

Carbon Literacy for Social Housing

Toolkit Overview

Staff Workshop Pathway

Online & Face-to-Face Delivery

- Module outline
- Activities list
- Sample materials

Carbon Literacy
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The Carbon Literacy Toolkit for Social Housing



What is Carbon Literacy?

“An awareness of the carbon costs and impacts of everyday activities, and the ability and motivation to reduce carbon emissions on an individual, community and organisational basis.”

There are three key focuses in this definition:

- i) **Awareness** is an understanding of how wider issues related to climate change manifest on a level within your own sphere, including your own actions, decisions, culture, and society.
- ii) **Ability and motivation** is about recognising the ways in which you can alter your lifestyle and the ways in which you make decisions, in your job role or community, and knowing how to put those changes into action.
- iii) **Individual, community and organisational basis** demonstrates that you know how you can work alongside those in your social and professional spheres to contribute to wider cultural shifts away from fossil fuel dependency and greenhouse gas emissions.

The Carbon Literacy Standard

The Carbon Literacy Project **does not** deliver training, instead, we act as an accreditation, certification, and advocacy body. The Carbon Literacy Standard is a document laying out the specification of what Carbon Literacy training should look like and is our tool for accrediting materials submitted by organisations and individuals.

Knowledge	Learning Method	Values	Action
Climate science Climate impacts What needs to be done What is already being done What people like me can do next	A days' worth of learning Peer-to-peer Local learning Group inquiry Positivity	Equity and fairness The need to work with others A better world and way of life Individuals can and do make a difference	New, significant, achievable Individual and group actions How actions contribute to wider cultural change

Carbon Literacy Toolkits

Some people and organisations prefer to design and create their own bespoke Carbon Literacy materials. These are submitted to undergo our robust Criteria Checking process and become an accredited Carbon Literacy course. The person or organisation can then train individuals of a specified audience to become Carbon Literate and receive their certificate.

As an alternative pathway, a Carbon Literacy Toolkit provides individuals and organisations with all the components of an accredited Carbon Literacy course. Toolkits are designed with in-built mechanisms for trainers to insert information relevant to their own organisation, community, and local area. The Carbon Literacy Project works continuously to maintain these toolkits so that all training remains up to date in line with developments in science, policy and current events.

Delivering Carbon Literacy Training

To support your use and delivery of Carbon Literacy training, the Toolkit for Social Housing comes with a wealth of supplementary documents and information.

The ideal cohort will be around 12-15 people (if you are supported by a co-trainer) of mixed expertise but similar level of seniority. Trainers have reported positive feedback no matter the mix, although when training people with significant influence (e.g. CEOs or board members), learners report greater value when sharing their training with peers of similar seniority.

The Trainer Manual

The Trainer Manual steps you through the necessary preparations for the training, including customising certain slides and planning for activities, whether online or in a classroom.

The Trainer Manual can be used as casually or comprehensively as necessary. Those with more confidence may wish to use it only as a guide for specific activities, or as prompts for each slide. Newer or less confident trainers can be guided through the sessions by the Trainer Manual step-by-step.

Trainer Code of Conduct

To establish a consistent experience for trainers and learners, we have produced a code of conduct. This outlines the reasonable expectations for trainers to adhere to so that the standard of Carbon Literacy training delivered to everyone is equal, even where course content may differ.

Understanding Action Pledges

The purpose of Carbon Literacy Training is to certify learners as Carbon Literate individuals. This is stipulated in the terms of the Toolkit license. This is done by submitting evidence to The Carbon Literacy Project, we meticulously review every pledge against the Certificate Marking Guide. This process identifies learners who can demonstrate that they understand how serious climate change is, and what they can do to be part of the solution.

Evidence can be submitted in any format, though we have a standard document for those who wish to use it. Trainers should submit evidence in batches with a Certificate Request Form by email to evidence@carbonliteracy.com.

Evidence takes the form of at least two pledges to reduce carbon emissions and/or climate impacts by each learner. One must be an individual action and one must be a group action.

To be considered a Carbon Literate action, pledges must be:

- **New** – showing a change to the learner’s lifestyle or decision-making, committing to an alternative pathway to business-as-usual.
- **Significant** – the learner can demonstrate that their action is significant *for them in their position*, having considered their largest sphere of influence and greatest potential for emissions reduction.
- **Achievable** – the learner can identify the steps they need to take in order to achieve the action they have pledged, and the role they will play in the group action becoming a reality.

The Toolkit for Social Housing includes the Certificate Marking Guide that we use to review learner pledges against. **Trainers should not distribute this to learners**, but you can use it to review pledges before submission. If a submitted pledge does not meet the values of Carbon Literacy, it may require supplementary evidence and incur a further certification cost.

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Module Outline

Module 1

What is Causing Climate Change?

Evidence of a Changing Climate

Impacts of a Changing Climate

Module 2

Carbon Footprints

A Just Transition

The Policy Position

Co-benefits of Action on Climate Change

Module 3

Buildings in a Changing Climate

Talking and Communication about Climate Change

Module 4

Carbon Literate Action Pledges

Identifying and Developing Actions

Your Evidence Form

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List of Activities

Module 1

Climate Bingo (FtF) or All or Nothing (Online)

Which activity releases which gas?

Atmospheric CO₂

Around the World

Module 2

Personal Carbon Footprint

The Role of Social Housing

Co-benefits of Action on Climate Change

Module 3

Mitigation and Adaptation

Imagining Housing in 2050

Who can I talk to?

Module 4

Spheres of Influence

Dragons' Den

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Invite participants to post their answer in the chat (alongside their age, if appropriate).

- As we can see, older people have experienced the greatest change in CO₂ levels between birth and today. Younger people are born into a world with more CO₂ and experience more severe weather events sooner in their lives.

26. RELATIVE emissions over time (02:00)

- This graph shows us the geographical share of carbon emissions since fossil fuels were first used for energy in Europe in around 1750.
- Taking this as the start of the Industrial Revolution, we can see that emissions were confined to Europe until around 80 years later, when fossil-dependent technologies reached the United States.
- Fossil fuels were mainly used to fuel industrial processes, later the internal combustion engine for transport, then followed electricity generation for domestic use and jet fuels for aviation.
- As these technologies spread globally, the share of emissions by Europe and the USA reduced, but even today the Global North is responsible for the lion's share of greenhouse gas emissions.

27. TOTAL emissions over time (02:00)

- Relative emissions showed us where greenhouse gases have come from. This graph displays exactly the same data but shows us when gases are being emitted.
- Here we can see that the increase in greenhouse gas emissions was slow for almost 150 years after the start of the Industrial Revolution.
- Even after industry had taken off in Europe and the USA, emissions remained slow until after WWII.
- The following decades after the Second World War saw a significant increase in industry and manufacturing as countries sought to recover their economies.



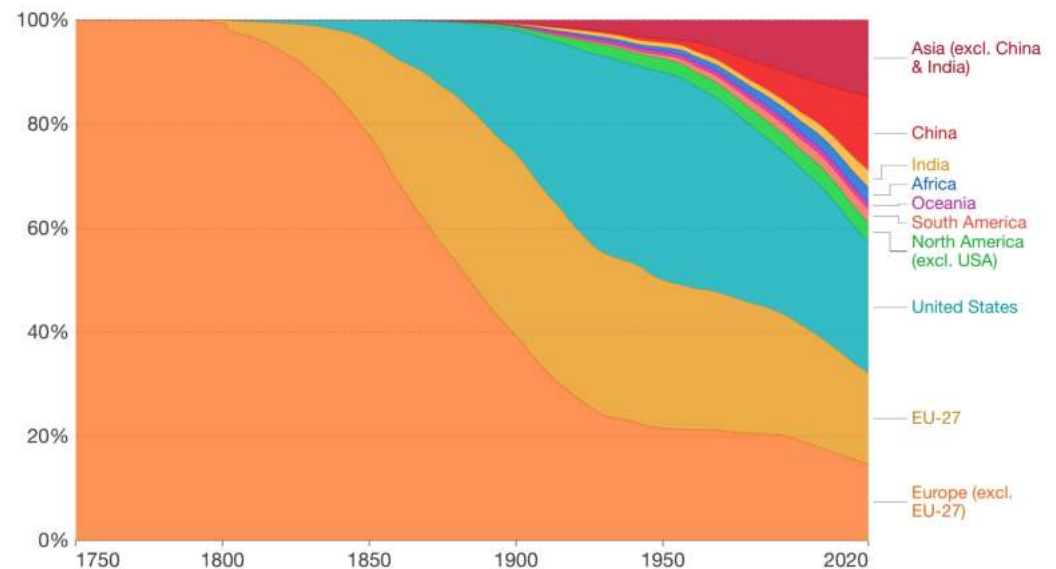
Workshop content is balanced between presentation slides, videos, activities, games and discussions.

The following slide samples show what the learner will see, and what the Trainer Manual notes say for the trainer.

This slide is in Module 1 – What is Causing Climate Change?



RELATIVE emissions over time



Source: Our World In Data based on the Global Carbon Project

OurWorldInData.org/co2-and-other-greenhouse-gas-emissions • CC BY

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- Strategies for change can be designed in such a way that actions can set the foundations for future actions and so on.



124. Activity: Group Action – Dragons’ Den I (05:00)

***Before the training:** Please read through the activity instructions carefully in order to get the maximum benefits. There are some tasks for the trainer to complete during the participants’ break. This activity is suitable for delivery in **Online** and **Face-to-face** settings, but the instructions differ slightly. You should reduce the number of pitches on the slide to around 8 of the most relevant – this may differ depending on the cohort you are training.*

*If delivering training **Face-to-face** in a classroom, distribute the Dragons’ Den hand out, 1 between 2 participants.*

- The aim of the Dragons’ Den activity is to practice working together to develop a climate change action for your team/department/organisation. During Part I, you’ll be brainstorming on your own, before joining together with others for Part II after the break.

Activity instructions:

- Spend the next **5 minutes** brainstorming one or more of the pitches on the slide
- If **Online**, refer to page 19 of the Activity Pack.
- If **Online**, after **5 minutes** ask participants to post which pitch(es) they chose in the chat.
- If **Face-to-face**, refer to the Dragons’ Den hand out.
- If **Face-to-face**, after **5 minutes** collect the pitches from each participant.

125. Break (10:00)

ONLINE

***Before the end of the break:** Assign breakout groups based on the pitches your participants have identified in the chat. Try to make sure no participant is without a partner/group for Part II.*

FACE-TO-FACE

***Before the end of the break:** Group participants based on the pitches they have chosen in their notes. Try to make sure no participant is without a partner/group for Part II. Place grouped pitch notes on tables in different parts of the room, ready for group work in Part II. Provide each group with poster paper and marker pens.*



This activity is in Module 4 – Identifying and Developing Action

The Trainer Manual and slide sample here outlines the Dragons’ Den activity where learners explore options for group action.

Trainers are guided through the activity, and given all they need in order to guide the learners through.



Activity: Group Action – Dragons’ Den II

- Discuss within your teams some **interventions and ideas** which would **significantly reduce carbon emissions**
- Consider the **co-benefits** and choose your **best idea** to pitch to the rest of the group
- Use the Dragons’ Den hand out and your ideas from before the break



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- As with many issues of social inequality, these characteristics can be indicators of a person or community's vulnerability to the impacts of climate change.
- Those who can be considered economically, politically, or socially marginalized are at greater risk of suffering the worst of the impacts of climate change in the UK due to the mechanisms that leave them with less access to:
 - (a) financial capital to make fabric changes to their homes, especially in the short term to protect themselves from impacts yet to happen, or even those who have no alternative accommodation/time to take off work to minimize disruption from any works being done to their homes
 - (b) political capital to contribute to the design of climate change solutions, meaning the dominant voice of the ruling party is informed by less diverse sources, so solutions may not be most suitable for many people – undermining the success of any potential climate solutions designed by government or policymakers
 - (c) education or training that helps them understand how to embed climate action in their personal priorities and engage effectively with the conversation, necessary changes, and social movement

63. Social Housing and Social Inequality (02:00)

Before the training: Populate this slide with information pertaining to the demographic landscape of your customers, if you have access to such information.

Additionally, or alternatively, you can populate this slide with information about schemes dedicated to particular groups identified above that are part of your organisation. E.g. refuges for women or LGBTQ+ people, sheltered housing, hostels etc.

Try to limit the amount of text on the slide and, if possible, include photographs to illustrate the content.

When complete, unhide the slide.

- This shows the way in which [Your Organisation] has responsibility to the communities we serve so that schemes such as this can remain safe, viable and supportive to those who live in them.



This blue slide is in Module 2 – A Just Transition

Blue slides are embedded where trainers should include information that pertains to their organisation.

This slide reflects the diversity of housing schemes for dedicated groups with varying specific needs. It is important for learners to understand how climate action is action to address social inequality.



Social Housing and Social Inequality

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When complete, unhide the slide.