meaning to them. Explore the things and feelings in that space that create a sense of belonging. Ask a prompting question to explore how these spaces, places, people, and relationships will change due to a changing climate. Explore what they may need to keep their sense of belonging due to such changes.
- **Sticky notes:** Ask participants to write down one or two places they feel like they belong on a sticky note. Have them talk in partners or groups about how that place, space, feeling, or relationship might change with a changing climate. Then have all participants put all stickies on a wall to reflect the collective places, spaces, or relationships where they feel like they belong. Explore what it would look like to foster more of a sense of belonging as they adapt to a changing climate.

Resources on belonging

- [Youth Engagement Toolkit Resource Guide](#)
- [Growing Up in Cities Canada](#)
- [Youth, place and theories of belonging](#)

Explore resilience

Resilience is about your peers' ability to cope with disruption and change in their communities.

Following are a few ideas to explore participants' strengths and capacities to survive and thrive in a changing climate.

- Share and briefly discuss the 4P Framework principle of **resilience**: "Having the capacity individually and within a wider community to anticipate, adapt to, learn from, and even grow from adversity, challenges, stress, and trauma. Many people demonstrate resilience – behaviours, thoughts, and actions that include flexibility, accepting that change is a part of living, nurturing a positive orientation, setting goals and working to accomplish them, and learning from experience. A focus on resilience includes nurturing these attitudes and capacities and identifying and addressing the contexts and root causes that create vulnerable situations (e.g., poverty, inequity, exclusion, racism, etc.)."

Resources on resilience

- [Resilient Practices: Age 12-18](#)
- [Climate Extreme. How young people can respond to disasters in a changing climate](#)
- [Child-Centered Multi-Risk Assessments: A Field Guide and Toolkit](#)
- [What Works: A Manual for Designing Programs that Build Resilience](#)

- Ask the group how they would connect resilience to climate change – specifically in relationship to themselves and their peers.

Resilience activity ideas:

- **Creative arts:** Create art, theatre, song, zines, poetry, or take phone photos that creatively represent how participants understand resilience. After grounding the concept, explore how climate change affects their own resilience, how it might affect their families and communities, and strategies they have for ensuring resilience in their own lives in the face of a changing climate.
- **Body mapping:** Explore the participants’ strengths and capacities for building their resilience in an environment affected by climate change (see *Navigating Meaningful Youth Engagement in DRR* and *The Practice and Ethics of Participatory Visual Methods for Community Engagement*¹⁶).
- **Games:** In the group, connect to climate-related scenarios that identify hazards and highlight strengths the participants have in addressing the issue.
 - Adapt the Red Cross/Red Crescent Climate Centre Y-Adapt exercise “[Map Your Hazards](#)”¹⁷ to include discussions about the strengths participants bring to addressing local hazards.
 - Play [Sinking Island](#).¹⁸ After the game, decide on the greatest challenge facing the participants’ communities, and write down what type of skills and capacities they have for addressing this change as resilient agents of change in their communities. Make sure the information can be shared in a visual way to the other groups.
- **Scenario:** Create a scenario that directly connects to a climate concern happening in their communities and resilience (having the skills and capacities to address stresses and shocks that occur). For instance, if living in France, participants might create a scenario of a heat wave: “A heatwave has hit the community over the holidays. Many people like to be outside during the summer, but also need to stay cool for their health. Identify who will be the most impacted. What are the skills, capacities, and talents you and your peers have (or need) to help in this situation, and your ideas for action?” Develop a creative way to present these ideas to the other groups.

Explore sustainability

Sustainability ensures activities support practices that advance sustainability and low-carbon resilience. This includes considering and limiting the impact of practices on economic, environmental, and social wellbeing for all. This activity will explore how the Sustainable Development Goals (SDGs) link to local actions that the participants value the most in their community.

Resources on the SDGs

- [UN and SDGs: A Handbook for Youth](#)
- [Sustainable Development Goals: Student Resources](#)
- [YouthXchange guidebook series: climate change and lifestyles](#)

¹⁶ https://resiliencebydesign.com/wp-content/uploads/ARC-Guidebook_2020Mar.pdf and https://globalhealthtrainingcentre.tghn.org/site_media/media/medialibrary/2019/11/PVM_handbook_v2_.pdf

¹⁷ www.weadapt.org/knowledge-base/y-adapt/session-3-map-the-hazard

¹⁸ <https://climatecentre.org/resources-games/games/19/sinking-island>

- Share and briefly discuss the 4P Framework principle of **sustainability**: Ensuring initiatives and programs maintain and advance the environmental, economic, and social wellbeing of you, your peers, and your communities now and in the future – with particular attention on the Sustainable Development Goals (SDGs). A focus on sustainability promotes long-term engagement and solutions that are inclusive.
- Provide an [overview of the SDGs](#)¹⁹ and discuss their meaning.
- Ask the group how they think climate change might affect sustainability – specifically as they reflect on this within their communities.

Sustainability activity ideas:

- **Creative arts:** Create art, theatre, song, poetry, or take phone photos that creatively represent SDGs that are important in participants’ communities. To do this, ask them to highlight some of the different SDGs that they want to explore beyond SDG 13 (tackling climate change), such as SDG 5 on gender equality and women’s empowerment or SDG 1 on reducing and eliminating poverty. Discuss ideas for action in relation to the SDGs and climate impacts they see in their communities.
- **Community mapping:** Explore SDGs through a mapping exercise to identify the most important SDGs in their lives and communities. Develop strategies to meet important goals in the face of a changing climate (see *Navigating Meaningful Youth Engagement in DRR*²⁰).
- **Games:** In the group, present the SDGs through games, and discuss how they link to climate change in their communities. Do so in a way that can be presented to the other groups.
 - [Go Goals](#):²¹ A game to learn about the SDGs
 - [The World Climate Simulation](#)²² is a role-playing exercise of the UN climate change negotiations for groups. It is unique in that it uses an interactive computer model to rapidly analyze the results of the mock-negotiations during the event. (Link the activity to the SDGs)
 - [Game the Goals](#):²³ Computer game that could raise individual awareness for a discussion after linking the SDGs to community strengths available to address them.

Share learnings

You can have a group discussion with representatives reporting from each group. Or, you can be more creative in having the three groups share what they learned back to the group.

- If the groups create art in previous activities, you can have a “gallery walk” where participants tour the artwork that has been created – with each participant/group sharing a little bit about what they have created and giving space for a brief discussion before moving to the next art piece; or

¹⁹ www.un.org/sustainabledevelopment/sustainable-development-goals

²⁰ https://resiliencebydesign.com/wp-content/uploads/ARC-Guidebook_2020Mar.pdf

²¹ <https://go-goals.org>

²² www.climateinteractive.org/programs/world-climate

²³ <https://gamethegoals.com>

- If participants create theatre or musical pieces, you can use the same process by hosting a show where each participant or group performs the piece, briefly describes what they learned, and participates in a short discussion.

Lightening design ideas jam

As a facilitator, you can create a short, fun, and informative presentation about the main topic of your jam to present to the participants. Create the presentation before the workshop and present it to the group. If you don't have a presentation, you can show a relevant video or just spark a conversation about the key topic of climate change. You can then ask the group how the presentation, video or topic fits with what they learned about belonging, resilience, and sustainability.

Next, explain that you will run a lightening design jam. The [lightening design jam website](#)²⁴ describes a step-by-step process for how to run a lightening jam with groups of 6-8 people. As described online, the design jam process includes the following "steps:

1. Start with things that are working
2. Capture all the problems
3. Prioritize problems
4. Reframe the problems as standardized challenges
5. Ideate without discussion
6. Prioritise solutions
7. Decide what to execute on
8. Make solutions actionable"

Once each group and run through the lightening design jam process, invite the participants back to the larger group. Have each group present the problems, discussion, solutions, ideas, and strengths they have for action that they discussed during the jam session.

Turn ideas into opportunities

After the groups present their ideas, ask each group to:

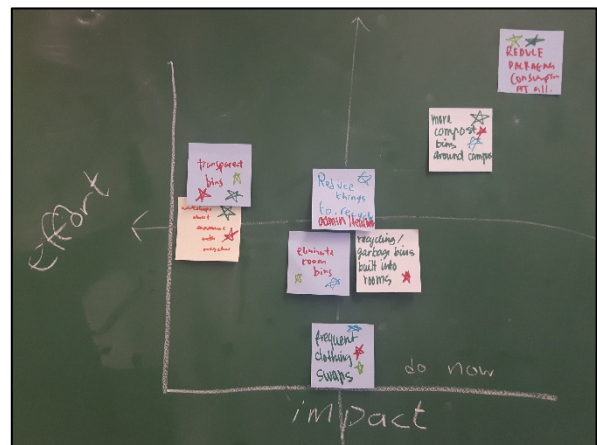
1. Translate all the ideas that they came up with onto sticky notes (even small ideas);
2. Post the ideas up on a wall;
3. Group similar ideas together;
4. Take a photo of the ideas;
5. Ask the participants to review the ideas and ask questions of each other for clarification;
6. Have the participants vote individually of their top 2-3 ideas (depending on the size of the group). This can be done with checkmarks; and
7. Identify the top ideas of interest by the group to move to an action map.

²⁴ Ideas: www.invisionapp.com/inside-design/lightning-design-jams

Map Ideas for Action

Creating a visual map to help you prioritize the ideas the group wants to (or are able) to act on first. One way to do this is to ask the participants to create a map highlighting **effort** and **action**. Ask the participants to move their top ideas for action into the quadrant that they think will have:

1. High effort; high impact
2. High effort; low impact
3. Low effort; high impact
4. High effort; low impact



The exercise can help the group to decide the actions they might want to start first (i.e., those with high impact and low effort).

If you are bringing adult allies into the workshop, after the group has agreed to the mapping, ask them to rejoin the groups that they were in during the lightening design jam. Here, they can discuss the ideas presented by all the group to decide which ones could benefit from the support of adult allies, including knowledge, resources, contacts, etc. that they might need. Prepare to bring these to the attention to ideas jam with adult allies in the **Ignite Partnerships: Ideas Jam** section.

If you will not be bringing in adult allies, move to the **Ignite Partnerships: Support Needs Jam** section.

Ignite Partnerships

Option 1: Ideas jam with adult allies: a brainstorming session

If it would help the group in their climate action planning and action, this is the time where invited adults can join the workshop as allies to participate in an ideas jam brainstorming session. The intention for their involvement is twofold. First, it is for them to listen to what the participants have learned and wish to share; and second, it is for them to explore – with the participants – ways in which they can support translating participants’ ideas into action. Before the workshop, you can prepare the adult allies for this session with a clear “ask” for them to come with ideas for future partnerships, collaborative action planning, and access to resources, networks, and connections to other knowledge holders, advocates, and relevant local initiatives.

To begin this session, ask participants to share their ideas posted to the action map they created. Be sure the ideas are fully explained, including what you would need from adult allies to help in achieving the different actions (for instance, resources, connection to government, etc.). After the sharing, facilitate a dialogue where the participants and adult allies to discuss the different ideas. Be sure to record the discussion so participants can incorporate the ideas into their action plans or have the information available to access and use after the workshop.

Option 2: Ignite Partnerships: “support needs” jam

If you run the workshop without bringing in adult or peer allies, this is a time that you can run a short session to identify any particular needs for support that you might need; and address those as time

allows. You can do this through a session where you brainstorm all the different people who the participants could partner with in their efforts. You can also use the time for specific action. For instance, if you identify that one of the key ideas the group wants to address would benefit from support by local politicians, you could work with the participants to write an email to them asking to meet.

Option 3: You can also choose to move from the mapping directly to the Ignite Youth Action section if you want more time for participant action planning.

Ignite Youth Action

It's now time for the group to create action plans. The group can create these plans as individuals or small groups (depending on the makeup of the group and whether those participating are doing so as representatives of other groups). Once participants are organized, invite them to explore and answer the following questions. Ask them to write these down so that they can take the knowledge generated home with them. Be sure also to take a photo or copy their plans – as long as it's okay with them – to have those plans as part of the workshop record.

The information can also identify ways in which you, as the facilitation team, might be able to support participants in turning their ideas into action. For the climate action planning, ask them to describe the following based on what they learned from the day.

If possible, each idea should have a different action plan to respond to each of these questions to help move it from idea to action:

- What do you want to do (keeping in mind the local content and culture)?
- Why do you want to do it?
- How do you want to do it?
- When do you want to do it by?
- Who do you need to help you do it?
- What is the first step you can do next week to start of this idea?
- What are the other steps that need to happen to make this a reality?
- How can you keep yourself motivated towards this goal?

Close the workshop

- Design a debriefing activity to close the workshop.
- Before you do the final activity, ask for participant feedback with questions that explore their experience, what worked and didn't, what they would like next time.
- As appropriate, take a group photo and give youth certificates of participation.²⁵
- Close the workshop. To do this, here are a couple ideas:

²⁵ www.educationworld.com/tools_and_templates/award-certificate-templates

- [Human statue](#)²⁶
- Check out: Have participants circle up as one big group and “check out” by saying:
 - Their name
 - One surprising/entertaining/useful thing they learned
 - How they are feeling
 - And end by saying, “and I’m out!”

The closing activity should reflect the context and culture. For instance, you could include a close that is in a circle or an Elder blessing to end the workshop.

Step 4: REFLECT & ACT

Explore what you have learned

One valuable way to reflect is to ask participants to evaluate the workshop. For instance, this might be as simple as asking

- What did you learn that surprised you the most?
- What did you feel in doing the activities?
- What would you change, if anything?
- What would you most want to keep for future workshops?

These questions can help you as a facilitator in knowing what to change for doing the workshop again in the future. You can develop your own questions depending on what you want to learn and why. You should only ask participants to give feedback that you will use in respect of their participation and time.

Support each other to act

The *Youth Activating Youth for Climate Action* workshop is designed to connect participants to each other and to adult allies to spark ideas for further action. So much is already happening in communities around climate action that can be shared in this workshop. Take time to research local, regional, national and international organizations supporting youth that you can share with the workshop participants. For instance:

- [3% project](#)²⁷
- [Climate Action Youth Ambassadors Canada](#)²⁸
- [SEED Indigenous Youth Climate Network](#)²⁹

²⁶ www.socialjusticetoolbox.com/activity/human-statue

²⁷ <https://3percentproject.com>

²⁸ www.facebook.com/IndigenousCAYAC

²⁹ www.seedmob.org.au

- [Youth for Climate Change Indonesia](#)³⁰

You can learn from and also join international networks and groups:

- [Children and Youth constituency to United Nations Framework Convention on Climate Change \(YOUNGO\)](#)³¹
- [FridaysforFuture](#)³²
- [SchoolStrikeforClimate](#)³³
- [UN Major Group for Children and Youth](#)³⁴
- [Youth Climate Leaders](#)³⁵
- [Youth for Climate](#)³⁶

There are also multiple resources for youth that can help you advocate for positive change in your communities. As two examples:

- [ACLU: Stand Up Speak Up - A tool for youth activists](#)³⁷
- [UNICEF: Innovation Labs - A Do-It-Yourself Guide](#)³⁸

Educate adults about meaningful youth engagement

In the participant action plans, youth may design actions where they would like adult support. In reaching out to adults, you can share this section to connect them to what it means to meaningfully engage youth in mutually beneficial Youth-Adult Partnerships (YAPs).

Mutually beneficial YAPs include:

- A commitment to meaningful engagement,
- Adequate resources and knowledge,
- An understanding of effective facilitation, and
- Prioritizing and valuing diversity and inclusion.

What is meaningful youth engagement?

Fostering meaningful engagement requires taking the time needed to build respect, trust, and cooperation and a willingness to be led by youth in the design of strategies, programs, and policies. It also requires an understanding of how and why youth engage, where they engage, as well as potential barriers that may hinder inclusive and active participation of youth or specific sub-groups of youth in a community. Seeing youth engagement through this lens can be especially valuable for adults who are less familiar with working with youth.

³⁰ <https://yfccid.wordpress.com>

³¹ www.youngo.uno

³² www.fridaysforfuture.org

³³ www.schoolstrike4climate.com

³⁴ www.unmgcy.org

³⁵ www.youthclimateleaders.org/?lang=en

³⁶ www.youthforclimate.com

³⁷ www.aclu-tn.org/stand-up-speak-guide-youth-activists

³⁸ www.unicef.org/videoaudio/PDFs/Innovation_Labs_A_Do-It-Yourself_Guide.pdf

Engaging youth in climate-related decision-making and actions can generate multiple benefits for youth by increasing confidence, strengthening peer groups, and fostering a sense of belonging. It can also help youth by supporting them to develop new knowledge and skills and providing opportunities for them to actively contribute to strengthening their communities and building strong networks.

Meaningful youth engagement is not only a good thing to do, it is a Right.³⁹ As citizens, youth have a right to be heard and to have their voices respected and their ideas enacted in ways that directly benefit youth. Meaningful action is often long-term and starts with listening to youth as a starting point for building respectful relationships and influential exchanges between youth and adults. Building youth agency through their own involvement and action is recognized as critical.

In the context of climate change action, meaningful participation recognizes youth as partners in preventing and preparing for disasters, mitigating the most extreme effects of climate change, and promoting climate adaptation. It means working with youth in ways that support their capacities and opportunities to shape conversations, influence decisions, and implement bold climate action strategies.

Meaningful youth engagement is active, multidimensional, and an outcome of differing degrees of involvement and influence including consultative, collaborative, and youth-led activities.⁴⁰

While organizations can desire youth engagement, too often decisions have already been made. It is important in any partnership to make sure respectful exchange can happen. Activities should also

Resources on meaningful youth engagement for you and adult allies

- [Actions for Children and Youth Resilience - Guide for Governments](#)
- [Adolescent and Youth Participation](#)
- [Child-Friendly Feedback Mechanisms](#)
- [Child Participation Assessment Tool & Indicators for Measuring Participation](#)
- [Child Participation in Local Governance - A UNICEF Guidance Note](#)
- [Conceptual Framework for Measuring Outcomes of Adolescent Participation](#)
- [Forging Youth-Adult Partnership on the Board](#)
- [Involving Young People in Civic Matters](#)
- [Peers and Partners: Empowering Children to Take Civic Action](#)
- [Supporting children's rights and capacities to self-organize](#)
- [Youth Leadership, Participation and Accountability 2.0 Youth Engagement Toolkit](#)

According to [UNICEF](#), meaningful youth engagement means that:

1. Participation is transparent and informative
2. Participation is voluntary
3. Participation is respectful
4. Participation is relevant
5. Participation is child friendly
6. Participation is inclusive
7. Participation is supported by training
8. Participation is safe and sensitive to risk
9. Participation is accountable

³⁹ www.ohchr.org/en/professionalinterest/pages/crc.aspx

⁴⁰ www.unicef.org/adolescence/files/Conceptual_Framework_for_Measuring_Outcomes_of_Adolescent_Participation_March_2018.pdf

acknowledge and be responsive to power dynamics, social stigmas, and inequities. The process of an activity has a significant impact on results and requires a clear understanding of the desired outcomes by everyone involved.

It is important for adults to determine the level and style of engagement they are realistically able to implement based on their time, capacity, and funding. This is especially true when engaging youth living in vulnerable situations. Creating safe and brave spaces where they feel they belong is a first step towards greater youth engagement.⁴¹ Meaningful engagement not only strengthens young people's sense of belonging in a community, it builds their understanding of and capacity for active citizenship in a community. In other words, *how* adults engage youth is as important as *why* and *who*.

⁴¹ www.gov.pe.ca/photos/original/eecd_YETOOL_E.pdf

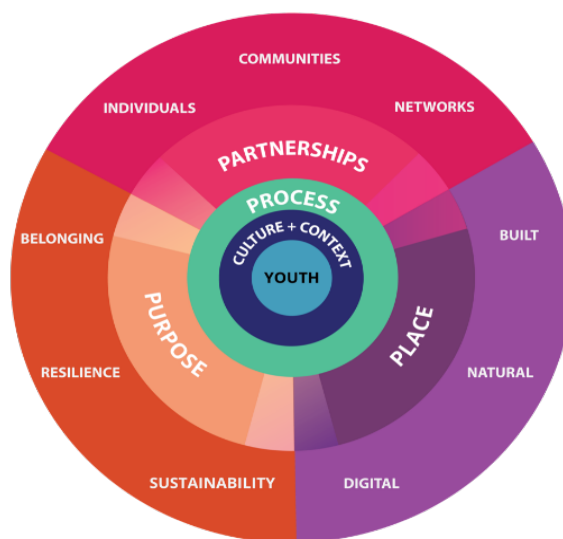
PART 3: WORKSHOP FRAMEWORK & FORMS

- RbD Lab 4P Framework Page 29
- Workshop action plan form Page 33
- Workshop permission form Page 34

RbD Lab 4P Framework principles and concepts

You have already been introduced to the principles and concepts underlying the 4P Framework, but we thought we would also share it in more detail:

Youth are at the centre of the 4P Framework as key stakeholders in climate-related decision making. This focus promotes efforts that not only benefit youth and strengthen their own agency but are inclusive of and responsive to youth in ways that translate their ideas into concrete action. The 4P Framework respects and promotes all youth as creative, innovative citizens with valuable knowledge to share in the context of their own lives and within their larger networks and communities.



The 4P Framework recognizes that each individual, organization, and community (whether geographic or a subpopulation within a community) has a unique **culture** and **context**. Recognizing the uniqueness of these features affects what and how activities and actions will be designed in your climate change workshop, and how, ultimately, they achieve the desired benefits, impacts, and outcomes the youth desire in their climate action plans.

- **Culture** describes the beliefs, customs, norms, behaviors, languages, and assumptions acquired through social learning and the unique ways of working and knowing that exist in differing contexts.
- **Context** describes the unique background and circumstances of people living in a specific geographic region based on their history, culture, economy, geography, governance, social support structures, relationships, prior disaster experience, etc. The 4P Framework recognizes that all youth engagement efforts operate through this nexus of culture and context, which, in turn, shapes the four principles of process, partnerships, place, and purpose.

The **Process** principle promotes activities and actions that stimulate and strengthen youth agency and engagement in culturally and contextually sensitive ways. The focus on process recognizes that the *how* of actions is as important as the *what*. This principle invites a consideration of the contextually specific advantages and challenges that youth face in all aspects of their lives. It encourages youth and their adult partners to explore how to co-create and leverage opportunities for building youth resilience through activities and actions that are youth-informed, youth-friendly, and youth-driven where possible.

This principle promotes processes that are ethical, safe, sensitive, relevant, and acknowledging of and responsive to power dynamics, social stigmas, and inequities. These inequities can be due to age, race, ethnicity, culture, gender, class, abilities, sexual orientation, and other social identity categories. The principle includes the recognition that processes can have a significant impact on results (they may be potentially transformative in and of themselves) and thus require a clear understanding of the desired outcomes. A focus on process also requires the identification of how much time, space, and resources will be required to achieve those outcomes.

The **Purpose** principle promotes activities and actions that are meaningful to youth in their unique communities (however they define them) and shifts programs or policies that are harmful or not beneficial for youth. A focus on purpose is to consider action plans that contribute to their and their communities' capacity to anticipate, confront, withstand, and recover from challenges they encounter as the climate changes. The principle aims to strengthen youths' sense of belonging and resilience in sustainable ways. Belonging is tied to individuals feeling valued. Resilience is about youth being able to cope with disruption and change through their own agency. Sustainability ensures activities support practices that advance economic, environmental and social development, with a focus on the Sustainable Development Goals (SDGs).⁴²

- **Belonging:** Having a sense of belonging or acceptance to a group or space supports a sense of being valued, and can support youth managing difficult emotions (e.g., loss, stress). Validating young people's ideas, contributions, and concerns can build a sense of belonging and trust. A focus on belonging also includes identifying the places where youth can go to feel safe, brave, supported, connected, and confident while navigating their unique roles and responsibilities in their communities.
- **Resilience:** Having the capacity individually and within a wider community to anticipate, adapt to, learn from, and even grow from adversity, challenges, stress, and trauma. Many people, including youth, demonstrate resilience: behaviours, thoughts, and actions that include flexibility, accepting that change is a part of living, nurturing a positive orientation, setting goals and working to accomplish them, and learning from experience. A focus on resilience includes nurturing these attitudes and capacities and identifying and addressing the contexts and root causes that create vulnerable situations (e.g., poverty, inequity, exclusion, racism, etc.).
- **Sustainability:** Ensuring initiatives and programs maintain and advance the environmental, economic, and social wellbeing of youth and their communities now and in the future – with particular attention to the Sustainable Development Goals (SDGs). A focus on sustainability promotes long-term engagement and solutions that are inclusive, especially for youth facing disadvantage or marginalization in a community.

The **Place** principle promotes activities and actions that respect and respond to the connection youth have to the physical and symbolic meanings of place (e.g., house versus home). After a disaster event, this includes the implications unique to youth experiences of attachment, loss, and renegotiation that can occur. Focusing on place is to prioritize climate actions that support or create spaces where youth find purpose and meaning, build relationships, create a sense of belonging, and strengthen their resilience.

⁴² www.un.org/sustainabledevelopment/sustainable-development-goals

- **Built:** A focus on built environments – physical and material places – captures the need to understand young people’s relationships with and requirements for spaces that offer them a sense of belonging, especially for those most at risk before and after disaster. Attention on built environments means deliberately planning for and responding to disruptions that alter access and accessibility to places that can support youth in their recovery and resilience.
- **Natural:** A focus on natural environments – places that developed naturally rather than those that are constructed – recognizes disaster risk reduction (DRR), recovery, and climate actions require planning for and responding to the sense of trauma, loss, and grief youth might experience when natural landscapes of a place are altered or destroyed (e.g., forests, rivers, lakes, wildlife, etc.). It acknowledges that youth may have deep connections to nature that are cultural, symbolic, or activity based. This is especially the case among groups who hold historic, spiritual, intergenerational, and traditional connections to land (e.g., Indigenous communities).
- **Digital:** A focus on digital spaces recognizes that youth communicate and connect through technology in unique ways. The concept recognizes that digital spaces can cause harm or create barriers, as well as inform and engage youth in ways that are otherwise impeded by physical infrastructure and time constraints (e.g., social media, website, mobile messaging, etc.). It promotes working with youth to create youth-friendly digital spaces as opportunities for disaster-focused, safe spaces to emerge. Such spaces can build collective meaning and engagement as well as supporting offline mobilization efforts.

The **Partnership** principle promotes activities and actions that convene and connect stakeholders and knowledge holders in ways that support youth, their families, and their communities to act on climate change. This principle highlights the proactive inclusion of youth in collaborative, respectful, and mutually beneficial relationships between individuals (inclusive of youth), communities, and networks across diverse sectors and disciplines. The principle promotes the identification and advancement of existing and emergent collaborations that generate opportunities for youth to explore, uphold, promote, and act upon their own ideas in culturally responsive, reflexive, and relational ways. The principle places a focus on building and strengthening Youth-Adult Partnerships.

The principle promotes an inclusive and systematic approach that recognizes that individual youth and adults are connected to multiple, diverse peer groups and communities. A focus on partnerships across diverse sectors and disciplines builds on the rich history, existing capacities and abilities, and connections that community members have. It also allows you to more effectively identify potential barriers to be addressed for implementing climate action.

- **Individuals:** The emphasis on promoting partnerships with individuals starts on the premise that every individual is an expert in their own disaster preparedness and recovery. Each person can provide a unique understanding of their own experiences, strengths, vulnerabilities, and capacities. A focus on individuals specifically prioritizes youth as innovative and creative agents of change with the right to participate in decisions that directly affect them.
- **Communities:** The emphasis on promoting partnerships with communities recognizes the strength that comes from people working together towards a shared goal. It promotes collaboration with formal groups (e.g., not-for-profits, social profits, schools, faith groups, institutions, governing bodies, industry, public and private sector organizations, etc.) and

informal groups (e.g., mentors, family members, peers), and others who engage with and support youth.

- **Networks:** The emphasis to align with networks builds on the strength of existing community collaborations (e.g., coalitions, associations, working groups, youth councils, clubs, peer groups, task forces, boards, committees, etc.). Promoting network collaboration includes identifying, creating, and supporting opportunities for new formal and informal groups to emerge at programmatic, research, and policy levels (e.g., youth advisories, youth volunteer corps, social media movements, etc.).

Workshop: action plan form

- What do you want to do (keeping in mind local content/culture)? _____
- Why do you want to do it? _____
- How do you want to do it? _____
- When do you want to do it by? _____
- Who do you need to help you do it? _____
- What is the first step you can do next week to start of this idea? _____
- What are the other steps that need to happen to make this a reality?

- How can you keep yourself motivated towards this goal? _____

Workshop: participation permission form

Prior to involving youth or adults in a workshop, it is important that they consent to participate. Informed consent relies on participants knowing what the workshop is about, who is hosting it and why they are being asked to participate, what their participation means, what the intended outcomes and outputs of the workshop will be, and whether there are any risks to participating. On the next page is a sample permission form for you to adapt to your local context. Note that for some organizations and universities, the permission form may need to be part of an ethics approval process. Be sure to check on ethical protocols in the context in which you are working.

Consent Form: 4P Framework Climate Action Workshop: DATE

Introduction

You are being invited to participate in a workshop called *Youth Activating Youth for Climate Change* (at LOCATION) facilitated by NAME as a workshop participant. The workshop is being hosted by ORGANIZATION NAME. *(If it is part of a specific project, list it here).*

Youth Climate Action

Youth Activating Youth for Climate Action is a 1-day awareness-raising and ideas-generating workshop. It is designed as a “first-step” in a longer engagement process to ensure your views are included in local climate decisions and plans that affect your lives today and into the future. Through games, art, activities, and dialogue, the workshop offers a space to connect with your peers who are passionate about climate action so you can learn, explore, and generate ideas for change together.

Consent

For the workshop, please choose the boxes that you agree with:

- I fully consent to be part of the Youth Activating Youth for Climate Action Workshop.
- I agree that my first name can be used in connection with any written, visual, or photographic data related to me. I understand that permission to use my name can be withdrawn at any time by contacting NAME AND EMAIL, and that the organization will withdraw wherever it is able to do so.
- I agree to allow ORGANIZATION to publicly make use of any photographs, video, writings, discussions, or visuals generated directly or indirectly in connection with this workshop, and as research data (INCLUDE THIS LAST PART IF NEEDED). I release the ORGANIZATION NAME from all claims, demands, and liabilities whatsoever in connection with the above.
- During the workshop, photos and/or video may be taken to document the event. I agree that any digital media taken of me during the workshop can be used by ORGANIZATION to highlight climate change action activities on their websites, in social media, publications, or presentations.

Please sign for consent:

_____	_____	

Signature	Printed Name	Date

Parent/Legal Guardian if participant is younger than 18 years of age:

_____	_____	

Signature	Printed Name	Date

If you have any questions, please contact NAMES/EMAIL. If the project is related to academic research, you will need to include the ethics information here of who to contact at the university in connection to the project. Most universities will have text for you to use.



The *Youth Activating Youth for Climate Action* workshop is based on the principles of the Resilience by Design Lab 4P Framework. The workshop and framework draw on multiple youth-centric, disaster- and climate change-related projects with youth and community partners⁴³ – especially *Youth Voices Rising* funded by the Canadian Red Cross, *Gen Z and Climate Change* funded by the Social Sciences and Humanities Research Council (SSHRC) of Canada, and Youth Creating Disaster Recovery and Resilience (YCDR), also funded by SSRHC. They draw on youth insight and participation in the projects, as well as the observations, experiences, academic study, and theoretical grounding of RbD Lab team members and their work in disaster contexts in Canada and around the world. The guide reflects wise practice principles and concepts of youth engagement and promotes Youth-Adult Partnerships as a critical driver for strengthening youths’ sense of belonging and resilience in the context of sustainable development. We sincerely thank everyone involved!

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⁴³ www.resiliencebydesign.com/projects