

Carbon Literacy Course Kit



**Carbon Literacy
Project**



v.1.8

Carbon Literacy Course Kit



So, you've been given the task of creating a Carbon Literacy course for your audience, and you're not sure where to begin?

Don't worry! You're not the only one. That's why we've created this 'Carbon Literacy Course Kit' to help you design your Carbon Literacy course.

This kit is designed to help you roll out Carbon Literacy to your audience.

Inside this document you will find: -

- An introduction to the Course Kit, what it contains and how you use it;
- Brief descriptions of The Carbon Literacy Standard and what we mean by a 'Criteria Checker';
- A suggested course structure;
- The Course Kit itself — a document based upon the Carbon Literacy Criteria Checker, with links to resources that will help you fulfil the criteria.

Table of Contents

Welcome!	3
What is the Course Kit?	4
Why Use This Course Kit?	5
Different Learning Styles	5
Jargon Busting!.....	6
1. The Carbon Literacy Standard.....	6
2. The Criteria Checker.....	7
Suggested Course Structure.....	8
How to Use This Course Kit	11
Course Kit Criteria Checker	12
E-Learning	23
Next Steps.....	25

Welcome!

By now, you'll know about The Carbon Literacy Project and why we're here. You'll understand why it's so important that we must grow a **low carbon culture** so that our families, communities and beyond are better protected from a changing climate. The Carbon Literacy Project is globally unique and award-winning, so welcome and thanks for joining us.

You'll also know that being Carbon Literate (as individuals, organisations and cities) is vital to the health of our planet because we need the efforts of *every individual* in reducing carbon emissions to tackle climate change. **We need Carbon Literacy to nurture our low-carbon culture.**

What is the Course Kit?

Think of this Course Kit as a ‘skeleton course’ that will help you with the framework for your Carbon Literacy training materials. There are some key ingredients that we have structured to help you. These include some of the aspects of climate change science, what’s happening to our planet, why taking action is essential, and how we can motivate others to take action.

There are also some key ingredients that you will need to create yourself. This is because your course has to be **relevant to your audience**. You will need to research how climate change will affect your audience, and equally, the scope for change that your audience has.

Start thinking about *your* audience, the people who will be receiving *your* course. What are the most significant threats of climate change to your learners in terms of their:

- Occupation;
- Place of living;
- Age group;
- Social tier etc. *[and this is not an exhaustive list!]*

Furthermore, how can these factors help your audience to pledge *relevant* and *significant* actions to reduce their carbon footprint. Every individual will be in a different position and able to do different things to lessen their impact. A CEO may be well-placed to change a process in their organisation, to reduce its carbon footprint, whereas, a self-employed consultant may be able to shift their clientele to work only with environmentally-conscious organisations. A hairdresser may be able to reduce the energy consumption of their salon, or an engineering student may choose a career path in the renewable energy sector. Whoever we are, our story is different, and our scope for change is unique. The content of the Carbon Literacy course needs to reflect this. The course must also aim to maximise the significance of the actions that are pledged by its participants. **Actions must be significant. They cannot be token.**

Why Use This Course Kit?

We have designed this Course Kit to help trainers and organisations develop their own Carbon Literacy course materials. You can use all of it, or you can use parts of it, as you see fit. However you choose to use it, the contents of this Course Kit alone cannot create an entire Carbon Literacy course. You must add your own resources to make its content relevant to your audience. We encourage **course diversity**. Your job is to design and expand this course to fit your audience, and that will require a fair amount of work yourself. But this kit provides a framework for you, which aims to make your job easier.

Different Learning Styles

Just a few notes on the different ways people learn, as this feeds into how we've structured this Course Kit. Different people prefer learning through different styles and techniques. The five main learning styles that guide the way people learn are:

- Visual (using pictures and images);
- Aural (using sound or music);
- Verbal (talking or writing);
- Physical, also known as 'kinaesthetic' (moving and using touch);
- Logical (problem-solving).

The most effective learning is achieved using a rich mixture of these learning styles. Therefore, a Carbon Literacy course should use a selection of resources that cover all of these types of learning. For example, a course delivered solely by playing YouTube videos is unlikely to be as effective as a course that includes games, challenges, writing exercises and visual aids.

In this document, you will find links to resources that use all of these learning styles, and we encourage you to use a mixture of styles as you build your course.

Jargon Busting!

1. The Carbon Literacy Standard

At first glance, The Carbon Literacy Standard is a large and complex document. Allow us to break it down for you.

Think of the Standard like a recipe book, detailing the ‘ingredients’ that make a Carbon Literacy course. If your course includes all of these ingredients, then your participants can theoretically be certified as Carbon Literate. It’s as simple as that.

We’ve arranged these ingredients of the Standard into five sections:

- **The ‘Learning Method’ section** — this part defines how you frame your course. The entire course must be a *days’ worth of learning* (i.e. at least 7 hours, a whole working day) *positive, relevant, engaging* and be delivered ideally by a *peer to the learners*.
- **The ‘Knowledge’ section** — think of this as the ‘science’. The *core knowledge*. What scientists know about climate change and what is happening to our planet, to our countries, to our cities and to our families and us. Importantly, this section has to include how we can motivate our learners to take action.
- **The ‘Values’ section** — these are the fundamental values that allow us to empower our learners. Learners see that the action of an individual *can* and *does* make a difference and that *working together* helps us create bigger changes to improve our way of life. The training needs to acknowledge the *emotional journey* that learners go through, and that this should be used to drive action. These qualities should be woven into the content of the other sections.
- **The ‘Action’ section** — this is where everything that has been learned so far can come together. Learners are empowered to devise *realistic* and *relevant* actions to reduce their carbon footprint (a ‘personal’ action) and the carbon footprint as part of a group or of others (a ‘group’ action). Actions must be *meaningful* and *significant* given the person that is creating them. (See also Page 9, ‘Don’t Underestimate the ‘Action’ Section’.)

- **The ‘Process’ section** — this section defines the steps that need to be taken for us to certify your learners as Carbon Literate. Think of this as the ‘admin’ section, and *pay close attention to the criteria* when you design your course so that you don’t miss out on getting your learners certified.

The Standard expands on all of these points, so you know exactly what is required in the course that you are creating. You can now read the full version of the Standard (Version 2.0), and hopefully, this overview has made it clearer for you.

2. The Criteria Checker

The Project needs to check your course materials against the Standard so we can make sure you have included enough of all of the ‘ingredients’. We do this by asking you to fill in a Criteria Checker. The Criteria Checker is simply a ‘check-list’ whereby we can see how your course matches the Standard. You fill in the boxes, and we tick them off.

This is important for you to know because the bulk of this Course Kit has been arranged in the form of a Criteria Checker. We’ve used this format to give you a handful of example resources, using different learning styles, which will help you cover each section of the Carbon Literacy Standard.

Suggested Course Structure

Before we present the Course Kit to you, we thought it would be useful to give you a basic course structure that you may choose to work towards.

- 1. Tell your learners why they're there.** There's nothing worse than being put on a training course that you don't think is relevant. Introduce Carbon Literacy, what they're going to learn during the course, and most importantly, introduce the relevance of this course to them and why their organisation/school/community is committed to reducing their impact. Tell learners that this course will enable them to receive a certificate to show they are Carbon Literate and that this certificate improves employability and showcases them as an environmentally conscious worker.
- 2. Now for an exercise.** This is the perfect time for an icebreaker to warm the room. Perhaps you could ask your learners to talk to the person next to them. What do they think about climate change? What do they know for certain and what are they not so sure about? Maybe even put these answers on a flip chart, and they can be checked off during the course.
- 3. Introduce some of the keywords.** Words like climate change vs global warming, climate vs weather, greenhouse gases and other relevant phrases.
- 4. The Knowledge Section.** Now is the time to talk about the science. Without a clear understanding of what's happening to our planet, it will be hard to motivate people to act! Try not to overcomplicate it, and avoid using big, unnecessary words. Follow the Knowledge Section of the Criteria Checker to help structure this bit for you. As a guide, it should fill the majority of your course, so break it up regularly with activities and discussions that help put the learning into context. You'll be weaving in the ingredients from the 'Learning Method' and 'Values' section as you complete this part, so keep these in mind too. You'll need to do a fair amount of work putting your own relevant bits into this part, specific to your sector. Let Google be your guide. Alternatively, you may wish to explore our **e-learning course** as an option to help you deliver this section of the Standard (see Page 24).
- 5. Taking action.** Your learners need to create both a personal and a group action. What personal actions can they make in their home, workplace or community? More importantly, how can they work together with other people to reduce the carbon footprint of a larger group? Link this into changes your organisation wishes to make too. If you

already have a sustainability policy in place how does this fit in? Perhaps by working together, your learners can create a low-carbon action plan for their place of work. See also *'Don't Underestimate the Action Section' Page 9*.

6. **Support your learners.** Try not to turn them out at the end of the session without telling them where they can get extra support or information. Are there any social media platforms set up in the organisation where people can keep up the conversation?
7. **Submit the paperwork to the Project.** Without this step, we cannot certify your learners as Carbon Literate. See the *'Submitting Evidence' section below*.

Submitting Evidence

The Project needs to see 'evidence' to (a) ensure that your learner took part in the training, and (b) allow us to determine whether each learner is Carbon Literate or not. This evidence needs to include statements of each learners' *personal* and *group* action. **The Project can only judge the Carbon Literacy of individuals on the strength of the evidence supplied.**

Things to remember:

1. **Ensure you collect and submit evidence from your learners quickly (within 14 days).** Speaking from experience, we have found that the *quality* of evidence tends to be directly proportional to the *speed with which it is submitted*.
2. **Ensure the evidence is clear and organised.** We love to dedicate our time to certifying as many learners as possible, but if the evidence is disorganised or unclear, it may be hard for us to do so. Please be organised, and we'll be in a better position to help you. As a general test, quality-check the evidence from your learners first. Would you certify your learners using this evidence? If you feel the quality may be lacking, it's more than likely that we will too.

Don't Underestimate the 'Action' Section

1. **Ensure 'Actions' are Significant.** This is the No.1 reason we aren't able to certify learners. At the end of a Carbon Literacy course, learners should be enthused and empowered to want to reduce their carbon footprint and the carbon footprint of those

around them. Creating these actions (a minimum of one personal action and one group action) is an integral part of the Carbon Literacy course, and these actions must be significant. For example, we don't want to hear that your learners have decided to recycle more paper. They should be doing this anyway. We want to see that they've been innovative, switched to renewable energy providers, created strong green initiatives across your organisation...*and the list goes on!*

Ask your learners to self-analyse their own actions, "Are my actions significant enough?" We encourage trainers to review these actions before sending them into the Project.

2. Ensure a Personal Action Differs from a Group Action. This may sound obvious, but you'd be surprised how often we get this. To become Carbon Literate, a learner needs to pledge an individual action *and* a group action. A *personal action* is geared towards changes they can make in their home or place of work, or in their lifestyle choices to reduce their carbon footprint. A *group action* should consider the differences they can make in their workplace/community/place of study etc. to reduce the carbon footprint of a group of people. Consider this: How can your learners involve the most people to make the most significant impact?

How to Use This Course Kit

This Course Kit has been arranged in the form of a Criteria Checker. We've dropped in links of example resources that you can use for each section of the Carbon Literacy Standard. For each section (where possible) we have given you a choice of an article, a video, activity and an image or graphic. We encourage you to mix up these resources so that some sections of the Standard are delivered through activities and images, and others are delivered through videos, for example.

These resources here are by no means exhaustive. We also have an extensive and regularly updated library on our [website](#) which includes resources and activities. This list is also organised in the same way as this Course Kit. So please take the time to check out this too. You'll also find many more resources on the internet that you may also choose to use.

Your goal now is to create your course materials (PowerPoint presentations, videos, games, activities, images, photographs, audio clips, key speakers etc.) using the information in this Course Kit combined with your own research.

Adding Relevance

Carbon Literacy by its very nature is defined by the person receiving it. There are key sections of the Carbon Literacy Standard that must be specifically relevant to your audience. We've highlighted these parts for you in the tables below. You are the expert on these bits and you will need to find your own resources (images, graphs, activities, articles or videos) to fit these sections.

Course Kit Criteria Checker

This dummy Criteria Checker cannot be submitted to represent the course you are designing, but you can use it as a resource to help you with any sections of the Standard you need to work on.

The sections in this Criteria Checker cover the 'ingredients' that make up the Carbon Literacy Standard (Version 2.0). If your course materials cover these points well and clearly, you will have created your own Carbon Literacy course!

This document should be used in conjunction with the Carbon Literacy Standard (v2.0), which contains the detail needed to plan your course.

Remember that you don't necessarily need an individual activity for each section of the Criteria Checker. One activity, discussion or presentation may cover several criteria at once.

Finally, your Criteria Checker must be approved by The Carbon Literacy Project before teaching. Using this Course Kit does NOT allow you to skip this step.

Section 1: Learning Method	
Criteria	Fulfilled by:
A day's worth of learning CL learning must reach a minimum of one day's worth of relevant climate change learning (~7 hr).	Please confirm, <i>and explain how</i> , the combination of your chosen activities and materials will add up to a days' worth of learning (7–8 hrs). This does not all need to take place all on one day. If you are purchasing the e-Learning module, CLK, then this constitutes half your days' worth and covers the 'knowledge' section of the criteria checker. <i>See 'e-Learning' Page 9 for more details.</i>
'Local' or social learning The relevance of what is learned to the learner's own environment is maximised at all times.	This section should be woven into the themes of the entire course. Take into consideration what you will write here when you are deciding on your course materials and methods. Please explain what materials you have included to make it relevant to your audience and what styles of activity are included to make the learning interactive (see the <i>Carbon Literacy Standard v2.0</i> for more details).

<p>Delivery by Peers:</p> <p>Training is most trusted and best delivered by peers; people who, to the learner, “feel like themselves”.</p>	<p>Let us know here who the trainers are, relative to their audience. We are looking to see how the trainers that are delivering your course materials share common values with the learners that want to become Carbon Literate.</p>
<p>Group Enquiry:</p> <p>Learning will take place in an environment where, with the input of expert knowledge and peer support, learners jointly find their own answers and devise their own solutions.</p>	<p>Your goal here is to give your learners the space to devise their own solutions, rather than being spoon-fed information. Ask questions; give challenges; seek opinions. List here how you have implemented this idea of group enquiry.</p> <p>Your course should have numerous examples of group enquiry. One example could be to ask learners to calculate their own carbon footprints in small groups and/or as a pre-course activity. Can they see their main impacts? Can they devise solutions from others in their group?</p> <p>The Guardian's Quick Carbon Calculator</p> <p>WWF Carbon Calculator</p>
<p>Positivity:</p> <p>Learning will emphasise the things that <u>can</u> be done, as opposed to the things that cannot.</p>	<p>Use this section to tell us how you have specifically made your course positive. Understandably, there will be some difficult and emotional content but please show us that you've ended on a high note that inspires action and motivation. It would be useful if you could list some of your positive resources in this section. If you think your course lacks positivity, here are some websites with positive resources. Use them and share them with your learners.</p> <p>Positive News</p> <p>1010 – Climate Hope</p> <p>Climate Optimist</p> <p>And one of our favourite cartoons: What if it's a big hoax and we create a better world for nothing?</p>

Section 2: Knowledge	
Criteria	Fulfilled by:
What Greenhouse Gases are, and their relationship to weather and climate.	<p><u>Videos</u></p> <p>Joss Fong (VOX) delivers a TED-Ed talk on Climate change: Earth's giant game of Tetris</p> <p>Climate change, what you need to know by 'It's OK to be Smart'</p> <p>Difference between climate change and natural cycles, by Kathrine Heyhoe</p> <p><u>Graphics and Images</u></p> <p>BBC - Six Graphics that Explain Climate Change</p> <p>The Keeling Curve The Keeling Curve is a graph that plots the ongoing change in concentration of carbon dioxide in Earth's atmosphere since the 1950s</p> <p>Relationship between CO₂ and Temperature over the last 400,000 years (from Skeptical Science), and since the Industrial Revolution.(from NOAA)</p> <p>We have known that burning fossil fuels could cause global warming for a long time. Image of newspaper article published on Aug. 14, 1912, in a New Zealand newspaper. Fairfax Media, via National Library of New Zealand</p> <p><i>The Shift Project</i> – Global CO₂ emissions data in many forms</p> <p><i>Carbon Brief</i> – Interactive map of historical carbon emissions</p> <p><u>Articles/Resources</u></p> <p><i>Wired</i> – What is climate change: definition, causes and effects</p> <p>NASA – Climate Change Evidence –(This covers a lot of the science of how we know it's happening, and how we know greenhouse gases are the cause, this is also relevant to the next section)</p> <p><i>Guardian</i> – What are the main man made greenhouse gases</p> <p>How long do greenhouse gases stay in the air?</p> <p><u>Activities</u></p> <p>Ask the participants to define weather and climate, and give examples of both. E.g. for Weather: Storms, heavy rainfall, a cold winter; climate: El-Nino, La Nina. See here for more information on the defining weather and</p>

	<p>climate.</p> <p><i>Keep Scotland Beautiful</i> – Match human activities with the Greenhouse Gases</p>
<p>How climate here and elsewhere is likely to change, and how we know this.</p>	<p><u>Videos</u></p> <p>AJ+ – Climate Change Animation Shows Devastating Effects</p> <p><i>Carbon Brief</i> – How temperature has changed since 1901 in every country in the world</p> <p>NASA – How NASA scientists measure global temperature</p> <p>SKY News – What happens if the world warms by 1–2°C (Paris Agreement Levels)</p> <p>– What happens if the world warms by 3–4°C ('Business as usual' case, Note 45°C temperature highs in the UK)</p> <p><u>Graphics and Images</u></p> <p><i>Climate Lab Book</i> – Climate Spirals (The animated climate spiral is a different way to show the historically observed changes, and resonates with a broad audience)</p> <p>NOAA – Significant climate anomalies and events 2016</p> <p><i>Climate Connections</i> – Visual Interactive Graphics to understand Climate Change</p> <p><u>Articles</u></p> <p><i>US Environment Protection Agency</i> – Signs of Climate Change (This was a useful link that is now defunct, but we wanted to leave it in as an example of climate denialism at the top of the current US Government.)</p> <p><i>Scientific America</i> – Explainer by eminent scientist Michael Mann about the relationship between Climate Change and hurricanes</p> <p><u>Activities</u></p> <p><i>Keep Scotland Beautiful</i> - Myth Busters Snap</p>

<p>How changes in the climate are likely to affect us in the UK and in other parts of the world.</p>	<p><u>In the UK.....</u></p> <p><u>Videos</u></p> <p><i>Channel 4 News</i> – How Climate Change affects our weather</p> <p><i>Committee on Climate Change</i> – UK Climate Change Risk Assessment</p> <p><i>BBC Documentary with David Attenborough</i> – Climate Change – Britain under threat</p> <p><u>Graphics/Images</u></p> <p><i>Climate Just</i> – Interactive map showing the most vulnerable areas of the UK to the impacts of climate change</p> <p><u>Articles</u></p> <p><i>Manchester Evening News</i> – Nightmare climate-change vision of Manchester 2040</p> <p><i>The Hill</i> – A changing climate means a changing menu</p> <p><i>Grantham Institute</i> – What are the potential impacts of Climate Change for the UK?</p> <p><u>Activities</u></p> <p>Ask participants to work in groups to discuss the top three things that make them happy and write their answers on a board or on paper. Then use these answers to discuss how climate change will affect those areas, and ask how they might be improved and reduce carbon emissions at the same time.</p> <p><i>Royal Geographical Society</i> – Activity ideas on how melting glaciers will affect people living in the UK</p> <p><u>Other parts of the world...</u></p> <p><u>Videos</u></p> <p><i>Climate Reality Project</i> – The human impact of Climate Change: Personal Stories from Somalia, Ghana and Kenya</p> <p><i>Vox</i> – How Climate Change is making hurricanes worse</p> <p><u>Graphics and Images</u></p>
---	--

	<p><i>Climate Visuals</i> – Climate Impacts Gallery</p> <p><i>Google Search</i> – Impacts of Climate Change Infographics</p> <p><u>Articles</u></p> <p><i>Guardian</i> – In an era of dire climate record the US and South Asia floods won't be the last</p> <p><i>Independent</i> – 150,000 heat wave deaths in Europe per year by 2100</p> <p><i>Smithsonian</i> – Eight ways Climate Change hurts humans</p> <p><u>Activities</u></p> <p>How climate change will affect us: Snap cards matching effects of climate change to how we would be affected, e.g.: - Increased warming in cities = Sleepless nights, increased mortality - Polar icecaps melting = Coastal flooding, reduction of freshwater - Disruption in global agriculture = increased food prices, food scarcity, global economic difficulty - Climate disruption in other counties = increased climate refugees, increased strain on remaining land</p>
How our actions impact on the amount of greenhouse gases produced and the impact that they have.	<p><u>Videos</u></p> <p><i>Bluedot Register</i> – How heavy is your flight? Understanding the carbon cost of flying</p> <p><u>Graphics and Images</u></p> <p><i>Phys.org</i> – The most effective individual steps to tackle climate change</p> <p><u>Articles/Books</u></p> <p><i>Business Green</i> – Mapped carbon emissions across the UK</p> <p><i>Our World</i> – The 10-tonne Carbon Diet</p> <p><i>Mike Berners-Lee</i> – How Bad are Bananas: The Carbon Cost of Everything</p> <p><u>Activities</u></p> <p>Calculate your own Carbon Footprint: WWF Carbon Calculator ; Carbon Footprint</p> <p>Use the Carbon Footprint of Everything and other sources to identify the carbon footprint of key items your participants may consume or activities they take part in over a year. Ask them to rank them from lowest to highest. This can help with gaining an instinct of the carbon costs of day to day</p>

	activities, e.g., A trans-Atlantic flight, a banana, owning a pet, sending an email, washing clothes.
What we can do to reduce our impact and the benefits and disadvantages of taking action.	<p><u>Videos</u></p> <p><i>Carbon 101x</i> – YouTube Channel ideal for businesses Essential tools for the low carbon economy</p> <p><i>Zero Carbon Britain</i> – Making Zero Carbon Britain Happen</p> <p><i>Hubbub</i> – How to save money on your energy bills</p> <p><u>Graphics and Images</u></p> <p><i>Climate Visuals</i> – Climate Solutions</p> <p>Air Quality in the UK and globally in real time</p> <p><i>BBC</i> – Improving air quality (Improving air quality usually goes hand in hand with carbon emission reductions)</p> <p><u>Articles</u></p> <p><i>Carbon Literacy Project</i> – 10 things you can do about Climate Change without leaving your seat</p> <p>1010 Climate Action – Reducing Carbon Footprint and not sure where to start?</p> <p><u>Activities</u></p> <p><i>Climate Outreach</i> – Walking the Walk</p> <p><i>Princeton University</i> – Stabilisation wedges game</p> <p>Take the Eat Low Carbon quiz</p> <p><i>Manchester Metropolitan University</i> – Visualization/Futures thinking activity</p> <p>Participants are separated into groups of four and use flipchart paper to draw what a sustainable low carbon world would look like. Create prompt questions on stack of cards, i.e Where will our energy come from? How can we get there? What is your role in getting us there? What is the relevance to your area of study/role at work?</p>
What we are already doing locally and nationally.	<p><u>Locally...</u> (here is the example from Greater Manchester, ensure you represent your local area here)</p>

	<p><u>Videos</u></p> <p><i>That's Manchester</i> – Manchester Climate Change Strategy 2050</p> <p><i>Manchester Museum</i> – Manchester's Carbon Journey</p> <p><u>Articles</u></p> <p><i>TFGM</i> – Manchester trams run on renewable energy</p> <p><i>Manchester City Council</i> – GM Climate Change Strategy</p> <p><i>Manchester Climate Change Agency</i> – How are we doing?</p> <p><i>City of Trees</i> – Goal is to plant three million trees in Greater Manchester</p> <p><u>Nationally/Internationally...</u></p> <p><u>Videos</u></p> <p><i>SSE</i> – Building zero carbon homes UK</p> <p><i>EU</i> – The EU's 2030 goals for climate and energy</p> <p><i>UK Trade and Investment</i> – The low carbon economy</p> <p><u>Articles</u></p> <p><i>On the Platform</i> – Solar power deal to lower social tenants energy bills UK</p> <p><i>Guardian</i> – UK poorly prepared for climate change impacts, government advisors warn</p> <p><i>The CCC</i> – UK has reduced emissions without increase to household energy bills</p> <p><i>Climate Action Program</i> – UK to phase out coal by 2025</p> <p><i>Marks and Spencers</i> – Plan A 2025 commitments</p> <p><i>RE100</i> – 111 RE100 companies including Coca Cola, Ikea, and many other global leading organisations are pledging to go 100% renewable. This shows the mainstream backing on a low carbon economy</p> <p><i>National Geographic</i> – Germany's clean energy revolution</p> <p><i>UN Climate Change Conference</i> – Paris Agreement who's joined</p>
--	---

	<p><u>Activity</u></p> <p>Local and national actions on CC activity: As a group, discuss and think of: (could use internet to search if really stuck though would be best to see what people can come up with) - 5 organisations in your sector/town/city taking action on climate change - 5 organisations in your county taking national action on climate change - 5 organisations in the world taking global action on climate change</p> <p>Order each scale of organisations by the impact you think they have, smallest to largest.</p> <p>Discuss whether the local organisations can have more of an impact than global organisations.</p>
Where we can go to get help . What help is available to us.	<p>This is going to be specific to your audience and where you are based. Where can you audience find help in your community or organisation?</p> <p><u>Websites/Organisations</u></p> <p><i>Reducing meat in diet – Meat Free Mondays</i></p> <p><i>Improving energy efficiency – Carbon Coop</i></p> <p><i>Public transport – TFGM</i></p> <p><i>Renewable energy providers – Money Supermarket ; Big Clean Switch</i></p> <p><u>Articles</u></p> <p><i>Huff Post – Zero Waste Living: Everything you need to know</i></p>
How we can motivate others to take action, including gaining the confidence to express our Carbon Literacy to others.	<p><u>Videos</u></p> <p>Leonardo DiCaprio's UN Speech</p> <p>Our Future narrated by Morgan Freeman</p> <p>Bill Nye Want to combat climate change? Then talk about it</p> <p><u>Articles</u></p> <p><i>HuffPost – How to convince someone to care about climate change</i></p> <p><i>Fast Company – 5 ways to convince people to actually do something about climate change</i></p> <p><i>Campaign CC – How to engage your MP</i></p> <p><i>Skeptical Science – Responses to climate denier arguments</i></p>

	<p><u>Activities</u></p> <p>CISV – Climate negotiations role play (many versions of this across the web)</p> <p>Role Play – Ask participants to practice in pairs how they could start a conversation with family/friends/work colleagues about climate change. What would be the challenges and how would they address them?</p>
--	---

Section 3: Values – Note: need not be explicit – can be evidenced as embedded in delivery	
Criteria	Fulfilled by:
The action of individuals can and does make a difference.	<p><u>Videos</u></p> <p><i>Global Weirding</i> – I'm just one person what can I do about climate change?</p> <p><u>Articles</u></p> <p><i>Science Daily</i> - Eating beans instead of beef would sharply reduce greenhouse gasses</p>
We need to work with others to create change.	<p><u>Articles</u></p> <p><i>Friend of the Earth</i> – Shout about Climate Solutions Together</p> <p><i>Brighter Futures Together</i> – Tackling Climate Change in the community</p> <p><i>TUC</i> – Greening the workplace: Environmental rights at work</p> <p><i>Business in the Community</i> – Tackling Climate Change</p>
Overall, the outcome of the changes we need to see can lead to a better world and a better way of life .	<p><u>Videos</u></p> <p><i>United Nations</i> – Co-benefits of climate action and clean energy</p> <p><i>Welcome Trust</i> – Climate change action, the good news</p> <p><i>Climate Connections</i> – Economic benefit of climate action</p> <p><u>Articles</u></p> <p><i>European Commission</i> – Benefits of climate action</p> <p><i>C40 Cities</i> – Benefits of climate action</p>

<p>Equity and Fairness now and in the future, underlies the changes that we want to see in the UK and globally.</p>	<p><u>Images/Graphics</u></p> <p><i>Carbon Map</i> – Which countries are responsible for climate change and which will be most vulnerable to the impacts, interactive map</p> <p><i>Environmental Justice Atlas</i> –The EJ Atlas collects stories of communities struggling for environmental justice from around the world</p> <p><u>Articles</u></p> <p><i>The Conversation</i> – Climate justice and its role in the Paris Agreement</p> <p><i>Guardian</i> – Portuguese children sue 47 countries</p> <p><u>Activities</u></p> <p>Who’s emitting all the greenhouse gas? Ask participants to order 10 greenhouse gas emitting countries overall, and per capita. (This can also be to discuss climate justice by ordering them for a third time by how vulnerable these countries are to the impacts of climate change, and you could also ask them to order by historical emissions!) Discuss what the reasons for the differences are and how the participants feel about the differences.</p>
--	---

Section 4: Action	
Criteria	Fulfilled by:
<p>Create at least one significant action personally to reduce their personal carbon footprint.</p>	<p>These sections are referencing the need for your learners to devise at least one significant action to reduce their carbon footprint. See ‘Suggested Course Structure’ on Page 8 for more details.</p>
<p>Create at least one significant action involving other people to reduce the collective footprint of their workplace, community or place of education.</p>	<p>Here, your learners must devise actions to reduce the carbon footprint of a group of people — your organisation and its workforce, for example. See ‘Suggested Course Structure’ on Page 8 for more details.</p>

E-Learning

The Carbon Literacy Project also offers an e-learning course, called ‘Carbon Literacy: Knowledge’, or CLK for short. This e-learning package has been developed to assist organisations and trainers in delivering Carbon Literacy. The e-learning package meets almost all of the requirements of the “Knowledge” component of the Carbon Literacy Standard (hence its name), including the science of climate change, what’s happening to our planet, what’s going to happen if we don’t take action, and the types of significant actions we can take.

The CLK course collates the latest scientific evidence and thinking from climate change scientists across the world. Wherever possible, all material is referenced back to the original sources, studies, webpages and other resources so learners can follow the information back to its root if they wish.



The Carbon Literacy Project, Innospace, Chester St, Manchester M1 5GD
info@carbonliteracy.com • carbonliteracy.com • coolerprojects.com • @cooler_projects

How it Fits In

The course takes roughly three and a half hours to complete (i.e. half a day), leaving the trainers to deliver the rest of the CL Standard requirements in a single half-day workshop (~4 hours). The course does not need to be done in one sitting—in fact we recommend it isn't—and learners can save their progress and come back to where they left off another day.

Following the e-learning, the face-to-face workshop can then aim to bring learners together to discuss and form action plans and solutions, whilst trainers have the opportunity to inject the elements of 'relevance' that we've been talking about (see Page 4 'What is the Course Kit?').

This e-learning course is **optional**. However, using CLK provides an easily-accessible, hassle-free, consistent package that ensures your learners will meet most of the Knowledge criteria of the Carbon Literacy Standard, whilst allowing them to work at their own pace. Delivering your Carbon Literacy through CLK also reduces the challenge of trainer availability, room hire and other costs of face-to-face training.

Next Steps

1. Go Forth and Create Your Course!

Now is the time to start designing your course, using the resources and suggested structure we've given you here, alongside your own resources and ideas.

- Decide how you will deliver your course. Will you deliver it all at once? Or two half-day sessions? Will you use our 'Carbon Literacy: Knowledge' e-learning course to help you deliver it?
- Design the structure of your course materials.
- Use this document, our online [library](#), and your own resources to fill in the gaps.
- Fill in your Criteria Checker explaining how your course fits our Carbon Literacy Standard.

However you design your course, don't be afraid to ask other organisations about how they've developed their Carbon Literacy training materials. If you don't know anyone in your area or sector, contact the Project, and we'll try and link you up.

When completing a Criteria Checker, please remember to include as much information about your course materials as possible. Include file names and slide numbers so we can see where all the key information is. When you give us your Criteria Checker, you must also send us all documents/training resources/links/books/photos/YouTube videos/activity descriptions or similar that you will use as part of your training. Please also remember that submitting your Criteria Checker to us is not a 'Pass/Fail' situation. Think of it as opening a dialogue. We will review your documents and tell you which parts are strongest and which parts might require a little more work. You can then resubmit after reviewing and working on our comments.

Designing your course should be fun, and remember: you don't have to be an expert. You don't need to know all the answers on demand. You just need to know how and where to find the answers that your learners may ask you.

Plus, we're here to help you. Contact us at info@carbonliteracy.com. If you're not Carbon Literate yet, let us know, and we'll try and fit you in on a course near you. You

don't need to be Carbon Literate to deliver Carbon Literacy, but it might be a good idea to see how others deliver their course. Try to put a general plan together and some of your course materials prepared before going on some else's course, so you'll be better prepared to complete yours once you're Carbon Literate.

We run occasional Criteria Checker workshops where you can drop in for some help and advice (free of charge, but subject to availability). Check our events page to see if there are any coming up. If you don't see one listed, get in touch, and we'll aim to set one up for you.

2. Deliver your Course; Submit your Evidence and Repeat!

Be sure to adhere to our guidelines in the "Process" section of the Carbon Literacy Standard (that you'll now be very familiar with!)

3. Distinguish Yourself with our Accreditations and Certifications

Your learners' certifications are also forming the foundation of your organisations' application to become an accredited [Carbon Literate Organisation](#) (CLO) or [Carbon Literate Training Organisation](#) (CLTO).

Separately, we have designed certifications to recognise you as a distinguished and experienced Carbon Literacy Trainer, Facilitator or Consultant. For more information, visit www.carbonliteracy.com/trainer.

4. Finally, Congratulate Yourself

It's a tough but rewarding job expanding the world's carbon culture. Keep up the great and inspirational work.