



# **Carbon Literacy for Local Authorities Elected Members Course Overview**

This document gives you an overview of what's included in the Carbon Literacy Local Authorities Toolkit. This includes extracts from the slide deck, trainer manual and other support documents.

For further details please see our website: <https://carbonliteracy.com/local-authorities/>

# Getting Started

## Complete Kit

All materials needed for a day's worth of certified Carbon Literacy training are included.

## Sector Specific

Co-developed by Local Authorities & designed to be delivered by peers.

## Adaptable

Tailor the materials to your cohorts using the customisable sections.

## How to start

Please attend a CL course and a Delivering Successful CL Workshop before delivery.

The Toolkit is only licensed for the purpose of certified Carbon Literacy training within the sector - all learners must pledge an individual and group action. Learners' evidence forms must be submitted by the trainer to [evidence@carbonliteracy.com](mailto:evidence@carbonliteracy.com) within approx. 2 weeks of the training with a [certificate request form](#). Many organisations bulk purchase certificate applications in advance from [accounts@carbonliteracy.com](mailto:accounts@carbonliteracy.com)

[Becoming a Carbon Literate Organisation](#) showcases commitment to a low-carbon culture.

**What  
does  
the  
Toolkit  
include?**

**Getting  
Started  
Pack**

**Slide  
Deck**

**Trainer  
Manual**

**Pre &  
Post-  
Course  
Forms**

**Resources  
Document**

**Activity  
PDF**

**Carbon Literacy  
Project**



# Carbon Literacy for Local Authorities

## Trainer Manual

---

**Elected Members Course**  
**CC000594**  
V4

**2023**

---

The Carbon Literacy Project



Department for  
Business, Energy  
& Industrial Strategy

**GMCA** GREATER  
MANCHESTER  
COMBINED  
AUTHORITY

**Carbon Literacy  
Project**





# Carbon Literacy for Elected Members - detailed trainer guide

This guide will provide you with all the information you need to deliver the Carbon Literacy for Elected Members course. Please note that it is not meant to be read as a script but to be used as a guide for delivering the training. For more succinct delivery notes, please see the slide notes underneath the slide deck.

You are welcome to edit the delivery notes to bespoke the content to your learners and match your delivery style.

Please feel free to adapt the terminology 'department' to e.g., organisation/agency/arm's length body or equivalent.

## ***Carbon Literacy:***

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

## **Materials checklist**

This trainer manual

Slide deck

Activity pdf

Evidence forms - there are three versions of our evidence form. We have an offline downloadable Word version and an offline pdf version which are available here:

<https://carbonliteracy.com/trainer-consultant/documents/> and a live online Microsoft Forms link:

[https://forms.office.com/Pages/ShareFormPage.aspx?id=5h69uub\\_b0i4Oi28B7V\\_6j6ypvR5mW5EiBkZsQuk7TBUQUk1SVFGMDRJSkdUQkVZQlpYSDBXUIZTRi4u&sharetoken=cF19PB DJupg1jFuy5lFI](https://forms.office.com/Pages/ShareFormPage.aspx?id=5h69uub_b0i4Oi28B7V_6j6ypvR5mW5EiBkZsQuk7TBUQUk1SVFGMDRJSkdUQkVZQlpYSDBXUIZTRi4u&sharetoken=cF19PB DJupg1jFuy5lFI)

Certificate request form. [You can access the certificate request form here.](#)

Pre-course work. Please ask learners to calculate their carbon footprint using the WWF's carbon footprint calculator <https://footprint.wwf.org.uk/> before their training. If the trainer calculates their carbon footprint, it can help to initiate discussion. N.B. Alternatively learners could calculate their carbon footprint as part of the session (at the trainer's discretion).

Evaluation forms (optional – pre course survey can be sent before the training and post course survey sent after the training)



Additional materials if delivering training in-person:

We would recommend asking learners to bring a device such as a laptop/iPad. If there is not a device per table, instead of using the activity pdf, each group will either need a whiteboard and whiteboard marker pens or pens and paper to take notes.

Slide projection equipment

Tables and chairs set up so that learners can see the screen and be easily split into small groups

Basic stationery (pens)



# Preparing for your training session

## Documents

### Getting started

Please read the getting started document in full which explains what is included in the Toolkit and how to use it.

### Slides

A PowerPoint slide deck is included with accompanying notes underneath each slide. The slide notes are a condensed summary of this trainer manual and a guide of what to cover for each slide.

### Trainer manual

Ensure you have a good understanding of what is outlined in the trainer manual.

### Activity pdf

This is for activities used throughout the course. Please inform learners that the activity pdf is interactive and that they can type/write/tick in the boxes. Please ensure that learners have access to the activity pdf throughout the course. To avoid formatting issues, please advise learners to open this document in an offline pdf viewer.

If delivering in-person training, consider how learners will access the Activity PDF for group work. Learners may need access to a digital device, or activities could be printed out, with pens or pencils provided.

### Evidence form

All learners need to fill in an evidence form. It is best for learners to complete the evidence form during the training session, to ensure timely submission to The Carbon Literacy Project.

There are three versions of our evidence form. We have an offline downloadable Word version and an offline pdf version which are available here: <https://carbonliteracy.com/trainer-consultant/documents/> and a live online Microsoft Forms link: [https://forms.office.com/Pages/ShareFormPage.aspx?id=5h69uub\\_b0i4Oi28B7V\\_6j6ypvR5mW5EiBkZsQuk7TBUQUk1SVFGMDRJSkdUQkVZQlpYSDBXUIZTRi4u&sharetoken=cF19PB DJupg1jFuy5IFl](https://forms.office.com/Pages/ShareFormPage.aspx?id=5h69uub_b0i4Oi28B7V_6j6ypvR5mW5EiBkZsQuk7TBUQUk1SVFGMDRJSkdUQkVZQlpYSDBXUIZTRi4u&sharetoken=cF19PB DJupg1jFuy5IFl)



# Running order

This training is a day of learning. This day of learning can be delivered in a single day, or over multiple days – this depends on the delivery structure that is best suited to your organisation and your learners.

We recommend leaving no more than one week between training sessions for continuity.

If the training is being delivered on different days, allow a little more time at the beginning of each session to do a quick welcome and recap.

There are several 'Break' slides throughout the Toolkit. You are welcome to move these breaks.

The allocated time for each slide is an estimate and are for guidance only. We encourage trainers to use their discretion. If the trainer finishes a section early the time can be used for other sections and discussions.

**Blue slides** – slides that are designed to be edited by the trainer.

**Orange slides** – are activities or involve active learner engagement.

**Green slides** – contain videos.





		Duration (hrs:mins)	Start time
Introduction	Introductions and What is Carbon Literacy?	00:15	9:30
	All or Nothing/Icebreaker	00:12	9:45
	Training overview	00:01	9:57
Module 1	The difference between weather and climate	00:02	9:58
	The carbon cycle	00:03	10:00
	The greenhouse effect and GHGs	00:04	10:03
	Greenhouse gas game	00:09	10:07
	How is the climate changing?	00:08	10:16
	The scientific consensus	00:05	10:24
	Emission trajectories	00:03	10:29
	Global impacts	00:03	10:32
	Pathways to our future	00:04	10:35
	What the impacts mean for society	00:05	10:39
	The Global Risks Report, 2022	00:04	10:44
	How's everyone feeling ... any questions?	00:05	10:48
	Break	00:10	10:53
Module 2	Climate change impacts in the UK	00:10	11:03
	How does climate change impact our...	00:15	11:13
	Climate change impacts in the UK	00:06	11:28
	Climate change impacts in your local area	00:07	11:34
	International policy	00:11	11:41
	UK policy	00:11	11:52
	The carbon budget of your Local Authority	00:04	12:03
	Local climate strategy	00:04	12:07
	The economic position	00:13	12:11
	How climate action sits within society	00:05	12:24
	Connecting the climate emergency with residents' everyday needs	00:20	12:29
	Lunch	00:30	12:49
Module 3	The role of Local Authorities	00:07	13:19
	A climate lens for decision-making/scrutineers	00:15	13:26
	Inequality and carbon emissions	00:02	13:41
	Local climate vulnerability	00:02	13:43





	Vulnerable groups	00:02	13:45
	What is climate justice?	00:02	13:47
	Co-benefits of climate action	00:37	13:49
	Britain Talks Climate or Communicating climate change	00:31	14:26
	Encourage your constituents to take action	00:19	14:57
	<b>Break</b>	<b>00:10</b>	<b>15:16</b>
<b>Module 4</b>	Action planning for your local authority	00:55	15:26
	Complete your evidence form	00:48	16:21
	Wrapping up	00:05	17:09
<b>Finishing Time:</b>	17:14		
<b>Total Training Time (M 1, 2, 3 &amp; 4)</b>	07:44		



# What the impacts mean for society

**Material:** Slides

**Timing:** 5 minutes

**Purpose:** To make learners aware of what the impacts of climate change mean for society.

---

## What the impacts mean for society (05:00)

*If you find these topics difficult to discuss, you can play the video found at the end of this section which covers the main points outlined in this slide.*

### Who are Chatham House and why is their risk assessment so important?

Chatham House, also known as the Royal Institute of International Affairs, is a world-leading policy institute, headquartered in London.

It has been a source of independent analysis, trusted dialogue and influential ideas for over 100 years.

When a meeting is held under the Chatham House Rule, the information revealed is free to use, but speakers' and participants' identities and affiliations are not revealed.

Their Climate Change Risk Assessment has been designed to inform policy and heads of government on the potential impacts of climate change.

**The key findings from the report are outlined in the slide.**

**(Click to reveal graphic)**

**Heat, productivity and health**

If emissions are not reduced drastically before 2030, then by 2040:

3.9 billion people will be exposed to major heatwaves

400 million people will be unable to work and there will be 10 million deaths per year

No region will be spared

**(Click to reveal graphic)**

**Food security**

To meet global demand, agriculture will need to produce almost 50% more food by 2050. However, yields could decline by 30% if emissions aren't drastically reduced.



By 2040, around 32% of global cropland will be affected by severe drought, which is more than three times the historic average.

During the 2040s there is a 50% chance of crop failure occurring in multiple locations at the same time which would have devastating impacts on food availability and prices.

Europe is likely to experience the largest increase in cropland area affected by drought. The central estimate indicates that nearly half its cropland area will experience severe periods of drought by 2050.

**(Click to reveal graphic)**

### **Water security**

By 2040, almost 700 million people per year are likely to be exposed to droughts lasting at least six months, nearly double the global historic annual average.

All of this leads to cascading risks for society

These impacts will lead to shifting weather patterns, changes to ecosystems, increased pests and diseases, heatwaves and droughts, unprecedented food insecurity and migration – all with far reaching consequences.

The cumulative effect of all these multiple and intensifying risks occurring at the same time will affect people, infrastructure, the economy, societal systems and ecosystems. This in turn will fuel regional and international conflict.

**(Click to reveal graphic)**

### **Tipping points**

Tipping points are thresholds where a tiny change could push a system into a completely new state. E.g., Imagine a child pushing themselves from the top of a playground slide. There is a point beyond which it is too late for the child to stop themselves sliding down. Pass this threshold and the child continues inevitably towards a different state – at the bottom of the slide rather than the top.

The latest IPCC climate models show that there are a cluster of potential tipping points, which will be triggered when we reach between 1.5°C and 2°C, pushing parts of the Earth's system into sudden or irreversible change.

Tipping point cascades (a domino-like cascade of two or more tipping points at a given temperature) have been identified in more than 60% of simulations.



If tipping points are reached at lower temperatures than the models predict, the impacts presented on the slide are likely to be more extreme, occurring with a higher probability, sooner in time and with a greater severity and frequency.

This will hugely reduce the capacity of societies to adapt, compounding the impacts.

The most likely initial trigger of tipping point cascades is likely to be the polar ice sheet melting, which will cause knock-on effects. Ice sheets are already at risk of reaching tipping points within the Paris Agreement range of 1.5°–2°C.

Reference:

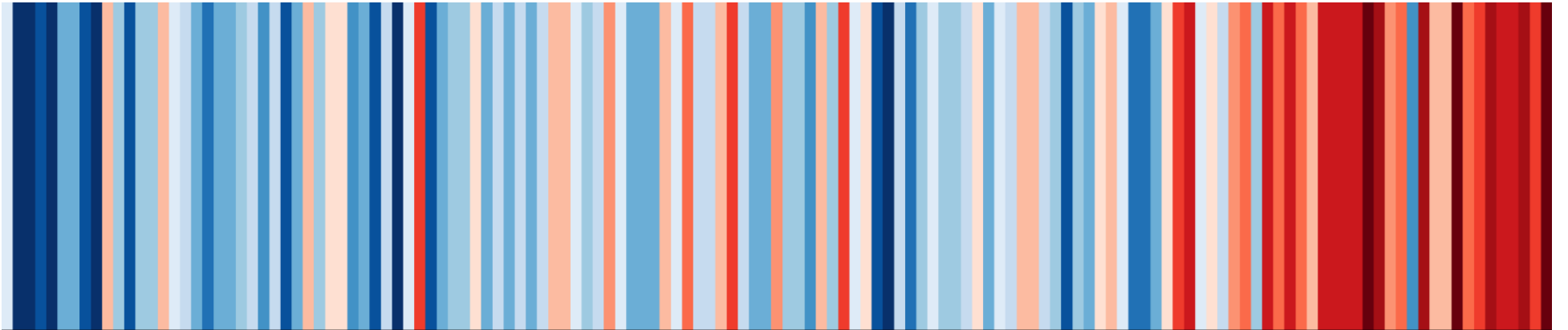
<https://www.chathamhouse.org/2021/09/climate-change-risk-assessment-2021>

This video (<https://www.youtube.com/watch?v=eUh-TXKldiE> 5 mins) provides a good summary of the points covered above. If you find it difficult to discuss these sensitive points, then feel free to use this as an alternative.

# We must show a united front in tackling the climate emergency

*“Climate change doesn’t care if we’re left wing, right wing, or in the centre. It doesn’t care who is prime minister of what country, whether you were born in this generation or the last, what your race is, or how much money you make. It’s coming all the same. It’s already here. And it’s a global emergency.”*

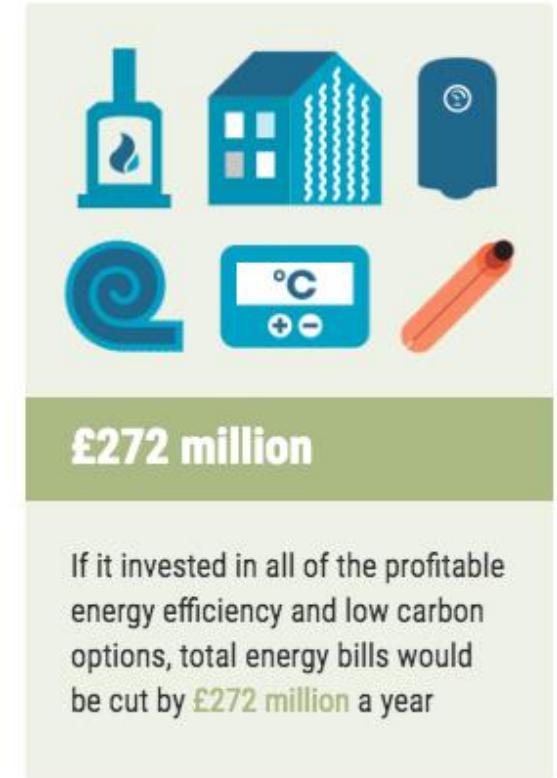
UN Climate Change Executive Secretary, Patricia Espinosa



Carbon Literacy  
Project



# Opportunities in our area



Carbon Literacy  
Project



**PLACE-BASED  
CLIMATE ACTION  
NETWORK**



# Power purchase agreements (PPAs)

PPAs are long-term electricity supply agreements between energy producers and consumers and can reduce energy costs. Costs can also be saved through energy performance contracts, which stipulate energy performance requirements

Case study produced on [the City of London's website](#)

## The City of London

- Signed a PPA with Voltalia for a 49 MW solar farm in Dorset.
- Will save the City of London around £3 million in energy costs and provide half of its electricity demands.



Carbon Literacy  
Project



Health



Equity &  
community



Jobs &  
economy



Resilience



Resources  
& capacity



Green space



# Activity: Communicating climate change

Imagine you are talking about climate change with one of the people below.

- Which theme(s) might you use to connect with this person?
- What messaging might help when communicating this theme/these themes?



Local authority  
CEO



Factory  
worker



Local  
councillor



Single  
parent



Farmer

Carbon Literacy  
Project



# Levers of influence

[Based on the Climate Emergency Support Programme Action Plan Matrix - ClimateGuide](#)



## Direct control

Ensuring your council's activities are net zero in relation to:

- Own buildings
- Own staff activities
- Council commissioning
- Council procurement

## Place-shaping

Applying policies and powers to:

- Shape the quality of new developments
- Direct the purpose and nature of regeneration
- Invest in green infrastructure & economic development



Carbon Literacy Project



# Taking action: why is your action pledge important?

- Everyone plays a part in the transition to a low carbon society
- By pledging two actions today, you are one step closer to reducing your carbon footprint to a more sustainable size.
- This is also essential to receive your Carbon Literacy certificate!

Carbon Literacy  
Project

