Carbon Literacy Project

An Example Outline for a Carbon Literacy Course

Contents

01 Introduction

- **Explain to learners why they are attending the course**
  - Explaining the mission of The Carbon Literacy Project – The Carbon Literacy Project offers everyone a day's worth of Carbon Literacy® learning, covering climate change, carbon footprints, how you can do your bit, and why it's relevant to you and your audience.
  - Definition of 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."
  - Highlighting the relevance of the course to the learners, be it professionally, for education, or in a community setting. Trainers could also introduce the co-benefits of climate action, as a more general reason for why the course is relevant to them and to wider society.
- **Icebreaker** – Depending on the group, can be really helpful to ensure everyone feels comfortable.
- I**ntroducing key terms** – climate, weather, greenhouse gases, climate change, etc. Normally best if it is made interactive (i.e., pairing them up or a Menti).

02 Knowledge section

- **What are GHGs and their general sources** – Explaining and connecting carbon, methane, nitrous oxides, and fluorinated gases to the key processes/sectors/products which produce them.
- **What is CO2e** – highlighting the different Global Warming Potentials (GWP) and explaining carbon as the umbrella term used to refer to GHGs.
- **What is the distinction between weather and climate** – daily vs meteorological average → can highlight the range of impacts experienced by different climatic zones.
- **The Carbon Cycle and the Greenhouse Effect** – Both processes can be connected to previous and future content to explain how the climate is changing and why we are experiencing certain impacts.
- **Evidence of anthropogenic GHG rise affecting the natural systems cited above, in turn changing the climate** – hockey stick graph, GHG concentration in ice, scientific consensus, and the Great Acceleration.

03 The Impacts of Climate Change

- **Explanation and evidence of impacts** – Global temperature rise, extreme weather events, flooding and droughts, ocean acidification, etc.
- I**mpacts looking to the future** – Tipping points, socio-economic ramifications, and exploring different warming scenarios.
- **Local Impacts to highlight the relevance to the learner** – Ideally, case studies are referenced.
- **Impacts to the sector** - to highlight teh professional relevance

04 Climate Justice, Equity, and Fairness

- **Explaining what climate injustice is by highlighting the global contrast in climate disaster responsibility and vulnerability** – the Carbon Map is often an effective and interactive resource for learners to explore and discuss.
- **Explaining the outcomes with a global lens** – Climate remittance (underfunded), climate-induced migration (and the possible influence on growing nationalist sentiment), increased death tolls due to limited and underdeveloped response in deprived regions of the world, reduced inequality through promoting the just transition, and highlighting colonialism as a trigger for climate injustice.
- **Recognising the individual contrast in responsibility and vulnerability for fuelling the climate crisis** – This is important to make the concept relatable for learners. For instance, the emissions imbalance according to wealth. Also, the inequity of impacts due to age (young and old), housing (access to permanent and well-insulated housing), ethnicity (diverse areas more likely to have higher levels of pollution), and gender (more of a Global South phenomenon).

05 The Policy Landscape

- **This section can be prefaced by two themes a regulatory waterfall and upward pressure** - The former indicates how regulation perforates down to influence local policy and individuals. The latter highlights how popular and legislative pressure can increase NDCs and push for more progressive agreements.
- **International policy** – The Benchmark Paris Agreement (COP 21), more recently you can highlight the progression and regressions of COP 26 (next time NDCs were measured) and COP29.
- **Regional policy** – Potential inclusion of EU policy (CBAM for instance), or other regions where it is applicable to the learner.
- **National Policy** – Highlight the climate commitments of the country in which learners are based. These can be measured against international commitments (e.g., climate action tracker). This is a thought and emotion-eliciting topic which can normally lead to good discussions on the successes and further improvement needed from national governments.
- **Local policy** – Local policy and/or climate action groups can reinforce to learners what is being done in their communities and potentially provide examples for further involvement.

06 Role of the Individual

- **Measuring** – Learners are usually asked to measure their footprint through a calculator to give some context for what and how they can reduce emission-intensive aspects of their life.
- **Explaining individual footprints** – Commonly overlooked. It is important to explain what processes result from individuals' (consumer's) actions that produce emissions. To help with comprehension, it is recommended to explain the categories covered in the calculator. I.e., how each process of food production produces their respective GHGs to create the CO2e figure associated with that type of food.
- **Highlighting individual CO2e reduction potential** – With graphs and explanations, alternative actions can be proposed where individuals could reduce their footprint. Narrative is important to highlight how amalgamating reduction across individual decision-making can lead to significant CO2e decrease.

07 Role of the Sector / Organisation / Community

- **Explaining an organisation's emissions** – The concept of scope emissions is key here. They are more relevant to workplace course but should still be covered in most settings because of their use in carbon accounting. Ideally, if it is an organisation delivering CL, a case study of their scope emissions is shown. In addition, a great discussion activity is to have learners indicate how their remit (especially in a professional capacity) influences the different scope emissions.
- **Proposing CO2e reduction actions** – By proposing tailored decarbonisation options, learners can start to think about individual and team actions which they can implement in their professional remit (where applicable dependent on setting).
- **Case Studies of good practice in the industry** – These are helpful to highlight what is already being done in the industry most relevant to the learners.

08 Motivating Others

- **Spheres of Influence** – Highlighting to learners who they are likely to have a strong influence on, which creates a target base for spreading climate action.
- **Tips for communicating climate change** – Listen, avoid being patronising, play on emotion rather than overwhelm people with facts, find common ground.
- **Framing of the climate crisis** – Ideally, co-benefits of climate actions are filtered through the course, but here they can be explicitly reinforced. Socio-economic co-benefits (economy, health, cost of living, community, etc.) provide generic talking points which can be used to change people's perception of climate action. Professional co-benefits (cost saving, regulatory compliance, reputation, talent attraction, etc.) can be used to promote climate action vertically or horizontally in the workplace (where appropriate to the course).

09 Building Confidence in Expressing Carbon Literacy

- **Emulating real-life discussions on climate change** – This is normally done through activities or discussions, and it should allow the learner to respond to scenarios which could be replicated in personal or professional conversations. A common breakout exercise is to provide prompts and have learners in little groups discuss responses with the intention of motivating the prompter.

10 Evidence

- **Tips** – These need to be new actions, the IA and GA should be distinct, and relevant to the setting in which the training has taken place. For example, if the CL training is workplace-focused, ideally both actions should be workplace-based (unless the learners feels and can explain that more savings can be made at home for their individual action). Learners should be specific on what GHG is being reduced, consider the ripples of action, and for GAs that are worked in with others, the learner needs to explain their specific & active role in that action.

- **Show learners the Evidence Form** – It can help to show parts of the Evidence Form (perhaps through screenshots) to introduce to learners and talk them through what they will need to complete. This can be done at the start or towards the end of training. Amendments can be made to ensure appropriate for group, but please consult the CLP first.

Got any questions?

Carbon Literacy Project

Get in touch with us at:

Email:
criteriacheckers@carbonliteracy.com

Telephone:
0161 2981782

The Carbon Literacy Trust (Registered Charity No.: 1156722)