



Climate Virtual Exchange: Enhancing Climate awareness  
in Europe and the South Mediterranean Area

## D3.3 Revised Process Framework: Virtual Exchange 'Climate Justice'



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## About CliVEx

The overarching goal of CliVEx - Climate Virtual Exchange: Enhancing climate awareness in Europe and the Southern Mediterranean Area, is to enhance intercultural dialogue between students from Europe and the Southern Mediterranean area on the topic of climate change.

## Consortium members

- UNIMED, Mediterranean Universities Union, Italy – coordinator
- SPF, Sharing Perspectives Foundation - The Netherlands
- SOLIYA, Association Soliya Tunisia - Tunisia
- UNIPD, Università di Padova - Italy
- ANNU, An-Najah National University - Palestine
- LIU, Lebanese International University - Lebanon

More at <https://clivex.eu>



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## Executive Summary

Deliverable 3.2 “Process Framework Virtual Exchange ‘Climate Justice’” presents a framework for Virtual Exchange facilitators to support the dialogue sessions they facilitate. While the course structure, curriculum and assignments are equal to all participants, the dialogue process is tailored to address the needs of every separate dialogue group. Through this framework, facilitators are supported to ‘read’ the stage in which their groups are in, to allow them to then tailor the in-session activities to the needs of that group. Specific activities for specific purposes are presented in the activity bank of this document.

The 3.3 Process Framework deliverable has been updated throughout the programmes progress and is thus the improved and revised Process Framework compared to the D.2.2 Process Framework.

Document Information	
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1.0	SPF	08.06.2026	First version of the deliverable

# Climate Justice: From Inequality to Inclusion

***GROUP PROCESS FRAMEWORK BY THE SHARING PERSPECTIVES FOUNDATION***

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## CLIMATE JUSTICE: FROM INEQUALITY TO INCLUSION

Throughout this course, groups are expected to go through stages or phases of dialogue as trust is built and engagement deepens. As facilitators, you act as pivotal guides to help your groups to advance through their unique group process. This framework is intended to aid you in your role as a facilitator as you actively assess and respond to the needs and progression of your group towards the goals of this intercultural dialogue.

The six stages, elaborated below, build on one another and sequence the movement in the intergroup dialogue from group beginnings to confronting differences to dealing with hot topics or difficult questions and to considering or taking action. However, please do note that these stages are not a 'blueprint'. Thus, not every group goes through these stages at the same speed or with the same linearity. Setbacks, breakthroughs, jumping around, slow but steady progression, and even not going through all of the stages are all normal and will depend on your distinct group dynamics. As a facilitator, it is crucial that you 'read' your group and understand what stage they are in, so you can act and adapt accordingly to the group needs and conditions.

### INSTRUCTIONS:

1. With your co-facilitator, evaluate which stage your group is in based on its description and objectives and determine how to best meet their needs.
2. Open the right week's session plan outline:

<a href="#">Week 1</a>	<a href="#">Week 2</a>	<a href="#">Week 3</a>	<a href="#">Week 4</a>	<a href="#">Week 5</a>	<a href="#">Week 6</a>	<a href="#">Week 7</a>	<a href="#">Week 8</a>	<a href="#">Week 9</a>	<a href="#">Week 10</a>
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3. Fill in the blanks in the session outline to create your own session plan based on your group's stage using the corresponding activities, starters and methods suggested, or your own good judgement.
4. Review the Resource Responses submitted by your participants to get an idea of what they're most interested in, and incorporate any questions they might put forward for group discussion into your session plan. (You will not need to grade these until after the session).
5. Have a great session!
6. Grade participant assignments and attendance on the platform immediately following your session. You should be grading the Resource Responses for the current week and the Reflection Journals and (late) Resource Responses for the previous week.
7. Fill in your group's session notes within 24 hours of completing your session.
8. Within 48 hours of completing your session, send your group a session summary email.

## INTRODUCTION TO THIS GROUP PROCESS FRAMEWORK

### THE GROUP PROCESS FRAMEWORK AND VIRTUAL EXCHANGE PEDAGOGY

This course is built upon the pedagogical framework of Virtual Exchange (VE). VE aims to create spaces for effective collaboration through sustained dialogue, which fosters healthy group formation processes. Virtual exchanges explicitly aim to bring together people from across lines of difference in order to support a culture in which diversity is appreciated. Specific competences that support this culture and can be developed as a result of Virtual Exchange should include intercultural communication, intercultural understanding, and empathy, which positively contribute to group formation and relationship development.

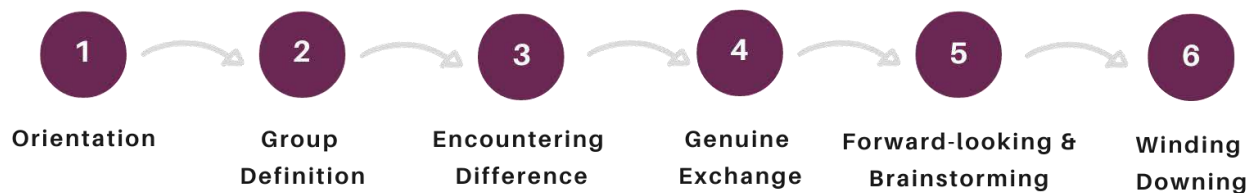
Virtual exchanges vary depending on the goals, length and structure of the exchange. There are, however, several fundamental tenets they share which contribute to their impact and success.

- Exchanges are sustained over an extended period of time.
- Exchanges are designed using a process-oriented approach.
- This process does not happen on its own. Virtual exchanges are guided by trained dialogue facilitators whose role is to serve as process leaders, as they are critical to ensure and enable the group to work cooperatively and effectively.
- An effective virtual exchange process includes both structured elements (activities, assignments, etc.) and unstructured free-flowing discussion.
- Opportunities for reflection are embedded in each stage of the exchange.

→ [Click here](#) for a more detailed description of these tenets.

## GROUP STAGES AND OUR GROUP PROCESS FRAMEWORK

The Sharing Perspectives Foundation (SPF), informed by scholars including Tuckman and Wheelan, has identified six stages that groups typically pass through during their group development process. We have developed a Group Process Framework (GPF) which will help you recognize, at any moment during the exchange, which stage your groups are in and how to meet their needs and help them progress. This Framework can provide an overall structure to follow for session planning, setting goals or objectives, managing group dynamics and more. *Sharing Perspectives Foundation's Group Stage Model:*



### **STAGE 1: Orientation**

Participants begin to form early impressions about the exchange, the online space, and fellow group members. The intentions and commitment of group members begin to be established. Group trust and comfort in the online space is typically low.

### **STAGE 2: Group definition**

Participants begin to see themselves as part of the group. Similarities and common interests are identified and explored. Roles in the group become defined. Different levels of motivation become apparent. Trust begins to develop and bonds between group members start to be formed.

### **STAGE 3: Encountering difference**

The group continues to build cohesion and trust. Different power dynamics become more apparent. The group starts to name the differences between them, and to cautiously address the issues that divide them.

#### **STAGE 4: Genuine exchange**

Trust is high. The group realises that good communication and cooperation arise from expressing themselves openly, critically examining their own thinking process as well as that of others, and sincerely listening to one another. Relationships based on mutual understanding and empathy become possible.

#### **STAGE 5: Forward-looking Brainstorming**

The group moves towards future and solutions-oriented discussions. Participants brainstorm how to build on and employ their newfound skills in their lives, work and local community.

#### **STAGE 6: Winding Down**

The group reflects on all that they have learned and accomplished together throughout the exchange, as well as the relationships they have formed. They decide how they want to remain in touch and in collaboration as a group. They finish by saying goodbye and expressing their gratitude towards the group for the experience.

## **HOW TO USE THIS GROUP PROCESS FRAMEWORK**

- Prepare for your session by drafting your session plan for that week. Each session plan should include discussion guides, activity instructions, and suggestions for that week or stage. Use the Stage Model in this Group Process Framework to help you assess where your participants are in their group process and identify group dynamics. You can then look at the tips, strategies and activities listed in that stage to get ideas about what you could incorporate into your session plan that would best address their needs and help them progress.
- SPF's Group Stage Model and GPF are not intended to be exact blueprints. Every group is different, and not all will experience the same linear process. Setbacks, breakthroughs, jumping around, or slow but steady progression are all normal and will depend on a group's distinct dynamics.


STAGE 1: Orientation	Process - "How"	Content - "What"	Facilitator Role	Risks/ Challenges
<p>→ First impressions: members of the group begin to form early impressions about the exchange, the online space, and fellow group members.</p> <p>→ There is often a mix of excitement, curiosity, anxiety, and ambivalence as group members orient themselves in an unfamiliar context.</p> <p>→ Group trust and comfort in the online space is typically low.</p>	<p>Group members begin to form a sense of ownership over the group process.</p> <p>Foundations are laid for future relationship and trust building.</p> <p>Group members become more comfortable engaging in the online medium.</p> <p>Group members practise dialogue skills in a first group discussion.</p>	<p>Provide information about the course</p> <p>Clarify the meaning of "dialogue" vs other forms of discussion</p> <p>Establish rules, norms, and guidelines.</p> <p>Begin identifying the group's needs, interests, and expectations.</p> <p>Establish technology etiquette; are cameras on? Do you put yourself on mute when not talking? Are there any non-verbal signals we can use to improve our communication or use of the platform?</p>	<p>Reduce uncertainties with regard to the process, group members, technology, modes of interacting, and expectations.</p> <p>Model openness and genuine interest in learning about group members</p> <p>Throughout this stage, find moments to clarify your role as a facilitator, make the point that this is <i>their</i> group, they are the drivers of the process, and that you hope they will take leadership in formulating questions for each other and developing the agenda for the course topics. As the course progresses, your aim is to hand the reins over to them more and more, until they are facilitating the group on their own.</p> <p>Ensure that there is equal participation. This will set a precedent for future sessions.</p> <p>Be prepared to answer questions about the course or explain where they can find further information about its requirements for successful completion, etc.</p>	<p>💡 Make sure that you have fast internet, working devices, and know the platforms you're using well. Avoid and anticipate tech issues, for yourself as participants.</p> <p>⚠️ It is very likely that you will have technical and attendance/timeliness issues in the first sessions.</p> <p>💡 Encourage participants to join at least 10 minutes early for the first session so that they have time to address any tech problems they may face. Familiarise yourself with solutions to some of the most common tech problems they are likely to face.</p> <p>💡 Reassure participants that these problems are normal and provide tips and resources to help them navigate the technology.</p>
<p><b>Activities / Methods</b></p> <ul style="list-style-type: none"> <li>+ <a href="#">Introducing the virtual exchange course</a> <ul style="list-style-type: none"> <li>○ Distinguishing dialogue from debate and discussion</li> <li>○ Expectations/concerns</li> <li>○ Setting group norms and ground rules</li> </ul> </li> <li>+ <a href="#">Introductions &amp; Icebreakers</a></li> <li>+ <a href="#">Terminology activity</a> to generate meaning about key terms</li> <li>+ <a href="#">Content &amp; Process Reflection Activities</a></li> <li>+ <a href="#">Climate Activities</a></li> </ul> <p><b>Facilitator Resources</b></p> <p><a href="#">How to manage tech issues</a></p>				



To move from stage 1 to stage 2, participants should have their curiosity piqued, and their anxiety allayed enough to keep them coming back to sessions with a willingness to continue engagement. Uncertainty with the people in their group, the process, and the modes of participation should be reduced.


STAGE 2: Group definition	Process - "How"	Content - "What"	Facilitator Role	Risks / Challenges
<ul style="list-style-type: none"> <li>→ Participants begin to see themselves as part of the group. Similarities and common interests are identified and explored.</li> <li>→ Trust begins to develop and bonds between participants start to be formed.</li> <li>→ Individuals may adjust their framing of their feelings, ideas, attitudes, and beliefs to maintain group harmony. Participants may carefully choose their words, and seek to 1) avoid highlighting differences, 2) appease</li> </ul>	<p>Relationships are strengthened through self-disclosure, by sharing personal information, one's interests, likes and dislikes.</p> <p>Encourage appreciation of the assets and experiences that each group member brings to the room.</p> <p>Value all participants' voices as integral to the whole, thereby helping them feel more committed to the group and process.</p> <p>Continue to build participants' comfort in engaging in an online medium.</p>	<p>Increase awareness of participants' individuality; introduce the idea of multiple social group memberships and identities.</p> <p>Reflect on how identities influence thinking and opinions.</p> <p>Explore participants' relationships with key topics, focusing on their lived experiences.</p>	<p>Continue fostering group bonds through relationship-building exercises.</p> <p>Continue to foster group ownership. Encourage them to see themselves as (1) part of a group, and (2) drivers of their group's process.</p> <p>Push participants to think critically. One way to do this is to encourage them to self-reflect, and consider the roots of their own perceptions before digging into their peers' perceptions.</p> <p>Focus on dialogic methods that encourage equal participation, active listening, self-disclosure, and self-</p>	<p>⚠️ Avoid having 'theoretical' discussions in which those with more background information on a certain topic are seen as the experts and those with less feel like they have nothing worthwhile to contribute.</p> <p>💡 Bring the focus of a topic-based discussion to participants' personal opinions and experiences. Everyone's an expert in their own individual experience and contexts, and this will help</p>

<p>each other or 3) cover any difference or tension between them with humour.</p> <p>→ People worry about how they will get their own opinion or positions heard, but don't want to create conflict. A need to appear as friends and non-controversial may result in excessive politeness.</p> <p>→ Roles in the group become defined. Different levels of motivation become apparent.</p> <p>→ Participants develop their preparedness for "tougher" or more sensitive discussions in later stages.</p>	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>+ <a href="#">Relationship Building Activities</a></li> <li>+ <a href="#">Identity activities</a></li> <li>+ <a href="#">Content &amp; Process Reflection Activities</a></li> <li>+ <a href="#">Starters &amp; icebreakers</a></li> </ul> <p><b>Methods / Tips</b></p> <ul style="list-style-type: none"> <li>+ Small group activities: pairs, trios</li> <li>+ <i>Quote walk</i>: Facilitators private chat everyone a different quote from the lecture/readings. Participants are given time to think about it. They are then asked to share their quote and their take on it.</li> <li>+ <a href="#">Three words</a></li> </ul>	<p>reflection.</p> <p>Model genuine interest in and appreciation of group members.</p> <p>Be aware of who are the most talkative and the least talkative group members. Notice if there are any power dynamics that might be causing this (i.e some are native speakers and some are not) and employ strategies to create equal participation.</p> <p>Focus on building a container for dialogue— a climate and a set of explicit or implicit norms that will permit people to handle hot button issues when they arise.</p>	<p>everyone feel more confident that they have something to bring to the conversation.</p>
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 *To move from stage 2 to stage 3, participants should see themselves as part of a group environment and be more willing to move out of their comfort zones and discuss more sensitive topics. Due to the traumatic experiences or volatile environments some of your group members may be in, take care that enough preparatory work has been done in forming relationships and building trust to allow for intensifying conversations.*

<p><b>STAGE 3: Encountering difference</b></p>	<p>Process - "How"</p>	<p>Content - "What"</p>	<p>Facilitator Role</p>	<p>Risks / Challenges</p>
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<p>→ In the process of working together, the group continues to build cohesion and trust.</p> <p>→ Discussions on more serious, controversial and emotionally laden topics become possible and desired.</p> <p>→ The group starts to name the differences between them, and address the issues that divide them. This stage is often characterised by increased emotion and difficulty empathising with some perspectives. Participants may find that others are not listening, and some people may still be less than completely open and honest. The conversation can sometimes go in circles.</p> <p>→ Frustration or disengagement might appear if the group is unable to move beyond shallow conversations in which they always agree and shy away from expressing their true thoughts or feelings.</p> <p>→ Different power dynamics become more apparent.</p>	<p>Encourage active listening and taking note of perspectives and perceptions different from one's own.</p> <p>Encourage thoughtful and sincere inquisitiveness.</p> <p>Ask questions that promote critical thinking and move the discussions towards deeper levels of thinking, feeling, and responding.</p> <p>Prompt the group to try to discover what underlies differences.</p> <p>Promote group ownership with meta-discussions on dynamics in the dialogue.</p> <p>Make it clear to the group that diversity in opinions is a good thing, and important to a healthy dialogue.</p>	<p>Explore the meaning of key terms and their impact on the group members' lived experiences.</p> <p>Build consciousness and understanding of how identities reflect systems of social power and resource allocation, and how this affects intergroup relationships.</p> <p>Explore differences and similarities of perceptions/ experiences of issues in this topic across and within social identity groups.</p>	<p>Once differences in views and positions begin to arise, responsive facilitation is crucial. Observe dynamics and model how to take the discussion deeper by looking at assumptions and personal experiences.</p> <p>Create a safe space, but also one in which group members can be challenged to go beyond their comfort zones.</p> <p>Discern power dynamics and help to bring balance accordingly.</p> <p>Use multipartiality to bring in missing points of view.</p> <p>Encourage participants to ask questions to each other - rephrase and reframe questions, responses, and topics as needed.</p> <p>When engaging in dialogue, discourage group members from stressing the rightness or wrongness of any position, and continue to differentiate dialogue from debate through modelling and reflection.</p> <p>When engaging in debate or managing a group that needs to find the best answer or solution to something, maintain a space in which every voice can be heard, everyone can stay on the same page, and there is a spirit of collaboration.</p>	<p>⚠ Some group members might be hesitant to voice concerns and opinions if they feel they might be controversial, sensitive or unpopular.</p> <p>💡 Use multi-partiality to bring in unvoiced perspectives. Help the group recognize the incompleteness of conversations that stay exclusively within their comfort zones and away from disagreement or emotional topics.</p>
<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>+ <a href="#">Conflict Resolution Tools</a></li> <li>+ <a href="#">Content &amp; Process Reflection Activities</a></li> <li>+ <a href="#">Methods</a></li> <li>+ <a href="#">Take A Stand</a> or <a href="#">Conflict Tree</a></li> </ul> <p><b>Methods / Tips</b></p> <ul style="list-style-type: none"> <li>- <i>Shocking statement:</i> Facilitators read a strong, shocking statement or quote from a famous person that may challenge many participants' experiences or beliefs. Participants start the dialogue by talking about how they interpret and what they think about the statement.</li> <li>- If your group is struggling with ownership, try <a href="#">participant pitches</a>.</li> </ul>				

 **Moving from this stage to the next requires interactions characterised by openness in both sharing and receiving information. To move from stage 3 to stage 4, participants need to feel comfortable and motivated to express their views frankly, and appreciate the differences within the group.**

STAGE 4: Genuine exchange	Process - "How"	Content - "What"	Facilitator Role	Risks / Challenges
<p>→ Trust is high.</p> <p>→ The group realises that good communication and cooperation arise from expressing themselves openly, critically examining their own thinking process as well as that of others, and sincerely listening to one another.</p> <p>→ Participants' focus shifts from trying to push their opinions upon the rest of the group to trying to understand others' perspectives. They also begin to explain their own point of view in a way that individuals from an "other side" can hear. Subsequently, relationships based on mutual understanding and empathy become possible.</p> <p>→ The participants self-manage disruptive conflict, especially if they have become self-aware of the group process and have internalised the idea of what a good discussion/dialogue entails.</p> <p>→ The group is being transformed into one organic body.</p>	<p>Participants take more active roles to drive the dialogue forward and display an increased sense of group ownership and solidarity.</p> <p>Increasingly honest and open dialogue, in which participants feel able to highlight challenges and explore more controversial topics to build understanding and resolutions.</p> <p>Participants display both empathy and curiosity in speaking, listening reflectively and asking exploratory questions.</p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>+ <a href="#">Content &amp; Process Reflection Activities</a></li> <li>+ <a href="#">Conflict Tree</a></li> <li>+ <a href="#">Conflict Resolution Tools</a></li> <li>+ <a href="#">Methods: Sharing circles, fishbowls</a></li> </ul> <p><b>Methods / Tips</b></p> <ul style="list-style-type: none"> <li>+ Sentence completion: Group members finish an incomplete sentence, such as "My gut reaction to this topic is..." or "The information that affected me most was..." Facilitators encourage group members to ask each other questions about their responses.</li> </ul>	<p>Self-reflection on the way they and others in the group think, and re-examining where their positions come from.</p> <p>Address the social tensions that reinforce the marginalisation of vulnerable groups.</p> <p>Explore national and community perspectives not represented in the room.</p>	<p>Stimulate deeper levels of thinking, feeling, and responding.</p> <p>Assume a less visible role and encourage group members to drive the discussions rather than you.</p> <p>Encourage reflection on the group's progress in getting to this point.</p> <p>Make the dialogue process explicit by using meta-discussions to increase participants' awareness and lead to more meaningful conversations.</p> <p>Push participants to explore how their identity impacts the way they view and approach the world, and how they communicate with those with different perspectives.</p> <p>Ensure all group members have the opportunity to genuinely re-examine and analyse pre-existing opinions and beliefs in a space in which transformation and reconsideration of existing views is possible.</p>	<p>⚠ Be aware of us vs. them dynamics. In-group cohesion isn't necessarily negative in itself, but it can be if it leads to othering/dehumanisation.</p> <p>⚠ If language like 'we,' 'you all' or 'they' arises, identify the terms and engage in a discussion about their use. Keep in mind that the group is also made up of individuals, not only a few groups.</p> <p>⚠ Be aware of cultural barriers to effective communication (high context/low context, power distance, indirectness, linearity-cyclicity, etc.)</p> <p>⚠ Virtual spaces are most conducive to low-context communication, or conveying meaning through direct and explicit verbal communication. High-context communication - communication that places emphasis on non-verbal and indirect cues - is more difficult to accomplish successfully.</p> <p>💡 Extra effort may need to be used to accommodate group members from cultures that use more high-context communication. If needed, consult with a coach on strategies to 'translate' between communication styles.</p>



If the group is ready to move from this stage to the next, they will be unsatisfied with ‘just talking’ and will naturally begin to have action-oriented conversations.

STAGE 5: Forward-looking Brainstorming	Process - “How”	Content - “What”	Facilitator Role	Risks / Challenges
<p>→Group discussions become future- and solutions-oriented, and there is a shift from dialogue to action.</p> <p>→As participants understand more about the personal and social costs of issues in the topic and their own enmeshment in these systems, many are moved to think about taking action and engaging in efforts at social change.</p> <p>→</p> <p>→Discussion switches to brainstorming on how this experience, and their newfound skills and social connections, could be built on, utilised and transferred outside the group context.</p> <p>→Group usually starts to feel that they want to share what they have learned with the larger community.</p>	<p>The group feels responsible to engage with difference collaboratively in this and future settings.</p> <p>Participants pay attention to building alliances and developing collaboration in and across different social groups.</p> <p>Group members develop a long-term interest in cross-cultural communication and engagement with different perspectives, values and cultures.</p>	<p>Reflect on opportunities for individual and collective action.</p> <p>Discuss processes they want to contribute to and their envisioned roles within it.</p> <p>Co-create potential solutions for challenges or issues they identified in the group.</p> <p>Explore a range of continuing learning opportunities and actions to combat stigmatisation and promote mutual understanding.</p>	<p>Inspire forward thinking. Encourage the group to not simply sit with what is, but to think collaboratively about what can be done.</p> <p>Highlight the groundwork the group has already laid for successful collaboration, and the diverse assets within the group that can be utilised.</p> <p>Allow time to explore how differences impact the participants’ relationships, and if relevant, invite them to problem-solve collaboratively about how societies can move forward despite these differences.</p>	<p>⚠ The structural and institutional obstacles for some or all group members to make the changes they may want to may be overwhelming and disheartening.</p> <p>💡 Highlight what they’ve already accomplished. Have an open conversation on obstacles and brainstorm ways to overcome them.</p>
	<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>+ <a href="#">Forward-thinking and Collaboration activities</a></li> <li>+ <a href="#">Relationship Building Activities</a></li> </ul>			

 ***Moving to Stage 6 from whatever stage preceded it provides closure to the course and this phase of the participants' collaboration. Be sure not to leave the group with a cliff-hanger, but allow them time to reflect and recognize what they've accomplished together.***

STAGE 6: Winding Down	Process - "How"	Content - "What"	Facilitator Role	Risks / Challenges
<p>→ This is the stage when the group says goodbye and expresses their gratitude towards the group for the experience and learning.</p> <p>→ The group reflects on all that they have learned and accomplished together throughout the exchange, as well as the relationships they have formed.</p> <p>→ Plans are made as to how they will remain in contact and active as a group.</p>	<p>Participants develop a long-term interest in cross-cultural communication and engagement with different perspectives, values and cultures.</p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>+ <a href="#">Winding Down Activities</a></li> <li>+ <a href="#">Content &amp; Process Reflection Activities</a></li> <li>+ <a href="#">Post exchange - Staying Activated</a></li> </ul>	<p>The group reflects on its own learning process and recognizes any individual or group changes during the exchange.</p> <p>Plan for maintaining new networks and how to stay activated after the close of the course.</p>	<p>Give ample time and opportunity for reflective learning processes.</p> <p>Invite participants to stay involved with each other and committed to what they want to accomplish and the changes they wish to see.</p> <p>Accept and redirect gratitude given to you towards the group members and commend them for their engagement.</p>	<p>⚠ Many of the final activities can take quite a bit of time. Make sure that you have allotted enough time for them so that the group is not rushed through their final closing circle.</p> <p>💡 End the session on a high note by having a very positive closing circle. Tell the participants how much you have enjoyed being their facilitator and the growth you have seen from them throughout the programme. Make sure they can reflect on what the programme and other group members have given them.</p>

***Set the stage for a hoped for but unseen 'stage 7' in which participants maintain their new networks and/or seek out other opportunities for collaborative engagement across lines of difference.***

## SESSION PLAN TEMPLATE

INSTRUCTIONS: Normally included in weekly session plans are (1) discussion guides for the week's curriculum topic; (2) any activities you plan to use; and (3) information you need to give participants.

GROUP #:	FACILITATOR(S):
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### Week 1 Session Theme: Setting the Scene

AGENDA	ACTIVITY DESCRIPTION	FAC NOTES
Check-in & Introductions [15-20 min]		
Activity 1 [~x min]		
Activity 2 [~x min]		
Free-Flowing Discussion  Topic:  [~xx min]		
Wrap-Up [15-20 min]		

## WEEKLY THEMES AND SESSION PLANS

### WEEK 1: INTRODUCTION TO THE CLIMATE CRISIS AND THE CONCEPT OF CLIMATE JUSTICE

An introduction to the course and the concept of climate justice, as well as a preview of the content students will engage with. They will discuss what experience and knowledge they are bringing into the course, what they hope to learn, and what aspects of climate justice they are eager to discuss with their Virtual Exchange group.

Topics and learning objectives for the curriculum & the subsequent online dialogue sessions:

- Understanding the basics of climate change (and its causes).
- Exploring the impacts of climate change on different people and societies.
- Understanding the concept of climate justice and how it relates to contemporary social issues.
- Setting the scene and creating common understanding amongst students of the key concepts of this course

Week 1 Session Plan:

#### Week 1 Session Theme: Setting the Scene

AGENDA	ACTIVITY DESCRIPTION	
<b>Check-in &amp; Introductions</b> [15-20 min]	Activity ideas: <u>Introductions and Icebreakers</u>  Note: Setting the foundation is the priority this week. While you may not get to every activity that you hope to because of technical or attendance issues, you can get the group comfortable with the online medium and to help them get to know each other and the format of the dialogue sessions.	
<b>Course Overview</b> [~5 min]	<b>Course Overview:</b> <ul style="list-style-type: none"> <li>- “This virtual exchange will explore the concept of climate change, climate justice, and inclusive climate action. While you will learn from expert academics and practitioners in the weekly materials, the real exciting learning will come from the diversity and uniqueness of each other in this group as you get to know each other in this small online group.</li> <li>- There are weekly topics on this theme that you will watch, read or listen to resources about and then we will meet here weekly to discuss those themes and any other topics that you as a group want to explore together.</li> <li>- We will meet in this same space, at the same time, with this same group and with these same facilitators each week for 10 weeks. It is really important for you to be present and on time as the conversations are where most of the learning will</li> </ul>	

happen. If you can't make it for any reason, email us to let us know. Participation in this weekly online group meeting is a requirement to pass this course, and you would be unable to pass with more than two absences or consistently being late. Participation means that you are also actively listening and contributing to the discussions with your **camera on.**"

**Requirements, assignments, and assessment: (For this part, please open the Course Overview unit on the platform in a new tab and share your screen to show them the Assessment, Weekly Online Dialogue Participation, Weekly Material Response and Weekly Reflection Journal pages. There is no need to read all the text to them, but make sure they understand the main points and ask them to read the whole unit in depth later if they have not already. Please also show them how to set their local time zone on the platform, because the default setting on the platform is not Brussels local time).**

- "In addition to our weekly group meetings, there are assignments that you are responsible to complete. In order to complete this course successfully, you are assessed on 4 components, which include: 1. Online dialogue participation; 2. The Weekly Material Response Assignment (which is key to your participation and will be integrated into our discussions); 3. The Weekly Reflection Journal; 4. A Climate Action Project Assignment.
- All of the requirements and assessment criteria, as well as the links to submit them, are outlined in the Course Overview unit. The content of this unit is extremely important to your success in this course, so it is mandatory to read it
  - You should especially keep in mind that the materials response assignment and reflection journals need to have a minimum of 75 words, or they will not be counted. It is recommended that you write these in a google or word doc that gives you a word count, so you can double check before submitting them.
  - Any assignments written using AI like ChatGPT will NOT be given points. Summaries of the resources or the session written with AI does not fulfil the intention of the assignment. They must be personal responses to the material or reference specific things that happened in the session.
    - (Reassure them that they are not being graded on their English, and they do NOT have to have perfect English grammar or spelling!)
  - Due dates for assignments are ALWAYS right before each week's session, NOT on Fridays.
  - Weekly materials will be released on Tuesdays."

"You will be directed to Resource Response and Reflection Journals after the resources in each weekly unit. You can also find these by clicking 'Your activities' in the Navigation Bar and then clicking Assignments in the dropdown menu. You can keep track of your grades and attendance by clicking 'Your progress' and then 'grades' from the dropdown menu." Use screen share to show them where they can find these. (Note: Please make sure to select 'view as learner' - which can be found when you click on your name in the upper right corner - before screen sharing)."

"While we take attendance and mark whether you've submitted your assignments each week, we are your group facilitators, not teachers. Answers to questions about passing the course, assessment, and the climate action project assignment can be found in the Course Overview and the Climate Action Project Assignment Guide, which can be found on your home page on the platform under Content (which you can go to at any time by clicking the name of the course at the top of the page, or clicking 'content' in the dropdown menu under 'Your activities')."

**TLDR;**  
**- Cover the role of the facilitator(s)**

	<ul style="list-style-type: none"> <li>- Stress the importance of the Course Overview</li> <li>- Mention the different assignments + requirements i.e.</li> <li>- Weekly preparation + assignments</li> <li>- Group participation</li> <li>- Weekly reflection journal</li> <li>- Climate Action Project</li> </ul>	
<p><b>Goals and Expectations for Successful Dialogue [30-45 min]</b></p>	<p>Spend this time doing an activity from the <a href="#">Introducing the Virtual Exchange</a> list.</p>	
<p><b>Free-Flowing Discussion</b></p> <p><b>Topic: Setting the Scene [~30 min]</b></p> <p><b>Summary of Week 1 content:</b> An introduction to the course and a preview of the content you will engage with. What experience and knowledge are you bringing into the course; what do you hope to learn; and what aspects of climate justice are you eager to discuss with your virtual exchange group?</p>	<p><b>Article: What is climate change? A really simple guide</b> BBC Link: <a href="https://www.bbc.co.uk/news/science-environment-24021772">https://www.bbc.co.uk/news/science-environment-24021772</a></p> <p>In this article, the BBC presents a brief guide to understanding climate change. It shares the current impact of climate change on the natural world and human populations, the catastrophic effects that would be triggered if the world’s temperature continues to rise, and the changes that we will need to make in order to avoid this future.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● What are your thoughts after reading this article?</li> <li>● What are your feelings after reading this article?</li> <li>● Imagine you’re explaining climate change to a friend unfamiliar with the topic. How would you explain how human activities like driving cars and using electricity contribute to rising temperatures?</li> <li>● How do our everyday activities contribute to climate change?</li> <li>● The article mentions that extreme weather events like heat waves and heavy rainfall have become more frequent and intense due to climate change. Can you think of any recent extreme weather events that have occurred in your region? How do you think climate change might have influenced them?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● Did you know this information already? Do you think others in your community/country know this information? <ul style="list-style-type: none"> <li>○ If not, why isn’t there more awareness?</li> </ul> </li> <li>● Do you think if everyone knew this there would be more action on climate change? <ul style="list-style-type: none"> <li>○ Does knowledge always lead to action?</li> </ul> </li> <li>● The article states that if global temperatures increase by 2 degrees celsius consequences could be extremely hot days, sea-level rise, the loss of 99% of coral reefs, unsuitable conditions for plants and animals, and increased poverty. How do</li> </ul>	

	<p>you think these impacts could affect you? How could they affect your environment? Your community?</p> <ul style="list-style-type: none"> <li>● We hear a lot about renewable energy and electric cars as solutions to climate change. But are there any challenges to switching away from fossil fuels? Can you think of both the good and the bad?</li> <li>● The article uses the term “Tipping-points.” What are they, and why do they matter in the context of climate change?</li> <li>● The article suggests that individuals can make a difference in combating climate change by taking actions like using less energy or switching to electric vehicles. <ul style="list-style-type: none"> <li>○ What are your thoughts on this?</li> <li>○ Do you believe individual actions can have a significant impact?</li> </ul> </li> </ul>	
	<p><b>Video: Climate Justice is Social Justice</b>  Earthrise  Link: <a href="https://www.youtube.com/watch?v=jY2eWJ-U_VQ">https://www.youtube.com/watch?v=jY2eWJ-U_VQ</a></p> <p>This video breaks down the climate crisis and the concept of climate justice. It looks at how climate change intersects with racism, economics, colonialism, and historical injustices. It also introduces some of what is being done about the climate crisis on political and social movement levels.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● What does climate justice mean to you?</li> <li>● What emotions did you have while watching this video?</li> <li>● What reactions or thoughts did you have while watching this video?</li> <li>● Do you think that individuals and communities have a responsibility to combat climate change? Why or why not?</li> <li>● The video discusses the potential consequences of inaction on climate change. What do you think are the most significant consequences for your community or region?</li> <li>● Do you agree with the video when it argues that historical colonialism, slavery and the industrial revolution are at the root of the climate crisis?</li> <li>● Greta Thunberg said that it is the sufferings of the many that pay for the luxuries of a few. Do you agree or disagree?</li> <li>● What do you think about the statement that ‘climate change is not the great equalizer, it doesn’t affect us all the same’?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● Do you agree with the claim that climate change is the result of "interlocking systems" like capitalism and resource extraction? Why or why not?</li> <li>● How can we encourage collaboration and solidarity between different groups affected by climate change?</li> <li>● What do you think about the idea that there might be massive displacement and migration expected due to climate change? <ul style="list-style-type: none"> <li>○ What are the implications of this?</li> <li>○ Is your nation equipped to handle a wave of climate refugees?</li> </ul> </li> </ul>	

- What do you think is the best way to handle a migration crisis?

**Video: This is just how unfair climate change is**

DW

Link: <https://www.youtube.com/watch?v=pHRu0VV-Dbw>

We're all living through the climate crisis, but we're not all in it together. So what exactly does climate change affect social injustice? How can we fix it?

**Starters:**

- The video says that the Global North emitted 92% of the Co2 that pushed the planet above safe levels, and the richest 1% emits twice as much as the poorest 50%. What is your reaction when you hear these numbers?
- Do some countries have more responsibility than others to do something about climate change?
- Did you know before this that there is a vast difference between what an average citizen in Nigeria, for example, and a similar citizen in the USA, produces annually in carbon emissions?
  - What does this difference indicate about climate injustice?
- Prakash Kashwan said rich countries haven't accepted how unjust climate change really is.
  - Do you agree with this statement? Why and why not?
  - What are the consequences of the validity of this statement?
  - Suppose the rich countries do not acknowledge their role and privileges, and continue getting away with minimum consequences. How can we address the injustices those unprivileged countries are suffering?

**Further questions:**

- Climate inequalities can also appear inside the borders of one country, for example between white communities and communities of color in the US and the UK. How can this type of inequality related to climate change be addressed on a national level?
- 'Climate debt' is a term used to describe who causes more carbon emissions and is thus responsible for climate change.
  - In your opinion, what can be done to pay off this debt?
  - Keston Perry said reparations should be made to pay the climate debt, yet it won't be enough! We have to have a long term conversation about the economic system we have that has resulted in this, and change it in a big way. Do you agree or disagree?
    - What role do you think our current economic system plays in climate change? In climate inequality?
    - Do you think it's possible to make major changes to the global economic system?
- A group of young activists brought 33 countries to the European Court of Human Rights, arguing that by not cutting emissions these countries are discriminating against young people who have to live with the consequences of climate change. Do you agree?
  - Do you think this is an effective method of reaching climate justice?

	<ul style="list-style-type: none"> <li>○ Some of these countries argue that national courts don't have the right to make judgements on the climate because emissions and their impacts are global. Do you agree, or disagree? <ul style="list-style-type: none"> <li>■ Who do you think should be able to make legal judgements when it comes to climate change? <ul style="list-style-type: none"> <li>● Is it the supreme courts in each country?</li> <li>● Is it more of a role of international courts?</li> <li>● How can courts force/pressure their governments to act to lower carbon emissions?</li> </ul> </li> </ul> </li> </ul>	
	<p><b>Article: Climate justice and social justice: Two sides of the same coin</b> Greenpeace Link: <a href="https://www.greenpeace.org/international/story/58334/climate-justice-and-social-justice-two-sides-of-the-same-coin/">https://www.greenpeace.org/international/story/58334/climate-justice-and-social-justice-two-sides-of-the-same-coin/</a></p> <p>Climate justice and social justice are interconnected. Climate change widens inequalities and harms vulnerable communities, particularly in the water-scarce Middle East and North Africa (MENA). Achieving climate justice requires holding polluters accountable.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● What connections do you see between climate justice and social justice?</li> <li>● The author argues that climate justice is closely intertwined with social justice. Do you agree with this perspective? Why or why not? <ul style="list-style-type: none"> <li>○ Do you agree that climate justice is vital to addressing social justice?</li> </ul> </li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● Do you think governments and industries in your country are doing enough to address climate change and promote climate justice? Why or why not?</li> <li>● The author says we should start to work for climate justice by "holding polluting corporations and countries accountable and demanding them to pay for the damage they have caused." Do you agree that this is where we should start?</li> <li>● Do you agree with the statement that our current economic model is based on greed and extracting natural resources? Why or why not?</li> <li>● Have you noticed some of the environmental changes mentioned in the article in your own community or country?</li> <li>● What do you think about the fact that "big western oil firms, by far some of the largest contributors to the global climate crisis, more than doubled their profits to 219 billion USD in 2022?"</li> <li>● The article emphasizes the need for a just phase-out of all fossil fuels to achieve climate justice. <ul style="list-style-type: none"> <li>○ What are the challenges and potential consequences of transitioning away from fossil fuels?</li> <li>○ How can we ensure a just transition for workers and communities dependent on the fossil fuel industry?</li> </ul> </li> <li>● The article highlights the importance of empowering local communities in climate decision-making processes.</li> </ul>	

	<ul style="list-style-type: none"> <li>○ How can we ensure marginalized communities have a meaningful voice in these processes?</li> <li>○ What steps can be taken to address power imbalances?</li> <li>● The article suggests that climate justice is essential for achieving social justice. <ul style="list-style-type: none"> <li>○ Can you think of other intersections between environmental issues and social issues?</li> <li>○ How do they contribute to the overall goal of sustainability and equity?</li> </ul> </li> <li>● The article highlights the specific challenges faced by the MENA region in relation to climate change, such as water scarcity, rising temperatures, and more severe droughts. <ul style="list-style-type: none"> <li>○ How do these climate-related factors impact the social and economic well-being of communities in the MENA region?</li> <li>○ Are there any unique vulnerabilities or opportunities for climate justice in this region?</li> </ul> </li> <li>● The article mentions that the MENA region is already warming at twice the global average. <ul style="list-style-type: none"> <li>○ What are the potential consequences of this accelerated warming for the region's natural ecosystems, cultural heritage, and livelihoods?</li> <li>○ How can climate justice initiatives address these challenges and support the affected communities?</li> </ul> </li> <li>● The author describes specific examples from the MENA region, such as the impact of climate change on traditional nomadic lifestyles in Morocco and the threats faced by Ahwari women in the Southern Iraq marshlands. <ul style="list-style-type: none"> <li>○ How do these examples illustrate the intersection between climate change and social justice in the MENA region?</li> <li>○ What strategies or actions can be taken to empower and support these marginalized communities in the face of climate change?</li> </ul> </li> </ul>	
	<p><b>Video: Generation Now</b></p> <p>Time</p> <p>Link: <a href="https://www.youtube.com/watch?v=kGupWkEJinQ">https://www.youtube.com/watch?v=kGupWkEJinQ</a></p> <p>Young people today are facing challenges that no generation has faced before. This video shares interviews with youth activists in the global climate movement, and reflections on their role in creating change.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● How are the climate challenges faced by younger generations today different from those faced by previous generations?</li> <li>● Do you think the climate and environment in your country and community are worse now than it was before?</li> <li>● Do you think you personally face any challenges that your parents didn't?</li> <li>●</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● What does intergenerational justice mean to you?</li> <li>● Do you think that this is a useful concept?</li> </ul>	

	<ul style="list-style-type: none"> <li>• Can you identify any personal stories or experiences shared by the youth activists in the video that stood out to you?</li> <li>• Why did they stand out?</li> <li>• How did these stories impact your understanding of the issue?</li> <li>• What emotions or reactions did you have when watching the video?</li> <li>• Do you believe that youth have a unique role to play in the worldwide climate movement?</li> <li>• How effective are the different communication strategies used by youth activists, such as protests, speeches, and art?</li> <li>• Are there any potential disadvantages or limitations faced by young activists?</li> <li>• How can we encourage constructive dialogue and collaboration between different generations on climate change?</li> <li>• Which generation should be most involved in climate action? What do you think is fair?</li> </ul>	
	<p><a href="#">Climate Impact Map</a> (optional in-session resource)</p> <p>If you think the dialogue would benefit from it, you are also welcome to ask them whether they looked at the Climate Impact Map in the resources, and whether they would like to look at it together. If they do, share this link and invite them to look at the climate projection for their country.</p> <p>You can then ask them to share any spontaneous reactions that they have when they look at this, and encourage a discussion to rise out of these thoughts and feelings.</p>	
<p><b>Wrap-Up</b> [15-20 min]</p>	<p><b>Climate Action Project</b> Please read the WEEK 1 instructions in the <a href="#">Facilitator Guide</a></p> <p>Tell participants that in the next session they will be placed in the Climate Action Project teams that they will be working in for the rest of the semester, so they need to prepare for it this week. Share your screen and show them where they can find the CAP Assignment Guide.</p> <p>“Your homework is to read the entire Climate Action Project Assignment Guide, and track descriptions. Use these to think of what you are most interested in and come up with some ideas for a potential project. It should be something that you have the ability to implement successfully in your community.”</p> <p><b>Reflection journal introduction:</b></p> <ol style="list-style-type: none"> <li>1. Ask the participants to open the link to their reflection journals by going to the Navigation Bar at the top and clicking ‘Your Activities’ and then selecting ‘Assignments’ from the dropdown menu. Then they should scroll down to Reflection Journals and click on Reflection Journal Week 1. They will also be able to find this in the Week 1 content unit on the page directly after the Resource Response Week 1 page. (Have them remain in the session but open a new tab. Share your screen if they’re having difficulty finding it).</li> <li>2. Give participants exactly one minute to begin writing an answer to the first question.</li> <li>3. Ask them to share those reflections as a group.</li> <li>4. Tell participants that they have just started their first entry in their individual reflection journal, designed to be a personal record of their experience over the course of this virtual exchange. Invite them to complete their entry after the session</li> </ol>	

	<p>and to submit it.</p> <p><b>More Activity Options: <u>Reflection Activities</u></b></p> <p><b>30-second Weekly Session Feedback:</b>          Before you leave each week, we will also give you a link to a 30-second Weekly Session Feedback survey about the session today. Your responses go to the evaluation team, and your facilitator(s) will not see your responses.</p>	
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**WEEK 2: CLIMATE CHANGE AND INEQUALITY (PART I)**

Climate change does not impact everyone the same way or to the same extent. This week students will look at the inequality of vulnerability, the concept of environmental racism, and how their social identities can play a key role in how climate change affects their lives.

Topics and learning objectives for the curriculum & the subsequent online dialogue sessions:

- Introduction to the concepts of how race, gender, class, sexuality, ability and other social identities determine vulnerability to climate change and access to aid or resources.
- The concept of environmental racism, and what it looks like in different parts of the world.
- The intersecting origins of the climate crisis, global inequality, and climate injustice.
- Examining the disproportionate impacts of climate change on marginalized communities.
- Discussing whether they think everyone in their nation or community experiences the consequences of climate change in the same way or to the same degree
- Discussing whether they can think of examples of environmental racism or inequality from their own nation or lived experience

Week 2 Session Plan

## Week 2 Session Theme: Climate Change and Inequality (Part I)

AGENDA	ACTIVITY DESCRIPTION	
<p><b>Check-in &amp; Introductions</b> [15-20 min]</p>	<p>Activity ideas: <a href="#">Introductions and Icebreakers</a></p> <p>Make sure to pick one that will allow the participants to share a bit more and build rapport with each other, helping the process of group definition. However, make sure that this activity does not take too long so that they have enough time in teams today!</p> <p><b>Climate Action Project:</b> Check in with them about whether they read the CAP Assignment Guide. If they have not, emphasise that this is mandatory.</p>	
<p><b>Goals and Expectations for Successful Dialogue</b> [_ min]</p>	<p><b>Introducing the Virtual Exchange activities build a foundation for the group process throughout the entire course.</b></p> <p>If you have gained new participants from last week, consider how to include them in the activities / discussions you had in week 1 about the expectations of the group. Did you decide on ground rules they should be aware of or add to? Do you need to do a quick reminder on what your role is or the course overview?</p> <p>Activity ideas: <a href="#">Introducing the Virtual Exchange</a></p>	
<p><b>Forming CAP Teams</b> ~45 min</p>	<p>Before this session you need to put your participants into teams. It is highly recommended that you practice creating multiple break out rooms and whiteboards (if your participants want whiteboards) in these rooms beforehand, to ensure that things go smoothly in the session itself.</p> <p>At the start of this activity tell them that you have assigned all of them to teams and will be putting them in breakout rooms so they can get to know each other and decide on a topic for their CAP. Make a breakout room for each team and put the correct participants in each one. The instructions for this activity can be found under 'Week 2' in the Climate Justice Guide for Facilitators.</p> <ul style="list-style-type: none"> <li>• If they would like, open up a whiteboard and make sure they can all contribute to it. Tell them they can also all collaborate on a google doc etc. if they want to.</li> <li>• During the activity, visit each breakout room. Ask them to tell you if they need anything, and help facilitate their discussion if they're having a hard time communicating or deciding.</li> <li>• Make sure each team has settled on an idea before ending the activity. It doesn't have to be a fully detailed idea yet, just the basic outline of one.</li> <li>• If it doesn't take long for them to decide on an idea, give them a bit of extra time in breakout rooms to get to know each other and start refining their ideas. Some sample activities you can give them to do can be found <a href="#">here</a>.</li> </ul> <p>Once you bring participants back into the main room, congratulate them on coming up with a CAP idea and tell them that the next step is to write a project plan together and you will give them more information on this at the end of the session.</p>	
<p><b>Free Flowing Discussion</b></p> <p><b>Topic: Climate Change and Inequality (Part I)</b> [~45 min]</p>	<p><b>Article: 10 Climate Injustices</b> Concern Worldwide Link: <a href="https://www.concern.net/news/climate-injustices">https://www.concern.net/news/climate-injustices</a></p>	

<p>Climate change does not impact everyone the same way or to the same extent. This week you will look at the inequality of vulnerability, the concept of environmental racism, and how your social identities can play a key role in how climate change affects your life.</p>	<p>The article discusses how climate change isn't just an environmental problem, but also an issue of fairness and human rights. It highlights ten climate injustices, from geographic injustice to inequality of resources</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● How do you think geographic injustice contributes to climate injustices? Can you provide any examples?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● In what ways does gender inequality intersect with climate change and contribute to climate injustices?</li> <li>● How do you think settler colonialism and indigenous exploitation are connected to climate injustices? Can you provide any examples?</li> <li>● What are some of the challenges faced by younger generations in relation to climate change?</li> <li>● How does this contribute to intergenerational climate injustice?</li> <li>● How does economic inequality exacerbate climate injustices and create additional challenges for vulnerable communities?</li> <li>● Can you discuss the connection between racism and climate change? How does environmental racism impact marginalized communities?</li> <li>● In your opinion, what role do language and literacy barriers, as well as immigration status, play in contributing to climate injustices?</li> <li>● How do you think individuals and communities can contribute to fighting climate injustices in their own capacities?</li> <li>● How can the historical legacies of colonialism and exploitation be addressed in the context of climate justice?</li> <li>● What steps can be taken to address the inequalities caused by these legacies?</li> <li>● Considering the intersection of gender and climate change, what are some practical strategies that can be implemented to ensure that women's voices are heard and their specific needs are addressed in climate change policies and initiatives?</li> <li>● How can intergenerational climate injustices be effectively addressed to ensure a sustainable future for younger generations?</li> <li>● What changes in policy, education, and societal attitudes are necessary to mitigate the impacts on future generations?</li> <li>● In your opinion, what role should developed countries play in addressing economic inequality as a driver of climate injustices?</li> <li>● How can international cooperation and financial mechanisms be utilized to support vulnerable communities?</li> <li>● Reflecting on the connection between racism and climate change, how can systemic and structural inequalities be addressed to ensure that marginalized communities are not disproportionately impacted by climate change?</li> <li>● What strategies can be employed to overcome language and literacy barriers, as well as immigration status-related challenges, in order to ensure that all individuals have equal access to climate-related information, resources, and decision-making processes?</li> <li>● How can individuals and communities effectively advocate for climate justice and hold governments and corporations accountable for their actions and policies?</li> <li>● What role does grassroots activism play in driving meaningful change?</li> <li>● In your opinion, what are the ethical considerations and responsibilities of individuals, organizations, and governments in addressing climate injustices?</li> <li>● How can a sense of global solidarity and shared responsibility be fostered to tackle this global challenge?</li> <li>● How can a holistic approach to climate justice be developed, taking into account the interconnectedness of environmental, social, and economic factors?</li> <li>● What innovative solutions and collaborative approaches can be explored to address the root causes of climate injustices?</li> </ul>	
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**Video: Climate change is not gender neutral**

Zentouro

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

This video highlights how climate change affects different genders differently, and what gender inequality has to do with the climate crisis. It argues that the way various cultures educate and treat women is important to reducing carbon emissions, improving health outcomes, and lowering mortality rates.

**Starters:**

- How does Miriam define "gendered impacts" of climate change?
- What are the key factors contributing to the vulnerability of women farmers compared to men?
- What is ecofeminism, and how can it be a useful framework for understanding climate change?

**Further questions:**

- Do you agree that climate change impacts are always gendered?
  - Are there any situations where this might not be true?
- Is focusing solely on increasing women's access to resources and education enough to address the gendered aspects of climate change?
- What are the potential limitations of voluntary family planning programs in reducing emissions?
- How can we ensure that gender equality is truly integrated into climate policies and solutions, not just added as an afterthought?
- How can we address the cultural and societal norms that contribute to gender inequality and environmental degradation?
- What are the ethical considerations involved in promoting family planning as a climate solution?
- How does the intersection of gender, race, class, and other forms of inequality influence vulnerability to climate change?
- How can we create more inclusive and empowering narratives around climate action that center the voices of women and marginalized communities?
- What are the connections between gender equality, climate justice, and broader social and political movements?
- Do you agree that the "agriculture gender gap" is a significant contributor to climate change?
  - Why and why not?
- How effective is the argument that educating women is the "single most important factor" in reducing vulnerability to climate disasters?
- What role can individuals and organizations play in promoting gender equality and climate justice?
- How can we promote gender-responsive adaptation and mitigation strategies for climate change?

**Article: Roma Fight Environmental Racism**

DW

Link: <https://www.dw.com/en/living-in-a-sea-of-trash-roma-fight-environmental-racism-in-romania/a-58827229>

In Cluj-Napoca, Romania, a big landfill called Pata Rat has caused pollution and health problems for the Roma people living nearby. The city started closing it in 2015, but two new landfills nearby are still growing, and the old waste wasn't properly handled. Around 1,500 Roma people live in Pata Rat, facing discrimination and poor living conditions. They used to make a living by collecting recyclables from the landfill but lost their jobs when it closed. Some are working to improve their situation by setting up organizations and taking legal action. They aim to provide better housing and living conditions for the Roma community in Pata Rat.

**Starters:**

- Did anything in this article surprise you? Why?
- How does the article connect the concept of "environmental racism" to the situation in Pata Rat?
- What evidence does the article offer to support the claim that Roma communities are disproportionately affected by environmental hazards?
- Have you ever witnessed or experienced any form of discrimination? How did it make you feel?
- Do you think you have any unconscious biases that could contribute to environmental racism?
  - If so, how can you become more aware of them and challenge them?

**Further questions:**

- What actions can be taken to advance environmental justice for Roma communities?
- The residents of Pata Rat face both environmental and economic hardships. Is it more important to address one before the other, or can they be tackled simultaneously? How?
- Do you think the solutions presented in the article are enough to achieve justice for the Roma community in Pata Rat?
  - What bigger changes might be needed?
- The article focuses on Roma communities in Romania. Do you think similar situations exist in other European countries, and/or MENA countries?
- How does the issue of environmental racism connect to other forms of discrimination, like those based on race, ethnicity, or socio-economic status?
- What role do government policies and regulations play in perpetuating or preventing environmental racism?
- As individuals, what actions can we take to challenge environmental racism and promote environmental justice?
- Imagine you are in a position of power to make decisions about Pata Rat. What steps would you take to improve the lives of the residents and address the environmental issues there?
- Can you think of any potential unintended consequences of trying to address environmental racism? How can they be mitigated?
- What are your biggest fears and hopes for the future of environmental justice and social equality?

**Article: Heat gap': Why some city districts are hotter than others**

BBC

Link: <https://www.bbc.com/worklife/article/20201214-heat-gap-why-some-city-districts-are-hotter-than-others>

One might think that each inhabitant of a city is living in the same climate as every other person in the city. This article, however, shares that some neighborhoods can be 11 degrees Celsius hotter than the one next to them. What can explain this drastic difference in temperature, and how is it related to social inequality?

**Starters:**

- Have you ever heard about the phenomenon of 'heat gap' before? What is your response to this knowledge?
- Is there social inequality in your city?
  - Do you notice differences in the urban environment from one area to another?
  - Are there some parts of your city that are hotter than others? Why do you think this is?
  - (Another way of asking this question, if they struggle with it is): where are the most ideal places to live in your city when it comes to temperature and the environment? Who lives there?

*(Facilitator Note: inequality in many cities are not quite as 'obvious' on the surface as ones in the United States or South Africa, so if they say no or have a hard time answering the question, you can ask them if they notice, for example, different numbers of trees or parks, quality of building materials, pollution levels, reliable electricity, exposure to breezes etc).*

- What are the implications of the heat gap?
  - What does it mean for society? For the climate movement? For the planet?

**Further questions:**

- Some places have started to address the heat gap by planting more trees in certain neighborhoods. What do you think could be done to decrease the heat gap? In your city or in other areas?
- Do you think that the heat gap connects to migrants or migration in any way?
- Do you feel that this kind of knowledge is important/relevant? Why or why not?
- The "urban heat island effect" describes the situation in which urban cities are warmer than the rural areas surrounding them. Replacing vegetation with buildings and asphalt leads to losing shade during the daylight and the natural air conditioning in the evening.
  - Do you face the "urban heat island effect" in your city, or community? How would you or older generations identify the differences?
  - Are you familiar with the term "urban cooling"?
  - Do you think "urban cooling" would help minimize the rising temperatures in your city, or community? Why and why not?
- The article mentions the importance of addressing systemic racism and inequality as part of the solution to the heat gap.

	<ul style="list-style-type: none"> <li>○ What specific policy changes or actions can be taken to address these underlying issues? Are you aware of any successful examples that demonstrate effective strategies in closing the heat gap?</li> <li>● The article mentions the need for investments in marginalized communities and renewable energy sources for cooling. <ul style="list-style-type: none"> <li>○ How feasible are these solutions in terms of cost, implementation, and scalability?</li> <li>○ What are the potential challenges or barriers to implementing such initiatives?</li> </ul> </li> <li>● The article suggests that improving building design and adding green spaces alone may not be sufficient to address the heat gap. <ul style="list-style-type: none"> <li>○ What other innovative approaches or strategies could be explored to tackle this issue?</li> <li>○ Are there any examples from different cities or countries that have successfully implemented comprehensive solutions?</li> </ul> </li> </ul>	
	<p><b>Video: The impact of climate change on the MENA region</b> Middle East Eye Link: <a href="https://www.youtube.com/watch?v=zQcbBsMxm_g">https://www.youtube.com/watch?v=zQcbBsMxm_g</a></p> <p>London School of Economics (LSE) Professor Dr. Michael Mason discusses the impact of climate change on the Middle East and North Africa. He states that ‘the severity of global warming is greater in MENA, which means there are habitability issues, declining water availability and lack of liveability.’</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● Dr. Mason said the summer temperatures in the Gulf are usually between 40 and 50 degrees celsius and currently are rising to 53-54 degrees celsius. In previous weeks you discussed the advantages the developed countries have over developing countries when dealing with climate change. What do you think the role of developed countries should be to support countries in the MENA region to cope with the escalated effects of global warming?</li> <li>● Average global temperature is now going up above 1.1 degrees celsius, but in the Middle East and North Africa it’s going up twice that and more. <ul style="list-style-type: none"> <li>○ In your opinion, what are the main reasons for this difference?</li> <li>○ What is your reaction when you hear this?</li> <li>○ What emotions do you have when you hear this?</li> </ul> </li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● The extent to which people can live and work in extreme temperatures reflects the degree of economic development of a country. Do you agree with this statement? <ul style="list-style-type: none"> <li>○ How can a country's ability to switch from sectors that are sensitive to climate change effects to other sustainable sectors help mitigate climate change effects?</li> </ul> </li> <li>● Dr. Michael Mason gives two examples of how politics affects climate change and agriculture. Do you have any similar examples?</li> </ul>	

	<ul style="list-style-type: none"> <li>○ While Palestine suffers from the effects of occupation on accessing land and water resources, Lebanon suffers from the inability to use the abundant water resources. So what alternatives could individuals in these countries do to mitigate the drastic consequences they are already suffering from? What role can creativity play?</li> <li>○ [If you have Palestinian participants] We have some Palestinian participants here. Do you want to explain to the rest of the group what we mean by access restrictions and the impact of occupation on the agricultural sector?</li> <li>● Dr. Mason says that some countries can adapt to climate change by ‘rediscovering ways of living which these countries had in the past.’ Do you agree? <ul style="list-style-type: none"> <li>○ Can you think of any examples in your country?</li> <li>○ Do you think it’s possible to bring some of the older ways of living into modern life?</li> <li>○ Do you think we focus too much on what future technology can offer us instead of what tools from the past can offer us? Where should we be putting our primary efforts - the past or the future?</li> </ul> </li> <li>● Some people have blamed refugees for the water crisis in Lebanon, even though the real reason is broken infrastructure. What do you think about this? Why do you think this is? <ul style="list-style-type: none"> <li>○ Are there any migrants or refugee populations in your country? Do people think that they have an impact on the resources of your country?</li> <li>○ Are there any groups of people in your country who are often blamed for national problems?</li> <li>○ If migration and refugees increase in the future, along with the effects of climate change, what kind of relationship do you think will be between them and the people in host countries? <ul style="list-style-type: none"> <li>■ What do you want the relationship to be like?</li> </ul> </li> </ul> </li> <li>● 70 percent of MENA is dependent on rain-fed agriculture, which is the most sensitive economic sector to climate change. What do you think about this? Do you live in a country that has agriculture that depends on the rain? <ul style="list-style-type: none"> <li>○ Dr. Mason says that rain-fed agriculture must change, for example using drip irrigation and not planting crops that require a lot of water. Do you think this is possible in your country?</li> </ul> </li> <li>● How does the concept of positive feedback contribute to the escalation of climate change stress in the region?</li> <li>● How does economic development play a role in a country's ability to protect itself from the impacts of climate change?</li> <li>● Do you agree with the statement that it is unfair to expect the people in the region and the countries to bear the burden of addressing climate change by themselves? Why or why not?</li> <li>● How can the international community support the Middle East and North Africa region in adapting to and mitigating the impacts of climate change?</li> </ul>	
	<p><b>Video: Is Climate Change Racist?</b>  Greenpeace  Link: <a href="https://www.youtube.com/watch?v=6PxniT7G9nU">https://www.youtube.com/watch?v=6PxniT7G9nU</a></p>	

	<p>People of color are often disproportionately affected by flooding, heatwaves, and other disasters. These communities in the global south are more vulnerable due to historical factors like colonialism and ongoing exploitation by multinational corporations from the global north. In addition, people of color in Europe and North America also face environmental injustices such as poor housing quality and exposure to pollution, emphasizing the need to address structural racism in climate action and support environmental defenders from these communities for effective solutions to climate change.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>• Do you agree with the idea that the climate crisis is inherently linked to issues of racism and inequality? Why or why not?</li> <li>• The video mentions that marginalized groups, including women and people of color, are more likely to experience the catastrophic effects of climate breakdown. Can you explain why this is the case?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>• How are structural inequalities, such as racism and sexism, intertwined with the climate crisis?</li> <li>• What does the legacy of colonialism have to do with the current climate crisis and racial inequalities?</li> <li>• The speaker emphasizes the importance of acknowledging and addressing inequalities to effectively combat climate change. What specific actions or policies do you think could help in achieving this goal?</li> <li>• What actions can individuals take to support efforts to mitigate the effects of climate change and combat racial injustice?</li> <li>• The video mentions the role of indigenous knowledge in conserving the planet. How might incorporating indigenous perspectives and practices contribute to more sustainable solutions to climate change?</li> </ul>	
<p><b>Wrap-up</b></p>	<p><b>Climate Action Project:</b> Remind participants that their homework for next week is to meet with their team, narrow down their ideas, and write a project plan. They will be given time to meet as a team next week, but will likely need to have another team meeting outside the session sometime to complete their project plan together. The project plan will be due before the beginning of their Week 4 session. There are examples of good project plans and a template for them to work on in this part of the CAP Assignment Guide (you may want to share this link with them again). Remind them that they cannot edit the template directly, they have to download a copy.</p> <p><b>Eid</b> Please wish Eid Mubarak to those celebrating this week! If you have a Thursday session, please encourage them to attend if they can. Eid will start on Thursday evening.</p> <p>Activity Ideas: <a href="#">Reflection Activities</a></p> <p><b>Reflection journal:</b> Remind participants to submit their reflection journal for this week to stay on track.</p>	

	<p><b>30-second Weekly Session Feedback:</b>          Before you leave each week, we will also give you a link to a 30-second Weekly Session Feedback survey about the session today. Your responses go to the evaluation team, and your facilitator(s) will not see your responses.</p>	
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### WEEK 3: CLIMATE CHANGE AND INEQUALITY (PART II)

What is intersectionality, how is one intersectional, and what does this have to do with climate change? This week, students will look at how social identities combine and shape a person’s perspectives and circumstances. They will also explore how understanding this is important to taking climate action.

Topics and learning objectives for the curriculum & the subsequent online dialogue sessions:

- Introducing key terms and definitions(s) related to intersectionality in the context of the climate crisis.
- Understanding how environmental action that is not intersectional and inclusive can create more inequality and have other negative effects on local populations.
- Discussing what climate justice means to students.
- Discussing how their own different social identities might affect how they experience and view climate change.

Week 3 Session Plan:

#### Week 3 Session Theme: Climate Change and Inequality (Part II)

AGENDA	ACTIVITY DESCRIPTION	FAC NOTES
<p><b>Check-in &amp; Introductions</b>            [15-20 min]</p>	<p>Activity ideas: <u>Introductions and Icebreakers</u>            It is recommended to keep an emphasis on relationship building at this stage.</p>	
<p><b>Free Flowing Discussion</b>   <b>Topic: Climate Change and Inequality (Part II)</b></p>	<p><b>Video: Intersectionality 101</b>            Learning for Justice            Link: <a href="https://www.youtube.com/watch?v=w6dni2lyYjE">https://www.youtube.com/watch?v=w6dni2lyYjE</a></p>	

[~30-45 min]

What is intersectionality, how is one intersectional, and what does this have to do with climate change? This week you will look at how social identities combine and shape a person's perspectives and circumstances, and explore how understanding this is important to taking inclusive climate actions.

Intersectionality is a term that means how different parts of who we are, like our race and gender, come together to shape our experiences. It helps us talk about how some people face discrimination and/or privileges because of these intersecting identities. This video explains the concept of intersectionality, and uses examples that can help you understand how intersectionality could be affecting your life.

**Starters:**

- What is intersectionality? What are examples of intersectionality?
- What are some of your identities?
  - Which of your identities come with social privilege or advantages?
  - Which of your identities come with disadvantage?
- How does the concept of intersectionality help us understand the interconnectedness of different identities?
- Did you relate to any of the three characters in the video? How?
- How do society's assumptions and biases affect our experiences?
- In what ways can intersectionality be used to understand your life experiences?
- How does intersectionality help you understand your own position in society?
  - How does intersectionality help you understand your own position in relation to climate change?
- Did you have any emotions when you watched this video?

**Further questions:**

- How can an intersectional lens help us understand issues like systemic racism, sexism, and classism?
- What are some ways we can challenge discrimination and promote inclusivity within our communities?
- The video mentions "privilege" in relation to Gretta's situation. How does recognizing privilege contribute to an intersectional perspective?
- In your opinion, can addressing one form of oppression without considering others actually perpetuate harm?
- How does understanding intersectionality help us see the connection between systemic oppression and climate change?
- How do marginalized communities often bear the brunt of the negative impacts of climate change, even though they contribute less to greenhouse gas emissions?
- Can you think of specific examples where climate change policies reinforce existing inequalities based on race, gender, class, or other identities?
- How does privilege, whether related to race, class, or location, influence individual and community responses to climate change?
- Are there ways in which certain privileged groups contribute to climate injustice, even unintentionally?
- How can we ensure that climate solutions are developed and implemented in a way that centers the needs and voices of marginalized communities?

**Food and Climate Change: Healthy diets for a healthier planet**

UN

Link: <https://www.un.org/en/climatechange/science/climate-issues/food>

This article explores the connection between food and climate change, highlighting how our food choices have a powerful impact on the planet. It explores how different diets shape the climate, and how shifting toward sustainable eating and reducing food waste can make a significant difference.

**Starters:**

- Did you know anything about the link between climate change and food? Did anything surprise you?
- How do you think the concept of climate justice is connected to food?
- How much food waste do you think you create every week? Is there any way to reduce this amount of food waste?
- How would you describe your diet? (Meat eater, vegetarian, vegan, etc.) How would you describe the average diet in your community?
  - Where is your food grown? (locally or globally).
  - What effect do you think your diet has on the planet?
  - What are some changes you could make to have a more climate-friendly diet?

**Further questions for discussion:**

- What are some examples of how current food practices contribute to climate change?
- Do you think eating a climate friendly diet is equally possible for everyone? What are some challenges people might face in moving to a climate friendly diet?
- What do you think is the role of individual consumers in promoting a more sustainable food system?
- What actions can you take to support sustainable and equitable food systems in your community?

**Article: How to Prevent City Climate Action from Becoming "Green Gentrification"**

World Resources Institute

Link: <https://www.wri.org/insights/how-prevent-city-climate-action-becoming-green-gentrification>

Investing in making cities more environmentally friendly for citizens and the planet seems like it could create only positive results. However, this article points out that this process can result in "green gentrification" - the displacement of poor and marginalized residents. It also gives examples of good climate projects that have been approached with equity in mind.

	<p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● What is "green gentrification?"</li> <li>● Can you think of any examples of green gentrification?</li> <li>● Have you witnessed instances of green gentrification in your own city or community?</li> <li>● What are some ways that climate-friendly initiatives in cities can lead to displacement and rising costs for existing residents?</li> <li>● What does green gentrification have to do with race, class, and other social factors?</li> <li>● The article mentions the concept of "green gentrification" where investments in sustainable infrastructure lead to the displacement and pricing out of lower-income residents.</li> <li>● What strategies can cities employ to mitigate the risk of green gentrification while still pursuing climate action?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● How can community engagement and participation play a role in ensuring just outcomes from climate action?</li> <li>● What are some innovative approaches or successful examples of communities shaping climate action in a way that benefits all residents?</li> <li>● What individual actions can you take to advocate for equitable and inclusive climate action in your city?</li> <li>● In what ways can city decision-makers involve marginalized communities in the development and implementation of climate action plans?</li> <li>● How can these communities be empowered to actively participate in decision-making processes and shape climate policies?</li> </ul>	
	<p><b>Indigenous Knowledge is Crucial in the Fight Against Climate Change – Here’s Why</b> UNDP</p> <p>Link: <a href="https://climatepromise.undp.org/news-and-stories/indigenous-knowledge-crucial-fight-against-climate-change-heres-why">https://climatepromise.undp.org/news-and-stories/indigenous-knowledge-crucial-fight-against-climate-change-heres-why</a></p> <p>Indigenous peoples hold generations of knowledge that foster balance with the natural world—wisdom increasingly recognized as essential in tackling climate change. This article explores how traditional practices offer powerful, sustainable solutions and why protecting Indigenous rights and voices is key to achieving global climate goals.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● Who in your societies are the possessors of traditional knowledge about the land, animals and environment? <ul style="list-style-type: none"> <li>○ Do you think their knowledge is widely known? If not, what is preventing their knowledge from passing on to others?</li> <li>○ What role do you think those people should play in helping your nation or community find climate solutions?</li> </ul> </li> <li>● Do you think that indigenous people and scientists can help each other or work together?</li> </ul>	

	<ul style="list-style-type: none"> <li>● How does the recognition and respect for Indigenous rights intersect with climate justice?</li> </ul> <p><b>Further questions for discussion:</b></p> <ul style="list-style-type: none"> <li>● Are you aware of some examples of Indigenous communities around the world successfully managing their living environments using their traditional knowledge?</li> <li>● How can the transfer of traditional Indigenous knowledge contribute to addressing the threats of climate change and decreasing biodiversity?</li> <li>● Do you agree that the inclusion of Indigenous people in fighting climate change is necessary?</li> </ul>	
	<p><b>Video: The Sustainabiliteens: Creating an Intersectional Climate Movement</b>  CBC Vancouver, Sustainabiliteens  Link: <a href="https://www.youtube.com/watch?v=YJhAdl1jne4">https://www.youtube.com/watch?v=YJhAdl1jne4</a></p> <p>Naisha Khan, a young leader in racial and climate justice discusses why it's important to look at the climate movement in a way that considers different aspects of people's identities. Naisha shows us that the climate movement has often ignored the challenges faced by people who are BIPOC (Black, Indigenous, or People of Color). She then explains how we can make the movement more welcoming to everyone by understanding and using the idea of intersectionality. Using her own experiences in the movement, Naisha also gives us some ideas on how we can include intersectionality in our work for the environment.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● What is intersectionality and how does it apply to the climate movement?</li> <li>● Why is it important to acknowledge the historical exclusion of BIPOC (Black, Indigenous, and People of Color) voices in the movement?</li> <li>● How do systems of oppression, like colonialism and racism, impact the experiences of BIPOC communities facing climate change?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● What are some practical steps that can be taken to create more inclusive spaces for BIPOC activists?</li> <li>● How can white allies avoid speaking over or centering themselves in dialogues about climate justice?</li> <li>● How can the climate movements learn from the lived experiences and knowledge of BIPOC communities?</li> <li>● What are some of the challenges associated with building truly united movements that address both climate change and social justice issues?</li> <li>● How can we overcome differences in perspective and privilege to work collaboratively towards a common goal?</li> </ul>	

	<ul style="list-style-type: none"> <li>● How does intersectionality help address the erasure and inequality experienced by marginalized communities affected by climate change?</li> </ul>	
	<p><b>Article: Three-step guide to a more diverse green movement</b>  Futerra  Link:  <a href="https://www.wearefuterra.com/blog/three-step-guide-to-a-more-diverse-green-movement">https://www.wearefuterra.com/blog/three-step-guide-to-a-more-diverse-green-movement</a></p> <p>This article outlines the issue of underrepresentation of minority and working-class voices in the Western environmental movement. It also highlights the success of youth-led movements in addressing both environmental and socio-economic aspects of climate change, and suggests steps to increase inclusivity.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● When you picture an ‘environmental activist’ in your mind, what do they look like? Did you picture someone of a particular race, class or background? <ul style="list-style-type: none"> <li>○ Why do you think you pictured someone who looks like that?</li> </ul> </li> <li>● Have you been involved in environmental organizing or action where you live? Did you find that the people doing the organizing reflected the diversity in society? <ul style="list-style-type: none"> <li>○ If you haven’t participated in environmental action before but you wanted to get involved, do you feel confident that you would be surrounded by people like you? Do you feel like you would be welcome as you are?</li> </ul> </li> <li>● Why is it important for the environmental movement to reflect the diversity of the world we live in?</li> <li>● In what ways do you think the lack of diversity in the environmental movement lessens its effectiveness in addressing climate change?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● How can addressing socio-economic issues such as housing, healthcare, and wages alongside environmental concerns contribute to a more comprehensive approach to tackling climate change?</li> <li>● Do you agree with the criticism that tactics like civil disobedience used by organizations like Extinction Rebellion can be exclusionary and deter minority ethnic people from engaging in the movement? Why or why not?</li> <li>● What can the mainstream climate movement learn from youth-led movements in terms of inclusivity and amplifying diverse voices?</li> <li>● What potential challenges or obstacles might arise in making the environmental movement more diverse and inclusive, and how can they be overcome?</li> <li>● How can individuals and organizations strike a balance between focusing on environmental issues and addressing the broader social, economic, and political aspects of climate change?</li> <li>● What role do you think the media, government, and other influential institutions play in promoting and supporting a more diverse and inclusive green movement?</li> </ul>	

<p><b>CAP team work</b> <b>[30 minutes]</b></p>	<p>Make a breakout room for each CAP team and give them 30 minutes. They can use this time to narrow down ideas, work on their project plans, and get to know each other better. Remind them that only team members who actively contribute to the project plan may put their names on it. Anyone who doesn't contribute fairly to the plan may not put their name on it and will not receive points or be able to pass the assignment.</p> <p>Emphasize to them that this assignment is essential to the course, is worth the majority of their grade, and that one of the reasons this course exists is to give them skills in collaborating remotely with one another. It's also really important that everyone pulls their weight in the assignment because otherwise it can be stressful to their teammates.</p> <p>Give them this <a href="#">link</a>, which has activities they can choose to help them with these goals. Encourage them to do at least one 'get to know you' activity as this will help them with their teamwork! Note: if there are any teams that have had difficulty in working together, or some have not been doing anything, you can encourage everyone to do the 'Forming a Team Contract' activity.</p>	
<p><b>Activity</b></p>	<p>This can be a good week to do one of the <a href="#">Identity Activities</a> in the GPF if you think it would help the group in their group process (and you have time!)</p>	
<p><b>Wrap-Up</b></p>	<p>Activity Ideas: <a href="#">Reflection Activities</a></p> <p><b>CAP Homework:</b> Their project plan is due <b>before</b> next week's session. They should check the examples that are posted in the Assignment Examples and Templates section of the CAP Assignment Guide for an idea of what is expected. Please share your screen and show them this page. Only <b>one</b> project plan needs to be submitted per team, so only one of the team members needs to submit it in the assignments page. You will then mark it as submitted for all the team members listed in the plan.</p> <p><b>Reflection journal:</b> Remind participants to submit their reflection journal for this week to stay on track.</p> <p><b>30-second Weekly Session Feedback:</b> Before you leave each week, we will also give you a link to a 30-second Weekly Session Feedback survey about the session today. Your responses go to the evaluation team, and your facilitator(s) will not see your responses.</p>	

## WEEK 4: CLIMATE JUSTICE THROUGH A PERSONAL LENS

This week, students will turn the focus to personal experiences. They will reflect on their identities, their lived experiences, and their participation in change making. They will get to hear the personal climate stories of individuals from around the world, and share their personal stories as well.

Topics and learning objectives for the curriculum & the subsequent online dialogue sessions:

- Learning from personal stories and experiences from both the students and the week’s resource.
- Reflecting on their own roles, best approaches, and practices in responding to the climate crisis.
- Examining students’ positions and privilege.
- Privilege walk activity.

Week 4 Session Plan:

**Week 4 Session Theme: Climate Justice Through a Personal Lens**

AGENDA	ACTIVITY DESCRIPTION	FAC NOTES
<p><b>Check-in &amp; Introductions</b> 15-20 min</p>	<p>Activity ideas: <u>Introductions and Icebreakers</u></p>	
<p><b>CAP Assignment</b> ~5-10 min</p>	<p>Congratulate them on turning in their project plans! Tell them they will receive feedback on it from a member of the course team sometime before their Week 5 session. To view this feedback, they should click on 'Your progress,' then 'Grades' and finally on the assignment.</p> <p>If they have not yet submitted their project plan they should do so <b>ASAP</b>. Late submission of more than two CAP milestones will result in failing this assignment (which is almost half their entire grade). For a milestone to be considered 'late,' it must be submitted no later than 5 days past the deadline. Tell them that any project plan they submit after 5 days from now can't be counted at all and will result in a failing grade. If there are serious circumstances outside their control that affect their team's ability to submit before the deadline, tell them to contact you privately.</p> <p>Invite one person from each team to say briefly what they're going to be doing for their project, and how they're feeling about it.</p> <p>They are now entering the implementation phase of the project. Remind them to collect evidence of what they're doing as they go, because they will have to submit proof of progress in a 'progress report' before Week 6.</p>	
<p><b>Free Flowing Discussion</b></p> <p><b>Topic: Climate Justice Through a Personal Lens</b></p> <p>This week you will turn the focus to personal experiences.</p>	<p><b>Video: CLIMATE STORIES: True accounts from environmental activists and human rights advocates</b> Greenpeace International Link: <a href="https://www.youtube.com/watch?v=J-tvv8gB1SU">https://www.youtube.com/watch?v=J-tvv8gB1SU</a></p> <p>This video compiles the testimonials of nine environmental and human rights advocates who attended the People’s Summit on Climate, Rights and Human Survival. They tell their personal climate stories, the effect climate change has had on their communities, and their beliefs. They also share their messages of support and inspiration to others.</p>	

You will reflect on your identities, your lived experiences, and your participation in change-making. You will get to hear the personal climate stories of individuals from around the world, and share your personal stories as well.

**Starters:**

- What is your personal climate story?
  - What is the climate story of your people or your community?
  - In what ways have you seen the climate or environment affect your life or the lives of people you know?
- What are your thoughts on the power of storytelling in raising awareness about climate change and environmental issues?
  - How does the personal experience shared by the Indigenous person from Siberia and the islander's perspective impact your understanding of the global climate crisis?

**Further questions:**

- Audre Lorde said: "There is no thing as a single-issue struggle because we do not live single-issue lives. We live multiple intersecting lives." Do you agree or disagree? How do you think that applies to the issues we've been discussing?
- Someone asked 'what are the duties of States to present and future generations?' What do you think is the answer to this question?
- Several people said they feel responsible to create better conditions for generations. How do you feel about this?
- One activist said that environmental and climate justice is integrated with other struggles for human rights, gender, those with disabilities etc, and that it is impossible to achieve them independently. Do you agree? If so, in what ways do you think the issue of climate change is interconnected with other issues?
- What are your thoughts on the quote: "If you want to be heard, you tell a story. If you want to touch the heart, sing a song. If you want to start a revolution, ask a question."
  - What tools or methods do you think are needed to express yourself or create change?
- Someone said that they see some young people as very hopeless, and others creating hope for the future. Do you experience feelings of hope or hopelessness when you think about these issues? What feelings do you notice in the young people around you?
- Many of the speakers spoke about how you can feel alone in this struggle, and the importance of realizing that there are others that are fighting alongside you. What do you think about this? Have you ever felt alone in this way? What do you believe is the importance of connecting with others who are participating in the same struggle, or who share the same beliefs? What role does this connection play?
- Several indigenous speakers spoke about the connection between their environment and their cultures, religions, and traditions, and how they cannot migrate without losing these. In what ways do you think environmental diversity relates to human diversity? What implications do you think this has for conversations about migration?
  - In what ways do you see a connection between your land or environment and your culture and way of life?
  - Do you feel personally connected to your land or environment?
- What responsibilities do you believe states have towards present and future generations in addressing climate change?
  - How can they fulfill these duties effectively?

	<ul style="list-style-type: none"> <li>● In what ways do you see the intersectionality of environmental justice, climate justice, and other social justice issues? <ul style="list-style-type: none"> <li>○ How can these connections be leveraged for collective action?</li> </ul> </li> <li>● How can we create a sense of hope and mobilize young people to take action on climate change, as seen through the example of Greta Thunberg and other youth activists?</li> <li>● What role does love play in addressing the climate crisis? How can love for the planet and all its inhabitants drive positive change?</li> <li>● How can we ensure that human rights are at the forefront of climate action, and that no group of people is left behind in the pursuit of environmental sustainability?</li> <li>● What actions can individuals take in their daily lives to contribute to mitigating the effects of climate change and promoting environmental sustainability?</li> <li>● How can we bridge the gap between different communities and cultures to foster a global movement for climate justice?</li> </ul>	
	<p><b>Video: Greta and eight young activists reveal how the climate crisis is shaping their lives</b> UNICEF Link: <a href="https://www.youtube.com/watch?v=C7dwoqJzETA">https://www.youtube.com/watch?v=C7dwoqJzETA</a></p> <p>Young activists including Greta Thunberg (Sweden), Alexandria Villasenor (USA), Catarina Lorenzo (Brazil), Carlos Manuel (Palau), Timoci Naulusala (Fiji), Iris Duquesn (France), Raina Ivanova (Germany), Raslene Jbali (Tunisia) and Ridhima Pandey (India) tell the stories of how climate change affects their lives and environments, and what inspires them to work for a better future for the planet.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● What are your initial thoughts and emotions after watching the video and hearing the personal stories of the young activists?</li> <li>● If you were interviewed about how climate change is affecting your homeland and generation, and what inspires you to take action, what would you say?</li> <li>● What role do you think young activists like Greta Thunberg and the individuals featured in the video play in raising awareness and driving action on climate change?</li> <li>● In what ways do you see the climate crisis intersecting with other social issues and challenges faced by young people, such as education, health, or inequality?"</li> <li>● What are some key messages or calls to action that stood out to you from the video?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● In what ways can storytelling and personal narratives inspire action and mobilize others to join the fight against climate change?</li> <li>● What potential barriers may young activists face in their efforts to combat the climate crisis? How can these barriers be overcome?</li> <li>● How can individuals and communities support and amplify the voices of young climate activists?</li> </ul>	

	<ul style="list-style-type: none"> <li>• What are some potential long-term consequences of the climate crisis highlighted in the personal stories shared by the activists?</li> <li>• What are the ethical considerations surrounding climate change, particularly in terms of intergenerational justice and the responsibility to future generations?</li> <li>• How can education and awareness campaigns effectively engage and empower young people to take action on climate change?</li> </ul>	
	<p><b>Article: Climate Crisis, Displacement, and the Right to Stay</b>  Othering &amp; Belonging Institute at UC Berkeley  Link: <a href="https://belonging.berkeley.edu/climatedisplacement/case-studies/palestine">https://belonging.berkeley.edu/climatedisplacement/case-studies/palestine</a></p> <p>Palestine faces severe challenges from climate change, including droughts, floods, and extreme temperatures. The effects of these issues are worsened by Israel's occupation, which restricts Palestinian access to land, water, and resources.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>• How do you think climate change affects people's everyday lives in different countries? Can you think of examples from your own country?</li> <li>• Have you ever felt that environmental issues were influenced by politics? <ul style="list-style-type: none"> <li>◦ How do you think politics can help or hurt the fight against climate change?</li> </ul> </li> <li>• How do you think politics influences how people experience climate change in your country?</li> <li>• What would you prioritize if your country faced both political struggles and environmental crises?</li> <li>• What role do you think access to resources, like water, plays in how communities handle climate change?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>• What do you think can be done to support communities that are especially vulnerable to climate change, like the Palestinians mentioned in the article?</li> <li>• Have you ever had to deal with extreme weather (like floods or heat waves)? How did your community handle it?</li> <li>• How do you think climate change affects people living in conflict zones differently compared to peaceful areas?</li> <li>• Have you or someone you know experienced extreme weather like floods or droughts? How did it impact daily life?</li> <li>• How important do you think international support is in helping vulnerable regions, like Palestine, adapt to climate change?</li> </ul>	
	<p><b>Video: Palestinian photographer captures climate change</b>  Reuters  Link: <a href="https://www.youtube.com/watch?v=SJgH7iOwWJ4">https://www.youtube.com/watch?v=SJgH7iOwWJ4</a></p> <p>Palestinian photographer Hasan Rimawi speaks about his work to document the natural beauty of his local environment, and how climate change is affecting the local wildlife and natural landscape.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>• What stood out to you when you watched this video?</li> </ul>	

	<ul style="list-style-type: none"> <li>● In the video it says this photographer hopes his photos can make the problems faced by animals 'real' to audiences. Do you think that photos have the power to do this? <ul style="list-style-type: none"> <li>○ What are the most effective ways to communicate the experiences of animals to audiences?</li> <li>○ How can we help people empathize with animals?</li> </ul> </li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● Have you noticed a change in the birds and animals you see from your childhood until now? <ul style="list-style-type: none"> <li>○ Have you noticed a change in <i>when</i> you see them?</li> </ul> </li> <li>● How can cultural and traditional practices be integrated with conservation efforts to protect bird and animal species?</li> </ul>	
	<p><b>Video: Italians increasingly see effects of climate change</b> Al Jazeera Link: <a href="https://www.youtube.com/watch?v=YUV7wn7rMMg">https://www.youtube.com/watch?v=YUV7wn7rMMg</a></p> <p>Italy is now finding itself on the front line of climate change. In this video, an olive farmer shares his story and how he perceives his future. It also discusses Italy's approach to dealing with a future affected by climate change.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● What are your initial thoughts and reactions after watching this video?</li> <li>● Can you relate to Mario Cascone's story? Have you experienced the effects of climate change in your own job?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● Do you work in, or plan to work in, a career field that could be impacted by climate change? <ul style="list-style-type: none"> <li>○ If so, what are your thoughts on that? What are your emotions?</li> </ul> </li> <li>● Mario said that despite the challenges he wants to continue to be an olive farmer, even though he could easily switch careers. What do you think about his decision? <ul style="list-style-type: none"> <li>○ Would you make the same decision if you were him?</li> </ul> </li> <li>● Do you know of any effects of climate change on local agricultural practices?</li> </ul>	
	<p><b>Article: Ramadan: A Time to Reconnect with the Environment and Strengthen the Fight for Climate Justice</b> IPCJ Link: <a href="https://350.org/ramadan-a-time-to-reconnect-with-the-environment/">https://350.org/ramadan-a-time-to-reconnect-with-the-environment/</a></p> <p>In this article, a young climate activist from Bangladesh tells the story of how Ramadan strengthens her commitment to fighting for climate justice. She highlights the alignment of Islamic teachings with environmentalist values, and encourages global solidarity and environmental preservation during this holy month.</p>	

	<p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>• What are your initial thoughts and reactions after reading this article?</li> <li>• How do you think religious beliefs and practices can influence attitudes and actions towards the environment?</li> <li>• In what ways can religious festivals and observances, such as Ramadan, be leveraged to raise awareness and inspire action on climate justice?</li> <li>• Do you see any connections between the principles and teachings shared in the article and your own religious or spiritual beliefs?</li> <li>• What role can religious leaders and institutions play in mobilizing communities to address environmental challenges?</li> <li>• Some argue that religion and science are separate spheres. Do you agree, or disagree?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>• How can the concept of 'sadaqah' (charity) be expanded to include environmental actions and initiatives? What are some examples?</li> <li>• In what ways can the gap between the rich and the poor be addressed through environmental justice efforts? How can religious teachings and practices inform these efforts?</li> <li>• What challenges might individuals face when trying to align their religious beliefs with environmental activism? How can these challenges be overcome?</li> <li>• What strategies can be employed to engage religious communities in climate justice movements?</li> </ul>	
	<p><b>Video: The Human Impact of Climate Change: Personal Stories from Somalia, Ghana, and Kenya</b> Climate Reality Link: <a href="https://www.youtube.com/watch?v=Bg9GXL0LpiQ">https://www.youtube.com/watch?v=Bg9GXL0LpiQ</a></p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>• What thoughts or emotions came up for you when you watched this video?</li> <li>• How have you personally experienced the effects of climate change in your community or region?</li> <li>• In what ways has climate change affected your home, your lifestyle, or your activities?</li> <li>• If you knew the place you grew up in (or live currently) could possibly experience a climate catastrophe in the future, would you leave permanently or would you stay?</li> <li>• What would you do if you had to leave your town/city quickly because of a natural disaster or weather event? What would you bring with you, and why?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>• Do you think that the likelihood of conflict will increase as climate change increases? Why or why not?</li> <li>• Have you ever thought there was a possibility that you could become a refugee sometime in the future? Why or why not?</li> </ul>	

	<ul style="list-style-type: none"> <li>○ Do you still think this way?</li> <li>● How do you think it would affect you to lose your source of income? How would it affect you to lose your home?</li> <li>● Who should be responsible for providing compensation and humanitarian aid to the people affected by climate change in this video?</li> </ul>	
	<p><b>Video: Wildfires in Algeria: farmers in the north lose everything</b> Africanews Link: <a href="https://www.youtube.com/watch?v=K4L0EZvje70">https://www.youtube.com/watch?v=K4L0EZvje70</a></p> <p>This video shows the devastating impact of fires in northern and eastern Algeria, where nearly many lives have been lost, and numerous homes and farms have been destroyed. Fires are becoming more frequent in Algeria due to droughts and heatwaves resulting from climate change, and the country lacks the resources to effectively combat these fires.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● What reactions or emotions did you have when watching this video?</li> <li>● What differences do you notice between this video and the video about wildfires in Spain? <ul style="list-style-type: none"> <li>○ How much did the survivors of the Algerian fires lose, in comparison to those in Spain?</li> <li>○ How much support does it look like they are receiving from official institutions, in comparison to the support the Spanish survivors received?</li> </ul> </li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● The video says some people were criticizing the Algerian government for not having the ability to handle large wildfires, including not possessing any firefighting airplanes. What do you think about this?</li> <li>● What would happen if there were a fire in the countryside in your country? Would the farmers have the resources to start over if they lost everything?</li> <li>● Do you think people who work in agriculture have more to lose from climate change than those working in cities?</li> </ul>	
	<p><b>Video: 'Exceptional' Floods Hit Northern France</b> France 24 English Link: <a href="https://youtu.be/nFX0IB2BF04">https://youtu.be/nFX0IB2BF04</a></p> <p>A news story about the floods in France in November 2023. The story shares how two 'historic' floods hit northern France in five days, and shares interviews with French people where they tell their flood stories and how they're responding to this level of crisis.</p> <p><b>Starters:</b></p>	

	<ul style="list-style-type: none"> <li>● What was your reaction to this video?</li> <li>● Have any of you ever been affected by flooding or are from an area that could experience flooding?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● What would happen if your city or town flooded like this? Which parts would be under water? Which parts would be safe? Would your home be in the ‘safe zone?’</li> <li>● In what ways can governments and communities better prepare for and mitigate the impacts of future extreme weather events?</li> <li>● How might the flooding in France and other parts of the world serve as a wake-up call for addressing climate change on a global scale?</li> </ul>	
	<p><b>Article: Fears grow that climate change could put an end to fishing in Ireland</b> EuroNews Link: <a href="https://www.euronews.com/green/2023/08/17/fears-grow-that-climate-change-could-put-an-end-to-fishing-in-ireland">https://www.euronews.com/green/2023/08/17/fears-grow-that-climate-change-could-put-an-end-to-fishing-in-ireland</a></p> <p>Global warming is creating big challenges for people who depend on the sea in Ireland. This article explains the effect of climate change on Ireland’s fishing communities. Warmer sea temperatures are pushing some fish north to colder waters, making it harder for Irish boats to find them. Fishermen and experts warn that this could threaten jobs and traditions in coastal towns.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● What did you think about this article?</li> <li>● Have you noticed any problems faced by fishermen or farmers in your countries? Is climate change affecting people who produce the food in your country?</li> <li>● The fishermen in the article are afraid of losing their jobs and family traditions. Is there a job, tradition, or part of your local culture that you think could be affected by climate change in the future?</li> <li>● How connected do you feel to the sea, rivers, or other natural places near you? What role do they play in your community’s life?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● Fishing has been part of some Irish families for generations. Can you think of an activity, job, or tradition in your own culture that connects people strongly to nature?</li> <li>● What impact do you think climate change will have on the availability and price of certain foods?</li> </ul>	
<b>Activity</b>	A special Privilege Walk Game has been designed for this week!	

<b>Wrap-Up</b> <b>10-15 min</b>	<p>Activity Ideas: <a href="#">Reflection Activities</a></p> <p><b>Reflection journal:</b> Remind participants to submit their reflection journal for this week to stay on track.</p> <p><b>30-second Weekly Session Feedback:</b> Before you leave each week, we will also give you a link to a 30-second Weekly Session Feedback survey about the session today. Your responses go to the evaluation team, and your facilitator(s) will not see your responses.</p>	

## WEEK 5: CRITICAL LENS ON CLIMATE INITIATIVES

The world is seeing a rapid rise in initiatives, policies and products that are carbon-neutral, environmentally friendly, and explicitly taking climate change into consideration - but are they too good to be true? This week, students will take a critical look at some of the most popular climate ‘solutions,’ their outcomes, and where to most effectively direct our support.

Topics and learning objectives for the curriculum & the subsequent online dialogue sessions:

- Introducing the term greenwashing and analysing whether ‘green’ products or initiatives are actually eco-friendly
- Taking a critical look at some of the most popular policies, practices and ideas to solve climate change, and the consequences they might not know about
- Considering the debate over eco-capitalism/green capitalism and discussing whether it is achievable or a myth.
- Examining how governments and industries attempt to take over social movements or use them for their own benefit.

Week 5 Session Plan:

### Week 5 Session Theme: Critical Lens on Climate Initiatives

AGENDA	ACTIVITY DESCRIPTION	FAC NOTES
<b>Icebreaker</b> <b>15-20 min</b>	Activity ideas: <a href="#">Introductions and Icebreakers</a>	

<p><b>Free Flowing Discussion</b></p> <p><b>Topic: Critical Lens on Climate Initiatives</b></p> <p>The world is seeing a rapid rise in initiatives, policies and products that are carbon-neutral, environmentally friendly, and explicitly taking climate change into consideration - but are they too good to be true? This week you will take a critical look at some of the most popular climate 'solutions,' their outcomes, and where to most effectively direct our support.</p>	<p><b>Article: Explainer: What Is Green Colonialism?</b> Earth.org Link: <a href="https://earth.org/green-colonialism/">https://earth.org/green-colonialism/</a></p> <p>Green colonialism occurs when environmental initiatives, such as renewable energy projects or conservation efforts, negatively impact indigenous communities by displacing them from their traditional lands and disrupting their way of life. This article gives examples of how these initiatives have affected Saami, Palestinian, Brazilian and Indonesian people, and argues that to address this issue, it is crucial to involve indigenous communities in conservation projects and adopt policies that respect their rights and heritage.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● What is green colonialism? <ul style="list-style-type: none"> <li>○ How is it different from other colonialism you know about?</li> </ul> </li> <li>● What are some thoughts or emotions that you had when reading this article?</li> <li>● Can green initiatives ever be truly sustainable if they disregard the rights of indigenous communities? Why or why not?</li> <li>● Was anything about this article surprising to you? Why or why not?</li> <li>● How can good intentions behind conservation projects lead to negative consequences for indigenous communities?</li> <li>● How does this article challenge our understanding of environmental conservation efforts?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● How can traditional knowledge and practices of indigenous communities contribute to environmental solutions?</li> <li>● Why is it important to involve indigenous communities in conservation projects and policy decisions?</li> <li>● What are some ways to ensure "climate justice" when implementing renewable energy and conservation programs?</li> <li>● How does the concept of green colonialism intersect with issues of social and environmental justice?</li> <li>● Reflecting on the examples of green colonialism in Norway, Israel/Palestine, and Indonesia, what are some common patterns or themes?</li> </ul>	
	<p><b>Video: Greenwashing: When Companies Aren't as Sustainable as They Claim</b> The Wall Street Journal Link: <a href="https://www.youtube.com/watch?v=2NsBcVrPQok">https://www.youtube.com/watch?v=2NsBcVrPQok</a></p> <p>This video discusses how some companies, like American Airlines and H&amp;M, have promised to become more environmentally friendly to attract positive attention and customers. They often use buzzwords like 'sustainable' and 'eco-conscious,' but if they don't live up to these promises, who holds them accountable? The video explains what greenwashing is, why it's a problem, and how governments are beginning to try to regulate it.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● What is greenwashing?</li> <li>● Do you take whether or not a product is environmentally friendly into account</li> </ul>	

	<p>when choosing what to buy?</p> <ul style="list-style-type: none"> <li>● Can you think of any examples of greenwashing besides the ones mentioned in this video? <ul style="list-style-type: none"> <li>○ Do you notice greenwashing in your country?</li> </ul> </li> <li>● The video highlights weak environmental goals, lack of transparency, and long timelines as signals of greenwashing. Why are these factors considered problematic? How can they hinder real progress in sustainability?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● Carbon offsets are a common strategy used by companies to reduce their carbon emissions. What are some of the criticisms surrounding carbon offsets?</li> <li>● The video mentions the efforts of governments, such as the European Union and the US, to crack down on greenwashing through regulations and penalties. How effective do you think these regulatory measures will be in curbing greenwashing practices?</li> <li>● How can consumers navigate through greenwashing and make informed choices about sustainable products?</li> </ul>	
	<p><b>Video: How these companies tried to greenwash their plastic waste</b> DW Link: <a href="https://www.youtube.com/watch?v=Em07usLG2oY">https://www.youtube.com/watch?v=Em07usLG2oY</a></p> <p>This video exposes major companies' claims about their commitment to addressing plastic pollution and highlights their failure to deliver on these promises. It reveals that many of these companies, including Danone, Nestlé, and Coca-Cola, have consistently ranked among the world's worst plastics polluters, with only a small fraction of their plastic waste actually being recycled.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● What were your thoughts and feelings when watching this video?</li> <li>● The video shares criticism of corporate beach clean ups, because they are simply a one-time clean up that makes a corporation look better while it continues to produce the waste that needs to be cleaned up. Do you agree that a beach clean up could be a bad thing? Why or why not?</li> <li>● Does this video change the way you think about certain companies or certain products?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● How does the video define greenwashing in the context of plastic pollution?</li> <li>● What are some ways companies try to appear environmentally friendly in the video?</li> <li>● How many plastic products do you use on a daily basis? How many of them are you able to recycle?</li> </ul>	
	<p><b>Video: We Debunk the Latest Corporate Climate Lie</b> NYT Opinion Link: <a href="https://www.youtube.com/watch?v=RilwnjDwTOc">https://www.youtube.com/watch?v=RilwnjDwTOc</a></p> <p>Major corporations are making commitments to reduce their carbon emissions and achieve net-zero emissions in the coming decades. However, these promises are</p>	

criticized for lacking the ambition required to address the climate crisis effectively. This video highlights three significant flaws in these net-zero pledges, suggesting they may actually worsen the climate crisis.

**Starters:**

- What are your initial thoughts or reactions to the concept of "net zero" as discussed in the video?
- Someone in the video says that "we're witnessing the emergence of a new environmental capitalism." Do you think this is a hopeful thing, or a negative thing?
- What are the potential benefits and drawbacks of companies focusing on achieving net zero emissions?
- Do you believe that corporate net zero pledges can effectively address climate change? Why or why not?

**Further questions:**

- The video mentions the idea of planting trees to offset emissions. What are some of the challenges and limitations of this approach?
- The video says that net zero pledges might be worse than empty promises - they could get in the way of efforts to stop climate change before it's too late. Do you agree, or do you think net zero pledges are still beneficial?
- The video mentions the reliance on future technologies like direct air capture. Are there any potential risks or limitations associated with relying on future technological solutions?

**Article: Will mining the resources needed for clean energy cause problems for the environment?**

MIT Climate

Link: <https://climate.mit.edu/ask-mit/will-mining-resources-needed-clean-energy-cause-problems-environment>

This article discusses how clean energy technologies, such as wind, solar, and electric vehicles, are important for fighting climate change but rely on mining minerals like lithium, copper, and cobalt. This mining harms ecosystems and communities, emits greenhouse gases, and disproportionately impacts low-income areas. The article also presents possible ways to address these concerns.

**Starters**

- What is your reaction to this article?
- What do you think mining for clean energy has to do with climate justice?
- How can we achieve a balance between addressing climate change and the environmental impact of mining resources for clean energy?

**Further questions:**

- What are some of the environmental costs associated with mining the minerals needed for clean energy technologies?
- The article emphasizes the need to raise awareness about the environmental and social impacts of clean energy production. Why is it important for people to understand these impacts? Do you think increased awareness can drive positive change in the industry?

	<p><b>Video: Your recycling is not always being recycled - here's why</b>          PBS          Link: <a href="https://www.youtube.com/watch?v=Q_Va-AlliDw">https://www.youtube.com/watch?v=Q_Va-AlliDw</a></p> <p>Recycling guidelines appear to be unclear and confusing for regular people to understand how to properly dispose of their waste. Jennie Romer, the author of "Can I Recycle This?" explores the complicated world of recycling.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● Is there recycling where you live?             <ul style="list-style-type: none"> <li>○ If there isn't, what is the barrier to being able to have recycling?</li> <li>○ If there is, do you face the same issues as the reporter and find yourself confused about what you can actually recycle?</li> <li>○ If there is, are recycling symbols in your country easy to understand?</li> </ul> </li> <li>● Were you surprised by anything in this video?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● The video mentions that plastics with numbers 1 and 2 are more recyclable and have higher value, while mixed plastics with numbers 3-7 have low value. Is this something you knew about before watching this?             <ul style="list-style-type: none"> <li>○ Have you ever noticed recycling numbers on your plastic waste?</li> </ul> </li> <li>● What are some things consumers can do to reduce plastic waste?             <ul style="list-style-type: none"> <li>○ Are there any ways that you personally can reduce your use of plastic items?</li> </ul> </li> </ul>	
<p><b>Activity</b></p>	<p>The Gas Pipeline Stakeholder Debate activity has been designed for this week, and is an option for you if you think it would benefit your group.</p> <p>This can also be a good week to do a <b>meta-discussion</b> with your group. Meta-discussion activities can be found here.</p>	
<p><b>Wrap-Up</b></p> <p><b>10-20 min</b></p>	<p>Activity Ideas: <a href="#">Reflection Activities</a></p> <p><b>CAP Homework:</b> Remind them that they will have received feedback on their project plan from the course team on their project plans by now, and they should check it. Please ask how they're getting along with their CAP assignment, and if they feel like they might need any support from the course team based on the feedback they got. If they do, we can create some drop-in support sessions for them.</p> <p>Before next week's session they must submit a progress report with their team on the progress they have made on their project including sufficient evidence of what has already been completed. There is a template for this that they can download in the assignment guide and the assignment page in the Week 6 content. Emphasize to them that they need to work on collecting evidence of what they've accomplished this week, so that they have evidence to submit. As with the project plan, only one report needs to be submitted per team.</p> <p><b>Reflection journal:</b> Remind participants to submit their reflection journal for this week to stay on track.</p> <p><b>30-second Weekly Session Feedback:</b>          Before you leave each week, we will also give you a link to a 30-second Weekly Session</p>	

	Feedback survey about the session today. Your responses go to the evaluation team, and your facilitator(s) will not see your responses.	
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## WEEK 6: CLIMATE CRISIS STRATEGIES: MITIGATION, ADAPTATION AND RESILIENCE

What powers do technology, nature, and our creativity have to mitigate climate change? This week students will explore how nations, cities and people are rising to meet the challenges posed by their changing environments.

Topics and learning objectives for the curriculum & the subsequent online dialogue sessions:

- Exploring various climate mitigation strategies in different contexts around the world.
- Understanding the concept of climate adaptation and its role in managing climate impacts.
- Examining strategies for building climate resilience at the community level.

Week 6 Session Plan:

### Week 6 Session Theme: Climate Crisis Strategies: Mitigation, Adaptation & Resilience

AGENDA	ACTIVITY DESCRIPTION	FAC NOTES
<b>Icebreaker</b> 15-20 min	Activity ideas: <u><a href="#">Introductions and Icebreakers</a></u>	
<b>CAP Assignment</b> 5-20 min	<p>Congratulate them on turning in their progress reports!</p> <p>Have a meta-discussion in which you invite each team to share how their projects are going with the group. If some of them share that they are experiencing difficulty with the project, you can choose to start a problem solving/brainstorming conversation where the participants offer advice or ideas to one another.</p> <p>If a team is experiencing any difficulties with each other, you can offer to give everyone a bit of time in-session in breakout rooms to work on their projects. You can then enter a breakout room with this team and help them mediate.</p>	
<b>Free Flowing Discussion</b>  <b>Topic: Climate Crisis Strategies: Mitigation, Adaptation &amp;</b>	<p><b>Video: 22 inventions that are saving the earth</b> Insider Tech Link: <a href="https://www.youtube.com/watch?v=FWFb-8hFutY">https://www.youtube.com/watch?v=FWFb-8hFutY</a></p> <p>This video shares 22 innovations that have the potential to change the way we do things and reduce harm to the environment, ranging from vortex turbines to consumable</p>	

<p><b>Resilience</b></p> <p>What powers do technology, nature, and our creativity have to mitigate climate change? This week you will explore how nations, cities and people are rising to meet the challenges posed by their changing environments.</p>	<p>utensils, water-filled capsules, and eco-friendly alternatives for shampoo and toothpaste packaging. These inventions have the potential to diminish plastic usage, mitigate ocean pollution, and contribute to the overall improvement of our planet.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● What emotions did you have while watching the video?</li> <li>● Did you notice anything about the inventors showcased in the video?</li> <li>● What did you think about the inventions in the video?</li> <li>● Which invention impressed you the most, and why?</li> <li>● Some of the inventions in the video focus on reducing plastic use. Can you think of other ways we can reduce our reliance on plastic in our daily lives?</li> <li>● What role do you think creativity plays in addressing climate change?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● The video focuses on inventions and technological solutions. Are there any limitations to relying on technology to solve environmental problems? Can you think of any social or economic changes that are also necessary?</li> <li>● The video mentions that innovation plays a crucial role in finding solutions to environmental problems. What are some other areas where innovation can have a positive impact on sustainability?</li> </ul>	
	<p><b>Video: How the Dutch are reshaping their post-pandemic economy</b>  BBC REEL  Link: <a href="https://youtu.be/Ziw-wK03TSw">https://youtu.be/Ziw-wK03TSw</a></p> <p>An emerging economic model aims to shift our focus from constant growth to balance and wellbeing. Could 'Doughnut economics' create a safe, sustainable and just future?</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● What do you think about the doughnut economy? What elements of it resonated with you?</li> <li>● What is growth to you? How important is it for humankind?</li> <li>● When people ask the speaker if the doughnut economy is capitalist or communist she asks “Are these the only choices we have? The ‘isms’ of the last century?” What do you think about this statement? <ul style="list-style-type: none"> <li>○ Do you feel like the economic systems of the last century are the only ones to choose from?</li> <li>○ Are entirely new systems possible?</li> </ul> </li> <li>● Is it possible to balance Earth’s life supporting systems with humankind essentials of life? How?</li> <li>● What do you think is the role of the regional, national and local governments’ role regarding initiatives about climate change and sustainability?</li> <li>● One of the speakers in the video says “you need to start the conversation with everyone in the room.” What would this look like in your community?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● Do you think the Doughnut Economy could be implemented in your city? What would be the consequences of it? <ul style="list-style-type: none"> <li>○ What are the challenges for that implementation?</li> </ul> </li> <li>● Do you know any local initiatives that are effective at tackling climate change by promoting sustainable initiatives? <ul style="list-style-type: none"> <li>○ What about national initiatives?</li> </ul> </li> <li>● How can national and local governments be more integrated in their policies regarding climate change or climate migrants?</li> </ul>	

	<ul style="list-style-type: none"> <li>● What do you think about connecting the social aspect with the environmental ones in order to design public policies? <ul style="list-style-type: none"> <li>○ (if answered positively) Why do you think that doesn't happen very often?</li> </ul> </li> <li>● Do you see any places in your life where you could start implementing this 'circular way of thinking'?</li> <li>● One of the speakers says that instead of pushing for endless growth should focus on thriving, on resilience, and on wellbeing. What do you think about that?</li> <li>● What are the limitations of GDP (Gross Domestic Product) as a measure of a country's success? Can you think of any alternative metrics we could use?</li> <li>● The video suggests that high-income nations have a greater obligation to transform their economies. Why might this be the case? Do you agree, or disagree?</li> <li>● The video mentions a shift in mindset being necessary. What are some of the current values and priorities behind the economy in your country? Do you think they need to shift in order to be more sustainable?</li> </ul>	
	<p><b>Video: The Ancient Method Cooling One of Europe's Hottest Cities</b>  Tomorrow's Build  Link: <a href="https://www.youtube.com/watch?v=XdXq3nHIGvk">https://www.youtube.com/watch?v=XdXq3nHIGvk</a></p> <p>Average temperatures in Seville are getting dangerously hot, and these temperatures are predicted to get even hotter in the future due to climate change. The city now has a plan to deal with the problem by making public spaces that have comfortable temperatures, but without using lots of electricity for air conditioning. This plan is not new, however - it's based on a design from ancient Persia.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● What did you think about this video?</li> <li>● Do you know much about the way that your ancestors used to keep cool or keep warm before modern technology? Do you think these methods could be useful in your countries today?</li> <li>● What do you think of using an ancient or low-tech method rather than a high tech method to combat the effects of climate change?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● Are you from a city that is very hot in the summer? How does this affect you and the people around you?</li> <li>● What do you think you will do if it gets hotter in the future? What would the result be?</li> <li>● Can you think of other examples where historical knowledge can inform solutions to modern problems?</li> </ul>	
	<p><b>Video: Turning rooftops into gardens in a Palestinian refugee camp</b>  Middle East Eye  Link: <a href="https://www.youtube.com/watch?v=Du0RZxmX5w8">https://www.youtube.com/watch?v=Du0RZxmX5w8</a></p> <p>Shatha Alazza lives in Aida, a Palestinian Refugee Camp in the West Bank that suffers from its water supply being cut off and its environment poisoned by tear gas. In response, she has created a system of rooftop greenhouses that can improve the local</p>	

	<p>environment using very little water, while also providing food, using recycled materials, and allowing older generations to pass on their agricultural knowledge to their children.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● What did you think about this video?</li> <li>● How did this video make you feel?</li> <li>● The video discusses how gardening can be an important way for people to connect to their land. Do you think about gardening this way? How do you think people in your community connect to the land? How do you connect to your land?</li> <li>● What do you think about the idea that a climate adaptation can help refugees pass on their culture to their children?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● What are some of the potential benefits of these gardens, beyond just growing food?</li> <li>● How can initiatives like rooftop gardens contribute to community resilience and well-being in challenging environments such as refugee camps?</li> <li>● The video focuses on a specific solution in a particular location. How can this concept be adapted to address challenges faced by other communities?</li> </ul>	
	<p><b>Video: What is Climate Adaptation, Mitigation &amp; Resilience?</b>  NDTV  Link: <a href="https://www.youtube.com/watch?v=MGdeXn3YV4w">https://www.youtube.com/watch?v=MGdeXn3YV4w</a></p> <p>In this video Anubha Bhonsle and Pallavi Prasad give definitions of adaptation, mitigation, and resilience. They discuss what these mean in the context of climate change, and examples of what they look like when implemented.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● What did you think about this video?</li> <li>● Which of the examples in this video do you think would be realistic in your community?</li> <li>● Think about the analogy of the leaky boat. How can this analogy help us understand the differences between adaptation, mitigation, and resilience?</li> <li>● Why are climate adaptation, resilience, and mitigation important in addressing climate change? <ul style="list-style-type: none"> <li>○ Do you think that one is more important than the others?</li> </ul> </li> <li>● The video talks about building sea walls as an adaptation strategy. Can you think of any other adaptation strategies for specific climate change impacts (e.g., rising sea levels, extreme heat)?</li> <li>● The video mentions that mitigation takes time to show results. How can we stay motivated to take action on climate change when the effects might not be immediately noticeable?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● The video suggests that adaptation and resilience are particularly important for the global south. Do you think that developed nations have a responsibility to help developing nations build resilience?</li> <li>● Can you think of any real-life examples of climate adaptation measures mentioned in the video? How effective do you think they are?</li> <li>● What are some challenges or obstacles that communities or countries might face in implementing climate adaptation and resilience strategies?</li> <li>● What role do you think technological innovations can play in enhancing climate adaptation and resilience?</li> </ul>	

	<ul style="list-style-type: none"> <li>● How can climate adaptation and resilience strategies be made more inclusive and equitable, particularly for marginalized communities?</li> <li>● How can education and public awareness campaigns contribute to building resilience and promoting sustainable behavior?</li> </ul>	
	<p><b>Video: Unleashing AI’s potential: how it can help us adapt to climate change</b> Financial Times Link: <a href="https://www.youtube.com/watch?v=mmivGLa4yX0">https://www.youtube.com/watch?v=mmivGLa4yX0</a></p> <p>This video discusses the idea of using artificial intelligence (AI) to forecast and plan for climate change in a similar way to how we predict the weather. It emphasizes the increasing impact of climate change and the need for immediate action in terms of mitigation, adaptation, and resilience. AI can help decision-makers identify risks, estimate the cost of inaction, and create effective plans to combat climate change, making it a valuable tool in addressing this global issue.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● What did you think about this video?</li> <li>● What are the benefits of using AI to deal with climate change? What are the potential downsides or challenges of using AI?</li> <li>● How much do you think AI can be safely relied upon?</li> <li>● The video mentions that information is key to changing behavior and driving action at both the individual and leadership levels. Do you agree or disagree?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● Do you think there is a risk these tools could be monopolized by certain countries or corporations?</li> <li>● Could there be potential biases in the data or unintended consequences of AI-driven solutions?</li> <li>● The video mentions that one of the challenges in taking action against climate change is a paralysis of decision making. Do you agree? What do you think is necessary for us to get out of this paralysis?</li> <li>● In the context of climate change adaptation and resilience, the video highlights the use of AI models to quantify the risks and potential costs of inaction. How can this information empower decision makers?</li> <li>● The video concludes by stating that any successful AI solution for climate change must be easy to access, use, and control. Do you think AI platforms are user-friendly, inclusive, and transparent? How can these tools be made accessible to a wide range of stakeholders?</li> </ul>	
	<p><b>Video: Why we need to future-proof our cities</b> Earthrise x Bloomberg Link: <a href="https://www.youtube.com/watch?v=zjPOZ8WYyGc">https://www.youtube.com/watch?v=zjPOZ8WYyGc</a></p> <p>This video discusses the importance of preparing our cities for the future. The global urban population is expected to double by 2050, and with the ongoing impacts of climate change, cities need to adapt and find innovative solutions to address the climate crisis. The video focuses on how cities in the Global South are responding to and getting ready for these challenges.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● What did you think about this video?</li> </ul>	

	<ul style="list-style-type: none"> <li>● The video suggests that shiny high-tech solutions might not be the answer for all cities. Do you agree or disagree?</li> <li>● Do you think that low-tech or high-tech solutions would be the most helpful in your city?</li> <li>● What did you think about the fact that some African countries started using the less sustainable and effective building material concrete instead of mud because colonialism made them associate mud with poverty and concrete with modernity? <ul style="list-style-type: none"> <li>○ Do you think that traditional and indigenous knowledge is seen as backwards or inferior, in your country or the world in general?</li> <li>○ How can we overcome biases and perceptions about indigenous knowledge?</li> <li>○ In what ways can traditional and indigenous knowledge be integrated into modern urban planning and sustainable practices?</li> </ul> </li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● The video emphasizes the success of community-driven initiatives. How can we empower local communities to develop solutions for their specific vulnerabilities?</li> <li>● The video mentions that rich countries are responsible for 92% of excess emissions that cause the climate crisis, while the most climate-vulnerable cities are in poorer countries. How does this imbalance raise questions about responsibility in addressing climate change? <ul style="list-style-type: none"> <li>○ What role should wealthier nations play in supporting and assisting poorer countries in future-proofing their cities?</li> </ul> </li> <li>● The video highlights the importance of sustainable urban planning and adaptation strategies. What are some examples mentioned in the video, and how do these strategies differ between wealthier and poorer nations?</li> <li>● Mud-based architecture and living bridges are presented as innovative solutions to climate change in the video. What are the advantages of these traditional practices, and how can they be applied in modern urban contexts?</li> <li>● The video emphasizes the need to consider everyone when envisioning solutions for future cities. How can cities be designed to be inclusive and ensure that all residents benefit from sustainable measures?</li> <li>● While mud buildings and living bridges have advantages, can they address the scale of future challenges?</li> </ul>	
	<p><b>Video: Using Nudge to Stop Cigarette Litter</b>  Hubbub  Link: <a href="https://www.youtube.com/watch?v=H1le8haaKAA">https://www.youtube.com/watch?v=H1le8haaKAA</a></p> <p>This video shows how one group of people came up with a clever way to reduce cigarette waste by making it fun. They made observations of who was throwing cigarette butts on the street, and came up with a simple way to engage that audience - by making waste bins more engaging and relevant to them.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● What did you think about the idea of the ballot bin?</li> <li>● Why was this project successful?</li> <li>● The video shows people choosing between Messi and Ronaldo by using a bin. Do you think this idea could work in your community?</li> <li>● If you could design your own ballot bin to reduce littering, what questions would you ask? How would it make people want to use it?</li> <li>● Would you use different questions for different audiences? What questions</li> </ul>	

	<p>would you use for young women? Or for older generations?</p> <ul style="list-style-type: none"> <li>● How do you think this video is a good example of a CAP project? What steps did they take when designing their project? What worked?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● How do you feel about the idea of making tasks more fun to encourage good behavior? Can you think of any other tasks that could be made fun in this way?</li> <li>● Why do you think people are more likely to throw their litter away when it becomes a game? Would you do the same?</li> <li>● The video talks about understanding why people litter. Why do you think some people throw litter on the ground instead of using a bin?</li> <li>● How does littering affect your neighborhood or city? Do people generally throw litter on the ground, or put it in bins? Why do you think this is?</li> <li>● Does everyone litter the same amount, or do some people do it more than others?</li> <li>● The video suggests using bright, attractive bins to catch people's attention. Do you think design and color are important in public spaces? Why or why not?</li> <li>● Have you ever noticed any creative ways in your area to keep it clean or encourage good behavior? How effective were they?</li> </ul>	
<b>Activity</b>	There are many activities to choose from in the GPF!	
<b>Wrap-Up</b>  <b>10-15 min</b>	<p>Activity Ideas: <a href="#">Reflection Activities</a></p> <p><b>CAP Homework:</b> For next week they should continue to make progress on their projects, as they should aim to be finished before their Week 8 session. Their final presentation will be presented by them in Week 9.</p> <p><b>Reflection journal:</b> Remind participants to submit their reflection journal for this week to stay on track.</p> <p><b>30-second Weekly Session Feedback:</b> Before you leave each week, we will also give you a link to a 30-second Weekly Session Feedback survey about the session today. Your responses go to the evaluation team, and your facilitator(s) will not see your responses.</p>	

## WEEK 7: CLIMATE COMMUNICATION AND ADVOCACY

What stories do we hear about climate change, and what narratives and frames are used to tell them? This week students will look at the media landscape, ways climate stories are communicated, and how this translates into action.

Topics and learning objectives for the curriculum & the subsequent online dialogue sessions:

- Understanding the importance of effective climate communication
- Examining climate mis/disinformation
- Exploring the role of social media and storytelling in shaping climate narratives.
- Practise how to communicate climate issues positively and constructively.
- Examining the double-edged sword of social media, and how it is currently used to both galvanise support for combatting climate change and also deny and share misinformation about climate change. Discussing ideas of how to address this as users of social media.
- Examining different communication strategies to engage diverse audiences.

Week 7 Session Plan:

### Week 7 Session Theme: Climate Communication and Advocacy

AGENDA	ACTIVITY DESCRIPTION	FAC NOTES
<b>Icebreaker</b> 15-20 min	Activity ideas: <u>Introductions and Icebreakers</u>	
<b>CAP Assignment Check-in / Meta-discussion</b> 5-20 min	Ask the teams if everything is going well with their projects and their collaboration with one another. If there are any CAP teams that you know are struggling to communicate or collaborate, or if any groups say they feel overwhelmed and behind in their progress, feel free to leave some time in the session for them to meet in break out rooms and work on their project together. You can then pop into the room to check in on them to make sure everyone is contributing and they're communicating effectively.	
<b>Free Flowing Discussion</b>  <b>Topic: Climate Communication and Advocacy</b>  What stories do we hear about climate change, and what narratives and frames are used to tell them? This week you will look at the media landscape, ways climate stories are communicated, and how this translates into action.	<b>Video: Does TikTok have a climate change denial problem?</b> BBC Link: <a href="https://www.youtube.com/watch?v=42xHuSmwYa4">https://www.youtube.com/watch?v=42xHuSmwYa4</a>  TikTok has promised to take action against people who deny climate change on its platform. However, an investigation by the BBC discovered that many videos on TikTok are still sharing incorrect information about the climate crisis. This video shares interviews with scientists and content creators who are using TikTok to address and debunk climate change conspiracies.  <b>Starters:</b> <ul style="list-style-type: none"> <li>● Is TikTok a reliable source for information about climate change? Why or why not?</li> <li>● What are the challenges of addressing climate change misinformation on social media platforms like TikTok?</li> <li>● In the video, it is mentioned that TikTok has been criticized for allowing climate change denial content to spread. What are your thoughts on social media platforms' responsibility in regulating climate change information?</li> <li>● Should social media platforms like TikTok be responsible for removing climate</li> </ul>	

	<p>change denial content?</p> <ul style="list-style-type: none"> <li>● The video mentions that TikTok implemented a policy to remove climate change misinformation. Do you think this is an effective approach to addressing the issue? <ul style="list-style-type: none"> <li>○ What are the potential pros and cons of this approach?</li> </ul> </li> <li>● How can we promote a more informed discussion about climate science online?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● The video mentions two approaches to dealing with misinformation: removing harmful content and promoting good content. Which approach do you think is more effective? Why?</li> <li>● The climate scientist interviewed in the video suggests that perhaps we should be "happy to be challenged" on climate science. Do you agree? Why or why not?</li> <li>● The video mentions that the spread of misinformation can be particularly bad on TikTok because "anyone can post anything." What are some potential solutions to this problem?</li> <li>● How can we be more critical consumers of information that we encounter online, especially on social media platforms?</li> <li>● How might the spread of climate change denial content on TikTok impact public perception and understanding of climate change? What are the potential consequences of misinformation in this context?</li> <li>● The video mentions that TikTok suspended accounts that posted climate change misinformation. Do you think suspending accounts is an effective deterrent against spreading false information? What are the potential implications of suspending accounts on freedom of speech?</li> <li>● The video suggests that the responsibility of addressing climate change denial extends beyond social media platforms to individuals and society as a whole. How can individuals play a role in promoting accurate climate science information and combating misinformation in their online and offline interactions?</li> </ul>	
	<p><b>Article: How to be more engaging when communicating around climate change</b>  The Climate Communication Project  Link: <a href="https://theclimatcommsproject.org/climate-communication-in-practice/">https://theclimatcommsproject.org/climate-communication-in-practice/</a></p> <p>This report presents information from experts on how to enhance climate change communication. It highlights the importance of engaging the public effectively, and offers recommendations for better practices. The report emphasizes the need to connect with audiences by making climate change relevant to their daily lives, promote dialogue and optimism, and empower individuals to take action against climate change.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● What are some of the challenges of communicating climate change to the public?</li> <li>● The article talks about the importance of "resonating" with the audience. What are some ways to make climate change communication more relevant to people's everyday lives?</li> <li>● The article recommends using two-way dialogue to communicate about climate change. How could dialogue be effective?</li> <li>● How do you think you can use your experience with dialogue in this course to conduct dialogues on climate change with people you know?</li> </ul>	

	<ul style="list-style-type: none"> <li>• The article contains the quote “Tell me, I’ll forget. Show me, I’ll remember. Involve me, I’ll understand.” What is your reaction to this quote? Do you agree or disagree?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>• Why is it important to use "balanced optimism" when communicating about climate change?</li> <li>• How can climate communicators empower people to take action on climate change?</li> <li>• The article recommends “using captivating visuals, stories, narrative, humour and other creative forms of engagement to build a sense of optimism.” How would you use these tools to reach your community?</li> </ul>	
	<p><b>Article: How to Spot—and Help Stop—Climate Misinformation</b> NRDC Link: <a href="https://www.nrdc.org/stories/how-spot-and-help-stop-climate-misinformation">https://www.nrdc.org/stories/how-spot-and-help-stop-climate-misinformation</a></p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>• Have you ever heard anyone deny climate change? What did they say?</li> <li>• Have you ever heard or seen climate misinformation? What information was shared, and how was it shared?</li> <li>• Was there anything that you thought about climate change that is different now that you’ve taken this course? What helped you change the way you think about it?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>• The article says that there has been a gradual transition from science denial to solutions denial. Can you think of any examples of this?</li> <li>• What are some examples of "greenwashing" that you’ve seen?</li> <li>• What are some things you can do to stop the spread of climate misinformation?</li> </ul>	
	<p><b>Video: How to talk about climate to make a difference</b> Heard Link: <a href="https://www.youtube.com/watch?v=lg34VWcj9CE&amp;ab_channel=OnRoadMedia">https://www.youtube.com/watch?v=lg34VWcj9CE&amp;ab_channel=OnRoadMedia</a></p> <p>What is the most effective tone to take when communicating about climate change? The makers of this video conducted an experiment by interviewing people on the street. The experiment revealed that even small changes in how we say things can lead to big differences in how people react, and can determine the outcome of climate conversations.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>• What did you think about the different ways that people reacted to different attitudes towards climate change?</li> <li>• Someone in the video says that the way we talk can change how we think, feel and act. Do you agree?</li> <li>• Do you think the way we talk about climate change affects how people feel about the issue?</li> <li>• Why might focusing on the negative aspects of climate change be discouraging?</li> <li>• What are some ways to talk about climate change in a more hopeful and</li> </ul>	

	<p>empowering way?</p> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● Is it realistic to expect everyone to feel optimistic about climate change?</li> <li>● The video mentions the importance of "normalizing action." Can you think of any examples of climate action that have become more normal in recent years?</li> <li>● How can we celebrate progress that has already been made on climate change solutions?</li> </ul>	
	<p><b>Article: Record-breaking temperatures mean we must change the way we talk about the climate emergency</b>  The Conversation: Kamyar Razavi  Link: <a href="https://theconversation.com/record-breaking-temperatures-mean-we-must-change-the-way-we-talk-about-the-climate-emergency-163627">https://theconversation.com/record-breaking-temperatures-mean-we-must-change-the-way-we-talk-about-the-climate-emergency-163627</a></p> <p>With the unprecedented increase in temperatures around the world and the effects of climate change reaching new heights, how do we express our concern or the urgency for taking action? In this article, Kamyar Razavi tackles different approaches to communicating climate change.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● How is climate change discussed in your surroundings? What words or what 'narrative' is used? (If they can't think of anything, you can ask 'are people talking about natural disasters, their concerns, solutions, political action, doom scenarios?')</li> <li>● Do you think that the communication about climate change by the media and officials in your country has been effective or ineffective in inspiring action against climate change?</li> <li>● Razavi mentions that there is too much 'fear messaging' around climate change, because fear can shut down action. Do you agree? What role do you think emotions have to play in taking action on something? What emotions are useful, and what emotions are not useful when inspiring people to act?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● What are good examples of media coverage of climate change?</li> <li>● Are there any bad examples?</li> <li>● If you were a journalist, how would you cover climate change?</li> <li>● The text mentions the "Information Deficit Model," a model that builds on the assumption that people will take action on climate change if they have more information about it. <ul style="list-style-type: none"> <li>○ What do you think about this assumption? Do you think it's a good one?</li> <li>○ Can you think of examples where this isn't the case?</li> <li>○ What other models could serve to explain why people do or do not take action against climate change?</li> </ul> </li> <li>● Razavi states that "the relationship between how much people know and how they act is not always linear." Do you agree or disagree? Can you think of any examples?</li> <li>● Razavi argues that for there to be engagement on climate change, the crisis must feel "personal, relatable, understandable and, most importantly, solvable." Do you agree? Are there any words you think should be added to this list?</li> </ul>	

	<p><b>Video: Why humans are so bad at thinking about climate change</b>  Vox  Link: <a href="https://www.youtube.com/watch?v=DkZ7BJQupVA">https://www.youtube.com/watch?v=DkZ7BJQupVA</a></p> <p>In this video, experts emphasise the need to change the way we discuss climate change. They argue that the doom-and-gloom messaging is not effective and makes people passive. Instead, the video suggests framing information about climate change in a way that makes it more visible and relatable, such as linking energy use to pollution and health impacts, and using social competition to encourage energy conservation.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● Why does the speaker say the current messaging about climate change isn't working?</li> <li>● Do you agree that fear and guilt are not good ways to get people to engage with a topic? Why?</li> <li>● A speaker says 'if Co2 was black, we would have dealt with this issue a long time ago,' because we would actually be able to see it being released and associate it with being bad for the environment and our health. Do you agree or disagree?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● What does the video suggest as a more effective way to communicate about climate change?</li> <li>● How did the UCLA Engage project make energy usage more visible to people?</li> <li>● What did you think about how putting people in a competition was the best way for them to reduce energy consumption? Do you think that you would feel more motivated in a competition?</li> <li>● How could this strategy be used at the scale of a neighborhood or a city?</li> <li>● Is it important to celebrate progress when addressing climate change, or should the focus be on the urgency of the problem?</li> <li>● In what ways do you think the messaging around climate change could be improved to encourage more proactive thinking and action? How can we effectively communicate the urgency of the issue without overwhelming people?</li> <li>● Why do you think it is difficult for individuals to grasp the impact of their own actions on climate change? How can we make the invisible more visible to foster a sense of personal responsibility?</li> <li>● What are some positive outcomes or success stories that give you hope? What are the key lessons we can learn from these achievements?</li> <li>● How does our responsibility to future generations impact our thinking and decision-making today?</li> </ul>	
<b>Activity</b>	There are many activities to choose from in the GPF!	
<b>Wrap-Up</b>  <b>10-15 min</b>	Activity Ideas: <a href="#">Reflection Activities</a>  <b>CAP Homework:</b> Remind them that they should complete their project and collect evidence of its impact next week, because they will have to give their final presentation during the Week 9 session. They can see examples of good final presentations in the CAP Assignment Guide.	

	<p>It's not too long, and asks them to reflect on the course. It's not mandatory, but very important to us, so we hope that they can fill it out.</p> <p><b>Reflection journal:</b> Remind participants to submit their reflection journal for this week to stay on track.</p> <p><b>30-second Weekly Session Feedback:</b> Before you leave each week, we will also give you a link to a 30-second Weekly Session Feedback survey about the session today. Your responses go to the evaluation team, and your facilitator(s) will not see your responses.</p>	
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## WEEK 8: POWER AND CLIMATE ACTION

Who has the power to make impactful decisions about climate action? How or where are these decisions being made? This week students will look at examples of inclusive action and responses to climate change, identify the stakeholders at different levels and analyse what their role can be.

Topics and learning objectives for the curriculum & the subsequent online dialogue sessions:

- Exploring opportunities and challenges for inclusive climate action and highlighting initiatives that embrace intersectional approaches to climate action.
- Discussing the role of youth in inclusive climate action.
- Discussing the importance of inclusive climate policies and decision-making processes.
- Using insights gained from the exercise they completed as homework, students take part in a power mapping activity within their teams.
- Identifying the stakeholders in climate change at different levels - who are the power players, who benefits, and what roles do they play.

Week 8 Session Plan:

### Week 8 Session Theme: Power and Climate Action

AGENDA	ACTIVITY DESCRIPTION	FAC NOTES
Icebreaker 15-20 min	Activity ideas: <a href="#">Introductions and Icebreakers</a>	

<p><b>Free Flowing Discussion</b></p> <p><b>Topic: Power and Climate Action</b></p> <p>Who has the power to make impactful decisions about climate action? How or where are these decisions being made? This week you will look at examples of inclusive action and responses to climate change, identify the stakeholders at different levels, and analyse what your own role can be.</p>	<p><b>Article: Climate change in the Middle East: These young activists are making a difference</b></p> <p>Middle East Eye  Link: <a href="https://www.middleeasteye.net/news/climate-change-middle-east-activists-fighting">https://www.middleeasteye.net/news/climate-change-middle-east-activists-fighting</a></p> <p>Young climate change activists and environmentalists in the Middle East and North African region are making a difference. This article features five leading environmental activists in that region who started their own fight against climate change and its effects.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● Have you ever heard of any of the activists mentioned in this article? Why do you think this is the case? Do you know of similar initiatives in your country or region? What are their focal points? Are you engaged in those initiatives? Why, or why not?</li> <li>● What do you think about the stories of the youth activists from the MENA region and their fight for environmental causes in their countries? <ul style="list-style-type: none"> <li>○ How do you feel about the activism of individuals? Can one person start a revolution?</li> </ul> </li> <li>● Which story or activist profile stood out to you the most? Why?</li> <li>● The article highlights the unique challenges faced by climate activists in the Middle East. Can you draw any parallels to climate activism in other regions?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● According to Mohamed Houij “We are a big part of the problem. We created it, we should be dealing with it.” <ul style="list-style-type: none"> <li>○ Do you agree with Mohamed’s statement? And why?</li> <li>○ In your opinion, where/with who should lie the main responsibility for finding solutions to the climate crisis and taking action? Individuals, society, states, industries, global politics? (How) Are you taking action on a personal or a community level to address such issues?</li> </ul> </li> <li>● “My friends mocked me at first. They said that in Lebanon we have worse problems, but they’ve slowly started to support me.” Joelle Zgheib <ul style="list-style-type: none"> <li>○ How would you counter being told “we have more important issues to tackle than climate change”?</li> <li>○ How can you move from rejection to engagement?</li> </ul> </li> <li>● Sercan Dede says: “People may think we lost, but this is just a process. It started 30 years ago, and it’s still going on.” <ul style="list-style-type: none"> <li>○ How long, in your opinion, would it take to cause change?</li> <li>○ How can activists in general and climate activists in particular stay engaged in their activism even if the impact is not occurring quickly?</li> </ul> </li> <li>● What risks do environmental activists face in your country?</li> <li>● In your opinion, (what) are there differences between climate activists in different countries or parts of the world?</li> <li>● What measures can activists take to protect themselves from being arrested, detained, accused of espionage while fighting against climate change in their countries?</li> </ul>	
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	<ul style="list-style-type: none"> <li>● If you were in a power position, would you support young activists? Why? And if yes, how would you do this?</li> </ul>	
	<p><b>Video: How do corporations influence decisions on climate action?</b> GlobalWitness Link: <a href="https://www.youtube.com/watch?v=Xt-4dQgF7aU">https://www.youtube.com/watch?v=Xt-4dQgF7aU</a></p> <p>People are waking up to the threat posed by climate change and asking governments to act, but meaningful political change has been difficult to achieve. Why is this, and what role might corporations play in political decision making?</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● According to the video, who else besides elected leaders has influence over climate decisions? <ul style="list-style-type: none"> <li>○ How do you think their influence affects progress in addressing the climate crisis?</li> <li>○ Why do you think their influence is as strong as it is?</li> </ul> </li> <li>● The video mentions the involvement of fossil fuel companies, banks, and agribusinesses in influencing climate talks. What are your thoughts on the impact of corporate influence on climate policy?</li> <li>● The video emphasizes the importance of including youth climate activists and land/environmental defenders in decision-making processes. How do you think their inclusion can contribute to finding solutions to the climate crisis?</li> <li>● What are your thoughts on the role of elected leaders in tackling the climate crisis?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● How important is it for the general public to be aware of the influence exerted by corporations on climate policy? <ul style="list-style-type: none"> <li>○ How can this awareness lead to change?</li> </ul> </li> <li>● What are the potential challenges to removing the influence of companies from global climate talks? <ul style="list-style-type: none"> <li>○ How can these challenges be addressed?</li> </ul> </li> <li>● Do you think climate-friendly policies can happen without addressing the influence of corporate power? Why or why not?</li> <li>● What actions can individuals take to support the demand for political leaders to end their relationships with corporations that contribute to the climate crisis?</li> <li>● How can we empower traditionally marginalized communities and environmental defenders to have a stronger voice in climate negotiations?</li> <li>● Is it fair to label all companies in certain industries (e.g., fossil fuels, agribusiness) as inherently "toxic"? <ul style="list-style-type: none"> <li>○ Are there nuanced distinctions that should be considered?</li> </ul> </li> </ul>	
	<p><b>Article: The stakeholders of climate change</b> PlanA</p>	

Link: <https://plana.earth/academy/the-stakeholders-of-climate-change>

The article discusses how climate change affects everyone and involves various stakeholders. These stakeholders include governments, civil society (non-governmental organizations and citizens), and companies. Each group plays a role in shaping climate change policies and actions.

**Starters:**

- What is your answer to the question asked in the article: Who has more responsibility to work against climate change, the consumer or the producer?
- Civil society, including NGOs and grassroots movements, is highlighted as influential in driving change. Have you ever participated in or witnessed any organization-led or community-led initiatives? How do you think such actions can make a difference?
- The article suggests that individuals play a crucial role in shaping societal structures and decisions. How do you personally feel empowered or limited in making a difference in environmental issues?
- Reflect on the statement that "saving the planet" is a shared objective among all stakeholders. Do you agree?
- Do you see yourself as a stakeholder in climate change?

**Further questions:**

- The article says "it is fair for a wheat farmer or a power plant to benefit from more water resources than a family because they are using it for necessary activities." Do you agree or disagree? Who should have the most priority when it comes to resources?
- How can we ensure that all stakeholders, including governments, civil society, and private companies, collaborate effectively to address climate change?
  - What barriers or challenges might arise, and how can they be overcome?
- In what ways can governments balance economic priorities with the need for sustainable and climate-friendly policies?
  - How can they encourage businesses to adopt sustainable practices without hindering economic growth?
- What role can international cooperation and collaboration play in addressing global climate challenges?
- Can you think of other stakeholders not explicitly mentioned in the resource?

**Video: Why big oil loves to talk about your carbon footprint**

DW Planet A

Link: <https://www.youtube.com/watch?v=vqZVCEnY-Us>

This video discusses the history of carbon footprints and how big oil companies use them to divert attention from their environmental impact. It also draws parallels with industries like plastics and tobacco that used similar tactics in the past. The video speaks about the significance of individual actions in reducing carbon footprints.

**Starters:**

- Have you ever calculated your carbon footprint before? If so, how has this video influenced your understanding of it?
  - What emotions do you feel about your carbon footprint?
- What emotions did you feel when watching this video?
- The video suggests that Big Oil companies often emphasize individual responsibility for carbon footprints. Why might they do this? What might be the advantages for them?
- Do you think Big Oil companies should take more responsibility for reducing carbon emissions, or should the responsibility primarily lie with individuals and governments? Why?
- How effective do you think focusing on individual carbon footprints is in addressing climate change, compared to systemic changes?
- The video mentions the role of fossil fuel companies in shaping the narrative around personal responsibility. What are your thoughts on this?
- How do you perceive the role of Big Oil in the conversation surrounding carbon footprints?

**Further questions:**

- In the video, it is argued that discussing individual carbon footprints can divert attention from the larger impact of fossil fuel industries. Do you agree with this viewpoint? Why or why not?
- The video mentions the concept of "greenwashing," where companies create a misleading perception of their environmental efforts. How might this concept relate to Big Oil companies and their discussions of carbon footprints?
- The video suggests that the concept of the "carbon footprint" was popularized by a fossil fuel company. Does this undermine the legitimacy of the concept itself, or is it still a useful tool for individual awareness?
- How can we navigate the complex emotions surrounding climate change, such as guilt, fear, and apathy, to move towards effective action?
- What are some specific actions you can take, based on your current circumstances and resources, to contribute to climate solutions?
- How can we encourage and support individual action while advocating for systemic change?

**Video: Why politicians have failed to tackle climate change**

The Economist

Link: <https://www.youtube.com/watch?v=K7lzhYTg94s>

This video discusses the history of climate agreements and politics surrounding climate change. It covers the various international climate agreements, such as the Kyoto Protocol and the Paris Agreement, and their limitations in achieving significant reductions in greenhouse gas emissions. It also explores the challenges politicians face,

including conflicting interests, short-term thinking, and the influence of powerful fossil fuel industries.

**Starters:**

- Why do you think politicians have failed to tackle climate change?
- How did the video make you feel about the efforts to tackle climate change, considering the historical context presented?
- Do you think the rise of environmentalism has been effective in influencing political action on climate change? Why or why not?
- Why do you think some countries, like the United States, have been hesitant to commit to international agreements? Do you believe national interests or global responsibilities should be the most important to national governments?
- Reflecting on the Paris Agreement, what are your thoughts on the effectiveness of voluntary commitments versus legally binding agreements in addressing climate change?

**Further questions:**

- Considering the complex and interconnected nature of the climate crisis, what are some potential unintended consequences of focusing solely on emissions reduction?
- How does the influence of political power and lobbying by fossil fuel industries affect climate change policies?
- Why do you think there has been a lack of decisive action to address climate change despite the strong scientific evidence and growing public concern?
- In your opinion, what are some of the main challenges in aligning the general interests of humanity with the specific interests of those who may be negatively affected by reducing fossil fuel emissions?
- How do you feel about the prospects of the younger generation's involvement in climate activism, as mentioned in the conclusion of the video? Do you think they will be successful in pushing for more decisive action? Why or why not?

**Video: How Different Generations Talk About Climate Change**

Hot Mess

Link: <https://www.youtube.com/watch?v=TQYo9nk-Zlw>

This video explores the evolving landscape of climate activism, featuring interviews with climate activists from different generations. By examining the historical context of the environmental movement and the unique perspectives of both older and younger activists, the video delves into the challenges and opportunities for effective climate action.

**Starters:**

- Have you noticed that older generations view climate change differently than younger ones in your country? Why do you think that is?
  - Are they as active in the climate movement as young people? Why?
- Have you ever had a conversation with an older person about climate change? How did it go?

	<ul style="list-style-type: none"> <li>● An activist in the video says you have to frame the conversation differently for every group of people you talk to. How would you try to convince a 60 year old from your community to care about climate change? <ul style="list-style-type: none"> <li>○ How would you try to convince a 10 year old from your community to care about climate change?</li> </ul> </li> <li>● What does ‘intergenerational climate justice’ mean to you? <ul style="list-style-type: none"> <li>○ How can climate activism be more intergenerational?</li> </ul> </li> <li>● What is unique about younger generations' approaches to the climate crisis?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● How can older and younger generations work together more effectively to address climate change? What are the benefits of intergenerational collaboration? <ul style="list-style-type: none"> <li>○ What are some potential differences or challenges that may arise between the generations?</li> </ul> </li> <li>● The older activist says that we can’t change the minds of climate deniers, so we should focus our energy on convincing people who are in the middle on climate change, or who accept that climate change is real but just don’t know how to act. Do you agree or disagree?</li> <li>● What do you think about the quote “It's not about old versus young. It's about people in the forces who are destroying our planet and life on earth [vs.] people in the forces who are fighting for it.”</li> <li>● Why is it important to acknowledge and respect the long history of environmental and indigenous activism that predates the modern climate movement? How can this help build a more united climate movement?</li> <li>● What are the risks of placing too much pressure and responsibility on young climate activists? How can the burden be shared more equitably across generations?</li> <li>● Someone in the video says we can learn from people who are much older than us and much younger than us. Do you agree?</li> <li>● To what extent should individual lifestyle changes (e.g. reducing plastic use) be emphasized versus pushing for systemic changes led by governments and corporations? What are the pros and cons of each approach?</li> </ul>	
<b>Activity</b>	There are many activities to choose from in the GPF!	
<b>Wrap-Up</b> <b>10-15 min</b>	Activity Ideas: <u>Reflection Activities</u>  <b>CAP Homework:</b> Please remind the teams that their final presentation on their CAP project must be completed before next week’s session. To be given points the presentations must contain sufficient evidence of project delivery, visuals and/or other evidence of what each person accomplished in their community, and an assessment of impact.  Each person in the team must present part of the presentation. Their part of the	

	<p>presentation should include how they contributed to the project and evidence of the impact they made in their community.</p> <p>Tell participants that if there is an emergency and you cannot attend that session, you must create a video of yourself presenting your part that can be played during the presentation.</p> <p>More detailed instructions on the presentation can be found in the Assignment Timeline page, and examples of good presentations can be seen on the Assignment Examples and Templates page.</p> <p><b>Reflection journal:</b> Remind participants to submit their reflection journal for this week to stay on track.</p> <p><b>30-second Weekly Session Feedback:</b> Before you leave each week, we will also give you a link to a 30-second Weekly Session Feedback survey about the session today. Your responses go to the evaluation team, and your facilitator(s) will not see your responses.</p>	
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## WEEK 9: GLOBAL POLITICS AND CLIMATE POLICY

How do politics affect (and are affected by) sustainability efforts worldwide? This week, students look at the politics and economics of climate change, including the key actions and debates taking place on the international level.

Topics and learning objectives for the curriculum & the subsequent online dialogue sessions:

- Discussing the challenges and opportunities in global climate agreements and initiatives (e.g., Paris Agreement, the Green Deal).
- Exploring the role of international organisations in addressing climate change.
- Analysing global roles and responsibilities.
- Putting a spotlight on the international politics and economics of climate change.
- Digging into the debate over which countries have the most responsibility for climate change, which should be cutting the most carbon, and which should be paying the most to address climate change.
- Discussing the significance of global climate agreements and initiatives; what they hope to achieve, and how much the international community is following through on their commitments.

Week 9 Session Plan:

**Week 9 Session Theme: Global Politics & Climate Policy**

AGENDA	ACTIVITY DESCRIPTION	FAC NOTES
<p><b>Icebreaker</b> 15-20 min</p>	<p>Activity ideas: <u><a href="#">Introductions and Icebreakers</a></u></p>	
<p><b>CAP Presentations and Meta-discussion</b>  30-60 min</p>	<p>It is recommended that you start with CAP presentations to make sure there is time to get through all of them. Invite each team to deliver their presentation to the group. Keep an eye on the clock just to make sure that they don't go too far over 10 minutes for each team. After each presentation, give participants the opportunity to direct comments or questions to the members of that team. You may have to model some of these to prompt the participants to do so.</p> <p>After the presentations, open up the conversation to a meta-discussion about the CAP assignment itself. Sample reflection questions are:</p> <ul style="list-style-type: none"> <li>● What did you think about this assignment?</li> <li>● What did you like about it? Is there something you didn't like about it?</li> <li>● Did you learn anything from this assignment?</li> <li>● What do you think you accomplished through this assignment?</li> <li>● Why do you think we did this assignment in this course?</li> <li>● Do you think this assignment helped you with teamwork skills? With communication skills?</li> <li>● Did you feel that the assignment guide and the samples gave you the information you needed to know?</li> <li>● Is there something you think should be changed about this project in future semesters?</li> </ul> <p>Try to ensure that the end of this discussion is positive! Regardless of whether there were things about it that were challenging for them, congratulate them and help them feel like they made a positive difference in the world, even if they think it's small.</p>	
<p><b>Free Flowing Discussion</b></p> <p><b>Topic: Global Politics &amp; Climate Policy</b></p> <p>How do politics affect (and are affected by) sustainability efforts worldwide? This week, you will look at the politics and economics of climate change, including the key actions and debates taking place on the international level.</p>	<p><b>Video: Can Capitalism Solve The Climate Crisis?</b> Earthrise Link: <a href="https://www.youtube.com/watch?v=kECA6DvepYs">https://www.youtube.com/watch?v=kECA6DvepYs</a></p> <p>This video examines the shortcomings of our existing economic system in serving both people and the environment. It delves into capitalism's impact on the planet, looks into established alternatives, and examines innovative concepts for a new economic framework.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● What are your initial thoughts on the statement that it's easier to imagine the end of the world than the end of capitalism? Do you agree or disagree? Why?</li> <li>● How would you define capitalism based on the description provided in the video?             <ul style="list-style-type: none"> <li>○ Does this definition accurately capture its essence?</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>● According to the video, capitalism is praised for its efficiency and innovation in utilizing resources. In your opinion, does this efficiency come at a cost? If so, what are the potential drawbacks or trade-offs?</li> <li>● The video mentions the issue of wealth inequality and exploitation within the capitalist system. How do you think these issues impact society and the environment? Can they be addressed within capitalism's existing framework?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● Is capitalism inherently exploitative? Can a capitalist system exist without exploitation? Why or why not?</li> <li>● The video highlights that capitalism is efficient in mobilizing natural wealth, but it struggles with consequences like environmental degradation and social inequality. Do these consequences challenge capitalism's sustainability?</li> <li>● Given the problems associated with capitalism mentioned in the video, do you believe an entirely new economic system is needed? <ul style="list-style-type: none"> <li>○ If so, what alternative systems or approaches do you think could address the shortcomings of capitalism?</li> </ul> </li> <li>● Can capitalism be reformed to be more equitable and sustainable? What changes or regulations could be implemented to mitigate the negative impacts of capitalism while preserving its strengths?</li> <li>● How do cultural and societal factors influence the functioning and perception of capitalism? <ul style="list-style-type: none"> <li>○ Are there cultural values or social norms that either reinforce or challenge the existing capitalist system?</li> </ul> </li> <li>● What role can technology play in shaping the relationship between capitalism and the climate crisis? <ul style="list-style-type: none"> <li>○ Can technological advancements within a capitalist system offer solutions or are alternative approaches necessary?</li> </ul> </li> <li>● What do you think about the idea that the boundaries of an alternative economic system should be 'private sufficiency, public luxury?'</li> </ul>	
	<p><b>COP30 in Brazil fails to secure new pledges to cut fossil fuels</b>  BBC  Link: <a href="https://www.youtube.com/watch?v=gFtYajSJK3s">https://www.youtube.com/watch?v=gFtYajSJK3s</a></p> <p>The video discusses the recent Conference of the Parties (COP) 30 climate summit in Brazil, where global leaders struggled to reach an agreement on key climate issues. It explores the major points of contention among countries, especially around fossil fuels, financing, and emissions targets. A climate reporter breaks down what was at stake and what different nations hoped to achieve as negotiations stretched past the summit's scheduled end.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● What feelings and thoughts did you have when watching this video?</li> <li>● COP meetings bring countries together to make agreements on climate change. How do you think cultural values or national priorities influence how different countries respond to climate issues?</li> <li>● Do you think wealthier countries have a greater responsibility to help poorer nations deal with climate change? Why or why not?</li> <li>● What in your opinion are the benefits and downsides of COPs?</li> </ul>	

**Further questions:**

- If you could design the next COP conference, what would you do differently to ensure a more successful outcome?
- What do you think about the ruling by the International Court of Justice that developed nations have a legal obligation to help developing nations deal with climate change, and therefore developing nations can take them to court if they do not help them?

**Video: Degrowth: Is it time to live better with less?**

CNBC

Link: <https://www.youtube.com/watch?v=la8u5P0KbPQ>

This video introduces us to the degrowth movement, which disagrees with the idea that endless economic growth is always better, both for the climate and for people. Instead it advocates for prioritizing social and ecological wellbeing, and making big changes to reduce inequality.

**Starters:**

- In your opinion, is capitalism and endless growth bad for the climate?
- What do you think about degrowth? Is it a good idea?
- Is degrowth realistic?
- What kind of economic system would you like to have in your future?
- Do you feel economic growth is essential to your future?

**Further questions:**

- How do you think adopting a degrowth economy would affect your life? How could it affect your career?
- Degrowth vs. green capitalism: which one do you think is a better solution for climate change?
- Is more always better?
- Can we afford to try degrowth? Can we afford not to?
- How much of a risk do you think trying degrowth would be for your nation? How much would you be willing to risk, if there's a chance that it would be good for the climate?
- What would it take for your country to adopt degrowth as an economic model? (For example, a popular election, different business leaders, a change in culture etc).
- Degrowth would mean that rich countries would scale down energy and resource use, while poorer countries can continue to grow in a sustainable way, at least until they're equal. Do you think this is fair?
- The objective of degrowth is to have human wellbeing and happiness at the center of the economic system. What do you think is at the center of the economic system you have now?
- Degrowth would try to reduce inequality through job guarantees, a shorter working week, and possibly a universal basic income. What effects do you think these policies would have in your country? Would it have a positive effect or a negative effect?
- Degrowthers have called for focusing on advancement in public transportation and renewable energy, instead of in weapons and cars. Do you think this is a good idea?
- Critics of degrowth said it would be like a recession. Degrowth advocates replied by saying that degrowth is different because it's planned and reduces inequality, whereas recessions are unplanned and increase inequality. Who do

	<p>you agree with?</p>	
	<p><b>COP30: 10 years after the Paris Agreement, what has changed?</b>  France 24  Link: <a href="https://www.youtube.com/watch?v=vp4XcUQLcos">https://www.youtube.com/watch?v=vp4XcUQLcos</a></p> <p>This video looks back at the decade since the Paris Agreement and explores how much progress the world has made in slowing climate change. The discussion also touches on the strengths and limitations of the COP system itself. The video sets the stage for understanding how far international climate action has come, and how far it still needs to go.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● The video highlights both progress and ongoing challenges. What part of this video makes you feel hopeful? What part worries or frustrates you the most?</li> <li>● Does the fact that the COP process has made progress in reducing the severity of climate change influence your opinion about whether we should keep COPs going?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>● Some people feel that global action on climate change is too slow, while others value the process of negotiation. How do you feel about waiting for collective solutions versus taking individual or local action?</li> <li>● The video shows that progress has been made, like investing more in clean energy than fossil fuels. What do you think has led to this progress? <ul style="list-style-type: none"> <li>○ What would lead you to make progress on being more environmentally friendly?</li> </ul> </li> </ul>	
	<p><b>Video: We WILL Fix Climate Change!</b>  Kurzgesagt – In a Nutshell  Link: <a href="https://www.youtube.com/watch?v=LxgMdiy8uw">https://www.youtube.com/watch?v=LxgMdiy8uw</a></p> <p>This video explains that although the climate crisis is severe, we should not give up hope. Over the past decade, significant progress has been made in areas like reducing emissions and developing green technologies. While challenges remain, we should not see this as a reason for inaction. We should instead feel encouraged to contribute to making a difference.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>● How did the video make you feel? About the present? About the future?</li> <li>● Did you think this video was realistic, or was it ‘too hopeful’? <ul style="list-style-type: none"> <li>○ Is the video leaving out anything you think is important?</li> </ul> </li> <li>● The video talks about ‘doomerism’ and how young people are anxious and depressed, and wonder if they have a future or if they should have children. Do you relate to these feelings? <ul style="list-style-type: none"> <li>○ Do you think you can have a bright future?</li> <li>○ Does climate change impact whether or not you think you will have children?</li> </ul> </li> <li>● The video says that the fossil fuel industry is ‘weaponising hopelessness.’ What do you think this means? What are the effects of this on people?</li> </ul>	

	<ul style="list-style-type: none"> <li>• The video talks about the importance of hope, because when people don't have hope it tends to make them not work to change anything. Do you think having hope is important when dealing with big problems like climate change?</li> <li>• The video says "If we want the world to change, we first need to believe that change is possible." Do you agree or disagree?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>• Do you think that overall society is changing for the better when it comes to climate change? Or is it getting worse?</li> <li>• What role do you think young people have in fighting climate change?</li> <li>• Do you think it's possible to make a difference in climate change by changing small things in our daily lives? <ul style="list-style-type: none"> <li>○ What changes could you make in your own life?</li> </ul> </li> </ul>	
	<p><b>Article: F-35s, fires and fixing: Ukraine, Gaza wars threaten climate</b></p> <p>Context</p> <p>Link: <a href="https://www.context.news/climate-risks/f-35s-fires-and-fixing-ukraine-gaza-wars-threaten-climate">https://www.context.news/climate-risks/f-35s-fires-and-fixing-ukraine-gaza-wars-threaten-climate</a></p> <p>This article explores an often overlooked connection between war and climate change. It looks at how conflicts like the wars in Ukraine and Gaza produce massive greenhouse gas emissions, and how reconstruction needs can further worsen the problem.</p> <p><b>Starters:</b></p> <ul style="list-style-type: none"> <li>• What did you think about this article? How did it make you feel?</li> <li>• What do you think is the relationship between war and climate justice?</li> <li>• Some people think that military actions that harm nature and the environment should be considered a war crime. What do you think about this idea?</li> </ul> <p><b>Further questions:</b></p> <ul style="list-style-type: none"> <li>• Should countries be held accountable for damage caused by their militaries, and what mechanisms could be put in place to ensure accountability for climate crimes associated with military actions?</li> <li>• Do you think it's important to measure the environmental impact of wars?</li> <li>• Who do you think should be responsible for taking care of the environment during conflicts—governments, international organizations, or individuals? Why?</li> <li>• How do you think nations could balance national security needs and the needs of the planet?</li> </ul>	
<b>Activity</b>	Activities like the Climate Debate (which can be found under Climate Activities) would be especially impactful this week!	

	Forward Thinking Activities and Winding Down Activities could also be useful here.	
<b>Wrap-Up</b> <b>10-15 min</b>	<p>Activity Ideas: <u>Reflection Activities</u></p> <p><b>Reflection journal:</b> Remind participants to submit their reflection journal for this week to stay on track.</p> <p><b>30-second Weekly Session Feedback:</b> Before you leave each week, we will also give you a link to a 30-second Weekly Session Feedback survey about the session today. Your responses go to the evaluation team, and your facilitator(s) will not see your responses.</p>	

## WEEK 10: YOUR CLIMATE ACTIONS

In their final week, students will reflect on their journey together and the road ahead. They will look back on their personal and collective accomplishments throughout the course, and look ahead to the role they want to play in their future and the future of our planet.

Topics and learning objectives for the curriculum & the subsequent online dialogue sessions:

- Looking at some motivational stories about climate action and the future of the planet
- Discussing how they have been personally changed by the course, what they gained from it
- Appreciating all that they accomplished from the beginning to the end of the course
- Discussing any individual changes they intend on making in their daily lives after the course is over.

Week 10 Session Plan:

### Week 10 Session Theme: Your Climate Actions

AGENDA	ACTIVITY DESCRIPTION	FAC NOTES
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<b>Icebreaker</b> <b>15-20 min</b>	Activity ideas: <u>Introductions and Icebreakers</u>	
<b>Free Flowing Discussion</b>	There is no assigned reading for this week to give you plenty of time in session to do final activities and wrap up with your group. This does not mean you have to spend the entire time on activities, however! Give them the option of also covering any topics they had wanted to speak about but didn't get a chance to already.	
<b>Activity</b>	There are many activities to choose from in the GPF! Try to emphasize positivity this week, both in regards to their group process and CAP accomplishments, but also in terms of feeling hopeful for the future and empowered to continue to create change after the course is over. Activities that help them reflect on how far they've come as a group and what they've accomplished are particularly useful, such as My Personal Action Plan, Backpack/Rucksack, Closing Intention, Post-programme Staying Activated, and Recognizing Accomplishments.	
<b>Wrap-Up</b>	Activity Ideas: <u>Reflection Activities</u>  <b>Important reminders:</b>  Please remind them to do the final survey, this is very important!  Tell them: "If you meet the requirements for a badge, you will receive an email with a link to your badge from 'Open Badge Factory' within two weeks of the end of the course. If you have met the requirements but do not see an email, please check your spam folder. Your account on the ClivEx platform will be removed by the end of the year, so be sure to download or copy anything you want to save from the platform before this time!"  They are also welcome to stay involved with the Sharing Perspectives Foundation! They can subscribe to our newsletter through this <a href="#">link</a> (which will also be in the recap email) to stay up to date on new opportunities.  The links to SPF's social media accounts will be in the email as well.  <b>Reflection journal:</b> There is no reflection journal this week!  <b>30-second Weekly Session Feedback:</b> Before you leave each week, we will also give you a link to a 30-second Weekly Session Feedback survey about the session today. Your responses go to the evaluation team, and your facilitator(s) will not see your responses.	



# Activity Bank

This Activity Bank includes information on the types of activities you will want to use, when it is advisable to use them, and step-by-step breakdowns of individual activities. These activities have been organised into stages and clusters in the Group Process Framework (GPF).

The listed activities are categorised into 8 clusters: icebreakers and introductions, relationship building and team building, content and process reflection, identity, conflict resolution, forward-thinking and collaboration, winding down and methods.

→ Click on any of the links below to jump directly to any of the clusters or activities in this document.

## [Ice-Breakers And Introductions](#)

[Three Words](#)

[Participant Pitches](#)

[Where In The World Are You?](#)

[Introduce A Partner](#)

[Quick Interactive Check-In](#)

[Two Truths And A Lie](#)

[While Waiting](#)

[Terminology Activity](#)

[Common Phrases In Different Languages](#)

[“Cool” Exercise](#)

[Would You Rather...](#)

[Childhood Dream](#)

[Same And Different](#)

[Truth Or Dare](#)

## [Identity](#)

[The Culture Chest](#)

[The Big Eight](#)

[Prioritised Identities](#)

[Exploring Our Values + Take A Stand](#)

[Report Card Activity](#)

[What Makes Me Unique](#)

[Music Around The World](#)

[My Source Of Strength](#)

[Deconstructing Identities](#)

[The Privilege Walk](#)

## [Conflict Resolution](#)

[Awareness Test](#)

[Fun With Onomatopoeias](#)

[The Way My Language Thinks](#)

[Country Guessing Game](#)

[So...](#)

[Rock, Paper, Scissors Tournament](#)

[Touch Blue](#)

[Slideshow](#)

[Meme Check-In](#)

[Pictionary Or Charades](#)

[Geoguessr](#)

[Expectations, Concerns & Interests](#)

[Informal Ground Rules](#)

[Forming A Group Contract](#)

[What Is Dialogue?](#)

[Show Your Background](#)

[Childhood Photo](#)

[Swift Swap](#)

[Partners in Pen](#)

[Chain of Questions](#)

[Idiom Activity](#)

[Cultural Hand Gestures](#)

[Relationship Building And Team Building](#)

[Relational Paradigm Activity](#)

[What In The World?](#)

[Partisan Perceptions](#)

[Hot Or Cold?](#)

[Forum Theater](#)

[Iceberg Activity](#)

[Basic Human Needs Activity](#)

[Tree Analysis](#)

[Forward Thinking And Collaboration](#)

[Your Role](#)

[Young People As Protagonists](#)

[Change](#)

[My Personal Action Plan](#)

[Climate Change Responsibility](#)

[SWOT Analysis](#)

[The Dark Side](#)

[All The News](#)

[Imagining The Future](#)

[Brainstorming Action Ideas](#)

[Listing Assets](#)

[Circle Of Influence](#)

[Appreciative Inquiry: Root Causes Of Success](#)

[Ready For Change?](#)

[Project Point Of Departure](#)

[The Four Quadrants Activity](#)

[Blind Drawing](#)

[Three Question Mingle](#)

[Picture Activity](#)

[A Mile In My Shoes](#)

[Telling Our Stories](#)

[Appreciation Activity](#)

[Language Round](#)

[“I Am” Activity](#)

[Virtual Show And Tell](#)

[Pair Activity](#)

[Life Stories](#)

[Moon Landing](#)

[Clothing Colours](#)

[Listener / Speaker](#)

[Switched-Up Storytelling](#)

[Something Nice About...](#)

[Team Remote Working Charter](#)

#### [Content And Process Reflection](#)

[Debriefing Discussions / Activities](#)

[Reflection Journal](#)

[Complete The Sentence](#)

[The Minute Paper](#)

[Muddiest Point](#)

[Who / What / When Matrix](#)

[Approaches To Change](#)

#### [Winding Down](#)

[Recognitions](#)

[Rucksack / Backpack](#)

[Virtual Gifts](#)

[Closing Intention](#)

[Post-Programme: Staying Activated](#)

[Recognising Accomplishments](#)

#### [Methods](#)

[Fishbowl](#)

[Sharing Circles](#)

[Pairs / Trios](#)

[World Café](#)

[Go Arounds](#)

[Affinity Groups](#)

[Rules For Brainstorming](#)

#### [Climate-Related Activities](#)

[Birth Map with a Climate Twist](#)

[Bring A Meme or Cartoon](#)

[Imagined Contact Activity](#)

[All The News: Climate Edition](#)

[The Incident](#)

[Double-Entry Journal](#)

[What? / So What? / Now What?](#)

[Interviewing For Empathy And Reflection](#)

[Stinky Fish](#)

[Rollercoaster](#)

[Meta-Discussion](#)

[Meta-Discussion: Diverse Opinions](#)

[Meta-Discussion: Asking Good Questions](#)

[Basic Closing Questions](#)

[The Starfish](#)

[Circle, Square, Triangle](#)

[The Pirate Ship](#)

[Rose, Thorn, Bud](#)

[Note To Self](#)

[Hand Evaluation](#)

[The Blob Tree](#)

[User Experience Fishbowl](#)

[Global Newscast: A Reporter's Perspective](#)

[Using Community Narratives](#)

[Migration Plan](#)

[Climate Debate](#)

[Climate Stories](#)

[The Gas Pipeline Stakeholder Debate](#)

## ICE-BREAKERS AND INTRODUCTIONS

Ice-breakers and introductions are activities to start group sessions. These activities aim to create a warm atmosphere, kickstart group formation, build relationships and trust, and set the stage for future discussions. This cluster also includes energizers, which you can use to transition between activities and address problems such as disengaged or tired groups.

Ice-breakers and introductions can range from activities helping them get to know one another to activities that lead them in defining the terms and guidelines that they will use in their sessions. Simple activities often used both online and offline are *Introduce a Partner*, *Two Truths and a Lie*, *The Terminology Activity* and *Informal Ground Rules*. Below, you can find them in their online format.

### THREE WORDS

**Time Frame:** 10-15 minutes.

**Purpose:** This starter is a simple, fun, and visual way to build group ownership in discussions.

**Instructions:** Explain, “To start, we’d like all of you to private message (one of the facilitators) three words that describe\_\_\_\_\_.”

Possible prompts:

- Describe the video lectures in three words.
- Use three emotion words to describe your feelings on today’s topic.
- [Any others that would be helpful to your group stage or topic!]

The facilitator that received the messages copies and pastes them all into a word cloud generator: <http://www.wordle.net/>. They then share the image with the group via screen sharing.

Possible discussion questions:

- What is your takeaway from this word cloud?
- Why do you think \_\_\_\_\_ is so big?
- Based on these responses, how do you see our discussion going today?
- Based on these responses, where would you like to take our conversation today?

## PARTICIPANT PITCHES

**Time Frame:** (5-7 minutes for one participant).

**Purpose:** To give participants ownership over the way they approach the topic of the week, give a space to every participant to be heard and recognized, combine an academic level of the lectures with the participants' personal experience and also to spark a free-flowing discussion. At best, participant pitches smoothly evolve into the discussion on the week's topic. If you feel that your group could benefit from these outcomes, this is one option to implement in your sessions.

**Instructions:** 1-2 participants present one thing that struck them or caught their interest from the week's video lectures and why. This is done individually or in pairs for 5 minutes each and is supported with what they think and/or feel about it. You can also ask them to end their pitch with a question for other group members or smoothly evolve into a free-flowing discussion.

This can be a stand alone starter, or one that you continue from week to week until every participant has had a chance to start the session with a pitch.

Preparation:

This starter requires giving advance notice to the 'pitchers.' At the end of the previous week's session, ask for volunteers and be sure to remind them again with an email.

**Note:** It is better when you don't close the pitch as an activity and "move onto the next one," but have this transition unnoticed. At best, participant pitches smoothly evolve into the discussion on the week's topic.

It can help for a facilitator to focus on the content and come up with some follow-up questions or make observations if participants are still hesitant to do so, as well as encourage the participants to ask each other questions. You may first need to model the type of questions you would like to see and the level of engagement you hope for them to reach throughout the program.

It is very important that you observe the type of comments and/or questions that are being asked and answers being given. If these are too shallow, simplistic, or contain strong, blunt or easy assumptions, you should intervene by asking follow-up questions, invite them to elaborate, ask them what assumptions they are making, etc.

## WHERE IN THE WORLD ARE YOU?

**Time Frame:** 10-15 minutes.

**Purpose:** This activity allows participants to start to get to know their fellow group members and their contexts. It can also be used to give you and the participants an understanding of what brings them to this exchange.

**Instructions:** Do an opening round in which each person introduces themselves by giving their name, and then slowly moving their webcam around the room so that everyone can see where they are. You can also ask them if there is anything in the room (or in their bag) that represents them, and ask them to show that.

You can also ask them to:

- Describe where they are - what is outside their window;
- Talk about what they did that day, prior to logging on;
- Why they decided to participate in the program.
- How they are participating in the program (i.e. what class this is part of for them or what university they associated with)

**Note:** We would recommend writing the questions in the chat section, so they'll know what to talk about.

Some participants will be in computer labs and will say that it's really boring where they are and that they have nothing to show in their webcam. One thing you can ask is "is there ANYTHING of interest in the room?" If prompted, people will often point out things that are actually quite interesting. If not, you can simply ask them to describe what we would see if we could look out the window - just to give people a feel of where they are.

## INTRODUCE A PARTNER

**Time Frame:** 10-15 minutes.

**Purpose:** This activity is an opportunity for participants to get to know the group better, find similarities and differences, and introduce tech features like private chat and breakout rooms.

**Instructions:** Divide participants into pairs. If the breakout room feature is supported by the platform you are using, place each pair in a separate breakout room. If it is not, ask each person to use the private chat feature to interview their partner. Tell them they have a set amount of time (five minutes is usually sufficient) and set a timer for yourself. You can provide a few questions you want them to ask, or allow them to ask their own. When the group reconvenes, each person introduces their partner to the rest of the group. Be sure to invite the introduced person to add anything to their introduction that was missing or should be corrected.

Some possible questions:

- Where do you come from?
- What do you like to do in general?
- What makes you feel good?
- How do your friends describe you?
- What is one thing that you would keep with yourself anytime?

## QUICK INTERACTIVE CHECK-IN

**Time Frame:** 10-15 minutes.

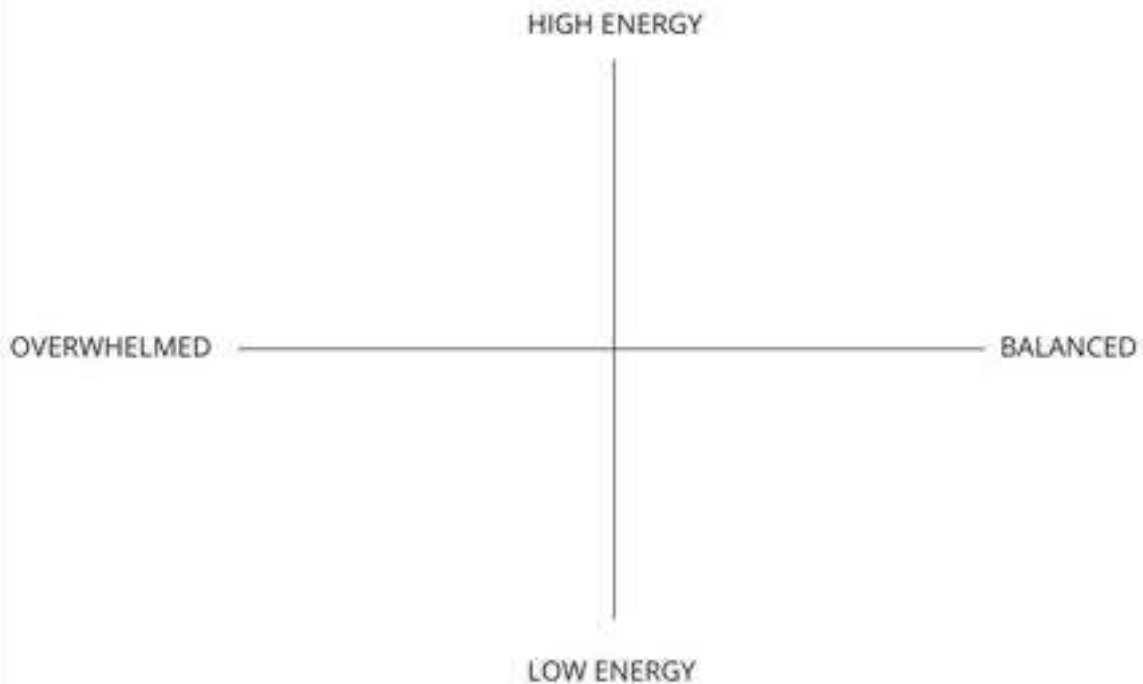
**Purpose:** This short activity is helpful to get a sense of the overall mood and needs of the group, as well as a useful conversation starter that allows participants to get to know each other better and share something going on in their daily lives. It could be used at the start of a session or after a break.

**Instructions:** Share the following image via an interactive whiteboard, via Zoom in annotation mode or using a collaboration tool like Miro. Then, ask the participants to take a minute and check-in with how they are feeling and to place an X (or another mark) on the grid that reflects their current state of mind.

After people placed themselves on the grid, you can ask the group;

- How would you describe the group 'temperature' looking at this grid?
- Is there anyone that would like to elaborate on how they are feeling?
  - Is there anything that the group should be aware of or take into consideration in relation to how you are feeling?

**HOW ARE YOU FEELING?** Take a moment to check in with yourself.



## TWO TRUTHS AND A LIE

**Time Frame:** 20-40 minutes.

This activity can take more time than expected. If you have 10-12 group members, it is recommended that you allocate at least 30 to 40 minutes.

**Purpose:** This is a relationship-building icebreaker that allows participants to learn new facts about one another. Generally best implemented early in the course, it can also be considered a “starting the session” activity - something that the group can do while waiting for additional group members to join.

**Instructions:** Each person is asked to present three things about themselves. Two of the things are true, the third is a lie. After each person presents their three things, the group guesses which one is the lie.

To set up the activity, simply explain how it works (as above) and give everyone a few minutes to think about their three things. Then ask for a volunteer to start. Generally in this medium it is best to have everyone guess which thing is the lie via the chat box, as it can take a long time to have each person guess out loud.

If you feel like gamifying this activity, you can offer a “Sherlock Holmes” trophy to whoever guesses the most lies.

**Note:** This game can take up quite some time if players start to ask each other questions about the statements they hear. If you feel you have the time to spare on this activity you could encourage this, and model questions yourself. If time is an issue, then make sure the group stays on track.

## WHILE WAITING

**Time Frame:** 10-15 minutes.

**Purpose:** To stimulate conversation amongst participants while they are waiting for everyone to arrive, or as an icebreaker round. Having this kind of conversation at the beginning of every session can be beneficial because then it becomes part of the “culture” of the group. Participants will begin to come each week expecting to have a casual, personal conversation before the actual meeting starts. Facilitators can come up with questions for the first week or two, and then encourage participants to introduce their own questions. This activity doubles as a relationship-building activity.

**Instructions:** Ask a question to the group. Greet any new group members who enter while the discussion is ongoing and write the question in the chat, so they will be able to follow along and add their own contribution.

Some possible questions to ask are:

- Your name, what your name means, and why your parents chose it.
- Any word in their mother language related to the programme, such as: planet, environment, climate change, climate justice, equality, etc.
- Share an interesting or extraordinary fact about themselves.
- Share their first memory about their home country, town or region.
- Do you think the world will be a better or worse place 100 years from now?

- What type of pet do you have or would like to have?
- If you could take a trip anywhere in the world and money was not an issue, where would you go and what would you do?
- For what in your life do you feel most grateful?
- Describe your most embarrassing moment. [Use your best judgement about whether they are ready for this question. They will need to have a high level of connection and trust].
- What happened in the world this week? How was it covered in people's local newspapers? (Sometimes this will start a conversation that can naturally flow into the topic for the day).
- What sports event happened this week? (If they're interested in sports).
- What did you do over the weekend? (If people answer in some detail, this can also provide an interesting snapshot of peoples' lives and communities).
- What is your favourite music? (Participants can share links or names of favourite songs in the chat if they wish).
- What is your favourite place(s) in the world?
- What is a treasured memory you have?
- What are your favourite foods?
- What are your favourite music/movies/ TV shows?
- What kinds of books do you enjoy reading? Do you have a favourite writer? If so, who?
- What are three things that others don't know about your identity from looking at you that you wish they knew?

## TERMINOLOGY ACTIVITY

**Time Frame:** 30-45 minutes

**Purpose:** This activity supports generative discussions of concepts and terminology that fits well near the beginning of a programme. It brings attention to how participants (and facilitators) can attribute different meanings to a key concept or term based on their life experiences or identities, and that an ongoing practice of clarifying personal interpretation is important to the dialogue process.

**Instructions:** Divide participants into three small groups in breakout rooms, and ask them to create working definitions of a selection of the key terms in the programme. For example, in a course on climate justice the following terms could be relevant to define: climate change, justice, equality, environment, race, environmental racism, gender, privilege, etc.

Next, bring the small groups back into one room and have them present their definitions to the larger group. Initiate a dialogue about the meanings of the terms and the process of defining them.

Sample questions you can ask:

- Was there consensus on definitions? Why or why not?
- Is there disparity in legal definitions vs social definitions?
- What definitions do you think are used by the media, politicians, or society?

Summarise the themes of their discussion thus far, and acknowledge that these working definitions will likely evolve as the dialogue progresses. Stress the importance of clarifying the meaning attached to a term or concept before assuming there is consensus or disagreement.

## COMMON PHRASES IN DIFFERENT LANGUAGES

**Time Frame:** 10-15 minutes.

**Purpose:** To start sessions with participants teaching some basic phrases in the languages represented in the group. This is especially engaging if there are many different languages spoken in the room. This activity is also a possible topic of discussion while dealing with tech problems or waiting for late-comers.

**Instructions:** You can solicit from the participants what words they'd like to learn or teach. You can also encourage participants to teach each other words in languages OTHER than the ones represented in the group.

Some possible phrases that can be translated into the different languages spoken in the group are below.

- Welcome
- Good Morning
- Good Afternoon
- Hello
- Goodbye
- Please
- Thank you
- You're welcome
- Excellent
- Good
- Very good
- Yes

- No
- Maybe, possibly
- God willing

## “COOL” EXERCISE

**Time Frame:** 10-15 minutes

**Purpose:** A more focused way of doing the activity above.

**Instructions:** Ask the participants to think of one way of saying “cool” or “what’s up” in their native language or region’s dialect. Have them translate literally and explain the logic (or lack of logic) behind the phrase. This is usually a fun way for the participants to show off a little of their own personality as well as a very general way of exploring the cultural differences between differing regions and countries. Most participants get the analogy very quickly and are able to extend it to the discussion about culture.

## WOULD YOU RATHER...

**Time Frame:** 10-15 minutes.

**Purpose:** To start participants off with a light icebreaker that gets them thinking and allows them to know each other better.

**Instructions:** Select one or more “would you rather” questions to ask to your group. You can also invite them to come up with their own “would you rather” question. When they answer, be sure they explain why they’ve made their choice!

- Would you rather be famous when you are alive and forgotten when you die or unknown when you are alive but famous after you die?
- Would you rather always be 10 minutes late or always be 20 minutes early?
- Would you rather lose all of your money and valuables or all of the pictures you have ever taken?
- Would you rather be completely invisible for one day or be able to fly for one day?
- Would you rather have a horrible job, but be able to retire comfortably in 10 years or have your dream job, but have to work until the day you die?
- Would you rather never be able to eat meat or never be able to eat vegetables?

- Would you rather lose the ability to read or lose the ability to speak?
- Would you rather live on the beach or in a cabin in the woods?
- Would you rather it be hot all the time or cold all the time?
- Would you rather not be able to stop dancing or not stop singing?
- Would you rather live a short life and be rich or have a long life and be poor?
- Would you rather be poor with lots of good friends or rich with no friends?
- ...live in the future or in the past?
- ...be the best player on a losing team or the worst player on a winning team?
- ...live in the city or the country?

## CHILDHOOD DREAM

**Time Frame:** 10-20 minutes.

**Purpose:** To help participants start telling personal stories, and sharing their inner dreams and aspirations with the group.

**Instructions:** Ask the participants to share their childhood dream (what they wanted to be or do when they grew up) and then ask them to reflect on how this correlates with their current aspirations.

**Note:** You can maximise the relationship-building and group ownership in this one (if you have time) by inviting them to ask each other questions or respond.

## SAME AND DIFFERENT

**Time Frame:** 10-15 minutes.

**Purpose:** To prompt participants to share many facts about themselves in one activity, and start them thinking about differences and similarities in the group.

**Instructions:** Ask participants to find something that the group has in common (e.g. 'everyone has been to France') and something that is unique to each person in the group (e.g. 'plays waterpolo', 'speaks Greek', 'was born in Leeds').

## TRUTH OR DARE

(Best for later weeks of the programme, when there is a lot of trust).

**Time Frame:** 15-25 minutes.

**Purpose:** To help the group have a fun and energetic time together when they're in the later weeks of the programme and have built up a great deal of comradery and trust.

Beforehand preparation: For this activity you need a number generator - it is better if you have one downloaded to your mobile before the session.

### Instructions:

- Give each participant a number and make sure to write it down especially if some participants are late or have tech issues.
- Choose two numbers through the generator; the first will be the one asking the question/daring the other participant, and the second will be the respondent.
- The first participant will either ask the other a question, or dare them to do an action. Participants should be able to 'pass' on options they don't want to do and ask for a different question or dare. Tell participants that they should keep their questions/dares appropriate and kind.
- After the question is answered or the dare completed, choose another number to be the respondent, and the participant who was the respondent in the previous step will get to ask/dare them.
- Repeat until every participant has been at least asked/dared once and as much as you feel the group wants to continue with the game.

**Note:** Facilitators should be neutral and not participate in the game, but they can still ask a final question to the group; i.e: "What was the stupidest thing ever that you did?" and enjoy the answers and the laughs!

## FUN WITH ONOMATOPOEIAS

**Time Frame:** 10-15 minutes.

**Purpose:** To start the session with a light icebreaker that usually prompts laughter and interest in each other's languages.

**Instructions:** Have them go in a round and tell the group what a specific animal says in their language. Dogs, roosters, and frogs tend to be particularly fun because many languages have onomatopoeias for these sounds that are so different that they're almost comically funny to people from different language backgrounds.

**Note:** This is the most fun when there are many different languages present.

## THE WAY MY LANGUAGE THINKS

**Time Frame:** 15-20 minutes.

**Purpose:** To encourage curiosity towards communication in different languages, and provide an opportunity for groups that have some language barrier issues to confront those issues more explicitly. If it would be helpful for your group's process, you can use this activity to trigger a talk on how the group can overcome the limitations of speaking in another language and still communicate effectively.

**Instructions:** Have participants go in a round and tell the group something they generally use in their language that is difficult to express in English, and ask them to try to explain it. If they think it's too hard and you have several people who speak a certain language in a room, you can give them 5 minutes in breakout rooms to together think of what's peculiar to their own language. If you have English native speakers and they speak a foreign language they can participate in the same way.

Examples could be: the different words for Love in Arabic, the passive voice in Spanish and Portuguese, the difference between the day and the experience of the day in French and Italian, the different words that mean "to go" in German...

**Note:** If enough participants aren't able to think of something and the activity becomes difficult to do, have another activity as a plan B.

## COUNTRY GUESSING GAME

**Time Frame:** 15-20 minutes

**Purpose:** To start the group off with a game that usually produces a lot of fun and energy, and also can require them to do a little bit of teamwork.

**Instructions:**

- Tell your group that they are going to be split into two teams to play a guessing game. Each team is going to pick a European or Southern Mediterranean country and the other team is going to try to guess which country they chose.
- Split each team into a breakout room. Post in the chat a list of the countries that are officially listed in the Euromed region so that both groups are confined to the same list of options (the facilitator should also ask them not to be too sneaky and choose micro-states or entities like the Vatican that the other group would have a very hard time guessing). Each team should spend only a few minutes choosing a country.
- Bring them into the main room (post the list of countries there too if they need it), and invite them to go in a round. Each person gets to ask one yes or no question about the country and then take one guess as to which country the other team chose. The members of that team will respond to the question and the guess by either giving them a thumbs up if they got it right, a thumbs down if they got it completely wrong, or a thumb to the side if they were close. This continues until someone guesses correctly!

## SO...

**Time Frame:** 10-15 minutes.

**Purpose:** To start the session with a thought provoking question that can potentially turn into a deeper conversation.

**Instructions:** Choose 1-3 conversation starter cards from here:

<https://www.instagram.com/socards/>

Show them to your group one by one, and let them discuss!

**Note:** Try to choose cards that have to do with the topic of the session or would be helpful in their relationship building process!

## ROCK, PAPER, SCISSORS TOURNAMENT<sup>1</sup>

**Time Frame:** 5-10 minutes.

**Purpose:** To insert something light into a session that also can potentially increase energy in the room and warm feelings from all the cheering.

**Instructions:** This is based on the well-known "Rock, Paper, Scissor" game - with a twist: the losing players become the fan of the winners as the winner advances to the next round. This goes on until a final showdown with two large cheering crowds!

- Choose two participants to be the first challengers.
- They should play "Rock, Paper, Scissors" against each other until one wins.
- The winner has to find a new opponent. The losing player becomes a fan of the winner.
- The winner plays against the new opponent, while their fan cheers for them.
- The winner of the second game searches for a new opponent, while the losing team joins their fan base.
- Repeat until there are only two opponents with a huge fan base cheering. The last two have to play until one player has won two times.

In case participants do not know the game here is an explanation of the rules: The players count to three. On three, they form one out of three symbols with their hands:

- "Rock" – the fist
- "Paper" – the straight hand
- "Scissors" – index and middle-finger pointing out

Each symbol wins and loses against one other symbol:

- "Rock" breaks the "Scissors"
- "Scissors" cuts the "Paper"
- "Paper" wraps the "Rock"

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<sup>1</sup> Inspired by SessionLab

## TOUCH BLUE<sup>2</sup>

**Time Frame:** 10-15 minutes.

**Purpose:** To add some energy and fun to the group, as well as let them get a little creative. This could be useful if your participants come into the session tired and lethargic, or as an energizer partway through your session if you sense participants are starting to check out or get sleepy.

### **Instructions:**

- Begin by calling out something that each participant has to touch and show to the screen. An example might be “touch blue” or “touch something warm” or “touch something soft.” This might be something on their desk, an item of clothing, or something they have to go and find on their bookshelf. The last person to find an object then has to select the next attribute.
- Option1: Continue to play until each participant has had the chance to select an attribute. If you want to up the ante, introduce a second attribute to the mix. “Touch something blue and old,” or “touch something red that you can eat.”
- Option2: Continue to play until each participant has had the chance to select an attribute. If you want to up the ante, get participants to choose the next attribute. Keep it open to the creativity of your group.
- Debrief by identifying some of the group's favourite responses and items and encouraging the owner to talk a little about why they selected them.

**Note:** If you want to make this energizer a little competitive, give participants only twenty or thirty seconds to find an object and eliminate those players who don't find one in time! The last remaining player wins!

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<sup>2</sup> Inspired by SessionLab

## SLIDESHOW<sup>3</sup>

**Time Frame:** 30-40 minutes

**Purpose:** This activity serves as both an icebreaker and a team-building activity, as well as a prompt to your participants to open their cameras, in case they have been reluctant to do so. It can spark creativity and push participants to think creatively. It also shows how they support each other throughout the process.

### **Instructions:**

Slideshow is an improv game which involves a group presentation. One person will tell a story of an adventure or process. This could be anything from travelling through the jungle or navigating around a city, to building a house or planning a large dinner party.

The other participants must act as the slideshow or visuals for the presentation. They must act out each action or activity the presenter describes in order to demonstrate the scene. Encourage them to add random props to make it more exciting.

Follow Up Questions:

- Did you enjoy the activity?
- What was the best moment?
- How did you use team work in your presentation?

## MEME CHECK-IN<sup>4</sup>

**Time Frame:** 10-15 minutes.

**Purpose:** To check in on their emotions at a certain moment while also asking them questions that help them get to know one another and encouraging them to be playful.

### **Instructions:**

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<sup>3</sup> Inspired by Toggle track

<sup>4</sup> Toasty-Miro.com

- Show the participants the following image by sharing your screen, and ask each of them to choose a character reflecting how they feel at the moment.



- Ask the participants to 'strike a pose' as the character they choose.
- Have each of them answer the question that corresponds to the character they chose. Either show them the following image or ask them the questions while keeping the first image on the screen. They should continue to hold their pose while answering.
- Optional: have everyone guess which character the participant answering the question is posing as.

**Choose a question to answer:**

1 What was your first job?	2 What are you reading right now?	3 If you could learn any musical instrument, what would it be and why?	4 Who's someone you really admire? why?	5 What's your favorite place you've ever visited?	6 What languages do you speak?
7 What country would you like to visit next?	8 What's the best advice you've ever heard?	9 Do you collect anything?	10 How do you like your eggs?	11 Have you ever met anyone famous?	12 What is your favorite breakfast food?
13 Are you a cat person or a dog person?	14 What 3 items would you take to a desert island?	15 If you could have dinner with any person, alive or dead, who would it be?	16 What's your guilty pleasure?	17 What's your favorite way to exercise?	18 What is your favorite item you've bought this year?

**KEY: Answer while maintaining your pose!**

**Note:** You can also come up with your own questions based on the group's needs!

## PICTIONARY OR CHARADES

**Time Frame:** 15-30 minutes.

**Purpose:** To start the session with something fun and energetic, that also has a teamwork element.

### Instructions:

- For pictictionary: open the whiteboard on Zoom and make sure that they are all able to draw on it, and then open this link: <https://randomwordgenerator.com/pictionary.php>
- Tell them that you will generate a word on this generator, and send it in a private message to whoever would like to draw first. They then have 1 minute to draw a picture of what the word describes, while the rest of the group tries to guess what the word is (you can extend

it to 1.5 minutes if you decide 1 is not enough). They are not allowed to speak or write letters or numbers to help their fellow participants guess. Try to pick words that are not too difficult for them to draw, or that are too advanced for non-native English speakers, but not too easy that they can be guessed in less than 10 seconds. The generator website allows you to adjust the difficulty level. You can go as many rounds as you would like. You can also decide to set a relevant theme to the game, for example coming to the session with words that relate to climate change for them to draw.

- Charades follows the same instructions above, but the person has to act or pantomime the word rather than draw it. This is best played if everyone has fast video connections. Make sure the word you give them is something that can be conveyed by acting! You can also do reverse charades where instead of one person acting and everyone else guessing, the whole group tries to convey the word through acting and one person tries to guess what the word is.

## GEOGUESSR

**Time Frame:** 15-25 minutes.

**Requirements:** fast internet for you and your participants, proficiency with sharing your screen in Zoom, all participants have the ability to see your screen clearly once it is shared.

**Purpose:** To energise participants and challenge them to work together to get a high score. It can also allow participants to draw on their knowledge of geography or languages.

**Instructions:** Geoguessr is an online geographic discovery game in which you are placed in Google street view somewhere in the world and you have to guess where you are by placing a pin on a world map. Just as in normal street view, you can move yourself forwards and backwards along the streets to look for clues that could tell you where you are (flags, landmarks, the language on signs, phone number codes etc).

In order to play, you must first create a free account. The free version allows you to play one game per day, which includes 5 rounds (meaning it puts you in 5 different locations that you have to guess). Games to choose from include 'The World,' 'Famous Places,' 'the European Union' etc. It's recommended that you choose the Famous Places one, as it is more accessible to a global audience and 'The World' game can sometimes put you in the middle of a rural area and you need to travel quite a ways until you get to a city that contains clues!

Once you have chosen a game, you can share your screen with the group and let them direct you along the streets where they choose and zoom in on things they want to see closer. The game allows you to take as much time as you want to guess your location, but it's recommended that you try to keep them to no more than 3 minutes per round so that it doesn't take up too much session time.

**Note:** Please practise leading this game on zoom ahead of time before playing it with your group!

## EXPECTATIONS, CONCERNS & INTERESTS

**Time Frame:** 15-20 minutes.

**Purpose:** It is helpful to ask participants to share their expectations, concerns and interests early on in the programme, either in week 1 or 2. Gaining this clarity on these points not only sets the stage for participants to fully engage and develop ownership, but also assists the group to progress as a collective, helping to elicit sustained activation and empowerment.

**Instructions:** There are two potential formats for this activity.

FORMAT 1:

Step 1: Ask the participants to spend 3 - 4 minutes thinking and writing about what they expect from the program, any concerns they have about their participation, and the topics they want to discuss.

Step 2: Have participants read their list of expectations, concerns and interests (if they feel comfortable doing so). While they are reading through their list, the facilitator should make a list of everything they hear in the chat box. When they all have had a chance to speak, ask them if they have anything they'd like to add.

Step 3: Generally, it's helpful for facilitators to share their expectations and concerns as well (though this is one of the few occasions facilitators are encouraged to share/participate, in order to maintain their neutrality). These could include:

- That you hope they will gain a deeper understanding both of the other group members' views and of their own - and develop an understanding of not just WHAT people think, but WHY they think the way they do.

- That you hope they will have an opportunity to deeply and systematically explore the issues that are connected to the theme of the programme and how they affect their lives and communities/work.
- That you hope they will have effective conversations in which they are open to learning from one another.
- That you hope that as the process goes on they will increasingly lead the group, that you will ask fewer and fewer questions because they will be asking questions themselves. In particular, that you hope that they will feel that it is THEIR group and THEIR process. While you will often do things at the beginning of the sessions to help get the conversation started, you really want them to feel like this is a space where they can discuss things from the perspectives that THEY think are the most important.

#### FORMAT 2 :

Have participants share their expectations and concerns as an opening round at the beginning of a session. While sharing their answers, facilitators should take notes in the chat box. Facilitators can also share some of their expectations and concerns as part of the round (check the suggestions in Format 1).

**Note:** If participants are not forthcoming about their concerns, facilitators shouldn't push too hard. Participants may be shy at this stage in the dialogue process, and will be uncomfortable if pushed to talk about this if they don't wish to.

### INFORMAL GROUND RULES

**Time Frame:** 10 - 20 minutes (depending upon how engaged participants are with the question).

**Purpose:** To encourage group ownership and set the stage for successful discussions, it is important to give participants an opportunity to discuss and set some ground rules to assist them in establishing a productive, safe working environment. This list will be something they can refer back to in later sessions if the communication isn't going well or if they experience a conflict, in order to help them realign with their basic guiding principles. This activity is recommended for either session 1 or 2

**Note:** Spending too long on ground rules in this medium can lead participants to disengage. Nevertheless, it is important to get them thinking from the beginning about how they want to talk. This becomes particularly important if your programme will delve into sensitive topics. Also, it's

helpful to not frame the group norms only as something necessary for 'safety.' Group norms should create an active collaboration space, not just a safe space.

**Instructions:** Ask the group: "Are there any guidelines that you would like to set for our conversations?" You can remind them that this is their group, and you want them to set guidelines that make sense for them, and that will allow them to have a better conversation. Mention that your job as a facilitator is just to help them follow the guidelines that they set. You can elicit ideas from them either in the form of a round or an open discussion, depending upon the dynamics of your group.

Sometimes participant contributions can be vague, such as "be respectful." Depending upon how much time you have, ask follow-up questions such as "how should we show respect?" Prompt them to contribute specific behaviours, and agree on what respect will look like.

Keep a record of what is said in the chat section, and save the answers so that you can share them with the group later in the process. Once the ground rules have been established, make sure that the final list is distributed to the group members via email. Let participants know that they can continue to add to this list whenever they would like.

## **Sample Group Norms**

**Don't just jump in when the water's warm.**

Challenge yourself to share your reaction to **varied** perspectives, even when you disagree or don't relate.

**Share airtime.**

No dominating the conversation.

**Listen with an open mind.**

Instead of planning how to respond or thinking about what to say next, think about what was said before formulating a response. Try not to interrupt or have side conversations.

**We are all here with the best intentions.**

Participants agree that they all genuinely want to engage in order to improve their community, not to hurt each other or make each other feel small. If something happens, assume the best intentions.

**We are all experts on our own personal experience.**

Acknowledge the validity of others' experiences.

**Avoid "two-valued" thoughts and statements.**

Nothing is ever simply good or bad.

**Address the statement, not the person.**

Participants may express opinions or make statements that will offend or oppose the beliefs of others. The group should agree that in these situations, they should react by addressing **what** was said, not **who** said it.

**Participants represent only themselves, and are not representatives of social groups.**

Though they may reflect views in their communities, in dialogue, group members are not expected to represent organizations or groups.

**Use "I" statements.**

Beginning statements with "I believe," "I think," or "I feel" not only avoids generalizations and confusion, but also makes participants own their statements and not hide behind the safety of numbers.

*Note: Saying "I feel like" or "I feel that" dilutes this. That lets you state something as a fact, rather than a personal perception. Consider the difference: "I feel like you were aggressive" vs. "I felt scared."*

**Don't substitute "all" for "some," or "some" for "one."**

Our experiences don't expose us to everything there is about a topic, even when we feel like experts.

**Challenge yourself to say what you really mean.**

Reflecting on your statements so as to communicate directly and honestly helps the dialogue. Avoid being PC in favor of being genuine. Avoid using sarcasm in favor of being honest.

**Honor confidentiality.**

What happens in the session stays in the session. Take learning out of the room, and leave the names in.

**Practice empathy.**

Put yourself in the other people's shoes.

**Try to acknowledge, not correct, the generalizations and stereotypes in your own contributions.**

Be comfortable if others challenge them or ask you to be more specific about them.

**Listen harder when you disagree.**

If you find yourself wanting to revise what someone else is saying and how they're saying it, try to listen, and ask, for what experiences might be behind the difference in framing.

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<sup>5</sup> Image from Sustained Dialogue Institute

## FORMING A GROUP CONTRACT

**Time Frame:** 25-30 minutes.

**Purpose:** To get participants to commit to making a group vision a reality by putting some agreements on paper. This shared exercise and document provides a foundation for group dynamics, as you can return to it for review, evaluation, and iteration. This worksheet can be used as a template.

**Instructions:** Go through each of the sections below that are relevant to your group. It is suggested that you open up a new google document and paste the below template into it, and then type what they agree on into it. You can then either share it with the group in your recap email or hang onto it and tell them that they can return to it at any time that they might need to.

Group Principles and Values: What principles or values define this group?

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- 
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Group Metaphor

Is there an image that describes how you are as a group when you're at your best? (i.e. a machine, flock of birds, football team, etc.)

Learning Styles

How will we create a supportive learning environment?

Communication Styles

How will we communicate and share information?

Confronting Conflict

How will we respond to and manage conflict?

## Accountability

How will we keep our group accountable to its goals, values, and these agreements?

## Other Commitments

- 

## WHAT IS DIALOGUE?

**Time Frame:** 25-30 minutes.

**Purpose:** Best placed in the first or second session, this activity helps participants distinguish the difference between dialogue, discussion and debate. This allows them to understand how these sessions might be different from their normal classes, and be intentional about creating good dialogue.

**Instructions:** Ask the below questions to the group. Wait for them to make the points below first, if they don't mention key points you can suggest them. You can also share the table with them if they don't understand the concepts very well or you think it would be helpful.

Q: What is dialogue, how does it differ from debate, or discussions? Points to emphasise:

- In dialogue, one listens to the different side(s) in order to understand, find meaning. Debate affirms a participant's own point of view.
- Dialogue reveals assumptions for re-evaluation. Debate defends assumptions as truth.
- Dialogue causes introspection on one's own position, and where they come from. Debate causes critique of the other position.
- Dialogue creates an open-minded attitude: Debate creates a close-minded attitude, a determination to be right.

Q: Why is it important to have dialogue with diverse voices?

- We're living in an increasingly connected world which requires the ability to engage with one another successfully. Whether on the personal level (family or work) or on the global level, the tools needed are the same.
- Current challenges (local or global) require us to work collaboratively to find common solutions.

- Diverse backgrounds, cultures, and experiences mean that we may not share common opinions but does not mean we cannot strive towards common solutions. In order to do this, we must understand the experiences and backgrounds of our own and others' perspectives.
- Learning about what differences are important in today's world and in our lives, and why.
- Learning about how we react to differences, and how we engage/not engage with them enables us to more effectively communicate with others.
- It's important to learn about how we communicate with others who are different / have different views.

Q: What do you think your role in dialogue is? How can you contribute to making this dialogue successful? Possible answers:

- Speak openly & honestly
- Be open minded/non-judgmental
- Ask questions and be curious

### Dialogue, Discussion, and Debate

Discussion	Debate	Dialogue
Conceptual and/or conversational	Competitive	Collaborative, towards a sense of community understanding
Present ideas, often in a "clean" or "sophisticated" way	Succeed or win, often by proving others' logic to be 'wrong'	Re-evaluate and acknowledge assumptions and biases
Share information, seek 'neutral' conclusions	Focus on 'right' and 'wrong' through evidence	Bring out areas of ambivalence
Seek answers and solutions	Look for weakness	Look for shared meanings
Give answers, often those in accordance with academic standards	Search for flaws in others' logic; critique their position	Discover collective meaning; reexamine and destabilize long held ideas
Listen, in order to find places of disagreement or to gather rational pieces of an argument	Listen, in order to form counterarguments	Listen without judgment and with a view to understand
Avoid areas of strong conflict and difference	Focus on conflict and difference as an advantage	Articulate areas of conflict and difference
Retain relationships	Disregard relationships	Build relationships
Avoid silence	Use silence to gain advantage	Honor silence

*Sustained Dialogue Institute, 2016*

### SHOW YOUR BACKGROUND

**Time Frame:** 10-20 minutes.

**Purpose:** To help participants get to know each other better by learning about who and/or what is most important to them.

**Instructions:** Have each participant share either their lock screen photo on their phone, the background photo on their computer, or a picture currently displayed in their space. They could do this via screen share or holding the picture up to their camera. Ask them to give a short explanation of who or what is in the picture and why they chose that particular picture to see every day. If you want to deepen the relationship building and have more time to spend, you can invite them to tell any stories that are associated with their pictures, as well as ask each other questions about their pictures.

## CHILDHOOD PHOTO

**Time Frame:** 10-20 minutes.

**Purpose:** To help participants learn more about each other's backgrounds. This activity could be particularly useful before any activities or discussions that explore identity or personal history. Not everyone has these pictures easily accessible because they're often not digitised, so you may want to give your group at least a few days to prepare before the session.

**Instructions:** Ask each participant to share with the group a picture of them when they were a child. They can do this by holding it up to their camera or sharing their screen if they have it on their computer or phone. Invite them to say a bit about the picture, and any memories associated with it. If you want to extend the activity you can give them extra time to share their memory/story in more detail, and for the other participants to ask them questions or respond.

## SWIFT SWAP

**Time Frame:** 20-30 minutes.

**Purpose:** To get participants more engaged with each other, increase the attention they pay one another, and encourage a more shy group to turn their cameras on. This can only work if the participants have working cameras, so make sure that it's genuine shyness and not tech issues that are causing them to turn their camera off.

**Instructions:** Split the participants into two teams. Have team 1 leave their cameras on, and team 2 turn off their cameras. Give team 2 a minute to note the appearances of team 1. Then have team 1 turn off their cameras and tell them they have one minute to change anything about their

appearance. The change could be a change in hairstyle or taking a necklace off, etc. Then ask team 1 to turn their cameras back on, and team 2 will guess the changes made by each person in team 1. Then you can switch, and have team 2 be the ones to change their appearance!

## PARTNERS IN PEN

**Time Frame:** 15-30

**Purpose:** To break the ice while also helping participants listen to one another. This could be a useful activity to do before a conversation or activity about communication, listening or assumptions. This activity can take a long time, so unless you have a very small group it's unlikely that everyone will get a chance to describe an object. Simply allot the amount of time you want to spend on it and don't invite any new participants to share after that time limit has been reached.

**Instructions:** Have everyone grab a piece of paper, and an object from the space they're in. It should ideally be something *mildly* obscure but not so obscure that some participants will never have seen it before. Have a volunteer go first and describe their hidden item while everyone else tries to draw it from the description they give. After everyone has finished drawing, have them show their pictures to the camera. Then invite the person to hold up the object so everyone can see what it is. If you would like to increase the learning, you can ask those who drew something very different what their thought process was - likely they made an assumption of what it was that was incorrect! Invite another volunteer to go next and continue until everyone has shared their object or until you reach your time limit.

## CHAIN OF QUESTIONS

**Time Frame:** 10-20 minutes.

**Purpose:** To break the ice while also helping the participants a) be able to ask what they're most interested in learning about each other, and b) get into the habit of asking each other questions.

**Instructions:**

Tell participants that in this activity they're going to be asking each other questions so that they can get to know each other better. They can choose someone else in the group who hasn't been asked a question yet and ask whatever icebreaker question they want. (Assure them that if someone isn't comfortable with answering that question they can ask the question-asker to ask them a different one).

You can choose a participant to go first, or ask a volunteer to go first. They should continue until everyone has had a chance to ask a question and answer a question.

## IDIOM ACTIVITY

**Time Frame:** 10-20 minutes.

**Purpose:** A lighthearted activity that gives participants a chance to understand each other's cultures and languages better, while also often creating some laughter. This activity can be well suited at any stage in the programme.

**Instructions:** Tell participants that you want each of them to share an idiom in their language that doesn't make sense in English. Preferably an idiom that is funny or helps us understand their culture better. An idiom is a phrase that is not taken literally. For example, an Italian idiom that means 'good luck' is "in bocca al lupo" (in the mouth of the wolf). An idiom in English that means the same thing is "break a leg." If they come from an English speaking country, ask them to share an idiom that (if possible) is unique to their culture or country.

## CULTURAL HAND GESTURES

**Time Frame:** 10-20 minutes.

**Purpose:** In addition to giving participants the opportunity to share something from their culture, this activity can also be used to introduce participants to the fact that hand signals can be an important part of communication, and lead into a discussion using hand signals as seen here.

**Instructions:** Invite each participant to share non-verbal hand gesture used in their culture (as long as it's not offensive!) You can do as many rounds as you have time for. You can also invite participants to tell the group whether their culture has the same gesture as one that has already been shared, but it has a different meaning where they come from (for example, the peace sign in some countries is seen as a victory sign).



## RELATIONSHIP BUILDING AND TEAM BUILDING

Reaching a state of genuine exchange and fruitful collaboration entails intensive work on promoting robust group relationships and teamwork. Many multi-purpose activities like 'Introduce a Partner' (which can be used as an ice-breaker and for relationship building) can move the group in this direction.

There are no rules as to when to use relationship-building or team-building activities. These are continuous processes that start with the first meeting and can continue even after the programme ends. The more work facilitators invest in relationship building and team building, the more they yield in terms of trust, in-depth discussions, sustainable connections and successful group projects/endeavours. However, it is particularly advantageous to use these types of activities in the following situations:

- As starters.
- When discussions are on a superficial level and participants are hesitant to express their true thoughts and opinions.
- Before engaging with a sensitive topic, or a session in which they need to collaborate on a project or output.
- When participants are still not fully acquainted with the virtual setting and doubting their skills and position in the group.

Carefully working on building trust, group ownership and teamwork using these activities is key to success. Here are some examples of activities you could use to achieve these objectives.

### RELATIONAL PARADIGM ACTIVITY

**Time Frame:** 40 - 80 minutes

**Purpose:** Analysing underlying relationships is an important tool for understanding community dynamics for facilitators and participants. By engaging with the concept of relationship, facilitators can ask themselves and their participants crucial questions, such as: What seem to be the interests of various participants? Do certain participants perceive that they have more power than others? What are the participants' perceptions of each other?

**Instructions:**

Step 1: Introduce the activity. Say that while we are a group made up of individuals, we also have

group identities that are in relationship with one another. Explain that the purpose of this activity is to spark discussion on five elements of relationship, used here to mean the dynamic, continuous interaction between individuals and groups.

You can use screen sharing to show a photo of the 5 elements of a relationship:

### The 5 Elements of Relationship

**Patterns of Interaction** – how individuals and groups interact with one another, whether positively, negatively, or not at all

**Perceptions, Misperceptions, & Stereotypes** – how individuals and groups view one another and what they assume and believe about the other's identity, interests, and power

**Interests** – what people want and care about, physically, emotionally, and politically

**Identity** – how a person or group defines themselves in terms of physical, cultural, and human characteristics; the sum total of one's life experiences (including glories and traumas)

**Power** – not only the capacity of individuals to control resources and the actions of others, but, perhaps more importantly, the ability to influence a course of events

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Ask: What are some relationships that you would like to analyse together?

- Participants may need some examples: the group itself, relationships between countries, between religions, between colonised/coloniser, between political ideals, between generations etc. This activity is more illuminating when participants choose relationships most relevant to them. This initial question can also be skipped in order to focus the activity on the group itself.

Once a relationship is chosen, encourage a free-flowing discussion using the 5 elements. Possible questions include:

#### Patterns of Interaction

- What would you say are the locations and frequency of interaction?
- What are past experiences with each other?
- What are norms and rules expected by each?
- How have [insert relationship] interacted habitually with each other?
- How have they typically communicated with each other?

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<sup>6</sup> Image from Sustained Dialogue Institute

- What does an expected interaction look like?

#### Perceptions, Misperceptions, And Stereotypes

- How do [...] perceive the other?
- How do [...] think others perceive them?
- What are existing stereotypes, and how are they maintained?
- How does each participant think/feel that others perceive them?
- What perceptions underlie how [.....] behave?

#### Interests

- What are each participant's aims and goals?
- What beliefs, structures, and actions do they perceive as threatening to their aims?

#### Identity

- How does culture, worldview, and/or ideology affect the relationship?
- Who are the participants involved?
- How are they commonly identified or labeled by others?

#### Power

- Which participants typically benefit from dominant practices or structures in place?
- In which ways can each of them influence a course of events?

Be sure to lead a debrief before the end of the activity, using what they covered in the conversation to guide you. Possible questions include:

- Did you learn something from this activity?
- What are you taking away from it?
- Was there a moment or a comment that made you think about something in a different way?

- What are the implications of this for the relationships within our group? For the way we communicate?

## THE FOUR QUADRANTS ACTIVITY<sup>7</sup>

**Time Frame:** 30-90 minutes.

**Purpose:** This activity is best placed in the first few sessions of the programme. It functions as both an icebreaker and a team building activity. It can help participants get to know one another, reflect on their roles in the group, and state goals and intentions for the group or programme. It would work well in conjunction with the ground rules activity or another activity in which the group defines how they want to work together and what they want to accomplish together.

### **Instructions:**

Step 1: Ask participants to get a blank piece of paper and something to write with.

Step 2: Tell them to divide their piece of paper into four quadrants. Tell them that they are going to write or draw responses to four questions, and put each answer in a separate quadrant. Note: use your sense of the group to decide whether to ask them to draw or to write. Different groups will respond better to different methods of communicating their answers. Alternatively, you can tell them they can choose which one they prefer.

Step 3: Tell them the four prompts, and write them in the chat. Some sample prompts are:

- What do I bring to the group?
- What do I need/want from the group?
- A hobby of mine is...
- What is my vision for this group?

Other prompts to include could be:

- What do I see as the main challenge for this group?

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<sup>7</sup> Inspired by Session Lab and Facilitator Cheryle Maurer

- What do I see as the main strength of this group?
- What do I see as the main challenge for me personally?
- How comfortable do I feel speaking in an online format like this?
- What was a defining moment in my life (either personally or as a worker/student?)
- What is something I did or am that I am proud of?
- What do I want the outcome of this session to be?
- What do I want the outcome of this programme to be?
- Something I want you to know about me is...

Give the group 5-10 minutes to write/draw their answers on their paper.

Step 4: Give each participant about 5 minutes (depending on the size of the group and how long you would like to spend on this activity) to share what they wrote/drew with the group.

Step 5: Debrief with the group. What did they get out of this activity? What observations can they make? Are there any patterns in what people answered? How can we incorporate what we learned into the programme to make it better?

Optional step: This activity could be linked with the ground rules activity or another activity in which the group defines how they want to work together and what they want to accomplish together.

Note: This activity could also be done on an online whiteboard in which different participants can zoom in and out of different sections. You can set up a quadrant for each participant, and when each person presents what they wrote/drew everyone can zoom in on that person's quadrant to look at it.

## BLIND DRAWING<sup>8</sup>

**Time Frame:** 20-30 min

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<sup>8</sup> Inspired by Toggl Track

**Purpose:** This activity can insert some humour into a session and draws attention to how participants communicate and the importance of effective communication. It can provoke discussions on what communication methods work best for the group and what leadership skills they possess.

Instructions:

- Split the group into teams (often 4-6 participants work best) and place each team in a break-out room. Tell the participants that one volunteer in each team should play the role of an artist, and another volunteer should be the activity leader. The activity leader should share a whiteboard and make sure the artist is able to draw on it. The leader should pick a word for them to draw (you can use a word generator like [this one](#)) and communicate it to the group what it is without the artist knowing. The easiest way to do this is for the leader to ask the artist to cover their eyes, write down the word on a piece of paper, and hold it up to their camera for the rest of the team to see. The artist now has three minutes to draw this word, guided only by what the team tells them. The team members, however, are only allowed to provide indirect descriptions. For example, if the word is elephant, they are not allowed to say 'draw an elephant.' Instead, they can say things like 'long nose' or 'very big' etc. The artist is not allowed to ask questions or seek clarification, they can only draw based on what they hear. When the time is up, the team can tell the artist what the word was. Often the picture they drew was different from the subject, and creates some laughter and bonding. Once each group is done, have them come back to the main room and lead a debrief.
- Possible debrief questions:
  - To the artists: How was this activity for you? How did it make you feel? What were you thinking during the activity? Was there anything you heard that confused you or made it harder?
  - Was there a way of communicating that worked well for your team? In what ways were you demonstrating (or not demonstrating) good communication skills?
  - In what ways did you demonstrate leadership during this activity?
  - If you were to do this activity again, what would you do differently?
  - What are your takeaways from this activity?

## THREE QUESTION MINGLE

**Time Frame:** 30-60 minutes.

**Purpose:** An icebreaker/relationship building activity that would work well in the first or second session of the programme. It gives participants an opportunity to learn things about one another that they are personally interested in, and helps them get more comfortable with coming up with and asking personal questions in the group.

### **Instructions:**

Step 1: Ask participants to think of three questions they would like to ask other members of the group to get to know them better. They can write these down if it will make it easier for them to remember.

Step 2: Divide the group into sub-groups of 2-3 and send them into break out rooms for five minutes (or however long you would like to give them). Tell them to ask the other(s) in the break out room one of the three questions. Write down who is in which room together!

Step 3: After the time is up, bring them back into the main room and repeat Step 2, creating new groups of 2-3. Do this three times until participants have been in three break out rooms and asked all three of their questions.

Step 4: Bring the whole group to the main room and ask them how the activity was. Do they notice any difference between how they felt at the beginning of the activity and how they feel now? Are there any impressions of the people in the group they want to share? You can also invite them to share something they learned about someone else if the group feels comfortable.

## PICTURE ACTIVITY

**Time Frame:** 25-35 min

**Purpose:** Pictures can often communicate something better than words. This activity helps participants establish rapport and understand each other and what is important to them more deeply by giving them visuals. Having visual stimuli like this is a good way of keeping participants' interest and attention.

**Instructions:** Ask participants to bring 3-5 pictures that best represent who they are and what is important to them. These can be pictures they have taken or images from other sources. Examples could be pictures of milestones in their lives (graduation pictures, etc.), pictures of their town/country/favourite places, pictures of family or friends, or of their hobbies and interests.

Participants should share each picture with the group by sharing their screen or pasting links, and describe how the pictures represent who they are and/or why they're important to them.

## A MILE IN MY SHOES

**Time Frame:** 20–45 minutes, depending on the level of follow-up questions and whether it inspires a more in depth dialogue.

**Purpose:** This activity is fun but also allows for a great level of depth, especially if facilitators take the time for follow-up questions. It prompts participants to share personal stories, and therefore is beneficial if facilitators want to encourage this practice in sessions.

**Instructions:** This activity will need to be planned in advance. At least a few days before the session, email participants and ask them to bring one of their shoes to show the group in the upcoming session. Tell them to think of a shoe that is significant to them in some way. What does it tell about them? What does it remind them of? Where have they been or what have they done while wearing those shoes? What insight does it give into their hobbies, histories, or current lives? Invite them to share the answers to these questions with the group.

In the next session, remind the group that they were asked to bring in their shoes, and ask if they have these ready. If they don't have a shoe with them, chances are that they are still wearing some! They can use these for the activity.

They will now be asked to share their shoes. Ways to do this:

- Do a round if you think your group needs a little push;
- Use a free-flowing format and let participants opt to jump in when they are ready if they are an enthusiastic bunch;
- Pass the 'talking stick' where a participant shares and then passes the turn to another participant of their choice by saying the name of the person who should go next. This is a good way of encouraging group ownership but does not rely on participants to jump in on their own.

After each person has shared, encourage the group to ask questions to each person. You may have to model questions at first before others get brave enough to ask.

## TELLING OUR STORIES<sup>9</sup>

**Time Frame:** 60-100 min

**Purpose:** To foster trust and relationship building through the sharing of personal stories, as well as getting them comfortable with sharing themselves with the group. This activity works best once they've already developed enough trust to get into deeper and more personal conversations. Keep in mind that each group member should have time to tell their story and answer questions, so be sure to set aside enough time for this activity and assess whether it's realistic based on your group size.

### **Instructions :**

Step 1: Ask the participants to get a piece of paper and something to write with. Explain that there will be three rounds of questions. Each round will last about 5-7 minutes. Participants should write down their answers to the questions, and then they will share them with the group. Inform them that they don't have to share anything they're not comfortable with, but if they do want to share things that are personal or emotional that's welcome as well.

Step 2: Tell them that this first round of questions is about their childhood. Post the questions you want them to answer in the chat, as many as you would like. You can use the questions provided below, or create your own. If they're having a hard time composing their answers, let them know that they can just pick what is easiest for them to describe, or what their first thought is when they read the prompt.

- Think of a situation where you felt happy
- A person that meant a lot to you.
- A situation where you changed; where you got a new view of yourself or of the world.

Step 3: The second round is about their teenage years/young adulthood.

- A passion that fulfilled you.
- A situation or person who made you grow.
- A situation where you were challenged.

Step 4: The final round focuses on the present, who they are now.

- A driving force.

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<sup>9</sup> Inspired by Hyper Island

- A situation where you learned you have a talent.
- A failure that you learned something from - private or professional.

Step 5: Invite the participants to share their stories with the group, and invite them to react to one another or ask follow-up questions. Note: this would be a great time to incorporate hand signals that allow participants to express empathy or that they relate, etc.! You can find some examples [here](#).

Step 6: Debrief. Possible debrief questions are:

- What, if anything, did you get out of this activity?
- What did it feel like to tell your story? To listen to the stories of others?
- Do you have any reflections on the stories that were shared?
- Is there anything you noticed in the stories that were shared?
- [If they were expressing empathy or seemed to display some visible emotions when others were speaking] How did listening to these stories make you feel? If any emotions came up, what were they?
- What are you taking away from this activity/session?

## APPRECIATION ACTIVITY

**Time Frame:** 15-25 minutes.

**Purpose:** This activity should be used once the participants have had a few sessions to get to know one another. It can be useful for accelerating group bonding and giving the participants added confidence that they are listened to in sessions and that what they have to say is of value to the other group members. It can make them more confident in sharing, and also more likely to compliment or acknowledge each other in future sessions. You can place this activity in your final session if you want to end on a high note.

### Instructions:

Step 1: Divide the participants into pairs, but keep them in the main meeting room. Ask the participants to spend one minute thinking about their partner and identify one thing about this person that is either:

- Something they like about them
- Something they learned from them

- Something about them they are impressed with, or
- Something they said that sparked their interest in learning more about something

Alternatively, instead of dividing them into pairs, you can give each participant a number and ask them to say an appreciation about the person with the number directly above theirs (person number 7 would say something about person number 8).

Step 2: Invite them to go in a round and each share what they thought of for that person.

If there's enough time, you can extend the activity by assigning new pairs or asking them to say something about the person whose number is directly below theirs, and repeating the exercise.

## LANGUAGE ROUND

**Time Frame:** 20-30 min

**Purpose:** For teams in which the majority are not native English speakers and there are disparate language proficiency levels within the group. Often in these situations, those with lower English proficiency will be more hesitant to speak, for fear of making a mistake. Addressing this in the group explicitly will help those participants feel more confident and those with high proficiency levels more empathetic. Often some funny stories are shared, which also builds group relationships.

### Instructions:

Possible prompts are:

- Ask everyone to share a story of a time that they were in a place/situation where they did not understand the language. What happened? How did they feel?
- Ask the group members to raise their hand if they've ever made a mistake in a language not their own. Invite anyone who feels comfortable to share a funny story about what happened.
- Do an anonymous poll in which you ask people to rate on a scale from low to high how confident they feel speaking in English. Then look at the results and reflect on them with the group.
- Ask the group to decide what they should do if any of them feels like they don't have the words at some point to articulate what they mean. This could include asking other speakers

of their language in the room with help translating, or having the group give them time to look up a word. [Often getting their peers to help translate is the best, as this is faster and also helps build group relationships].

- Ask everyone to talk about how they feel when they speak in different languages. If you have a personal story you can share it to set the tone. For example: “When I’m speaking Spanish I always feel kind of relaxed and comfortable, but when I’m speaking French I always feel a bit self-conscious.” Often this will give the non-native English speakers a chance to talk about how they feel speaking in English.
- If you’re confident that they will share positive things, you can ask strong/native speakers if they have anything they want to say to the rest of the group. Usually they will say that they will not judge anyone who makes a mistake, that they also have made mistakes before, and that they want to encourage their fellow group members to speak as much as they can.

Be sure to debrief enough that by the end the group has reassured each other that this is a safe place to make language mistakes and that they have a plan for when they get into any communication issues (you can also bring any ground rules they set in the beginning into this conversation).

**Note:** Encouraging and appreciating participants who are not native English speakers can often go a long way to boost their confidence. Acknowledge (without breaking neutrality) that it takes bravery and hard work to speak for several hours in another language, especially on complex topics. If there is an exacerbating factor (e.g. they’ve been fasting, or it’s very early or late in their time zone) acknowledge that as well, and take the pressure off by saying that no one will expect them to be perfect in these conditions, they only have to try their best.

## “I AM” ACTIVITY

**Time Frame:** This activity can last anywhere between 10 minutes and 45 minutes, depending on the format you choose and how much your participants share.

**Purpose:** This activity should provide a great opportunity for your participants to get to know one another and begin to explore the root of their own and other’s beliefs, perhaps enabling them to empathise with others when differences have the potential to surface.

**Instructions:** In this activity you ask your participants to complete the sentence with personal statements. You can implement this activity in different ways, depending on your group’s needs and time.

### Option 1:

- Tell the group that this activity will allow them the chance to get to know each other a bit better and will perhaps help them uncover some deeper roots to perceptions they hold. Tell them you are going to state and type the beginning of a sentence and that they are all to complete it.
- Post the first incomplete sentence (see options below) and give them some time to complete it with something meaningful. Tell them they can grab the mic as soon as they are ready to share.
- Encourage them to respond to each other's sentences and ask each other questions. Remember, the main goal is to uncover underlying beliefs, so if they don't share "why" and the group does not follow up, be sure to model this type of questions to help them dig beneath the surface.
- After they have completed the first sentence and discussed, move on to the next question.
- After everyone has shared, give the group the opportunity to elaborate a bit more or ask final questions before moving into the next part of the session.

### Option 2:

For option 2, instead of having everyone think about how to complete the same question, you can Private Message all your participants a different question. (If co-facilitating, while one of the facilitators is explaining the activity, the other facilitator can send the different sentences to the participants via Private Message). To implement this option, follow the first 3 steps above (only PM the different sentences). Again, it's important to also model reflection and entice critical awareness by placing emphasis on the "because" part of the question. This option works best if done organically, instead of doing a round.

### Option 3:

If you choose to do this as a quick starter activity for a few weeks, we recommend you prepare them ahead of time by asking for volunteers for the week to come. Give them the sentence ahead of time via email and in session.

The sentences are:

- I love \_\_\_\_\_ because \_\_\_\_\_
- I wonder \_\_\_\_\_ because \_\_\_\_\_

- I am happy when \_\_\_\_\_ because \_\_\_\_\_
- I am scared when/of \_\_\_\_\_ because \_\_\_\_\_
- I worry about \_\_\_\_\_ because \_\_\_\_\_
- I hope to \_\_\_\_\_ because \_\_\_\_\_
- I would like to \_\_\_\_\_ because \_\_\_\_\_
- I believe \_\_\_\_\_ because \_\_\_\_\_
- I do not understand \_\_\_\_\_
- I would never \_\_\_\_\_ because \_\_\_\_\_
- I want to know more about \_\_\_\_\_ because \_\_\_\_\_
- In the future, I will \_\_\_\_\_
- I am sad when \_\_\_\_\_ because \_\_\_\_\_

## VIRTUAL SHOW AND TELL

**Time Frame:** 20–45 minutes, depending on the level of follow-up questions and whether it inspires a more in depth dialogue.

**Purpose:** Virtual Show and Tell is a Culture and Background type of activity that is fun but also allows for a great level of depth. It’s personal and allows participants a view into their peer’s lives, cultures, and communities by sharing things that are important to them.

### Instructions:

#### Option 1

Prepare participants by informing them a week in advance (via email and in session). Share that next week they will begin the session with a virtual show and tell. Ask participants to bring in a ‘cultural item’ that is important to them, their lives, and/or their cultures.

#### Option 2

Inform participants in advance that: “Each of you will be creating a “Cultural Chest” which will allow you to share personal information with the group about who you are and how you believe others see you. Select three items that are significant to you because they describe an aspect of yourself in connection to your membership in any of the following social groups: Gender, Race, Ethnicity, Sexual Orientation, and/or Social Economic Class. These objects might be a photograph, piece of art, book, music or any item that describes an aspect of your personal and family history or social

identity that is significant to you. The idea about this assignment is to be creative and share some of yourself with the group.”

At the beginning of the activity, remind the group that they were asked to bring in their ‘Cultural Items’. Ask everyone if they have these ready. If they don’t have an item with them, suggest they Google a picture of it as visuals always help the group contextualise and connect.

They will now be asked to go around and share their items. Ways to do this:

- Do a round if you think your group needs a little push;
- Use a free-flowing format and let participants opt to jump in when they are ready if they are an enthusiastic bunch;
- Pass the ‘talking stick’ where a participant shares and then passes the turn to another participant of their choice. This is a good way of encouraging group ownership but does not rely on participants to jump in on their own

After you decide on a method above, tell participants they are to share the item, what it is, its purpose and importance. Encourage the group to be prepared to share and then ask questions of others’ items. You may have to model questions at first before others get brave enough to ask.

## PAIR ACTIVITY

**Time Frame:** You should give the pair approximately 40 minutes in the breakout room. Assume that you may lose at least 5 minutes moving into the breakout room.

**Instructions:** Explain that you will divide the group up into pairs or trios, and they will have \_\_\_\_ mins in small group discussions. The goal is to allow them to get to know one or two people in the group on a deeper level than is possible when meeting in a big group. Together they’ll explore an issue that they really care about, and come to understand one another’s perspectives, assumptions and background. Divide the group into diverse pairs or trios.

Partners will select a topic that each of them is really interested in. The topic can be anything from a social topic to a personal topic. Encourage them to think about a topic that they hope to learn more about, struggle with or feel strongly about. If you feel it would be helpful, you can brainstorm possible topics with your group before they divide up, so that the pairs have a full range of options to choose from.

Their goal during their 40-minute meeting is to try to learn all that they can about how the other person, and the other person's community, understands this issue. Tell them that it's important to keep discussing the issue until their partner's perspective really makes sense to them, and they understand not just WHAT their partner thinks but WHY they think the way they do. Remind them that they need to make sure that both partners fully share their perspective and the perspective of their community, which means that both partners need to talk AND both partners need to listen/ask questions.

After you've sent them to their respective rooms, it is important to check in on all of the participants to make sure that they have arrived safely. Just click on each breakout room in turn and make sure their technology is working.

Closing the Activity: Hopefully they'll all return to the main room after \_\_\_ minutes, however, it might be wise to "visit" them just before their time is up to remind them to return or broadcast a reminder in all groups.

When they returned, ask how the activity was for them and what they learned. It's a good chance to check in both on the process (how it went asking questions etc.) and the substance (what they learned about the issue).

**Note:** In creating the pairs/trios we encourage you to think about which pairs/trios of participants you think would get along well, based on their participation so far. If you wish to, you can allow them to create the pairs/trios themselves via private chat, but watch the clock as this can take a long time!

If one or more participants are having significant technical problems, we'd recommend leaving those participants in the main room, and sending other participants to the breakout rooms.

## LIFE STORIES

**Time Frame:** This activity can take anywhere from 45 minutes to 2 hours. We definitely would not recommend starting it if you have less than 45 minutes. It would be better if you have at least 1 ¼ hours.

**Purpose:** Done early in the semester, Life Stories can enable relationship building among participants. Done in later sessions, (session 5 or onwards) after people know each other and have

begun to care about each other, it can be incredibly powerful. It offers the opportunity for participants to understand roots of perceptions, enabling them to understand and empathise with one another more deeply. In many groups the life-story exercise is one of the most important in the entire process.

**Instructions:** Ask the group to take five minutes to think of the three events or influences in their lives which have affected/determined their understanding of other cultures and countries OR their understanding of the topic at hand.

Optional: To elicit a bit more self-reflection on personal boundaries and demonstrate how opinions are not always fixed, you can say 1 event should be a time when their originally held understanding or opinion had been changed because of that event. So for example, they had disliked all people from \_\_\_ country because of what they had seen in the media, until \_\_ happened. They then reassessed their original opinion, made an exception, etc.

We highly recommend that you have them think about not only what the events were, but how it affected them, and why they think it affected them so deeply. Suggest that writing a bit might help them to gather their thoughts.

Have each person share their stories. Make sure that they tell not only the facts, but how they felt about it. Ask the group if they have any questions. If they don't, the facilitator should model by asking questions like "what was that like for you?" or "how did you feel when that happened" or "why do you think that was so important for you?" The key is to try to bring it down to a personal level, so it's not just a theoretical or a cognitive exercise.

If group members are just glossing over things - saying "probably it was when my grandmother died" or "probably when the hurricane hit my city" but not explaining HOW or WHY it affected them it is CRITICAL that you jump in and ask probing questions. Otherwise this activity can be very dry. We particularly recommend asking questions of the first person who presents, as that will model the level of depth that you hope everyone will go into. You can say "I'm sorry to make you the guinea pig by asking so many questions - this is the information that we're hoping everyone will share."

In all likelihood the people who go first will only talk a little bit, and the people who go near the end will talk a lot. As a facilitator you can name this, and ask if any of the people who went at the beginning would like to add anything or explain anything more about their stories.

After everyone has shared, ask a few processing questions about the activity. Obviously it is important to stay with the tone that the group has set- so if the group is really quiet and contemplative because the stories were really deep, it's important that they have space to share

their feelings about that. If the process was more cognitive, it's important to ask for cognitive reflections. As facilitators you can gauge the group energy and direct the conversation accordingly. Some possible questions include:

- Was there anything in anyone's story that was unclear to you, or that you want to hear more about? If so, please do ask.
- What was this activity like for you? Do you want to share any of the thoughts or reflections you had while we were doing it? (this can provide an opportunity for people to say empathetic things)
- What similarities/differences did you notice between stories?
- Were the influences mostly a product of "personal experience" (an interaction with another person?) or something that was learned? (For instance, a book or movie). What were the differences between how these might have influenced you?
- Were there any trends in terms of the kinds of stories shared? Why do you think/what do these people have in common?
- How do you think the differences/similarities affect the way we perceive one another?
- Do you believe these stories and our newfound understanding of one another will affect the discussions you have together?

You can highlight something that many people had in their stories: relationships with family members, death, etc. and just say that you notice that the same thing affected many people. You can ask why they think it affected them all so deeply. You can also ask if other people have been affected by the same thing and if so why this did not make it in their list of three.

At the end of the activity, it's a good idea to go around and have each person share one thought/reflection about what they learned from the activity and if there is anything they want to say to one another. (This is particularly important if people were really open and painful stuff was shared in the exercise - this can provide some kind of closure).

**Note:** Generally people won't tell their story in much detail at first. They often need to be asked questions in order to feel comfortable to go deeper into the story. Obviously it's best if these questions come from the group, rather than from the facilitators. Thus after each person tells their stories, we recommend providing quite a bit of space for people to ask each other questions. (and, of course, encourage the group to ask each other questions). This generally works - between the encouragement and the silence someone usually steps forward to ask a question. If they don't ask each other questions, particularly for the first couple people who go (to set a tone), you can ask follow up questions trying to push people to a personal level.

## MOON LANDING

**Time Frame:** 30-45 minutes.

**Purpose:** Although the topic is completely unrelated to the dialogue, this team-building activity highlights the value of multiple voices and perspectives to solve problems.

**Instructions:** Tell participants to grab a piece of paper or open a note on the computer to record on. Say, “You are all members of a space crew scheduled to rendezvous with a mother ship on the lighted surface of the moon. However, due to mechanical difficulties, your own ship was forced to land at a spot 200 miles from the rendezvous point.

During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip.

15 items are listed as being intact and undamaged after landing. Your task is to rank them in terms of their importance for your crew, to allow them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through to number 15 for the least important.”

- Display the ‘moon landing ranking chart’ using screen sharing

My ranking	Salvaged items	Team ranking
	Box of matches	
	Food concentrate	
	50 feet of nylon rope	
	Parachute silk	
	Two .45 caliber pistols	
	One case of dehydrated milk	
	Two 100-pound tanks of oxygen	
	Stellar map	
	Self-inflating life raft	
	Magnetic compass	
	Five gallons of water	
	Signal flares	
	First aid kit containing injection needles	
	Solar powered FM receiver	
	Portable heating unit	
Score		Score

- Ask everyone to take 5 minutes to decide their own rankings, and record the choices in the left-hand column (my ranking).
- Now ask them to do the same ranking in the larger group. Discuss their individual choices and refine their rankings based on the collective thoughts of the team. Record the group rankings in the second column (team rankings).
- The correct answers were compiled by a team of scientists and engineers at NASA. Display the NASA 'expert' rankings.

Item	NASA Ranking	NASA's Reasoning
Box of matches	15	Virtually worthless -- there's no oxygen on the moon to sustain combustion.
Food concentrate	4	Efficient means of supplying energy requirements.
50 feet of nylon rope	6	Useful in scaling cliffs and tying injured together.
Parachute silk	8	Protection from the sun's rays.
Portable heating unit	13	Not needed unless on the dark side.
Two .45 caliber pistols	11	Possible means of self-propulsion.
One case of dehydrated milk	12	Bulkier duplication of food concentrate.
Two 100 lb. tanks of oxygen	1	Most pressing survival need (weight is not a factor since gravity is one-sixth of the Earth's -- each tank would weigh only about 17 lbs. on the moon.)
Stellar map	3	Primary means of navigation -- star patterns appear essentially identical on the moon as on Earth.
Self-inflating life raft	9	CO <sub>2</sub> bottle in military raft may be used for propulsion.

Magnetic compass	14	The magnetic field on the moon is not polarized, so it's worthless for navigation.
5 gallons of water	2	Needed for replacement of tremendous liquid loss on the light side.
Signal flares	10	Use as distress signal when the mother ship is sighted.
First aid kit, including injection needle	7	Needles connected to vials of vitamins, medicines, etc. will fit special aperture in NASA space suit.
Solar-powered FM receiver-transmitter	5	For communication with mother ship (but FM requires line-of-sight transmission and can only be used over short ranges.)

- Have them compare their individual and group answers with the correct answers and determine a score. For each item, mark the number of points that your score differs from the NASA ranking and then add up all the points. Disregard plus or minus differences. The lower the total, the better the score.

Discuss: Individual vs. collective scores? What from this activity can be applied to our dialogue? What, if anything, from this activity can be applied to the topics we're discussing?

## CLOTHING COLOURS

**Time Frame:** 20-25 minutes.

**Purpose:** This activity should help participants develop a piece of their own identity and foster their self-awareness. It might also spark a more personal discussion. The activity is recommended for Stage 2, but not for the first two weeks of the program.

**Instructions:** Start with asking participants to have a look at the colours they are wearing. Then explain to the group that they have to finish a prompt that is related to a colour they are wearing. Most participants will be wearing multiple colours, so you can tell them that they are free to choose whichever of those colours they prefer. Post the below sentences in the chat.

- Red: "One thing I like to do in my free time is..."
- Blue: "One thing I am very interested in is ...."
- Yellow: "One thing I have done in my life that I am proud of is...."
- Green: "One thing others (e.g. my colleagues or friends) like about me is...."
- Brown: "One thing I do for my own self-growth/self-improvement is...."
- Orange: "One thing I did to take care of someone else is...."
- Black: "One thing that someone gave me as a present and I was very thankful for is ..."
- White: "One thing that someone told me something about myself that made my day a lot better is..."

Have the participants go in a circle and share their colours and things about themselves. Encourage them to ask each other questions and show curiosity. You may have to demonstrate this in the beginning.

This activity might evolve into a further discussion about participants' personal lives and/or one of the "Identity-related Activities," e.g. Life Stories. This is very good for a group process, getting to know each other and relationship-building (in Stage 2) before more sensitive discussions (in Stages 3 and 4).

## LISTENER / SPEAKER

**Time Frame:** 25-45 minutes.

**Purpose:** This exercise is designed to correspond to skill building around listening. It's a great way not only to build upon relationships but fantastic in promoting active listening skills and self-awareness among participants.

**Instructions:** Tell participants they should take 3 min to think of a current (or recent) challenge they are facing in their personal life and they would like to find clarity on. The challenge needs to be one they are comfortable discussing/sharing with their peers. It can be an interpersonal challenge, an intrapersonal dilemma, a question they are struggling with, or anything that keeps their mind busy at the moment and for which they would benefit from some help.

Once they have their challenges in mind, tell them they will soon be divided into pairs/trios. In case you have an uneven number of participants, you can form trios and ask a third person to play the role of observer. Their task is to each take turns in sharing their challenges where their partner listens actively without judgement, making assumptions or offering advice.

Facilitators should type this into the chat box

1st stage: Speaker speaks / Listener listens in silence [1-2 min]

2nd stage: Speaker speaks / Listener listens and can ask questions [1-2 min]

3rd stage: Speaker stops / Listener reflects back what they heard and perceived (verbal and nonverbal) [1-2 min]

4th stage: Conversation continues and Listener plays the role of a sounding board by helping speaker find a solution or a better understanding of the issue [1-2 min]

Switch roles and repeat!

Facilitators should share the guidelines below to help participants in this process. We suggest you share them verbally as well as paste them in the chat box before sending them to the breakout rooms.

Guidelines for listening and reflecting back what you hear:

- Ensure confidentiality
- Be interested in what your partner talks about
- Listen beyond what they are saying and try to hear the roots of what they are saying
- In part 3 where you reflect back what you heard, talk about what you sensed in terms of how the person feels (emotionally). (“I feel you’re disappointed” or “I sense some relief”)
- Resist temptation to offer advice or solutions (even if you have one)
- Ask questions not on facts but on the meaning attached to what is said, to help the speaker come up with a better understanding of what is at stake.

Tell participants they should be keeping time for themselves, allotting 1-2 minutes to each stage. Once each person has had time to be speaker and listener, return to the main meeting room for a debrief.

**Note:** It is important to jump in and out of the break out rooms to ensure participants are keeping track of time. You might actually tell them to keep each stage to 1 min, knowing that they will find it hard to adhere to it. Remind them that they will be able to continue the conversation after the session if they want but that for now, we need to keep it limited in time for the sake of the exercise.

Debrief Questions:

- How was this exercise? Did you find one role easier than the other, which one and why?
- As speakers, how did you feel when:
  - The listener only listened in silence?
  - The listener also asked questions?
  - The listener reflected back what they heard and perceived?
- What made you feel good in the last case? (Most ideally you will get as an answer ‘caring for me, emotional closure, warm feelings toward me, empathy, etc.’)
- As a speaker did you feel safe to share openly and honestly? Were you able to find some clarity? Did you feel you were heard better than when you have a normal chat?
- As listeners, how did you feel?
- As observers, what did you notice? Did listeners do their job?
- Do you feel you’re taking something new away from this activity? If so, what?

## SWITCHED-UP STORYTELLING

**Time Frame:** 45-60 minutes.

**Purpose:** This activity allows participants to empathise with somebody else’s experience. It allows them to reflect on how their identities and experiences would influence their thinking. Finally, it builds relationships through sharing and active listening.

**Instructions:**

- Split people in pairs (even better if they don't know each other well already) and assign them breakout rooms.
- Give every pair 20 min. to each share a 10-minute version of their life stories.
- After the 20 min. have passed, have everyone return to the main room.
- Give every person max. 10 minutes to tell the story that the other person has told them as if it was their own story and optionally to describe afterwards the feelings that the story made them experience.
- The activity is over when everybody has narrated the story that the other person told them.

Do not force people to speak about very private experiences. Explain to the group that (1) it is up to them what pieces of their story they do and do not want to share and (2) they should inform their partner of anything they don't want shared in the larger group.

**Note:** Times can be adjusted to fit the depth of conversation this activity will serve. For example, to use it as a get-to-know-you type of activity, give each pair 10 minutes to share a 5-minute version of their story.

Possible debrief questions include:

- What was it like to switch stories?
- Was it difficult to 'give up' your own story as you heard it from someone else? Why or why not?
- Did anything surprise you?
- How have your experiences shaped who you are and what you believe today?

## SOMETHING NICE ABOUT...<sup>10</sup>

**Time Frame:** 15-20 minutes.

**Purpose:** This activity should be used once the participants have had a few sessions to get to know one another. It can be useful for accelerating group bonding and also giving the participants added

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<sup>10</sup> Inspired by an activity from Legacy International

confidence that they are listened to in sessions and that what they have to say is of value to the other group members.

**Instructions:** Give each participant a number. Ask the participants to spend one minute thinking about the participant who was given the number directly after theirs (for example, person 5 would be thinking about person 6) and identify one thing about this person that is either:

- Something they like about them
- Something they learned from them
- Something about them they are impressed with, or
- Something they said that sparked their interest in learning more about something

Invite them to go in a round and each share what they thought of for that person. If there's enough time, you can extend the activity by asking them to do the same thing with the participant with the number directly below theirs (person 5 would now say something about person 4).

## TEAM REMOTE COLLABORATION CHARTER<sup>11</sup>

**Time Frame:** 45-75 minutes.

**Purpose:** To prompt participants to reflect on any experience they've had with communicating and/or collaborating over social media or online platforms, and let that guide them in creating a group charter of guiding principles which they can use to improve their collaboration as a group. This activity is best placed towards the beginning of the programme, or before the beginning of a group project.

### **Instructions:**

Step 1: Ask the group to spend 5 minutes silently reflecting on any previous experience they've had with communicating and/or collaborating over social media or online platforms, and think of their answers to the questions below (be sure to post the questions in the chat). Invite them to take notes. (If they don't have much previous experience, they can reflect on their experience in the programme so far, or in online meetings or gatherings they've attended etc.)

What has enabled effective remote communication and collaboration?

What has hindered effectiveness?

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<sup>11</sup> Inspired by Hyper Island

Step 2: Create a shared working document (like a google doc) and make sure all group members have access to it. Divide them into 2-3 groups in break out rooms, depending on the amount of group members present, for 15-20 minutes.

Step 3: Ask them to share their notes with each other in their break out rooms. Then have them brainstorm 4-5 guiding principles for how the group as a whole can work together most effectively.

Step 4: Bring everyone back to the main room and screen share the document. Tell them that together we're going to reflect on the guiding principles and compile them into a group charter of ideally no more than 10-15 principles. The facilitator will be the one editing the document into a final charter. Ask them to reflect on the guiding principles they see, and whether there are any that they think should be changed or added. Ask them to think about what principles will be achievable. Quite a few of the principles are sure to be identical or related - you can combine those into one point to make the list shorter.

Step 5: When they've decided on their final charter, tell them that you will be sending this document to them. They are welcome to return to it at any time as a group to amend it.

Note: It would be a good idea to have a check-in with the group later on in the programme, and ask them how much they feel like they're embodying the principles they decided on.

## CONTENT AND PROCESS REFLECTION

Content and process reflection activities aim to stimulate critical thinking, collect feedback, and sustain group ownership. They can be beneficial at any stage of your programme, but are particularly advisable when your group reaches certain points.

One of these points is after long activities or dialogues about sensitive topics in which participants underwent a challenging or emotional discussion. A reflection activity here helps participants to process what they encountered and identify what their experience was and what emotions they felt. It gives them an opportunity to discuss what, if anything, helped support them during the discussion, and what could be done better in the future. This can be a great time to generate discussions on any ground rules they might want to review or set, communication or listening styles they want to work on, what value they might be able to see in engaging in sensitive conversations, and what impact this conversation had on their group process. It can be a moment for positive feedback, in which participants can praise each other and reflect to the other person(s) how much they have noticed them develop throughout the process. Reflection activities at this point therefore serve as tools for inclusion, conflict resolution, and relationship strengthening.

Likewise, reflection activities are well suited for a midpoint review during a virtual exchange. This allows both the participants and the facilitators to analyse their performance, interactions, and outcomes of the programme so far. It gives an indication of the progress of the group in achieving their goals and expectations, and helps facilitators refine their plans for upcoming activities. It also stimulates group and process awareness among participants, which in turn supports participants to take ownership.

## DEBRIEFING DISCUSSIONS / ACTIVITIES

**Time Frame:** 10-30 minutes.

**Purpose:** It is essential to set aside adequate time after discussions and structured activities to debrief. This is often where some of the deepest learning and growth happens for participants.

**Instructions:** One strategy to debrief activities is to use the three phases: description, analogy/analysis, and application. Choose only those prompts that are relevant and helpful to your group.

Description

- What happened during this activity?

- How did you feel participating in this activity?
- How did your thinking and feeling change during the course of the activity?
- What were your greatest frustrations or successes?

#### Analogy/Analysis

- What were some of the major issues that arose during this activity?
- How do your experiences in this activity represent real life situations?
- What similar experiences have you had elsewhere?
- How were your experiences in the activity different from real-life situations?
- What may be some reasons for that?
- What does that mean?
- How do other people see, hear, or feel about that?

#### Applications

- How might you apply our learning from this activity to situations outside the dialogue group?
- How might you continue to learn more about what we have experienced and discussed?
- What are some next steps in learning more about the issues raised?
- What is one important principle you learned from this activity?

## REFLECTION JOURNAL

(Only applicable in courses that include a required diary component).

**Time Frame:** 10-15 minutes.

**Purpose:** To give participants time in session to work on their reflection journals. This can be a particularly good activity to use at the end of the first session so they can get into the habit of writing in their journals immediately after the session ends.

**Instructions:** Send participants to the link to their reflection diary. (Have them remain in the session but open a new tab).

Give participants a strict one-minute to begin writing an answer to the first question. Then have them share their reflections as a group. What did they begin to answer?

If this activity takes place after the first session, tell participants that they have just started their first entry in their individual reflection journal, designed to be a personal record of their experience over the programme. Invite them to complete that entry after the session and to submit it.

## COMPLETE THE SENTENCE

**Time Frame:** 10-15 minutes.

**Purpose:** Fitting well as a closing round, this gives the opportunity to cool down the discussion and gives time for them to reflect on their own feelings and opinions. This activity also gives the participants the chance to get to know each other better and to discover the deeper roots of their opinions.

**Instructions:** Read out loud and type the below sentence(s) in the chat. The group will then have time to think about it. Whoever is ready to complete a sentence can take the mic.

If used mid-session, after everyone has completed their sentences everyone in the group can take the chance to elaborate a bit more and to ask further questions before moving on.

Sample sentences:

- I love \_\_\_ because of \_\_\_
- I am anxious about \_\_\_ because of \_\_\_
- I am interested in \_\_\_ because of \_\_\_
- I wish \_\_\_ because of \_\_\_
- I want to know more about \_\_\_ because of \_\_\_
- I feel \_\_\_\_\_ contributed to the group discussion because \_\_\_\_\_
- I feel frustrated when \_\_\_\_, because \_\_\_\_\_
- The hardest thing for me today was...
- The easiest thing for me today was...
- What surprised me today was \_\_\_\_\_, because \_\_\_\_\_
- I wish I had been asked \_\_\_\_\_
- My motivation went down when \_\_\_\_\_, because \_\_\_\_\_
- I appreciated...
- I'd like to tell the group...

## THE MINUTE PAPER

**Time Frame:** 1-10 minutes.

**Purpose:** This activity is usually implemented at the end of class, but it can also be used at the end of any topic discussion. Depending on the question used and method of sharing, it is a very adaptable tool.

**Instructions:** Tell participants that they will have 1 minute to write a short response to a prompt (either in the chat box or on a personal paper).

Possible questions:

- What are the two [three, four, five] most significant [central, useful, meaningful, surprising, disturbing] things you have learned during this session?
- What question(s) remain uppermost in your mind?
- Is there a point of view [topic, etc.] you did not understand?
- What is one outstanding question or comment you have from today's session?

This activity can be shared or personal.

Different sharing options:

- Paste in chat box for everyone to read
- Write on own piece of paper and verbally share with the group
- Keep private as a personal reflection piece
- Ask participants to bring to next session to share

## MUDDIEST POINT

**Time Frame:** 10-15 minutes.

**Purpose:** To be able to recognize where there might be confusion, miscommunication, or tension in the group. This could be particularly useful if it was an 'intense' session in some way.

**Instructions:** Ask your participants to answer this question (written or verbal): “What was the ‘muddiest’ point so far in this session?” (In other words, what is the least clear to you? Where do you see a need for different perspectives to be clarified? Or, what questions do you still have about today’s session topics?)

There is no one right way to do the "Muddiest Point," and you will probably develop your own variation. For example, you can do this as a discussion, a journal entry, etc.

## THE INCIDENT

**Time Frame:** 10-25 minutes.

**Purpose:** This has a similar purpose to the Muddiest Point above. It can be used after some incident or an intense session to make sure that the group isn't leaving the session without addressing what happened and how they're perceiving it.

**Instructions:** Choose an incident that involved the entire group and give them a couple of minutes to think about the incident. This can be either a moment of conflict in the group or something that went really well. Then ask them to write a brief but detailed report of what happened, making sure to answer the five "W" questions: who, what, where, when, and why.

You can then have participants share their stories to see how they differ from another or what lessons can be drawn from the details.

## DOUBLE-ENTRY JOURNAL

**Time Frame:** 10-20 minutes.

**Purpose:** You may want to ask your group to write a double-entry journal either after a session or in preparation for a coming session. This helps them connect their dialogue to the curriculum and deepen the learning. It could also be used if the group is quiet and says that they don't know what to say, or how their lives connect to the course content. Allowing them to brainstorm about this before continuing could help lay the foundation for more active and personal conversations.

**Instructions:** When using a double-entry journal, participants write one-page entries. Participants describe their personal thoughts and reactions to the discussion on the left page of the journal, and write about key issues from the discussions or curriculum videos on the right page of the journal. Participants then draw arrows indicating relationships between their personal experiences and course content. This type of journal is a compilation of personal data and a summary of course content to help them make critical connections.

**Note:** Be careful that this isn't framed as an assignment, or that you enter 'teacher mode'. For example, if using before a session, you can explain that this is a reflection exercise to help get the discussion started.

## WHAT? / SO WHAT? / NOW WHAT?

**Time Frame:** 15-25 minutes.

**Purpose:** This is an easy-to-use structure for reflection questions. It is a basic way to promote discussion that begins with reviewing the details of the experience and moves toward critical thinking, problem solving, and if appropriate, creating and action planning.

What?

- Descriptive
- Factual - what happened, with whom
- Substance of the group interaction

So what?

- Shift from descriptive to interpretive
- Meaning of experience for each participant
- Feelings involved, lessons learned
- Why?

Now what?

- Contextual - seeing this situation's place in the big picture
- Applying lessons learned/insights gained to new situations
- Setting future goals, creating an action plan

## INTERVIEWING FOR EMPATHY AND REFLECTION

**Time Frame:** ~30 minutes.

**Purpose:** This activity can be used for reflection on the course and/or relationship building, depending on what topics you have them discuss.

**Instructions:**

Make Pairs: Facilitators select or let participants choose someone within the group that they want to interview. Maybe it's a person who lives/works in an area they are interested in or someone who has very different goals or contexts.

Give them 20 min. in a breakout room to interview each other based on any of the following questions:

- What speaker, lecture, or topic has been the most relevant to you so far and why?
- What are you hoping to get out of this course that you still haven't had addressed?
- What have been the top things you've taken away from participating in the online meetings we have?
- What are you planning to do in the world after you finish the course?

Other topics:

- What is the hardest thing you've ever done?
- What's your earliest memory of technology?
- Where would you like to travel?

Come back to the group and have pairs share highlights from their conversations

## STINKY FISH<sup>12</sup>

**Time Frame:** 15-20 minutes.

**Purpose:** To explore and share our individual worries/concerns about the future as a way to start a conversation and begin to confront or overcome them.

### Instructions:

- Explain the metaphor of the Stinky Fish: "The Stinky Fish is that thing that you carry around but don't like to talk about; but the longer you hide it, the stinkier it gets. It's a metaphor for a fear or anxiety; something that will only get worse if you don't acknowledge and deal with it."
- Give participants around 5 minutes to write down their personal stinky fish for the context of the program. You either share, draw or upload a stinky fish on the whiteboard or ask participants to draw individually on a paper which they can later show to the rest of the group.
- Have each participant share their fish with the rest of the group.

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<sup>12</sup> Inspired by Session Lab

Facilitator tip:

Wrap-up the exercise by thanking participants and reminding them that in the rapidly-changing world, uncertainty and worry about the future are totally normal.

Explain that "putting fish on the table" is an important first step to confronting and dealing with worries and fears. If relevant, explain that elements of the program to follow will offer the chance to further explore some of these stinky fish.

## ROLLERCOASTER<sup>13</sup>

**Time Frame:** 15-20 minutes.

**Purpose:** To give participants an opportunity to reflect on their feelings and/or personal progress or challenges. This activity can be used to reflect on a single session or on the programme as a whole.

### Instructions:

1. Draw a wavy line across an online whiteboard that resembles a roller coaster. You can include steep rises and falls, shallow areas and loops. Make sure that the participants are able to mark it.
2. Ask participants to put a mark on the place on the rollercoaster (either with a unique symbol or their initials) that they feel represents how they feel now. You can have this be a reflection on the session by asking them how they feel now at the closing of this session. Or you can have this be a reflection on the course so far, asking them to think of this line as representing the course and what point they feel they are at personally.
3. Ask each person to share where they put themselves and why. Then take some time to look at the marked rollercoaster as a group and invite them to share any thoughts or reflections they have.

## META-DISCUSSION

**Time Frame:** 15-30 minutes.

**Purpose:** Having a dialogue about the dialogue creates an opportunity to reflect on the quality of the process, raise buried concerns and feelings, identify group dynamics and power dynamics, and

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<sup>13</sup> Inspired by Session Lab

recognize the extent of group ownership of the discussions. Even though participants and facilitators may actively work toward creating an open, honest and reciprocal environment, deepening the conversation often requires the hidden emotions, thoughts, fears, and needs related to group dynamics (whether intrapersonal, intragroup or intergroup) to surface so that they can be worked through. This activity assists facilitators in planning future sessions that address any power imbalances or unhealthy group dynamics, and incorporate participant suggestions.

A meta-discussion can also be used any time a group faces roadblocks in the process, though it can be helpful to use it right after the first or second ‘hot topic’ sessions. Doing so helps identify any covert dynamics that may be stifling the process.

**Instructions:** Tell participants that they’ll now have a chance to step back and have a brief dialogue about the discussions so far.

Possible questions:

- How are we communicating as a group?
- What is working? What is getting in the way?
- Are there any particular dynamics or tensions that you felt or saw during this session or other sessions that are affecting your ability to participate fully?
- What are some ways we are using dialogue skills? What are some ways we are not?

The discussion that emerges from these questions encourages participants to identify any underlying dynamics, and also gives them an opportunity to link them to dynamics in society (e.g. men dominating the conversation while women politely let others talk before them, or white people being less vocal when talking about personal experiences with race). Once dynamics are identified, you can help participants engage in an open discussion about how they affect individuals in the group and the group as a whole. The group can also decide whether, how, and what to change or work on with regard to the group’s dynamics.

**Note:** *Toward the end of this conversation, it can be helpful to revisit any group process guidelines or ground rules developed by participants in the first or second session. Participants can re-read the guidelines and suggest additional ones to include.*

## **META-DISCUSSION: DIVERSE OPINIONS**

**Time Frame:** 15-20 minutes.

**Purpose:** To inspire critical thinking and self-awareness among your participants. Building upon the 'What is Dialogue' discussion from the beginning of the course, this activity returns briefly to reflect on how participants are addressing their differences and potential conflicts of opinion.

**Instructions:**

Part I: One way to frame the activities is to say:

"We wanted to offer you guys a bit of group reflection time. We're in week (6) and now that you've had some time to practise engaging with one another, we want to see how you feel it's going, how you're doing, what you're learning."

Refer back to the group's initial discussion (if necessary). Summarise some key comments from that discussion (specifically around dialogue and how they can best contribute to it). Then ask...

Q: Did any of you feel (at that time) that you engage with diverse views easily/proactively? Likewise, did any of you feel (at that time) that differences/differences of opinion were difficult to address? Has this feeling changed in the last (6) weeks? Please explain.

Q: Have there been moments this semester where you felt differently from your peers but didn't feel comfortable saying so, out loud? What stopped you from addressing this difference?

If a participant says they didn't want to say anything out of fear, ask: "Fear of what? How can we as a group address this so everyone feels comfortable?"

Q: Is it likely or desirable for everyone in the world to feel the same way about difficult and contentious topics?

Q: Have there been moments this semester where you felt differently/disagreed with your peer(s) and DID address it? How did that go, did it become more or less comfortable after doing so? What encouraged you to address it?

Q: In our personal life and in society can we work together successfully if we are not addressing issues/differences? Why/why not?

Q: What do you feel is necessary to be able to engage with a diversity of opinions or disagreement constructively? Going forward in the next few weeks?

Some points you might touch on:

- Listen actively
- Ask questions that help you get to the root of that other person's perspective (to empathise); not taking things at face value

- Be willing to self-reflect (know your triggers, know the roots of your opinions) and not feel you have to 'know' everything

## Part II: Helper activity

To assist the group to put into practice what they've just been discussing, you can set up a group challenge through this helper activity.

"To help you put into practice what you've just been discussing, we are setting up a group challenge. In the upcoming discussion on (topic for the day), before you respond to your peers by saying "I dis/agree with x", ask yourself WHY you might agree with them, what experience or value is underlying your agreement. Likewise, if you disagree with what someone is saying ask yourself how you would like to address that difference, how would you like someone to share their disagreement with you? Just be mindful of: Why do you agree or disagree? What is encouraging/discouraging you to address this difference? How would you like someone else to share their disagreement with you?"

Suggested: Final Closing Round Question:

How did today's discussion go? Were there moments where you disagreed but didn't say anything? Were there times where you disagreed and DID say something? How did either feel? Is there anything you want to say that you feel you're holding onto and might regret if you didn't say it?

Final closing thought and suggested continued challenge:

It's a good idea to offer a process summary for the group so they can hear how they are progressing and highlight areas they can improve. It's important to be encouraging and supportive, noting a job well done when appropriate.

## **META-DISCUSSION: ASKING GOOD QUESTIONS**

**Time Frame:** 15-20 minutes.

**Purpose:** To inspire critical thinking and self-awareness among your participants. It will highlight how participants are engaging at a very basic level, and at the same time it will enable critical thinking; assisting participants on how to dig deeper, getting to the roots and experiences that inform their own and others opinions and world views. This is also a great exercise if you notice that your group members are not doing a very good job of taking ownership of the process.

## Instructions:

### Part I

One way to frame the activities is to say: "Since this program's success is based on participants engaging in dialogue, we wanted to spend some time talking about our role in dialogue, specifically asking questions."

Q: Who in our group/discussion is asking the questions? Does this impact our experience? How? Is it facilitators or participants? Certain participants more than others?

Q: What is the purpose of asking questions? Points to emphasise:

- To gain a deeper understanding of people and situations around you.
- To understand roots and experiences that inform beliefs.

Q: Are you asking questions or are you taking things at face value - without questioning the roots of statements and beliefs?

Q: Who should be asking questions? Why? Important to emphasise:

- Participant led discussion/questions will be more interesting than facilitator questions... as they will pertain to things of interest to the group.
- Learning happens when we are engaged and questioning. Listening not only to what is said but asking how and why it is being said helps us understand at a deeper level, not just what they/we believe but why.

### Part II

It's important for facilitators to help groups not only to discuss the what/why but HOW. As such, you should then move on to assisting the group think about what type of questions they can ask that will help them get to a deeper level of discussion and thinking.

Q: What are some example questions that demonstrate and inspire critical thinking? Some ideas are:

- What assumptions or values are underlying this point of view?
- Can you tell us a bit more about this, what led you to this conclusion?
- What counter-arguments can be made against this point of view? Why do you think people believe these counter-arguments?

- Do you have any personal experience with this issue? How has that experience affected how you see it? Could you explain your reasons to us?
- Where have you gotten information about this issue? Where did you learn about this?
- Does everyone in your community think this way? If so, where do you think this community consensus comes from?
- Is this perspective commonly presented in the media in your country? Why or why not?
- What are the broader implications of this argument? If your recommendation was applied everywhere, what would the outcome be?

A quick note on what types of questions open up or shut down discussion should also be made.

Note: You want to make sure that you don't end up "teaching" them about question-asking, but rather build on what they are saying to highlight either all four types of questions listed below, or at least type 2 and 4 (cross examination and open ended). Cross-examination questions are the ones you most want to avoid in this kind of dialogue, and open-ended questions are the kind you are trying to push for- so these are the most important ones to cover.

1. Yes/No questions: "Do you think the UN has done a good job?"
2. Cross-examination: "Don't you think that...?" "When you said ... didn't you mean?"
3. Points of clarification: "What do you mean when you say...?"
4. Open-ended questions: "Tell me more about your view...;" "What led you to that...?"

You can tell them that generally questions type 1 and 2 tend to close conversation, while types 3 and 4 tend to open conversations and build understanding.

### Part III: Helper activity

To assist the group to put into practice what they've just been discussing, we encourage you to set up a group challenge through this helper activity.

"To help you put into practice what you've just been discussing, we are setting up a group challenge. In the coming discussion on (topic for the day) each of you are tasked to ask at least 2 questions modelled on the types of questions that promote critical thinking."

"We will reflect on how this went and how you feel you did with the challenge in our closing round"

Closing Round Question/Reflection Question:

How did you do with asking questions? Did it affect the discussion and how they felt about it (often other participants asking each other questions helps being heard etc.)

Final closing thought and suggested continued challenge:

It's a good idea to offer a process summary for the group so they can hear how they are progressing and highlight areas they can improve. It's important to be encouraging and supportive, noting a job well done when appropriate. "You guys did a great job of engaging with one another today, you asked great questions, demonstrated active listening well! We hope you feel the difference it makes when engaging in this way and challenge you for the coming (remaining weeks of the program) to keep this up!

**Note:** One of the facilitation teams that did this in the past felt that it turned into a "lesson"- with them lecturing about how to ask good questions while the participants tuned out. It is obviously best if you can elicit the ideas above from the participants, rather than lecturing them!

## BASIC CLOSING QUESTIONS

**Time Frame:** 10-15 minutes.

**Purpose:** Every session should end with a reflection activity or question. The questions provided here or in the Meta-discussion Activity can be used for a closing reflection round at any point during the programme.

**Instructions:** Tell participants that you will ask them a question to end the session that you would like them to answer. Allocate enough time at the end of the session to allow each person several minutes of speaking time.

- What did you like best about our session today?
- What is something you want to get from this programme that you have not already?
- What did you like least about this session?
- What is one word you can use to describe how you feel about today's session?
- What, if anything, will you do differently because of the experiences you had while participating in this dialogue/programme?
- What could be done to make our discussions better?

- How well do you think you communicated your views?
- How well do you feel you contributed to the discussion?
- Do you feel your understanding of each other's [views, experiences, etc.] has increased?
- How well do you think the group listened to each other's views and opinions?
- What are you excited/nervous about for this programme? How can you make the most of your participation in this programme?
- What about your identity or someone else's in today's session struck you? What do you know now about your identity that you didn't know before? Do you feel your identity interacts with the way in which you view the world, and if so how?
- What were the main ideas presented? Perhaps something from someone in particular?
- What are you taking away?

**Note:** if relevant, facilitators can share via chat or screen sharing the ground rules the group decided on at the beginning of the programme, and participants can make edits or suggest additional ones to include.

## THE STARFISH<sup>14</sup>

**Time Frame:** 20-30 minutes.

**Purpose:** This is an interactive way to get participants to reflect on their group interactions, discussions, or the programme as a whole, and have an action-oriented approach to improving

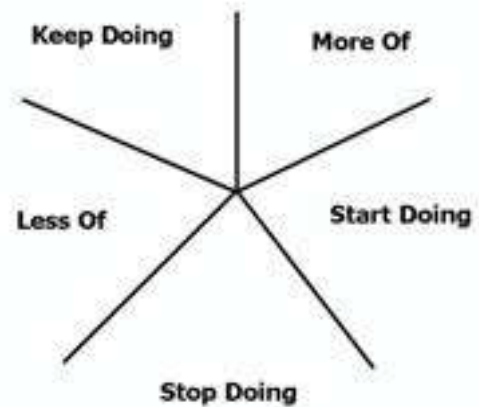
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<sup>14</sup> Inspired by Session Lab

their experience. Encouraging participants to write specific action items here is a great way to make the group development process observable and doable.

**Instructions:**

1. On a white board draw a 'starfish' with 5 categories (Keep doing, More of, Start doing, Stop doing, and Less of) and make sure participants can write on it. Alternatively, you can share the image provided on an interactive whiteboard that participants can write on.
2. Give participants 5-7 minutes to collectively fill the diagram.
3. Reflect as a group on the points listed and encourage the group to take the leadership to implement their agreed upon suggestions.



Tip: Save the whiteboard and share it with them in the recap email. You can also remind them of it during the upcoming sessions if needed.

**CIRCLE, SQUARE, TRIANGLE<sup>15</sup>**

**Time Frame:** 10-15 minutes.

**Purpose:** This activity works well at the end of a session. It helps facilitators take note of where participants are at in meeting the programme’s goals - what participants successfully understand and take away, and what they might need more time or support on.

**Instructions:** This activity can be run with or without visual aids. If the group would benefit from visual aids, the facilitator can put a large circle, square, and triangle shape on an interactive whiteboard, and give participants the ability to write comments inside the shapes. If the facilitator

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<sup>15</sup> Inspired by Session Lab

thinks it's unnecessary or the tech requirements prohibit it, the prompts below can simply be posed to participants, and they can give their answers as they usually would.

- Circle: What's still going around in your head? What do you still not understand?
- Square: What's squared away? What do you really understand?
- Triangle: What are three things that you are taking away from this session, or this programme?

Give each participant the opportunity to share.

## THE PIRATE SHIP<sup>16</sup>

**Time Frame:** 10-15 minutes.

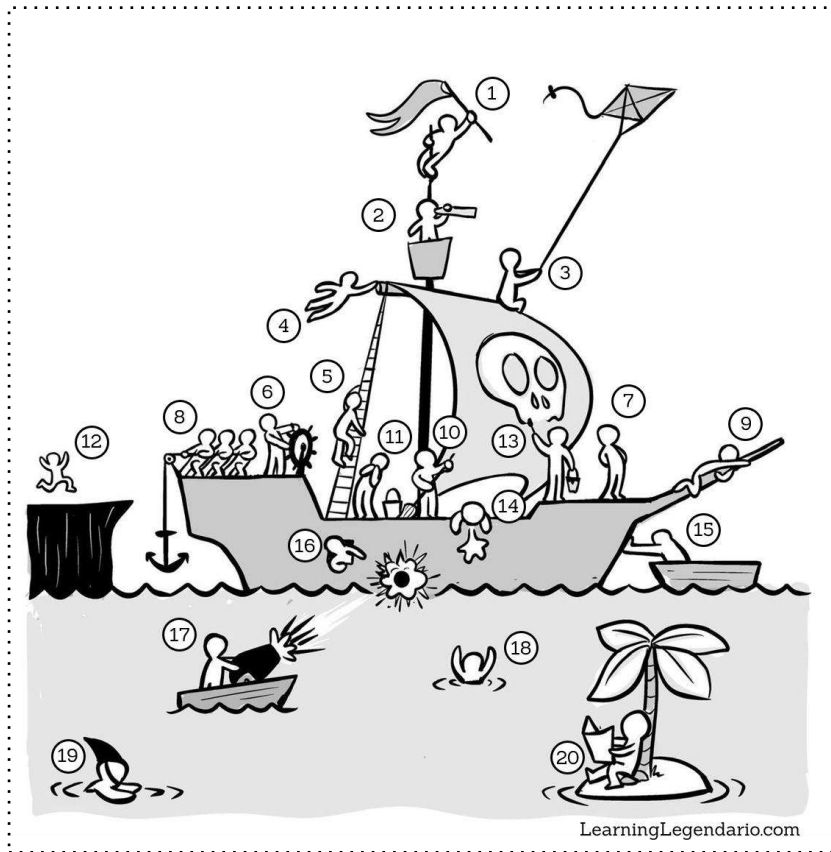
**Purpose:** Similar to the rollercoaster activity above, this activity can be used to help participants reflect on how they feel after a session/discussion, or at what stage they think they are at in the programme as a whole. This can be especially useful either in the middle to check on their feelings and progress, or towards the end as a reflection on where they are at the end of this experience.

### Instructions:

1. Share your screen and show participants the [image of the ship](#) (click the link for a larger image).
2. Ask participants to look at the different characters on the ship, and think about which one represents them best in relation to what you want them to reflect on. This could be used to have them reflect on how they feel about a topic, a conversation, a session, or the programme as a whole.
3. Ask each participant to share the number of the person who represents them with the group and explain why.
4. If you would like, you can also invite them to reflect on any patterns they noticed or thoughts they have after listening to their fellow group members share.

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<sup>16</sup> Inspired by Session Lab



## ROSE, THORN, BUD<sup>17</sup>

**Time Frame:** 15-25 minutes.

**Purpose:** Another activity that works great at the end of a session. Getting this kind of feedback from your group helps to identify what is working well, what challenges should be addressed, and what kind of material participants would be interested in covering in the future.

### Instructions:

This activity can be accomplished by a simple reflection round, or by sharing the image below on a whiteboard that they can edit.

Begin by telling participants what each of the words represents.

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<sup>17</sup> Inspired by Mindful Schools

- The Rose is a highlight, success, or something positive that happened.
- The Thorn is a challenge you experienced or something you can use more support with.
- The Bud is new ideas that have bloomed or something you are looking forward to knowing more about or experiencing.

Give participants 1-2 minutes to think about what their rose, thorn and buds are. If doing this as a simple reflection round, they can choose to write these down on a piece of paper. If using the whiteboard, share the image below (or draw one) and ask participants to fill it in (approx. 5-7 mins).

Finally, debrief. Allow participants to reflect on their inputs or the activity. The facilitator can also ask for input on how they would like buds to be incorporated into future sessions.

**Mindful Reflection: Share your rose, thorn, and bud**

 <b>Rose</b> A highlight, a success, or something positive that happened.	 <b>Thorn</b> A challenge you experienced, or something you can use more support with.	 <b>Bud</b> New ideas or something you're looking forward to knowing or understanding more.
<ul style="list-style-type: none"> <li>• What was a highlight today?</li> <li>• How have you been successful?</li> <li>• What are you most proud of?</li> </ul>	<ul style="list-style-type: none"> <li>• What was most stressful?</li> <li>• Identify causes of difficulty.</li> <li>• What made it hard to be successful?</li> </ul>	<ul style="list-style-type: none"> <li>• What are you looking forward to?</li> <li>• Describe opportunities for learning that excite you.</li> <li>• What needs growth and nurturing?</li> </ul>

### NOTE TO SELF<sup>18</sup>

**Time Frame:** 5-10 minutes.

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<sup>18</sup> Inspired by Session Lab

**Purpose:** This activity is aimed at self-assessment, setting expectations, and evaluation of progress. You can do this activity once at a key moment for reflection, or periodically throughout the semester.

**Instructions:** Ask participants to write a letter to themselves answering the following question, using either a piece of paper or a document on their computer:

- How were your expectations met today?
- What are some things you need to work on?
- What is your plan to improve those skills?
- What were you surprised to discover?

After the letters are completed, have each participant save their letter.

If you want to spend some extra time on this, you can have them discuss the questions together after they've written their letters. At the end of the course, you can ask them to revisit the letters and to reflect on their progress and if they have met their expectations.

**Note:** It can be useful to focus on how perspectives have changed, whether they have more empathy, any stereotyping they noticed, etc.

## HAND EVALUATION

**Time Frame:** 10-15 minutes.

**Purpose:** A simple evaluation to close a session, giving an opportunity for participants to express how they felt and what they want to improve for future interactions. It can also indicate to a facilitator what is working well and what might be missing from the dialogue. It is useful when you would like a reflection activity that is short, easy, and less 'heavy' than a meta-discussion.

**Instructions:** Have each participant go around and share a prompt for a finger. Prompts can be modified. To make it more fun, let each participant choose who goes next and choose the finger.

*Example - Samia (holding her thumb up): "Something I enjoyed today was that we're listening to each other better. Next I want Mark to answer the index finger prompt."*

Thumb → Something good, something they enjoyed

Index finger → Something they would like to point out (could be good or bad)

Middle finger → Something they learned

Ring finger → A question they still have or something they would like to learn more about

Little finger → Something they want to add

Palm → A prediction for the future - What are they going to do (or want to do) next?

## THE BLOB TREE<sup>19</sup>

**Time Frame:** 10-15 minutes.

**Purpose:** Similar to the pirate ship activity above, this activity can be used to help participants reflect on their emotions, progress, or personal challenges, or at what stage they think they are at in the course. The main difference between this one and the pirate ship activity is that these characters have faces and therefore display more emotions than the characters in the pirate ship. This activity is therefore preferred when you want to ask participants to share their emotional states. This activity can be used to reflect on a single session or on the programme as a whole.

**Instructions:** Open the [image](#) of the Blob Tree in a new tab and share your screen (click the link for a larger image).

Ask participants to look at the different characters and think about which one represents them best in relation to what you want them to reflect on. This could be used to have them reflect on how they feel about a topic, a conversation, a session, or the programme as a whole.

Ask each participant to share the number of the person who represents them with the group and explain why.

If you would like, you can also invite them to reflect on any patterns they noticed or thoughts they have after listening to their fellow group members share.

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<sup>19</sup> Image taken from <https://www.playmeo.com/the-blob-tree/>

## IDENTITY

Exploring the different identities in a group can help the group and the facilitator move forward with rich discussions and genuine exchanges. Working with sensitive topics and diverse groups is a challenge and an added value at the same time. To best bring out the advantages of a diverse group, a facilitator should foster an environment in which the group can bring forward their identities, histories, differences and similarities, and meet them with respect and appreciation.

Identity activities and their powerful outcomes can be well-placed in multiple stages of a group's process, but they work best when the group has developed some sense of ownership over the discussion and have built enough trust that they are ready to share more aspects of who they are. When working with different identities, facilitators often need more time to tailor the activities to their group's needs. They should also be prepared to encounter strong emotions and conflict, as well as many inspiring moments.

Identity activities play a key role in defining the power dynamics in a group. If these activities are not well debriefed and reflected, it may have a negative impact on group dynamics. Facilitators should invest more time in preparing these activities with different possible scenarios in mind. Nevertheless, when well implemented, identity activities will foster empathy, stimulate curiosity about each other, and help participants recognize diversity as a source of synergy in the group.

## THE CULTURE CHEST

**Time Frame:** 45-60 minutes.

**Purpose:** This activity invites participants to explore and share their multiple social identities through storytelling. They can reflect on and speak about the significance of a range of social identities that affect their lives, including any that are central to the dialogue. Because The Culture Chest emphasises storytelling, speaking, and listening, this activity often deepens the level of sharing, empathy, and relationship building in the group. Despite the name, participants do not need to be from different cultures for this activity. Members of the same community have a multiplicity of social identities, histories, and experiences. This activity helps participants 'find the difference' within the group, and learn more about what experiences, feelings and self-perceptions underpin the perspectives and actions of other group members.

**Instructions:** This activity requires preparation. Tell participants in advance to bring a 'culture chest' of three objects or photos that are personally significant in connection to three of their social

identities. They can show physical objects by holding them up to their webcams, and share photos via links or screen sharing.

During the activity, each participant is allotted an amount of time to share the objects in their chest with the group and tell stories associated with the objects while everyone else actively listens.

**Note:** this could be a good activity to incorporate hand signals to show active listening!

Once everyone has had a chance to share, debrief the activity. Topics of conversation that may ensue include commonalities and differences in participants' social identities, visible and invisible social identities, and the role society plays in encouraging or silencing the articulation of particular social identities.

Possible debrief questions include:

- How did you feel participating in this activity?
- What thoughts did you have during the course of the activity?
- What similar experiences have you had elsewhere? Do you have opportunities to talk about/share your various identities?
- How does awareness of your and others' multifaceted identities apply to situations outside the dialogue group? How does it apply to our dialogue process?

## THE BIG EIGHT

**Time Frame:** 30-60 minutes.

**Purpose:** The Big Eight activity aims to help participants understand parts of who they are by exploring eight major identities, and give them an opportunity to explore some of their social group memberships and sympathise with fellow group members' experiences with their identities. Understanding the similarities and differences between them and others help them understand the concept of intersectionality, develop empathy, challenge their biases, and create their own safe and diverse space. The Big Eight activity will help both the facilitator and the participants avoid making assumptions about others and set a framework of self and group reflection. It is best placed when a group is in stage 3 or later.

**Instructions:** First, tell participants: "We're going to do an activity called 'The Big Eight.' While there are lots of different aspects of our identities, there are overarching ones that some call 'the big eight.' These are: 1: Ability (mental or physical) 2: Age 3: Ethnicity (first language; country of origin)

4: Gender 5: Race 6: Religion/Spirituality 7: Sexual Orientation 8: Socioeconomic Status. [Post these in the chat box].

In a minute I'm going to read out a question that has a blank in it. Choose which one of these eight identities most applies to that blank and type it into the chat. If none of them apply, you can type 'None.'"

Read out the first question. Once they have all written their answers in the chat, ask if anyone would like to talk about why they choose that identity or what their lived experience is like with that identity. Allow for a few different people to share their thoughts.

Repeat this process until you have asked all your questions or you sense they might be getting tired. Be sure to do a debrief of the activity.

Possible questions include:

1. The part of my identity that I am most aware of on a daily basis is \_\_\_\_\_.
2. The part of my identity that I am the least aware of on a daily basis is \_\_\_\_\_.
3. The part of my identity that was most emphasised or important in my family growing up was \_\_\_\_\_.
4. The part of my identity that I wish I knew more about is \_\_\_\_\_.
5. The part of my identity that garners me the most privilege is \_\_\_\_\_.
6. The part of my identity that I believe is the most misunderstood by others is \_\_\_\_\_.
7. The part of my identity that I feel is difficult to discuss with others who identify differently \_\_\_\_\_.
8. The part of my identity that makes me feel the most discriminated against is \_\_\_\_\_.

During the debrief you can:

- Ask what people found surprising about the activity, or if anyone had anything more to add.
- Discuss what it was like to do the activity. Participants often share that they didn't realise how much they have in common with one another or that they were surprised about how they answered the questions.

- Ask how these identity categories affect our other identities as workers, citizens, etc.
- [If the group has already been introduced to the concept of intersectionality]. Ask what they think this activity can teach us about intersectionality.

## **PRIORITISED IDENTITIES**

**Time Frame:** 45 minutes to 1 hour and 45 minutes:

Set up parts 1-5 = 15-20 minutes

Presentations = 20-40 minutes

Discussion = 10-45 minutes

### **Instructions:**

#### Part 1

Ask each participant to write 7 aspects of their identity. You can explain identity as “The most important elements that make you who you are - the elements of yourself that are MOST important to you.” You can also provide further information such as “you might include things like what you like to do, or gender, or nationality - really think about things that make you who you are.”

Give them 5 minutes to make this list. Ask them to type “done” or “ready” in the chat box when they are done.

#### Part 2

Tell them that they now need to get rid of the two elements of their identity that are least important to them - the parts that they could get rid of and still maintain their sense of self. Tell them to go ahead and cross them out. If they complain, tell them this is just for the purpose of the exercise, and that we understand that on a different day they might “give up” different parts.

#### Part 3

Ask them to get rid of 2 more components of their identity, so they are left with 3 things.

#### Part 4

Ask each person to present to the group:

- All 7 identity elements.
- Why they kept the elements that they kept, and what those top 3 things mean to them.
- How it felt to cross things out.

After each person goes, ask the group if they have any questions for them.

While they are doing this, the facilitators should keep a written record of what each person says. You should at least put the top 3 things for each person up on the chat section (if not all 7). In order to get people to answer the above questions fully, it will probably be important to ask follow up questions, at least for the first few people, to provide a model for the group.

## Part 5

Discussion. Possible questions include:

What did you give up or keep?

- What did you keep and what did you leave out? Why?
- Are there aspects of your identity that only become apparent when you are around people who are different from you? Can you give an example? Why do you think that is?
- Did anyone include their national identity? If so, why? If not, why not?
- Did anybody put “Christian” or “Muslim” or “Jewish”? Is there a unified Christian Muslim or Jewish identity?
- Did anybody put a region, like “European?” or “Middle Eastern?” (Rather than Belgian, Jordanian, etc). Why did you choose to include or not include this category?
- Did anybody privilege an ethnic identity over a national or regional identity? (for example Amazigh, Flemish?)
- Did anybody list a hyphenated identity? (for example, African-Italian, Dutch-British, etc) What were the reasons for this choice? Were participants from particular regions more likely to list these types of identities?

What feelings or emotions are tied to your identity?

- How did it feel to ‘give up’ parts of yourself? Conversely, what feelings led you to keep the parts that you did?
- Are there certain parts of your identity that you feel particularly proud of? Any aspects that you don’t like?
- Many of you included certain things (i.e. religion, family, home). What is it about that that is so important to you?

- Have you ever experienced situations when external forces (people from your daily life such as family, friends or larger entities such as authority figures, media, society as a whole) have threatened part of your identity, where you felt you had to give up parts of yourself?
- If and when a part of your identity is threatened, does this make you more likely to give it up or to hold it tighter?
- Do you ever feel that you are pressured to privilege one part of your identity over another?
- When or why?

Were there any patterns in participant responses?

- What patterns did you see in what people gave up and what they kept?
- Do you see any particular patterns or differences in the ways that participants from different regions/countries understood their identity? Between genders? (If the group does not point out similarities and differences we would highly recommend you point out any trends that you see).
- Why do you think there are these differences?
- [Looking at a specific term that has been used by more than one participant]. Do you think that this same word means the same thing to each of you?
- One pattern that may have occurred is nationality. For example, many of you put “Dutch”, “Libyan” etc. What does your nationality mean to you? Are there major differences between those who listed the same nationality? Are there differences in the meaning of nationality among different nationalities? What are the implications?
- How do you think the differences we uncovered affect the way we speak and see the world? How do they affect the way we are seen?
- Do you think the way we think and talk about these different identities plays a role in our understanding of the issues we’ll discuss in this group? In what way?
- Looking at all of the different identities in this group, what conversations are likely to be difficult?

This activity will be much more successful if you as a facilitator point out any trends that you see.

Highlighting these trends (particularly if they match with the trends listed below) can promote real “ah-ha” moments for the participant.

Possible trends/ points that you can make:

What did you give up or keep?

The questions asked in the section titled “What did you give up or keep” are primarily intended to help the group explore the parts of their identities that are related to different ways participants understand their religious, cultural, national or regional identities. Observing these differences or similarities can help the participants to become aware of these differences and how they may affect the discussions that they have with each other.

What feelings or emotions are tied to identity?

The questions asked in the section titled “What feelings or emotions are tied to identity” are intended to help participants explore the idea of identity threat. This is the idea that when we feel that a part of our identity is threatened it tends to make us (human beings) feel defensive and insecure. It also tends to make us cling more tightly to that aspect of our identity -

and to feel that that part is extremely important. In fact some theorists actually say that any time we have a really strong emotion it means that we perceive that some part of our identity is being threatened. If it feels appropriate you can tell the group about the idea of identity threat and ask them to try to notice – both in the group and outside of the group - when they feel that their identity is under threat, and how it makes them feel. Then if there are moments of anger or frustration in the group in later weeks you can ask them if they think their feelings are related to their identity.

Another thing that happens when we feel that our identity is threatened is our lens on the world tends to narrow, so that we see other people in very simplistic terms. It is important to remember the complexity of every person’s identity - they are not only European, or only Muslim or only Italian. If they find themselves, later in the process, forgetting how complex each and every participant is, it may be because they feel that they are under threat in some way. Again, you can point this out to the group.

Were there any patterns in participant responses?

The questions in the section titled “Were there any patterns in participant responses” COULD help the group explore the idea that often majority groups, or groups with greater power, do not list their majority group or high-power identity as an important part of their identity. Majority group/high power identities are more likely to be composed of personality traits (funny, loving etc.), while minority group/lower power identities are more likely to be composed of identity categories (nationality, gender, race etc). One way to understand this is that majority groups aren’t aware of their identities because they are the “norm”. In a mostly white society, for example, white people rarely think about being white, while black people have no choice but to think about

being black. You can also say “often groups with greater power or who are in the majority do not include that part of their identity in this activity - for example, women often include ‘female’ as a key part of their identity, but men rarely include ‘male’. Why do you think this is?” Another alternative is to simply observe this fact in closing comments, and say that as they have discussed, they really noticed certain parts of their identity when they were threatened - likewise, people who live in circumstances where parts of their identity are under threat because they have less power or are a minority (or both) are more likely to consider these parts of their identity as important, and that in this group they may become aware of parts of their identity that they did not recognize before. This is an important conversation, because it can get them to start thinking about the way that power operates not only in the world, but in how they interact and in how they conceptualise themselves.

## EXPLORING OUR VALUES + TAKE A STAND

**Time Frame:** Depending on if both parts are completed and how many statements are used for part 1, this activity can take 30-60 minutes.

**Purpose:** These two activities ask participants to go deeper into their values and positions. You can do them together as they are listed below, or do only the “Take A Stand” activity on its own. These activities also serve the purpose of stimulating discussion in quieter groups, or finding the difference if they are hesitating to share differing opinions.

### Instructions:

#### Part 1

#### “Take a Stand” Activity

Set up polls with one of the following statements at a time. Set the answers to be a scale of agreement i.e. (100% agree, 90% agree, 80% agree, 70% agree, 60% agree, 50% agree/disagree, 60% disagree, 70% disagree 80% disagree, 90% disagree, 100% disagree).

After you have read the statement out loud and posted it in the chat, leave participants enough time to think of their answer and everyone has voted, ask if anyone wants to share why they selected that position. (Some statements make more sense in pairs. In that case, ask questions after participants have selected their spot for the second statement.)

Leave time to talk at the end of the exercise.

Record the discussions in the chat box.

Explain to the group:

“The purpose of this exercise is to help us think about our own perspectives and to learn a bit about the perspectives of others. I am going to read some statements, one at a time. For each, you should select the option that best reflects your own views. There are no right and wrong answers. All answers are a springboard for dialogue and help us learn more about one another”.

Possible statements to read aloud:

- I am comfortable talking with people who have religious or philosophical beliefs that are different from my own.
- People who do not believe in God are just as moral as people who do.
- In my community, there are no tensions because of racial, cultural, or religious diversity.
- Concerns by others about my religion or philosophical perspective are connected to stereotypes about my race.
- Some cultural or religious traditions foster unequal treatment of women.
- Religious values and traditions dominate my culture.
- Religious values and traditions should dominate my culture.
- I want a secular public square.
- It's more important to have a home, food and basic necessities than to have freedom of speech.
- People have a duty to work, but not a right.
- The most basic responsibility of any government is to make sure that all citizens have enough to eat.
- It's not the government's job to make sure that people don't starve – but the people's!
- Poor countries should concentrate on ensuring a basic standard of living for all before worrying about the civil and political rights of their citizens.
- Extreme economic inequality is an infringement of basic rights.
- Some rights are more important than others.
- Some people have, naturally, more rights than others.
- We aren't born with rights; we get them.
- I believe that it is OK to suspend some civil liberties for the sake of stopping terrorism.
- A woman has duties of being mother and manager of the household
- I believe in having open borders

Variation: Do a few statements as examples and then ask members of the group to make up their own.

At the end of the exercise, discuss the following questions:

- What did you think as you saw different responses?
- Did anything surprise you?
- What issues emerged that we will want to discuss more in upcoming sessions?

Part 2

### “Exploring Our Values” Activity

“The purpose of this exercise is to help explore how participants’ ideological, philosophical, and religious values shape their personal choices and affect their community and the nation.

In this discussion, participants will explore the values that are important to them as members of diverse nations and communities. They will be drawing from the observations they made in the Take A Stand exercise.

Explain to the group: In the Take A Stand activity, we started to explore some perspectives about values. Let’s talk more about the values that guided the choices we made”.

Possible questions:

- What values guided your choices in response to the Take a Stand statements?
- What drew you to the belief system, philosophical system, or views that you now hold?
- Which of these values are most important to you personally?
- Are there any values that you think are unique to where you’re from?
- What values are important to making where you’re from a place where you want to live?
- Are there any values that you might list as on the “endangered” list in your society? Do you ever feel that others do not live up to the values you feel are important?
- Which values do many of us hold in common?
- Which values do many of us differ on?

## **REPORT CARD ACTIVITY**

**Time Frame:** 40-50 minutes.

**Purpose:** To help participants assess their own communities in terms of diversity and equality. This activity could be used before a project planning phase to help participants identify what in their communities needs changing, or before discussions on the treatment of different groups in their own societies, or as part of an exercise to locate where power lies in their communities.

**Instructions:**

- Share the report card (found below) using screen sharing or the whiteboard.
- Explain the purpose of this exercise: to help the group examine the strengths and challenges in their communities and to identify areas of disagreement or topics they would like to discuss more. Explain: We're now going to "grade" our communities on how different groups are treated here.
- Read the categories and statements aloud. After each statement, ask people to think quietly for a moment and 'grade' the category. Ask participants to assign a grade of A (meaning 'perfect') to F (meaning 'failing'), or something in between. Finish the individual grading before any discussion.
- When all the categories have been graded, open it up to the group for discussion. You can do this by asking a volunteer to share their 'best' or 'worst' category, then ask for group discussion about that category. Do this until each person has had a chance to share at least one of their best/worst categories.

Possible further discussion/debrief questions:

- What are your best categories? What are your worst categories?
- How did you decide what grade to give? What have you seen or experienced that influenced your grade?
- What categories were you unsure about? What questions do you have for the group about these categories?
- Where do we seem to have the most agreement? Where do we seem to have the most disagreement?
- Based on our discussion, what successes do you see? What are some challenges we need to address?
- Based on our discussion, what topics would you like to devote more energy to? Which categories concern us the most? Where should successes be noted?

Text version of report card:

No.	Category	Statement	Grade
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1	Climate	In my community, there are no tensions because of racial, cultural, or religious diversity	
2	Tolerance	Everyone in my community feels welcome, regardless of origin, ethnicity, or religious views.	
3	Religious freedom	People in my community are free to practise their faith and free to adhere to non-religious views.	
4	Demographics	My community reflects the level of diversity we want.	
5	Interpersonal relationships	In our community, people know how to solve problems and engage in conversations, even when they disagree strongly.	
6	Education	There's a high level of tolerance in our schools. Students from different backgrounds are treated fairly.	
7	Social services	The social services system in our community (e.g., welfare, job training, etc.) meets everyone's needs, regardless of diversity in our population.	
8	Employment	In our community, people have equal opportunities for employment, regardless of their origin, ethnicity, or religious views	
9	Media	Local media offers fair and full coverage of people from all different backgrounds	
10	Elections	In our community, nobody faces barriers to voting	
11	Faith leaders	Faith leaders encourage a tolerant public and political climate.	
12	Elected officials	At the local, state, and national levels, our elected officials demonstrate a high and exemplary level of interfaith tolerance, respect, and cooperation we expect.	

13	Criminal Justice	All members of the community are treated fairly by the criminal justice system.	
14	Leadership	Our community leaders (in government, financial institutions, education, law enforcement, etc.) reflect the diversity of our residents.	
15	Health Care	Our community's health care system serves the needs of all our residents.	
16	Public Works	All areas in our community have access to public services (such as water, trash pickup, and sidewalk and road maintenance)	

## WHAT MAKES ME UNIQUE

**Time Frame:** 10-15 minutes.

**Purpose:** This activity should help participants develop a piece of their own identity and foster their self-esteem and self-worth. It might also serve as an ice-breaker before “identity-related activities,” as it makes participants more aware of who they are. In addition to this, the activity might also serve for relationship-building or bringing more energy and informality to the group.

### Instructions:

#### Part 1

The participants are asked to think of something that makes them unique, e.g. a personal characteristic, a life experience, etc. compared to the rest of the group members and to present it. You give them 1 minute to think of it, and then go around the circle to share with the group.

#### Part 2

If this characteristic or experience is indeed unique and no other group member has it or has experienced it, then the participant deserves a round of applause. If one or more other members of the group also have the characteristic or have experienced the same thing, all of those who have the same characteristic or life experience give each other a high five.

## MUSIC AROUND THE WORLD

**Time Frame:** 10-15 minutes.

**Purpose:** To promote cultural understanding, encourage self-expression, and foster a sense of community through shared music experiences.

### Instructions:

Ask participants to take 1 minute to find a song that represents their culture, their current favourite song, or a song that has personal significance.

Note: Remind them that the song can be in any language or genre.

Shared Listening and Discussion (5-10 minutes per song):

- Invite participants to share their songs one at a time.
- The person whose turn it is shares the link to their song in the Zoom chat.
- The facilitator shares the screen and plays the song for everyone to listen to.
- After each song, ask the participant why they chose it and what it means to them.
- Encourage others to share their thoughts and reactions to the song.

Group Voting (Optional):

- Ask participants to vote on their favorite song of the session (excluding their own).

Note: If you want you can turn the songs into a group playlist, either by making one on spotify if everyone has access to that, or making a youtube playlist or pasting all the links into a google doc.

## MY SOURCE OF STRENGTH<sup>20</sup>

**Time Frame:** 15-25 minutes.

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<sup>20</sup> Adapted from an activity by trainer Laura Kaplan

**Purpose:**

**Instructions:** Ask participants to envision themselves as a tree, and give them 4-5 minutes to come up with answers to these questions:

- What are your roots – your heritage and your place in the world?
- What is your trunk – the source of your strength, and what holds you up?
- What are your branches – the directions you are reaching out into the world?
- What is your fruit – what you give to others now, and hope to give in the future?
- What is your tree’s crown – the source of your hope and energy, and what makes you grow?

Ask participants to go around and share their answers. If you have a larger group, break participants into small groups in break out rooms for this step. Encourage participants to ask questions and give responses to each person after they share, if you have enough time.

**Note:** You do not have to ask them all of these, especially if time is a concern. Select the ones that would be most beneficial for your particular group.

## DECONSTRUCTING IDENTITIES

**Time Frame:** 45-90 minutes.

**Purpose:** Like The Big Eight activity above, this activity gives participants an opportunity to explore some of their social group memberships and sympathise with fellow group members’ experiences with their identities. However, it goes deeper into revealing stereotypes, discrepancies between how participants see themselves and how others see them, and deconstructing monolith views on group identities (e.g. ‘all Europeans are like this’ or ‘all women are this way’). It’s best to give participants plenty of time to do this activity so that they have time to tell their stories, reflect, and engage with one another. It is best placed when participants have reached stage 4 levels of trust and ownership.

**Instructions:** Part 1: Ask each participant to write 5 groups they feel they are part of that are elements of their identity. Explain that in order for a group to be part of someone’s identity, someone should be able to put into a phrase “I am (a) + group identity” Try not to give examples, but if the group is struggling a lot, you can share examples, such as religion, nationality, gender etc. The idea is for them to focus on group identities rather than traits of their personality.

Give them 5 minutes to make this list. Ask them to type 'done' or 'ready' in the chat box when they are done.

Part 2: Tell each person to select the two most important to them and explain to the group why they selected these two.

Part 3: Then ask each person to share with the group which of the 5 group identities people first associate them with, the consequences of that, and how they feel about it. Feel free to open this space for the group to interact with each other directly and unprompted, giving support, relating to each other and expressing their feelings or empathy.

If there's a difference between the group identities participants chose and the ones people first associate with them, you can also prompt them to explore why they think there's a difference between how they see themselves and how others see them.

Part 4: Ask them to look at their list and for each of the 5 group identities, to think of at least one thing they do or think that generally is not expected from this group to do or think. For example, "I'm Brazilian and I play baseball instead of football."

Part 5: Move into a free-flowing discussion. Possible questions:

→ Related to the dissonance between the individual and the collective:

◆ How do people react when you tell them (what you do/think)?

● How does that make you feel?

◆ Can you share a time that this happened with you?

● Do you think this happening changed the way that person saw you and your group identity?

◆ Why do you think people assume you don't do/think these things?

◆ Do you think these affect your belonging to this group you're part of?

◆ Why do you think the others lack to see these nuances of your identity?

→ Shifting the focus from the self to the other:

◆ Which assumptions do you have about other group identities?

◆ Do you think there are exceptions to these assumptions too?

◆ What have you done to confirm/challenge them?

→ Wrapping up:

- ◆ Why do you think people tend to create these simplifications of other group identities? (Use this only if the group reached this conclusion).

## THE PRIVILEGE WALK

**Time Frame:** 40-80 minutes.

**Purpose:** The privilege walk aims to create a deeper understanding of identities. By taking steps forward or backward based on statements about their background, participants see how privilege shapes their life experiences. This movement sparks conversations about social justice and fosters empathy for those with different backgrounds. Ultimately, the walk encourages participants to reflect on their own identities and how they navigate the world with their unique set of advantages and disadvantages.

### Instructions:

**Step 1** - There are two types of boards that participants can play on. One is in Mural, another is in Google Docs. Choose whichever one you think would be most accessible to your participants:

**Using Mural:** To prepare for the session, set up a Mural Board as seen in the picture below. Start by drawing a table on the board. In the first row, list the names of each participant. To ensure clarity and ease of identification, assign a unique symbol to each participant and place the symbols below their respective names in the table. This setup will help visually track and differentiate contributions during the session. When they need to move their symbol, they can click and drag it forward (down) or back (up) as needed.

**P.S:** For a smoother start, encourage participants to create free Mural accounts before the session. Make sure that you know how to give them instructions on how to join the board and move their symbols around, and that they will be able to join your board. Please test

beforehand!

### The Privilege Walk

Name	Name	Name	Name	Name	Name	Name	Name	Name	Name
★	▲	●	◆	⬡	▲	⬠	●	●	⬡

**Using Google Docs:** Go to [this link](#) and make a personal copy (do not edit the original template please!) Share the link to your copy with participants at the beginning of the activity and ask each participant to choose a symbol and write their names right below it on the first row, so that each of them have a column they can move along. When they need to move their symbol, they can select it / double-click it and then drag it down to move forward or up to move back.

**Step 2:** Choose which statements you would like to read to your group (below you find a comprehensive list of statements). Select these based on the identities present in the room and what you know about your group. Which ones would spark the deepest discussion? Which intersect with topics of discussion they've found interesting? Note: This activity should be done when trust has been established in the group, so that participants feel it's safe to be vulnerable. If you're not sure about how much trust they've truly built, avoid any statements that might pressure individuals to share things that would make them feel unsafe, like sexual orientation etc.

**Step 3:**

Tell participants that this game helps us understand the ways that we experience privileges and disadvantages in our own lives. You will read statements to the group, and each group member will consider whether it is true for them. If they don't understand the statement, invite them to let you know so that you can explain it.

- If the statement is **true** for them (if it describes them accurately), they move their symbol one space **forward** (down) in their column.

- If the statement is not true for them, they move their symbol one space **backward** (if they are already on the first square and can't move backwards, tell them they can stay there).
- If they are unsure, they can choose to stay put.

**Step 4: Multiple Rounds and Reflection**

Play multiple rounds with various statements or questions to create a dynamic game experience. After a few rounds, facilitate a group reflection.

Some sample questions are:

- How did the activity make you feel? Did your emotions change throughout the rounds?
- Why do you think we did this activity? How does it relate to the theme of the course?
- How did it feel to be in the group that moved forward after a statement? How did it feel to be in the group who didn't move forward after the statement?
- When you look at where you are on the board in relation to your group members, how do you feel about it?
  - If you were one of the ones who moved forward the most, what does that feel like?
  - If you were one of the ones who moved forward the least, what does that feel like?
- What did you learn from this activity?
- When you hear the stories being told by your fellow participants, how does that make you feel?
- Is there anything you want to say to someone else in particular?
- Were you surprised by anything?
- Was there anything influencing your privilege or disadvantage that you have never thought of before?
- What statement made you think most?
- If you could add a statement, what would it be?
- What do you wish people knew about one of the identities, situations, or disadvantages that caused you to not take a step forward?
- What might we draw from this exercise that can help us in our everyday lives? In our climate action projects?
- What are the key differences you observed between yourselves based on your movement on the board?
- How did the game make you consider your personal privileges or vulnerabilities in relation to the topic?

Note: Storytelling can be a powerful tool to enrich the privilege walk activity, fostering deeper understanding and empathy. During the activity, encourage the participant to share their stories regarding particular privileges or vulnerabilities related to the statements shared.

You can also use the following during the reflection round(s):

- Can you recall a specific moment or experience in your life that made you aware of your privilege or lack thereof? How did that experience shape your understanding of privilege?
- Have you ever witnessed someone else's experience with privilege or lack thereof that significantly impacted you? Can you describe that experience and the emotions it evoked?
- Are there any stories or narratives shared during the privilege walk that resonated with you? How did those stories contribute to your understanding of privilege and its effects?
- Reflecting on your own story and the stories shared by others, what common themes or patterns do you notice? How do these stories challenge or reinforce your existing beliefs or biases?
- Has this activity and the stories shared influenced your perspective on privilege? If so, in what ways? How do you envision incorporating this newfound understanding into your actions or interactions moving forward?

***Suggested statements:***

**Climate-related statements:**

- If temperatures where I live get higher, it won't affect me too much.
- My country can afford to move towards a green economy or sustainable energy.
- I live in a country with a low risk of climate disasters (e.g., floods, droughts, extreme heat).
- I have the financial resources to adapt my lifestyle to the effects of climate change (e.g., purchasing air conditioning, relocating due to rising sea levels).
- I can afford to switch to renewable energy in my household.
- I'm able to get anywhere I need using public transportation or my own power (walking, biking).
- I do not live in an area that would be at risk by rising sea levels.
- I do not live in an area vulnerable to natural disasters.
- If a natural disaster happened, me or my family own cars that we can use to get to a safe area.
- If my family home were damaged or destroyed, we would have the money to repair/rebuild it.
- If I had to leave my country due to climate change, I could immigrate to any country I wanted to.
- I have access to reliable information and updates about climate change.
- I can easily afford to buy organic or locally sourced food with a lower carbon footprint.
- I own a car and can drive it wherever I want.
- There are green spaces near where I live.
- The area I live in does not have significant air pollution.
- There are no factories that release chemicals close to where I live.
- Where I live it's possible to drink the tap water.

- The natural areas around me are healthy and taken care of.
- (If you live in a town or city) my neighbourhood is not hotter than other neighbourhoods in the summer.
- There are no landfills or dumping sites near where I live.
- The bodies of water closest to me are clean enough to swim in.
- I frequently travel by airplane for leisure purposes.
- My home or apartment is naturally cool in the summer and warm in the winter.
- I have the opportunity to vote for representatives who prioritise climate action.
- My job or studies are not directly affected by the impacts of climate change.
- I live in a region that is not already experiencing the negative impacts of climate change (e.g., rising sea levels, extreme weather events).
- My ancestors benefited from economic activities that contributed significantly to greenhouse gas emissions.
- I can speak out publicly about climate change or become a climate activist without any negative reactions from the government or police.
- I can speak out publicly about climate change or become a climate activist without any negative reactions from people around me in society.
- I am confident in getting full assistance from the government (or organisations) in case of a natural disaster.

**General statements:**

- I have never been questioned or given extra security screening at a border or airport.
- If I wanted to move to another country alone my family would support me.
- Higher education is affordable for me.
- I have the ability to visit other countries easily.
- I have full citizenship rights in the country I live in.
- Neither I or my family members have a migrant/refugee background.
- I feel protected by international law.
- If my country were to be attacked, other countries would come to our aid.
- I have never been made to feel uncomfortable because of a joke related to one of my identities.
- People never mistake my gender when they see me, or use the wrong pronouns to identify me.
- When I interact with police officers I feel safe.
- I often see people who identify similar to me in executive and leadership positions in my employer or field of work.
- I feel certain that I will not be followed, harassed, or watched closely while shopping.
- People with my identities are widely represented in my government.

- I can criticise my government without any consequences.
- When I am told about our national heritage or about “civilization,” I am shown that people with my identities made it what it is.
- (Possibly and/or) I studied the history and culture of my ancestors in elementary and secondary school.
- I can make mistakes and not have people relate what I did with perceived flaws in my identities.
- I am able to use public restrooms or changing facilities without stares or fear of physical/verbal abuse.
- The language I speak at home is the same language my education is in.
- I can walk alone at night without worrying about sexual assault, (or) I can move through the world without fear of sexual assault.
- I almost always feel comfortable with people knowing my sexual orientation.
- I can walk down the street without experiencing catcalling or being sexually harassed.
- I have never been called names or experienced bullying regarding any of my identities.
- I feel good about how my identities are portrayed by the media.
- One or both of my parents graduated from university.
- My country and city are handicap-accessible.
- I have never tried to change my appearance, mannerisms, or behaviour to ‘fit in’ more.
- I have never been discouraged from any personal goal or dream because of my identity/ies.
- I can participate in democracy (elections, etc) and feel like my voice matters.
- No stranger has ever felt uncomfortable, threatened or unsafe because of what I look like.
- It is easy to find make-up or band-aids/plasters in my skin colour in mainstream stores in my area.
- I have never had difficulty going wherever I wanted due to a physical handicap.
- There is no crime or drug use in my area.
- There are no laws in my country that discriminate against my identity/ies (or) I feel that my rights are protected by the law.
- I have never skipped a meal or went away from a meal hungry because there was not enough money to buy food.
- No one in my immediate family has ever been imprisoned.
- I do not have a physically visible disability.
- I do not have an invisible illness or disability.
- I could show affection for a romantic partner in public without fear.
- I know I could get full medical and legal help without any discrimination.
- I do not have to go to school or work during the major holidays, celebrations or events of my culture and/or religion.

- I have never felt embarrassed about my clothes, house, car, phone etc. and wished to change them to avoid being judged or teased.
- I have never been profiled by anyone else using stereotypes.
- I have never been asked to speak on behalf of a group of people who share an identity with me.
- No one has ever interpreted my personal opinions as representative of a group of people who share an identity with me.
- If I am ever pulled over or stopped by police I can be sure that it had nothing to do with my identity/ies.
- I was raised in a home with both my parents for all or most of my childhood.
- I did not grow up in an economically-disadvantaged household.
- I have no barriers to getting a loan or opening a credit card because of my identity/ies.
- I am confident that as long as I work hard I will have the opportunity to be promoted, and also paid the same amount as my colleagues.
- I have never been part of a significant minority group in my school or workplace (for example, I am one of the very few women, or LGBTQ people, or people of colour etc.)

## CONFLICT RESOLUTION

In any engagement, conflicts might arise. Conflict doesn't always have to have a negative connotation, however. In fact, it can often lead to transformative moments, bring issues that need to be addressed into the open, so they can finally be discussed, and, if handled well, actually be the catalyst for much stronger relationships within the group.

As a facilitator, it's important to address conflict rather than avoid it. You can use it as an opportunity to bring out deeper discussions on the roots and causes of the conflict, encourage the group to further develop their listening and communication skills in order to resolve it, and help maintain mutual respect and trust in the group. Conflict resolution activities are there to aid facilitators in this endeavour. They are designed to help participants explore their biases, consider the perspectives of "the other," dig deeper into the experiences, values, assumptions etc. that gave rise to a particular action or opinion, and challenge their viewpoints.

Facilitators should choose the activity that best suits their group and the conflict they are experiencing. These activities can be planned ahead if you feel there's some existing conflict that the group has not addressed, or kept as a stand-by when discussing a heavy topic. They can also be used as 'devil's advocates' to stimulate a group that avoids anything potentially controversial. The latter is a way to provoke participants to express themselves and their opinions through a very strategic conflict.

Conflict resolution activities range from simple awareness tests to deeper analysis activities like The Tree Analysis. It is worth noting that some activities are multipurpose and can be used as identity, conflict resolution, reflection, and relationship-building activities.

### AWARENESS TEST

**Time Frame:** 10-15 min

**Purpose:** The Awareness Test is a way to critical/self-awareness. It addresses the issue of seeing what you want or expect to see and/or 'hearing' other perspectives without actually listening to or acknowledging them. It is usually used as a light intro activity to bring your group's attention to this before you delve into deeper discussions, or while waiting for others to arrive or sort out technical problems.

**Instructions:** Tell participants that they will watch a 2-minute video individually and then reflect on it as a group. Ask them to make sure they are muted when watching the video to avoid chaos and

noise. Share the link with participants and ask them to type 'done' or 'ready' in the chat box when they are done.

Here is the [Awareness Test Video](#).

When all the group members are done, ask them to use thumbs up or down to indicate whether they saw the "moonwalking bear" or not. Ask those who gave a thumbs up if they knew about the test before, then allow everyone to reflect on why they think we took this test together, what is the lesson learnt, and how we could apply that lesson in our daily lives.

## WHAT IN THE WORLD?

**Time Frame:** 10-15 minutes.

**Purpose:** This is a good way to start a group, fairly early on in the dialogue process. It will generally make people laugh, and will allow you to make important observations about listening and internal voice.

**Instructions:** Begin this activity by asking everyone to get out a piece of paper. Tell them that you are going to read the description of a real animal, and that they are to draw the animal. Pause between each line of the description to give them time to draw (imagine that you are drawing it - think of how much time you would need between each line). If you move too quickly this will not work!

Here's the description:

- An animal found largely in Africa
- Long tubular snout (clarify- the nose is shaped like a tube)
- Small eyes
- Large ears
- Long tail
- Legs that are thin, in comparison with the size of its body;
- Grey-brown hide.
- Thick claws that can be used as digging tools

Once they are finished drawing, you can share the picture of the animal below in a new tab via screen sharing. Some of them might be surprised. Ask volunteers to hold their picture up to the webcam and to explain what they drew (not everyone has to show their picture). If a few people

present theirs and the group starts laughing and talking fluidly about the experience, just let the conversation flow.

Most people will draw an elephant. They'll then hear the last clue and be VERY confused. Some will draw long claws on the elephant. Others will cross out their picture and start over. If no one volunteers it, ask if anyone drew an elephant. Then ask them why. They'll usually say that it SOUNDED like it was going to be an elephant.

For reference, here's a picture of the animal - an armadillo (anteater):



While there are lots of important lessons that can be drawn from the activity, it's important not to get bogged down in 'teacher mode'. It's generally better to let the participants figure out the point, rather than telling them - that makes the learning experience much deeper. You can ask the group: "Why do you think we did this activity?" Almost always they will come out with lots of smart comments about stereotypes, listening etc.

Alternatively, you can ask:

"Have you ever done this when listening to anything else?" OR

"What does this remind you of?"

Listening:

Ask your group: "What does this activity show us about our listening skills?" As with partisan perceptions, this is a chance to reflect upon the human tendency to hear some basic pieces of information, and then jump to conclusions. This activity can be particularly helpful in getting people

to think about how they listen. Generally we listen to the first part of what people say, and then fill in the blanks. It is critical to work to REALLY listen to all that people say.

Internal Voice:

Ask your group: “Did any of you think to yourself ‘this is an elephant’ early on in the description?”

This can allow you to introduce the concept of ‘internal voice’ - say that when we listen we generally have a voice inside of our head that comments on what the other person is saying, and fills in with additional information. This is the voice that probably told them- “It’s an elephant”- long before they had full evidence in this regard.

As with all of these tools, their real value comes in using them to reflect upon the group process later. Once you’ve pointed out the concept of internal voice and the idea of listening for certain things, you can return to it later in the session or at the end of the session. For example, in the closing round you can ask them how they listened that day, or if they noticed their internal voice at all. Alternatively (or additionally) if they don’t seem to be listening to each other you can pick up on any of the metaphors that they came up with while doing this activity- “Is anyone finding themselves drawing the elephant again” or something like that.

A note on humour: one of the reasons why this is a useful activity at the beginning is that it gets people laughing at themselves and at each other - which builds a sense of community. We generally recommend that you try to keep the tone light as you process the activity and encourage good humour, particularly while people are showing their pictures.

**Note:** This activity is best done at the very beginning of the dialogue process - partially because people tend to tell their friends about it - so if you do it too late in the process almost everyone will have already heard about it, which removes the element of fun.

Facilitators mentioned that in the past participants have typed what they thought it was in the chat box, which ruined the flow of the conversation. Thus, it might be a good idea to explicitly ask participants to save their comments until the end.

## **PARTISAN PERCEPTIONS**

**Time Frame:** 10-20 minutes.

**Purpose:** Similarly to the What in the World activity, this activity will allow your group to discuss the ways their underlying assumptions and established frames of reference can affect the way in which they perceive or 'hear' other participants' opinions and ideas. This is a particularly useful tool when your group is entering Stage 3 of the group process and you want to encourage participants to be active listeners, challenge their own assumptions and consider alternative perspectives presented by their group mates.

### **Instructions:**

Format 1: Show this 1 min video using the chat box or screen share:

<https://www.youtube.com/watch?v=oSQJP40PcGI>

Format 2: Ask everyone to look around the room for a minute and look for everything that is red. After they have done that, ask them to close their eyes. Once their eyes are closed, ask them to think of everything in the room that is yellow (or any other colour that is not the colour they were initially asked to look for).

After a minute, ask them to open their eyes again, and ask them how it was for them. Usually people aren't that successful, and are amazed to see how poorly they did at finding the second colour.

Note for the online environment: It is a bit challenging to do this in an online environment because you don't know exactly what people's surroundings look like. Thus for some people (whose room is monochrome or something like that) this activity won't work that well, and you should use Format 1 instead.

Debrief:

- Why do you think we did this activity? (They usually pick up on this right away.)
- Do you think this phenomenon of only seeing what we look for holds true in other areas of life?
- What is the implication of this human tendency, particularly in times of conflict or tension?

Generally your participants will have excellent input here, and ideally you want to build on what they share rather than take on a 'teacher mode'. The primary points you want to make sure your group touches on are:

- All of us have our own frame of reference, our own lens through which we see the world.
- We tend to selectively seek evidence that supports our prior views, and to ignore or dismiss information that does not fit with our pre-existing opinions.

- It would certainly be hard to reconsider our views all of the time, but not looking at alternative perspectives can also make us rigid, and make it hard for us to learn.
- In times of conflict or tension it can be dangerous, because it can lead us to focus only on negative things about the 'other'.

## HOT OR COLD?

**Time Frame:** 20-25 minutes.

**Purpose:** Why are some issues controversial? What makes some issues more controversial than others? This activity is designed to help participants explore the factors that make issues controversial and identify hot-button issues that they want to talk about as a group.

**Instructions:** Open up the whiteboard to a white blank page, and make sure that participants can write on it. On one end, the label 'HOT' and on the other end, write 'COLD.' In the middle, write 'LUKEWARM.' [Explain the term 'lukewarm' to them if they don't know it].

Ask them to think of 3-4 controversial issues, possibly just surrounding the topics of the program. Explain that there is no need to 'play safe' – they can be as controversial as they like.

Encourage them to reflect on how they feel about talking about the controversial issues they have chosen with the group. Ask them to write these issues on the whiteboard under where they think they fit best, indicating how comfortable or uncomfortable they feel about talking about it - COLD for completely comfortable, HOT for too hot to handle and 'LUKEWARM' for no feelings either way.

Give them a few minutes to look at the issues other people have chosen and where they have positioned them.

This exercise is best done in silence. It allows participants to develop and express their own concerns and anxieties without being influenced by anyone else.

Following the exercise, discuss and debrief, using this activity as a springboard for the group to either talk about specific issues or decide on which issues they would like to cover together before the programme's end.

## FORUM THEATER

**Time Frame:** 25-30 minutes.

**Purpose:** To help participants explore different ways of responding to controversial or discriminatory remarks and consider effective methods for responding to them in their real lives, whether on or offline, personal or societal, etc.

**Instructions:** You will need to have some examples of remarks. (Some included at the bottom of the activity)

- Introduce the problem of not knowing how to respond to controversial or discriminatory remarks, or more broadly, how to create counter narratives to dominant stigmatising narratives.
- Select three volunteers to play the part of respondents. Their role will be to respond to insensitive remarks. Send them to a breakout room and explain that you will bring them back in when ready.
- The rest of the participants stay in and play the role of agitators.
- Ask the ones in the room to either choose some examples from the handout or to brainstorm some of their own examples of the kind of insensitive remarks they are sometimes faced with - either as statements or questions.

The first respondent is called back to the room and responds to one of the example/brainstormed statements/questions put to them by an agitator .

The other two respondents are brought in one at a time and each responds to the same statement/question in turn.

Everyone then compares the three responses and discusses which they think is the best. Then they can add a suggestion of their own if they think they have a better one.

Repeat the process several times with different statements/questions

Discuss: Lead a short discussion on what participants have learned from the activity, e.g., which ways of responding do they think are the most effective? Have they any experience of this?

Examples:

“There are too many foreigners here and they’re taking our jobs”

“What’s so bad about being a racist? My dad says he is one.”

“How about we have a Nationalist speaker to talk to our class for a change?”

“It’s ok to be sexist – just look at what’s in the media and on the internet.”

## ICEBERG ACTIVITY

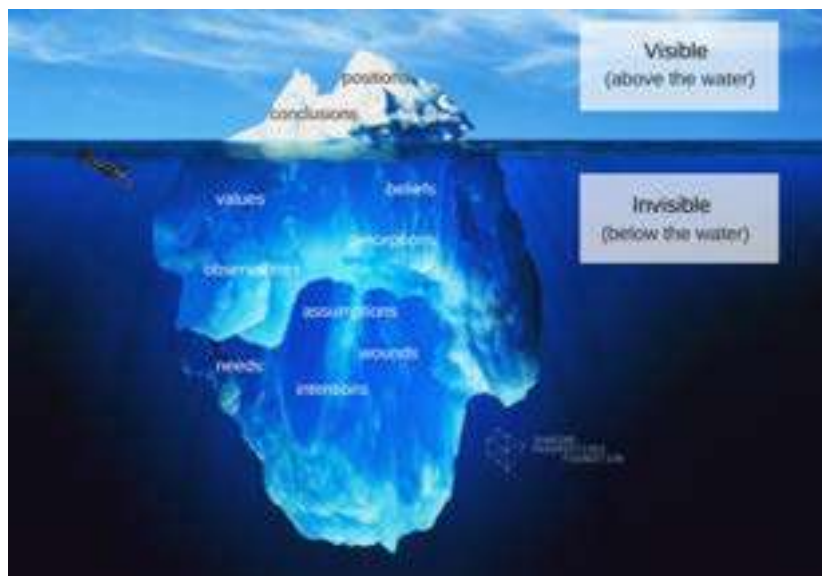
**Time Frame:** 15-20 minutes.

**Purpose:** Presenting the iceberg image can be very helpful in enabling the group to have more productive conversations, particularly when they are struggling to listen to each other, or they are embroiled in conflict, but also as a tool to help participants become more aware of their own and others’ thought process.

→ [Click here](#) for a large image of the iceberg.

**Instructions:** After presenting the iceberg picture, give the group some time to look at it and ask them:

- What do you see in this picture?
- Does everyone know what an iceberg is? Why do you think we are using this image here?
- How does this picture relate to our interactions in this group?



**Note:** Facilitators should avoid taking on a “teaching” role, and telling participants what the point is. Participants will usually come up with very thoughtful comments here along the lines of what is

described below. If needed, facilitators can build on what is shared by highlighting these important points:

- When we interact with others, particularly when we are in conflict with them, we see only their positions and their conclusions - not all of the information that led them to form those opinions.
- The metaphor we use here is the iceberg - where positions and conclusions are above the water, and values, needs, fears, wounds, experiences, identity, perceptions, assumptions are all below the water.
- The objective of a dialogue group is to help people build real understanding of WHY people think the way they do - and what the needs, beliefs, assumptions and fears are that underlie their positions.

Facilitators can use this activity as a basis for reflection - asking them if they are trying to really understand where people are coming from. If participants have a conflicted conversation in which each side is simply presenting conclusions and stating positions, and no one is asking WHY, reflect that you see this happening, and ask them what is underneath their position - what the underlying needs, fears, concerns are that lead them to take the position they take. This generally will help the group have a more constructive conversation.

## BASIC HUMAN NEEDS ACTIVITY

**Time Frame:** 25-45 minutes.

**Purpose:** To give participants one framework with which to analyse conflict and tensions, and discuss how human needs and how they are met or unmet can help us understand breakdowns in relationships.

**Instructions:** Start with a summary of problems and issues that the group has already been able to discuss or identify surrounding a conflict or source of tension. Explain that this activity will encourage a deeper dive into understanding this. The group will try to uncover together what they see as the dimensions and causes of increased conflict or tension.

Part 1:

Explore general tensions with the group

- How would you frame these tensions?
- How do others frame these tensions?
- In your opinion, who are the fomenters or parties to the conflict?

- What are the tensions about?

Explain that while there are many ways to analyse tensions, this activity uses a basic human needs framework to organise and think about problems and issues that impact relationships between individuals and communities. The general idea is that conflict arises when people perceive that essential needs aren't satisfied, of which some of these include the list below. Post the needs in the chat box or as a photo in presentation mode and discuss.

- Security -- the need for structure, predictability, stability, and freedom from fear and anxiety.
- Belonging -- the need to be accepted by others and to have strong personal ties with one's family, friends, and identity groups.
- Personal fulfilment -- the need to reach one's potential in all areas of life.
- Identity -- a sense of self in relation to the outside world as an individual and/or group.
- Cultural security -- related to identity, the need for recognition of one's language, traditions, religion, cultural values, ideas, and concepts.
- Freedom -- the condition of having no physical, political, or civil restraints; having the capacity to exercise choice in all aspects of one's life.
- Distributive justice -- the need for the fair allocation of resources among all members of a community.
- Participation -- is the need to be able to actively partake in and influence society.

Discussion questions:

- What needs are most relevant in understanding the tensions we have spoken about? If you had to rank these in order of importance/relevance, what would be the top 3 and why?
- Would you add any to this list?
- What personal experiences or examples do you have that illustrate any of these needs?

Part 2 (optional):

Have the group choose 3-4 needs to discuss more in depth in small groups.

Split into groups of 2-3 participants each and give each group an identified need to discuss in breakout rooms.

Give each group the prompt: The (identity) needs of \_\_\_\_\_ people are unsatisfied because of \_\_\_\_\_.

Give them 15-20 minutes in their small groups, and explain that they will return to the larger group to present their ideas.

Have each group present.

Debrief:

The facilitator summarises the themes, acknowledging that these working definitions/causes will likely evolve as the dialogue progresses. Ask:

- What struck you from any of the various group's presentations?
- What problems/issues are you particularly keen on talking more about with the group as the dialogue continues? Why?
- What role does perception play in unmet needs and/or in current tensions?
- What use, if any, does a framework like this have for understanding relationship-impacting problems and issues? How else can tensions be understood?

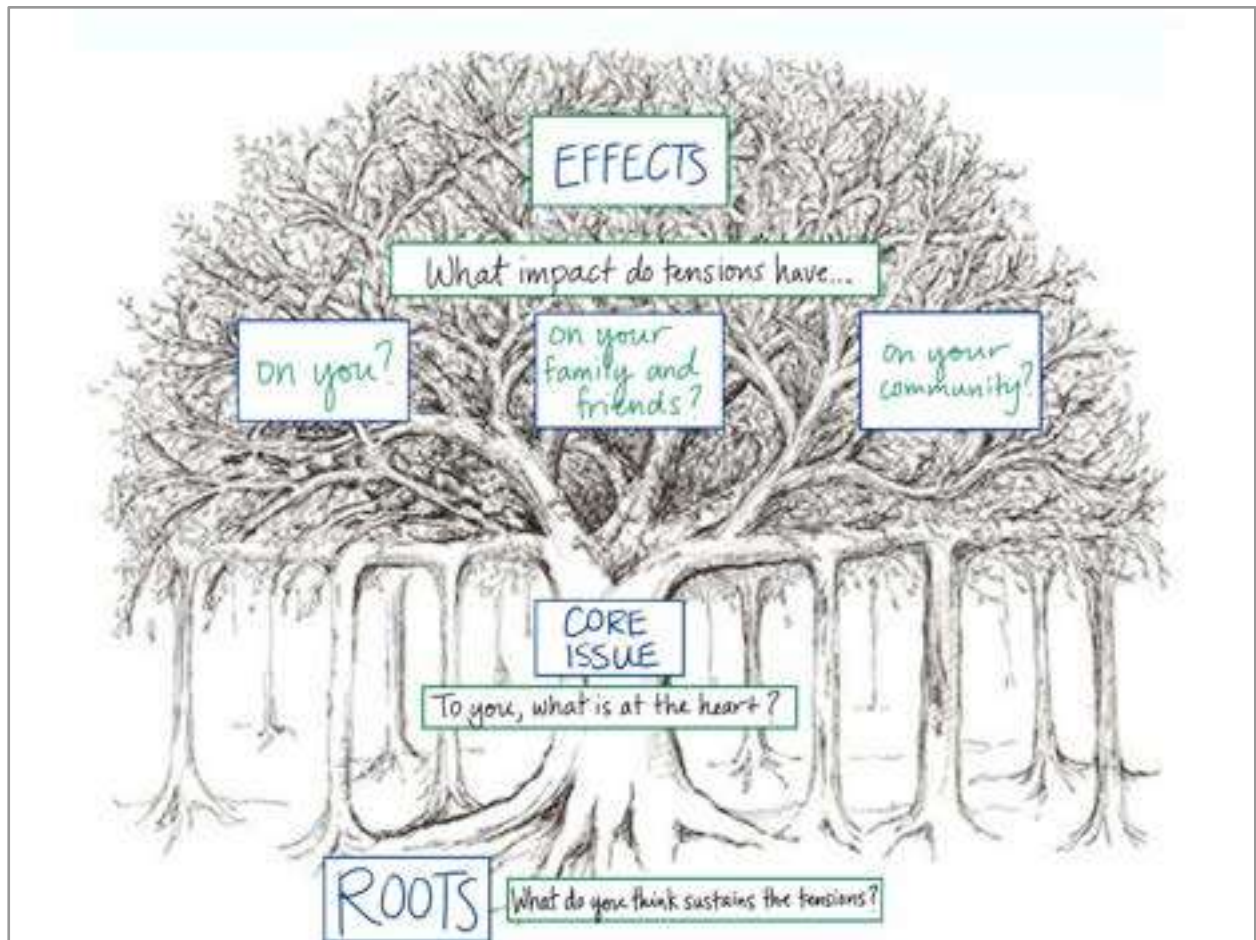
**Note:** When introducing the needs framework, take care not to come across as a “teacher.” You can highlight that these aren't your ideas and that they are being brought in with the purpose to spark discussion.

## TREE ANALYSIS

**Time Frame:** 30-40 minutes.

**Purpose:** This simple analysis activity will allow participants to engage with each other using personal experiences in order to have a targeted discussion on a conflict relevant to the discussion. It can help the group get to the roots, experiences, and positions of power that inform their own and others' opinions and worldviews. Ideally, it can provide a window to explore national or community perspectives not represented in the room, and give an opportunity to revisit the social tensions that reinforce the marginalisation of vulnerable groups. Tree Analysis is best used as a tool to explore conflicts when they arise in a group, or to further discussions on the programme theme when dealing with a conflict.

**Instructions:** Frame the activity by highlighting the conversations the group has already had about the social tensions most relevant to the programme themes. Explain that this activity will be an opportunity to map what they consider the core effects, causes, and essence of those conflicts. Share the following picture of a conflict tree, using either screen share or a whiteboard application:



Give participants a few minutes to think silently about key issues and where they would put them on the tree - at the roots, trunk, or leaves.

Beginning at the top, ask:

- What are some of the effects or consequences of these tensions/conflicts?
- What impact do these tensions/conflicts have on you? On your family and friends? In your community?

Move on down the tree as the discussion naturally progresses. Be sure to continue to ask questions that are both personal and analytical.

Emphasise that this is flexible. Good discussion comes in the process of collaborative mapping. Ask a lot of 'why' questions about the placement of issues.

**Note:** While participants are mentally placing and replacing different issues in each category, it can be helpful for the facilitator to take notes to be able to periodically summarise their progress and ask if there are any issues they would like to move somewhere else.

Possible debrief questions:

- How did you feel going through this activity?
- What insights, if any, came to you through the discussion?
- What were some of the major issues that arose during this activity?
- Why do you think an image of a tree was used in this activity? Are there any other metaphors or ways of visualising conflict that suit these tensions better?

## FORWARD THINKING AND COLLABORATION

This programme contains a significant collaboration component in the form of the Climate Action Projects. However, many participants have likely not collaborated with international teams across great distances before. Collaboration activities can help participants identify what they can/want to change, and the best ways to work together as a team.

In addition, a general objective of any programme is usually to achieve sustainability. This means that the momentum created during the programme does not dissipate after it ends, that positive actions are self-perpetuating, and that ideas or solutions generated in the discussions continue to inspire further engagement. Sustainability can be reached during the implementation of your programme by building trust and robust collaborative relationships. This combination can lead to innovative forward thinking and creative initiatives. Catalysing forward thinking among participants should be built into the design of your sessions in order to achieve the long-term goals of the programme, and help participants think about their capacities and roles they can play in activation both during the CAP projects and after the programme is finished.

Forward-thinking activities are best used towards the end of a programme, when participants have built good relationships, initiated their own mechanism for conflict resolution, and opened up to freely sharing and reflecting on opinions in the group. At this stage of group development, forward-thinking activities add a layer of collective interaction and imagination.

Forward-thinking activities have many forms. Some like 'Listing Assets' explore strengths and synergies in a group, whereas 'Approaches to Change' identifies potential focus points for endeavours to create positive change.

### YOUR ROLE

**Time Frame:** 30-45 minutes.

**Purpose:** This activity should get participants thinking about their role as the new generation of world citizens and what changes they would like to make. It can be placed at any stage in which you would like to provoke youth participants to engage in forward thinking and begin action planning. It can be particularly effective, however, when participants have become comfortable with leading their discussions and require less prompting.

#### **Instructions:**

Format 1

- Ask participants to close their eyes for a minute or two and think about “What would you like the world to look like in 10 years?”
- Have participants share their wishes with the group. Ask them to think for two more minutes about “What would need to happen in your country to make that vision possible?”
- Now ask them to think about “What would need to happen in other countries/continents/regions to make your vision possible?”
- Have participants share their thoughts on the second and third questions. You can also allot five minutes for discussion and follow-up questions.
- Next, ask participants to reflect on what they have achieved, learned, and felt throughout their sessions together. “Do you think you have the power to contribute to that vision? Do you feel that the time we have spent together has taught you something about what you and other young people are capable of?”
- Finally, ask them to think about “What can you do, or what can we do as a group to start on the path towards that vision?”

Another way to initiate this conversation is to post the five questions in the chat and give participants five minutes to think about their answers (and write them down, so they can remember them). You can then open up for conversation by asking the first question.

#### Format 2

If you have more time, or feel that your group would benefit from a deeper exploration of this issue, you can do the following. Please note that in some groups in which there is LOTS of agreement, it could be helpful to do this earlier on in the semester, and focus on working together to identify solutions, rather than discussing political issues that everyone already agrees about.

#### Part 1: Joint Problem Solving Activity

Ask them to dream: What would you ideally like the world to look like? What are some of the things that need to change to enable this vision? What specific changes would you like to see in your nation/community? (You can also split them into pairs or trios with each participant from a different region for this section).

#### Part 2: Who are we and what CAN we do?

Explain that as a group, we're going to begin to define what sort of impact that we might have on overcoming the challenges we've been discussing in the programme. As a big group, have them answer the following questions. Be sure to record the answers on the screen:

“What is our jurisdiction of control?” – Essentially, the participants are to identify where in society they might be able to have an impact through an initiative.

(The facilitator can play the role of a realist during this discussion. For example, can this group of leaders, in its current form, really hope to change the minds of political leaders and heads of state? The other thing that should happen here is that the participants should come to realise that their area of control, and thus power to affect change, is dramatically larger because of their relationship to one another and their cooperation.)

“What are the resources that we possess as a group?” – It is very important to push participants to think of resources that may not be obvious – time, language, the films that they are going to be producing together, etc.

Part 3: What WILL we do?

Cut and paste the jurisdiction of control and resource list into the chat box so that everyone can look at it while they think. As a group ask them to do a brainstorming activity:

“Within our area of control and with the resources we possess, what could we do to improve \_\_\_\_\_ [whatever issues they've been discussing]”. Be sure to write all the answers on the screen. Tell them that at this point, ideas can be really crazy. Do this until you have at least 15 to 20 suggested activities. Be creative!

Ask the participants to eliminate suggestions that cannot be done cooperatively with everyone involved, fall outside of a realistic jurisdiction of control, or need resources that they couldn't hope to attain.

With the remaining answers, have them prioritise the ones that seem most exciting and possible.

Give some time for them to make some plans about how they will do it and when, as this generates some real motivation and excitement. Ensure that the plans are as concrete as possible.

End with a debrief. Ask participants:

1. “What do you think of this activity, and why do you think we did it?”
  - a. Give participants time to reflect and share

- b. If they don't bring it up you can point to the synergy they have as a group (particularly as a diverse/multi-national group, if this is the case).
2. Ask the group: "Now that we've had these discussions, what actions will you be doing in the future?"

## YOUNG PEOPLE AS PROTAGONISTS

**Time Frame:** 30-40 minutes.

**Purpose:** To have participants identify the role that young people have played in history and encourage them to consider how to be leaders in their own communities. The Young People As Protagonists activity is best utilised as an empowerment activity for youth, to help them understand their role as actors of change in history and their potential to act now for their desired change.

**Instructions:** Read the following phrase to the group: "Nothing significant in history has ever happened without the involvement of young people." Ask the participants if they agree or disagree with that statement and why.

Ask if there are any specific examples that they can point to in which youth had a significant impact on political events. Possible examples:

- The global climate movement
- Fridays for Future
- The Arab Spring
- Student movements in Iran
- Or any other examples that would be more familiar to youth in your context

Have a discussion about the role of young people in creating social or political change. One way to do this is simply to have a facilitated dialogue addressing the questions below. The goal is to follow a line of questioning that will help youth talk about the roles they and their peer networks have in changemaking. This could be done in a big group or in uni-country/regional pairs.

- What is the role of young people in your society?
- What sort of power do young people have? Has your understanding of this been influenced by our discussions together?

- What is the role of youth in conflict? (Only if you've been discussing a conflict)
- What is the role of youth in the conflict that we've been discussing? (Only if you've been discussing a conflict)
- You may find that you need to prompt them a bit. Ask: Are youth simply passive victims? Are they soldiers? Activists? Ideologues? Peace builders?
- What do you think about that role?
- Why do you think this?
- What is the role that you wish that youth played? If young people were organised, what could they possibly achieve?
- How do you think you can use what you gained from this experience to take a more active role in your community?

## CHANGE

**Time Frame:** This discussion can take anywhere from 30-90 minutes. If you are short on time, you can focus on parts 1-2, only allotting 30-40 minutes. For the full activity using parts 1-4, allot 45-90 minutes total. We do recommend however you spend time covering all 4 sections if possible.

**Purpose:** Being a catalyst for sustainable change requires an understanding of our relationship with this concept. By looking at how participants view change, in addition to the underlying social/cultural norms, assumptions, and values around it, it is hoped that participants are able to consider their role in affecting and thus creating positive social transformation.

**Instructions:** Tell participants "For next week, we'd like you to research and bring a quote, song, article or video about change that holds meaning and importance to you. We encourage you to bring something in your native language."

It is highly recommended that facilitators email their group or discuss the assignment a week prior to implementation as otherwise it holds the potential to lack meaning for the group (or students can forget about it).

Part 1: 20-30 minutes

Step 1: Begin an opening round in which each participant shares what they brought. Have them respond to an opening question and provide an opportunity for the group to discuss their quote/song.

Individual perceptions of change:

- Why did you select this particular message? What does the message in your selection mean to you?
- What value or importance might this hold for you personally? Does the meaning play a role in your life?
- What does the process of change look like to you? Can you think of any examples of social change? Did any inspire or scare you? Please explain.
- Share with the group how you personally view the concept of change. Is change in your own personal life something that comes easy for you or is it difficult? Why? Do you view yourself as a change maker?
- Is individual change connected in any way to the social aspects of change? Please explain.
- Is change always positive (both on the individual and social levels)? Can you think of examples when change was NOT for the better?

Facilitators should highlight any patterns that may emerge with their selections, if the group does not do this organically.

Group identification with change:

- What types of patterns or behaviours are played and/or re-played in some of the examples?
- Were there any surprises, commonalities or differences observed?
- Are there any underlying assumptions in the selections that you've noticed?
- What are the underlying needs or values that you have identified in the selections?

After the group shares their individual findings and identifies group dynamics around change, a larger group discussion should unfold. The goal of this discussion is for participants to not only understand how they and others view change (above) but to explore how different aspects of culture may/may not impact our views around change.

- How might language and culture play a role in our discussion about change?
- Do you think language impacts the meaning your selections hold? Do these ideas of change hold meaning across cultures?

- Do you feel a connection to the selections your peers have brought, which ones? Please explain.
- What is needed to ensure we understand one another's selections and ideas around change?

## Part 2: 15-20 minutes

If you have time, you can more deeply examine participants' personal role and motivation in change. By asking the group to share their hopes, inspirations and dreams about change, in addition to whether change begins within or outside of themselves, this section hopes to elicit accountability among participants to see how they are largely responsible for effecting the change they want to see in the world and in their lives.

Personal/social hopes and inspirations and values that underpin change:

- What personally inspires or influences you about change? What change would you like to see in your life or in society (local or global)?
- Are your ideals about change shared with others in your community?
- How can we shape common interests about change? Is it ideal to do so?
- What were some of the underlying values that you felt were important?
- What values do you believe your personal inspiration is connected to?
- What role might social norms or values have in influencing change?
- How do you compare these quotes to your life experience about change?

Change begins with the individual:

- Where does change begin, from within or without?
- Are there any particular opportunities that you recall when you thought, 'this is a cause I am willing to be a part of?' What about a time when you chose not to be a part of a certain cause? What went into making those decisions to become involved or rejecting the opportunity to be a part of the change?
- What compels and inspires us about change?
- What do you believe is required for change to occur?
- Do you consider yourself an activist? What is an activist?
- What cause(s) have you been part of? In your mission what made change possible? What made it difficult to effect change?

Optional reflection about change and empowerment:

- Take a moment to think about whether or not you have ever felt empowered about change. How do you think you developed this feeling of empowerment? Please share.

### Part 3: 15-20 minutes

#### Connecting to Community:

- What does the group see as global challenges and change initiatives?
- What are some of the differences or divides in today's world that impede change that you want to see in the world today? OR What in your opinion impacts our ability to pursue and create social change in a larger community or global scale?
- What and how is social change initiated? How might this change be activated?
- What activates a sustainable process of change? How is it formed and by whom?
- What roles does power have to do with social change? How might power dynamics influence social change? Can you think of examples that impact social change?
- What are some of the internal struggles that we (individual or society) are faced with when considering to stand up for some type of change? What role do you think you personally have taken with any social changes, if any?
- What life lessons or experiences do you think may have shaped your views and values around change that you might be willing to share with the group?

### Part 4. 10-20 minutes

This section is to create a bridge from the programme to the outside world.

Take a moment to think about what you view as an important cause (in your local community or globally) that you have been a part of or wish to be a part of. Or think about how you might work with others to influence and embrace the change you wish to see in the world.

Two options:

If you don't have time to cover this activation piece in session but participants show interest you can:

1. Ask participants to use this question as their journal entry for that week. Participants should share the cause/movement of interest and write how they have been or would like to be part of it. They are then invited to share their entry with the group in the following sessions (not required);

2. Alternatively, you could suggest participants share the cause/movement they are interested in joining on the group forum. Their colleagues are then encouraged to provide support and ideas on how they might get involved on the blog.

## MY PERSONAL ACTION PLAN

**Time Frame:** 25-35 minutes.

**Purpose:** To stimulate forward-thinking at an individual level. This activity could also be used in the winding down stage.

**Instructions:** Explain, “As this programme and our time together begins to come to an end, you’ll now be given time to reflect and share on what intentions you have, if any, for moving forward with what you’ve learned. You will have 10 minutes to answer a set of questions as you create a ‘personal action plan.’”

Paste the questions below in the chat:

1. What is one area in which your awareness, knowledge, or skills have been enhanced as a result of this program?
2. Identify one area where you plan to use your enhanced awareness or your improved skills in your work/education/extracurricular activities.
3. As a result of this program, what further gaps do you see in your own knowledge/skills or those of your community that you want to improve upon?
4. What are concrete next steps you can take that will assist you with achieving this goal?

After 10 minutes has passed and everyone has finished writing their answers, ask participants to share, ask each other questions, and debrief on their personal plans moving forward.

## CLIMATE CHANGE RESPONSIBILITY

**Time Frame:** 25-35 minutes.

**Purpose:** To foster discussion, understanding, and potential solutions related to climate change responsibility among diverse stakeholders.

**Instructions:** Explain: “As we have been tackling climate change and climate justice, and identifying stakeholders, we will explore together what the responsibility of some of the stakeholders in the climate crisis is”. Split participants into three groups: Politicians & Policy Makers, Corporates, and Climate Activists. Tell each group that they will have 10-15 minutes to discuss and prepare their arguments. You can use the following questions to guide them:

Paste the questions below in the chat:

- Who should bear the responsibility for addressing climate change?
- What specific actions should be taken by each group?
- What are potential areas for collaboration between the groups?

Encourage participants to consider the perspectives of their assigned group and brainstorm potential solutions and arguments that that group would give in a debate.

After 10 -15 minutes have passed, bring all participants back to the main Zoom session and invite a representative from each group to present their key findings and recommendations. Facilitate a discussion, allowing all participants to share their thoughts, questions, and insights. Don't forget to encourage cross-group dialogue and explore potential areas of common ground or disagreement.

**One Extra layer of fun:**

You can secretly ask one of the groups to be provocative and insist that they are being blamed for the wrongdoings of others (the other two groups). Ask them to try as much as possible to add fuel to the fire and assure them that by the end of the activity you will reveal their secret mission.

## SWOT ANALYSIS

**Time Frame:** 30-45 minutes.

**Purpose:** If your group is moving toward an action-related outcome, a SWOT analysis can be a useful tool to either inspire ideas or make plans more concrete. It allows the group to recognize and utilise individual and collective abilities and capabilities.

**Instructions:**

The acronym SWOT stands for:

- Strengths: the things the group is good at doing.
- Weaknesses: the things the group is not so good at doing.
- Opportunities: the possibilities outside the group that might be used to benefit the action.
- Threats: things outside the group that might get in the way of what the action aims to do.

Possible Questions:

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>● What are the strengths of our group?</li> <li>● What makes you better than others (for this action)?</li> <li>● What actions do you do well?</li> <li>● What are your competences? What knowledge, skills and attitude do you have that can help you?</li> <li>● What do other people say you do well?</li> <li>● Why should this group of all people undertake this action?</li> </ul>	<ul style="list-style-type: none"> <li>● What are the weaknesses of our group?</li> <li>● What could you improve in order to achieve this action?</li> <li>● What don't you do well?</li> <li>● Where are you incompetent? What knowledge, skills and attitude are you missing?</li> <li>● What should you avoid doing?</li> <li>● Why shouldn't you undertake this mission?</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>● What opportunities exist outside the group?</li> <li>● What real opportunities are present today?</li> <li>● What is going on around you that seems to be useful?</li> <li>● What could be done today that isn't being done?</li> <li>● Who can support you and how?</li> </ul>	<ul style="list-style-type: none"> <li>● What external threats exist to our activities?</li> <li>● What are the negative tendencies in play today?</li> <li>● What obstacles do you face in your goals right now?</li> <li>● Who might cause you problems in the future and how?</li> <li>● What are others doing that might cause difficulties for you?</li> </ul>

## THE DARK SIDE<sup>21</sup>

**Time Frame:** 30-40 minutes.

**Purpose:** “The dark side turns your challenge into a negative one, forcing you to look at it from a refreshing angle.” This activity helps groups to ‘reverse engineer’ solutions by coming at the problem from a different direction.

### **Instructions:**

Divide the group into 2-3 smaller groups. Ask the groups to think about a goal relevant to the programme, and then think of the opposite. For example, if the goal is ‘to clean up our city,’ a question they could be answering would be “how can we make our city the filthiest city in the world?” Send groups to breakout rooms and give them a time limit of 7-10 minutes to think of answers to this question, which will be the ‘dark side’.

After the time is up, tell them in a message broadcasted to all groups (or by visiting each group in their breakout room) to take 5 more minutes to list down as many solutions as possible that solve the ‘dark side’ ideas they came up with in the first part of the activity. They will be implicitly answering the question “how can we make our city cleaner?” Emphasise to them that their solutions should be specific and actionable new, eg. “Dog poo everywhere” becomes “Every first Sunday of the month is Puppy in the park day” instead of “No more dog poo everywhere”.

Then bring everyone back to the main room and ask each group to present their dark side and solutions, and allow for time to discuss.

Ask the group to reflect on how the activity was in general. What did they learn from this activity? How can they apply it in their life?

## ALL THE NEWS<sup>22</sup>

**Time Frame:** 50 minutes.

**Purpose:** To come up with newspaper headlines that describe desired achievements in the future.

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<sup>21</sup> Inspired by Digital Society School

<sup>22</sup> Inspired by Toggl track

**Instructions:** To do All the News, you need a whiteboard that allows multiple people to work on it. Each person should come up with different headlines that cover what they/their community/their country will be doing or will look like in the future. They can create as many as they want and as far in the future as they want.

After this is finished, the group should reflect on the headline ideas. All the News is useful for those who want to get an idea of a desired future direction and start setting some new goals.

Debrief:

- Are there any broad trends?
- Are there conflicting views of the future?
- What steps do you think you/your community/your country would need to take to make this headline a reality?
- How do looking at these headlines make you feel?

## IMAGINING THE FUTURE

**Time Frame:** 15-20 minutes.

**Purpose:** To help participants think specifically about their visions and intentions for their own communities or nations, and possible ways to bring these about.

**Instructions:** Explain that we are going to think about the kind of community we want to have.

Imagine that it's ten years from now. Imagine the demographic makeup of your country or specific community. Picture how we will interact with each other. Picture the chances for success people will have.

What do you hope might be different from the way things are today? What do you hope will be the same?

As you imagine the future, read the following phrase. Fill in a word from the list below (or choose your own word): "Ten years from now, I hope my community will be \_\_\_\_\_."

(Peaceful Strong, Compassionate, Healthy, Fair, Safe, Tolerant, Joyful, Responsible, Welcoming, Prosperous, Ethical)

Further possible brainstorming questions:

- What would need to happen for us to reach that vision?
- What are areas that you have influence in making change?
- What good things are we already doing? How can we build on these?
- What else will help us make progress?
- What problems will we face?
- What action ideas or priorities would you be interested in pursuing when this programme ends?

## BRAINSTORMING ACTION IDEAS

**Time Frame:** 20-30 minutes.

**Purpose:** To help participants get creative with coming up with concrete action ideas. This can be a good activity to use when moving participants from the ‘imagining stage’ to the ‘doing stage.’

**Instructions:** Say, “what do you think could help our community make progress? Brainstorm a list of action ideas. Try to come up with different kinds of ideas. Some actions might involve other community groups. Some could focus on things we can do with institutions. And some could focus on things small groups of people or individuals can do.”

Action ideas are things we can do, so push participants to be specific. For example, instead of suggestions like “public services need to be improved,” try “meet with the public works department to arrange weekly trash pickup along Elm Street.”

Debrief:

- What do you prioritise as the most important?
- Which ideas really address the issues we’ve been discussing?
- Which ideas might have a long-term impact?
- Which ideas seem most practical or “doable”?
- How can our community assets help us carry out our action ideas?

## LISTING ASSETS

**Time Frame:** 30-45 minutes.

**Purpose:** This activity can help the group realise the latent resources present amongst themselves and their collective potential. It can inspire ideas, facilitate project planning, and lay a foundation for sustainability after the programme concludes. This activity can be used to get participants to think about what they can do to create community-wide or systemic change, or can be adapted to help them make progress in their collaborative group project or meet a specific post-programme goal.

**Instructions:** Explain: “We are going to make a list of our assets. Every person has strengths or assets. Assets can be people, places, or institutions. They are things that we have or use, to help ourselves and each other.”

Make sure you have a pre-prepared whiteboard, Google Doc, or any other collaborative tool you prefer to use. Ask participants to type on the board or doc all their personal assets, and what they think their group assets are.

Possible question to help the group:

- What are some things you know a lot about?
- What are some talents or skills of other members in this dialogue? How about other people in your community?
- What groups do you belong to? How can they help?
- What organisations, groups, or government agencies, or individuals in your community are already working on the issues we’ve identified as important? How can they help?
- What physical resources do we have — like land, buildings, space, tools, or even money?
- What assets do we have to support our action ideas?

**Note:** If you are working with a transnational group, emphasise that the setting they are in now is an asset!

End the activity with a debrief discussion. Encourage them to discuss the similarities and assets they identified within the group. You can also ask what is missing and needs to be worked on or added. Keep a copy of the final output and share it with the group after the programme.

## CIRCLE OF INFLUENCE<sup>23</sup>

**Time Frame:** 45-80 minutes.

**Purpose:** When a group has identified a topic or issue they want to address with a group project, the seeming enormity of that issue can seem overwhelming, and make it difficult for the group to define the scope of their project. This activity helps groups to reflect on what the issues at hand are, and what they can realistically do or not do about them. This helps groups prioritise, define their purview, and start defining action steps.

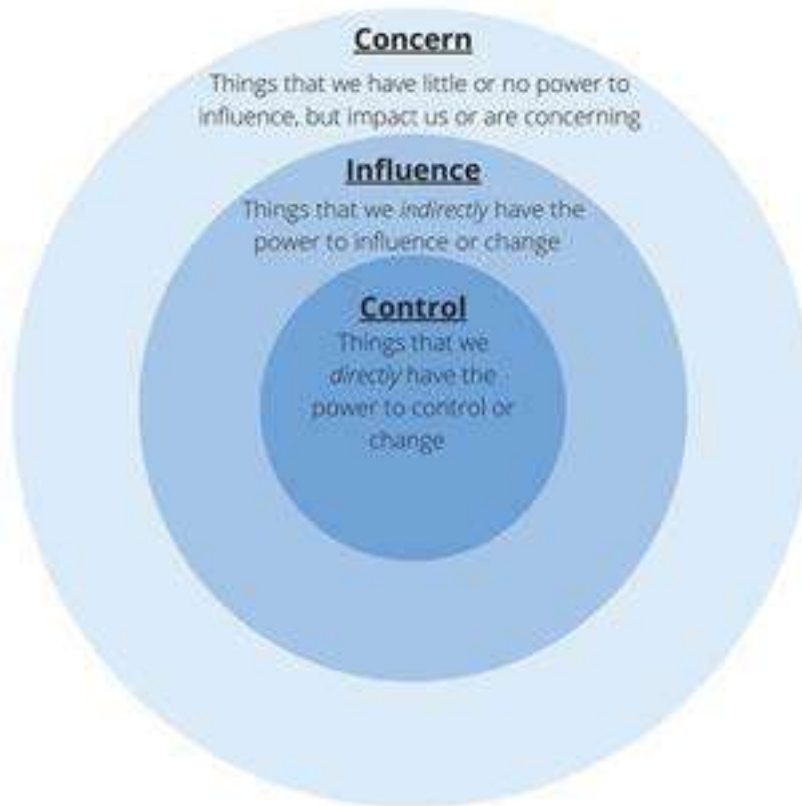
### **Instructions:**

Step 1: Explain Covey's Circles to the group and the purpose of the activity, and share the below image with the group. You can say that in his book *The Seven Habits of Highly Effective People*, Stephen Covey introduced the idea of separating the elements of a problem into a Circle of Concern and a Circle of Influence. In the years since the book release many have added a third Circle of Control in the middle. The image explains the theme of each circle. If the group has a hard time conceptualising what belongs in each, you could give them the following examples of what items would belong in each circle in a project on climate change:

- Circle of Concern: natural disasters, international climate politics, and mass extinctions.
- Circle of Influence: the local school district incorporating information on climate change in their curriculum, government buildings putting solar panels on their roofs, community recycling programmes, and the election of officials who make addressing climate change a priority.
- Circle of Control: recycling in your household, voting, speaking to the local school board about offering climate education, signing petitions, and using public transportation instead of driving to work.

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<sup>23</sup> Inspired by Hyper Island



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Step 2: Share a whiteboard with the group that all group members can write on (ideally with sticky notes) that has three concentric circles. Be sure to make it large enough that there is space for plenty of sticky notes in each circle.

Step 3: Give the group up to 10 minutes to write down all the concerns, issues, ideas, elements etc. that they can think of associated with the topic of their project, and to write each one on a sticky note outside the circles (they are not putting them in the circles quite yet).

Step 4: Ask the participants to look at all the sticky notes, and give their opinion on which ones should be moved to a particular circle. If the rest of the group agrees, you can move the sticky note yourself or invite someone else to. Continue until each sticky note has been placed in one of the circles. Notes that are similar can be clustered together, and any duplicates can be deleted.

Step 5: Begin a debrief discussion with the group. Possible questions include:

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<sup>24</sup> Image from <https://hr.ucmerced.edu/content/navigating-change-what-do-you-control>

- What comes to mind when you look at these circles? Are there any observations you would like to make?
- How can we deal best with the things in the Circle of Concern, given that we can't do anything about them?
  - Possible answers are: redirecting the energy and worry they spend on those issues to those within the Circle of Control, or keep updated on them while taking care of our mental health.
- What items within the Circle of Control and the Circle of Influence are we best equipped to work on as a group? Are there any we are particularly passionate about, or skilled at? Do we have existing professional or social networks we could call on to help us accomplish these?
- Based on what you see here, what should our priorities be?
- What should the scope of our project be? [Note: make sure the group is crystal clear and on the same page about what they will do and will NOT do in their project].
- What actions within the Circle of Control must be completed during the project? What other action items can be added, based on what we see in the Circle of Influence?

Make sure that this whiteboard is saved for group members to refer back to. Make a list of all the action items identified by the group. Following this activity with an activity like the Who/What/When Matrix can provide a helpful framework for moving into the action stage of the project.

## APPRECIATIVE INQUIRY: ROOT CAUSES OF SUCCESS<sup>25</sup>

**Time Frame:** 60-90 minutes.

**Purpose:** To help participants to reflect on what successes they've had, and what led to this success. This activity can result in 'aha moments,' and participants ending the activity with new ideas on how to create a successful group output.

### **Instructions:**

Step 1: Introduce participants to the activity. Tell them that you will put them in pairs in break out rooms for 15-20 minutes, and you want them to share with the other person a story about a challenge they faced at some point in their life that they overcame successfully, or had an outcome they are proud of. Then ask them to reflect on what they think made them succeed, or achieve a good outcome. Invite them to ask each other questions that can help their partner identify this if needed.

Step 2: Bring half the pairs back into the main room and then place them in the other half of the break out rooms for 15 minutes, so that each room contains four people. Tell them that now each person should share their partner's story with that group of four. Encourage the group members to pay attention to what caused the success, and think of any insights or patterns they can discern.

Step 3: Bring the entire group back together and share a virtual whiteboard with them. Collect the insights or patterns they noticed from the stories they heard on the whiteboard.

Step 4: Debrief. Ask them to reflect on what they notice on the whiteboard. What are they already doing to foster success in their collaboration, and what are they not doing? Lead them in a discussion on how they can incorporate the ingredients of success into their collaborative process.

## READY FOR CHANGE?

**Time Frame:** 45-60 minutes.

**Purpose:** To help a group envision what they want to make happen and generate action ideas about how to get there. This activity is particularly useful if participants need to come up with a project and do not already have many concrete ideas, or if their idea is very abstract.

**Instructions:** Tell participants that in this activity they will first dream about or imagine some

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<sup>25</sup> Inspired by Hyper Island

desired state or achievement in relation to their project (A: Imagine the Future), then think of the current reality (B: Current Reality) and finally brainstorm how to close the gap between them (C: Action Ideas). Thus, they will be able to develop an action plan that they can put into practice.

**A: Imagine the Future** - We start with the future - desired - state. Ask participants to imagine what the most hoped for reality would be in relation to their topic, or what they want to be part of in 2 - 3 years' time from now.

Encourage participants to think of the question for a minute and then speak freely. Share a blank page with the table below via screen share. Write down participants' dreams for the future into the table as they speak.

A: Dream/Imagined Future	B: Current Reality	C: Action Ideas ("closing the gap")

**B: Current Reality** - Ask participants to look at an item in column A, and ask them what the reality is. For example, if one of the group member's dreams is that they would like to see cleaner green spaces in their city, you would ask "What is the current reality?" and they might respond: "The parks are filled with trash. They don't even contain any trash bins where people could dispose of waste properly if they wanted to."

Do this for every dream, or as many as you can. If they come up with many items, you can ask them to narrow them down into what they see as the most important. You can ask them to vote in the chat box or make a poll.

**C: Action Ideas** - Now the task is to "close the gap" between dreams and reality. Ask the group: "How shall we now close the gap between what you hope for and the current reality? What actions can we take for each of them?"

There can be as many action ideas per dream as they wish, but make sure they come up with at least one for each.

You can finish this activity on a motivational note. Highlight the progress the group made, and ask them how they feel about it. Are they excited? Empowered? Are they looking forward to putting the plan into practice?

***Note:** Following this activity up with an activity like Project Point of Departure or Who/What/When Matrix can be useful to get them from the creative stage to the implementation stage.*

## PROJECT POINT OF DEPARTURE<sup>26</sup>

**Time Frame:** Up to the group.

**Purpose:** To give groups the opportunity to get clear, organised, and moving on a collaborative project. Be sure to give groups the option of plenty of time, as there are eight questions for them to answer.

### **Instructions:**

Step 1: Ask the group members to decide on the maximum time they want to spend on each question. Make sure that this is doable in your session plan (for example, if they want to spend 10 minutes on every question, that would be 80 minutes).

Step 2: Create a shared document like a google doc and screen share it so the whole group can see it.

Step 3: Post each of the questions below in the document one by one, and help the group have a constructive conversation on each. Write down the answers they agree on, and remind them of their time limit if/when they approach it.

- Purpose: What is the overall purpose of the project? (Express this in one sentence).
- Desired Outcome: What specific outcomes should be achieved by the end of the project? (Aim for 2-4 bullet points).
- Target Group & Value: Who are you doing the project for? And what value does it provide to those people? (Aim for 3 bullet points or less).

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<sup>26</sup> Inspired by Hyper Island

- Roles: Who is involved and what are they responsible for?
- Milestones & Budget: What needs to happen by when? Can it be done with no costs, or does it require a budget? (Broken down into bullet points, on a broad level).
- How: How will the team work together, how will you communicate, divide tasks, collaborate, approach decision making, etc. (Try to define about 5 guidelines with short descriptions for each).
- Success / Fiasco Criteria: What does success look like? What does failure look like? (Aim for 4-5 bullet points for each one).
- Connections: What projects are connected to this one? Are there any other documents or data sources that we need to take into account? (List the connections with hyperlinks to key documents).

Step 4: Have the group take a look at what they wrote and debrief. Ask each of them to share what their first action related to the project will be. Send this document to them so that they can refer back to it.

## WHO / WHAT / WHEN MATRIX<sup>27</sup>

**Time Frame:** 15-30 minutes.

**Purpose:** This is a great activity for teams who have figured out what they need to do, but need more structure to take the first steps. By the end of this activity, your participants will have a clear sense of what they need to do individually and what their deadlines are, which will help keep them accountable and on track.

**Instructions:** This activity works best on a collaborative whiteboard that allows participants to write on and move virtual sticky notes.

Step 1: Have the group collectively write down all the action steps required to complete their project, no matter where in the development stage it needs to happen.

Step 2: Arrange these in a column(s) based on when these actions need to be completed by. You can group them into columns that represent different phases or weeks of the project, or you can place them in a descending order from the top to the bottom of the whiteboard. Make sure that

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<sup>27</sup> Inspired by Hyper Island

there is a clear deadline associated with each action item, either in a parallel column or in the heading of the column for a specific phase/week.

Step 3: Now make another column where participants can post their names. Have them look at the action items and choose which ones they will commit to based on their capabilities. If some volunteer much more than others and there is a clear work imbalance, you can say something like “ \_\_\_ looks like they’ve taken on a lot of work. Does someone else want to volunteer to assist them, or take on one of their actions?”

Step 4: Save the matrix and email it to the group. It can be useful to revisit it regularly with the group, to see which actions have been completed, if there are any new actions that need to be added etc. If someone feels like they took on too many tasks, invite them to let the group know and ask for volunteers to help the person out.

## APPROACHES TO CHANGE

**Time Frame:** 30-40 minutes.

**Purpose:** Approaches to Change is an activity used to explore ways to create positive change on community, national, or global levels. This activity is best used after a sufficient discussion on the problems, challenges, and obstacles faced on these levels, as a way to identify solutions or create ideas for change.

**Instructions:** Explain: “We’ve talked about problems, challenges, obstacles, and the situation in general on a community, national, or global level. Let’s continue to explore some ways to improve things.”

Display the photo of the approaches to change, either by sharing your screen or (if possible) putting it on a whiteboard that participants can mark. Give participants a minute to look at it.

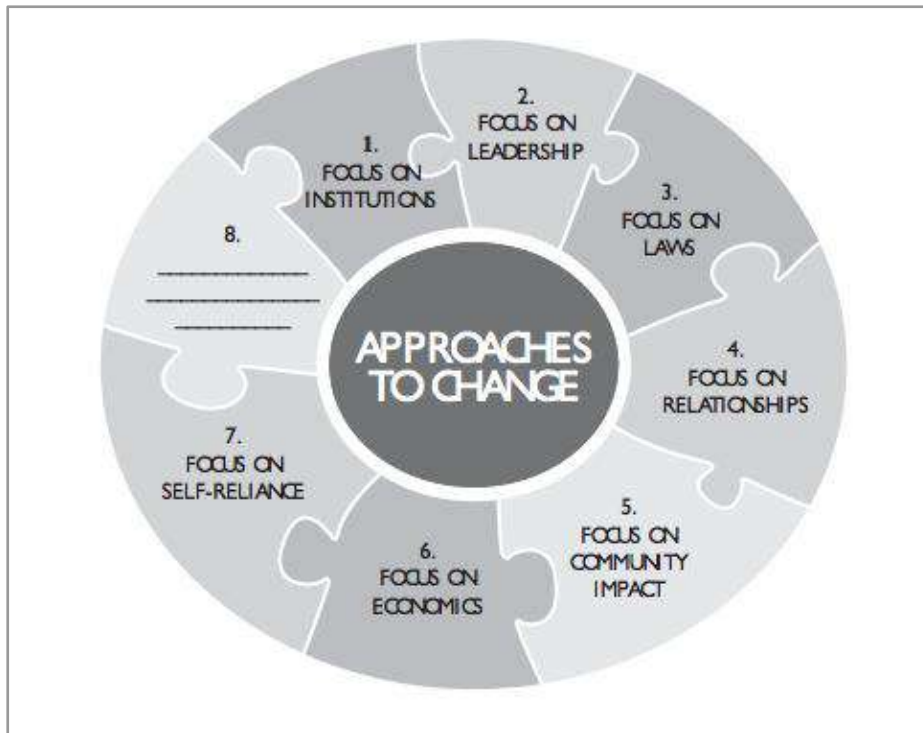
Say: “I will ask you some questions and you can show which focus you think best reflects your answer.”

**Note:** *make sure to check these technical tips:*

1. If screen sharing in a platform like Zoom: stop screen sharing, type the different foci (with their corresponding numbers!) in the chat and ask them to type in the chat or show on their fingers which they choose. If they can think of another important focus, they can tell the group, and you can write it in the chat.

2. If on a collaborative whiteboard: have them put a mark on or next to the one they choose. Make sure each person has a mark unique to them (it could be a certain coloured sticky note, an emoji, their initials etc). If they can think of another focus, they can write it on one of the blank lines in number 8.

Give participants opportunities to elaborate on their answers and follow up on each other's contributions after each question you ask.



Possible questions:

- What approaches will work well?
- What will help us deal with problems that we've talked about throughout the programme?
- Have any of these approaches been tried (by us or others)? If so, what happened?
- Which approaches do you like best? Why?
- What other approaches can you think of?
- Which approaches address what you consider to be the core problem?
- What approaches won't work? Why?

Summarise the approaches they discussed, their preferences, and what they think will or won't work.

Ask them if they have tried any other approaches, or if they plan to implement any of these approaches in the near future. As much as possible encourage them to think about exactly when,

where, how, with who, etc. so they can have something concrete to build on and move more easily from the 'imagination stage' to the action stage. Ask if any of them want to work on this together, and if they do help them decide when and where they would like to meet so that they can carry this momentum forward.

## WINDING DOWN

Each project, program, or activity cycle must come to an end. Winding-down activities can be used to ensure that the programme is sustainable after its closure. These activities acknowledge collectively shared experiences, draw on opportunities for maintaining contact, and frame future collaboration and active engagement in the related topics or themes. In winding-down activities, participants usually emphasise their learning, express their feelings for the group one last time, and say farewell.

Winding-down activities are best used during the final session of a programme, to close it in a positive and motivational atmosphere. They help ensure a smooth closure of the programme that highlights the group's accomplishments.

## RECOGNITIONS

**Time Frame:** This can be done in 5- 10 minutes. If you want people to talk about issues raised in questions number 7 and 8 below, it can take up to 20 or 25 minutes.

**Purpose:** To end the group on a positive note and help participants understand what they mean to one another.

**Instructions:** Read a list of questions, and ask group members to type in the chat the name of one person that they associate with this question. It is helpful to say in advance that if asked the same question tomorrow you might say something different - this is just the impressions of the day.

Sample questions include: (actual questions should be based on the specific group)

1. Type the name of someone who made you laugh
2. Type the name of someone who you learned from
3. Type the name of someone who you respect - even if you don't always agree with them.
4. Type the name of someone who made you feel listened to.
5. Type the name of someone who made you feel understood
6. Type the name of someone whose comments you appreciated - who you think might not know it.

7. Type the name of someone who you still have something to say to - go ahead and say it if you would like to.
8. Type the name of someone who you would like to thank - go ahead and do so if you would like to.
9. Type the name(s) of someone who you would like to stay in touch with. (Only do this one if you think they will type EVERYONE).

Ideas from past facilitators: We (the facilitators) thought it would be a great way to end the session with handing out so-called prizes. So we basically came up with different awards for each individual student, i.e. most likely to become an insightful diplomat; or most likely to conceive a theory that wins him a Nobel Prize. We had the students guess which one of these prizes went to which of the students. This guessing game was a really great activity to end the session. Everyone seemed extremely happy and excited about it. It definitely created the right vibes!

## **RUCKSACK / BACKPACK**

**Time Frame:** 25-40 minutes.

**Purpose:** This is a low-pressure reflection activity that lets participants get a bit creative. It is a great opportunity for participants to reflect on what they have learned, what they want to keep building on in the future/incorporate into their lives or work, and identify ways they want to grow or change. This activity serves also as an opportunity for facilitators to evaluate the process of their programme, and make adaptations for future programmes with other groups. Facilitators can encourage participants to keep these drawings with them, so that they can be reminded of what their intentions were at the close of the programme. This can help the programme have a lasting effect on its participants.

**Instructions:** Participants will need a paper and pen. Ask them to grab these if they don't have them nearby.

Ask participants to think about what they have learned during the programme, and to draw themselves waving goodbye and wearing a large rucksack containing, for example, the items, ideas and hopes that they are carrying away with them.

Ask them to consider everything that they have gained and want to keep. This may include items such as books or pictures, feelings, people, ideas, new ways of seeing the world, strength they gained from overcoming a difficulty, and values.

They can also show the things that they want to leave behind in a rubbish bin. These might be things such as bad habits, old ideas, or difficult moments.

*Reassure participants that they do not have to be great artists. Stick figures, words, and symbols are perfectly acceptable.*

## VIRTUAL GIFTS

**Time Frame:** 20-25 minutes (with preparation instructions given the week before).

**Purpose:** Ending the programme on a light note, with participants having the opportunity to both share something with the group and take with them fond reminders of their group members.

**Instructions:** A week before the closing session, tell participants (adapt as needed): “The programme has now come to a close, and we want to give you the opportunity to say goodbye (or see you later) to your peers that have learned and contributed alongside you.

In a final activity, we'll be exchanging parting gifts. You are invited to contribute a little virtual gift as a way of saying goodbye. These 'gifts' should be online, free, and they should come from you! Examples could be: a youtube video, a favourite quote or a poem, a great resource, a joke, a recipe, a music playlist or song etc. Feel free to get creative.”

### **Version 1:**

Have each participant bring a gift for the entire group. During the final session, allow time for everyone to give and explain their gifts to the group. Usually this will come in the form of pasting links into the chat, or using the screen share option. Facilitators can compile all of these into a google doc that they share with the group in a final email or on the group's asynchronous collaboration space.

### **Version 2 - 'Secret Santa':**

This works the same as version 1, but each participant brings a gift for another participant in particular. A week before the closing session email every participant and give them the name of the participant they should make a virtual gift for (the person they will be a secret santa for). Ask them to keep this name secret. Then ask them to send you a fact about themselves that could give this person a clue about who they are (without being too obvious). It's a good idea to email them a day before the session to remind them about the gift and verify whether they will attend the session, so that no one is left without a gift.

During the session, call on a participant and tell them the clue that their 'secret santa' sent you. They then have to guess who their secret santa is based on the clue. Once the secret santa is revealed, invite the secret santa to share their gift to that person. Then you call on another participant and the process repeats itself until everyone has given and received a gift.

## CLOSING INTENTION

**Time Frame:** 15 minutes.

**Purpose:** To have everyone publicly express commitment to some future learning or action.

**Instructions:**

- 1) Ask participants to think about one way they intend to continue what has been accomplished over the semester with future learning or action. Example: "What is one thing you commit to doing to increase a climate of understanding and inclusivity in your community?"
- 2) Ask participants to write their intention in the chat box, but not yet post it.
- 3) Going around the circle, ask each participant to state their intention to the group. Once they have stated their intention they should also post it in the chat.
- 4) Give time at the end for anyone to ask questions or respond to each other.

## POST PROGRAMME: STAYING ACTIVATED

**Time Frame:** 15-30 minutes.

**Purpose:** This activity is useful if there is no project component to the programme and yet you want to end with participants being action-oriented. It can also be a great way of ensuring that the connections participants have to each other and the programme stay strong after completion.

**Instructions:** Tell participants "The work we've been doing over the last 10 weeks doesn't have to end with the semester." Facilitators in the past have used the below activities as a way to inspire continued growth amongst participants. We invite you to try one of them, be creative and feel free to change them to suit the needs of your group.

Option 1: Invite participants to think of one goal/activity related to the programme that they would like to embark upon in the following 3-6 months after the program. Whether it's partaking in facilitation training or organising a community gathering to discuss an issue of importance, participants are invited to send their facilitators (and if they choose, the group) an email with their goal/project idea. Then, in 3-6 months' time (depending on what facilitators suggest) facilitators check in with participants how they are doing with said goal/activity, serving as an advocate for participants and goals they hope to achieve.

Option 2: Invite participants to a reunion 3-6 months post programme to see how participants' lives and interactions have evolved since participating in the programme. How has the programme impacted the way in which they communicate around challenging issues? Have they embarked on any interesting projects/goals related to the programme?

## RECOGNISING ACCOMPLISHMENTS

**Time Frame:** 20-30 minutes.

**Purpose:** To help participants reflect on what they have accomplished as a group and gained from the experience.

**Instructions:** The facilitator can ask any/all of the questions below, whatever is most appropriate for the group and their process.

- What do you think we accomplished?
- How has being in this dialogue group affected you personally?
- How will you behave or think differently as a result of an experience in this dialogue group?
- How could our group have been better?
- How do you think our group dynamics evolved over time? How did the relationships in the group change?
- What now? How can we stay in touch?
- How can we share what we've learned with other people?
- What are you proud of?
- What will you commit to doing as a result of this experience?



## METHODS

The activities below are listed under this section because they can also function as methods to run activities. They can be used as structural frameworks that a facilitator can input programme-relevant content into in order to accomplish a variety of goals. Two of the most useful and versatile methods used in dialogue programming are fishbowls and sharing circles.

### FISHBOWL

**Time Frame:** At least 45 minutes.

**Purpose:** A fishbowl is more of a method to run an activity, than an activity in and of itself. It's useful when you want to make sure all group members participate in the discussion, when you want to help participants reflect on what a "good discussion" looks like, and when you need a structure for discussing identity, controversial or difficult topics. This dialogic method supports speaking and listening in and across different groups.

**Instructions:** Essentially, a fishbowl involves participants being divided into an 'inner circle' and an 'outer circle'. If you are not using a platform that allows member's screens or avatars to be grouped together, you can have the circle that isn't talking turn their cameras off. Depending on the topic, you can divide them or invite them to choose a circle themselves. Members of the inner circle address a question or explore a particular intergroup issue or concern for a specified amount of time. Participants in the outer circle listen attentively without interrupting or asking questions at first. Later, they can reflect on something they heard a member of the inner circle say or ask a question for those in the inner circle. Then the groups of participants switch places, and a question or topic is posed to the new inner circle.

This method can be used for many purposes with different variations:

#### 1) A fishbowl for opposing positions

This is a type of group discussion that can be utilised when there are two distinct positions or arguments. Each group has an opportunity to discuss the issue while the other group observes. The goal of this technique is for one group to gain insight about the other perspective by having this opportunity to listen and formulate questions. After both sides have shared and listened, participants are often given the opportunity to discuss their questions and ideas with the participants representing the other side of the argument.

#### 2) Feedback fishbowl

Let the inner circle discuss an assigned topic or problem (15-20 minutes). Then have those in the inner circle receive feedback from the outer circle on the quality of discussion, active listening, questions, etc.

The inner circle returns to its prior discussion mode, integrating the comments of the outer circle into the new round of discussion (10-15 minutes). Then the inner and outer circle switch places and the other group observes silently.

### 3) Homogeneous Fishbowl

People with similar opinions, experiences, or identity groups are invited to sit in the fishbowl. Participants in the inner circle belong to the same social identity group (for example, women or refugees). In this instance, the fishbowl provides a format for sharing experiences or concerns with another affinity group. It gives those in the outer circle a structured format to hear those experiences and ask thoughtful questions to those in the inner circles. Inner and outer circles then switch places.

### 4) Heterogeneous Fishbowl

The inner circle consists of representatives of each main viewpoint held by participants on the topic at hand.

## SHARING CIRCLES

**Time Frame:** 80-110 minutes.

**Purpose:** Here is an example of how a homogeneous fishbowl can be used to address differences within a group and allow participants to articulate some of their identities while feeling heard. It is advised to do this activity only once some trust has been built within the group, so they will feel more comfortable sharing personal stories. Please do this exercise **ONLY** when there are clear and natural categories appearing in the group and you feel it would be beneficial for the group to explore those explicitly.

**Instructions:** In this activity, participants divide into two categories (possibly more if necessary). The members of one group form an inner circle (for example, those who describe themselves as religious) and those who identify with another category/group (e.g. those who do not identify as religious) compose an outer circle. Only the participants in the inner circle are allowed to talk during the exercise, and they talk only to one another.

Participants in the inner circle are asked to speak about their experiences as members of the identity group they identify with, responding to one main question. The participants in the outer circle listen attentively, but do not speak or comment. At the end of an allotted time, those in the outer circle are given space to ask one question each to those in the inner circle. Once the outer circle's questions are answered, participants switch places and the outer circle group becomes the inner circle. After all the groups have had their time in the inner circle, a debrief happens with the entire group.

There are a few potential ways to divide the groups:

1) Along regional or cultural lines

2) Along lines that relate to the topic of the week. So for example if the topic is:

- Gender: break along gender lines - man/woman/other genders if applicable.
- Religion: break along religious lines, either between religions or between those who are religious and non-religious.
- Immigration/integration: Break along lines of migration backgrounds - immigrants/non-immigrants.
- Global and social Inequality: break along racial, socioeconomic, or other lines.

**Note:** *It's important for groups to decide which categories they belong in for themselves. You don't want to create categories where participants don't necessarily fit. Also, be aware of potential third categories or people who traverse categories, and accommodate as necessary so people do not feel forced to choose a category that does not feel right for them. It is important for facilitators to acknowledge to the group that people don't fit into just one category and have complex identities, and this is just an opportunity to speak about one aspect of who they are, rather than definitively categorise them as a person.*

How to run the activity, using a gender discussion as an example:

Step 1: Tell the group they will now be given the opportunity to open up and share their experiences in a deep and powerful way. Encourage the group to be open and honest, without censoring themselves. Perhaps remind them of any ground rules they set at the beginning of the programme, if they set any.

Step 2: Ask group members to self-define themselves along the lines of male/female/other identity. Be sure to make a space/category for those that don't identify as strictly male or female! Once they have identified their 'category,' have them type it into the chat box.

Step 3: Facilitators then assign participants to group A, B and or C, depending on how they identify.

Step 4: Let group A know they are now part of the 'inner circle'. Their job is to share and discuss the answer to the question you will post/verbalise in a minute. They will have 15 min as a group to share and respond to one another.

Step 5: Let group B (and C if applicable) know they are now part of the 'outer circle'. Their job is to actively, objectively and self-reflectively listen to their fellow participants. While they are listening, outer circle participants should try and come up with one question for their peers in the inner circle to be asked after the 15 min is up. It is IMPORTANT to emphasise that their question should not be a reaction to what was said but rather a question to help them understand more of their colleague's experience. Note to the group that there will be time to debrief fully after both groups speak.

Step 6: Give group A a prompt to discuss. Some ideas are:

- What is it like to be a woman/man/other identity in today's world?
- Please share 1-2 personal stories on what it is like to be man/woman/other identity
- Please share 1-2 stories when the identity of the group you're now in was highlighted or important

Step 7: Once 15 minutes have passed, ask the 'outer' circle to begin asking their questions, to which the inner circle can answer.

Step 8: Once answered, the outer circle is now the inner circle and should answer the same question you asked of group A. Then repeat step 7 with this group.

Step 9: Now invite them to debrief as a whole group on the process, content, and what was learned.

Note for facilitators: You should be aware that if you divide people into two groups, there may be a dominant group present. Those in this dominant group may have more difficulty sharing, they may show discomfort with the subject or perhaps a lack of awareness of their power. Making space for this in the debrief is crucial.

Potential debrief questions:

General: Give space to the group and ask if they have any more general comments/questions for anyone.

Process:

- How was this process for you? How did it feel to share? How did it feel to listen? Were you actively listening? Did you notice yourself jump to any conclusions at one point?
- Reflect on how you participated. Do you feel that you participated a lot, not very much, or somewhere in the middle? Why was that?
- What dynamics, if any, did you notice in this setting? Did any patterns emerge?

Engaging with difference/challenging moments:

- Were you triggered by anything one person or group said? What triggered you? What was your reaction, internally and externally? Do you feel you could have addressed this trigger differently? How?
- Were you actively listening to your peers who were sharing and responding or did you have a difficult time taking in what was said? Why?
- How did it feel to place yourself in these categories? To share and confront potential differences?

## PAIRS / TRIOS

**Time Frame:** 40-60 minutes.

**Purpose:** To allow participants to really benefit from having time in small groups or in pairs, as that allows them to build better relationships.

**Instructions:** Explain that you will divide the group up into pairs or trios, and they will have \_\_\_ minutes in small group discussions. The goal is to allow them to get to know one or two people in the group on a deeper level than is possible when meeting in a big group. Together they'll explore an issue that they really care about, and come to understand one another's perspectives, assumptions and background.

Divide the group into pairs or trios, depending on the make-up and number of participants in your group. Make sure that each smaller group is as diverse as possible. It can be helpful to think ahead of time about which pairs / trios of participants you think would get along well, based on their participation so far. If you wish to, you can allow them to create the pairs/trios themselves via private chat, but watch the clock as this can take a long time!

Each pair or trio will select a topic that each of them is really interested in. The topic can be anything from a social topic to a personal topic. Encourage them to think about a topic that they

hope to learn more about, struggle with or feel strongly about. If you feel it would be helpful, you can brainstorm possible topics with your group before they divide up, so that the pairs have a full range of options to choose from.

Their goal during their discussion is to try to learn all that they can about how the other person, and the other person's community, understands this issue. Tell them that it's important to keep discussing the issue until their partners' perspectives really make sense to them, and they understand not just WHAT their partner thinks but WHY they think the way they do. Remind them that they need to make sure that everyone needs to fully share their perspective and the perspective of their community, which means that everyone in the break out room needs to talk AND needs to listen/ask questions.

Before sending them to their groups you should probably remind them of their task:

- Choose an issue that they are both really interested in
- Learn everything they can about one another's perspective and the perspective of their communities;
- Remind them to return to the main room after \_\_ minutes
- Then share the instructions for going to the breakout rooms.

**Note:** If one or more participants are having significant technical problems, we'd recommend leaving those participants in the main room and sending other participants to the breakout rooms.

After you've sent them to their respective rooms, it is important to check in on all of the participants to make sure that they have arrived safely. Just click on each breakout room in turn and make sure their technology is working.

## WORLD CAFÉ

**Time Frame:** 50-60 minutes.

**Purpose:** To give participants the chance to discuss several different topics in different smaller groups. This can be used to help participants dive deeper into multiple topics in a single session, get to know one another better, encourage participation from quieter participants, and raise levels of energy and engagement.

**Instructions:**

Each breakout room is given a different question to discuss, and participants are split up into the different rooms. Participants spend a set amount of time (10 min) in a room. At time's end, one participant is chosen to stay behind and summarise the conversation to the next group that comes into the room. The other people move on to different rooms and another round of conversation happens. At the conclusion of three rounds, the conversations are collected in the main room and the discussions are debriefed.

## GO AROUNDS

**Time Frame:** Depends on the size of the group, but usually at least 10 minutes.

**Purpose:** To get everyone to participate, or break-up difficult group dynamics.

**Instructions:** Tell participants you want each one to give their thoughts or a response. You can have them go popcorn style and grab the mic in any order, or ask each person to say the name of the person they want to go after them (which saves time if you are running short of it). Sometimes you may want to give participants a few minutes to think first.

## AFFINITY GROUPS

**Time Frame:** Up to the facilitator, but usually at least 30 minutes in groups, plus extra time for a collective debrief that should not be shorter than 20 minutes.

**Purpose:** Using this method, participants meet in social identity–based affinity groups, where they explore thoughts, feelings, and experiences related to their racial, ethnic, gender, or other socialisation, and their interactions with members of the other group(s) in dialogue. When alone with members of their own group, targeted or disadvantaged group members often reveal the common and different ways in which they have experienced discrimination. At times, members who have had common experiences discover that only some have understood these experiences as a result of societal discrimination. At other times, they find that they have had different experiences resulting from intragroup differences based on gender, socioeconomic class, citizenship status, first language, religion, or sexual orientation. Similarly, members of dominant groups sometimes find that they can express perspectives and experiences associated with their privileged location more openly in their affinity group. They too may find that experiences that they thought were unique to them are actually more common with other members of their own group.

At the same time, they learn that some of their experiences have been very different as a result of other social identities or experiences.

**Instructions:** Split the participants into break out rooms, with each affinity group getting its own room. Give them at least 30-40 minutes to discuss their thoughts, feelings and experiences related to the group they are a part of. Once the time is up, bring all groups back to the main room and lead a debrief. If this is a situation in which the participants are comfortable with and would benefit from hearing what the other groups talked about, you can ask each group to give a summary of key takeaways their group had from the conversation. Otherwise you can simply ask them to share how their discussions went, what it was like to talk with people in this affinity group, were they surprised by anything, did they find it easier to share, etc.

## **RULES FOR BRAINSTORMING**

**Time Frame:** Up to the group.

**Purpose:** To help participants get the most out of brainstorming activities or discussions.

### **Instructions:**

- Get participants free: Allow participants to use their imagination and lateral thinking, within the scope of the sub-topic. No boundaries or limits should be in the way of ideas.
- Encourage everyone to participate: It is important that everyone fully participates and comes up with ideas. This requires a safe environment, so make sure that every participant feels safe with brainstorming. If there is something that inhibits them to fully participate, figure it out together with the group.
- Foster the quantity of proposals: Invite participants to come up with as many proposals as possible. Brainstorming means that there should be a “storm” of ideas.
- Build upon each others’ ideas: Brainstorming is about creating new ideas. So, encourage participants to listen to each other, build upon each others’ ideas and co-develop them.
- Don’t evaluate proposals for the question: Don’t say whether proposals are right or wrong. Even the most silly proposals might turn out as very good questions.

More tips for brainstorming can be found here: [www.brainstorming.co.uk](http://www.brainstorming.co.uk).

## CLIMATE-RELATED ACTIVITIES

### BIRTH MAP WITH A CLIMATE TWIST

**Time Frame:** 15-20 minutes.

**Purpose:** An activity particularly well-suited to the early weeks of the course, which allows participants to get to know each other's backgrounds, spark conversation about climate and climate change, and even start the CAP brainstorming process if you'd like.

**Materials: (Facilitators should prepare before the session)**

- Online collaborative whiteboard platform (e.g., Miro, Mural) with a preloaded world map image
- Virtual sticky notes or drawing tools

**Instructions:**

1. Share & Mark: Everyone shares their birthplace on the map using a pin or sticky note.
2. Climate Connection: After everyone has shared, ask the following questions to encourage discussion:
  - What is the typical climate of your birthplace? (e.g., tropical, dry, mild)
  - Has the climate noticeably changed in your lifetime? (Discuss temperature changes, amount of rain, timing of seasons, changes in animals, etc.)
  - Are there any specific environmental challenges due to climate change in your area? (Rising sea levels, extreme weather events or natural disasters, etc.)

Looking at the Big Picture: Once the discussion is flowing, zoom out on the map (if using a whiteboard platform with zoom functionality) and ask prompting questions:

- Do you notice any patterns in the distribution of our group in relation to climate zones?
- Do any of the climate change experiences shared surprise you?
- How might climate change affect people in different parts of the world differently?
- [If you are wanting to pivot them into CAP brainstorming]: What are potential project ideas that could be useful in your birthplaces?

## BRING A MEME OR CARTOON

**Time Frame:** 10-15 minutes.

**Purpose:** An icebreaker activity to provide them with some easy and entertaining homework that allows the participants to start their session with a bunch of memes. This can also be used as an entryway into a discussion on climate communication, or at the start of Week 9.

**Instructions:** Invite participants a week in advance to bring an (appropriate) meme or cartoon about climate change to the next session, and start that session by allowing them to share it with the group. They can point to what the message of the meme/cartoon is and if they agree, and also whether they think it does a good job at communicating its message. This could lead into a wider discussion about how to reach, inform and activate people.

## IMAGINED CONTACT ACTIVITY

**Time Frame:** 20-45 minutes.

**Purpose:** This is a forward-thinking activity that helps participants more concretely identify their hopes and concerns for the dialogue process by applying themselves in an imagined situation.

**Instructions:** Tell them that we are going to use our imaginations to get a sense of what our ideal discussions about climate change would be. The first part of this activity is silent as everyone will create a scenario in their heads. We will afterwards have the opportunity to discuss.

Have everyone close their eyes and listen to you as you walk them through creating their imagined scenarios. Say “You’ve been given an opportunity to set up a meeting or series of meetings with anyone you want in order to have a discussion about climate change....” You can then say any of the following prompts:

- Who would you meet with? Why? (Could be anyone or any group of people)
- Where would you meet? Why? (Use your imagination, this could be anywhere)
- How would you start the conversation? (Think of your first question)
- What would you hope to cover in the conversation? (Any specific topics? Personal experiences you want them to understand?)
- What would you avoid talking about?
- What does the conversation look like? (How are people interacting? Is it heated, calm, honest, challenging... how would you describe the dynamic?)

- What do you most want to take away from or leave with your conversation partner(s)? (What benefit do you hope this conversation is to them or to you?)

Use the questions posed above to start a discussion in which participants can share their answers to each. To start, a round for each question may work best here, but can be abandoned as a more natural discussion emerges.

Debrief:

- What from the imagined scenarios that have been put forward today do you want to incorporate into our dialogue group? Into conversations on this topic outside our group?
- What do you hope our conversation looks like?
- What benefits do you hope will come from this experience?

## ALL THE NEWS: CLIMATE EDITION<sup>28</sup>

**Time Frame:** 50 minutes.

**Purpose:** To come up with newspaper headlines that describe desired achievements in the future.

**Instructions:** To do All the News, you need a whiteboard that allows multiple people to work on it. Each person should come up with different headlines that cover what they/their community/their country will be doing or will look like in the future. For example, there can be headlines about what their country will look like in terms of the anticipated effects of climate change (“More Farmers Move to \_\_\_\_ Because of Drought in Rural Areas”) or what they want to see happen (\_\_\_\_ Country Commits to Net Zero by 2030), or what they personally want to do (“Local Student Starts Climate Action Group in University, Pushes University to Recycle”).

You can also choose to have them come up with two headlines: one that describes what the future looks like where they live if everything stays the same, and a second headline that describes what the future looks like where they live if people make the changes they want to happen.

After this is finished, the group should reflect on the headline ideas. All the News is useful for those who want to get an idea of a desired future direction and start setting some new goals.

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<sup>28</sup> Inspired by Toggl track

## Debrief:

- Are there any broad trends?
- Are there conflicting views of the future?
- What steps do you think you/your community/your country would need to take to make this headline a reality?
- How does looking at these headlines make you feel?

## USER EXPERIENCE FISHBOWL<sup>29</sup>

**Time Frame:** 45-60 minutes.

**Purpose:** This activity could be used instead of the free flowing discussion during a session. If there are resources assigned as part of homework and a significant percentage of participants did not read them, this can also be used to make sure they know what the homework says. Otherwise this can be a great way of increasing their knowledge of the topic.

### Instructions:

- Divide the group into smaller groups of 2-3 and give each group a topic/question/resource related to climate change to work on for 10 - 15 minutes. They can use the time to gather extra information on their particular topic online.
- Once they are back in the main room you can say “each group is now the expert on 1 topic. Each group will be at the fishbowl for 5-7 minutes discussing their expertise. The rest of us will be only spectators during this time and we can take notes. After the discussion ends we can ask questions to the group in the fishbowl.”
- Advise the group in the fishbowl to discuss informally, concretely, and openly. Invite them to do it in conversation with each other as if the audience wasn’t there.
- Invite the people outside the fishbowl to listen, observe nonverbal exchanges and take notes.
- Enforce the “no speeches” and “talk to each other, not to the outer circle” rules!
- Collect ALL the questions from the outside circle before the "fish" restart their conversation
- Based on the overall pattern of questions, give the "fish" a choice of which questions to address
- Spectators use the chat function to share questions “to all” or to the facilitator as the conversation unfolds among “the fishes of the inner circle.”

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<sup>29</sup> Inspired by Liberating Structures

- After each group had its turn to be at the fishbowl, debrief the group on both the process and the content.

Questions could include:

- How did you find this activity, and how is it different from our usual free flowing discussion?
- Mention one thing you liked about the activity and one you would like to do differently.
- You had the opportunity to be a spectator for 2 groups and once an expert. In your opinion, what are the key competencies you need for each role?

## GLOBAL NEWSCAST: A REPORTER'S PERSPECTIVE

**Time Frame:** 25-35 minutes.

**Purpose:** To promote global awareness, develop critical thinking skills, and practice effective communication.

### Instructions:

Start by linking the topic with the weekly theme (best for the Climate stories week), and the role of journalists and storytelling in shedding the light on the struggles of indigenous people and others due to climate change and climate injustice.

*Individual preparation (3-5 minutes):*

- Ask participants to choose a country to report on. This can be either their own country or a country that was mentioned in the weekly resources.
- Ask participants to prepare a 1-minute newscast report on the current situation in their chosen country. They should consider the following:
  - What is the most important or interesting news story from their chosen country?
  - How can they present this story in a concise and engaging way?
  - What is the impact of this news story on the global community?

*Newscast simulation (15-20 minutes):*

- The facilitator acts as the news anchor in a virtual studio.
- Invite participants to take turns reporting on their chosen countries.
- Ask follow-up questions to encourage further discussion and exploration of the topics.

Discussion on the role of journalists/storytelling (10 minutes):

- Facilitate a discussion on the role of journalists in informing the public and promoting global understanding.
- Ask participants to reflect on the following questions:
  - How important is it to have accurate and unbiased news reporting?
  - What challenges do journalists face in covering global news?
  - How can journalists contribute to positive social change?

## USING COMMUNITY NARRATIVES

**Time Frame:** 50-70 minutes

**Purpose:** To prepare a plan to inform the local community about climate change using narratives that are customary in the community.

**Instructions:** Ask the participants to think about their local community and how people around them talk about climate change. How do older people talk about the changes they have observed? How do people in the street and the cafe talk about the changes in the weather? What is the typical perspective on climate change in religious communities?

Split participants into small groups in break out rooms for 15 minutes to discuss narratives in their communities (with a few extra minutes if they need more time). If you think it would be helpful and there are multiple representatives of certain countries, you can split them into national or cultural groups. Ask each group to think of what words (narrative) they would use to connect with people in their communities, and what tools or methods they would use.

Bring the groups back into the main room and have each present what they came up with while the others listen. Try to keep presentations to under 5 minutes. After each presentation, allow the other groups to ask questions or respond.

Then lead a debrief discussion. Possible questions include:

- What did you think about this activity? What did you learn?
- Are any of the strategies we discussed ones that you might like to try in your community?

## MIGRATION PLAN

**Time Frame:** 30-45 minutes.

**Purpose:** To help participants bring conversations about disaster and migration to the personal level. This activity is good for creating empathy amongst participants as well as giving them an opportunity to develop a more intersectional understanding of evacuation.

**Instructions:** Ask participants, “If some kind of climate disaster hit your home tomorrow and you had only 8 hours to move somewhere else, what would your migration plan be?” In their answers, have them touch on:

- Where would they go?
- How would they get there?
- What would they try to save from their belongings?
- What would they do financially?
- Would they be able to find work easily in a new place?
- Would everyone in their community have the same situation as them? What would the most privileged people do in this situation? What would the least privileged people do?
- Etc.

You are encouraged to bring this to a free-flowing conversation about personal experiences around disaster and migration, how privilege and intersectionality affects disaster preparedness and impacts, and whatever else sparks the interest of the group.

## CLIMATE DEBATE

**Time Frame:** Ideally the whole session, never less than 60 minutes.

**Purpose:** To give participants the opportunity to imagine they are negotiating an additional treaty to supplement the Paris Agreement, trying to reach an agreement on how much emissions each country should cut. This is an engaging activity that helps them understand the rationale behind the actions of different countries and what takes place at international climate conferences.

This activity is designed to match the materials for Week 6, but can be done any week that would be beneficial for your group. There are resources in the session plan below that they can watch/read, and they are encouraged to do research in their small groups.

**Instructions:** Read this [session plan](#) and adapt it to fit the needs/interests of your group. One possible adaptation is:

Split them up into two groups - Developed, and Major Developing.

Developed:

EU

US

Australia

Canada

Japan

Major Developing:

Brazil

China

India

Nigeria

South Africa

Put each group into break out rooms, where they can do research and think about the points listed in the session plan. Remind each group that they are leaders representing the interests of their particular nations, and will face any economic or social consequences of what's agreed on. If they personally disagree with the position that either Developed or Developing nations take, they still need to represent and argue for that position.

Bring them back to the main room for the debate. It might work well as a free flowing discussion, or you might find it's best for you to provide more organisation, for example giving groups equal time to share their points and then give a rebuttal. It's best if you also offer them some time at the end to share their own personal viewpoints, and whether the debate had any impact on their views.

**Note:** Feel free to tie this activity in with the most recent COP that took place. At this point, that is COP27. You can therefore make the activity ‘COP27 themed’ and have them pretend they are at this conference. In addition to the resources in the session plan above, you can also give them these articles as resources to draw on when crafting their countries’ arguments:

[COP27 debate on who should pay for climate loss and damage reopens old wounds | Reuters](#)

[COP27: UN climate summit ends in discord after agreeing help for poor nations | Financial Times](#)

[What are the sticking points in COP27 negotiations? - BBC News](#)

Format 2

**Time Frame:** 20-25 minutes.

Building on the premise that ‘developing countries don’t want to put their economies and development on pause in order to change their economies to rely on low-emission energy sources that cost more. On the other hand, developing countries are also the most affected by climate change.’

Allocate 2-3 mins for each participant to find a developing nation that they would like to focus on (share the list above to give the group some examples but also encourage them to do a quick search). Ask everyone to share the nation they chose in chat (it’s okay if one nation is picked by multiple participants). Break participants into groups of 3 or 4 and try to take their nation choices into consideration so that each breakout room has diverse perspectives. Before you send mini-groups to breakout, share with them the following questions but also encourage them to find their own flow (they don’t have to stick to the questions).

- If you were the president of this developing nation, what would be your position on climate change?
- Besides climate change, what are three pressing challenges that would be your priority?
- How would you distribute your country’s funds to support climate change and why? (ex. 40% for healthcare, 20% for education, 15% agriculture, 15% military, 10% climate change)
- What kind of support would you need from other countries?
- What questions/comments do you have for your peers based on their contributions?

Encourage each mini-group to take notes to share once back with the larger group. A free-flowing discussion might stem from the debrief. It would be best to encourage the group to self-reflect on how this activity was for them and what their main takeaways are.

## CLIMATE STORIES

**Time Frame:** This activity can take anywhere from 45 minutes to 2 hours. We definitely would not recommend starting it if you have less than 45 minutes. It would be better if you have at least 1 ¼ hours.

**Purpose:** To help participants dive deep into the ways that they are affected by climate change, and to encourage empathy and relationship building.

### Instructions:

#### Step 1:

Ask the group to take 3-5 minutes to think of what their personal climate story is. This doesn't only have to be about personal experiences - the climate story of their people or community is part of their climate story too. In what ways have they seen the climate or environment affect their lives or life stories? Or the lives/stories of people they know?

We highly recommend that you have them think about not only events but also perspectives, feelings, opportunities/challenges, or outlooks on life. Suggest that writing a bit might help them to gather their thoughts.

Tip: tell participants they can make observations about changes they experience around them. This could include:

- Rapid urbanisation, less green open spaces in the city, extreme changes in the weather, or experiences of natural disasters.
- The concern of family members, community members and how this affects them.
- Personal examples of the role of land, nature, environment in people's lives or community or traditions.

Step 2: Have each person share their stories. Make sure that they tell not only the facts, but how they felt about it. Ask the group if they have any questions. If they don't, the facilitator should model by asking questions like "what was that like for you?" or "how did you feel when that happened" - The key is to try to bring it down to a personal level, so it's not just a theoretical or a cognitive exercise.

If group members are just glossing over things - saying “the summer where I live gets hotter every year” but not explaining HOW or WHY it affected them it is CRITICAL that you jump in and ask probing questions. Otherwise this activity can be very dry. We particularly recommend asking questions of the first person who presents, as that will model the level of depth that you hope everyone will go into. You can say “I’m sorry to make you the guinea pig by asking so many questions - this is the information that we’re hoping everyone will share.”

Step 3: In all likelihood the people who go first will only talk a little bit, and the people who go near the end will talk a lot. As a facilitator you can name this, and ask if any of the people who went at the beginning would like to add anything or explain anything more about their stories.

Step 4: After everyone has shared, ask a few processing questions about the activity. Obviously it is important to stay with the tone that the group has set- so if the group is really quiet and contemplative because the stories were really deep, it’s important that they have space to share their feelings about that. If the process was more cognitive, it’s important to ask for cognitive reflections. As facilitators you can gauge the group energy and direct the conversation accordingly. Some possible questions include:

- Was there anything in anyone’s climate story that was unclear to you, or that you want to hear more about? If so, please do ask that person.
- What was this activity like for you? Do you want to share any of the thoughts or reflections you had while we were doing it? (This can provide an opportunity for people to say empathetic things).
- What similarities/ differences did you notice between stories?
- Were there any trends in terms of the kinds of stories shared? Why do you think/ what do these people have in common?
- How do you think the differences/ similarities affect the way we perceive one another?
- Do you believe these stories and our newfound understanding of one another will affect the discussions you have together?
- (You can highlight something that many people had in their stories, and draw their attention to the fact that the same thing affected many people). Ask: Why do you think this affected you all so deeply? Does anyone else want to add that they have been affected by this?

At the end of the activity, it’s a good idea to go around and have each person share one thing they learned from the activity and if there is anything they want to say to one another. (This is particularly important if people were really open and painful stuff was shared in the exercise- this can provide some kind of closure.)

It can be great to add a positive or forward-looking component at the end as well, for example by asking them what climate stories they hope future generations will tell.

Note: Generally people won't tell their story in much detail at first. They often need to be asked questions in order to feel comfortable to go deeper into the story. Obviously it's best if these questions come from the group, rather than from the facilitators. Thus after each person tells their stories, we recommend providing quite a bit of space for people to ask each other questions (and, of course, encourage the group to ask each other questions). This generally works - between the encouragement and the silence someone usually steps forward to ask a question. If they don't ask each other questions, particularly for the first couple people who go (to set a tone), you can ask follow up questions really trying to push people to a personal level.

Also note that this can be a great activity in which to use hand signals to create more empathy!

## THE GAS PIPELINE STAKEHOLDER DEBATE

**Time Frame:** 75-90 minutes

**Purpose:** This activity places students in the shoes of real-world stakeholders with competing interests. The debate deepens their understanding of complex issues like indigenous rights, climate policy, and energy development, and helps them have more nuanced discussions. It's also usually a good way of stimulating interaction and discussion.

This activity is designed to match the materials for Week 5, but can be done any week that would be beneficial for your group. There are resources in the session plan below that they can watch/read, and they are encouraged to do research in their small groups.

### Instructions:

Scenario:

A multinational energy corporation has proposed the construction of the NorthGreen Pipeline, a major infrastructure project to transport natural gas from the Arctic interior to southern export terminals. The company claims the project will reduce global coal dependency, create jobs, and strengthen the economy.

However, critics argue that expanding fossil fuel infrastructure — even for natural gas — undermines climate goals, risks environmental harm, and disregards Indigenous sovereignty.

The federal government is launching a stakeholder review. The participants will simulate this process.

Note: You may want to tell the participants that many of them might not agree with the arguments they're presenting, and that's ok! No one will be holding what they say when they're playing a role against them. The goal is to understand the kind of arguments the people in the real world who represent these interests make.

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#### Stakeholder Groups:

1. Government Representatives
  2. Energy Corporation Executives (NorthGreen Inc.)
  3. Indigenous Peoples (Northern Tribal Alliance)
  4. Climate Activists (Clean Future Coalition)
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#### Activity Structure

1. Preparation (15 min): Split the participants into four breakout rooms. Paste the 'briefing sheet' of each group into the chat in their breakout room, and give them time to develop talking points.
2. Stakeholder Presentations (16-20 min): 4-5 minutes per group.
3. Negotiation & Rebuttal (15–25 min): Open floor for debate and alliance-building.
4. Resolution and debrief (15-20 min). Possible reflection questions:
  - a. How was this activity for you?
  - b. What did you gain from this activity?
  - c. Did this activity give you insight into how climate debates and decisions happen?
  - d. If you were members of a real government who listened to this debate, would it make you want to approve the pipeline proposal, reject the proposal, or accept it

under specific conditions? If you would want to accept it under specific conditions, what would those conditions be?

- e. How was it to represent your group? Did you agree with your talking points? Disagree with them?

## BRIEFING SHEETS

### 1. Government Representatives

Role: You are balancing economic development, Indigenous reconciliation, and climate targets. You must consider legal, political, and social ramifications of accepting or rejecting the proposal.

Interests:

- Boosting GDP and regional development
- Enhancing energy exports and trade partnerships
- Balancing economic growth with environmental responsibility
- Maintaining public trust, indigenous relations and political stability
- Achieving national and international climate targets

Objectives:

- Consider whether to approve, reject or modify the project responsibly
- Consider all stakeholder perspectives
- Weigh the long-term social, environmental, and economic impacts
- Understand what the potential public or legal opposition the government could face if it accepts or rejects the proposal
- Think of how to justify your decision to the public and to affected communities

### Talking Points:

- Natural gas emits less CO<sub>2</sub> than coal — it's a cleaner transitional fuel
  - Project could fund public services and reduce energy costs
  - The government has everyone's best interests at heart and will require strong oversight and consultation if the proposal is accepted
  - The government has a responsibility to do what's best for the people while also meeting climate commitments
- 

## 2. Energy Corporation (NorthGreen Inc.)

Role: You represent the company proposing the pipeline. Your aim is to secure project approval and maintain a responsible image.

### Interests:

- Securing government approval for the NorthGreen Pipeline
- Profiting from natural gas exports
- Maintaining a "clean energy" narrative
- Building a reputation as a leader in responsible energy development
- Avoiding costly delays or legal challenges

### Objectives:

- Emphasize natural gas as a lower-emission energy
- Reassure stakeholders of safety and community investment
- Prevent regulatory delays and opposition

### Talking Points:

- Natural gas emits less carbon than coal or oil — it's a realistic bridge to renewables and will help displace coal globally
  - Pipeline construction will bring thousands of jobs to the region and contribute significantly to tax revenue
  - The company will invest in leak-proof technology and Indigenous partnerships
  - NorthGreen is committed to negotiating benefit-sharing agreements with Indigenous partners
  - Delaying or rejecting this project could push investment and jobs to other countries
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### 3. Indigenous Peoples (Northern Tribal Alliance)

Role: You represent Indigenous communities whose lands and waters the pipeline would cross. You must protect your lands, sovereignty, and cultural survival.

#### Interests:

- Protection of traditional lands, waters, and sacred sites
- Respect for sovereignty and legal rights to the land
- Preservation of cultural heritage and environmental integrity
- Securing fair, long-term benefits and decision-making power if the project proceeds

#### Objectives:

- If open to dialogue: demand control over terms and benefits
- Persuade the government to reject the pipeline unless your rights and concerns are fully respected

- Demand genuine consultation and consent, not token inclusion
- Highlight the risks of environmental damage and the impact on future generations

Talking Points:

- Project crosses sacred lands and water sources, doing harm to both the local environment and their culture, religion, and way of life
  - Indigenous stewardship is a climate solution, not a barrier
  - Past projects have caused harm and broken promises to indigenous communities — we will not accept history repeating itself
  - True reconciliation requires respecting Indigenous governance and environmental stewardship
  - The government's decision will show whether it values Indigenous sovereignty or corporate interests
- 

#### 4. Climate Activists (Clean Future Coalition)

Role: You represent climate justice advocates. You believe this project undermines emissions targets and delays the renewable transition.

Interests:

- Preventing new fossil fuel infrastructure that locks in emissions for decades
- Promoting wind, solar, and green hydrogen
- Accelerating the transition to renewable energy and green jobs
- Holding governments and corporations accountable for climate commitments

## Objectives:

- Block or delay the project
- Shift the narrative toward renewable energy and demand-side solutions
- Highlight climate science and environmental justice

## Talking Points:

- Persuade the government to reject the pipeline proposal
- Undermine claims that natural gas is “clean” or “transitional”
- The country cannot meet its Paris targets with more pipelines
- The same money could fund renewable energy, efficiency programs, and sustainable jobs
- “Transition fuel” arguments delay real climate action
- The world is watching — this decision will define the country’s environmental legacy