

The Climate Leadership Journey

Name: _____ Phone: _____

Email: _____

Initial Opinions

	strongly disagree	disagree	agree	strongly agree	don't know
I know what I can do to reduce my own climate change impacts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the practical skills to be a climate leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the confidence to be a climate leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the knowledge to be a climate leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to effectively communicate with people about climate change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know people who can support me to be a climate leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a clear plan for my next steps as a climate leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'm committed to being a climate leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I am a climate leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Agenda

Saturday

9.45 Introduction

10.30 Climate Change – what it means to you

11.30 Break

11.50 Climate science, controversies and solutions

1.20 Lunch

2.20 Exploring climate action

3.35 Break

3.45 Practical workshops – Climate change and food miles, what you can do, OR energy audits and household renewable energy

5pm Evaluation and close

5.30 Depart

6pm Climate Drinks at Bar Broadway

Sunday

9.45 Communicating climate change action

11.30 Break

11.50 Mapping my next steps

12.50 Lunch

1.50 Promoting and organising events

3.20 Break

3.30 Organising Skills workshop – making change online, OR organising in groups, OR making change at your university or workplace

4.30 Ending, evaluation and close

5.30 Depart

Saturday

Photo language — climate change and me

- ❖ Which photo did I pick up, how does it speak to me about climate change?

- ❖ Why am I committed to stopping climate change?

- ❖ Did someone else say give a reason that resonated with me?

Climate Science

- ❖ What information or statistic powerfully communicated the urgency of climate change to me?

- ❖ What information or statistic made me feel overwhelmed by climate change?

- ❖ Other Points

Climate Questions and Controversies

- ❖ Did the conversation change my perspective on climate controversies? Why/ why not?

- ❖ Other notes and questions

Climate Solutions

- ❖ Some climate solutions:

- ❖ How do they/can they meet the challenge of climate change?

- ❖ How did the idea of climate change being a solutions multiplier make me feel? (i.e. by fixing climate change we can simultaneously fix other things)

- ❖ Other notes

Exploring Climate Action

❖ What creative ideas did you think of for taking action on climate change?

❖ Other notes

Mapping my networks!

Practical Skills

Workshop title: _____

❖ Key learnings and notes

❖ How can I share what I've learnt?

Evaluation Day 1:

Key themes/ideas I want to reflect on::

What I want to get from Day 2 of the Climate Training::

1. _____
2. _____
3. _____

Sunday

Communicating Climate Change

When speaking to the media it is common to have 7-9 seconds to communicate your message – so it's important to know what you want to communicate and how you are going to say it! Below are some tips for developing 'sound bites', messages and for doing interviews.

Sound Bites

A *sound bite* is a short, often striking, quotable statement suited for television or radio news programs. The average television sound bite is 7-9 seconds.

Message Discipline

- **Develop two to three core messages**
- **Practice concise, catchy, freestanding sound bites** that communicate your messages
- **Repeat Repeat Repeat!** Don't give reporters quotes you don't want to see printed! Don't be afraid to give the same answer to multiple questions, awkward as it may seem. Feel *entitled* to say your piece.
- **"Build a bridge"** from the question you are asked to the messages you want to communicate.

Interview ABC

Acknowledge the question

Bridge away from the question

Communicate your message

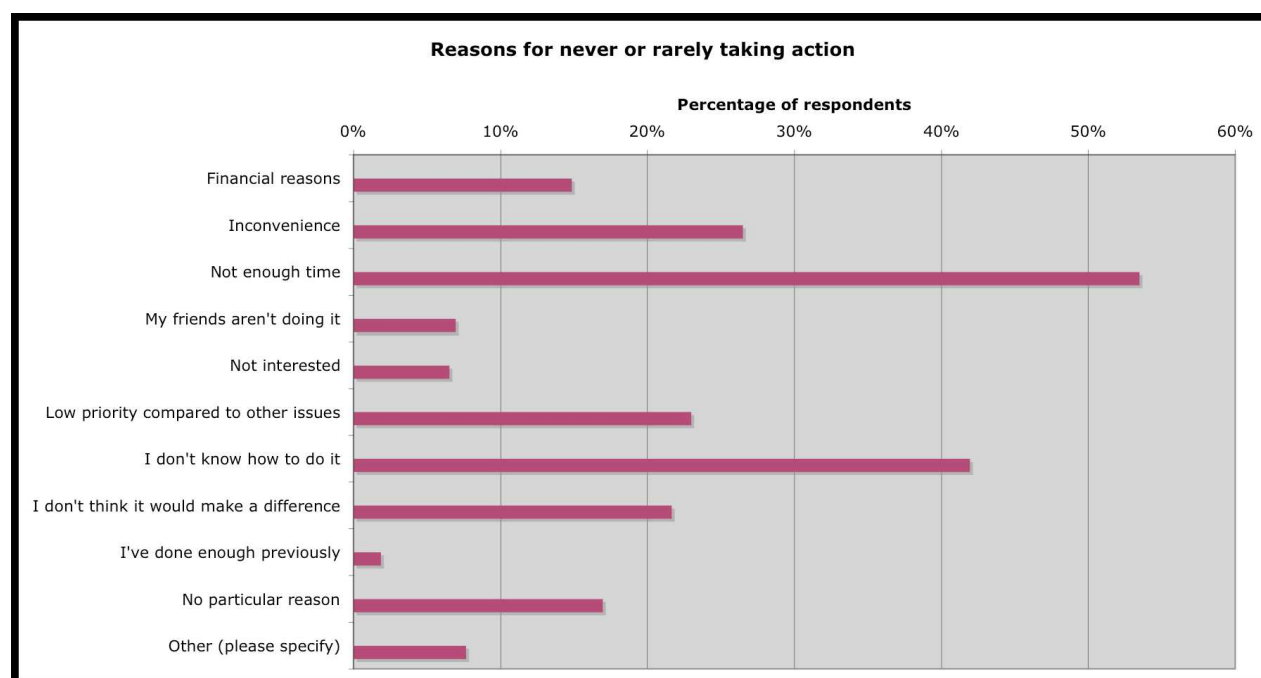
❖ How can I communicate climate change powerfully to my peers?

❖ How can I communicate climate change powerfully to the media?

❖ Other notes

Mapping my next steps

Reflect on the following graph – barriers to action (Student Climate Change Survey, ISF, 2008)



Before starting check back in on people's motivations for acting (photo-language exercise), tactics of climate action and your networks.

❖ 4 ideas for climate projects you could make happen:

1. Personal Project idea

2. Project idea to do with other people

3. Second project idea to do with other people

4. Project to do with everyone here

Smart Objectives

Strategic

Measurable - 'success' is clearly quantifiable.

Attributable - the objective can be attributed to a group or individual who will make this objective a reality

Realistic - it is within the scope of what is possible given the capacity of those involved

Time specific - it has a clear timeline and end time, as to when this objective will be achieved

❖ Make your ideas SMART

1. Personal Project idea

2. Project idea to do with other people

3. Second project idea to do with other people

4. Project to do with everyone here

Planning one project:

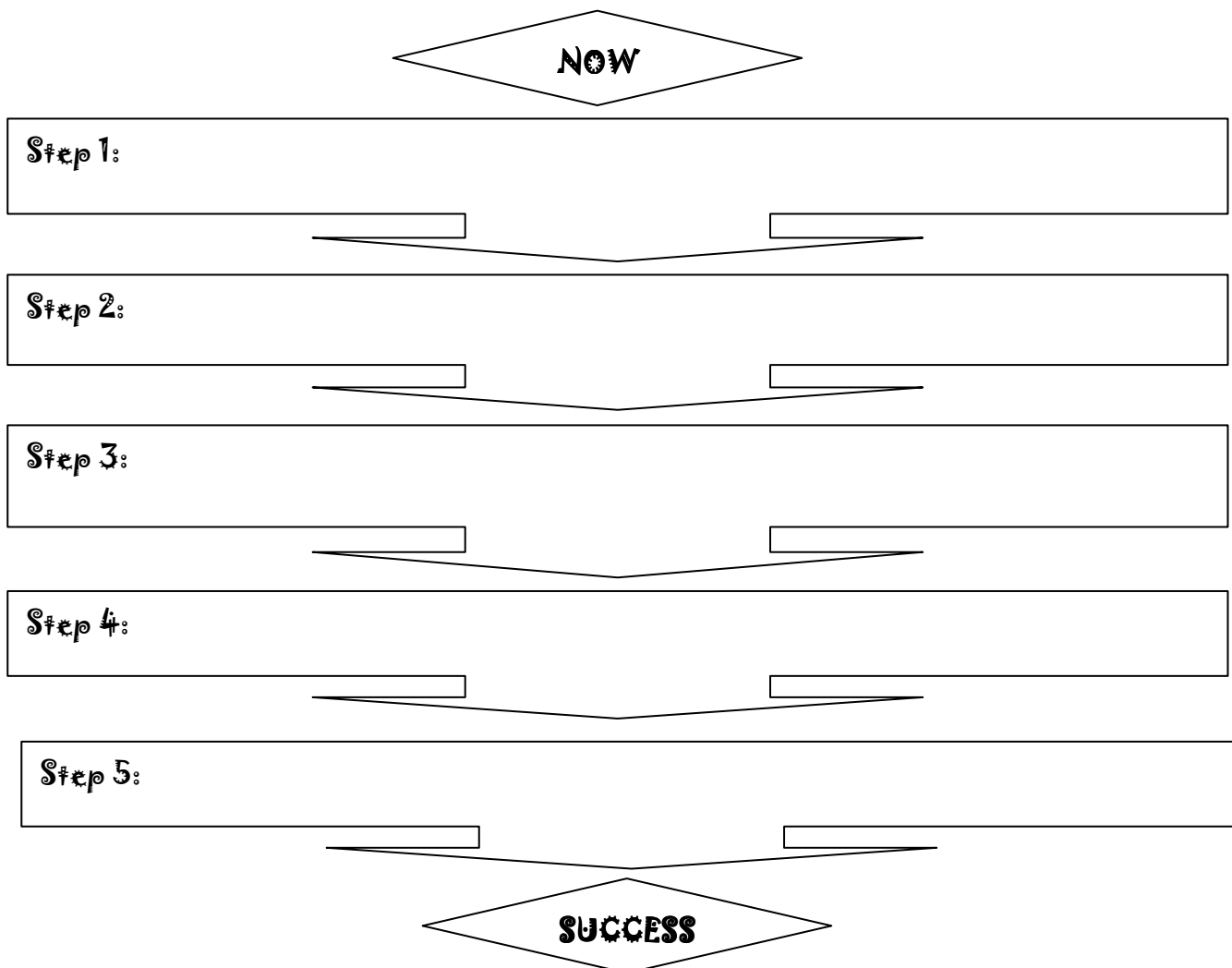
❖ Aims

(What do you want to achieve through this project? Who do you want to do what differently?)

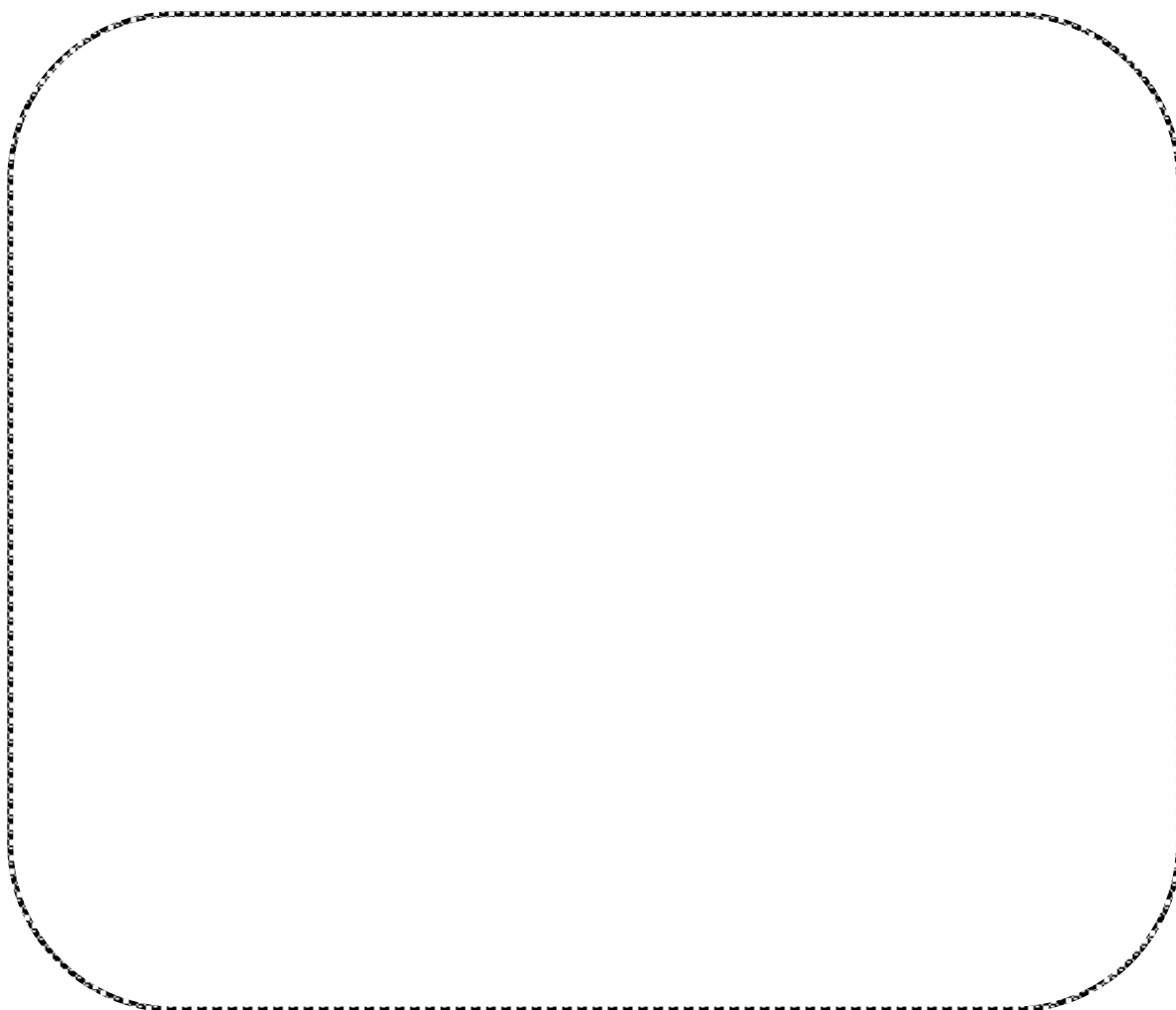
❖ What do you need to make this project happen?

- People (who, how many, why?)
- Logistics (where will it be held, do you need food)
- \$\$\$ (how much, what for?)

What are the steps to achieve your project?



Organising and Promoting Events



Organising Skills

Workshop title: _____

❖ Key learnings and notes

❖ How can I use what I've learnt?

Evaluation

Key themes/ideas I want to reflect on:

Other Notes